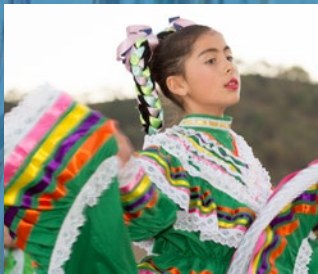


2019 Santa Clara County Children's Data Book

Key Indicators of Well-Being



Santa Clara County
Office of Education



Kids
IN COMMON

The 2019 Santa Clara County Children's Data Book

Key Indicators of Well-Being

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

The Santa Clara County Office of Education and Kids in Common, a program of Planned Parenthood Mar Monte, are proud to present the 2019 Santa Clara County Children's Data Book. The data book features key indicators of child and youth well-being and an update on progress toward achieving the vision of Santa Clara County's Bill of Rights for Children and Youth.

Individual and collaborative efforts focused on eliminating disparities for children and youth in the county are underway. By insuring that families are safe and healthy and that children are supported to be successful in learning and life, we help them become self-sufficient adults who are assets to the community. Some of these collaborative efforts are described on pages 11-13.



How to Use this Data Book:

After introductory and a contextual overview of the children and youth who reside in Santa Clara County, this data book is divided into ten chapters, one for each of the rights named in the Bill of Rights for Children and Youth. Each chapter includes:

- The data indicators and how we fare, whether the indicator has improved, whether there is a racial/ethnic disparity, and how our data compares to other counties or a national standard such as Healthy People 2020.
- A section on "Moving the Needle" - a summary of collaborative efforts, strategies, and practices being implemented in Santa Clara County or in other communities that may help us achieve better results and eliminate racial or other disparities.

Our hope is that the information you find here spurs you to action.

Not all the news here is good. We believe that through the right investments, working together and using data to drive results, we can make a difference for all of our children, youth and families. We can create a community where all children grow up having a path to economic self-sufficiency, a sense of hope for their future and a voice in matters that affect them.

Thank you to the many partners who are working on behalf of our children and families. Many thanks to the Santa Clara County Public Health Department and KidsData.org who provided vital support in gathering the data for this report.

In community partnership,

A handwritten signature in black ink that reads "Mary Ann Dewan".

Dr. Mary Ann Dewan, County Superintendent of Schools
Santa Clara County Office of Education

A handwritten signature in black ink that reads "Dana Bunnett".

Dana Bunnett, Director
Kids in Common, a program of Planned Parenthood Mar Monte

Note: Throughout the document is information and data taken from individual organization websites and cited sources.

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.

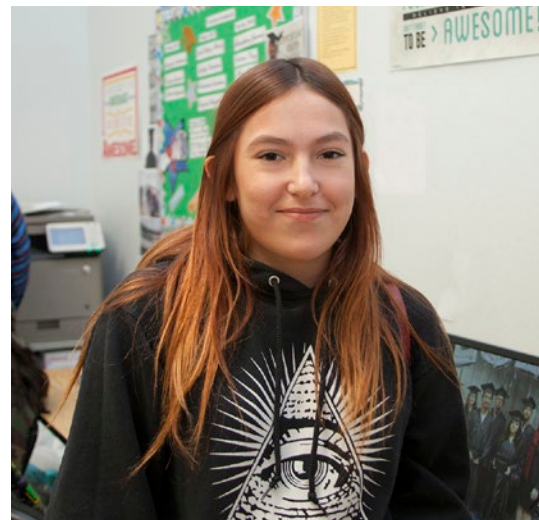
All children, youth and families have a right to be safe, healthy, successful in learning, and successful in life inclusive of race, culture, religion, language, immigration status, gender, gender identity, sexual orientation, and developmental or physical abilities. Santa Clara County is enriched by the diversity of its children, youth and families. Therefore, we resolve to support Santa Clara County children, youth and families so that:

1. They have a healthy mind, body, and spirit that enable them to maximize their potential.
2. They develop a healthy attachment to a parent, guardian or caregiver and an ongoing relationship with a caring and supportive adult.
3. Their essential needs are met— nutritious food, shelter, clothing, health care, and accessible transportation.
4. They have a safe and healthy environment, including homes, schools, neighborhoods, and communities.
5. They have access to a 21st-century education that promotes success in life and in future careers and a love of life-long learning.
6. They have training in life skills that will prepare them to live independently, be self-sufficient, and contribute to their community.
7. They have employment opportunities with protections from unfair labor practices.
8. They have freedom from mistreatment, abuse and neglect.
9. They have a voice in matters that affect them.
10. 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 named children's welfare a top consideration in making budget and policy determinations 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.



Data Dashboard

This is a quick reference of the 26 indicators that are used to understand our progress in achieving the vision of the Bill of Rights for Children and Youth. There are three columns indicating the following:

- **Have we Improved?** Green means we have improved since the previous reporting period. Yellow means we have remained at the same or there are mixed results and red means we are losing ground. Grey means no available data.
- **How do we Compare?** How we are doing compared to a national standard such as Healthy People 2020.

When that is not available, how we are doing compared to other counties in California? Green means we are doing better than the standard or the state, yellow means we are comparable and red means we are doing worse. Grey means no available data.

- **Racial/Ethnic Gap** For most if not all indicators, there is a disparity in how children are faring based on their race or ethnicity. The rating is yellow when the disparity is 7 percentage points or less, orange when it is 8-15 points, and red when it is more than 15 points. Grey means no available data.

Measure	Have we improved?	How do we compare?	Racial/ethnic gap	Notes	Page
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1 Santa Clara County children have a healthy mind, body and spirit that enable them to maximize their potential

Early prenatal care	●	●	●	Mothers receiving early prenatal care increased from 75% to 92% between 2006 & 2015.	22
Physical Fitness Testing Scores	●	●	●	Physical fitness scores improved 1 percentage point for most groups between 2016 and 2018.	23
Children Reporting Depression Symptoms	●	●	●	There is a 10 percentage point difference between Latinx and white students.	23
Children are in Good or Excellent Health	●	●	●	A smaller percentage of students in all groups reported having symptoms of depression between 2014 and 2016.	24

2 Santa Clara County children develop a healthy attachment to a parent, guardian or caregiver and an ongoing relationship with a caring and supportive adult.

Positive Family Communication and Support	●	●	●	Elementary students report the highest levels of positive family communication and support.	28
Meaningful Adult Connections at School	●	●	●	61% of SCC students report meaningful adult connections at school.	28

3 Santa Clara County children have their essential needs met – nutritious food, shelter, clothing, health care and accessible transportation.

Homelessness and Housing Stability	●	●	●	24% of the youth respondents in the point-in-time count were African American.	30
Food Security	●	●	●	Currently there is not a good measure for food security. More than 96,000 children in SCC could be experiencing food insecurity because of the high cost of living.	32
Routine Access to Health Care	●	●	●	61% of SCC youth had regular doctor visits and 83% had regular dentist visits.	31

4 Santa Clara County children have a safe and healthy environment, including homes, schools, neighborhoods and communities.

Students Feel Safe or Very Safe at School	●	●	●	69% of students report feeling safe at school. There is a 15 point gap between Latinx and white students.	37
Students Feel Safe or Very Safe in their Neighborhoods	●	●	●	87% of white students report feeling safe in their neighborhood. Only 71% Latinx students do.	37

5 Santa Clara County children have access to a 21st-century education that promotes success in life and in future careers and a love of life-long learning.

Children Ready for School				50% of children are ready for school. There is a 38 percentage point gap between Latinx and white students.	40
Preschool Availability for Low-income Preschoolers				The number of slots increased between 2016 and 2018. More children are eligible for subsidized childcare because of AB 2368.	40
3rd graders meeting English Language Arts Standard				SCC students improved 3 percentage points between 2016 and 2018. The gap between Latinx and Asian students is 44 percentage points.	41
8th graders meeting Math Standard				SCC students improved 2 percentage points between 2016 and 2018. The gap between Latinx and Asian students is 59 percentage points.	42

6 Santa Clara County children have training in life skills that will prepare them to live independently, be self-sufficient and contribute to their community.

Students graduate from High School Ready for College/Career				57% of SCC students graduate from high school ready for college/career. 23% of African American and 75% of Asian students meet this California Dashboard Standard.	48
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7 Santa Clara County children have employment opportunities and protections from unfair labor practices.

Students Leaving High School Before Graduation				15% of SCC students left high school without a diploma in 2018. 27% of Latinx and 5% of Asian students left without one.	51
18- to 24-year-olds With Less than a High School Diploma or Certificate				9.1% of SCC young adults do not have a high school certificate. 11.8% of African American and 11.5% of Latinx young adults do not.	51

8 Santa Clara County children have freedom from mistreatment, abuse and neglect.

Entries into Foster Care				1.4 per 1,000 SCC children enter foster care. 6.6 per thousand African American children do. This is more than 16 times the rate of Asian children entering foster care.	55
Children in Foster Care Placed with Relatives				In 2018, 38% of SCC children in foster care were placed with relatives compared to 40% in California.	55
Children in Foster Care with Placement Stability				37% of SCC children in foster care for 12+ months had three or more placements.	55

9 Santa Clara County children have a voice in matters that affect them.

Youth Feel Valued by the Community				In 2016, 27% of elementary school students, 29% of middle school and 11% of high school students felt valued by the community.	59
Youth Have a Sense of Interpersonal Competence				In 2016, 57% of elementary school students, 56% of middle school and 47% of high school students reported having a sense of interpersonal competence.	59

10 Santa Clara County children have a sense of hope for their future.

Youth Have a Positive View of their Future				In 2016, 60% of elementary school students, 71% of middle school and 64% of high school students reported a positive view of their future.	62
Youth Have a Sense of Purpose				In 2016, 51% of elementary school students, 61% of middle school and 51% of high school students reported having a sense of purpose.	62
Juvenile Justice System Engagement				Between 2013 and 2016 there was a 51% decrease in the juvenile arrest rate. Between 2016 and 2018 there was a 6% increase, but probation violations decreased 24%.	63

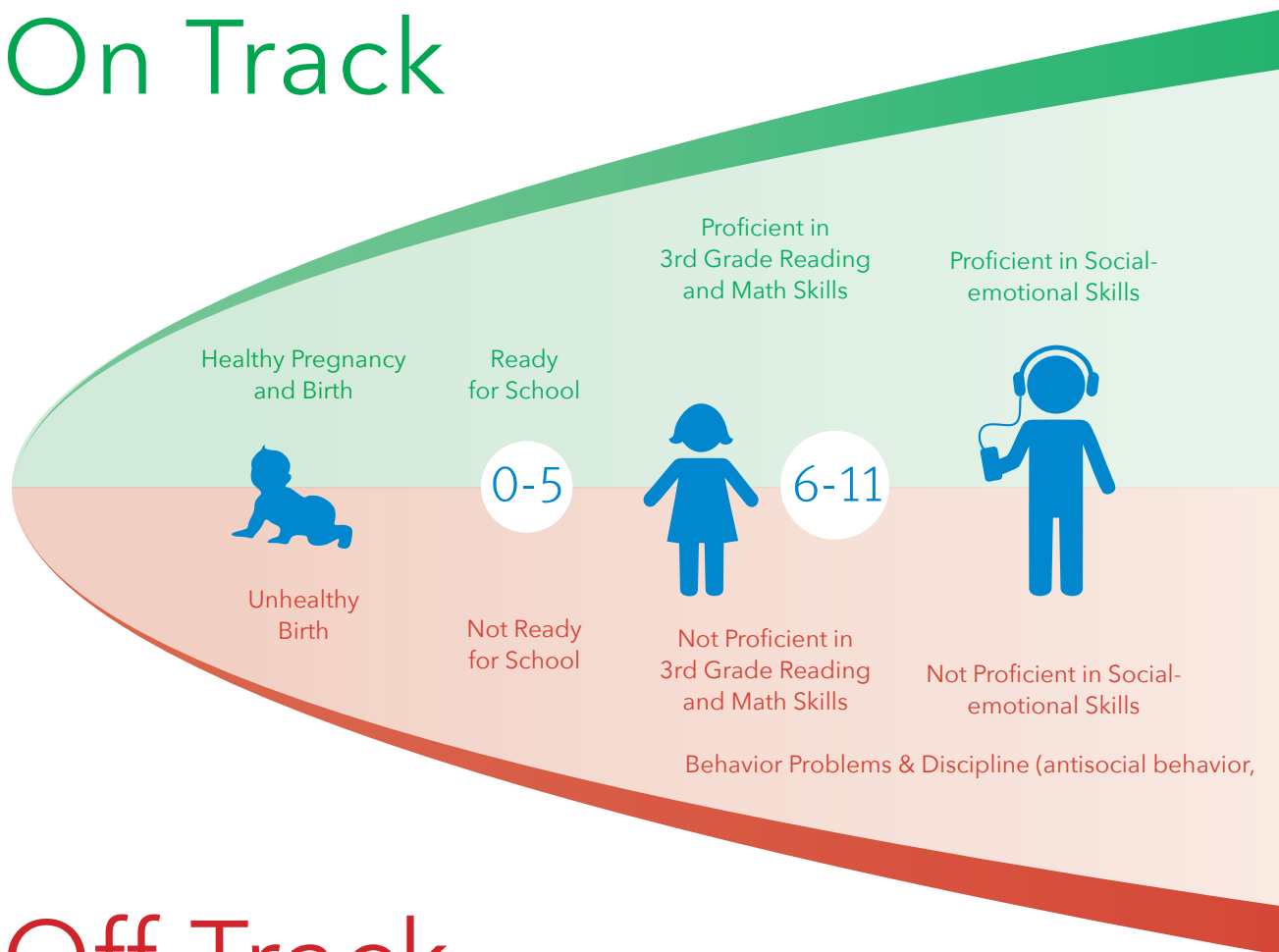
Life Course Framework

The Life Course Framework provides a structured way to understand what leads to children'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 them and to continue that support if we want to get and keep them on track.

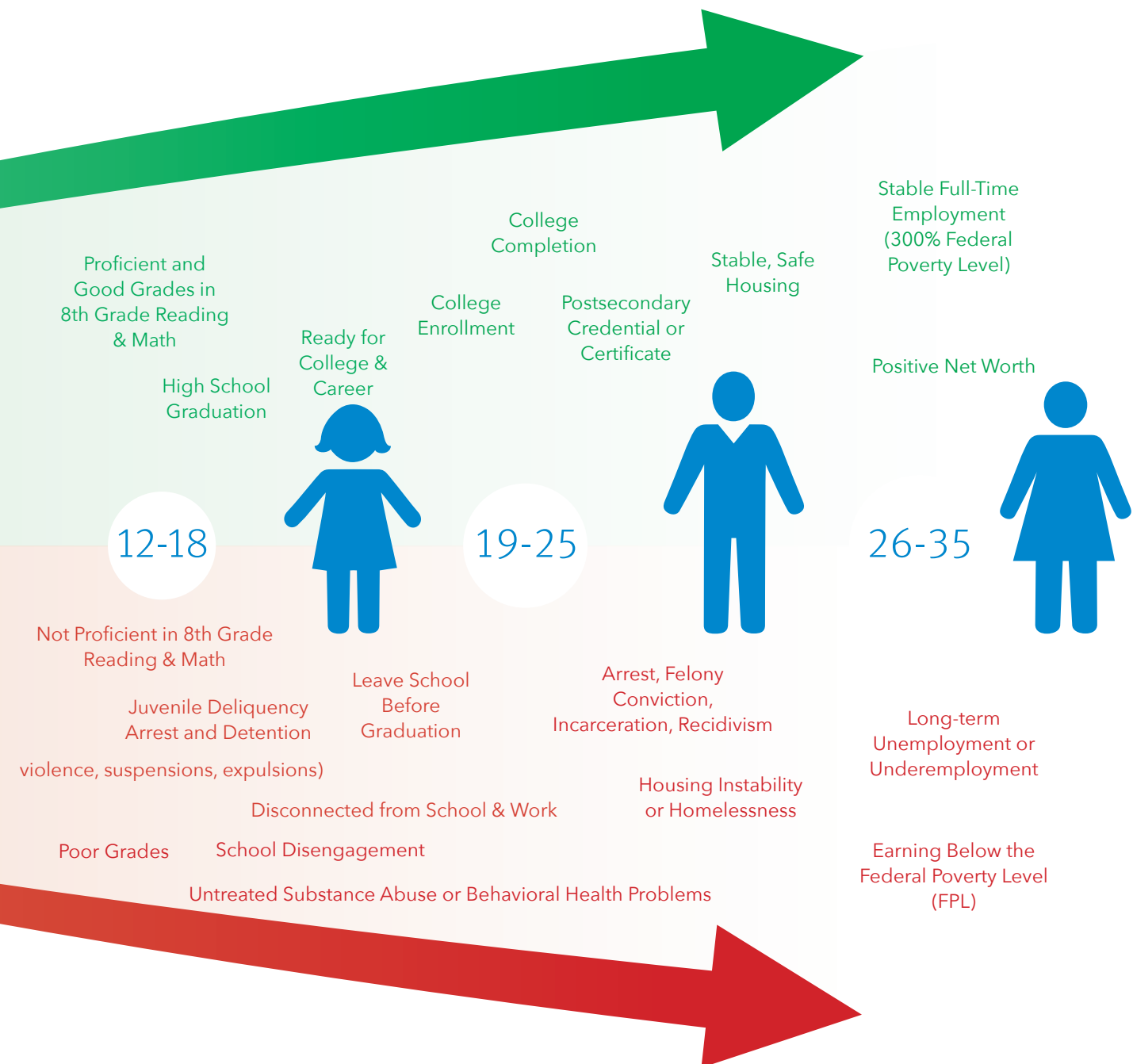
It is important to remember that children are more likely to succeed when we keep families at the center of our work and build on family strengths and goals for their children. This is discussed in greater detail on pages 14-15.

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 go to: www.ForwardChangeConsulting.com.

On Track



Off Track



Working for Racial Equity and Social Justice 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 illustrates persistent inequities based on race and ethnicity. Here are a few data points for Santa Clara County that demonstrate these inequities:

- 21% of African American and 15% of Latinx children live at or below the Federal Poverty Level (FPL). Only 5% of Asian and 3% of white children do. (Figure 2)
- 3.9% of white students and 2.8% of Asian students left high school without graduating in 2018. In contrast, 7.4% of African American and 18.5% of Latinx students did so. (Figure 29)
- There was a 44% decrease in juvenile arrests and citations between 2013 and 2017. However, Latinx youth are arrested at a rate more than three times that of white youth. (Figure 40)

The Race Matters Institute, a nonprofit that helps organizations develop policies, programs, practices, and protocols that achieve more equitable outcomes for all children, families, and communities, states, "Racial equity results when you cannot predict an outcome by race. It is quantifiable and measurable." When we think about racism, we often focus on individual and interpersonal racism. While this type of racism still exists in our society, it is historical and structural racism that has been codified through education, housing, justice and other policies that we must address if we want to achieve equity. When we address the racism that operates, often quietly and unnoticed, in our systems, policies, practice, and attitudes, we will be able to eliminate the disparate outcomes based on race.¹

In recent history, discriminatory lending and housing practices led to some of the neighborhood differences we see throughout the county. After World War II, lending and real-estate practices of "redlining" excluded people of color and established "white only" neighborhoods. To understand redlining in Santa Clara County, go to: <https://joshbegley.com/redlining/sanjose>.

Another example is the Servicemen's Readjustment Act of 1944, also known as the G.I. Bill. The G.I. Bill supported

education and accumulation of assets for white veterans but not for African American and Latinx veterans. Some of these racist policies did not end in California until 1965. The structural results for these policies in Santa Clara County are:

- Some neighborhoods are well-lit, tree-lined, and have safe places for children to play. Others are pot-holed, dark, littered, and lack parks, sidewalks, and places to buy healthy food. These differences don't go unnoticed by the residents. On a recent survey, one mother said, "What makes me sad is that 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."²

"Not only must we recognize that we participate in a racist system that continues to exclude and undervalue people of color, we must also confront the root causes and manifestations of structural racism. This requires us to eliminate policies, practices, attitudes, and cultural messages that reinforce differential outcomes based on race, and to replace them with ones that promote and sustain race equity."

- Equity in the Center, A project of ProInspire, a national leadership development organization

- Defacto segregation in our schools. 81 schools (out of 419) have student populations that are 80% or more Latinx. Students in these schools are also low-income. In a majority of these schools, more than 75% of students receive free/reduced price lunch.³

Other biases in policies and practice in education and justice have affected Latinx and African American children negatively:

- In California, the 1998 passage of Proposition 227 - regarded by many as anti-Latinx and anti-immigrant - relegated English-learners to English-only immersion programs. These were recently shown by the Center for Research on Education to be less effective than teaching a student in their first language over a longer period of time. Instruction in a student's first language produces higher levels of achievement and introduces long-term cognitive benefits, including increased memory and abstract reasoning skills.⁴
- Zero Tolerance policies and aggressive arrest policies that began in the 1970s led to significant increases in school suspensions, expulsions, and juvenile arrests that disproportionately affect Latinx and African American youth.
- Differences in how schools deal with challenging student behavior, depending on the students' race, were identified in a 2015 Pennsylvania State University study: African American and low-income students were far more likely than white students to be punished rather than being offered behavioral treatment when they misbehaved.⁵

Efforts to Address Equity and Social Justice

In the past few years, several efforts in Santa Clara County have emerged that bring a racial and health-equity lens to work on behalf of children and their families. It is necessary to be data-driven and focused to make the necessary system-wide improvements that provide all children and families in Santa Clara County with the fair opportunity to achieve their full potential. We can hold goals for all children, but in order to achieve good outcomes for them, we must target our efforts to address the underlying structures that perpetuate inequity and develop strategies that meet the needs of specific communities. This “targeted universalism” (see page 10) helps us identify these goals and strategies that focus on specific needs and act strategically to achieve racial equity.

Division of Equity and Social Justice of Santa Clara County

Santa Clara County created the Division of Equity and Social Justice in recognition of how gender, gender identity, immigration status, marital status, and sexual orientation intersect with race, ethnicity, class, ability, age, culture education religion, and nationality. The division comprises the county’s Offices of Cultural Competency, Immigrant Relations, LGBTQ Affairs, and Women’s Policy. They work together to create a welcoming environment that is culturally responsive and affirms people’s life experiences and contributions.

Using data analysis and research to inform emerging policies, the division seeks to improve systems and build internal capacity while introducing cross-system strategies that are trauma-informed, healing-focused and culturally-responsive.

The Santa Clara County Executive Office of Cultural Competency (OCC)

Now part of the division of Equity and Social Justice, the Office of Cultural Competency was established in 2013 to support County Agencies and Departments that adopt and implement culturally responsive practices. The OCC’s mandate is 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. The OCC supports the Inter-Cultural Competency Advisory Council, which is informing this work and is committed to further developing the underlying work of healing at the community level and through community partnerships.

Santa Clara County Children’s Health Improvement Plan (CHIP)

According to the CHIP implementation plan, its first priority is to “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 of color and their families.”

This priority undergirds CHIP’s work in building the organizational infrastructure, capacity and commitment to address institutional and structural racism. Policy or systems change will be achieved by institutionalizing the use of racial equity tools for decision-making processes and assessing racial implications. For example, the Public Health Department’s budget decisions may have different impacts for various racial and ethnic populations and these impacts are evaluated as part of the budget process. The convening partners of this CHIP equity work are the Black Leadership Kitchen Cabinet, Santa Clara County Office of Cultural Competency, and the Racial and Health Equity Program of the Public Health Department. Many organizations are integral to the development of this implementation plan including the SCCOE, First 5 Santa Clara, and the Healthier Kids Foundation. Disciplined and coordinated collaboration is at the heart of this systemic change initiative.



The Santa Clara County Juvenile Justice Systems Collaborative (JJSC)

The JJSC brings an equity lens to its work to decrease the number of youth entering the juvenile justice system. Its two workgroups, Racial Equity through Prevention (REP) and Racial Equity through Justice Systems (REJS) use a data lens to look at the decision points in our processes that are influenced by structural racism and implicit bias and lead to disparate outcomes for young people who are Latinx or African American.

Disaggregating data by race and ethnicity allows us to analyze the factors that lead to poor outcomes and can be one of the most effective investments to move the needle on racial and ethnic disproportionate results. REP has disaggregated data regarding student suspensions in order to identify policies that will improve school discipline outcomes. REJS has disaggregated data regarding Violation of Probation (VOPs) and how these have led to longer engagement of Latinx and African American youth in the justice system.

Santa Clara County Office of Education (SCCOE)

One goal of the SCCOE is “to improve student equity and access to high quality education.” One way SCCOE does this is through its county-wide support of Multi-Tiered Systems of Support (MTSS), an integrated, comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the framework to create needed systematic change through the design and redesign of services and supports to quickly meet the needs of all students.



The Government Alliance on Race and Equity (GARE)

Santa Clara County has been an active participant in GARE – a national network of government organizations working to achieve racial equity and advance opportunities for all. GARE creates a shared analysis and definitions, organizes internal infrastructure and partnerships, and promotes the use of data and racial equity tools to develop strategies and drive results.

The county’s Public Health Department, Office of Cultural Competency, Offices of Immigrant Affairs and LGBTQ Affairs, Social Services Agency and Behavioral Health Services Department participate in GARE, developing action plans and capacity to expand. FIRST 5 Santa Clara and the SCCOE have joined this effort. GARE provides the foundational work for CHIP as well.

Targeted Universalism

Targeted Universalism (TU), originally developed by professor and critical race scholar John A. Powell, is an approach that sets universal goals for children and youth to be achieved by targeted approaches. A universal goal by itself may actually deepen inequity between groups, as it does not acknowledge that groups may start off in different places or face different structural barriers. The GI Bill, intended to help all families build wealth, led to inequality because of red-lining and lending practices.

Targeted approaches such as inclusive college admissions policies are sometimes critiqued for favoring specific population segments. These practices can be seen to favor constituent groups and reinforce unfair stereotypes.

The five steps of TU are:

1. Set a universal goal;
2. Measure how the overall population is faring;
3. Measure how different population segments are faring;
4. Understand the structures and barriers that influence outcomes for each population segment; and
5. Implement strategies that address the needs of each group and will support achieving the universal goal.

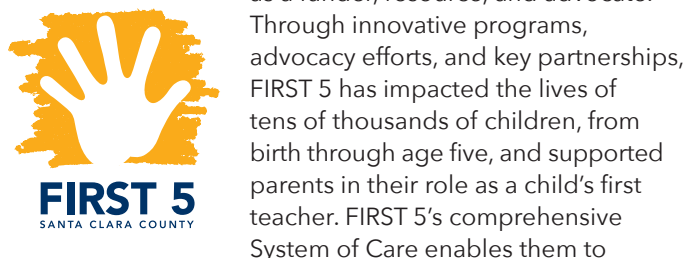
For more about Targeted Universalism and to see a short animated video, enter “Haas Institute Targeted” in your browser.

Santa Clara County – A County Focused on Children, Youth and Families

In addition to having a large number of organizations and individual efforts that support our county's children, youth and families, cross-sector efforts improve results for our children in measurable ways.

FIRST 5 Santa Clara County (FIRST 5)

FIRST 5 serves the young children and families of our county as a funder, resource, and advocate.



Through innovative programs, advocacy efforts, and key partnerships, FIRST 5 has impacted the lives of tens of thousands of children, from birth through age five, and supported parents in their role as a child's first teacher. FIRST 5's comprehensive System of Care enables them to

focus on providing intensive, tailored services that are experiencing the highest level of need, while also working toward shifting community systems that affect the health and well-being of all young children in Santa Clara County. For more information go to: FIRST5Kids.org.

City of San José Mayor's Gang Prevention Task Force (MGPTF)

For the past 26 years, the MGPTF has worked strategically to address the needs of youth and young adults in an effort to reduce violence associated with gangs. Composed of a broad coalition of residents, school officials, and community and faith-based organizations, local law enforcement, and government leaders, the MGPTF leverages each of its members as part of a coordinated and data-driven effort that seeks a balance between compassion and appropriate accountability.



There is no single approach or program that can address the complexity of youth violence, so MGPTF delivers services through:

- Community-based organizations funded by BEST (Bringing Everyone's Strengths Together);
- Youth Intervention Services that deliver services to high-risk, gang-impacted youth and young adults; and
- The Neighborhood Services Unit that works in marginalized communities to address issues of blight (graffiti/litter) and violence.

For more information go to: www.SanJoseCA.gov.

Santa Clara County Children's Agenda Network (CAN)

CAN is a data-driven, collective impact effort aimed at improving results for our community's children and eliminating disparities across the life course framework. It is led by a cross-sector network of agency directors, elected officials, policy makers, community activists, and grass-roots leaders who support mutually reinforcing activities, systems-change, and use of data to drive results. The guiding values of the Children's Agenda are: Equity, Results, Families at the Center, Strategic Action, Continuous Improvement, Generosity, and Stakeholder Engagement. Convening support for the Children's Agenda is provided by Kids in Common, a program of Planned Parenthood Mar Monte.



For more information go to: www.KidsinCommon.org.

Healthier Kids Foundation

The Healthier Kids Foundation partners with community-based organizations, public entities, and public school systems (Head Start and state preschools, elementary schools, middle schools, and secondary schools) to:

- Provide health screenings (hearing, oral health, and vision) to low-income children and connect parents to the appropriate preventative and intervention health services based on the results;
- Identify uninsured children and assist their parents with enrolling them into subsidized health coverage; and
- Provide healthy lifestyle education to parents and caregivers that helps to prevent and reduce childhood and adolescent obesity.



The Healthier Kids Foundation works with over 900 sites throughout Santa Clara County to deliver these services to large populations of children where they naturally gather, as a means of connecting them to preventive health services that contribute to their health, well-being, and educational outcomes.

For more information go to: www.HKidsF.org

Santa Clara County Children's Health Improvement Plan (CHIP)

In 2015, the Board of Supervisors directed the Santa Clara County Health and Hospital System (SCVHHS) to assess the health of children in Santa Clara County. This assessment resulted in a call to action charging county organizations that serve children youth and families to "create equitable action-oriented programs, policies, and practices to improve the lives" of all those they serve.



Seven priorities were identified as the most critical needs to support children and youth in achieving their full potential:

- Structural and institutional racism that contribute to inequities;
- Access to quality dental and health services;
- Food security;
- Housing;
- Quality universal preschool and child care;
- Universal screening; and
- Prevention of bullying and violence.

The development and implementation of goals, strategies, and work plans for each of these priorities has been led by key community organizations that have taken leadership roles in engaging stakeholders within their sector.

The plan focuses on improving the health and well-being along the life course framework for all children, youth, young adults, and families in Santa Clara County. There is also recognition that many disparities exist for children in families of color. The improvement plan is designed to work toward equitable outcomes, ensuring focused efforts on priority populations.

Santa Clara County Cross Agency Service Team (CAST)

CAST began in 2009 as a collaborative started by Supervisor David Cortese in order to expand and leverage opportunities for systems coordination. CAST is a cross-system collaborative of department leaders in many of Santa Clara County's human services departments, Superior Court judges, the Santa Clara County Office of Education and numerous community organizations dedicated to improving service delivery for families and children.

In partnership with the community, CAST seeks to prevent children and youth from entering the child welfare or probation systems by:

1. Commitment to transforming the system of care, promoting trauma-informed and healing-focused policies, practices and resourcing decisions, and
2. Minimizing risk factors that increase the likelihood of poor outcomes.

Santa Clara County School Linked Services (SLS)

SLS provides students, children and families with school-based coordinated services to address the needs and support the well-being of families. SLS coordinators work with community partners to improve protective factors, decrease risk factors, and enhance service accessibility and resource linkage to support children's success in school and in life.



SCHOOL LINKED SERVICES

SLS also promotes the engagement of families in their children's educational experience. It increases family access to community resources and services and school-family-community partnership. SLS strives to improve student academic outcomes, school climate, and the knowledge, skills, and behaviors of families that are related to school support, health, and well-being. For more information go to: www.SchoolLinkedServices.org

Santa Clara County Whole Child Initiative (WCI)

WCI is a coordinated, collaborative pilot program currently operating in the Franklin McKinley and Alum Rock school districts. The program provides universal access to health and learning opportunities for children from infancy through third grade. By increasing access to and enrollment in needed services, the WCI strives to foster a universally accessible network of early learning, health and other supports.

Funded by the Santa Clara County Board of Supervisors, the outcomes of the WCI include healthy pregnancy outcomes, optimal child development, supported and engaged families, high quality early care and education, and high quality transitional kindergarten (TK) to third grade education. These areas are addressed by ensuring that children meet developmental milestones, demonstrate growth in multiple domains, and meet grade-level benchmarks in reading and math by third grade.

Santa Clara County Office of Education (SCCOE)

The SCCOE is committed to serving, inspiring, and promoting student and public school success. Working collaboratively with school and community partners, it is a regional service agency that provides instructional,



**Santa Clara County
Office of Education**

business, and technology services to the 31 school districts of Santa Clara County. SCCOE directly

serves students through Special Education programs, Alternative Education, Head Start and State Preschool programs, Migrant Education, Environmental Education, and the Opportunity Youth Academy.

SCCOE operates collaboratively with community-based organizations, and city, county and state agencies to improve results for students.

By emphasizing the values of student success, collaboration, innovation, service, and engaging strengths to improve results, SCCOE leads or convenes the following programs and initiatives:

- **Strong Start of Santa Clara County**, a coalition of community leaders, individuals, and organizations committed to expanding access to high quality early learning opportunities for all children ages 0-8 in Santa Clara County;



- The **Inclusion Collaborative** promotes a culture that values all children by strengthening, sustaining, and ensuring inclusive practices. The Inclusion Collaborative is based on the belief that every individual, regardless of abilities and disabilities, has the right to full access to quality, equitable inclusive learning and community environments;



- The **Safe and Healthy Schools Department** provides a broad range of services related to School Climate and Student Health & Wellness efforts that improve achievement for all students;



- The **Foster Youth Services Coordinating Program and Homeless Educational Services** (FYSCP/HES) provides services to children and youth in foster care and those who are homeless which address their vital educational needs. FYSCP provides assistance and training to school districts and community stakeholders regarding the various educational laws that protect the rights of both foster and homeless youth;
- **2017 Santa Clara County Early Learning Master Plan** (ELMP) was designed to move our community towards the vision of a voluntary, universal, and comprehensive early care and education (ECE) system that provides each child and family with what they need in order to secure their success. The ELMP report presents both a snapshot of the state of ECE in Santa Clara County in 2017 and a roadmap for the future - with goals, milestones, and actions to address the needs of our community's children birth to age eight, their families, and the ECE professionals who teach and care for them;
- The **ELMP Early Learning Facilities Study**, commissioned by SCCOE, found that there are nearly 32,000 children ages 0-5 in Santa Clara County that are in need of, yet do not have access to, licensed, quality child care; a crisis in access that disproportionately affects families in Santa Clara, San José, Morgan Hill, San Martin and Gilroy; and
- **Opportunity Youth Academy** offers students a blended learning program of teacher-directed instruction and online credit accrual and recovery options. The individualized support of teachers, counselors, education navigators, and community liaisons, and access to the services of SCCOE partners from community-based organizations is the hallmark of this unique program. OYA ensures that students leave the program with a high school diploma, and a path to postsecondary education, college or career. The classes students complete satisfy admission requirements for California public universities and military service.



For more information on any of the above programs go to: www.SCCOE.org.

Families at the Center

Parents and caregivers are a child's first teachers. In our work with children and youth, it is important that families be included and engaged in way that supports trusting relationships and builds a sense of community. Below are some principles developed in the 2011 Early Learning Master Plan that are important to remember when engaging families:

- **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 for students, for one another, and for 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** Families feel their culture is recognized, valued, and respected.
- **Shared Leadership and Power** Families and school staff are partners in decisions that affect their children.
- **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.

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, social capital and health and well-being. The goal is to create a trajectory of economic security that passes from one generation to the next. As the Ascend Initiative's recent report, *Making Tomorrow Better Together*, states, "If you want to make tomorrow better for children, you have to make it better for their parents, and vice versa."⁶

Implementing a two-generation approach means adopting a new mindset: designing programs and policies that serve child and parents simultaneously; aligning and/or coordinating services with other organizations to meet the needs of all family members; and providing services to both children and adults simultaneously, while tracking outcomes for both.

APPROACH

A new **mindset** for designing programs and policies that serve child and parents simultaneously

STRATEGY

Aligning and/or **coordinating** services with other organizations to meet the needs of all family members

PROGRAM
Providing services to both child and adults **simultaneously** and tracking outcomes for both.

 **ASCEND**
THE ASPEN INSTITUTE



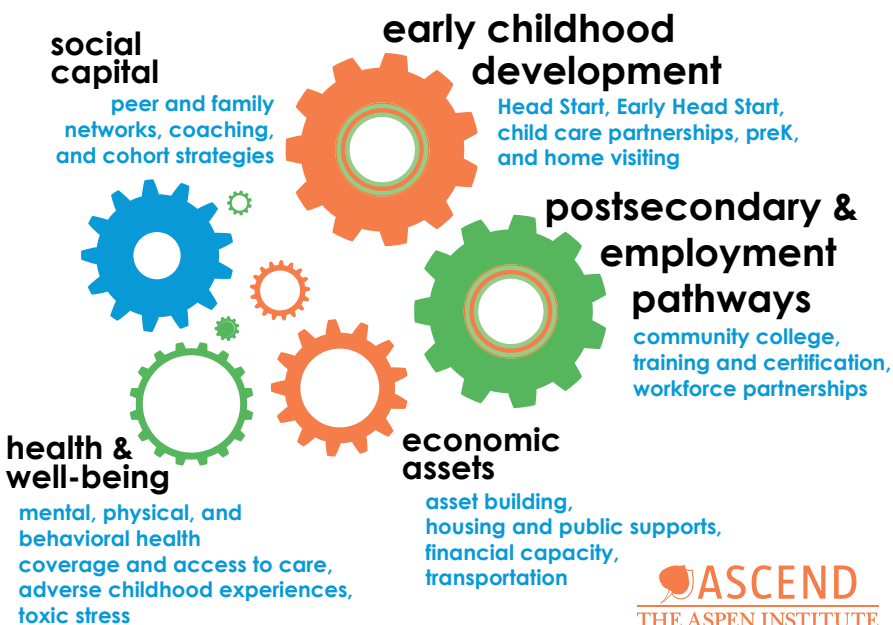
Areas of focus for two-generation approaches include:

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. 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.⁷

The FIRST 5 Santa Clara County (FIRST 5) Strengthening Families Initiative



The FIRST 5 Santa Clara County (FIRST 5) Strengthening Families Initiative is a place-based strategy that strengthens knowledge of protective factors such as child development, family resilience, and social connections. Through this initiative, FIRST 5 has established 26 Family Resource Centers (FRCs) which serve as neighborhood hubs that foster connections between families, early educators, schools, and other community resources. In addition, FRCs provide opportunities for parents or 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.

FIRST 5 Family Resource Centers offer:

- Educational and fun parent or caregiver and child activities;
- Nutrition, health, and wellness programs for the whole family;
- Health insurance information and resources;
- Physical, developmental, and behavioral health screenings and linkages to FIRST 5's System of Care; and
- Professional development opportunities, resources, and other support services for licensed Family Child Care Home providers and Informal caregivers.



Parent and Caregiver Workshops and Seminars include:

- Triple P-Positive Parenting Program - Practical parenting strategies to build strong, healthy relationships;
- Abriendo Puertas/Opening Doors - Parent and caregiver leadership programs;
- SEEDS of Early Literacy - Child language and literacy development;
- 24/7 Dad - Seminars for fathers and other male caregivers raising children; and
- InsideOut Dad - Seminars for incarcerated fathers to reduce the cycle of recidivism.

Volunteer and Leadership Opportunities include:

- Family Engagement Advisory Committees - Leadership opportunities for parents, caregivers, and community members; and
- Multi-Generational Volunteer Opportunities for parents, caregivers, and community members of all ages to share their gifts, skills, and talents to support families.

For more information on the FRC, including location addresses and a map, visit www.first4kids.org/frc.



Santa Clara County – The Basics

Figure 1 – Ethnicity of Children in Santa Clara County (2018)

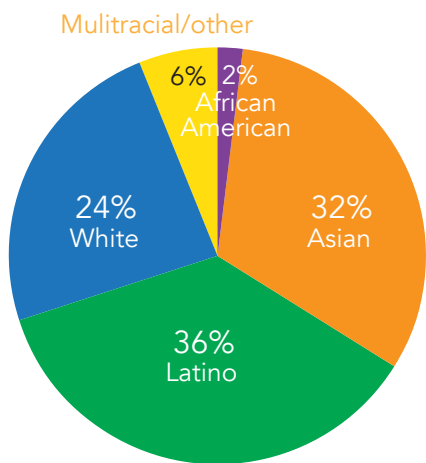


Figure 2 – Percent of Children living in Poverty by Race/Ethnicity (2016)

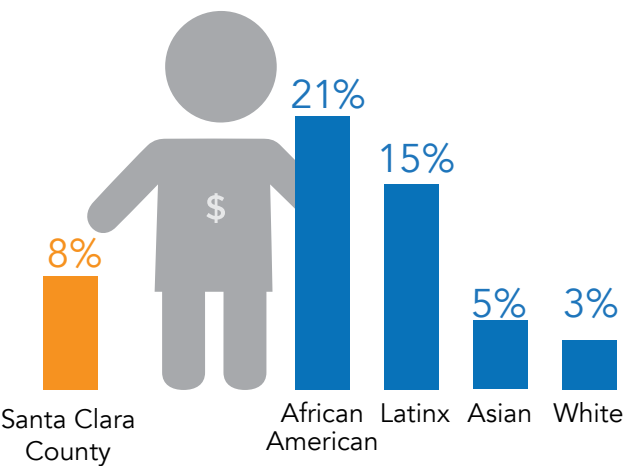
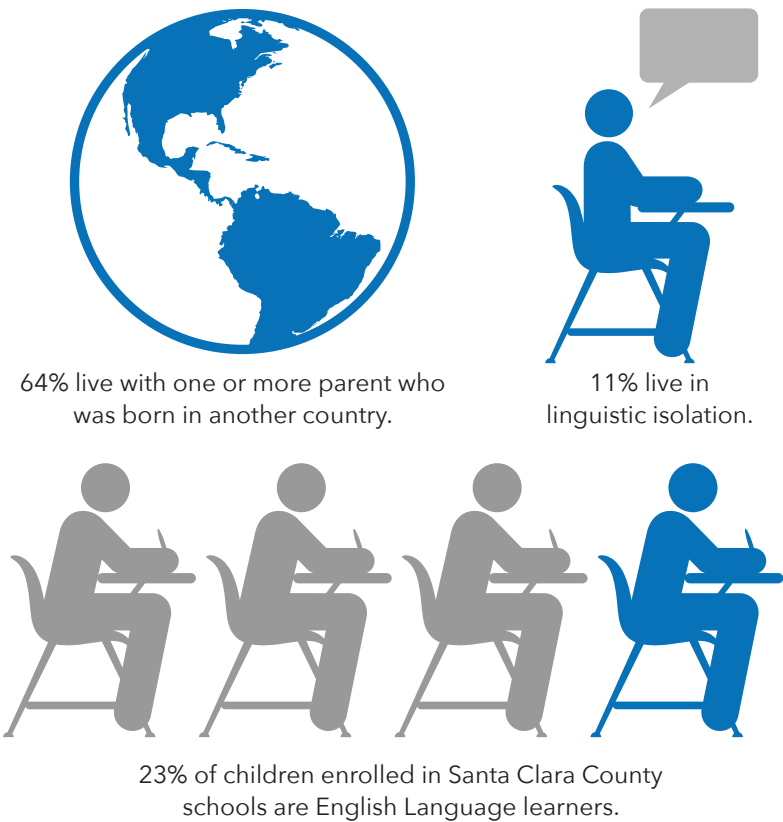


Figure 3 – Immigration and English Learner Status of Children



The Economics of Living in Santa Clara County

The U.S. Census Bureau’s American Community Survey for 2017 estimates that 8% of Santa Clara County children lived in households with income below the Federal Poverty Level (FPL). It is also estimated that 15% of Latinx children and 23% of African American children in Santa Clara County are at or below the FPL. In 2018, the FPL was \$25,100 for a family of four – two adults living with one preschooler and one school-age child.

In response to the rising cost of living, California has enacted a minimum wage of \$11.00 per hour for businesses with 25 or fewer employees and \$12.00 per hour for businesses with 26 or more employees. This will rise to \$15.00 per hour by 2023. Many communities in Santa Clara County have already adopted a higher minimum wage of \$15.00 per hour in 2019, including the cities of Cupertino, Los Altos, Palo Alto, Milpitas, San José, and Santa Clara. Sunnyvale and Mountain View increased their minimum wage to \$15.65 per hour on January 1, 2019. Even at the increased state minimum wage of \$12.00 per hour, a family of four with one wage earner falls below the FPL at \$25,100.

Two recent studies have shown the importance increased income can have for children and families. In one study, a one-dollar increase in minimum wage correlated with a decrease of child maltreatment reports.⁸ Another study showed a small increase in annual income (\$4,000) 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.⁹

Far less wealthy industrialized countries have committed to end child poverty, while the United States is sliding backwards. We can do better. We must demand that our leaders do better.
– Marian Wright Edelman, founder of the Children’s Defense Fund

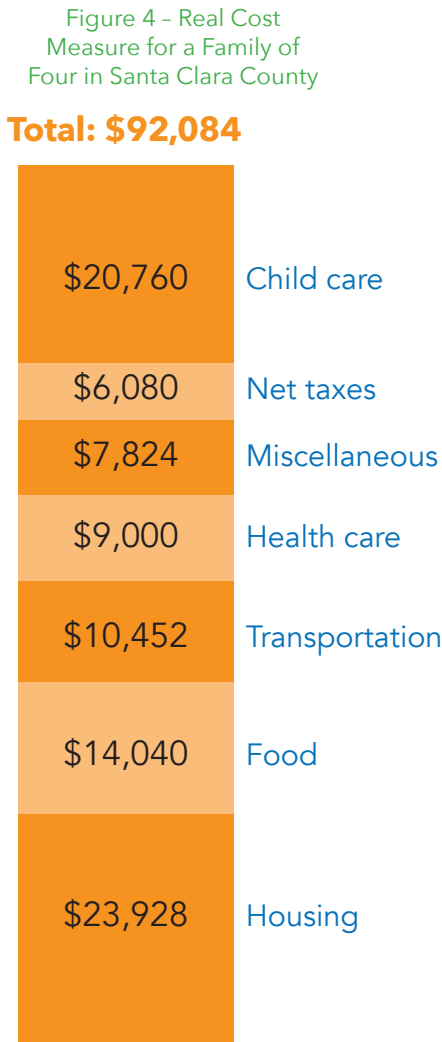
The Real Cost Measure (RCM)

Struggling to Stay Afloat: The Real Cost Measure in California, a 2018 report from United Ways of California, demonstrates how the Federal Poverty Level (FPL) vastly understates poverty. 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, nor does it take into account geographic variations in cost of living. A county such as Santa Clara County has a very high cost of living.

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. A family will qualify for the RPL program only if they earn no more than \$56,888 annually.

Because of this, many families in Santa Clara County contend with significant deprivation. They earn too much to qualify for income supports such as CalFresh (food stamps), Medi-Cal, subsidized housing or childcare, yet they struggle to meet their basic needs.

The Real Cost Measure (RCM) methodology takes into account local costs of living to develop household budgets to meet the basic needs for families in the county (the Real Cost Budget.) It then looks at neighborhood-level demographics to estimate how many households have income below the basic-needs budget.¹⁰



In Santa Clara County 122,725 households fall below the Real Cost Measure. For a household with two adults, one infant and one school-age child the RCM is \$92,084.

- Latinx families are disproportionately affected. 47,401 (39%) households below the RCM standard are Latinx.
- 36% of households with children under age six fall below the RCM standard, a rate of nearly twice the rest of the county.
- 64% of families headed by single mothers fall below the RCM standard.

- 98% of families that fall below the RCM have at least one working adult. 78% of heads of households who work are employed full time and year-round.
- A family with two adults, one infant and one school-age child would need to work nearly four full-time minimum wage jobs at \$12.00 per hour to meet the RCM standard. At \$15.00 per hour, they would need to work three fulltime jobs.
- 35% of all households in Santa Clara County spend over 30% of their income on housing.¹¹

Figure 5 – Santa Clara County Median Incomes and the Real Cost Measure (2016)

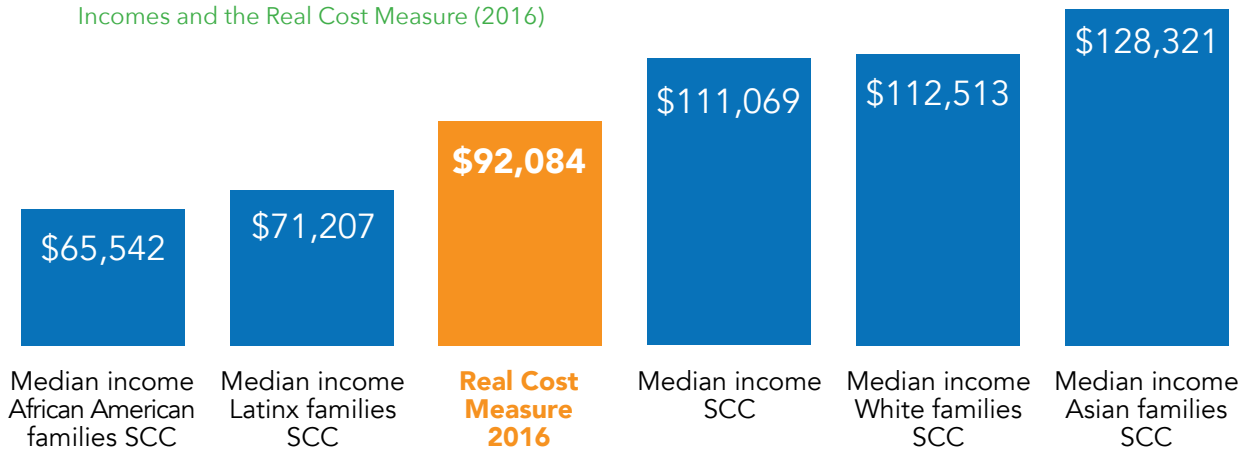
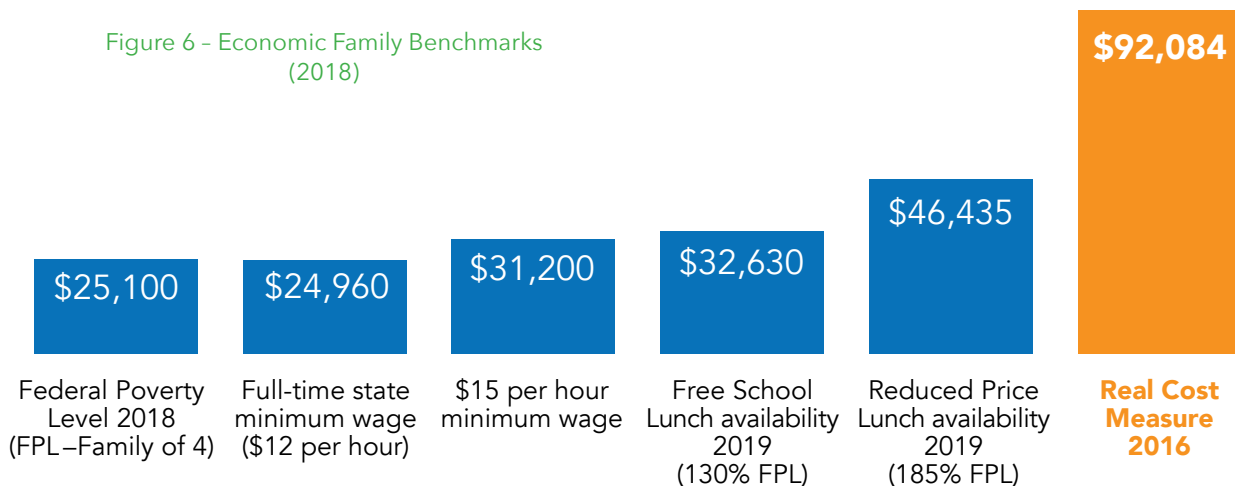


Figure 6 – Economic Family Benchmarks (2018)



Children in Immigrant Families

Sixty-five percent of children in Santa Clara County live with one or more parent 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. They represent five of the top six countries whose citizens migrate to the United States: Mexico, the Philippines, India, Vietnam, and China.¹²

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. 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 elimination 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 homes and limiting their participation in activities;
- Employment challenges; and
- Parents reporting that their children are experiencing problems sleeping, headaches and stomach aches, and mental health issues, such as depression and anxiety.¹³

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.

Santa Clara County is home to one of the most diverse populations on earth, and we consider our diversity an asset. Immigrants make up 37 percent of our workforce, and account for 44 percent of our economic productivity. . . Immigrants come here chasing the American dream, they want to be free, pursue an education, be safe, provide for their families and build a better life for themselves and their children.

Supervisor Dave Cortese, State of the County Address, February 8, 2017

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 overdoses 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 for residents of color. In Santa Clara County the rate of violent death is 58.8 per 100,000 for white residents and 44.2 for residents of color.¹⁴





Photo courtesy of Healthier Kids Foundation.



Santa Clara County children have a healthy mind, body and spirit that enable them to maximize their potential.

Many factors over the course of a child's life – being born healthy, having access to healthy food and environments that support their growth and development, feeling healthy – affect their ability to be successful in life. To measure how Santa Clara County children are faring, we look at indicators that tell us whether mothers had access to early prenatal care, children's performance on state physical fitness tests, whether children report feelings of sadness, an indicator of social emotional health and whether children and their parents feel they are in good or excellent health.

Measure	Have we improved?	How do we compare?	Racial/ethnic gap
Early prenatal care	●	●	●
Physical Fitness Testing Scores	●	●	●
Children Reporting Depression Symptoms	●	●	●
Children are in Good or Excellent Health	●	●	●

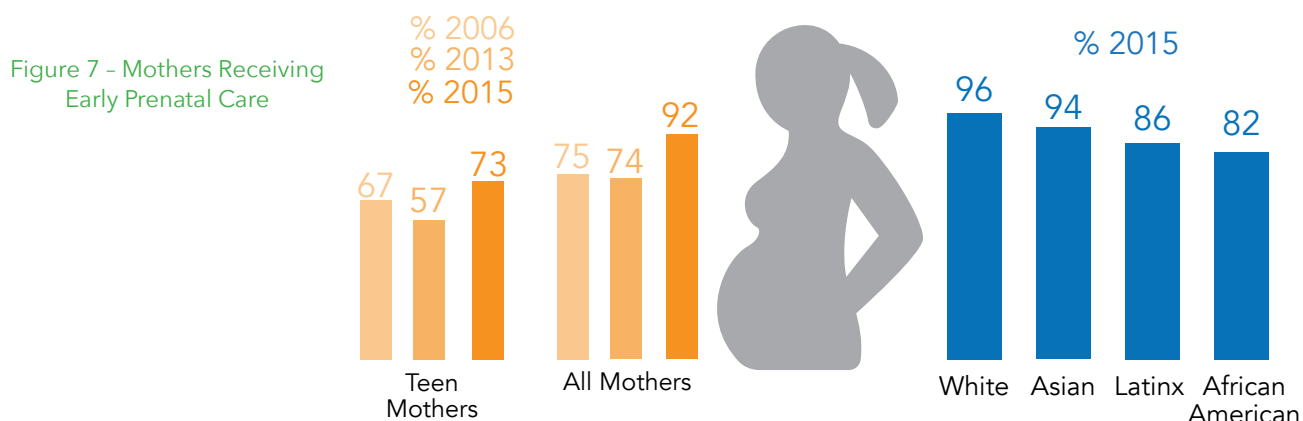
Early Prenatal Care

Access to early and regular prenatal care, starting within the first 3 months of pregnancy:

- Supports healthy pregnancies;
- Reduces the rate of infant mortality;
- Reduces other adverse birth outcomes such as premature birth, low birth weight and developmental delays; and
- Early prenatal care also helps mothers understand critical health issues related to their pregnancy and detect individual health risks.¹

What the data tell us:

- In 2015, 92% of all mothers received adequate prenatal care. This was an improvement over 74% in 2013;
- 73% of teen mothers received adequate prenatal care in 2015. In 2013, only 57% did;
- 96% of white mothers received adequate prenatal care in 2015, compared with 82% of African American and 86% of Latinx mothers; and
- All groups, except for teen mothers, exceeded the Healthy People 2020 goal of 77.9%.



Physical Fitness

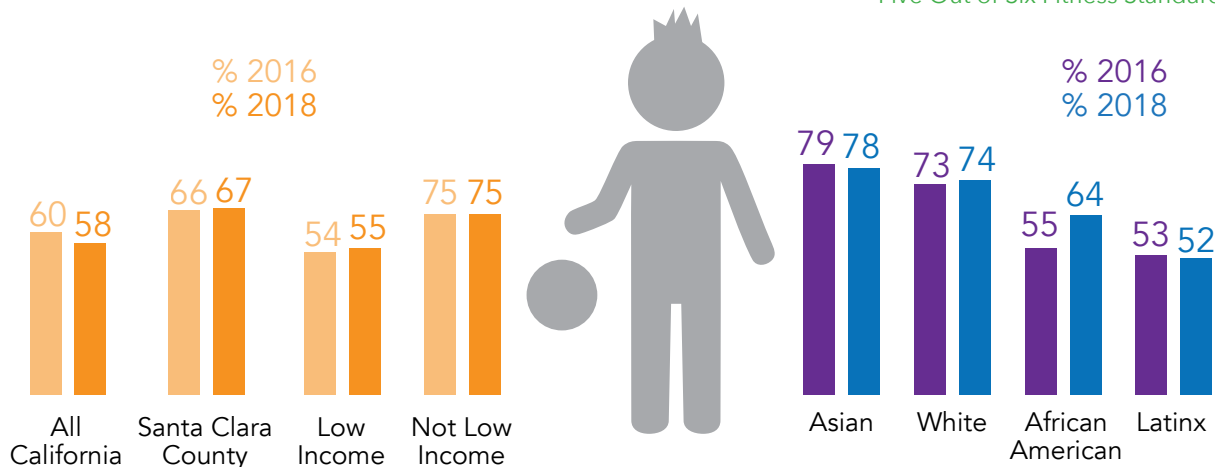
Good physical fitness and physical activity increase memory, concentration, and energy levels that assist in learning.² The California Physical Fitness Tests – conducted in fifth, seventh, and ninth grade – highlight the culmination of having a healthy lifestyle with opportunities to eat well and exercise. The six areas of testing include: aerobic capacity, body composition, abdominal strength, trunk extension strength, upper body strength, and flexibility.

What the data tell us:

- Overall, in Santa Clara County, there has been a one point increase (from 66% in 2016 to 67% in 2018) in 9th grade students achieving the standard on five out of six of the state fitness tests.

- The Santa Clara County rate of students achieving five out of six fitness standards (67%) is greater than the statewide rate (58%).
- Only 52% of Santa Clara County Latinx students achieved five of the fitness standards.
- The gap between the highest performing subpopulation (Asian students) and the lowest performing subpopulation (Latinx) remained the same.
- African American students improved by 9 percentage points, from 55% in 2016 to 64% in 2018.

Figure 8 - Ninth Grade Students Meeting Five Out of Six Fitness Standards



Children with Feelings of Sadness

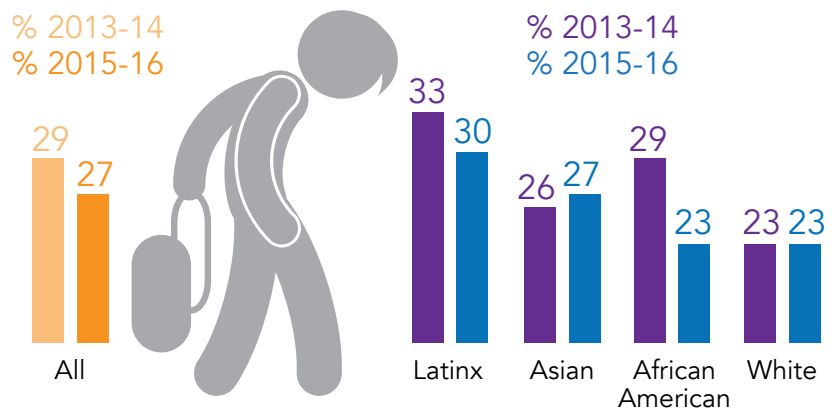
Children reporting feeling sad may be experiencing depression or other social-emotional issues. Children who are emotionally healthy have acquired skills that enable them to learn from teachers, make friends, cope with frustration, and express thoughts and feelings. The California Healthy Kids Survey provides the percentage of middle and high school students who reported that at least once during the past 12 months, they felt so sad or hopeless almost every day for two weeks or more, they stopped doing some usual activities.

Please see page 25 for a deeper discussion of social-emotional health.

What the data tell us:

- Overall, children reporting feelings of sadness decreased from 29% in 2013-14 to 27% in 2015-16.
- 23% of white and African American children report having feelings of sadness in 2013-14, compared to 27% of Asian, 29% of multi-racial, and 30% of Latinx children.

Figure 9 - Children with Feelings of Sadness



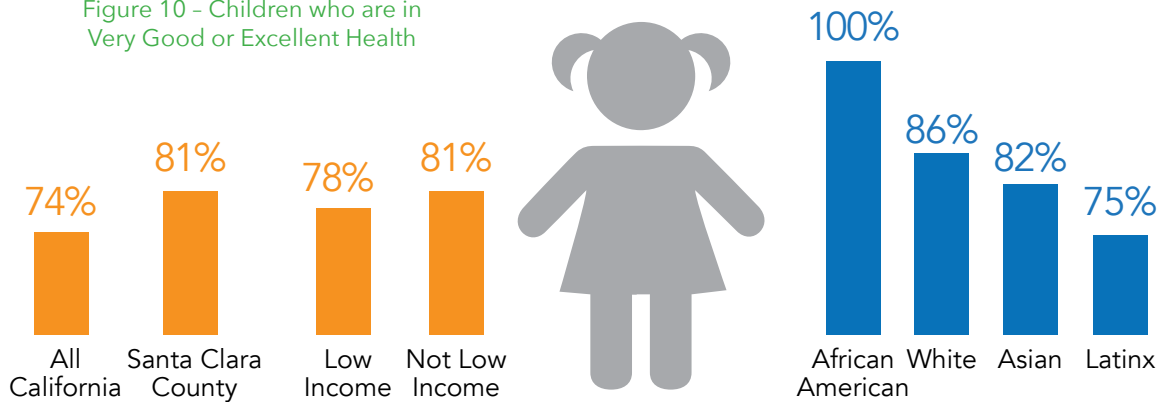
Children in Very Good or Excellent Health

Children who are considered healthy by their parents are more likely to be on a path to good health in adulthood, are better educated, and can positively contribute to society as adults.³

What the data tell us:

- In 2013-14, 81% of children were reported as being in very good or excellent health up from only 73% in 2009.
- Only 75% percent of Santa Clara County Latinx children reported being in very good or excellent health, which compares to 74% statewide.
- For the Racial/Ethnic Gap we compared white and Latinx children. (Because of the small sample size, the African American percentage is not stable.)

Figure 10 - Children who are in Very Good or Excellent Health



Spotlight: Child and Youth Social-Emotional Health

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, and 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.

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.⁴

Young 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 antisocial behaviors are all associated with social-emotional issues.⁵

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.⁶ 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.⁷

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.⁸

Having positive social-emotional health is critical to equipping young people for the challenges of growing up and living as healthy adults.



Moving the Needle

By supporting children and their families, we can achieve better outcomes. The following initiatives improve results.

Maternal, Child and Adolescent Health Program (MCAH)

A top MCAH priority is to help ensure that pregnant women have timely access to quality prenatal care by overseeing a state run, enhanced prenatal care program called the Comprehensive Perinatal Services Program (CPSP). Pregnant women who participate in this program receive individual case coordination, referrals, and ongoing assessment and follow-up in the areas of nutrition, health education, and psychosocial services, in addition to routine obstetric care. MCAH also addresses mental health and substance use among pregnant women, and launched the Universal Prenatal Screening Pilot project, which screens all pregnant women for substance use, mental health, or domestic violence issues, and provides a brief intervention when these issues are identified.

Public Health Nursing Home Visitation Program

The Public Health Nursing Home Visitation program is a collaboration between Santa Clara County FIRST 5, the Santa Clara County Public Health Department, and Department of Family and Children's Services. This program provides public health nursing assessment and home visitation services for children from birth through age five. Public Health Nurses (PHN) provide



monthly home visits for infants up to age 6 months, developmental screening, postpartum health assessments, pregnancy education (including newborn care and parenting), health education to parents, and developmental screenings. For children ages 6 months through 6 years, PHNs provide a minimum of two home visits and ensure that families get the needed follow-up and linkages to services.

APPN (Adolescent Pregnancy Prevention Network)

APPN supports and empowers community stakeholders in Santa Clara County (providers, young people, schools and other youth-serving institutions, policy-makers, and the general public) to improve young people's sexual and reproductive health. APPN's vision is that all young people in Santa Clara County will have positive sexual and reproductive health development, connections with caring adults and community, and access to opportunities for an optimal future. To learn more contact: appnsantaclaracounty@gmail.com

Black Infant Health Program (BIH)



BIH improves the health of African American mothers and infants, as well as decrease health inequities between African American and white women and infants. BIH helps women have healthy babies within a culturally-affirming environment that honors the unique history of African

American women.

The program uses a group-based approach with complimentary participant-centered case management conducted by teams of family health advocates, mental health professionals, and public health nurses. BIH staff assist pregnant and parenting women to develop life skills, set and attain health goals, learn strategies for managing stress, and build social support. Participants report increased empowerment to make behavior changes that lead to a healthier life. They also say they have a greater understanding of the impact of racism on their health and have learned effective stress-relief strategies to cope with it.

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 messages a week with expert health tips and safety information about their pregnancy that is timed to their due date or the baby's birth date. The service was created to help prevent infant mortality 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 can also receive appointment reminders. Evaluations of the service found that 82% of participants learned about 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 their child's immunization.

Nutrition Education Obesity Prevention Program (NEOP)

Santa Clara County **PUBLIC HEALTH**

physical activity in afterschool programs.

To support fun physical activity for children, the Santa Clara County Public Health Department provides Coordinated Approach to Child Health Physical Activity Curriculum (CATCH). This includes over 650 developmentally appropriate, non-elimination games that are inclusive of all youth. CATCH includes a train-the-trainer model for after-school program leaders, child care providers, school districts, school yard duty staff, and PE teachers at low-income schools. CATCH will engage 12,000 children during the 2018-2019 school year.

Many under-resourced school districts are without Physical Education (PE) teachers, leaving PE to be facilitated by the classroom teacher, and there is no standard structured



Safe Routes to School

Led by the Public Health Department, Safe Routes to School encourages youth to use physically active transportation and offers guidelines to make walking and biking to school fun, healthy, safer, and accessible to all. The program components reflect the "5 E's": Education, Encouragement, Engineering, Enforcement, and Evaluation.

Data is collected to measure where infrastructure improvements need to be made to streets, and assessments are conducted to determine effectiveness. Many school districts in Santa Clara County participate in Safe Routes to School activities including Campbell Union, Sunnyvale, Gilroy Unified, Los Gatos Union, Santa Clara Unified, San Jose Unified, and Union School District.

City of San José Safe Summer Initiative

The Safe Summer Initiative is a program designed to keep San José youth active, busy, and off the streets during the summer months. It focuses on engaging youth ages 6-24 through fun activities like sports events, field trips, and summer camps as a way to prevent and combat gang activity.



The Safe Summer Initiative offers grants to non-profit organizations, governmental entities, and faith-based organizations that provide safe programs and activities to engage at-risk youth and encourage positive relationships.

Children's Health Improvement Plan Priority: Universal Screening

The Children's Health Improvement plan has identified Universal Screening as a priority, with the goal of ensuring that all Santa Clara County children, prenatal through age 6, have access to routine prenatal, developmental, and behavioral health screenings with connections to early intervention services. The convening partners for this work are FIRST 5 Santa Clara County and the county's Public Health Department.

This work will expand upon the Universal Developmental Screening Initiative lead by FIRST 5 at the direction of Supervisor Ken Yeager. Approximately 28,000 pregnant women and 10,000 children under the age of 6 should receive a formal health and developmental screening each year. These screenings may be conducted by health clinics, primary care clinicians, home visiting nurses, early childhood education settings, and other community venues. Routine screening enables the earliest possible identification and early intervention of social, emotional, and developmental concerns.

In addition to increasing access to – and the number of – screenings, this work identifies and integrates data systems and reporting mechanisms so that children are linked to early intervention services, duplication is reduced, and sharing of information to primary care clinicians and service providers is facilitated.



Photo courtesy of Healthier Kids Foundation.

Santa Clara County children have a healthy attachment to a parent, guardian or caregiver and an ongoing relationship with a caring and supportive adult.

When children and teens have caring relationships with adults, they are more likely to grow up healthy and successful. In these relationships, young people are able to discover who they are, develop skills to set and achieve life goals, and learn how to contribute to the community.¹

Measure	Have we improved?	How do we compare?	Racial/ethnic gap
Positive Family Communication and Support	●	●	●
Meaningful Adult Connections at School	●	●	●

Positive Family Communication, Family Support, and Meaningful Adult Connections at School

Search Institute has identified five elements that make relationships powerful in young people's lives. They refer to this as the developmental relationships framework.

The five elements of supportive relationships with young people are:

- Expressing Care – Showing the young person they matter to you;
- Challenging Growth – Pushing them to keep getting better;
- Providing Support – Helping them complete tasks and achieve goals;
- Sharing Power – Treating them with respect and giving them a say; and
- Expanding Possibilities – Connecting them with people and places that broaden their world.²

What the Data Tell Us

- Between 2004 and 2016, Positive Family Communication improved 2 percentage points for elementary school and 4 points for middle school students, but decreased 3 points for high school.
- Family Support increased 4 percentage points for middle school students, but decreased 1 point for elementary school and 7 points for high school students.
- 56% of Latinx students report meaningful adult connections at school. 65% of white students report these connections.

Figure 11 – Youth Reporting Positive Family Communication

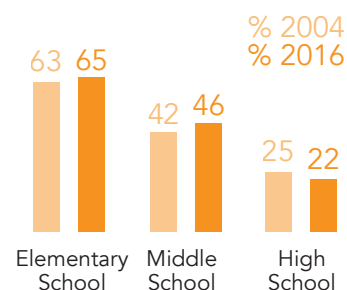


Figure 12 – Youth Reporting Positive Family Support

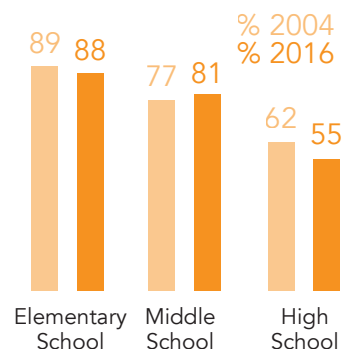
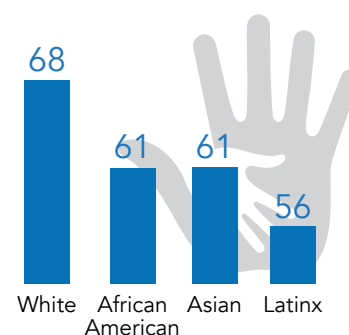


Figure 13 – Percent Youth Reporting Meaningful Adult Connections at School



Moving the Needle

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. Utilizing Search Institute's Developmental Assets framework, Project Cornerstone provides training and consultation to thousands of adults who regularly touch young people's lives. Through partnership with more than 300 schools, it empowers young people, parents and staff to improve school climate and create vibrant, caring communities of learners.



School partnerships empower young people, parents, and school staff to improve school climate and create vibrant, caring communities of learners. In-school programs include:

- The **Asset Building Champions (ABC)**, **Los Dichos**, and **Preschool/Transitional Kindergarten** are parent engagement programs. Adults learn to create positive connections with their own children and youth in the community while volunteering at preschools and elementary schools. They read selected books and lead activities that help teach valuable lessons about bullying, being an "UpStander," and supporting friends. The Spanish-language Los Dichos program opens new doors for parents from diverse cultures to support their children's school success as well as the healthy development of all young people in their communities.
- Middle School programs engage parents at the middle school level and encourages their continued participation with youth.
- **Expect Respect** is a bullying prevention program that empowers students to identify bullying on their campuses and design and implement action plans to stop bullying, improve school climate, and make every student feel valued and welcome.
- **Take It Personally** is a powerful six-session workshop that educates and inspires adults to make a stronger commitment to supporting children and teens in all aspects of their lives.
- School staff training and consulting helps teachers, administrators, and other school employees recognize opportunities to connect with students and identify and interrupt bullying.

The goal of Project Cornerstone is to be in every elementary school in their service area covering Santa Clara and part of San Mateo County. In 2018, Project Cornerstone was in 327 elementary schools reaching nearly 90,000 students.

The Search Institute Developmental Asset Survey has been conducted in Santa Clara County in 1999, 2004, 2011 and 2016. Between 1999 and 2016 there were significant increases in the developmental assets of Equality and Justice, Positive Peer Influence, High Expectations, Achievement, Motivation, and Caring.

Highlights from the LGBTQ Asset Survey (Middle and High School)

For the first time, in Fall 2016, the developmental asset survey administered to middle and high school youth included results for 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;
- 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;
- They are higher in 23 out of 24 Risk Behaviors; and
- They are lower in six out of seven Thriving Indicators.

Formed in 2016, the Santa Clara County Office of Lesbian, Gay, Bisexual, Transgender, Queer Affairs was created to



provide leadership and support for the well-being and longevity of LGBTQ communities in Santa Clara County. Through coordinated and integrated systems, the office is working to create a social climate with institutional backing that offers multiple pathways for LGBTQ individuals and communities to thrive.

Santa Clara County children have their essential needs met – nutritious food, shelter, clothing, health care, and accessible transportation

When children's essential needs are met, they are better able to learn and are more likely to be successful in life. The chronic stress of "going without" their essential needs being met can lead to hormonal and other physical changes that affects their healthy development.

Measure	Have we improved?	How do we compare?	Racial/ethnic gap
Homelessness and Housing Stability	●	●	●
Food Security	●	●	●
Routine access to Health Care	●	●	●

Homelessness and Housing Security

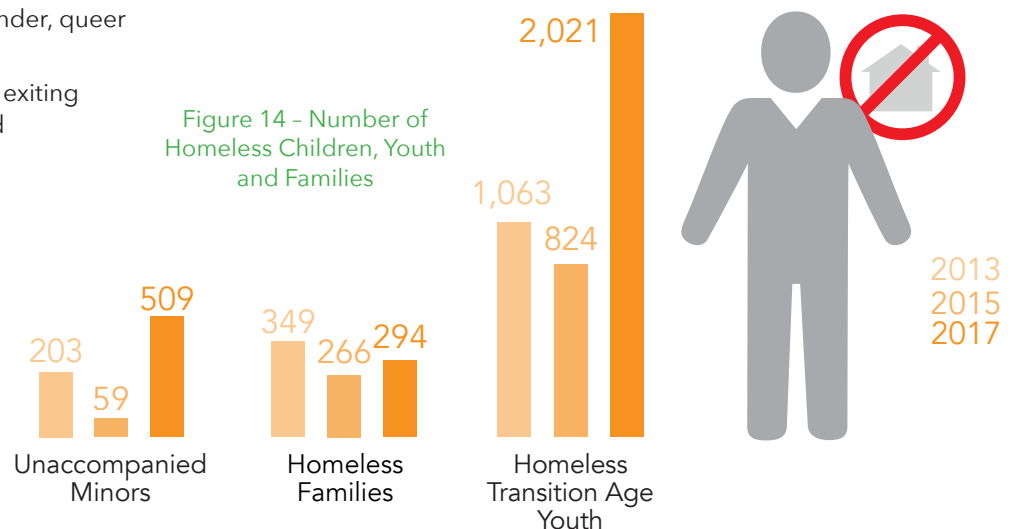
- Children who experience homelessness have a greater likelihood of suffering from hunger as well as poor physical and mental health;
- They are more than twice as likely to repeat a grade in school, or be expelled or suspended;¹ and
- Families that experience homelessness are most often headed by a young single woman with limited education and are likely to have experienced family violence or mental health issues.

The youth below are at greater risk for homelessness:

- Victims of physical, verbal or sexual abuse at home;
- Lesbian, gay, bisexual, transgender, queer (LGBTQ) youth;
- Former foster youth and youth exiting the juvenile justice system; and
- Pregnant or parenting youth.²

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) experiencing homelessness increased from 1,063 to 2,021.
- Homeless families increased from 266 in 2015 to 294 in 2017. In 2013, 349 homeless families were identified.
- 41% of the youth respondents during the 2015 Point in Time Count identified as Latinx, 37% as white, and 24% as African American. (36% of the Santa Clara County child population is Latinx, 24% is white and 2% is African American.)



Routine Access to Healthcare

Routine access to health care is one of the 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, and 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

- The percent of students with a doctor visit in the past 12 months increased from 60% to 61% between 2014 and 2016.
- Dentist visits increased from 79% to 83% between 2014 and 2016.
- In 2016, 71% of white students and 59% of Latinx students had a doctor visit.
- In 2016, 87% of Asian and 79% of African American and Latinx students had a visit with a dentist.

Figure 15 – Children with a Routine Health Check-up in the Previous 12 Months

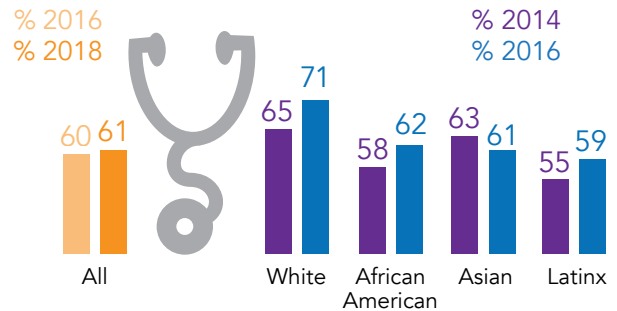
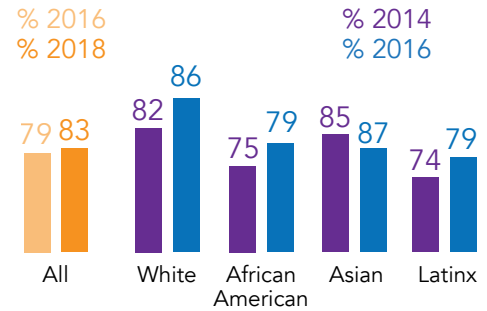


Figure 16 – Children with a Routine Dental Check-up in the Previous 12 Months



Photos courtesy of Healthier Kids Foundation.

Food Security

Food insecurity and hunger are strongly associated with negative outcomes for children and adolescents.

- Behavioral, emotional, mental health, and academic problems are more prevalent. They are more likely to be hyperactive, absent, and tardy.
- They have lower math scores and poorer grades.
- Teens are more likely to have been suspended from school and have difficulty getting along with other children.
- Children are more likely to have repeated a grade, received special education services, or received mental health counseling, than low-income children who do not experience hunger.
- Based on national data, economists estimate that the receipt of a free or reduced-price school lunch reduces obesity rates by at least 17 percent.
- Receiving free or reduced-price school lunches reduces poor health by at least 29 percent based on estimates using national data.³

What the data tell us

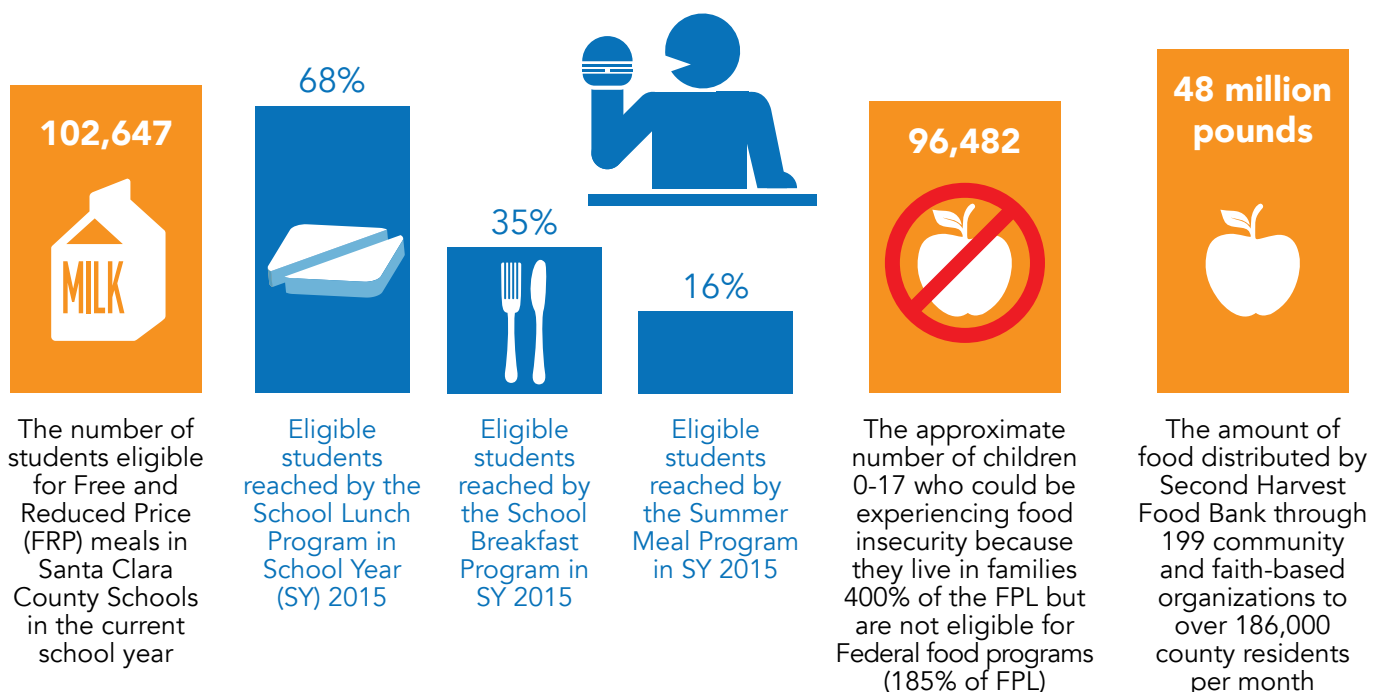
At this time, there is not a reliable and consistent measure for food Insecurity. Our closest proxies measure household income, but given the cost-of-living in Santa Clara County, these measures are imprecise and likely do not reflect the total need, especially at the end of the month when rent or mortgage is due. This measure does not include whether children and families are qualified for or have been able to take advantage of safety net programs like CalFresh, school

meals, and food pantries through Second Harvest and other partners. Experience suggests food insecurity is more widespread than traditional measures based on income would indicate.



Photo courtesy of Second Harvest Food Bank.

Figure 17 - Children Eligible for and Receiving Food Support



Moving the Needle

Housing Insecurity

Measure A

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. It also includes housing assistance for moderate-income households and support for moderate income, first-time homebuyers.⁴

For the past five years, a coalition of agencies – including Destination Home, Santa Clara County Office of Supportive Housing, the Housing Authority, the City of San José and community-based partners – have worked to take collective responsibility for systematically ending homelessness. Between 2015 and June 2018, 6,040 formerly homeless individuals, including families and youth, veterans, and those considered chronically homeless, have been housed.⁵

Of course, one of the greatest obstacles to find 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.

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 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 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.

In the 2018 school year, 4,261 Santa Clara County students were identified as qualified for McKinney-Vento.

Rapid Rehousing (RRH) and Permanent Supportive Housing (PSH)

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. Often, 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.



Routine Access to Healthcare

Santa Clara County has been 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. While this is excellent, issues that still create barriers for 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 to specialists such as audiologists, pediatric dentists, and 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 or co-payments, or meet their deductibles;
- Geographic isolation that makes it difficult for 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. Some Asian communities may not access mental health services due to stigma related to mental health; and,
- Lack of culturally-relevant, multilingual services. There is a lack of services for monolingual, non-English speakers. Additionally, some providers lack the knowledge and competence to provide services to diverse sub-populations, such as ethnic groups, diverse sexualities and genders (LGBTQ youth), and youth in the foster care system.⁶

The Children's Health Improvement Plan (See Pullout) is working to address some of these barriers that impede access to health care.

Healthier Kids Foundation: Screening for Vision, Hearing and Dental Issues

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.

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 then, nearly 100,000 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. Since then, more than 53,000 children have been screened and 29% of the children were referred to dentists for urgent or emergency care. Hearing screening launched in July 2014. Nearly 41,000 children have been screened and 13% of those were referred to a hearing specialist, with 76% of those children receiving services. For more info go to www.hkidsf.org.



Photo courtesy of Healothier Kids Foundation.

Food Security

Solving food insecurity is a complex problem, as it requires a mix of increased income for working families, strong federal nutrition programs like CalFresh and school and summer meals, and community partners like Second Harvest Food Bank to fill in the gaps.

Grocery Assistance Programs

Second Harvest Food Bank now serves families up to 275% of the Federal Poverty Line (\$69,025 annual income for a family of four). It is difficult to get the word out about the availability of programs, and families feel stigma about seeking help to address this need. Community support in publicizing and destigmatizing these programs could decrease food insecurity.

CalFresh

Immigrant fears due to the current Administration's focus on "public charge" increases the risk of food insecurity in Santa Clara County. Even legal immigrants are afraid that using benefits which they are legally entitled to may affect their immigration status in the future. This is likely to reduce participation in the CalFresh grocery assistance program. This fear is also reducing participation in school meals even though these are not subject to the new proposed regulations.

School Meals

School meals are an important way to end childhood hunger. These federal programs can be complicated to manage so Second Harvest partners with school districts to demystify the bureaucracy and provide infrastructure and promotional support.

In order to qualify for school meals, families must fill out Free and Reduced Price Meal (FRPM) applications. It can be hard for schools to gather these applications and immigrant fears are making it even harder. Additionally, since free and reduced price meals are only available to those under 185% of the Federal Poverty Line (FPL), there are families who no longer qualify because the increase in minimum wage throughout the county places many families just above this threshold, even though they are still struggling to make ends meet.

Community Eligibility Provision

Second Harvest also works to help low-income schools take advantage of federal programs that allow them to feed more children for free. One way to do this is for districts to implement the Community Eligibility Provision (CEP). This provision allows high-poverty schools and districts to offer breakfast and lunch to all students, as long as they have an Identified Student Percentage (ISP) of over 40%. Identified

students are those that are certified as homeless, runaway, migrant, or foster children, or are enrolled in a federally funded Head Start program, CalFresh, Medi-Cal, or other specified federal poverty programs.

This provision streamlines school meal operations by eliminating the need to collect and process individual school meal applications. Stigma and concerns about immigration can go away when a whole school or district is certified instead of individual student certification.⁷

Breakfast after the Bell

Another way to increase child nutrition in schools is for them to offer "breakfast after the bell," which ensures more student participation and that every child can be well-nourished as they start their school day. There are several possible models for "breakfast after the bell":

- *Breakfast in the Classroom:* Students eat breakfast at their desks during homeroom or first period, supporting students who are unable to get to school early enough for breakfast before class. This model has been shown to have the greatest increase in breakfast participation.
- *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 midmorning between class periods.⁸

Summer Meals

Students who rely on school meals often go hungry or eat poorly during the summer. Areas with greater than 50% free and reduced price meal (FRPM) participation are eligible to run programs that feed all kids for free. It is easiest to get families to participate if there are programmatic activities associated with the meals. Second Harvest partners with school districts, libraries, community-based organizations, and other summer programs to ensure that summer meals are available in high-poverty neighborhoods. Second Harvest also works on promoting these meal programs so that families know they are available. In summer of 2018, over 457,000 meals were served at over 96 sites.

Successful collaborations have occurred in the cities of San José, Santa Clara, Mountain View, Morgan Hill, and Gilroy. Continuing to put together these partnerships is a challenge every summer and with minimum wage going up, there are fewer areas that qualify for the 50% FRPM threshold though there are children suffering from hunger in those communities.⁹

Children's Health Improvement Plan (CHIP) Housing, Food Security, Access to Health Care

Addressing housing security, food security, and access to health care are all priority areas for CHIP.

Housing

The Office of Supportive Housing is the convening partner focused on expanding access to housing and supportive services for families with children, youth, and young adults who are homeless or at risk of homelessness. Their work includes:

- Expanding access to housing opportunities (subsidies and services) and homelessness prevention for families;
- Expanding the use of the coordinated assessment system (CAS) to facilitate access to housing services for families with children and youth and young adults;
- Building capacity to address housing issues affecting youth and young adults (YYA) ages 18-24, including conducting a planning process to assess the unique housing and related educational and employment issues facing YYA; and
- Expanding access to home ownership for low-income families.

Food Security

Convened by Second Harvest Food Bank, the focus of this workgroup is to improve childhood food security through expansion and optimization of school- and community-based nutrition and food assistance programs. Goals include:

- Expanding the reach of school lunch programs, school breakfast programs, afterschool meal programs and food assistance programs serving children during school breaks;
- Increasing public funding (federal, state, local) for nutrition and food assistance programs; and
- Expanding access points for food security screenings and healthy food resources for families with children and youth facing food insecurity.

Health Access

Convened by the Healthier Kids Foundation, the Collaborative for Oral Health, and the Santa Clara County Public Health Department, this strategy will expand and improve the accessibility of high quality health care and oral health services for all children, with a focus on children with special needs. Goals include:

- Establishing a Santa Clara County oral health program to conduct oral health surveillance and provide preventive services through a network of partners; and
- Improving the oral health status of low-income and/or uninsured children through school and community-based services.



Photo courtesy of Second Harvest Food Bank.

Santa Clara County children have a safe and healthy environment, including homes, schools, neighborhoods and communities.

Unsafe neighborhoods are associated with high rates of infant mortality, juvenile delinquency, child abuse and neglect, and poor motor and social development among preschool children.³¹ However, when children and youth are engaged, feel safe and are connected to the adults in their community and school, the elements needed for healthy development and learning are present.

Measure	Have we improved?	How do we compare?	Racial/ethnic gap
Students Feel Safe or Very Safe at School	●	●	●
Students Feel Safe or Very Safe in their Neighborhoods	●	●	●

Students Feeling Safe or Very Safe in Their School or Neighborhood

- Research indicates that exposure to violence, whether direct or indirect, has a harmful impact on a young person's brain development.
- Children who report feeling safe have higher levels of academic engagement than their peers.
- Fearing for personal safety is associated with missing school activities or classes.
- Community violence exposure is associated with decreased feeling of connectedness to school.¹

What the data tell us

- In general and for most subpopulations, students reported similar or slightly improved feelings of safety between 2013-14 and 2015-16.
- A lower percentage of African American and Asian students reported feeling safe in their neighborhood in 2015-16.
- White students have the highest feelings of safety, with 79% feeling safe at school and 87% feeling safe in their neighborhood.
- Latinx students reported the lowest level of safety, with 64% feeling safe at school and 71% feeling safe in their neighborhood.

Figure 18 – Students who Feel Safe or Very Safe at School

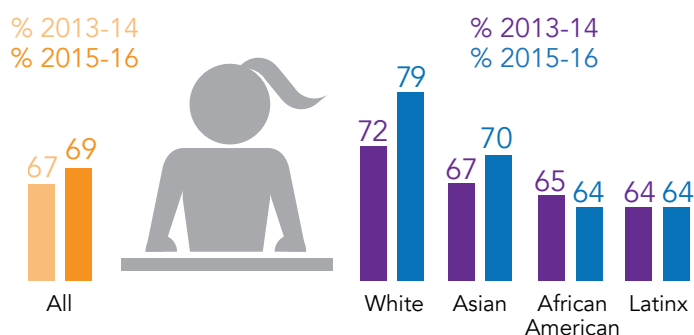
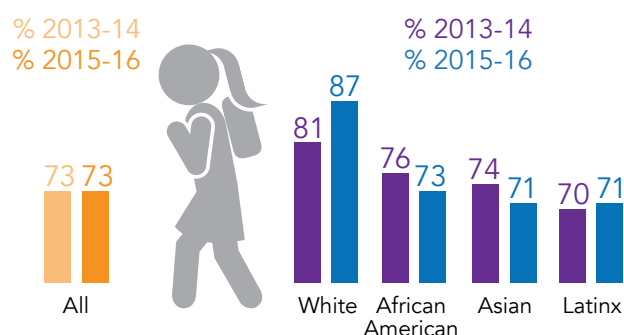


Figure 19 – Students who Feel Safe or Very Safe in their Neighborhood



Moving the Needle

Feeling safe and connected to the neighborhood and school are associated with positive outcomes for children and youth. According to the Center for Promise, the applied research institute for the America's Promise Alliance, feeling unsafe or being exposed to violence at school or in the community is associated with poor school attendance and academic performance, and a reduced likelihood the student will graduate on time.² In Santa Clara County, efforts are underway to change the perceived and actual safety of our children and youth.

East San José Prevention Efforts Advance Community Equity Partnership - PEACE Partnership

The East San José PEACE Partnership is a group of residents and organizations building a healthy, peaceful, and empowered community by preventing and addressing violence and trauma through comprehensive violence prevention efforts throughout three zip codes (95116, 95122, and 95127). It addresses racial and health inequities by preventing youth, family, and community violence and trauma. The PEACE Partnership identifies, prioritizes, and funds existing and new violence prevention strategies through a new infrastructure model, an Accountable Community for Health.

Neighborhood Safety/Services Unit (NSU)

Funded by the Santa Clara County Board of Supervisors in FY 2016, the NSU utilizes a public health approach to foster community cohesion and provide services to high-need neighborhoods in east San José and Gilroy.

The core components of the NSU include community engagement, violence prevention, leadership development, activities for youth and families, and a focus on health and wellness. The NSU provides funding for pro-social activities for youth and young adults including health and wellness workshops, physical fitness classes, and access to sports and extracurricular activities during the school year and summer breaks. The NSU partners with School Linked Services (see next page) to ensure youth who are chronically absent or displaying challenging behaviors are linked to pro-social and violence prevention activities.

The NSU works with residents to identify issues of concern to them and develop action plans to address those issues. For example, Valley Palms Unidas, in the 95122 ZIP code, successfully completed their first community action goal of installing an enhanced crosswalk in front of their apartment complex, with the goal of making the neighborhood safer for children walking to school and other pedestrians.

South County Youth Task Force (SCYTF)

THRIVE - Transformation and Hope, Resiliency, Integrity, Voice and Engagement

Formed in January 2012 and modeled after San José's Mayor's Gang Prevention Task Force (see page 11), SCYTF works to address the effects of violence and gangs on the youth in the communities of Gilroy and Morgan Hill. The SCYTF envisions a community that is safe and free of gang violence, with youth who have strong connections to families, schools and neighborhoods. They reach youth where they are and provide safe and healthy opportunities for recreation and engagement in the community. This is achieved through a focused and intentional approach that includes expanding and strengthening the continuum of care services and identifying necessary services where gaps exist.

Santa Clara County Office of Education (SCCOE) Safe and Healthy Schools Department (SHSD) and Multi-Tiered System of Support (MTSS)

SHSD provides a broad range of services related to School Climate and Student Health & Wellness efforts improving achievement for all students. SHSD provides services, supports, and training opportunities to help create a positive school culture that supports learning. Trainings include bullying prevention, Positive Behavior Intervention and Support (PBIS - see below), Restorative Practices, and tobacco-use prevention. SCCOE implements 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 and help teachers be able to work for the success of every child.

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 supports 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 to improve the overall health and well-being of students. 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 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.

For more information visit www.schoollinkedservices.org.

Positive Behavior Intervention and Support (PBIS)

Supported in Santa Clara County by the Santa Clara County Office of Education and School-Linked Services, PBIS is a systematic approach for establishing a supportive school culture and individualized behavioral supports. It provides a set of tools for 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. Schools may choose to use the web-based, School-Wide Information System (www.swis.org) to design school-wide and individual student interventions.³

Children's Health Improvement Plan (CHIP) – Violence and Bullying Prevention

The Children's Health Improvement Plan (CHIP) centers on insuring healthy relationships for children and youth with a focus on bullying and teen dating violence prevention.

CHIP states, "Bullying occurs when children at school are facing unwanted, aggressive behavior that involves a real or perceived stereotype and power imbalance. Instances of bullying are based on race and ethnicity with both implicit and explicit bias from people in positions of authority. Bullying can be physical, relational, verbal, and cyber, and it can threaten a child and youth's well-being, both in school and in their neighborhood. Although bullying has declined in the last ten years among middle and high school students, it is a serious concern and problem for parents or caregivers, and a threat to learning.













"To combat bullying, parents, caregivers, and youth identified the development of proactive strategies in all school settings, such as the establishment and/or enforcement of a "no bullying" policy, that involves working closely with students, teachers, and parents or caregivers to both understand and identify bullying behavior and develop strategies for adequately addressing it. Child safety is a priority because it nurtures a learning and positive environment where they can develop and achieve their full potential."

The conveners for this work include the Santa Clara County Office of Education's Safe and Healthy Schools Department and School Climate Committee and the Public Health Department's Violence Prevention Program. The goals of this work are:

- Reduce the number of children and youth experiencing bullying, and increase protective factors including supportive relationships and developmental assets; and
- Reduce the number of youth who have experienced teen dating violence and establish a culture of healthy teen relationships among youth.

Santa Clara County children have access to a 21st-century education that promotes success in life and in future careers and a love of life-long learning.

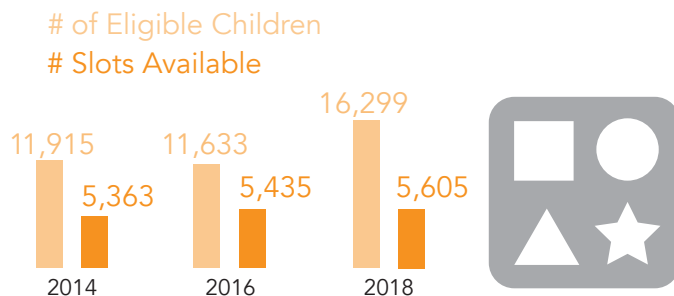
Success in learning is most likely when children are in good physical and mental health, live in safe and stable families and communities, and are on track developmentally. When investments are made early and throughout the course of their life, children do better. Children must have educational opportunities that develop fundamental language, literacy, cognitive, and social-emotional skills that are critical for lifelong learning and success.

Measure	Have we improved?	How do we compare?	Racial/ethnic gap
Children Ready for School			
Preschool Availability for Low-income Preschoolers			
3rd graders meeting English Language Arts Standard			
8th graders meeting Math Standard			

School Readiness and Access to Preschool

- Being ready to start kindergarten is important to later school success.
- When children enter kindergarten ready to learn, they are more likely to remain in school and stay on track for graduation.
- They are more likely to pursue postsecondary education and training, successfully transitioning to adulthood.
- High-quality early care and education improves school readiness.
- However, a significant number of children do not receive the benefits of early education due to the high cost of quality preschool and the shortage of spaces.¹

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



What the Data Tell Us

- 50% of Santa Clara County children are ready for school in the three domains of school readiness: self-regulation, social expression, and kindergarten academics.
- 66% of white children, 59% of Asian children, 26% of Latinx and 62% of children who are multiracial, or of other races are ready for school.
- 56% of children who had early childhood education (ECE) experience were ready for school. Only 34% of children without ECE experience were ready.
- Subsidized preschool slots increased from 5,435 to 5,605 between 2016 and 2018. However, more families are eligible for subsidized preschool because of the new income threshold created by AB 2368. Annual income eligibility for a family of four increased from \$58,524 to \$71,064.
- It is hoped that this increased demand will lead to additional slots.

Note: This 2018 school readiness data was made possible through the joint investment of the Santa Clara County Office of Education, FIRST 5 Santa Clara County, the Morgan Family Foundation, the Heising-Simons Foundation and the Silicon Valley Community Foundation. Collecting annual data on school readiness is important to improving our investments in early childhood and to providing information to schools that will guide educational practices to meet the needs of their students.

Third Grade English Language Arts

- 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.²
- 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.³

What the Data Tell Us

- In 2018, 48% of Santa Clara County third grade students met or exceeded the English Language Arts (ELA) standard. This is 5 points greater than the statewide average.
- The gap between the percentage of Asian students (79%) and Latinx students (35%) is 44 points.
- The percentage of all groups achieving this standard increased between 2016 and 2018.



Figure 21 – Percent Children Ready for Kindergarten Fall 2018

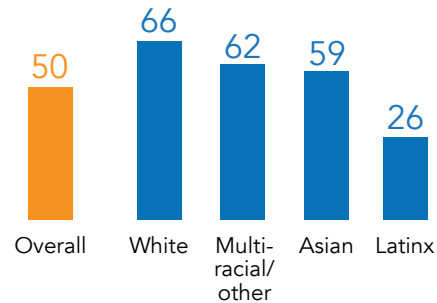


Figure 22 – Percent Children Ready for Kindergarten Fall 2018 by Early Childhood Experience (ECE)

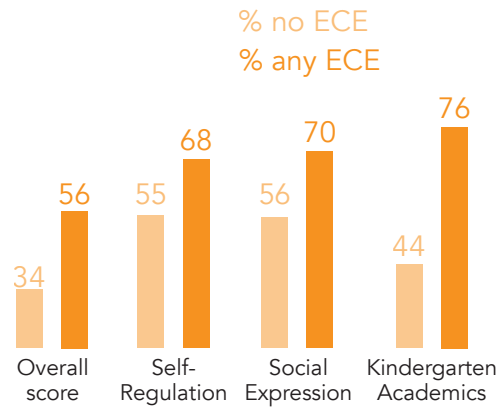
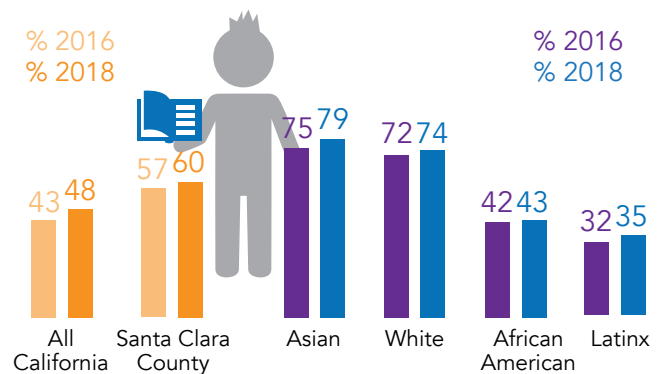


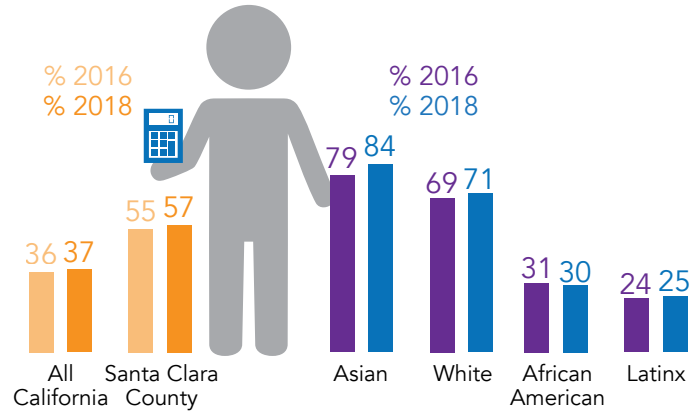
Figure 23 – Third Grade Students At or Above Standard for English Language Arts



Eighth Grade Math

- The skills needed to understand math are key for all problem-solving. Math skills help develop logical thinking, critical reasoning, and analytical acuity.
- These skills are 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.⁴
- Math skills start developing in preschool.
- 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.⁵

Figure 24 - Eighth Grade Students At or Above Standard for Math



What the Data Tell Us

- In 2018, 57% of Santa Clara County eighth grade students met or exceeded the Math standard. This is 20 points greater than the statewide average.
- The gap between the Asian students (84%) and Latinx students (25%) is 59 points.



Moving the Needle

The factors contributing to academic success and disparities are complex. It is important to increase learning opportunities for students from cradle to career, as well provide support for the child's safety and physical and mental health. It is not solely our schools' responsibility to close the gap in education outcomes. Students, parents, civic leaders, businesses, and our community at large all have a role to play in children's success in learning.

Early Learning Master Plan

The 2017 ELMP was the result of a year-long collaborative process led by the Santa Clara County Office of Education and included 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

QUALITY MATTERS...a STRONG START for kids

Since 2011, FIRST 5 Santa Clara County has been developing a local quality rating and improvement system (QRIS) that is focused on establishing standards of quality, evaluating how well programs meet these standards, and supporting their improvement efforts. Funded by FIRST 5, QUALITY MATTERS...a STRONG START for kids Consortium is a partnership of early childhood educators and community members who give input on the development of the QRIS and network with others committed to quality early learning.



Since the beginning of the initiative, the numbers of sites participating in QUALITY MATTERS has steadily grown. Based on their quality ratings, sites develop action plans to increase their overall site quality. Early educators receive strengths-based coaching that supports reflection, intentionality, and implementation of best practices. In FY 2017, 155 child care sites participated in the QUALITY MATTERS rating system.

Focus on Early Literacy and Early Math

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.⁶

Children who are proficient in early math concepts by the time they enter kindergarten 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.

The daily routines children participate in help develop early math skills, language skills and social-emotional skills. For example, 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.⁷



Santa Clara County Office of Education (SCCOE) Initiatives

CA Equity Performance Improvement Program (CEPIP)

The CEPIP is a two-year grant program from the California Department of Education to promote equity for disadvantaged student populations in California schools. As the lead agency, SCCOE will:

- Develop new resources and activities that support equity;
- Disseminate information on effective equity practices;
- Develop and provide trainings, conferences, and workshops; and
- Work with partnering Local Education Agencies (LEAs) and schools and their targeted student population. In Santa Clara County these districts are: Alum Rock Union Elementary School District, Franklin-McKinley School District, Morgan Hill Unified School District, Oak Grove Elementary School District, Orchard Elementary School District, and Santa Clara Unified School District.



Inclusion Collaborative

While overall public school enrollment has decreased from 276,175 in the 2014 school year to 272,132 in 2018, enrollment in special education has increased from 27,799 to 28,920. Students in special education have some of the poorest outcomes in academics and graduation rates, and it is important to address the challenges that lead to these disparities.

The Inclusion Collaborative is a leader in providing supports to families, school districts, community agencies, preschools and child care centers to promote a culture that values all children by strengthening, sustaining, and ensuring inclusive practices. Built on the belief that every individual, regardless of abilities and disabilities, has the right to full access to quality, inclusive learning and community environments, the Inclusion Collaborative provides:

- Professional development that supports inclusionary practice;



- A WarmLine that offers support, information, and referrals in English and Spanish to families and professionals;
- Advocacy and access to ensure inclusive practices for every child, regardless of ability and to impact public policy and support legislation related to inclusion of all children; and
- Promoting "Person First" terminology that respectfully refers to a person with a disability by placing them ahead of their label or disability. You can also read about other SCCOE programs such as the Safe and Healthy Schools Department, Multi-Tiered Systems of Support (MTSS) and Positive Behavior Interventions and Support (PBIS) on pages 13 and 38-39.

DataZone

Data is a powerful tool to support decision-making and guide program improvement.

DataZone, SCCOE's data warehouse, supports school districts' continuous improvement processes by providing teachers and administrators with daily access to a wide range of student data. It receives nightly, automated updates of all district source systems such as Renaissance Learning or PowerSchool and translates those data sources into clear and actionable 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 – for example, attendance, enrollment, discipline, marks, courses, programs and interventions – has been organized in metrics that support collaborative conversations among teachers and administrators. In addition to dynamic cohort creation, unique features of DataZone are Local Control Accountability Plan (LCAP) dashboards and a full suite of Early Warning Indicators.

FosterVision, a DataZone application, 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.

SCCOE takes seriously its responsibility to support the effective use of student information and has implemented rigorous network protocols to safeguard student privacy and information security. DataZone and FosterVision currently support 43 districts.



Focus on Chronic Absenteeism

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. Schools should monitor chronic absenteeism, promote school attendance and remove barriers to attendance for 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.⁸

Extended Learning Opportunities

Children from middle- and high-income families have much greater access to extended learning activities such as tutoring, and afterschool and summer programs, than children from low-income families.

Summer programming for low-income children can be a game-changer. 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. (See figure 26.)⁹ Children need meaningful learning and enrichment experiences during the summer months in order to be on track when they return to school in the fall.

SJ Learns

In 2015, San José Mayor Sam Liccardo launched SJ Learns, a high-quality after-school learning program that provides educational enrichment and a supportive, safe place for K-3 students to spend their afternoons after the school bell rings. In its first year, the program engaged 650 students in 16 schools serving disadvantaged neighborhoods. In addition, SJ Learns works with participating schools and non-profit providers to identify the most promising, innovative learning methods and scales them for broader impact.

Figure 25 - Percentage of Students At or Above Standard for English Language Arts and Math 2018

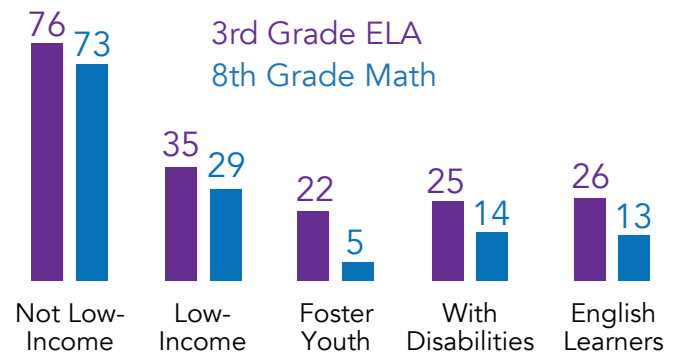
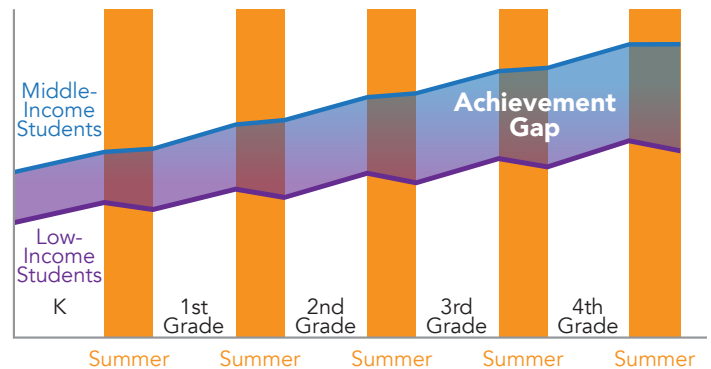


Figure 26 - The Impact of Summer Learning Loss



Santa Clara County After-School Collaborative (SCCASC)

Formed in 2004, the SCCASC brings together a diverse stakeholder group that passionately believes in working together to advance high quality expanded learning programs (before and after school, and summer). To achieve that, SCCASC focuses on four key areas:

- Information and resource sharing;
- A highly trained workforce;
- Advocacy; and
- Sustained collaboration.

For more information go to: www.region5afterschool.org.

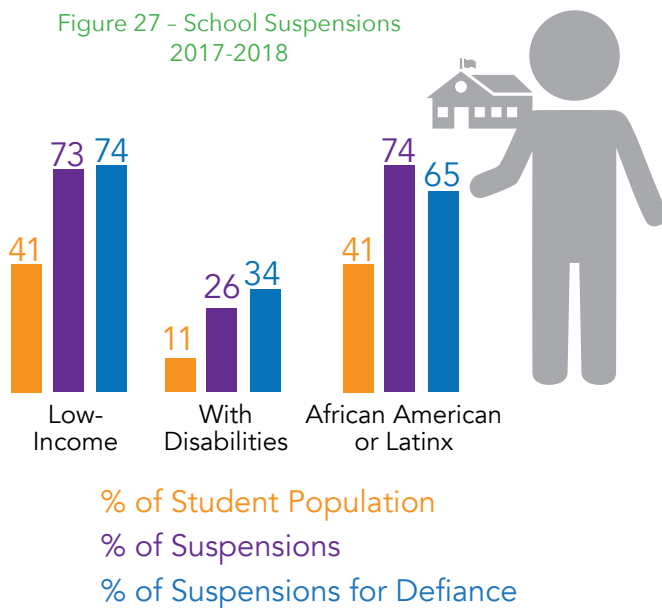
Focus on Dual Language Learners

Proposition 58, approved by over 73% of California 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 very low success rates on the Math and English Language Arts proficiency tests, with only 13% meeting the standards on the eighth grade math test. ELs also have one of the highest drop-out rates in our schools with 40% leaving school before graduation. (See Figure 29)

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.⁹

Figure 27 – School Suspensions
2017-2018



Decrease the Use of Suspensions to Deal with Challenging Behaviors New Page

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.¹⁰

Suspensions in Santa Clara County decreased 36% from 17,591 in 2012 to 11,365 in 2018. The rate per 1,000 students decreased from 3.7 to 2.5 between 2012 and 2018. The decrease in suspensions 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.

- In 2018, 74% of all suspensions were given to Latinx or African American students who make up only 41% of the student population.
- In kindergarten through 3rd grade, 1,087 young children were suspended in 2018. Of these, 80% were Latinx or African American.
- Socio-economically disadvantaged students, who comprise 41% of the population, receive 73% of all suspensions and 74% of the suspensions for defiance. (Defiance suspensions are not required by the education code and can be overly broad and for minor offenses.)
- Foster youth are suspended at a rate of 13.5 per 1,000 students in Santa Clara County.
- In 2018, students in special education – 11% of the population – received 26% of all suspensions and 34% of the suspensions for defiance.

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.

Children's Health Improvement Plan - Quality Universal Preschool and Child Care

Led by the FIRST 5 Santa Clara County and the Santa Clara County Office of Education (SCCOE), the focus of this strategy is to expand access to high quality early learning opportunities for all children in Santa Clara County.

SCCOE estimates that an additional 7,000-10,000 preschool or Transitional Kindergarten (TK) slots are needed to serve all children ages 3-5 in Santa Clara County.

There are several policy approaches that can increase the availability and access to quality preschool:

- Implement policy and system changes to expand the number of state-funded preschool slots and/or modify income eligibility criteria;
- Advocate for school districts to fully enroll TK programs;
- Advocate for school districts and other government entities to fund ECE services through various mechanisms;
- Provide local research and advocacy to increase the availability of ECE facilities;
- Integrate approaches to improve ECE quality and system infrastructure with all efforts to expand access to ECE;
- Integrate health and other social services into ECE programming to support child and family wellness and learning in a whole child/whole family approach;
- Implement local policy and system changes to expand the number of sites participating in QUALITY MATTERS such as family child care homes, city parks, and recreation or library-based programs;
- Build and continue to engage local educational agencies, higher education institutions, resource and referral agencies, community-based organizations, family child care home providers, informal child care settings and other various stakeholders to be involved in QUALITY MATTERS governance structures;
- Increase community awareness among parents, caregivers and families regarding metrics and resources for assessing the quality of ECE programs;
- Build capacity among ECE providers to continue to move up a pathway of quality improvement and professional development programming;
- Increase the number of students assigned a California Longitudinal Pupil Achievement Data System (CALPADS) State Student Identification Number (SSID) prior to school enrollment (e.g. in preschool);
- Expand the number of users and improve the utility of data available in the DataZone integrated data system to coordinate ECE and other services for children and families; and
- Promote the use of validated school readiness assessments across school districts and utilize data to inform ECE system improvements.

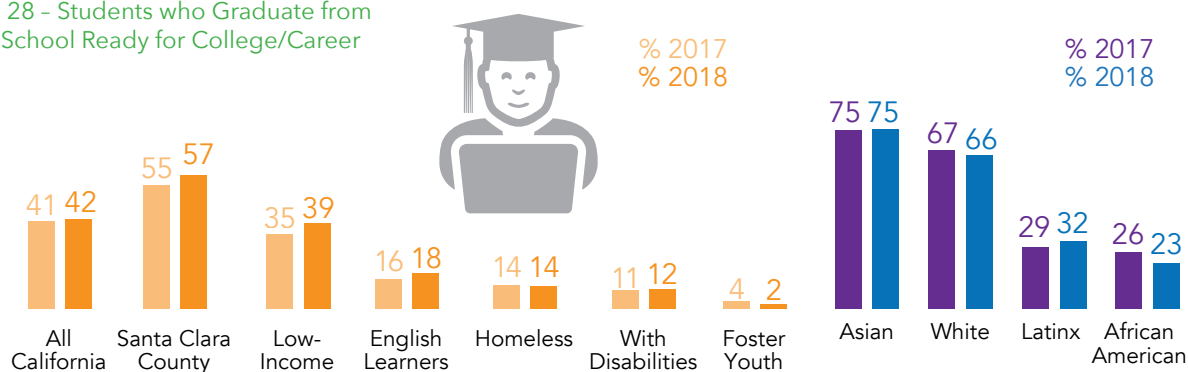


Santa Clara County children have training in life skills that will prepare them to live independently, be self-sufficient and contribute to their community.

Youth make a successful transition to adulthood when they graduate from high school prepared for employment and postsecondary education. 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 so they graduate on time with experiences and training that will bridge them to employment and self-sufficiency.

Measure	Have we improved?	How do we compare?	Racial/ethnic gap
Students graduate from High School Ready for College/Career	<div></div>	<div></div>	<div></div>

Figure 28 – Students who Graduate from High School Ready for College/Career



Students Who Graduate From High School Ready for College and Career

The California Dashboard provides a new calculation on college and career readiness that includes factors such as Career Technical Education (CTE), college experience and meeting or exceeding standards for English Language Arts and Math. There is more detailed information about this on page 50.



What the Data Tell Us

- In 2018, 57% of Santa Clara County students graduated from high school college/career ready, up from 55% in 2017. Statewide, 42% of students did.
- In 2018, 75% of Asian students graduated college/career ready while only 23% of African American students did.
- In 2018, 39% of low-income students, 2% of students in foster care, 12% of students with disabilities, 18% of English Learners and 14% of students who experienced homelessness graduated career/college ready.

Moving the Needle

While investment in early childhood makes it easier to succeed at subsequent life 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. The importance of college or postsecondary education is clear:

- Ninety-nine percent of the jobs created since the 2008 recession went to those with at least some college or career/technical 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 have a high school diploma.¹

The data shows Latinx and African American students, students with disabilities, students who are low-income, English Learners, or have experienced homelessness or foster care are less likely to graduate from high school ready for college and career. A focus on college and career aspirations for these specific subpopulations of students is needed in order to address this disparity.

Supporting a College-Going Culture

Professor Patricia McDonough of UCLA's Graduate School of Education and Information Studies, identified nine elements schools can focus on to build and strengthen a college-going culture from kindergarten through 12th grade. 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

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.

For more information go to: cep.berkeley.edu.

College Day

One big difference 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.

Held in October and led by the Silicon Valley



Education Foundation, College Day helps create a community where every child believes, from a very early age, that he or she can go to college. It 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. Some schools have college rallies and celebrations. At others, teachers decorate their doors with college-going messages or create a "college corner."

Often 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 in your school or youth program.



Photos courtesy of MetroEd

San José Promise

In early 2017, Mayor Sam Liccardo joined local leaders and community college presidents to announce the San José Promise, a collaborative, city-wide campaign to ensure that community college is affordable and accessible for all San José high school students. San José Promise has three core elements: College Readiness Programs, College Promise Scholarships, and College Pathways Partnerships. In conjunction with the launch, San José City College and Evergreen Valley College announced a significant expansion of College Promise scholarships that, when leveraged with other sources of financial aid, will ensure up to two years of free community college for approximately 1,000 qualifying low-income, first-generation, and historically underrepresented students. In 2018, a new cohort of students joined the program, as the first class began their second year.



Photo courtesy of MetroEd

The Tech Museum STEM Pathways Program (STEM = Science, Technology, Engineering and Math)

With the goal of increasing underrepresented populations working in careers that demand STEM-related skills in Silicon Valley, the STEM Pathways program brings together community stakeholders in San José and south Santa Clara County, to clearly define and communicate STEM resources available to youth kindergarten to college.



The Tech Museum convenes partners representing K-12 schools, extended learning organizations, higher education, industry, and community organizations to collectively improve access to quality STEM learning experiences for all students—particularly those underrepresented in STEM fields. The STEM Pathways Advisory Committee has more than 30 members from 20+ organizations and includes leadership from the Santa Clara County Office of Education, San José State University, Lockheed Martin, Alum Rock School District and East Side Union High School District.

For more information, visit www.thetech.org/STEMpathways.

California State Requirements for College and Career Readiness

The California School Dashboard measures the likelihood that a student will have success after graduation by determining if a high school graduate has completed one of the following criteria:

- Met or exceeded the standard for English Language Arts and Math;
- Scored 3 or higher on two Advanced Placement (AP) exams;
- Scored a 4 or higher on two International Baccalaureate (IB) Exams;
- Has two semesters or three quarters of college credit coursework with a grade of C- or better in academic or Career Technical Education (CTE) where college credit is awarded;
- State Seal of Biliteracy is awarded and the student achieves the standard for English Language Arts;
- Two years of Leadership/Military Science while achieving the standard for English Language Arts or Math, plus "Standard Nearly Met" in the other subject area;

- Completed the UC and CSU a-g requirements with a grade of C- or better plus one item from the Additional Criteria List below;
- Completed a Career Technical Education (CTE) Pathway with a C- or higher in the capstone course plus one item from the Additional Criteria List below;

Additional Criteria List:

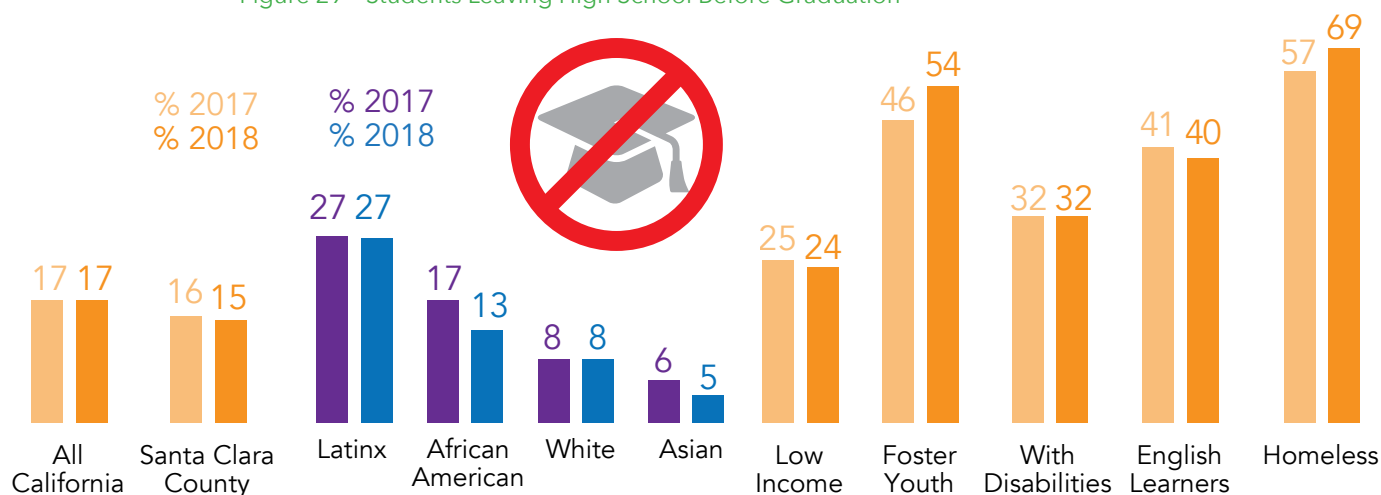
- Smarter Balanced Summative Assessments - Level 3 or Higher in Math with at least a Level 2 in ELA OR Level 3 or Higher in ELA with at least a Level 2 in Math;
- One semester or two quarters of College Credit courses with a grade of C- or better in academic/CTE subjects;
- Score of 3 on one AP exam or a score of 4 on one International Baccalaureate Exam (for the a-g requirement only);
- Completion of a CTE Pathway (for the a-g requirement only).

Santa Clara County children have employment opportunities with protections from unfair labor practices.

A high school diploma and some postsecondary education is vital to a young person finding meaningful employment that leads to economic self-sufficiency. Strategies are needed to keep students on track for graduation. Clear pathways are needed to support youth and young adults to get back on track to earn their secondary certificate and move into postsecondary education.

Measure	Have we improved?	How do we compare?	Racial/ethnic gap
Students Leaving High School Before Graduation	●	●	●
18- to 24-year-olds With Less than a High School Diploma or Certificate	●	●	●

Figure 29 – Students Leaving High School Before Graduation



Leaving High School Before Graduation

- Students who do not graduate from high school can earn \$400,000 – \$500,000 on average less over a working lifetime than those who graduate or earn a secondary credential (diploma or GED).¹
- To increase the number of adults who earn a wage that leads to self-sufficiency, focus should be placed on decreasing the number of youth who are not succeeding in school and do not graduate.
- There should be clear pathways to secondary education and training programs for those who did not graduate from high school.
- Clear pathways to postsecondary education and training programs will lead to employment that pays a living wage.
- Creating these pathways provides a skilled workforce to local business and industry, strengthening the local economy and the community.

What the Data Tell Us

- In 2018, 15% of Santa Clara County students left high school before graduation, down from 16% in 2017.
- Statewide, 17% of students left high school before graduation.
- In Santa Clara County, 9.1% of 18- to 24-year-olds do not have a secondary certificate.
- 7.6% of white and Asian 18- to 24-year-olds do not have a secondary certificate. This is 11.5% for Latinx and 11.8% for African American 18- to 24-year-olds.

Figure 30 - Percent of 18- to 24-year-olds with Less than a High School Diploma

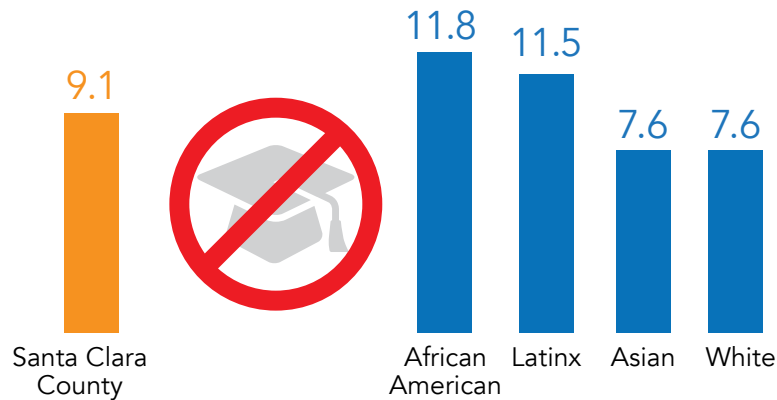


Figure 31 - 18- to 24-year-olds with Less than a High School Diploma by Neighborhood

	Ages 18-24 Without High School Diploma		White	Asian	Latinx
	%	Number	%	%	%
East Central San Jose City & Alum Rock	14%	1,558	12%	9%	19%
East Central San Jose/East Valley	12%	1,479	6%	11%	12%
Northeast San Jose & Milpitas	12%	1,335	15%	7%	22%
Northwest San Jose	9%	1,176	7%	14%	8%
Southwest San Jose/Almaden Valley	9%	786	8%	14%	8%
South Central San Jose inc. Branham and Cambrian Park	9%	721	11%	4%	11%
Southeast San Jose City/Evergreen	9%	955	9%	4%	11%
Northwest San Jose & Santa Clara	9%	1,595	9%	3%	13%
West Central San Jose & Campbell	9%	931	10%	7%	8%
Central San Jose City	9%	1,132	4%	10%	9%
Gilroy, Morgan Hill & South San Jose	8%	973	7%	1%	9%
Sunnyvale & North San Jose	8%	744	7%	13%	2%
Cupertino, Saratoga & Los Gatos	7%	632	5%	6.5%	16%
Mountain View, Palo Alto & Los Altos	6%	1,264	6%	4%	12%

Note: Due to low population numbers, the percentages for African American youth are not stable enough to be included on this table. County-wide, 12% of African American young adults (539) do not have a high school diploma.

Moving the Needle

Keeping Students on Track for Graduation

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. Early warning signs include:

- Absent more than 10% of the time;
- Not reading at grade-level in third grade; and/or
- A suspension or an "F" in middle school.²

When these and other early warning signs occur, it should be a call to action to help that student get back on track by:

- Having an adult at the school form a meaningful connection with the student at risk;
- Addressing social service and out-of-school needs the student has; and
- 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 leave high school before graduation. Identifying these students early and providing academic and other supports could lead to more students graduating on time.

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."³

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 - often built on a case-manager or youth worker developing a trusting relationship with the youth - have a unique opportunity to help the young person to see education and employment as a pathway to having a positive life.

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.

Creating Opportunities for Reengagement

In the 2018 school year, at least 350 young adults earned a high school credential in a program designed to help students who left high school before graduating. This data includes graduation from the Opportunity Youth Academy, San José Conservation Corps and Charter School, JobCorps, SiaTech, and one of the county's five GED programs. In the coming year, we hope to establish a dashboard to track these graduations year to year.

Opportunity Youth Academy (OYA)

Opportunity Youth Academy is a countywide 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 six classroom sites across Santa Clara County. OYA students, ages 16-24, are taught by specialized academic instructors who provide them with a personalized education leading to a postsecondary program and career-potential employment.

OYA students have a flexible class schedule, participate in online and classroom-based learning, and 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.



Since 1987, the San José Conservation Corps & Charter School (SJCC&CS) has provided San José'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

SAN JOSE CONSERVATION CORPS+CHARTER SCHOOL



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.

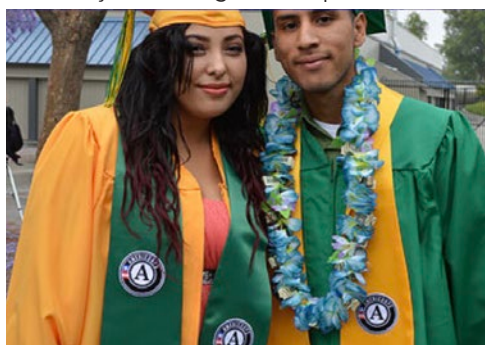
SJCC&CS offers a full high school curriculum at its charter school, giving students the opportunity to earn their high school diploma. Career technical education and paid job training is offered through the Environmental Conservation Department and

Recycling Department, which provides zero-waste services at special events and 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.

For more information visit www.sjcccs.org.



Photos courtesy of SJCC&CS

Opportunity Youth Partnership

The Santa Clara County Opportunity Youth Partnership (OYP) is a collaborative with more than 35 community partners, all committed to creating and implementing education-to-career pathways for our county's opportunity youth - youth ages 16-24 who are disconnected from, or insufficiently connected to, work and education.

In 2019, the OYP is expanding its focus beyond the initial four sub-populations to design more broadly for all opportunity youth. 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.

In the coming year, the OYP will support the emergence of a "Back on Track" system to ensure that when opportunity youth make the choice to return to school, it is easy to get reconnected, stay through graduation, and take a next step to postsecondary education. Resource Link and Direct Connect are two parts of this Back on Track system:

Resource Link

Resource Link makes the choice to stay in school far easier than the choice to leave. It accomplishes this by aligning

supportive resources and programs to reengagement schools. Four reengagement high schools are using a common needs assessment and will routinely share academic progress with service providers (six community based organizations and a San José city agency). By strengthening the supports for each student and cutting across silos, young people will progress along the education pathway, increasing graduation rates from the reengagement programs.

Direct Connect

Direct Connect makes the transition to postsecondary education as easy as going from 11th to 12th grade. Utilizing an evidence-based framework for effective

postsecondary transitions, and by building a partnership with San José Promise and the South Bay Consortium for Adult Education and the reengagement schools and community organizations that work with opportunity youth, Direct Connect will establish a clear, common definition of postsecondary readiness and align the ecosystem of resources to achieving that definition and continuing on.

Additionally, the OYP is convening two "aligned action networks" focused on improving education results for system engaged youth: the Foster Youth Aligned Action Network (see page 57) and the Juvenile Court Aligned Action Network (see page 65.)



**OPPORTUNITY
YOUTH
PARTNERSHIP**

Santa Clara County children have freedom from mistreatment, abuse and neglect.

A safe and stable home is vital to children's physical and mental health and their capacity to learn. Increasing the ability of families to support their children's success and preventing abuse or neglect can be accomplished by integrating family support systems, providing early childhood and parenting education, and making resources available to support mental health and well-being.

Measure	Have we improved?	How do we compare?	Racial/ethnic gap
Entries into Foster Care	●	●	●
Children in Foster Care Placed with Relatives	●	●	●
Children in Foster Care with Placement Stability	●	●	●

Freedom from mistreatment, abuse and neglect

- Children who are victims of abuse or neglect are more likely to suffer from depression, attempt suicide, use alcohol and drugs, demonstrate learning and behavioral difficulties in school and become engaged in the foster care system.¹
- 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.
- When children are removed from their parents' care because of abuse or neglect, placing them with relatives is best practice.
- When children are in foster care, stability of their placement is critical. Providing more training to foster parents and supports to the foster family and children in care can improve placement stability for children.²

What the Data Tell Us

- In 2017, 1.4 per thousand Santa Clara County children entered foster care. This is lower than in 2015 (1.5) and lower than the California rate of 3.1.
- African American children enter foster care at a rate of 6.6 per thousand. Latinx children enter at 2.6 per thousand, white children at 1.0 and Asian children at 0.4.
- In 2018, 38% of Santa Clara County children in foster care were placed with their relatives. This was higher than in 2017 (26%), but lower than statewide (40%).
- In 2017 37% of Santa Clara County children in foster care for 12 months or longer had unstable (three or more) placements. Statewide, this was 31%.

- 20% of Asian children, 27% of white children, and 32% of Latinx children had 3 or more placements.

Figure 32 – Entries into Foster Care, per 1,000 Children

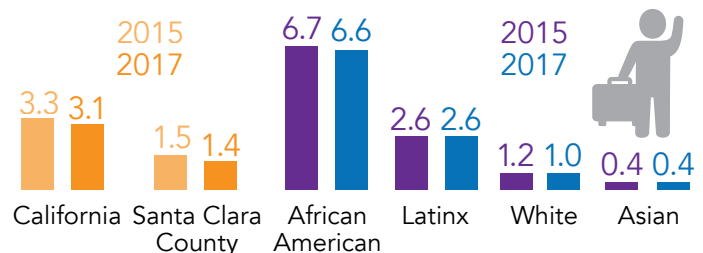


Figure 33 – Percent Children in Foster Care Placed with Relatives

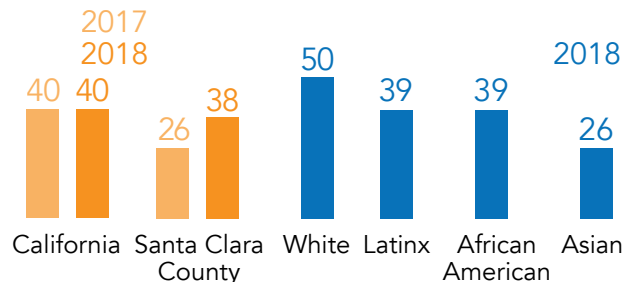
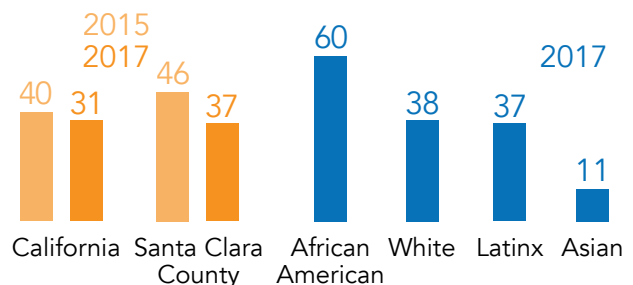


Figure 34 – Percent Children in Foster Care with Unstable (three or more) Placements



Moving the Needle

The Title IV-E California Well-Being Project

Santa Clara County is participating in the Title IV-E California Well-Being Project (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 (DFCS) to explore different ways of improving results for children and families. It will enable the county to create a system that focuses on strengthening families and supporting the development of protective factors for children and families.

The project focuses on two state-mandated foundational components:

- Prevention: Wraparound services for youth on probation exhibiting delinquency risk factors that put them at risk of entering foster care. (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.)
- Family Centered Practice: Safety Organized Practice or SOP, to further implement and enhance the Core Practice Model for child welfare, focusing on services that prevent home removals and support less restrictive placement options.

It is important to note that although these two state-mandated components serve as the foundation for the work, they are not the only strategies being implemented. Santa Clara County is also implementing other interventions based on local needs used to define a comprehensive prevention strategy for families who:

- Have not entered into child welfare system;
- Have come to the attention of the child welfare system, but the referral does not warrant an open case; and
- For those families and youth who have exited the system and need the support to stay out of the system.

One example of a specific strategy being implemented is the Cultural Brokers Program. In this program, community-based cultural specialists facilitate communication between social workers and families in order to improve understanding and engagement in services and supports.

Another is Community Driven Prevention where families are served in the community without referral to a system. These programs include neighborhood based education programs, afterschool and summer enrichment, counseling and housing support and gang prevention activities.

Early indicators suggest a decrease in the rate of referral and entry into the system for families facing "general neglect" allegations in targeted neighborhoods as a result of these two new approaches.

Increasing Placement with Relatives

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

Los Angeles County is experimenting with increasing the number of children placed with relatives. Two of the county's 19 regional offices have increased relative placement through actions that cleared some legal and bureaucratic hurdles. 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. New policies were instituted that allow for emergency placement of children with relatives such as 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 an initial home assessment 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 result of this "whatever it takes" approach - an approach that could be implemented in Santa Clara County - is that more children are placed with family members.³

Addressing the Needs of Children with Parents who are Incarcerated

FIRST 5 - Family Strengthening & Support Initiative

Recent studies have shown that, nationwide, more than 5 million children – one in 14 – have a parent who has experienced incarceration. This increases to one in eight poor children and one in nine African American children. Children who have witnessed a parent's arrest, feel the stigma of having an incarcerated parent, or just miss their parent, may have increased emotional and behavioral difficulties and poor academic performance.⁴

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.⁵

Recognizing that supporting the bond and connection between parents/caregivers who are incarcerated and their young children, FIRST 5, in partnership with the Santa Clara County Office of Reentry Services, Probation Department and Sheriff's Department began the Family Strengthening and Support Initiative.

To strengthen parenting skills and mitigate the effects of the trauma associated with incarceration, FIRST 5 offers comprehensive family support to children under the age of six and their parents or caregivers who are incarcerated and to recently released parents or caregivers at the Reentry Resource Center.

In FY 2018, this program served more than 600 parents and caregivers and impacted nearly 400 children under 6 years old. The following services/activities were provided:

- Parenting workshops and seminars for incarcerated parents;
- **Triple P-Positive Parenting Program**, which provides practical parenting strategies to build strong, healthy relationships;
- **Abriendo Puertas/Opening Doors**, a parent and caregiver leadership program;
- **InsideOut Dad** – Seminars for incarcerated fathers to reduce the cycle of recidivism;
- Linkages to **Family Resource Centers**; and
- Physical, developmental and behavioral health screenings and referrals to supports and services.



Foster Youth Aligned Action Network

Improving Education and Career Outcomes for Youth in Foster Care

Education and career outcomes for young people in foster care are poor. This report details the following data points from 2018:

- Only 22% of third-graders in foster care are proficient or better on the English Language Arts standardized test and only 5% of eighth-graders in foster care are proficient or better on the Math standardized test;
- Only 2% of students in foster care graduated from high school college/career ready;
- 54% of students in foster care left high school before graduation; and
- Youth in foster care are suspended at a rate of 13.5 per thousand students, compared to the general population of only 2.5.

The Foster Youth Aligned Action Network (FYAAN), a collaborative of the Department of Family and Children's Services (DFCS), school districts, and community-based service providers, has emerged to address these disparities. The goal of FYAAN is to ensure that 50% of all Santa Clara County foster youth are earning \$50,000 per year by the age of 26 (starting with the high school graduating class of 2021.) FYAAN will focus on building collaboration and support around education pathways and use data to inform decision-making and drive results. The final goal of this collective approach is a system in which education is prioritized and partners are able to help the young person navigate onto pathways to education and career success.

Joint Foster Youth Task Force

The Joint Foster Youth Task Force (JFYTF), co-led by Santa Clara County and the Santa Clara County Office of Education, released recommendations in December, 2018 to transform the current, crisis-driven structure of the child welfare system into a flourishing system of care using a proactive, coordinated, preventative, and well-being focused framework.

The report states, "By design and nature, the child welfare system often strikes fear into the families who are in need of services. Aptly described as an "Emergency Room," system entry occurs when the growth of unmet needs results in familial dysfunction. Considering this analogy, we need to invest in a system that prevents illness - entry, maltreatment, and trauma - by providing preventative primary care and early intervention services, Urgent Care, and timely permanency practices."

The goals of the JFYTF intend to adapt alternative approaches and deliver a continuum of coordinated cross-agency services:

Goal 1: Arrange early-intervention efforts to prevent entry into the child welfare system whenever possible by helping families in providing for the well-being of their child.

Goal 2: Provide early intervention for vulnerable families to support children's successful care by family members.







Goal 3: Restructure and resource the foster care system to provide services that are easier for children and families to navigate and access; more cohesive, coordinated and trauma-informed; available during and after dependency; and focused on well-being and wellness with a whole child/who family approach.

Goal 4: Build an infrastructure that is more evidence-informed and data-driven.

The full report can be found at www.sccoe.org.

Santa Clara County children have a voice in matters that affect them.

One of the factors that support a young person's transition to adulthood is the concept of agency. Agency is about having an internal sense of control – the feeling that you have control over what happens to you and are able to take an active and intentional role in deciding the trajectory of your life. Many young people face very real challenges to developing agency, such as exposure to violence, racism, poverty and a lack of access to resources that allow them to explore and learn.

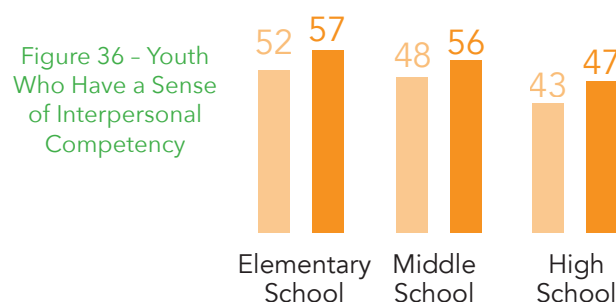
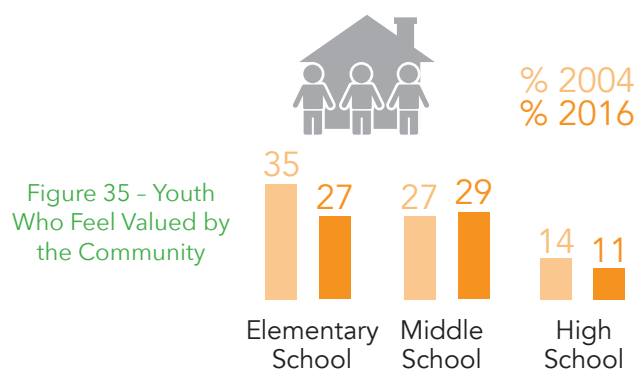
Measure	Have we improved?	How do we compare?	Racial/ethnic gap
Youth Feel Valued by the Community			
Youth Have a Sense of Interpersonal Competence			

Feeling Valued by the Community and Having a Sense of Interpersonal Competence

- Success in young adulthood goes beyond academic or career success. It includes the many ways a young person seeks meaning and the ability to contribute to the world.
- Adults can support young adult success by providing opportunities for action and reflection.
- Adults can help young people assign meaning to experiences and aid in their learning and development.
- Young adults gain confidence and see themselves as able to effect change in their own lives and the larger world when they have an opportunity to make contributions valued by others.¹

What the Data Tell Us

- In 2016, 27% of elementary school students, 29% of middle school students and 11% of high school students reported they feel valued by the community. Except for middle school students, these percentages reflect a decrease from 2004. (Figure 35)
- In 2016, in an improvement over 2004, 57% of elementary school students, 56% of middle school students, and 47% of high school students report feeling a sense of interpersonal competence. (Figure 36)
- Data disaggregated for race and ethnicity is not available. Because societal and structural barriers exist that impede the development of a sense of agency, it is important that disaggregated data be available in the future.



Moving the Needle

In *Foundations for Young Adult Success: A Developmental Framework*, the University of Chicago Consortium on Chicago School Research details key factors and foundational components for young adult success. Key factors include “having the Agency to make active choices about one’s life path, possessing the Competencies to adapt to the demands of different contexts, and incorporating different aspects of one’s self into an Integrated Identity.”²

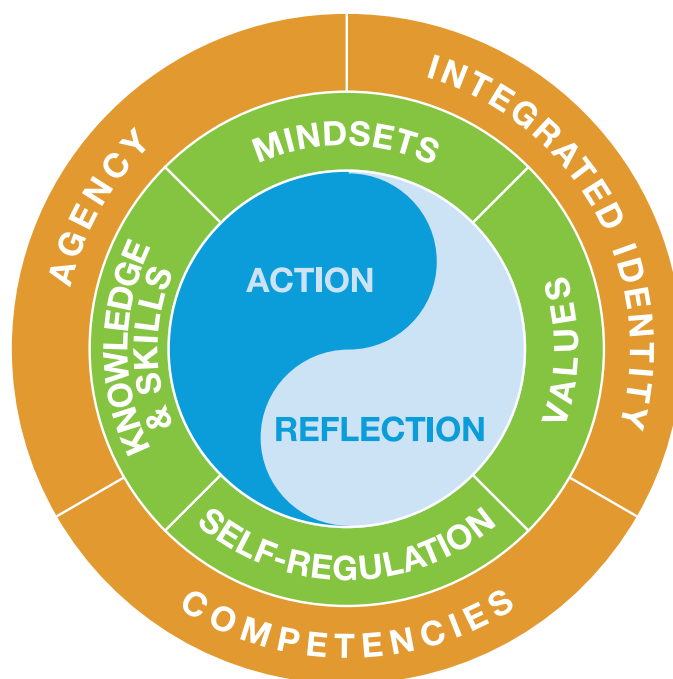
Through developmental experiences, children and youth build over time the following foundational components that underlie the key factors of success:

- Knowledge and skills provide understanding of the world and one’s self and the ability to carry out tasks with intended results or goals.
- Mindset constitutes one’s beliefs and attitudes about one’s self and the world, and provide the lenses used to process everyday experiences.
- Values provide the guidelines for life and provide the orientation for one’s desired future, and are the enduring beliefs – often culturally-defined – about what is good or bad and important in life.

Poverty, racism and other structural barriers and create disparities in opportunities and outcomes. “Children are shaped by their interactions with the world, the adults around them, and how they make meaning of their experiences no matter where they are.”³

Adults play a pivotal role in the development of these foundational components and key factors. Young people are always developing – at home, in school, in programs or in their community. Because of this, preparing young adults for success in life requires strong, supportive and sustained relationships with caring adults.

In these relationships, young people can experiment with roles and behaviors and receive the feedback they need to develop agency and an integrated identity. The intentions of adults are far less important than their actual enactment of practices that support young people. How young people experience their interactions with adults and whether they are able to make meaning out of those interactions is also important. Training and professional development for those who work with youth – at all stages of their life – should be focused on understanding the importance of this perspective.⁴



From Foundations for Young Adult Success: A Developmental Framework, by the University of Chicago Consortium on Chicago School Research, 2015

Youth Voice in Juvenile Justice

Programs and systems are better when youth have opportunity to provide guidance and input into their design. The Santa Clara County Probation Department has formed a Youth Advisory Council (YAC) where youth who have experienced system involvement act as justice consultants.

In this role they work collaboratively with systems partners to inform and improve the juvenile justice system. In the past year, YAC members have influenced the design of the Deferred Entry of Judgement (DEJ) program. They also facilitated focus groups at an East Side high school to gather data from students about school discipline policies. YAC members provide youth input to the Juvenile Justice Systems Collaborative, the Mayor's Gang Prevention Task Force and the Juvenile Court Aligned Action Network.

YAC members also created and deliver an orientation for youth and families who have recently entered the juvenile justice system. The orientation has been named Redemption, Education and Purpose and is designed to demystify probation department expectations, improve understanding and support youth to make better decisions when they enter the justice system. Youth engaged in the justice system receiving a message of growth and purpose from other youth with similar lived experience makes the message more powerful and builds agency.

Californians for Justice

According to their website, Californians for Justice (CFJ) "is a statewide youth-powered organization fighting to improve the lives of communities of color, immigrant, low-income, LGBTQ, and other marginalized communities."

When a young person joins CFJ, they unlock the power of their voice and possibilities for the future. Through high school clubs and after-school programming, youth learn how to become community leaders - organizing and activating their peers to take action. They deepen their knowledge on issues like systemic racism, gender and sexuality, and education inequity.

In San José, youth leaders partner with their teachers, schools, and policy leaders to forge alliances that advance a youth-centered vision for just, healthy, and vibrant schools. This and other CFJ alliances advance transformative changes throughout the state to create a public education system that prioritizes equity and racial justice.

Youth leaders with CFJ are paving the way for generations of young people to realize their full potential. Together, they and their partners are transforming themselves, their schools, and their communities through their leadership and tireless advocacy for justice.



Santa Clara County children have a sense of hope for their future.

Agency, purpose and hope all play a role in a young person’s success in life. They can be resilient – even while facing hardship – if he or she has meaningful relationships with adults who see their needs, strengths, and goals. Caring for them, and being responsive to what is going on in their lives and supportive when they are confronted with challenges, can help them stay on track and achieve their goals and dreams.¹

Engagement with the juvenile justice system can be a signal that the youth has lost hope. They may find themselves confronted with lack of opportunity, structural barriers, systemic racism, and lack of resources. Adults have a responsibility to address these challenges and create pathways to success.

While it is preferred to keep youth out of the juvenile justice system, if the system focuses on strong and caring relationships with adults and supports them in navigating the challenges they face, a sense of hope for the future can return.

Measure	Have we improved?	How do we compare?	Racial/ethnic gap
Youth Have a Positive View of their Future	●	●	●
Youth Have a Sense of Purpose	●	●	
Juvenile Justice System Engagement	●	●	●

Figure 37 – Youth Who Have a Positive View of Their Future

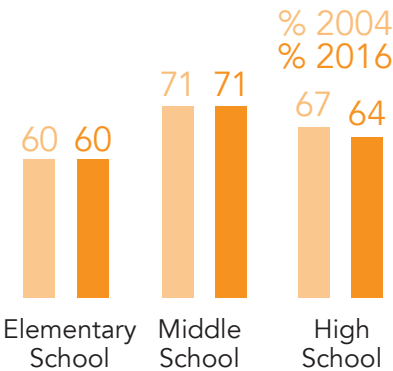
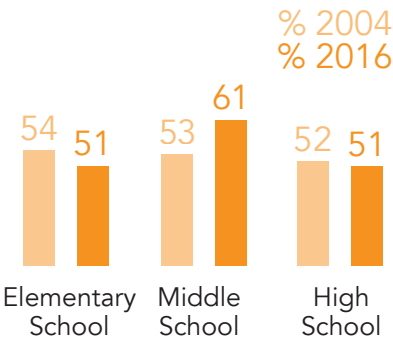


Figure 38 – Youth Who Have a Sense of Purpose



Positive View of the Future and Sense of Purpose

In the book “What Kids Need to Succeed” the authors describe ways to build these two assets. These include:

- Helping young people think and write about their dreams and passions;
- Drawing connections between learning and opportunities, and needs and issues in the world;
- Involving youth in volunteering in the community. Recognizing their skills and accomplishments;
- Exposing students to positive role models whose backgrounds are similar to their own; and
- Creating a climate of optimism. Expect them to succeed.²

What the Data Tell Us

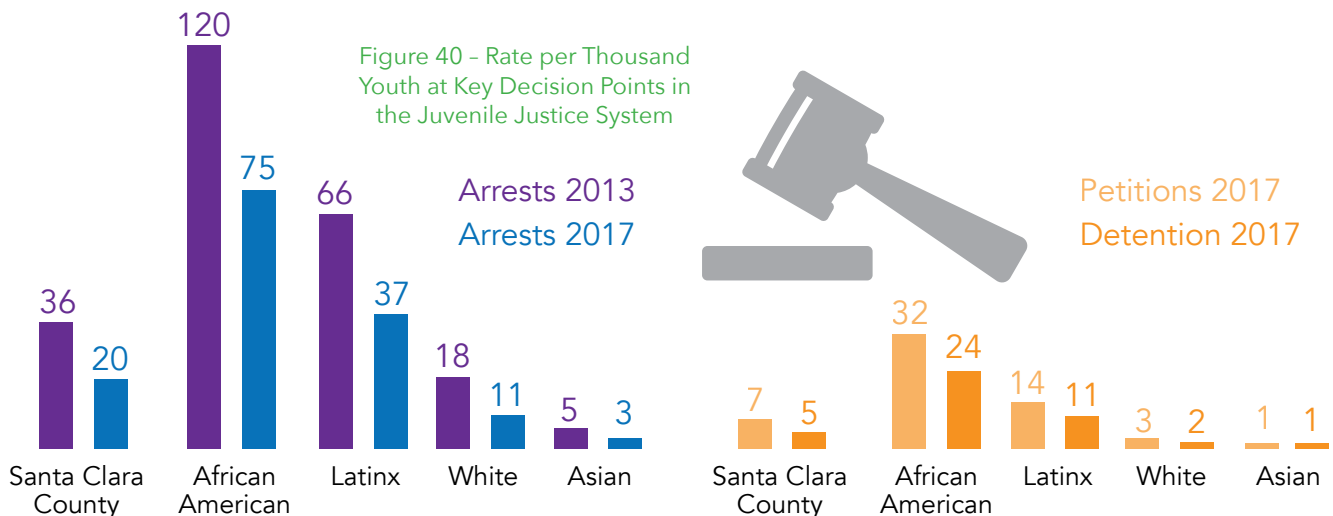
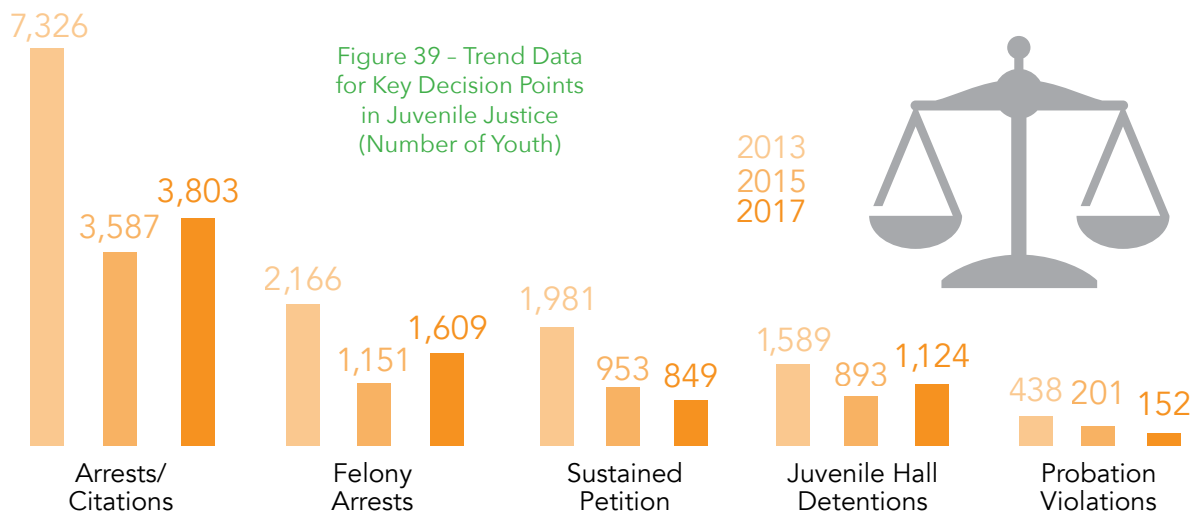
- In 2016, 60% of elementary school, 71% of middle school, and 64% of high school students reported a sense of hope for their future. This was the same in 2004 for elementary and middle school, and a decrease for high school. (Figure 37)
- In 2016, 51% of elementary school, 61% of middle school, and 50% of high school students reported having a sense of purpose. This was a decrease from 2004 for elementary and high school, and an increase for middle school. (Figure 38)
- Data disaggregated for race and ethnicity is not available. Because societal and structural barriers exist that impede the development of a sense of purpose and hope for the future, it is important that disaggregated data be available in the future.

Engagement in the Juvenile Justice System:

- Engagement in the juvenile justice system is associated with poor education outcomes, recidivism, and eventual entry into the adult justice system.
- 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.³
- 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.
- 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 study states that “the more restrictive and more intense the justice system intervention was, the greater was its negative impact.”⁴

What the Data Tell Us

- Between FY 2013 and FY 2018, juvenile arrests and citations decreased by 48% from 7,326 to 3,803 arrests/citations. Between FY 2016 and FY 2018, there was a 6% increase in arrests/citations.
- The overall rate of juvenile arrests/citations in Santa Clara County has decreased from 20 arrests per thousand youth to 7 per thousand youth between 2013 and 2018.
- Latinx and African American youth are arrested at higher rates. In 2017, there were 37 arrests per thousand Latinx youth and 75 arrests per thousand African American youth.



Moving the Needle

As a community interested in the wellbeing of youth, we have an important mission: instill, restore, and sustain hope. By doing this, they develop a sense that life can be different – and better – and that no matter what sad or unfortunate hand has been dealt them thus far, they do have the internal strength, fortitude, and forbearance to overcome it. They can not only survive, but thrive and succeed.

It is incumbent upon every adult to deliver this message of hope to young people and emphasize that they do have the qualities to solve whatever difficulties and challenges will come their way, and the capacity to create a life of happiness and meaning.

Brain development science tells us that the adolescent brain develops at a rapid rate, similar to 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, and the chance to practice and build resiliency to develop the academic and work-related skills that will serve them well as they enter adulthood.

For several years, community partners have worked together to decrease the number of youth entering the juvenile justice system, while providing evidence-based services and supports to youth who do enter it. These are catalogued in the 2017 Annual Report from Juvenile Justice Santa Clara County and include:

Prevention and Early Intervention (PEI)

The goal of PEI is to divert youth away from the juvenile justice system while providing them with needed supports, activities and services in all four key life domains: personal, family, school and community. In many cases youth only receive a letter of reprimand. Youth that need more support may be referred to mentoring, victim awareness classes, parenting classes, mediation, and job search services.

Court Appointed Friend and Advocate (CAFA)

CAFA is an enhanced mentoring program implemented by Fresh Lifelines for Youth (FLY). Mentors are appointed by a court to provide both mentoring and court advocacy. A CAFA mentor is provided to those on Deferred Entry of Judgement (DEJ) or others on formal probation. FLY also provides mentors and leadership training for youth on informal probation or other youth who are on formal probation but do not need the intensity of support provided by a CAFA mentor.

Pro-social Activities

This program provides engagement in positive community activities for at-risk youth who struggle with barriers that limit their access to and participation in such activities. Activities can include organized sports, art or music lessons, working out at a gym, or community or social justice activism.

Pro-GRIP

The Probation Gang Resistance and Intervention Program is a more intensive intervention that utilizes a collaborative approach to case integrative management services including vocational and educational counseling, and other support services. Eligible, gang-involved youthful offenders throughout Santa Clara County create a Transformational Care Plan that addresses their individualized needs and may also include mental health services and pro-social activities.

Dually Involved Youth Initiative (DIY)

It is well documented that youth exiting foster care have poor educational outcomes and struggle with homelessness, substance abuse, mental health challenges, unemployment and crime.

Recent research on youth that touch both the child welfare and the juvenile justice systems demonstrates that these “dually involved” youth (DIY) experience even worse outcomes. In addition to all of the challenges experienced by those exiting foster care, DIY have higher rates of recidivism, greater dependence on service systems such as public welfare, and diminished opportunities for gainful employment. Children of color are dramatically overrepresented in the DIY population.

In 2013, the leaders from juvenile justice and dependency courts, probation, child welfare, behavioral health, education, and community-based organizations came together and formed the Dually Involved Youth Initiative to address the complex, multi-faceted and distinctive needs of DIY.

The initiative addresses the underlying trauma and family challenges that led to system involvement. It provides the youth and their family with supports and services to stabilize their family unit as early as possible, so they can function in a healthy manner, and without system involvement. Ideally, this front-end work will prevent contact with law enforcement altogether; at a minimum, it should mitigate escalating criminality. Helping the youth and family stabilize will, in turn, strengthen communities, making them safer for all.

Juvenile Justice Systems Collaborative and the Neighborhood Safety/Services Unit

The Juvenile Justice Systems Collaborative, discussed on page 9 of this data book, and the Neighborhood Safety/Services discussed on page 30 are also focused on decreasing the number of youth entering the juvenile justice system and improving results for those who do.

Focusing on Education

Juvenile Court Aligned Action Network (JCAAN)

JCAAN's purpose is to ensure the juvenile justice system and its partners prioritize education for all youth. This collaborative work will ensure those who enter the system leave on a trajectory that includes graduation from high school and engagement in postsecondary education. School districts, juvenile court, the probation department, and community-based service providers are working together to use data to inform planning and drive results, and implement evidence-based strategies to reconnect youth engaged in the justice system to school and learning opportunities.

National Center for Youth Law

The National Center for Youth Law (NYCL) works to ensure that all systems-involved students graduate from high school with the widest array of possibilities for their future.

Since 2015, NYCL has worked in Santa Clara County to improve education outcomes for justice-involved youth. This work began with the "Education Champion Project," a small pilot project conducted in partnership with the Path2Services court, a specialized court focused on the needs of youth with behavioral health and substance-use issues. Other partners included Fresh Lifelines for Youth (FLY), and Legal Advocates for Children and Youth (LACY). The project matches youth with a volunteer mentor/ Education Champion to help guide and advocate for them as they navigate the education system.

Since then, the project has expanded to become a demonstration site, which provides the full framework to all newly adjudged youth on probation or Deferred Entry of Judgement (DEJ), in partnership with LACY and Probation's Project YEA.

Students supported through this project receive the support of an Education Liaison who provides education advocacy and case management. This ensures that all youth have the following in order to succeed:

- *Education Champions* - A youth-selected, natural support who has the capacity, knowledge, and skills to effectively support their youth's education;
- *Education Teams* - A coordinated group of youth-identified supportive adults who are working in a coordinated, collaborative manner to support their educational goals; and
- *Student Centered Engagement/Education Planning* - Students are placed at the center of their education decision making and work with their Education Liaison to create individualized education plans that identify their goals and vision for educational success.



Endnotes

We have included a compilation of statistics, information and descriptions that are publicly available or were provided by representatives of the community-based organizations and public agencies that are cited throughout this data book. Special thanks to all of them for the diligent and remarkable work they do on behalf of the youth and families in Santa Clara County.

*Information that is asterisked was taken directly from the organization's website or the cited report.

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36. Youth Who Have a Sense of Interpersonal Competency. Source: Project Cornerstone Developmental Assets Survey.

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Community Level Indicator Selection

Community-level indicators are measures of child and youth health and wellness in Santa Clara County. Kids in Common and the Santa Clara County Office of Education worked closely with the Santa Clara County Public Health Department (PHD) to select indicators that aligned with the SCC Children's Health Improvement plan and the Bill of Rights for Children and Youth.

Resource Development Associates (RDA), an independent consulting firm with expertise in public health evaluation, provided the PHD with a comprehensive inventory of common indicators of child health and wellbeing. The inventory included a review of prominent data initiatives such as kidsdata.org, the Annie E. Casey Foundation's Kids Count Data Book, and other community initiatives such as Best Start for Kids (Kings County, Washington) and literature on known predictors of health and well-being through the lifespan. The inventory of indicators included the data sources, frequency of data collection, and availability of data by race/ethnicity breakdown and geographic breakdown.

Below is a description of some of sources of indicators that appear in this data book:

American Community Survey

The American Community Survey (ACS) is a nationwide survey designed to provide communities with reliable and timely social, economic, housing, and demographic data every year. The Census Bureau uses data collected in the ACS to provide estimates on a broad range of population, housing unit, and household characteristics for states, counties, cities, school districts, congressional districts, census tracts, block groups, and many other geographic areas. The ACS has an annual sample size of about 3.5 million addresses, with survey information collected nearly every day of the year. Data are pooled across a calendar year to produce estimates for that year. As a result, ACS estimates reflect data that have been collected over a period of time rather than for a single point in time as in the decennial census.

California Health Interview Survey

Thousands of California households are selected each year by the California Health Interview Survey (CHIS) as part of a scientific sample representing the entire state's diverse population. A telephone survey to both landlines and cell-phone only households, to a computer generated randomized list. When CHIS contacts a household, one adult is randomly selected to participate in the survey. In addition, a teenager (ages 12 to 17) and/or a child (ages 11 and under) may be randomly selected, depending on the household's composition. These teen and child interviews allow CHIS to track important health conditions and health behaviors of teens and children. While the CHIS provides excellent target population data for California, the Santa Clara County sample size is often not large enough to provide information on specific subpopulations.

California Healthy Kids Survey

The California Healthy Kids Survey (CHKS) is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency administered to students in grades five, seven, nine, and eleven. It enables schools and communities to collect and analyze data regarding local youth health risks and behaviors, school climate, protective factors, and school violence. The CHKS is part of a comprehensive data-driven decision-making process on improving school climate and student learning environment for overall school improvements. This data book features CHKS data from school years 2015 and 2016.

Project Cornerstone Developmental Asset Survey

In Fall 2016, YMCA Project Cornerstone facilitated an online survey to over 43,000 students in more than 180 schools and 25 districts throughout Santa Clara County. The survey measures 40 developmental assets—the positive values, relationships, and experiences that youth need to thrive. It also measures risk behaviors and thriving indicators, and correlates them with the presence or absence of developmental assets. Research proves that the more assets youth possess, the more likely they are to choose healthy activities, succeed in school, and avoid risky behaviors. YMCA Project Cornerstone previously administered the developmental assets survey in 1999, 2004, and 2010.



Two important sources for data about children, youth and families

Santa Clara County Public Health Profiles

Santa Clara County Public Health Profiles contain data on demographics, socioeconomic status, the built environment, safety and violence, and health status for cities, zip codes and small areas/neighborhoods in Santa Clara County. These profiles improve access to data at the sub-county geographic level that local agencies and organizations can use for planning interventions and influencing policy. Using city, zip code, and small area/neighborhood level data can help to understand how where we live, work, and play impacts health and well-being. The profiles provide a snapshot of conditions that influence health as well as indicators of health status in Santa Clara County.



Kidsdata.org provides access to data on children's health and well-being topics includes information on why each topic is important and key policy implications. It also allows the user to:

Identify disparities: Compare race/ethnic, gender, age and other demographic groups in California, Santa Clara County, cities and school districts.

Take action: Use the data to advocate for policies and legislation, strengthen grant proposals, or assess community needs.

Kidsdata.org covers over 55 topics including:

Child Safety

- Adversity and Resilience
- Bullying
- Foster Care

Education and Child Care

- Early Care and Education
- Pupil Support Services
- School Climate

Emotional and Behavioral Health

- Children's Emotional Health
- Disconnected Youth
- Drug and Alcohol Use

Family Economics

- Food Security
- Homelessness
- Poverty

Physical Health

- Dental Care
- Health Care
- Hospitalizations



Data Development Agenda

Our Data Development Agenda is a list of critical issues where valid and reliable data are needed, but not available. In the process of developing this report, several indicators were identified for which valid, comprehensive, and reliable data, disaggregated for race and ethnicity need to be collected on a consistent basis. Below is our wish list for data that would provide us with a better picture of whether or not we are fulfilling the vision of the Bill of Rights for Children and Youth.

Conduct an Oversample of the California Health Interview Survey

The California Health Interview Survey conducted by UCLA, regularly surveys community members in all California counties. This survey asks valuable questions about the health and well-being of our children and families, however it does not have a sample size large enough to allow us to disaggregate the data by race and ethnicity. A larger sample size would give us information about whether we are closing the gap on racial and ethnic disparities.

A Reliable and Valid Measure of Food Security/Insecurity

In the past, we have utilized data from a food policy organization that looked at participation rates in federal food programs such as Free/Reduced Price meals, CalFresh, etc. This served as a proxy for our community's focus on ensuring that we were connecting families and children with available food resources. However, this data is no longer available.

It would be helpful to identify the families who are likely to need food resources (using the Real Cost Measure for Santa Clara County) and look at the numbers of meals being provided through those federal feeding programs, as well as through pantry and other food support programs, such as Second Harvest Food Bank. This would allow us to track when the need for food is increasing (or decreasing) and whether Santa Clara County is redoubling their efforts to close the gap between need and resources provided.

A Consistent and Comprehensive Survey of Youth Developmental Assets

Every five years, Project Cornerstone conducts the Search Institute's Developmental Asset Survey – a rich comprehensive survey that looks at the internal and external assets youth need to thrive.

Every two to three years, the Public Health Department conducts the California Healthy Kids Survey, which looks at some of the same assets as Project Cornerstone, but it does not include questions regarding school connection, meaningful family relationships and the young person's sense of agency and hope for their future. It would be powerful for a survey to be conducted every two years that includes the additional measures of wellness that are included in the Developmental Asset Survey.



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