2020
Santa Clara County
Children's Data Book

Key Indicators of Well-Being

Santa Clara County Office of Education

Planned Parenthood® Mar Monte

Kids IN COMMON

THE COUNTY OF SANTA CLARA 1850

The 2020 Santa Clara County Children's Data Book
Key Indicators of Well-Being

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

The Santa Clara County Office of Education, the County of Santa Clara, and Kids in Common, a program of Planned Parenthood Mar Monte, are pleased to present the 2020 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.
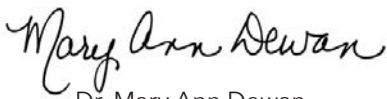
This annual data book serves an important role in Santa Clara County. It provides essential and current information to the community and to our leaders. It serves to drive our conversations, encourage and motivate us all to make changes on behalf of our children, and anchor our collective efforts in data, information, and context.

Sustaining and expanding our efforts to eliminate disparities for children and youth in the county will ensure that families are safe and healthy and that children are supported to be successful in learning and life.

Our intent is that the information found in the data book spurs 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. Together we can make Santa Clara County a place where all children and families thrive.

In community partnership,

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

Jeffrey V. Smith M.D., J.D.
County Executive
County of Santa Clara

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

About this Data Book:
After an introductory overview of the children and youth in Santa Clara County, this data book is divided into ten chapters, one for each right in the Bill of Rights for Children and Youth. Each chapter includes:

- The data indicators and how we fare, if the indicator has improved, if there is a racial/ethnic disparity, and how we compare to other counties or a national standard.
- A section on "Moving the Needle" – collaborative efforts, strategies, and practices being implemented in Santa Clara County and beyond that may help us achieve better results and eliminate racial or other disparities.

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.

The Santa Clara County Children's Budget

Budgets can be a statement of values; representing the investments a community is making and its priorities. In November 2019, Santa Clara County released its inaugural edition of a children's budget. This document presents the 2019-20 budget for all child- and youth-oriented services in the county. It shows the vast array of services the county offers to support our children and youth, many in collaboration with community partners.

In FY 2019–20, Santa Clara County will spend approximately $859 million on programs serving children and youth. Most of this funding comes from state, federal, and other sources, with the county spending $170 million of local tax dollars. This represents about 2% of discretionary dollars spent on children and youth and 10.5% of the county's overall spending. It should be noted that the Children's Budget only includes programs funded by the County of Santa Clara and does not include programs funded by school districts, cities, or FIRST 5.

More information is at www.sccgov.org.
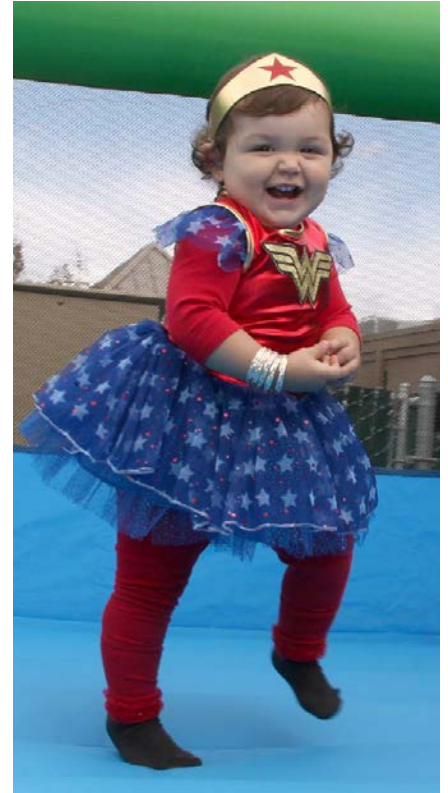
Santa Clara County's Children – Data Snapshot

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

Multiracial/other 6%
African American 2%
White 24%
Asian 32%
Latino 36%
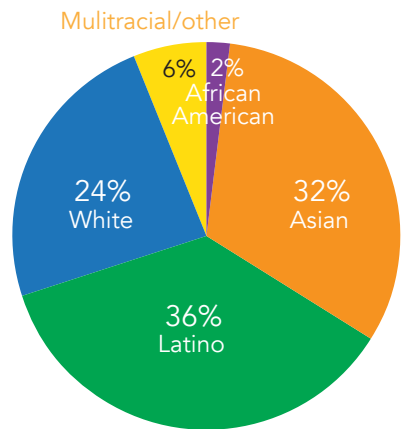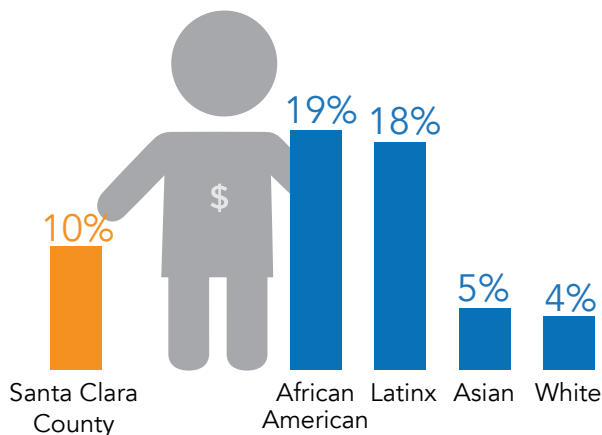

Photo courtesy of NSU-Valley Palms Unidos.

1,937,570
people live in Santa Clara County

448,977
are children, ages 0 – 17 (23%)

267,224
children are enrolled in public schools

164,066
are young adults, ages 18 – 24 (8.5%)[1]

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

Santa Clara County 10%
African American 19%
Latinx 18%
Asian 5%
White 4%

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?
- 🟢 We have improved since last reporting period.
- 🟡 No change or mixed results.
- 🔴 Losing Ground.

How do we compare?
- 🟢 Doing better than national or state standards.
- 🟡 Comparable to other standards.
- 🔴 Doing worse than other standards.

Racial/Ethnic Gap
- ⚫ Disparity is less than 7 percentage points or less than 2 times the rate/1,000
- 🟡 Disparity is 8–15 points or 2 to 3 times the rate/1,000
- 🔴 Disparity is greater than 15 points or 3 times the rate/1,000

Measure	Have we improved?	How do we compare?	Racial/ ethnic gap	Notes
>Bill of Right 1				**Santa Clara County children have a healthy mind, body and spirit that enable them to maximize their potential**
Early and Regular Prenatal Care	🟢	🔴	🟡	• Mothers receiving early and regular prenatal care increased from 64% to 74% between 2015 and 2018. • 78% of white and Asian mothers, 74% African American, and 69% of Latinx mothers received early and regular prenatal care.
Infant Mortality Rate	🟢	🟢	🟡	• The infant mortality rate decreased from 3.6 to 3.2 per thousand live births between 2008 and 2018. • The infant mortality rate for African American infants is greater than twice that for white infants.
Physical Fitness	🟡	🟢	🔴	Physical fitness scores for SCC remained flat between 2016 and 2019 and decreased by 4% for Latinx students.
Children in Good or Excellent Health		🟢	🟡	In 2013-14, 81% of children were reported as in good or excellent health, up from 73% in 2009.
Children with Feelings of Sadness	🟢		⚫	Overall, children reporting feelings of sadness decreased from 29% in 2013-14 to 27% in 2015-16.
>Bill of Right 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 school students report the highest levels of positive family communication and support.
Meaningful Adult Connections at School			🟡	56% of Latinx, 61% of African American and Asian, and 68% of white students report meaningful adult connections at school.
>Bill of Right 3				**Santa Clara County children have their essential needs met – nutritious food, shelter, clothing, health care and accessible transportation.**
Homelessness and Housing Stability	🟢		🔴	Youth and young adults experiencing homelessness increased from 883 in 2015 to 1,876 in 2019.
Food Security				66,000 SCC children may be experiencing food insecurity because they live in families at 300% of the Federal Poverty Level, but do not qualify for Federal School food programs.
Utilization of Health and Dental Care	🟢		🟡	61% of SCC youth had regular doctor visits and 83% had regular dentist visits.

>Bill of Right 4 — Santa Clara County children have a safe and healthy environment, including homes, schools, neighborhoods and communities.

Indicator				Description
Students Feel Safe or Very Safe at School	🟢	⬜	🟡	69% of students report feeling very safe at school. There is a 15 point gap between Latinx and white students.
Students Feel Safe or Very Safe in their Neighborhoods	🟡	⬜	🔴	87% of white students report feeling safe in their neighborhood and only 71% of Latinx students do.

>Bill of Right 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.

Indicator				Description
Children Ready for School	⬜	⬜	🔴	50% of children are ready for school. There is a 38 percentage point gap between white and Latinx students.
Preschool Availability for Low-income Preschoolers	🔴	⬜	⬜	There are fewer high-quality preschool slots in 2019 than in 2018.
3rd graders meeting English Language Arts Standard	🟢	🟢	🔴	60% of SCC students met or exceeded the 3rd grade English Language Arts standard. The gap between Asian and Latinx students is 43 points.
8th graders meeting Math Standard	🟢	🟢	🔴	56% of SCC students met or exceeded the 8th grade Math standard. The gap between Asian and Latinx (and African American) students is 50 points.

>Bill of Right 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.

Indicator				Description
Students graduate from High School Ready for College/Career	🟡	🟢	🔴	65% of SCC students graduated and enrolled in college. The gap between Asian and Latinx students is 39 points.

>Bill of Right 7 — Santa Clara County children have employment opportunities and protections from unfair labor practices.

Indicator				Description
Students Leaving High School Before Graduation	🟢	🔴	🔴	In 2017, students left high school before graduation at a rate of 2.7 per 1,000 compared to 2.9 in 2016. 5.8 per 1,000 Latinx students compared to .4 Asian students did.
18- to 24-year-olds With Less than a High School Diploma or Certificate	⬜	⬜	⚫	9.1% of 18- to 24-year-olds in SCC do not have a high school diploma.

>Bill of Right 8 — Santa Clara County children have freedom from mistreatment, abuse and neglect.

Indicator				Description
Entries into Foster Care	🟡	🟢	🔴	In 2018, 1.4 children per 1,000 entered foster care. African American children entered at a rate of 6.4 and Asian children entered at a rate of .4 per 1,000.
Children in Foster Care Placed with Relatives	🔴	🔴	🟡	In 2019, SCC placed 32% of children in foster care with relatives, compared to 42% statewide.

>Bill of Right 9 — Santa Clara County children have a voice in matters that affect them.

Indicator				Description
Youth Feel Valued by the Community	🟡	⬜	🟡	In 2016, 29% of white, 22% of African American, 20% of Asian and 17% of Latinx students felt valued by the community.
Youth Have a Sense of Interpersonal Competence	🟢	⬜	🟡	In 2016, 56% of white, 47% of African American, 51% of Asian and 46% of Latinx students have a sense of interpersonal competence.

>Bill of Right 10 — Santa Clara County children have a sense of hope for their future.

Indicator				Description
Youth have a Positive View of Their Future	🟡	⬜	🟡	In 2016, 72% of white, 70% of African American, 64% of Asian and 62% of Latinx students reported a positive view of their future.
Youth Have a Sense of Purpose	🟡	⬜	🔴	In 2016, 62% of white, 58% of African American, 50% of Asian and 46% of Latinx students have a sense of purpose.
Juvenile Justice System Engagement	🔴	⬜	🔴	Arrests/citations increased from 3,310 to 3,668 from 2016 to 2018. The rate of arrests for African American youth (72 per 1,000) is 24 times that of Asian youth (3 per 1,000).

Life Course Framework
From Cradle to Career

The Life Course Framework provides a structured way to understand the important markers of success along each stage of a child's life and the many social factors – access to life's essentials – housing, food, health care, a safe and caring family and community that are critical to a child's development and wellbeing.

There is no one "make or break" time in a child's life. It is important we invest early and often to ensure we are supporting the conditions lead to the families' and children's success.

This model is based on Arnold Chandler's *A Life Course Framework for Improving the Lives of Boys and Men of Color.*

Families at the Center

Children and youth live in families. If we want to make the community better for children, we need to make it better for their parents and caregivers. When we invest in children, youth, and their families, we provide the building blocks to support their growth and success from cradle to career. We support their development into contributing members of our community. And when they become parents, they will have the tools to help their children be successful from cradle to career.

Ready for School

High Quality Child Care and Education

Proficient in Reading in Third Grade

Proficient in Math in Eighth Grade
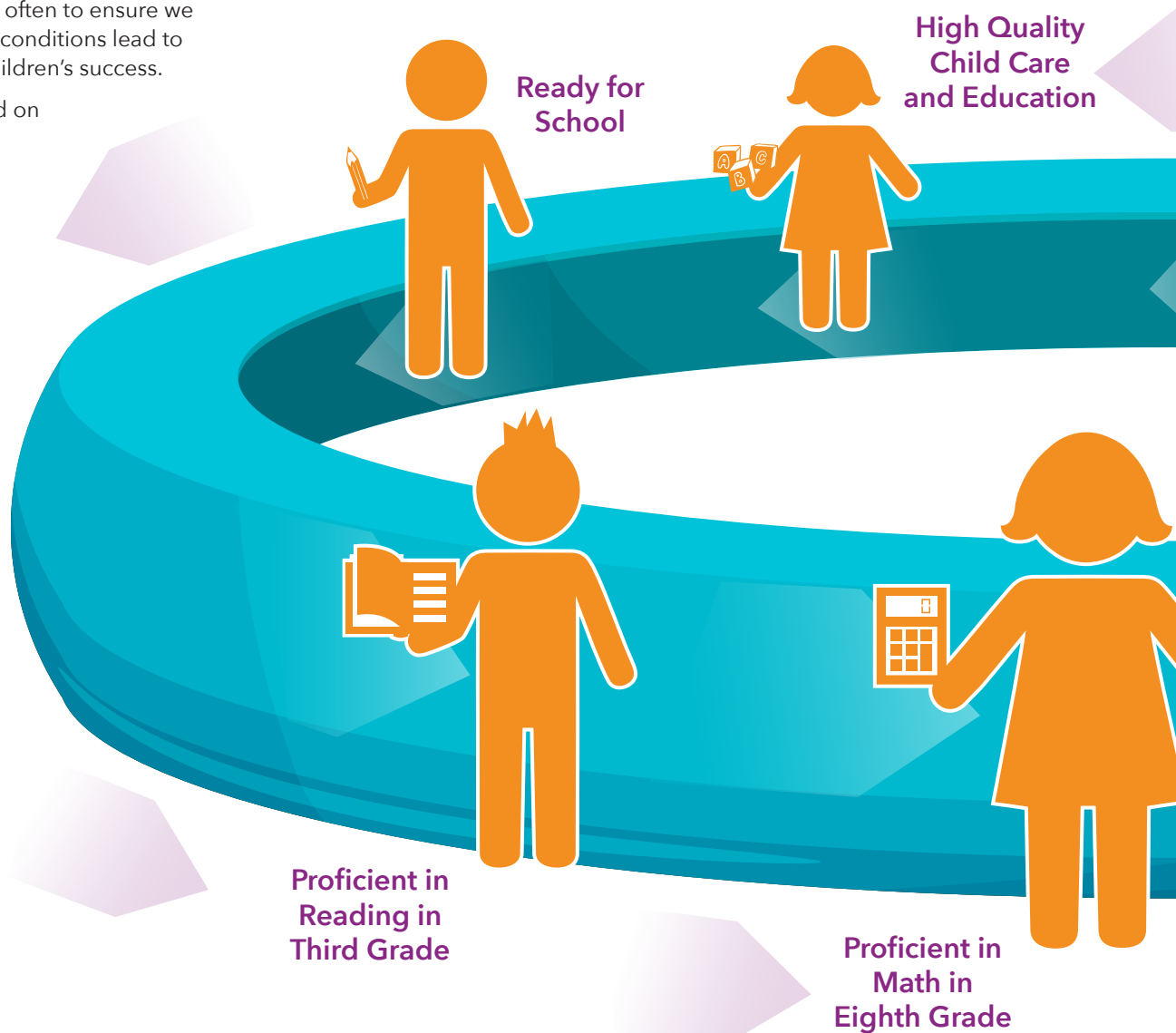
For more on the Life Course Framework go to: www.ForwardChangeConsulting.com.

Social Factors that Support Well-Being and Success (Important Throughout Life):

- Housing and Food Security
- Safe Families, Schools and Neighborhoods
- Positive Family Support and Communication
- Meaningful Adult Connections
- Feels Valued by the Community
- Has a Sense of Agency and a Positive View of the Future

Healthy Pregnancy and Birth

Markers of Success

Graduates from High School Ready for Career and College

Has Stable Full-time Employment, Earning at Least 300% of the Federal Poverty Level/ Positive Net Worth

Social Justice and Barriers to Opportunity

Despite the good intentions of Santa Clara County community leaders and policy makers, data about how our county's children are faring illustrates persistent inequities, inequality of opportunity, and unjust policies and practices.

Racialized injury and injustice is at the heart of our most disparate outcomes in Santa Clara County. In most areas we measure, we see poor results for children and youth who are Latinx or African American. Racialized outcomes are made worse when they intersect with other marginalized groups, including those who are experiencing poverty, are disabled, or are LGBTQ. This can be seen in the figure below.

Targeted Universalism

Originally developed by john a. powell, a professor of law and African American/Ethnic Studies who leads the Othering & Belonging Institute at UC Berkeley School of Law, the Targeted Universalism (TU) framework sets all-inclusive goals for children and youth, to be achieved by implementing different and specific approaches based on equity.

In his 2012 book, "Racing to Justice,"powell explains, "Fairness is not advanced by treating those who are situated differently as if they were the same." He asserts, "...A policy that is neutral in design is not necessarily neutral in effect...Equality of effort can produce very different

overall outcomes, depending not only on the beneficiaries' individual needs, but also on their environments."[2]

The five steps of Targeted Universalism 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.[3]

Nothing about us without us

In Santa Clara County, we believe it is important to partner with the families and communities who are intended to be the beneficiaries of targeted approaches. Too often, approaches are designed without community input, and these approaches often fail because systems leaders have not identified the true structural barriers or the unintended consequences of the strategies they have designed.

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

For information on how social justice and equity are being addressed in Santa Clara County, go to pages 64 and 65.

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.
-Preamble, Santa Clara County Bill of Rights for Children and Youth

Figure 3 – % Students Who Graduate from High School on Time and Enroll in College

% 2017
% 2018

	Low-Income	English Learners	Homeless	With Disabilities	Foster Youth	Asian	White	African American	Latinx
% 2017	50	31	17	38	33	81	74	64	47
% 2018	50	32	15	38	26	84	75	64	45
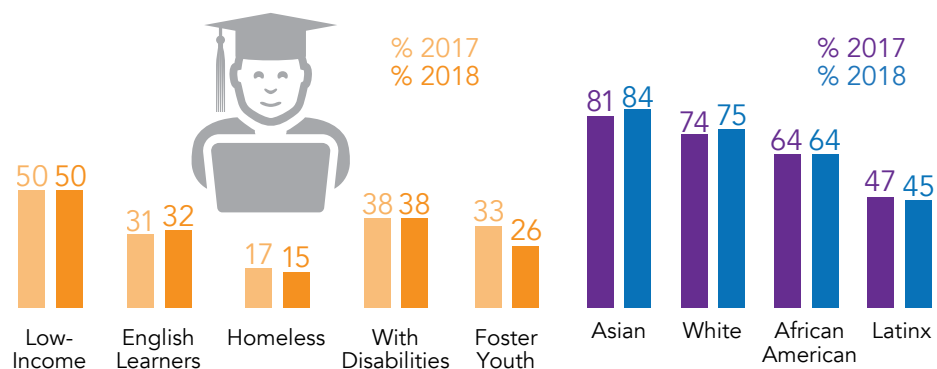
Racialized Injury and Injustice

"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

At the center of these inequities is racialized injury and injustice – that is, the set of practices, policies, cultural norms, and implicit beliefs that both reflect and create and maintain race-based outcomes in society.[4]

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 to achieve equity. When we address the racism that operates, often quietly and unnoticed, in our systems, policies, practice, attitudes, and cultural messages, we will be able to eliminate disparate outcomes based on race.[5]

Our Recent History of Racial Injury and Injustice

Discriminatory Lending and Housing Practices
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.

The G.I. Bill: Another example of racist policy 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, and did not end in California until 1965.

Community Members See the Difference
In San Jose, 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. More people of color live in the neighborhoods that have fewer resources. These differences don't go unnoticed by the residents. On one survey, a 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."[6]

Other Racialized Policies and Practices

The 1998 Passage of Proposition 227 in California
Regarded by many as anti-Latinx and anti-immigrant, Proposition 227 relegated English-learners to English-only immersion programs. These were shown by the Center for Research on Education to be less effective than teaching students in their first language over a longer period of time. Instruction in their first language produces higher levels of achievement and introduces long-term cognitive benefits, including increased memory and abstract reasoning skills.[7]

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. Today, in spite of our county's success at decreasing suspensions and arrests, there is still a disparity of young people of color being suspended from school and arrested. In 2019, 70% of suspensions were given to Latinx or African American students, who make up only 40% of the student population. In 2018, 69% of youth arrested were Latinx and 10% were African American.

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.[8]

Figure 4 – Legacy of "Redlining" in San Jose Neighborhoods

% 95116 – East San Jose ("redlined")
% 95125 – Willow Glen (not "redlined")

	African American	Asian/Pacific Islander	Latinx	White	Overcrowded Households	Median Income	Alcohol Retailers per Square Mile
East San Jose	2	24	65	7	24	$47,413	8.9
Willow Glen	3	8	28	58	5	$104,828	4.2
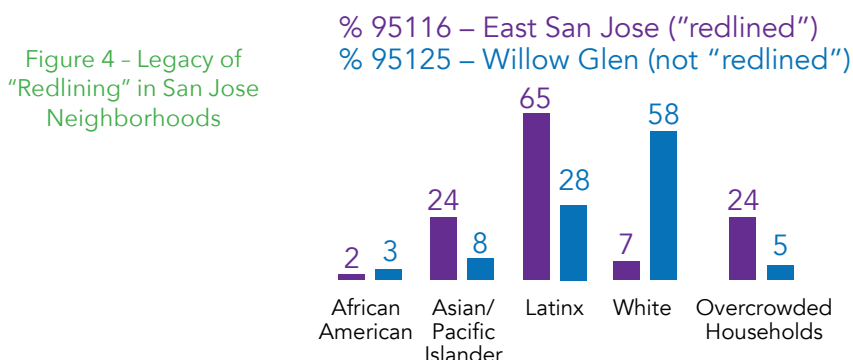
Children in Immigrant Families

65% of Bay Area residents agree that protecting the racial and cultural diversity of our neighborhoods and local communities should be a priority. – Poll conducted in October 2019 by EMC Research (funded by Bay Area Leads donors of the San Francisco Foundation)

Sixty-four 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 undocumented immigrants. They represent five of the top six countries whose citizens migrate to the United States: Mexico, the Philippines, India, Vietnam, and China.[9]

Troubling Messages to Our Immigrant Community
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 who are documented. 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 U.S. 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.

> **65% of Bay Area residents agree that protecting the racial and cultural diversity of our neighborhoods and local communities should be a priority.**
> *Poll conducted in October 2019 by EMC Research (funded by Bay Area Leads donors of the San Francisco Foundation)*

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.[10]

Protecting Our Immigrant Communities
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;
- Collaborating with schools and school districts; and
- The New American Fellowship program, a 10-week paid training opportunity in a county agency, department or board of supervisor office for DACA recipients (Deferred Action for Childhood Arrivals.)

Providing Sanctuary to Our Immigrant Community
In 2010, the County of Santa Clara adopted a resolution to not use County resources, employees, or information to assist with federal immigration enforcement. In 2011, the County adopted a Civil Detainer Policy. These policies limit collaboration with the federal Immigration & Customs Enforcement (ICE); they are one of the strongest sanctuary policies in the nation. In 2019, the County's Board of Supervisors reviewed the Civil Detainer Policy. Based upon recommendations provided by the County Executive and the County Counsel, the Board voted to strengthen the County's policy, clarifying that the County will not honor requests from ICE to hold incarcerated individuals past their release date without a judicial warrant, nor will the County notify ICE prior to the release of a person who ICE may suspect is an immigrant subject to deportation.

Furthermore, on January 25, 2017, the County of Santa Clara filed a federal lawsuit against President Trump and members of his administration, challenging his Executive Order intended to deny federal funding to any local government that is deemed to be a "sanctuary jurisdiction." In August 2019, the Ninth Circuit Court of Appeals ruled in favor of the County, finding the Executive Order's attempt to deny funds to "sanctuary jurisdictions" unenforceable, a judgment that is now final.[11]

Sanctuary Communities are Safer

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.[12]

Photo courtesy of NSU-Valley Palms Unidos.

Figure 5 – Immigration and English Learner
Status of Children (2016)

64% live with one or more parent who was born in another country.

11% live in linguistic isolation.

23% of children enrolled in Santa Clara County schools are English Language learners.
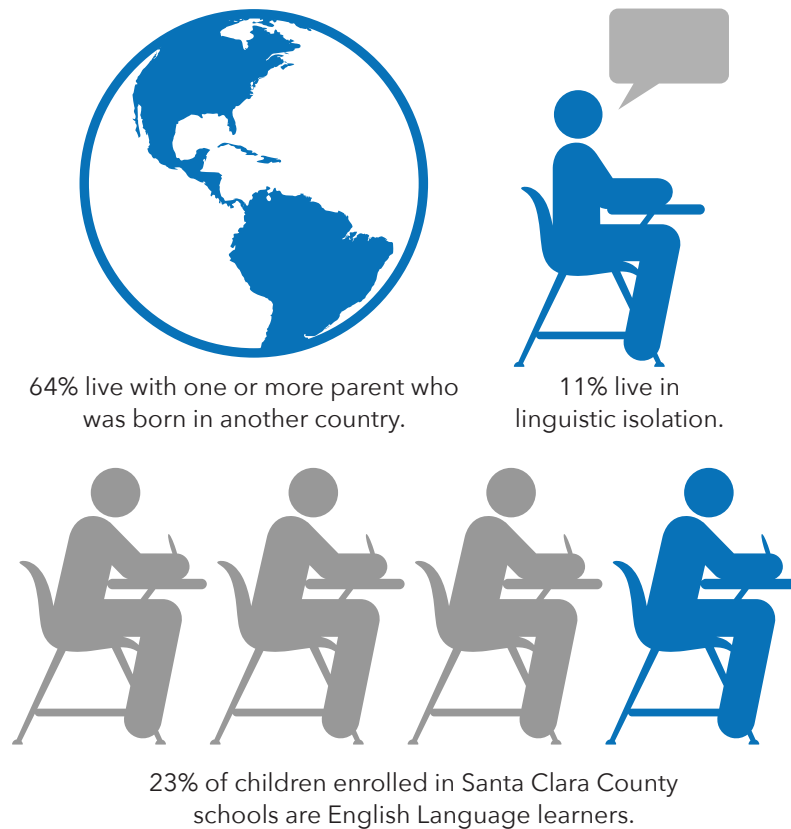
The Economics of Living in Santa Clara County

The opposite of poverty isn't wealth. The opposite of poverty is justice.

- Bryan Stevenson, Lawyer, social justice activist, founder/executive director of the Equal Justice Initiative

The Federal Poverty Level (FPL) 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). The breakdowns of children living in poverty by race/ethnicity are shown in Figure 6.

Figure 6 – % Children Living in Poverty, by Race/Ethnicity (2018)
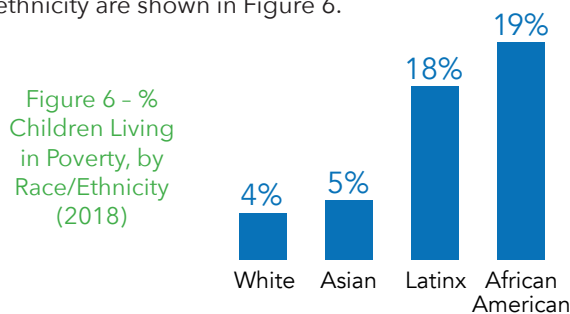
There is general agreement that the FPL is a woefully inadequate measure. The formula for the FPL was developed in 1963 and was based on the cost of food as a percentage of income. It does not take into account other costs such as housing or child care, nor does it take into account geographic variations in cost of living. A county such as Santa Clara County has a very high cost of living. The 2020 FPL for a family of four is $26,200. It's difficult to imagine a single parent in Silicon Valley making that little and being able to afford food for a month, let alone rent on a studio apartment.

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 program is based on a family earning no more than 185% of the FPL. A family will qualify for the Free or Reduced Price (FRP) program only if they earn no more than $48,470 annually. In our county, approximately 96,000 children qualify for the Free or Reduced Price meal program. However, approximately $78,600 annually – so they don't qualify for the FRP meal program. *This means nearly 66,000 students may be experiencing food insecurity and cannot take advantage of free or reduced price meals at school.*

In response to the rising cost of living, California's current minimum wage is $12 per hour for small employers and $13 per hour for large employers. (The state goals rate will go to $15 per hour by 2023.) Recognizing the high cost of living in Santa Clara County, the following communities raised their minimum wage on January 1, 2020: Cupertino, Los Altos, Milpitas, Mountain View, Palo Alto, San José, Santa Clara, and Sunnyvale.

Even at the increased state minimum wage of $13 per hour, a family of four with one wage earner working 40 hours a week earns $27,040, only slightly above the FPL at $26,200. At $16.05 per hour, a family will annually earn $33,384 working one full-time job.

Increasing Income Does Make a Difference

Two recent studies have shown the importance that increased income can have for children and families. In one study, a $1 increase in minimum wage correlated with a decrease of child maltreatment reports.[13]

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.[14]

What Having Extra Money Does

When families have the financial means, they can pay for tutors if their children are struggling in school. They can pay for music and art lessons, sports programs, and other enrichment opportunities that help their children stay in school. Families that have financial resources are able to pay for summer education programs for their children. Studies show that summer learning loss – lack of access to summer learning opportunities – alone may account for two thirds of the academic achievement gap.[15]

Figure 7 – Minimum Wage by Community (2020)

Towards Better Understanding: 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. 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, or 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.[16]

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%) of households below the RCM standard are Latinx.
- 36% of households with children under age six fall below the RCM standard.
- 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 more than three full-time minimum wage jobs at $13 per hour to meet the RCM standard.
- 35% of all households in Santa Clara County spend over 30% of their income on housing.[17]

For more information go to: www.UnitedWaysCA.org/RealCost

Figure 8 – Real Cost Measure
for a Family of Four
in Santa Clara County

Total: $92,084

$6,080	Net taxes
$7,824	Miscellaneous
$9,000	Health care
$10,452	Transportation
$14,040	Food
$20,760	Child care
$23,928	Housing
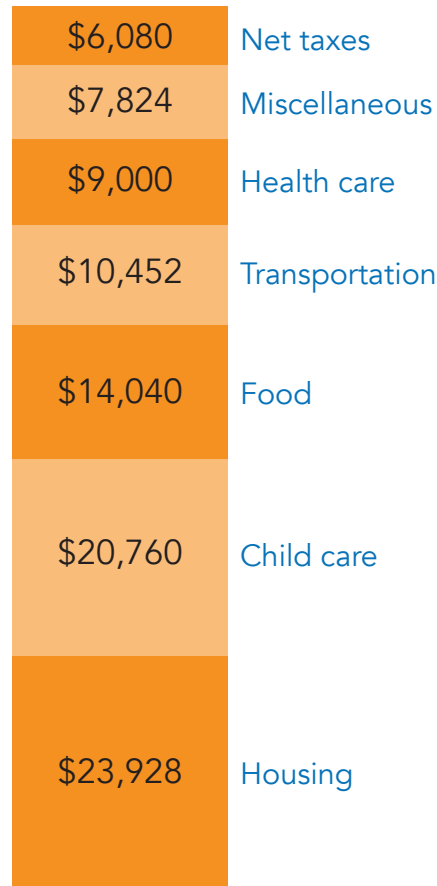
Figure 9 – Santa Clara County Median Incomes and the Real Cost Measure (2018)

Median income African American families SCC	Median income Latinx families SCC	Real Cost Measure 2016	Median income SCC	Median income White families SCC	Median income Asian families SCC
$78,419	$84,278	$92,084	$126,606	$134,098	$153,244
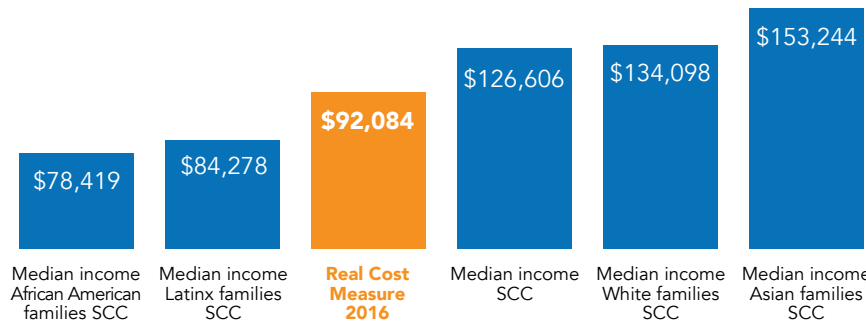
Figure 10 – Economic Family Benchmarks (2019)

Federal Poverty Level 2020 (FPL–Family of 4)	Full-time state minimum wage ($13 per hour)	$15 per hour minimum wage	Free School Lunch availability School Year 2020 (130% FPL)	Reduced Price Lunch availability School Year 2020 (185% FPL)	Real Cost Measure 2016
$26,200	$27,040	$31,200	$34,060	$48,470	$92,084
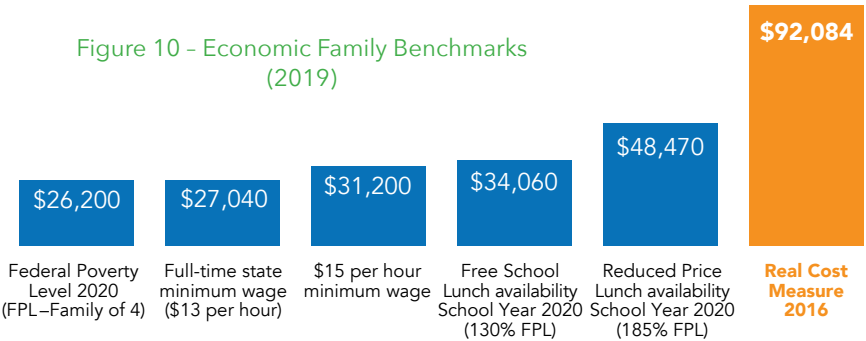
Students with Disabilities

"**Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living and economic self-sufficiency for individuals with disabilities.**"

- The 1975 Individuals with Disabilities Education Act (IDEA)

Students with disabilities have some of the poorest outcomes of all our students. And when a disabled student is poor or African American or Latinx, these outcomes are even worse. Below are some of these disparate outcomes:

- 25% of third grade students with disabilities meet the standard for English Language Arts.

- 14% of eighth grade students with disabilities meet the standard for Math.

- Only 64% of low-income students with disabilities graduated on time in 2019.

- In 2018, students in special education – 12% of the population – received 34% of all suspensions. This 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.

- Only half of teachers strongly believe that students with mild to moderate disabilities can perform at grade level expectations.

The educators who have a strong sense of self-efficacy, a growth mindset, a positive orientation towards inclusion and sense of personal responsibility for all students positively impact the development of students with learning and attention differences.[18]

Figure 11 – Students with Disabilities and Overlap with Other Socio-Economic Factors

All Students with a Disability in Santa Clara County: 28,409
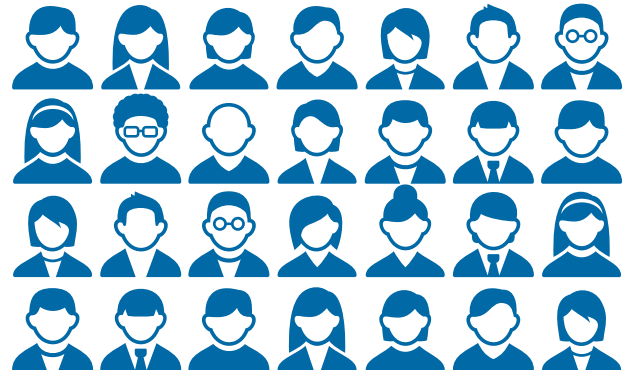
Also Homeless: 416

Also Socioeconomically disadvantaged: 14,604

Also English Language Learner: 10,533

Also Foster Youth: 201
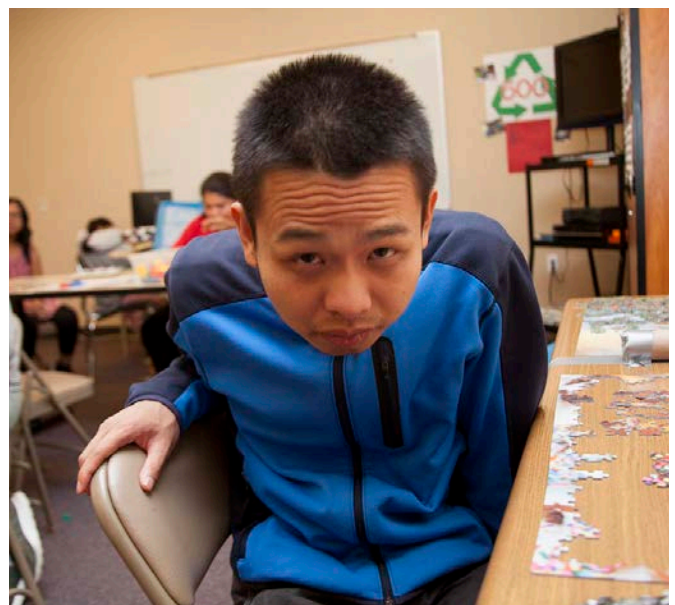
Santa Clara County Continuum of Services for Students with Disabilities Study

Multi-Tiered Systems of Support (MTSS) is 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.

In 2019, the Santa Clara County Office of Education Special Education Task Force released the "Santa Clara County Continuum of Services for Students with Disabilities Study" with the goal of "ensuring universal access to an inclusive and equitable education, thereby enriching our schools and communities."

The study found there are foundational actions that Local Education Agencies (LEAs) can choose to build their capacity to better serve students with disabilities and by extension, to better serve all students who may be marginalized by current structural barriers in place in the educational system. Actions taken by LEAs and school sites can be embedded into their current work creating and/or refining a MTSS as they structure one system of supports for all students.[19]

An example of key components for an MTSS with embedded inclusive practices can be found below.

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

Figure 12 – Steps to Inclusion within MTSS

The MTSS framework supports access for all students in general education with special education supports and services.

Instruction in Tier I, Tier II and Tier III is based on HLP (High Leverage Practices) and UDL (Universal Design for Learning) for inclusive classrooms.

An MTSS framework is operationalized to address both academic and behavioral instruction and interventions and uses data informed decision making.

Resources, professional development and collaboration are structured to support inclusive practices within a framework of an MTSS.

Culture of inclusion is an articulated part of the vision of the LEA and the school site. A common understanding of what is meant by inclusion and inclusive practices exists.

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 they are faring in Santa Clara County, we look at indicators that tell us whether mothers had access to early and regular prenatal care, children's performance on state physical fitness tests, infant mortality rate, 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 and Regular Prenatal Care	🟢	🔴	🟡
Infant Mortality Rate	🟢	🟢	🟡
Physical Fitness Testing Scores	🟡	🟢	🔴
Children Reporting Depression Symptoms		🟢	🟡
Children are in Good or Excellent Health	🟢		⚫

Early and Regular 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]

The Healthy People 2020 goal is that 77.9% of mothers receive adequate prenatal care.

What the data tell us:

- In 2018, 74% of all mothers received early and regular prenatal care. This was an improvement over 64% in 2015;

- 55% of teen mothers received early and regular prenatal care in 2018. In 2012, 60% did; and,

- 78% of white and Asian mothers received early and regular prenatal care in 2018, compared with 74% of African American and 69% of Latinx mothers.

Figure 13 – % Mothers Receiving Early and Regular Prenatal Care

% 2012
% 2015
% 2018

% 2018

Teen Mothers: 60, 55, 55
All Mothers: 73, 64, 74

White: 78
Asian: 78
African American: 74
Latinx: 69
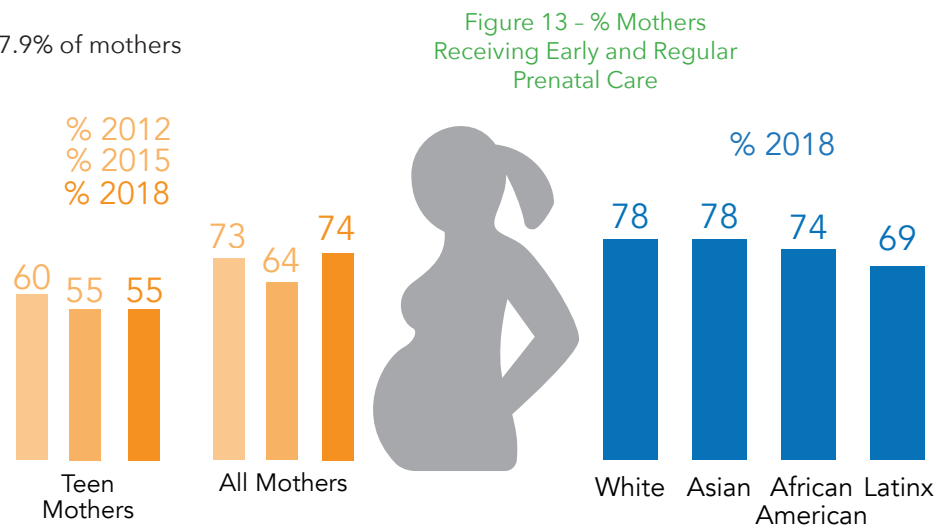
Infant Mortality Rate

The Infant Mortality Rate is the number of deaths among children under age 1 per 1,000 live births. This is a key measure that reflects:

- Socioeconomic conditions;
- Maternal health;
- Public health practices; and
- Access to high-quality medical care, among other factors.

Major causes of infant mortality include birth defects, low birthweight and preterm birth, maternal pregnancy complications, and sudden infant death syndrome.

Reducing infant mortality requires wide-ranging approaches that improve primary care prior to pregnancy, prenatal and well-baby preventive care, specialty care for infants born preterm and those with health conditions, breastfeeding support, and immunizations, along with empowered communities creating safe, healthy environments for all families.[2]

The Healthy People 2020 goal for Infant Mortality is less than six deaths among children under age 1 per 1,000 live births.

Figure 14 – Infant Mortality Rate (per 1,000 live births)
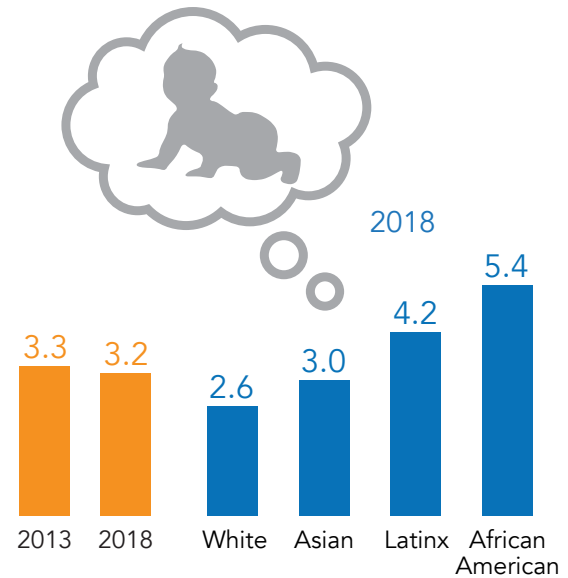
Physical Fitness

Good physical fitness and physical activity increase memory, concentration, and energy levels that assist in learning.[3] 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 ninth grade students achieving the standard on five out of six of the state fitness tests.

- The Santa Clara County rate of students achieved 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 one percentage points, from 55% in 2016 to 56% in 2018.

Figure 15 – % Ninth Grade Students Meeting Five Out of Six Fitness Standards
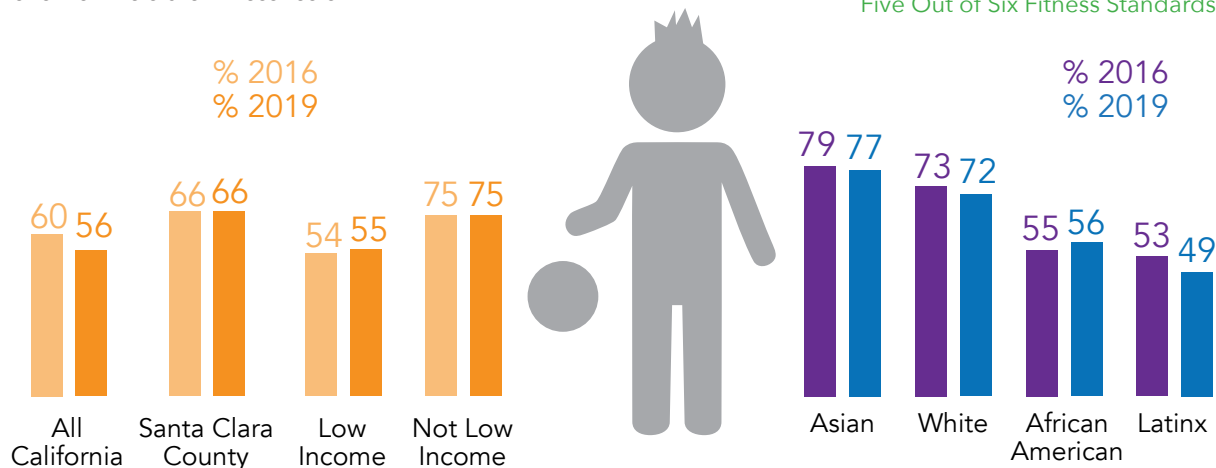
Children in Very Good or Excellent Health

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.[4]

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.

(Because of the small sample size, the African American percentage is not stable and is not displayed here.)

Figure 16 – % Children who are in Very Good or Excellent Health

74% All California
81% Santa Clara County
78% Low Income
81% Not Low Income
86% White
82% Asian
75% Latinx
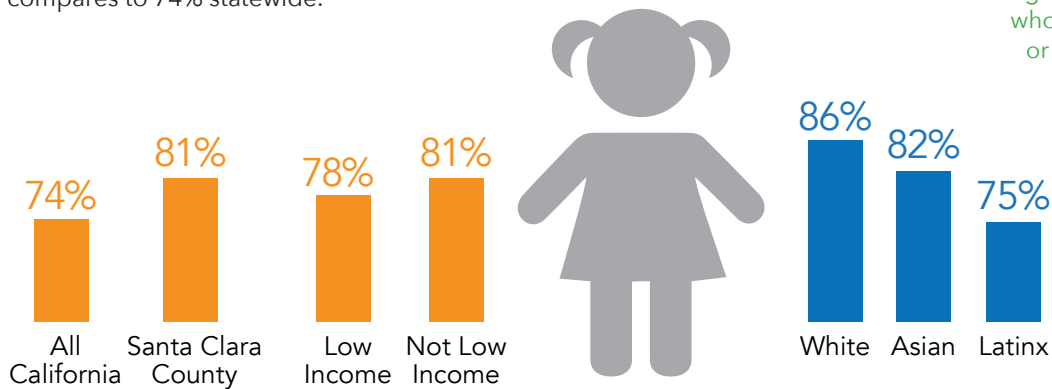
Children with Feelings of Sadnesss

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 22 for a deeper discussion of social-emotional health.

Figure 17 – % Children with Feelings of Sadness

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.

% 2013-14
% 2015-16

All: 29, 27

% 2013-14
% 2015-16

Latinx: 33, 30
Asian: 26, 27
African American: 29, 23
White: 23, 23
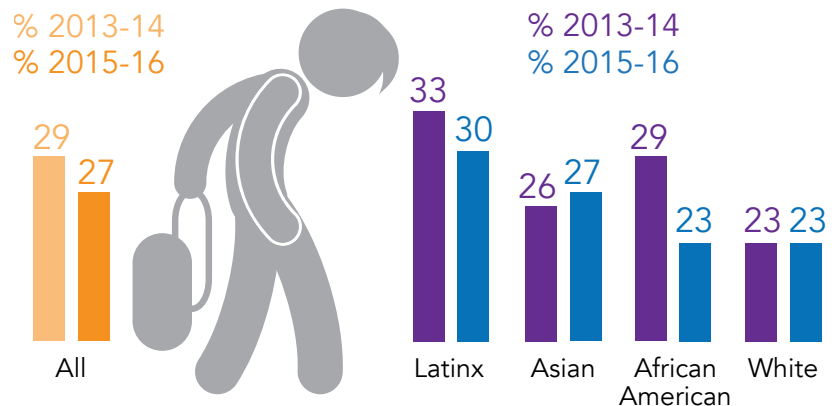
Highlights from the LGBTQ Asset Survey (Middle and High School)

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.[5]

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.

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.[6]

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.[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.

allcove – Reimagining Mental Health for Young People
allcove.org
The first of its kind in the United States, allcove is a network of standalone, integrated, youth mental health centers that welcome young people to take a pause from their daily lives and access a range of professional support services and care. Centers are embedded within the communities they serve, and reflect the unique needs of local youth.

The Youth Advisory Group (YAG), comprised of young people, is co-creating every aspect of the allcove experience, including the look and feel of an allcove center, the center activities and options, and the name of the center. Anchored in a model of care that considers the holistic needs of young people, allcove centers are places for youth to pause, get grounded, and access a range of services.

Funded by Mental Health Services Act Innovation dollars, the Santa Clara County Behavioral Health Services Department, in conjunction with Stanford and community based organizations, will be opening two allcove centers – one in Palo Alto and one in San José. These allcove centers will be one-stop-shops with the following benefits:

- They will be accessible in terms of location & short appointment wait time;
- Low to no cost for young people ages 12–25; and
- A youth-developed and friendly environment, with five core programs:
  - Mental health, including mild-moderate issues;
  - Primary care support;
  - Alcohol and drug early intervention;
  - Supported education and employment; and
  - Peer and family support.

Youth Suicide

Suicide is the second-leading cause of death for children ages 15-19. Between 2009 and 2018, 65 children in Santa Clara County, ages 15–19, died by suicide, as did 193 youth 10–24 years of age.

Several risk factors contribute to a youth attempting or committing suicide including:

- Substance use;
- Incarceration;
- A history of mental illness or depression;
- Past suicide attempts;
- family history of suicide or mental disorders;
- Poor family communication;
- Stressful life events;
- Access to lethal means; and
- Exposure to suicidal behavior of others.[9]

Preventing Youth Suicide

Screening, early identification, access to services, and receipt of services are critical in preventing and reducing mental health problems associated with suicidal behavior. California law requires public school districts and charter schools serving grades 7-12 to establish suicide prevention policies that address high-risk groups, including LGBTQ youth, those who are homeless or in out-of-home settings, youth bereaved by suicide, and youth with mental health problems, disabilities, or substance use disorders.[10]

K-12 Toolkit for Mental Health Promotion and Suicide Prevention

The HEARD Alliance (Health Care Alliance for Response to Adolescent Depression) provides resources for treating depression and related conditions, and preventing suicide in adolescents and young adults. In addition to providing local community resources and a mental health provider search tool, the alliance has also created a toolkit to support the development of school suicide prevention policies.

This toolkit has drawn on evidence based national and state youth suicide prevention guidelines, including those issued by the Substance Abuse and Mental Health Services Administration, the American Foundation for Suicide Prevention, the Suicide Prevention Resource Center, the University of South Florida, and the states of California and Maine, among others.

For more information, go to: www.heardalliance.org/help-toolkit/

**Santa Clara County Crisis Line:
1-855-278-4204**

Figure18 – Estimated % 9th and 11th grade students who seriously considered attempting suicide in the previous year. (2013-15)

Group	Value
African American	10
Native American	18
White	20
Latinx	33
Pacific Islander	38
Asian	71
Gay/Lesbian/Bisexual	75
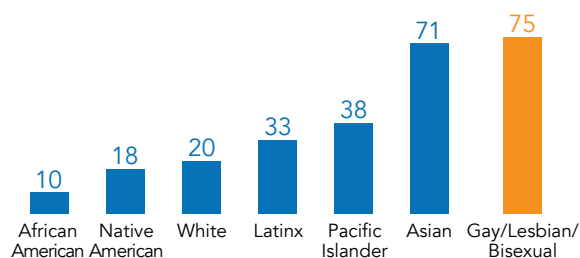
Moving the Needle

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 lso 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
PUBL!C HEALTH

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 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.

CATCH®
COORDINATED APPROACH TO CHILD HEALTH

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.

CITY OF
SAN JOSE
CAPITAL OF SILICON VALLEY

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 (CHIP) 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. Approximately 28,000 pregnant women and 10,000 children under the age of 6 should receive a formal health and developmental screening each year.

Developmental screening at baby and child check-ups, using simple, fast and accurate tools, allows for the early identification and provision of support to children who may be getting off-track. As more children are screened, we can expect them to receive services and supports that will help them stay on track in early social-emotional development. For every dollar spent on early intervention there is an associated savings of $7 to society.[11]

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.

Developmental Screenings Conducted:
• FY 2017 – 18 = 19,033
• FY 2018 – 19 = 22,766

Photo courtesy of Healthier Kids Foundation.

>Bill of Right 2

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 Support and Communication	🟡		🟡
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% for elementary school and 4% for middle school students, but decreased 3% for high school.
- Family Support increased 4% for middle school students, but decreased 1% for elementary school and 7% for high school students.
- 56% of Latinx students report meaningful adult connections at school, while 65% of white students do.

Figure 19 – % Youth Reporting Positive Family Communication (2016)

% 2004
% 2016

Elementary School: 63, 65
Middle School: 42, 46
High School: 25, 22

Figure 20 – % Youth Reporting Positive Family Support (2016)

% 2004
% 2016

Elementary School: 89, 88
Middle School: 77, 81
High School: 62, 55

Figure 21 – % Youth Reporting Meaningful Adult Connections at School (2016)

White: 68
African American: 61
Asian: 61
Latinx: 56

Moving the Needle

Project Cornerstone

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.

PROJECT CORNERSTONE
A YMCA of Silicon Valley Initiative

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 2019, Project Cornerstone was in more than 300 elementary schools, reaching over 95,000 students.
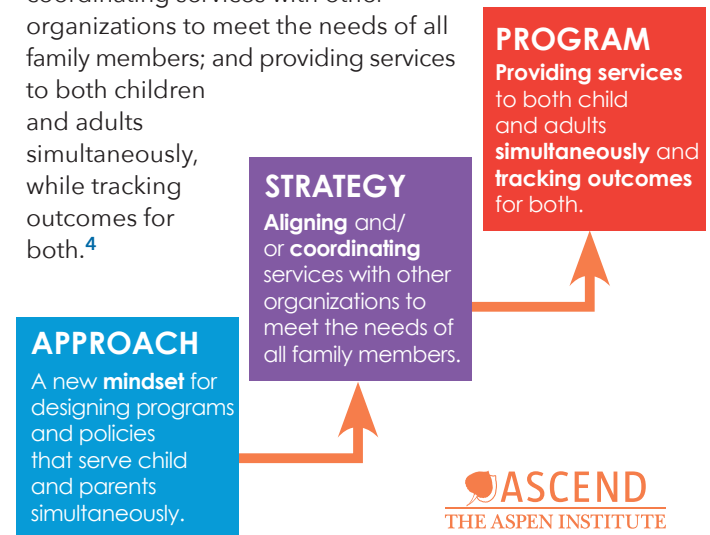
Keeping Families at the Center of Our Work

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 Cross-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 "cross-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."[3]

Implementing a cross-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.[4]

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 Cross-Generation Approaches

ASCEND
THE ASPEN INSTITUTE

social capital
peer and family networks, coaching, and cohort strategies

early childhood education
Head Start, Early Head Start, child care partnerships, pre-K, and home visiting

postsecondary & employment pathways
community college, training and certification, workforce partnerships

health & well-being
mental, physical, and behavioral health coverage and access to care, adverse childhood experiences, toxic stress

economic assets
asset building, housing and public supports, financial capacity, transportation

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

first4kids.org/frc

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.

Photo courtesy of NSU-Valley Palms Unidos.

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; and
- **Parenting Inside Out** - Seminars for incarcerated parents and caregivers 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.

>Bill of Right 3

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; 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.[1]

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

- Youth and young adults experiencing homelessness increased from 883 in 2015 to 2,248 in 2017, and then decreased to 1,876 in 2019.

- Homeless families with children increased from 266 in 2015 to 294 in 2017 and decreased to 269 in 2019. 24% of these families were unsheltered.

- 44% of the families experiencing homelessness identified as Latinx.

- 30% of the youth and young adult respondents during the 2019 Point in Time Count identified as white, and 25% as African American.

- 42% of homeless youth and young adults said they had experience with the foster care system.

- Only 5% of homeless youth and young adults were sheltered.

Figure 22 – Number of Homeless Youth, Families with Children, and Young Adults

Homeless Youth (0-17): 59, 649, 276

Homeless Families with Children: 266, 294, 269

Homeless Young Adults (18-24): 824, 1,599, 1,600

2015
2017
2019
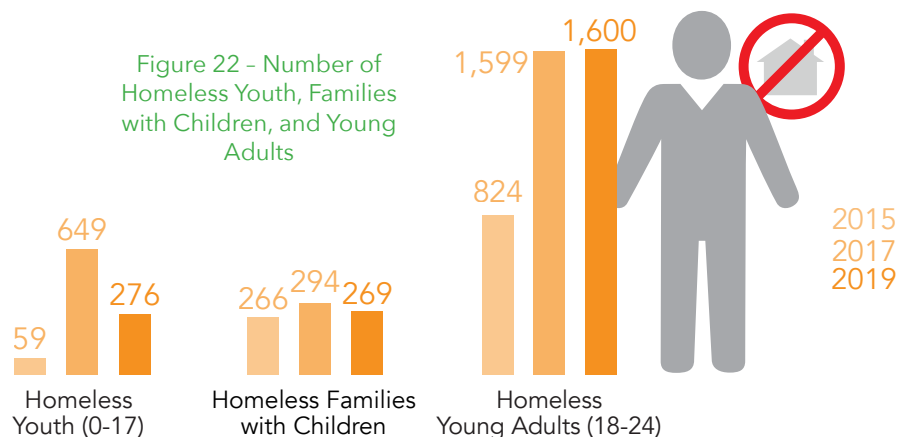
Food Security

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

- 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 security. 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 Silicon Valley and other partners. Given that families must pay rent to stay housed, food budgets often suffer and this increases the scale of food insecurity.

Photo courtesy of Second Harvest Silicon Valley.

Figure 23 – Children Eligible for and Receiving Food Support

96,067

The number of students eligible for Free and Reduced Price (FRP) meals in Santa Clara County Schools in the current school year

62%

Eligible students reached by the School Lunch Program in School Year (SY) 2018-19

35%

Eligible students reached by the School Breakfast Program in SY 2018-19

13%

Eligible students reached by the Summer Meal Program in SY 2018-19

162,000

The approximate number of children who may be experiencing food insecurity because they live in families 300% of the FPL– 66,000 of these children do not qualify for Federal food programs (185% of FPL)

51 million pounds

The amount of food distributed by Second Harvest Silicon Valley through 199 community and faith-based organizations at 659 sites

Utilization of Health and Dental Care

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 24 – % Children with a Routine Health Check-up in the Previous 12 Months

% 2016
% 2018

% 2014
% 2016

All: 60, 61
White: 65, 71
African American: 58, 62
Asian: 63, 61
Latinx: 55, 59
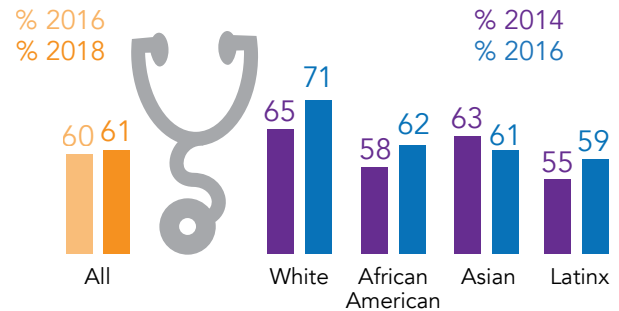
Figure 25 – % Children with a Routine Dental Check-up in the Previous 12 Months

All: 79, 83
White: 82, 86
African American: 75, 79
Asian: 85, 87
Latinx: 74, 79

Photo courtesy of Healthier Kids Foundation.

Photo courtesy of Healthier Kids Foundation.
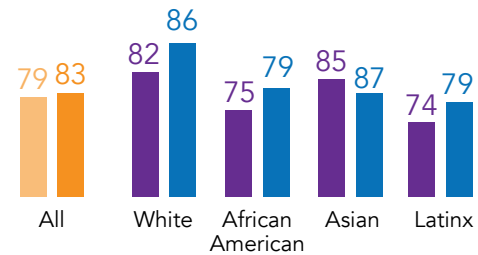
Moving the Needle

Housing Insecurity

Between 2015 and September 2019, approximately 8,300 formerly homeless households, including families and youth, veterans, and those considered chronically homeless, have been housed. This represents over 12,000 individuals moving from homelessness to permanent housing.

In FY 2018-19, over 1,900 homeless households were permanently housed including:

- Over 250 youth and young adults; and
- Over 520 families with children.

Community Plan to End Homelessness

The Continuum of Care (CoC), in partnership with community agencies, is in the process of updating the Community Plan to End Homelessness. The Community Plan seeks to build upon the success of the past five years, expanding the capacity of effective housing and homelessness prevention programs, and increasing the focus on addressing the root causes of homelessness. The plan is expected to be adopted by the CoC in February. The CoC will provide regular reports to the community on the progress towards the goals in the plan and opportunities to provide input on the implementation strategies.

To view the report you can go to www.sccgov.org and search for "Community Plan to End Homelessness."

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, homeless children who qualify may also receive 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 2019 school year, 4,573 Santa Clara County students were identified as qualified for McKinney-Vento. Of those, 569 were in temporary shelters, 212 were in hotels or motels, 3402 were temporarily doubled-up and 390 were unsheltered.

Children's Health Improvement Plan (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. The Housing priority area of CHIP aligns with the goals and strategies of the Community Plan to End Homelessness, 2020-2025, with specific strategies for the needs of families with children, youth, and young adults. Their work includes:

- Increasing the capacity and effectiveness of housing programs;
- Addressing the root causes of homelessness through system and policy change; and
- Improving quality of life for unsheltered individuals.

For more information on the CHIP, go to pages 64 and 66.

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 Silicon Valley to fill in the gaps.

Grocery Assistance Programs

Second Harvest Silicon Valley serves families up to 275% of the Federal Poverty Line ($70,812 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 reduces 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. Federal programs can be complicated to manage, so Second Harvest partners with school districts to demystify bureaucracy and provide infrastructure and promotional support.

To qualify for school meals, families must apply for Free and Reduced Price Meals (FRPM). It can be hard for schools to gather FRPM applications and immigrant fears make it even harder. Additionally, since these meals are only for those under 185% of the Federal Poverty Line, there are families who no longer qualify because of the county minimum wage increase, even though they are still struggling to make ends meet.

Community Eligibility Provision

Second Harvest Silicon Valley helps 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 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 certified as homeless, runaway, migrant, or foster children, or enrolled in a federally-funded Head Start program, CalFresh, Medi-Cal, or other specified federal poverty programs.

This streamlines school meal operations by eliminating the need to collect and process individual applications. Stigma and concerns about immigration can go away when a whole school or district is certified instead of an individual student. In the 2019-20 school year, Gilroy Unified School District has a high need school using CEP for the first time in our county.

Breakfast after the Bell

Another way to increase child nutrition in schools is for them to offer "breakfast after the bell," which allows more options for child to be well-nourished as they start their school day. There are several possible models for this:

- **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.[4]

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 summer meals are available in high-poverty neighborhoods. It also promotes these meal programs so families know they are available. In summer 2019, over 502,000 meals were served at 120 sites.[5]

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

Children's Health Improvement Plan (CHIP) 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.

Utilization of Healthcare

Santa Clara County has been successful in creating high levels of health insurance coverage, starting in 2005 with 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]

Photo courtesy of NSU-Valley Palms Unidos.

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

Screening children for dental, hearing, and vision issues, 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. It is estimated that over 2,000 children in SCC go to school each day with pain due to tooth decay. 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 or even later. Age eight is too late.

In 2013, the Healthier Kids Foundation began screening preschoolers for vision issues using a photo optic scan camera. Since then, nearly 130,000 vision screenings have occurred at over 300 sites. 14% of those screened were referred to vision care, and Healthier Kids Foundation followed up to insure they received it. Over 8,000 children received glasses using their own insurance with the help of Healthier Kids Foundation's case managers.

Healthier Kids Foundation began dental screenings in partnership with local dentists in 2014. Over 80,000 children, ages 6 months to 18 years old, have been screened and 29% referred to dentists for urgent or emergency care. Hearing screenings launched in 2014 and over 80,000 have occurred, with 10% of those children receiving a referral. Healthier Kids Foundation case managers help parents access the correct care, whether it is the child's pediatrician for an infection, or an audiologist for hearing loss.

Children's Health Improvement Plan (CHIP) 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.

For more information on the CHIP, go to pages 64 and 66.

>Bill of Right 4
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.[1] 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.

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 26 – % Students who Feel Safe or Very Safe at School

% 2013-14
% 2015-16

% 2013-14
% 2015-16

All: 67, 69
White: 72, 79
Asian: 67, 70
African American: 65, 64
Latinx: 64, 64
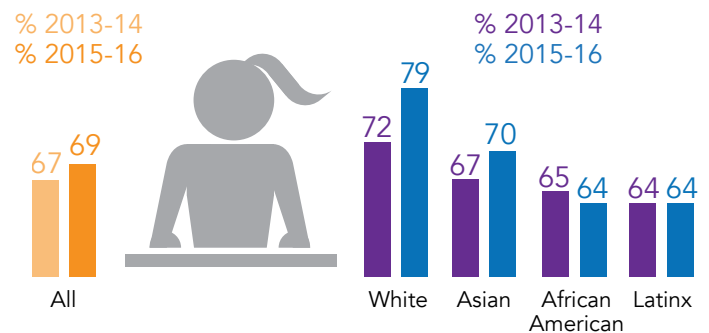
Figure 27 – % Students who Feel Safe or Very Safe in their Neighborhood

% 2013-14
% 2015-16

% 2013-14
% 2015-16

All: 73, 73
White: 81, 87
African American: 76, 73
Asian: 74, 71
Latinx: 70, 71
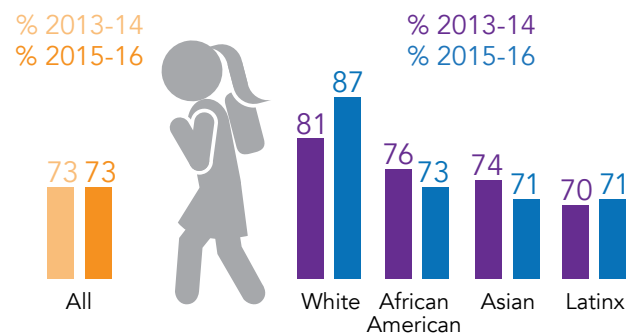
Trauma and Healing

Many of our community's children – especially those who are in our child welfare, juvenile justice, and behavioral health systems – have experienced trauma or chronic stress. Illuminated by the 1995-97 CDC-Kaiser Permanente Adverse Childhood Experiences (ACEs) study, we have begun to understand that the stressors in children's lives impact their development, their ability to concentrate in school, and their health into adulthood. ACE's include experiences such child abuse, exposure to violence, family alcohol or drug abuse and poverty. The more ACE's a child experiences, the more likely they will have poor health outcomes as an adult. It is estimated that 14.7% of children in Santa Clara County have experienced two or more adverse experiences.[2]

When we see behavior that is challenging – children unable to sit still or focus in class, teens shutting down or reacting aggressively or violently, young adults engaging in substance or alcohol use – we need to recognize that it may be trauma or chronic stress that is at the root of the behavior. Recognizing this is an important first step so we do not further traumatize youth by blaming, shaming, or punishing them.[3]

Racing ACE's

The ACE's framework confirms that traumatic childhood experiences are harmful to a person's long-term health. However it does not take into account racial oppression and unresolved injustice and the ongoing violence and harm aimed at people of color.

Racing ACE's – a group of practitioners, researchers and community advocates at the nexus of trauma-informed and racial-justice work – illuminate the inequitable burden of racial oppression, as well as the intersections of oppression, privilege and liberation in all its forms. Racing ACE's acknowledges that trauma is historical, structural and political. Genocide, enslavement, colonization, economic exploitation, mass incarceration, displacement and cultural hegemony leads to the intergenerational transmission of trauma. Not acknowledging the ongoing violence and harm aimed at people of color compounds the on-going trauma leading to misdiagnosis, mistreatment and wrong attributions, ultimately translating into policies, practices, and investments that further perpetuate and codify racial oppression and the dehumanization of people of color. Systems perpetuate oppression and fail to recognize themselves as causing the trauma they claim to fight.

In our trauma and healing work, we must bring a justice lens. If our work is not racially just, it is not trauma-informed.[4]

Supporting Healing in Richmond

The RYSE Youth Center in Richmond, California, creates safe spaces grounded in social justice that build youth power for young people to love, learn, educate, heal and transform their lives and communities. In a presentation at the 2017 Children's Summit, Kanwarpal Dhaliwal, MPH, RYSE's Director of Community Health & Integrative Practice, presented "Racing ACE's - The Opportunity and Obligation to Ensure Racial Justice is at the Center of Trauma-Informed Approaches." The information below is from the 2017 presentation.

"Our goal is to create a beloved community and this will require a qualitative change in our souls as well as a quantitative change in our lives."- Dr. Martin Luther King, Jr.

At the heart of healing, we need to create and invest in Beloved Community:

Work across roles and systems:
* Prioritize people not programs;
* Implement radical inquiry; and,
* Commit to healthy struggle and vulnerability – this is necessary for transformation.

Acknowledge and address the social ecologies of violence and dehumanization:
* Name and validate young people's experiences;
* Tell young people we love them;
* Foster social emotional learning AND socio-political development; and
* Make race/ism and positional power central to the work.

Avoid simplistic moral frames:
* Good vs. bad coping;
* Perpetrator vs. victim; and
* Zero tolerance policies.

Heal ourselves, together:
* Practice self-care AND collective healing;
* Discuss our wounds, make repairs; and
* Bear witness and be adaptive.

Remember that transformation requires risk, failure, healthy struggle, and celebration.

For more information, go to: www.rysecenter.org

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.[5] 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 68), SCYTF works to address the effects of violence and gangs on the youth in the communities of Gilroy and Morgan Hill. 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): Multi-Tiered System of Support (MTSS) and Positive Behavior Intervention and Support (PBIS)

SCCOE provides a range of services related to School Climate and Student Health & Wellness efforts, improving achievement for all students and helping 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 programs visit www.sccoe.org.

Photo courtesy of NSU-Valley Palms Unidos.

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.[6]

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:

- Identify existing data and data gaps related to youth violence including, but not limited to, bullying;

- Reduce the number of youth who have experienced teen dating violence and establish a culture of healthy teen relationships; and

- Reduce the number of children and youth that have experienced bullying and increase protective factors, including supportive relationships.

For more information on the CHIP, go to pages 64 and 66.

>Bill of Right 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.

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.
- The recipe for school readiness includes:
  - High-quality early care and education for all children;
  - Health services that promote optimal development and well-being, including developmental screenings, referrals to early intervention, and responsive early intervention services; and
  - Caregiver education and family support services to help parents/caregivers provide their children with healthy, enriching, early experiences.
- 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]
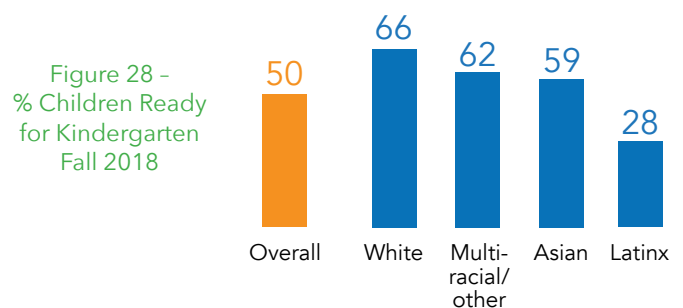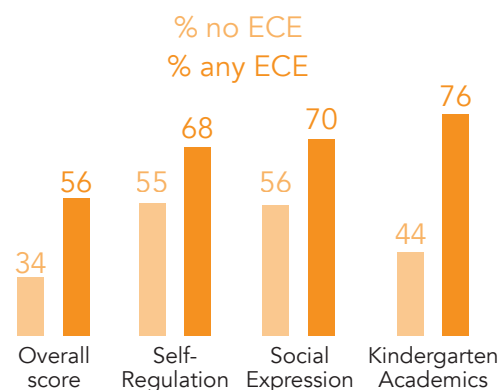

Figure 28 – % Children Ready for Kindergarten Fall 2018

(Overall: 50, White: 66, Multi-racial/other: 62, Asian: 59, Latinx: 28)

Figure 29 – % Children Ready for Kindergarten Fall 2018 by Early Childhood Experience (ECE)

% no ECE
% any ECE

(Overall score: 34 / 56, Self-Regulation: 55 / 68, Social Expression: 56 / 70, Kindergarten Academics: 44 / 76)

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, 28% of Latinx and 62% of children who are multiracial, or of other races are ready for school.
- 62% of Latinx boys with 7 to 9 of the following assets were ready for school: overall health and well-being, ECE experience, secure housing, visited the library, read with their caregiver, resilient, less screen time, participated in kindergarten prep activities and early bedtime.
- 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 decreased from 5,605 to 5,370 between 2018 and 2019. In 2018, more families became 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. This means 16,299 three- and four-year-olds are eligible for subsidized preschool.
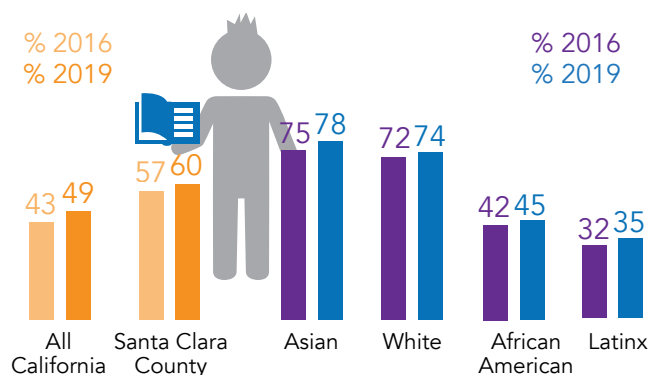
Figure 30 – Access to Subsidized High-Quality Preschool for Low-Income and Eligible 3- and 4-year old Children

# of Eligible Children
Slots Available

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 2019, 60% of Santa Clara County third grade students met or exceeded the English Language Arts (ELA) standard. This is 11 points greater than the statewide average.
- The gap between the percentage of Asian students (78%) and Latinx students (35%) is 43 points.

Figure 31 – % Third Grade Students At or Above Standard for English Language Arts

% 2016
% 2019

% 2016
% 2019

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]

What the Data Tell Us

- In 2019, 56% of Santa Clara County eighth grade students met or exceeded the Math standard. This is 19 points greater than the statewide average.

- The gap between the Asian students (81%) and Latinx and African American students (31%) is 50 points.

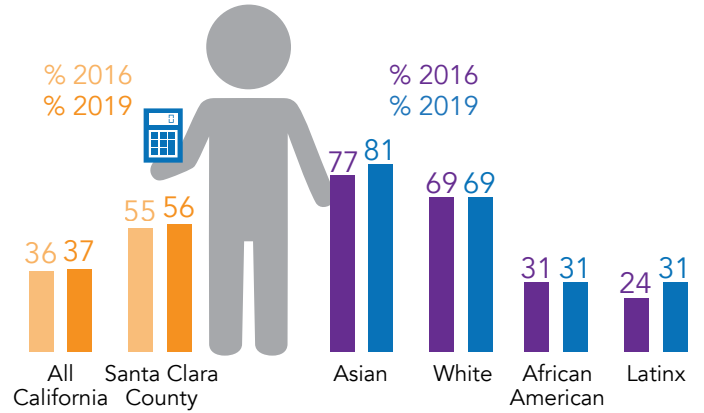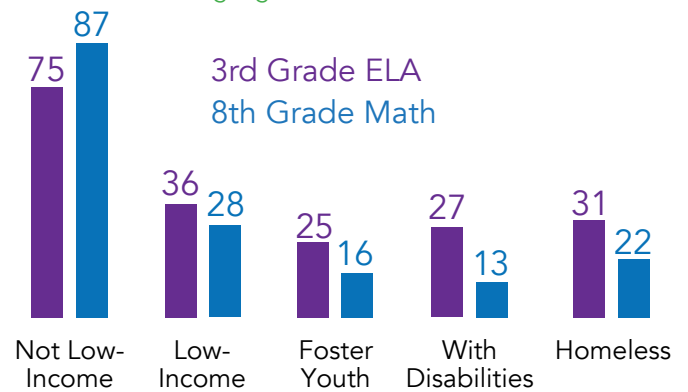Figure 32 – % Eighth Grade Students At or Above Standard for Math

% 2016
% 2019

% 2016
% 2019

All California: 36, 37
Santa Clara County: 55, 56
Asian: 77, 81
White: 69, 69
African American: 31, 31
Latinx: 24, 31

Figure 33 – % Students At or Above Standard for English Language Arts and Math 2018

3rd Grade ELA
8th Grade Math

Not Low-Income: 75, 87
Low-Income: 36, 28
Foster Youth: 25, 16
With Disabilities: 27, 13
Homeless: 31, 22

Spotlight: Issues Impacting School Success

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.

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]

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.

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.[8]

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 – considered chronically absent – is less likely to be on-target for reading and math skill development. It doesn't matter the reason for the absence. 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.[9]

Figure 34 – % of Santa Clara County students who were chronically absent (School Year 2018-19)
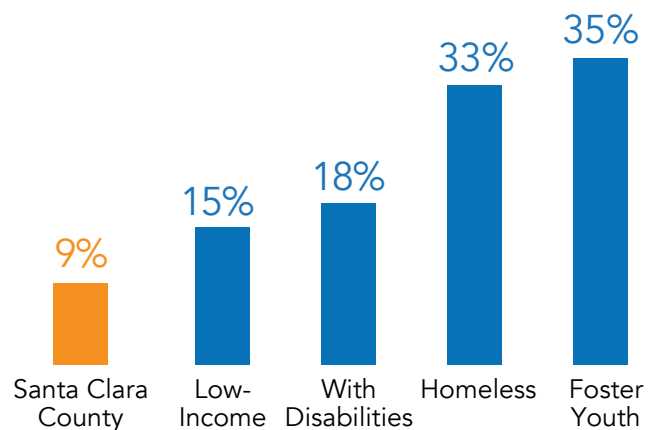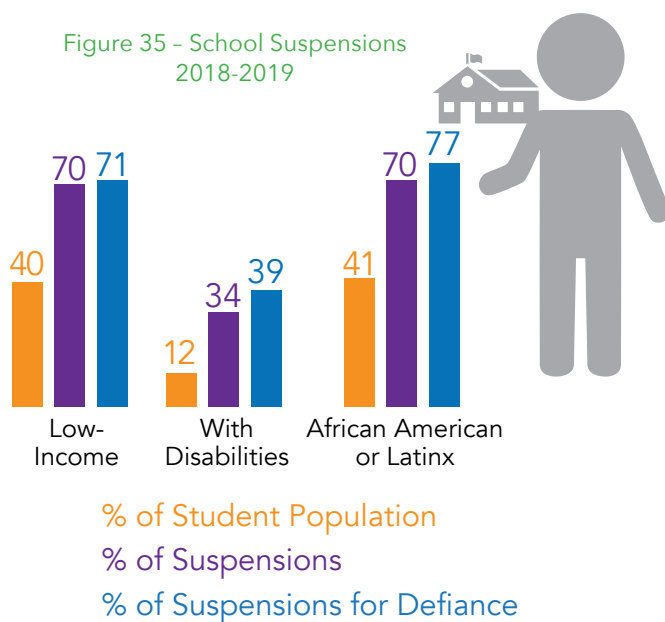
School Suspensions

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 40% from 17,591 in 2012 to 10,487 in 2019.

- In 2019, 70% 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 40% of the population, receive 70% 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.)

- In 2018, students in special education – 12% of the population – received 34% of all suspensions.

This last data point is especially troubling because special education students have an Individual Education Plan (IEP) that is designed to address any area of the student's education that can interfere with learning, including behavior issues. Federal law requires students with an IEP to receive a "manifest determination," which establishes whether the problem behavior is related to the student's disability, and to plan a course of intervention to decrease the behavior.

Figure 35 – School Suspensions 2018-2019

Low-Income: 40, 70, 71
With Disabilities: 12, 34, 39
African American or Latinx: 41, 70, 77

% of Student Population
% of Suspensions
% of Suspensions for Defiance

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.

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. Currently co-lead by FIRST 5 Santa Clara County and Santa Clara County Office of Education, 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. Sites participate in a continuous quality improvement effort and develop action plans to increase their overall site quality. Sites are awarded for their achievement based on their quality ratings. Early educators receive stipends for participating in professional development workshops or college coursework. In FY 2019, 378 sites participated in QUALITY MATTERS. Of these sites, 116 child care centers and 53 family child care homes demonstrated their quality by receiving a certified rating. 8221 children and 1251 early educators & program administrators participate in QUALITY MATTERS.

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.

For more information, go to: www.sccoe.org/elmp2017

DataZone

Data is a powerful tool to support educators in 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.

DataZone 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.

FosterVision, a DataZone application, provides streamlined dashboards with limited but timely information for probation officers, foster youth caseworkers, and authorized school services personnel to support timely interventions and improved educational outcomes.

SCCOE supports the ethical and effective use of student information and has implemented rigorous network protocols to safeguard student privacy and information security. DataZone and FosterVision currently support 30 districts in Santa Clara County.

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.[11] (See figure 36.) 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.

Figure 36 – The Impact of Summer Learning Loss
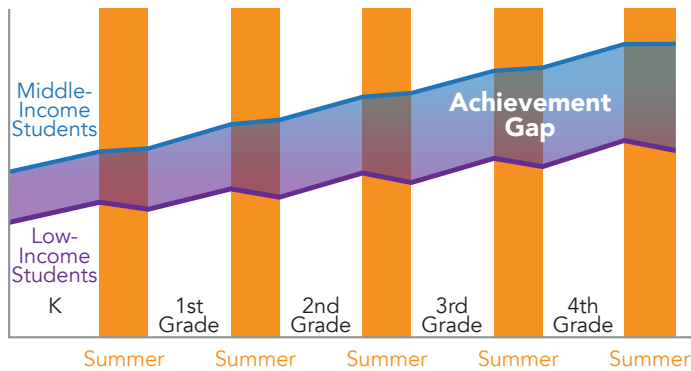
Santa Clara County After-School Collaborative (SCCASC)

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

SJ Learns

In 2015, San José Mayor Sam Liccardo launched SJ Learns, a City-directed, City-funded grant program that supports high-quality after-school and summer learning programs throughout the City of San José. SJ Learns Out of School Time programs provide academic enrichment opportunities and safe, supportive places for K-3 students to spend their afternoons or summers, when school is not in session. 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 to help close the achievement gap. Since 2015, the grant has funded programs that engaged over 1,300 students in 29 schools in under-served communities.

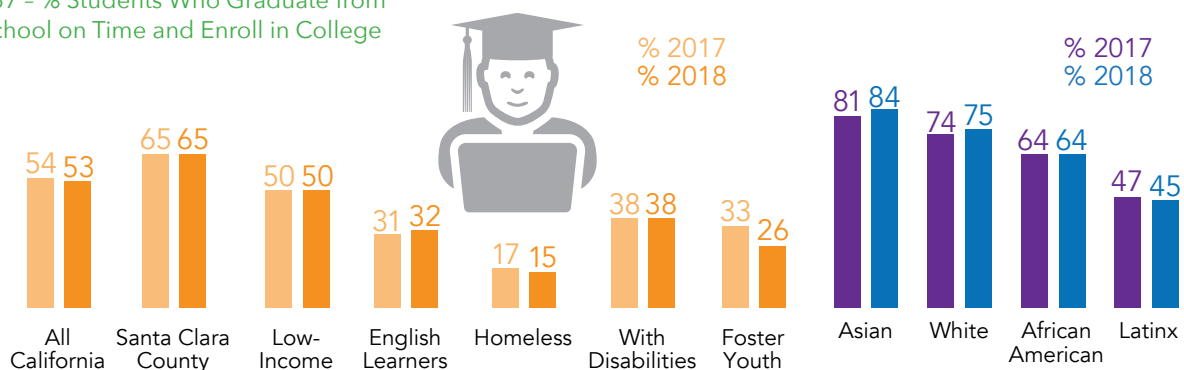For more information go to: www.partners.sanjosemayor.org/education/SJ-learns

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	🟡	🟢	🔴

Figure 37 – % Students Who Graduate from High School on Time and Enroll in College

% 2017
% 2018

	All California	Santa Clara County	Low-Income	English Learners	Homeless	With Disabilities	Foster Youth	Asian	White	African American	Latinx
% 2017	54	65	50	31	17	38	33	81	74	64	47
% 2018	53	65	50	32	15	38	26	84	75	64	45

What the Data Tell Us

This includes students attending 2- or 4-year colleges (inside or outside CA) and does not include students who enter the trades, or an apprenticeship or non-college certificate program.

- SCC had a higher percentage of students who graduated on time and who enrolled in college.

- 84% of Asian students enrolled in college, while only 75% of white, 64% of African American, and 45% of Latinx students did.

- Only 50% of low-income students graduated and enrolled in college. The numbers are even lower for the following students:
  - 38% students with disabilities;
  - 26% students in foster care;
  - 32% of English-learners; and
  - 15% of youth who are homeless graduated and enrolled in college.

Graduating on Time, Ready for College and Career

While investment in early childhood makes it easier to succeed at subsequent life stages, we must also provide 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;[1]

- College-educated adults tend to have greater productivity and, on average, earn nearly $1 million more over a lifetime than those with only a high school diploma;[2] and

- 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 and enroll in college. A focus on college and career aspirations for these subpopulations of students is needed in order to address this disparity.

Moving the Needle

Creating 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.[3]

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 goto: CEP.Berkeley.edu.

College Day – October 23, 2020

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 and the Santa Clara County Office of Education, 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.svefoundation.org/collegeday for ideas, lesson plans, and other resources that will build a college-going culture in your school or youth program.

Children's Savings Accounts – Step Up Saving Program

Research shows that children who have as little as $500 in a college savings account are five times more likely to go to college than those who don't. When we help families understand the value of saving for college and provide them with a simple way to do so, we support college aspirations. Across the country, matched savings programs have been shown to provide additional encouragement to save.[4]

Excite Credit Union, the Silicon Valley Education Foundation (SVEF) and the East Side Alliance have come together to establish the Step Up Saving Program. Excite will make $50 opening deposits, match up to $25 per year and pay a higher interest rate up to $2,500 for children residing in the East Side Alliance footprint and who open a savings account for postsecondary education or training. 850 savings accounts were opened in 2019. The goal for 2020 is to open 2,000 savings accounts.

San José Promise

In early 2017, Mayor Sam Liccardo, in partnership with San José Evergreen Community College District and West Valley College, launched San José Promise as a 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. Since its launch, over 1,500 low-income and underrepresented San José high school graduates have received two years of free community college, along with the academic and social supports to successfully complete a two-year degree, a career technical certificate, or transfer to a four-year university. In spring of 2019, Mayor Liccardo and the San Jose Public Library piloted SJ Aspires, a college and career readiness program that provides online college counseling and micro-scholarships to incentivize students to make college-enabling choices.

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 adult finding meaningful employment that leads to economic self-sufficiency. Strategies are needed to keep students on track for graduation. And when students leave high school without graduating, clear pathways are needed to support youth and young adults to get back on track to earn their secondary (high school) 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 38 – % Students Leaving High School Before Graduation
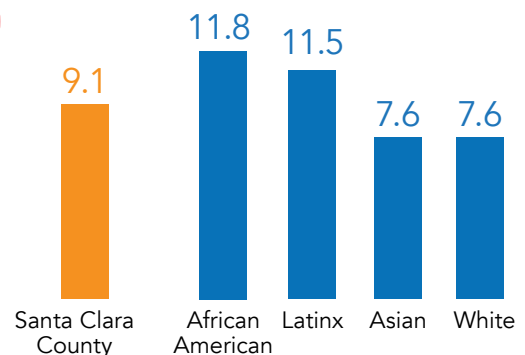

% 2016
% 2017

% 2016
% 2017
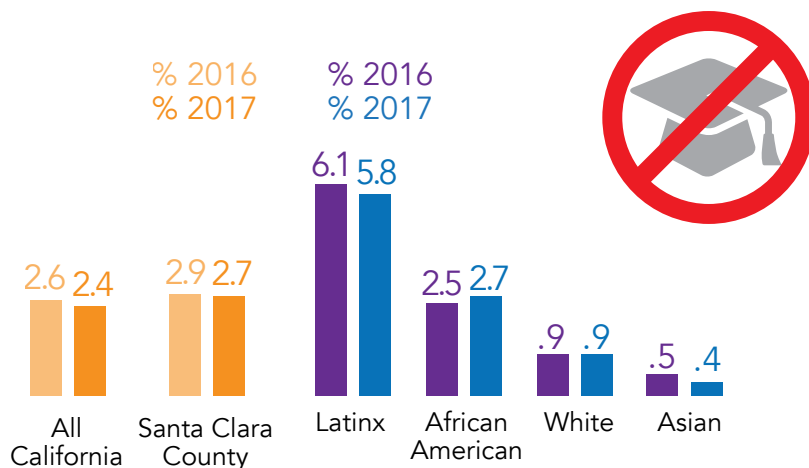
Figure 39 – % 18– to 24-year-olds with Less than a High School Diploma

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 (HS diploma or GED).[1]

- A single adult in Santa Clara County needs an annual income of at least $46,840 to be self-sufficient. An adult without a high school certificate earns only $24,632 working full-time. With a high school certificate, his or her average earnings are $32,306. With some college or an associate's degree, earnings average earnings rise to $43,945.[2]

What the Data Tell Us

- In School Year 2017, 2,284 (2.7%) students left high school before graduating, which is down from SY 2016, when 2,413 (2.9%) did.

- Statewide, 2.4% of students left high school before graduation in SY 2017.

- 5.8% of Latinx students left high school before graduation, as did 2.7% of African American, 0.9% of white, and 0.4% of Asian students.

- In Santa Clara County, 9.1% of 18- to 24-year-olds do not have a secondary (high school) certificate.

- 7.6% of white and Asian 18- to 24-year-olds do not have a secondary certificate. This compares to 11.5% of Latinx and 11.8% of African American 18- to 24-year-olds.

Moving the Needle

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. We also need clear pathways to secondary education and training programs for those who did not graduate from high school, as well as to postsecondary education and training programs. Creating these pathways provides a skilled workforce to local business and industry, strengthening the local economy and the community.

Keeping Students on Track for Graduation

In 2017, 59 middle school students, and from high school 852 frosh, 280 sophomores and juniors, and 1,132 seniors left school without graduating.[3] This data shows that disengaging from school is a slow process for most students which 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.[4]

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 the 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."[5]

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.

Santa Clara County Re-engagement Programs (for a High School/Secondary Certificate)

Go to www.SCCOYP.org/secondary-education-resources for information about these programs, including eligibility, cost, etc.:

- Opportunity Youth Academy (Santa Clara County Office of Education)
- San Jose Conservation Corps & Charter School
- SIATech at Job Corps
- Escuela Popular
- Career Online High School (San José Public Library)
- Adult Education/GED programs at: Campbell Adult and Community Education, East Side Adult Education, Mountain View- Los Altos Adult Education, Fremont Adult Education, Gilroy Adult Education, Morgan Hill Community Adult School, Santa Clara Adult Education.
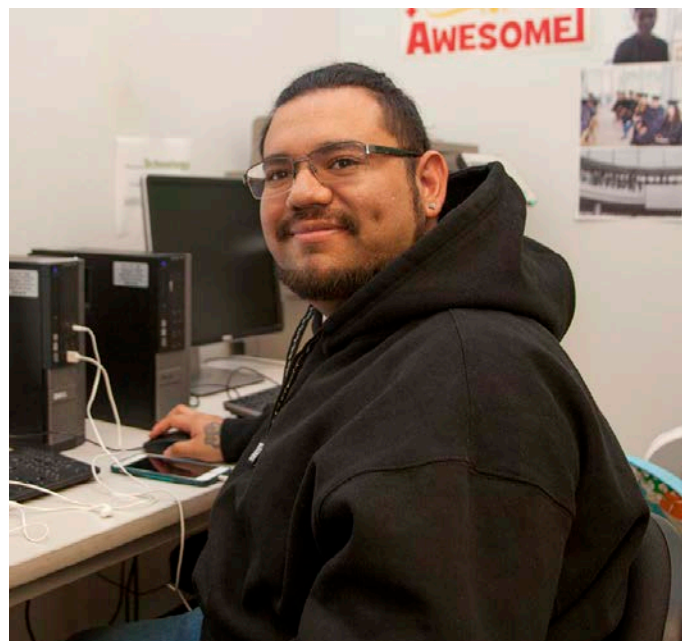
OPPORTUNITY YOUTH PARTNERSHIP

The Santa Clara County Opportunity Youth Partnership (OYP) is a collaborative initiative with more than 30 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. OYP is led by the Santa Clara County Office of Education, United Way Bay Area, and Kids in Common, a program of Planned Parenthood Mar Monte.

What We Know About Opportunity Youth:

- Santa Clara County Opportunity Youth (OY) are forced to choose between work and school while navigating unaddressed challenges such as the need for housing, childcare, healthcare, transportation.[6]

- OY will return to education, but will continue to face setbacks and disruptions.[7]

- OY value and want education, but do not understand how to navigate the education system.[8]

Make it Easy to Return, Easy to Persist and Easy to Continue into Postsecondary Education

Our goal is to make it easy for OY to return to education, persist and continue to the next educational stage (e.g., transition from secondary to postsecondary). We seek a seamlessly connected ecosystem that eliminates the need to choose between work and school, by coupling removing barriers with access to education-supporting employment. We can do this by:

- Creating a single point of entry that connects young people to best-fit education options and makes a warm and supported hand-off to ensure a "sticky" landing;

- Providing support and ensuring stabilization services are tightly coupled with education in order to ensure persistence;

- Eliminating the need for OY to choose between school and work. Make sure jobs are connected to school and that these jobs are better than those available on the open market and are designed to support education persistence; and

- Having an array of education options that support students finding the option that is right for them, with embedded career pathways to accelerate earning meaningful credentials.

Opportunity Youth Partnership July 2019 – June 2021 Goals:

1. Build the capacity of the reengagement education system:
   a. Create and pilot a common "front door" for reengagement – the Opportunity Center;
   b. Support differentiation among reengagement education providers, and clearly map the ecosystem;
   c. Build the capacity of reengagement educators and organizations to deliver high quality programs;
   d. Build the dual enrollment and career technical education infrastructure between reengagement education and postsecondary institutions;
   e. Align Workforce Innovation and Opportunity Act resources to reengagement education; and
   f. Develop a framework for integration of community based organizations and reengagement schools.

2. Support development of shared measurement and frameworks for action for youth engaged in the foster and justice systems and increase coordination across systems, schools, and CBOs.

3. Develop meaningful engagement with the private sector and other "unusual suspects" (trade unions, business associations, etc.), including the identification of three anchor employers.

www.SCCOYP.org

The Opportunity Youth Partnership website has many resources to support young people returning to education including self-assessment tools, the Community College Guide Book, and information on secondary and postsecondary education programs, including non-college postsecondary options (e.g., Trades, YearUp, Stride Center, Npower, Center for Employment and JobCorps).
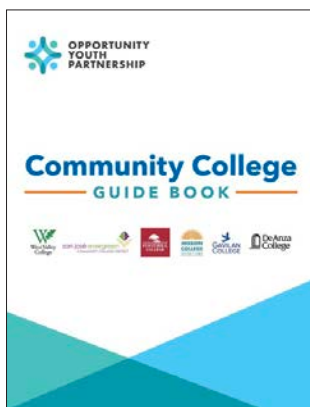
Two projects of the OYP are also highlighted on the website:

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. Three reengagement high schools are using a common needs assessment that will help schools route students to appropriate services and resources (six community-based organizations and the City of San José Intervention Services).

Direct Connect

Direct Connect makes the transition to postsecondary education as easy as going from 11th to 12th grade by establishing an evidence-based framework for effective preparation and transition. It aligns an ecosystem of resources to implement the framework.

The Tech Interactive 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 is working with 10 partner school districts in San José and south Santa Clara County, to clearly define and communicate progressive K-12 plans that ensure all students have access to quality STEM opportunities.

The Tech Interactive (formerly The Tech Museum) has formed a STEM Pathways Steering Committee, which convenes partners representing K-12 schools, extended learning organizations, higher education, industry, and community organizations to develop planning tools and collectively improve access to quality STEM learning experiences for all students—particularly those underrepresented in STEM fields. The committee has more than 20 members from over 15 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 go to:
www.thetech.org/STEMpathways

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	🔴	🔴	🟡

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 their 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. [2]

What the Data Tell Us

- In 2018 and 2016, 1.4 per thousand Santa Clara County children entered foster care.

- In 2018, African American children enter foster care at a rate of 6.4 per thousand, compared to 2.5 Latinx children, 0.9 white children, and 0.4 Asian children.

- In 2019, 32% of Santa Clara County children in foster care were placed with their relatives. This was lower than in 2017 (38%) and than statewide (42%).

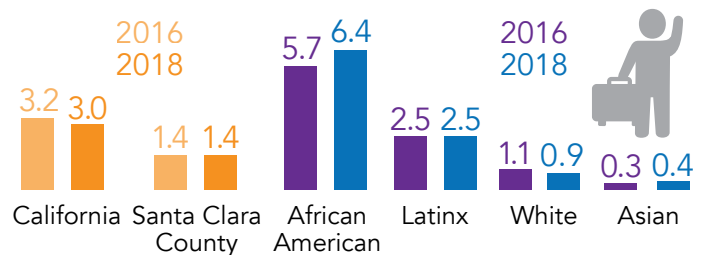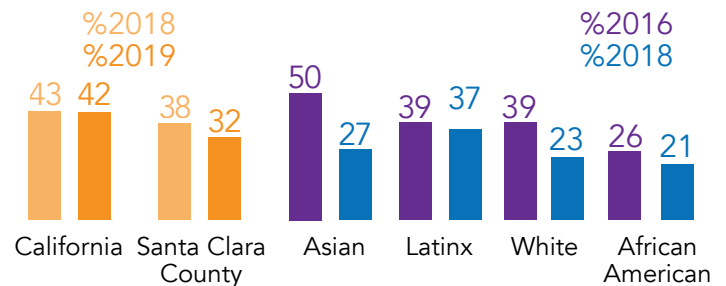Figure 40 – Entries into Foster Care, per 1,000 Children

Figure 41 – % Children in Foster Care Placed with Relatives

Moving the Needle

The Title IV-E California Well-Being Project

Santa Clara County participated 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 project focused on two state-mandated foundational components:

• 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); and

• Safety Organized Practice, engagement strategies designed to focus on services that prevent home removals and support less restrictive placement options.

Santa Clara County also opted to implement other primary prevention interventions based on local needs for families who:

• Have not entered into the child welfare system, but may need support to stay safe and healthy;

• Have come to the attention of the child welfare system, but do not have a case opened; and

• Are families and youth who have exited child welfare and need support.

As the Title IV E Waiver Project came to a close in October 2019, Department of Family and Children's Services (DFCS) is actively preparing to transition into the Family First Prevention Services Act. The FFPSA took effect on October 1, 2019. This legislation allows states to receive open-ended entitlement (Title IV-E) funding for evidence-based prevention services. It further presents new opportunities to support families safely, reduce the need for foster care, improve outcomes, and support communities. FFPSA is an opportunity to:

• Create system transformation; and

• Put into action the values regarding strengthening families, prevention, and using foster care as the last intervention – not the first – to ensure that children are in family-like settings.

See page 57 for details regarding this work.

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 of relative placements 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 allowed 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]

Spotlight: Addressing the Needs of Children with Parents who are Incarcerated

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 with a parent who is incarcerated – and who might have even witnessed a parent's arrest – feel the stigma of having an incarcerated parent, and miss that parent. This may increase emotional and behavioral difficulties and poor academic performance.[4] Supports are often needed to address the financial instability of having an incarcerated parent who can no longer contribute to the family income. In these cases, 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]
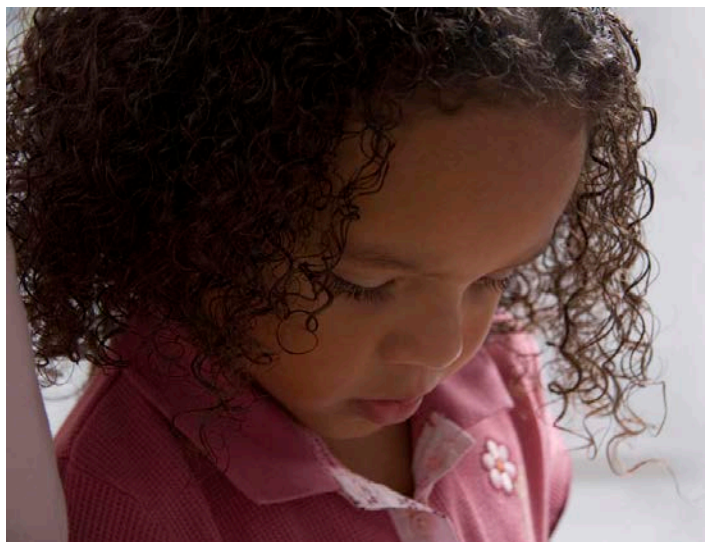
FIRST 5 - Family Strengthening & Support Initiative
Recognizing that supporting the bond and connection between parents or caregivers who are incarcerated and their young children, FIRST 5, in partnership with the Santa Clara County Office of Reentry Services, Probation Department, and Sheriff's Department 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.

Since 2017, this program has served more than 800 parents and caregivers and impacted nearly 750 children under six years old. The following services and 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;
- 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.
- **Parenting Inside Out** - Seminars for incarcerated parents/caregivers to reduce the cycle of recidivism.

DFCS Prevention Bureau Services

The Department of Family and Children's Services (DFCS) launched a Prevention Bureau in Fall 2018 to reduce the disproportional representation of children of color in the county's child welfare system. It supports community-based strategies including education programs and gang prevention activities.

In the past year, DFCS set goals for reducing the number of open child welfare cases, the number of children removed from their families, and the number of youth in out-of-home placement. Each of these goals were met or exceeded. The programs below contributed to these prevention outcomes:

Differential Response
Differential Response (DR) works with families to meet their needs, prevent abuse or neglect, and provide the safest, least restrictive and least intrusive services. Families are linked to community providers – Seneca Family of Agencies, Rebekah Children's Services, Gardner Health Network, and Uplift Family Services – who advocate for them and provide basic case management, therapeutic services, care coordination, family and individual work to address strained relationships, communication, and behavioral issues, coping strategies, and linkages to resources such as Medi-Cal, housing, nutritious food, and legal assistance.

Cultural Brokers
In the Cultural Brokers program, community-based cultural specialists facilitate communication and increase understanding between social workers and families. Cultural brokers assist families who are at risk of, or are currently involved with, the child welfare system. They also accompany social workers when they visit families and ensure the social worker and family have a mutual understanding of events, expectations, safety planning, and decision making. Each cultural broker agency – ConXion, International Children's Assistance Network (ICAN), and Seneca Family of Agencies – brings a rich understanding of the cultural needs of the families that they serve by providing strengths-based, family-focused, and culturally responsive programming in the community.

New Hope for Youth
New Hope for Youth serves and reaches out to youth, ages 13-24, who are at-risk, gang-impacted or gang-involved. Services include street outreach, school-based services such as student/parent assistance, truancy reduction, conflict mediation, campus support, young men and women groups, drug and alcohol groups, home visits, case management, wrap-around services, pro-social activities, and leadership development programs.

Sacred Heart Community Service – Resilient Families – Safe, Secure and Loved©
Resilient Families – Safe, Secure and Loved©, is a community-led parent education program offered to Spanish-speaking parents and caregivers of children ages 0 to 5. In weekly sessions, parents build six habits of resilience through group discussion activities, mindfulness and self-compassion exercises, stories, crafts, and family games. Topics include setting parenting goals, child development, stress management strategies, self-compassion, and nurturing caregiving strategies. Parents develop supportive relationships with peers in the program and this reinforces learning, and creates a safe place for parents to express themselves, share experiences, and relieve stress and isolation.

Parent Project®/Proyecto De Padres®
Parent Project®/Proyecto De Padres® is a free, 12-week Spanish-language course to anyone who cares for a child or adolescent. DFCS, the District Attorney's Office, and the Gilroy Police Department partner to facilitate classes where parents learn and practice skills such as: appropriate ways to discipline; preventing or stopping alcohol, drug, and tobacco use; and improving communication skills, grades, and school attendance. The classes also include information about resources and other supports available in the community.

Be Strong Families – Parent Café
Be Strong Families – Parent Cafés are physically and emotionally safe spaces where parents and caregivers talk about the challenges and victories of raising a family. Through individual deep self-reflection and peer-to-peer learning, participants explore their strengths and create strategies from their own wisdom and experiences to help strengthen their families. Parent Cafés meet monthly in partnership with Catholic Charities, SOMOS Mayfair, International Children's Assistance Network (ICAN), and Rebekah's Children's Services in San Jose and Gilroy. They are hosted in Vietnamese, Spanish, and English and are open to any parent in the community.

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, and 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, 29% of middle school, 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.

- In 2016, in an improvement over 2004, 57% of elementary school, 56% of middle school, and 47% of high school students report feeling a sense of interpersonal competence.

% 2004
% 2016

Figure 42 – % Youth Who Feel Valued by the Community

	Elementary School	Middle School	High School
2004	35	27	14
2016	27	29	11

Figure 43 – % Youth Who Have a Sense of Interpersonal Competency

	Elementary School	Middle School	High School
2004	52	48	43
2016	57	56	47

Figure 44 – % Students who have a sense of interpersonal competency and feel valued by the community by race/ethnicity (2016)

% Valued by Community
% Interpersonal Competence

	White	African American	Asian	Latinx
% Valued by Community	29	22	20	17
% Interpersonal Competence	56	47	51	46

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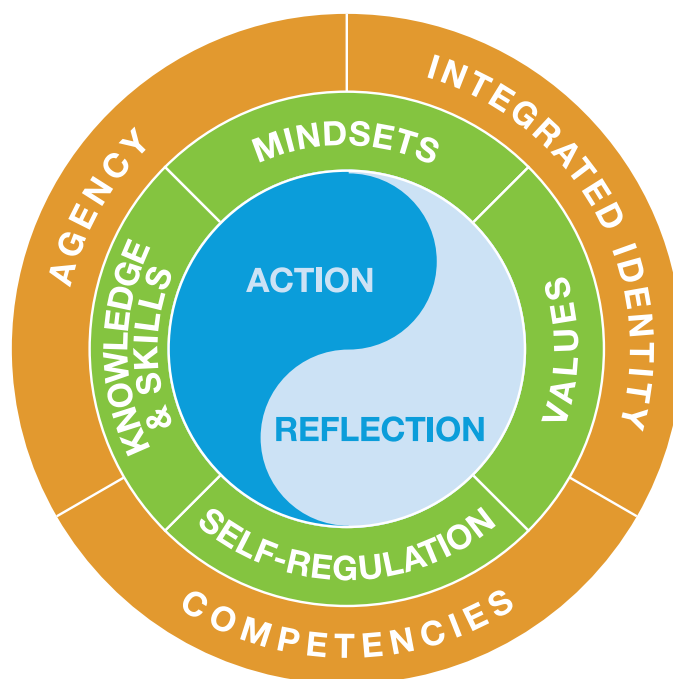
From Foundations for Young Adult Success: A Developmental Framework, by the University of Chicago Consortium on Chicago School Research, 2015

Youth Advisory Council

Youth Leadership in Juvenile Justice

Programs and systems work 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, where youth who have experienced system involvement act as justice consultants.

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

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	🔴		🔴

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.

- 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.

- White and African American students fare better on these indicators than Asian and Latinx students.

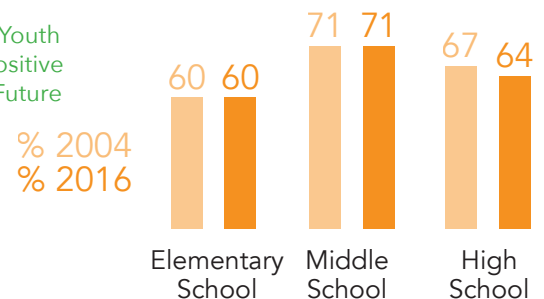Figure 45 – % Youth Who Have a Positive View of Their Future

% 2004
% 2016

Elementary School: 60, 60
Middle School: 71, 71
High School: 67, 64

Figure 46 – % Youth Who Have a Sense of Purpose

% 2004
% 2016

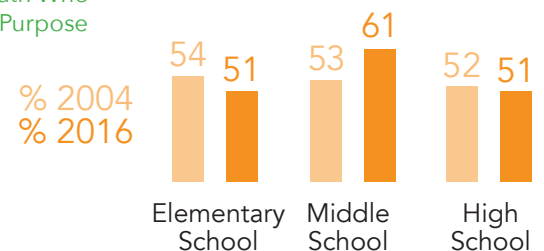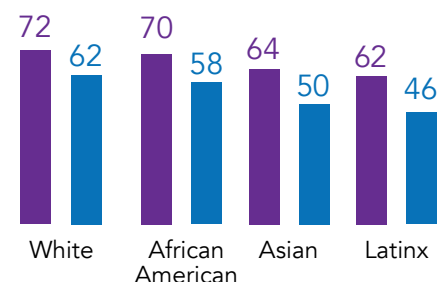Elementary School: 54, 51
Middle School: 53, 61
High School: 52, 51

Figure 47 – % Youth with a Positive View of Their Future or Sense of Purpose, by Race (2016)

% Positive View of Their Future
% Sense of Purpose

White: 72, 62
African American: 70, 58
Asian: 64, 50
Latinx: 62, 46

Engagement in the Juvenile Justice System:

Too often, youth confronted with lack of opportunity, structural barriers, systemic racism, and lack of resources find themselves engaged in the juvenile justice system. Engagement in the juvenile justice system is associated with poor education and health 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]

- In one study, researchers reported that youth engaged in the 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]

Our goal is to decrease the juvenile arrest rate by 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 offense.

What the Data Tell Us

- While there was a 35% decrease in arrests between 2014 and 2018, there was a 10% increase from 2016 to 2018.

- The rate of juvenile arrests decreased 47% between 2013 and 2018.

- In 2018, the arrest rate of African American youth was nine times the rate of white youth.

- The rate of African American youth placed in detention is 13 times that of white youth. The rate of Latinx youth arrested is 7 times the rate of white youth. Asian youth are arrested at a rate of 5 per 1000 and detained at a rate of 0.5 per thousand.

Figure 48 – Trend Data for Key Decision Points in Juvenile Justice (Number of Youth)
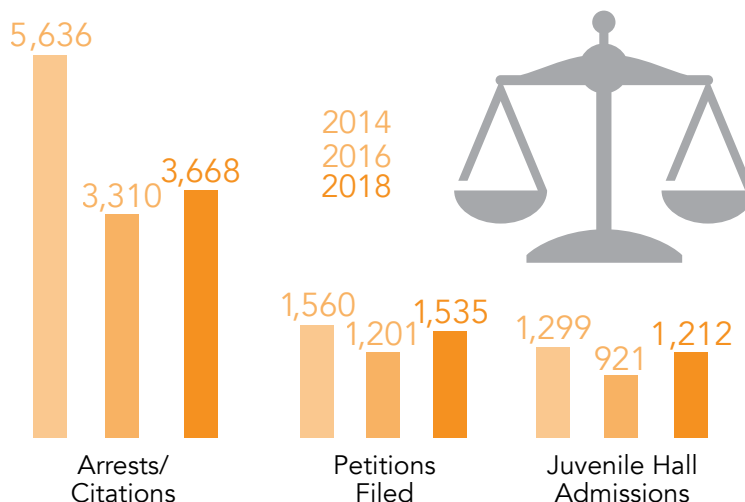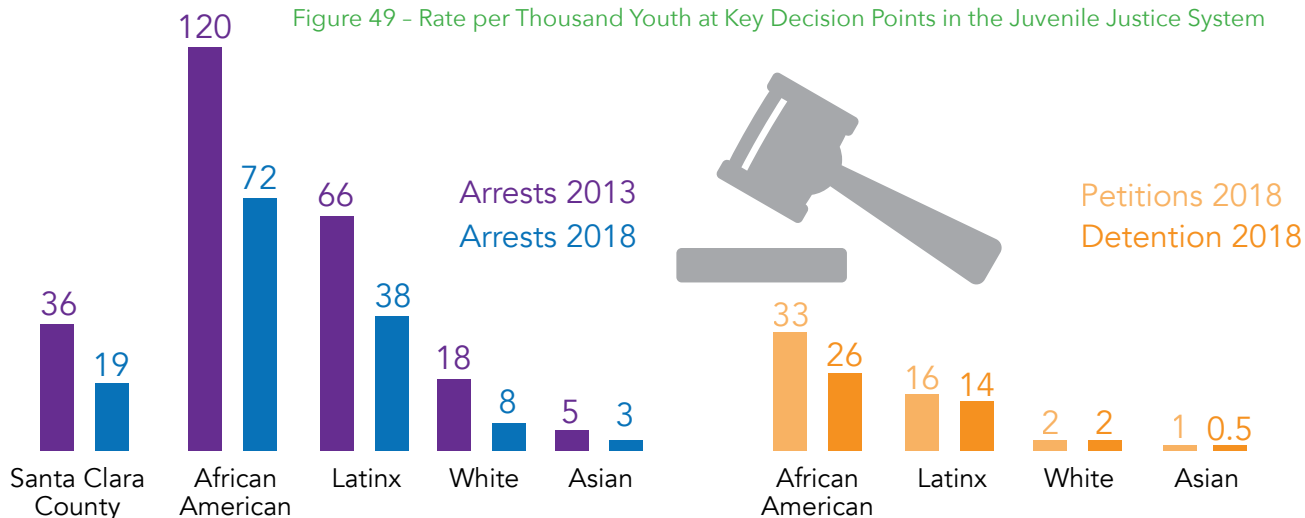
2014
2016
2018

Arrests/Citations: 5,636 / 3,310 / 3,668
Petitions Filed: 1,560 / 1,201 / 1,535
Juvenile Hall Admissions: 1,299 / 921 / 1,212

Figure 49 – Rate per Thousand Youth at Key Decision Points in the Juvenile Justice System

Arrests 2013
Arrests 2018

Santa Clara County: 36 / 19
African American: 120 / 72
Latinx: 66 / 38
White: 18 / 8
Asian: 5 / 3

Petitions 2018
Detention 2018

African American: 33 / 26
Latinx: 16 / 14
White: 2 / 2
Asian: 1 / 0.5

Moving the Needle

As a community interested in the wellbeing of youth, we have an important mission: instill, restore, and sustain hope.

Brain development science tells us that the adolescent brain develops at a rapid rate, similar to early childhood. What a 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.

It is incumbent upon every adult to deliver a message of hope to young people, and provide the real resources needed to overcome barriers to success. When we make this our purpose, young people start to realize they have the ability to solve the difficulties that come their way, and the capacity to create a life of happiness and meaning.

Engagement with the juvenile justice system can be a signal that a young person has lost hope. He or she may have found 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.

In Santa Clara County, community partners have worked together to decrease the number of youth entering the juvenile justice system, while providing evidence-based services and supports to the youth who enter it. These are catalogued in "2018 Annual Report: Juvenile Justice Santa Clara County."

One of these efforts in Santa Clara County is highlighted here:

PIVOT - Providing Individual Valuable Opportunities Together Program

The PIVOT program will to launch a countywide evidence-based/informed model to increase protective factors and reduce recidivism among youth who have committed a serious violent crime and/or crimes that involved a weapon. Individualized, intensive, and gender- and culturally-responsive services will be provided while youth are in facilities or the community. These services will be strengths-based and trauma- and healing-informed.

This initiative recognizes the compounding systemic inequities and challenges facing youth engaged in the juvenile justice system. PIVOT will assist them with the development of protective factors and improved coping skills needed to succeed. All youth will have customized services tailored to their unique needs, strengths, and interests, aligned with the following seven core evidence-based and innovative components:

- **Credible Messengers Mentoring Services** – Connecting youth with mentors who have lived experience in the justice system;

- **Host Homes** – Providing a stipend to homes who will host a youth, 18 years or older, who is returning to the community from the James Ranch or Division of Juvenile Justice (DJJ), supporting his or her eventual transition to stable housing;

- **Pro-Social Activities** — Activities that foster positive development and relationships with peers, such as sports, outdoor experiences, music, and arts;

- **Education and Career Access** and **Reentry Navigation and Services**;

- **Behavioral Health & Physical Health**;

- **Family Engagement**; and

- **Survivor Impact** – Provided by District Attorney's Office Victim Services Unit, brings all parties together to engage in dialogue with the goal of repairing the harm.

This pilot program is funded by the Board of State and Community Corrections Edward Byrne Memorial Justice Assistance Grant in the amount of $3.1 million dollars over three years.

Focusing on Education

In a recent study of youth who had spent time in Juvenile Hall or at the James Ranch, only 43% of the class of 2018 graduated from high school on time. Two initiatives are focused on changing this statistic:

Juvenile Court Aligned Action Network (JCAAN)
JCAAN's purpose is to ensure the juvenile justice system and its partners prioritize education for all youth. It strives to 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 work together to use data to inform planning, drive results, and implement evidence-based strategies to reconnect youth engaged in the justice system to school and learning opportunities.

For more information visit www.sccoyp.org/initiatives/juvenile-court-aligned-action-network

JusticeEd, an initiative of the National Center for Youth Law (NCLY)
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 a specialized court focused on the needs of youth with behavioral health and substance-use issues. The project worked with Fresh Lifelines for Youth (FLY) and Legal Advocates for Children and Youth (LACY) to match young people with a volunteer "Education Champion" to mentor, guide, and advocate for them as they navigate the education system.

Now called JusticeEd, the project has expanded as a demonstration site, with the goal of creating a future where each and every young person achieves graduation with the widest array of possibilities for their future. Students supported through this project receive the support of an Education Liaison who focuses on the following areas to ensure youth have the support and skills they need to succeed:

- Educating caregivers and youth around navigating the education system to increase education engagement and build capacity for advocacy;

- Community and network building between youth and cross-system supportive adults to encourage a team approach in supporting the youth; and

- Developing youth relational-capacity and social-emotional skills to empower them to leverage and utilize their own agency.

Youth in the Juvenile Justice System

Sex and Age of Youth Arrested

- 78% of youth arrested were male.
- 45% of youth arrested were 15 & 16 years old.
- 33% were 17 years or older.
- 3% were 12 years old and younger.

Home Life

- The zip codes where most youth reside include 95116, 95122, 95127, and 95020.
- 63% of girls had family history problems, compared to 39% of boys.

Child Abuse and Neglect

- 48% of youth had at least one referral as an alleged victim.
- 42% of girls reported abuse/neglect, compared to 21% of boys.

Education

- 37% of boys and 34% of girls reported school inadequacy (no additional supports available to address learning needs).
- Issues due to lack of intellectual capacity (boys 22%, girls (16%) and due to achievement problems (boys 38%, girls 41%)

Criminogenic Needs

- For boys, Criminal Orientation was higher (26%) compared to girls (19%).
- Just over 40% of boys and girls had anti-social peers.

Behavioral Health

- 33% of girls attempted or thought about committing suicide, versus 10% of boys.
- 81% of girls and 63% of boys had significant issues with depression, anxiety, and other emotional factors.

Striving for Social Justice and Equity

Santa Clara County Efforts

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 will 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.

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.

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.

Santa Clara County Office of Education (SCCOE) Efforts

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 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 Santa Clara County Office of Education also leads:

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, with a focus on African American students, English learners, and students with disabilities. 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 school districts are: Alum Rock Union, Oak Grove, and Orchard Elementary; Morgan Hill and Santa Clara Unified; and Franklin-McKinley.

Inclusion Collaborative

While overall public school enrollment decreased from 276,175 in the 2014 school year to 272,132 in 2018, enrollment in special education 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.

Working Together to Improve Results

Santa Clara County Efforts

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.

Santa Clara County Cross Agency Service Team (CAST)

CAST is a collaborative network of leaders created in 2009 by the Santa Clara Board of Supervisors. A broad membership from many of the county's human services departments, the Superior Court, FIRST 5 Santa Clara County, the Santa Clara County Office of Education, and many c ommunity organizations come together to improve services for families and children.

CAST creates and leverages opportunities for cross-systems coordination to improve outcomes for children, youth and families throughout Santa Clara County. It is committed to racial and social equity with the goal of dismantling systemic barriers and implicit biases. CAST's vision: Children, youth, and families are on a path to achieving sustainable, positive life outcomes based on their hopes and aspirations for the future.

Children's Health Improvement Plan (CHIP)

In 2015, the Board of Supervisors directed the Santa Clara County Health and Hospital System to assess the health of children in Santa Clara County. This 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 those they serve.

Seven priorities were identified as the most critical 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.

Universal Access Pilot (UAP)

UAP is a coordinated, collaborative pilot program currently operating in the Franklin McKinley and Alum Rock school districts. It 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 UAP fosters a universally accessible network of early learning, health, and other supports.

Funded by the Santa Clara County Board of Supervisors, the outcomes of the UAP 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.

School Linked Services

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.

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 improves 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.

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

Santa Clara County Office of Education (SCCOE) Efforts

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, business, and technology services to the 31 school districts of Santa Clara County. SCCOE directly serves students through Special Education, Alternative Education, Head Start, State Preschool, Migrant Education, and Environmental Education programs, 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. It 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 SCCOE provides a broad range of services related to School Climate and Student Health & Wellness efforts, such as Positive Behavioral Interventions and Support (PBIS) and Tobacco Use Prevention Education (TUPE), 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 or who are homeless which address their vital educational needs. It 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;

The **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 disproportionally 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.

Efforts Led by Other Organizations in Santa Clara County

The organizations below are also leading cross-sector efforts to 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: www.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: 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: 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: HKidsF.org.

Figure Sources and Methodology

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1. Ethnicity of Children in Santa Clara County 2018. Source: Source: kidsdata.org.
2. Percent of Children Living in Poverty by Race/Ethnicity. Source: U.S. Census Bureau; 2017 American Community Survey 1-Year Estimates. Data generated by Santa Clara County Public Health Department, Sept. 19, 2018.
3. Students Who Graduate from High School on Time and Enroll in College. Data Quest California Department of Education (CDE). The CDE calculates its college-going rate only on those who graduate from high school. We felt it was important to calculate the percentage of the high school cohort, including those who did not graduate. We arrived at this percentage by multiplying the percentage who graduated by the percentage who attended college. Note: Asian includes Filipino and Pacific Islander students.
4. The Legacy of "Redlining" in San Jose Neighborhoods. "Structural Racism Training PowerPoint Deck." Presented at the March 16, 2018 Racial Equity through Prevention Meeting. Santa Clara County Juvenile Justice Collaborative.
5. Immigration and English Learner Status of Children in Santa Clara County. Source: kidsdata.org.
6. Children Living in Poverty by Race/Ethnicity. Source: U.S. Census Bureau 2017.
7. Minimum Wage by Community (2020). Publicly available information.
8. Real Cost Measure for a Family of Four in Santa Clara County. Source: United Ways of California, County Profile. Methodology can be found in "Struggling to Stay Afloat: The Real Cost Measure in California 2018."
9. Santa Clara County Median Incomes and the Real Cost Measure 2016. Source: U.S. Census Bureau; 2016 American Community Survey 1-Year Estimates. Data generated by Santa Clara County Public Health Department, 1/16/2020.
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11. Students with a Disability and the Overlap with Other Socio-Economic Factors 2019. From Santa Clara County Continuum of Services for Students with Disabilities Study. Santa Clara County Office of Education. October 2019.
12. Steps to Inclusion within MTSS. From Santa Clara County Continuum of Services for Students with Disabilities Study. Santa Clara County Office of Education. October 2019.

Bill of Right #1

13. % Mothers Receiving Early and Regular Prenatal Care. U.S. Census Bureau; 2013-2017 American Community Survey 5-year Estimates, generated by Sidhu, M., 12/6/2018.
14. Infant Mortality Rate (per 1,000 live births.) U.S. Census Bureau; 2013-2017 American Community Survey 5-year Estimates, generated by Sidhu, M., 12/6/2018.
15. % Ninth Grade Students Meeting Five out of Six Fitness Standards. California Department of Education, Data Quest. Note: Asian includes Filipino and Pacific Islander students.
16. Children who are in Very Good or Excellent Health. Source: kidsdata.org. Self-reported (or reported by parents for younger children) health status of children under age 18. UCLA California Health Interview Survey.
17. Children with Feelings of Sadness. California Healthy Kids Survey 2015-2016. Percent middle and high school students who felt so sad or hopeless almost every day for 2 weeks or more that they stopped doing some usual activities during the past 12 months. Data generated by the Santa Clara County Public Health Department.
18. Estimated % of 9th and 11th Grade Students who Seriously Considered Attempting Suicide in the Previous Year (2013-15). California Healthy Kids Survey as reported by Kidsdata.org.

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19. Youth Reporting Positive Family Communication. Source: Project Cornerstone Developmental Assets Survey.
20. Youth Reporting Positive Family Support. Source: Project Cornerstone Developmental Assets Survey.
21. Percent Youth Reporting Meaningful Adult Connections at School. California Health Kids Survey 2015-2106. Percent of students who responded positively to the question, "At my school, there is a teacher or adult who really cares about me." Data generated by the Santa Clara County Public Health Department.

Bill of Right #3

22. Number of Homeless Children, Youth and Families. Source: Santa Clara County Point-in-Time Census & Survey 2019 Comprehensive Report.
23. Children Eligible for and Receiving Food Support. Data Source: California Food Policy Advocates, Santa Clara County Public Health Department (American Community Survey Data) and Second Harvest Silicon Valley.
24. Children with a Routine Health Check-up in the Previous 12 Months. Source: California Healthy Kids Survey 2015 – 2016. Data generated by the Santa Clara County Public Health Department.
25. Children with a Routine Dental Check-up in the Previous 12 Months. Source: California Healthy Kids Survey 2015 – 2016. Data generated by the Santa Clara County Public Health Department.

Bill of Right #4

26. Students who Feel Safe or Very Safe at School. California Healthy Kids Survey 2015-2106. Data generated by the Santa Clara County Public Health Department.
27. Students who Feel Safe or Very Safe in their Neighborhood. California Healthy Kids Survey 2015-2106. Data generated by the Santa Clara County Public Health Department.

Bill of Right #5

28. Percent Children Ready for Kindergarten Fall 2018. Source: 2018 School Readiness Assessment Data Summary, Applied Survey Research. Feb. 19, 2019.
29. Children Ready for Kindergarten Fall 2018 by Early Childhood Experience (ECE). Source: 2018 School Readiness Assessment Data Summary, Applied Survey Research.
30. Access to Subsidized High-Quality Preschool for Low-Income and Eligible 3- and 4-year old Children. Source: 2019 Recommended Subsidy Priority ZIP Codes for the CA State Preschool.
31. Third Grade Students At or Above Standard for English Language Arts. Source: California Department of Education, California Assessment of Student Performance and Progress (CASSP). Note: Asian includes Filipino and Pacific Islander students.
32. Eighth Grade Students At or Above Standard for Math. Source: California Department of Education, California Assessment of Student Performance and Progress (CASSP). Note: Asian includes Filipino and Pacific Islander students.
33. Percentage of Students At or Above Standard for English Language Arts and Math 2018. Source: California Department of Education, California Assessment of Student Performance and Progress (CASSP).
34. % of Santa Clara County Students who were Chronically Absent (School Year 2018-19). California Department of Education, Data Quest. Chronically absent is defined as absent 10% or more during the school year.
35. School Suspensions 2018-19. Source: California Department of Education, Data Quest.
36. The Impact of Summer Learning Loss. Source: SummerMatters.org.

Bill of Right #6

37. Students Who Graduate from High School on Time and Enroll in College. Data Quest California Department of Education (CDE). The CDE calculates its college-going rate only on those who graduate from high school. We felt it was important to calculate the percentage of the high school cohort, including those who did not graduate. We arrived at this percentage by multiplying the percentage who graduated by the percentage who attended college. Note: Asian includes Filipino and Pacific Islander students.

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38. % Students Leaving High School Before Graduation. The Annual Adjusted Drop Out Rate 2017. California Dept. of Education, Data Quest.
39. 18- to 24-year olds with Less than a High School Diploma. Source: U.S. Census Bureau, American FactFinder, 2013-2017 American Community Survey 5-Year Estimates. Data Generated by the Santa Clara County Public Health Dept. December, 2018.

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40. Entries into Foster Care, Rate per 1,000 Children. Source: California Dept. of Social Services Child Welfare Dynamic Report System.
41. Children in Foster Care Placed with Relatives. Source: California Dept. of Social Services Child Welfare Dynamic Report System. Percent children with first entries into foster care for 8 days or more who are placed with relatives.

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42. % Youth Who Feel Valued by the Community. Source: Project Cornerstone Developmental Assets Survey.
43. % Youth Who Have a Sense of Interpersonal Competency. Source: Project Cornerstone Developmental Assets Survey.
44. % Youth who Feel Valued by the Community and have a Sense of Interpersonal Competency by Race/Ethnicity. Source: Project Cornerstone Developmental Asset Survey with data analysis of race and ethnicity by Sujeer, A., Santa Clara County Public Health Department.

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45. Youth Who Have a Positive View of Their Future. Source: Project Cornerstone Developmental Assets Survey.
46. Youth Who Have a Sense of Purpose. Source: Project Cornerstone Developmental Assets Survey.
47. Trend Data for Key Decision Points in Juvenile Justice. 2018 Annual Report Santa Clara County Juvenile Justice System. (Published Oct. 2019.)
48. Rate per Thousand Youth at Key Decision Points in the Juvenile Justice System. 2018 Annual Report Santa Clara County Juvenile Justice System. (Published Oct. 2019.)
49. Youth in the Juvenile Justice System: Education and Other Factors 2018. 2018 Annual Report Santa Clara County Juvenile Justice System. (Published Oct. 2019.)

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.

Some sources of indicators in this data book are:

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 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 activities, succeed in school, and avoid risky behaviors. YMCA Project Cornerstone previously administered the developmental assets survey in 1999, 2004, and 2010.

Love Data? Two important sources of data you can use are:

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. This data can help us 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. www.sccphd.org/healthdata

Kidsdata.org provides access to data on children's health and well-being. Topics include information on why each indicator 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.

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

Data Development Agenda

Our data development agenda is a list of critical issues where valid and reliable data, disaggregated for race and ethnicity, are needed, but not available or collected on a consistent basis. This data can help to prioritize resources to tackle many issues that affect the health and well-being of children in Santa Clara County, including social determinants of health such as homelessness and food insecurity.

Strategies for increasing available data for population level health assessments may include: engaging school districts, youth leaders, and youth-serving organizations in decision-making; and/or leveraging technology and using innovative data collection platforms that appeal to youth. Secondary sources, such as electronic health records or the collection of qualitative data through focus groups and interviews, help us better understand the needs of our children and families.

Collaboration and regular funding mechanisms are key aspects to take into consideration when designing new data collection systems so that the assessment can be repeated every few years in order to monitor trends.

Two surveys could serve as potential starting points to create a comprehensive assessment:

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. However, while sampling a large number of students from across the county, this survey does not gather risk behavior or the health indicators associated with these behaviors.

Every two years, WestEd conducts the **California Healthy Kids Survey** (CHKS), which looks at some of the same assets as Project Cornerstone, but does not include in-depth questions regarding school connection, meaningful family relationships, or the young person's sense of agency and hope for their future. Instead the focus is on risk behavior and related health indicators.

It would be powerful for the CHKS survey to include additional measures of wellness that are included in the Developmental Asset Survey. Partnerships with the Santa Clara County Office of Education and school districts could lead to increased participation rates in this survey and would provide a robust sample to assess risk-factors, health status, and protective factors for youth countywide. Such a survey would be useful for monitoring trends, planning, policy development, and geographic mapping of health inequities to prioritize communities for resource allocation and intervention.

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 youth and families in Santa Clara County.

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Santa Clara County
Office of Education

www.sccoe.org

The Santa Clara County Office of Education (SCCOE) is a champion of public education, serving as an exemplary regional resource to students, parents, school districts, community agencies and businesses. It exists to meet the emerging needs of the community and to provide leadership, advocacy, and support programs and services for children, schools, and the greater community. Rich partnerships with elected officials, non-profits, community-based organizations, and other educational agencies strengthen the quality of educational programs and support within the region. Working collaboratively with school and community partners, SCCOE is a service agency that provides instructional, administrative, business, and technology services to the 31 school districts of Santa Clara County, representing over 275,000 students from transitional kindergarten through 12th grade. It provides academic and fiscal oversight and monitoring to districts. SCCOE monitors the 22 Santa Clara County Board of Education authorized charter schools. It directly serves students through special education programs, alternative schools, Head Start and State Preschool programs, migrant education, and Opportunity Youth Academy. SCCOE also provides curriculum support, staff development, technology support, and training directly to educators and staff in schools countrywide.

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The County of Santa Clara government serves a diverse, multi-cultural population of 1.9 million residents in Santa Clara County, the sixth largest county in California. With an $8.17 billion budget, more than 70 agencies/departments, and nearly 22,000 employees, the County of Santa Clara plans for the needs of a dynamic community, offers quality services, and promotes a healthy, safe, and prosperous community for all. The County provides essential services, including public health and environmental protection; behavioral health and medical services through the County of Santa Clara Health System (which includes Santa Clara Valley Medical Center Hospital and Clinics, O'Connor Hospital and Saint Louise Regional Hospital); child and adult protection services; homelessness prevention and solutions; roads, parks, and libraries; emergency response to disasters; protection of minority communities and those under threat; access to a fair criminal justice system; and scores of other services, particularly for those members of our community in the greatest need.

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www.kidsincommon.org

Kids in Common, a program of Planned Parenthood Mar Monte, advocates for policies, partnerships and investments that improve children's lives in Santa Clara County. Children need a strong public voice that promotes and protects their best interests. Kids in Common is that voice and challenges leaders in our community to act on behalf of children. It also provides backbone support to the Santa Clara County Children's Agenda.

Our Vision: Every child safe, healthy, successful in learning, successful in life.