

2024

Santa Clara County

# Children's Data Book



# THE 2024 SANTA CLARA COUNTY CHILDREN'S DATA BOOK

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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 are pleased to present the 2024 Santa Clara County Children’s Data Book. The Data Book describes how children and families across Santa Clara County are faring and is grounded in achieving the vision of Santa Clara County’s Bill of Rights for Children and Youth.

This annual Data Book provides data and dashboards reflecting child safety, health, success in learning, and thriving in life. It serves to drive our conversations, encourage and motivate us all to make needed investments, change policies and practice on behalf of our children, and anchor our collective efforts in data, information, and context.

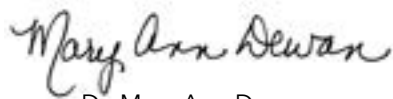
The global pandemic continues to have lingering effects on our children. Despite efforts such as incentives to open new sites were made to address the closure of childcare settings due to the pandemic, too many families are still without infant, toddler, and preschool care. Disruptions to learning impacted all our children, especially children in low-income households, children of color, and children with disabilities. Since the pandemic, many struggle with attending school and achieving learning milestones that support graduating from high school ready for college and career.

The past few years have taken a toll on the social-emotional wellbeing of our children, youth, families, and the professionals who serve them. Addressing this concern, will be a priority for our organizations in the coming years. We will focus on investments in programs, services, and systems transformation to cultivate a caring community and healthy children and families.

As a county, an education agency, and a child advocacy organization, we commit to advancing racial, economic, health, and education justice and the intersectional issues of gender identity, sexual orientation, and disability. We will do this by examining the root causes of inequities, and identifying how our systems can work together in reversing these injustices for current and future generations.

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



James R. Williams  
County Executive  
County of Santa Clara



Dana Bunnett  
Executive Director  
Kids in Common



## ABOUT THIS DATA BOOK:

After an introductory overview of the children and youth in Santa Clara County, this Data Book is divided into four sections focused on safety, health, success in learning and thriving in life. Each section includes the relevant rights from the Bill of Rights for Children and Youth. When available, the data is disaggregated for race, ethnicity, disability, and income.

**By doing this, we are able to think about root causes for disparate outcomes and also consider solutions that target the specific needs of our diverse communities.**

Data will be suppressed when the count for a specific race/ethnicity group is so low (e.g., fewer than 11 individuals) that it either represents unstable data or may threaten the privacy of children and families.

For more information on the data that appears in this document please go to page 16.

Photos courtesy of County of Santa Clara Office of Children & Families Policy, Healthier Kids Foundation, MetroEd, San José Public Library, Santa Clara County Office of Education, and Second Harvest of Silicon Valley.

# TAKING A STAND FOR CHILDREN AND YOUNG ADULTS

In February 2010, a Bill of Rights for Children and Youth was adopted by the Santa Clara Board of Supervisors. These rights keep the needs of children and youth at the forefront of decisions about budgets and government policies.

While these rights have served as an important guidepost during times of financial upheaval and political change, they were designed by adults. In the spirit of “nothing about us without us,” members of the Youth Liberation Movement set out in Summer 2022 to create a new Bill of Rights grounded on the ideas and wisdom of young people. The rights below are the result of conversations with hundreds of youth and young adults from throughout Santa Clara County.

## BILL OF RIGHTS FOR CHILDREN AND YOUNG ADULTS

Every young person must get what they need when they need it, no matter their actual or perceived race, ethnicity, gender identity, sexual orientation, religion, mental or physical ability, nationality, immigration status, criminal history, first language, skin color, education status, or wealth. We value the diversity of our children and young adults in Santa Clara County and believe we must treat each of them with respect and dignity.

### ALL CHILDREN AND YOUNG ADULTS HAVE THE RIGHT TO:

- ✓ **HEALTHCARE**  
Affordable, timely, and quality mental and physical healthcare that they can access at any time.
- ✓ **MENTAL HEALTH**  
Mental and emotional health and wellbeing and support systems in and outside of the home that promote emotional and social safety.
- ✓ **LOVE AND EMOTIONAL CONNECTIONS**  
Meaningful connections with consistent, caring adults and peers who love and appreciate the young person for who they are and want to see them grow.
- ✓ **SUPPORT AND GUIDANCE**  
Receive support and guidance from role models who are dedicated to helping them achieve their dreams and goals.
- ✓ **LIFE SKILLS**  
Training to develop life skills and knowledge as well as opportunities to apply them for their growth.
- ✓ **EDUCATION**  
A relevant and engaging education that exposes them to other cultures and promotes lifelong learning.
- ✓ **JOB OPPORTUNITIES**  
Job opportunities that provide safe and reasonable working conditions, and a living wage, and allow them to grow their careers.
- ✓ **PERSONAL DEVELOPMENT**  
Time, space, and resources to pursue any interest or opt for rest.
- ✓ **EXTERNAL SUPPORT FOR FAMILY**  
Support that will allow their families to be taken care of so they can pursue their dreams.
- ✓ **MODERN NEEDS**  
Reliable transportation and wi-fi, computers that meet their needs, and phones when applicable.
- ✓ **BASIC NEEDS**  
Enough quality food and water, showers, clean clothes, and hygiene products to keep their bodies healthy.
- ✓ **HOUSING**  
Affordable, stable, safe, and comfortable housing that meets their needs as individuals.
- ✓ **GREEN SPACES**  
Easily accessible and clean green spaces that will be preserved for future generations.
- ✓ **SAFETY**  
Feel and be safe in all environments they are in, such as their schools, homes, neighborhoods, and online.
- ✓ **VOICE**  
Be treated as equal partners in identifying problems, developing solutions, and making the decisions that they are impacted by.
- ✓ **CHOICE**  
Make important decisions for their lives and set boundaries that are respected.



The rights have not been fulfilled for all youth. Many are limited by the inflexible and overly restrained structure of the environments designed for them. Change to these environments will not happen without mass commitment and action. By combining our personal power and expertise through continuous collaboration, we have the ability to create lasting change for Santa Clara County youth.

# DATA BASICS

## SANTA CLARA COUNTY CHILDREN



**1,870,945**

people live in Santa Clara County\*

**379,802**

are children ages 0–17\*

**236,428**

children are enrolled in public schools\*\*

**27,558**

children in public schools have special education needs\*\*

**100,338**

children in public schools are low income

**172,437**

are young adults Ages 18-24\*\*\*

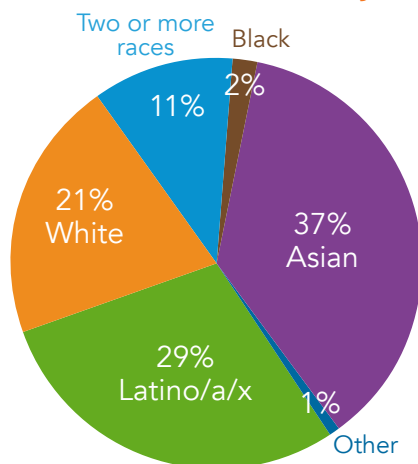
\*2022: ACS 5-Year Estimates Data Profiles (DP05)

\*\* CA Dept of Education Data Quest (SY 2022-23)

\*\*\*California Department of Finance Projections Report, 2022. (P-3)

**Figure 1**

**Race/Ethnicity of Children in Santa Clara County (2021)**



Other includes Native Americans (0.2%), Native Hawaiian/Pacific Islander (0.3%) and Other (0.7%).

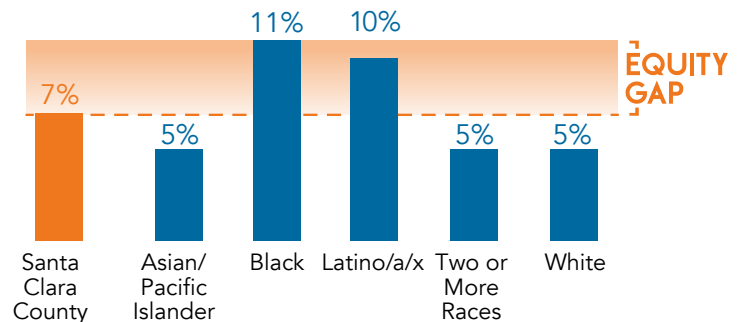
Note: Percentages do not add to 100% because of rounding.

Source: U.S. Census Bureau, 2022 Decennial, PL94-171

**Figure 2**

**Percentage of Children Living in Poverty (2022)**

(Below Federal Poverty Level of \$31,200 for a family of four)



Source: U.S. Census Bureau, 2018-2022 American Community Survey 5-Year Estimates; Data.census.gov.

# 2023 DATA SNAPSHOT

WITH NOTEWORTHY RACIAL, ETHNIC, AND OTHER DISPARITIES

## Every Child Safe and Stable

<p><b>Percentage of Families Living Below the Real Cost Measure (RCM)</b></p>	<table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>27</td> </tr> <tr> <td>2019</td> <td>25</td> </tr> <tr> <td>2021</td> <td>25</td> </tr> </tbody> </table>	Year	Percentage	2017	27	2019	25	2021	25	<p><b>Trend:</b> 25% of families live below the RCM.</p>	<p>While the average dipped slightly from 2017, 41% of Black and 50% Latino/a/x households fall below the RCM. Fewer Asian (18%) and White (19%) households fall below the RCM.</p>
Year	Percentage										
2017	27										
2019	25										
2021	25										
<p><b>Number of SCC Students Experiencing Housing Instability</b></p>	<table border="1"> <thead> <tr> <th>Year</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>2739</td> </tr> <tr> <td>2020-21</td> <td>2529</td> </tr> <tr> <td>2022-23</td> <td>4452</td> </tr> </tbody> </table>	Year	Number of Students	2018-19	2739	2020-21	2529	2022-23	4452	<p><b>Trend:</b> Students experiencing housing instability nearly doubled in two years.</p>	<p>In SY 2022-23, Latino/a/x students (n=3,425) were 9 times as likely as White students to experience housing instability.</p>
Year	Number of Students										
2018-19	2739										
2020-21	2529										
2022-23	4452										
<p><b>Percentage At Risk for Food Insecurity</b></p>	<table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>29</td> </tr> <tr> <td>2020</td> <td>26</td> </tr> <tr> <td>2022</td> <td>29</td> </tr> </tbody> </table>	Year	Percentage	2018	29	2020	26	2022	29	<p><b>Trend:</b> Close to a third of all children are at risk of food insecurity.</p>	<p>Food insecurity is more likely to be experienced by Latino/a/x (58%), 2 or more races (39%), and Black (35%) children.</p>
Year	Percentage										
2018	29										
2020	26										
2022	29										
<p><b>SCC Children Entering Foster Care (Rate per Thousand)</b></p>	<table border="1"> <thead> <tr> <th>Year</th> <th>Rate per Thousand</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>1.4</td> </tr> <tr> <td>2020</td> <td>1.1</td> </tr> <tr> <td>2022</td> <td>0.4</td> </tr> </tbody> </table>	Year	Rate per Thousand	2018	1.4	2020	1.1	2022	0.4	<p><b>Trend:</b> Fewer children are entering foster care.</p>	<p>Black children are 14 times more likely to enter foster care (2.9/thousand) than White children (0.2/thousand). At a rate of 0.7 per thousand, Latino/a/x are 3.5 times more likely than White children to enter foster care.</p>
Year	Rate per Thousand										
2018	1.4										
2020	1.1										
2022	0.4										

## Every Child Successful in Learning

<p><b>Percentage of Children Fully Ready for Kindergarten</b></p>	<table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>50</td> </tr> <tr> <td>2023</td> <td>37</td> </tr> </tbody> </table>	Year	Percentage	2018	50	2023	37	<p><b>Trend:</b> Fewer children are entering Kindergarten fully ready.</p>	<p>Data is not disaggregated by race/ethnicity.</p>		
Year	Percentage										
2018	50										
2023	37										
<p><b>Percentage of Students Meeting or Exceeding Third Grade English Language Arts (ELA) Standard</b></p>	<table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2017-18</td> <td>60</td> </tr> <tr> <td>2021-22</td> <td>57</td> </tr> <tr> <td>2022-23</td> <td>55</td> </tr> </tbody> </table>	Year	Percentage	2017-18	60	2021-22	57	2022-23	55	<p><b>Trend:</b> Fewer students are meeting ELA Standard.</p>	<p>Latino/a/x (29%) and Black third-graders (45%) are far less likely to meet the Third Grade ELA standard than White or Asian students (78%). Only 23% of students with disabilities and 30% of low-income students met this standard.</p>
Year	Percentage										
2017-18	60										
2021-22	57										
2022-23	55										
<p><b>Percentage of Eighth Graders Meeting Math Standard</b></p>	<table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2017-18</td> <td>57</td> </tr> <tr> <td>2021-22</td> <td>48</td> </tr> <tr> <td>2022-23</td> <td>48</td> </tr> </tbody> </table>	Year	Percentage	2017-18	57	2021-22	48	2022-23	48	<p><b>Trend:</b> Less than half of students are meeting the math standard.</p>	<p>Far fewer Black (22%) and Latino/a/x (18%) students are meeting the Eighth Grade Math Standard compared to White (61%) and Asian (78%) students. 23% of low-income and 11% of students with disabilities met this standard.</p>
Year	Percentage										
2017-18	57										
2021-22	48										
2022-23	48										
<p><b>School Attendance - Percentage of Students Absent 10% or More of the Time (Chronic Absenteeism)</b></p>	<table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2018-19</td> <td>9</td> </tr> <tr> <td>2022-22</td> <td>19</td> </tr> <tr> <td>2022-23</td> <td>19</td> </tr> </tbody> </table>	Year	Percentage	2018-19	9	2022-22	19	2022-23	19	<p><b>Trend:</b> Chronic absenteeism doubled between 2019 and 2023.</p>	<p>Nearly 1 in 3 Latino/a/x and Pacific Islander students were chronically absent, as were 7% of Asian, 15% of White, 23% of Black, and 30% of low-income students, and 33% of students with disabilities.</p>
Year	Percentage										
2018-19	9										
2022-22	19										
2022-23	19										

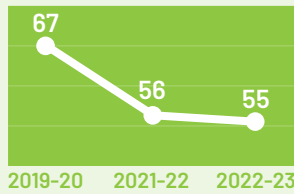
**Percentage of SCC Mothers Receiving Early and Regular Prenatal Care**



**Trend:**  
Fewer mothers are receiving early/regular prenatal care.

73% of all mothers received early and regular prenatal care. Only 65% of Native American, 63% Pacific Islander mothers did.

**Percentage of Children on Medi-Cal with a Routine Health Check-Up in Past 12 Months**



**Trend:**  
Fewer children are accessing health care.

59% of Latino/a/x children had a routine check-up in the previous 12 months. The lowest access to routine health check-ups are Pacific Islander (43%), Native American (42%) and two or more races (41%).

**Percentage of Children on Medi-Cal with Dental Appointment in Past 12 months**



**Trend:**  
Only about a third of all children on Medi-Cal had a dental appointment in the past 12 months.

More Black (34%), Asian (39%), and Latino/a/x (40%) children on Medi-Cal saw a dentist in the previous 12 months compared to White children (27%).

**Social-Emotional Wellbeing**

**School Linked Services 2022-23**  
6,634 Served (This is an increase)

**School Wellness Centers 2022-23**  
47 Schools - 13 Districts  
18,163 Served

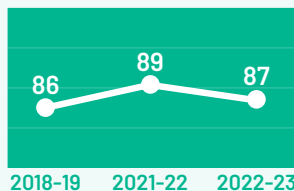
**Project Cornerstone 2022-23**  
4,171 Caring Adults Reached  
52,602 Students

**Trend:**  
Programs and services reached more children in more locations in FY 2023 than in FY 2022.

We do not have data on students receiving these services by race/ethnicity. We hope to have disaggregated data in 2025.



**Percentage of Students Graduating on Time**



**Trend:**  
Fewer students are graduating on time.

There is up to a 25 percentage point difference in graduation rates between Black (86%), Latino (76%), Native American (72%), and White (95%) and Asian students (97%). Only 73% of students with disabilities graduated on time.

**18- to 24-year-olds without a High School Credential**



**Trend:**  
There are fewer young adults without a high school credential.

Latino/a/x young adults (13%) are more likely to be without a HS credential than Black (4%), Asian (6%), and White (8%) young adults.

# LIFE COURSE FRAMEWORK FROM CRADLE-TO-CAREER

The Life Course Framework provides a structured way to understand the important markers at each stage of a child's life and the social factors and supports that are critical to a child's development and wellbeing. The framework also helps us understand what we need to remember as we work together to improve children's lives:

➤ **Race, Place, and History Matter**

The legacy of past inequalities shape current realities.

➤ **Early Impacts Later – Address Upstream Factors**

Today's experiences and exposures influence tomorrow's life outcomes.

Refocus resources and strategies on upstream determinants of health and well-being.



➤ **Later Impacts Earlier – Intergenerational Approach**

What happens later in the lifespan – late adolescence and emerging adulthood – of one generation, powerfully impacts the early life outcomes of the next generation.

➤ **Change Systems and Environments**

Dismantle the structural off-ramps that funnel young people to prison and poverty while simultaneously building new structural on-ramps that link to expanded opportunity.

➤ **Build Resilience and Promote Healing**

Because changing systems and environments is long-term work, we must simultaneously build youth and family's resilience in the face of current adverse conditions.

➤ **Take a Cross-Sector, Cross-Systems, and Cross-Life Stage Approach**

There are no silver bullets, and our collective approach must weave together work across sectors, systems, and life stages.



## SOCIAL FACTORS THAT SUPPORT WELLBEING AND SUCCESS (IMPORTANT THROUGHOUT LIFE):

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



This model, and the language above, is based on the work of Tia Martinez and Arnold Chandler of Forward Change Consulting. Please visit <http://forwardchangeconsulting.com> for more information.



# Markers of Success

## Cradle-to-Career



# RACIAL AND SOCIAL JUSTICE AND BARRIERS TO OPPORTUNITY

**Every young person must get what they need when they need it, no matter their actual or perceived race, ethnicity, gender identity, sexual orientation, religion, mental or physical ability, nationality, immigration status, criminal history, first language, skin color, education status, or wealth. We value the diversity of our children and young adults in Santa Clara County and believe we must treat each of them with respect and dignity.**

*- Preamble, Santa Clara County Bill of Rights for Children and Young Adults 2023*

Data about how our County's children are faring illustrates persistent inequities, inequality of opportunity, and unjust policies and practices.

When we think about racism, we often focus on individual and interpersonal racism and the attitudes and actions of individuals. However, while this type of racism still exists in our society and causes great harm, it is historical

and systemic racism that has been codified through education, housing, justice, economic, legal, and other policies that we must address to achieve equity.<sup>1</sup>

This can be seen in the data. Black, Indigenous, Latino/a/x, Asian, and other communities of color are at increased risk of getting sick and dying from public health disasters, disproportionate policing, and xenophobic policies that exacerbate inequities in education, employment, economic mobility and stability, health care, behavioral health services, housing, and food security. The terrible events of the past few years – such as the global COVID-19 pandemic and the resulting economic catastrophe, and the murders of George Floyd, Breonna Taylor, Ahmaud Arbery, and other victims of racist violence – shine the light on the systemic racism that permeates the nation's structures, policies, practices and mindsets. This systemic racism is a public health crisis and it perpetuates inequities that lead to the disparate and poor outcomes for Black, Indigenous, Latino/a/x, Asian, and other communities of color in Santa Clara County.



## Santa Clara County Office of Diversity, Equity and Belonging

### Government Alliance on Race and Equity

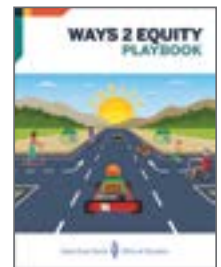
The County of Santa Clara has been an active participant in the Government Alliance on Race and Equity (GARE) – a national network of government organizations working to achieve racial equity and advance opportunities for all. In 2020 the County of Santa Clara Board of Supervisors adopted the GARE Theory of Change,

which emphasizes creating a shared analysis and definitions, organizing internal infrastructure and partnerships, and promoting the use of data and racial equity tools to develop strategies and drive results.

Approximately 15 County departments have racial equity action plans, several of which are organized around the GARE Theory of Change. The County is also in the process of developing its first Racial Equity Strategic Roadmap, which will anchor departmental efforts to a larger county-wide strategy, and guide and measure progress towards programs, services and policies that advance racial equity in government.

### Ways 2 Equity Playbook

The Santa Clara County's Office of Education Ways 2 Equity Playbook is a navigation tool used to identify equity needs throughout organizations, utilizing a systems lens. The goal is to improve student outcomes. The Playbook purposefully examines three historically marginalized student groups: Black students, students with disabilities, and English learners, and provides universal tools and resources to address the needs of all students. The Playbook addresses and responds to inequitable practices in our education system in a meaningful, deliberate way. See more on Page 60.



1. Race Matters Institute, a project of JustPartners, Inc. Resources page.

# HISTORICAL POLICIES AND PRACTICES THAT PERPETUATE RACIAL AND SOCIAL INJUSTICE AND POOR OUTCOMES FOR SCC CHILDREN AND FAMILIES

## Discriminatory Lending and Housing Practices

Redlining was the practice – beginning in the late 1960’s – of marking a “red line” on a map to delineate areas where banks were warned not to invest. These were usually non-White or integrated neighborhoods and were labeled as “hazardous” in terms of investing. Because owning a home over time generates wealth for families, redlining and other discriminatory housing practices prevented Black, Latino/a/x, and other people of color from being able to buy a home and denied them generational wealth accumulation.

Figure 3 below demonstrates how neighborhoods that were redlined in the 1960’s remain segregated, and have income disparities and increased safety concerns today. As a result of redlining, some neighborhoods in San José 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.

To understand redlining in Santa Clara County visit <https://joshbegley.com/redlining/sanjose>.

## Discrimination in 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 Black and Latino/a/x veterans, and did not end in California until 1965.<sup>2</sup>

## The 1998 Passage of Proposition 227 in California

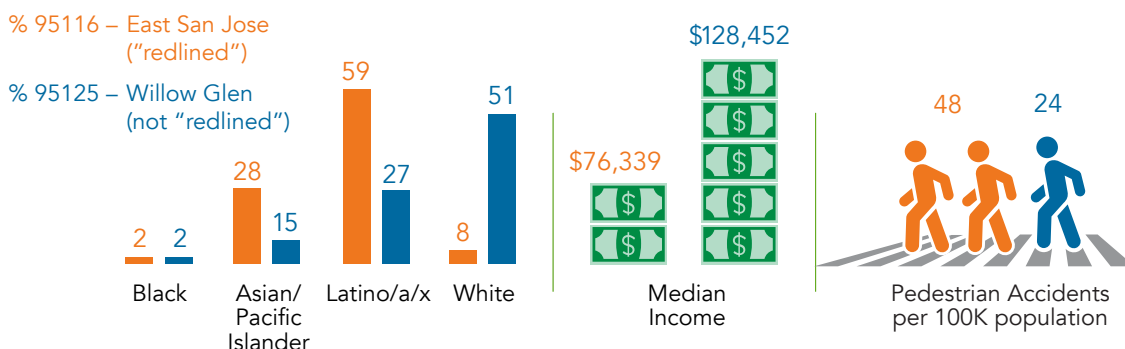
Regarded by many as anti-Latino/a/x and anti-immigrant, Proposition 227 relegated English-learners to English-only immersion programs. These were shown by the Center for Research on Education to be less effective than teaching students in their first language over a longer period of time. Instruction in their first language produces higher levels of achievement and introduces long-term cognitive benefits, including increased memory and abstract reasoning skills.<sup>3</sup>

## 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 Latino/a/x and Black 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 2023, 77% of the suspensions were given to Black, Indigenous or Latino/a/x students who make up only 43% of the student population. That year, 75% of the youth arrested were Black or Latino/a/x. (Refer to pages 50 and 57.)

Differences in how schools deal with challenging student behavior, depending on the students’ race, were identified in a 2015 Pennsylvania State University study: Black and low-income students were far more likely than White students to be punished rather than being offered behavioral treatment when they misbehaved.<sup>4</sup>

**Figure 3**  
Legacy of “Redlining” in two San José Neighborhoods



Source: American Community Survey 2017-2021 five-year estimates; 2010-2021 California Statewide Integrated Traffic Records System (SWITRS).

2. Blakemore, Erin. *How the GI Bill’s Promise was Denied to a Million Black WWII Veterans*.

3. Genesee, Fred, Lindholm-Leary, Kathryn, Saunders, William, and Christian, Donna. “Educating English Language Learners.” Cambridge University Press. 2006.

4. Ramey, D. M. (2015). *The Social Structure of Criminalized and Medicalized School Discipline*. *Sociology of Education*, 88(3).

# PARTNERING WITH IMMIGRANT COMMUNITIES

## **Santa Clara County is a community of immigrants**

with 41% of the population being foreign born and 87% speaking a language other than English at home. 61% of Santa Clara County children are children of immigrants.

Immigrant and refugee communities make a positive impact every day on our economy, cultural richness, and social fabric. Immigrants in Santa Clara County contributed close to \$22 billion to the economy with their local, state, and federal tax contributions, nearly \$7 billion dollars to Social Security and Medicare, and more than \$48 billion in spending power. However, immigrant communities continue to be disproportionately affected by social inequities. Accordingly, the County remains committed to advocating for pro-immigrant policies and to funding services to support immigrant communities.<sup>6</sup>



Important data highlights about New Americans in Santa Clara County:

- 765,800 immigrants live in Santa Clara County.
- Immigrants make up about 41% of the total population.
- 78% of immigrants in the county have lived in the US for more than 5 years.
- 13,500 immigrants in the county were eligible for Deferred Action for Childhood Arrivals (DACA).
- 18% of the immigrant population is undocumented. Undocumented immigrants are highly active in the labor force, contributing \$642 million to federal taxes, \$292 million to state and local taxes and having \$5.2 billion in spending power.
- The top countries of origin for immigrants living in the county are: India (18%), Mexico (15%), Vietnam (13%), China (12%), and the Philippines (7%).<sup>7</sup>



**65% of Bay Area residents agree that protecting the racial and cultural diversity of our neighborhoods and local communities should be a priority.**<sup>5</sup>

*Poll conducted in October 2019 by EMC Research*

5. Bay Area Leads, San Francisco Foundation. Poll conducted by EMC Research. (Poll conducted in 2019.)

6. *New Americans in Santa Clara County*. Sept. 2023. Published by Gateways for Growth, American Immigrant Council and Office of Immigrant Relations.

7. *Ibid.*



### The Office of Immigrant Relations (OIR)

The Office of Immigrant Relations was established by the Board of Supervisors to ensure the County of Santa Clara continues to be a partner to the diverse immigrant communities of the county while ensuring the county continues to be a place of welcoming and belonging for all.

The OIR has identified the following emerging needs among immigrants and refugees in Santa Clara County:

- Support for newly arriving migrant and asylum seekers following the lifting of Title 42. (During COVID, Title 42 allowed for the swift removal of migrants and asylum seekers crossing the border from Mexico.) This includes coordination of opportunities to increase access to immigration legal services, navigation of safety net services and strategies to support immigrant integration.
- As a Sanctuary County that values the diversity and contributions of immigrants, continued protection of immigrant rights against immigrant rhetoric and harmful policies that will increase during the presidential elections.
- Proactive policies, initiatives, and programs that increase immigrant access to housing, economic mobility opportunities, and civic engagement.

The OIR is committed to creating a stronger sense of belonging in Santa Clara County where all community members – including immigrants and refugees – are safe, trusted, respected, and recognized for their contributions. This will be accomplished through the following goals:

- **Immigrant Belonging Project** – continue the Board-directed comprehensive needs assessment, the results of which will guide future County investments and partnerships and the work of the office.
- **Countywide Welcoming and Belonging Strategy** – continue to facilitate monthly convenings with stakeholders to co-design a countywide strategy for immigrant welcoming and belonging, beginning with Certified Welcoming County designation from Welcoming America.
- **New Americans Fellowship** – enhance the use of Mosaic Atlas (digital map of cultural assets in Santa Clara County) for this year’s research project. This project will focus on identifying gaps in civic engagement and promoting increased immigrant voter registration ahead of the 2024 elections.<sup>8</sup>

### Welcoming Immigrant Students in Our Schools

Too often, when we think about immigrant children, the focus is on them as English language learners. Learning English is important, however we need to think about other elements that contribute to these students’ success in learning. In “Making Schools a Welcoming Place for Immigrant Students,” Elizabeth Ross suggests the following:

- Be sensitive about the extra “weight” they may be carrying. Many students may be suffering painful separations from people they loved, from trauma they experienced in their home country or while traveling here. If children or their parents are undocumented, they may also have concerns about finances, access to resources, and deportation.
- A high quality school with a caring culture makes a difference. The kinds of schools children attend, was one of the best predictors of how they did over time.
- Focusing on school climate supports a caring school culture. Create a sense of belonging, pay attention to bullying, encourage family engagement, and make sure to include all students in the curriculum by incorporating global perspectives. It is also important to provide educators with professional learning opportunities to support utilization of culturally sustaining practices.<sup>9</sup>

**Figure 4**  
Immigration and English Learner Status of Children



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

Source: California Dept. of Education Dataquest. Enrollment Data. 2023.

8. FY 2023 Annual Report. County of Santa Clara, Office of Immigrant Relations Division of Equity and Social Justice.

9. Ross, Elizabeth M. *Making Schools a Welcoming Place for Immigrant Students. How educators can help newcomers in the classroom.* Harvard Graduate School of Education. February 2, 2023.

# 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)

In the 2023 school year, students with disabilities made up 11.7% (27,558) of Santa Clara County’s public school student population. Of these students:

- 13,929 (51%) were low-income.
- 9,890 (36%) were English learners.
- 611 were experiencing housing instability.
- 148 were in foster care.

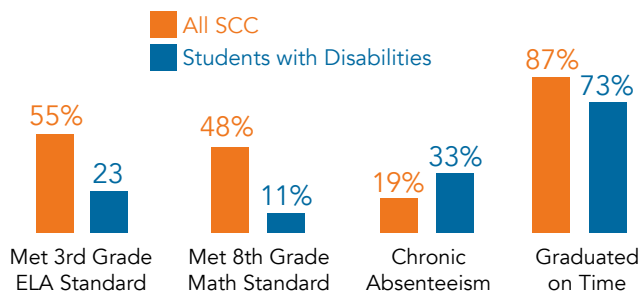
Of these students:

- 56% were enrolled in a regular class 80% or more of the school day.
- 18% were enrolled in a regular class 40-79% of the school day.
- 19% were enrolled in a regular class 39% or less of the school day.
- 3% were enrolled in a separate school or other setting.
- 6% were enrolled in a preschool setting.<sup>10</sup>

Students with disabilities have some of the poorest education outcomes of all students as shown by Figure 5.

To address poor outcomes, a number of resources are available in our county to help educators and families support their students with disabilities. When educators have a strong sense of self-efficacy, a growth mindset, a positive orientation to inclusion, and a sense of personal responsibility for all students, they positively impact the development of students with learning and attention differences.<sup>11</sup>

**Figure 5**  
Education Indicators for Students with Disabilities SY 2023



Source: California Department of Education, DataQuest Enrollment and Topic Data

## Two important resources in Santa Clara County:

**The Inclusion Collaborative** is a leader in providing supports to families, school districts, community agencies, preschools, and childcare 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, Spanish, and Vietnamese 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.
- Promotion of “Person First” terminology that respectfully refers to a person with a disability.

## Parents Helping Parents (PHP) supports

families raising children with disabilities. PHP has an electronic-learning library with over 300 videos in five languages on such topics as special education, public benefits, behavior, financial planning, and assistive technology. In addition to over 600 zoom webinars per year on various topics, PHP has also been offering FREE weekly virtual mental health support groups in English and Spanish. PHP recently launched “Connections California,” a program focused on the unique needs of families who have children with disabilities approaching adulthood. For more information visit [www.php.com](http://www.php.com). Santa Clara County residents can get one-on-one support by calling 408-727-5775.



10. California Department of Education, DataQuest, Enrollment Data.

11. Santa Clara County Continuum of Services for Students with Disabilities Study, October 2019.



# LGBTQ INTERSECTIONALITY

A part of the dynamic, diverse Santa Clara County community are those who identify as lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ). In July 2021, the Census Bureau initiated a series of nationwide surveys that included questions about sexual orientation and gender identification. 9.1% of Californians – 2.7 million people – identified as LGBT. (Note: The broad range of identities were not all captured in the census data.)<sup>12</sup>

One in five (20%) of young adults ages 18 to 29 in California identify as LGBT. Of those young adults that identify as LGBT:

- 27% identify as gay or lesbian.
- 68% identify as bisexual.
- 14% identify as transgender.<sup>13</sup>

The LGBTQ community is one that has traditionally been underrepresented in our government, underserved by institutions, and under-recognized by society. The socioeconomic outcomes for this community are often far worse than they are for the population at-large.

The data below highlights the challenges faced by LGBTQ youth and young adults:

- 13% of youth surveyed during the homeless point in time count in January 2022, identified as LGBTQ+. (Data on gender identity and sexual orientation when surveying unsheltered young people should be considered with caution.)<sup>14</sup>
- A national survey of youth at school found 76% of LGBTQ youth were verbally harassed because of their sexual orientation, 13% of youth were physically harassed and 13% were physically assaulted.<sup>15</sup> While these percentages are high, they do represent a five to seven percentage point improvement over previous surveys.
- 45% of LGBTQ youth reported seriously considered attempting suicide in the previous year. Nearly 1 in 5 transgender and nonbinary youth attempted suicide and LGBTQ youth of color reported higher rates than their White peers.<sup>16</sup>
- LGBTQ people collectively have a poverty rate of 21.6% which is higher than the rate for cisgender straight people of 15.7%. Among LGBTQ people, transgender have especially high rates of poverty at 29.4%.<sup>17</sup>

## Santa Clara County Office of Education LGBTQ Resources

SCCOE has a variety of resources to support schools being caring, welcoming, and inclusive to LGBTQ students. These resources include the LGBTQ Resource Guide and the OUT for Safe Schools Campaign created to encourage school staff to publicly identify as supportive LGBTQ allies on campus. For more information visit [www.sccoe.org/LGBTQ](http://www.sccoe.org/LGBTQ).

## Billy DeFrank LGBTQ Community Center

Through collaboration and unity, the Billy DeFrank LGBTQ Community Center strives to provide a diverse platform for our community to meet, learn, be challenged, and grow. It offers many support groups, community events, and other information about LGBTQ resources.



## The LGBTQ Youth Space

For Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning as well as ally youth and young adults ages 13 to 25 who live in Santa Clara County. The LGBTQ Youth Space offers counseling services, social and leadership opportunities, community outreach and education, and a safe and welcoming drop-in center.

## LGBTQ Wellness

LGBTQ Wellness supports the mental health of LGBTQ community members and allies by providing outreach, education, and advocacy services. LGBTQ wellness serves diverse, multigenerational LGBTQ

communities throughout Santa Clara County with a vision to build an affirmative culture.

## Santa Clara Trans Family Support Network

Santa Clara Trans Family Support Network is a peer-led group that supports the parents of trans youth and adults. It is a safe and respectful environment. Meetings are usually held on the 2nd Saturday of the month, from 3:00-5:00 pm. If you are interested in attending, need location details, or have questions, please email [santaclaratransfam@gmail.com](mailto:santaclaratransfam@gmail.com).

For additional Santa Clara County and community-based resources visit <https://desj.sccgov.org/resources-lgbtq>.

12, 13. *California's LGBT Population*. Public Policy Institute of California. Retrieved 3/4/2024 at [www.ppic.org/blog/californias-lgbt-population](http://www.ppic.org/blog/californias-lgbt-population).

14. 2022 County of Santa Clara, Point-in-Time Report on Homelessness Census & Survey Results.

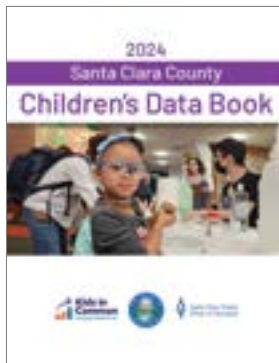
15. GLSEN, *The 2021 National School Climate Survey, The Experiences of LGBTQ+ Youth in Our Nation's Schools*.

16. The Trevor Project: 2022 National Survey on LGBTQ Youth Mental Health.

17. Badgett, M. V. Lee, Choi, Soon Kyu, Wilson, Bianca D.M. *LGBTQ Poverty in the United States, A study of differences between sexual orientation and gender identity groups*. October, 2019. UCLA School of Law, Williams Institute.

# WHY COLLECT DATA ON CHILDREN, YOUTH AND FAMILIES? DATA CAN DRIVE SYSTEMS IMPROVEMENT, EQUITY, AND BETTER OUTCOMES.

The Santa Clara County Children's Data Book was created in support of building a community where every child is safe, healthy, successful in learning and thriving in life. The data provides us with an understanding of how our children are faring, and a framework to achieve equitable systems and focus on continuous improvement. When we consider these data, we ask ourselves the question, "Are our children doing better?" The answer to this question provides communities with information that can be used to discuss root causes and seek change to improve results and achieve equity.



Indicators in the Data Book were selected by the cross-systems partners of the Children's Agenda (see page 59). The goal is for the data to be understandable and reliable, have comparability to other regions, and whenever possible, be disaggregated by race, ethnicity and other demographic factors. This is important, because disparities between different groups reflect the systems, policies, practices, attitudes, and cultural biases that historically have disadvantaged communities and still exist today. As we consider the data, we must also consider what conditions exist that perpetuate disparities in outcomes. In our planning for action, we consider the conditions that hold poor results in place.

**We invite leaders to use the Children's Data Book with their teams in order to generate discussions about equity and inform project development as each organization strives to meet the needs of our community.** Examples of guiding questions that may be useful to include:

- Which data points from the Data Book inform our projects and the impact we'd like to make in the community? What connections are coming up for us as a team?
- If we plan on combining data from the Data Book with other datasets, how can we best ensure that data users and viewers form a holistic, accurate, and asset-based conclusion about student or family needs?
- If we've identified a course of action or further exploration, how can we ensure that we use the data in ways that do-no-harm to the people whose data we hold? (e.g., using an

asset-based lens, ensuring we act with others rather than for them, gathering additional data if necessary, creating parameters for who will have access to information, etc.)

- What safeguards are in place to respect the rights of people, contribute to the social good, and advance inclusion of underrepresented populations?
- Do we have a sense of how we will not use the data?

## TARGETED UNIVERSALISM

Originally developed by John A. Powell, a professor of law and African American/Ethnic Studies who leads the Othering and 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."<sup>8</sup>

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.
5. Implement strategies that address the needs of each group and will support achieving the universal goal.<sup>9</sup>

For more about Targeted Universalism and to see a short, animated video, visit <https://belonging.berkeley.edu/targeted-universalism>.

## A note about terminology:

Many terms are used in Santa Clara County to describe identity, such as Latino, Hispanic, Latina, Latino/a/x, and Latine. After consulting our community partners and others, we have chosen to use the term Latino/a/x in this Data Book. We respect the importance and ability of people and communities to self-identify. We acknowledge that this is not perfect, that language evolves, and that this may change in the future.

8. Powell, John A. *Racing to Justice*. Indiana University Press. 2012.

9. Powell, John A., Menéndian, Stephen, Ake, Wendy. *Targeted Universalism Policy and Practice*. Haas Institute for a Fair and Inclusive Society. May 2019.



# EVERY CHILD SAFE AND STABLE

**Safety and Stability** is integral to a child's healthy growth and development. Children raised in safe and stable homes are more likely to be healthy, successful in learning, and thriving in life. Many children are faced with challenges in their home environment such as being low-income, having unstable housing, food insecurity, and lack of access to childcare. This can impact their learning and social-emotional wellbeing.



## RELEVANT BILL OF RIGHTS FOR CHILDREN AND YOUNG ADULTS

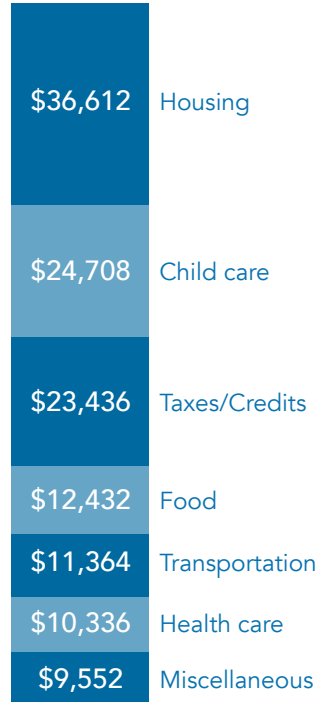
- ✓ **SAFETY** – Feel and be safe in all environments they are in, such as their schools, homes, neighborhoods, and online.
- ✓ **HOUSING** – Affordable, stable, safe, and comfortable housing that meets their needs as individuals.
- ✓ **EXTERNAL SUPPORT FOR FAMILY** – Support that will allow their families to be taken care of so they can pursue their dreams.
- ✓ **LOVE AND EMOTIONAL CONNECTIONS** – Meaningful connections with consistent, caring adults and peers who love and appreciate the young person for who they are and want to see them grow.

## WE SUPPORT SAFE AND STABLE FAMILIES THAT PROVIDE POSITIVE EXPERIENCES FOR CHILDREN BY:

- ⦿ Continuing to expand strategies to improve economic stability and mobility such as child tax credits, subsidies for childcare, housing, food and other income supports.
- ⦿ Continuing policies and expand programs to ensure no families with children, no teens, and no young adults are unhoused or living in an unsafe situation.
- ⦿ Funding a system of food and nutrition support that ensures every child and family has healthy, nutritious, food to support their growth and development.
- ⦿ Providing financial support and early intervention services to avert children's entry into foster care. When children do enter foster care, ensure they are placed in stable, loving families, preferably with relatives or kin.
- ⦿ Supporting programs that focus on positive childhood experiences and healing.

# BY THE NUMBERS

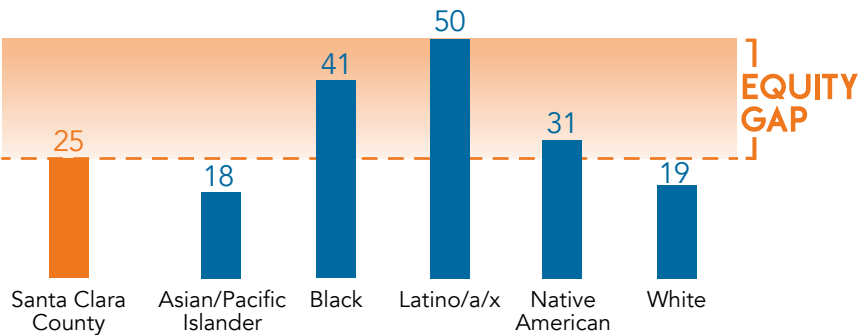
**Total: \$128,460**



**Figure 6 – Real Cost Measure**

Left: Real Cost Measure for a Family of Four in Santa Clara County (2021) (Two adults, one preschooler, one school-age child)

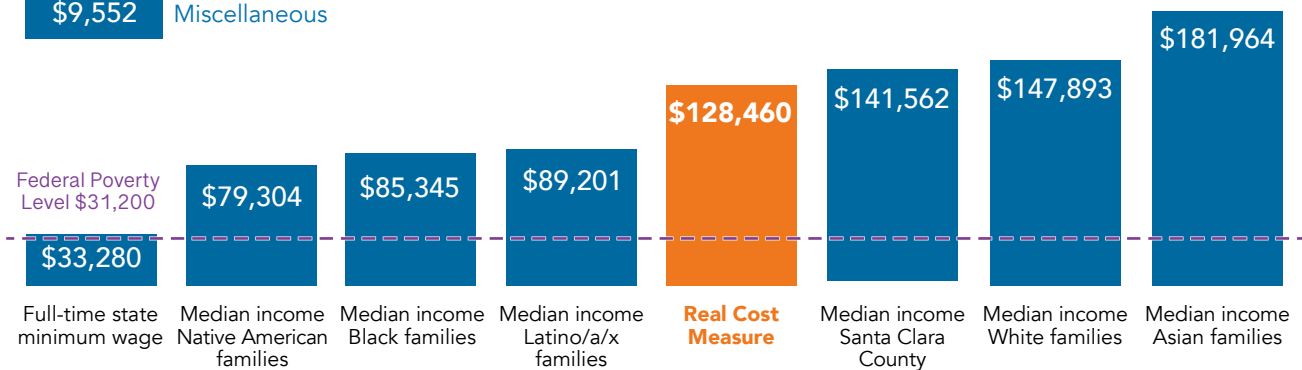
Below: Percent Households living Below the Real Cost Measure



Source: Struggling to Move Up: The Real Cost Measure in California 2021. United Ways of California. July 2021.

**Figure 7**

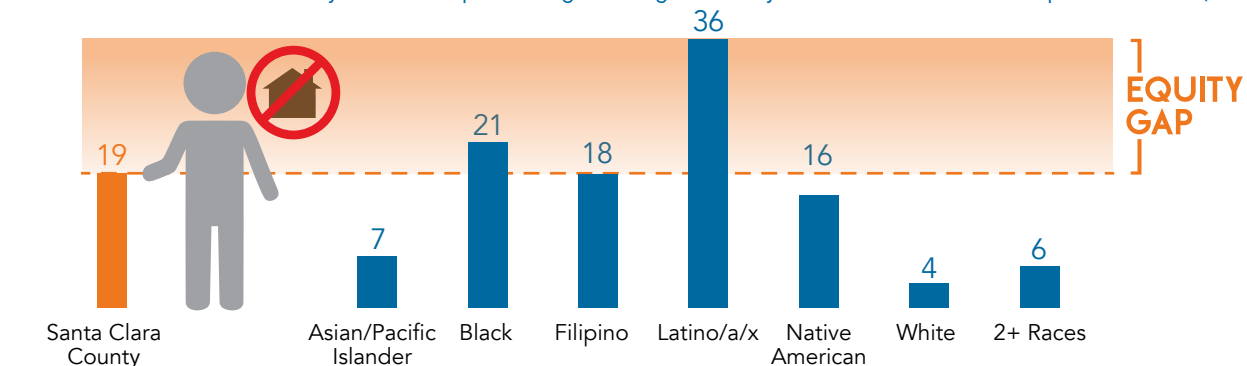
Santa Clara County Incomes and the Real Cost Measure (2020)



Source: U.S. Census Bureau, 2021 American Community Survey 1-Year estimates.

**Figure 8 – Housing Instability**

Children in Santa Clara County Schools Experiencing Housing Instability or Homelessness – Rate per Thousand (SY 2022-23)

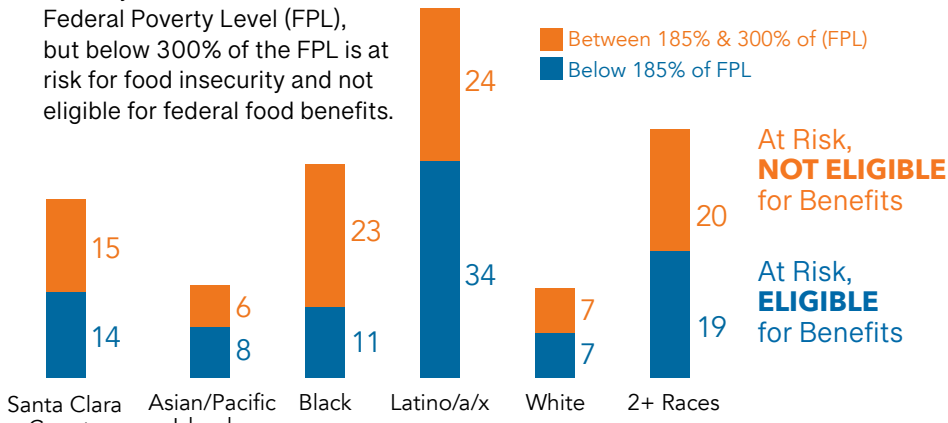


Source: California Dept. of Education, DataQuest. Annual Enrollment Data, Subgroup Filter: Homeless.

### Figure 9 – Food Insecurity

Percentage of Children At-Risk for Food Insecurity (2022)

A family above 185% of the Federal Poverty Level (FPL), but below 300% of the FPL is at risk for food insecurity and not eligible for federal food benefits.

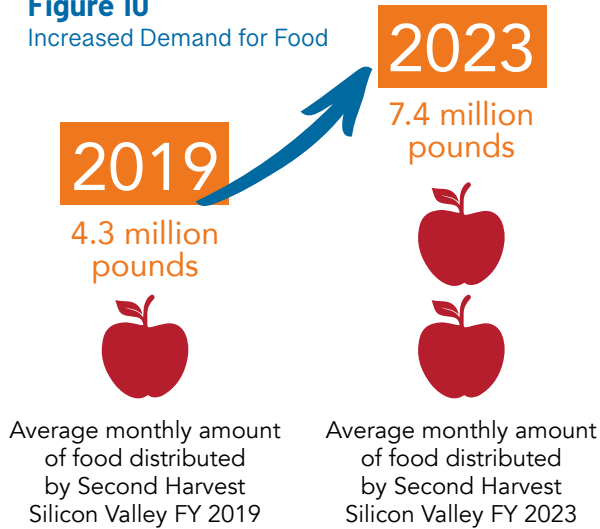


Source: IPUMS USA, University of Minnesota.



### Figure 10

Increased Demand for Food

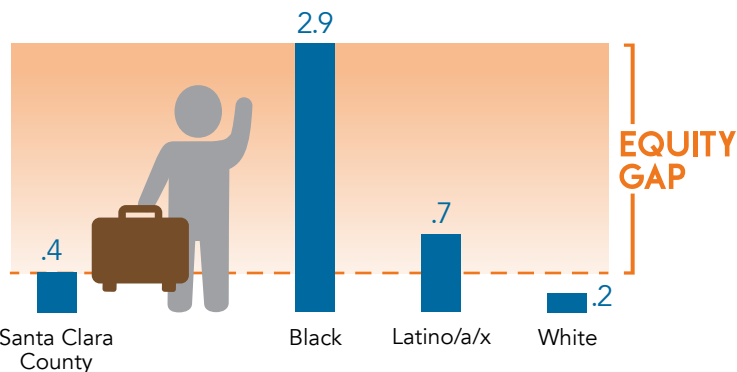


Source: Second Harvest Silicon Valley.



### Figure 11 – Entries into Foster Care

Rate per Thousand Children (2022)



Source: CCWIP reports from University of California at Berkeley California Child Welfare Indicators Project.

### DIG INTO THE DATA!

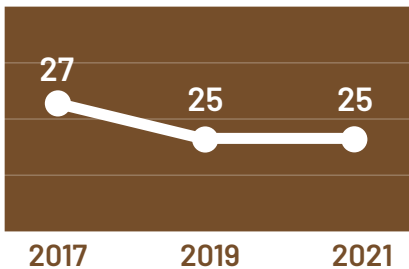


Visit the Kids in Common Dashboard for the latest data, trends, and geographic breakdowns of the data.  
[www.kidsincommon.org/dashboard](http://www.kidsincommon.org/dashboard)

# THE STORY BEHIND THE DATA

## THE REAL COST MEASURE

### Percentage of Families Living Below the Real Cost Measure (RCM)



There is general agreement that the Federal Poverty Level (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. In 2024, the FPL for a family of four was \$31,200. This amount is not sufficient to pay the rent required for adequate housing, let alone the costs of other daily necessities.

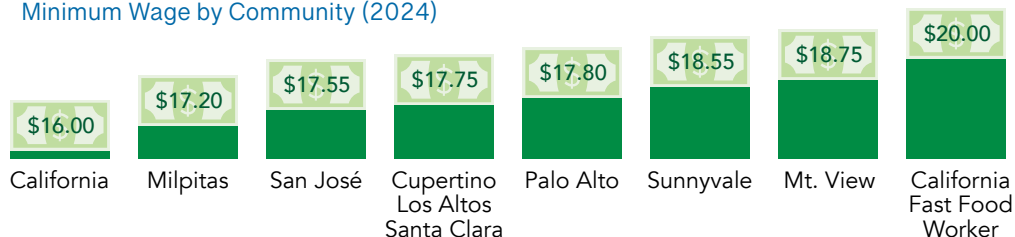
The Real Cost Measure (RCM) methodology, developed by United Ways of California, takes into account local costs of living to develop household budgets to meet the basic needs for families in the county. It then looks at neighborhood-level demographics to estimate how many households have income below the basic-needs budget. **In a high-cost area such as Santa Clara County, the RCM for a family of four with one preschooler and one school-age child is \$128,460.**

For more information visit [www.UnitedWaysCA.org/RealCost](http://www.UnitedWaysCA.org/RealCost).

### What the Data Tell Us

- 25% of households fall below the Real Cost Measure.
- 19% of White, 18% of Asian, 41% of Black and 50% of Latino/a/x households fall below the RCM.
- A family with two adults, one infant and one school-age child would need to work nearly four full-time jobs at the California minimum wage of \$16.00 per hour to meet the RCM standard.
- 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.
- 82% of heads of households who work are employed full-time and year-round.
- 35% of all households spend over 30% of their income on housing.
- 67% (25,774) of households with less than a high school credential or equivalent fall below the RCM.
- 55% (25,440) of households with a high school credential or equivalent fall below the RCM.
- 31% of adults with some college or vocational training fall below the RCM.
- 13% of adults with a four-year degree or higher fall below the RCM.<sup>1</sup>

**Figure 12**  
Minimum Wage by Community (2024)



Source: California Minimum Wage Increases for 2024. National Law Review.

1. Block, Betsy Baum, Gascon, Henry, Manzo, Peter, Parker, Adam D. Parker. *Struggling to Stay Afloat: The Real Cost Measure in California 2018*. [www.unitedwaysca.org](http://www.unitedwaysca.org)

# We want fewer poor, not better poor.

– Brock Carlton and Paul Born,  
A Guide for Cities Reducing Poverty

## Poverty Reduction

Many of the efforts for families who are struggling to make ends meet address the symptoms of poverty – including not having enough food and unstable housing. In addition to focusing on helping families manage their situation, we should be working to end or reduce the numbers living in poverty and seek strategies that do this. In other words, reduce the effects of poverty by reducing poverty.

When we consider a new policy or investment, we can ask three simple questions to shift our focus from short-term remedies to long-term solutions that address the root causes of poverty:

- Does this strategy reduce poverty by either increasing the income of the family or reducing expenses?
- Will this initiative make people more independent?
- Is this a strategy that places families on a path out of poverty?<sup>2</sup>

## 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.<sup>3</sup>

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.<sup>4</sup>

In 2022, the Baby's First Years study, evaluated the impact of \$333 of monthly cash supports to low-income families. The study established a causal relationship with receiving this cash support and one-year-olds in these families exhibiting increased brain activity patterns associated with thinking and learning.<sup>5</sup>

The additional income from the Baby's First Years study was comparable to the Child Tax Credit that was issued during the COVID-19 pandemic. A record low percentage of children living in poverty was attributed to this tax credit.<sup>6</sup> This benefit, an expansion of the existing child tax credit, provided increased benefit levels, benefits to the lowest income households who did not qualify for the standard credit, and sent this benefit to families every month rather than as a lump sum at the end of the year. Families receiving this income were able to catch up on rent and parents' physical and mental health improved. Many studies found food insufficiency decreased.<sup>7</sup> These credits expired after one year, however a bipartisan bill currently in Congress may restore this benefit for our poorest families.

## Santa Clara County Guaranteed Basic Income (GBI) Pilot Programs

In October 2023, Joint Venture Silicon Valley released a study of the impact of Guaranteed Basic Income (GBI) programs in Santa Clara County. GBI programs provide an unconditional, individual- or household-level, regular cash payment intended to support the basic needs of the recipient. GBI programs (as opposed to Universal Basic Income programs) tend to target a specific segment of the community with the goal of addressing persistent racial and ethnic disparities.

In an analysis of modeled GBI programs, \$500 to \$2,000 monthly could move 11,000 to 45,000 households to income adequacy (a measure similar to the Real Cost Measure.) The model also found that, while not all households are eligible, housing assistance – especially in combination with child care supports – can have a substantial impact on the reduction of monthly costs.

In 2020, Santa Clara County launched a GBI program supporting 72 transition-age foster youth (21-24 years old). For 24 months, each participant received a monthly, guaranteed, \$1,000 prepaid debit card with no restrictions on how it was used. The youth also received financial mentorship and monetary incentives to participate in tracking surveys every six months. Participants reported a 13 percentage point decrease in financial stress and two-thirds reported being able to save or pay off debt. 87% reported an improved living situation, 33% reported school enrollment (up from 13%), and 58% reported full-time employment (up from 44%).<sup>8</sup>

## What Having Extra Money Does

In addition to alleviating the chronic stress parents experience when they worry about whether they can pay the rent or if they will have enough food until the end of the month, additional financial resources can support their children's learning. Families know what their children need and when families have the financial resources, they can:

- Pay for tutoring that supports their children's learning.
- Afford enrichment activities and out of school programs such as music and art lessons, sports programs, and camps.
- Send their children to summer education programs. This last bullet is important because studies show that summer learning loss – lack of access to summer learning opportunities – is cumulative and significantly contributes to the academic achievement gap experienced by low-income children.<sup>9</sup>

2. Carlton, Brock, Born, Paul. *A Guide for Cities Reducing Poverty*. Tamarack Institute. 2016.

3. Raissian, Kerri M., Bullinger, Lindsey Rose. *Money matters: Does the Minimum Wage Affect Child Maltreatment Rates?* <https://ideas.repec.org>.

4. Akee, Randall, Simeonova, Emilia, Costello, E. Jane, Copeland, William. *How Does Household Income Affect Child Personality Traits and Behaviors?* National Bureau of Economic Research. September 2015.

5. Troller-Renfrea, Sonya V., et al. "The Impact of a Poverty Reduction Intervention on Infant Brain Activity." *PNAS*. 1/24/2022. [www.pnas.org/doi/full/10.1073/pnas.2115649119](http://www.pnas.org/doi/full/10.1073/pnas.2115649119)

6. Ibid.

7. McCann, Nicole, Shafer, Paul, Ettinger De Cuba, Stephanie. "Association Between Child Tax Credit advance payments and food insufficiency in Households Experiencing Economic Shocks." *Health Affairs Scholar*, Volume 2, Issue 2, February 2024.

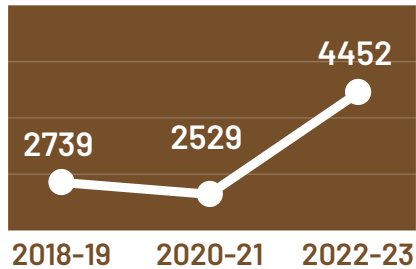
8. *Modeling Guaranteed Basic Income and Household Income Adequacy in Santa Clara County*. Joint Venture Silicon Valley, Institute for Regional Studies. Oct. 2023.

9. McCombs, Jennifer Sloan, et al., *Making Summer Count, How Summer Programs Can Boost Children's Learning*. Rand Corporation. 2011.

# THE STORY BEHIND THE DATA

## HOUSING SECURITY AND HOMELESSNESS

**Number of SCC Students Experiencing Housing Instability**



Experiencing housing instability and homelessness as a child or young adult can have lifelong health and wellbeing consequences.

**The McKinney-Vento Act (MV)** protects the educational rights of students who are homeless or experiencing housing insecurity and provides an annual measure of those students. In MV, the definition of homeless include students who are living in temporary housing situations such as doubling up with family members, couch-surfing, or staying in a hotel. It reflects a count of students who experienced homelessness throughout the school year.

The act ensures children and youth experiencing housing insecurity have the right to attend 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 MV, homeless children who qualify may also receive preschool services, free or reduced meal services, special education, before- and after-school care, and other services.

### What the Data Tell Us

- In SY 2020-21, there were 2,739 students who faced housing instability, a rate of 10 per thousand students. Nearly doubling In SY 2022-23, this increased to 4,452 students or a rate of 19 per thousand students.
- This increase may be due in part to instituting across districts, a standardized approach to identifying students who qualify for MV. Another factor that may have led to this increase is the end – in June 2022 – of the eviction protections that were put in place during the pandemic.
- In SY 2023, 3,425 students who were homeless were Latino/a/x, a rate of 36 per thousand. This is 9 times the rate of White students.

In 2023, according to Destination Home, the Santa Clara County Supportive Housing System permanently housed nearly 4,500 formerly homeless people – a 29% increase over the number housed in 2022. In the same year – as a result of the increasing rent burden and the lifting of the pandemic eviction moratorium – the number of people becoming homeless for the first time jumped by 24%.

### Point-in-Time Count (PIT)

Another measure of homelessness is the Point-in-Time (PIT) count, conducted biannually and required by the federal department of Housing and Urban Development in order to receive housing funding. The PIT is a count of sheltered and unsheltered people experiencing homelessness on a single night in January. In the 2022 PIT count, 276 families with children and 1,166 unaccompanied youth and young adults were identified. During the PIT survey (n=959) 12% of adults reported their first experience of homelessness occurred when they were 0-17 years old. 27% reported their first experience of homelessness occurred when they were 18-24 years old.<sup>10</sup> The 2024 PIT was conducted in January and the results were not available in time to include in this Data Book.

### The Impact of Housing Instability

Research has found that 68% of adults who had experienced homelessness as a child, experienced four or more Adverse Childhood Experiences (ACEs). Only 16% of adults who reported no homelessness in childhood

experienced four or more ACEs. (For more on ACEs, see page 28.)

- Children who experience homelessness have a greater likelihood of suffering from hunger as well as poor physical and mental health.
- Children are more than twice as likely to repeat a grade in school, or be expelled or suspended.
- Families that experience homelessness are most often headed by a young single woman with limited education and are likely to have experienced family violence or mental health issues.<sup>11</sup>

Youth at greater risk for homelessness include:

- Victims of physical, verbal, or sexual abuse at home.
- Lesbian, gay, bisexual, transgender, queer (LGBTQ) youth.
- Former foster youth.
- Youth exiting the juvenile justice system.
- Pregnant or parenting youth.<sup>12</sup>



10. County of Santa Clara 2022 Point-in-Time Report on Homelessness Census and Survey Results. Applied Survey Research.

11. McCoy-Roth, Marcy, Mackintosh, Bonnie B, Murphey, David. "Child Trends Early Childhood Highlights". Volume 3, Issue 1. February 2012.

12. "Improving Outcomes for Homeless Youth Social Issue Report." Root Cause. September 2012.

# ADDRESSING HOUSING INSTABILITY

## 2020-2025 Community Plan to End Homelessness

The 2020-2025 Community Plan to End Homelessness (released prior to COVID-19) has three main strategies:

- Address the root causes of homelessness through system and policy change.
- Expand homelessness prevention and housing programs to meet the need.
- Improve quality of life for unsheltered individuals and create healthy neighborhoods for all.

Between January 1, 2020 and June 30, 2023, through strategies implemented by Destination Home, the Office of Supportive Housing and other partners:

- 25,267 people received homeless prevention assistance. 94% of families remained stably housed while receiving services.
- 17,426 people were placed in temporary housing and shelter. Those receiving services experienced shelter (95%), interim housing (86%), other transitional housing programs (79%), and safe parking (82%). There has been a 35% increase in capacity since Jan. 1, 2020.
- 11,563 people were connected to stable housing:
  - 3,469 people received Rapid Rehousing and 73% remained housed.
  - 2,487 received Permanent Supportive Housing, and 94% remained housed.
  - 1,374 were in a rental unit without a subsidy, 2,929 had a rental unit with a subsidy.
  - 1,201 were living with friends or family and 103 were in a long-term care facility.<sup>13</sup>

Some of the strategies in the plan targeting children, youth, and families include:

- Expand housing programs for families involved in the child welfare system
- Expand and diversify housing programs for foster youth to meet their long-term housing needs
- Support households with incarcerated family members to prevent homelessness.
- Ensure that all families with children under 18 years old who are unhoused have access to emergency shelter or temporary housing.

Additionally, many of the policy strategies will help families by developing enough housing to meet the need in our community, protecting residents from evictions, displacement and housing discrimination, and ensuring all residents who are able to work have access to living wage employment.

## Heading Home Campaign

In October 2021, the SCC Board of Supervisors approved the Heading Home Campaign, a collective effort by the County, various cities, and community partners to house all homeless families in Santa Clara County. At that time, there were approximately 600 families in the county without housing. Each year another 600 families become homeless for the first time. 75% of these families have a female head of household and 62% self-reported having children enrolled in school.

The goal of this campaign was to house 1,200 unhoused families by October 2022. Then each year, 600 more families will be housed in order to achieve “functional zero” by 2025 for family homelessness. There are four strategies being implemented:

- Leveraging approximately 1,000 Emergency Housing Vouchers, which provide rental support to homeless households for up to ten years.
- Expanding Rapid Rehousing, which provides a time-limited rental subsidy along with case management and supportive services. The goal will be to serve another 200 homeless families annually.
- Expanding homelessness prevention strategies so that fewer families fall into homelessness. This includes plans to expand the Homelessness Prevention System to serve 2,500 households by 2025.
- Creating more affordable and supportive housing, with approximately 1,000 new family apartments in development in the Measure A pipeline to be completed by 2029.

**Results: Between Oct. 1, 2021 and Sept. 30, 2023, 1,407 families with children (4,688 people) were placed in permanent housing. Of the 4,587 households served with homelessness prevention strategies, 1,990 were families with children. 646 new, affordable, or supportive housing units for families recently opened or are under construction. Another 654 are in the pipeline.**<sup>14</sup>

## SANTA CLARA COUNTY HOMELESSNESS PREVENTION SYSTEM

**HOTLINE: (408) 926-8885**

[info@preventhomelessness.org](mailto:info@preventhomelessness.org)

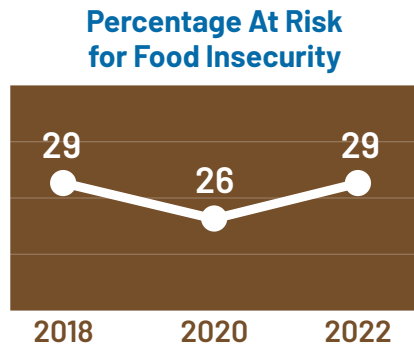
[www.preventhomelessness.org](http://www.preventhomelessness.org)

13. System Performance. Destination Home Silicon Valley. Retrieved 2/21/2024 at [www.destinationhomesv.org/community-plan](http://www.destinationhomesv.org/community-plan).

14. Heading Home Second Annual Report. Presented to Santa Clara County Board of Supervisors meeting on November 7, 2023.

# THE STORY BEHIND THE DATA

## FOOD SECURITY



At this time, there is not a reliable and consistent measure of food security. The Federal Poverty Level (FPL) vastly underestimates the level of need in Santa Clara County when you take into account housing, transportation, childcare and other costs. To address this, this Data Book utilizes 300% of the FPL to identify children and families who may be food insecure. Additionally, we look at the gap between 185% of the FPL, the threshold for qualifying for federal food programs such as CalFresh. These families are at-risk and receive some benefits (if they have enrolled in the benefits.) A family above 185% of the FPL, but below 300% of the FPL is at risk for food insecurity, however is not eligible for federal food benefits.

Building an integrated picture of food security would require data on the utilization of safety net programs like CalFresh, school meals, and WIC (Nutrition Support for Women, Infants and Children) and the utilization of programs designed to address hunger such as Second Harvest Silicon Valley, which nearly doubled its food distribution during and since the COVID-19 pandemic. Government reporting greatly lags our current point in time, so building accurate models to understand food security, especially those that take into account housing costs, is extremely difficult.

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

- Behavioral, emotional, mental health, and academic problems are more prevalent.
- Hyperactivity, absenteeism, and tardiness are more likely.
- Lower math scores and poorer grades.
- Teens are more likely to have been suspended from school and have difficulty getting along with other students.
- 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.
- Students are 17% less likely to be obese and 29% less likely to be in poor health when they receive free or reduced price lunch. (Based on estimates calculated at the national level.)<sup>15</sup>

### What the Data Tell Us

- Close to a third of all families were at risk for food insecurity across 2018-2022.
- Black, Latino, and children with 2 or more ethnicities were at greater risk for food insecurity. This includes people who are at risk and eligible for benefits and those at risk who are not eligible for benefits because they earn more than 185% of the FPL. (185% of the FPL is the threshold for receiving many federal benefits.)



**In Spring 2023, FIRST 5 conducted a community survey of 2800 adults with children ages, prenatal through five. 50% reported access to healthy food and nutrition as a top concern.**

<sup>15</sup>.Benefits of School Lunch. Food Research Action Center website topic. Retrieved 2/28/2019 at [frac.org/programs/national-school-lunch-program/benefits-school-lunch](http://frac.org/programs/national-school-lunch-program/benefits-school-lunch).





Second Harvest of Silicon Valley is the hub of the charitable food system in Santa Clara and San Mateo Counties. Prior to the COVID-19 pandemic, Second Harvest provided an average of 4.3 million pounds of food to 192,000 people in Santa Clara County every month. In 2021, as a result of the need created by the pandemic, Second Harvest almost doubled its food distribution in Santa Clara County. In 2024, as our community continues to recover from the economic impact of the pandemic, Second Harvest of Silicon Valley provides an average of 7.4 million pounds of food to 356,000 individuals each month. With inflation affecting food and gas prices, the number of people served by Second Harvest is near pandemic highs. Pandemic safety net benefits like the Child Tax Credit advance payments have ended and Emergency Allotments for CalFresh ended in February 2023, forcing families to stretch their household budgets even further. While the need remains high, donations to Second Harvest and other food providers have decreased precipitously.

Most organizations providing groceries to our community receive that food from Second Harvest at no cost. In partnership with over 400 organizations, during the height of the COVID pandemic Second Harvest created 130 low-contact, high efficiency drive-thru sites where each family is provided with a nutritious mix of 50% fresh produce, milk, eggs, protein, rice, and beans along with other foods for variety. As the community has become vaccinated and more comfortable with health measures for the COVID-19 pandemic, more distributions are moving back to the Farmer's Market, client-choice model. Second Harvest is also the main food recovery organization that rescues food from grocery stores and wholesalers and ensure it gets to food-insecure people. Second Harvest picks up large loads themselves but also enables partners to pick up from grocery stores on a regular basis. This food is hard to plan for, but provides variety for our community.

As Second Harvest deals with reduced donations, amounts of purchased food have had to be reduced, so distributions now alternate meat with milk and eggs. If need remains high and donations remain low, further reductions will likely be required.

Second Harvest's large multilingual Food Connection team also assists community members in signing up for CalFresh as well as connecting people to their nearest food distribution or scheduling home delivery if required.

Second Harvest's nutrition team provides cooking demonstrations and food safety presentations to promote healthy eating. The Nutrition Center on their website provides clients with quick, easy, culturally-relevant recipes and demonstrations so they feel comfortable using the food they receive.

### Other Supports

Second Harvest also works to help Santa Clara County school districts take advantage of federal food programs, share best practices, and ensure that families are aware of school and summer meal options that are available to them.

### Universal Free School Meals

In the school year beginning 2022, California became the first state in the nation to guarantee that every K-12 public and charter school student could eat breakfast and lunch at school, at no cost to them. Adoption of universal school meals creates more opportunity for equity by ensuring that every student has the nutrition they need to learn and thrive. Universal school meals also ensure that school is a place where communities are created, not divided. Second Harvest will continue to advocate to make these policies a nationwide priority. In SY 2022-23, Santa Clara County schools served more than 23 million meals including lunch and breakfast.<sup>16</sup>

### NEED FOOD?

1-800-984-3663

MONDAY - FRIDAY, 8 A.M. - 5 P.M.  
OR WWW.SHFB.ORG/GETFOOD

### Summer Meal Support

Students need access to nutrition beyond the school year. A new federal program – Summer EBT – will help low-income students fill the need gap when schools are closed and school meals are not available. California is the first state to commit to implementing this program beginning Summer 2024. Each qualifying child will receive \$120 for the summer.

### Supplemental Nutrition Assistance Program (SNAP – known in California as CalFresh)

SNAP is a systemic answer to food insecurity. For every meal provided by food banks, nine are provided through SNAP. In California, CalFresh provides monthly food benefits on an EBT card (Electronic Balance Transfer card for public benefits) to be used at any grocery store to individuals and families earning up to 185% of the FPL. The new CalFresh Minimum Benefit Pilot is an exciting first step to improve the adequacy of nutrition benefits in California, providing a state supplement to increase the minimum monthly benefit amount for an individual to \$50, up from \$23.

### Women, Infants and Children – WIC

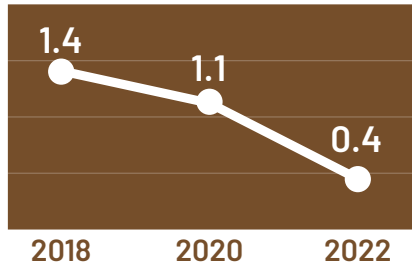
WIC is a federal program that provides benefits to buy healthy foods like organic fruits, vegetables, and whole grain foods. It also provides personalized nutrition education, breastfeeding information and support, and other services designed to support the health and nutrition of women who are pregnant, post-partum, or breastfeeding, and infants and children under the age of five. Low- to moderate-income families who have incomes at 185% or less of the Federal Poverty level and/or receive Medi-Cal, CalFresh, or Cash Aid are qualified to receive WIC.

<sup>16</sup> Universal School Meals, State of School Meal Programs in San Mateo and Santa Clara Counties School Year 2022-2023. Second Harvest of Silicon Valley.

# THE STORY BEHIND THE DATA

## CHILDREN IN FOSTER CARE

### SCC Children Entering Foster Care (Rate per Thousand)



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.<sup>17</sup>

In some cases, it is necessary to remove children from their family to ensure their safety and support changes that will help the family be healthy. However, separating children from their primary caregiver is not without harm and 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**. In Santa Clara County in 2022, 22% of children in foster care were placed with a relative/NFREM (non-relative extended family member). In 2023, this increased to 26%. Statewide, 35% of children in foster care were placed with relatives in 2023.<sup>18</sup>



### What the Data Tell Us:

- Between 2018 and 2022, the rate of children entering foster care in Santa Clara County decreased from 1.4 per thousand children to 0.4 per thousand children.
- In 2022, Black children entered foster care at a rate of 2.9 per thousand and Latino/a/x entered at a rate of 0.7 per thousand.

### Poverty's Impact on Children and Families

Poverty can be an underlying issue in child-maltreatment cases. There have been studies that show a correlation between reports of child harm and the family being low-income.

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.<sup>19</sup>

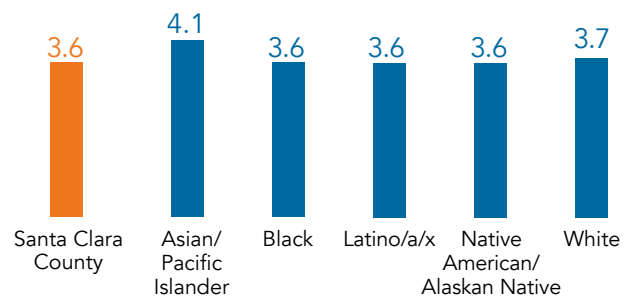
Poverty may play a role in increased rates of actual maltreatment or may be itself mistaken for neglect (or perhaps a combination of both), resulting in higher rates of children entering the foster care system.<sup>20</sup>

### Placement Changes

In addition to placement with relatives, ensuring stable placements – staying in the same home – is also important to a child's sense of safety and stability. SCC has made this a priority and has decreased placement changes from 5.1 changes per 1,000 days in foster care to 3.6 changes per 1,000 days in foster care.<sup>20</sup>

### Figure 13 – Placement Changes

Number of placement changes per 1,000 days in foster care (2022)



Source: CCWIP reports from University of California at Berkeley California Child Welfare Indicators Project

17. Knitzer, Jane. Promoting Resilience: Helping Young Children and Parents Affected by Substance Abuse, Domestic Violence and Depression in the context of Welfare Reform. National Center for Children in Poverty. February 2000.

18. Edwards, Leonard. Relative Placement in Child Protection Cases: A Judicial Perspective, Juvenile and Family Court Journal. NCJFCJ. 2010. "

19. Raissian, Kerri M., Bullinger, Lindsey Rose. "Money matters: Does the Minimum Wage Affect Child Maltreatment Rates?"

20. Dale, Maren K. Addressing the Underlying Issue of Poverty in Child- Neglect Cases. American Bar Association. April 10, 2014.

# SUPPORTING FAMILIES AND DECREASING ENTRIES INTO FOSTER CARE

## Families First Initiative (FFI)

In response to FFPSA legislation, California expanded financial and administrative flexibility for counties to develop supportive, upstream programming in partnership with those communities that child welfare policies and practices have most impacted. County Prevention Plan's (CPP) vision: **Children, youth, and families are on a path and have equitable opportunities to achieve sustainable positive life outcomes based on their hopes and aspirations for the future.**

This will require collaboration and partnership with families and communities to create networks of support, leverage resources, and create conditions where families and communities are healthy, safe and thriving. The Department of Family and Children's Services (DFCS) is partnering with Probation, Behavioral Health, SCCOE, Public Health, and other family-serving organizations to develop a continuum of supportive services to maintain and improve the resilience and wellbeing of our county's families.

Families First is working to realize this goal by:

- Recognizing the critical role families play in ensuring the safety and well-being of their children.
- Increasing access to services such as addiction treatment, mental health services, and parental skill-building that help children remain safely at home.
- Developing connection points to services in accessible and trusted community spaces.
- Helping more parents ensure their children grow up in a safe home and have the support they need to address physical and emotional trauma.
- Offering support to family members caring for children.
- Supporting programs that help keep families together and that prevent child abuse and neglect.

The CPP will focus on families at high risk of entering child welfare, with an emphasis on families struggling with substance use, domestic violence, homelessness or housing instability, and pregnant or parenting foster youth.

## DFCS Prevention Bureau

DFCS launched Prevention Bureau to reduce the disproportional representation of children of color in the county's child welfare system. It supports community-based strategies that increase protective factors for families and increase community capacity to support and promote child and family wellbeing.

For more information visit <https://socialservices.sccgov.org/other-services/community-based-prevention>.

## Be Strong Families – Parent Café

- Provides safe space for caregivers to discuss the challenges and victories of raising a family.
- Caregivers experience deep reflection and supportive peer-to-peer learning, explore their strengths, and learn about and create strategies based on their protective factors, wisdom, and experience to help strengthen their families.

## Differential Response

- A culturally sensitive service that aims to prevent child welfare involvement and foster care entry or re-entry. Identifies the safest, most appropriate, least restrictive, and least intrusive intervention to prevent abuse or neglect issues from developing in families already in crisis.
- Services include case management, linkages to resources, parent education, parent coaching, therapeutic services, medication management, crisis intervention, and youth support. Families are linked to community providers.
- For families with or without child welfare involvement that have a child or children in the home ages 0-17 and reside in Santa Clara County. Families with or without Medi-Cal or private insurance can also access services.

## New Hope for Youth

- Serve at-risk, gang-impacted, gang-intentional youth, their families, and communities.
- Services include school-based services, truancy reduction, conflict meditation, mentoring, case management, pro-social activities, Joven Noble, circle groups, and home visits.
- For youth ages 13-24 residing in Santa Clara County. Priority slots are provided to youth residing in target zip codes: 95111, 95112, 95116, 95122, 95127, and 95020.

## Sacred Heart Community Service – Resilient Families – Safe, Secure, and Loved®

- Parent led and organized by Sacred Heart Community Service.
- Parents have the opportunity to develop six habits of resilience and learn how to promote their children's executive functioning skills.
- Parents practice stress management and self-compassion, reducing their reactivity while increasing sensitive & nurturing care giving.

## Strengthening All Families Equitably (SAFE) Program

- Offers an opportunity to families that come to the attention of DFCS, but do not require further DFCS intervention.
- Families will be linked to community providers – Gardner Health Network, Rebekah Children's Services, or Pacific Clinics – who will reach out to the families, connect them to services and supports in the community, and provide basic care coordination to address their needs.

# ADVERSE CHILDHOOD EXPERIENCES

## The Impact of Trauma

Many of our community's children – especially those who enter the 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 understand that the stressors in children's lives impact their development, ability to concentrate in school, and health into adulthood. ACEs include experiences such as child abuse, exposure to violence, divorce, a parent being incarcerated or struggling with mental health issues, family alcohol or substance use, and poverty. The more ACEs a child experiences, the more likely they will have poor health outcomes as an adult. It is estimated that almost 15% of children in Santa Clara County have experienced two or more adverse experiences.<sup>21</sup>

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.<sup>22</sup>

## Racing ACEs

Racing ACEs – a group of practitioners, researchers and community advocates at the nexus of trauma-informed and racial-justice work – illuminates the inequitable burden of racial oppression, as well as the intersections of oppression, privilege and liberation in all its forms. Racing ACEs 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.<sup>23</sup>

## The ACEs Aware Initiative

California's ACEs Aware initiative is a first-in-the-nation effort to screen patients for Adverse Childhood Experiences (ACEs) to help improve and save lives. The initiative strives to create a better world for our children, families, and communities by working together across sectors to prevent and address the impact of ACEs and toxic stress.



The website also offers the **Becoming ACEs Aware in California** training. This free training is for clinics to become trauma informed and able to launch their own ACE screening initiative. This training is required for eligible Medi-Cal providers to be reimbursed for conducting ACE screenings.

Last, the ACEs Aware Learning Center includes self-paced e-courses about how to launch an ACE screening initiative in clinical settings and evidence-based toxic stress mitigation strategies – Stress Busters.

Stress Busters are seven ways to manage day-to-day stress as well as counter toxic stress from ACEs. All Stress Busters have been shown to improve brain health and immune function and balance stress hormones.



## ACEs Screenings in Santa Clara County

In the January 2020 through December 2022 time period 22,162 Medi-Cal members ages 0-20 were screened for ACEs. This is 12.3% of Santa Clara County's Medi-Cal population in this age group. 4.5% of those screened had an ACEs score of 4 or more. Statewide, 17.7% of the Medi-Cal population in this age group was screened and 5.1% had four or more ACEs.<sup>24</sup>

21. Kidsdata.org: Children with Two or More Adverse Experiences (Parent Reported).

22. Stevens, Jane. "Trauma-Informed Groups Serve Clients Better." Youth Today. November/December 2015.

23. Dhaliwal, Kanwarpal. "Racing Aces Gathering and Reflection: If it's not racially just, it's not trauma-informed." ACES Too High News. 10/19/2016.

24. Medi-Cal Members Ages 0-20 Screened with an ACE Score of 4 or More. www.AcesAware.org. Retrieved 2/20/2024

# EVERY CHILD HEALTHY

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



## RELEVANT BILL OF RIGHTS FOR CHILDREN AND YOUNG ADULTS

- ✓ **HEALTHCARE** – Affordable, timely, and quality mental and physical healthcare that they can access at any time.
- ✓ **MENTAL HEALTH** – Mental and emotional health and wellbeing and support systems in and outside of the home that promotes emotional and social safety.
- ✓ **BASIC NEEDS** – Enough quality food and water, showers, clean clothes, and hygiene products to keep their bodies healthy.
- ✓ **GREEN SPACES** – Easily accessible and clean green spaces that will be preserved for future generations.

## WE SUPPORT THE PHYSICAL AND SOCIAL-EMOTIONAL HEALTH OF OUR CHILDREN AND YOUTH BY:

- ① Ensuring pregnant people have health insurance and early, regular, and culturally-relevant screenings and supports.
- ① Ensuring every child has health insurance, has access to culturally appropriate health care professionals, and receives required routine developmental, behavioral, dental, vision, hearing, mental health, and other preventive screenings.
- ① Implementing policies and programs that work across sectors to prevent, identify, and promptly and effectively treat behavioral health challenges.

# BY THE NUMBERS

**Figure 14 – Early and Regular Prenatal Care**

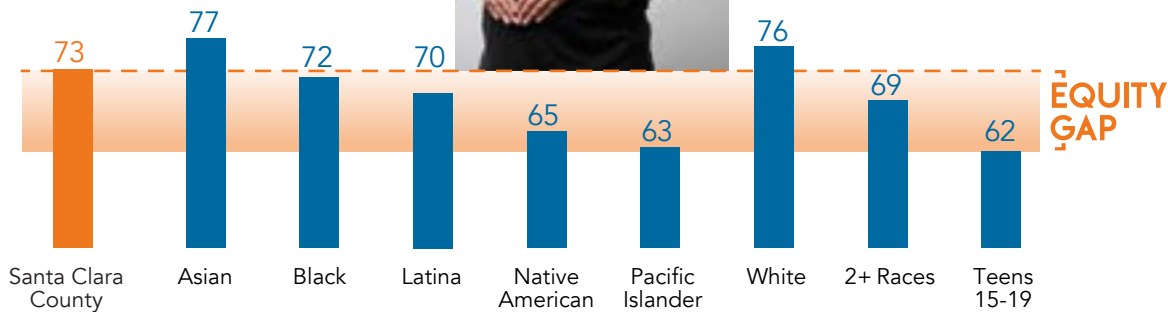
Percentage of Mothers Receiving Early and Regular Prenatal Care (2020-22)



**DIG INTO THE DATA!**



Visit the Kids in Common Dashboard for the latest data, trends, and geographic breakdowns of the data. [www.kidsincommon.org/dashboard](http://www.kidsincommon.org/dashboard)

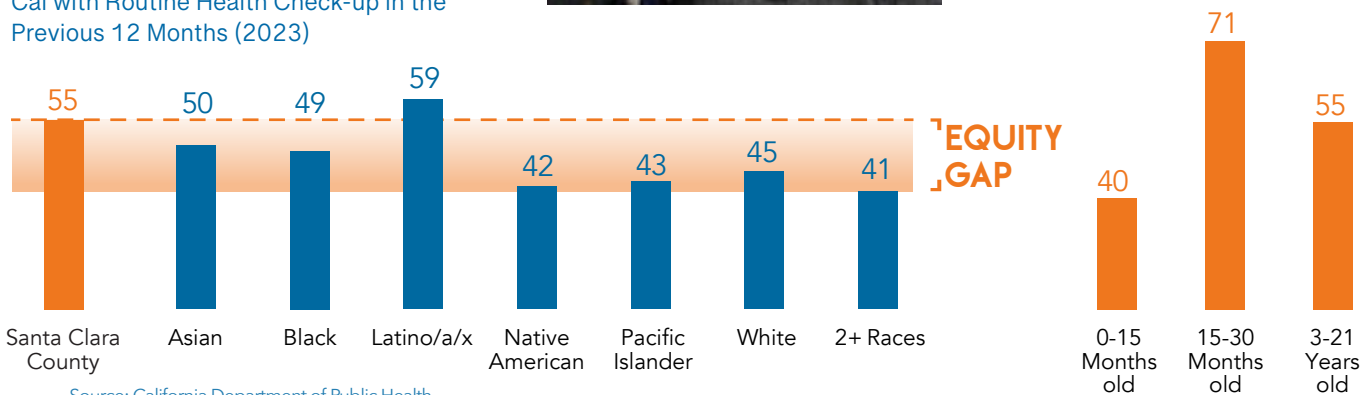


Source: California Department of Public Health, Maternal, Child and Adolescent Health Division Prenatal Care Dashboard



**Figure 15 – Access to Health Care**

Percentage of Children Enrolled in Medical with Routine Health Check-up in the Previous 12 Months (2023)

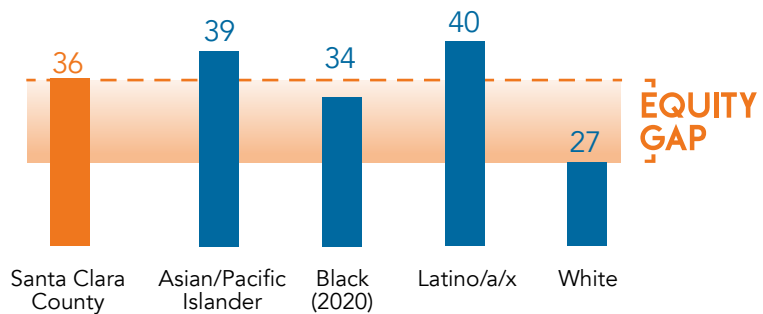


Source: California Department of Public Health



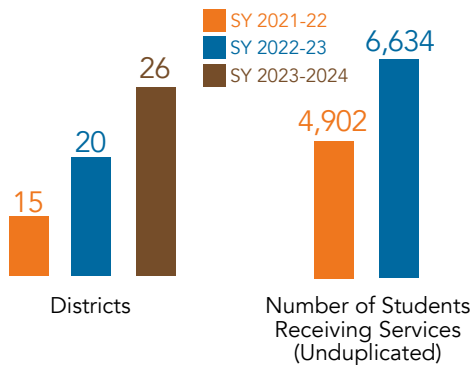
**Figure 16 – Access to Dental Care**  
 Percentage of Children Enrolled in Medi-Cal with Routine Dental Check-up in the Previous 12 Months (2021)

Source: California Health and Human Services. Dental Utilization Measures and Sealant Data by County, Ethnicity and Age.



**Figure 17 – Programs and Services to Support Social-Emotional Wellbeing**

Santa Clara County School-Linked Services



Source: Santa Clara County School Linked Services Fiscal Year 2023 Full Year Report Sept. 2023. Prepared by American Institutes for Research AIR.ORG.

Project Cornerstone – Building Developmental Assets and Relationships (SY 2022-23)



4,171 caring adults reached 52,602 students with school-based, social-emotional learning program in 149 public and private schools across Santa Clara County.

Source: YMCASV- Project Cornerstone 2022-23 Impact Report.



School Wellness Centers and Community Schools (SY 2022-23)

Wellness Centers in 47 Schools  
 13 Districts served 18,163 Students, 362 Parents, and 829 Staff

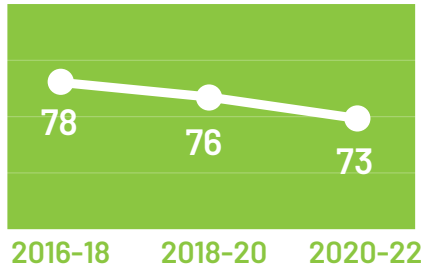
Community Schools Grantees – 14 Districts

Source: Santa Clara County Office of Education, Wellness Center Events and Activities Dashboard. 6/30/2023.

# THE STORY BEHIND THE DATA

## EARLY AND REGULAR PRENATAL CARE

### Percentage of SCC Mothers Receiving Early and Regular Prenatal Care



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

The COVID-19 pandemic highlighted inequities in accessing care, compounding barriers that make it more challenging for residents to see their health care providers. However, with growing use of telehealth, it is easier for residents to have a visit with their health care provider or receive preventive services.

### Early and Regular Prenatal Care

Prenatal care is critical for reducing birth complications for both infants and pregnant people. Access to early and regular prenatal care, starting within the first three 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.
- Early prenatal care also helps mothers understand critical health issues related to their pregnancy and detect individual health risks.<sup>1</sup>

### What the Data Tell Us

- The Healthy People 2030 goal is that 80.5% of mothers receive adequate prenatal care.
- Between 2016 and 2022, the percent of mothers receiving early and regular prenatal care decreased from 78% to 73%.
- The groups that had the highest percentage of early and regular prenatal care were Asian and White mothers at 77% and 76% respectively.
- Pacific Islander and Native American mothers had the lowest percentage receiving early prenatal care at 63% and 65% respectively.
- 72% of Black mothers and 70% of Latina mothers received early and regular prenatal care.
- 62% of teen mothers between 2019-21 received early and regular prenatal care.



In “Expectant Parents Faced Prenatal Care Challenges Over the Last Few Years,” researchers with the Stanford Center on Early Childhood Rapid Survey Project found obtaining healthcare during the pandemic was challenging due to office closures, canceled appointments, difficulties accessing telehealth appointments, and concerns over being exposed to the COVID virus. This nationwide survey, conducted between May 2021 and June 2023, of 1001 participants who were either pregnant or had a baby since March 2020, 29% had at least one canceled

prenatal appointment. Of these:

- 18% reported the provider’s office being closed.
- 16% reported they were unable to attend their appointments because of difficulty finding childcare. This was greater for lower-income families (under 300% of the Federal Level) with 27% reporting this as an issue.
- 12% reported self-isolation due to sickness or possible infection.

76% of pregnant people also reported that they chose not to attend in-person educational and support opportunities (childbirth classes, prenatal yoga, breastfeeding support, etc.) during the pandemic because of concerns about risk to their safety.<sup>2</sup>

1. “Early Prenatal Care.” Santa Clara County Department of Public Health website. Web-accessed 12/9/2017 at [www.sccgov.org](http://www.sccgov.org).

2. “Expectant Parents Faced Prenatal Care Challenges Over the Last Few Years.” Stanford Center on Early Childhood Rapid Survey Project. February 2024.



# SUPPORTING HEALTHY BIRTHS AND EARLY CHILDHOOD

There are many programs in Santa Clara County designed to support healthy births, health in early childhood, and access to important health screenings, stronger connections to health care providers, and supports for healthy social-emotional development.

## Maternal, Child, and Adolescent Health Program (MCAH)

By reducing systemic barriers, MCAH initiatives and activities improve access to quality care and enhance the well-being of pregnant and parenting people, children, and youth, including those with special health care needs (CYSHCN). MCAH staffs a toll-free pregnancy and parenting number (1-800-310-2332) to provide community members with resources, services, and referrals (including to perinatal services, food resources, and medical providers). MCAH also launched a Universal Prenatal Screening project to screen all pregnant people for substance abuse, mental health, or domestic violence issues. The program provides a brief intervention when these issues are identified.

## Public Health Nursing Home Visitation Programs

The Public Health Nurse Home Visitation programs include Nurse-Family Partnership, CalWORKs, Regional Nursing, and FIRST 5 (a collaboration between FIRST 5 of Santa Clara County, the Santa Clara County Public Health Department, and Department of Family and Children's Services). Public Health Nurses (PHN) in these programs provide home visits to those who are pregnant or parenting, as well as to infants and children/youth. PHNs conduct health assessments, developmental screening, and provide anticipatory guidance and health education. The frequency of home visits is determined by the program providing the service and client need. The goal of PHN home visitation is that families get appropriate follow-up and linkage to services.

## Black Infant Health Program (BIH)

Within a culturally supportive environment, and honoring the unique history of Black women, Black Infant Health (BIH) aims to help women have healthy babies. BIH implements an evidence-informed intervention utilizing a group-based approach, where participants get to meet, interact, and build a sisterhood with other Black women. The educational group sessions provided are complemented with client-centered life planning, goal setting, participant-centered case management, in-home visitation with a BIH Public Health Nurse, and referrals to services. This powerful combination serves to help Black women enhance life skills, gain pregnancy health-related education specific to their needs, learn proven strategies to reduce stress, and build social support. BIH services are provided by a team of family health advocates, social workers, and public health nurses. The program serves Black women who are 16 years or older, pregnant, or up to six months postpartum at the time of enrollment, regardless of income.



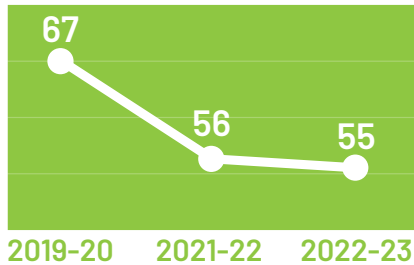
**Perinatal Equity Initiative (PEI)** addresses the causes of persistent inequality and identifies best practices to eliminate disparities in Black infant mortality. While declines in infant mortality have been achieved, the statewide mortality rate for Black infants continues to be two to four times higher than rates for other groups. The goal of PEI is to improve birth outcomes and reduce mortality for Black infants through interventions implemented at the county level that are evidence-based, evidence-informed, or reflect promising practices. In Santa Clara County local PEI specific interventions include Maternal Health Navigation and Inter-Conception care provided by a local community-based organization, Roots Community Health Center. Through the collaboration with Roots, PEI also provides free doula services to Black women and birthing people in their third trimester and up to one year postpartum. Doulas provide prenatal and postpartum support. This includes education (in childbirth, breastfeeding, newborn care, and nutrition), assistance in creating birth and postpartum plans, lactation services, and emotional support. Additional PEI local interventions include a five-county partnership Bay Area media campaign, #DeliverBirthJustice, a community advisory board, and educational outreach to improve outcomes for Black mothers and their babies.



# THE STORY BEHIND THE DATA

## ACCESS TO HEALTH CARE

### Percentage of Children on Medi-Cal with a Routine Health Check-Up in Past 12 Months



Routine access to health care is one of the factors that influence children's health and wellbeing. 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.
- Relevant health screening so that health problems can be detected and treated as they emerge.

In "Pediatricians are Essential Supports for Families," the RAPID national survey of families with young children conducted in March 2023, found more than 80% of parents reported that pediatricians were an important source of advice and support about their children's health and emotional wellbeing. Additionally:

- 64% of parents reported they are more likely to enroll in food assistance programs such as WIC or CalFresh if their pediatrician told them they were eligible for them.
- Parents of color – 67% of Black and 72% of Latino/a/x parents – were even more likely to say this than white parents (61%).
- Less than a third of parents reported pediatricians asking them about experiences of hardship.<sup>3</sup>



### What the Data Tell Us

- About one third of Santa Clara County children are on Medi-Cal.
- In 2019-20, 67% of children had a routine check-up in the previous 12 months. This dropped, post-COVID, to 55% in 2022-23.
- The children with the lowest access to routine health check-ups are Pacific Islander (43%), Native American (42%) and children who are two or more races (41%).
- 59% of Latino/a/x children had a routine check-up in the previous 12 months.

### Access to Health Care in Santa Clara County

Santa Clara County has been successful in creating high levels of health insurance coverage, starting in 2005 with the Children's Health Initiative. In 2022, 98% 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 prevents children from receiving care in a timely manner. This includes a dearth of mental health providers who work with children and teens.
- Medi-Cal reimbursement rates – while recently increased – 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.
- 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.<sup>4</sup>

3. "Pediatricians are Essential Supports for Families." Stanford Center on Early Childhood Rapid Survey Project. December 2023.

4. 2016 Status of Children's Health Volume 2." Santa Clara County Public Health Department.

# THE STORY BEHIND THE DATA

## ACCESS TO DENTAL CARE

### Percentage of Children on Medi-Cal with Dental Appointment in Past 12 Months



Children’s ability to grow up healthy, successful in learning, and thriving in life is critically impacted by good oral health. Poor oral health too often leads to unnecessary pain and suffering, poorer academic outcomes, and poorer overall lifetime health. Tooth decay is the most common chronic infectious disease of childhood, and dental pain can interfere with a child’s ability to learn. Good oral health is also important to the health of pregnant women and may be linked to healthy birth outcomes.<sup>5</sup>

#### What the Data Tell Us

- From 2018 to 2021 the percentage of children on Medi-Cal who saw a dentist in the previous 12 months, has remained fairly stable but low, hovering around 36%. In this case, a higher percentage of Asian (39%) and Latino/a/x (40%) children on Medi-Cal are seeing dentists in a timely manner than White children on Medi-Cal (27%).
- Since 2016, 123,513 children have received a dental screening by the Healthier Kids Foundation. In FY 2022-23, 22,202 children were screened and of those, 13,635 were five years old or younger. 38% of these children received a referral to a dentist and 60% of those with a referral were successfully linked to care.
- Since 2021, 1,328 pregnant people were screened for dental issues and when appropriate referred to care.

#### Santa Clara County Oral Health Program (OHP)

OHP engages people in healthy oral health habits by linking children and families to oral health education, health coverage, and a dental home and oral health screening. In collaboration with the Healthier Kids Foundation (HKF) and the Santa Clara County Dental Society, the program offers oral health education and free dental screening to children in schools. With HKF, OHP strives to increase access to dental care for Latino/a/x and Black pregnant people. All three partners provide technical assistance to clinic and community settings to build their capacity to improve care delivery, and they champion community water fluoridation, especially in communities most at risk for poor oral health outcomes.

### The Healthier Kids Foundation (HKF) and Health Screenings

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.

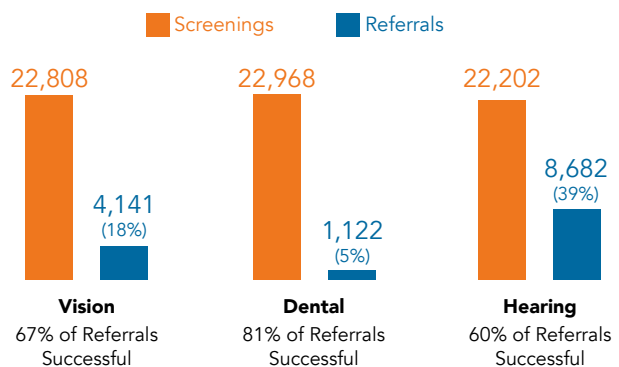
If a child has unmet hearing needs, it is difficult for them to learn language. If a child cannot see, it will be difficult for them to learn to read and to be successful in school. A child in pain from unmet dental needs will struggle to pay attention in class. Too often, unmet dental, hearing, and vision needs are not addressed until a child enters school or even later, and this is too late.

Screening children for unmet dental, hearing, and vision needs is a cost-effective way to identify issues that may impact a child’s well-being. An important feature of the HKF’s screening program is that when a need is identified, the child is referred to specialty care. HKF case managers work very hard to ensure a connection with the health care provider is made.



EVERY CHILD HEALTHY

**Figure 18 – Screenings and Referrals Made Healthier Kids Foundation (2022-23)**



Source: Healthier Kids Foundation Annual Data Run

# THE STORY BEHIND THE DATA

## SOCIAL-EMOTIONAL WELLBEING

A child's social-emotional development can be influenced by internal (e.g., genes) and external factors, such as family and peer relationships, neighborhood conditions, and larger social forces such as poverty, racism, and social media. Factors that support positive development include having caring relationships, safe neighborhoods, a sense of belonging, and positive routines.<sup>6</sup>

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.
- Establish and sustain relationships.<sup>7</sup>

The 1999 Surgeon General's Report on Mental Health, describes social-emotional wellbeing is the "springboard of thinking and communication skills, learning, emotional growth, and self-esteem."<sup>8</sup>

There are times – at any age – that each of us experiences fear, anger, worry, sadness, or other distressing emotions.

Because it isn't always clear when these feelings become serious enough to warrant intervention, it can be difficult to define, diagnose, and address an issue that may be interfering with daily functioning or affecting interpersonal relationships. This can be the case with anxiety disorders, major depressive disorders, and other conditions.



Even before the pandemic, there was an increase in youth reporting poor social-emotional health. National surveys of high school students between 2009 and 2019 show that the proportion of students reporting persistent feelings of sadness or hopelessness increased by 40%. Nationally, between 2007 and 2018, suicide rates among youth ages 10-24 increased by 57%.<sup>9</sup>

When the pandemic hit, children, teens, and young adults faced unprecedented challenges including missing milestone moments such as first day of school, graduation, and sport competitions, in addition to time with friends, and just going to school every day. Many youth may have also experienced the loss of a loved one, or lived in families that had a loss of income or housing. Young people's social-emotional wellbeing may have been impacted by social issues that arose during COVID: the murder of George Floyd, COVID-related violence against Asian Americans, anti-immigration threats, our polarized political conversations, emotionally-charged misinformation, and concerns about weather-related disasters and climate change.<sup>10</sup>

The long-term impact of the pandemic is not clear. Research from other disasters shows that social-emotional issues dissipate over time and that children and families are resilient.<sup>11</sup> However it is clear right now that children and families need support.

### Actions we can take include:

- Providing tools so youth and their families are able to recognize, manage, and learn from difficult emotions.
- Building systems so every child has access to high-quality affordable and culturally competent care.
- Supporting the social-emotional wellbeing of children and youth in spaces where they spend most of their time.
- Creating spaces where young people can just hang out and connect with new friends.
- Addressing the economic and social barriers that contribute to poor social-emotional wellbeing for young people and their families and caregivers.
- Establishing timely data collection and research to identify and respond to youth social-emotional needs more rapidly.<sup>12</sup>

### Crisis and Suicide Prevention Lifeline 24/7

Call 988 (for local area codes)  
All others call 800-704-0900 and press 1

### Crisis Text Line 24/7

Text RENEW to 741741

### Behavioral Health Navigator Support

800-704-0900 Option 4

6. "Protecting Youth Mental Health The U.S. Surgeon General's Advisory." 2021.

7. Helping Young Children Succeed: Strategies to Promote Early Childhood Social and Emotional Development, Research and Policy Report," National Conference of State Legislatures. September 2005

8,9,10."Protecting Youth Mental Health: The U.S. Surgeon General's Advisory," 2021.

11.Cook, Matthew. "Why America has a Youth Mental Health Crisis and How Schools Can Help." Education Week. October 16, 2023.

12."Protecting Youth Mental Health: The U.S. Surgeon General's Advisory." 2021.

# SOCIAL-EMOTIONAL WELLBEING

## CRADLE-TO-CAREER

Young children with poor social-emotional skills often display difficult or disruptive behavior in day-care programs and 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.<sup>13</sup>

Adolescence is when behavioral health concerns often emerge. There are both biological and social explanations for this. Young people's brains are growing and new connections are forming between different parts of the brain, making youth and young adults capable of higher-order thinking, but also prone to worry and sadness. There are also major social changes in adolescence, including growing academic pressure, peer pressure, making new friends, and developing a sense of identity.

Social media is also contributing to the rise in teen stress and anxiety. This includes exposure to events and issues in the news that cause anxiety and fear as well as the way social media encourages young people to compare themselves to others. A 2019 study of 12- to 15-year-olds found that those who spent more than three hours a day on social media, were twice as likely to report poor mental health including symptoms of anxiety and depression as their peers who spent less time on it.<sup>14</sup>

### Youth Suicide

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

Nationally, suicide is the second-leading cause of death for children ages 15-19. Between 2009 and 2018, 193 youth 10-24 years of age died by suicide in Santa Clara County. 65 of them were ages 15-19.<sup>15</sup>

According to the California Department of Public Health, between 2020 and 2022, 62 Santa Clara County youth ages 15-24, died by suicide. It was the third leading cause of death in this age group.<sup>16</sup>

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.
- Exposure to suicidal behavior of others.

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.<sup>17</sup>

### K-12 Toolkit for Mental Health Promotion and Suicide Prevention

The HEARD Alliance (Health Care Alliance in Response to Adolescent Depression and related conditions) convenes resources for promoting well-being, treating depression and related conditions, and preventing suicide in youth and young adults. In addition to providing community resources on mental health, the HEARD Alliance has also created a K-12 Toolkit to support the development of school suicide prevention and wellbeing promotion policies found at [www.heardalliance.org/help-toolkit](http://www.heardalliance.org/help-toolkit).

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.

13. Boyd, Judi S., Barnett, W. Steven, Bodrova, Elena, Leong, Deborah J., Gombay, Deanna, Robin, Kenneth B., Husted, Jason T. "Promoting Children's Social and Emotional Development Through Preschool." NIEER Policy Report. 2005.

14. "Protecting Youth Mental Health The U.S. Surgeon General's Advisory." 2021.

15. "Epi-Aid on Youth Suicide in Santa Clara County." A PowerPoint presentation created by the Santa Clara County Public Health Department. 2/2/2016. Updated data provided by Santa Clara County Public Health Department, February 2020.

16. California Community Burden of Health Engine. California Department of Public Health. Retrieved 2/29/2024 at <https://skylab.cdph.ca.gov/communityBurden/>

17. Kidsdata.org. "Learn More about Youth Suicide and Self-inflicted Injury." Retrieved 3/1/2020 at <https://www.kidsdata.org/topic/1828/suicidal-ideation-race>.

# BUILDING SOCIAL-EMOTIONAL WELLBEING IN SANTA CLARA COUNTY

## What the Data Tell Us

In past years, we have relied on student self-reported data from the **California Healthy Kids Survey** (CHKS) or the **Project Cornerstone Developmental Assets Survey** to understand social-emotional wellbeing. Partly due to COVID, these data have not been collected locally for the past several years. Until we have these data, we are reporting on how we are investing in our children's social-emotional wellbeing.

Statewide 2023-24 CHKS data for high schools found:

- 36% of students reported experiencing chronic sadness/hopelessness, down from 44% in 2020.
- 51% reported experiencing caring adult relationships.
- 43% reported having school connectedness, down from 47% in 2020.

The California Health Interview Survey, pooled data for 2018-22 for Santa Clara County youth, ages 12-19. In this data:

- 33% reported, in the previous year, they felt they needed help for emotional or mental health problems, such as feeling sad, anxious or nervous.
- 32% likely had psychological distress in the previous year.

The Healthier Kids Foundation implemented a behavioral health screening called **My Health First** for children in schools and childcare settings. In FY 2022-23 3,356 children were screened. 1,450 received referrals for specialty care and 89% successfully received that care. Read more about HKF screenings on page 33.

The youth mental health crisis manifests every day in schools, contributing to higher drop-out rates, student disengagement, chronic absenteeism, and increased disciplinary actions. Teachers, school administrators, and staff are acutely aware that students' ability to engage in learning is directly related to whether their behavioral health and social-emotional needs are being met.

Integrating social-emotional learning (SEL) and behavioral health into the curriculum and school culture significantly reduces the stigma associated with seeking mental health treatment. When SEL is incorporated into the classroom and embedded mental health services are offered to students, schools see improved academic performance and attendance, and reduced school disciplinary action, referrals into the justice system, and drop-out rates. Students are more likely to receive behavioral health services when they are provided on a school campus.<sup>18</sup>

California is funding a system of social-emotional and behavioral supports to be delivered through the schools. These are:

- **Children & Youth Behavioral Health Initiative** (CYBHI) is a five-year, \$4.7 billion state initiative to transform and reimagine the behavioral health system.
- **Student Behavioral Health Incentive Program** (SBHIP) increases coordination among Medi-Cal Managed Care Providers and county mental health plans to provide access for preventive and early-intervention behavioral health services at schools.
- **Statewide Multi-Payer School-Linked Fee Schedule** – The Department of Health Care Services will develop a statewide fee schedule for outpatient mental health or substance use disorder services to students 25 years of age or younger at or near a school site.

The Santa Clara County Office of Education (SCCOE) provides technical assistance to districts to establish these school health systems and support medical billing. This contributes financially to the sustainability of these programs in their schools.

## School Wellness Centers

47 schools in Santa Clara County have school wellness centers. 22 of these are new centers that SCCOE developed in collaboration with local school districts to increase social emotional wellbeing and provide early intervention and direct service opportunities for students and families.

School Wellness Centers provide safe and caring environments on school campuses where students can de-stress. They provide holistic support addressing physical, mental, emotional, social, and family support services, and support to school staff. For the coming year, the County of Santa Clara has dedicated \$12.1 million to support schools with implementing school-based wellness centers. 28 middle and high schools will receive funding to implement new wellness centers and there will be upgrades to 12 existing centers.

## Community Schools

A Community School is any school serving pre-Kindergarten through high school students using a "whole-child" approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. By working with government agencies and community-based organizations to align resources and realize a shared vision for success, Community Schools meet the needs of children and youth by building a positive and supportive school climate.<sup>19</sup> In Santa Clara County, 13 districts have received grants to become Community Schools (and each also hosts a School Wellness Center).

For more information on School Wellness Centers and Community Schools visit [www.sccoe.org/yhw](http://www.sccoe.org/yhw).

18. "The Efficacy of Implementing a School-Based Approach to Student Wellness." Santa Clara County Office of Education. January 2022. To read the entire research brief visit <https://sccoe.to/wellnessbrief>.

19. Coalition for Community Schools.

### School Linked Services (SLS) Initiative

Funded by the County of Santa Clara, the Mental Health Services Act (MHSA) and school districts, the School Linked Services (SLS) Initiative includes service coordination and school-based behavioral health services through programs such as Family Engagement, Prevention and Early Intervention, SLS Behavioral Health, and other programs in schools throughout Santa Clara County. The SLS Initiative encompasses programs, supports, and services utilizing a Multi-Tiered System of Support (MTSS) framework while building an upstream approach to prevention.



Through these programs, schools become a place where youth and their families can find a network of support and services. The SLS coordinators – through the Family Engagement program – provide linkages and supports for children and their families who experience economic, social, and other inequities that directly affect learning and success in school.

Prevention and Early Intervention (PEI) services seek to prevent or intervene early in the development of emotional and behavioral problems in children who may be experiencing symptoms ranging from behavioral/emotional distress to depression and anxiety caused by trauma or other risk factors. PEI provides outcome-based parenting strategies, mental health promotion and outreach services, classroom-wide social skills training, family workshops, and short-term therapy services in school settings.

The early intervention of specialty mental health treatment services, through SLS Behavioral Health, are provided by Master's level clinicians, primarily in school settings, but can also be accessed at home, in clinic settings, and at community agencies. Services are tailored to the needs of youth and families, considering cultural values, age, developmental stage, and history of trauma.

Currently 26 districts in SCC have SLS and 6,634 students received services in SY 2022-23. Of these:

- 71% of the students receiving services were Latino/a/x.
- 81% of the recipients of services were ages 0-15 and 19% were ages 16-25.
- 56% of the students receiving SLS received behavioral health services.<sup>20</sup>
- Of the 3,226 SLS referrals for behavioral health, 16% were for anxiety, 11% for depression, 8% for impulsivity, 6% for anger and 5% for oppositional behavior.

For more information visit <https://bhsd.santaclaracounty.gov/learn-about-school-support-services>.

### Project Cornerstone

An initiative of the YMCA of Silicon Valley, Project Cornerstone engages youth, caring adults, and staff from schools and community organizations to strengthen healthy social and emotional skills and behaviors, build positive relationships, and create safe and supportive environments.



Its programs and services support the development of life skills youth need to thrive and provide effective tools and strategies for adults to build strong families, schools, and communities. Partnerships with hundreds of Silicon Valley schools have resulted in the creation of caring school climates and empowered tens of thousands of youth to stand up against bullying while fostering empathy, inclusion, and a sense of purpose and belonging.

Project Cornerstone's 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 peers. The bilingual Spanish/English-language Los Dichos program opens new doors for parents from diverse cultures to support their children's educational success.

Middle School **Social and Emotional (SEL) Curriculum** provides lessons, led by volunteers and/or school staff, which are specifically designed to support middle school students in acquiring the skills and behaviors to manage emotions, social situations, behaviors, and develop responsible decision-making skills.

**Expect Respect** brings together a diverse group of students through a half-day leadership and bullying prevention workshop that emphasizes student voice in developing and implementing action plans to promote a caring school climate.

**School staff training and consulting** help teachers, administrators, and other school employees recognize opportunities to intentionally connect with and strengthen positive relationships.

**Student Leadership Council** is a volunteer opportunity for high school students to represent youth voice in their community, while gaining leadership skills.

For more information visit [www.yymca.org](https://www.yymca.org) or call 408-351-6482.

20. "Santa Clara County School Linked Services Fiscal Year 2023 Full Year Report. Prepared for the Behavioral Health Services Department by American Institutes for Research. September 2023.

# ADDITIONAL SOCIAL-EMOTIONAL WELLNESS RESOURCES IN SANTA CLARA COUNTY

## Children, Youth, and Family System of Care

School Linked Services is part of the county’s system of care for children, youth (up to age 25) and families. This system not only provides prevention and early intervention, but also outpatient care, residential care, and crisis services. Over the past 3 years, the investment in this system and the number served have grown. In FY 2021, the County spent \$193 million and served 13,445 children and youth. In 2023, the investment was \$215 million and served 14,439. The investment in the current year increased to \$230 million.

Current research tells us that drop-in youth centers can be instrumental in supporting youth in navigating and accessing services across systems while also providing a space for activities, learning, socializing, and connecting. In partnership with the Stanford Center for Youth Mental Health and Wellbeing, and Alum Rock Counseling Center, Santa Clara County has invested in two centers anchored in a model of care that considers the holistic needs of young people.

### allcove

allcove Palo Alto is an integrated youth mental health center designed with, by, and for youth and young adults that reduces stigma, embraces mental wellness, increases community connection, and provides access to culturally-responsive services. allcove Palo Alto serves young people 12 to 25 with mild to moderate needs, providing unique spaces for them to access services, with resources and support for friends, family, and the larger community. Services are free or low-cost and include mental health, physical health, supported education and employment, substance use, peer and family support, and community activities.

2741 Middlefield Rd, Palo Alto, CA 94306 | 650-798-6330  
www.allcove.org/centers/palo-alto

### Downtown Youth Wellness Center (DYWC)

The DYWC was developed to support youth in navigating and accessing services across systems while also providing space for activities, learning, and being a place to socialize and just “be”. The DYWC serves adolescent and transition-age youth, ages 12-25 with peer support, mentoring, support navigating resources and referrals, social activities, psychoeducational activities, and employment/ education support. A central focus is youth mental health and linkage to peer and clinical support. The center fosters an inclusive and welcoming environment with a flexible and open approach to decrease barriers to access and reduce stigma.

725 East Santa Clara Street, Suite 105, San Jose, CA 95112. 408-961-4645 | dywc@hhs.sccgov.org

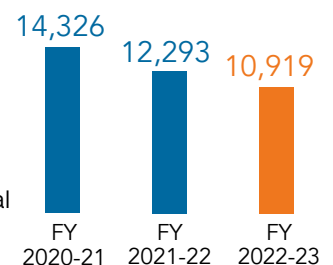
## Universal Developmental Screening

With the goal of identifying social-emotional issues early, Santa Clara County has made Universal Developmental Screening a priority, and has set a 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 people and 10,000 children under the age of 6 should receive a formal health and developmental screening each year.

Developmental screening during 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 cost savings of \$7 to society.<sup>21</sup>

These screenings may be conducted by health clinics, primary care clinicians, and home visiting nurses, and also in early childhood education settings and other community venues. Routine screening enables the earliest possible identification and early intervention of social, emotional, and developmental concerns.

We know the pandemic impacted access to developmental screening and possibly disrupted data collection systems. Over the past three years developmental screenings have declined:



21. Hills, Janet. "Preparing Our Children to Learn. Earlier the Better!" California Department of Public Health. Lecture. October 8, 2009. www.cdph.ca.gov.



# EVERY CHILD SUCCESSFUL IN LEARNING

**Success in learning** happens when children are in good physical and mental health, live in safe and stable families and communities and are on track developmentally. Children must have educational opportunities that develop fundamental language, literacy, cognitive, and social-emotional skills that are critical for lifelong learning and success. The skills that children need to grow into successful students – including capacity for reasoning, problem-solving and self-regulation – are largely developed from birth through third grade.<sup>1</sup>



## RELEVANT BILL OF RIGHTS FOR CHILDREN AND YOUNG ADULTS

- ✓ **EDUCATION** – A relevant and engaging education that exposes them to other cultures and promotes lifelong learning.
- ✓ **MODERN NEEDS** – Reliable transportation and wi-fi, computers that meet their needs, and phones when applicable.
- ✓ **LIFE SKILLS** – Training to develop life skills and knowledge as well as opportunities to apply them for their growth.

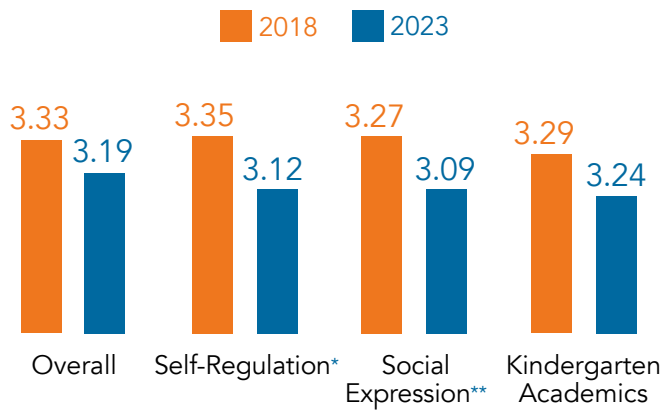
## WE SUPPORT SUCCESS IN LEARNING BY:

- ⊙ Ensuring families have access to health, education, and services that promote optimal development and wellbeing.
- ⊙ Increasing access to affordable, high quality, childcare options that meet their needs and supports the development of the whole child.
- ⊙ Supporting every child's participation in high quality out-of-school-time learning opportunities such as tutoring, and afterschool/summer programs, and also providing opportunities to find their "spark" such as art, music, and sports.
- ⊙ Partnering with schools to support positive school climate, children's behavioral and physical health, advance children's social and emotional learning, and meet the human service needs of students and their families.
- ⊙ Targeting strategies to meet the specific learning needs our students, taking into account, race, ethnicity, language, income, and disability.

# BY THE NUMBERS

**Figure 19 – School Readiness**

School Readiness by Domain (2018-23)  
(On a 4-point scale, with 4 being optimal readiness)



Source: Kindergarten Observation Form, Applied Survey Research (2018, 2023).

\*Statistically significant,  $p < .01$ .

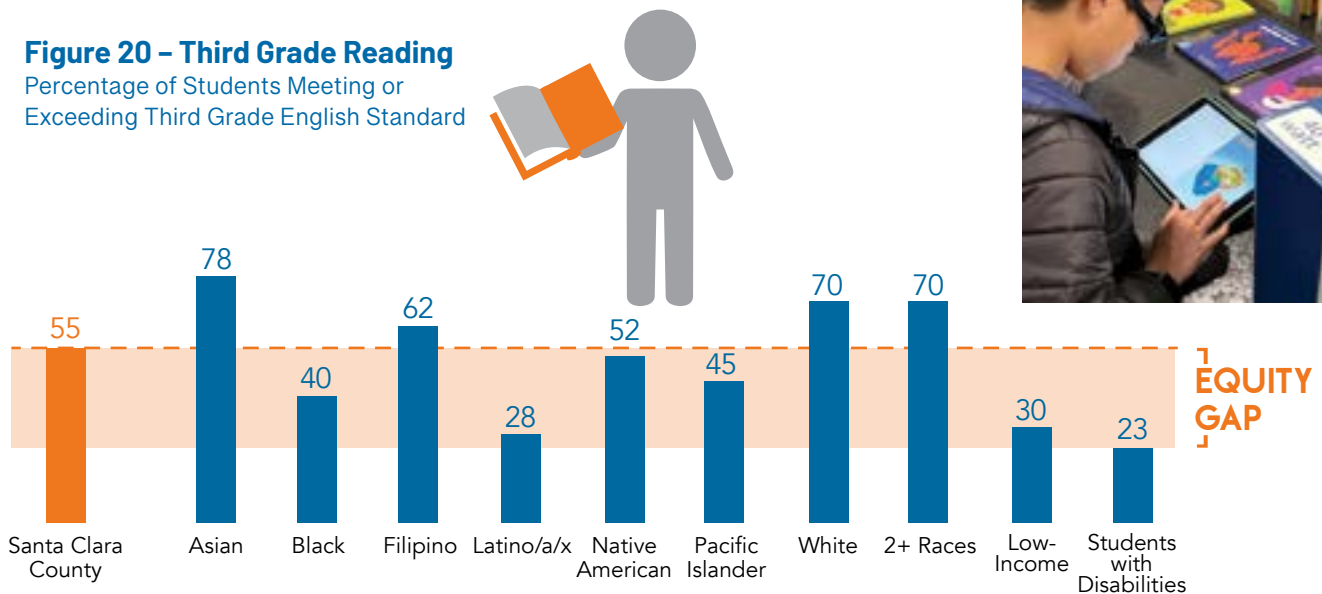
\*\*Statistically significant,  $p < .05$ .

Average scores could range from 1 to 4. Model controls for race, child gender, age, English language learner status, special needs, and socio-economic status.



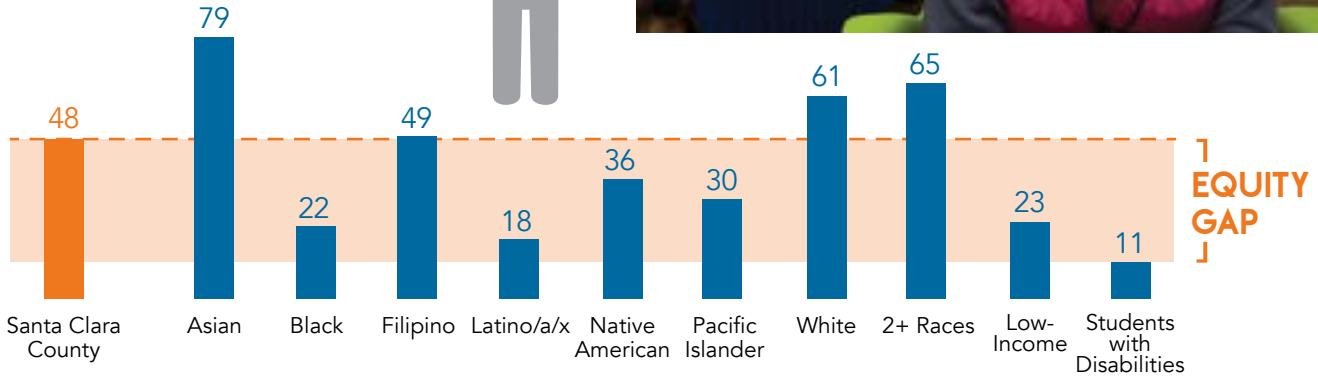
**Figure 20 – Third Grade Reading**

Percentage of Students Meeting or Exceeding Third Grade English Standard



Source: California Department of Education, California Assessment of Student Performance and Progress (CAASPP)

**Figure 20 – Eighth Grade Math**  
 Percentage Students Meeting or Exceeding Eighth Grade Math Standard (SY 2022-23)



Source: California Department of Education, California Assessment of Student Performance and Progress (CAASPP)

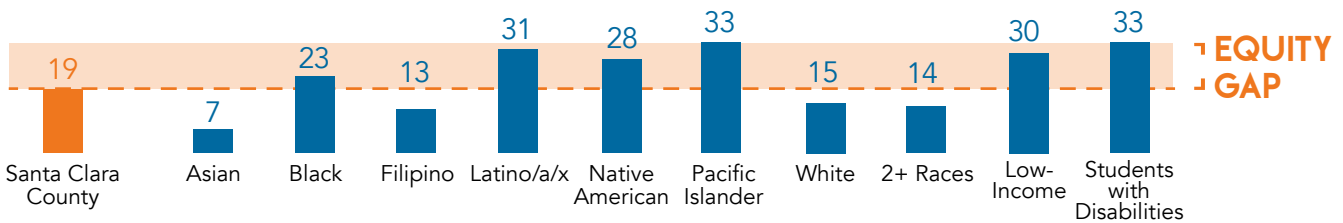


**Figure 21 – School Attendance**  
 Chronic Absenteeism - Percentage of Students Absent 10% or More of the Time (SY 2023)

**DIG INTO THE DATA!**



Visit the Kids in Common Dashboard for the latest data, trends, and geographic breakdowns of the data. [www.kidsincommon.org/dashboard](http://www.kidsincommon.org/dashboard)

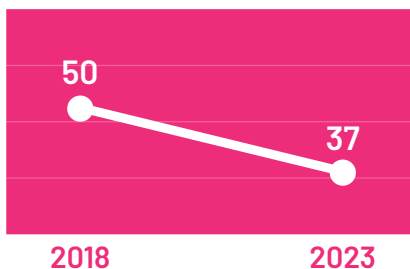


Source: California Department of Education, DataQuest. Absenteeism Data.

# THE STORY BEHIND THE DATA

## SCHOOL READINESS

**Percentage of Children Fully Ready for Kindergarten**



The building blocks of school readiness include motor skills, self-regulation, social expression, and Kindergarten academics. Entering school with these building blocks supports school success. School readiness also includes schools being ready for the children they receive and families ready to support their children's learning.

One of the positive impacts of children entering school with sufficient readiness skills is their ability to master grade-level literacy goals. When children are ready for school, they are more likely to be reading proficiently by the end of third grade. Research has also demonstrated that “the emotional, social, and behavioral competence of young children is a strong predictor of academic performance in elementary school and beyond, even affecting employment and income in adulthood.”<sup>1</sup>

Schools, family, and community all play a role in improving school readiness by ensuring:

- Young children have access to health services that promote optimal development and well-being including developmental screenings, referrals to early intervention, and responsive early intervention services and supports.
- Education and family support services help parents and caregivers provide their children with healthy, enriching early experiences.
- All children have quality early childhood education experiences.
- There is a TK-12th grade system that engages high-quality, evidence-based, and inclusive practices to meet the diverse learning needs of our children and is committed to the success of each child who enters kindergarten.
- Regular school readiness assessments inform and guide early childhood investments, policies, and services.<sup>2</sup>

### What the Data Tell Us

- A kindergarten readiness assessment was conducted in the fall of 2023 with a countywide sample of 952 children.
- This assessment revealed that only 37% of the students in the sample were fully ready for kindergarten, meaning they had the social, emotional, and academic skills predictive of later success in school.
- This represents a drop from 2018, when 50% of the children in the countywide sample were fully ready for kindergarten.
- The drop in readiness was most significant in the social-emotional domains (self-regulation and social expression).

The decline in readiness is likely due to the lingering effects of COVID-19 on children and their families, including those resulting from the widespread closure of early care and education (ECE) sites, other disruptions to ECE access, the lack of available vaccines for the youngest children, and families choosing not to enroll children in ECE during the height of the pandemic.



Source: Applied Survey Research

1. Early Care and Education Advocacy Toolkit. Santa Clara County Office of Education.

2. School Readiness Snapshot of Findings from the Fall 2018 Assessment in Santa Clara County. Applied Survey Research.

# EARLY CARE AND EDUCATION IN SANTA CLARA COUNTY

California has a mixed-delivery system for early care and education (ECE). This system includes settings like schools, childcare centers, and family childcare homes, and care provided by family, friends, and neighbors (FFN). Care may be publicly subsidized in various ways and provided under different licensing regulations or it may be unlicensed. We are moving to a system that includes Transitional Kindergarten (TK) eligibility for all 4-year-olds, so the proportion of 4-year-olds served in school-based TK programs has increased and is expected to increase further.

Research has shown high quality ECE supports school readiness and children's brain development. It strengthens our schools and the investment more than pays for itself through economic benefits to children, families, and our community.<sup>3</sup>

## Paying Attention to System Inequities

- Research has demonstrated that when children from lower socio-economic backgrounds attend early learning programs they are more likely as adults to have higher levels of education, health, and income when compared to children from similar circumstances who do not attend these programs.
- In Silicon Valley, 26% of low-income three-year-olds and 61% of low-income four-year-olds are enrolled in preschool programs compared to 52% and 74% of higher-income children, respectively.
- Implementation of a universal preschool program covering full-day, year-round care would lead to an estimated 7,000 households and 31,000 people lifted to household income adequacy." (Similar to the Real Cost Measure described on page 20).<sup>4</sup>
- The ECE workforce also presents an equity issue. Early childhood educators, often parents themselves, are among the lowest-paid occupations nationwide. This workforce is composed largely of women, especially women of color. In California, 17% of early childhood educators are at the Federal Poverty Level.<sup>5</sup>

## Building Santa Clara County's Early Care and Education (ECE) System

- Since 2021, the state of California has committed to add more than 200,000 slots in its general childcare, state preschool, and alternative payment subsidized ECE programs statewide.
- Income thresholds have increased so families making less than 100% of the State Median Income (SMI) – \$113,000 for a family of four – are eligible for childcare subsidies.

- Instituted in October 2023, a new family fee structure ensures no family who is eligible for subsidized care will pay more than 1% of their income in family fees, and that families under 75% of the SMI will pay no fees.
- Transitional Kindergarten will create up to 15,000 new and free ECE slots for four-year-olds in Santa Clara County by the 2025-26 school year.
- The County of Santa Clara has funded a \$15 million childcare expansion grant program that will provide funds to ECE programs for construction and operational expenses that will help them add spots to their programs beginning in the current fiscal year (2023-24).<sup>6</sup>
- To address the workforce shortage and barriers, the County of Santa Clara – in partnership with FIRST 5 and local colleges – has invested \$10 million in three ECE initiatives, including the Early Learning Apprenticeship, that gives participants the opportunity to work in a childcare setting while taking college classes to receive a childcare permit to enter the early learning profession.<sup>7</sup>

## QUALITY MATTERS . . . A STRONG START for Kids

QUALITY MATTERS is Santa Clara County's local quality rating and improvement system (QRIS) committed to giving early educators access to information, resources, and opportunities to provide the best care to children and families in Santa Clara County.



Co-led by FIRST 5 Santa Clara County and the Santa Clara County Office of Education, QUALITY MATTERS supports 142 childcare centers, 564 licensed family childcare homes, and 80 license-exempt providers serving over 7,500 children.

## SCCOE Childcare Portal

The Santa Clara County Childcare Portal is an online search tool that allows families to immediately find licensed childcare and Pre-K programs throughout Santa Clara County. Through the portal, users can:

- Access contact information for nearly 2,000 providers.
- Search by program characteristics.
- Learn about getting help paying for care.
- Set up a free account to save their search results.



To find childcare visit <https://www.childcarescc.org> or call 669-212-5437 (KIDS).

3. Early Care and Education Advocacy Toolkit. Santa Clara County Office of Education. 2022.

4. Eliminating the Burden of Preschool Costs. Joint Venture. September 2022.

5. Early Childhood Workforce Index 2020. Center for the Study of Child Care Employment.

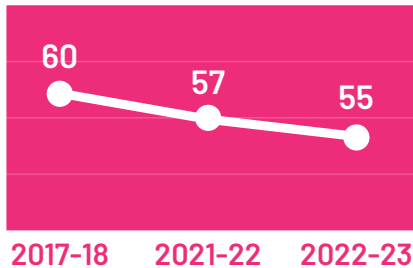
6. Early Care Education Policy Forum Reference Guide. Santa Clara County Office of Education. January 2024.

7. County Partners with FIRST 5 to Spearhead Innovative Early Learning Apprenticeship to Improve Access to Childcare. County News Center, Office of Communications and Public Affairs, County of Santa Clara. Retrieved 3/7/2024 at [www.sccgov.org](http://www.sccgov.org).

# THE STORY BEHIND THE DATA

## THIRD GRADE ENGLISH LANGUAGE ARTS

### Percentage of Students Meeting or Exceeding Third Grade English Language Arts (ELA) Standard



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.<sup>8</sup>

- Students who are reading at grade level in third grade are more likely to have later academic success.
- By the end of third grade, children should be able to show evidence of reading comprehension and to read unfamiliar words.
- 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.<sup>9</sup>

#### What the Data Tell Us

- In SY 2017-18, 60% of students were meeting or exceeding the third-grade English Language Arts (ELA) standard. This decreased to 55% in SY 2022-23.
- Only 45% of Black, 29% of Latino/a/x, 30% of low-income, and 23% of students with disabilities met or exceeded the ELA standard.
- This decrease in academic performance, following COVID, is comparable to that seen throughout the United States.

#### Learning Recovery

The learning disruptions during the pandemic impacted student learning nationwide. In Fall 2023, teachers reported their students were starting the school year behind in at least one core subject. Current research suggests the following may help students get back on track for learning:

- **Acceleration:** Studies are showing that remediating – reteaching previous lessons to fill learning gaps before starting new content – may actually slow down students’

access to grade-level material. In contrast, learning acceleration – teaching students grade-level content while filling in missing foundational skills with short, just-in-time supports – appear to be showing greater gains.

- **Extended Learning Time:** There are three main forms of extended learning time: adding to the length of the school day, the school week, or the school year.
  - Adding to the length of the school day from 6.5 to 8 hours can be taxing for students and teachers, but provide flexibility to accelerate instruction and incorporate mental health and social support into the school day.
  - The school week can be extended by adding Saturday classes, dual schedule (evening and morning classes and on-demand virtual classes.) Schedule flexibility can be beneficial for older students trying to balance school with work or extracurricular activities.
  - The school year can also be extended by adding days to the traditional 180-day schedule or by programming classes during summer and other school breaks.
  - Afterschool and summer programming have been the most popular strategies to implement, however higher-income students are more likely to participate than low-income students.
- **Tutoring:** High dosage tutoring is the most effective and most expensive form of tutoring. It includes:
  - At least three, 30-minute sessions during the school day, with educators or well-trained tutors utilizing high-quality materials aligned with evidence-based core curriculum or program.
  - Working with students 1 to 1, or in small groups.
  - Targeting students based on academic need rather than having parents opt-in to services.
  - Differentiated tutoring based on particular student needs and skills.
  - Utilizing data and progress monitoring, particularly when schools are working with outside providers.<sup>10</sup>
  - Bite-sized tutoring in the early grades – 5-10 minutes at a time – may boost early reading skills.<sup>11</sup>

Key to the success of all these approaches is to focus on a sustained, coordinated effort with support from school leaders and a structured process for managing the logistics of implementation.<sup>12</sup>

8. A Child’s Ability to Communicate Starts at Birth. First 5 California.

9. School Readiness and Student Achievement, A Longitudinal Analysis of Santa Clara and San Mateo County Students. Applied Survey Research and the Partnership for School Readiness. 2010.

10. Sparks, Sarah. Academic Recovery: Terms to Know. Education Week. Sept. 25, 2023.

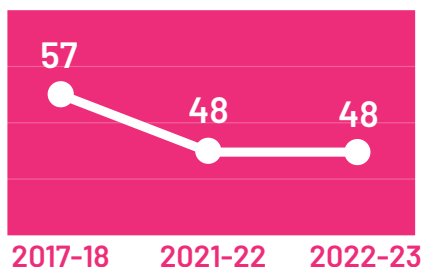
11. What Two New Studies Reveal About Learning Recovery. Education Week. Aug. 10, 2023.

12. Sparks, Sarah. How Short Bursts of Tutoring Can Boost Early Reading Skills. Education Week. Jan. 17, 2024.

# THE STORY BEHIND THE DATA

## EIGHTH GRADE MATH

**Percentage of Eight Graders Meeting Math Standard**



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 structures.

Math is the basic language of science, engineering, technology, medicine, biology, and even construction.<sup>13</sup>

Math skills start developing in preschool.

Students who have success with math in eighth and ninth grade are more likely to graduate from high school.<sup>14</sup>

### What the Data Tell Us

- In SY 2022-23, 48% of eighth-grade students met or exceeded the math standard. This is down from 57% in SY 2017-18.
- 22% of Black, 11% of Latino/a/x, 23% of low-income, and 11% of students with disabilities met or exceeded the eighth grade math standard.

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.

Children's daily routines help develop early math, language, 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 Candyland, teaches counting, shapes and colors, patience, cooperation, and language skills.<sup>15</sup>

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. The impact of poverty on learning outcomes is well-established. This impact is compounded by learning loss during summer months. While there is no difference in learning rates between low-income and higher-income students during the school year, lack of access to summer learning opportunities is cumulative, and significantly contributes to the academic achievement gap experienced by low-income children.<sup>16</sup>

The **San José (SJ) Learns** initiative aims to bolster academic achievement by funding promising and innovative expanded learning programs for San José students in transitional kindergarten through third grade. High-quality expanded learning programs provide crucial academic support for students who are struggling in the classroom and are especially important for students whose families cannot afford fee-based alternatives. City-funded grants are administered by the San José Public Library Foundation, with the San José Public Library's Education Team providing leadership for all related programmatic and evaluation activities. In addition, the SJ Learns team facilitates a community of practice to help identify and spotlight the most promising and innovative practices, ensuring broader impact to help close achievement and opportunity gaps. SJ Learns has served 32 school sites across 10 Local Education Agencies between SY 2015-16 and 2021-22. By June 2024, SJ Learns will have served approximately 7,681 San José TK-Grade 3 students and nearly 2,000 students in Grades 4-12 with high dosage tutoring. For more information, visit [www.sjplf.org/sjlearns](http://www.sjplf.org/sjlearns).



EVERY CHILD SUCCESSFUL IN LEARNING

13. Why is Mathematics Important? School of Mathematics, Math.umn.edu

14. Algebra Policy in California - Great Expectations and Serious Challenges. EdSource. May 2009.

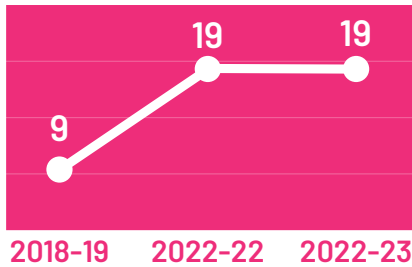
15. Schoenfeld, Alan H, Stipek, Debra. Math Matters: Children's Mathematical Journeys Start Early Executive Summary. Heising-Simons Foundation. Nov. 2011.

16. McCombs, Jennifer Sloan, et al., Making Summer Count: How Summer Programs Can Boost Children's Learning.

# THE STORY BEHIND THE DATA

## ATTENDANCE AND CHRONIC ABSENTEEISM

**Chronic School Absenteeism - Percentage of Students Absent 10% or More**



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. Chronic absenteeism, beginning as early as kindergarten and first grade can lead a child to being unable to read at grade level in third grade, lower achievement in middle school, and being more likely to drop out of high school.

The reason for the absence doesn't matter. Being absent – whether it is an excused absence, an unexcused absence, or as a result of a suspension – impacts a student's learning. There is a need to build structures that remove barriers to school attendance and to support students when they are absent for reasons related to health.

The COVID-19 pandemic has created a shift, with students being absent more often because of COVID-19 symptoms or exposure to COVID-19, long COVID, being medically fragile, or experiencing mental health and wellness issues. We need to build systems to support students who miss school because of these reasons.<sup>17</sup>

### What the Data Tell Us

- Chronic absenteeism grew from 9% in SY 2018-19 (pre-pandemic) to 19% in SY 2022-23.
- In SY 2022-23, nearly one-third of Latino/a/x, Pacific Islander, low-income, and students with disabilities were absent 10% or more of the time.
- 7% of Asian, 15% of White, and 23% of Black students were chronically absent.

## FACTORS CONTRIBUTING TO CHRONIC ABSENTEEISM:

### BARRIERS

- Chronic and acute illness
- Family responsibilities or home situation
- Poor transportation
- Housing and food insecurity
- Inequitable access to needed services
- System involvement
- Lack of predictable schedules for learning
- Lack of access to technology

### AVERSION

- Struggling academically or behaviorally
- Unwelcoming school climate
- Social and peer challenges
- Anxiety
- Biased disciplinary and suspension practices
- Undiagnosed disability and/or disability accommodations
- Parents had negative education experiences

### DISENGAGEMENT

- Lack of challenging culturally responsive instruction
- Bored
- No meaningful adult connections at school
- Lack of enrichment opportunities
- Lack of academic and behavioral support
- Failure to earn credits
- Drawn to low-wage job instead of being in high school

### MISCONCEPTIONS

- Absences are only a problem if they are unexcused
- Missing two days per month doesn't affect learning
- Losing track of and underestimating
- Total number of absences is not important
- Sporadic absences aren't a problem
- Attending only matters in the older grades
- Suspensions don't count as an absence

<sup>17</sup> Attendance Works website. [www.attendanceworks.org](http://www.attendanceworks.org)



## Absenteeism is both a leading indicator and a cause of educational inequity.

– Hedy Chang, Attendance Works

Remote learning, hybrid schedules, fractured school routines and habits, and disconnection from fellow students and teachers have led to one of the most serious consequences of the pandemic, chronic absenteeism for 19% of Santa Clara County students.

[Attendance Playbook – Smart Strategies for Reducing Student Absenteeism Post Pandemic](#) outlines foundational strategies, targeted support, and intensive support to address this issue which threatens to impact our current generation of learners. Some of these strategies are listed below.

Foundational Support and Schoolwide Prevention include:

- Providing a whole-child approach to education with an integrated focus on academics, health and social services, and community and youth development through Community Schools and School-Based Health Care. This holistic approach can include Telehealth, counseling, and free meals for all. Read more about this on page 38.
- Focusing on parent engagement and student-teacher relationships.
- Teaching relevant and culturally relevant Information (e.g., ethnic studies classes or classes that relate to career and work.)
- Instituting restorative discipline practices.
- Supporting summer learning and afterschool strategies.
- Providing attendance Incentives.
- Rethinking recess to ensure it is positive for all students, has the right level of supervision and structure, helps students reconnect with peers, and help ease anxiety and depression.
- Having healthy school buildings with effective ventilation systems.
- Providing transportation to school and/or ensuring a safer walk to school.
- Installing laundry facilities at schools. About 15 percent of households in the US do not have washing machines and rely on laundromats. This leads to students missing school because they do not have clean clothes to wear.<sup>18</sup>

One interesting strategy, [Positive Greetings at the Door](#), was found to create a sense of belonging among students. A 2018 study of middle school students found that when teachers met students at the door of the classroom and greeted them individually by name and with a handshake or nod, academic engagement increased by 20% and disruptive behavior decreased by 9%. While a direct link to absenteeism has not been made, this greeting—taking about 5 minutes of classroom time – gave the teacher an opportunity to connect, to remind the students of behavioral expectations, to point students to an activity as they settle in, and supported reconnecting with students who may have struggled the day before.<sup>19</sup>

### Targeted Support

Students at elevated risk for absenteeism may benefit from targeted support. One of these strategies is having early warning systems that identify students in need of support, discern patterns and determine the intensity of the response needed. In these cases, a team approach to addressing absenteeism and tailoring the response is useful. Additional strategies may include targeted home visits, providing mentors and tutors and targeted opportunities for youth engagement. Specific strategies may need to be developed to address challenges facing students with disabilities, asthma, or mental health issues that have led to school refusal.

Heightened immigration enforcement in some communities may interfere with student attendance because of the fear these actions create. Qualitative case studies suggest that having clear school-based protocols for handling immigration enforcement and building trusting relationships with students and families may help support school attendance.

### Intensive Support

When students are facing serious and complex problems such as housing insecurity, pregnancy and parenting, or mental health challenges, coordinated case management with governmental and community organizations can help create school stability and support attendance.<sup>20</sup>

It is vital that we address this attendance crisis. To do so, schools and districts, with the help of community partners, must focus on the implementation of strategies that lead to student and parent engagement, build early warning systems, and support those students who are struggling most.

This challenge will not be solved overnight, but with strategic planning and long-term investments we can reconnect and re-engage students and families in school and support every student's academic success.

18. Jordan, Phyllis. [Attendance Playbook – Smart Strategies for Reducing Student Absenteeism Post Pandemic](#). Published by FutureEd & Attendance Works. May 2023.

19. Heubeck, Elizabeth. [This Teaching Routine Takes Just 5 Minutes. Its Impact Lasts Much Longer](#). Education Week. Feb. 23, 2024.

20. Jordan, Phyllis. [Attendance Playbook – Smart Strategies for Reducing Student Absenteeism Post Pandemic](#). Published by FutureEd & Attendance Works. May 2023.

# SCHOOL SUSPENSIONS

Principal's Office

## 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 few 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.<sup>21</sup>

### What the Data Tell Us:

After 10 years of declining suspensions between 2012-2022, suspensions increased in SY 2022-23.

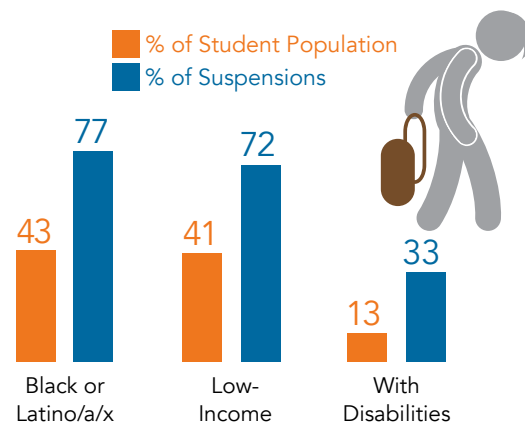
Figure 23 shows how different student groups are disproportionately represented in these suspensions.

- Suspensions in Santa Clara County decreased 51% from 17,591 in SY 2011-12 to 8,636 in SY 2022.
- In SY 2022-23, suspensions increased 21% to 10,418.
- Black and Latino/a/x students make up about 43% of the total student population. Despite this, they represent a disproportionate 77% of suspensions, highlighting a significant disparity in disciplinary actions.
- Low-income students make up 42% of the total student population and received 72% of the suspensions.
- Similarly, students with disabilities make up 13% of the total student population and received 33% of the 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.

A 2022 study suggests that the use of suspensions can reduce attendance and student success for all students in the classroom, not only among the students who are suspended, but for others who feel the discipline is imposed unfairly. This is particularly true for Black students when they believe White teachers exhibit racial bias in their discipline. Restorative practices foster a sense of community within classrooms by reducing conflict and encouraging students to accept responsibility and rebuild relationships.<sup>22</sup>

The current increase in the use of suspensions is likely another consequence of the pandemic which affected the social-emotional wellbeing of everyone – students, teachers, parents, and caregivers. School leaders can reverse this trend by considering data on who, where, when, and why suspensions are occurring and by implementing evidence-based alternatives to suspensions such as teaching social-emotional skills, instituting restorative practices and other strategies that support a safe and caring school climate such as Positive Behaviors, Interventions and Support (PBIS). Ten years ago, Santa Clara County schools took steps that cut our suspensions in half. We must again make decreasing suspensions a priority today in order to ensure the success of all our students.

**Figure 23 – Equity Gap**  
Disproportional Distribution of Suspensions (SY 2022-23)



Source: California Dept. of Education, DataQuest, 2022-23 Suspension and Expulsion Data.

21. Hoag, Christina. Defiance Seen as Cause of California Suspensions. *cnsnews.com*. April 7, 2012.

22. Jordan, Phyllis. Attendance Playbook Smart Strategies for Reducing Student Absenteeism Post Pandemic. Published by FutureEd and Attendance Works. May 2023.

# EVERY CHILD THRIVING IN LIFE

**Youth make a successful transition to adulthood** when they graduate from high school prepared for employment and post-secondary 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.



## RELEVANT BILL OF RIGHTS FOR CHILDREN AND YOUNG ADULTS

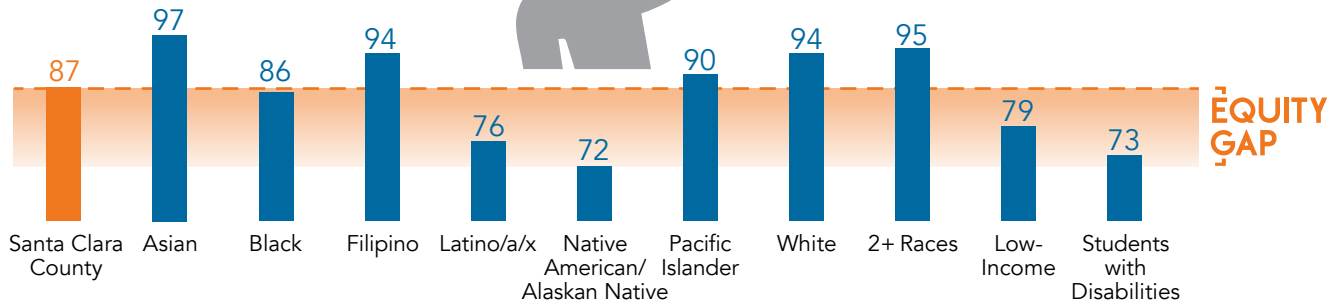
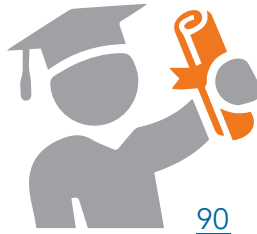
- ✓ **SUPPORT AND GUIDANCE** – Receive support and guidance from role models who are dedicated to helping them achieve their dreams and goals.
- ✓ **PERSONAL DEVELOPMENT** – Time, space, and resources to pursue any interest or opt for rest.
- ✓ **VOICE** – Be treated as equal partners in identifying problems, developing solutions, and making the decisions that they are impacted by.
- ✓ **CHOICE** – Make important decisions for their lives and set boundaries that are respected.
- ✓ **JOB OPPORTUNITIES** – Job opportunities that provide safe and reasonable working conditions and a living wage, and allow them to grow their careers.

## WE SUPPORT CHILDREN TO BECOME THRIVING YOUNG ADULTS BY:

- ① Supporting educators and other professionals working with teens and young adults to develop meaningful, caring relationships with the people they serve.
- ① Working to keep youth on track for graduation from high school, have early warning systems to identify and provide timely and targeted academic, behavioral, and human services support for students facing challenges in school.
- ① Preparing children for post-secondary academic success through college, career, and technical education activities starting at an early age and by supporting college savings accounts.
- ① Facilitating reengagement and completion of secondary education, and continuation into post-secondary education, apprenticeships, or training opportunities when youth leave school without graduating.

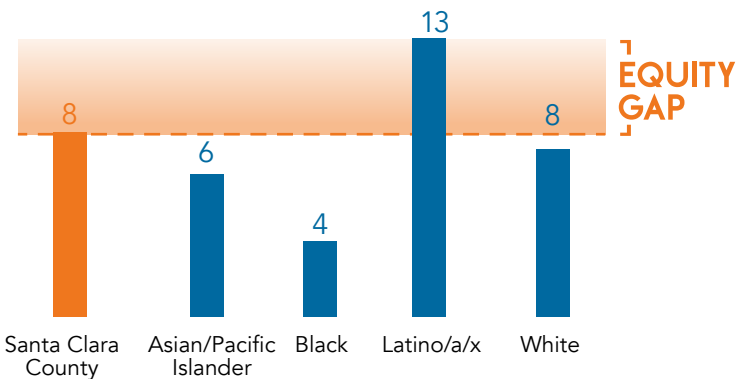
# BY THE NUMBERS

**Figure 24 – High School Graduation**  
Percentage of Students Graduating from High School on Time (SY 2022-23)



Source: California Department of Education. Data Quest. 4-year Cohort Graduation Rates, 2023.

**Figure 25 – Young Adults without a High School Credential**  
Percentage of 18- to 24-year-olds Without a High School Credential (2022)



Source: IPUMS USA, University of Minnesota. 5-year estimates, 2022.

## DIG INTO THE DATA!



Visit the Kids in Common Dashboard for the latest data, trends, and geographic breakdowns of the data.  
[www.kidsincommon.org/dashboard](http://www.kidsincommon.org/dashboard)

## Opportunity Youth Academy (OYA) Graduates



# FOUNDATIONS FOR YOUNG ADULT SUCCESS

**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 they have 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.<sup>1</sup>

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.”

Through developmental experiences, children and youth build 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 the orientation for one's desired future. They are the enduring beliefs – often culturally-defined – about what is good or bad and important in life.

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. Poverty, racism, and other structural barriers can create disparities in opportunities and outcomes.

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, and in their community. Because of this, preparing young adults for success in life requires strong, supportive, and sustained relationships with caring adults.<sup>2</sup>

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.

The **Search Institute** has shown these relationships – developmental relationships – are critical for a young person to thrive in life. It has identified five elements and twenty specific actions that make these relationships powerful in young people's lives:

**Express Care** – Show me that I matter to you.

- **Be dependable** – Be someone I can trust.
- **Listen** – Really pay attention when we are together.
- **Believe in me** – Make me feel known and valued.
- **Be warm** – Show me you enjoy being with me.
- **Encourage** – Praise me for my efforts and achievements.

**Challenge Growth** – Push me to keep getting better.

- **Expect my best** – Expect me to live up to my potential.
- **Stretch** – Push me to grow further.
- **Hold me accountable** – Insist I take responsibility for my actions.
- **Reflect on failures** – Help me learn from mistakes and setbacks.

**Provide Support** – Help me complete tasks and achieve goals.

- **Navigate** – Guide me through hard situations and systems.
- **Empower** – Build my confidence to take charge of my life.
- **Advocate** – Stand up for me when I need it.
- **Set boundaries** – Put limits in place that keep me on track.

**Share Power** – Treat me with respect and give me a say.

- **Respect me** – Take me seriously and treat me fairly.
- **Include me** – Involve me in decisions that affect me.
- **Collaborate** – Work with me to solve problems and reach goals.
- **Let me lead** – Create opportunities for me to take action and lead.

**Expand Possibilities** – Connect me with people and places that broaden my world.

- **Inspire** – Inspire me to see possibilities for my future.
- **Connect** – Introduce me to people who can help me grow.
- **Broaden horizons** – Expose me to new ideas, experiences, and places.<sup>3</sup>

Project Cornerstone supports developmental assets and relationships. See page 39 for more information.

1. Nagaoka, Jenny, Farrington, Camille A., Ehrlich, Stacy B., Health, Ryan D., with Johnson, David W., Dickson, Sarah, Turner, Ashley Cureton, Mayo, Ashley, Hayes, Kathleen. *Foundations of Young Adult Success a Developmental Framework*. University Chicago Consortium on School Research. June 2015.

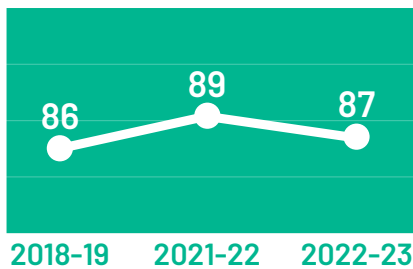
2. Ibid.

3. Houlberg, Benjamin J., Scales, Peter C., Williams, Joanna. *Developmental Relationships: the Roots of Positive Youth Development*. 10 years of Youth Voice, Practitioner Wisdom and Research Insights. Search Institute. November 2023.

# THE STORY BEHIND THE DATA

## HIGH SCHOOL GRADUATION RATES

**Percentage of Students Graduating on Time**



### Having a secondary credential, such as a high school diploma, is important to a young adult's success in life.

Students who graduate from high school are more likely to have higher incomes and better health, and are less likely to live in poverty. Getting more students to graduation day will also contribute to society. A one percentage point increase in graduation rates in Santa Clara County could mean an additional \$950,000 in Federal tax revenue, a \$54.9 million savings on health care, and an additional \$5 million dollars in earnings which supports the local economy.<sup>4</sup>

#### What the Data Tell Us

- In SY 2018-19, 86% of Santa Clara County students graduated on time. This increased to 89% in SY 2021-22 and decreased to 87% in SY 2022-23.
- In SY 2022-23, 1,723 students did not graduate on time.
- In SY 2022-23, 86% of Black, 76% of Latino, 72% of Native American, 79% of low-income and 73% of students with disabilities graduated on time.

#### Keeping Students on Track to Graduation

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 and Systems

Early warning systems identify when students start to disconnect from school, even as early as kindergarten or first grade. Throughout elementary, middle, and high school, with the right academic and social supports, most students can get on track for school success, high school graduation, and transition to postsecondary education. Schools need the

resources to identify students with learning challenges and to provide the necessary supports for their success.

Early warning signs include:

- Absent more than 10% of the time.
- Not reading at grade-level in third grade.
- A suspension or an "F" in middle school.<sup>5</sup>

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.
- Addressing the social service, social-emotional, and out-of-school needs of the student.
- Taking steps to see that the student receives additional academic supports, such as tutoring, summer programming, or afterschool learning opportunities.<sup>6</sup>

We have a critical interest in helping EVERY student graduate from high school or earn their secondary credential. To get young people who may struggle in school to the finish line, we must all work together and focus on their success in learning.

#### Programs that Create a Connection

We help students when we create meaningful connections with caring adults or older peers. There are several programs in Santa Clara County that strive to do this, and most of them use volunteers in these roles. Among these organizations are:

- **Mentor-Tutor Connection** supporting the education and social-emotional needs of students in Mountain View and Los Altos: [www.mentortutorconnection.org](http://www.mentortutorconnection.org)
- **Bright Futures** at Yerba Buena and Overfelt High Schools: [www.conxion.org/youth](http://www.conxion.org/youth)
- **New Hope for Youth** serving and reaching out to young people facing adversity in SJ: [www.newhopeforyouth.org](http://www.newhopeforyouth.org)
- **Child Advocates of Silicon Valley** supporting youth in foster care: [www.childadvocatessv.org](http://www.childadvocatessv.org)
- **Fresh Lifelines for Youth (FLY)** supporting youth in probation: [www.flyprogram.org](http://www.flyprogram.org)
- **Pivotal** supporting education needs of youth in foster care: [www.pivotalnow.org](http://www.pivotalnow.org)
- **Bay Area Tutoring Association** providing tutoring support to youth throughout Santa Clara County: [www.bayareatutoring.org](http://www.bayareatutoring.org)

4. The Graduation Effect. Alliance for Excellent Education. February 2018. [www.graduationeffect.org](http://www.graduationeffect.org).

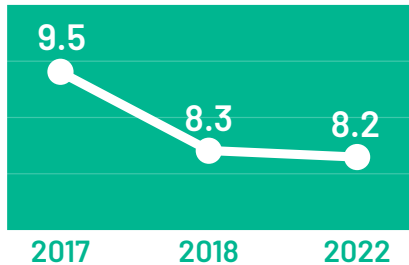
5. 10-Point Plan for Graduation Success. America's Promise Alliance. <http://www.americaspromise.org>.

6. Don't Quit on Me. What Young People Who Left School Say About the Power of Relationships. Center for Promise, America's Promise Alliance. September 2016.

# THE STORY BEHIND THE DATA

## 18- TO 24-YEAR OLDS WITHOUT A HIGH SCHOOL CREDENTIAL

**18- to 24-year-olds without a High School Credential**



Without a high school credential, the chances of having income that allows an individual or family to live at or above the Real Cost Measure is difficult. (See pages 20-21 for information on the Real Cost Measure.) When young people do not finish high school, we must have a clear pathway to reengage in education, both secondary and postsecondary. Figure 26 below shows the difference having a high school credential and some postsecondary education or training can make in a young person's life.

### What the Data Tell Us

- The percentage of 18- to 24-year-olds without a high school credential decreased from 9.5% to 8.2% between 2016 and 2020.
- 6.3% of Asian, 3.6% of Black, 12.7% of Latino/a/x, 7.9% of White, 18- to 24-year-olds did not have a high school credential.

### Focus on Reengagement

When they are ready, it should be easy for youth to reengage and persist in programs to earn a high school credential or participate in postsecondary education that will lead to better paying jobs. Steps to do this include:

- **Connecting the Ecosystem of Programs and Supports** – Create education options that support students who are furthest from opportunity. These should include the 14 elements of WIOA Title 1 Youth Services: Tutoring, paid and unpaid work experience, education concurrent with workforce preparation, supportive and follow-up services, mentoring, leadership development and more.
- **Build an Earn & Learn Pathway System** – Linking private and public investments to increase the total number of placements available and develop a continuum of opportunities.
- **Connect School and Work** – Linking reengagement schools, work experience, and on-the-job training resources to ensure the most vulnerable youth, who often have adult responsibilities, can participate in school and work in a coherent and connected manner.<sup>7</sup>

### Santa Clara County Reengagement Programs (for a high school/secondary certificate)

Santa Clara County students who left high school without a credential have several options available to them to receive a secondary credential. Some of these programs have flexibility, in-person or online options, and/or support employment or postsecondary opportunities. For more information visit [www.kidsincommon.org/highschoolreengagementprograms](http://www.kidsincommon.org/highschoolreengagementprograms)

### Opportunity Youth Academy (OYA)

Part of SCCOE, OYA serves students ages 16-24 and offers a blended learning program with teacher-directed instruction and online credit accrual.

### San José Conservation Corps and Charter School

For students ages 18-27. This program provides the opportunity to earn a free high school credential and gain job skills and work experience.



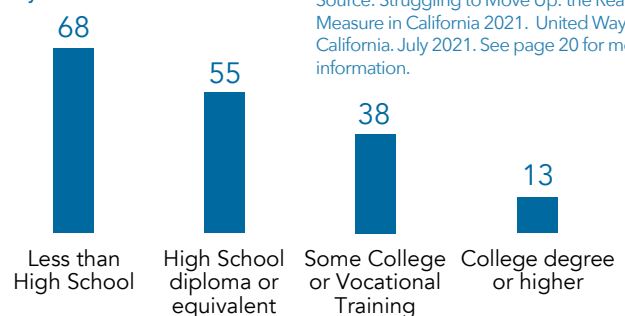
### SiaTech at Job Corps

Free high school credential program for 16- to 24-year-olds. Daily flexible schedules allow students to choose from morning or afternoon class sessions. Also provides job training.

### Escuela Popular

Provides intensive English Language Development so that students are able to meet their goal of graduating bilingual and biliterate.

**Figure 26**  
Percentage of Adults Living Below the Real Cost Measure by Education



Source: Struggling to Move Up: the Real Cost Measure in California 2021. United Ways of California. July 2021. See page 20 for more information.

# COLLEGE AND CAREER READINESS

Postsecondary education, whether we are discussing vocational training programs, apprenticeships, or two-year or four-year college and university programs, increases the chance of having a life with income above the Real Cost Measure. (See Figure 26 on page 55.)

Elementary schools can promote college and career dreams when adults intentionally talk about and demystify what happens after high school. Counseling and planning support should begin in middle school and continue as students transition to high school. It is also critical to ensure students are completing the coursework that will help them successfully apply for and succeed in the postsecondary pathway they choose.<sup>8</sup>

Early and frequent messaging and activities that reinforce a future-oriented culture, identity, and behaviors, are a key part of narrowing the opportunity gap in Silicon Valley and promoting lifelong agency and future-ready skills and traits.

## College and Career Month

Thinking about how to get to college or other postsecondary training opportunities, and how to pay for them can be overwhelming, particularly for those who will be the first in their family to take this important next step after high school. College Month takes place in October and is sponsored by the Santa Clara County Office of Education, with the hope that all Santa Clara County schools will participate in college and career culture-building activities. College and Career Month provides resources and supports activities and events at schools throughout the county. Many of these resources can be utilized throughout the school year. For more information visit [www.sccoe.org/cte](http://www.sccoe.org/cte).

## SJ Aspires

In 2019, the San José Public Library launched SJ Aspires, a free program for high-school students that supplements the support provided by school counselors. This online platform offers students a tailored curriculum, peer and professional resources, and financial awards up to \$5,000, to encourage preparation for college and career success. SJ Aspires seeks to guide and motivate students who may not have considered post-secondary education so they can secure well-paying jobs and remain in Silicon Valley. For more information visit [www.sjpl.org/sj-aspires](http://www.sjpl.org/sj-aspires).

## The Spartan East Side Promise

Established in 2016, the Spartan East Side Promise (SESP) is a collaboration between San José State University, East Side Union High School District (ESUHSD), the East Side Alliance, the East Side Education Foundation, and the Silicon Valley Education Foundation. Through interactive



Opportunity Youth Academy (OYA) Graduate

programming, SESP provides a pathway to admission at SJSU by clearly specifying the admission requirements and sharing information about resources for academic success with students and families in the district. In Fall 2016, 1,608 ESUHSD students applied for admission and 436 enrolled for their first semester. This increased to 1,903 applications and 658 enrollments in Fall 2022. More importantly, 83% of SESP students return for their sophomore years, compared to 79% for the entire student body. For more information visit [www.eastside-fund.org/sep](http://www.eastside-fund.org/sep).



## Children's College Savings Accounts

Research shows that low-income children who have as little as \$500 in a college savings account are three times more likely to attend 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.

The state of California launched **CalKIDS** in 2022, a statewide, automatic enrollment college savings program. Children born in California on or after July 1 2022 and eligible low-income public school students, are automatically enrolled in a CalKIDS savings account with an initial deposit (parents are not required to contribute). Eligible public school students (Grades 1-12) received at least \$500 in 2022. Each year moving forward, eligible public school students in the first grade will be enrolled. [www.calkids.org](http://www.calkids.org).

As of March 2024, 102,900 school-age children in Santa Clara County have a CalKIDS account, but only 7% have claimed/registered their account. Excite Credit Union is partnering with the State Treasurer's office to increase awareness about CalKIDS. Contact John Hogan at [jhogan@excitecu.org](mailto:jhogan@excitecu.org) if you would like more information.

Excite Credit Union offers the **Step Up Savings** program to assist families in starting a college savings program. Excite makes the opening \$50 deposit, matches up to \$25 in deposits each year and pays a higher interest rate on balances up to \$2,500. Accounts are available to eligible children residing in the East Side Alliance footprint, or receiving services from a wide variety of non-profit organizations. For more information visit [www.excitecu.org/personal/save-spend/savings/step-up-savings](http://www.excitecu.org/personal/save-spend/savings/step-up-savings).

The **College In My Future** (CIMF) program was launched in partnership with Excite Foundation, East Side Education Foundation and Franklin-McKinley School District in 2021. Over 2,000 children have been automatically enrolled in the CIMF program, including 214 from new 2023 partner, Kidango. These students received an opening \$50 deposit and can earn deposit matches and other incentives in the future. [www.excitefoundation.org/childrens-savings](http://www.excitefoundation.org/childrens-savings).

8. The Nine Elements of College-Going Culture. Center for Educational Partnerships, University of California Berkeley.



# YOUTH ENGAGED 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.

It can also 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 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.”<sup>9</sup>

### What the data tell us:

- Citations in 2022: 1,975  
1,480 in 2021 | 2,246 in 2020
- Admissions to Juvenile Hall in 2022: 506  
383 in 2021 | 560 in 2020
- 76% of youth arrested were male. 24% were female.
- 12% of youth arrested were 13 and younger. 33% were 14-15 years. 49% were 16-17. 6% were 18+.
- 65% were Latino/a/x, 10% were Black, 12% were White, 7% were Asian and 5% were other.

Of 568 youth who were screened:

- 86% had behavioral health needs.
- 48% had substance use treatment needs.
- 63% had pro-social relationship needs.
- 38% need school support or reengagement.<sup>10</sup>

### Focusing on the Education Needs of Youth in the Justice System

In a 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 strives to ensure those who enter the system leave on a trajectory that includes graduation from high school and engagement in post-secondary 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.

In the coming year, JCAAN will focus on:

- Creating accelerated credit recovery opportunities.
- Building school attachment.
- Cultivating a college and career mindset.

For more information contact: [DBunnett@kidsincommon.org](mailto:DBunnett@kidsincommon.org)

### JusticeEd an initiative of the National Center for Youth Law (NCYL)

Since 2015, NCYL 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 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.
- Developing youth relational-capacity and social-emotional skills to empower them to leverage and utilize their own agency.

9. Gatti, Umberto, Tremblay, Richard E., Vitaro, Frank. Iatrogenic effect of Juvenile Justice. *Journal of Child Psychology and Psychiatry* 50:8 (2009) pp 991-998.

10. Annual Juvenile Justice Arrest and Probation Data, 2022, plus special data run. Santa Clara County Probation Research and Development Unit. 2023.



# Santa Clara County

# WE ARE

# BETTER TOGETHER

**Santa Clara County is a community committed to its children, youth, and families.** This can be seen in the variety of programs, services, and initiatives offered with the goal of improving results for our youngest community members and their families. In this section, we feature the work of the Santa Clara County Office of Education, the County of Santa Clara, and the Children's Agenda led by Kids in Common. This section also highlights work of FIRST 5 Santa Clara County and the City of San José, who both invest significant resources to improve the lives of children and families.



## Nothing About Us Without Us

### The Importance of Community Partnership

When families, agencies, and community partners work together, there is a greater likelihood of developing policies, systems, and decisions that lead to equitable and positive outcomes. Policies and programs without community input – no matter how well intentioned – often repeatedly disadvantage the same groups, leading to harmful unintended consequences or compounding generational trauma. When the community is included from the beginning in the design and delivery, these consequences can be avoided.

The Spectrum of Community Engagement to Ownership provides a model for creating thriving, diverse, equitable communities through deep participation, particularly by communities commonly excluded from democratic voice and power. For more on this model visit <https://movementstrategy.org/resources/the-spectrum-of-community-engagement-to-ownership>.

**We must not, in trying to think about how we can make a big difference, ignore the small daily differences we can make, which over time, add up to big differences that we often cannot foresee.** – Marian Wright Edelman

# KIDS IN COMMON

## WORKING FOR BETTER RESULTS FOR OUR CHILDREN, YOUTH AND FAMILIES

Kids in Common challenges leaders to put children first. By fostering cross-sector, data-driven partnerships, Kids in Common drives policies, investments, and practices centered on children's needs and successes. Our vision: **Every child is safe, healthy, successful in learning, and thriving in life.**

Kids in Common puts children and youth first by:

- Building bridges between community organizations, policymakers, governmental agencies, and community leaders to coordinate and amplify their individual and combined efforts on behalf of children and families.
- Providing data that drives conversations and creates the foundation to achieve better outcomes for children, youth, and families.
- Advocating for practices, policies, and investments that are focused on what is best for our kids.

Through the **Santa Clara County Children's Agenda**, Kids in Common unites a network of more than 50 cross-sector community and system leaders, bringing together their innovative thinking and perspectives to develop and advocate for programs and policies that benefit our children.



- Aligning systems and practice.
- Encouraging better policies and investments.
- Ensuring programs and investments are getting positive results for children and families from cradle to career.

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.

In 2024-26, the Children's Agenda will be focused on improving the social-emotional wellbeing of children, youth, and families in Santa Clara County. The three key pillars of this work will be:

- **Cultivating Caring Communities.**
- **Addressing Basic Needs.**
- **Family and Community Education.**



### Youth Liberation Movement

The Youth Liberation Movement (YLM) is an organization designed and led by young adults with diverse lived experiences in Santa Clara County. YLM focuses on leadership development, advocacy, and organizing a group of young people to create an organization that not only changes their future as leaders, it also grows YLM as a whole.

YLM envisions a world where community, compassion, and love overtake greed, ignorance, and division to create a healthy society where everyone feels welcome, valued, and safe.



YLM's mission is to liberate young people from generational cycles of trauma and oppression by translating their lived experiences into actionable solutions.

In the past two years, YLM has conducted Participatory Action Research (PAR) to understand the challenges young people face when trying to return to school. In 2023, YLM hosted the 2nd Annual Amity Youth Summit Bringing together youth from all over the county to build relationships and social change. They also led breakout groups at the 2023 Santa Clara County Children's Summit, providing attendees with their vision to improve children's lives in the County. This past year, the YLM hosted – with the San José Public Library and Light House – the Youth Forum 2.0 which developed recommendations to improve pathways for training, college and career.

Kids in Common relies on guidance from the YLM in our decision-making about policy, practice, and strategies to improve children's lives. In 2023, the YLM created the Bill of Rights for Children and Young Adults (see page 4) which grounds the work of the Children's Agenda.



There are many services, programs and initiatives in Santa Clara County that support children, youth, and families.

**For information on health, education and wellness service providers connect with 2-1-1.**

**Free \* Confidential \* 24/7  
Available in Multiple Languages**

Dial 2-1-1 to get connected to a specialist for personalized assistance or go to [www.211BayArea.org](http://www.211BayArea.org).

# SANTA CLARA COUNTY OFFICE OF EDUCATION

COMMITTED TO SERVING, INSPIRING, AND PROMOTING STUDENT AND PUBLIC SCHOOL SUCCESS

Working collaboratively with school and community partners, the Santa Clara County Office of Education (SCCOE) 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.

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 as provide support for the child's safety and physical and mental health. Not solely our schools' responsibility, students, parents, civic leaders, businesses, and our community at large all have a role to play in children's success in learning.



Santa Clara County  
Office of Education

## Supporting Students

SCCOE provides a range of services related to school climate and student health and 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), Restorative Practices, and tobacco-use prevention. Some of the SCCOE's featured initiatives are listed below.

### Ways 2 Equity Playbook

The Ways 2 Equity Playbook is a navigation tool used to identify equity needs throughout organizations, utilizing a systems lens. The goal is to improve student outcomes. The Playbook purposefully examines three historically marginalized student groups: Black students, students with disabilities, and English learners, and provides universal tools and resources to address the needs of all students. The Playbook addresses and responds to inequitable practices in our education system in a meaningful, deliberate way.

Educators using the Ways 2 Equity Playbook have access to additional resources that can support implementation in classrooms. Soft copies of the Playbook and more information about the CEPIP grant are available at the Inclusion Collaborative at [www.inclusioncollaborative.org/cepip.aspx](http://www.inclusioncollaborative.org/cepip.aspx).

### Multi-Tiered Systems of Support (MTSS)

The Multi-Tiered Systems of Support (MTSS) is a comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS helps districts and schools create needed systematic change through the design and redesign of services and supports to quickly meet the needs of all students. More information about MTSS is available at [www.sccoe.org/educational-progress/mtss](http://www.sccoe.org/educational-progress/mtss).

## Universal Design for Learning (UDL)

Universal Design for Learning (UDL) is a way of thinking about teaching and learning that provides all students opportunities to succeed. Based on neuroscience and evidence-based practices, UDL is a framework that guides educators in designing learning experiences that meet the needs of all students. It is based on the principles of universal design (UD) that are used in architecture, space planning, and product design and emphasizes the importance of creating flexible and accessible learning environments.

Barriers to learning are assumed to be in the design of learning environments and not in the student. UDL encourages educators to design learning environments that provide students with multiple means of engaging, comprehending, and expressing their learning so that all learners may access and participate in meaningful, challenging learning experiences.

For information on SCCOE resources and support for UDL visit [www.inclusioncollaborative.org/training.aspx](http://www.inclusioncollaborative.org/training.aspx).

## Strong Start of Santa Clara County

Strong Start is a coalition of community leaders, individuals and organizations working to ensure that all children age 0 to 8 in Santa Clara County have access to high quality early care and education (ECE) opportunities. It does this by providing public education on the importance of ECE and the need for additional resources to support universal access, and by leveraging the support of coalition members. Strong Start meets monthly. For more information and resources, go to [www.strongstartsantaclara.org](http://www.strongstartsantaclara.org).

## Steps to Success

The Steps to Success campaign seeks to raise public awareness about the benefits of enrolling and regularly attending early learning programs and facilitate enrollment in programs for ages birth through five. Multilingual enrollment resources have been centralized to support families in their search for early learning programs that best meet their needs. In addition to creating information resources for families, SCCOE created the Outreach Toolkit for School Leaders, providing outreach materials that can be embedded into current enrollment outreach plans within school districts. To access enrollment and attendance resources for early learning programs visit [www.enrollsantaclara.org](http://www.enrollsantaclara.org).

**TO FIND CHILDCARE:**

[WWW.CHILDCARES.CC.ORG](http://WWW.CHILDCARES.CC.ORG)

(669) 212-5437 (KIDS)

### Power of Democracy: Civic Engagement Initiative

The “Power of Democracy: Civic Engagement Initiative” is a multi-sector coalition facilitated by the SCCOE to foster an understanding of the structures and processes of our democracy, share resources and best practices, encourage informed and multifaceted civic participation, and build stronger communities.

Through the lens of equity, inclusion, diversity, and partnership, the SCCOE Power of Democracy (POD) Initiative:

- Fosters an understanding of our democracy’s structures and processes by sharing resources and best practices, and encouraging informed civic participation that engages districts and communities.
- Partners with districts and communities to provide access to high-quality civic education through programs, activities, and resources that encourage student civic engagement and civil discourse.
- Supports the principles of liberty, civility, equity, inclusion, individual responsibility, diversity, partnership, and justice.
- Supports effective and evidenced-based practices to engage authentic youth voice and prepare students to be active in the democratic process.

For more information about the Power of Democracy initiative visit [www.sccoe.org/supoffice/Pages/Power-of-Democracy.aspx](http://www.sccoe.org/supoffice/Pages/Power-of-Democracy.aspx).

### Environmental Literacy

The SCCOE believes that the more we understand our connection to the environment, the more power we have to influence how those connections impact our health and our planet. Collectively, our small, individual actions add up to a big difference. Environmental education offers the opportunity to improve lives, protect the environment, and prepare all community members to address critical environmental challenges ahead. The Environmental Literacy and Facilities teams at the SCCOE will support Santa Clara County schools in local prioritization of environmental literacy and integrating environmental sustainability and climate-resilient practices across a school’s campus, curriculum, community, and culture. [www.sccoe.org/isteam/envliteracy](http://www.sccoe.org/isteam/envliteracy).

### Student Wellness

Embedding mental health and wellness programs in schools breaks down barriers for youth in need of support, reduces the stigma surrounding mental health, and prioritizes prevention and early intervention efforts.

#### The SCCOE’s Student Wellness Advisory Group (SWAG)

ensures that the voices of young people are heard, enabling the delivery of pertinent and impactful services within school campuses. Comprising around 20 individuals from diverse backgrounds across Santa Clara County, SWAG members range in age from 14 to 21 and represent diverse backgrounds with respect to race, ethnicity, gender, sexual orientation, lived experience, ability, geographic location, and socio-economic status. SWAG members collaborate to devise and execute projects, policies, and initiatives intended to bolster mental health and wellness among youth in their schools, communities, and beyond.

Information about S.W.A.G. and other wellness initiatives is available at [www.sccoe.org/yhw](http://www.sccoe.org/yhw).



# COUNTY OF SANTA CLARA

## PUTTING CHILDREN, YOUTH AND FAMILIES FIRST IN OUR POLICIES AND SYSTEMS

### In the past few years, several efforts by the County of Santa Clara have emerged that bring a racial and health-equity lens to work on behalf of children, youth and families.

In order to achieve equitable and good outcomes for our children we must target efforts to address the underlying structures that perpetuate inequity and develop strategies to meet the needs of specific communities.

These are described throughout this Data Book. Here are some additional approaches to understanding and achieving better results for children, youth, and families.

#### The Office of Children & Families Policy

Located within the Office of the County Executive, the Office of Children and Families Policy (OCFP) works to ensure the County is maximizing resources and coordinating effectively within the County and with external partners. The goal is to promote the well-being of children and their families so that every child has what they need to be successful.



The OCFP is guided by three core objectives:

- **Policy & Analysis:** Follow and advocate for local, state, and federal policies that will facilitate an equity-forward and data-driven agenda that identifies the most critical needs of children and families as well as promising practices and sustainable funding that have demonstrated measurable positive outcomes.
- **Strategic Issues & Initiatives:** In partnership with County agencies and organizations, facilitate the implementation of promising new initiatives that will support and strengthen early interventions and preventative practices.
- **Collaboration & Partnerships:** Cultivate and increase collaboration across County departments and with community partners to improve outcomes for children and families, using data and evidence-based strategies.

#### The Children's Roadmap to Recovery

In April 2022 the Board of Supervisors adopted the Children's Roadmap to Recovery, a plan to support COVID-19 recovery efforts for children in Santa Clara County, which included:

- Recovery for the early learning and childcare workforce that is essential to child learning and the ability of families to return to work.
- Specific supports for children who lost a parent or primary caregiver due to COVID-19.
- Expansion of wellness centers on school sites to promote mental health and wellness. The OCFP is working collaboratively with partners across Santa Clara County on continued implementation of the Roadmap.

#### 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, the County of Santa Clara released its inaugural edition of a children's budget. We now have a 2023-24 budget, presenting the financial data 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 2023-24 the County of Santa Clara will spend approximately \$1.18 billion on programs serving children and youth. The funding comes from state, federal, and other sources. This year's Children's Budget highlights three key programs through the FY2023-24 Budget: School-Based Wellness Center Grant Program, Childcare Expansion Grant Program, and the Homelessness Prevention System. 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.

For more information visit Children's Budget 2024, County of Santa Clara at [www.sccgov.org](http://www.sccgov.org).

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

If you are a parent about to make a major decision, one of your first questions would be: "Is it good for our children?" What if our public officials asked the same question before making decisions about our community?

Since 2011, the Santa Clara County Board of Supervisors has named children's welfare a top consideration in making budget and policy determinations through "Child Impact Statements," a systematic approach to evaluating and understanding how government decisions will affect children and families. Utilizing the Bill of Rights for Children and Youth and the goals of the Children's Agenda, Child Impact Statements help the Board by making the needs of children a primary concern early in the decision-making process.

# SANTA CLARA COUNTY YOUTH TASK FORCE



The Youth Task Force (YTF) began in 1975 as a Youth Commission, providing voice and leadership opportunities for Santa Clara County youth. In 1999, the Youth Commission was officially established as the Brown-acted YTF. The mission of the YTF is to provide a voice for youth in the decisions and policies of government agencies and community organizations that affect the lives of young people.

In September 2022, the office of Supervisor Ellenberg, which was serving as the YTF liaison, approved a referral to move YTF staff duties to the Office of Children and Families Policy (OCFP) effective January 2023. OCFP worked closely with the YTF, Board of Supervisors (BOS) offices, and the Office of the Clerk of the Board in preparation for this transition.

During February and March 2023, OCFP worked to update the YTF application to make it more youth-accessible. These revisions supported and empowered youth in 8th to 12th grades to complete and submit the application without parental assistance.

To ensure the YTF is composed of and reflects a representative and diverse body of youth from all areas of Santa Clara County, OCFP developed an equity approach, in collaboration with the BOS offices and YTF commissioners, to review applications submitted to the YTF for the 2023-2024 cohort.

Beginning November 2023, OCFP has been working collaboratively with the YTF to develop the structure and content of the first Youth Leadership Summit, with a focus on student wellness. The event will uplift youth voice and build and strengthen youth leadership and engagement. This will be a space for attendees to learn about community engagement opportunities, participate in interactive sessions supporting student wellness, contribute to impactful policy recommendations, and to connect with other youth leaders.



OCFP has worked to inform commissioners on any emerging priority areas, policy opportunities, and procedural changes. OCFP has also connected the YTF to both internal County departments and external community partners, as appropriate. This level of support allows the YTF to be well positioned to support the BOS with youth-focused recommendations and enhance their experience serving on a civic commission.

Co-Chair Anushka Tadikonda states that the YTF “...aim[s] to address prominent issues, understand them deeply, and craft meaningful solutions.” YTF commissioner Nico Fischer states that “The Youth Task Force is an amazing opportunity for students to be involved in local government...We give a voice to 400,000 youth in the county. Our goal is not only to educate but also to be educated.”

# FIRST 5 SANTA CLARA COUNTY



FIRST 5 Santa Clara County is a catalyst for ensuring that the developmental needs of young children, prenatal through age five, are a priority in all sectors of the community. FIRST 5 supports the healthy development of young children and enrich the lives of their families and communities in Santa Clara County.

## Family Strengthening through Family Resource Centers

Place-based resource centers strengthen systems of care with safe, and welcoming neighborhood spaces that connect families to resources, services, and supports that help them meet the basic needs, safety, and healthy development of their children prenatal through age five. In 2022-23, FIRST 5 Family Resource Centers served more than 3,300 families.

FIRST 5 seeks to strengthen families through the five key protective factors (**parental resilience, social connections, concrete support, knowledge of parenting and child development, and social emotional competence of children**) through the following services and activities:

- Connect families to basic needs, safety, and healthy development of children prenatal through age five.
- Engagement with parents and caregivers: Programming and services are responsive to parents, create parent connection and community, and support parent education, advocacy, and empowerment.
- Uniquely suited to facilitate accessibility and cultural competency: Demonstrated awareness and creative responses to the unique barriers and challenges of the population served such as flexible or alternative hours, easily accessible location(s), cultural and linguistic competency, community outreach efforts, and more.
- Partnership and systems of care: Directly- and intentionally-connected to partners in a system of care that is focused on models that improve resource navigation, provide warm-hand-off referrals, offer “no wrong door” approaches, and/or create a “one stop shop.”
- “Place-based” refers to models for direct services that meet families where they are, with structures, programs, and services that are culturally responsive, trauma-informed, and/or focused on healing, and networked within the community and local systems of care.

## Home Visiting

FIRST 5 supports Home Visiting programs that aim to support the healthy development and well-being of pregnant and parenting people, families, and infants born into poverty, with a goal of expanding future educational, economic, and financial capability opportunities, thus improving the likelihood that they will exit poverty. Home Visiting services, programs, and resources include six basic areas of focus: (1) prenatal, infant, and toddler care; (2) infant and child nutrition; (3) child developmental screening and assessments; (4) parent education, parent and child interaction, child development, and child care; (5) job readiness and barrier removal; and (6) domestic violence and sexual assault, mental health, and substance abuse treatment, where applicable. In 2022-23, FIRST 5-connected Home Visiting programs served more than 2,600 families.

## Partnership with ParentChild+

ParentChild+ is an intensive home visitation program designed to build early literacy and school readiness. It provides underserved families with the necessary knowledge, skills, and resources to ensure children achieve their greatest potential in school and in life. Prior research shows that children who participate in ParentChild+ are significantly more likely to be ready for kindergarten, less likely to need special education services, and are more likely to graduate from high school. Through a partnership with FIRST 5 in three Family Resource Centers (Educare, SOMOS Mayfair, and Rebekah’s Children Services), the ParentChild+ program is a place-based approach to reach families where they live, build trust by hiring local staff, promote child-parent interaction, and facilitate community connections. In FY 2022-23, ParentChild+ served 290 parents/caregivers and 297 children.

In addition to family strengthening, FIRST 5 supports:

- Early Learning and Care Strategies that serve to continuously improve quality across all early learning and care settings, preparing young children to be lifelong learners at home, school, and in their communities.
- Strengthening the Diverse Workforce that serves young children, through recruitment and retention efforts, as well as ongoing career development opportunities that promote a highly qualified workforce serving infants, young children, families, and communities.

For more information read the FIRST 5 Annual Evaluation Report (FY 2022-23), available at <https://www.first5kids.org/wp-content/uploads/2023/12/F5-Annual-Evaluation-Report-FY-2022-23.pdf>.



## WORKING TO CREATE A BETTER FUTURE FOR CHILDREN, YOUTH AND FAMILIES

### The City of San José Children and Youth Services Master Plan

The Children and Youth Services Master Plan for the City of San José is a strategic roadmap and outlines the city's commitment to supporting children, youth, and young adults. It guides policy, practices, investments, and strategic actions to create and expand opportunity pathways, from cradle to career.

**Vision:** Fostering a future where every child and youth in San José blossoms into healthy, resilient, self-sufficient adults, enriched with abundant opportunities to live, work, play, dream, and prosper within the vibrant landscape of Silicon Valley.

**Unifying Purpose:** Create and expand opportunity pathways and supports, from cradle to career, that develop 21st century skills and lead to better health outcomes, sustainable employment, and a competitive living wage for San José children, youth, and young adults (birth through age 24), particularly for those most vulnerable.

#### Priority Areas:

- Early Learning and Child Care
- Health and Mental Wellness
- Housing Access and Security
- Learning and Empowerment
- Meaningful and Sustaining Jobs
- Safe, Clean, and Connected Communities
- Systems Transformation: City of San José System of Care "Safety-Net"

This plan articulates the City's commitment to systems transformation and moving beyond the status quo to establish, strengthen, and foster a collaborative network of organizations, system and policy leaders, and community members to address the needs of the city's youngest community members. It does this with an emphasized focus on reaching vulnerable children, youth, young adults, and their families and into communities that have historically been most disenfranchised and under-resourced.

For more information visit <https://www.sanJoseca.gov>.

### San José Youth Empowerment Alliance (SJYEA)

San José Youth Empowerment Alliance (SJYEA) is the city's youth and gang violence prevention strategy (formerly known as the Mayor's Gang Prevention Task Force). For more than 30 years, the City's gang violence reduction effort has and continues to be a model collective impact approach. Its vision of safe and healthy youth connected to their families, schools, communities, and their futures, sets the framework and drives its collective work.

With the belief that youth violence is preventable, the SJYEA invests in community-based programming and city-based



intervention and neighborhood services for youth ages 6-24. The implementation of strategies promoting the development of protective factors that can buffer against vulnerabilities early and often, decreases the impact of risk factors, and young people's resiliency is strengthened. City intervention services focus on youth with higher

risk factors and work to redirect youth to see a brighter future. Engaging young people with life-changing opportunities such as tattoo removal and job placement leads directly to reduced risk factors.

For more information visit <http://www.sanJoseca.gov/youthinterventions>.

### The San José Public Library Foundation

The San José Public Library Foundation is committed to collaborating with the San José Public Library to create a community where everyone has equitable access to lifelong learning to reach their full potential in school, career, and life. The Library Foundation supports a variety of education and enrichment programs:

- **Career Online High School:** A free, online, nationally accredited program that enables adults to earn a high school diploma and a career certificate in a variety of high-demand career fields.
- **Coding5K:** A year-round, citywide initiative that provides free and equitable access to computer science learning programs for students in grades K-12.
- **Resilience Corps Learning Pathway:** A jobs program giving college students living in San José's under-resourced census tracts a living wage, professional development training, and experience in the expanded learning field working with high needs students in grades K-8.
- **San José Learns:** See page 47. Created in response to low academic performance in underserved communities, San José Learns administers grants to innovative expanded learning programs for students in transitional kindergarten through third grade.
- **Wee Programs:** A suite of programs designed to stimulate the minds of young children, ages 0-5, to prepare them for kindergarten success and beyond.
- **Partners in Reading:** Supports adult learners in basic reading, writing, language, technology, and life skills through one-on-one tutoring and small group instruction.
- **Family, Friend, and Neighbor Caregiver Support Network:** A workforce development and networking program for informal caregivers
- **Summer Learning:** An eight-week program in June and July that encourages active and engaged learning for pre-readers (0-5), young readers (5-12), teens (12-17) and adults (18+).

For more information visit [www.sjplf.org/impact](http://www.sjplf.org/impact).

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# DATA BOOK SPONSORS



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, and community. It exists 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 public service agency that provides instructional, administrative, business, and technology services to the 31 school

districts of Santa Clara County, representing over 235,000 students from transitional kindergarten through 12th grade. It provides academic and fiscal oversight and monitoring to districts. SCCOE monitors the 21 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 provides curriculum support, staff development, technology support, and training directly to educators and staff in schools county-wide.

@SCCOE



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 a \$10.7 billion 2023-24 approved 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.

@County.of.Santa.Clara



Kids in Common challenges leaders to put children first. By fostering cross-sector, data-driven partnerships, Kids in Common drives policies, investments, and practices centered on children's needs and successes. Our vision: Every child is safe, healthy, successful in learning, and thriving in life.

Kids in Common puts children and youth first by:

- Building bridges between community organizations, policymakers,

governmental agencies, and community leaders to coordinate and amplify their individual and combined efforts on behalf of children and families.

- Providing data that drives conversations and creates the foundation to achieve better outcomes for children, youth, and families.
- Advocating for practices, policies, and investments that are focused on what is best for our kids.



Many thanks to the members of the Children's Agenda Network and others who contributed to the development of the 2024 Children's Data Book.



Graphic design by Mike Bromberg.



**We want to hear from you!**  
**Tell us what you think about  
the 2024 Data Book.**



<https://www.surveymonkey.com/r/DataComments>