



2022

SANTA CLARA COUNTY

CHILDREN'S

DATA

BOOK



KEY INDICATORS
OF WELL-BEING



DEAR ALLIES OF SANTA CLARA COUNTY CHILDREN, YOUTH, AND FAMILIES,

The Santa Clara County Office of Education, the County of Santa Clara, and Kids in Common, are pleased to present the 2022 Santa Clara County Children's Data Book. The data book features key indicators of child and youth well-being and an update on progress toward achieving the vision of Santa Clara County's Bill of Rights for Children and Youth.

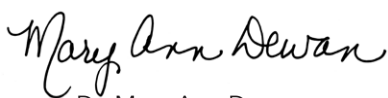
This annual data book provides essential and current information to the community and to our leaders. It serves to drive our conversations, encourage and motivate us all to make needed investments, change policies and practice on behalf of our children, and anchor our collective efforts in data, information, and context.

The global pandemic continues to threaten the well-being of our community. The mental health of our children and youth has suffered. As a county, an education agency, and a child advocacy organization, we commit to championing resources and systems that meet the mental health needs of our children, youth and families and meet them where they are at school and in community. We also recommit to advancing racial justice and the intersectional issues of gender, disability, economic, health and education justice. We will do this by examining the root causes of these inequities, and 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 Office of Education



Jeffrey V. Smith M.D., J.D.
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 success in life. Each section includes the relevant rights from the Bill of Rights for Children and Youth. Each chapter includes data indicators, if the indicator has improved, and if there is a racial/ethnic disparity. Many of the indicators in this data book have not been updated since 2020 because the COVID-19 pandemic suspended much of the regular data collection.

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.

THE 2022 SANTA CLARA COUNTY CHILDREN'S DATA BOOK KEY INDICATORS OF WELL-BEING

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SANTA CLARA COUNTY'S CHILDREN DATA SNAPSHOT

1,936,259

people live in Santa Clara County

406,542

are children,
ages 0–17 (21%)

253,625

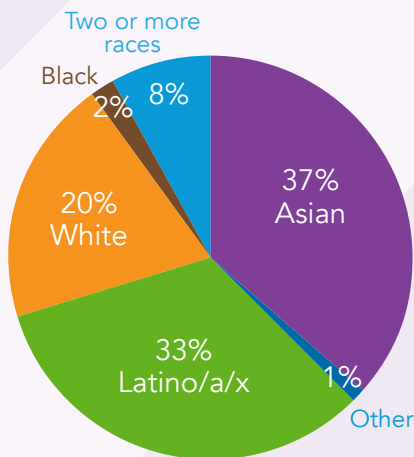
children are enrolled
in public schools
(62% of all children)

164,130

are young adults,
ages 18–24 (9%)¹

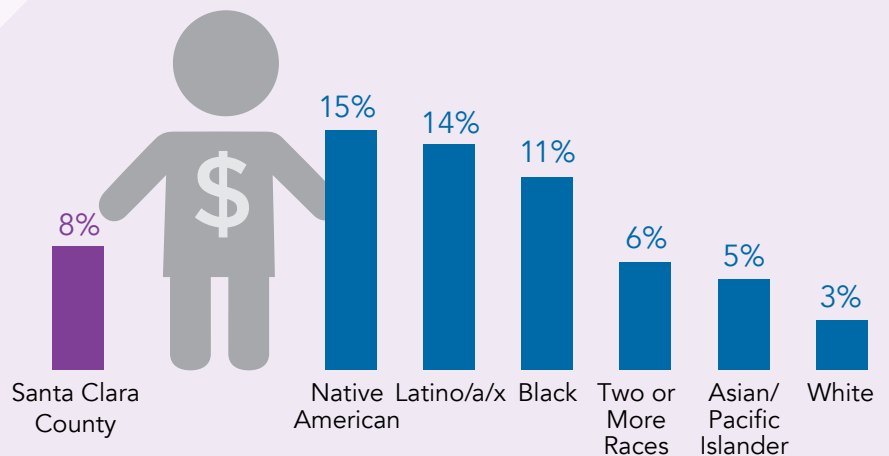


Figure 1
Race/Ethnicity of Children
in Santa Clara County


























Other includes Native Americans (0.2%), Native Hawaiian/ Other Pacific Islander (0.3%) and Other (0.7%).
Note: Percentages do not add to 100% because of rounding.

Figure 2
Percent of Children living in Poverty
by Race/Ethnicity



DATA SNAPSHOT




MEASURE	HAVE WE IMPROVED?	RACIAL/ETHNIC GAP
Housing Stability	 The number of students experiencing housing instability decreased from 2,899 in 2020 to 2,529 in 2021.	 Latino/a/x make up 38% of the student population, and are 78% of the students who are facing housing instability.
Food Security	Data N/A Nearly 132,000 children (31%) live in families below 300% of the Federal Poverty Level and are at risk for food insecurity.	 Because more Latino/a/x students live in lower income families, they are more likely to experience food insecurity.
Number of Children in Foster Care	 Entries into foster care decreased for all groups (we do not have new data for Black children.)	 Black and Latino/a/x students enter foster care at a rate 12 times and nearly 5 times as great as White children.
Students feel Safe or Very Safe in their Neighborhoods	 Overall, the percentage of children who reported feeling safe or very safe was 73% in 2014 and 2016.	 87% of White students feel safe or very safe in their neighborhood and only 73% of Black and 71% of Asian and Latino/a/x students do.
Early and Regular Prenatal Care	 Overall mothers receiving early prenatal care decreased from 74% to 66% between 2018 and 2020.	 There is a 6 percentage point gap between White and Latina mothers receiving early and regular prenatal care.
Routine Health and Dental Check-ups	 An improvement since 2014, in 2016, 61% of children had a routine health check-up and 83% had a routine dental check-up in the previous 12 months.	 There is a 16 percentage point gap between White and Latino/a/x children receiving routine health and dental check-ups.
Children with Feelings of Sadness	 27% reported feelings of sadness in 2016, two points lower than in 2014.	 30% of Latino/a/x students reported feelings of sadness in 2016. 27% of Asian children, 23% of Black and 23% of White children reported this.
Ready for School	 In 2021, 29% of children were ready for school. This compares 50% in 2018. This decrease may be attributable to differences in the sample between 2018 and 2021.	 There continues to be a disparity between the percentage of White children who are fully ready for kindergarten (49%) and Latino/a/x children's readiness. (20%).
3rd Graders meeting English Language Art (ELA) Standards	 There was an overall increase in ELA from 60% at the standard in 2019 to 64% in 2021. This increase may be attributable to differences in the sample between 2019 and 2021.	 83% of Asian and 26% of Latino/a/x third-graders met or exceeded the ELA standard. This is a gap of 57 percentage points.
8th Graders meeting Math Standards	 62% of eighth-graders met or exceeded the Math standard in 2021. In 2019, 56% did. This increase may be attributable to differences in the sample between 2019 and 2021.	 90% of Asian and 22% of Latino/a/x eighth-graders met or exceeded the Math standard.
Students Graduating on Time	 The graduation rate has remained fairly stable from 2017 to 2021 with 86% of Santa Clara County students graduating on time in 2021.	 96% of Asian students and 74% of Latino/a/x students graduated on time in 2021.
18- to 24-year-olds with a High School diploma	Data N/A 9.1% of 18- to 24-year-olds in SCC do not have a high school diploma	 This includes 11.8% of Black, 11.5% of Latino/a/x, 7.6% of Asian and White students.
Youth have a Positive View of their Future & a Sense of Purpose.	Data N/A 62% of Latino/a/x and 72% of White youth have a positive view of their future.	 72% of White, 70% of Black, 64% of Asian and 62% of Latino/a/x youth have a positive view of their future.

EVERY CHILD SAFE

EVERY CHILD HEALTHY

EVERY CHILD SUCCESSFUL IN LEARNING

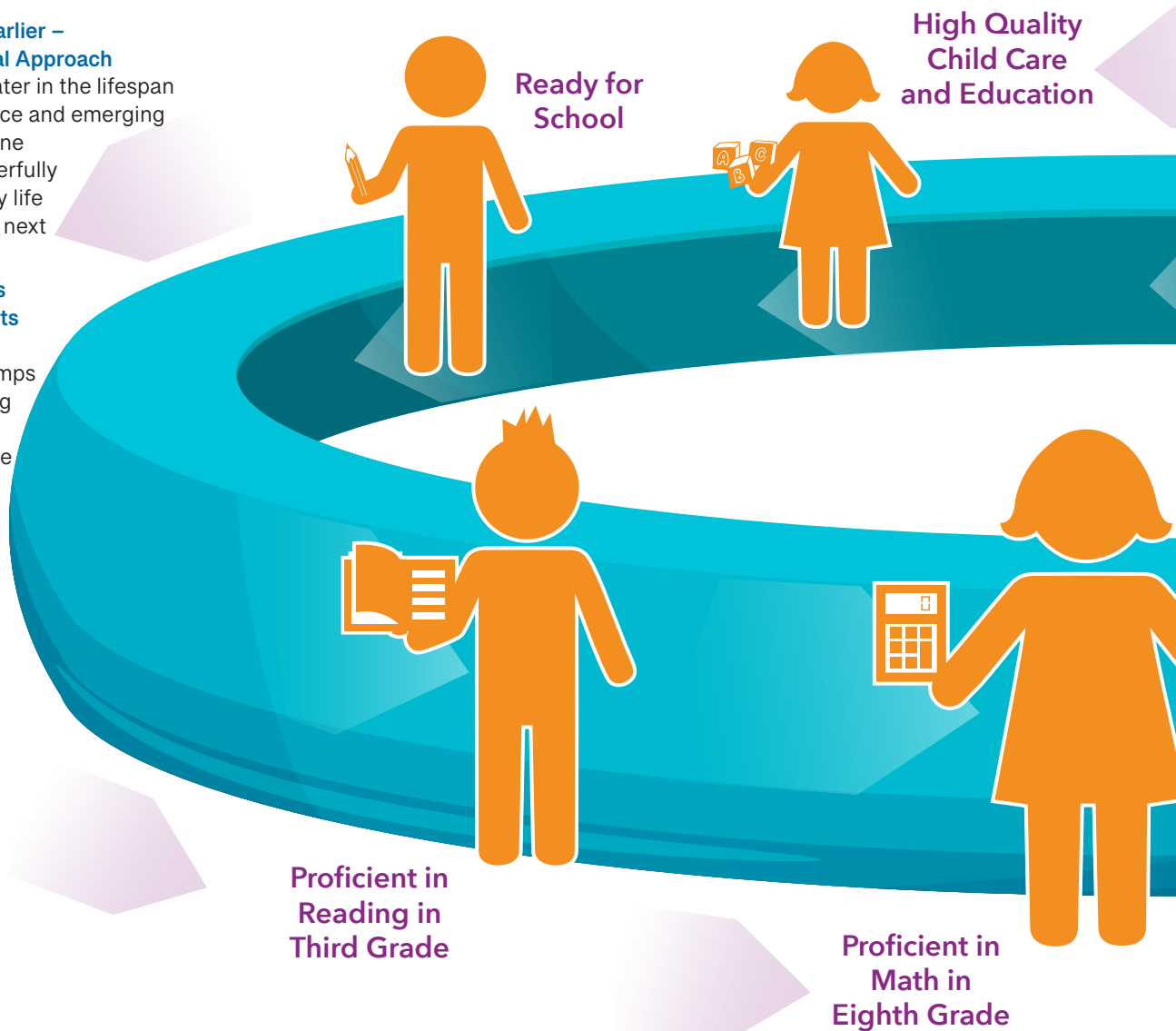
EVERY CHILD SUCCESSFUL IN LIFE

*Almost all of our data presents a racial ethnic disparity, usually between our White or Asian students and our Black/Latino/a/x students. We considered this disparity large  if it is greater than 15 percentage points or 3 times the rate per 1000. A disparity is medium  between 8-15 percentage points and the smallest disparity  is less than 7 percentage points or 2 times the rate per 1,000.

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 well-being. 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.



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

SOCIAL FACTORS THAT SUPPORT WELL-BEING AND SUCCESS (IMPORTANT THROUGHOUT LIFE):

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

Healthy Pregnancy and Birth



Markers of Success



Graduates from High School Ready for Career and College



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

BILL OF RIGHTS FOR CHILDREN AND YOUTH

TAKING A STAND FOR CHILDREN

Endorsed by the Santa Clara County Board of Supervisors on Feb. 9, 2010, the Bill of Rights for Children and Youth ensures that leaders keep the needs of young people at the forefront of decisions about budgets and government policies.

The Bill of Rights provides the foundation for the Children's Agenda and helps our community make children and youth a top priority, even during times of political change and financial upheaval.

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

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



Bottom front cover photo courtesy of San José Public Library

KEEPING FAMILIES AT THE CENTER OF OUR WORK

Parents and caregivers are a child’s first teachers.

The Life Course Framework shows us it is important that families be included and engaged in a way that supports trusting relationships and builds a sense of community.

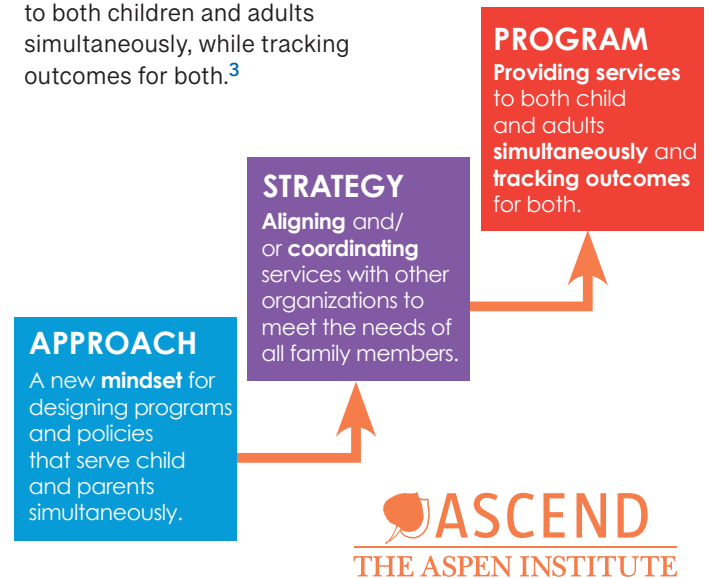
Below are some principles developed in the 2011 Early Learning Master Plan that are important to remember when engaging families:

- > **Partnership** The reciprocal relationship between families and staff is one of equality and respect, resulting in the creation of a mutually beneficial partnership. Success comes from promoting the excellence of all partners;
- > **Family Strengths** Families are assets, not obstacles to overcome or work around. They are vital resources for students, for one another, and for programs;
- > **Social Support** Social support networks create connections and build relationships, promoting the overall well-being of the child, the family and the community;
- > **Cultural Competence** Families feel their culture is recognized, valued, and respected;
- > **Shared Leadership and Power** Families and school staff are partners in decisions that affect their children;
- > **Shared Responsibility** All community members recognize that learning begins at birth and occurs in multiple settings. All take responsibility for expanding learning opportunities, community services and civic participation; and
- > **Child Success** Families, staff, and community members collaborate so children have access to opportunities that equitably support their success and health.

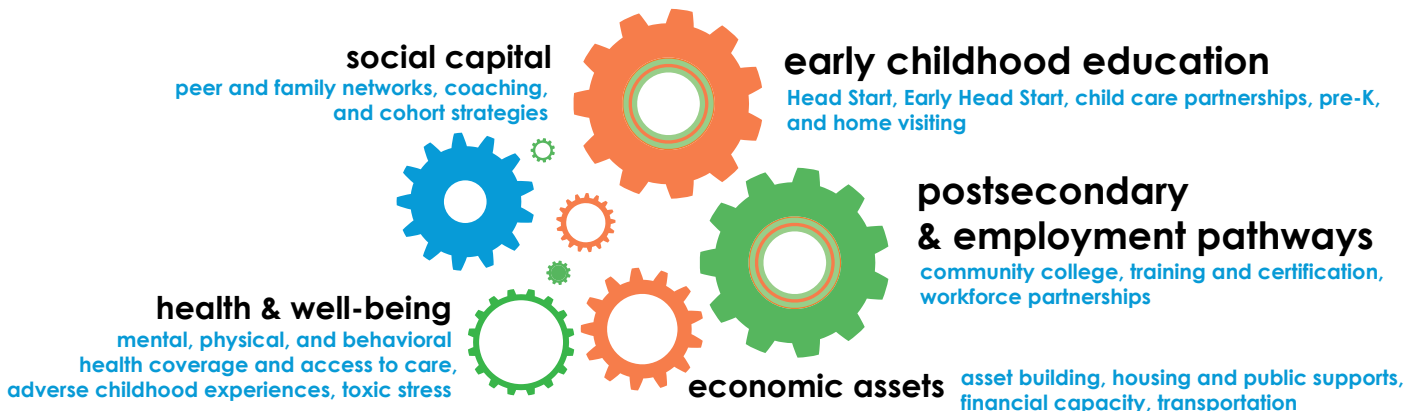
The Power of Cross-Generation Approaches

Too often, programs designed to improve outcomes for children and families – particularly those who are low-income – focus only on the child or the parent, rather than both. The Aspen Institute’s Ascend initiative promotes “cross-generation approaches,” focusing on education, economic supports, social capital and health and well-being. The goal is to create a trajectory of economic security that passes from one generation to the next. As the Ascend Initiative’s recent report, Making Tomorrow Better Together, states, “If you want to make tomorrow better for children, you have to make it better for their parents, and vice versa.”²

Implementing a cross-generation approach means adopting a new mindset: designing programs and policies that serve child and parents simultaneously; aligning and/or coordinating services with other organizations to meet the needs of all family members; and providing services to both children and adults simultaneously, while tracking outcomes for both.³



AREAS OF FOCUS FOR CROSS-GENERATION APPROACHES



PARTNERSHIP WITH FAMILIES AND COMMUNITY

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.

Too often policymakers, program implementers and direct service staff develop policy or bring services to the community that they think will work. However, policies and programs developed without community input – no matter how well intentioned – often repeatedly disadvantage the same groups, leading to harmful unintended consequences or compound 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, developed by Rosa González of Facilitating Power, provides a model for creating thriving, diverse equitable communities through deep participation, particularly by communities commonly excluded from democratic voice and power.

NOTHING ABOUT US WITHOUT US

It provides a model for a new wave of community-driven civic leadership. The spectrum below shows the steps along the way essential for building community collaboration and governance.

Many efforts in Santa Clara County are working towards collaboration and community ownership including the Probation Department's Neighborhood Safety/Services Unit (NSU), San Jose Conservation Corps and Charter School's Youth Liberation Movement, Fresh Lifelines for Youth's Youth Advisory Council and the Cross Agency Services Team Family & Community Partnership Workgroup.

This and past years' Santa Clara County Children's Data Book has largely been driven by human service professionals. Our goal is to collaborate with the community from the beginning of the development of the 2023 Children's Data Book.

To read more and access the tools of the Spectrum of Community Engagement to Ownership go to: <https://movementstrategy.org/resources/the-spectrum-of-community-engagement-to-ownership>.

THE SPECTRUM OF COMMUNITY ENGAGEMENT TO OWNERSHIP

Increased Efficiency in Decision-Making and Solutions Implementation Equity

Stance Towards the Community	0 IGNORE	1 INFORM	2 CONSULT	3 INVOLVE	4 COLLABORATE	5 DEFER TO
Impact	Marginalization	Preparation or Placation	Limited Voice or Tokenization	Voice	Delegated Power	Community Ownership
Community Engagement Goals	Deny access to decision-making processes	Provide the community with relevant information	Gather input from the community	Ensure community needs and assets are integrated into process and inform planning	Ensure community capacity to play a leadership role in decision-making and the implementation of decisions.	Foster democratic participation and equity through community-driven decision-making; Bridge divide between community & governance
Message to the Community	Your voice, needs & interests do not matter	We will keep you informed	We care what you think	You are making us think (and therefore act) differently about the issue	Your leadership and expertise are critical to how we address the issue	It's time to unlock collective power and capacity for transformative solutions.
Activities	Closed door meeting Misinformation Systematic	Fact sheets Open Houses Presentations Billboards Videos	Public Comment Focus Groups Community Forums Surveys	Community organizing & advocacy House meetings Interactive workshops Polling Community forums	MOU's with Community-based organizations Community organizing Citizen advisory committee Open Planning Forums with Citizen Polling	Community-driven planning Consensus building Participatory action research Participatory budgeting Cooperatives
Resource Allocation Ratios	100% Systems Admin	70-90% Systems Admin 10-30% Dramations and Publicity	60-80% Systems Admin 20-40% Consultation Activities	50-60% Systems Admin 40-50% Community Involvement	20-50% Systems Admin 50-70% Community Partners	80-100% Community partners and community-driven processes ideally generate new value and resources that can be invested in solutions

SOCIAL JUSTICE AND BARRIERS TO OPPORTUNITY

All children, youth and families have a right to be safe, healthy, successful in learning and successful in life – inclusive of race, culture, religion, language, immigration status, gender, gender identity, sexual orientation and developmental or physical abilities.

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

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

Racism and injustice is at the heart of our most disparate outcomes in Santa Clara County. In most areas we measure, we see poor results for children and youth who are Latino/a/x or Black. Racialized outcomes are made worse when they intersect with other marginalized groups, including those who are experiencing poverty, are disabled, or are LGBTQ. Some examples of this intersectionality can be seen in the figure below.



Targeted Universalism

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

In his 2012 book, “Racing to Justice,” Powell explains, “Fairness is not advanced

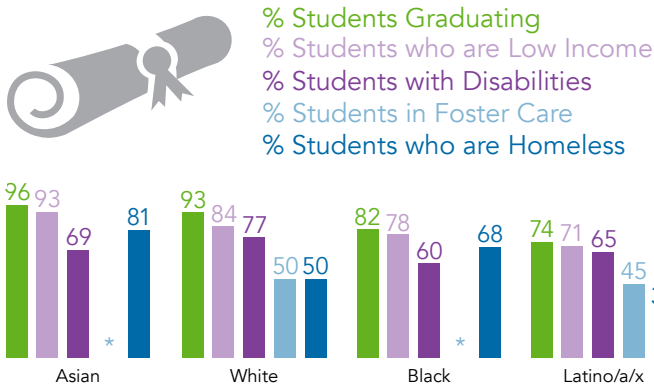
by treating those who are situated differently as if they were the same.” He asserts, “...A policy that is neutral in design is not necessarily neutral in effect...Equality of effort can produce very different overall outcomes, depending not only on the beneficiaries’ individual needs, but also on their environments.”⁴

The five steps of Targeted Universalism are:

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

We achieve equity and justice for children, youth, and families when we acknowledge the legacy and impact of racist policies and practices, work towards addressing the underlying root causes of inequitable outcomes, and by holding ourselves accountable to work in partnership to transform systems to create full access to opportunities and supports so all children, and families can thrive.

Figure 3
Percentage of Students Graduating on Time, Class of 2021



* The numbers of Asian and Black students in foster care are too low to report and protect the students’ identity.

RACIAL JUSTICE

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

-Equity in the Center⁶



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, and other policies that we must address to achieve equity.

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 – the global pandemic and the resulting economic catastrophe and the murder 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.

RACIALIZED POLICIES AND PRACTICES IN CALIFORNIA AND THE NATION

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.⁷

Zero Tolerance Policies and Aggressive Arrest Policies that began in the 1970s led to significant increases in school suspensions, expulsions, and juvenile arrests that disproportionately affect 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 2019, 70% of suspensions were given to Latino/a/x or Black students, who make up only 40% of the student population. In 2018, 69% of youth arrested were Latino/a/x and 10% were Black. (See Figure 27 on page 36.)

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.⁸

Discriminatory Lending and Housing Practices

After World War II, lending and real-estate practices of “redlining” excluded people of color and established “white only” neighborhoods. To understand redlining in Santa Clara County, go to: <https://joshbegley.com/redlining/sanjose>.

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 1965.⁹

When we address the racism that operates, often quietly and unnoticed, in our systems, policies, practices, attitudes, and cultural messages, we will come closer to eliminating disparate outcomes based on race.¹⁰

THE IMPACT OF REDLINING AND OTHER DISCRIMINATORY LENDING AND HOUSING PRACTICES

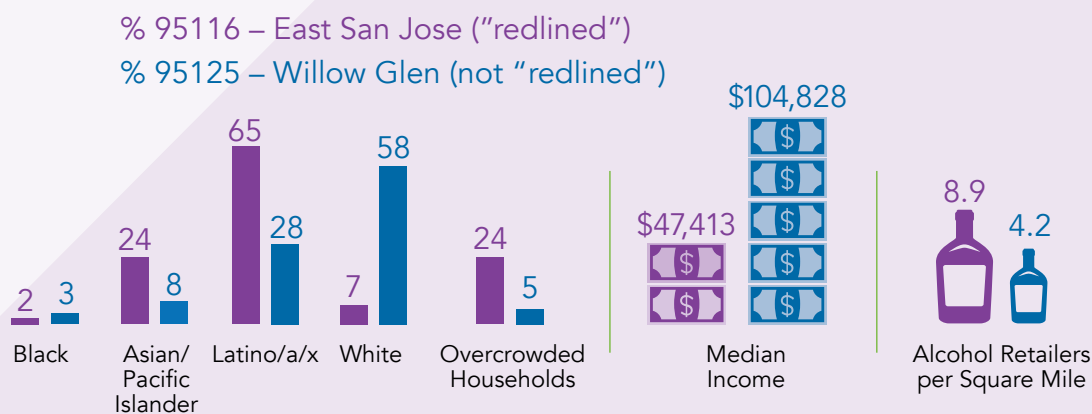


The legacy of redlining and other discriminatory lending and housing practices can be seen in Figure 4. This figure demonstrates how redlined neighborhoods are more segregated, and have disparities in incomes and the resources available to them.

Community members see the difference. In San José, some neighborhoods are well-lit, tree-lined, and have safe places for children to play. Others are pot-holed, dark, littered, and

lack parks, sidewalks, and places to buy healthy food. More people of color live in the neighborhoods that have fewer resources. These differences don't go unnoticed by the residents. On one survey, a mother said, **“What makes me sad is that areas in which people have more money, they have lots of parks. We are in a poorer area with more young kids who really need those parks.”**¹²

Figure 4
Legacy of “Redlining” in San José Neighborhoods



PARTNERING WITH IMMIGRANT COMMUNITIES

65% of Bay Area residents agree that protecting the racial and cultural diversity of our neighborhoods and local communities should be a priority.¹²

Poll conducted in October 2019 by EMC Research

Santa Clara County is a community of immigrants with 39% of the populations being foreign born and 53% speaking a language other than English at home; more than 150 languages.¹³

It is the most diverse county in California, which is the most diverse state in the nation. Diversity has been the bedrock of the history of Santa Clara County, and although challenging at times, it has produced the wonder that is Silicon Valley. Our community continues to be invested in the success of its diversity through the success of its children. This is why conscious recognition of the diversity of our children is important.

Deferred Action for Childhood Arrivals (DACA)

In June 2012, the U.S. Department of Homeland Security (DHS) announced that it would not deport certain undocumented youth who came to the United States as children. These youth were granted a type of temporary permission to stay in the U.S. called “deferred action.”

In 2016, Santa Clara County was home to close to 14,000 DACA eligible individuals and as many as 50,000 residents may fall within the DACA eligible age category. Since the DACA program was announced, it has faced countless legal challenges, causing uncertainty for DACA recipients. On December 4, 2020, a federal court restored the DACA program in full to its 2012 parameters. The Biden administration has stated it would protect DACA and create a path to lawful permanent residency and US citizenship for the program’s recipients. However, since July 2021, DACA renewals continue, but new applications are not being accepted and those filed prior to July, 2021 are on hold.

Troubling Messages to Our Immigrant Community

Although efforts to improve that nation’s immigration policies are expected for this coming year, a report from the Kaiser Family Foundation that surveyed focus groups, immigrant families, and pediatricians, found that the Trump administration’s immigration restrictions and enforcement policies have led to rising anxiety among immigrants, even those who are documented. Families with an undocumented member are afraid of being separated. Those who are documented worry about the stability of their status and the loss of permission to stay in the U.S. This is especially true among adults who were brought to the U.S. as children and are anxious about the elimination of the federal DACA program. The researchers also found:

- Parents and pediatricians are reporting increased racism, discrimination and bullying;
- Families are afraid to leave their homes and are limiting their participation in activities;
- Employment challenges (worsened by the COVID pandemic); and
- Parents reporting that their children are experiencing problems sleeping, headaches, stomach aches, and mental health issues, such as depression and anxiety.¹⁴

Policies Impacting Our Immigrant Communities

In 2010, the County of Santa Clara adopted a resolution that banned the use of County resources, employees, or information to assist with federal immigration enforcement. In 2011, the County’s Board of Supervisors furthered this policy by adopting a Civil Immigration Detainer Policy that effectively prohibited the County from honoring civil detainer requests from Immigration & Customs Enforcement (ICE) by holding County inmates for additional time beyond their release dates at ICE’s request, or otherwise collaborating with ICE except when ICE had a judicial warrant. That 2011 policy was one of the strongest policies in the nation. In 2019, the Board reviewed the Civil Detainer Policy. Based upon recommendations provided by the County Executive and the County Counsel, the Board strengthened the County’s policy in several ways including clarifying that the County will not assist or cooperate with ICE on any effort to detain a child, even if ICE has a judicial warrant.

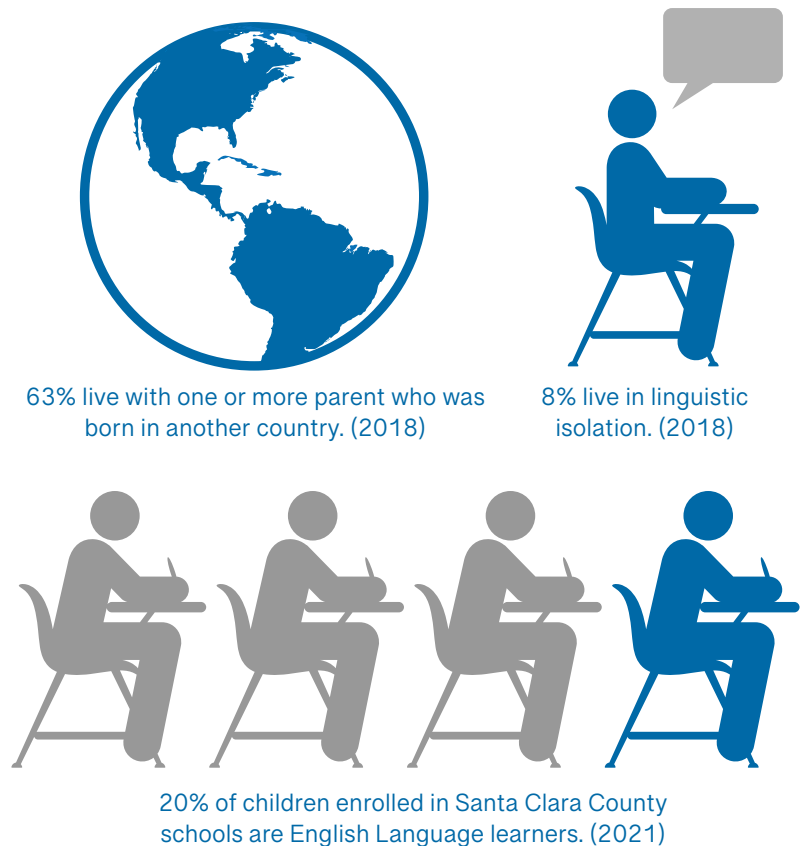
Although critics argue that policies protecting against the use of county resources to assist with federal immigration enforcement decrease public safety, a recent study by the Center on Juvenile and Criminal Justice has found that white residents in counties with such policies in place are safer from homicide, firearm death, and illicit drug overdoses than white residents living in counties without these policies. Residents of color in counties with these policies experience lower rates of overall violent deaths than those in counties without them, although they have higher rates of illicit drug overdose deaths. Nationally, violent deaths in urban counties without these immigrant-protective policies in place are 81.5 per 100,000 for white community members and 52.8 for residents of color. In Santa Clara County, the rate of violent death is 58.8 per 100,000 for white residents and 44.2 for residents of color. ¹⁵

Partnering With Our Immigrant Communities

Recognizing the civic, social and economic strength immigrants bring to our region, the Santa Clara County Board of Supervisors (BOS) has made numerous investments to support our immigrant community members. These include:

- Establishing the Office of Immigrant Relations;
- Providing programs that support immigrant integration and promoting citizenship;
- Funding legal services and deportation defense;
- Collaborating with schools and school districts; and
- Inviting participation in the New American Fellowship program, a 10-week paid training opportunity in a county agency, department or board of supervisor office for DACA recipients (Deferred Action for Childhood Arrivals.)

Figure 5
Immigration and English Learner Status of Children



THE ECONOMICS OF LIVING IN SANTA CLARA COUNTY

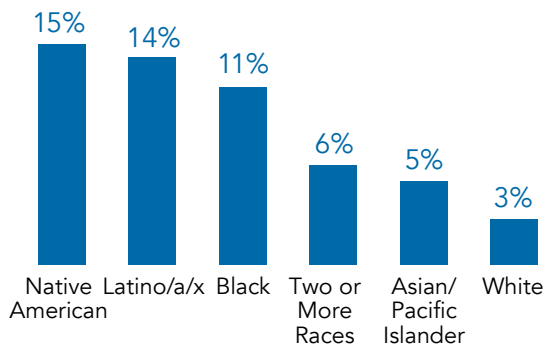
“The opposite of poverty isn’t wealth. The opposite of poverty is justice.”

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

The Federal Poverty Level (FPL) in Santa Clara County

The U.S. Census Bureau’s American Community Survey for 2019 estimates that 8% of Santa Clara County children live in poverty. The breakdowns of children living in poverty by race/ethnicity are shown in Figure 6.

Figure 6 Percentage of Children Living in Poverty, by Race/Ethnicity



There is general agreement that the FPL is a woefully inadequate measure. The formula for the FPL was developed in 1963 and was based on the cost of food as a percentage of income. It does not take into account other costs such as housing or child care, nor does it take into account geographic variations in cost of living. A county such as Santa Clara County has a very high cost of living. The 2022 FPL for a family of four is \$27,750. It’s difficult to imagine a single parent in Silicon Valley making that little and being able to afford food for a month, let alone rent on a studio apartment.

Eligibility for many public support programs is based on factoring a percentage of the FPL. At least 31% of children in 2019 lived below 300% of the FPL or \$83,250 for a family of four. This figure is still below the Real Cost Measure described on the next page and may be a good indicator of children struggling with housing and food insecurity and families unable to meet their essential needs.

In response to the rising cost of living, California’s minimum wage increased to \$15 per hour on January 1, 2022.

Even at the increased state minimum wage of \$15 per hour, a family of four with one wage earner working 40 hours a week earns \$31,200, only a little above the FPL at \$27,750. At \$16.20 per hour, a family of four will earn \$33,696 working one full-time job.

Increasing Income Does Make a Difference

Two recent studies have shown the importance that increased income can have for children and families. In one study, a \$1 increase in minimum wage correlated with a decrease of child maltreatment reports.¹⁶

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.¹⁷

What Having Extra Money Does

When families have the financial means, they can pay for tutors if their children are struggling in school. They can pay for music and art lessons, sports programs, and other enrichment opportunities that help their children stay in school. Families that have financial resources are able to pay for summer education programs for their children. Studies show that summer learning loss – lack of access to summer learning opportunities – alone may account for two thirds of the academic achievement gap.¹⁸

Figure 7 Minimum Wage by Community (2022)



Towards a Better Understanding of the Economics of Living in Santa Clara County:

THE REAL COST MEASURE (RCM)

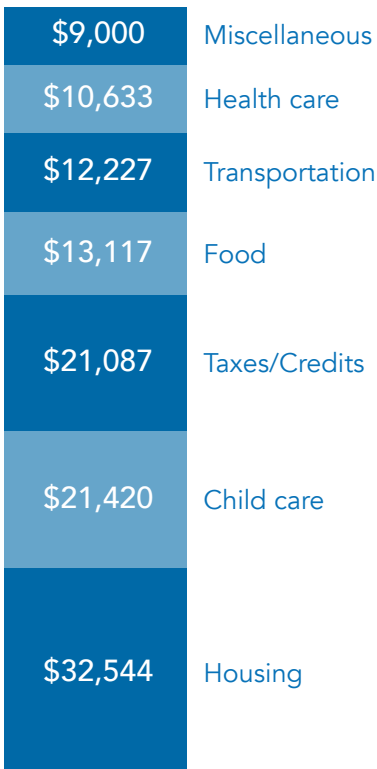
“Struggling to Move Up: The Real Cost Measure in California,” a 2021 report from United Ways of California, demonstrates how the Federal Poverty Level (FPL) vastly understates poverty. Because of this, many families in Santa Clara County contend with significant deprivation. They earn too much to qualify for income supports such as CalFresh (food stamps), Medi-Cal, or subsidized housing or childcare, yet they struggle to meet their basic needs.

The Real Cost Measure (RCM) methodology takes into account local costs of living to develop household budgets to meet the basic needs for families in the county (the Real Cost Budget). It then looks at neighborhood-level demographics to estimate how many households have income below the basic-needs budget.¹⁹

Figure 8

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

Total: \$120,028



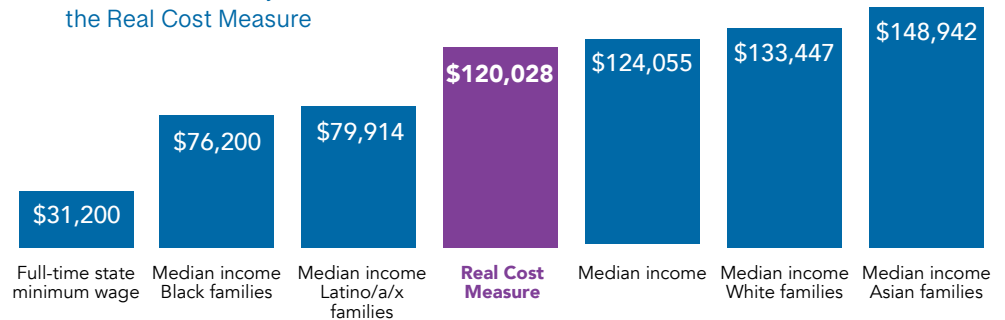
In Santa Clara County 138,781 households fall below the Real Cost Measure. For a household with two adults, one infant and one school-age child, the RCM is \$120,028.

- A family with two adults, one infant and one school-age child would need to work more than four full-time minimum wage jobs at \$15 per hour to meet the RCM standard;
- Latino/a/x families are disproportionately affected. 52,535 (52%) of households below the RCM standard are Latino/a/x;
- 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; and
- 35% of all households in Santa Clara County 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. 51% (25,440) of households with a high school credential or equivalent fall below the RCM.²⁶

For more information go to:

www.UnitedWaysCA.org/RealCost.

Figure 9
Santa Clara County Incomes and the Real Cost Measure



STUDENTS WITH DISABILITIES

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

- The 1975 Individuals with Disabilities Education Act (IDEA)

Students with disabilities have some of the poorest outcomes of all our students.

And when a disabled student is poor or Black or Latino/a/x, these outcomes are even worse. Below are some of these disparate outcomes:

- 25% of third grade students with disabilities meet the standard for English Language Arts;
- 14% of eighth grade students with disabilities meet the standard for Math;
- Only 64% of low-income students with disabilities graduated on time in 2019;
- In 2018, students in special education – 12% of the population – received 34% of all suspensions. This data point is especially troubling because special education students have an Individual Education Plan (IEP) that is designed to address any area of the student’s education that can interfere with learning, including behavior issues. Federal law requires students with an IEP to receive a “manifest determination,” which establishes whether the problem behavior is related to the student’s disability, and to plan a course of intervention to decrease the behavior; and
- Only half of teachers strongly believe that students with mild to moderate disabilities can perform at grade level expectations.

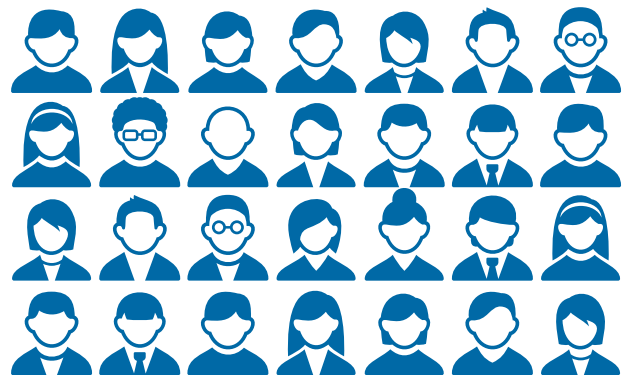
The educators who have a strong sense of self-efficacy, a growth mindset, a positive orientation towards inclusion and sense of personal responsibility for all students positively impact the development of students with learning and attention differences.²¹



Figure 10

Students with Disabilities and Overlap with Other Socio-Economic Factors (2021)

All Students with a Disability in Santa Clara County: 28,427



Also Homeless: 411



Also Socioeconomically disadvantaged: 13,954



Also English Language Learner: 10,293

Also Foster Youth: 174

LGBTQ INTERSECTIONALITY

**“Equality means more than passing laws.
The struggle is really won in the hearts and minds of the community,
where it really counts.”**

–Barbara Gittings, LGBTQ Activist

A part of the dynamic, diverse Santa Clara County community are those who identify as lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ). While it is difficult to estimate how many people identify as LGBTQ, a 2018 national survey found that the estimate of LGBTQ population had risen to 4.5% in 2017. Other estimates suggest that LGBTQ individuals make up about 4% of the adult population of California and around 4% in Santa Clara County specifically.²²

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.

There have been numerous studies illuminating these discrepancies, including Santa Clara County’s December 2013 health assessment “Status of LGBTQ Health: Santa Clara County 2013.”

This health assessment concluded that, “...the LGBTQ community experiences substantial health disparities and health inequities. Our assessment found that the LGBTQ community experiences a high level of need for social services, particularly affordable housing, and uncovered a lack of awareness of available services and a shortage of LGBTQ-competent services.”²³

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

- In Santa Clara County, LGBTQ individuals comprise 29% of youth and young adults who are experiencing homelessness;²⁴
- A national survey of youth at school found 81% of LGBTQ youth were verbally harassed because of their sexual orientation, 44% of youth were physically harassed and 20% were physically assaulted;²⁵
- Nationally, a disproportionate number of youth in Juvenile Justice Systems – 13% – identify as LGBTQ;²⁶
- Lesbian, gay and bisexual youth are four times more likely to attempt suicide than their straight peers.²⁷ Nearly half of transgender respondents in the County’s health assessment seriously considered suicide or hurting themselves during the past 12 months;²⁸ and
- Lesbian, gay and bisexual adults are more likely to live below 200% of the federal poverty line than heterosexual adults.²⁹

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

In Fall 2016, the developmental asset survey, administered to middle and high school youth throughout Santa Clara County by Project Cornerstone, included results for 2,426 students who identified as lesbian, gay, bisexual, transgender, or queer (LGBTQ). This was 7% of the population surveyed.

There were some alarming findings:

- LGBTQ youth average only 18 out of 40 assets as compared to 21.4 for all students;
- They are 3x more likely to attempt suicide;
- They are 1.5x more likely to use drugs and alcohol;
- Only 22% report positive family communication;
- Only 11% feel valued by the community;
- They are higher in 23 out of 24 Risk Behaviors; and
- They are lower in six out of seven Thriving Indicators.³⁰



EVERY CHILD SAFE

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

RELEVANT BILL OF RIGHTS

- They develop a healthy attachment to a parent, guardian or caregiver and an ongoing relationship with caring and supportive adult.
- They have freedom from mistreatment, abuse and neglect.
- Their essential needs are met — nutritious food, shelter, clothing, health care, and accessible transportation.
- They have a safe and healthy environment, including homes, schools, neighborhoods, and communities.

WHAT THE DATA TELL US

- The number of students experiencing housing instability decreased from 2,899 in 2020 to 2,529 in 2021.
- Latino/a/x make up 38% of the student population, and are 78% of the students who are facing housing instability.
- Nearly 132,000 children (31%) live in families below 300% of the Federal Poverty Level and are at risk for food insecurity. Because more Latino/a/x students live in lower income families, they are likely to experience greater food insecurity.
- Entries into foster care decreased for all groups (we do not have new data for Black children.) Black and Latino/a/x students enter foster care at a rate 12 times and nearly 5 times as great as White children.
- 87% of White students feel safe or very safe in their neighborhood and only 73% of Black and 71% of Asian and Latino/a/x students do.

RECOMMENDATIONS

- Institute policies and programs to ensure no families with children, no teens, and no young adults are unhoused or living in an unsafe situation.
- Fund a system of food and nutrition support that ensures every child and family has healthy, nutritious, food to support their growth and development.
- Provide financial support, family supports, and early intervention services to avert children's entry into foster care, and ensure that, if children enter foster care, they live in stable, loving families, preferably with relatives or kin.
- Provide trauma- and healing-informed training to all educators and professionals working with children and families.



BY THE NUMBERS

NUMBERS

Figure 11
McKinney-Vento Annual Count of Students Experiencing Housing Instability

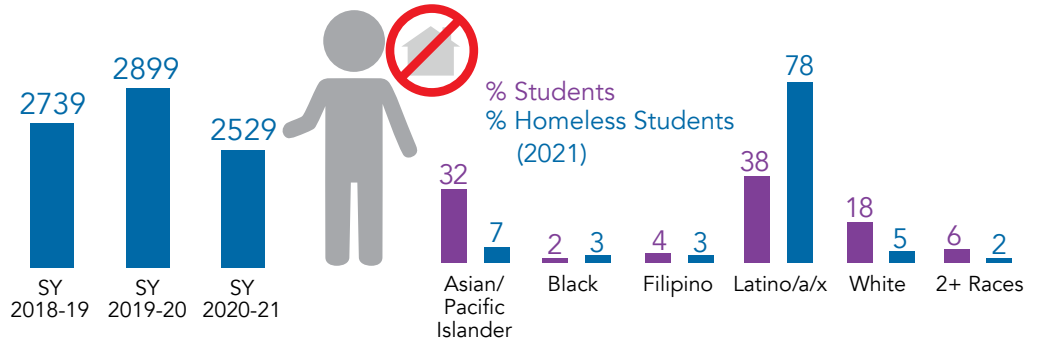


Figure 12
Food Security

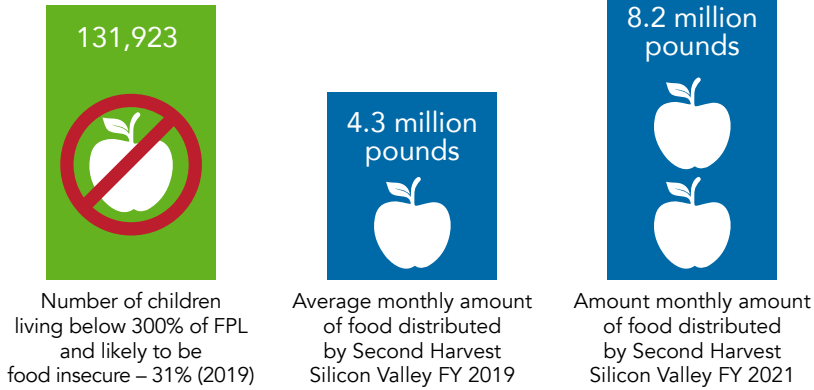


Figure 13
Entries into Foster Care, per 1,000 Children

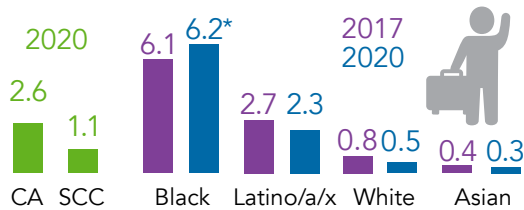
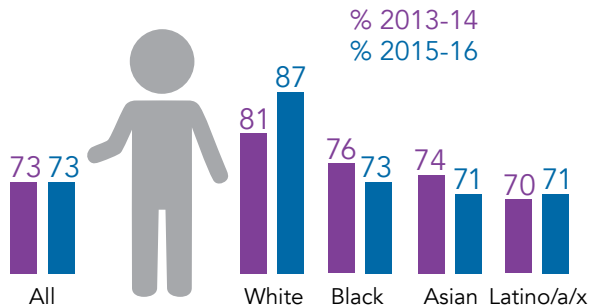


Figure 14
Percentage of Students who Feel Safe or Very Safe in their Neighborhood



THE STORY BEHIND THE DATA

HOUSING SECURITY AND HOMELESSNESS

Experiencing housing instability and homelessness as a child or young adult can have lifelong health and well-being consequences. Research has found that 68% of adults who had experienced homelessness as a child, experienced 4 or more ACEs. Only 16% of adults who reported no homelessness in childhood experienced 4 or more ACE's. (For more information on ACEs, please go to page 24.) Some ways homelessness impacts children are:

- Children who experience homelessness have a greater likelihood of suffering from hunger as well as poor physical and mental health;
- They are more than twice as likely to repeat a grade in school, or be expelled or suspended; and
- Families that experience homelessness are most often headed by a young single woman with limited education and are likely to have experienced family violence or mental health issues.²

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; and
- Pregnant or parenting youth.³

The McKinney-Vento Act protects the educational rights of students who are homeless or experiencing housing insecurity and provides an annual measure of those students. In McKinney-Vento, 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.

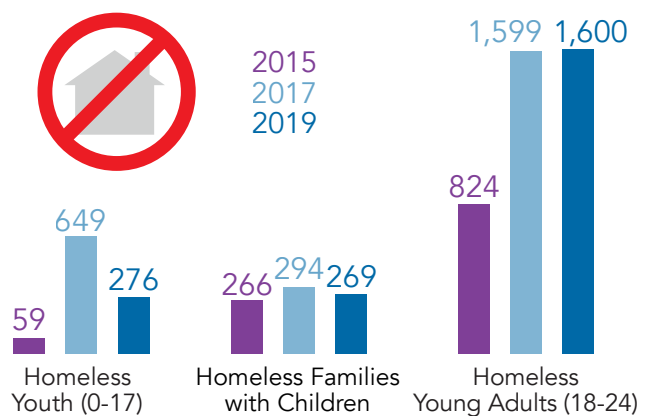
The act ensures children and youth experiencing housing insecurity have the right to go to their school of origin the entire time they are homeless. If they find permanent housing, they can finish the school year at their school of origin. Under McKinney-Vento, homeless children who qualify may also receive preschool services, free or reduced meal services, special education, before- and after-school care, and other services.



Point in time Count

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. It was not conducted in 2021 because of COVID-19 and the 2022 data was not available at the time of publication.

Figure 15
Number of Homeless Youth, Families with Children, and Young Adults



THE STORY BEHIND THE DATA

FOOD SECURITY, FOSTER CARE, CHILDREN FEELING SAFE

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, child care and other costs. To address this, this data book utilizes 300% of the FPL to identify children and families who may be food insecure. 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). Government reporting greatly lags our current point in time, so building accurate models, 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.

Based on national data, economists estimate that the receipt of a free or reduced-price school lunch reduces obesity rates by at least 17 percent.

Receiving free or reduced-price school lunches reduces poor health by at least 29 percent based on estimates using national data. ⁴



Photo courtesy of Second Harvest Silicon Valley.

CHILDREN IN FOSTER CARE

Children who are victims of abuse or neglect are more likely to suffer from depression, attempt suicide, use alcohol and drugs, demonstrate learning and behavioral difficulties in school, and become engaged in the foster care system. ⁵

- Because separation from a primary caregiver can be traumatic for children, especially those under the age of six, it is important that children be taken away from their caregivers only when their safety is truly at risk.
 - When children are removed from their parents' care because of abuse or neglect, placing them with relatives is best practice. ⁶

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. ⁷ Does poverty lead to increased rates of actual maltreatment or is poverty itself mistaken for neglect (or perhaps a combination of both) resulting in higher rates of children entering the foster care system?

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. ⁸ Another study showed a small increase in annual income (\$4,000) correlated with improved long-term outcomes for children, including going further in school and being more likely to have a full-time job as an adult. ⁹

STUDENTS FEELING SAFE OR VERY SAFE IN THEIR SCHOOL OR NEIGHBORHOOD

- Research indicates that exposure to violence, whether direct or indirect, has a harmful impact on a young person's brain development.
- Children who report feeling safe have higher levels of academic engagement than their peers.
- Fearing for personal safety is associated with missing school activities or classes.
- Community violence exposure is associated with decreased feeling of connectedness to school. ¹⁰

THE IMPORTANCE OF TRAUMA AND HEALING

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 drug abuse, 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.¹¹

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.¹²

Racing ACEs

The Adverse Childhood Experiences framework (ACEs) helps us to understand the effect exposure to trauma or chronic stress can impact a child's development and health as they grow into adulthood.

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

Racing 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.¹³



RECOMMENDATIONS

EVERY CHILD SAFE

Institute policies and programs to ensure no families with children, no teens, and no young adults are unhoused or living in an unsafe situation.

Being safely housed is fundamental to a family's ability to succeed. Lack of stable and safe housing for children, youth and young adults is correlated with poor health outcomes, poor education outcomes, high ACEs scores, and experiencing homelessness later as an adult. While it may take a large financial investment to ensure every family, child and young person is housed, it is an upstream investment that will prevent poor life outcomes that become intergenerational barriers to success.

Fund a system of food and nutrition support that ensures every child and family has healthy, nutritious, food to support their growth and development.

Healthy, nutritional food is critical to a child's well-being. Investing in a system of food and nutrition support includes:

- Continuation of the Universal School Meal program implemented in California to meet the needs of students during the pandemic. This program reimburses qualified public districts and charter schools for all non-reimbursed expenses accrued in providing federally reimbursable breakfast and lunch to all children. Besides ensuring students have nutritious meals to fuel their learning, Universal School Meals reduce stigma and build community. In addition to state funding, local funds may be needed to support and sustain the high cost of delivering food and services in Santa Clara County.
- Make federal food programs such as Summer Meals, Summer EBT, CalFresh and WIC (Women, Infants & Children) accessible and easy to utilize.
- Ensure meal providers and grocery distribution partners have the funding, locations and labor they need to continue to provide food to the community.

Provide financial support, family supports, and early intervention services to avert children's entry into foster care, and ensure that, if children enter foster care, they live in stable, loving families, preferably with relatives or kin.

Children belong in families. Funding for programs that provide early intervention services, financial and other tangible supports, opportunities to enhance parenting skills with the goal of keeping children and youth safe in families should be prioritized.

Research has shown that children placed with relatives fare better than those placed in foster care. Placing children with relatives minimizes the trauma of being separated from their parents. They likely have a relationship with relatives, who are also more likely to accept sibling groups. They experience better stability, and have fewer placement changes, behavior problems, and school changes. Living with a relative helps preserve a child's cultural identity and community connections and eliminates the stigma that children in foster care experience. Some counties such as Los Angeles County have had success with increasing placement with relatives by targeting some of the legal, bureaucratic and financial hurdles associated with relative placement.

Provide trauma- and healing-informed training to all educators and professionals working with children and families.

Children who have experienced trauma need support to heal and thrive. When professionals have the tools, skills, and resources to support these children, there is a much greater chance that these children are not re-traumatized by the professional's actions and that they will be able to get on a path to healing.



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

- They have a healthy mind, body, and spirit that enable them to maximize their potential.
- They develop a healthy attachment to a parent, guardian or caregiver and an ongoing relationship with a caring and supportive adult.
- Their essential needs are met— nutritious food, shelter, clothing, health care, and accessible transportation.
- They have a safe and healthy environment, including homes, schools, neighborhoods, and communities.

WHAT THE DATA TELL US

- The percent of teen mothers who received early and regular prenatal care increased from 46% to 62% between 2018 and 2020. Overall, mothers receiving early prenatal care decreased from 74% to 66%.
- There is a 6 percentage point gap between White and Latina mothers receiving early and regular prenatal care.
- In 2016, 61% of children had a routine health check-up and 83% had a routine dental check-up in the previous 12 months. This is an improvement over 2014.
- There is a 16 percentage point gap between White and Latino/a/x children receiving routine health and dental check-ups.
- 27% of children reported feelings of sadness in 2016, two points lower than in 2014.
- 30% of Latino/a/x students reported feelings of sadness in 2016. 27% of Asian children, 23% of Black and 23% of White children reported this.

RECOMMENDATIONS

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





BY THE NUMBERS

EVERY CHILD HEALTHY

Figure 16
Percentage of Mothers Receiving Early and Regular Prenatal Care (2020)

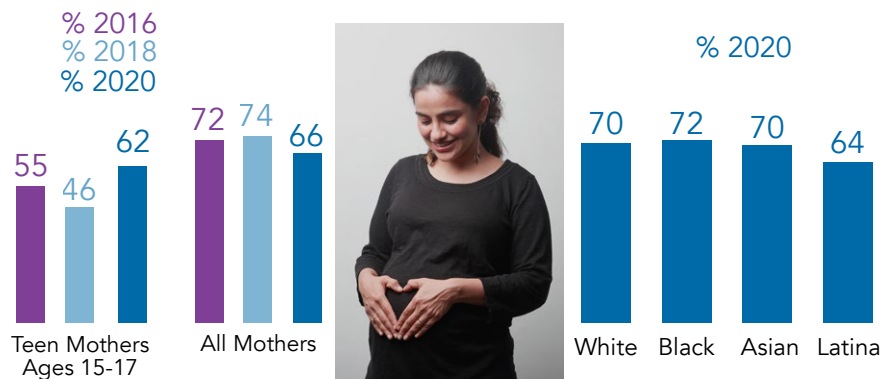


Figure 17
Percentage of Children with a Routine Health Check-up in the Previous 12 Months

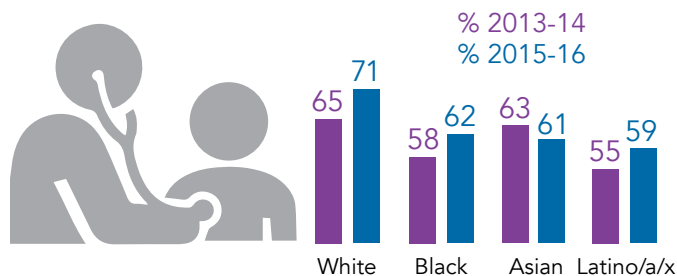


Figure 18
Percentage of Children with a Routine Dental Check-up in the Previous 12 Months

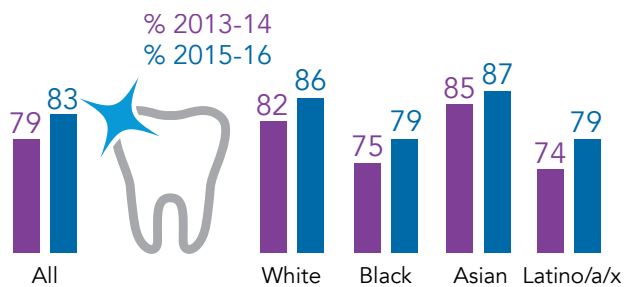
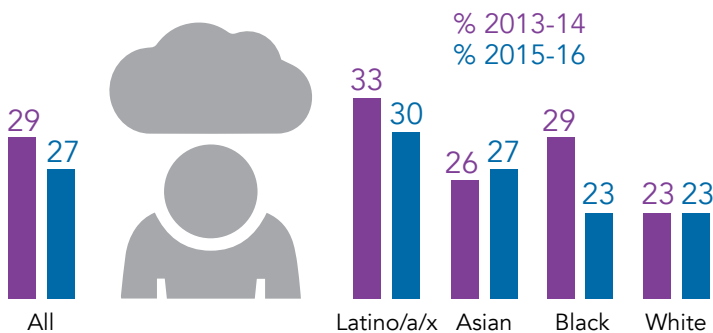


Figure 19
Percentage of Children with Feelings of Sadness



THE STORY BEHIND THE DATA

PRENATAL CARE AND HEALTH CHECK-UPS

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.

Early and Regular Prenatal Care

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; and
- › Early prenatal care also helps mothers understand critical health issues related to their pregnancy and detect individual health risks.¹

The Healthy People 2030 goal is that 80.5% of mothers receive adequate prenatal care.

Routine Health and Dental Check-ups

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

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

Santa Clara County has been successful in creating high levels of health insurance coverage, starting in 2005 with the Children's Health Initiative. In 2015, 97% of children in the county had health insurance. While this is excellent, issues that still create barriers for our community members include:

- › A shortage of providers for specific services prevent children from receiving care in a timely manner. This includes a dearth of mental health providers who work with children and teens.
- › While recently increased, Medi-Cal reimbursement rates are still low and disproportionately affect lower-income families' access to specialists such as audiologists, pediatric dentists, and mental health providers;
- › A "benefits cliff" for families who earn too much money to qualify for Medi-Cal and other public insurance benefits, but cannot afford insurance premiums or co-payments, or meet their deductibles;
- › Geographic isolation that makes it difficult for families in the southern part of the county to get access to services;
- › Difficulty navigating the complex health care system. Eligibility requirements for services, differences in insurance plans and coverage details, and lack of information about available services prevent families from accessing them;
- › Fear and distrust of the health care system: Undocumented immigrant families reported being afraid to access services, often waiting until a health concern becomes a crisis. Some Asian communities may not access mental health services due to stigma related to mental health; and
- › Lack of culturally-relevant, multilingual services. There is a lack of services for monolingual, non-English speakers. Additionally, some providers lack the knowledge and competence to provide services to diverse sub-populations, such as ethnic groups, diverse sexualities and genders (LGBTQ youth), and youth in the foster care system.²

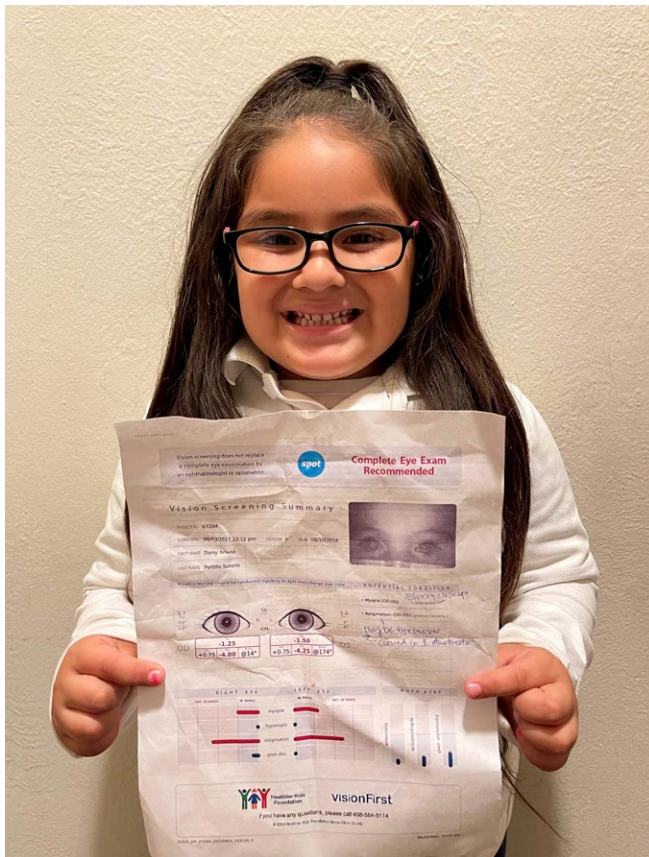


Photo courtesy of Healthier Kids Foundation.

THE STORY BEHIND THE DATA

CHILDREN WITH FEELINGS OF SADNESS

A child's emotional health is closely linked to his or her physical health.

A child's social-emotional development can be influenced by genes, and prenatal exposure to alcohol and drugs or exposure to toxic stress, especially during sensitive periods in the child's development. Factors that support positive development include having caring relationships and positive routines and practices.

Children who are emotionally healthy have acquired skills that enable them to learn from teachers, make friends, cope with frustration, and express thoughts and feelings. Important among these skills is being able to:

- Identify and understand one's own feelings;
- Accurately read and understand the emotional states of others;
- Manage strong emotions in a constructive manner;
- Have empathy for others; and
- Establish and sustain relationships.³

Young children with poor social-emotional skills often display difficult or disruptive behavior in day-care programs, preschool, and when they enter school. Teachers may find it harder to teach them, and may see them as less socially and academically competent. Consequently, teachers may provide these children with less positive feedback. Peers may reject them, resulting in even less emotional support and fewer opportunities for learning from their classmates.

Faced with rejection by both teachers and peers, children may grow to dislike school, disengage from learning, and have poor outcomes. Persistent physical aggression, high school drop-out rates, juvenile delinquency, and other antisocial behaviors are all associated with social-emotional issues.⁴

There are startling inadequacies and inequities in the mental health system. A 2014 UCLA study found that 75% of children with mental-health needs in California do not receive treatment, and a 2015 Pennsylvania State University study found that Black and low-income students were far more likely than white students to be punished instead of being offered behavioral treatment when they misbehaved.⁵

Youth Suicide

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

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

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

- Substance use;
- Incarceration;
- A history of mental illness or depression;
- Past suicide attempts;
- Family history of suicide or mental disorders;
- Poor family communication;
- Stressful life events;
- Access to lethal means; and
- Exposure to suicidal behavior of others.⁶

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.⁷



A VISION FOR INTEGRATED SCHOOL-BASED BEHAVIORAL HEALTH

The following content was taken from the Santa Clara County Office of Education research brief titled “The Efficacy of Implementing a School-Based Approach to Student Wellness.” To read the entire research brief go to: <https://sccoe.to/wellnessbrief>.

The youth mental health crisis manifests every day in schools, contributing to higher drop-out rates, student disengagement, chronic absenteeism, increased disciplinary actions, and the tragic loss of students. 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. The current behavioral health system is not successfully reaching students and, in some cases, is not implementing evidence-based approaches that would address the primary barriers to student access and reduce both prevalence and acuity of mental illness.



More than 50 years of academic and clinical research demonstrates a clear and undeniable advantage to providing embedded behavioral health services on school campuses:

Students are 10 to 21 times more likely to receive behavioral health services when they are provided on a school campus.⁸

Providing services on a school campus eliminates the need for transportation of students to and from off-site appointments, facilitates parent participation in mental health appointments, encourages student self-referral for treatment, and increases likelihood of completing the course of treatment.⁹

Students and families that are referred to off-site clinics are much less likely to receive initial or ongoing services than those offered services at a school site.¹⁰

In a study comparing on- versus off-campus delivery models, 100% of families referred for school-based services received them, while only 8% of the families referred to an off-site clinic followed through and received services.

Embedded school-based mental health professionals can provide more accurate diagnoses and better identification of aggravating causal factors.¹¹ School-based mental health professionals have the unique advantage of observing children in natural play and academic settings and can better identify the external factors that play a central role in childhood behavior disorders.¹²

Integrating social emotional learning and behavioral health into the curriculum and school culture significantly reduces the stigma associated with seeking mental health treatment.¹³ Research suggests that a school-based approach to mental health also naturally reduces obstacles to care stemming from the stigma held by parents and family members.¹⁴

School-based mental health services significantly reduce school disciplinary action, referrals into the criminal justice system, and school drop-out rates.¹⁵ When schools have the resources to provide mental health interventions and adopt intervention frameworks like Positive Behavioral Supports and Interventions (PBIS), the school-to-prison pipeline is disrupted.¹⁶

When social-emotional learning is incorporated into the classroom and embedded mental health services are offered to students, schools see increased academic performance and higher graduation and attendance rates.¹⁷ Research also links school-based health and mental health services to better child behavior in school, reduced emergency department usage by children, and lower rates of teen births.¹⁸

RECOMMENDATIONS

EVERY CHILD HEALTHY

Ensure pregnant people have health insurance and early, regular, culturally relevant, screenings and supports.

Prenatal care is most effective when it starts early and continues throughout pregnancy. A parent's health and well-being during pregnancy can impact the infant's health. Early and regular health care visits also provides opportunities to discuss healthy behaviors that support healthy infants. These visits are key to understanding the importance of avoiding risky behaviors such as drinking or smoking and also can allow for screenings for other health issues such as risk for postpartum depression.

Ensure every child has health insurance, has access to culturally appropriate health care professionals, and receives required routine developmental, behavioral, dental, vision, hearing, and other preventive screenings.

Insurance and access to care are critical to a child's health and well-being. Developmental and other health screenings for vision, hearing, dental and mental health allows for early identification and provision of support to children who may be getting off-track because of a developmental or other health issue. When screenings are conducted at school or in other community settings, it is important that referrals be followed up to ensure the child was connected to a health care provider who will address the identified need. Screenings are a cost effective way to identify issues that may affect a child's well-being and connect families to a regular care provider or specialist.

Implement policies and programs that work across sectors to prevent, identify, and promptly and effectively treat behavioral health challenges.

Services and programs designed to identify and help families facing mental health challenges are difficult to find and when families do persevere and receive these services it is largely because of privilege or luck. Too often, children with behavioral health issues wind up leaving school or entering the justice system. We have a children's mental health crisis that has been made worse by the pandemic. It is critical we establish a system that provides prevention, early detection and intervention and treatment services for both mental health and substance use disorders.



Photo courtesy of San José Public Library.



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.¹

RELEVANT BILL OF RIGHTS

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

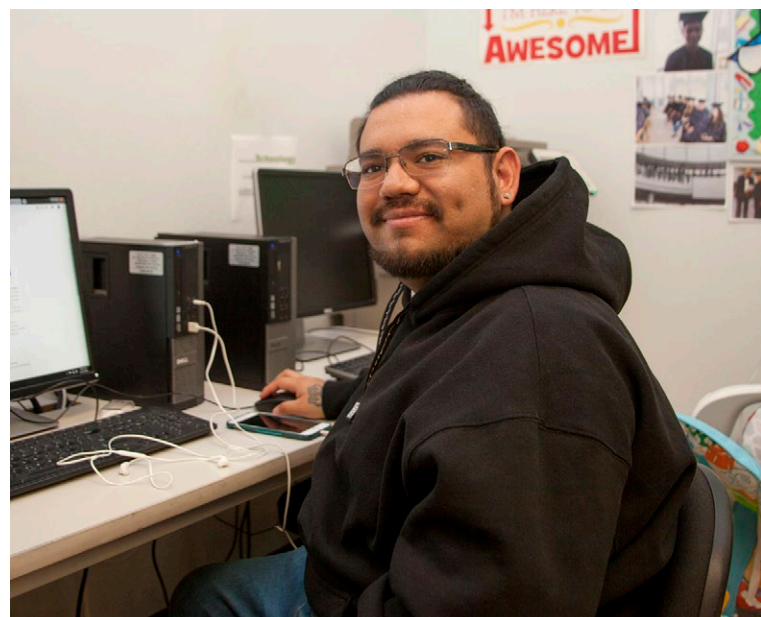
WHAT THE DATA TELL US

- In 2021, 29% of children were ready for school. This compares to 50% in 2018. This decrease may be attributable to differences in the sample between 2018 and 2021, as well as the challenges caused by the pandemic.
- There continues to be a disparity between the percentage of White children who are fully ready for kindergarten (49%) and Latino/a/x children's readiness. (20%)
- 64% of third-graders met or exceeded the ELA standard.
- 83% of Asian and 26% of Latino/a/x third-graders met or exceeded the ELA standard. This is a gap of 57 percentage points.
- 62% of eighth-graders met or exceeded the Math standard.
- 90% of Asian and 22% of Latino/a/x third-graders met or exceeded the Math standard.

Caution should be exercised when comparing testing data across academic years. In school year 2018-19 nearly 97% of students participated in the California Assessment of Student Performance and Progress (CAASPP). In school year 2020-21 only 32% of Santa Clara County students participated in CAASP.

RECOMMENDATIONS

- Ensure all families with young children have access to affordable, high quality, childcare options that meet their needs and supports the development of the whole child.
- Support every child's participation in high quality, out-of-school-time learning opportunities such as afterschool and summer programs, and tutoring.
- Partner 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.



BY THE NUMBERS

Figure 20
Availability of Subsidized High-Quality Preschool for Low-Income and Eligible 3- and 4-year old Children

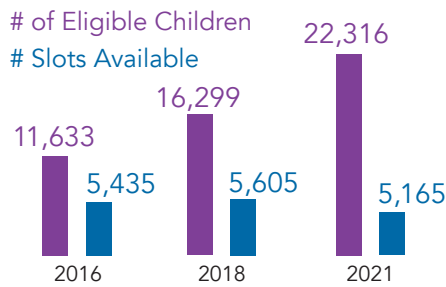


Figure 21
Percentage of Children Ready for Kindergarten

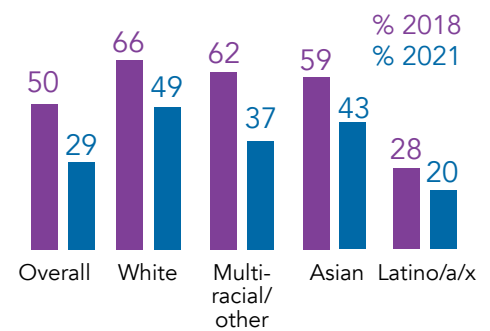


Figure 22
Percentage of Third Grade Students At or Above Standard for English Language Arts

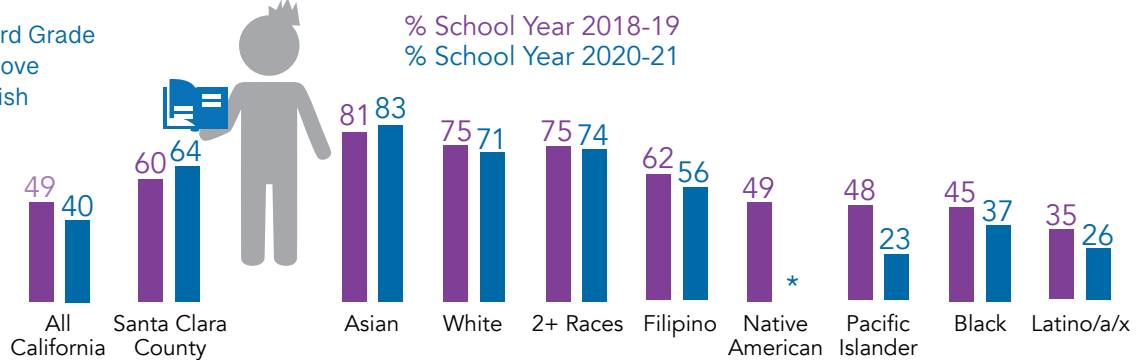
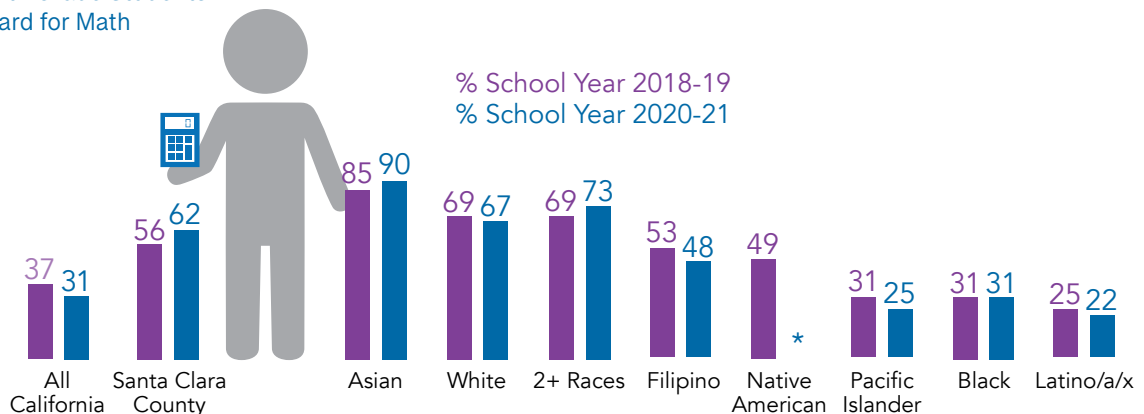


Figure 23
Percentage of Eighth Grade Students At or Above Standard for Math



* Data not available in order to protect student privacy.

EVERY CHILD SUCCESSFUL IN LEARNING

THE STORY BEHIND THE DATA

ACCESS TO CHILD CARE, SCHOOL READINESS AND THIRD GRADE ELA & EIGHTH GRADE MATH

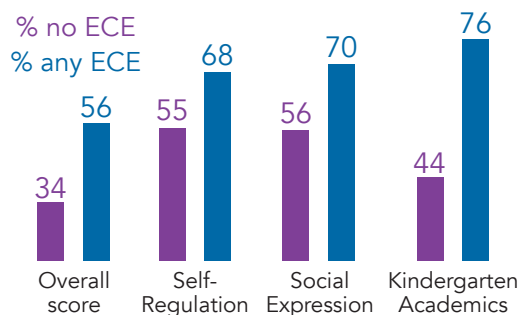
School Readiness and Access to High-Quality Early Care and Education

- Being ready to start kindergarten is important to later school success.
- When children enter kindergarten ready to learn, they are more likely to remain in school and stay on track for graduation.
- They are more likely to pursue post-secondary education and training, successfully transitioning to adulthood.
- The recipe for school readiness includes:
 - High-quality early care and education for all children;
 - Health services that promote optimal development and well-being, including developmental screenings, referrals to early intervention, and responsive early intervention services; and
 - Caregiver education and family support services to help parents/caregivers provide their children with healthy, enriching, early experiences.

A significant number of children do not receive the benefits of early education due to the high cost of quality preschool and the shortage of spaces.²

Figure 24
School Readiness by ECE Experience 2018

This figure shows how children with Early Childhood Education (ECE) were more prepared for Kindergarten than children without ECE.



Third Grade English Language Arts

- The skills that children need to grow into successful students – including capacity for reasoning, problem-solving, and self-regulation – are largely developed from birth through third grade.³
- The ability of students to read at grade level by the time they are in third grade is a powerful indicator of later academic success.
- By the end of third grade, children should be able to show evidence of reading comprehension and to read unfamiliar words using various strategies such as identifying word-roots, prefixes and suffixes.
- Even if children are ready for school when they enter kindergarten, it takes hard work, attentive parenting, extended learning opportunities, an effective curriculum, and skilled teachers to help children become good readers.⁴

Eighth Grade Math

- The skills needed to understand math are key for all problem-solving. Math skills help develop logical thinking, critical reasoning, and analytical acuity.
- These skills are an important part of being proficient at playing music and are used in almost every line of work.
- Doing math helps students analyze complicated situations and organize them into clear, logical structure.
- Math is the basic language of science, engineering, technology, medicine, biology, and even construction.⁵
- Math skills start developing in preschool.
- Success in math in eighth grade is the most powerful predictor of success in high school.
- Students who struggle with math in eighth and ninth grade are more likely to not graduate from high school.⁶



Early Literacy and Early Math

A growing body of evidence demonstrates that 90% of a child’s critical brain development happens by age five. A significant impact on the child’s language and vocabulary development occurs when parents and caregivers talk, sing, and read to their child. When infants and toddlers hear and use language – English or the language spoken at home – their brains develop the connections needed to learn how to read.⁷

Children who are proficient in early math concepts by the time they enter kindergarten do better not only in math, but in reading and language skills. Children who have poor math skills often do not catch up and may lag behind their better-prepared peers through eighth grade.

The daily routines children participate in help develop early math skills, language skills and social-emotional skills. For example, dividing a plate of cookies so that everyone gets an equal amount teaches early division skills as well as a sense of fairness and self-regulation. Playing a game together, such as Chutes ‘n Ladders, teaches counting, shapes and colors, patience, cooperation, and language skills.⁸

Dual Language Learners

Proposition 58, approved by over 73% of California voters in 2016, repealed the English-only immersion requirement and waiver provisions required by 1998’s Proposition 227.

This change allows schools to offer bilingual instruction if it is determined appropriate by community needs and staff capacity. English Learners (ELs) in Santa Clara County have very low success rates on the Math and English Language Arts proficiency tests, with only 13% meeting the standards on the eighth grade math test.

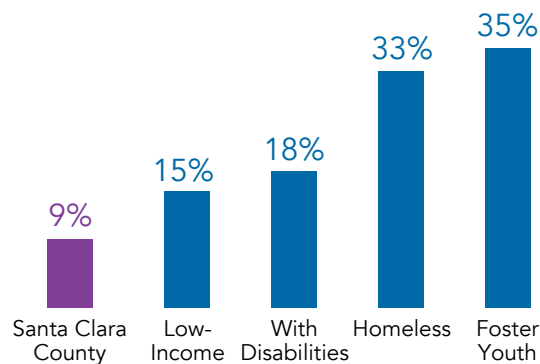
In Santa Clara County, we have an opportunity with the passage of Proposition 58, to improve these results. Studies show that dual immersion models of bilingual education are as effective or are more effective than English-only instruction. High-quality dual immersion models offer cognitive and academic gains to both ELs and students who are learning a second language other than English. In 2006, the Center for Research on Education, Diversity and Excellence (CREDE) conducted a narrative review of 200 studies and determined that more instruction in a student’s first language over a longer period of time produces higher levels of achievement and introduces long-term cognitive benefits including an increased working memory and abstract reasoning skills.⁹

Chronic Absenteeism

School attendance starting in the early grades plays a significant role in student success. A child who is absent more than 10% of the time – considered chronically absent – is less likely to be on-target for reading and math skill development. The reason for the absence doesn’t matter. Schools should monitor chronic absenteeism, promote school attendance and remove barriers to attendance for children who are chronically absent. When students are identified as chronically absent, a few simple actions have been shown to reduce attendance issues:

- Educate parents about the importance of attendance;
- Encourage families to help each other improve their children’s attendance;
- Offer incentives for attendance to all children; and
- Conduct early outreach to families with poor attendance, and, as appropriate, provide case management to address social, medical, economic, and academic needs.¹⁰

Figure 26
Percentage of Santa Clara County students who were chronically absent (School Year 2018-19)



SPOTLIGHT ON SCHOOL SUSPENSIONS

When children and youth are suspended from school, they are not in the classroom learning.

Often the behavior that leads to a school suspension is indicative of an underlying issue that, if left unaddressed, will continue. As 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.¹¹

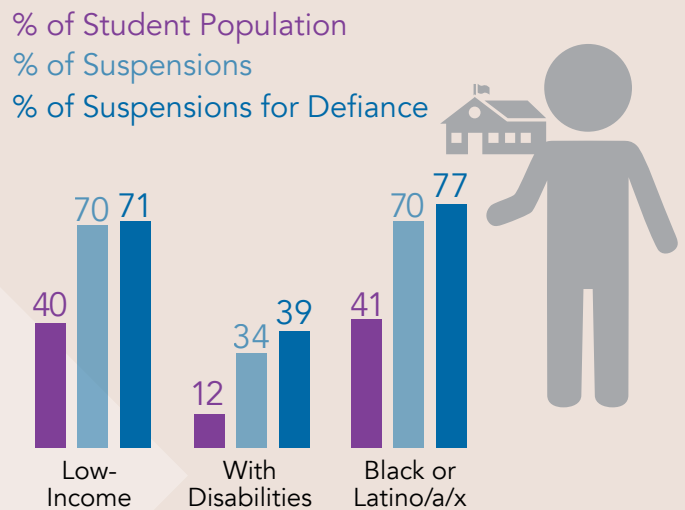
Suspensions in Santa Clara County decreased 40% from 17,591 in 2012 to 10,487 in 2019.

- In 2019, 70% of all suspensions were given to Latino/a/x or Black students who make up only 41% of the student population;
- In kindergarten through 3rd grade, 1,087 young children were suspended in 2018. Of these, 80% were Latino/a/x or Black;
- Socio-economically disadvantaged students, who comprise 40% of the population, receive 70% of all suspensions and 74% of the suspensions for defiance. (Defiance suspensions are not required by the education code and can be overly broad and for minor offenses); and
- In 2018, students in special education – 12% of the population – received 34% of all suspensions.

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

There were 199 suspensions in Santa Clara County in academic year 2021. However, the CDE recommends caution when comparing discipline across academic years. The COVID-19 pandemic resulted in statewide physical school closures in February/March of 2020 followed by widespread implementation of distance learning during the 2020-21 academic year.

Figure 27
School Suspensions 2018-2019: 10,487 Suspensions



RECOMMENDATIONS

EVERY CHILD SUCCESSFUL IN LEARNING

Ensure all families with young children have access to affordable, high quality, childcare options that meet their needs and supports the development of the whole child.

High quality early learning opportunities support children’s brain development, strengthen our schools, and more than pay for themselves through benefits to children, families, and our community. High quality early learning opportunities create nurturing spaces where children can develop the social and cognitive skills they need to become successful adults. When we make high quality learning opportunities available and affordable to more families, their children are more likely to enter kindergarten ready to learn, are more successful in school, and more likely to go to college. Everyone benefits when no children are left behind.

Santa Clara County’s childcare shortage was made worse by the pandemic. Creating a system that serves all families with affordable, accessible and high-quality childcare will require an investment by all levels of government. The state should increase provider rates for subsidized childcare. Locally we need a focus on identifying locations for childcare in high need communities. And it is imperative to invest in a system for professional development and support for the childcare workforce.

Support every child’s participation in high quality out-of-school-time learning opportunities such as afterschool and summer programs, and tutoring.

Children from middle- and high-income families have much greater access to extended learning activities such as tutoring, and afterschool and summer programs, than children from low-income families. Summer programming for low-income children can be a game-changer. While there is no difference in learning rates between low-income and higher-income students during the school year, summer learning loss may account for two-thirds of the achievement gap by ninth grade.¹² Evidence also points to “high-dosage” tutoring – 45 minutes, four or five times a week – as a way to produce big academic gains. This intensive tutoring has the potential to address learning loss during the pandemic and is best when it takes place during the school day.¹³

Partner 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.

Students do better when schools pay attention to fostering safety, encouraging respectful, trusting and caring relationships, and are able to provide academic, health and wellness supports. Decreased use of suspensions can be achieved when these supports are in place and teachers have a set of tools and individualized behavioral supports to deal with challenging student behavior.

Through partnership with governmental agencies and community-based organizations, schools can become a resource hub for the community, building on the community’s strengths and providing for the human service needs of its families, promoting equity and success in learning for every child.

EVERY CHILD SUCCESSFUL 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

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

WHAT THE DATA TELL US

- The graduation rate has remained fairly stable from 2017 to 2021 with 86% of Santa Clara County students graduating on time in 2021.
- 96% of Asian students and 74% of Latino/a/x students graduated on time in 2021.
- 9.1% of 18- to 24-year-olds in SCC do not have a high school diploma. This includes 11.8% of Black, 11.5% of Latino/a/x, 7.6% of Asian and White students.
- 72% of White, 70% of Black, 64% of Asian and 62% of Latino/a/x have a positive view of their future.

RECOMMENDATIONS

- Prepare children for post-secondary academic success through college, career, and technical education activities starting at an early age and by supporting college savings accounts.
- Provide timely and targeted academic, behavioral, and human services supports for students facing challenges in school.
- Support educators and other professionals working with teens and young adults to develop meaningful caring relationships with the people they serve.
- Facilitate reengagement and completion of secondary education, and continuation into post-secondary education, for teens and young adults who are disconnected from education.



Photo courtesy of San José Public Library.

BY THE NUMBERS

Figure 28
Percentage of Students who Graduate from High School on Time

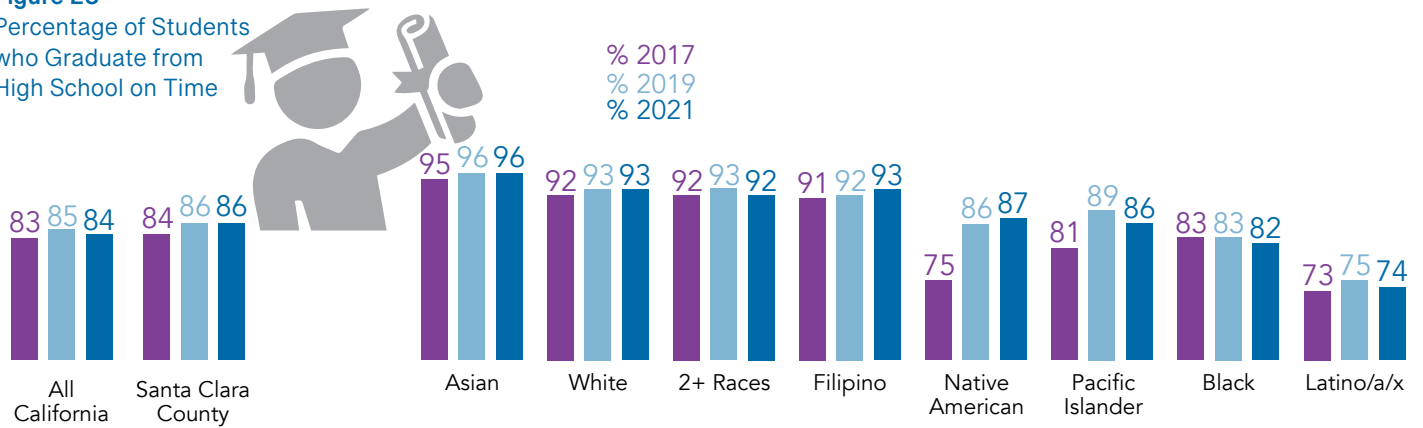


Figure 29
Percentage of 18- to 24-year-olds with less than a High School Diploma

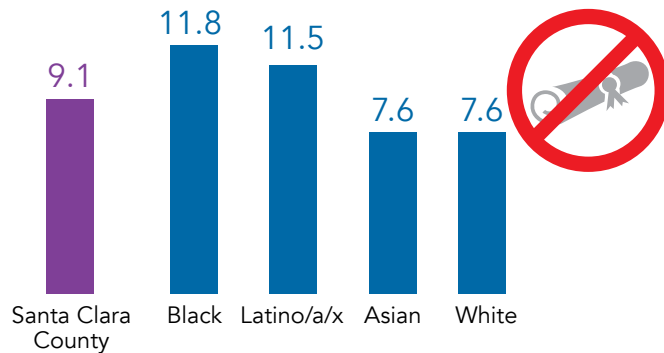
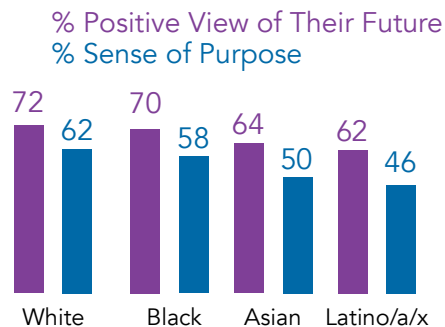


Figure 30
Percentage of Youth with a Positive View of Their Future or Sense of Purpose, by Race (2016)



EVERY CHILD SUCCESSFUL IN LIFE

THE STORY BEHIND THE DATA

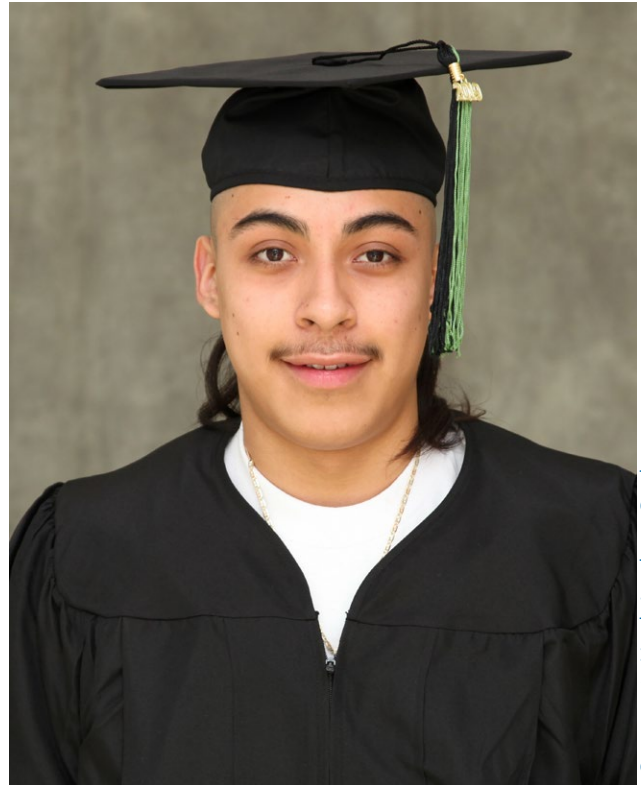
SUPPORTING STUDENTS TO GRADUATE ON TIME

Having a secondary credential, such as a high school diploma is important to a young adult's success in life. Further, youth make a successful transition to adulthood when they are prepared for employment and higher education with technical and learning skills that prepare them for the global workplace and when they have substantial prospects for work that lead to self-sufficiency.

If all children and youth are to be successful in life, we need to have effective services and supports to aid those with the greatest challenges and barriers in getting a secondary credential and moving on to certificate programs, community college or a 4-year university. While investment in early childhood makes it easier to succeed at subsequent stages, we must also provide children with extended learning opportunities through elementary, middle, and high school, and make investments to help adolescents stay on track for graduation and employment.

The importance of a high school credential and additional post-secondary education is clear:

- Students who do not graduate from high school can earn \$400,000 - \$500,000 on average less over a working lifetime than those who graduate or earn a secondary credential (HS diploma or GED).¹
- A single adult in Santa Clara County needs an annual income of at least \$47,887 to be self-sufficient. An adult working full-time at minimum wage (with or without a high school credential) will earn only \$31,200 annually. With a high school certificate, their average earnings are \$32,306. With a postsecondary certificate, some college or an associate's degree, average earnings rise to \$43,945.²
- Ninety-nine percent of the jobs created since the 2008 recession went to those with at least some college or career technical education;
- College-educated adults tend to have greater productivity and, on average, earn nearly \$1 million more over a lifetime than those with only a high school diploma;³ and
- Latino/a/x and Black students, students with disabilities, students who are low-income, English Learners, and/or have experienced homelessness or foster care are less likely to graduate from high school and enroll in college. A focus on college and career aspirations for these subpopulations of students is needed in order to address this disparity.



Opportunity Youth Academy Graduate

Keeping Students on Track to Graduation

Focus should be placed on decreasing the number of youth who are not succeeding in school and do not graduate. In 2017, 59 middle school students, and from high school 852 frosh, 280 sophomores and juniors, and 1,132 seniors left school without graduating. This data shows that disengaging from school is a slow process for most students which may be missed by parents and teachers. However, research shows we can predict with 66% accuracy whether a student in elementary school will later get off-track for graduation.

Early warning signs include:

- Absent more than 10% of the time;
- Not reading at grade-level in third grade; and/or
- A suspension or an "F" in middle school.⁴

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

- Having an adult at the school form a meaningful connection with the student at risk;
- Addressing social service and out-of-school needs of the student; and
- Taking steps to see that the student receives additional academic supports, such as tutoring, summer programming, or afterschool learning opportunities.⁵

THE STORY BEHIND THE DATA

HAVING A POSITIVE VIEW OF THE FUTURE AND A SENSE OF PURPOSE

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.⁶ In the book “What Kids Need to Succeed” the authors describe ways to build these two assets. These include:

- Helping young people think and write about their dreams and passions;
- Drawing connections between learning and opportunities, and needs and issues in the world;
- Involving youth in volunteering in the community;
- Recognizing their skills and accomplishments;
- Exposing students to positive role models whose backgrounds are similar to their own; and
- Creating a climate of optimism and expecting them to succeed.⁷

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.”⁸

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

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

“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.⁹



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

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.

In these relationships, young people can experiment with roles and behaviors and receive the feedback they need to develop agency and an integrated identity. The intentions of adults are far less important than their actual enactment of practices that support young people. How young people experience their interactions with adults and whether they are able to make meaning out of those interactions is also important. Training and professional development for those who work with youth – at all stages of their life – should be focused on understanding the importance of this perspective.¹⁰

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.

- > Youth living in low-income areas with sub-standard housing that lack quality education and access to meaningful employment are more likely to have contact with the juvenile justice system.¹¹
- > 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.”¹²

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



YOUTH IN THE JUVENILE JUSTICE SYSTEM

Citations to juveniles decreased from 3,370 in 2019 to 2,246 in 2020. Admissions to Juvenile Hall decreased from 958 in 2019 to 560 in 2020, and petitions filed decreased from 848 to 776.



Sex and Age of Youth Arrested

- > 78% of youth arrested were male.
- > 42% of youth arrested were 15 and 16 years old.
- > 38% were 17 years or older.
- > 2% were 12 years old and younger.



Home Life

- > The zip codes where most youth in the justice system reside include 95020, 95116, 95127, 95111, and 95112.
- > 64% of girls had family history problems, compared to 43% of boys.



Child Abuse and Neglect

- > 53% of youth had at least one referral as an alleged victim.
- > 43% of girls reported abuse/neglect, compared to 21% of boys.



Education

- > 42% of boys and 37% of girls reported school inadequacy (no additional supports available to address learning needs).
- > Issues due to lack of intellectual capacity (boys 24%, girls 18%) and due to achievement problems (boys 38%, girls 47%).



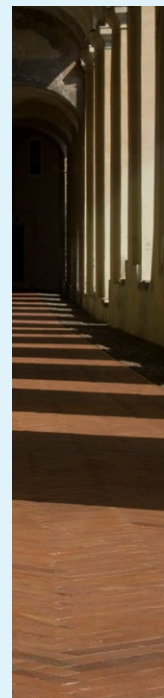
Criminogenic Needs

- > For boys, criminal orientation was higher (29%) compared to girls (24%).
- > Over 75% of boys and girls had anti-social peers.



Behavioral Health

- > 34% of girls attempted or thought about committing suicide, versus 10% of boys.
- > 88% of girls and 65% of boys had significant issues with depression, anxiety, and other emotional factors.¹³



RECOMMENDATIONS

EVERY CHILD SUCCESSFUL IN LIFE

Prepare children for post-secondary academic success through college, career, and technical education activities starting at an early age and by supporting college savings accounts.

For students who will be the first in their family to go to college, applying to college can be overwhelming. Elementary schools can promote college dreams when adults intentionally talk about and demystify the college process. Linking potential careers to postsecondary education and having high expectations for every child to go college create a college-going culture. Providing opportunities to save for postsecondary education through Children's Savings Accounts also support students to and through postsecondary education, be it certification programs, community college or a 4-year school. Counseling and planning support should begin in middle school and continue as students transition to high school to ensure students are completing the coursework that will help them successfully apply for and succeed in the postsecondary pathway they choose.¹⁴

Provide timely and targeted academic, behavioral, and human services supports for students facing challenges in school.

It is important to have early warning systems in place to identify when students start to disconnect from school 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.

Support educators and other professionals working with teens and young adults to develop meaningful caring relationships with the people they serve.

Relationships with caring adults have been identified as a key driver of connecting with school and positive education outcomes. Relationships can buffer the effects of adversity and young people are more likely to graduate and move into postsecondary with a strong anchor and web of support. Programs and schools should focus on these developmental relationships and be intentional about having adults play a role in supporting a young person's sense of purpose and ability to make active choices about their life path and to have a sense of hope for the future.



Facilitate reengagement and completion of secondary education, and continuation into post-secondary education, for teens and young adults.

It is important to make it easy for youth without a high school credential, who are unemployed or underemployed, to return to education, persist in that education, and continue to their next educational stage (e.g., to community college, certification programs or a 4-year college or university.) Santa Clara County needs a seamlessly connected education-to-career ecosystem. Steps to make this happen include:

- Having an array of education options that support students finding the option that is right for them, with embedded career pathways to accelerate earning meaningful credentials
- Creating a single point of entry that provides a warm and supported hand-off to ensure a "sticky" landing for the young person returning to education.
- Providing support and ensuring stabilization services are tightly coupled with education in order to ensure persistence.
- Providing jobs that are connected to school and are designed to support education persistence.

WE ARE BETTER TOGETHER

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

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. This work is led, funded or delivered by the County of Santa Clara governmental organizations and agencies (e.g., the Department of Children and Family Services, the Behavioral Health Services Department or the Department of Probation), the Santa Clara County Office of Education and other local education agencies, cities, community-based organizations, grass-roots and community leaders and foundation or corporate funders.

Each of these organizations are made up by people who care and want to do their best work for our children, youth, and families. They are focused on getting results and recognize the value of collaborating with others in order to leverage their work. Together we do so much. Our many small actions make big differences for our community.

The next twenty pages of this data book highlights some of the work taking place in Santa Clara County to improve the lives of our children, youth, and families. You will find sections on Social Justice and Equity, Every Child Safe, Every Child Healthy, Every Child Successful in Learning, and Every Child Successful in Life.

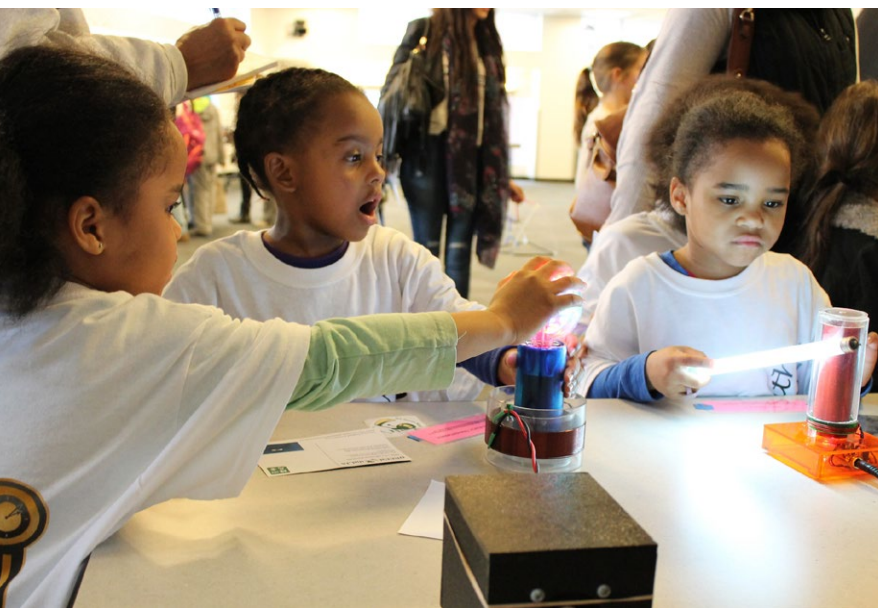


Photo courtesy of San José Public Library.

There are many services, programs and initiatives in Santa Clara County and we could not list them all here. For information on health, education and wellness service providers connect with 2-1-1.



Dial 2-1-1 to get connected to a specialist for personalized assistance.

Free, Confidential, 24/7.
Available in multiple languages.

Or go to www.211BayArea.org

STRIVING FOR SOCIAL JUSTICE AND EQUITY

In the past few years, several efforts in Santa Clara County have emerged that bring a racial and health-equity lens to work on behalf of children and their families. It is necessary to be data-driven and focused to make the necessary system-wide improvements that will provide all children and families in Santa Clara County with the fair opportunity to achieve their full potential. We can hold goals for all children, but in order to achieve good outcomes for them, we must target our efforts to address the underlying structures that perpetuate inequity and develop strategies that meet the needs of specific communities. This “targeted universalism” (see page 11) helps us identify these goals and strategies that focus on specific needs and act strategically to achieve racial equity.

Division of Equity and Social Justice of Santa Clara County

Santa Clara County created the Division of Equity and Social Justice in recognition of how gender, gender identity, immigration status, marital status, and sexual orientation intersect with race, ethnicity, class, ability, age, culture, education, religion, and nationality. The division comprises the county’s Offices of Cultural Competency, Immigrant Relations, LGBTQ Affairs, and Women’s Policy. They work together to create a welcoming environment that is culturally responsive and affirms people’s life experiences and contributions. Using data analysis and research to inform emerging policies, the division seeks to improve systems and build internal capacity while introducing cross-system strategies that are trauma-informed, healing-focused and culturally-responsive.



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

Now part of the division of Equity and Social Justice, the Office of Cultural Competency was established in 2013 to support county agencies and departments that adopt and implement culturally responsive practices. The OCC’s mandate is to plan, organize, adopt, monitor, and evaluate programs and policies to effectively dismantle disproportionalities affecting ethnic children and youth in the child welfare and juvenile-justice systems. The OCC supports the Inter-Cultural Competency Advisory Council, which is informing this work and is committed to further developing the underlying work of healing at the community level and through community partnerships.

The Government Alliance on Race and Equity (GARE)

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

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



STRIVING FOR SOCIAL JUSTICE AND EQUITY

Santa Clara County Office of Lesbian, Gay, Bisexual, Transgender, Queer Affairs

Formed in 2016, the Santa Clara County Office of Lesbian, Gay, Bisexual, Transgender, Queer Affairs was created to provide leadership and support for the well-being and longevity of LGBTQ communities in Santa Clara County. Through coordinated and integrated systems, the office is working to create a social climate with institutional backing that offers multiple pathways for LGBTQ individuals and communities to thrive.

The Office of LGBTQ Affairs leads, collaborates on, and supports a diverse range of programs that provide resources and opportunities for LGBTQ communities in Santa Clara County to thrive. On the next page are some of the programs supporting LGBTQ youth. Here are two of those programs:

Step In, Speak Up!

According to the Trevor Project, LGBTQ youth who report having at least one accepting adult were 40% less likely to report a suicide attempt in the past year.

Step In, Speak Up! is an online training designed to build an inclusive and welcoming school environment for all middle and high school students. The free 30-minute module provides both didactic instruction on LGBTQ terminology as well as two conversation simulations that help prepare users to lead real-life conversations with students to curtail harassment and support those who may be struggling as a result of bullying or isolation. Users will learn how to respond to biased language, address harassment in the classroom, and support a young person experiencing mental health issues, including suicidal ideation.



Support Out

Support Out is an initiative to transform systems and create robust community safety nets to promote the well-being of all youth by centering on low-income LGBTQ youth of color and their families. LGBTQ youth and young adults are overrepresented in the child welfare and juvenile justice systems and these are predominantly teens and young adults of color who face daunting challenges of stigma and discrimination. Support Out is assessing our youth-serving organizations and systems for cultural competency and addresses bias and gaps in these organizations and systems. The goal of this work is to give visibility and amplify the voices of low-income LGBTQ youth of color.

Achieving well-being for LGBTQ youth requires structural changes and the guiding principles for this work are:

- Ensure access to necessities that constitute the social determinants of health: food security, stable housing, economic security, accessible health care, quality education, and connection to one's culture, family, and community;
- Commitment to healing the harm and trauma caused by structural racism, heterosexism, and transphobia, and embracing anti-racist, gender-affirming, and inclusive attitudes, practices, and policies;
- Opportunities for young people to develop competence, participate in social activities with their peers, take responsibility for their mistakes, and contribute to their communities;
- A continuum of services tailored to the unique needs of each young person and family, and accessible geographically, culturally, and practically; and
- A meaningful process for youth and their families to lead in decisions that impact their lives.

For more information on the SCC Office of LGBTQ Affairs go to www.sccgov.org/sites/lgbtq/Our-work.



STRIVING FOR SOCIAL JUSTICE AND EQUITY

One goal of the SCCOE is “to improve student equity and access to high quality education.” One way SCCOE does this is through its county-wide support of Multi-Tiered Systems of Support (MTSS), 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 offers the framework to create needed systematic change through the design and redesign of services and supports to quickly meet the needs of all students.

The Santa Clara County Office of Education leads:

CA Equity Performance Improvement Program (CEPIP)

The CEPIP from the California Department of Education promotes equity for marginalized student populations in California schools, with a focus on Black students, English Language Learners, and students with disabilities. As the lead agency, SCCOE:

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



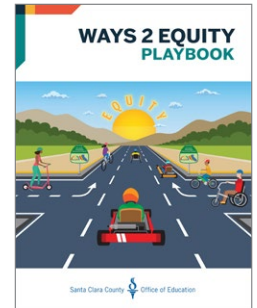
Santa Clara County
Office of Education

Ways 2 Equity Playbook

The Ways 2 Equity Playbook is a navigation tool used to identify equity needs throughout organizations, utilizing a systems lens to ensure improved 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 as a means to address the needs of all students. The Playbook addresses and responds to inequitable practices in our education system in a meaningful, deliberative 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.

Inclusion Collaborative

While overall public school enrollment decreased from 276,175 in the 2014 school year to 253,625 in 2021, enrollment in special education increased from 27,799 to 28,427. Students in special education have some of the poorest outcomes in academics and graduation rates, and it is important to address the challenges that lead to these disparities.



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

- Professional development that supports inclusionary practice;
- A WarmLine that offers support, information, and referrals in English and Spanish to families and professionals;
- Advocacy and access to ensure inclusive practices for every child, regardless of ability, and to impact public policy and support legislation related to inclusion of all children; and
- Promoting “Person First” terminology that respectfully refers to a person with a disability by placing them ahead of their label or disability.



STRIVING FOR SOCIAL JUSTICE AND EQUITY

Santa Clara County Continuum of Services for Students with Disabilities Study

Multi-Tiered Systems of Support (MTSS) is an integrated, comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the framework to create needed systematic change through the design and redesign of services and supports to quickly meet the needs of all students.

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

The study found there are foundational actions that Local Education Agencies (LEAs) can choose to build their capacity to better serve students with disabilities and by extension, to better serve all students who may be marginalized by current structural barriers in place in the educational system. Actions taken by LEAs and school sites can be embedded into their current work creating and/or refining a MTSS as they structure one system of supports for all students.²⁸

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

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. Here are two of those resources:

LGBTQ Resource Guide

The LGBTQ Information & Resource Guide provides a vehicle to start the conversation, as we educate ourselves and others about the unique issues and challenges facing LGBTQ youth. Its contents have been culled from government agencies, community organizations for LGBTQ Youth, and educators with the intent to support positive environments while offering various ways to promote advocacy, change attitudes, and to create policies and laws that achieve full equality for people who are LGBTQ.

OUT for Safe Schools™ Campaign

Created to encourage school staff to publicly identify as supportive LGBTQ allies on campus, the OUT for Safe Schools™ Campaign lets students know that “safe spaces” are throughout the entire school campus. Staff who wish to participate, and are trained, in the SCCOE OUT for Safe Schools® Campaign can wear the badges displaying their willingness to talk to students and parents about LGBTQ concerns.

For information on these and other SCCOE resources designed to support LGBTQ students, go to: www.sccoe.org/LGBTQ.



Santa Clara County
Office of Education



EVERY CHILD SAFE

ADDRESSING HOUSING SECURITY

Community Plan to End Homelessness

In 2015, the community came together to create a roadmap for ending homelessness in Santa Clara County. The plan was centered on a collective impact response and the proven Housing First model. The positive results included:

- Helping 8,884 households (14,132 individuals) resolve their homelessness;
- Launching a new homelessness prevention system that now serves about 1,000 households annually; and
- Approval of the Measure A-Affordable Housing Bond raising \$950 million to develop affordable housing and raised another \$100 million in private contributions to support the implementation of the community plan.

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; and
- Improve quality of life for unsheltered individuals and create healthy neighborhoods for all.

The plan states that by 2025, Santa Clara County will:

- Achieve a 30% reduction in the annual inflow of people becoming homeless;
- Expand the Homelessness Prevention System and other early interventions to serve 2,500 people per year;
- House 20,000 people through the supportive housing system;
- Double temporary housing and shelter capacity to reduce the number of people sleeping outside; and
- Address the racial inequities present among unhoused people and families and track progress toward reducing disparities.

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; and
- 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

Currently, there are approximately 600 families in Santa Clara County without housing, and another 600 new families become homeless for the first time every year. 75% of these families have a female head of household and 62% self-reported having children enrolled in school in Santa Clara County.

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.

In this campaign, the County and its partners will expand the capacity to house 1,200 unhoused families by October 2022. Then each year, 600 more families will be housed. The goal of this campaign is to achieve “functional zero” by 2025 for family homelessness. This will be achieved through four strategies:

- Leveraging approximately 1,000 Emergency Housing Vouchers which will 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 in the next five years.

NEED HOUSING?

HERE4YOU CALL CENTER (408) 385-2400

Call Center hours: 9:00 a.m. - 7:00 p.m.

Run by the Bill Wilson Center, this hotline centralizes referrals to temporary housing programs and can:

- Match people to emergency shelters, including transportation.
- Provide assistance to sustain current housing situation.
- Make referrals and linkages to community resources.
- Help those seeking rental assistance by directing them to additional Homeless Prevention Services.

EVERY CHILD SAFE

ADDRESSING FOOD SECURITY

Second Harvest 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, reaching almost 348,000 individuals with 8.2 million pounds of food monthly.

Most organizations providing groceries to our community receive that food from Second Harvest at no cost. In partnership with over 300 organizations, Second Harvest created 130 new low-contact, high efficiency drive-thru sites where each family is provided with a nutritious mix of produce, dairy, protein, and non-perishable food.



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

Second Harvest's nutrition team suspended in-person community food demonstrations due to the pandemic, and instead focused on developing a new Nutrition Center on their website that provides clients with quick, easy, culturally-relevant recipes and demonstrations so they feel comfortable using the food they receive.

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 School Meals

Last year, Second Harvest sponsored a universal meals bill in the state legislature and this year, that concept was adopted into the state budget. As a result, all students in California will eat for free at school. 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.

NEED FOOD?

Call 1-800-984-3663
Monday – Friday, 8 a.m. – 5 p.m.
Or go to www.SHFB.org/getfood



Photo courtesy of Second Harvest Silicon Valley

Other Supports

Summer and Afterschool Meal Support

When schools are closed, students still need access to nutrition. Federal programs support summer meals, but they can only be offered in very specific areas at specific times. In addition, there is no option for other planned school closures, such as winter break. During the COVID-19 pandemic, Congress authorized Pandemic Electronic Benefits Transfer (P-EBT), which provided money on debit cards to families whose children were missing school meals. Second Harvest and its partners will advocate to continue these nutritional supports for our community.

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.

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.

FOCUSING ON PREVENTING TRAUMA, PROMOTING HEALING

Family First Prevention Services Act

The Family First Prevention Services Act (FFPSA), a federal law, passed on February 9, 2018) affords opportunities to use evidence-based interventions to help children safely avoid placement into foster care by meeting the key service and treatment needs of children and their parents. The goals of FFPSA are:

- Help children remain safely home with their families whenever possible;
- Ensure children who must come into care are in the most family-like, least restrictive setting as possible; and
- Set an expectation of high standards of care and services for children and families.

The focus of FFPSA includes:

- Prevention: Prevent children from entering the child welfare system in order to prevent abuse and neglect;
- Intervention: Allow expanded interventions to stem a family crisis so that children can remain safely at home; and
- Family Placements: Restrict the number of children in congregate care or group homes and ensure that all children in foster care are raised in families.

FFPSA makes substantial changes to financing the child welfare system. Instead of primarily funding out-of-home care, FFPSA puts limitations on funding for residential/congregate care placement and allows states to use federal matching funds for prevention services to prevent child removal, agency custody, and placement in foster care.

Prevention services eligible for funding under FFPSA include:

- In-home parent skill-based programs such as parenting skills training, parent education and individual/family counseling
- Mental health services for children and parents;
- Substance abuse prevention and treatment services for children and parents;
- Kinship Navigator Programs (supporting placement with relatives); and
- Residential parent-child substance abuse treatment programs

Under FFPSA, prevention services offered must be included in the state's written plan (in development), have a manual, show clear benefit and be on a continuum of evidenced-based practices. Santa Clara County is in the process of developing its Prevention Plan upon receipt of additional guidance from the state.

Toward a Trauma-Informed, Healing-Centered Framework In Santa Clara County

Recognizing that our service delivery systems can inadvertently cause harm, reinforce oppression, and re-traumatize the children, youth and families we serve, the Santa Clara County Cross Agency Service Team (CAST – see page 55) has been focusing on what it would take to create a system-wide framework to support trauma-informed, healing-centered system of care.

For the past several years, many county departments have prioritized the implementation of key elements of a trauma-informed system of care. These initiatives span a broad set of organizational domains. Some efforts focus on workforce development by building a foundation of knowledge to support the delivery of trauma-informed care. Others are program-based with a focus on addressing the service needs of particular populations, such as youth in the foster care system.

In light of these various initiatives, there is a critical need to implement an aligned, mutually-reinforcing framework for trauma-informed, healing-centered care across our county. Through an intentional process of examining policies, practices and resourcing decisions, a deep and broad culture change within the county agencies can be achieved. An important next step is to focus on an integrated approach to family and client engagement using a common message and shared language.

The current activities of this work are focused on alignment and commitment to a single set of standards that are trauma-informed, equity- and healing-centered, grounded in community and family engagement. In a 2020 research project with San José State University School of Social Work, students developed an observational tool to understand the degree to which county agency lobbies and waiting areas are welcoming and healing-centered. Use of the tool was delayed by the COVID-19 pandemic and is resuming this year incorporating lessons learned from the pandemic.

Last, virtual healing circles were offered to County staff and community members in response to COVID-19. Trainings are being scheduled in 2022 with the goal of building community capacity to lead healing circles throughout the county.

KEEPING FAMILIES SAFE AND STRONG

DFCS PREVENTION BUREAU

Department of Family and Children's Services (DFCS) launched a Prevention Bureau in Fall 2018 to reduce the disproportional representation of children of color in the county's child welfare system. It supports community-based strategies that increase protective factors for families and increased community capacity to support and promote child and family well being.

In the past year, DFCS set goals for reducing the number of open child welfare cases, the number of children removed from their families, and the number of youth in out-of-home placement. Each of these goals were met or exceeded. The programs below contributed to these outcomes and will continue to support those goals and the overall effort to reduce disproportional representation of children of color in the child welfare system:

Differential Response

Differential Response works with families to meet their needs, prevent abuse or neglect, and provide the safest, least restrictive and least intrusive services. Families are linked to community providers – Seneca Family of Agencies, Rebekah Children's Services, Gardner Health Network, and Uplift Family Services – who advocate for them and provide basic case management, therapeutic services, care coordination, family and individual work to address strained relationships, communication, and behavioral issues, coping strategies, and linkages to resources such as Medi-Cal, housing, nutritious food, and legal assistance. New this year, services are now made available to students in the following districts: Gilroy, Morgan Hill, Alum Rock, Campbell and Downtown College Prep.

Cultural Brokers

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

New Hope for Youth

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

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

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

Be Strong Families – Parent Café

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

THE FIRST 5 SANTA CLARA COUNTY STRENGTHENING FAMILIES INITIATIVE



WWW.FIRST5KIDS.ORG

The FIRST 5 Santa Clara County (FIRST 5) Strengthening Families Initiative is a place-based strategy that strengthens knowledge of protective factors such as child development, family resilience, and social connections. Through this initiative, FIRST 5 has established 26 Family Resource Centers (FRCs) which serve as neighborhood hubs that foster connections between families, early educators, schools, and other community resources. In addition, FRCs provide opportunities for parents or caregivers to become more engaged in their children's healthy development, school readiness, and other collaborative efforts to improve their lives and the communities in which they live.

FIRST 5 Family Resource Centers offer:

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

Parent and Caregiver Workshops and Seminars include:

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

Volunteer and Leadership Opportunities include:

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



Photo courtesy of San José Public Library.

EVERY CHILD SAFE

NEIGHBORHOOD AND SCHOOL SAFETY

Feeling safe and connected to the neighborhood and school are associated with positive outcomes for children and youth.

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

South County Youth Task Force (SCYTF) THRIVE – Transformation and Hope, Resiliency, Integrity, Voice and Engagement

Formed in January 2012, SCYTF works to address the effects that violence, gangs, and other trauma have on the youth in the communities of Gilroy, Morgan Hill, and unincorporated town of San Martin. SCYTF envisions a community that is safe and free of youth violence where young people are strong, thriving and connected to their families, schools, and neighborhoods. They reach youth where they are and seek to increase the community's access to services, support, and activities that promote the educational, social, and physical well-being of all South County youth and their families, while empowering their voice and supporting their growth and success. This is achieved through a focused and intentional approach that includes expanding and strengthening the continuum of care services and identifying necessary services where gaps exist.

Neighborhood Safety/Services Unit (NSU)

The NSU is part of the Santa Clara County Probation Department and has served high-need neighborhoods in East San José and Gilroy since 2016. The NSU utilizes a public health approach to improve neighborhood safety and provides a variety of primary prevention services that lead to improved long-term, sustainable health outcomes for our partner communities.

The core components of the NSU include community engagement, violence prevention through pro-social programming, and collaboration with school districts to enhance school climate initiatives. NSU's strategy is best described as the intersection between a public health and criminal justice approach to improving community safety and promoting protective factors that increase social connection and community resilience. NSU approaches violence prevention through a public health lens and concentrates its resources in primary prevention. The NSU works with residents to identify issues of concern to them and develops action plans to address those issues.

Safe Routes to School

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

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

City of San José Safe Summer Initiative

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



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

Safe School Campus Initiative (SSCI)

The Youth Intervention Services-Safe School Campus Initiative's goal is to prevent and de-escalate acts of violence on and around school campuses. Operating in 82 City of San José middle and high schools, SSCI staff work with school staff to prevent incidents from occurring and to prevent incidents that do occur from escalating via retaliation. In addition to keeping school campuses safe, SSCI staff provide individual case management services to approximately 125 eligible youth annually, serving as mentors and assisting them with developing life goals, supporting their education goals, and work readiness.

KEEPING FAMILIES SAFE AND HEALTHY:

SANTA CLARA COUNTY

CROSS AGENCY SERVICES TEAM (CAST)

The Cross Agency Service Team (CAST) is a collaborative network of leaders created in 2009 by the Santa Clara County Board of Supervisors.

CAST has a broad membership of leaders in many of the county human service departments, the Superior Court Judiciary, FIRST 5, Santa Clara County Office of Education, and numerous community organizations dedicated to improving the service delivery system for families and children.

The purpose of CAST is to create and leverage opportunities for cross-systems coordination that lead to beneficial outcomes for children, youth and families throughout Santa Clara County. CAST is committed to racial and social equity with the goal of dismantling systemic barriers and implicit biases.

CAST Common Agenda

Children, youth and families are on a path to achieving sustainable, positive life outcomes based on their hopes and aspirations for the future.

Goals of CAST

The primary goals and objectives of CAST include:

- Facilitating cross-system linkages to streamline and improve service delivery across child- and family-serving departments, agencies and the community;
- Transforming the County's systems of care to promote trauma-informed/healing-centered policies, practices and resourcing decisions; and
- Supporting community-driven and relationship-based upstream prevention efforts to keep children, youth and families on a path to achieving sustainable, positive life outcomes.

Building a Single System of Support

With the goal of eliminating reactive systems and the racist and systemic structures that lead to economic and health inequities, CAST is building a connected system of care focused on preventive and upstream interventions that are trauma-informed and healing-centered. This work of building this Single System of Support includes:

- Establishing “no wrong-door” points of entry in the community (for example, family resource centers, schools, etc.)
- Having a centralized referral system with “warm handoffs” and focused on upstream prevention and whole-person care.
- Streamlined assessments that lead to “one family-one plan” services and programs that avoid retraumatizing children and families and support healing.
- Design of the Single System of Support is centered on and created in partnership with families and the community.

HOW TO GET INVOLVED

CAST remains open to other agencies and stakeholders dedicated to using a whole child, whole family approach to improve well-being, health, and service delivery for families and children. For more information, please contact Patty Irwin via email at Patty.Irwin@ssa.sccgov.org.



Photo courtesy of San José Public Library.

EVERY CHILD HEALTHY

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 overseeing a state run, enhanced prenatal care program called the Comprehensive Perinatal Services Program (CPSP), MCAH helps ensure that pregnant people have timely access to quality prenatal care. Pregnant people who participate in this program receive individual case coordination, referrals, and ongoing assessment and follow-up in the areas of nutrition, health education, and psychosocial services, in addition to routine obstetric care. MCAH also addresses mental health and substance use among pregnant people and launched the Universal Prenatal Screening project, which aims to screen all pregnant people for substance use, 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 Nursing Home Visitation programs include Nurse Family Partnership, CalWorks, Regional Nursing and First 5 (a collaboration between Santa Clara County FIRST 5, the Santa Clara County Public Health Department and Department of Family and Children's Services). Public Health Nurses (PHN) in these programs provide monthly home visits for infants up to age 6 months, developmental screenings, postpartum health assessments, pregnancy education (including newborn care and parenting), and health education to parents. For children ages 6 months through 6 years, PHNs provide a minimum of two home visits and ensure that families get the needed follow-up and linkages to services.



Black Infant Health Program (BIH)

**black
infant
health** 

Empowering Pregnant and Mothering
African American Women

BIH helps Black women have healthy babies within a culturally-affirming environment that honors their unique history and works to reduce health inequities between Black and White women and infants. The program uses a group-based approach with complimentary participant-centered

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

Perinatal Equity Initiative (PEI) PEI complements BIH offerings and promotes specific interventions to eliminate persistent disparities in infant mortality and improve birth outcomes for Black mothers and their families. Some of these strategies include: a Group Prenatal Care Intervention to improve preterm birth screening and provide appropriate care to prevent preterm births; Fatherhood/Partnership Initiatives to engage partners in supporting mothers during pregnancy and post-delivery; and Home Visitation Programs to empower Black mothers and connect them to programs that provide prenatal care, infant development, personalized case management, perinatal mental health care and other wrap-around services.

Oral Health Program (OHP)

OHP engages people in healthy oral health habits by linking children and families to oral health education, health coverage, 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 African/African Ancestry 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.

Childhood Lead Poisoning Prevention Program (CLPPP)

This state-funded program works to prevent the damaging effects of lead poisoning in children and young adults from birth to age 21. Through a coordinated, multidisciplinary team effort, CLPPP provides case management for children and youth diagnosed with or at risk for lead poisoning. It also delivers education and outreach to reduce lead poisoning and works with health care providers to ensure timely reporting of lead test results.

EVERY CHILD HEALTHY

SCREENINGS AND ACCESS TO CARE

Universal Screening

Santa Clara County has made Universal 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 women 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.

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

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

Developmental Screenings Conducted:

- > FY 2017-18 = 19,033
- > FY 2018-19 = 22,766
- > FY 2019-20 = 16,902*
- > FY 2020-21 = 14,328*

*The decrease the past two years is due to clinics providing emergency-only care during COVID-19 Shelter-in-Place order.

The Healthier Kids Foundation

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

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

Screening children for dental, hearing, and vision issues, with a referral to specialty care, is a cost-effective way to identify issues that may impact a child's well-being. Tooth decay is the most common chronic infectious disease of childhood, and

dental pain can interfere with a child's ability to learn. It is estimated that over 2,000 children in SCC go to school each day with pain due to tooth decay. If a child has hearing issues, it is difficult for them to learn language. If a child cannot see, it will be difficult for them to learn to read and to be successful in school. Too often, dental, hearing, and vision issues are not addressed until a child enters school or even later, and this is too late.

In 2013, the Healthier Kids Foundation began screening preschoolers for vision issues using a photo optic scan camera. Since then, nearly 150,000 vision screenings have occurred at over 300 sites. This year, almost 20% of those screened were referred to vision care, and Healthier Kids Foundation followed up to insure they received it. Over 8,600 children received glasses using their own insurance with the help of Healthier Kids Foundation's case managers.

Healthier Kids Foundation began dental screenings in partnership with local

dentists in 2014. Nearly 94,000 children, ages 6 months to 18 years old, have been screened and this year, 41% were referred to dentists for urgent or emergency care. Hearing screenings launched in 2014 and over 86,000 have occurred with 3% of those children receiving a referral. Healthier Kids Foundation case managers help parents access the correct care, whether it is the child's pediatrician for an infection, or an audiologist for hearing loss.

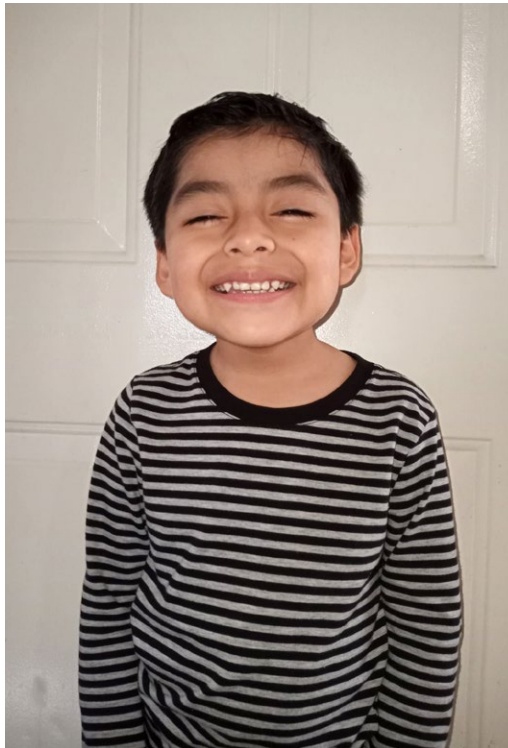


Photo courtesy of Healthier Kids Foundation.

EVERY CHILD HEALTHY

SOCIAL-EMOTIONAL HEALTH AND RESILIENCE

allcove – Reimagining Mental Health for Young People **allcove.org**

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

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

Funded by Mental Health Services Act (MHSA) Innovation dollars, the Santa Clara County Behavioral Health Services Department, in conjunction with the Stanford Center for Youth Mental Health and Wellbeing, and Alum Rock Counseling Center, opened the doors to two allcove centers – one in Palo Alto and one in San José on June 25, 2021. These allcove centers are a one-stop-shop with the following benefits:

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



School Linked Services (SLS) Initiative

Funded by Santa Clara County, the Mental Health Services Act (MHSA) and school districts, the 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 funded by the state in schools throughout Santa Clara County. The mental health treatment services 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 the youth and families taking into consideration cultural values, age, developmental stage, and history of trauma.

Through these programs, schools become a place where youth and their families can find a network of support and services. The SLS Family Engagement program supports 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.

For more information, visit: www.schoollinkedservices.org.

Schools as Centers of Wellness - **The SCCOE Wellness Center Initiative**

Studies show students are 21 times more likely to access mental health services when they are readily available on campus. The Santa Clara County Office of Education in collaboration with local school districts opened 11 new wellness centers on school campuses to increase mental health prevention, early intervention and direct service opportunities for students and families. The SCCOE staffs the wellness centers with community liaisons and mental healthcare specialists to provide direct services to students.

The SCCOE Youth Health and Wellness team provide consultation and collaboration to schools in the implementation of wellness centers and how to support students in a crisis.

The Youth Advisory Group (YAG), consisting of students across Santa Clara County with diverse backgrounds and identities, provided personal experiences and feedback that informed the creation of the wellness centers to ensure they meet the needs of students and provided appropriate support for students well-being with equitable voices being heard.

For more information visit: www.sccoe.org/plisd/YHW or email youthwellness@sccoe.org.

EVERY CHILD HEALTHY

SOCIAL-EMOTIONAL HEALTH AND RESILIENCE

Project Cornerstone

An initiative of the YMCA of Silicon Valley, Project Cornerstone's mission is to engage adults and youth to change our schools and communities into environments where all youth develop the skills for social and academic success. Utilizing Search Institute's Developmental Assets and Developmental Relationships frameworks, Project Cornerstone's adult education and training programs provide effective tools and strategies to build strong, positive relationships within families, schools, and communities. Its 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 in-school programs include:

- The **Asset Building Champions (ABC)**, **Los Dichos**, and **Preschool/Transitional Kindergarten** are parent engagement programs. Adults learn to create positive connections with their own children and youth in the community while volunteering at preschools and elementary schools. They read selected books and lead activities that help teach valuable lessons about bullying, being an "UPstander," and supporting peers. The bilingual Spanish/English-language Los Dichos program opens new doors for parents from diverse cultures to support their children's school success as well as the healthy development of all young people in their communities.
- **Middle School Social And Emotional Learning (SEL)** program trains volunteers/staff to deliver monthly lessons to students grades 6-8. Content focuses on SEL and age-appropriate issues and topics pertinent for middle schoolers such as friendship (the art of conversation/communication and the evaluation/modification of friendships), identity, empathy, stereotypes, teamwork/collaboration, and stress.
- **Expect Respect** is a bullying prevention program that empowers students to identify bullying on their campuses and design and implement action plans to prevent/stop bullying, improve school climate, and make every student feel valued and welcome.
- **Adult Education** includes a powerful six-session workshop series and single-session workshops that educate and inspire adults to make a stronger commitment to supporting children and teens in all aspects of their lives.
- School staff training and consulting help teachers, administrators, and other school employees recognize opportunities to intentionally connect with students and strengthen positive relationships. For more information, go to www.projectcornerstone.org or call 408-351-6482.

K-12 Toolkit for Mental Health Promotion and Suicide Prevention

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

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

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

SANTA CLARA COUNTY CRISIS LINE:

1-855-278-4204



Photo courtesy of Project Cornerstone.

SUCCESSFUL IN LEARNING

SCCOE EARLY CARE & EDUCATION AND ACADEMIC SUPPORTS

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. It is not solely our schools' responsibility to close the gap in education outcomes. Students, parents, civic leaders, businesses, and our community at large all have a role to play in children's success in learning.

The Santa Clara County Office Of Education (SCCOE): Committed to serving, inspiring, and promoting student and public school success.

Working collaboratively with school and community partners, 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.

SCCOE also 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 – see below), Restorative Practices, and tobacco-use prevention. SCCOE implements the Multi-Tiered Systems of Support, also known as MTSS, a systemic, continuous improvement framework in which data is used to ensure every student receives the appropriate level of support to be successful. MTSS, School Linked Services, School Wellness Centers (see page 59) and PBIS become part of a web of supports that meet children and families where they are and help teachers be able to work for the success of every child.

Strong Start of Santa Clara County 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, building the awareness of the Strong Start Initiative, and increasing the initiative's effectiveness by leveraging the support of coalition members. Strong Start meets monthly. For more information and resources, go to www.strongstartsantaclara.org.



**Santa Clara County
Office of Education**

SCCOE Early Learning Services

The ELS Department operates the Head Start, Early Head Start & CA State Preschool programs. ELS offers quality education program options for children ages 0-5 years old in Santa Clara and San Benito Counties. The eligibility criteria include a wide range of factors such as age, income, homelessness, foster care, and disabilities. For more information

about programs, eligibility and the application process, go to: <https://www.sccoe.org/depts/educational-services/early-learning-services>

Positive Behaviors, Interventions and Supports (PBIS)

Supported by SCCOE and School Linked Services, PBIS is a systematic approach for establishing a supportive school culture and individualized behavioral supports and provides a set of tools to teachers to prevent and deal with challenging student behaviors. The underlying theme of PBIS is that behavioral expectations should be focused on the positive, consistent throughout the school, and taught. Another important aspect of PBIS is the collection of data about where, when and with whom the most problematic behaviors occur. With this information, schools are able to identify and address problems in specific school areas or times during the day. Many schools choose to use the web-based, School-Wide Information System (www.swis.org) to design school-wide and individual student interventions.

SCCOE Foster & Homeless Youth Services (FHY)

Foster & Homeless Youth Services provides services to children and youth in foster care and/or those experiencing housing instability as defined under the McKinney-Vento law of 1987. Using a cross-agency system of supports, the FHY team provides prevention, intervention and stability services to students and their families meeting their vital educational needs.

FHY also provides assistance and training to school districts and community stakeholders regarding the educational laws that protect the rights of both foster and homeless youth and structured, trauma-informed, healing development for school district implementation. By working within a structure for community driven services, SCCOE is able to identify and fulfill immediate educational needs while working with partners such as group home providers, Probation, and the Department of Family and Children's Services to develop longer term community cycles for improvement. To learn more go to: <https://www.sccoe.org/foster-homeless>.

SUCCESSFUL IN LEARNING

OTHER EARLY CARE & EDUCATION AND ACADEMIC SUPPORTS

QUALITY MATTERS...a STRONG START for kids is a community partnership focused on increasing the quality of early learning programs serving children ages birth through 5 in Santa Clara County. FIRST 5 Santa Clara County (FIRST 5) and SCCOE serve as the co-lead organizations. In order to ensure that all early learning settings; Center-Based Programs, Family Child Care Homes, Alternative Care Sites, and Informal Care Providers are offering care and education of the highest quality, FIRST 5 and SCCOE will work in partnership to convene workgroups aimed at designing an integrated measurement system of quality to establish local and sustained high standards of quality within Santa Clara County. Since the beginning of the initiative, the numbers of sites participating in QUALITY MATTERS has steadily grown. Sites participate in a continuous quality improvement effort and develop action plans to increase their overall site quality.



County of Santa Clara Universal Access Pilot (UAP) is a coordinated, collaborative pilot program currently operating in the Franklin McKinley and Alum Rock school districts. It provides universal access to health and learning opportunities for children from infancy through third grade. Through a coordinated partner network, the UAP increases access to early learning, health, and other supports. In FY 2021, the UAP partner network, through its service delivery and triage model provided over 21,632 services (duplicated) to children and families. 343 families or 1,194 individual family members, received navigation support and coaching to address complex family challenges.

The outcomes of the UAP include healthy pregnancy outcomes, optimal child development, supported and engaged families, high quality early care and education, kindergarten readiness, and grade-level performance in reading and math by third grade. These areas are addressed by focusing support to families through six UAP pillars or social determinants of health and well-being that include housing and food security, developmental screenings, linkages to quality early care and education, dental, hearing and vision screenings, and school engagement.

Santa Clara County After-School Collaborative (SCCASC) brings together a diverse stakeholder group that passionately believes in working together to advance high-quality expanded learning programs (before and after school, and summer). To achieve that, SCCASC focuses on:

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

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

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 Academic Years 2015-16 and 2020-21. By June 2022, SJ Learns will have served approximately 5000 San José students. For more information, go to: www.sjplf.org/sjlearns.

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 go to: www.php.com.



Legal Advocates For Children And Youth (LACY), a program of the Law Foundation of Silicon Valley, has an education rights team of attorneys who represent students in special education and school discipline matters. They advocate for children with disabilities to have their needs met at school, filing complaints and advocating at meetings with the school district. They also defend students who are facing expulsion at school, endeavoring to stop the school to prison pipeline, one student at a time. They specialize in supporting students in Santa Clara County who are patients at Valley Medical Center, foster youth, or youth in the juvenile justice system.

SUCCESSFUL IN LIFE

ONWARD TO COLLEGE AND CAREER

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

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

College Day

One big difference between students who go to college and those who don't is whether or not their families, schools, and communities communicate college-going expectations from an early age.

Sponsored by the Santa Clara County Office of Education, College Day is a community-driven, county-wide celebration that shows students that going to college is possible. Held in October, students learn about the benefits of going to college, how to get there, and how to pay for it, through workshops, assemblies and class activities. Some schools have college rallies and celebrations.

Additionally, the Silicon Valley Education Foundation has on-line lesson plans, workshop videos, and other resources that will build a college-going culture in your school or youth program. For more information go to: www.svefoundation.org/college-day.

Children's Savings Accounts – Step Up Savings

Research shows that low-income children who have as little as \$500 in a college savings account are three times more likely to go to college than those who don't. When we help families understand the value of saving for college and provide them with a simple way to do so, we support college aspirations.

Excite Credit Union, the Silicon Valley Education Foundation (SVEF), East Side Education Foundation (ESEF) and the East Side Alliance (ESA) have come together to establish the Step Up Saving Program. Excite will make \$50 opening deposits, match up to \$25 per year and pay a higher interest rate up to \$2,500 for children residing in the East Side Alliance footprint.

Further, the College In My Future (CIMF) Pilot was launched in partnership with Excite Foundation and Franklin-McKinley School District in 2021. All 626 first grade students in FMSD were automatically enrolled in the CIMF program at Excite Foundation. They received \$50 in opening deposits, and have the opportunity to earn deposit matches and incentives in the future. Excite Foundation hopes to roll this program out to other ESA districts in the future.

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 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. The program has distributed over \$40,000 in scholarships to 200+ graduates so far. This year, SJ Aspires serves over 1,150 students from William C. Overfelt and San José High Schools. For more information go to: www.sjpl.org/sj-aspires.



The Spartan East Side Promise (SESP)

The Spartan East Side Promise guarantees SJSU enrollment for East Side Union High School graduates meeting California State University requirements and supports students on their path to a college degree with orientations, counseling, mentoring, and scholarship opportunities. Sponsored by the East Side Education Foundation, Silicon Valley Education Foundation and San José State University, the Promise has helped to increase SJSU enrollment of East Side grads by 10%. More importantly, 83% of SESP students have returned for their sophomore years, compared to 79% for the entire student body. From its inception until Fall 2021, the Promise has helped to enroll over 1,250 East Side students. Through the collective efforts by House Family Foundation, Excite Credit Union, Soul Focus Sports, Santa Clara County Supervisors Otto Lee Grant, and many other donors, over \$30,000 of scholarships were awarded to twenty-six Spartan East Side Promise students. For more information go to: www.eastside-fund.org/sesp.

Bridge To Recovery Network (B2R)

Sometimes a crisis opens the door to opportunity. The pandemic and the resulting economic collapse, showed us how disconnected and inequitable our education-to-employment system is and how economically vulnerable, Black, Indigenous, Latino/a/x and other students of color are not well-served by it. The B2R Network unites to place every individual and family on the path to economic freedom through a structured coalition of workforce programs, public support services, private employers, labor unions, community colleges, adult schools, and financial institutions. If successful, B2R will help all community members – including our youth and young adults – have a more secure and stable financial future.

If you are interested in joining this work, please contact Ashley Raggio at Lighthouse: Building Back Better at raggio@jointventure.org.

SUCCESSFUL IN LIFE

RE-ENGAGING IN LEARNING

Santa Clara County Re-Engagement Programs (for a high school/secondary certificate)

Go to www.KidsinCommon.org/OYPresources

Opportunity Youth Academy (OYA)

Part of SCCOE, OYA serves students ages 16-24 and offers students 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 diploma and gain job skills and work experience.

SiaTech at Job Corps

Free High School Diploma 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.

5 Keys

Through the use of social and restorative justice principles, Five Keys provides traditionally underserved communities the opportunity to improve their lives through a focus on the Five Keys: Education, Employment, Recovery, Family, Community.

Adult Education/GED Students can earn a high school diploma or study for the GED at most adult education sites. Many sites also provide vocational education. Sites are located in Gilroy, Morgan Hill, Mountain View, San José, Santa Clara, and Sunnyvale.



Opportunity Youth Academy Graduate

Focusing on the Education Needs of Youth in the Justice System

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

Juvenile Court Aligned Action Network (JCAAN)

JCAAN's purpose is to ensure the juvenile justice system and its partners prioritize education for all youth. It strives to ensure those who enter the system leave on a trajectory that includes graduation from high school and engagement in 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.

For more information contact: DBunnett@kidsincommon.org

JusticeEd, an initiative of the National Center for Youth Law (NCLY)

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

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

- Educating caregivers and youth around navigating the education system to increase education engagement and build capacity for advocacy;
- Community and network building between youth and cross-system supportive adults to encourage a team approach in supporting the youth; and
- Developing youth relational-capacity and social-emotional skills to empower them to leverage and utilize their own agency.

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

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

In order to achieve equitable and good outcomes for our children we must target our 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 our children youth and families.

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

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

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

Santa Clara County Children’s Budget

Budgets can be a statement of values; representing the investments a community is making and its priorities. In November 2019, Santa Clara County released its inaugural edition of a children’s budget. We now have a 2021-22 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 2021-22 Santa Clara County will spend approximately \$1.05 billion on programs serving children and youth. Most of this funding comes from state, federal, and other sources, with the county spending \$250.5 million of local tax dollars. This represents about 11.4% of the county’s overall spending. It should be noted that the Children’s Budget only includes programs funded by the County of Santa Clara and does not include programs funded by school districts, cities, or FIRST 5.

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

Santa Clara County Children’s Agenda

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



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



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

The City of San José Children and Youth Services Master Plan

The City of San José is committed to ensuring that all children and youth, particularly those most vulnerable, have the resources, support, and opportunities to realize their full potential and dreams.

In recent years, the City has launched several new programs to lift the aspirations and opportunities of low-income and vulnerable families and their children. In 2021, the Mayor and City Council reaffirmed its priority on children and youth by approving the City of San José Bill of Rights for Children and Youth. The articles of the Bill of Rights serve as guiding principles for elected officials, staff, and community stakeholders to provide a continuum of support, programmatic alignment, policy priorities, and investments in services from cradle to career.

The Mayor and City Council then directed staff to develop a citywide Children and Youth Services Master Plan to ensure a strategic, coordinated, and responsive approach to serving children and youth. The pandemic not only elevated but confirmed the urgency and importance of multi-disciplinary and cross-systems to work collaboratively with families, children, and youth as equal partners to address their emerging needs, interests, and desires. Throughout the development of the Children and Youth Services Master Plan, City staff recognize the importance of dismantling systemic racism, structural barriers, persistent inequities, and generational trauma in order to have long-term and sustainable impact and measurable outcomes. City staff's goal is to complete the Children and Youth Services Master Plan in early fiscal year 2022-23, through an inclusive and collaborative approach with internal and external stakeholders, families, children, and youth.



Join the Children's Movement of California

The Children's Movement of California® is a network of direct service, business, parent, student, civil rights, faith, and community groups who care about kids and want to see public policies that support their best interests. By becoming a member of The Children's Movement you are adding your voice to improve the lives of all kids in California.

You'll gain access to valuable information regarding the well-being and status of our state's children. You'll also have opportunities to demonstrate your support of kids by signing onto support statements that push lawmakers to make children's health, education, and well-being their priority.



**The Children's
Movement
of California®**

For more information go to:
www.childrennow.org/thechildrensmovement.



FIGURE SOURCES AND METHODOLOGY

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Photo courtesy of Healthier Kids Foundation.

COMMUNITY LEVEL INDICATORS

This data book utilizes community level indicators available from the following sources:

American Community Survey

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

www.census.gov/programs-surveys/acs.

Due to the pandemic, the 2020 ACS data will not be released until March 31, 2022. In the 2022 data book, we are using 5-year estimates (2015-19) which are more stable due to sampling more people over a 5-year period.

California Department of Education – DataQuest

DataQuest provides meaningful data and statistics about California’s K-12 public educational system and access



to a wide variety of reports, including school performance, test results, student enrollment, English learner, graduation and dropout, school staffing, course enrollment, and student misconduct data. Summary and detailed data reports are available at the school, district, county, and state levels. For more information go to: <https://dq.cde.ca.gov/dataquest>.

California Healthy Kids Survey

The California Healthy Kids Survey (CHKS) is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency administered to students in grades five, seven, nine, and eleven. It enables schools and communities to collect and analyze data regarding local youth health risks and behaviors, school climate, protective factors, and school violence. The CHKS is part of a comprehensive data-driven decision-making process on improving school climate and student learning environment for overall school improvements. This data book features CHKS data from school years 2015 and 2016. <https://calschls.org>. (More recent data has not been available due to COVID-19.)

Project Cornerstone Developmental Asset Survey

In Fall 2016, YMCA Project Cornerstone facilitated an online survey to over 43,000 students in more than 180 schools and 25 districts throughout Santa Clara County. The survey measures 40 developmental assets—the positive values, relationships, and experiences that youth need to thrive. It also measures risk behaviors and thriving indicators, and correlates them with the presence or absence of developmental assets. YMCA Silicon Valley, Project Cornerstone previously administered the developmental assets survey in 1999, 2004, and 2010. www.ymcasv.org/ymca-project-cornerstone.

▶ LOVE DATA?

TWO IMPORTANT SOURCES OF DATA YOU CAN USE ARE:

Santa Clara County Public Health Profiles contain data on demographics, socioeconomic status, the built environment, safety and violence, and health status

for cities, zip codes and small areas/neighborhoods in Santa Clara County. This data can help us understand how where we live, work,



and play impacts health and well-being. The profiles provide a snapshot of conditions that influence health as well as indicators of health status in Santa Clara County.

Kidsdata.org

provides access to data on children’s health and well-being. Topics



include information on why each indicator is important and key policy implications.

It also allows the user to:

- ▶ Identify disparities: Compare race/ethnic, gender, age, and other demographic groups in California, Santa Clara County, cities, and school districts.
- ▶ Take action: Use the data to advocate for policies and legislation, strengthen grant proposals, or assess community needs.

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

ENDNOTES

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

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The Santa Clara County Office of Education (SCCOE) is a champion of public education, serving as an exemplary regional resource to students, parents, school districts, community agencies and businesses. It exists to meet the emerging needs of the community and to provide leadership, advocacy, and support programs and services for children, schools, and the greater community. Rich partnerships with elected officials, non-profits, community-based organizations, and other educational agencies strengthen the quality of educational programs and support within the region. Working collaboratively with school and community partners, SCCOE is a public service agency that provides instructional, administrative, business, and technology services to the

31 school districts of Santa Clara County, representing over 275,000 students from transitional kindergarten through 12th grade. It provides academic and fiscal oversight and monitoring to districts. SCCOE monitors the 22 Santa Clara County Board of Education authorized charter schools. It directly serves students through special education programs, alternative schools, Head Start and State Preschool programs, migrant education, and Opportunity Youth Academy. SCCOE also provides curriculum support, staff development, technology support, and training directly to educators and staff in schools county-wide.



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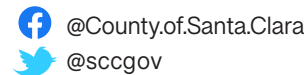
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The County of Santa Clara government serves a diverse, multi-cultural population of 1.9 million residents in Santa Clara County, the sixth largest county in California. With an \$8.17 billion budget, more than 70 agencies/departments, and nearly 22,000 employees, the County of Santa Clara plans for the needs of a dynamic community, offers quality services, and promotes a healthy, safe, and prosperous community for all. The County provides essential services, including public health and environmental protection; behavioral health and medical services through the County of Santa Clara Health System (which includes

Santa Clara Valley Medical Center Hospital and Clinics, O'Connor Hospital and Saint Louise Regional Hospital); child and adult protection services; homelessness prevention and solutions; roads, parks, and libraries; emergency response to disasters; protection of minority communities and those under threat; access to a fair criminal justice system; and scores of other services, particularly for those members of our community in the greatest need.



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Kids in Common fosters cross-sector, data-driven partnerships to align actions and promote policies, investments and practices that improve the lives and success of children and youth in our community.

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



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