

The Santa Clara County Children's Agenda

Challenge Team Presentation
December 9, 2021

A partnership of the Santa Clara County Office of Education, the County of Santa Clara and Kids in Common.

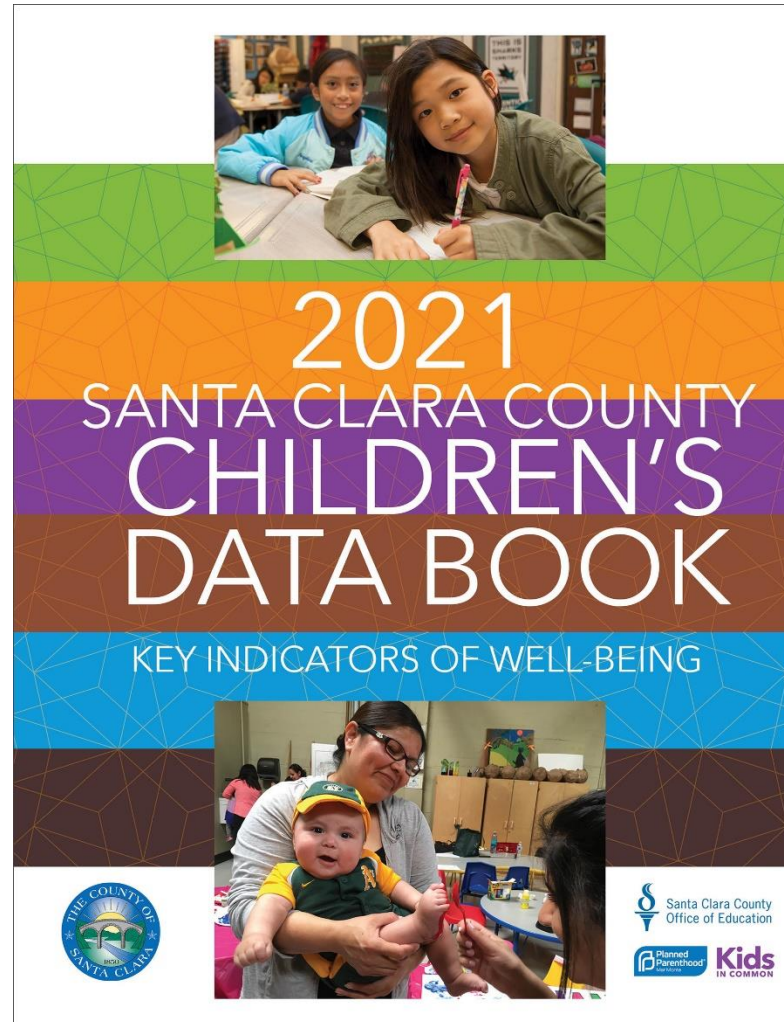
Provides data and dashboards reflecting child safety, health, success in learning, and success in life. Whenever possible it brings a racial equity lens to its analysis.

Available at

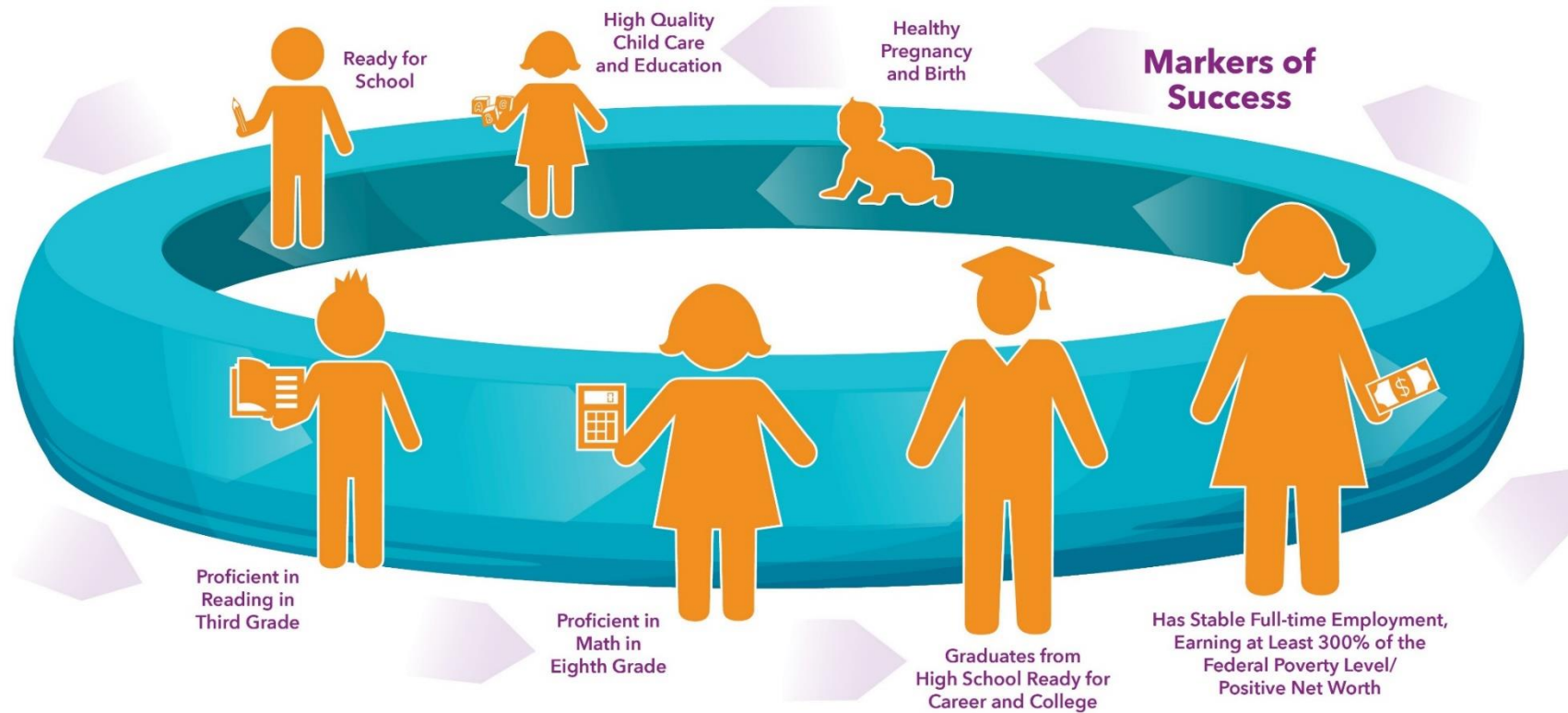
www.kidsincommon.org

To request a hard copy go to:

<https://www.surveymonkey.com/r/DB2021>



Life Course Framework



Social Factors that Support Wellbeing and Success:

Housing & Food Security + Safe Families, Schools & Neighborhoods + Positive Family Support & Communication + Meaningful Adult Connections + Feeling Valued by the Community + Having a Sense of Agency & a Positive View of the Future.

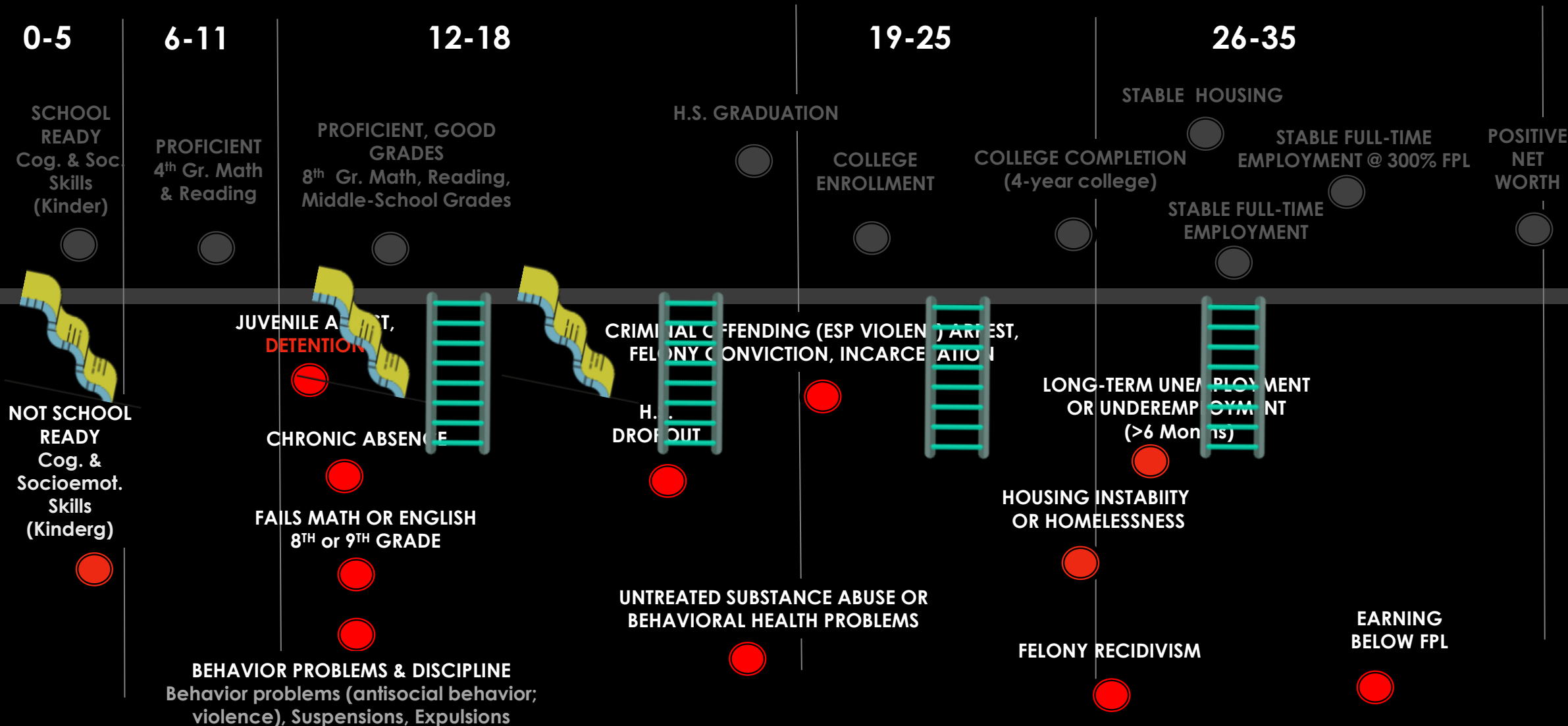
What we need to remember as we work together to improve children's lives:

- **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. Re-focus 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 or chutes that funnel young people to prison and poverty while simultaneously building new structural ladders 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 “one and done” answers. Our collective approach must weave together work across sectors, systems, and life stages.

Our Call to Action: Fewer Chutes, More Ladders

ON TRACK

OFF TRACK



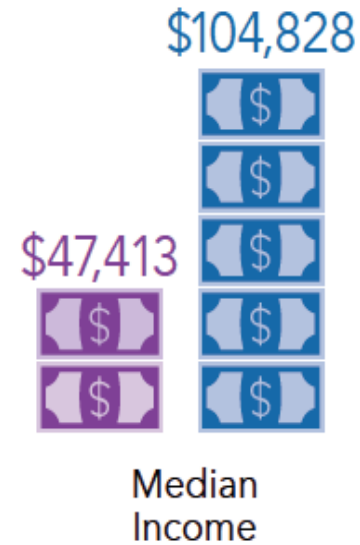
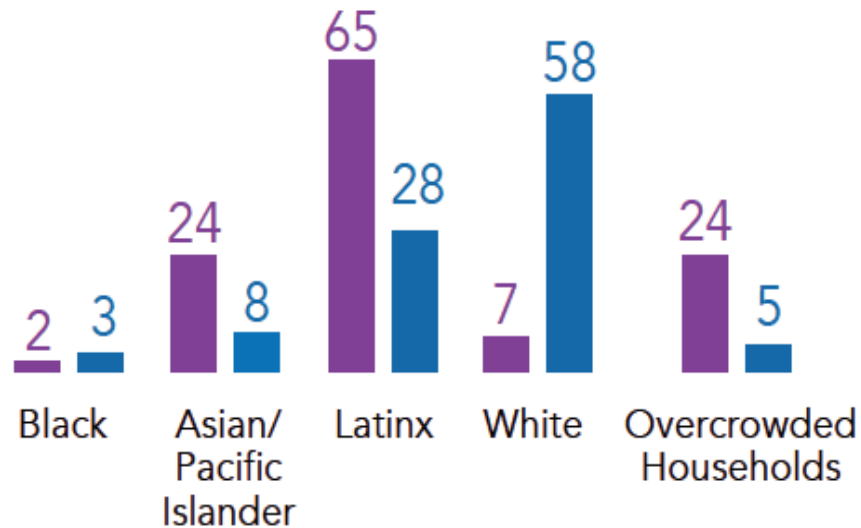
Racial and Social Justice

The Impact of Redlining in San Jose

Discriminatory lending and housing practices such as redlining – excluding people of color from “white only” neighborhoods – lead to disparate outcomes:

For more info go to: <https://joshbegley.com/redlining/sanjose>

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

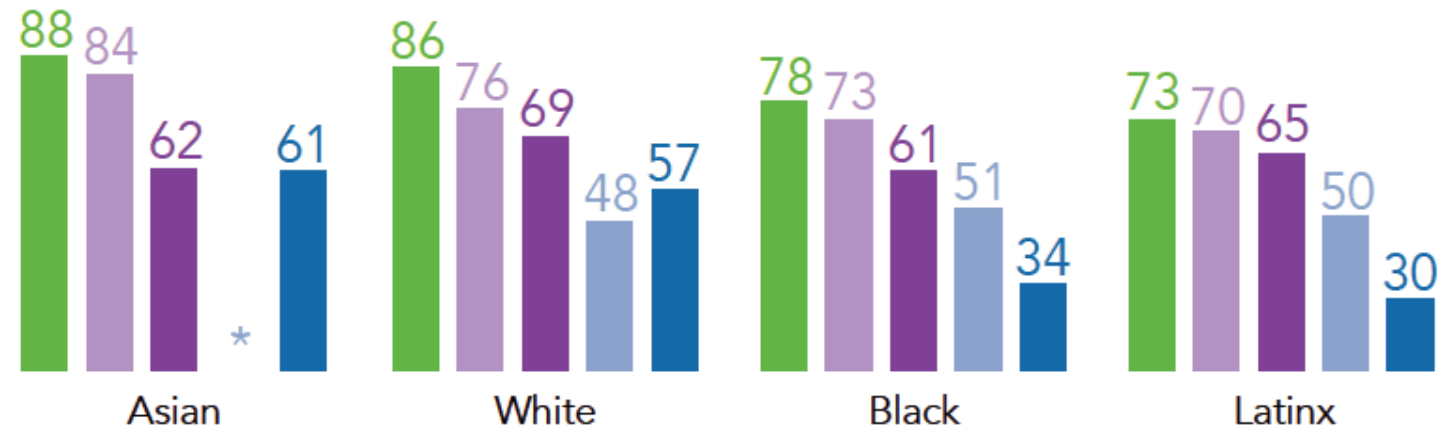


Intersectionality of Race, Poverty, Disability, Housing Instability



- % Students Graduating
- % Students who are Low Income
- % Students with Disabilities
- % Students in Foster Care
- % Students who are Homeless

Percentage of students graduating on time, Class of 2020

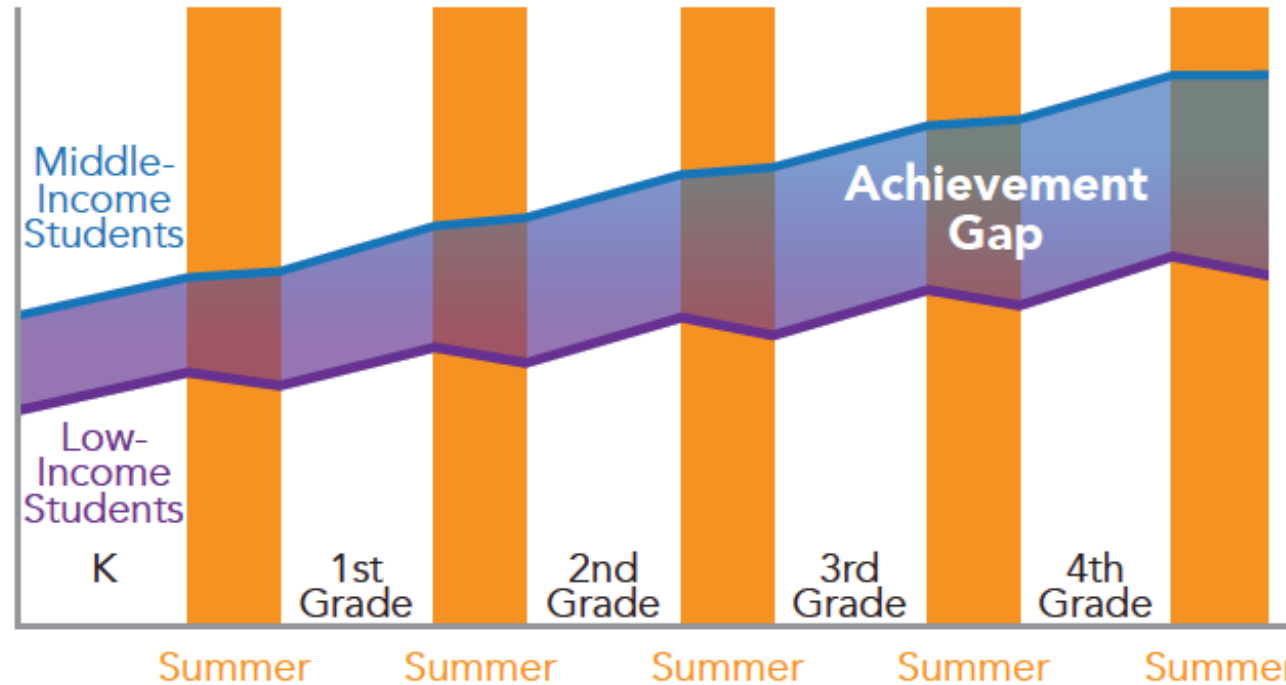


* The number of Asian students in foster care is too low to report and protect the students' identity.

See Figure Sources and Methodology on page 69.

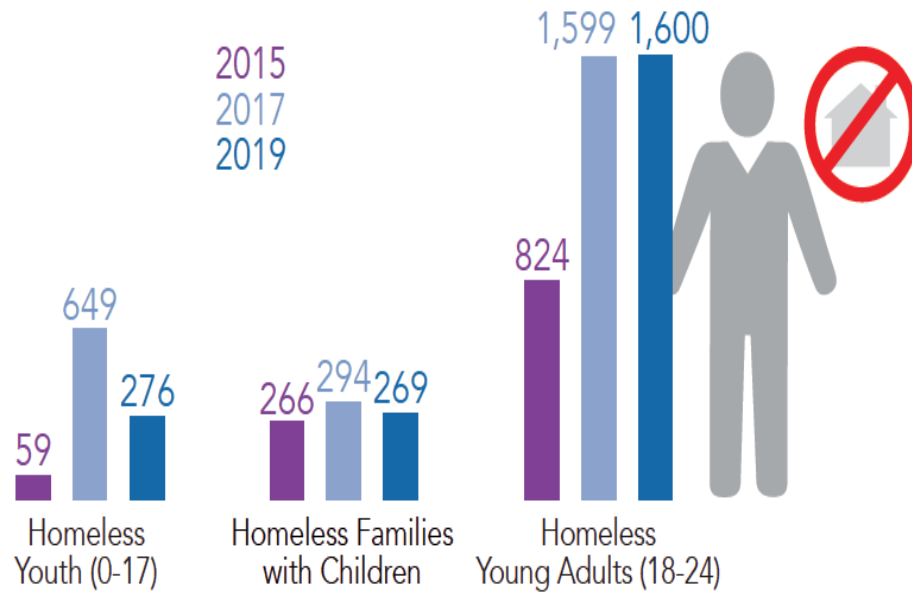
Extended Learning Opportunities Can Be a Ladder

The Impact of summer learning loss may account for two-thirds of the disparity in achievement by 9th grade.

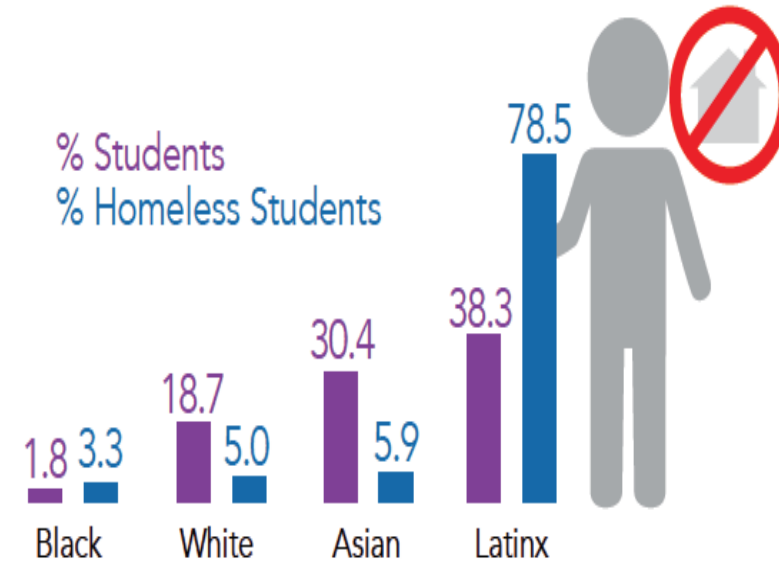


A Chute: Housing Instability

Point-in-Time Count of Unsheltered Children and Families



**School Year 2019-2020 – McKinney-Vento
Count of Students Facing Housing Instability
n = 2,899**



Demographics of Students in MV & LA & LAH Schools

(Does NOT inc. Independent Charter Schools)

Data Measure	Total	Black	American Indian or Alaska Native	Asian	Filipino	Latinx	White	Pacific Islander	Two or More Races	Not Reported
All Students	12,892	135	12	3355	227	3162	4455	47	1423	76
Students with Housing Instability (MV)	210	5	0	3	3	190	1	4	2	2
Students who are Economically Disadvantaged	2344	35	2	143	27	1830	197	25	75	10
Students in Foster Care	15	1	0	1	0	6	6	1	0	0
Students with Disabilities	1249	22	0	158	24	509	423	7	102	4

Graduation Rates - MV/LA High School Students

	# of students in Cohort	% Graduated on Time	% Graduated with UC/CSU
Total	1053	94%	59%
Black	14	86%	51%
Asian	244	96%	74%
Filipino	32	94%	51%
Latinx	282	89%	38%
White	439	96%	65%
2+ Races	33	97%	67%
Socioeconomically Disadvantaged	300	88%	38%
Disability	138	84%	18%

Early Warning Signs a student may not graduate on time:

- Absent more than 10% of the time
- Not reading at grade level in 3rd grade; and/or
- A suspension or an "F" in Middle School

Youth in the Juvenile Justice System

Some of the Chutes



Child Abuse and Neglect

- 49% of youth had at least one referral as an alleged victim.
- 43% of girls reported abuse/neglect, compared to 21% of boys.



Behavioral Health

- 35% of girls attempted or thought about committing suicide, versus 10% of boys.
- 82% of girls and 62% of boys had significant issues with depression, anxiety, and other emotional factors.¹⁸



Education

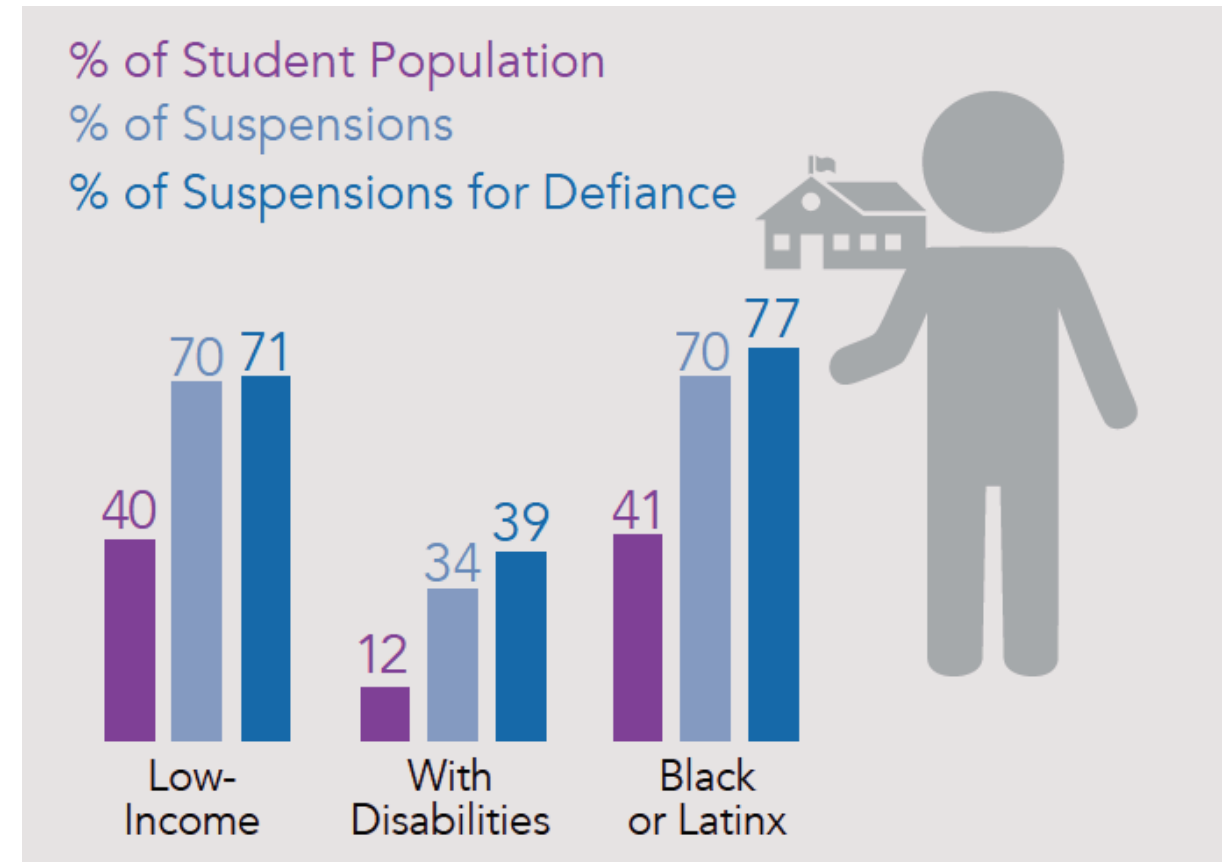
- 41% of boys and 43% of girls reported school inadequacy (no additional supports available to address learning needs).
- Issues due to lack of intellectual capacity (boys 23%, girls 19%) and due to achievement problems (boys 37%, girls 42%).

A Pennsylvania State University Study found Black and low-income students were far more likely than white students to be punished rather than being offered behavioral treatment when they misbehaved.

School Suspensions

This Table Shows % Total Student Population and % Suspensions given County-wide in SY 2018-19 for different categories of students.

In SY 2018-19, 288 suspensions were given to 207 students in MV/LA/LAH schools. Black/Latinx Students = 18% of student population and 61% of Suspensions. Students with disabilities = 12% of population and 38% of suspensions.



We Are Better Together

Lots of resources available at:

www.KidsinCommon.org

Check out the Data Book, videos from the 2021 Children's Summit held in March and workshop listings.

Contact Dana at DBunnett@KidsinCommon.org.