

Santa Clara County
2022 Children's Data Book
Key Indicators of Well-being

Challenge Team Presentation
December 8, 2022

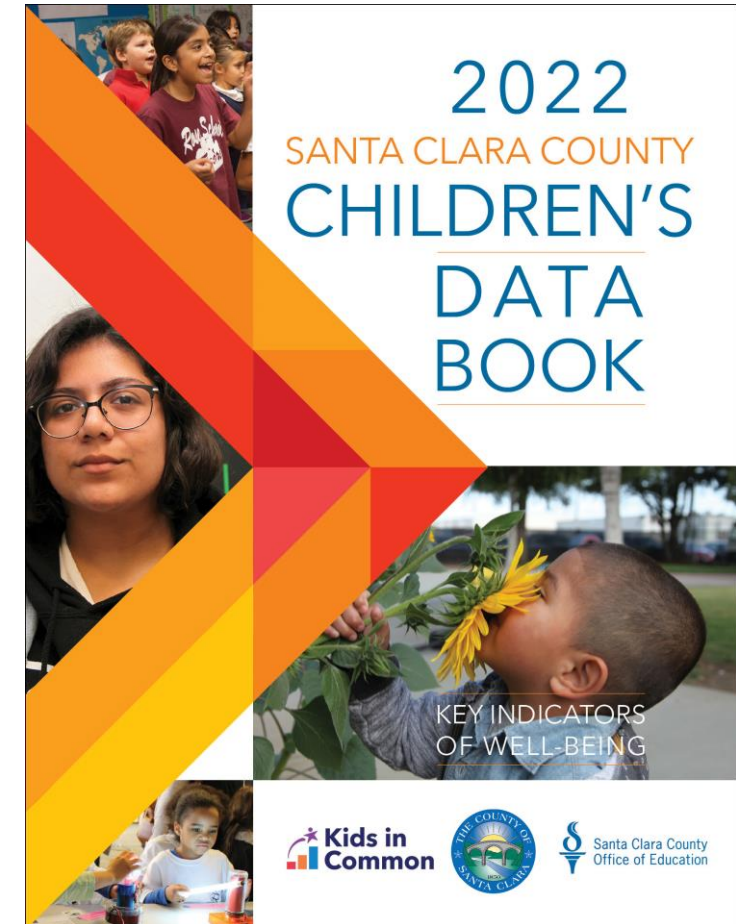


Today's Agenda

1. Overview of the Data from the Santa Clara County Children's Data Book
2. Discussion of the following Questions:
 - What stands out to you?
 - Why is this happening?
 - What can be done or what should be done to address it?
3. Wrap Up and Next Steps

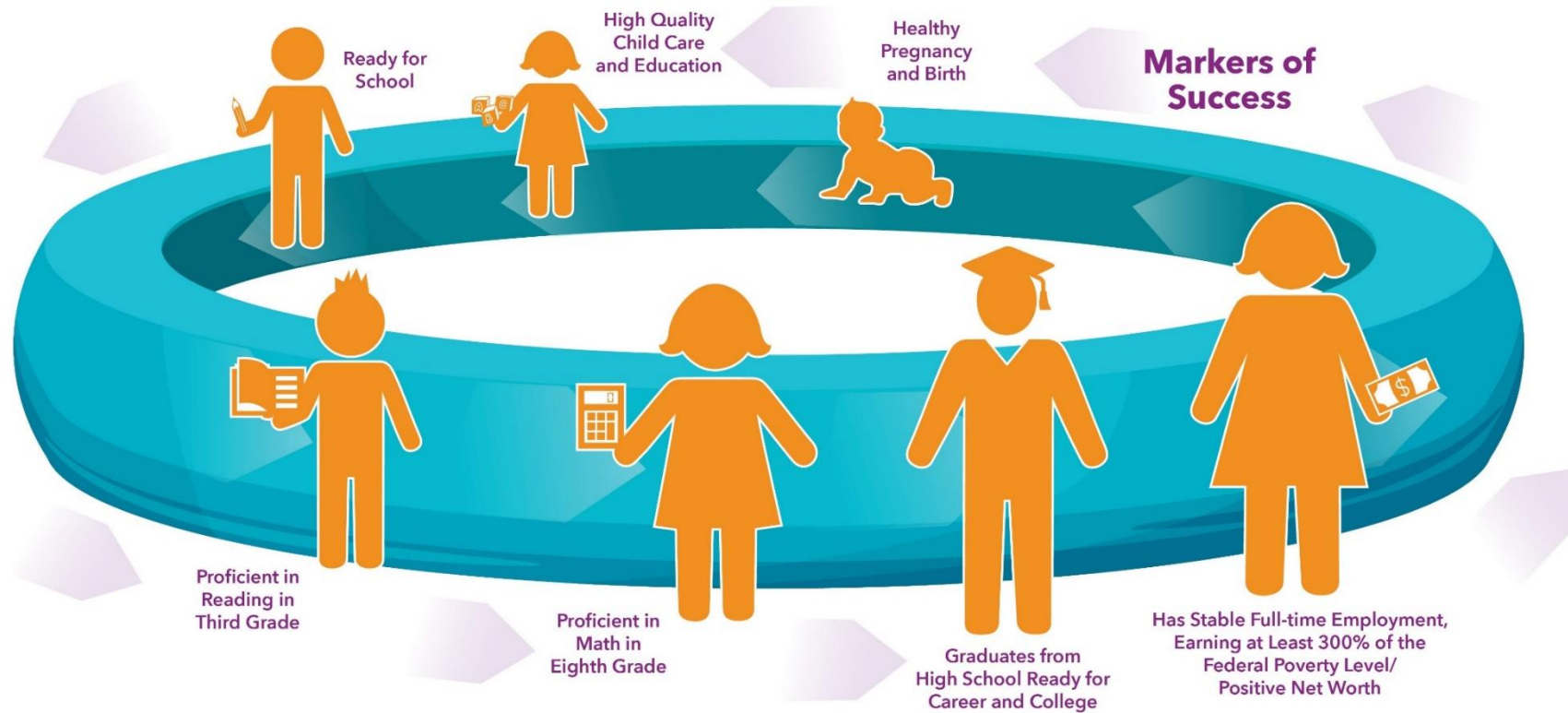
2022 SCC Children's Data Book

- 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.
- Provides essential and current information to the community and our leaders
- It serves to drive our conversations, encourage and motivate us all to make needed investments, change policies and practices on behalf of our children and anchor our collective efforts in data, information and context.
- Download at www.kidsincommon.org



Guiding Principles and Frameworks

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.

Based on the work of Arnold Chandler and Tia Martinez at Forward Change Consulting
<http://ForwardChangeConsulting.com>.



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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.

Source: Tia Martinez, Arnold Chandler, Forward Change Consulting



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Targeted Universalism

- Having all-inclusive goals for children and youth and we achieve these by recognizing people are situated differently and implementing specific approaches based on those differences.
- Equality of effort can produce very different overall outcomes, depending not only on the beneficiaries' individual needs, but also on their environments.
- We achieve equity and justice when we acknowledge the legacy and impact of racist policies and practices, and work to address the underlying root causes of inequitable outcomes.

SCC Data About Children & Youth

Santa Clara County Child Population

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)

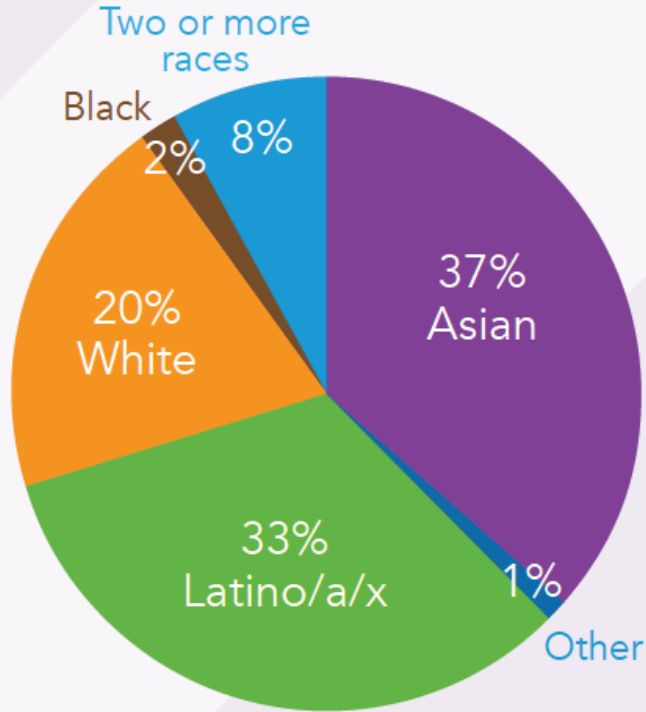
164,130

are young adults,
ages 18–24 (9%)¹



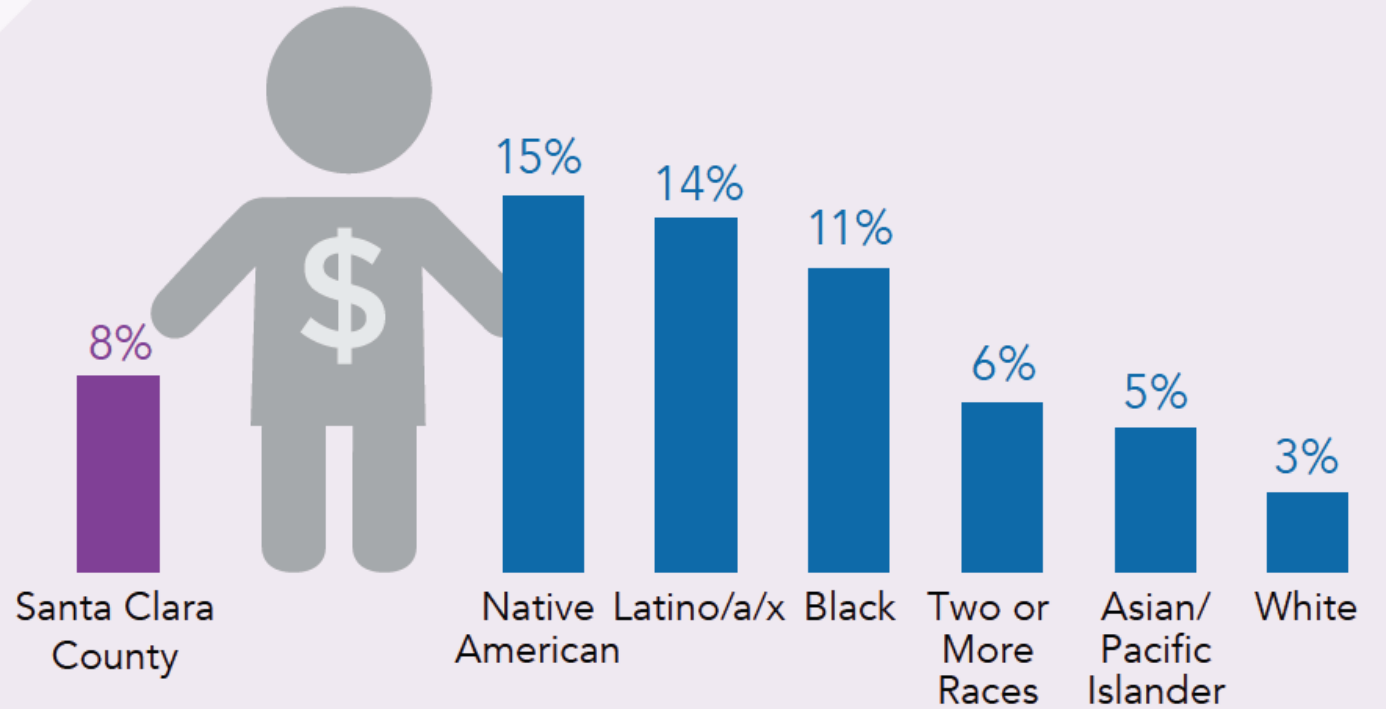
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Figure 1
Race/Ethnicity of Children
in Santa Clara County



Other includes Native Americans (0.2%), Native Hawaiian/

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





63% live with one or more parent who was born in another country. (2018)



8% live in linguistic isolation. (2018)

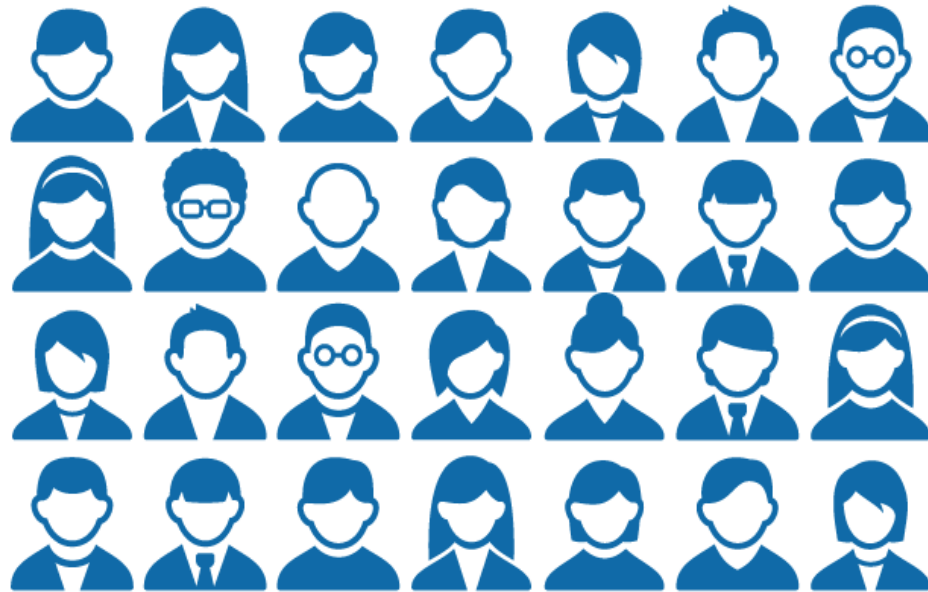
Immigration & English Learner Status



20% of children enrolled in Santa Clara County schools are English Language learners. (2021)

Students in SCC Schools with Disabilities (2021)

n=28,427



Also English Language
Learner: 10,293

Also
Foster Youth: 174



Also
Homeless:
411

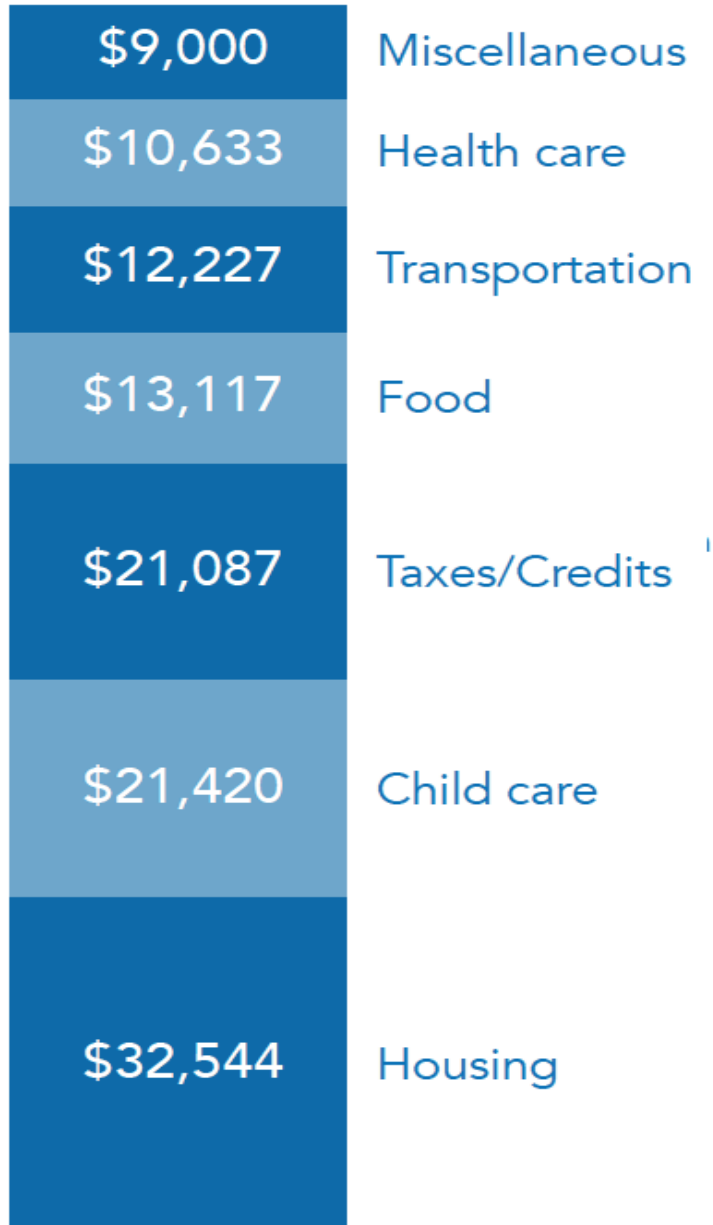


Also Socioeconomically
disadvantaged:
13,954



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Total: \$120,028

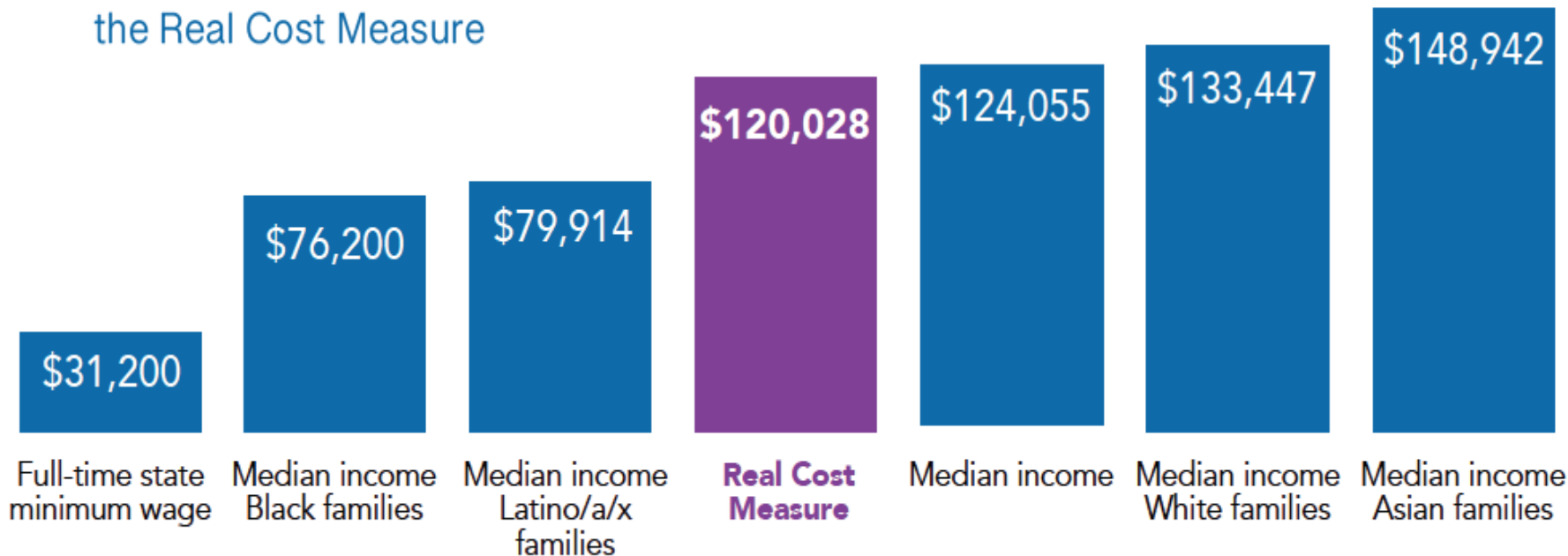


The Real Cost of Living in SCC for a family of 4 (Two adults, 1 preschooler and one school-age child)

SCC Incomes & the Real Cost Measure

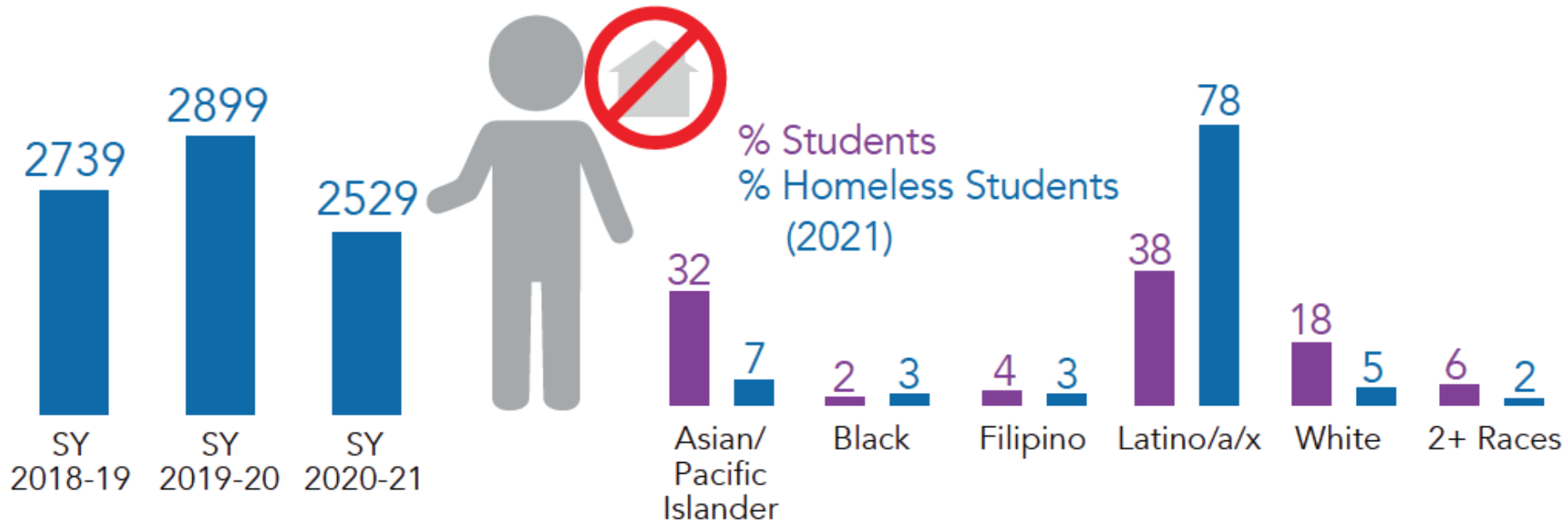
Figure 9

Santa Clara County Incomes and the Real Cost Measure



Every Child Safe

McKinney-Vento Annual Count of Students Experiencing Housing Instability



Every Child Safe

Food Security



Number of children living below 300% of FPL and likely to be food insecure – 31% (2019)



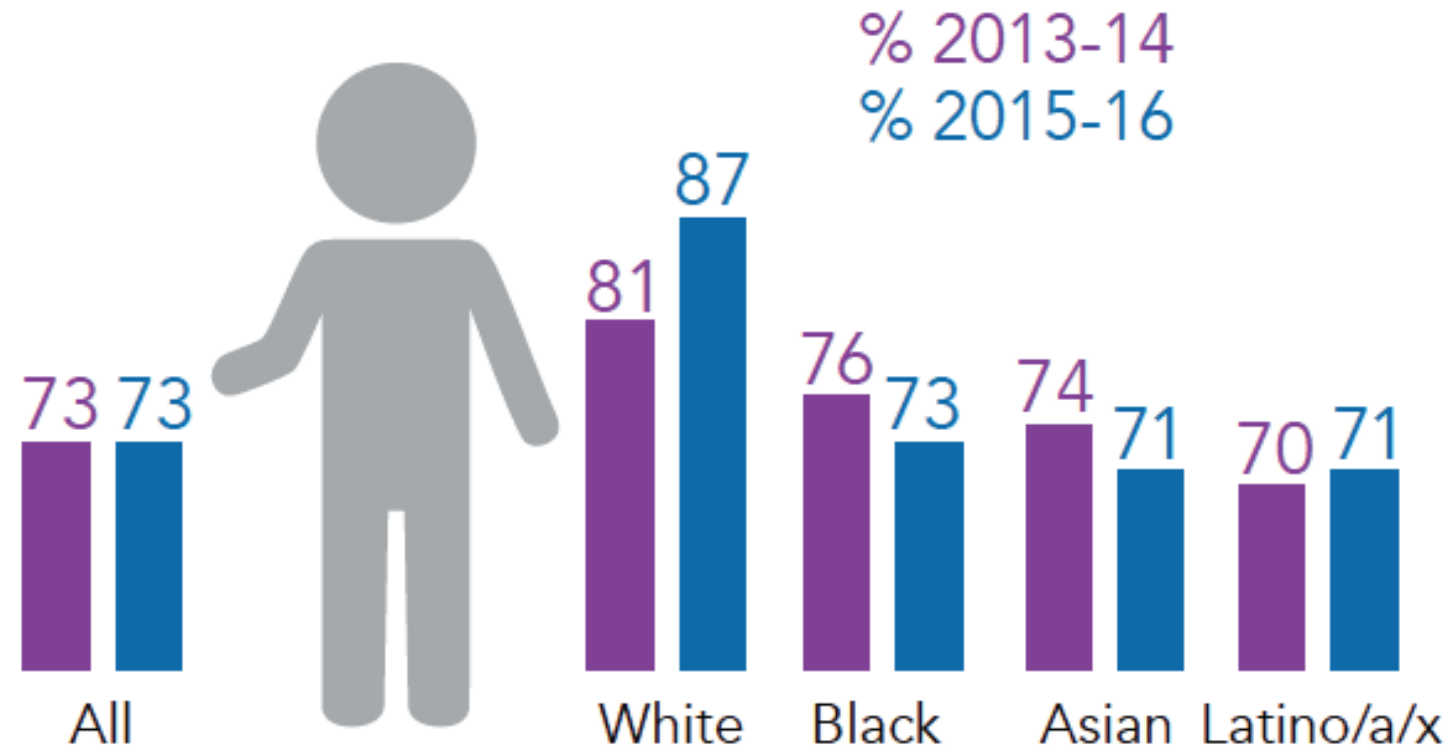
Average monthly amount of food distributed by Second Harvest Silicon Valley FY 2019



Amount monthly amount of food distributed by Second Harvest Silicon Valley FY 2021

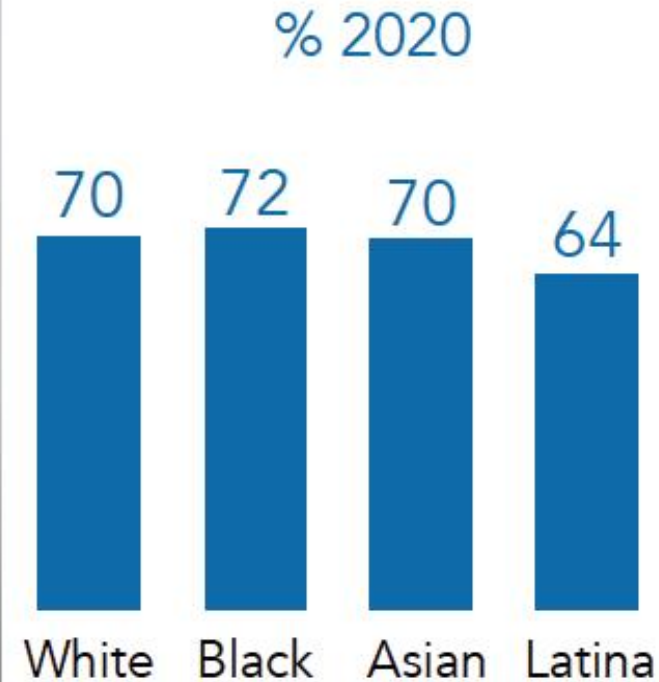
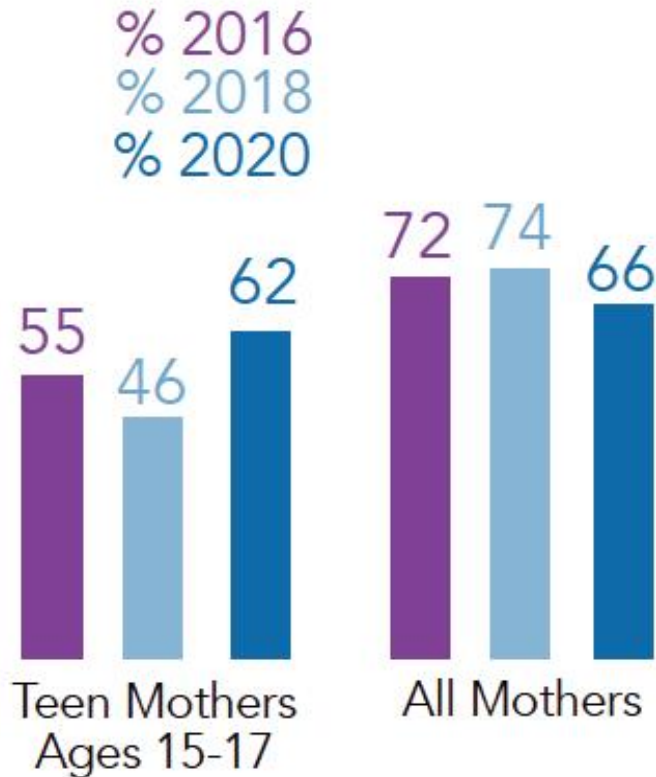
Every Child Safe

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



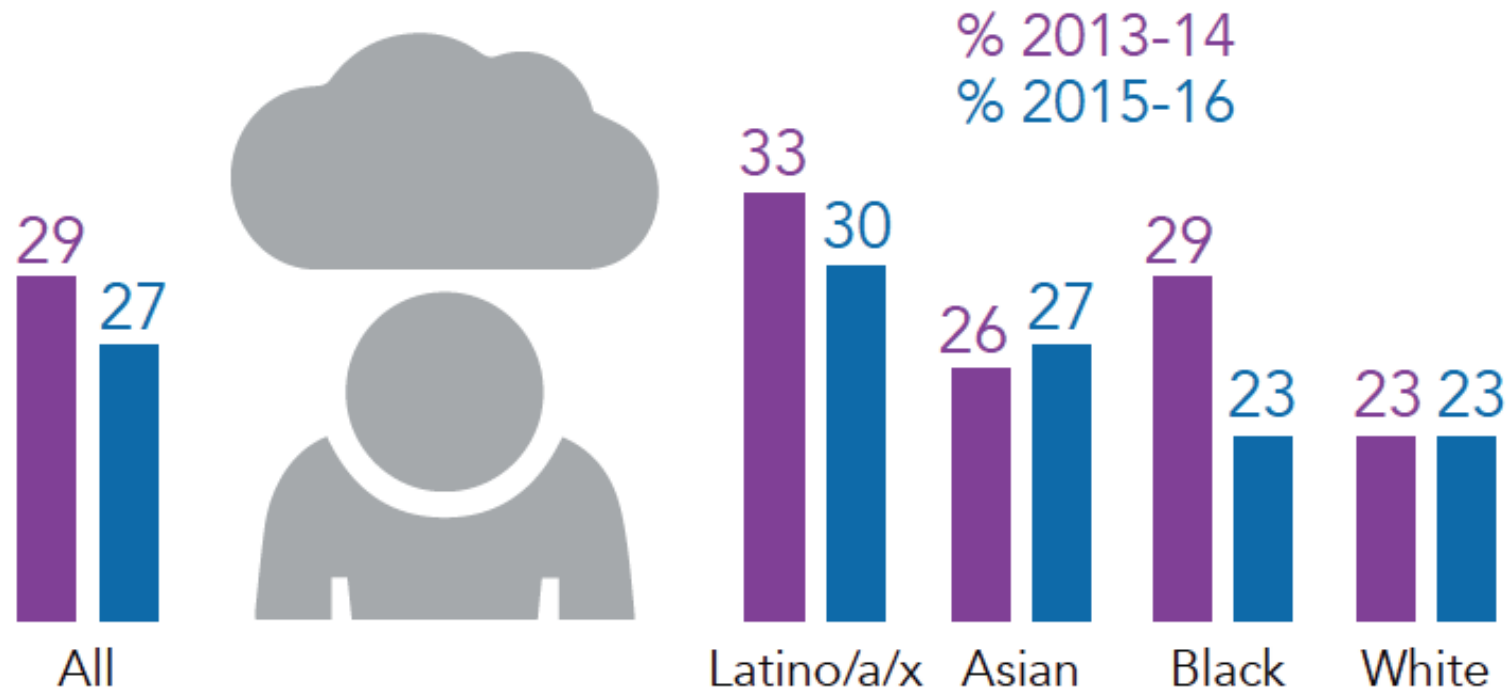
Every Child Healthy

Percentage of Mothers receiving Early and Regular Prenatal Care



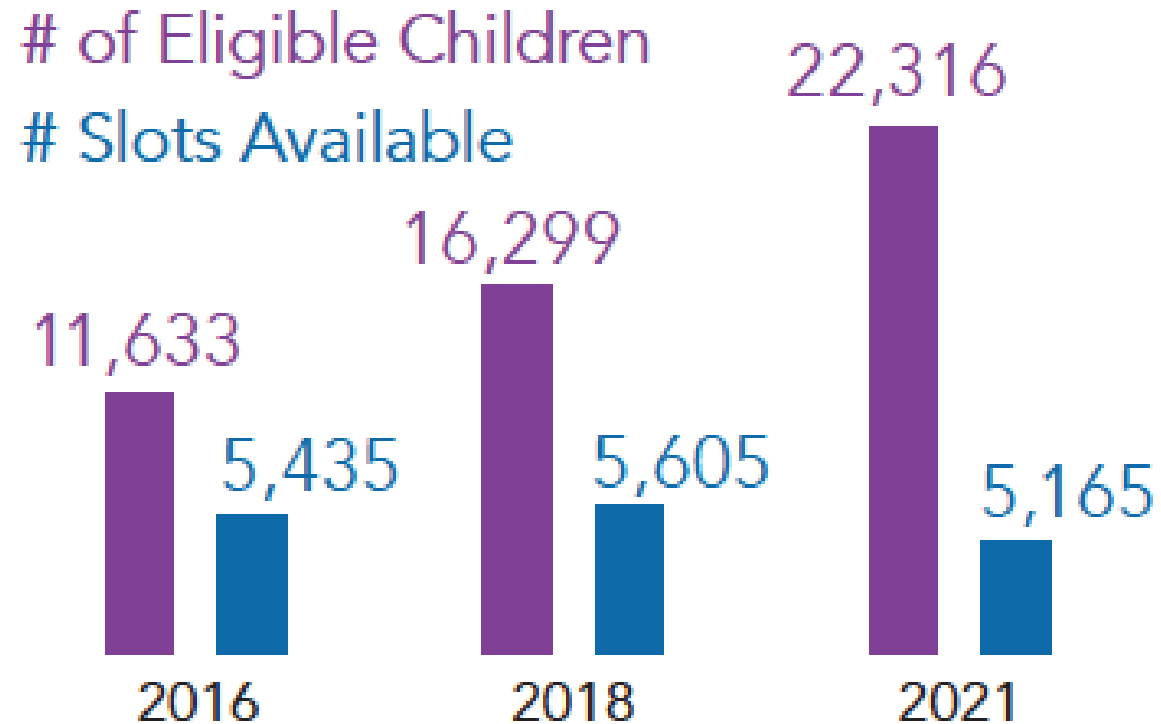
Every Child Healthy

Percentage of Children with Feelings of Sadness



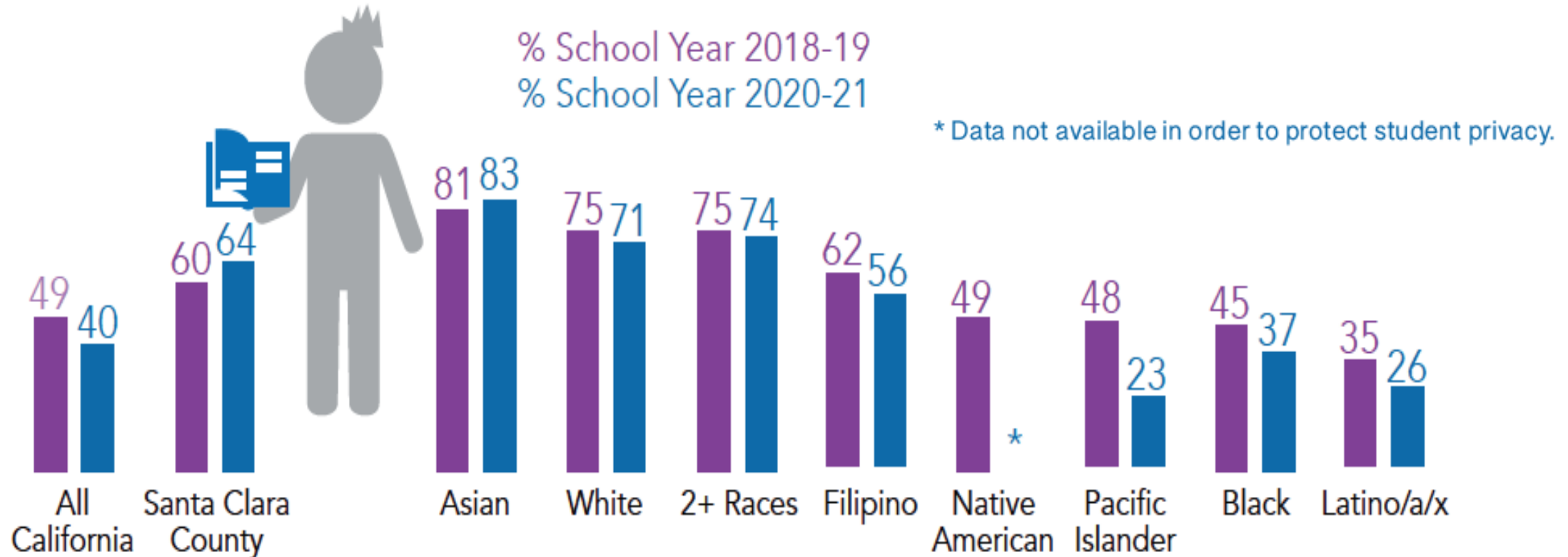
Every Child Successful in Learning

Availability of High-Quality Preschool for Low-Income and Eligible 3- and 4-year olds



Every Child Successful in Learning

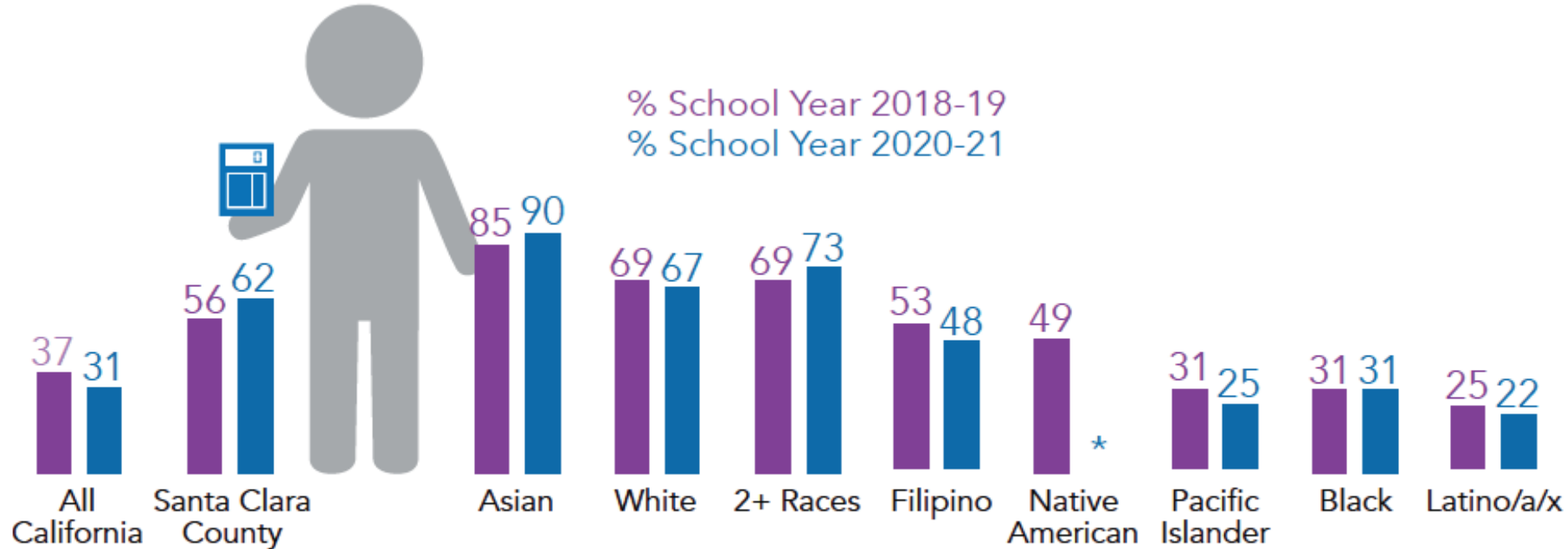
Percentage of Third Grade Students at/above Standard for English Language Arts



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.

Every Child Successful in Learning

Percentage of Eighth Grade Students at/above the Standard for Math



* Data not available in order to protect student privacy.

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.

Every Child Successful In Learning

Chronic Absenteeism and School Suspensions (Contextual Information)

Figure 26

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

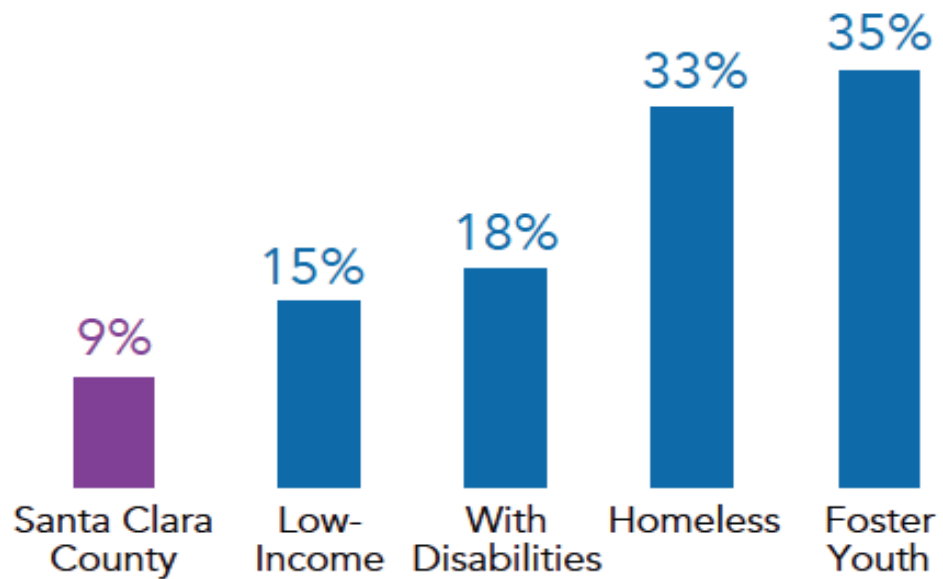


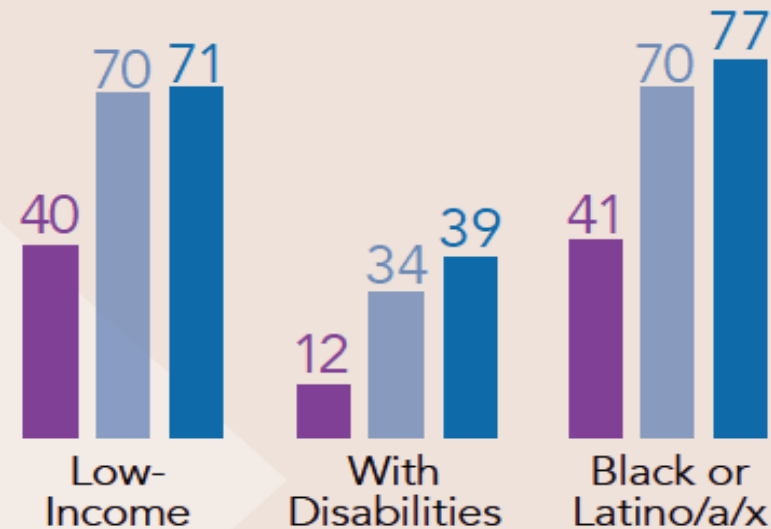
Figure 27

School Suspensions 2018-2019: 10,487 Suspensions

% of Student Population

% of Suspensions

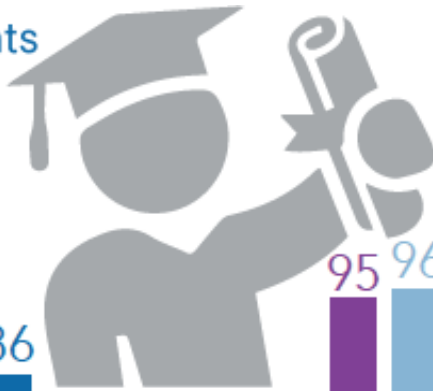
% of Suspensions for Defiance



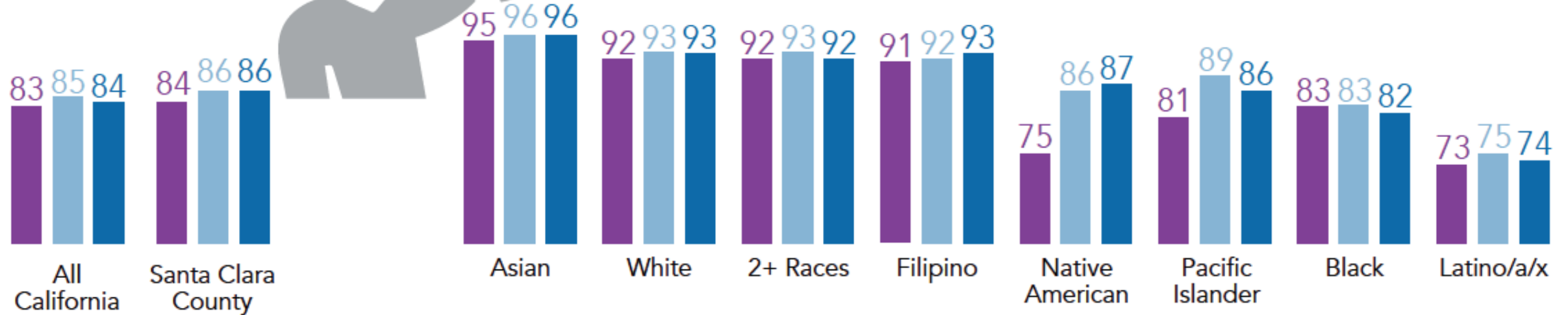
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Percentage of Students who Graduate from High School on Time

Percentage of Students
who Graduate from
High School on Time



% 2017
% 2019
% 2021

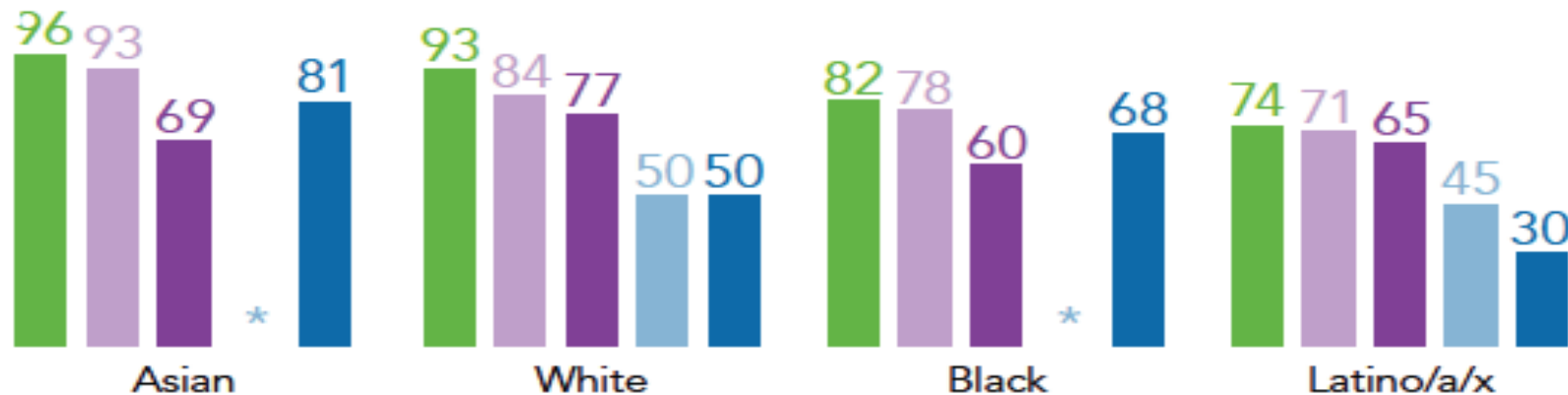


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Percent Graduating HS on Time 2020 – Intersectionality of Race with Issues



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



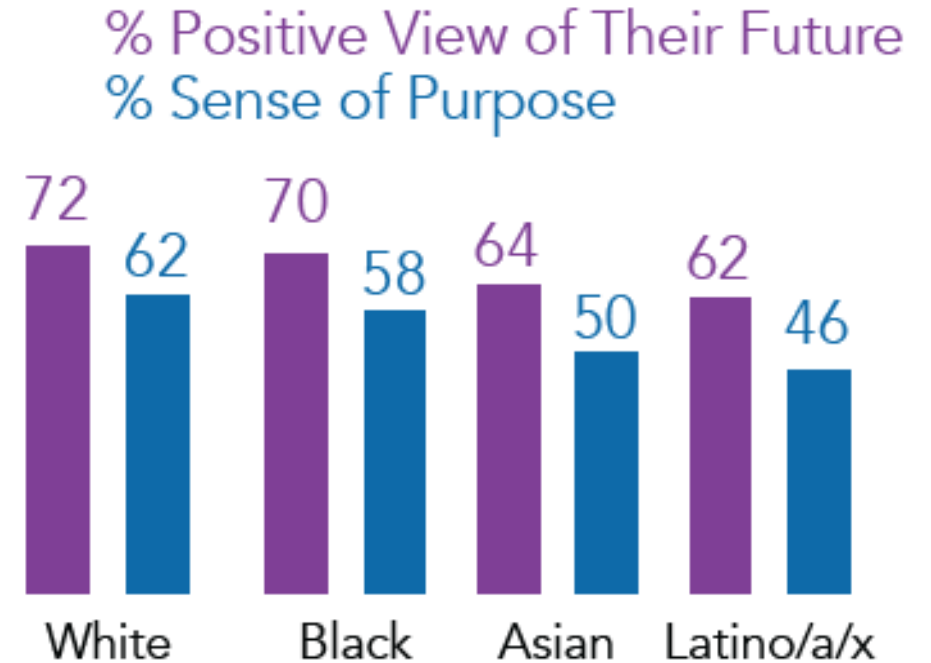
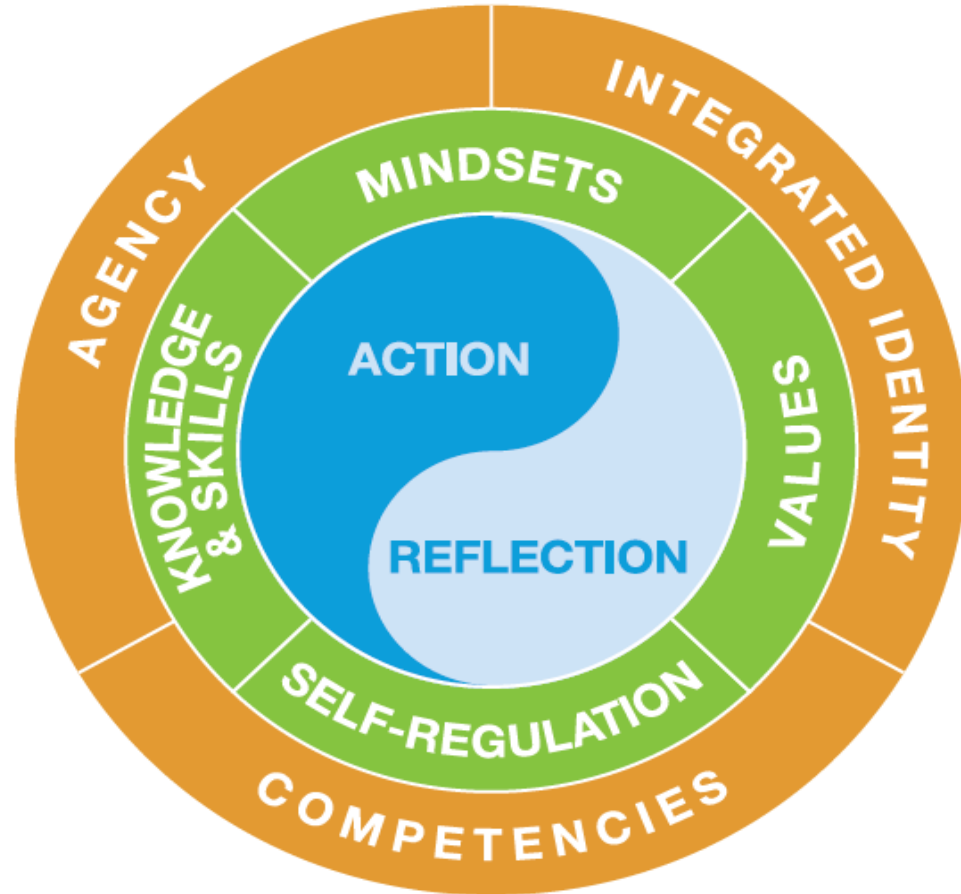
* The numbers of Asian and Black students in foster care are too low to report and protect the students' identity.



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Percentage of Youth with a Positive View of Their Future & Sense of Purpose (2016)



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

Every Child Successful in Life

Characteristics of Youth in the Juvenile Justice System (2020)

Too often, youth confronted with lack of opportunity, structural barriers, systemic racism, and lack of resources find themselves engaged in the juvenile justice system.

- Citations to juveniles decreased from 3,370 in 2019 to 2,246 in 2020. (33% decrease.)
- Admissions to Juvenile Hall decreased from 958 in 2019 to 560 in 2020. (42% decrease.)
- Petitions filed decreased from 848 to 776. (8% decrease.)



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



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%).



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MV-LA-LAH Challenge Team Data – School Demographics

District	Total	Black	Native Amer.	Asian	Filipino	Latino/a/x	Pacific Islander	White	2 + Races	Not report.
MVWSD	4,522	59	4	960	100	1,679	17	1,127	562	14
LASD	3,347	21	2	1,216	23	321	10	1,298	427	29
MVLAUHSD	4,539	1	9	1,145	88	1,183	16	1,658	364	15
TOTAL	12,408	81	15	3,321	211	3,183	43	4,083	1,353	58

MV-LA-LAH Challenge Team Data – School Demographics (con't.)

District	Total	#Low-Income	# Low-Income who are Latino/a/x	# Qualify for McKinney Vento	# English Learners	# Who Have a Disability
MVWSD	4,522	1,232	1,038	182	979	476
LASD	3,347	235	133	*	342	324
MVLAUHSD	4,539	700	536	55	285	500
TOTAL	12,408	2,167	1,707	237	1,606	1,300

CHILD CARE NEED vs SPACES
(Need defined as children at 85% of the State Median Income)

	Need	#Spaces	% Need Met
SCC	22316	5165	23%
MV-LA-LAH	446	167	37%

MVLAUHSD GRADUATION RATES 2021-22

	Total	Black	Asian	Filipino	Latino/ a/x	White	Low- Income	With Disabili ty	LAHS	MVHS	Alta Vista	County
Graduation Cohort	1,103	11	264	23	282	425	283	61	562	500	38	21,773
# Graduates	1,020	10	254	22	238	404	228	51	548	457	13	18,775
% Graduated	92.5%	90.9%	96.2%	95.7%	84.4%	95.1%	80.6%	83.6%	97.5%	91.4%	34.2%	86.2%

Now it is Your Turn – Let's Talk About the Data

Question #1:

What stands out to you?

What else do you want to know?

Now it is Your Turn – Let's Talk About the Data

Question #2:

Why is this happening?
(What are the risk and resiliency factors? What are the Chutes and Ladders?)

Now it is Your Turn – Let's Talk About the Data

Question #3:

What can be done or what should be done to achieve better results?

Wrap-Up and Next Steps

- Please put in the chat anything you want to be sure I know about the data or this presentation – Particularly if you didn't get a chance to express it.
- This is part of our work to develop:
 - Children's Agenda policy and action agenda
 - The development of the 2023 Data Book
 - Putting select data points on-line
- We want to center on community voice in the development of the 2023 Data Book and On-line presence
- Bill of Rights for Children and Young Adults at Children's Summit on March 17

THANK YOU! THANK YOU! THANK YOU!

