The Children’s Bill of Rights is a vision for the county’s youth, and the Children’s Agenda focuses that vision, telling us what progress we are making toward achieving our goals. Through the Children’s Bill of Rights, community leaders and advocates have set forth a vision of success for our children, viewing each child and adolescent as a future resource for our society. The data in this report shows how well we are meeting the vision of the Children’s Agenda: Every child safe, healthy, successful in learning, successful in life.

The 2012 Children’s Data Book reports on how our children are faring in each of the four domains of the Children’s Agenda – safety, health, success in learning and success in life. In each domain, the report places special focus on one indicator or issue that has an impact on child well-being. For additional background information on the indicators of the Children’s Agenda, please see the 2011 Santa Clara County Children’s Agenda: Indicators of Child Health and Well-Being available at: www.KidsInCommon.org.

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### At a Glance: How Are Our Children Faring?

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<thead>
<tr>
<th>Domain</th>
<th>Indicator</th>
<th>How Are Children Doing?</th>
<th>Notes/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EVERY CHILD SAFE</strong></td>
<td></td>
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</tbody>
</table>
| Hunger                     | Mixed Results                                 |                          | • Need has grown by 25%  
• Response has also grown 25%  
• Unmet need rose to 137.1 million missing meals |
| Children Safe and in Stable Families | Making Progress                              |                          | • Substantiated cases of child abuse/neglect and first entries into foster care have decreased by more than 40% |
| Juvenile Arrest Rates      | Making Progress                               |                          | • Juvenile arrest decreased from 14,663 in 2008 to 10,615 in 2011               |
| **EVERY CHILD HEALTHY**    |                                               |                          |                                                                                |
| Access to Health Care      | Holding Steady But Threatened                 |                          | • 97% of children have insurance  
• 85% have seen a doctor in the past year  
• Patchwork funding of the Children’s Health Initiative at risk |
| Healthy Lifestyle          | Making Progress                               |                          | • Fitness scores for all ethnic groups improved from 2009 to 2011              |
| Early Social Emotional Health | Making Progress                            |                          | • No new data, but systems are being put in place for future data collection |
| Youth in the Thriving Zone (Developmental Assets) | Making Progress                            |                          | • Percent of youth in the “thriving zone” increased                           |
| **EVERY CHILD SUCCESSFUL IN LEARNING** |                                               |                          |                                                                                |
| School Readiness           | Making Progress                               |                          | • Data from 2008 indicates improvement  
• Systems are being put in place for future data collection                  |
| Third Grade Reading        | Making Progress                               |                          | • CST test scores continue to improve for all groups  
• Ethnic/socioeconomic disparity still exists                               |
| Middle School Math         | Making Progress                               |                          | • Continued growth in % of students taking/passing Algebra I in eighth grade |
| High School Graduation Rates With A–G Requirements | Making Progress                                                                 |                          | • Continued improvement in HS graduation rate and A–G |
| Fluent in 2+ Languages     | Making Progress                               |                          | • Biliteracy seal given to 123 students from SJUSD                           |
| Youth Feel Valued by the Community | Making Progress                            |                          | • Percentage of Youth who feel valued by the community grew from 18% in 2005 to 22% in 2011 |
The Bill of Rights for Children and Youth: Taking a Stand for Children and Youth

The Bill of Rights for Children and Youth was Endorsed by the Santa Clara County Board of Supervisors on Feb. 9, 2010 to ensure that leaders keep the needs of young people at the forefront of decisions about budgets and government policies. The Bill of Rights helps our community stay focused on making the issues that affect children and youth a top priority in our community, especially during times of political change and financial upheaval.

The Santa Clara County Bill of Rights for Children and Youth

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

1. They have a healthy mind, body, and spirit that enables them to maximize their potential.
2. They develop a healthy attachment to a parent, guardian or caregiver and an ongoing relationship with a caring and supportive adult.
3. Their essential needs are met—nutritious food, shelter, clothing, health care and accessible transportation.
4. They have a safe and healthy environment, including homes, schools, neighborhoods and communities.
5. They have access to a 21st-century education that promotes success in life and in future careers and a love of life-long learning.
6. They have training in life skills that will prepare them to live independently, be self-sufficient and contribute to their community.
7. They have employment opportunities with protections from unfair labor practices.
8. They have freedom from mistreatment, abuse and neglect.
9. They have a voice in matters that affect them.
10. They have a sense of hope for their future.
The Santa Clara County Children’s Agenda is the pathway to action for achieving the vision of the Bill of Rights for Children and Youth. It provides the community with an explicit set of goals and methods for measuring how Santa Clara County children are faring. The data from the 13 indicators of the Children’s Agenda are collected and monitored over time to track our progress. By providing research that informs decision-making, guides program improvement and drives results, the Children’s Agenda is an important tool to attract resources and implement policies that will make a positive change for children and youth.

Public agreement on the Bill of Rights for Children and Youth, and the use of the Children’s Agenda as a plan for action to assure those rights, provide us with a rigorous and reliable way to develop and maximize partnerships, attract resources and implement policies that will lead to positive change on behalf of children and youth.

The 13 indicators of the Children’s Agenda are:

**Every Child Safe:**
- Food Insecurity and Hunger
- Children Living in Safe and Stable Families
- Juvenile Arrests

**Every Child Healthy:**
- Routine Access to Health Care
- Healthy Lifestyle
- Early Social-Emotional Development
- Developmental Assets

**Every Child Successful in Learning:**
- School Readiness
- Third Grade Reading Proficiency
- Middle School Math Proficiency

**Every Child Successful in Life:**
- High School Graduation with A–G Requirements
- Children Fluent in at Least Two Languages
- Youth Feel Valued by the Community

The underlying framework for the way we do our work and the principles of the Children’s Agenda are:

- We use data and research to inform decision-making, guide program improvement and drive results.
- We work to eliminate fragmentation of services, complacency and low expectations for our youth, our communities and our leaders.
- We are striving to create integrated systems and supports.
- We bring traditional and non-traditional partners together to identify and address the barriers to effective service delivery.
- We believe, as a community, that we must have a commitment to continuous improvement. Even in times of diminishing resources, we must focus on doing better for our children because there is so much at stake.
- We must address the disparity of outcomes in health, education and well-being for our low-income children and children of color.
- We have high expectations of our youth, our communities and our leaders. We must believe that all youth can succeed and that we can make that happen.
- We hold ourselves accountable to measurable change in child well-being.
Children under the age of 18 make up 24.4% of Santa Clara County. The total population of the county is 1,857,621, including 451,611 children. There are:

- 69,315 children who are 0–2 years old
- 76,046 children who are 3–5 years old
- 133,272 children who are 6–10 years old
- 73,932 children who are 11–13 years old
- 99,046 children who are 14–17 years old

Santa Clara County is one of the most ethnically diverse counties in the nation. This is reflected in Figure 1. The U.S. Census indicates that 36.8% of Santa Clara County residents were born in other nations, and the public schools report that 25.9% of enrolled children are English language learners.

The High Cost of Living in Santa Clara County Challenges Many Families

The high cost of living in Santa Clara County creates enormous challenges to our community’s desire to make every child safe, healthy, successful in learning, and successful in life. Poverty and the cost of living are intertwined with a number of other factors that can put children and their families at risk.

In 2011, the Federal Poverty Level (FPL) for a family of three — one adult living with one pre-schooler and one school-age child — is $18,530. Eligibility for many public support programs is based on a percentage of the FPL. For example, Federal Free School Lunch eligibility is 130% of the FPL and the Reduced Price Lunch program is based on a family earning 185% of the FPL. This family will qualify for the Reduced Price Lunch program only if they earn no more than $34,281 annually. To be qualified for Medi-Cal, this family can earn no more than 200% of the FPL or $36,700.

In 2009, 10.5% of all children lived in poverty. In 2009, a family of two adults and two children was considered in poverty if their annual income fell below $21,756. Seventeen percent of African American children and 19.6% of Latino children lived in poverty.

The Insight Center for Community Economic Development has estimated that to meet basic needs without public or private assistance, this same family needs a household income of $77,973. This estimate is known as the Family Economic Self-Sufficiency Standard. The gulf between the Self-Sufficiency Standard and the Federal Poverty Level is sobering. Even more startling is that it would require this family to work four full-time minimum wage jobs at $8.00 per hour, or $16,640 annual salary, to come close to meeting the Self-Sufficiency Standard. These four minimum wage jobs still fall short at $66,560 annually.

**FIGURE 1**
**ETHNICITY/RACE OF SANTA CLARA COUNTY CHILDREN, 2009**

<table>
<thead>
<tr>
<th>Ethnicity/Race</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>29.3%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>27.8%</td>
</tr>
<tr>
<td>Asian</td>
<td>4.9%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>2.1%</td>
</tr>
<tr>
<td>African American</td>
<td>0.3%</td>
</tr>
<tr>
<td>Native American</td>
<td>35.5%</td>
</tr>
</tbody>
</table>

Community Support for Families, Children and Youth Impacted by Federal, State and Local Funding Cuts

Children, youth and families in Santa Clara County have benefited from a web of services designed to address some of the challenges presented by poverty and low-income conditions. Today those supports are threatened.

According to the Silicon Valley Council of Nonprofits in FY 2011–12 youth services received cuts in funding from Santa Clara County and San Jose City governments totaling 16%. These cuts included 32% of the funding for juvenile justice and youth gang intervention programs, and 6% in Safe Summer Initiative funding. Overall, funding to community-based organizations has decreased from $200 million in FY 2010 to $182 million in FY 2012. FIRST 5 Santa Clara County (FIRST 5), providing services to children five years and younger, lost 8% of its local funding as a result of the transfer of funds to support the state budget. This means a loss of funding for family and parent support programs and early childhood education. The City of San Jose has also cut library hours, recreation programming and police officers to address the budget deficit it has faced the past two years. The state government is shifting many costs to counties, and many of the costs for services are being shifted to clients, requiring participants in programs to pay higher fees.4

Cuts to spending on K–12 education has widened the gap between California’s spending on schools and spending by the rest of the states. The Department of Finance projects “state budget short-falls for the near future, which means it (the state) will continue to lack resources for its public systems.”5

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In spite of the bleak funding picture, there are people doing difficult and creative work to get results for our children and youth. Here is a sampling of some of these efforts:

San Jose 2020 – Closing the Achievement Gap for Santa Clara County Students

This partnership between the City of San Jose, the Santa Clara County Office of Education, businesses and community organizations has committed to eliminate the achievement gap in San Jose by 2020. Their standard is that all students will test proficient or advanced on grade-level state assessments. Strategies to achieve this goal include:

- **High quality pre-school programs** to prepare all children to be successful in kindergarten
- **A culture of success that includes high standards for all students**
- **Engaging students in reflection and providing feedback on what they are doing well and what they need to work on**
- **Effective systems to recruit, develop and retain high quality teachers and effective leaders**
- **Regular assessments to inform instruction**
- **Extended learning time strategies** (i.e., longer days, longer school year, and pre-school attendance)
- **A multi-disciplinary approach and curriculum that is relevant to the real world beyond high school**
- **Uniting the community to support students and families**

If successful, San Jose will see increases in ready children, ready schools, children performing on grade level, graduation rates, and students going to college as well as the elimination of the achievement gap.6

Early Learning Master Plan (ELMP)

The Early Learning Master Plan is a countywide plan that also serves as the early learning strategy for the SJ 2020 commitment to close the achievement gap. Early learning (from birth – third grade) sets the foundation for the educational continuum, which is critical for student achievement and long-term success. High-quality early learning enables children to develop the skills they need to succeed in school and helps to reduce the readiness gap, which turns into the achievement gap. It also correlates to higher levels of education and ultimately employment, and lowers the rate of incarceration. There are currently six working committees: Program Quality, Family Engagement, Workforce Development, Data Management, Facilities, and Articulation and Alignment.

Franklin-McKinley Children’s Initiative (FMCI)

Through the will of the people in the Santee neighborhood of San Jose, the Franklin-McKinley Children’s Initiative (FMCI) will transform the lives of children living in Santee, a small and isolated neighborhood on the east side of San Jose, CA. Utilizing a focused, block-by-block intervention strategy that requires new systems of collaboration among government, schools and the community, the Franklin-McKinley Children’s Initiative will create a continuum of evidence-based strategies to support children and their families from cradle to career. The ultimate goal is to graduate all children from high school into college and careers.

Yes We Can . . . Read!™

The Yes We Can . . . Read!™ Children’s Initiative is a collaborative effort of Grail Family Services, Alum Rock Union School District, United Way Silicon Valley, San Jose Public Library, the office of Assemblymember Nora Campos and other local community partners focused on supporting young children’s literacy development and later academic achievement in East San Jose. The initiative was developed in response to the great number of children who were falling behind in reading early in elementary school and likely to have less positive education outcomes. The three components of this program are:

1. Parent engagement through a series of two-hour workshops for parents and their children’s teachers
2. Family literacy nights that focus on strategies for reading with children
3. Volunteer reading mentors who provide one-on-one literacy mentoring sessions to kindergartners 30 minutes a week

Evaluation of the first year of the program shows that parent engagement and home literacy practices improved and that children’s literacy skills and attitudes improved as a result of the program.7

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School-Linked Services
The Promise of Coordinated Support Services for Children and Families

Research has demonstrated that, second only to family, school is the most important and stabilizing force in the lives of young people. However, too many children in Santa Clara County arrive at school with social and health needs that can become barriers to learning. There is plenty of evidence to show that when academic and support services are coordinated around school communities, students thrive, parents are more engaged in their children’s education, families have greater access to community services, and students have higher levels of academic achievement.

Therefore, the Children’s Agenda has focused on helping to develop schools as “resource hubs” that can support the health and social needs of students and their families.

An exciting initiative, a new and improved version of School-Linked Services (SLS), has been launched to help with this transition. The original SLS program, implemented in 1994, had been primarily focused on creating a safe environment in schools and, eventually, it became a casualty of budget cuts. But last year, Dave Cortese, President of the Board of Supervisors, declared 2011 to be “The Year of the Child” in Santa Clara County and announced his intention to re-establish SLS. Supervisor Cortese began a working partnership with Supervisor George Shirakawa, Eastside Union High School District Superintendent Dan Moser and members of the county Mental Health Department and Social Services Agency to re-imagine the program. They created a proposal to deliver a coordinated system of health and social services on school campuses and in the community. Here are some of the essential features of the new SLS plan:

- **A school collaborative at each participating campus** will be composed of parents, community members, school staff, service providers and representatives from county agencies.
- **There will be an integrated model of service delivery.**
- **To become members of the SLS Initiative**, districts must apply to receive SLS-funded services and agree to provide in-kind support and leadership as well as coordination of services and development.
- **There will be dedicated funding for infrastructure and specific services** that is contributed by public- and private-sector partners such as the Mental Health Department, FIRST 5 and the Department of Alcohol and Drug Services.
- **Current funding or funded services** will be re-directed to the SLS Initiative.
- **An investment of $8 - $10 million** in county funds and FIRST 5 funds will be targeted toward the county’s high-risk regions. The Mental Health Department will seek additional resources from educational entities, cities and foundations.

There will be an evaluation system in place to demonstrate the impact that SLS has on children, families, schools and the community and to help support continuing program expansion.

The goal, at the time writing, is to begin implementation of SLS in spring of 2012, starting with the Mental Health Services Act Prevention and Early Intervention, Strengthening Families Project. Through joint planning, shared service delivery and effective coordination, School-Linked Services has great promise to meet the needs of Santa Clara County children and families. It will create a seamless service continuum that eliminates redundancies and encourages integration of services between agencies, community providers and education systems. SLS will make schools a place where youth and their families can find a network of preventive services, helping all young people learn the skills to ensure that they become healthy, responsible and successful adults.8

Every child Safe

Safety is integral to children’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 food insecurity, family violence and parents who have mental health or substance abuse issues are more likely to drop out of school, become engaged in the juvenile justice system and in need of government support as adults. Key findings from research conducted by the National Center for Children in Poverty (NCCP) describe a relationship between low family income and family stability. The findings show higher risk factors such as depression, substance abuse and domestic violence in low income families. NCCP recommends promising strategies that include integrating family support systems, early childhood education, substance abuse prevention and mental health services.9

Bill of Rights Articles:

• Children and youth have a right to develop a healthy attachment to a parent, guardian or caregiver and an ongoing relationship with a caring and supportive adult.

• Children and youth have a right to have their essential needs met – nutritious food, shelter, clothing, health care and accessible transportation.

• Children and youth have a right to a safe and healthy environment, including homes, schools, neighborhoods and communities.

• Children and youth have a right to freedom from mistreatment, abuse and neglect.

Indicators:

• Food Insecurity and Hunger
• Children Living in Safe and Stable Families
• Juvenile Arrests

Goals for Santa Clara County:

• Fewer families report hunger and food insecurity.
• A larger percentage of eligible children are enrolled in federal food programs.
• More children remain safely in their own homes, or the homes of relatives.
• The racial disparity in substantiated cases of child abuse and neglect and foster care placements disappears.
• When children are removed from their parents’ homes, they are placed in the home of relatives and with their siblings.
• A smaller percentage of youth are arrested for felony and misdemeanor offenses.
• A smaller percentage of youth recidivate.
• Youth 12 years and younger are not incarcerated in juvenile hall and ranches.
• The racial disparity of youth being arrested and entering the juvenile justice system disappears.

Food insecurity and hunger are strongly associated with many negative outcomes for children, including:
- Maternal depression that has an impact on a young child’s social-emotional development
- Susceptibility to illness and infection
- Deficits in cognition, attention and behavior
- Increased school absences, repeating a grade, suspensions and higher rates of tardiness
- Depressive disorders and suicidal behaviors in teenagers
- More likely to drop out of high school
- Greater rates of overweight and obese children

The paradox is that young children living in households that don’t have enough food are more likely to be overweight. Families living on a tight budget often sacrifice healthy food for inexpensive and high-calorie/low-nutrition fare found at fast-food restaurants and convenience stores. Low-income neighborhoods also often lack grocery stores with fresh food and produce.

What Helps to Improve Childhood Hunger and Food Insecurity
Nutritional supports are programs designed to address hunger. Most of these programs bring federal funding to the county, which not only supports families but also stimulates the local economy by freeing up dollars that program participants are able to spend on other purchases. In 2010, 99,261 students (37.9%) were eligible for free or reduced price meals.

Continued on next page >>

Figure 3
HUNGER INDEX, FOOD ASSISTANCE IN SANTA CLARA COUNTY
Santa Clara University has developed the Hunger Index, an aggregate measure of the need for food among the most vulnerable members of our community. This index provides a means of comparing need and our community’s ability to meet that need annually. The table above shows that in 2010, the need for food assistance grew by nearly 25%, from 219.9 million meals in 2009 to 273.7 million meals in 2010. In 2010, these programs provided 136.6 million meals, 27.1 million meals more than in 2009. It is amazing that Santa Clara County was able to increase the provision of meals by almost 25%. Yet, the need grew even faster and there was still the need for 137.1 million “missing” meals in 2010.

Thanks to the passage of AB 6, access to CalFresh (formerly known as food stamps) should improve. Only about half of eligible Californians have participated in CalFresh in past years largely due to barriers to enrollment created by a fingerprinting requirement and a quarterly reporting process that is onerous for applicants and county administrators. On January 1, 2012, the fingerprinting requirement was eliminated and on April 1, 2013 the reporting requirement will become semi-annual. Another bill, AB 152, will provide a tax credit to California growers for the cost of fresh fruits or vegetables that are donated to food banks.14

The California Food Policy Advocates estimate that an additional $21,474,096 could be brought to Santa Clara County if the FRP food programs were fully utilized.13

FIGURE 4

UTILIZATION OF FREE/REDUCED PRICE FEDERAL FEEDING PROGRAMS IN SANTA CLARA COUNTY

The table above shows the gap in those eligible for the Free/Reduced Price (FRP) federal food programs and those actually receiving this important food support. We are not providing FRP lunches to 30% of youth who are eligible. Even fewer receive Free/Reduced Price breakfast or participate in the summer feeding program.

Overview

Children who are victims of abuse or neglect are more likely to attempt suicide and suffer from depression, substance abuse, learning and behavioral difficulties in school. They are also more likely to commit crimes, mistreat their own children and become involved in domestic violence as adults. Recent neuroscience research reveals that traumatic experiences such as physical abuse and neglect dramatically affect the structure and chemistry of the developing brain. The biological effects of trauma could be one reason why many children in the child welfare system have behavioral and learning problems. Separation from the primary caregiver can also be traumatic for a child under the age of six. This results in difficult decisions for social workers and others who have the responsibility to protect children who may be abused or neglected.15

FIGURE 5
RATE OF SUBSTANTIATED CASES OF ABUSE PER 1,000 CHILDREN BY RACE/ETHNICITY IN SANTA CLARA COUNTY

Figures 5 and 6 show that the rate of substantiated cases of child abuse and first entries into foster care have declined steadily since 2005. The total number of children having first entries into foster care has decreased from 1,030 in 2005 to 509 in 2010. While this is good progress, the disparity in the rate of removals into foster care for African-American and Latino children compared to Caucasian and Asian children remains high.

FIGURE 6
RATE OF ENTRIES INTO FOSTER CARE PER 1,000 CHILDREN BY RACE/ETHNICITY IN SANTA CLARA COUNTY

Triple P (Positive Parenting Program) is an evidence-based intervention founded on a public health and population-based approach. It is a multi-level, parenting and family support strategy that aims to prevent severe behavioral, emotional and developmental problems in children by enhancing the knowledge, skills and confidence of parents. Triple P was developed more than 25 years ago and incorporates five levels of intervention. This program helps parents/primary caregivers with the goals of promoting the independence and health of families by enhancing parents’ knowledge as well as their skills and confidence. The program also aims to increase the development of non-violent, protective and nurturing environments for children while enhancing the development, growth, health and social competencies of children.

Level 1 (Universal Triple P) is a media-based information strategy designed to increase community awareness of parenting resources, encourage parents/primary caregivers to participate in programs and communicate solutions to common behavioral and developmental concerns.

Level 2 (Selected Seminars Triple P) provides advice on how to solve common child developmental issues and minor child behavior concerns. Level 2 is presented in three 90-minute seminars that are delivered to large groups of parents/primary caregivers.

Level 3 (Primary Care Triple P) focuses on parents/primary caregivers who have children with mild to moderate behavior difficulties. It includes active skills-training that combines advice with rehearsal and self-evaluation to teach parents how to manage these behaviors. Level 3 is delivered through brief and flexible consultation, typically in four 20-minute sessions.

Level 4 (Standard Triple P and Group Triple P), an intensive strategy for parents/primary caregivers of children with more severe behavior difficulties, is designed to strengthen positive parenting skills and their application to a range of target behaviors, settings, and children. Level 4 is delivered in 10 individual or 8 group sessions totaling about 10 hours.

Level 5 (Enhanced Triple P) is an enhanced behavioral family strategy for families in which parenting difficulties are complicated by other sources of family distress. Program modules include practice sessions to enhance parenting skills, mood-management strategies, stress coping skills and partner support skills. Enhanced Triple P extends Standard Triple P by adding three to five sessions tailored to the needs of the family.

Pathways Triple P is a specialized intervention provided for Level 5 parents/primary caregivers at risk of child maltreatment. It is a four-session intervention strategy and used in combination with either Group or Standard Triple P. This intervention addresses parental anger and helps parents understand the developmental and other underlying issues that drive their children’s behavior.

Accessing Triple P Services: Families who have children younger than age 13 can access Triple P services by calling 1-800-704-0900.
Overview

Engagement in the juvenile justice system is associated with poor education outcomes for youth, recidivism and eventual entry into the adult justice system. A study done by the American Academy of Pediatrics shows that youth who spend time in a juvenile detention facility are more likely to die of a violent death, with a mortality rate more than four times that of the general population. Another study found that, “Youth who had been involved in the juvenile justice system were seven times more likely to have adult criminal records than youth with the same backgrounds and self-reported delinquency, but no juvenile court record.” The study found that “the more restrictive and more intense the justice system intervention was, the greater was its negative impact.”

While many youth will have a single arrest and never become re-engaged in the juvenile justice system, many have a very lengthy involvement in the system. These youth will suffer lifetimes of low educational achievement and marginal attachment to the labor force. Those living in low-income areas with substandard housing that lack quality education and access to meaningful employment are also more likely to have contact with the juvenile justice system.

Child abuse and neglect increase the risk of arrest as a juvenile by 55%. In some cases, the abuse or neglect may not be identified until the time of a youth’s arrest. An arrest may occur when a youth is actively engaged in the child welfare system or after a case has been closed. This is important to understand when considering what the best interventions are for young people who are arrested. In most cases, the most successful interventions are those that focus on addressing the young person’s trauma and social-emotional needs.

Decreasing the Juvenile Arrest Rate:

Decreasing the juvenile arrest rate involves both decreasing the number of youth who enter the system and decreasing the number of youth who re-enter the system or become more deeply involved with the system (either through violation of probation or by committing another crime). For several years, this effort has been the focus of the Juvenile Justice Systems Collaborative (JJSC), an appointed Santa Clara County commission with representatives from probation, mental health, drug and alcohol services, education, community-based organizations and child advocates. Three committees of the JJSC meet monthly to focus on prevention and programs, court and case processes, disproportionate minority confinement, and strategies that will improve the juvenile arrest rate. During the past two years, the JJSC and the Probation Department have begun several initiatives focused on preventing first entry and recidivism. These include:

- **Direct Referral Program** — This program is an early diversion program for first time offenders who are 14 years old or younger. It provides early screening, assessment, prevention and intervention services to youth and their families. In lieu of a formal arrest (no arrest record is created), a referral is made to the Probation Department, who in turn makes a referral to a community-based social service/mental health organization.

- **Encouraging Diversity Growth and Education (EDGE)** — Providing a less-restrictive environment, this program provides a highly structured, non-custodial intervention for youth ages 15 – 18 with medium risk and high needs. The program provides structure and focuses on pro-social skills, critical thinking and reasoning skills, and conflict resolution skills. Partnering with the County Office of Education, there is also an emphasis on developing skills in reading, writing, math and science.

- **Placement and Wraparound Services** — It is a best practice to keep youth in their community in the least restrictive environment, focused on reunification with his or her family.

In 2005, nationally known justice expert Bobbie Huskey conducted an analysis of youth who were detained in juvenile hall. She found:

- More than 78% of the youth reported high levels of trauma leading to post-traumatic stress.
- More than 60% of the youth admitted to juvenile hall in 2004 were identified as having a brain disorder as identified by the Massachusetts Youth Screening Instrument (MAYSI). The MAYSI is used upon entry into juvenile hall and is used to screen for bipolar, attention deficit, non-verbal learning, and conduct disorders.
- One-third of the minors reported having a serious thought disturbance which may be linked to childhood developmental traumas and deficits that impair critical thinking skills.
- 69.4% of the minors reported high levels of alcohol and drug problems. Nearly two-thirds smoked marijuana in the previous 30 days and 45% reported daily use of marijuana. 43% ingested some form of methamphetamine.
- Youth in the county’s juvenile hall and ranches are between 3 and 5 grades behind in their reading and math competencies.

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16 Linda A Teplin, PhD; Gary M McClelland, PhD; Karen M Abram, PhD; Darinka Mileusnic, MD, PhD. “Early Violent Death Among Delinquent Youth: A Prospective Longitudinal Study.” Pedriatrics. June 1, 2005.


With this goal in mind, there has been a focus on developing more local, quality placements and increased use of “wraparound services” that are family-centered, strength-based, needs-driven and focused on individualized case planning.

- **Analysis of Violation of Probation** — A Violation of Probation (VOP) occurs when a youth engaged with the Probation Department does not follow his or her probation plan or commits a crime that brings him or her back to juvenile hall and may lead to a more restrictive probation plan. In 2010, approximately 2,000 youth were detained in juvenile hall with 500 of those for a VOP. The Department of Probation has engaged the Burns Institute to conduct an analysis of VOPs in order to better understand their application in Santa Clara County. Questions include whether the use of VOPs are appropriate and effective, and whether VOPs are contributing to the problem of disproportional representation of Latinos and African American youth in county detention facilities.

- **Juvenile Assessment and Intervention System (JAIS)** — JAIS is a risk and needs assessment tool that has been proven to reduce recidivism. The tool helps to ensure that case plans are objectively developed and that interventions are appropriate for the young person’s risk and need. This tool will begin implementation in Winter 2012. Data from use of the tool should be available at the end of 2012.

- **Seven Challenges** — Seven Challenges is an evidenced-based program designed to address the use of drugs and alcohol by teens. In Fall 2011, six agencies responsible for delivering substance abuse and treatment programs to justice-engaged youth were trained in the delivery of this program. The alignment of these six agencies in delivering this evidenced-based program should result in decreased recidivism into the justice system.
Every child Healthy

Physical health sets the stage for healthy development in childhood and later years. Health is influenced by many factors including routine access to health care, having healthy foods and exercise, and healthy environments that support social-emotional development.

Bill of Rights Articles:

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

Indicators:

- Routine Use of Health Care
- Healthy Lifestyle
- Early Childhood Social-Emotional Development
- Developmental Assets

Goals for Santa Clara County:

- All children have health coverage
- Children receive immunizations on time.
- Racial disparity is decreased.
- More children have timely visits to the dentist.
- More children pass the state physical fitness test.
- More children have a healthy body weight.
- The percentage of children entering school who meet teachers’ expectations for social-emotional development will increase.
- The percentage of children and youth reporting they are in the developmental asset “thriving zone” will increase.
Overview
Routine access to health care is one of many factors that influence children’s health and well-being. Lack of access impacts children, families and the community. Through routine access, families are educated about prevention measures and receive screening so health problems can be detected and treated as they emerge.

For the Children’s Agenda, we evaluate routine access to health care by measuring facilitators and barriers to health care including the percentage of children with health and dental insurance. We also measure health care utilization including how much time has passed since the last visit to a health care practitioner or dentist.20

The Children’s Health Initiative
In 2001, a collaborative of Santa Clara County agencies and other funding organizations established the Children’s Health Initiative (CHI), committed to the goal of enrolling all Santa Clara County children in health insurance. The initiative has two parts:

- A new insurance product, Healthy Kids, covers children ineligible for the two major state health insurance programs (Medi-Cal and Healthy Families).
- A comprehensive outreach campaign finds uninsured children and enrolls them in the public insurance program for which they are eligible.

This outreach and the simplification of bureaucratic processes have been significant in eliminating barriers that often prevent children from receiving

FIGURE 10
PERCENT OF CHILDREN WITH HEALTH AND DENTAL COVERAGE BY ETHNICITY, 2009

Figure 10 shows the percentage of children with health and dental coverage by ethnic group.

*Due to small sample size, the number of African Americans may not be a representative sample size.

FIGURE 11
ENROLLMENT IN MEDI-CAL, HEALTHY FAMILIES AND HEALTHY KIDS, ACROSS TIME

Figure 11 shows the increasing numbers of youth enrolled in Healthy Kids, as well as Healthy Families and Medi-Cal. Enrollment in Healthy Families and Medi-Cal is the result of outreach efforts of the Children’s Health Initiative.

health care. CHI enrolled more than 171,000 children in Medi-Cal, Healthy Families or Healthy Kids. The initiative has not only insured more children, it has improved children's health. With enrollment in Healthy Kids, more children are able to see a doctor, more children have well-child visits and there was a 50% decrease in school days missed due to illness.21

After a decade of surviving on a patchwork of funding to support health insurance premiums for children, the Children’s Health Initiative is at risk of unraveling.

Although health care reform will dramatically expand access to health coverage for adults, the legislation will not expand public programs for children. Even after health care reform implementation, there will still be a need to maintain the Healthy Kids Program. Without Healthy Kids, these children will not be insured. Though a coalition of health, business community and labor leaders supported a parcel tax initiative in Fall2010, it fell just short of meeting the two-thirds threshold required. The failure to institute a parcel tax combined with proposed budget cuts to Medi-Cal have jeopardized the strides we have made with children’s health in Santa Clara County.

Without a committed source of funding, the future of the Children’s Health Initiative is uncertain. In the coming year, our energy and commitment must be focused on sustaining this important program.

Funding of CHI is At Risk

![Figure 12](image)

**LENGTH OF TIME SINCE LAST ROUTINE HEALTH CHECK-UP ACROSS TIME, SANTA CLARA COUNTY**

Figure 12 shows a slight decrease in the number of children who have had a health check-up in the past 12 months.

![Figure 13](image)

**LENGTH OF TIME SINCE LAST DENTAL VISIT**

There has been an slight increase in children who have visited a dentist in the past 12 months.

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Overview
For the purpose of this data report, we are focusing on physical fitness and body composition when we discuss healthy lifestyle. In children, good physical fitness and physical activity increases memory, concentration and energy levels that assist in learning. For children, almost any physical activity is sufficient as long as they are moving. Playing actively or participating in athletic or physical fitness activities such as, running, biking, jumping rope, and dancing – instead of watching television or playing video games – all provide children with the kind of activity they need.\(^2^2\)

What Helps Children & Youth Have a Healthy Lifestyle?
To improve fitness levels and achieve a healthy weight, children must have access to safe places to play and healthy food choices. In many communities, violence, crime and traffic issues make it difficult to go out and play or take a walk. Young children living in low-income households are more likely to be overweight, in part because families living on a tight budget often sacrifice healthy food for inexpensive and calorie-dense, nutrition-poor fare such as fast food and food from convenience stores. This is compounded by lack of access to grocery stores with fresh food choices in low-income neighborhoods.\(^2^3\)

Steps Parents Can Take to Support Good Nutrition and Physical Activity
- Breastfeed
- Limit sugar-sweetened beverages
- Consume five to nine fruits and vegetables a day
- Eat breakfast every day
- Limit fast food
- Pay attention to portion size
- Eat meals together as a family
- Limit television and screen time and keep televisions out of children’s bedrooms
- Encourage physical activity of 60 minutes a day or more


For additional information on early childhood social-emotional development and the impact of maternal depression on young children, please see the 2011 Children’s Agenda Data Report available at: www.kidsincommon.org/publications.

Social-emotional development involves the acquisition of a set of skills that enable children to learn from teachers, make friends, cope with frustration and express thoughts and feelings. Important among these skills is being able to:

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

In contrast, when social-emotional development goes off-track, serious problems can result. For example, children with poor social-emotional skills often display difficult or disruptive behavior in child care, pre-school, and school. Teachers may find it harder to teach these children and see them as less socially and academically competent. Consequently, teachers may provide these children with less positive feedback. Peers may reject them, resulting in the children receiving 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 and learning, disengage from school and have poorer school outcomes. Persistent physical aggression, high school drop-out rates, juvenile delinquency and other anti-social behaviors are associated with early childhood conduct problems.23

We do not have new data on early social-emotional development since the 2011 report, where we reported outcomes from the Kindergarten Readiness Assessment study that was conducted by the Santa Clara County Partnership for School Readiness (PSR) and Applied Survey Research. This study looks at the readiness skills of children entering kindergarten by having teachers observe children’s behavior within the first several weeks of school and comparing those observations to teachers’ expectations for kindergarten readiness. In order to understand children’s early social-emotional development, we have looked at how children fared in the areas of self-regulation and social expression skills. These skills include the following:

**Self-Regulation Skills Observed:**
- Pays attention
- Controls impulses
- Participates in circle time
- Plays cooperatively
- Follows directions
- Comforts self
- Negotiates with peers

**Social Expression Skills Observed:**
- Appropriately expresses needs
- Relates appropriately to adults
- Expresses curiosity for learning
- Has expressive abilities
- Engages in symbolic play
- Expresses empathy

In 2008, 21% of the children fell “far below” the teachers’ expectations in self-regulation skills and/or social expression skills.27

Data Development Needed
Understanding the early social-emotional development of children in Santa Clara County is critical if we are to help children be ready for school. Early identification of social-emotional and other developmental delays allows us the opportunity to address these issues early and by doing so, eventually impact children’s later success in learning and life.

The Children’s Agenda recommends that the following two systems be put in place to track early social-emotional development:

1. County-wide implementation of the Desired Results Developmental Profile – School Readiness© (DRDP-SR). The DRDP-SR© is an assessment for teachers to observe, document and reflect on the learning, development and progress of children’s readiness for kindergarten. Schools throughout the county should be encouraged to conduct this assessment and “roll up” their results to a central organization such as the County Office of Education. Results of “Self-Regulation” and the “Self and Social Development” domains could be used as a proxy for early social-emotional development.

2. Aggregation and tracking of the utilization of the Ages and Stages Questionnaire – Social Emotional® (ASQ-SE). Tracking of the outcomes of the ASQ-SE® is important (e.g., how many children were “flagged” for follow-up). Even more important is the tracking of how many children actually receive screenings. The more children screened, the more likely we will identify and help those children who will benefit from early intervention and support.

27 Ibid.
Special Topic — The Importance of Early Developmental Screening

If we want to help young children succeed in school, it is important that we address the significant number of children who are at risk for school difficulties because their social-emotional development is off-track. To do this, we must identify children with social-emotional development challenges, and their families, as early as possible and provide effective interventions. When children receive formal developmental screenings, developmental concerns or problems are identified earlier, resulting in more effective intervention and treatment. Developmental screenings are conducted using simple, fast and accurate tools to identify children who have developmental concerns or delays.

When we fail to identify children with a developmental issue, we are missing an opportunity to provide support and intervention and improve life-long outcomes. The cost savings of these improved outcomes are estimated to be between $30,000 and $100,000 per child. For every dollar spent on early intervention there is an associated savings of seven dollars to society.28 Due the effectiveness of this strategy, the American Academy of Pediatrics recommends that health care providers administer a standardized developmental screening tool for all children at the 9-, 18-, 24- and/or 30-month visits.29

Since 2006, FIRST 5 has partnered with the Mental Health Department, the County Office of Education and a wide variety of community based organizations to implement a coordinated, community “Screening to Assessment, Referral and Treatment System” (STARTS) for children from birth through age 5. The core of this system is the investment FIRST 5 has made to administer the Ages and Stages Questionnaire® (ASQ) and the Ages and Stages Questionnaire: Social Emotional® (ASQ:SE) in multiple settings throughout Santa Clara County. These evidenced-based, developmental screening tools for families with young children are conducted by trained staff in the Santa Clara County Superior Court system, FIRST 5’s Power of Preschool Sites, Head Start, the Child Welfare System, and through FIRST 5 contracted community-based organizations. Additionally, a parent who has concerns about his/her child’s development or behavior can call 1-800-704-0900 and be referred for screening, assessment and treatment.

Developmental screening in the pediatric health care setting could be a particularly powerful strategy for Santa Clara County. After all, most children in Santa Clara County are seen in a health care setting on a regular basis. As reported by the California Health Interview Survey, nearly 97% of children have health insurance and 86% had a routine health check-up within the past 12 months. However, fewer than half of Santa Clara County parents/caregivers report being asked by their child’s doctor, health provider or counselor if they have any concerns about their child’s learning, development or behavior. Only 24% report having ever filled out a questionnaire regarding their child’s learning, development or behavior.30

In September 2011, Kids in Common, the Partnership for School Readiness (PSR) and Applied Survey Research (ASR) released a report titled Approaches to Developmental Screening in Santa Clara County. This study surveyed 87 physicians and health care providers from private and public health care settings. Of those who responded to the survey:

- 92% strongly or generally agree with the American Academy of Pediatrics recommendations on developmental screening practices
- 94% believed using a developmental checklist was very or somewhat effective in detecting developmental issues
- Only 40% reported following the guidelines

When asked what would help support developmental screening in healthcare settings:

- 82% said more information regarding referral resources in their area
- 79% said simple education materials on developmental screening to give to parents
- 74% said greater availability of education and screening materials in multiple languages
- 69% said assistance in improving collaboration and information-sharing across the different systems of care for young children
- 67% said an easy to implement process for having parents fill out screening tools before visits
- 67% said more information about recommended screening tools

The policy brief also makes recommendations about next steps. These include:

1. Facilitate full implementation of the AAP Developmental Screening Guidelines and county-wide adoption of the ASQ/ASQ-SE® as the screening tool of choice.
2. Help parents develop an understanding of how children grow and develop and seek support when their children’s development seems to be getting off track.

Both of these recommendations can be supported by expanding the community-based systems of early-care providers who can help parents complete and score an ASQ/ASQ-SE®, then send those to the health care provider prior to the well-baby/well-child visit. This approach will also help parents better understand their child’s development and have more confidence in discussing issues with their health care professional.31

Developmental assets are a measurable set of values and experiences that help young people become healthy, caring and responsible adults. Research has shown that the more developmental assets that young people have, the more likely they are to avoid risky behavior. Building assets in young people promotes positive behaviors, prevents negative behaviors and helps young people bounce back from hard times.

Project Cornerstone (www.projectcornerstone.org) is building a community where all adults support children and teenagers so that they thrive. Each year, Project Cornerstone provides training and consultation to thousands of adults who regularly touch young people’s lives. Through partnership with more than 200 schools, Project Cornerstone empowers young people, parents and staff to improve school climate and create vibrant, caring communities of learners.

In 2010, Project Cornerstone surveyed over 36,000 students in more than 200 elementary middle and high schools and 25 school districts throughout Santa Clara County. The survey measured developmental assets that young people need in order to thrive.

Project Cornerstone’s School Partnership program offers a comprehensive range of programs and services that help schools strengthen the three critical elements of school climate. These programs engage the three segments of the school community: faculty and staff, parents and caregivers, and students. Recently an evaluation was conducted at Trace Elementary School which has a diverse population: 57% of students are economically disadvantaged and 38% are English-language learners. This evaluation took a look at Project Cornerstone over three years. The findings revealed:

- A significant improvement in student perceptions of school climate.
- Consistent upward trends in school-level performance on California State Tests.
- Students who participated in the Expect Respect bullying prevention and leadership workshop showed greater gains in both English Language Arts and Math CST’s than the general population.
- Trace’s API score rose 25 points between 2008 and 2010 and its caring school climate index rose by 10%.
- 99% of students now agree that Trace teachers care about their students.

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## 2011 Developmental Asset Survey – The Percentage of Youth at Elementary, Middle and High School with Each Developmental Asset

<table>
<thead>
<tr>
<th>Asset Category</th>
<th>Elementary School</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Empowerment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Family Support – Family life provides high levels of love and support.</td>
<td>88</td>
<td>77</td>
<td>65</td>
</tr>
<tr>
<td>2. Positive Family Communication – Young person and parents communicate positively and young person is willing to seek advice and counsel from parents.</td>
<td>63</td>
<td>39</td>
<td>30</td>
</tr>
<tr>
<td>3. Other Adult Relationships – Young person receives support from three or more non-parent adults.</td>
<td>53</td>
<td>46</td>
<td>46</td>
</tr>
<tr>
<td>4. Caring Neighborhood – Young person has caring neighbors.</td>
<td>52</td>
<td>43</td>
<td>33</td>
</tr>
<tr>
<td>5. Caring School Climate – School provides a caring, encouraging, environment.</td>
<td>65</td>
<td>42</td>
<td>32</td>
</tr>
<tr>
<td>6. Parent Involvement in Schooling – Parents are actively involved in helping young person succeed in school.</td>
<td>52</td>
<td>44</td>
<td>30</td>
</tr>
<tr>
<td><strong>Boundaries and Expectations</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Community Values Children &amp; Youth – Young person perceives that adults in the community value children and youth.</td>
<td>33</td>
<td>29</td>
<td>19</td>
</tr>
<tr>
<td>8. Youth as Resources – Young people are given useful roles in the community.</td>
<td>53</td>
<td>38</td>
<td>33</td>
</tr>
<tr>
<td>9. Service to others – Young person serves in the community one hour or more per week.</td>
<td>32</td>
<td>46</td>
<td>48</td>
</tr>
<tr>
<td>10. Safety – Young person feels safe at home, school and in the neighborhood.</td>
<td>62</td>
<td>39</td>
<td>52</td>
</tr>
<tr>
<td><strong>Constructive Use of Time</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Family Boundaries – Family has clear rules and consequences and monitors the young person’s whereabouts.</td>
<td>60</td>
<td>47</td>
<td>42</td>
</tr>
<tr>
<td>12. School Boundaries – School provides clear rules and consequences.</td>
<td>87</td>
<td>73</td>
<td>54</td>
</tr>
<tr>
<td>13. Neighborhood Boundaries – Neighbors take responsibility for monitoring young people’s behavior.</td>
<td>49</td>
<td>54</td>
<td>39</td>
</tr>
<tr>
<td>14. Adult Role Models – Parents and other adults model positive, responsible behavior.</td>
<td>52</td>
<td>35</td>
<td>28</td>
</tr>
<tr>
<td>15. Positive Peer Influence – Young person’s closest friend’s model responsible behavior.</td>
<td>91</td>
<td>85</td>
<td>69</td>
</tr>
<tr>
<td>16. High Expectations – Both parents and teachers encourage the young person to do well.</td>
<td>92</td>
<td>66</td>
<td>51</td>
</tr>
<tr>
<td><strong>Commitment to Learning</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Creative Activities – Young person spends three or more hours per week in lessons or practice in music, theater or other arts.</td>
<td>66</td>
<td>23</td>
<td>25</td>
</tr>
<tr>
<td>18. Youth Programs – Young person spends three or more hours per week in sports, clubs or organizations at school and/or in the community.</td>
<td>56</td>
<td>55</td>
<td>63</td>
</tr>
<tr>
<td>19. Religious Community – Young person spends one or more hours per week in activities in a religious institution.</td>
<td>50</td>
<td>51</td>
<td>41</td>
</tr>
<tr>
<td>20. Time at Home – For elementary school students: Young person spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games. For middle and high school students: Young person is out with friends with nothing special to do two or fewer nights per week.</td>
<td>31</td>
<td>74</td>
<td>72</td>
</tr>
<tr>
<td><strong>Positive Values</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Achievement Motivation – Young person is motivated to do well in school.</td>
<td>78</td>
<td>77</td>
<td>77</td>
</tr>
<tr>
<td>22. School Engagement – Young person is actively engaged in learning.</td>
<td>62</td>
<td>71</td>
<td>66</td>
</tr>
<tr>
<td>23. Homework – Young person reports doing at least one hour of homework every school day.</td>
<td>84</td>
<td>69</td>
<td>81</td>
</tr>
<tr>
<td>24. Bonding to School – Young person cares about her or his school.</td>
<td>83</td>
<td>74</td>
<td>66</td>
</tr>
<tr>
<td>25. Reading for Pleasure – Young person reads for pleasure three or more hours per week.</td>
<td>63</td>
<td>29</td>
<td>23</td>
</tr>
<tr>
<td><strong>Social Competencies</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. Caring – Young person places high value on helping other people.</td>
<td>87</td>
<td>61</td>
<td>55</td>
</tr>
<tr>
<td>27. Equality and Social Justice – Young person places high value on promoting equality and reducing hunger and poverty.</td>
<td>71</td>
<td>66</td>
<td>59</td>
</tr>
<tr>
<td>28. Integrity – Young person acts on convictions and stands up for her or his beliefs.</td>
<td>83</td>
<td>67</td>
<td>72</td>
</tr>
<tr>
<td>29. Honesty – Young person “tells the truth, even when it is not easy.”</td>
<td>89</td>
<td>72</td>
<td>67</td>
</tr>
<tr>
<td>30. Responsibility – Young person believes, accepts and takes personal responsibility.</td>
<td>84</td>
<td>69</td>
<td>68</td>
</tr>
<tr>
<td>31. Healthy Lifestyles – Young person believes it is important not to be sexually active or to use alcohol or other drugs (elementary school students), Parent(s) tell the child it is important to have good health habits. OR Restraint – (middle and high school students) Young person believes it is important not to be sexually active or to use alcohol or other drugs.</td>
<td>84</td>
<td>70</td>
<td>46</td>
</tr>
<tr>
<td><strong>Positive Identity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. Planning and Decision-making - Young person knows how to plan ahead and make choices.</td>
<td>54</td>
<td>35</td>
<td>34</td>
</tr>
<tr>
<td>33. Interpersonal Competence – Young person has empathy, sensitivity and friendship skills.</td>
<td>54</td>
<td>52</td>
<td>47</td>
</tr>
<tr>
<td>34. Cultural Competence – Young person has knowledge of and comfort with people of different cultural, racial and ethnic backgrounds.</td>
<td>69</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>35. Resistance Skills – Young person can resist negative peer pressure and dangerous situations.</td>
<td>79</td>
<td>54</td>
<td>47</td>
</tr>
<tr>
<td>36. Peaceful Conflict Resolution – Young person seeks to resolve conflict nonviolently.</td>
<td>85</td>
<td>58</td>
<td>52</td>
</tr>
<tr>
<td><strong>Positive View of Personal Future</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37. Personal Power – Young person feels he or she has control over “things that happen to me”</td>
<td>63</td>
<td>37</td>
<td>43</td>
</tr>
<tr>
<td>38. Self – Esteem – Young person reports having high self-esteem</td>
<td>66</td>
<td>48</td>
<td>44</td>
</tr>
<tr>
<td>39. Sense of Purpose – Young person reports that “my life has a purpose”</td>
<td>48</td>
<td>60</td>
<td>57</td>
</tr>
<tr>
<td>40. Positive View of Personal Future – Young person is optimistic about his/her personal future</td>
<td>61</td>
<td>76</td>
<td>70</td>
</tr>
</tbody>
</table>
Every child Successful in Learning

Success in learning is a function of children having good physical and mental health, living in safe and stable families and communities, being on track developmentally and having the developmental assets that put them in the thriving zone. It is not only important for children to be ready for school but also for schools to be ready for the children who arrive at their doorsteps. Students, parents, civic leaders, businesses and our community at large all have a role to play in children’s success in learning.

Bill of Rights Articles:
• Children and youth have a right to have access to a 21st century education that promotes success in life, in future careers and a love of life-long learning.
• Children and youth have a right to training in life skills that will prepare them to live independently, be self-sufficient and contribute to their community.

Indicators:
• School Readiness
• Third Grade Reading Proficiency
• Middle School Math Proficiency

Goals for Santa Clara County:
• Increase the percentage of children who are ready for school
• Increase the percentage of children who are proficient or advanced at reading in third grade
• Increase the percentage of youth who complete algebra by 9th grade
• Eliminate the “achievement gap” in these three indicators
Each year in Santa Clara County, more than 20,000 kindergarten students enter public schools. The likelihood that these children will be reading at grade level in third grade is closely correlated with the skills that they develop during their first five years. Children’s readiness for school encompasses a range of physical, social, emotional and cognitive skills that they need to be successful in learning. Children with strong skills across all the developmental areas when they enter kindergarten do better as they progress through elementary school and are more likely to graduate from high school. They are also less likely to be involved in crime and drugs and more likely to have success in their careers.

Since 2004, the Santa Clara County Partnership for School Readiness (PSR) and Applied Survey Research (ASR) have surveyed the skills of children entering kindergarten to examine the readiness skills that students bring with them when they start school. The skills surveyed are from the following domains: Self-care and Motor Skills, Self-regulation, Social Expression, and Kindergarten Academics.

There is a growing national consensus about the important elements that help children prepare for school:

- Children’s basic needs for health are met and development is on track.
- Children are in environments that are safe, nurture emotional development and support learning.
- Children have the ability to self-regulate, focus and pay attention.
- Children have positive approaches to learning new skills coupled with critical thinking and persistence when work is challenging.
- Children have skills to communicate thoughts, feelings and experiences.
- Children have effective interactions with peers and adults.\(^{34}\)

**FIGURE 20**
**HOW SCHOOL READINESS TRANSLATES INTO THIRD GRADE READING SCORES.**

Figure 20 shows that in 2008 39 out of 100 children enter kindergarten proficient in all four domains of Kindergarten Readiness. Thirty-three out of 100 enter with mixed proficiency and 27 enter behind in all domains of school readiness. By third grade, of the 39 who entered ready in all domains, 28 are on grade level for English Language Arts and Math. Of the 33 who entered with mixed proficiency, 14 are on grade level. Of the 28 who started kindergarten behind, 6 are on grade level in third grade and 13 are behind.\(^{35}\)


\(^{35}\) “School Readiness and Student Achievement, A Longitudinal Analysis of Santa Clara and San Mateo County Students.” Applied Survey Research and the Partnership for School Readiness. 2010.
Ready Schools

As pre-schoolers are told when toys or treats are handed out, “You get what you get.” The same is true for schools. Schools do not have much control over the skills and readiness of the children who enter their doors. Schools achieve success when they put children first and believe:

- All children start school with the ability to learn. We must assess and find ways to narrow and close any gaps as quickly as possible.
- All children are ready for kindergarten. Some may need extra attention.
- We need to work together with families to ease transitions.
- Student diversity is challenging but rewarding for all learners.
- By teaching children to embrace their own uniqueness and respect differences, we are helping them to prepare for a diverse world.
- Screening procedures provide data that informs instructional practices, the need for additional assessment and the need for supportive services.
- Communication with families starts early in the pre-school years and is ongoing, providing multiple opportunities for children and families to visit the school.
- The school environment is prepared to support the learning and development of all children.\(^\text{36}\)

Data Development Needs:

Thanks to the Partnership for School Readiness (PSR), Santa Clara County has been a leader in assessing school readiness since 2004. The California Department of Education (CDE), in collaboration with WestEd Center for Child and Families and UC Berkeley, is currently field testing the Desired Results Developmental Profile – School Readiness\(^\text{©}\) (DRDP-SR\(^\text{©}\)) assessment instrument. The DRDP-SR\(^\text{©}\) is aligned to the California Preschool Learning Foundations, the California Kindergarten Content Standards and the Common Core Standards. Its goal is to provide kindergarten teachers with a valid, reliable measurement tool that will assist them to observe, document and reflect on the learning, development and progress of their students.

The Partnership for School Readiness and Kids in Common believe the DRDP-SR\(^\text{©}\) should be conducted in fall of 2012 in schools across the county in order to continue to measure school readiness. The steps to this include:

- Identify an organization, such as the County Office of Education, to be the “holder” of data from schools across the county.
- Share information on the DRDP-SR\(^\text{©}\) and sign up districts to use this assessment tool in Fall 2012.
- Analyze whether these “volunteer” districts are representative of the socio-economic status of Santa Clara County.
- If there is not a representative sample, identify and recruit additional schools that will create a representative sample.
- Identify other data collection goals (for example, collecting additional information about the pre-school the child attended) and develop a plan for implementation.

\(^{36}\) Ibid.
Third grade reading proficiency is considered to be a powerful indicator of later academic success. At that grade level, it is expected that children will show evidence of reading comprehension and be able to read unfamiliar words through various strategies such as roots, prefixes and suffixes. Reading proficiency at this point prepares the student for fourth grade, where the focus of reading instruction changes from “learning to read” to “reading to learn.”

“Literacy is a prerequisite to the acquisition of new information and new ideas. Almost everything kids learn from the fourth grade on they have to learn by reading and writing. Kids who struggle with the task of reading or writing – through which they must convey what they’ve learned – are unable to show their teachers that they understand.”

The national “No Child Left Behind Act of 2002” requires that every year (for grades three through eight) each state must set performance standards and measure student proficiency in multiple subjects, including reading. In California, when we talk about “third grade reading scores,” we are actually referring to the English Language Arts section of the California Standards Test. This standardized test measures word analysis, reading comprehension, literacy response and analysis, writing strategies and written conventions. Five performance levels are used to report student achievement:

- Advanced
- Proficient
- Basic
- Below Basic
- Far Below Basic

When we look at third grade reading scores, we are looking for the percentage of students who are “proficient” or “advanced.”

What Helps Improve Third Grade Reading Scores:
Starting kindergarten with strong skills definitely helps children get on track for third grade reading. But even when children start ready, it takes hard work, attentive parents, an effective curriculum and teachers to help children meet this important milestone. For some Santa Clara County students, especially low-income and Latino students, initial performance gaps at kindergarten actually widened by third grade. Recommendations to improve third grade reading include:

- Align pre-kindergarten to third grade expectations and curriculum. Increase collaboration between the early-care and elementary school systems.

The figure above shows steady improvement since 2005 in third grade English Language Arts CST testing. While each ethnic group shows similar progress, the “achievement gap” between the different groups has not narrowed substantially.

FIGURE 21
SANTA CLARA COUNTY THIRD GRADE STUDENTS SCORING PROFICIENT OR HIGHER ON THE ENGLISH LANGUAGE ARTS CST BY RACE/ETHNICITY OVER TIME


In February 2011, Applied Survey Research and Attendance Works collaborated to “mine” the longitudinal data from the Kindergarten Readiness Assessment to get a more comprehensive look at the role that school attendance may play as an indicator of student success. Linking the Kindergarten Readiness Assessment of 640 students in San Mateo and Santa Clara Counties with attendance data from kindergarten and first grade, researchers found that there was a correlation between “No Attendance Risk” and the percentage of students at grade level for English Language Arts and Math tests.

There are many simple strategies that have been demonstrated to improve kindergarten and first grade attendance. Hedy N. Change and Mariajose Romero outline some of these strategies in *Present, Engaged and Accounted For*:

2. Prepare children for entry into school through high quality early care and education experience.
3. Ensure access to preventive health care, especially as children enter school.
4. Offer a high quality education that responds to diverse learning styles and needs of students.
5. Engage families of all backgrounds in their children’s education.
6. Educate parents about the importance of attendance.
7. Encourage families to help each other to attend school.
8. Offer incentives for attendance to all children.
9. Conduct early outreach to families with poor attendance, and as appropriate, case management to address social, medical, economic and academic needs.

**FIGURE 22**

**ASSOCIATIONS BETWEEN ATTENDANCE AND THIRD GRADE OUTCOMES**

The figure to the right shows the association between attendance and third grade English Language Arts (ELA) and math outcomes. In both subjects, more children are proficient or above when there is no attendance risk. A lower percentage of children with small, moderate or high attendance risk are proficient in ELA and math. (Satisfactory attendance is defined as missing less than 5% of school in Kindergarten and first grade. Small risk is defined as missing 5–9% of school in both years. Moderate risk is defined as missing 5–9% in one year and 10% in the other year. High risk is defined as missing 10% or more of school in both years.)

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Mathematics is one of the most widely practiced disciplines in the world. The skills needed to understand math are key for all problem-solving. These skills help develop logical thinking, critical reasoning and analytical acuity. Math skills are also an important part of being proficient at playing music and sports, and math is used in almost every line of work. Doing math helps students to take complicated situations and organize them into clear, logical steps. Math is the basic language of science, engineering, technology, medicine, biology and even construction.\(^{44}\)

In California, most policy makers and educators are likely to agree that all students need to take and master algebra as early as possible in their school careers. Studies show that understanding and being successful in mathematics through sixth grade is the most powerful predictor of success in algebra/college prep math. Having a poor experience with algebra is one of the major “red flags” for getting off track for graduation.\(^{45}\)

**FIGURE 23**
**PERCENTAGE OF SEVENTH AND EIGHTH GRADE STUDENTS PASSING THE ALGEBRA I CST WITH A PROFICIENT/ADVANCED SCORE OVER TIME**

Students do not all take the same California State Test in seventh and eighth grade, and this makes it difficult to do a year to year analysis. While requiring all eighth graders to take Algebra I in middle school is not universally accepted, this data point provides the best means of understanding if we are making progress in middle school math proficiency. To calculate Middle School Math, we looked at the percent of students passing Algebra I in seventh and eighth grade as a percentage of total enrollment. Some highlights of this data are:

- Seventh graders who took the test and scored Proficient or Advanced increased from 9.5% in 2008 to 12.8% in 2011.
- In SY 2008, 18.9% of all seventh and eighth graders took the Algebra I CST and passed with a Proficient or Advanced score. In 2011 this percentage rose to 24.2%.

**Making Progress: Middle School Math Mountain View - Whisman School District:**

Recognizing the low mathematical achievement of Hispanic and English-language learning students, research-based practices were established by the district’s Math Committee and implemented during the 2008–2009 school year. These included:

- **Insuring 90 minutes of mathematics daily for grades two through five**
- **Adoption of a new math series and preview/review program**
- **Three days of intensive staff development in math instruction**
- **Introduction of an intervention program** designed to meet the needs of the district’s varied populations
- **Implementing mastery standards and creating pacing guides for when standards are to be taught**
- **Creating trimester benchmark assessments for grades one through eight**\(^{46}\)

This focus in mathematics in the Mountain View - Whisman district and the implementation of the Math Committee’s recommendations resulted in significant improvement in the math portion of the California Standards Tests. The percentage of seventh and eighth grade students scoring Proficient or Advanced on the Algebra CST I increased from 15.7% in SY 2007 to 22.8% in SY 2011. The percentage of seventh grade students increased from 12.8% in SY 2007 to 31.1% in SY 2011!


The Civil Rights Issue of Our Era?
Many studies of school finance in California have found it to be inequitable, with wide variation in per-student funding from district to district. Many argue that schools do not receive enough resources to meet the state’s academic performance requirements. Complicating this is the complex array of school finance laws and formulas that are understood by only a few experts.

In At A Glance, Free Fall: Educational Opportunities in 2011, the UCLA Institute for Democracy, Education and Access (IDEA) reported decreasing educational opportunities in California public high schools and the consequences for student learning and progressing to college. In a survey of a representative sample of 277 high school principals from across California, the impact of budget cuts has led to less instructional time. Since 2008, 49% of schools have reported reduced instructional days, 32% reported reduced after-school programming and 65% reported reducing or eliminating summer school. Additionally, high school students are receiving less attention from teachers and counselors. 74% of high school principals report increased class size, 50% report fewer counselors and 66% report reductions in college access programs.47

Additionally, these reductions perpetuate a growing inequality between high-wealth and high-poverty districts. High-wealth districts reported about half as many cuts as high-poverty districts. High-poverty districts also have less ability to raise dollars from their families and the local community in order to minimize the effect of the cuts on their students.

When comparing average revenue per student, Santa Clara County demonstrates a wide range of funding disparities. In school year 2010, the highest-funded unified school district had an annual revenue of $14,076 per student compared to the lowest-funded school district with a annual revenue of $7,676 per student.

The tables below demonstrate this gap in funding as well as the gap in many of the metrics of the backgrounds of the students who attend the schools.

FIGURE 24
COMPARISON OF FUNDING OF A LOW PER-STUDENT REVENUE DISTRICT AND A HIGH PER-STUDENT REVENUE DISTRICT, (UNIFIED SCHOOL DISTRICT) 2009-2010

FIGURE 25
DEMOGRAPHIC CHARACTERISTICS OF STUDENTS GOING TO SCHOOL IN LOW- AND HIGH-REVENUE DISTRICTS

The tables on the right demonstrate this gap in funding as well as the gap in many of the metrics of the backgrounds of the students who attend the schools.

Every child Successful in Life

Children have the tools to be successful in life when they are safe, when they have access to health care and healthy food and when they live in communities where they can grow and play. They will be successful in life when they feel valued by the community and when they graduate from high school ready for college and career. Children have even more likelihood of being successful in life as “global citizens” if they are fluent in at least two languages.

Bill of Rights Articles:

• *Children and youth have a right to have access to a 21st century education that promotes success in life, in future careers and a love of life-long learning.*

• *Children and youth have a right to training in life skills that will prepare them to live independently, be self-sufficient and contribute to their community.*

• *Children and youth have a right to employment opportunities with protections from unfair labor practices.*

• *Children and youth have a right to a voice in matters that affect them.*

• *Children and youth have a right to a sense of hope for their future.*

Indicators:

• Developmental Assets
• Fluent in 2+ languages
• Community Values Youth

Goals for Santa Clara County:

• Increase the percentage of youth who graduate on time, fulfilling the A–G requirements.
• Eliminate the socio-economic disparity in graduation rates and fulfillment of A–G requirements.
• Increase the number of youth who take and pass the Advanced Placement Language Exam and receive the Santa Clara County Office of Education Bi-literate Certificate.
• Increase the percentage of youth who report they feel valued by the community.
The Children's Agenda Vision Council views the high school graduation rate as more than a “success in learning” indicator. Other desired results for children — such as school readiness, reading at grade level in third grade and being successful in algebra in eighth grade — are associated with whether or not a youth will graduate from high school. Not being on track for graduation can be the result of several risk factors such as child abuse, substance abuse, family disorganization, health issues, teen pregnancy, poverty, homelessness or learning issues that have not been addressed. Youth who leave high school prior to graduation are more likely to end up in the juvenile justice system, be homeless, have lower earnings and higher rates of unemployment. In fact, students who do not graduate from high school earn $400,000 to $500,000 less over a working lifetime than those who graduate.48 Those who do not complete high school also have poorer health, higher rates of mortality, higher rates of criminal behavior and incarceration and increased dependence on public assistance.49

Many local education leaders feel that in order for students to be successful in later life, it is important that they complete the coursework required to attend the Cal Sate University or University of California systems — known as the A–G requirements — even if they don’t intend to go to college. The importance of college is clear. By 2025, two out of every five jobs will require a college degree. College-educated adults have higher incomes, greater productivity and are able to earn nearly $1 million more over a lifetime than those who graduate with only a high school degree.50

**FIGURE 26**
**ADJUSTED 4 YEAR DERIVED DROPOUT RATE BY RACE/ETHNICITY ACROSS TIME IN SANTA CLARA COUNTY**

Figure 26 shows incremental improvement in the drop-out rate over time with all groups except native american/alaska native showing small improvement since 2007 (note in 2007 a new method of measuring drop-outs was instituted.)

**FIGURE 27**
**HIGH SCHOOL GRADUATES COMPLETING COLLEGE PRAPATORY CLASSES BY RACE/ETHNICITY ACROSS TIME IN SANTA CLARA COUNTY**

Figure 27 also shows a greater percentage of students graduating with college preparatory coursework. It must be kept in mind that this percentage is derived from the number of youth who actually graduated. So while more Latino youth are graduating with college preparatory work completed, this percentage is even lower than it appears, because fewer Asian and white students are dropping out.

Below are some actions that can be taken to increase the number of students graduating from high school on time, fulfilling the A–G requirements:

1. Establish early warning systems to support struggling students:
   Research shows you can predict with 66% accuracy a student in elementary school who will later get off track for graduation. Disengaging from school is a slow process for most students. If we learn to identify the students who are in need of academic or other supports early, we can ensure they get the help they need to stay in school.

2. Focus on school engagement, absenteeism, truancy and suspensions and expulsions: As discussed in the School Readiness section, absenteeism, even in the early grades is an indicator of later school success. Last year, the Mental Health Department funded the School Engagement Improvement Project in four middle schools in Santa Clara County. In one middle school, chronic absenteeism decreased from 60% to 15% over the course of the year. Some of the simple strategies they implemented included:
   - Teachers were assigned a student who had been absent the week before to welcome back to school, discuss the reasons for the absence and help the student catch up on missed work.
   - Create a “buddy” system in which students contact absent friends.
   - Assist returning students in making up missed homework and tests by providing a specific time and place to do so.
   - Provide mentoring to those youth most at-risk of not successfully graduating from middle school.

3. Focus on addressing high suspension rates in schools – particularly suspensions that are not related to serious incidents involving violence or drugs. In 2011, about half of the 19,000 suspensions in Santa Clara County public schools were not for serious incidents involving violence or drugs. Those suspensions translated to thousands of hours that students missed being in school, learning.

Educators are under enormous pressure to keep schools safe and classrooms productive, so how do they do that? In a recent report, ChildTrends describes many effective alternatives. The Reconnecting Youth program uses weekly exercises for at-risk youth to foster better listening skills and ways to resolve conflicts constructively. Character education programs, such as Connect with Kids, also have proven results. Initiatives such as Positive Behavioral Interventions and Supports (PBIS) provide a multi-tiered approach to school discipline, including utilizing data about student behavior – where and when challenging behavior happens, and who is involved. Analysis of this data allows schools to identify patterns in problem behavior and develop effective strategies to improve it.

In Santa Clara County there are low-cost resources to implement PBIS, and a related program called Best. Many districts and schools have begun implementing these programs. This may be the reason there were 1,145 fewer school suspensions from 2010 to 2011.

4. Provide adult advocates and student supports: Students need adult advocates who can identify academic and personal challenges early and get students the support they need. Working with community and governmental organizations, schools can offer a wide range of supplemental services and intensive assistance strategies for struggling students such as school- and peer-counseling, mentoring, tutoring, double class periods, internships, service learning, summer- and after-school programs. The help of strong adult advocates can help to identify academic and personal crises early and get students the support they need.

Cutting High School Graduation Rates Down to Size

In the 2010 school year, 3,029 students dropped out of grades 9 – 12. When you look at this data on a school by school basis, most high schools have fewer than 30 students drop out in a given year. Another 20% of high schools have between 30 and 60 students drop out and a few have 100 – 150 drop out. Knowing this, we should be able to identify those students at risk of dropping out and focus on addressing the school, family and community issues that prevent these students from engaging and succeeding in school. For those schools with lower drop-out rates, a simple step such as a teacher forming a connection with the at-risk student may make the difference in whether or not that student drops out. For those schools with the highest drop-out rates, a focused financial investment in drop-out recovery centers, learning supports, strategies that address these students’ family and community issues and re-engaging these students in school could have a significant payoff. Schools lose funding when students are not in attendance and thanks to truants, student suspensions, the dropout rate, Santa Clara County schools are losing millions of dollars annually — dollars that could be used to provide supports to students, dropout recovery centers, tutors and more.

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5. Support parent engagement and individualized graduation plans:

Parental involvement has benefits to the students and the schools such as improved school attendance and educational performance, improved classroom behavior, emotional well-being, support of the school’s mission, a better understanding among parents of their roles and more overall support for schools among parents. Schools and parents need to improve their interactions around student performance. Schools should also develop an individualized graduation plan for each student and regularly communicate with parents about their students’ progress towards completing the plan.

6. Establish a rigorous college and work preparatory curriculum for high school graduation:

Students taking a rigorous core curriculum in high school are better prepared to succeed in college and in the workforce. There must be high standards and students need to be encouraged to complete California’s A–G standards to prepare them for college and work.

7. Provide supportive options for struggling students to meet rigorous expectations:

Because students’ learning needs and styles differ widely, options should be developed that allow all students to graduate from high school prepared for college and the workplace. This includes ninth-grade academies to support the transition to high school, “second chance” schools where students who are off track can continue earning course credit, and new school models that combine personalized learning environments with high expectations.

8. Expand college learning opportunities in high school:

Dual enrollment, early college programs and Advanced Placement (AP) programs allow high school students to earn credit toward high school and college simultaneously.53

9. Create a college-going culture:

One of the big differences between students who go to college and those who don’t is whether or not their families, schools and communities communicate expectations from an early age that their children are college-bound. Parents can talk with their children about going to college and establish a “college-fund” for their children. Teachers can talk about their own college experience, how they got there and what was wonderful and challenging about college. Schools can have college rallies and celebrations.

Special Topic: Teaching the Growth Mindset

Many of the youth who are in juvenile hall or one of the County’s detention facilities are 3 – 5 years behind academically. When one talks with these youth, it is apparent that they feel sad and ashamed about not being successful in school. Many of these youth attribute their lack of success to being stupid or unable to learn. Many convey a sense of hopelessness.

The difference between a “Growth Mindset” and a “Fixed Mindset” is spelled out in ground-breaking work by Stanford University professor, Carol S. Dweck, Ph.D. Mindsets are the beliefs that individuals hold about their most basic abilities and qualities. Many of the youth you meet at juvenile hall, or those who are disengaging from high school because Algebra I is too difficult have a fixed mindset. This means that these students believe their basic skills and abilities are fixed and cannot be changed. They also believe that it is talent that will make them successful and that effort is a sign of weakness rather than a part of life. When youth are taught a “Growth Mindset” — the belief that their brain, abilities and talent can be developed and that learning is a continual process — they begin succeeding. Students with a growth mindset believe they can accomplish anything they set their mind to. Understanding the growth mindset helps students understand that learning is developmental and builds on what has already been learned. For example, you cannot expect to do algebra if you haven’t learned how fractions work. Instead of believing that they are stupid because they don’t understand something, they believe they haven’t learned it YET. Studies have demonstrated that when students are taught this mindset that their academic performance improves.54

If you’d like to learn more, or have a training about the Growth Mindset, contact Anne Ehresman, executive director of Project Cornerstone at anne@projectcornerstone.org.


“Preparing all students with 21st century language and communication skills is critical for being college- and career-ready. These students will be equipped to be leaders in the areas of international trade, the global economy and public services vital to our diverse communities.” – Jack O’Connell, Former state Superintendent of Public Instruction

Seal of Biliteracy
The ability to speak a language in addition to English can be a valuable asset to young people as they enter the workplace. Employees who are fluent in more than one language are able to converse with and serve customers and clients more effectively. When a person understands a second language, she usually is likely to have deeper insights into important cultural mores. In today’s global economy, being multi-lingual is definitely an advantage. Speaking a second language is also associated with more flexible and creative thinking.

Being fluent in two or more languages is an important tool and opportunity for our students, and it should be encouraged if youth are to truly be successful in life. This is why the Children’s Agenda Vision Council selected this as an indicator in 2009. Even with our commitment to this selection, it wasn’t clear to the members how this indicator should be measured.

In September 2010, the Santa Clara County Office of Education adopted the Seal of Biliteracy Award. This certificate, seal on the diploma and transcript notation will be awarded to eligible graduating high school seniors who are able demonstrate that they have mastered standard English and any other language. In May 2011, 123 graduating seniors from San Jose Unified School District became the first group of students from that district to be awarded the Seal of Biliteracy. This number is sure to grow because in October 2011, Governor Brown signed AB 815 (Brownley) which authorizes the State Superintendent of Public Instruction to issue the Seal of Biliteracy to graduating seniors.15

The goal of this award is to:
• **Encourage students to develop** and maintain biliteracy and multilingual skills
• **Recognize and honor our rich** and diverse language assets
• **Promote world language** instruction in our schools
• **Promote the development of** language and cultural appreciation and cross-cultural understanding
• **Encourage the development of** dual language immersion programs and foreign, native and heritage language programs in schools
• **Provide employers with a method** of identifying people with language and biliteracy skills

Seal of Biliteracy Progress
In May 2011, 123 graduating seniors from San Jose Unified School District became the first group of students from that district to be awarded the Seal of Biliteracy. In school year 2012, Eastside Union High School District and Santa Clara Unified School District will begin issuing the Seal of Biliteracy.

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Developmental assets are the positive relationships, opportunities, values and skills that young people need to grow up daring, caring and responsible. These assets include dimensions such as whether youth feel supported, have good boundaries, use their time constructively, possess positive values, are committed to learning, feel socially competent and have a positive identity. The Search Institute (www.searchinstitute.org) has demonstrated that the more of these assets youth have, the less likely they are to engage in high-risk activities.

One of the most important assets is “Community Values Youth” – Do young people perceive that adults in the community value children and youth?

Many factors influence this perception: How do adults treat young people? Do youth have a voice in decisions that affect their lives? Are there opportunities for children and youth to make the community better?

How we invest in our youth also makes a difference. Youth notice whether they have clean, safe schools and up-to-date textbooks; whether they’re treated respectfully by merchants and police officers; whether there are recreational opportunities and safe public spaces where they can meet with friends. They notice whether the community supports their activities, such as playing basketball, or volunteering and whether the community supports their development of life skills. They also pay attention to how the media reflects their lives. Simply put, youth know when their community values and invests in them. By working to ensure that youth feel valued, respected and appreciated, we can create a community where all young people are best able to thrive.

In 2010, Project Cornerstone surveyed more than 36,000 students in more than 200 elementary middle and high schools from 25 school districts throughout Santa Clara County. The survey measured developmental assets that young people need to thrive.

In 2005, 18% of seventh – twelfth grade students felt valued by the community. In 2011, 22% felt this way.

More Youth Felt Values in 2011

- 33% of fifth grade students felt valued by the community.
- 29% of seventh grade students
- 19% of ninth grade students
- 22% of eleventh grade students felt valued by the community.56

Figure 1
Ethnicity of Children in Santa Clara County 2009
Source: Kidsdata.org

Figure 2
Characteristics of Santa Clara County Families Below and Above the Self-Sufficiency Standard (2007)
Source: Insight Center for Community Economic Development

Figure 3
Santa Clara County Hunger Index - Millions of Meals Provided and Missing Meals
Source: Santa Clara University

Figure 4
Santa Clara County Children Eligible and Participating in Nutrition Programs
Source: California Food Policy Advocates

Figure 5
Rate of Substantiated Cases of Child Abuse per 1,000 Children by Race/Ethnicity, Santa Clara County
Source: California Dept. of Social Services, Child Welfare Dynamic Report System

Figure 6
Rate of Removals per 1,000 Children by Race/Ethnicity, Santa Clara County
Source: California Dept. of Social Services, Child Welfare Dynamic Report System

Figure 7
Juvenile Arrest Rates per 1,000 Youth Across Time, Santa Clara County and California
Source: California Dept. of Justice, Office of the Attorney General Criminal Justices and Statistics Center

Figure 8
California and Santa Clara County Arrest Rates by Offense, 2009
Source: California Dept. of Justice, Office of the Attorney General Criminal Justices and Statistics Center

Figure 9
Number of Santa Clara County Justice-Engaged Youth at Arrest and Decision Points over Time
Source: Santa Clara County Probation Department: Probation Dept. Website

Figure 10
Percent of Children with Health and Dental Coverage by Ethnicity, 2009
Source: UCLA Center for Health Policy Research, California Health Interview Survey

Figure 11
Enrollment in Medi-Cal, Healthy Families and Healthy Kids, Across Time
Source: Santa Clara Family Health Foundation: Statistics on Children’s Health in Santa Clara County

Figure 12
Length of Time Since Last Routine Health Check-Up Across Time, Santa Clara County
Source: Kidsdata.org

Figure 13
Length of Time Since Last Dental Visit
Source: Kidsdata.org

Figure 14
Ninth Grade Students Meeting Aerobic Fitness Standard
Source: California Dept. of Education DataQuest

Figure 15
Ninth Grade Students with A Healthy Weight by Race and Ethnicity Across Time, Santa Clara County
Source: California Dept. of Education DataQuest

Figure 16
Percent Completing 6 of 6 Fitness Standards, 2010
Source: California Dept. of Education DataQuest

Figure 17
Youth in the Optimal “Asset Zone” 2005 and 2011
Source: Project Cornerstone

Figure 18
Average Number of Assets in 7th, 9th and 11th Grade, 2005 and 2011
Source: Project Cornerstone

Figure 19
2011 Developmental Asset Survey – The Percentage of Youth at Elementary, Middle and High School With Each Developmental Asset
Source:

Figure 20
How Kindergarten Readiness Translates Into 3rd Grade Reading Scores
Source: Partnership for School Readiness

Figure 21
Third Grade English Language Arts - Percent Students Scoring Proficient or Advanced Across Time, Santa Clara County
Source: California Dept. of Education - DataQuest

Figure 22
Percentage at Grade Level on the Third Grade English Language Arts (ELA) and Math Tests by K/1st Combined Attendance
Source: Applied Survey Research and Attendance Works

Figure 23
Percentage of 7th & 8th Grade Students Passing the Algebra I CST with a Proficient/Advanced Score Over Time
Source: California Dept of Education - DataQuest

Figure 24
Comparison of Funding of a Low Per-Student Revenue District and a High Per-Student Revenue District,(Unified School District)2009-2010.
Source: California Dept of Education - EdSource

Figure 25
Demographic Characteristics of Students Going to School in Low- and High-Revenue Districts
Source: California Dept. of Education - Ed-Data

Figure 26
Santa Clara County Adjusted 4-yr Derived Drop Out Rate by Race/Ethnicity, Across Time
Source: California Dept. of Education - DataQuest

Figure 27
Santa Clara County High School Graduates Completing College Preparatory Courses by Race/Ethnicity Across Time
Source: California Dept. of Education - DataQuest
Kids in Common advocates for policies, partnerships and investments that improve children’s lives in Santa Clara County. Children need a strong public voice that promotes and protects their best interests. Kids in Common is that voice and challenges leaders in our community to act on behalf of children. Our Vision: Every child safe, healthy, successful in learning, successful in life.

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First 5

For the most current data on how children are faring in Santa Clara County and throughout the state, go to kidsdata.org