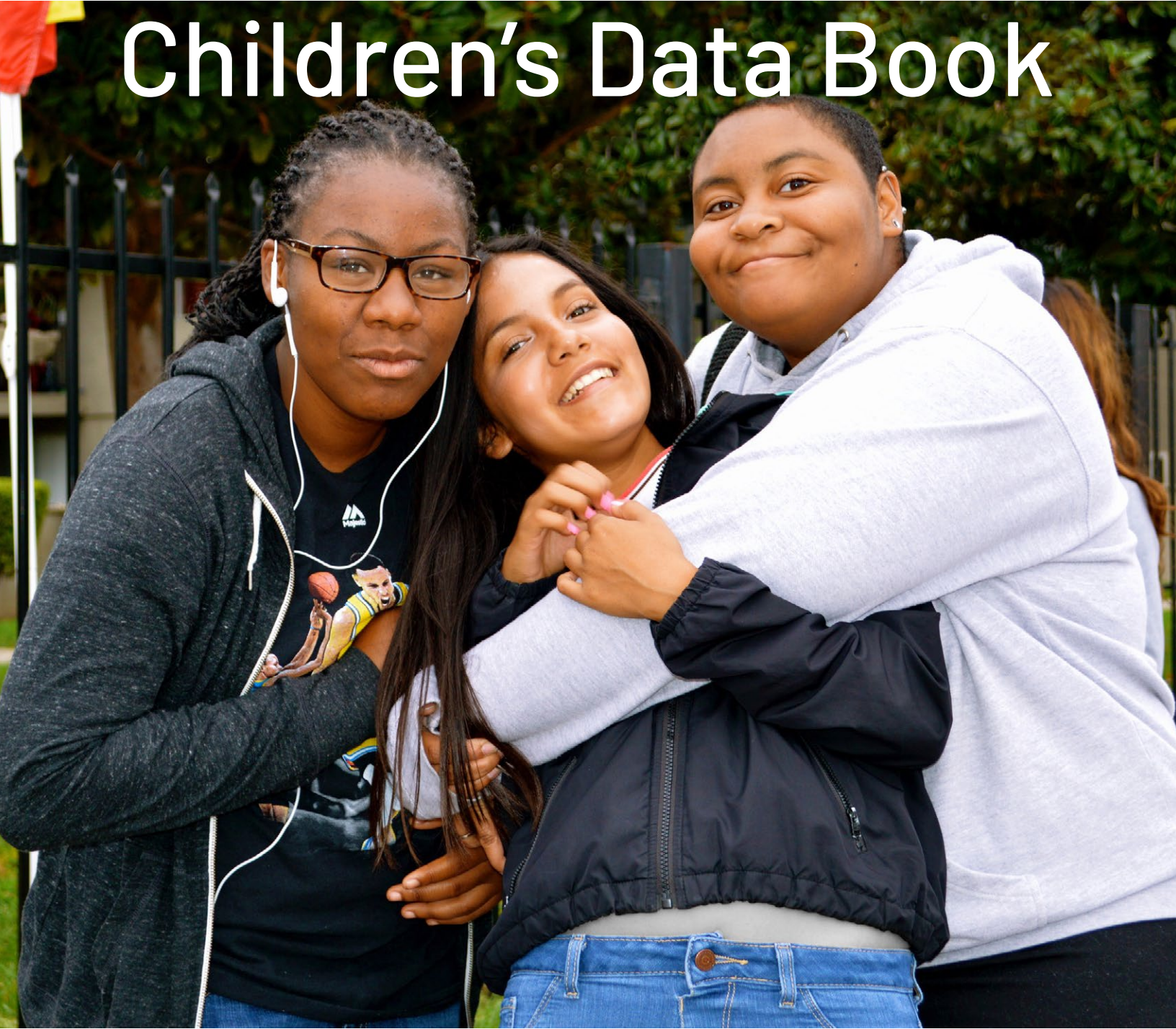




2026

Santa Clara County

Children's Data Book



County of
Santa Clara



Santa Clara County
Office of Education

The 2026 Santa Clara County Children’s Data Book

About this Data Book	3
Alignment with San José’s Children & Youth Services Master Plan.....	4
Life Course Framework.....	5
Kids in Common Overview	6
Bill of Rights for Children and Youth	7
KiC Policy Agenda.....	8
Children’s Agenda Network.....	9
Social Emotional Well-being Initiative.....	10
Intersections	12
Population.....	12
Poverty	13
LGBTQ+ Youth.....	14
Students with Disabilities.....	16
Foster Youth.....	18
Youth in the Juvenile Justice System.....	20
Racial Justice	22
Spotlight On SCC Immigrant Youth & Families	24
Spotlight on Latinx Youth.....	28
Santa Clara County Data Snapshot	32
Every Child Safe and Stable	35
Real Cost Measure	36
Housing Stability.....	38
Food Security	40
Every Child Healthy	43
Prenatal Care.....	44
Pediatric Health.....	46
Dental Health.....	47
Social-Emotional Health & Well-Being.....	48
Social-Emotional Well-Being Supports in Schools.....	50
Development Relationships in Santa Clara County Schools.....	51
Youth Suicide.....	52
Every Child Successful in Learning	54
Early Care and Education	54
Kindergarten Readiness.....	56
Third Grade English Language Arts Standard.....	58
Eighth Grade Math Standard.....	59
Chronic Absenteeism.....	60
School Suspensions	61
Every Child Thriving in Life	62
High School Graduation.....	63
UC/CSU A–G Requirements	64
College Going Rates.....	65
Postsecondary Engagement	66
Data Book Partner Highlighted Features	67
Endnotes	71
Data Book Sponsors.....	75

Front cover photo courtesy of NSU-Valley Palms Unidos.

About this Data Book

The 2025 Santa Clara County Children’s Data Book describes how children and families across the county are faring and is grounded in the vision of the Santa Clara County Bill of Rights for Children and Young Adults. It highlights intersectional data related to child safety and stability, health, learning, and overall well-being—recognizing that each of these elements supports the next. When basic needs such as housing, food, and child care go unmet, children’s health, learning, and long-term self-sufficiency are at risk.

This Data Book is designed to inform conversations, guide investments, and inspire policy and practice changes. Our partners are committed to strengthening outcomes for children and families and advancing justice by examining root causes of inequities and identifying ways systems can work together to reverse them. The purpose is not to assign blame, but to illuminate conditions, deepen understanding, and support collaborative problem-solving.

The indicators included were selected by cross-systems partners of the Children’s Agenda Network to provide understandable, reliable, and comparable data, disaggregated by race, ethnicity, and other demographic and intersectional factors. Disparities point to systems, policies, and practices that shape children’s experiences. It is essential to consider the broader conditions that create and perpetuate inequities.

This Data Book is not exhaustive and represents only a portion of the data and experiences that influence children’s well-being across systems and communities. It is a continually developing document, refined in partnership with stakeholders as new data becomes available, allowing our collective understanding to deepen. Leaders and teams can use this Data Book to spark discussions about equity and efforts to meet the needs of children and families in our community.



Photo courtesy of Santa Clara County Office of Education.

Notes about Data and Terminology:

Terminology and Data Labeling: We honor the importance and autonomy of individuals and communities to self-identify. How a group identifies may vary by generation, country of origin, and regional differences. Working with our partners, we have decided to use Latinx and LGBTQ+ in this data book. Language is not static, and this terminology may change in the future.

Disaggregation of data: Data are disaggregated for race, ethnicity, disability, income, and other intersections, when available. This allows us to consider root causes for disparate outcomes and explore solutions that address the specific needs of our diverse communities.

Data suppression: Data will be suppressed when the number of individuals for a specific race/ethnic group is so low (e.g., fewer than 11) that it represents unstable data or may threaten privacy.

Alignment with City of San José's Children & Youth Services Master Plan

The **Children and Youth Services Master Plan** is San José's long-term roadmap for improving outcomes for children, youth, and young adults from birth to age 24. It aligns City and partner efforts to expand opportunities, close equity gaps, and create a coordinated, "no wrong door" system of care. Guided by values of equity, inclusion, collaboration, accountability, and youth voice, the plan envisions all young people thriving with access to learning, health, housing stability, meaningful employment, and safe, connected communities. Through seven strategic priority areas—from early learning to systems transformation—it aims to build cradle-to-career pathways that support young people in becoming healthy, resilient, and successful adults.¹



Photo courtesy of Silicon Valley Community Foundation.

Kids in Common (KiC) shares an aligned vision with the City of San José Children & Youth Services Master Plan of improving outcomes for children and youth through equity-driven, data-informed strategies and collaborative action. **Data indicators** tracked by KiC regarding safety, health, education, and thriving **inform the Kids in Common Policy Agenda** by translating these metrics into actionable priorities such as housing stability, behavioral health access, and educational success.² These efforts align with the City of San José Children & Youth Services Master Plan with a citywide framework that emphasizes equity, accessibility, and systems transformation, complementing KiC's pillars and strategic goals. Together, they create a unified roadmap that integrates local data, policy advocacy, and municipal planning to ensure every child in Santa Clara County is safe, healthy, successful in learning, and thriving in life.



Photo courtesy of San José Public Library.

Life Course Framework

The Life Course Framework provides a structured way to understand the important markers at each stage of a child’s life and the social factors and supports that are critical to a child’s development and well-being. As we examine the data indicators of safety and stability, health, education, and thriving in life, the Life Course framework helps us understand what we need to remember as we work together to improve children’s lives.

Markers of Success: Cradle-to-Career



Addressing health and social inequities requires a systemic, intergenerational approach that acknowledges the enduring impact of race, place, and history. Current experiences shape future outcomes, so strategies must focus on upstream determinants of well-being while dismantling structural barriers that lead to poverty and incarceration. At the same time, building resilience and promoting healing for youth and families is essential, as systemic change takes time. Effective solutions demand collaboration across sectors, systems, and life stages to create equitable opportunities and break cycles of disadvantage.

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

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

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

KiC advocates for the wellbeing of youth in Santa Clara County, from Cradle to Career.

OUR VISION

KiC serves as a backbone organization for collective impact and systems change to realize:



Every Child
Safe and Stable



Every Child
Healthy



Every Child
Successful
in Learning



Every Child
Thriving in Life

OUR METHODOLOGY

Data



Conduct & support research on all aspects of children's wellbeing

Community
Mobilization



Foster & facilitate cross-sector collaboration and partnership

Policy



Formulate and advocate for policies that support positive outcomes for children

OUR MAIN PROGRAMS

Children's
Data Book



An annual document that provides and tracks statistics on various aspects of children's lives.

Children's
Summit



Our annual signature event that brings together community leaders and experts who are passionate about improving children's lives.

Children's
Agenda



A county-wide, cross-sector network working together to improve outcomes for youth and families.

Taking a Stand for Children and Young Adults

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

While these rights have long served as a critical guidepost during periods of financial and political uncertainty, they were initially created without the direct leadership and input of the youth they were meant to serve. In summer 2022, the Youth Liberation Movement partnered with Kids in Common to create a youth-driven Bill of Rights, grounded in the voices of over 250 Santa Clara County youth. Updated in March 2023, it remains a cornerstone of the Children's Agenda and has since gained widespread support from individuals, cities, government agencies, youth groups, and nonprofits.

BILL OF RIGHTS FOR CHILDREN AND YOUNG ADULTS

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

ALL CHILDREN AND YOUNG ADULTS HAVE THE RIGHT TO:

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



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

Guided by data from the Annual Children’s Data Book, developed by cross-system partners in the Children’s Agenda Network, Kids in Common champions policies across four mission pillars to address inequities and improve outcomes for children and families most impacted in Santa Clara County.



Every Child Safe and Stable

Priority:

Uplift and support strategies and resources to improve housing stability, food security, and Real Cost Measure for SCC youth and families.

Data Book Indicators:

- Real Cost Measure
- Housing Stability
- Food Security



Every Child Healthy

Priority:

Uplift and support strategies and resources that prevent, identify, and promptly and effectively treat behavioral health challenges and ensure every SCC child has access to adequate physical and social-emotional healthcare.

Data Book Indicators:

- Prenatal Care
- Annual Health Check-Ups & Dental Appts



Every Child Successful in Learning

Priority:

Ensure access to early childhood services, expand extended learning programs that support social-emotional wellbeing and key academic milestones, prevent absenteeism, and promote evidence-based alternatives to school suspensions.

Data Book Indicators:

- Kindergarten Readiness
- Third Grade English Language Arts (ELA) and Eighth Grade Math Standards
- Chronic Absenteeism
- School Suspension Rates



Every Child Thriving in Life

Priority:

Support systems that identify and assist struggling students, provide pathways for non-graduates, remove financial barriers to post-secondary education, and support youth in transitioning to the workforce through career pathways leading to jobs with sustainable, livable wages.

Data Book Indicators:

- Graduation Rates
- UC/CSU Requirements
- Postsecondary Enrollment
- Annual Income/Earning for Santa Clara Youth Under Age 25

Kids in Common’s 2026 Policy and Advocacy Agenda prioritizes advancing equitable, data-driven policies for Latinx and immigrant youth—who face some of Santa Clara County’s greatest disparities—by aligning with local and regional frameworks to address systemic barriers to basic needs, health, education, and long-term opportunity.

Children's Agenda Network



FY 2025-2026



The Santa Clara County Children's Agenda Network (CAN) is a countywide network of cross-sector leaders committed to working together to improve outcomes for children, youth, and families. CAN accomplishes this collectively by meeting quarterly throughout the year to share knowledge, align and coordinate resources, and use data and research to inform decision making, guide program and policy improvement, and drive results.

Mary Ann Dewan, PhD
Chair, Kids in Common

Judge Leonard Edwards
Vice Chair, Kids in Common

Heidi EMBERLING, EdD
Community Chair, Director for the Office of Children and Families Policy County of Santa Clara Social Services Agency



Venture Leadership COLLECTIVE

Become a Children's Agenda Network Member today! Visit www.kidsincommon.org/childrens-agenda

Social Emotional Well-Being Initiative

At the 2023 Children’s Summit, the Children’s Agenda Network launched the Social Emotional Wellness (SEW) Initiative—a multi-year, data-driven plan to address the youth mental health crisis through three pillars: addressing basic needs, cultivating caring communities, and promoting family and community education.

Cultivating Caring Communities

WHY: Well-being starts with relationships, and with a positive youth development approach, we can create caring schools, families, and communities.



Goal: In all settings, including schools, workplaces, libraries, etc., implement strategies that create caring spaces, with a focus on positive youth development and supportive of children’s and families’ social-emotional well-being.

Strategy #1 – Greetings at Every Door (GAED):

CCC advanced the implementation of a GAED approach across Santa Clara County by developing a set of tools to support schools, departments, and organizations in creating more welcoming and connected environments. They produced five core resources, including a flyer, toolkit, training series, pledge system, and dedicated web presence, to guide adoption and participation. As of February 15, 2026, they have facilitated 6 training sessions to prepare organizations and schools to use the approach and engage in their pilot. The pilot will expand across 14 sites, reaching 394 students, with post-pilot impact data forthcoming to further demonstrate outcomes and lessons learned.



Developed 5 tools to support the successful implementation of Greetings at Every Door



Hosted 6 training sessions



Partnered with 14 pilot sites, reaching over 394 children/youth

Strategy #2 - Expansion of InPlay Resources

Theory of Change: Children and youth need access to spaces and opportunities that ignite their interests and talents. InPlay connects youth and families to in-school and afterschool programs that meet their needs. By expanding the platform’s resources through targeted outreach to organizations and encouraging them to join InPlay, youth and families will have access to and benefit from the resources available.

Relevant Bill of Rights for Children & Young Adults: Love & Emotional Connections | Support & Guidance Mental Health | Personal Development

Progress/Plan:



12 members, representing 12 different organizations

Convened 21 times over 2 years

InPlay:

Cultivating Caring Communities (CCC) made meaningful strides in expanding access to InPlay resources across Santa Clara County by building the capacity of local social service organizations. They hosted two hands-on trainings that engaged 44 staff and partner representatives, equipping them with practical instruction on how to use the InPlay platform to better support children and families in the community. In addition, the group ensured broader and more equitable access by providing all 44 participants with InPlay Activity Guides, Start Guides, and outreach flyers translated into four languages, strengthening culturally responsive support for families countywide.



Hosted 2 informational training sessions



Provided 44 staff and partners access to an activity guide, start guide, and flyers

Addressing Basic Needs

WHY: This is foundational to all issues we see with youth. If youth and families do not have their basic needs met, then it leads to other challenges.



Goal: Address the economic and social barriers that cause stress and affect the social-emotional well-being of young people, families, and caregivers

Strategy – Food Security Brief

Theory of Change: Food insecurity is increasing and is three times the national goal standard of 6% for households with families. This Food Security Brief is a tool to help policymakers, educators, and families understand the importance of food security to children and youth development, educational engagement, and well-being. Through this educational and advocacy tool, we champion for all youth and families to receive food and other economic supports, and call on Santa Clara County leaders to lift policies and practices that support this basic need.



Relevant Bill of Rights for Children & Young Adults: Basic Needs

Progress/Plan:



14 members, representing 12 different organizations



Convened 17 times over 2 years

Addressing Basic Needs strengthened community understanding of food scarcity in Santa Clara County by collaboratively researching and publishing a comprehensive food security brief. The resulting brief was informed by 14 evidence-based resources and elevated five local food programs available to families in Santa Clara County, helping practitioners, partners, and community members better understand both the challenges and the pathways to support.



Food security brief including 14 evidence-based resources



Highlighted 5 local Santa Clara food programs

Family and Community Education

WHY: Education deactivates the stigma associated with seeking help, can help connect people to services, and support healthy parenting.



Goal: Support programs that educate communities about the importance of social-emotional well-being, parenting for social-emotional well-being, and how to get help when needed; Focus on reducing negative stereotypes, bias, and stigma around seeking help for behavioral health challenges

Strategy – Social-Emotional Well-being Resource Hub

Theory of Change: Currently, caregivers have limited access to information and other resources for promoting children’s social-emotional well-being. The Family and Community Education workgroup will centralize learning opportunities and services for caregivers across a continuum of infant, child, and adolescent development. We will be gathering this information to help identify geographic, language, developmental, and cultural gaps in services in Santa Clara County.

Relevant Bill of Rights for Children & Young Adults: External Supports for Family

Progress/Plan:



8 members, representing 6 different organizations



Convened 16 times over 2 years

Family and Community Education expanded access to social-emotional wellness supports for families in Santa Clara County by identifying and sharing a broad range of community-based resources. They collected information on 150 organizations offering social-emotional wellness services and identified 96 programs that were not previously included in the 211 directory.



Collected information on 150 organizations offering social-emotional wellness resources for families in Santa Clara County



Identified and shared 96 organizations not previously listed in the 211 directory

Intersections

While we use data to evaluate the well-being of youth in Santa Clara County, it is essential to analyze intersections such as age, socio-economic status, race/ethnicity, immigration status, disability, and foster care status, as these factors shape access to resources, experiences, and outcomes while revealing systemic inequities and root causes of disparities. Youth are not a homogeneous group—their challenges and strengths vary across these identities and circumstances. Disaggregating data helps communities and leaders understand how historical and current policies, practices, and cultural biases impact outcomes in child safety, health, education, and overall well-being.

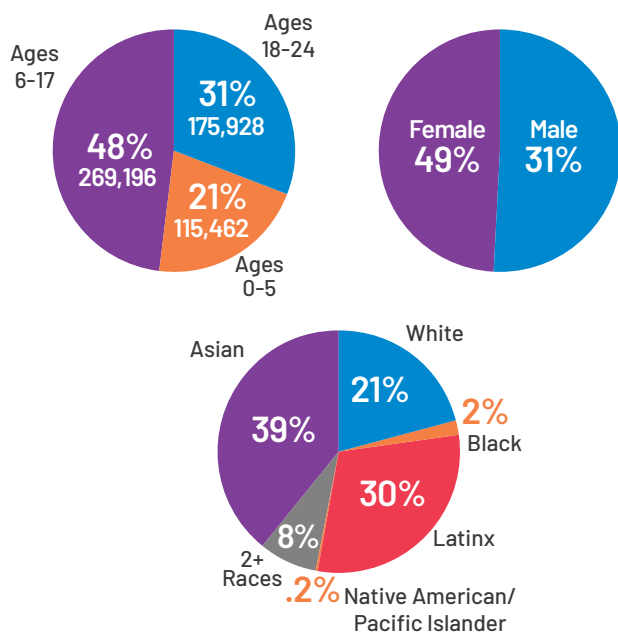
As we examine these intersections in the Data Book, we can best identify barriers, design equitable solutions, and ensure that investments and policy changes truly meet the needs of diverse populations with varied lived experiences. We encourage our community and leaders to use this approach to anchor collective efforts in justice, equity, and accountability, driving systemic change for current and future generations.

POPULATION

In 2024, children and youth ages 0-24 made up **29%** (560,586) of the Santa Clara County population (1,904,477).

The intersection of population factors like ethnicity, gender, and age, as well as the proportion of youth to adults, provides critical insight into the unique challenges and strengths present within a community. Such analysis helps reveal inequities rooted in historical and current systems. This understanding guides more just and targeted investments for youth.

Figure 1 – Santa Clara County Children and Youth ages 0-24 (2024)



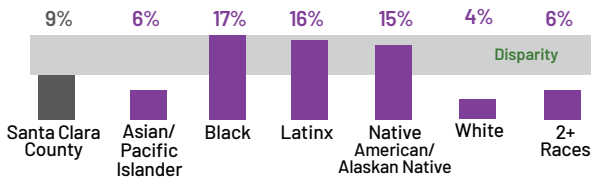
Source: CA Department of Finance, Population Projections (P3) April 2025 Release

POVERTY

This data highlights the realities many children and youth face, showing how poverty, instability, and systemic inequities shape their overall wellbeing. These insights help us see not only the disparities

affecting young people, but the systems that create them, allowing us to identify ways that better support youth and build the conditions in which all young people can thrive.

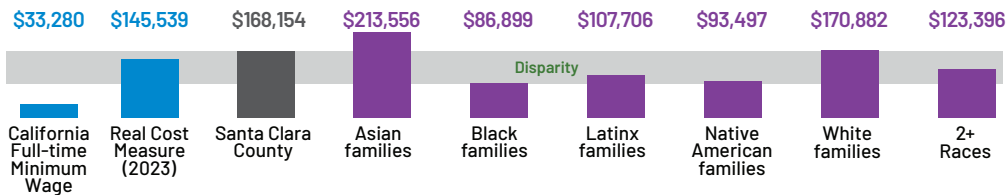
Figure 2 – SCC Children (0-17) Living Below Federal Poverty Level of \$31,200 (2024)



Sources: US Dept. of Health and Human Services (Federal Poverty Level); US Census via IPUMS USA, University of Minnesota (1-year estimates)



Figure 3 – Median Household Income by Race/Ethnicity



Sources: State of CA Department of Industrial Relations (State Min. Wage of \$16.90/hr); United Ways of California, (Real Cost Measure); US Census American Community Survey (S1903), 1-Year Estimates.

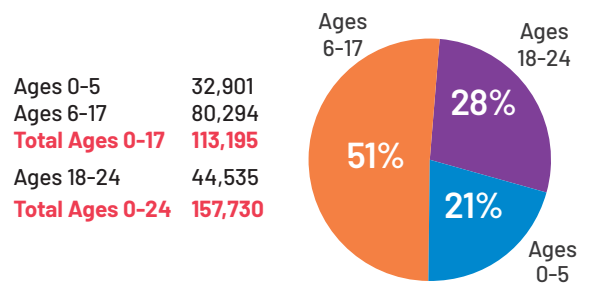
* Large Margin of Error. Interpret with caution

Figure 4 – Santa Clara County Student Characteristics: Low Income and Housing Instability (SY 2024-25)



Source: CA Dept of Education, DataQuest Enrollment Data. Total enrollment: 231,385; Socioeconomically Disadvantaged Students: 89,953; Students with Housing Instability: 6,590

Figure 5 – Children and Youth Receiving Public Assistance (MediCal or Cal Fresh)



Source: County of Santa Clara - Social Services Agency Data Request (as of 12/1/2025)

LGBTQ+ Youth



In Santa Clara County, data from the California Healthy Kids Survey show that 20% of surveyed students identify as lesbian, gay, bisexual, or not sure, and 2% identify as transgender, reflecting the diversity present in local schools. Yet LGBTQ+ students continue to report disproportionately high levels of depression, suicidal thoughts, and bullying, underscoring a critical need for more supportive and inclusive environments.

Figure 6 – LGBT Youth in Santa Clara County (2021-24)

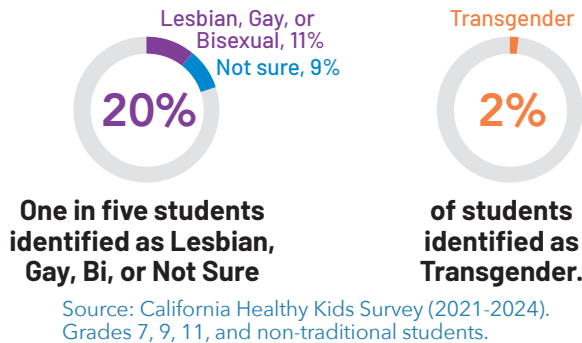
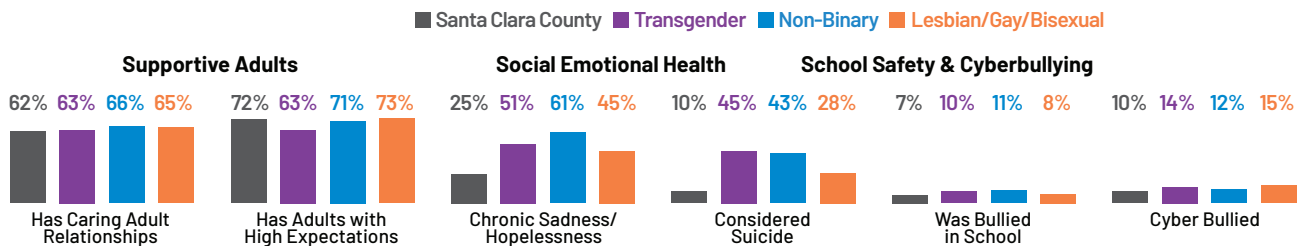


Figure 7 – Social-Emotional Status of Santa Clara County LGBTQ+ Youth (2023-2025)



Source: 2023-25 California Healthy Kids Survey (7th, 9th, 11th, and non-traditional students combined). Results are weighted using post-stratification weights. Data analyzed by WestEd.

Resources:

OLGBTQA

<https://desj.santaclaracounty.gov/lgbtq>

The Santa Clara County Office of LGBTQ Affairs (OLGBTQA) provides leadership and support for the well-being and longevity of LGBTQ communities in Santa Clara County through coordinated, integrated approaches. The mission of the County of Santa Clara is to plan for the needs of a dynamic community, provide quality services, and promote a healthy, safe, and prosperous community for all.

The LGBTQ Youth Space

www.youthspace.org

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

Parents, Families and Friends of Lesbians and Gays (PFLAG)

pflagsanjose.org

Supports, educates, and advocates for LGBTQ+ people and their parents, families, friends, and allies. PFLAG provides support to families and allies through peer-to-peer meetings, online outreach, telephone hotlines, and educational opportunities for all about the unique issues and challenges facing people who are LGBTQ+.

Bill Wilson Center (BWC)

www.billwilsoncenter.org/services/all/lgbtq-outreach.html

With an emphasis on ending youth and family homelessness, BWC programs focus on building self-confidence and developing personal assets. LGBTQ-specific programs include the BWC Connections Drop-In Center, the LGBTQ Transitional Living Program, and LGBTQ+ mental health services and peer support.

Students with Disabilities



All photos courtesy of Santa Clara County Office of Education.

This snapshot of students with disabilities in Santa Clara County highlights the added challenges many of these students face, helping us see not only the disparities they experience but also the systems that contribute to them. Recognizing these systemic barriers strengthens our efforts to better support all learners and ensure every student has the opportunity to thrive.

Compared to the County total, a higher portion of students with disabilities were low income and/or English learners. Students with disabilities also had lower graduation rates.

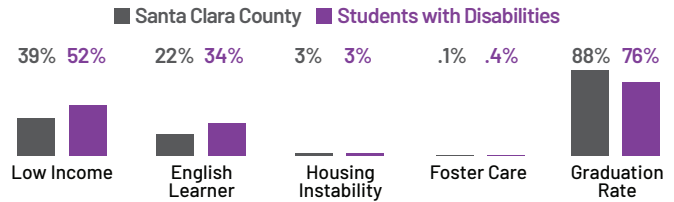


Figure 8 – Santa Clara County Students with Disabilities (SY 2024–25)



Source: CA Dept of Education, DataQuest Enrollment Data. Total enrollment: 231,385; Students with Special Education Needs: 28,635

Figure 9 – Intersections & Outcomes for Students with Disabilities (SY 2024–25)



Source: CA Dept of Education, DataQuest Enrollment Data.

The County of Santa Clara 2025 Families with Children with Disabilities Survey Report

<https://desj.santaclaracounty.gov/oda/families-children-disabilities-survey>

Families with children with disabilities face unique challenges, including navigating complex service systems and managing caregiving alongside employment, with barriers especially severe for communities of color, immigrants, and low-income households. To better



understand these needs, Santa Clara County’s Division of Equity and Social Justice conducted a multilingual survey in partnership with Parents Helping Parents, gathering 316 responses between June and August 2024 to assess access to disability-related services, basic needs, and disparities across demographic groups.

Findings:

- Parents of children with disabilities feel challenged and overwhelmed in advocating for their children’s disability-related needs
- Lower-income, Latino, non-English speaking, and immigrant respondents had the highest shares of unmet needs** (i.e., household basic needs and social support), compared to other parents

Recommendations Include:

- Improving access to disability support services through clear, multilingual communication
- Identifying and prioritizing unmet service needs
- Expanding school-based services and legal support
- Assessing basic needs for immigrant, Latino, and low-income families
- Addressing financial strain and social isolation by creating opportunities for peer support among parents

Resources:

Parents Helping Parents (PHP)

www.php.com

Parents Helping Parents provides parent support for children and adults with disabilities in San José, CA, and beyond. PHP strengthens families raising loved ones with disabilities through education, support, and advocacy. With 40+ years of supporting families, their experienced staff members have a national reputation for being a trusted source of information for helping parents, caregivers, and children and adults with any disability or diagnosis.

The Innovations Collaborative

www.innovationscollaborative.org

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

Foster Youth

In 2025, Santa Clara County had 1,952 children and youth in foster care, reflecting ongoing efforts by county agencies to strengthen prevention, ensure that removals occur only when a child’s safety is truly at risk, and prioritize trauma informed practices such as placing children with relatives whenever possible. Despite these efforts, foster youth continue to experience significant inequities—including higher rates of placement instability, absenteeism, suspensions, and lower academic achievement—underscoring the need for continued cross system collaboration and support.



Of the 1,952 Foster Youth:

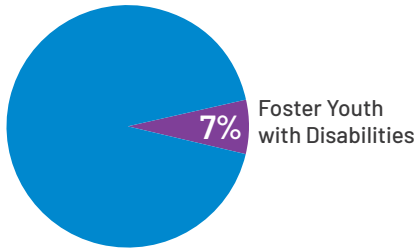
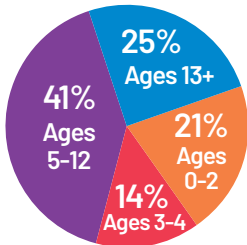


Figure 10 – Entries into Foster Care (rate per 1,000 children)

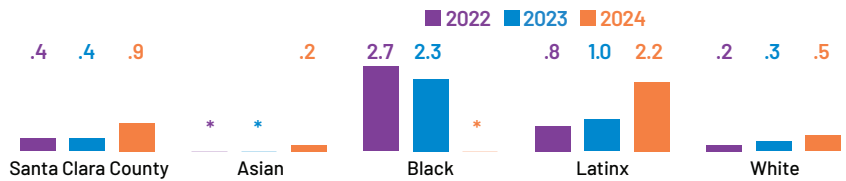
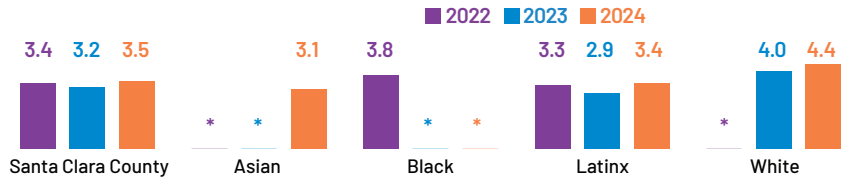


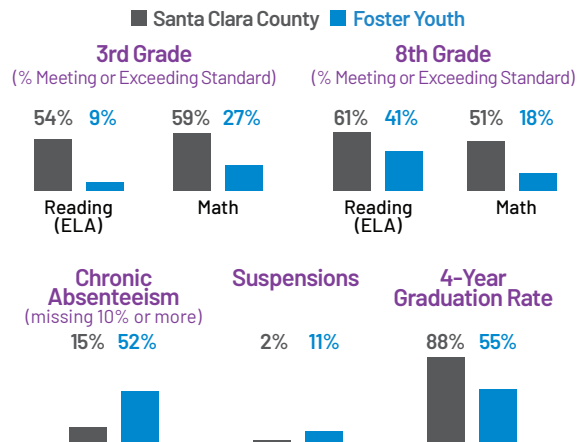
Figure 11 – Foster Care Placement Moves per 1,000 Days



Source: UC Berkeley California Child Welfare Indicators Project (CCWIP). *data suppressed



Figure 12 – Education Outcomes for SCC Foster Youth (2025)



Source: Santa Clara County Social Services Agency data request

Resources:

Children and Youth System of Care (CYSOC)

<https://ssa.santaclaracounty.gov/departments/department-family-and-childrens-services/children-and-youth-system-care-cysoc>

Santa Clara County is building a cohesive, prevention-focused Children and Youth System of Care (CYSOC) through AB2083, fostering interagency collaboration to ensure services are trauma-informed, culturally responsive, and accessible. Guided by the Families First Prevention Services Act (FFPSA), agencies are expanding prevention and early intervention efforts and prioritizing family-based care. Through a coordinated, multi-agency “No Wrong Door” approach, the county integrates child welfare, behavioral health, education, probation, and community partners—supported by shared leadership, trauma-informed training, data systems, and cross-sector collaboration—to deliver seamless, timely care for children and youth.³

Department of Children and Family Services Prevention Bureau

<https://ssa.santaclaracounty.gov/supportive-services/community-based-prevention-services>

The Prevention Bureau implements community-based strategies that increase protective factors for families and increase community capacity to support and promote child and family well-being.

Families First Prevention Services Act (FFPSA)

FFPSA expands evidence-based prevention services that help keep children safely at home, aligning with CYSOC’s focus on early intervention through mental health supports, substance use treatment, and parenting services. In Santa Clara County, efforts include reducing institutional care, implementing the SAFE Community Pathway Model launched in March 2024, and advancing a three-year Comprehensive Prevention Plan that strengthens families through early intervention programs, culturally responsive services, home visiting, Guaranteed Basic Income for young parents, and evidence-based practices to improve engagement and service delivery.⁴

The Cultural Brokers Program

<https://culturalbrokerfa.com>

The Cultural Brokers Program supports FFPSA goals by promoting cultural understanding and family empowerment through early intervention, prevention, and culturally responsive engagement, aiming to reduce family separations, address systemic bias, and improve child welfare outcomes via community partnerships and a strength-based approach.⁵

Be Strong Families’ Parent Café

www.bestrongfamilies.org

Be Strong Families’ Parent Café offers caregivers a safe space for self-reflection and peer learning to build family strengths and protective factors, in partnership with local organizations.

Safe, Secure, and Loved–Resilient Families

www.safesecureandloved.org

Safe, Secure, and Loved–Resilient Families is a six-week, community-led parent education program for parents of children ages 0–3 that promotes the Five Protective Factors and teaches stress management and self-compassion to foster sensitive, nurturing caregiving.

Child Advocates of Silicon Valley

www.childadvocatessv.org

Child Advocates of Silicon Valley is a nonprofit organization that operates the Court Appointed Special Advocates (CASA) Program in Santa Clara County, providing trained volunteers to support foster children who have experienced abuse, neglect, or abandonment. Their mission is to ensure every foster child in Silicon Valley receives the nurturing support and resources needed to thrive.

Pivotal

www.pivotalnow.org

Pivotal is a nonprofit organization dedicated to helping foster youth in Santa Clara County achieve educational and career success through coaching, scholarships, and workforce readiness programs, connecting youth to resources and opportunities by partnering with local agencies and community groups.

Healthy Outcomes from Positive Experiences (HOPE) Tufts Medical Center

www.positiveexperience.org

Research shows that Positive Childhood Experiences (PCEs) drive healthy development and lessen the effects of ACEs. The four building blocks of HOPE are:

- Relationships within the family and with other children and adults through interpersonal activities
- Environments that are safe, equitable, and stable for living, playing, and learning at home and in school
- Engagement in social and civic activities to develop a sense of belonging and connectedness
- Emotional growth through playing and interacting with peers for self-awareness and self-regulation

Youth in the Juvenile Justice System

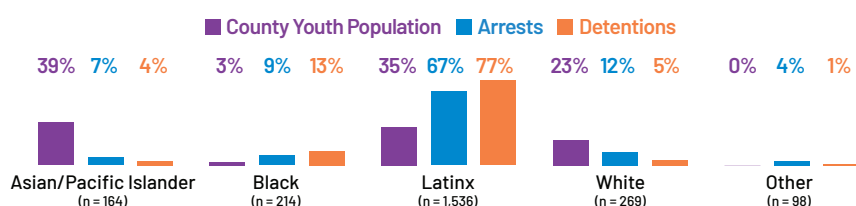
Juvenile justice involvement is linked to poor education and health outcomes, higher recidivism, and entry into the adult justice system. Adults must address these challenges and create pathways to success. A 2013 study of 35,000 juvenile offenders found that even short-term incarceration during adolescence disrupts critical development, leading to lower future wages and increased criminal activity. Incarcerated youth were 13% less likely to graduate high school and 22% more likely to be incarcerated as adults compared to peers who were not incarcerated.⁶

School-to-Prison Pipeline

The school-to-prison pipeline is a set of policies—like zero-tolerance discipline, suspensions, expulsions, and increased policing—that push students, especially Black, Latinx, disabled, and LGBTQ+ youth, out of schools and into the justice system. These practices criminalize minor misbehavior, worsen dropout rates, and perpetuate racial and social disparities in incarceration.⁷



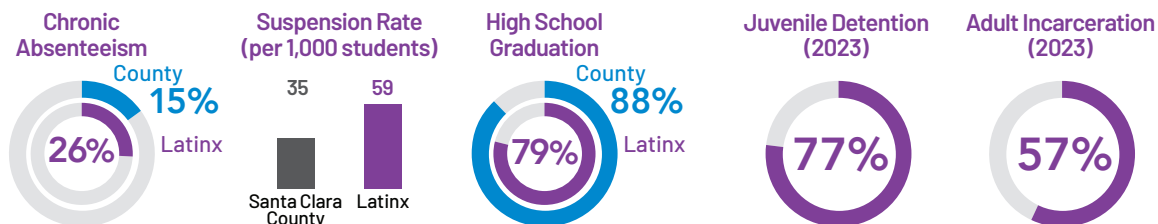
Figure 13 – Youth Arrests and Detentions (2024)



Source: County of Santa Clara Probation Department Annual Juvenile Justice Data Book (2024)

Latinx Youth in the Justice System

In SY 2024-25, Latinx students had higher rates of chronic absence and suspensions and lower graduation rates compared with the County, so heavily populated the “School-to-Prison Pipeline.” In 2023, Latinx children and adults were overrepresented in Juvenile Detention and Adult Incarceration. Recommendations in the **Latino Health Assessment** included dismantling discriminatory practices, prioritizing mental health, and implementing restorative justice, trauma-informed approaches, and community support to break this cycle.



Source: CA Dept. of Education, DataQuest, 2024

Source: Adapted from data presented in Latino Health Assessment

Youth with Disabilities in the Justice System

A 2023 inspection of Santa Clara County’s Osborne School revealed that approximately 85% of incarcerated students had documented disabilities.⁸ To inform prevention strategies, accurate data is needed on youth with disabilities in juvenile hall, including justice involvement rates compared to other groups. This data could highlight the critical link between a lack of disability support and disproportionate justice involvement.

Senate Bill 823

Signed in 2020, Senate Bill 823 closed California’s Division of Juvenile Justice and shifted responsibility for serious youth offenders to counties. Since July 2021, youth have been housed in local Secure Youth Treatment Facilities (SYTF), where individualized rehabilitation plans guide services and goals.⁹



Resources:

The Education Services Unit (ESU) of Probation

ESU supports youth and families from the pre-adjudication stage by assessing needs and connecting them to educational services. ESU addresses issues such as school enrollment, educational rights, special education, credit recovery, and IEPs. Services include specialized support from Morrissey-Compton for special education, legal advocacy from Legal Advocates for Children and Youth, and educational guidance from trained ESU officers to help youth reintegrate into school and succeed academically.

San José Youth Empowerment Alliance (SJYEA)

<https://www.sanjoseca.gov/your-government/departments-offices/parks-recreation-neighborhood-services/sjyea>

Formerly the Mayor’s Gang Prevention Task Force, SJYEA is the city’s long-standing strategy to prevent youth and gang violence. For over 30 years, it has promoted safe, healthy youth through programs for ages 6–24 that build resilience and reduce risk. High-risk youth receive life-changing support like tattoo removal and job placement, helping them toward brighter futures.

The South County Youth Task Force (SCYTF)

www.scyouththrive.org

Founded in 2012, SCYTF works to reduce violence, gangs, and trauma among youth in Gilroy, Morgan Hill, and San Martin. Its vision is a safe, supportive community where youth thrive. Through its 2023–2026 plan, Project II THRIVE!, SCYTF focuses on well-being, empowerment, healthy relationships, and equity using a collaborative, multi-disciplinary approach. SC HEALS!, a SCYTF resident-led initiative, bridges state violence prevention and health programs to address social determinants of health, promote healing, and build safer neighborhoods.

The San José Valley Palms Neighborhood Services Unit (NSU)

NSU is a place-based violence prevention initiative using a public health approach focused on primary prevention.

The Juvenile Court Aligned Action Network (JCAAN)

www.kidsincommon.org/jccan

JCAAN is a structured, data-driven collaborative of Kids in Common’s Children Agenda Network focused on improving education outcomes and increasing the graduation rate of youth in the juvenile justice system.

Racial Justice



Data about how Santa Clara County children are faring illustrates persistent inequities, inequality of opportunity, and unjust policies and practices.

When we think about racism, we often focus on individual and interpersonal racism and the attitudes and actions of individuals. However, while this type of racism still exists in our society and causes great harm, it is historical and systemic racism that has been codified through education, housing, justice, economic, legal, and other policies that we must address to achieve equity, and can be viewed through data. Systemic racism constitutes a public health crisis and perpetuates inequities that result in disparate outcomes for Black, Indigenous, Latinx, Asian, and other communities of color in Santa Clara County.¹⁰

Historical Context

SCDESJ: The Santa Clara County Office of Diversity, Equity, and Belonging, through the Division of Equity and Social Justice (DESJ), launched the co-design of the County’s first Racial Equity Strategic Roadmap in December 2023, engaging countywide departments and agencies, as well as engagement and partnership with the Silicon Valley Council of Nonprofits’ Racial Equity Action Leadership (REAL) Coalition.¹¹ By June 2024, deliverables included an equity definition, guiding principles, a countywide vision, priority areas, goals, strategies, and measures for internal programs. The action planning phase began in October 2024, requiring all departments to align with roadmap goals and collaborate with DESJ to create actionable plans for tracking and reporting progress.

Redlining

Redlining, a discriminatory lending practice starting in the late 1960s, labeled non-White or racially integrated neighborhoods as “hazardous,” denying residents access to mortgages and financial opportunities. This exclusion prevented communities of color from building generational wealth, creating lasting economic disparities. Today, formerly redlined areas in San José remain segregated, with stark contrasts in resources—

some neighborhoods are safe and well-maintained, while others lack parks, sidewalks, and healthy food options, disproportionately impacting people of color.¹²

Discrimination in The G.I. Bill

Another example of racist policy is the Servicemen’s Readjustment Act of 1944, also known as the G.I. Bill. The G.I. Bill supported education and accumulation of assets for White veterans but not for Black and Latinx veterans. While the bill did not explicitly deny benefits to Black and Latinx veterans, other structural issues, such as programs that denied entry to Black and Latinx veterans, redlining, and explicitly racist mortgage covenants, prevented these veterans from benefiting from the legislation.¹³

The 1998 Passage of Proposition 227 in California

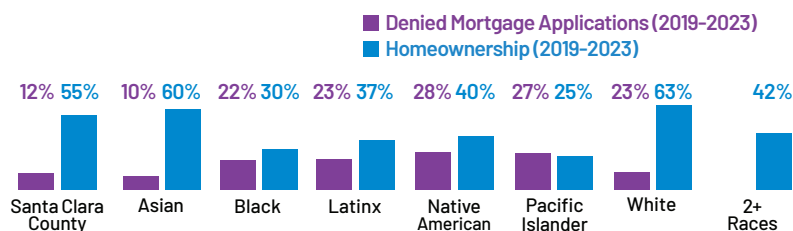
Many view Proposition 227 as anti-Latinx and anti-immigrant. It restricted English-learners to English-only immersion programs. Research from the Center for Research on Education indicated these programs were less effective than teaching students in their first language over a longer span of time. Teaching students in their first language leads to higher achievement levels and offers long-term cognitive benefits, such as improved memory and abstract reasoning skills.¹⁴

Zero Tolerance Policies and Aggressive Arrest Policies

These policies, which began in the 1970s, led to significant increases in school suspensions, expulsions, and juvenile arrests that disproportionately impact Latinx and Black youth.¹⁵ Policies and legislation have been stood up to combat harmful practices, such as with SB 274. This senate bill sought to reduce exclusionary discipline by limiting the use of suspensions for low-level offenses and encouraging alternative, restorative approaches to keep students engaged in school.¹⁶ However, despite Santa Clara County’s success in reducing suspensions and arrests, there remains a disparity in the rate of young people of color facing suspension from school.¹⁷



Figure 14 –Racial Disproportionality in Access to Homeownership



Source: Home Mortgage Disclosure Act and US Census American Community Survey 5-Year Estimates obtained from RaceCounts.org.

Spotlight on Immigrant Youth & Families in Santa Clara County

Immigrants are deeply woven into the fabric of Santa Clara County, contributing talent, culture, and lived experience that enrich community life and strengthen local institutions. Their impact is especially evident in schools, where many children live in immigrant households and bring rich linguistic and cultural diversity that strengthens learning environments. At the same time, immigrant families often navigate systemic barriers, fears of enforcement, and policies

that disrupt access to basic services, underscoring the importance of safe, welcoming schools and community supports. Despite these challenges, immigrant residents fuel cultural vibrancy, economic growth, and community resilience, shaping a more connected and dynamic county. Supporting and protecting immigrant communities is essential to ensuring that all children and families in Santa Clara County can thrive.



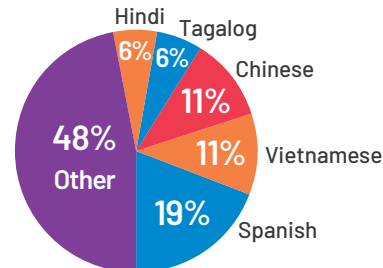
- 42%** of Santa Clara County residents were foreign born (2024)
- 22%** of students were English Learners (SY 2024-25)
- 18%** of students Reclassified as Fluent in English (SY 2024-25)

Source: 2024 US Census American Community Survey (DP02), 1-Year Estimates. CA Dept of Education, DataQuest SY 2024-25 Enrollment Data. Total enrollment: 231,385; English Learners: 50,785; Reclassified as Fluent in English: 41,741.

Figure 15 - Santa Clara County New Americans Characteristics

- 61%** of children live with a parent who is an immigrant
- 55%** speak a language other than English at home
- 78%** of immigrants have lived in the United States for more than five years.

Languages spoken at home among Immigrant Population



Source: 2023 New Americans in Santa Clara County - The Demographic and Economic Contributions of Immigrants in the County.

Welcoming Immigrant Students in Our Schools:

In *Making Schools a Welcoming Place for Immigrant Students*, Elizabeth Ross suggests the following elements that contribute to success in learning for immigrant students:¹⁸

- Be sensitive to the extra “weight” they may carry. Many students may be enduring painful separations from loved ones, experiencing trauma from their home country or while traveling here. If children or their parents are undocumented, they might also have concerns about finances, access to resources, and deportation.
- A high-quality school with a caring culture makes a difference and is one of the best predictors of student success over time.
- Foster a sense of belonging, address bullying, promote family engagement, and ensure all students are included in the curriculum by integrating global perspectives. It’s also crucial to offer educators professional development opportunities to support the use of culturally sustaining practices.

Rights of Immigrant Students and Families

Protecting immigrant youth is critical to Santa Clara County's future; while immigrants in Santa Clara County enrich our community and economy, they face systemic barriers and heightened fears of deportation.

H.R. 1 is a federal budget bill signed into law on July 4, 2025. The bill included major cuts to Medicaid (also known as Medi-Cal in California) and the Supplemental Nutrition Assistant Program (also known as CalFresh), putting at risk access to health care and food for millions of Americans, including over 100,000 children and youth in Santa Clara County. **Immigrant families are disproportionately impacted**, as the bill creates increased barriers to basic services for noncitizen residents, in particular. These cuts are anticipated to worsen health disparities and food insecurity, with tens of thousands of children at risk of losing essential benefits.¹⁹



ICE Operations

In 2025, U.S. Immigration and Customs Enforcement significantly expanded its operations, increasing arrests and detentions nationwide while adopting more aggressive enforcement tactics. These actions sparked widespread protests, legal challenges, and public controversy over the agency's approach and impact on immigrant communities.

Nationwide:

- Between January 2025 and early December, there was roughly a 75% increase in the number of people held in immigration detention centers.²⁰
- In mid-December, nearly **75%** of ICE detainees had no criminal convictions.²¹
- In 2025, more than **170 U.S. citizens** were mistakenly detained by immigration agents.²²
- Analyses of ICE's internal arrest data, highlighted in a letter from Rep. Salud Carbajal, revealed that **90% of street arrests** of immigrants without criminal history were of Latino individuals between January and July of 2025.²³
- **32 people died in ICE custody in 2025**, at least two of these occurring in California—marking the deadliest year for detainee fatalities in over two decades.²⁴
- The Fiscal Year 2026 Department of Homeland Security Appropriations Act passed the U.S. House of Representatives on January 22, 2026, funding the Department of Homeland Security at about **\$64.4 billion** overall, including roughly **\$10 billion** for ICE.²⁵



- In January 2026, federal immigration operations in Minnesota led to the **fatal shootings** of U.S. citizens Renée Good and Alex Pretti and the **detention of five-year-old** Liam Conejo Ramos after preschool (despite an active asylum case) before a judge ordered his release.²⁶

California also saw a major spike in ICE enforcement:

- **8,000+ deportations** statewide in early 2025²⁷
- **Los Angeles County:** 6,000+ arrests between September 2023 and July 2025, about half non-criminal²⁸
- **San Diego & Imperial Counties:** Nearly **5,000 arrests by mid-October 2025**, with more than half being non-criminal²⁹
- **Northern California:** ~**Nearly 4,500 arrests in the San Francisco “area of responsibility” between January and mid-October 2025**, which is roughly 217 arrests per 100,000. This is the lowest ICE arrest rate nationally³⁰
- **Detention population:** ~Over **5,700 detainees** in California facilities on November 28, 2025³¹

California & Santa Clara County Actions to Protect Immigrant Families

In December 2025, California Attorney General Rob Bonta updated published guidelines and model policies clarifying what K-12 schools, colleges, and universities can and cannot do under state and federal law to protect immigrant students and families. These policies aim to safeguard educational environments from immigration enforcement actions and ensure that institutions uphold the rights of immigrant communities.³²

Building on these protections, **new California and Santa Clara County measures** reflect a growing commitment to immigrant safety:

- **AB 49** – Effective **July 2025**; prohibits immigration officers from entering schools or child care centers without ID, a judicial warrant, and school approval.³³
- **SB 81** – Signed **September 2025**, expands medical confidentiality to protect immigration status and birthplace, and limits enforcement access to health facilities.³⁴

- **SB 98** – Effective **January 1, 2026**; requires K-12 schools and colleges to notify communities when immigration enforcement agents are on campus and restricts their access without a warrant or court order.³⁵
- **SB 627** – Effective **January 1, 2026**; bans law enforcement from wearing masks during public interactions and requires agencies to adopt mask policies by July 1, 2026.³⁶
- **SB 805** – Signed **September 2025**, also known as the No Vigilantes Act, requires non-uniformed officers to display visible identification and broadens impersonation laws to include federal officers.³⁷
- **Advocacy, legal defense, and solidarity efforts:** on June 12, 2025, residents pushed for sanctuary protections and school safety while San José approved **\$1-1.5 million** for rapid-response networks, legal aid, and emergency family support; community groups and small businesses also mobilized through monitoring, accompaniment, and solidarity actions.³⁸
- **SCC Immigration Enforcement Response Plan:** On October 1, 2025, the Santa Clara County Board of Supervisors approved an Immigration Enforcement Response Plan requiring visible ICE identification, advance notice, and City Manager notification for SJPD involvement in ICE activity, and advancing restrictions on ICE use of city-owned property in San José.³⁹

Santa Clara County Youth Response to ICE Enforcements

- **Fear-driven youth disengagement and trauma:** ICE activity led thousands of students—especially in San José and the East Bay—to miss school or leave programs (attendance down **5,000-10,000**; some youth programs report engagement down **30%**), alongside increased anxiety, difficulty concentrating, and academic decline as youth feared family detention or deportation.⁴⁰
- **Student-led walkouts and protests linking local and national harms:** Youth across San José, the East Bay, San Mateo County, and beyond organized walkouts, marches, and regional “ICE Out”/National Day of Action protests, explicitly citing the Minnesota shootings and Liam Conejo Ramos’s detention and framing local ICE fears as part of a national pattern harming children and bystanders.⁴¹

Resources:

The Office of Immigrant Relations (OIR)

<http://desj.santaclaracounty.gov/oir>

OIR was established in 2015 by the Board of Supervisors and has developed educational tools and programs to meet the needs of a diverse immigrant community.

Rapid Response Network (RRN)

www.amigoscenter.com/rapidresponsenetwork

The RNN in Santa Clara County is a coalition of community members and nonprofit organizations working together to provide deportation defense and community support. RRN also provides outreach and Know Your Rights education throughout the community.

Immigrant Protection & Empowerment Network (IPEN)

www.amigoscenter.com/ipen

IPEN is a network that was initiated by Amigos de Guadalupe Center for Justice and Empowerment in late 2024 and established in early 2025 with partners across sectors, including community-based organizations, legal services, health care, faith communities, government, schools, labor, business, and philanthropy.



SIREN (Services, Immigrant Rights, and Education Network)

www.sirenimmigrantrights.org

SIREN is a vehicle for low-income immigrants and refugees in California to be their own agents for change. We do this through community education and organizing, leadership development, legal services, policy advocacy, and civic engagement.

SIFE Equity Project

www.sife-equity.org

About one in 10 immigrant students has had limited formal education due to poverty, violence, or war. These Students with Interrupted or Limited Formal Education (SIFE) are motivated to learn but often lack foundational literacy in their home language. Until recently, educators had few tools to support them. The SIFE Equity Project fills this gap by uniting researchers and educators nationwide to improve education for SIFE learners through curricula, instructional strategies, assessments, and technical resources.

You have constitutional rights:

- **DO NOT OPEN THE DOOR** if an immigration agent is knocking. If you are inside of your house, show the card through the window or slide it under the door.
- **DO NOT ANSWER ANY QUESTIONS** from an immigration agent if they try to talk to you. You have the right to remain silent.
- **DO NOT SIGN ANYTHING** without first speaking to a lawyer. You have the right to speak with a lawyer.
- If you are outside of your house, **SHOW THIS CARD TO THE AGENT**. Ask the agent if you are free to leave and if they say you can, leave calmly.

www.RedCardOrders.com

I do not wish to speak with you, answer your questions, or sign or hand you any documents based on my 5th Amendment rights under the United States Constitution.

I do not give you permission to enter my home based on my 4th Amendment rights under the United States Constitution unless you have a warrant to enter, signed by a judge or magistrate with my name on it that you slide under the door.

I do not give you permission to search any of my belongings based on my 4th Amendment rights.

I choose to exercise my constitutional rights.

These cards are available to citizens and noncitizens alike.

Spotlight on Latinx Youth

KiC Priority for Latinx Youth

In support of the published 2025 **Latino Health Assessment** (LHA),⁴² as well as the declaration of the Public Health Crisis for Latino Residents of Santa Clara County (SCC)⁴³ determined on Sept 16, 2025, Kids in Common's (KiC's) 2026 Policy and Advocacy Agenda includes the prioritization of championing policies that specifically support SCC Latinx youth, as they represent a significant part of the youth population in SCC and also demonstrate some of the highest disparities in the County regarding basic needs, health, and education support.

According to the LHA, **the Latinx community makes up 25% of the total population in SCC**, almost half of whom are youth under the age of 25 residing in South County and the East Side of San José. Among children, **Latinx youth represent 28%, the second-largest ethnic group**, which highlights the significant presence of Latinx youth in SCC and the need for targeted resources and support.

The following highlights include data gathered for the **2026 Kids in Common Children's Data Book** and findings from the **2025 Latino Health Assessment**.

Every Child Safe & Stable



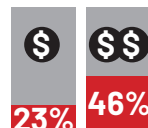


Latinx youth in SCC face significant challenges related to economic stability, housing, and food security. These disparities impact their ability to thrive academically and socially.



Data retrieved from the:

- ▶ 2026 Kids in Common Children's Data Book
- ▶ 2025 Latino Health Assessment.

1. Real Cost Measure

- ▶  of Latinx households earn a **median income below the Real Cost Measure (RCM)**.
- ▶  of Latino families live below the RCM, meaning they cannot afford basic necessities.
- ▶  A family with **two full-time minimum wage earners meets only 46% of RCM**, while a single earner meets just 23%.
- ▶  of Latino children live below the federal poverty level.
- ▶  of **yearly expenses** cover housing, child care, and taxes, creating severe financial strain.

2. Housing Instability

- ▶ Overcrowded and unstable housing conditions hinder academic focus and participation in extracurricular activities.



3. Food Insecurity

- ▶ Black, Latinx, and multiracial children are at **significantly higher risk for food insecurity**.
- ▶ Many are **ineligible for benefits despite need**, increasing vulnerability.
- ▶  of **CalFresh recipients** are Latino. (March 2024)



Photo courtesy of Santa Clara County Office of Education.




Photo courtesy of NSU-Valley Palms Unidos.

Every Child Healthy





Latinx youth in SCC experience significant health disparities, including limited access to affordable healthcare, mental health services, and prenatal care. These gaps affect overall well-being and educational success.






1. Prenatal Health

- ▶  One-third of Latinx mothers in SCC do not receive early and regular prenatal care.

2. Healthcare Access

- ▶ Accessible healthcare is often perceived as an **unaffordable luxury**. 
- ▶  **52%** of individuals receiving medical services from Santa Clara Valley Healthcare were **Latino patients**. (2023)
- ▶  **39%** of Latinx children and youth on Medi-Cal (ages 0-21) did not have the recommended number of routine check-ups. (2023)
- ▶ Half of Latinx children on Medi-Cal (ages 3-18) did not have an annual routine dental appointment in 2023. 

3. Mental Health

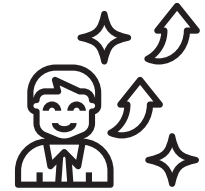
- ▶  **47%** of all clients receiving mental health services from the County of Santa Clara Behavioral Health Services Department (BHSD) were Latino.
- ▶  **44%** Among these, **44% were children under 16 years old**.
- ▶ Mental health stigma persists, and youth report **few structured, positive outlets** and limited access to safe community spaces. 

4. Social Emotional Well-being (SEW)

- ▶ Community voices highlight the **lack of safe, welcoming spaces** for youth to gather.
- ▶  Increased investment is needed in **after-school programs, sports, green spaces, and creative outlets** to support emotional health.

Every Child Successful in Learning and Thriving in Life

Latinx students in SCC face educational gaps starting in early childhood. Low kindergarten readiness, poor literacy and math proficiency, and high chronic absenteeism highlight systemic barriers that significantly impact long-term academic success and equity. Limited school resources and uncertain postsecondary pathways impact academic success and long-term opportunities.



1. Education Support

- ▶ **Kindergarten Readiness:** **22%** **37%** Latinx students Countywide
- ▶ **Early Literacy:** **28%** Latinx students meeting or exceeding the 3rd Grade English Language Arts (ELA) standard.
- ▶ **Math Proficiency:**
 - ▶ **3rd Grade:** **23%** **59%** Latinx students Countywide.
 - ▶ **8th Grade:**

Only one in five Latinx students met this standard vs. 51% countywide.

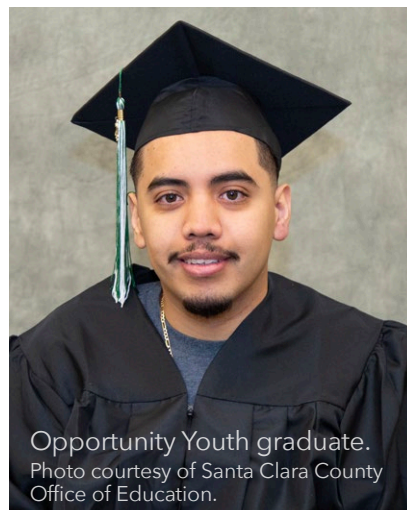


2. Schools as Community Hubs

- ▶ Schools are trusted spaces for support but are **stretched thin**, limiting their ability to provide comprehensive services beyond academics.

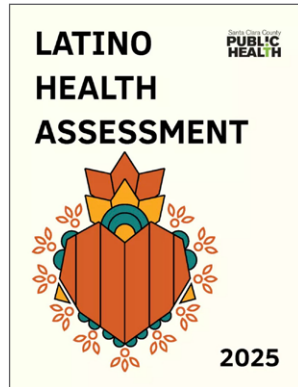
3. Uncertain Futures After High School

- ▶ Many Latinx youth struggle with **planning for life after graduation**, facing challenges in navigating the transition into adulthood.
- ▶ Financial pressures lead to **uncertainty about whether college is a realistic option.**
 - ▶ One in five Latinx students did not graduate on time.
 - ▶ One in three Latinx students were not enrolled in post-secondary education within one year of graduation.



Latinx Youth - Conclusions & Recommendations

Latinx youth in SCC face interconnected challenges that hinder academic and social success. Economic instability, housing insecurity, food scarcity, and health disparities—such as limited access to prenatal, mental health, and routine care—combine with low kindergarten readiness, poor literacy and math proficiency, and high absenteeism. Addressing these issues requires targeted interventions to improve early learning, healthcare access, and basic needs, while expanding safe spaces and programs to support well-being and postsecondary opportunities.



SCC's Latino Health Assessment calls for urgent action to close gaps in education, health, and basic needs for Latinx youth. Key priorities include creating safe cultural spaces, investing in early learning, expanding healthcare access, addressing housing and food insecurity, and promoting affordable, culturally competent postsecondary education.

KiC endorses these recommendations to emphasize safe spaces and academic improvements in order to ensure holistic well-being and long-term success for Latinx youth and families in SCC.

Latino Health Assessment - Conclusions & Recommendations:

Provide Opportunities for Latino Children and Youth to Succeed:

- ▶ Develop strategies to reduce juvenile justice involvement for vulnerable Latino youth
- ▶ Improve coordination of services for Latino children living with foster families
- ▶ Designate and develop a South County Latino Cultural Community Center as a safe space for youth and local communities. The facility would serve as a resource hub for integrated and accessible social and human services, recreation, and cultural enrichment activities. The Center would be youth-centered, welcoming, conveniently located, and filled with murals and artwork.
- ▶ In partnership with FIRST 5 and educational entities, perform a rapid assessment of all local investments in Early Childhood Education for pre-school-aged Latino children and set performance metrics for future investments. Future investments must focus on understanding and improving kindergarten readiness among Latino boys, with the goal of having at least 40% of Latino children ready for kindergarten by 2030.
- ▶ Improve educational opportunities and skills training for Latino youth.



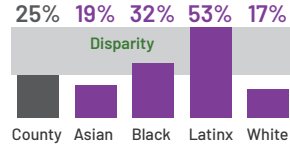
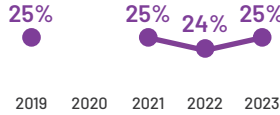
Photo courtesy of Santa Clara County Office of Education.



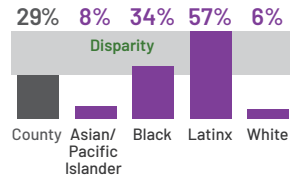
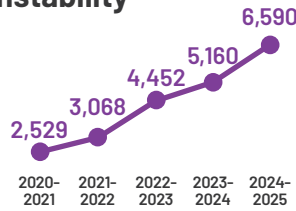
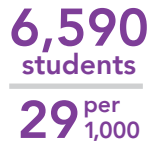
Photo courtesy of NSU-Valley Palms Unidos.

Santa Clara County Data Snapshot

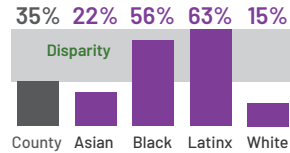
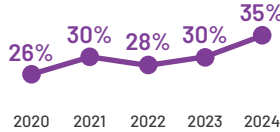
Families Living Below the Real Cost Measure (RCM)



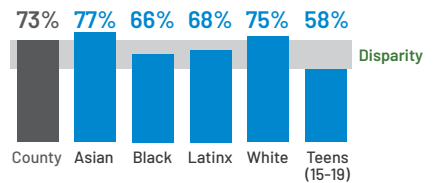
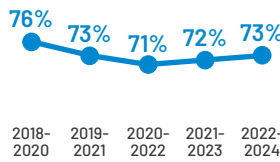
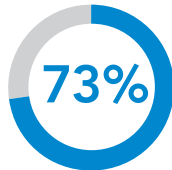
Students Experiencing Housing Instability



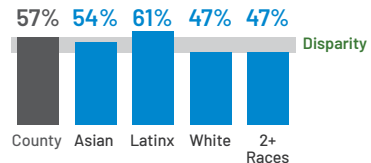
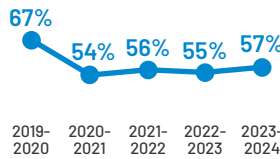
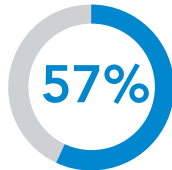
Youth (0-17) At Risk for Food Insecurity (Below 300% FPL)



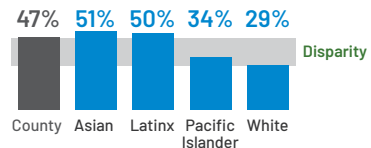
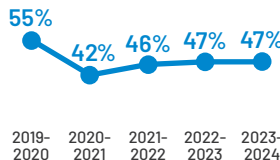
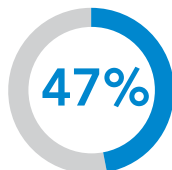
Early and Regular Prenatal Care



Routine Health Check-up in the past 12 Months (ages 0-21)



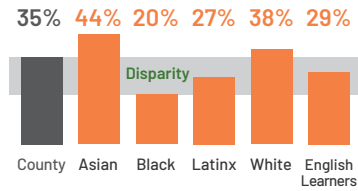
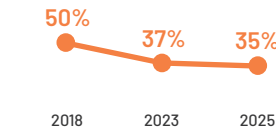
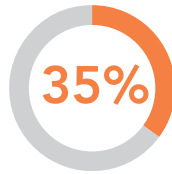
Routine Dental Check-Up in the past 12 Months (ages 3-18)



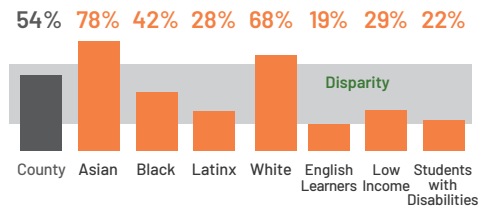
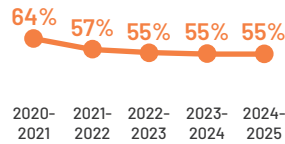
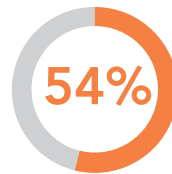
Every Child Safe and Stable

Every Child Healthy

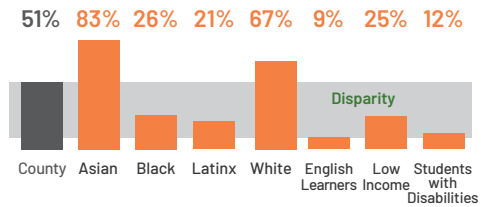
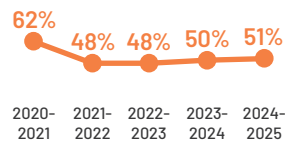
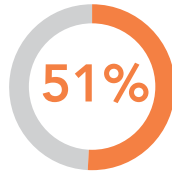
Kindergarten Readiness (% Fully Ready)



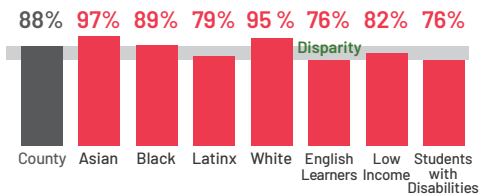
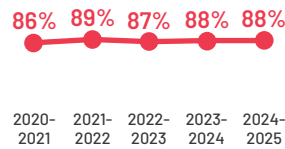
3rd Grade Students Reading At or Above Grade Level



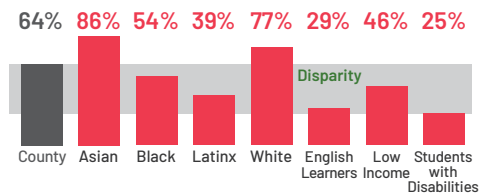
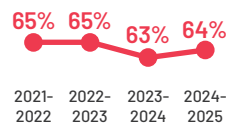
8th Grade Students At or Above Grade Level in Math



High School Graduation within 4 Years



HS Graduates Meeting UC/CSU Requirements



HS Graduates Enrolled in College within 12 Months

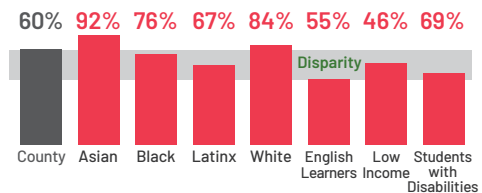
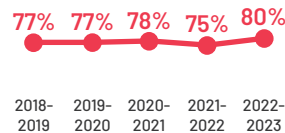




Photo courtesy of Second Harvest of Silicon Valley.



Photo courtesy of San José Public Library.

EVERY CHILD SAFE AND STABLE

Safety and Stability (basic needs being met) are integral to healthy growth and development. Children raised in safe and stable homes are more likely to be healthy, successful in learning, and thriving in life. However, many families face challenges that are out of their immediate control, and that may negatively affect children's development, such as being low-income, having unstable housing, food insecurity, and lack of access to child care. Safety and stability create the foundation for health and education, which together build lifelong skills and prepare youth for a successful transition into adulthood and the workforce.

Relevant Bill of Rights for Children & Young Adults:

Safety | Housing | External Support for Family | Love and Emotional Connections

KiC Policy Priority:

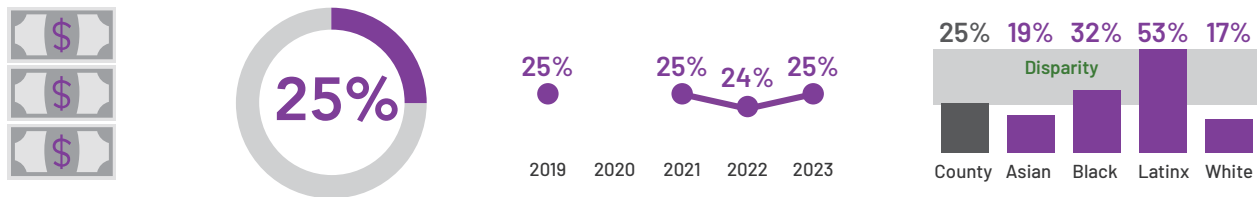
Uplift and support strategies and resources to improve housing stability, food security, and Real Cost Measure for SCC youth and families



Photo courtesy of Santa Clara County Office of Education.

The Real Cost Measure

Families Living Below the Real Cost Measure (RCM)



Source: United Ways of California, Real Cost Measure - Family of Four (two adults, one preschooler, and one school-age child)

The Real Cost Measure (RCM) was developed by United Ways of California to more accurately reflect the true cost of living for families in California, beyond the outdated and insufficient Federal Poverty Level (FPL). RCM is a more realistic measure of what it costs families to live and work. While the FPL uses a formula from the 1960s, based on the cost of food, the RCM accounts for a range of expenses (housing, food, child care, transportation, healthcare, taxes, and miscellaneous expenses).⁴⁴

The 2023 RCM estimate for Santa Clara (\$145,539) was nearly five times the 2023 FPL for a family of four (\$30,000) and 4.5 times the 2025 FPL (\$32,150). With minimum wage jobs yielding only \$34,320 annually in 2025, families face severe financial gaps. Programs like Medi-Cal and CalFresh, which enrolled over 161,000 children and youth in 2024, help bridge this gap by providing essential support for food and healthcare.

Figure 16 – The Real Cost Measure in Santa Clara County (2023) (Family of Four – two adults, one preschooler, and one school-age child)

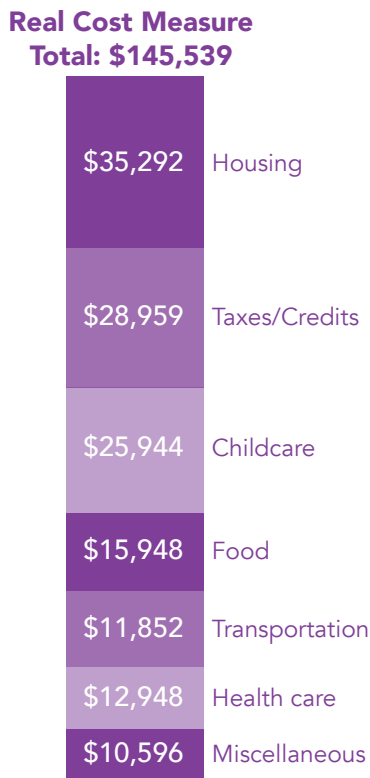
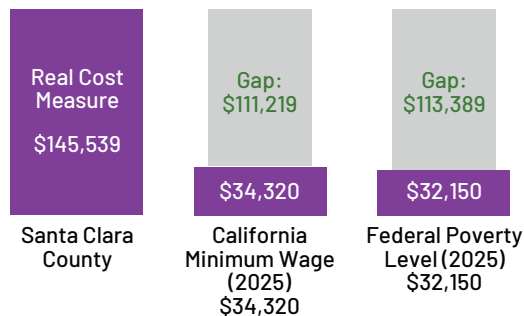


Figure 17 – Affordability Gap in Santa Clara County



Source: United Ways of California Real Cost Measure (RCM) (2023) for family of four, US Dept of Health and Human Services (FPL = Federal Poverty Level for family of four); State of California Department of Industrial Relations



Source: United Ways of California, Real Cost Measure - Family of Four (two adults, one preschooler, and one school-age child)

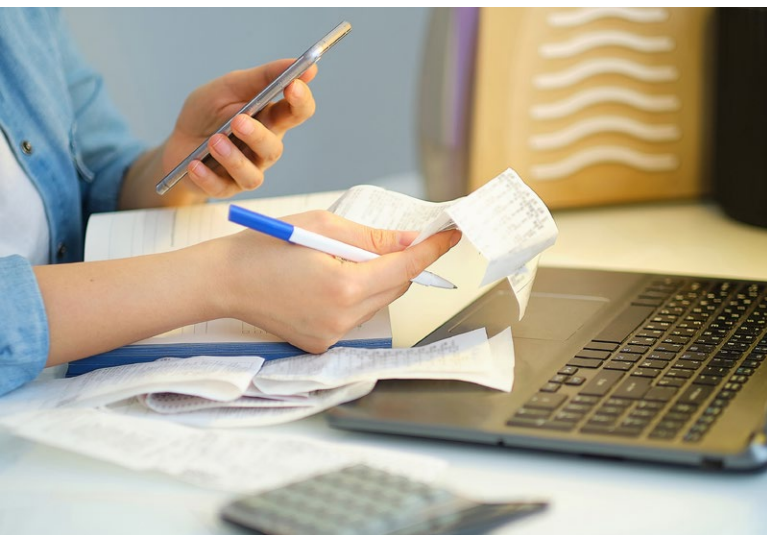
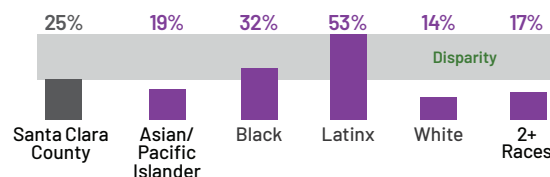
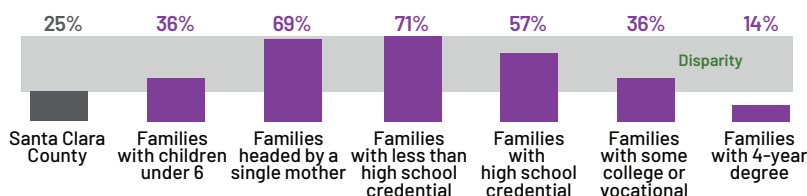


Figure 18 – Santa Clara County Families living below the 2023 Real Cost Measure, by Race/Ethnicity



Source: United Ways of California, Real Cost Measure - Family of Four (two adults, one preschooler, and one school-age child)

Figure 19 – Families living below the 2023 Real Cost Measure, by Family Types



Source: United Ways of California, Real Cost Measure - Family of Four (two adults, one preschooler, and one school-age child)

Poverty Reduction

Public efforts often address the symptoms of poverty, but we must also focus on reducing poverty itself to lessen its effects. When considering a new policy or investment, we can ask three simple questions to redirect our focus from short-term remedies to long-term solutions that attack the root causes of poverty:

- Does this strategy reduce poverty by increasing the family’s income or lowering expenses?
- Will this initiative make people more independent?
- Is this a strategy that places families on a path out of poverty?⁴⁵

Impact of Increased Income

Research shows that even modest income increases significantly improve outcomes for children and families. Studies link higher wages and cash supports to reduced child maltreatment, better educational attainment, and improved long-term employment.⁴⁶ Programs like the Baby’s First Years study demonstrated that monthly cash assistance boosts early brain development, while the expanded Child Tax Credit during COVID reduced food insecurity and improved parental mental health.⁴⁷ These findings underscore the powerful impact of direct financial support and the need for policies that sustain such benefits at the state or federal levels.

Santa Clara County GBI

Guaranteed Basic Income (GBI) programs in Santa Clara County provide unconditional monthly payments to targeted groups, such as former foster youth, homeless families, and low-income older adults, to address racial and economic disparities. A 2023 study found that payments of \$500–\$2,000 could move up to 45,000 households closer to income adequacy, especially when paired with housing and child care support.⁴⁸ Currently, nine local GBI programs serve over 800 households, with early results showing improved living conditions, higher school enrollment, and increased full-time employment among participants.

Disposable Income

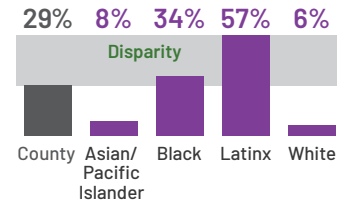
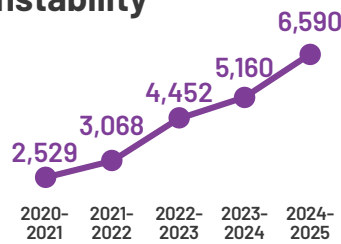
Having disposable income reduces toxic financial stress and gives families the flexibility to meet basic needs and invest in their children’s growth. This includes tutoring, enrichment activities, and summer education programs—critical for preventing learning loss and closing achievement gaps for low-income children.⁴⁹

Housing Stability

Students Experiencing Housing Instability



6,590
students
29 per
1,000



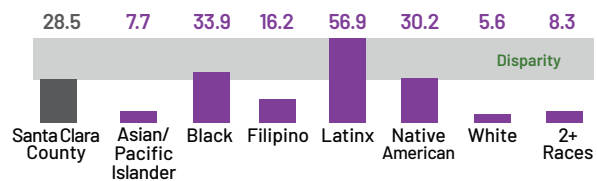
Source: CA Dept of Education, DataQuest Enrollment Data

Experiencing housing instability and homelessness during childhood or young adulthood can lead to lifelong consequences for health and well-being. Children who experience homelessness face significantly higher risks of adverse childhood experiences, poor health, food insecurity, and academic setbacks, with most affected families headed by young single women facing additional challenges like violence and mental health issues. Youth at greater risk for homelessness include:⁵⁰

- Victims of physical, verbal, or sexual abuse at home
- School Suspension Rate
- LGBTQ+ youth
- Former foster youth
- Youth exiting the juvenile justice system
- Pregnant or parenting youth



Figure 20 – Santa Clara County Students Experiencing Housing Instability or Homelessness (SY 2024-25) – Rate per 1,000 Enrolled



Source: CA Dept of Education, DataQuest Enrollment Data. Total Enrollment (231,385), Students with Housing Instability (6,590).

Resources:

211

www.211.org

211 is a free, confidential, comprehensive source of information and service that connects people to local resources and support—including help with housing, food, healthcare, and other essential needs—through trained specialists available 24/7.

Fostering Promise

www.fosteringpromise.org

Fostering Promise is working to prevent homelessness among Bay Area youth exiting foster care—where one in four face this risk—by promoting policies for early housing plans, tailored housing options, long-term mentorship, and staff training to meet their unique needs.

Improving Housing Security

Destination Home

destinationhomesv.org

In 2023, Santa Clara County Supportive Housing System permanently housed nearly 4,500 formerly homeless people (a 29% increase from 2022). Despite this, the number of people becoming homeless for the first time rose by 24% due to rising rent burdens and the end of the pandemic eviction moratorium.⁵¹



The **Destination Home 2020–2025 Community Plan to End Homelessness** served as Santa Clara County’s roadmap for addressing homelessness, informed by over 8,000 community members and grounded in evidence based practices. It focused on three core strategies: addressing root causes through policy change, expanding prevention and housing programs, and improving quality of life for unsheltered residents. The plan set ambitious 2025 targets for housing, prevention, and shelter expansion, which were pursued through 2025.⁵²



Santa Clara County Homelessness Prevention

www.preventhomelessness.org

The Santa Clara County Homelessness Prevention System is a countywide partnership of public agencies, private funders, and nonprofit organizations that helps low-income residents who are at imminent risk of losing their housing remain stably housed through coordinated financial assistance, legal support, and case management services.

McKinney-Vento Act

The McKinney-Vento Act of 1987 protects the educational rights of students experiencing homelessness or housing insecurity, allowing them to remain in their school of origin and access essential services such as meals, preschool, and special education. It also defines homelessness broadly, including temporary living situations, and tracks affected students throughout the school year.



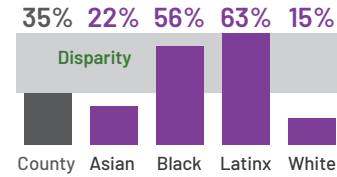
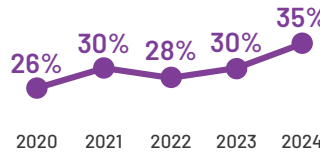
The Heading Home Campaign

<https://headinghomesv.org>

The Heading Home Campaign is a countywide partnership uniting Santa Clara County, local cities, the Housing Authority, Destination: Home, nonprofit agencies, and private-sector partners to end family homelessness. The campaign addresses the needs of roughly 600 families currently experiencing homelessness and another 600 who fall into homelessness each year. Through a coordinated effort focused on Emergency Housing Vouchers, rapid rehousing, homelessness prevention, and affordable housing development, the campaign has made substantial progress. Since launching in 2021, it has helped more than 1,955 families with children secure permanent housing, supported 3,162 families through the Homelessness Prevention System, and expanded family shelter capacity by more than 350 units. Additionally, 812 new supportive and affordable family housing units are open or under construction, with another 815 in the pipeline to open by 2028.⁵³

Food Security

Youth (0-17) At Risk for Food Insecurity (Below 300% FPL)



Source: US Census via IPUMS USA, University of Minnesota (1-year estimates)

Food insecurity and hunger are strongly linked to negative outcomes for children and adolescents, including:⁵⁴

- Increased behavioral, emotional, mental health, and academic challenges
- Higher rates of hyperactivity, absenteeism, and tardiness
- Lower math scores and overall poorer grades
- Greater likelihood of school suspension and difficulty getting along with peers
- Higher chances of repeating a grade, receiving special education services, or needing mental health counseling compared to low-income children who do not experience hunger
- Based on economist estimates of national data, the receipt of free or reduced-price school lunches can reduce obesity rates by at least 17% and poor health by 29%.⁵⁵

The 2025 government shutdown further exacerbated these challenges. According to the Impact Report published by the County of Santa Clara, about **130,000 Santa Clara County residents use CalFresh Food benefits to help pay for groceries, of which 25% are youth and children under 18.**⁵⁶



As a result of the federal government shutdown that began on October 1, 2025, CalFresh Food benefits — also known as Supplemental Nutrition Assistance Program (SNAP) — were delayed in November. Californians use SNAP to buy groceries at participating vendors, which include most grocery and convenience stores, many farmers markets, and select online retailers.

Additionally, the H.R. 1 federal budget bill signed into law on July 4, 2025, included major cuts to Medicaid (also known as Medi-Cal in California) as well as SNAP/CalFresh, putting at risk access to healthcare and food for millions of Americans.

At-Risk for Food Security

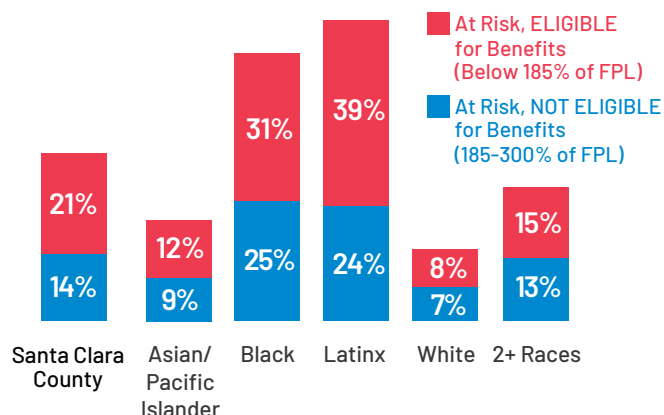
There is no consistent measure of food security, and the Federal Poverty Level (FPL) underestimates need in Santa Clara County due to high living costs. Accurate food security modeling is challenging because government data lags and must integrate safety net program usage (e.g., CalFresh, school meals, WIC) and local resources like Second Harvest, while accounting for housing costs. To better identify at-risk families, the Data Book considers families below 300% of the FPL, which includes families eligible for benefits (below 185%) and families between 185% and 300%, who are vulnerable but ineligible for federal food benefits.



Photo courtesy of Second Harvest of Silicon Valley

Medi-Cal provides healthcare access for about one in four residents in Santa Clara County.⁵⁷

Figure 21 – SCC Children Ages 0-17 At-Risk for Food Insecurity, by Benefits Eligibility (2024)



Source: US Census via IPUMS USA, University of Minnesota (1-year estimates)

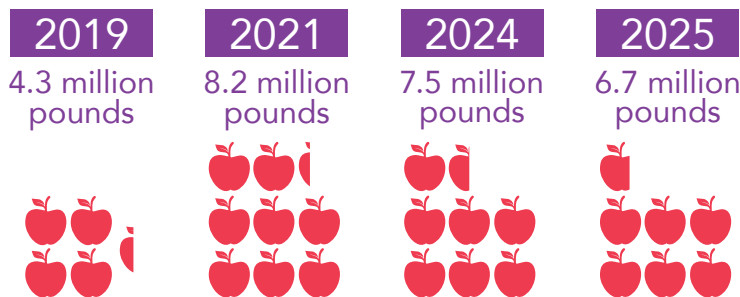


Photo courtesy of Second Harvest of Silicon Valley.

Figure 22 County Demand for Food

On average, 343,000 individuals served monthly in Santa Clara County (FY 25)

Source: Second Harvest Silicon Valley



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

Resources:

SEW Basic Needs Food Security Brief www.kidsincommon.org/food-security

Food Programs for SCC Families:

Second Harvest of Silicon Valley

- Use the Food Locator to find free, nutritious food near you.
- Choose whether you want fresh groceries or ready-to-eat meals and pick days/times that fit your schedule.
- Recipients may also qualify and receive help to apply for CalFresh, but are not required.

Martha’s Kitchen

- Weekly to-go meals on Tuesdays & indoor dining on Wednesdays at 749 Story Road, San José; no prior sign-up required

San Jose Food Not Bombs

- Volunteer-run mutual aid group sharing free, plant-based meals and basic necessities; no prior sign-up required

New Beginnings Family Services

- Weekly fresh groceries for families and individuals Monday, Wednesday, and Friday at 441 Park Ave, San José; no prior sign-up required

CalFresh Food and other public benefits

- Apply for CalFresh Food to help pay for nutritious foods
- Financial assistance to help pay for needs
- Medi-Cal for healthcare coverage for families children, and seniors

Hunger at Home

- Weekly, drive-through food distribution (fresh groceries & prepared meal program) Mondays 9:00 AM to 10:00 AM at 1411 Mabury Rd in San José; no prior sign-up required



Photo courtesy of Santa Clara County Office of Education.

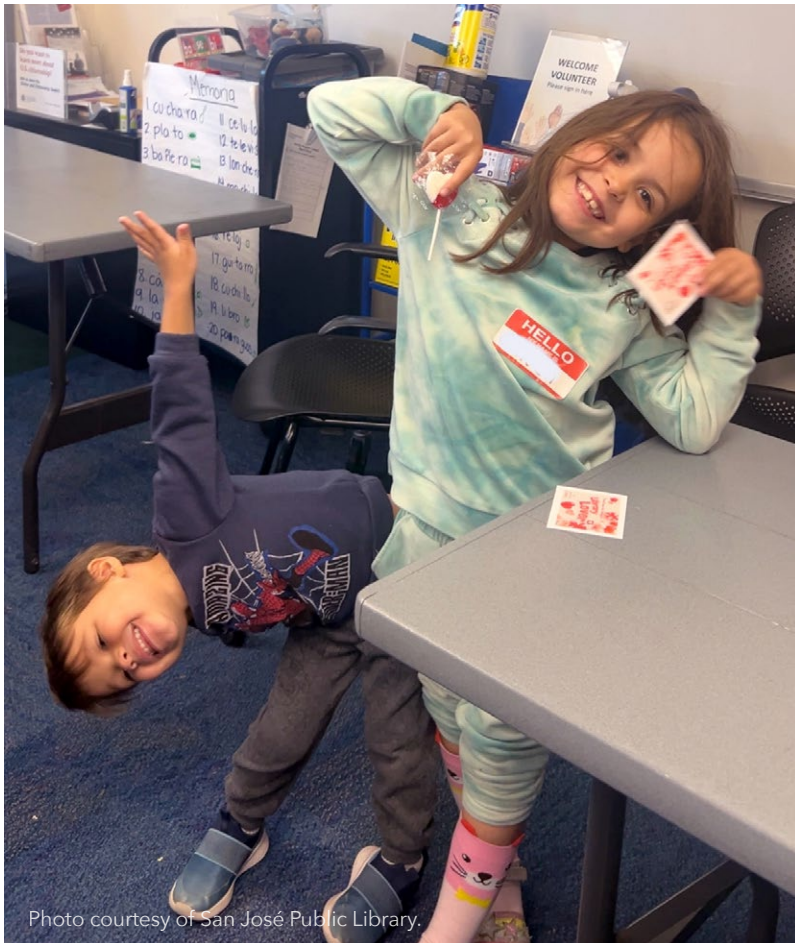
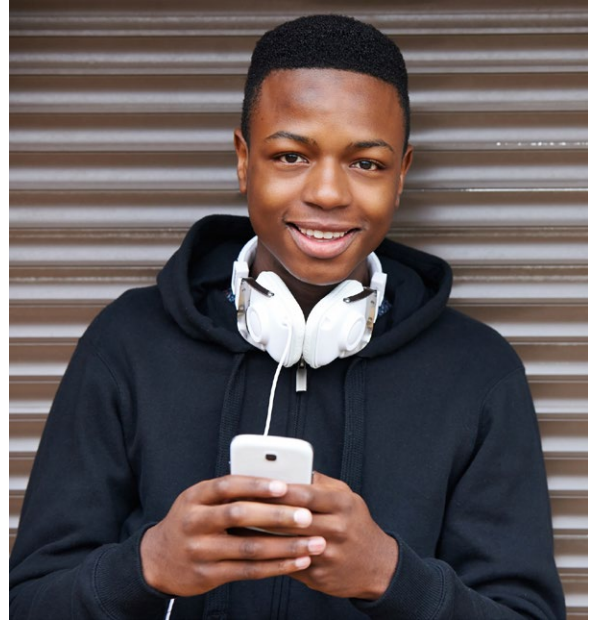


Photo courtesy of San José Public Library.

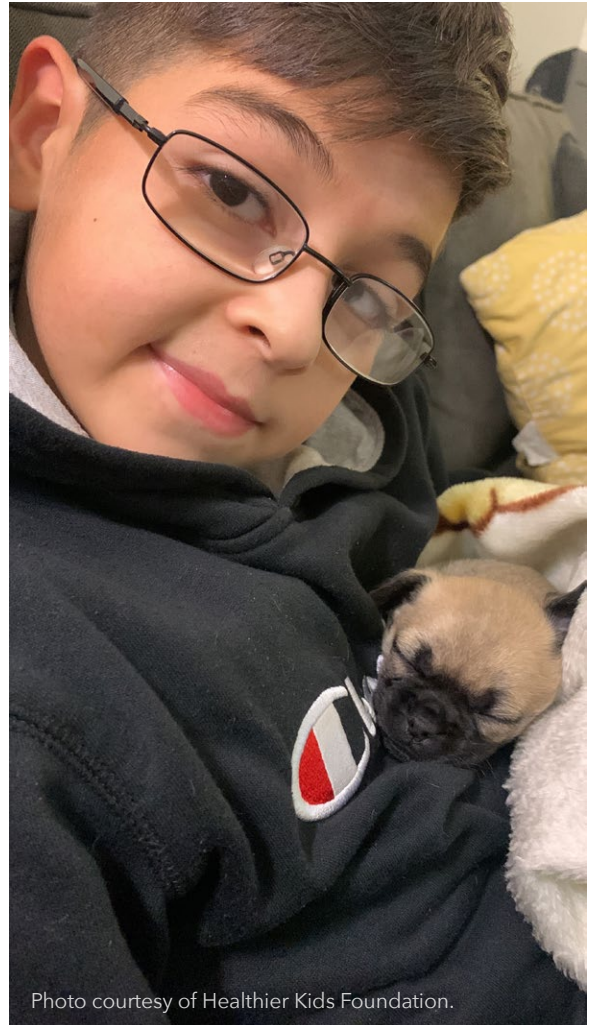


Photo courtesy of Healthier Kids Foundation.

EVERY CHILD HEALTHY

Positive emotional and physical health results in part from having basic needs met and safety and stability ensured, enabling full participation in education and activities that build lifelong skills and prepare youth for adulthood and the workforce. Furthermore, health is influenced by many factors, including genetic makeup, a healthy birth, regular health and dental care, healthy foods, exercise, healthy environments, and connections to others that support social-emotional development.

Relevant Bill of Rights for Children & Young Adults:

Healthcare | Mental Health

KiC Policy Priority:

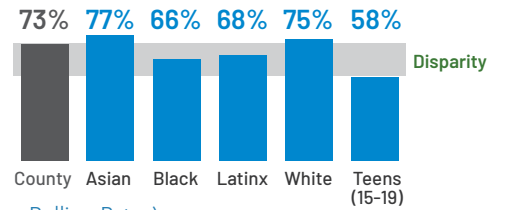
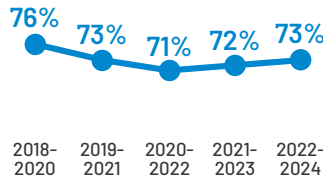
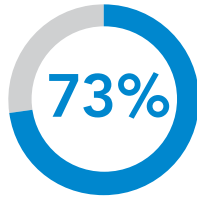
Uplift and support strategies and resources that prevent, identify, and promptly and effectively treat behavioral health challenges and ensure every child has access to adequate physical and social-emotional healthcare.



Photo courtesy of Silicon Valley Community Foundation.

Prenatal Care

Early and Regular Prenatal Care



Source: California Department of Health, California Integrated Vital Records System, Birth Data (3-Year Rolling Rates).

Positive health outcomes for youth and children occur when they have healthy births, normal growth, minimal illness, and adopt habits like exercise, nutritious eating, and good sleep.

Prenatal care is critical for reducing birth complications for both infants and pregnant people. Access to early and regular prenatal care, starting within the first three months of pregnancy:

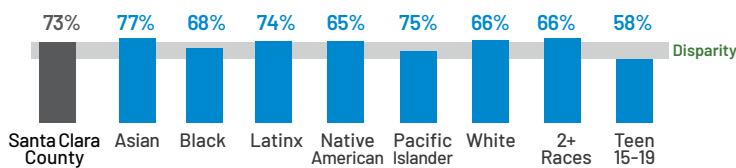
- Supports healthy pregnancies
- Reduces the rate of infant mortality
- Reduces other adverse birth outcomes such as premature birth, low birth weight, and developmental delays

Early prenatal care also helps mothers understand critical health issues related to their pregnancy and detect individual health risks.⁵⁸

Fetal Alcohol Spectrum Disorder

Fetal Alcohol Spectrum Disorders (FASDs) are preventable conditions caused by prenatal alcohol exposure, affecting up to 1 in 20 U.S. children in the first grade.⁵⁹ They range from mild to severe and lead to lifelong behavioral, learning, and physical challenges—often without visible facial features. Common issues include hyperactivity, poor judgment, social difficulties, memory problems, learning disabilities, and speech delays. Early diagnosis, family support, and special education are key to improving outcomes. California’s SB 1016 (2022) now recognizes FASDs in special education, granting affected children access to needed services. Since 2021, Santa Clara County Behavioral Health has promoted awareness, screening, and targeted interventions to support individuals and families.⁶⁰

Figure 23 – Percentage of SCC Mothers Receiving Early and Regular Prenatal Care (2022-2024)

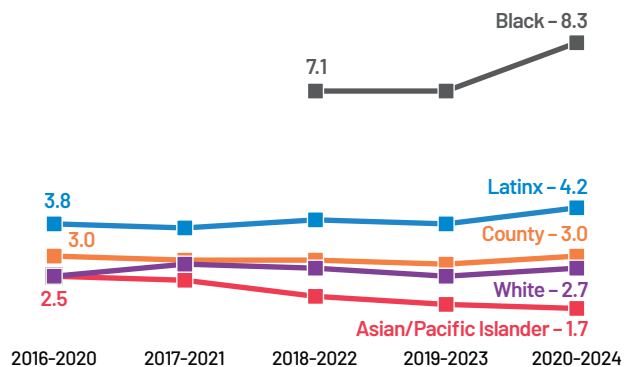


Source: California Department of Health, California Integrated Vital Records System, Birth Data (3-Year Rolling Rates).

Countywide early and regular prenatal care decreased from 2016-18 (78%) to 2022-24 (73%)

The mortality rate for Black infants was nearly 3 times the countywide rate (8.3 per 1,000 compared to 3.0 per 1,000)

Figure 24 – SCC Infant Mortality Rate per 1,000 Births



Source: California Department of Health, California Integrated Vital Records System, 2016-2024 Birth and Death Data.



Resources:

Maternal, Child, and Adolescent Health Program (MCAH)

www.cdph.ca.gov/programs/CFH/DMCAH

MCAH improves access to quality care for pregnant and parenting individuals, children, and youth by reducing systemic barriers. It offers a toll-free resource line and leads initiatives like the Perinatal Mental Health Collaborative and Adolescent Sexual Health Advocates to promote wellness and best practices countywide.

Public Health Nursing Home Visitation Programs

<https://publichealth.santaclaracounty.gov/health-information/child-health-pregnancy-and-parenting/home-nursing-programs>

Public Health Nurse Home Visitation programs—such as Nurse-Family Partnership, CalWORKs, Regional Nursing, and Milestones—provide home visits for pregnant and parenting individuals, infants, and youth. PHNs offer health assessments, developmental screenings, guidance, and education, ensuring families receive appropriate follow-up and connections to services.

The Perinatal Equity Initiative (PEI)

<https://publichealth.santaclaracounty.gov/health-information/child-health-pregnancy-and-parenting/perinatal-equity-initiative-pei>

PEI works to eliminate disparities in Black infant mortality through county-level interventions such as maternal health navigation, interconception care, free doula services, and community outreach, aiming to improve birth outcomes and support Black mothers and families.

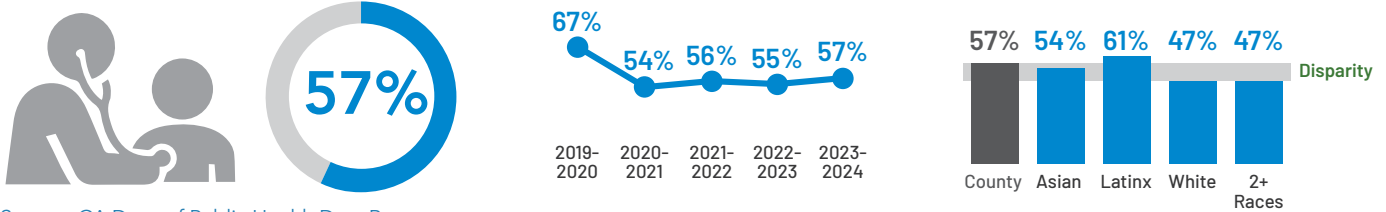
Black Infant Health (BIH)

<https://publichealth.santaclaracounty.gov/programs-and-services/black-infant-health-bih-program>

BIH supports Black women in a culturally affirming environment through group-based education, life planning, case management, home visits, and referrals to promote healthy pregnancies, reduce stress, and build social support.

Pediatric Health

Routine Health Check-up in the past 12 Months (ages 0-21)

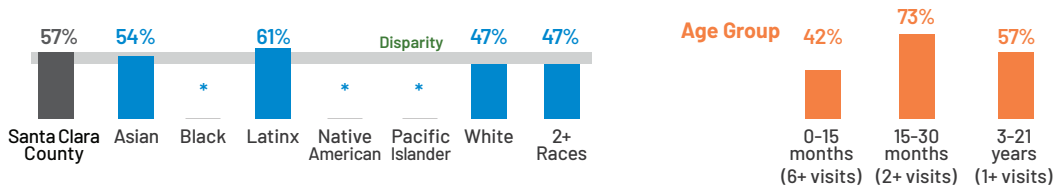


Source: CA Dept of Public Health Data Request

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

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

Figure 25 – Children on Medi-Cal with Routine Health Check-Up(s) in the Past 12 Months



Source: CA Dept of Public Health Data Request. Data suppressed (*) for some groups.

Pediatricians are essential supports for families

According to the 2023 RAPID national survey of families with young children:

- Families had the highest trust in pediatricians for advice
- 84% said pediatricians were an important source of advice and support about their children’s health and emotional well-being.



Pediatricians can influence the likelihood of families enrolling in public assistance

64% of parents were more likely to apply for support if their pediatrician told them they were eligible.

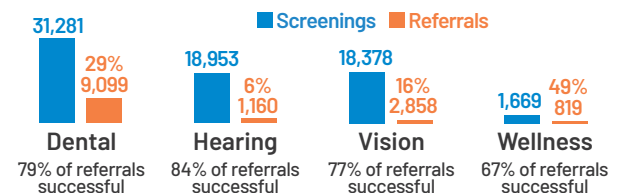
Parents of color were even more likely to be influenced by information provided by pediatricians.

- **67%** of Black Parents
- **69%** of Latinx Parents
- **72%** of other racial/ethnic groups

However, **less than one-third** of parents said they had been asked by their pediatricians about experiences of hardship/access to basic necessities.

Source: Adapted from Stanford University RAPID Survey “Pediatricians are essential supports for families” Fact Sheet

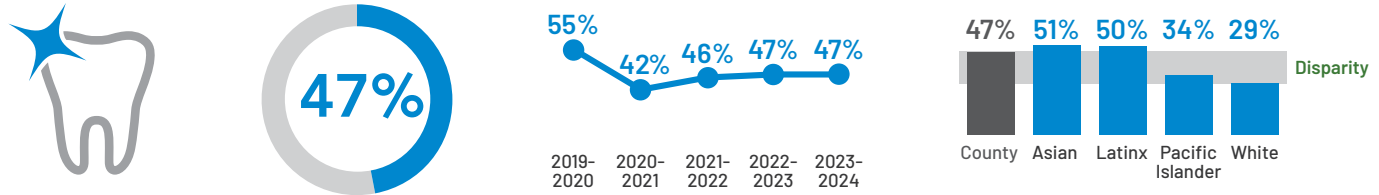
Figure 26 – Screenings and Referrals Made from Healthier Kids Foundation (2024-25)



Source: Healthier Kids Foundation Annual Data Run

Dental Health

Routine Dental Check-Up in the past 12 Months (ages 3-18)



Source: CA Department of Health Care Services - Dental Utilization Measures and Sealant Data by Age Groups.

Good oral health is vital to a child’s life. Poor oral health too often leads to unnecessary pain and suffering, poorer academic outcomes, and poorer overall lifetime health. Tooth decay is the most common chronic infectious disease of childhood, and dental pain interferes with a child’s ability to learn.

Good oral health is also important to the health of pregnant women and may be linked to healthy birth outcomes. Unmet dental, hearing, and vision needs can hinder a child’s ability to learn and thrive. Early screening is a cost-effective way to identify and address these issues before they impact well-being.⁶¹

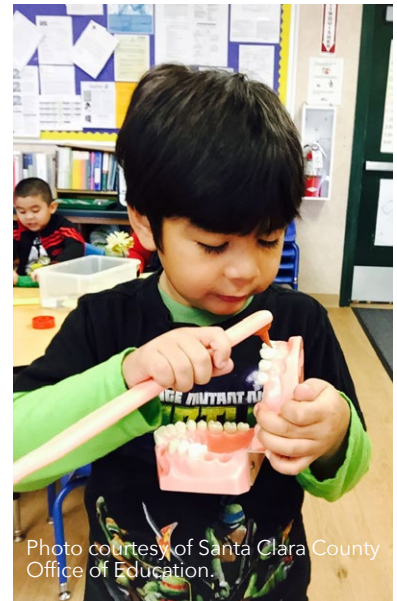
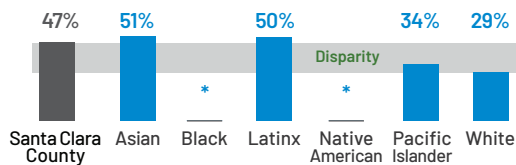


Photo courtesy of Santa Clara County Office of Education.

Figure 27 – Percentage of Children Ages 3-18 Enrolled in Medi-Cal with Routine Dental Check-up in the Previous 12 Months (2023)



Source: CA Department of Health Care Services - Dental Utilization Measures and Sealant Data by Age Groups (2023). Limited to ages 3-18. Data suppressed (*) for some groups.

EVERY CHILD HEALTHY

Access to Health Care in Santa Clara County

Santa Clara County has achieved near-universal health insurance coverage for children—98.5% in 2021—thanks to initiatives like the **Children’s Health Initiative**.⁶² However, families still face significant barriers to care, including provider shortages, low Medi-Cal reimbursement rates, geographic isolation, complex system navigation, and a lack of culturally and linguistically appropriate services. Additional challenges include fear and distrust among undocumented families, mental health stigma, and gaps in care for diverse populations such as LGBTQ+ youth and those in foster care.

Resources:

The Healthier Kids Foundation (HKF)

<https://hkidsf.org/our-programs/#screening>

HKF partners with community organizations, public entities, and schools to provide hearing, vision, and oral health screenings for low-income children, connect families to preventive and intervention services, and assist with enrollment in subsidized health coverage. Children with identified needs are referred to specialty care, with case managers ensuring follow-through.

Santa Clara County Oral Health Program (OHP)

<https://publichealth.santaclaracounty.gov/health-information/oral-health>

OHP advances the Oral Health Strategic Plan by increasing access through school screenings, promoting the Kindergarten Oral Health Assessment, integrating medical and dental care, and expanding workforce capacity. The program builds oral health literacy, reduces barriers through training and outreach, and partners with Healthier Kids Foundation and the Dental Society to provide free school-based screenings for high-need children. OHP also champions community water fluoridation to protect vulnerable populations.

Social-Emotional Health & Well-Being

Social-emotional well-being refers to the ability to effectively communicate, develop, and maintain positive relationships and create a supportive community around oneself. It encompasses the sharing and sustaining of meaningful relationships, which fosters a sense of belonging and importance in social contexts. This holistic approach to well-being emphasizes both social connections and emotional health, contributing to overall life satisfaction and resilience.⁶³

Children who are socially and emotionally healthy have acquired the skills to:⁶⁴

- Identify and understand their own feelings
- Manage strong emotions in a constructive manner
- Care about others and develop positive relationships
- Make good decisions
- Behave ethically and responsibly
- Avoid negative behaviors

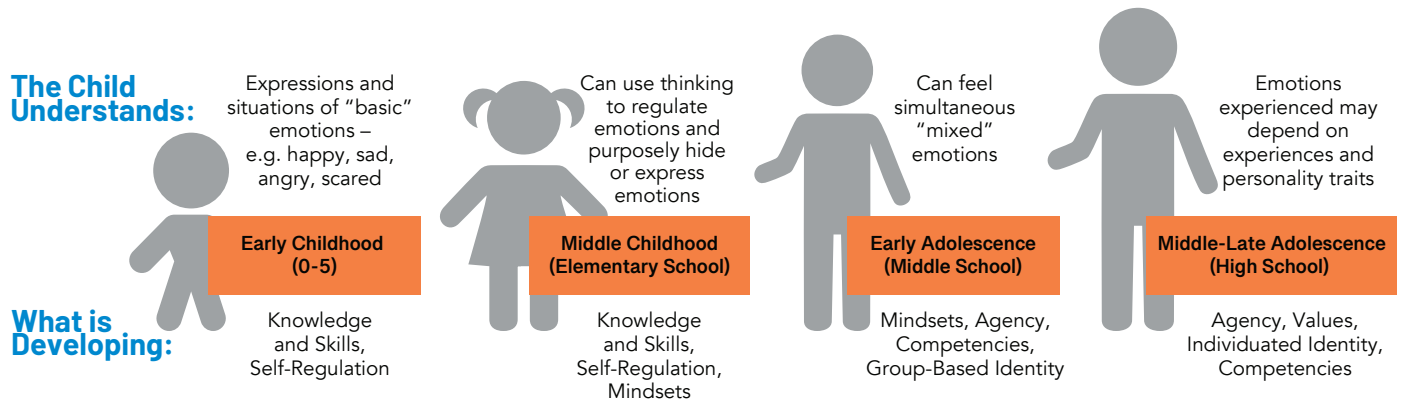


Photo courtesy of San José Public Library.

Social-Emotional Developmental Lens

Social-emotional well-being is developmental, with specific skills coming into being at different ages and stages of life. The figure below shows this development by age range.

Figure 28 – The Development of Social-Emotional Well-being



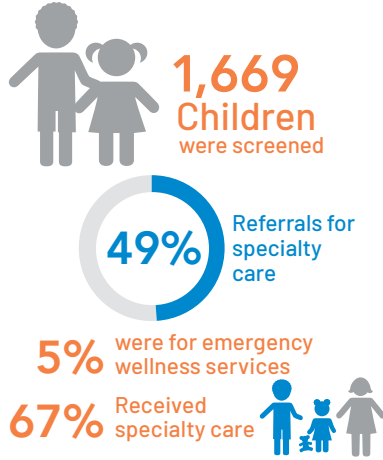
Young children with poor self-regulation or social skills may exhibit disruptive behavior, making teaching harder and leading to less positive feedback from teachers and rejection by peers. This lack of support can cause early disengagement from school and learning, even by kindergarten.⁶⁵

Adolescence is a common time for behavioral health concerns to emerge due to brain development and major social changes. While teens gain higher-order thinking skills, they also face increased worry and sadness alongside academic pressure, peer influence, and identity formation.⁶⁶

My Health First

The Healthier Kids Foundation implemented a behavioral health screening called My Health First for children in schools and child care settings. These universal wellness checks help to identify unmet social and emotional needs.⁶⁷

In FY 2024-25:



The ACEs Aware Initiative

www.acesaware.org

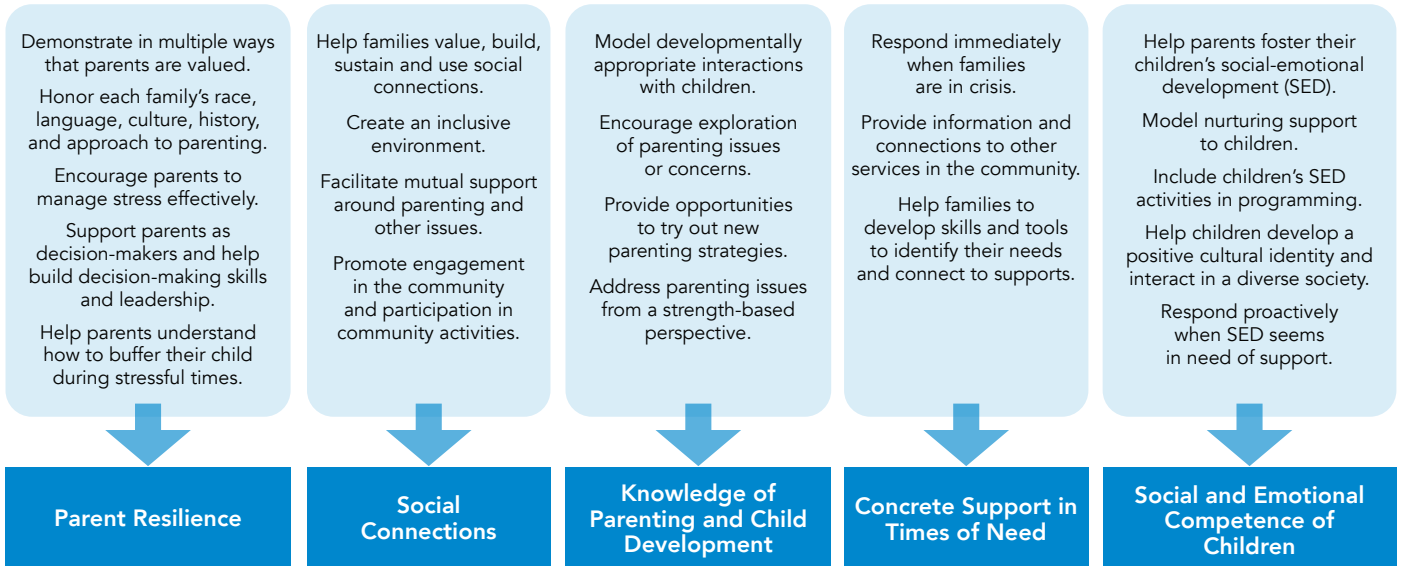
The ACEs Aware Initiative is a statewide effort to screen for Adverse Childhood Experiences (ACEs) and address their long-term impact on health and development by providing free training for clinics, requiring Medi-Cal providers to complete it for reimbursement, and promoting evidence-based strategies like Stress Busters to reduce toxic stress and improve overall well-being.

ACEs Screenings in Santa Clara County (January 2020 through December 2024):

- 22% of Santa Clara County’s Medi-Cal members ages 0-20 were screened for ACEs (46,616/209,768).
- 5% of those screened had an ACEs score of four or more.
- Statewide, 32% of Medi-Cal members ages 0-20 were screened, and nearly 8% had four or more ACEs.

Source: ACEs Aware. (2024). Medi-Cal members ages 0-20 screened with an ACE score of 4 or more. <https://data.acesaware.org/medi-cal-aces-children>

Everyday Actions that Help Build Protective Factors



RESULTS: Strengthened Families, Optimal Child Development, Reduced Likelihood of Child Abuse and Neglect

The U.S. Surgeon General’s 2024 advisory, *Parents Under Pressure*, highlights rising stress among parents and caregivers—33% reported high stress in 2023 versus 20% of other adults. Beyond typical parenting demands, stress is driven by financial strain, increased work hours, concerns about children’s health and safety,

isolation, technology and social media challenges, and cultural pressures to meet parenting standards.⁶⁸ The table above shows everyday actions that child care professionals, teachers, and other professionals who interact with families can take to support them as they navigate the challenges of parenting.⁶⁹

Social-Emotional Well-Being Supports in Schools

Teachers, school administrators, and staff are acutely aware that students' ability to engage in learning is directly related to whether their behavioral health and social-emotional needs are being met. When Social-Emotional Learning (SEL) is incorporated into the classroom and embedded mental health services are offered to students, schools see improved academic performance and attendance, and reduced school disciplinary action, referrals into the justice system, and drop-out rates. Students are more likely to receive behavioral health services when they are provided on a school campus.⁷⁰

California Schools Social-Emotional Behavioral Support Systems⁷¹

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

- Children & Youth Behavioral Health Initiative (CYBHI): a five-year, \$4.7 billion state initiative to transform and reimagine the behavioral health system.
- Statewide Multi-Payer School-Linked Fee Schedule: The Department of Health Care Services created a statewide fee schedule for school-linked mental health and substance use services for students under 25. The Santa Clara County Office of Education (SCCOE) provides technical assistance and billing support to ensure program sustainability.

School Wellness Centers

School Wellness Centers provide social-emotional support through early intervention, direct services, and calming spaces; the Valley Health Foundation has administered funds to 39 schools, including charter schools, across 14 districts to be used for starting a new center, improving services, or building operational infrastructure.⁷²

Community Schools

In Santa Clara County, 57 schools have received grants to become Community Schools. Community schools provide a school improvement strategy that enables schools to work closely with educators, students, and families to understand and address the unique needs, assets, and aspirations of the school community.⁷³ The foundation of community schools includes: integrated student supports, family and community engagement, collaborative leadership, expanded learning time, and opportunities.⁷⁴

The School-Linked Services (SLS) Initiative

Funded by Santa Clara County, MHSA, and school districts, this initiative provides coordinated school-based behavioral health and family engagement programs using a Multi-Tiered System of Support framework to promote prevention and equity. Through these services, schools offer a network of supports that address economic, social, and educational barriers for youth and families.

Prevention and Early Intervention (PEI)

PEI services aim to prevent or address early signs of emotional and behavioral issues in children through parenting strategies, mental health outreach, social skills training, family workshops, and short-term therapy in schools. Specialty mental health services through SLS Behavioral Health provide culturally responsive, trauma-informed care in schools, homes, clinics, and community settings tailored to youth and family needs.⁷⁵

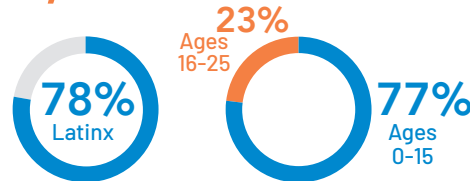


In SY 2024-25, the SLS Family engagement program was in:

27 out of 32 Santa Clara County School Districts



7,422 Students received services



11,906 Referrals received



Source: County of Santa Clara Behavioral Health Services Department. Cultural competency plan update 2024-25.

Developmental Relationships in Santa Clara County Schools

The Developmental Relationships Framework developed by Search Institute identifies five elements and twenty specific actions that strengthen relationships in young people’s lives. Just as trees rely on a system of roots to support and nourish them, young people need developmental relationships to build resilience and to thrive.

With the generous sponsorship of the Santa Clara County Office of Education, in Fall 2024, YMCA Project Cornerstone and Search Institute partnered to conduct a survey in Santa Clara County schools to assess the current state of developmental relationships between

students and educators. A total of 16,435 students in grades 4-12 and 878 educators across 92 schools in nine Santa Clara County districts participated in the survey. The figure below represents the percentage of students who expressed that they “mostly” or “extremely” experienced each of the developmental relationships elements and actions. These findings underscore the importance of adults in creating supportive and challenging environments. For more information go to www.ProjectCornerstone.org.

■ Top 5 Actions – Keep Doing These
■ Bottom 5 Actions – Need to Focus on Improvement

Elements	Actions	Elementary School	Middle School	High School
Express Care Show me that I matter to you.	Be Dependable – Be someone I can trust.	80%	72%	69%
	Encourage – Praise me for my effort and achievements.	76%	69%	67%
	Listen – Really pay attention when we are together.	73%	65%	65%
	Believe in me – Make me feel known and valued.	68%	59%	56%
	Be Warm – Show me you enjoy being with me.	68%	55%	53%
Challenge Growth Push me to keep getting better.	Expect My Best – Expect me to live up to my potential.	90%	89%	85%
	Hold Me Accountable – Insist I take responsibility for my actions.	80%	80%	75%
	Reflect on Failures – Help me learn from my setbacks.	77%	67%	62%
	Stretch – Push me to go further.	63%	62%	63%
Provide Support Help me complete tasks and achieve goals.	Set Boundaries – Put limits in place to keep me on track.	79%	70%	64%
	Navigate – Guide me through hard situations and systems.	79%	70%	64%
	Empower – Build my confidence to take charge of my life.	72%	64%	61%
	Advocate – Stand up for me when I need it.	67%	58%	57%
Share Power Treat me with respect and give me a say.	Respect Me – Take me seriously and treat me fairly.	87%	81%	80%
	Collaborate – Work with me to solve problems and reach goals.	74%	68%	66%
	Include Me – Involve me in decisions that affect me.	61%	55%	54%
	Let Me Lead – Create opportunities for me to take action and lead.	61%	55%	54%
Expand Possibilities Connect me with people and places to broaden my world.	Inspire – Inspire me to see possibilities for my future.	56%	54%	64%
	Broaden Horizons – Introduce me to people who can help me grow.	63%	55%	54%
	Connect – Expose me to new ideas, experiences and places.	55%	53%	56%



Youth Suicide

Nationally, suicide is the second-leading cause of death for children ages 15-19. According to the Santa Clara County (SCC) Public Health Department, between 2019 and 2023, 33 SCC youth under age 18 died by suicide. It was the **third leading cause of death in this age group**.⁷⁶

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

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

Screening, early identification, and access to and receipt of services are critical in preventing and reducing suicide risk. California law, AB 2246, requires public school districts and charter schools serving grades 7-12 to establish suicide prevention policies that address high-risk groups, including LGBTQ+ youth, those who are homeless or in out-of-home settings, youth bereaved by suicide, and youth with mental health problems, disabilities, or substance use disorders.⁷⁷

Crisis and Suicide Prevention Lifeline 24/7

Call 988 (for local area codes)

All others call 800-704-0900 and press 1

Crisis Text Line 24/7

Text RENEW to 741741

Behavioral Health Navigator Support

800-704-0900 Option 4

Resources:

Santa Clara County's Suicide Prevention in Schools

<https://bhsd.santaclaracounty.gov/get-prevention-services/suicide-prevention-and-crisis/suicide-prevention-in-schools>

Santa Clara County's Suicide Prevention in Schools program helps K–12 districts meet state requirements by providing training and technical assistance on suicide prevention, crisis response, and student mental health. Launched in 2018, it uses a multi-tiered, culturally responsive approach—including the free *Be Sensitive, Be Brave* training—to support school staff, students, and caregivers.

Kids in Common Social-Emotional Well-Being Initiative

www.kidsincommon.org/sew

Kids in Common's Social-Emotional Well-Being (SEW) Initiative is a structured, data-driven, action plan focused on addressing the youth mental health crisis through three pillars: Addressing Basic Needs, Cultivating Caring Communities, and Family & Community Education. It implements and refines strategies that support children's and families' social-emotional well-being across Santa Clara County.

InPlay

www.inplay.org/scc_activity_guide

The Santa Clara County Activity Guide provides year-round listings of after-school and summer programs, including free options, scholarships, and programs for children with special needs or non-native English speakers. Sponsored by the County and the Office of Education, the guide promotes out-of-school time learning with a focus on improving access for children and youth from under-resourced families and is managed by InPlay, a nonprofit helping youth discover their interests.

Project Cornerstone

www.projectcornerstone.org

Project Cornerstone, a YMCA of Silicon Valley initiative, helps youth thrive by fostering supportive environments through programs that build social-emotional skills, positive relationships, and leadership. Its services include bilingual parent engagement, SEL curriculum, leadership workshops, staff training, and resources to create caring school communities.



Photo courtesy of Santa Clara County Office of Education.

The HEARD Alliance

www.heardalliance.org/help-toolkit

The HEARD alliance (Health Care Alliance in Response to Adolescent Depression and related conditions) convenes resources for promoting well-being, treating depression and related conditions, and preventing suicide in youth and young adults. In addition to providing community resources on mental health, it created a K-12 Toolkit to support the development of school suicide prevention and well-being promotion policies,

drawn on evidence-based national and state youth suicide prevention guidelines.

Brightlife Kids

www.hellobrightline.com/brightlifekids

Brightlife Kids provides personalized support for California families. Kids ages 0–12 get free, expert coaching for sleep issues, worry, social skills, and more. Live, 1:1 video sessions, secure chat, on-demand content, and more.

California Family Guide

www.wested.org/resource/calwellfamilyguide

Family Guide to Supporting Young People’s Mental Health and Well-being Information, Tips and Resources.

CalHOPE

www.calhope.org

CalHOPE provides digital mental health support for youth, young adults, and families. This groundbreaking new program provides free, safe, and confidential mental health support for young people and families across the state with two easy-to-use mobile apps.

Soluna Digital

solunaapp.com

Soluna Digital is a groundbreaking new program providing free, safe, and confidential mental health support for young people ages 13-25 and families across the state with two easy-to-use mobile apps.

Youth Wellness Centers⁷⁸

Research shows that drop-in youth centers help young people access services across systems while offering space for activities, learning, and social connection.⁷⁸ In partnership with Stanford’s Center for Youth Mental Health and Wellbeing and Alum Rock Counseling Center, Santa Clara County has invested in two centers designed to meet the holistic needs of youth.

allcove

www.allcove.org/centers/palo-alto

allcove Palo Alto is a youth mental health center co-designed with young people to reduce stigma, promote wellness, and provide culturally responsive, low-cost services for ages 12–25. It offers mental and physical health care, education and employment support, substance use cessation, peer and family support, and community activities in a welcoming space.

The Downtown Youth Wellness Center (DYWC)

<https://bhsd.santaclaracounty.gov/downtown-youth-wellness-center>

The County of Santa Clara’s DYWC supports youth ages 12–25 with peer mentoring, resource navigation, social and educational activities, and employment support, with a strong focus on mental health and reducing stigma. It offers an inclusive, flexible space for connection, learning, and access to peer and clinical support.

EVERY CHILD SUCCESSFUL IN LEARNING

Children are successful in learning when they have their basic needs met to ensure their safety and stability, are in good physical and mental health, and are therefore able to participate fully in their education and activities that build lifelong skills to prepare them for adulthood and the workforce, and ensure they are on track developmentally. The skills that children need to grow into successful students – including the capacity for reasoning, problem-solving, and self-regulation – are largely developed from birth through third grade. They must have educational opportunities that develop fundamental language, literacy, cognitive, and social-emotional skills that are critical for lifelong learning and success.

Relevant Bill of Rights for Children & Young Adults

Education | Modern Needs | Life Skills

KiC Policy Priority

Ensure access to early childhood services, expand extended learning programs that support social-emotional well-being and key academic milestones, and promote transparency and evidence-based alternatives to school suspensions.

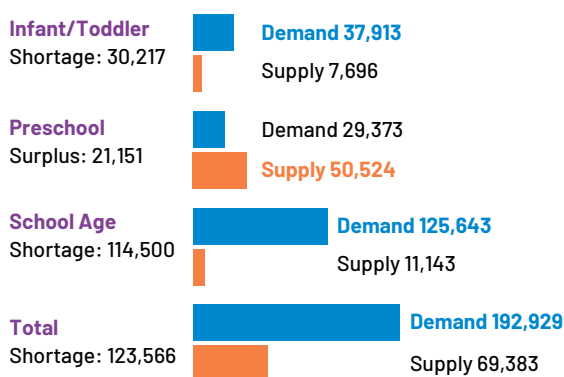
Early Care and Education

Emotional, social, and behavioral competence strongly predicts academic success and even future employment. School readiness includes motor skills, self-regulation, social expression, and early academics, helping children achieve milestones like third-grade reading proficiency. Readiness also involves schools and families being prepared to support learning.

High-quality early childhood education (ECE) promotes school readiness, brain development, and long-term benefits for children, families, and communities—especially for those from low-income backgrounds. California’s mixed-delivery ECE system includes schools, child care centers, family child care homes, and informal care, with varying levels of public subsidy and licensing.

Figure 29 – Early Care and Education Child Care Characteristics

In Santa Clara County, there is currently a shortage of child care for infants, toddlers, and school-age children.



Total # Licensees (Individuals)	3,833
Total # Licensed Sites	1,970
Number of Family Child Care Homes (FCCs)	1,336
Number of Child Care Centers	634



Serve children with disabilities



Serve in a language other than English

Source: Santa Clara County 2023 Child Care Needs Assessment (Updated March 2025); Santa Clara County Office of Education Data Request (September 2025).

The Economics of Early Childhood Care and Education

Early childhood educators—mostly women and women of color—perform essential work yet remain among the lowest-paid professions, earning a median of \$13.67/hour for child care and \$17.66/hour for preschool teaching. In California, 12% live at or below the poverty level, and nearly half rely on public assistance. Low wages lead to financial insecurity, high turnover, and staffing shortages, harming children’s development. Improving pay and working conditions supports both educators and the children they serve.⁷⁹



High child care costs and enrollment gaps for lower-income families highlight the urgent need for better pay, affordable care, and equitable access to early education:



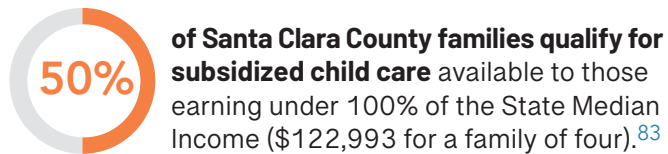
In 2023 in Santa Clara County, the median weekly cost of care was:⁸¹

	Licensed Center	Family Child Care Home
Infant Care (< 2 years)	\$589	\$413
Toddler Care (2-4 year olds)	\$482	\$386
School Age (5+ years)	\$419	\$338

Access to Child Care

Full implementation of Universal Pre-Kindergarten that includes full-day, year-round care could help thousands of families achieve financial stability.⁸²

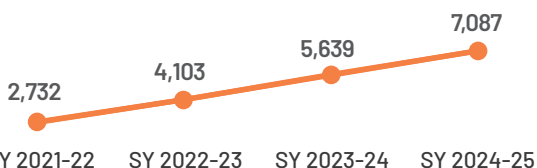
Transitional Kindergarten (TK) is vital for “gap” families who earn too much for subsidies but can’t afford care. By expanding access to affordable early education, California can help thousands of families achieve greater financial stability and educational equity.



The 2025-26 fee structure relative to income remains capped at 1% of income and waives fees for families under 75% SMI.⁸⁴

- Eligibility of an extension for full-day and part-day preschool to income-eligible two-year-olds through July 1, 2027⁸⁵

Figure 30 – Participation in Transitional Kindergarten (TK)



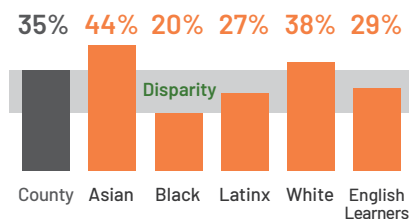
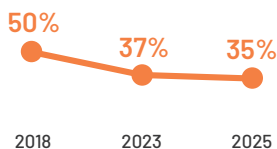
Source: CA Dept of Education, DataQuest Enrollment Data.



Photos this page courtesy of Santa Clara County Office of Education.

Kindergarten Readiness

Kindergarten Readiness (% Fully Ready)

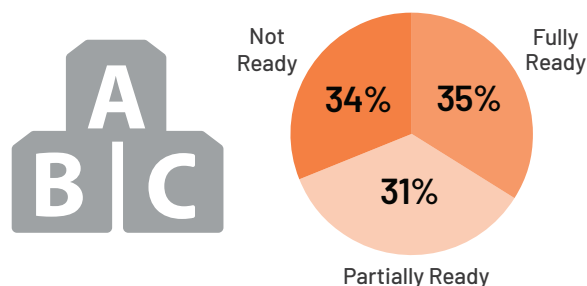


Source: Kindergarten Observation Form. Data analyzed by Applied Survey Research.

Importance of Kindergarten Readiness

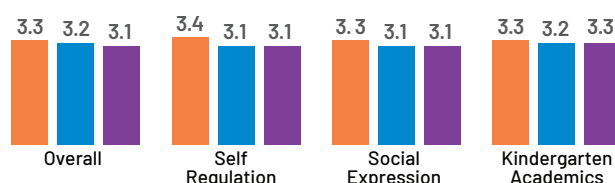
Emotional, social, and behavioral skills are foundational to Kindergarten Readiness, predicting later academic success and even long-term employment. High-quality early childhood education supports this readiness by strengthening self-regulation, social expression, motor skills, and early academics, yet shortages of affordable child care and low wages for early educators can limit access to these benefits. Strengthening the early learning workforce, expanding affordable care, and improving mental-health supports in preschool settings help ensure more children enter kindergarten ready to learn and thrive.

Figure 31 – Percentage of Children Ready for Kindergarten (2025)



Source: Kindergarten Observation Form. Data analyzed by Applied Survey Research. N = 705.

Figure 32 – Santa Clara County Average Kindergarten Readiness Scores, by Domain



Source: Kindergarten Observation Form. Data analyzed by Applied Survey Research. 2025. Average scores overall and by domain range from 1 to 4.

Figure 33 – Factors Associated with School Readiness in Santa Clara County (2025)



Source: Applied Survey Research Santa Clara County School Readiness Fall Assessment Findings 2025. Predictors significantly associated with readiness ($p < .05$ level) in order of strength



AB2806

The Child Care and Developmental Services Act was signed into law in September 2022. Aiming to end suspensions and expulsions in state preschool and child care programs, this bill enhances early childhood mental health consultation (ECMHC) to provide essential support to teachers, children, and families. This initiative promotes positive mental health, mitigates the effects of toxic stress and trauma, and fosters optimal development and learning for every child.⁸⁶

County Action toward Early Learning

Santa Clara County and FIRST 5 invested \$10 million, including \$5 million from ARPA, in **three early learning workforce initiatives**. One, the “earn and learn” apprenticeship program, has engaged 82 participants with support from community partners and local colleges. COVID-19 forced over 160 child care providers in Santa Clara County to close, limiting access to quality care. To address this, the County launched a \$15 million **Childcare Expansion Grant Program** using federal relief funds to help providers open, reopen, or expand, covering facility, staffing, and operational costs.⁸⁷

Universal Pre-Kindergarten (UPK)

UPK is an expansion of California’s current mixed delivery system to meet the diverse early learning and care needs of children and families. It encompasses all existing state and federal early learning, child care, and extended learning programs, including transitional kindergarten (TK), state preschool, general child care (CCTR), Extended Learning Opportunities Program (ELO-P), Head Start, After School Education and Safety (ASES), Alternative Payment (AP), and private pay child care. Most notably, the age eligibility for TK and the expanded eligibility criteria for California State Preschool have enabled more families to access care that was previously unattainable.

Resources:

First 5

[first5kids.org](https://www.first5kids.org)

FIRST 5 Santa Clara County champions the healthy development of children from prenatal to age five by supporting families, caregivers, and communities. Through initiatives like “Stronger Systems, Stronger Families,” professional development for child care providers, and child health programs, FIRST 5 works to remove barriers to basic needs and promote equity and inclusion.

QUALITY MATTERS . . . A STRONG START for Kids

www.qualitymatterscc.org

QUALITY MATTERS, Santa Clara County’s QRIS, helps early educators improve care through resources and training. Co-led by FIRST 5 and the County Office of Education, it supports 142 centers, 564 family child care homes, and 80 license-exempt providers serving 7,500+ children.

SCC Resource & Referral Program

www.childcarescc.org

Santa Clara County’s Resource and Referral Program helps families explore early learning options, access child care cost assistance, and find providers via multilingual staff or the Child care Portal.

San José Public Library’s FNN

www.sjpl.org/ffn-caregiver-support-network

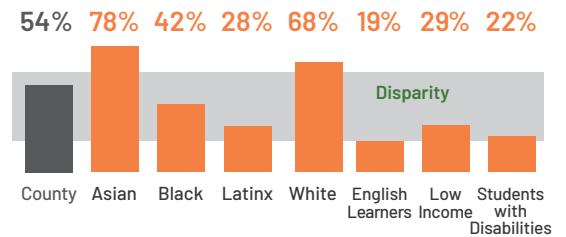
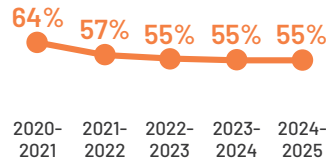
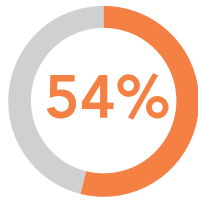
San José Public Library’s Family, Friend, & Neighbor (FFN) Caregiver Support Network offers caregivers learning and workforce opportunities, peer support, and resources, empowering them to guide early childhood development and strengthen the economy.



Photo courtesy of San José Public Library.

Third Grade English Language Arts Standard

3rd Grade Students Reading At or Above Grade Level



Source: CA Dept. of Education, DataQuest, California Assessment of Student Performance and Progress (CAASPP)

The Importance of Third Grade English Language Arts

Significant impacts on a child’s language and vocabulary development happen when parents and caregivers talk, sing, and read to them. When infants and toddlers hear and use language – whether it’s English or the language spoken at home – their brains form the connections necessary for learning how to read.⁸⁸ Children who are school-ready are more likely to be reading proficiently by the end of third grade.⁸⁹ Students reading at grade level in third grade are more likely to achieve academic success later on, and children should demonstrate reading comprehension and be able to read unfamiliar words by the end of third grade.⁹⁰

Dyslexia

Dyslexia, a common language-based learning disability affecting up to 15–20% of people, can be addressed with proper teaching methods. Starting in 2025–26, California will require K–2 universal screening for dyslexia and reading difficulties, enabling early intervention to close academic gaps.⁹¹

Multiple Language Learners

In 1998, **Proposition 227** relegated English learners to English-only immersion programs. The Center for Research on Education found these programs to be less effective than teaching students in their first language over a longer period.⁹² Instruction in the first language produces higher levels of achievement and offers long-term cognitive benefits, including improved memory and abstract reasoning skills. Proposition 227 was repealed in 2016, and since then, school districts have been revitalizing their bilingual education programs.

Access to Extended Learning Time

Poverty limits access to extended learning like tutoring and summer programs, which are crucial for preventing learning loss.⁹³ While school-year learning rates are similar across income levels, a lack of summer opportunities for low-income children drives the achievement gap. The initiative San José Learns works to ensure students most in need have access to extended learning opportunities.

Best Practice Tutoring Strategies

Key to the success of all these approaches is to focus on a sustained, coordinated effort with support from school leaders and a structured process for managing the logistics of implementation.^{94, 95}

- **At least three 30-minute sessions** during the school day, with educators or well-trained tutors using a high-quality, evidence-based curriculum
- **Working with students one-on-one** or in small groups
- **Targeting students based on academic need** instead of requiring parents to opt in for services
- **Utilizing data and progress monitoring**, particularly when schools are working with outside providers
- **Bite-sized tutoring in the early grades** (5-10 minutes at a time) to boost early reading skills

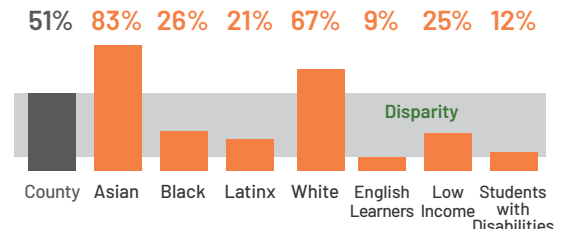
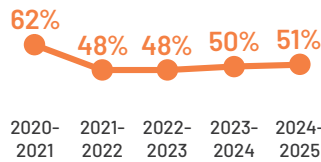
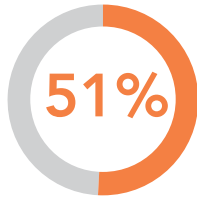
State Seal of Biliteracy

www.sccoe.org/sclis/resources

There is a growing belief that bilingualism—developing proficiency in English as well as a non-English language—provides economic, educational, and health benefits. California has instituted the State Seal of Biliteracy for high school graduates who have attained proficiency in speaking, reading, and writing one or more languages other than English.⁹⁶

Eighth Grade Math Standard

8th Grade Students At or Above Grade Level in Math



Source: CA Dept. of Education, DataQuest, California Assessment of Student Performance and Progress (CAASPP)

The Importance of Eighth Grade Mathematics

Math is the fundamental language of science, engineering, technology, medicine, biology, and even construction. The skills necessary to grasp math are essential for effective problem-solving, fostering logical thinking, critical reasoning, and analytical sharpness—abilities crucial for success in nearly every profession. Engaging in math enables students to dissect complex situations and arrange them into coherent, logical frameworks. Early math skills begin in childhood and strongly predict success in math, reading, and language through later grades. Daily routines and play build math concepts alongside social-emotional and language skills, fostering overall school readiness. Students who succeed in math during eighth and ninth grades are more likely to graduate from high school.⁹⁷

California Mathematics Framework

Adopted in July 2023, California’s Mathematics Framework provides research-based guidance to improve math teaching and learning from early grades through calculus.⁹⁸ It promotes inquiry-based instruction, real-world connections, and equity, ensuring all students see themselves as capable mathematicians. Key elements include integrating “Big Ideas” across grade levels, supporting multilingual learners, updating pathways (algebra in eighth grade with flexibility), and incorporating data science throughout instruction. The framework aims to foster deep understanding and a love of math, preparing students for STEM careers and success in a complex world.



Photo courtesy of San José Public Library.

EVERY CHILD SUCCESSFUL IN LEARNING

Resources:

Bay Area Tutoring Association

www.bayareatutoring.org

Bay Area Tutoring Association provides tutoring support to youth throughout Santa Clara County.

Mentor-Tutor Connection

www.mentortutorconnection.org

Mentor-Tutor Connection supports the education and social-emotional needs of students in Mountain View and Los Altos.

Chronic Absenteeism

The Importance of Improving School Attendance

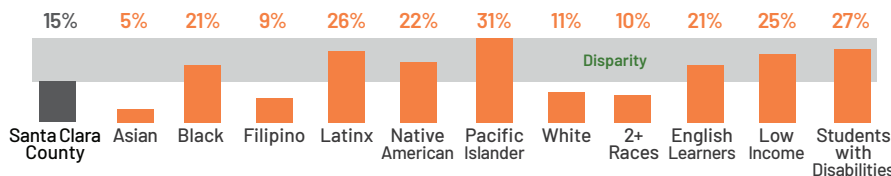
School attendance starting in the early grades plays a significant role in student success. A child who is absent more than 10% of the time—considered chronically absent—is less likely to be on target for reading and math skill development.

Chronic absenteeism, beginning as early as kindergarten and first grade, can lead to a child being unable to read at grade level in third grade, to lower achievement in middle school, and to be more likely to drop out of high school. Regardless of the reason—excused, unexcused, or due to suspension—absence affects a student’s learning, underscoring the need for structures that both remove barriers to attendance and support students when health-related absences occur.

Students facing challenges such as housing insecurity, parenting, mental health issues, or disabilities require coordinated support from schools, communities, and government agencies to ensure stability and attendance. Addressing chronic absenteeism calls for strategies that engage families, build early warning systems, and provide targeted interventions like home visits, mentoring, tutoring, and youth engagement.

In communities impacted by immigration enforcement, clear protocols and trusting relationships can reduce fear and promote consistent attendance. Long-term success depends on strategic planning and sustained investment to reconnect students and support academic achievement.⁹⁹

Figure 34 – Santa Clara County Chronic Absenteeism Rates



Source: CA Dept. of Education, DataQuest, Absenteeism Data



Chronic absenteeism stems from barriers like illness, family or housing instability, transportation issues, and limited access to services or technology. It’s also driven by negative school experiences, anxiety, lack of support or engagement, and weak connections to adults at school. Misconceptions—such as believing sporadic or excused absences don’t matter—further contribute to the issue.

Attendance Works. (2025). *What’s working to reduce chronic absenteeism?* <https://www.attendanceworks.org>

Positive Greetings at the Door

A 2018 study of middle school students found that when teachers greeted students individually by name at the classroom door, using a handshake or nod, academic engagement increased by 20% and disruptive behavior decreased by 9%.¹⁰⁰ This strategy fosters a sense of belonging, and while a direct link to absenteeism has not been established, this greeting— taking about five minutes of classroom time— provides the teacher with an opportunity to connect, remind students of behavioral expectations, guide them to an activity as they settle in, and support reconnections with students who may have struggled the previous day.

Resources:

Attendance Playbook – Smart Strategies for Reducing Student Absenteeism Post Pandemic

www.future-ed.org/attendance-playbook

This initiative promotes a whole-child approach to education by integrating academics, health, and social services, while emphasizing family engagement, culturally relevant curriculum, restorative discipline, and extended learning opportunities. Additional supports include attendance incentives, positive recess, healthy school environments, safe transportation, and practical resources like laundry facilities to remove barriers to student success.

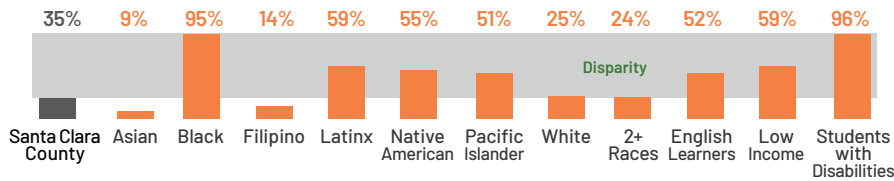
Kids in Common: SEW Workgroup, Greetings at Every Door

Interested in participating in joining our movement to implement this in classrooms and organizations across Santa Clara? Visit www.kidsincommon.org/greetings.

School Suspensions

The rise in suspensions in SY 2022-23 likely reflects pandemic-related impacts on social-emotional well-being. Schools can reverse this trend by analyzing suspension data and adopting evidence-based alternatives like social-emotional learning, restorative practices, and Positive Behavioral Interventions and Supports (PBIS) to create safe, caring environments.¹⁰¹

Figure 35 – Suspension rate per 1,000 Students (SY 2024-25)



Source: CA Dept. of Education, DataQuest, School Suspensions



The Importance of Decreasing the School Suspension Rate

Often, the behavior that leads to a school suspension indicates an underlying issue that, if left unaddressed, will persist. Even a single suspension triples the likelihood of a student’s involvement with the juvenile justice system within the school year. Nearly 70% of youth who are excluded from school are arrested. Students who are suspended or expelled face a higher risk of repeating a grade or dropping out of school.¹⁰²

A 2022 study shows suspensions harm attendance and success for all students, especially when discipline feels unfair; black students are particularly affected when they perceive racial bias, and restorative practices help by reducing conflict, fostering community, and promoting accountability and relationship-building.¹⁰³ Students with disabilities are suspended despite having Individual Education Plans (IEPs) designed to address



learning and behavioral challenges; federal law requires a “manifest determination” to assess if the behavior is disability-related and to create an intervention plan.¹⁰⁴

EVERY CHILD SUCCESSFUL IN LEARNING

Resources:

National Alliance on Mental Illness (NAMI)

namisantaclara.org/resources-2/child/#res5

NAMI in Santa Clara County offers parents of youth and young adults school and education-based services, including information on how to advocate if their child in special education is facing suspension or expulsion.

Resources to Improve Student Education (RISE) Court

santaclara.courts.ca.gov/divisions/collaborative-courts

RISE Court is a collaborative truancy court of the District Attorney’s Office and County Court that annually connects families to resources such as behavioral health services, parenting programs, housing, car repair assistance, employment support, and more, in efforts to address severe school attendance or truancy issues. Its success has inspired adoption in other California counties.

EVERY CHILD THRIVING IN LIFE

Safety and stability provide the foundation for health, which enables full participation in education; strong educational experiences build essential skills for lifelong learning, and together these elements prepare youth for a successful transition into adulthood and the workforce. Youth transition successfully into adulthood when they graduate from high school, ready for employment and post-secondary education. For all children and youth to succeed in life, it is essential to provide effective services and supports for those facing the greatest challenges and barriers, ensuring they graduate on time with experiences and training that will connect them to employment and self-sufficiency.

Relevant Bill of Rights for Children & Young Adults

**Support & Guidance | Personal Development
Voice | Choice | Job Opportunities**

KiC Policy Priority

Support systems that identify and assist struggling students, provide pathways for non-graduates, remove financial barriers to post-secondary education, and support youth in transitioning to the workforce through career pathways leading to jobs with sustainable, livable wages.

We have a critical interest in helping EVERY student graduate from high school or obtain their secondary credential. To support young people who may struggle in school, we must collaborate and focus on their success in learning.

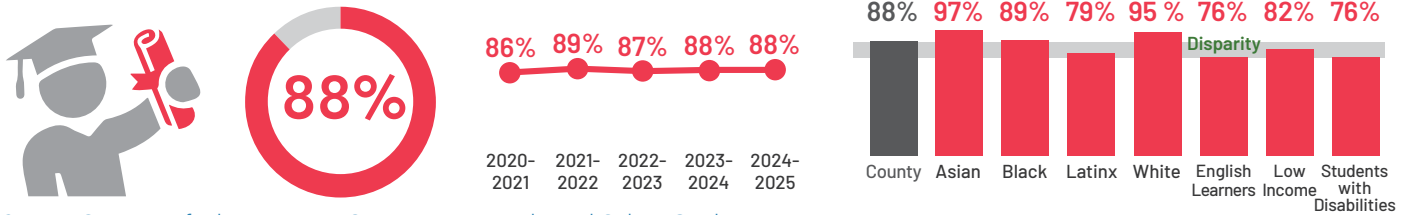


Photo courtesy of San José Public Library.



High School Graduation

High School Graduation within 4 Years



Source: CA Dept. of Education, DataQuest, Four-Year Adjusted Cohort Graduation Rate

A secondary credential, such as a high school diploma, is vital for a young adult’s success in life. Students who graduate from high school are more likely to earn higher incomes, enjoy better health, and have a lower risk of living in poverty.

Early and frequent messaging, along with activities that reinforce a future-oriented culture, identity, and behaviors, is a key part of narrowing the opportunity gap and promoting lifelong agency, as well as future-ready skills and traits. Adults can foster youths’ college and career dreams as early as elementary school, and counseling and planning support should start in middle school, continuing through the transition to high school.

Helping more students reach graduation day will also benefit society. A 1% increase in graduation rates in Santa Clara County could result in an additional \$950,000 in federal tax revenue, \$54.9 million savings on healthcare, and an extra \$5 million in earnings that support the local economy.¹⁰⁵

Early Warning Signs and Systems

Student disengagement and dropout risk develop gradually and can often be identified as early as elementary school. Early warning signs include:¹⁰⁶

- Absent for more than 10% of the time (chronic absenteeism)
- Not reading at grade-level in third grade
- A suspension or an “F” in middle school

These and other early warning signs should serve as a call to action to assist that student in getting back on track by:¹⁰⁷

- Having an adult at school make a meaningful connection with the student
- Addressing the social service, social-emotional, and out-of-school needs of the student
- Ensuring the student receives additional academic support, such as tutoring, summer programs, or after school learning opportunities

Early warning systems that track attendance, behavior, and course performance enable schools to identify at-risk students sooner and intervene more effectively, especially when paired with multi-tiered, culturally responsive supports that strengthen prevention, crisis response, and student outcomes.¹⁰⁸ With appropriate academic and social supports, most students can get back on track for academic success, high school graduation, and transitioning to postsecondary education. Schools require the resources to identify students with learning challenges and to provide the necessary support for their success.

Foundations for Young Adult Success

Agency, purpose, and hope are essential for young people’s success. Resilience grows through strong relationships with caring adults who recognize their needs and strengths. The University of Chicago’s Foundations for Young Adult Success framework highlights three key factors: agency to shape life choices, competencies to adapt, and a cohesive identity.¹⁰⁹ These develop through experiences that build knowledge and skills, mindset, and values. Adults play a critical role in fostering these components, especially amid systemic barriers like poverty and racism. Preparing youth for success requires supportive relationships and professional training that emphasizes the impact of meaningful adult interactions.



Graduates of the Opportunity Youth Academy

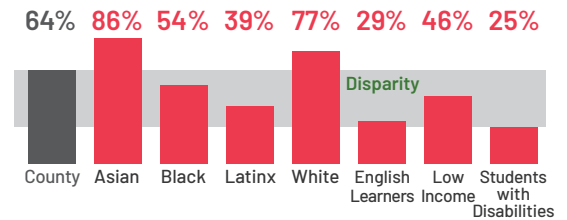
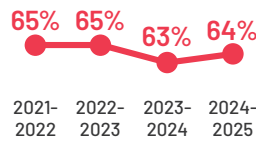
Photo courtesy of Santa Clara County Office of Education.

UC/CSU A-G Requirements

HS Graduates Meeting UC/CSU Requirements

A
B
C
G

D
E
F



Source: CA Dept. of Education, DataQuest, Four-Year Adjusted Cohort Graduation Rate.

It is also essential to ensure students are completing the necessary coursework that will help them successfully apply for and thrive in the postsecondary pathways they choose.

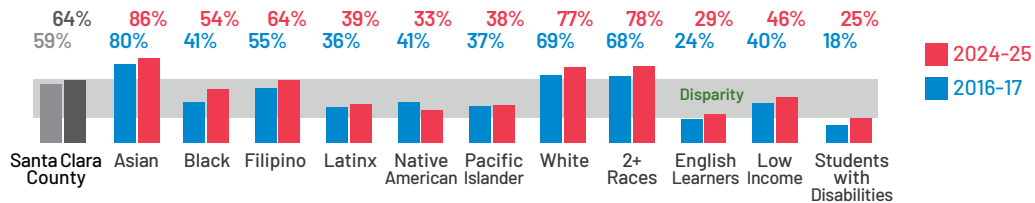
In the state of California, the A–G requirements are a series of high school courses students must complete to be eligible for admission to the University of California (UC) and California State University (CSU) systems. To count, each course must be UC-approved, and students must earn a C or better in each. They are grouped into seven subject areas:¹¹⁰



UC/CSU
Requirements

- A** – History/Social Science
- B** – English
- C** – Mathematics
- D** – Laboratory Science
- E** – Language Other Than English
- F** – Visual and Performing Arts
- G** – College-Preparatory Elective

Figure 36 – Santa Clara County Graduates Meeting UC/CSU Requirements (A-G Requirements) (SY 2016-17 compared to SY 2024-25)



Source: CA Dept. of Education, DataQuest, Four-Year Adjusted Cohort Graduation Rate

Resources:

Santa Clara County Reengagement Programs

(for a high school/secondary certificate)

www.kidsincommon.org/highschoolreengagementprograms

Santa Clara County students who left high school without a credential have several options available to them to receive a secondary credential. Some of these programs have flexibility, in-person or online options, and/or support employment or postsecondary opportunities.

Opportunity Youth Academy (OYA)

www.sccoe.org/oya

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

San José Conservation Corps and Charter School

www.sjcccs.org

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

SiaTech at Job Corps Center

www.siatechschoools.org/san-jose-job-corps

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

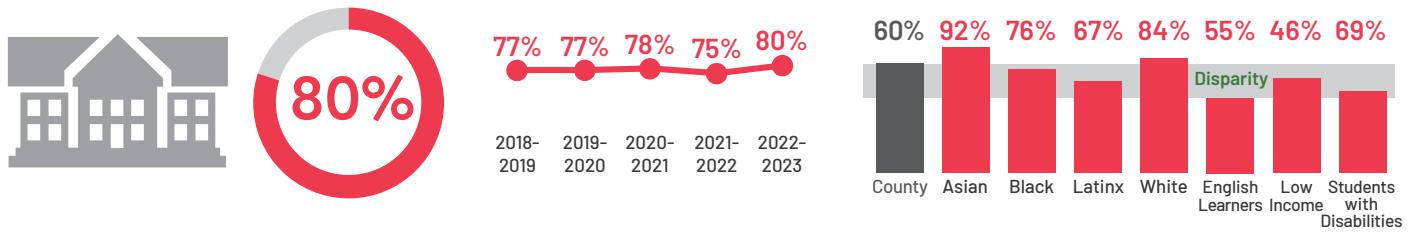
Escuela Popular

www.escuelapopular.org

Escuela Popular provides intensive English Language Development so that students can meet their goal of graduating bilingual and biliterate.

College Going Rates

HS Graduates Enrolled in College within 12 Months

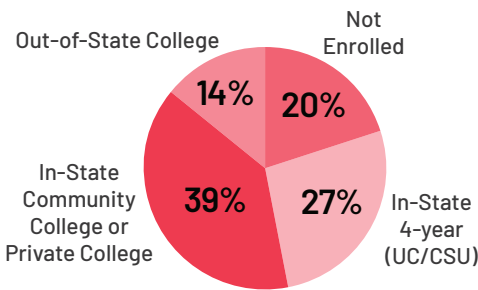


Source: CA Dept. of Education, DataQuest, College Going Rates.

Note: This data does not reflect other postsecondary opportunities, such as trades and apprenticeship programs.

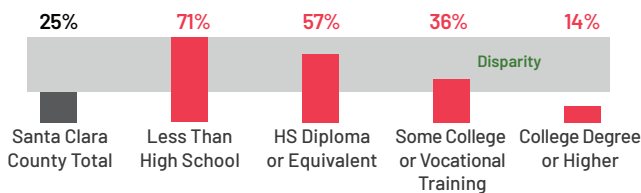
Postsecondary education, whether it involves vocational training programs, apprenticeships, or two- or four-year college and university programs, increases the likelihood of achieving an income above the Real Cost Measure.

Figure 37 – Enrollment in Postsecondary Education within 12 Months of Graduation, by Institution Type (All High School Completers, SY 2022-23)



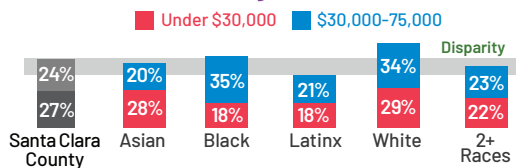
Source: CA Dept. of Education, DataQuest, Postsecondary Enrollment

Figure 38 – Percentage of SCC Adults Living Below the Real Cost Measure, by Education Level (2023)



Source: United Ways of California, Real Cost Measure

Figure 39 – Santa Clara Youth Under Age 25 Median Income and % Earning Less than \$75,000 (Federal Poverty Level \$31,200)



Source: US Census American Community Survey 2024 1-Year Estimates (B19049 and B19037). Note: Percentages based on available categories as closest match to 2024 Federal Poverty Level (\$31,200) and Median Income (\$71,489). Interpret with caution due to large margins of error.

Dual Enrollment

Dual Enrollment has shown promise and garnered significant investment from the State of California, allowing students to earn high school and college credit simultaneously, and decreasing the time students take to complete a college degree, which saves tuition costs.¹¹¹ Research shows that low-income children who have as little as \$500 in a college savings account are three times more likely to attend college compared to those who do not have one.¹¹²



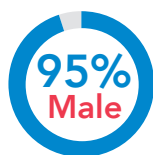
EVERY CHILD THRIVING IN LIFE

Postsecondary Engagement

In 2024, U.S. workers with a bachelor's degree earned about 60% more per week than those with only a high school diploma.¹¹³ Steps to achieve this include:¹¹⁴

- **Connecting the Ecosystem of Programs and Supports:** Develop educational options for students furthest from opportunity, incorporating WIOA Title I Youth Services elements such as tutoring, paid and unpaid work experience, education concurrent with workforce preparation, supportive and follow-up services, mentoring, and leadership development.
- **Build an Earn & Learn Pathway System:** Linking private and public investments to increase the total number of available placements and develop a continuum of opportunities.
- **Connect School and Work:** Link reengagement schools, work experience, and on-the-job training resources to ensure the most vulnerable youth, who often have adult responsibilities, can participate in school and work in a coherent and connected manner.

Youth Registered for Apprenticeships in 2026: **1,036** active registrations (Ages 16-24)



Electrical



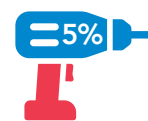
Laborer



Carpentry



Roofing



Drywall/
Lather

Source: California Apprenticeship Registration Dashboard, 1-Year Reporting Period (accessed January 26, 2026).

Resources:

College and Career Month

www.sccoe.org/cte

Sponsored by the Santa Clara County Office of Education, College and Career Month occurs each October, encouraging schools to host activities and provide resources that build college and career culture (many resources are available year-round).

East Side Education Foundation

www.eastside-fund.org

The East Side Education Foundation is a San José-based nonprofit that supports students in the East Side Union High School District by expanding college access through programs like the Spartan East Side Promise and scholarships.

Spartan East Side Promise

www.sjsu.edu/soar/spartaneastsidepromise

Established in 2016, the Spartan East Side Promise (SESP) partners San José State University with East Side Union High School District and local organizations to create clear admission pathways and share academic success resources.

Silicon Valley Education Foundation (SVEF)

www.sveffoundation.org

The SVEF is a San José-based nonprofit that advocates for and delivers equitable STEM education, creating programs and resources that help underserved students prepare for college and careers. Its mission is to

deliver and advocate for equitable STEM education that inspires and prepares students for future success.

CalKids

www.calkids.org

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

Intern & Earn program for CalWORKs

https://stgenssa.sccgov.org/debs/program_handbooks/calworks/assets/52EmpServReferrals/InternEarnProgram.htm

Intern & Earn is available to CalWORKs youth ages 16-18. Intern & Earn includes year-round life skills and career development workshops designed to address workforce and higher education needs and provide exposure to basic life skills. Eligible youth may also participate in a paid internship funded by the Subsidized Employment Program for CalWORKs. Paid positions include up to 30 hours of work each week for up to eight weeks, at a pre-approved hourly rate.



Photos courtesy of Metropolitan Education District (MetroED)



Step Up Savings

www.excitecu.org/personal/save-spend/savings/step-up-savings

Excite Credit Union offers the Step Up Savings program to help families begin a college savings account. Excite makes an initial \$50 deposit, matches up to \$25 in deposits annually, and offers a higher interest rate on balances up to \$2,500. Accounts are available to eligible children living in the East Side Alliance footprint or receiving services from various nonprofit organizations.

College In My Future (CIMF)

www.excitefoundation.org/childrens-savings

CIMF was launched in partnership with Excite Foundation, East Side

Education Foundation, and Franklin-McKinley School District in 2021. Students who enroll receive an opening \$50 deposit and can earn deposit matches and other incentives in the future.

Fresh Lifelines for Youth (FLY)

www.flyprogram.org

(FLY) is a nonprofit organization that partners with youth impacted by the justice system to unlock their potential, disrupt the pipeline to prison, and advance justice through legal education, mentoring, leadership development, and advocacy.

Partners

The following pages highlight the work of three partners of Kids in Common who were involved in the foundational creation of the Children's Data Book.



County of
Santa Clara



Healthier Kids
Foundation



Santa Clara County
Office of Education



For 25 years, we've helped children in Santa Clara County access insurance, screenings, and the care they need. Looking ahead, Healthier Kids Foundation remains committed to knowing our community personally and meeting every family where they are.

The Healthier Kids Foundation believes that every child deserves equitable access to quality healthcare. Every day, the organization works alongside families and caregivers to identify and eliminate health barriers, ensuring that children receive the support they need to thrive. By providing proactive and positive interventions, children are empowered to reach their full potential and navigate life with confidence.

Their commitment to health equity drives their mission to increase access to high-quality care and build a strong, supportive ecosystem around each child and their family. They strive to ensure that every child in Santa Clara County receives the comprehensive care they need – not just for today, but for a lifetime of health and learning.

Healthier Kids Foundation is committed to supporting the whole child through prevention and intervention,



Photos courtesy of Healthier Kids Foundation.

ensuring that every child has the opportunity to thrive. Their efforts focus on three key areas: Health Screenings, Care Coordination, and Education – addressing both immediate health needs and long-term well-being.

Health Screenings

Identifying Needs Early

Healthier Kids Foundation provides physical health screenings (dental, vision, and hearing) and universal emotional wellness checks to students throughout Santa Clara County's public schools. By identifying unmet health needs early, children facing barriers are connected to primary care with the necessary interventions – helping them stay healthy and ready to learn.

Programs

include **VisionFirst**, **HearingFirst**, **DentalFirst**, and **MyHealthFirst**



Care Coordination

Ensuring Long-Term Care

For children identified with unmet health needs, the Healthier Kids Foundation's Care Coordination team provides follow-up services through CalAIMs programs, including Community Health Workers (CHW) and Enhanced Care Management (ECM). The goal is to secure sustainable medical and dental homes for every child while fostering positive relationships with healthcare providers.

Programs

include **AppointmentFirst** and **COPE**



Education

Empowering Healthier Futures

Healthier Kids Foundation offers tailored health education workshops for both children and parents, covering essential topics such as nutrition, healthy habits, and oral hygiene. By equipping families with the knowledge and tools for a healthy lifestyle, Healthier Kids Foundation promotes lifelong well-being and disease prevention. Through these initiatives, Healthier Kids Foundation is breaking down barriers to healthcare access and empowering children and families with the resources they need to thrive. Working together, Healthier Kids Foundation and families can create a healthier future for every child.

Programs

include **SmileFirst** and **10 Steps**

Every Student. Every Community. Every Day.

Through shared commitment and coordinated action, the Santa Clara County Office of Education (SCCOE) works to ensure that every student is seen, supported, and inspired, and that all agencies collaborate to create the conditions for young people to succeed. As a regional service agency, SCCOE provides instructional, business, and technology support to the 31 school districts in Santa Clara County, guided by its three strategic goals of Cradle to Career, Community Partnership, and the Whole Child. Recognizing that academic success and disparities are shaped by complex factors, SCCOE advances learning opportunities from cradle to career while supporting the physical, mental, and behavioral well being of children through strong partnerships with families, schools, and the broader community.



Photo courtesy of Santa Clara County Office of Education.

Educator Preparation Program

The Educator Preparation Program (EPP) prepares educators and education leaders through high quality professional learning, credentialing, and career pathway opportunities. It equips teachers, administrators, and support staff with practical tools and resources to lead, advocate, and serve effectively in diverse educational settings. The program also supports school based mental health and wellness career pathways and early learning apprenticeship programs to meet workforce needs across California.

Multi-Tiered Systems of Support (MTSS)

MTSS is a comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS helps districts and schools create needed systematic change through the design and redesign of services and supports to quickly meet the needs of all students.

Positive Behavior Interventions and Supports (PBIS)

SCCOE supports schools and districts in implementing Positive Behavioral Interventions and Supports (PBIS) to create safe and supportive learning environments for all students. Through professional development, coaching, and technical assistance, SCCOE helps educators implement proactive strategies that promote positive behavior, social emotional well-being, and improved student outcomes.

Universal Design for Learning (UDL)

Universal Design for Learning (UDL) is an evidence based approach to teaching and learning that creates flexible, accessible learning environments where all students can succeed. Grounded in neuroscience and the principles of universal design, UDL shifts the focus from student deficits to the design of learning experiences by providing multiple ways for students to engage, understand content, and demonstrate learning. Through UDL, educators remove barriers and ensure all learners can participate in meaningful, challenging instruction.

Empowering Educators, Transforming Literacy

SCCOE recognizes that strong literacy skills are foundational to academic success and lifelong learning. Through evidence based professional learning, coaching, and technical assistance, SCCOE builds educator capacity in effective literacy instruction and supports local education agencies in developing and implementing data informed literacy improvement plans. By investing in educators, SCCOE helps ensure all students develop the reading and comprehension skills needed to succeed in school and beyond.

Strong Start of Santa Clara County

Strong Start Is a coalition of community leaders, individuals and organizations working to ensure that all children ages 0 to 8 in Santa Clara County have access to high quality early care and education (ECE) opportunities. It does this by providing public education on the importance of ECE and the need for additional resources to support universal access, and by leveraging the support of coalition members. Strong Start meets monthly.

Student Wellness

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



County of Santa Clara

The County of Santa Clara prioritizes the needs of the most vulnerable communities on behalf of the well-being and life success of all children and youth.

The Office of Children and Families Policy (OCFP)

aims to amplify the most critical needs of children and families in Santa Clara County and to provide data and evidence-based recommendations for sound policies, programs, and systems coordination. Our work is grounded in equity and the goal of ensuring the well-being of children and their families so that every child can be successful.



OCFP is guided by three core objectives: policy development and analysis, strategic issues and initiatives, and collaboration and partnerships. OCFP collaborates across County departments and in partnership with families, cities, schools and community-based organizations to pursue impactful change that addresses the critical needs of vulnerable children, youth and families in our community.

Policy Development and Analysis

County of Santa Clara Children’s Budget. Budgets serve as statements of values, reflecting the investments and priorities of a community. Beginning in November 2019, the County of Santa Clara developed a Children’s Budget to highlight its investments in programs and resources that directly benefit children, youth, and families. The 2025-2026 Children’s Budget presents the financial data and program descriptions of the vast array of services offered, many of which are delivered in collaboration with community partners. In FY 2025-26, the County will spend approximately \$1.33 billion on programs serving children, youth, and families. The funding comes from state, federal, and other sources. This year’s Children’s Budget highlights programs from the Environmental Health Branch Programs within the Public Health Department and also features the Probation Department’s Juvenile Probation Services Division Institutions Services Division. It should be noted that the Children’s Budget only includes programs funded by the County and does not include programs funded by school districts, cities, or FIRST 5. For more information on the Children’s Budget, visit: <https://files.santaclaracounty.gov/exjcpb1271/2025-12/childrensbudget2025web.pdf>



Photo courtesy of County of Santa Clara.

Strategic Issues and Initiatives

Childcare Expansion Grant Program. The Board of Supervisors approved \$15 million in Federal American Rescue Plan Act (ARPA) funding to expand families’ access to childcare. OCFP contracted with Valley Health Foundation to implement an equity-centered grant program to assist childcare providers with renovation and operational needs with the goal of increasing childcare enrollments for infants/toddlers and in high-need communities. A hallmark of this work was its attention to providing high quality, individualized support to providers who needed it most to complete their applications. These efforts led to the receipt of 499 applications, with a total of 52 grants awarded. The result is an increase of 699 childcare spaces in Santa Clara County.

Collaboration and Partnerships

Youth Task Force. As part of its role in supporting the Youth Task Force, OCFP partners with youth commissioners to identify emerging priority issues and policy opportunities, as well as provides appropriate connections to County departments and community partners. OCFP’s support allows the Youth Task Force to be well positioned to provide the Board of Supervisors with youth-focused recommendations and enhances their experience serving on a civic commission. This year, commissioners are working on identifying supports for youth facing housing insecurity.

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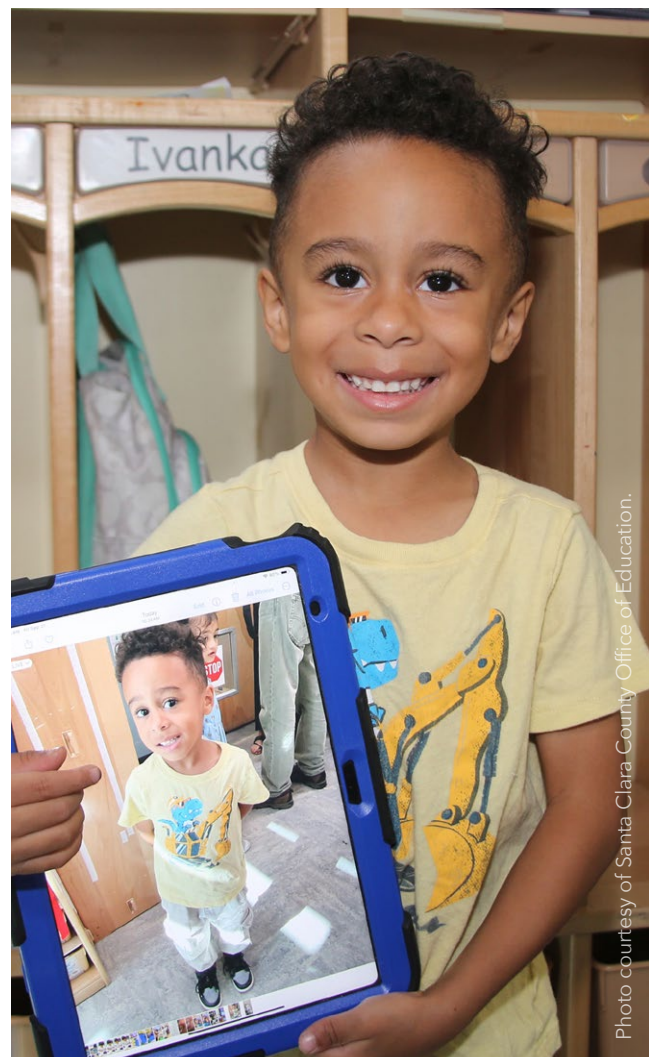


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