

UNITED WAY PARTNERSHIPS FOR CHILDREN

CITY HEIGHTS
STARTING POINT



CITY HEIGHTS
Partnership for ChildrenSM



Our Vision

A regional cradle to college/career system of supports
every child, every step of the way

A stylized graphic in the top left corner featuring a light gray tree with circular foliage and a small human figure standing at its base with arms raised.

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IT TAKES MORE THAN JUST SCHOOLS TO EDUCATE OUR CHILDREN.

The City Heights Partnership for Children is the first time all key stakeholders in supporting young people are together around a single table working toward common goals aimed at improving health and education for all children in our county. The sheer size of its youth population, its complexity and existing resources make City Heights a logical starting point for this new way to serve our youth. Our intention is to plant a tree that will bear fruit for all San Diego children.

Meeting the socioeconomic, health and educational challenges many students face will require the entire community to play a role. Success for every child is an exceptionally high bar; but what is our alternative? Our community, its fabric and economic opportunities depend on preparing young people to be productive adults. Neighborhood safety, rising health care costs, law enforcement, the cost of the social safety net and penal system, the employee pipeline, the attractiveness of our region to businesses, the ability of our schools to be effective, and of course the quality of life and future for our youth, all depend on our success.

San Diego is up to the challenge. We know how hard individuals and groups are already working to improve things, and that many efforts are already producing remarkable results. We need to lift up these homegrown best practices and do more of them but also embrace innovative and collaborative ways to meet the new challenges students face.

This baseline report is the first step in our journey: our starting point. With this information in one place we can now set our community goals for improving youth outcomes. By using this common set of data, we have a clear picture of the issues and a common way to understand what is working well and what we need to improve. In the “What We’ll Measure” section of this report, the issues are highlighted as they exist today - some of which may seem daunting, but one step at a time, the pieces of the puzzle will come together. A forthcoming Technical Report will delve deeper into community trends and identify hot spots both for best practices and for places that need a new approach. Our community will identify new goals and metrics as we go.

This report makes a promise: We pledge to work together, and to keep working together, to achieve our community’s goals. One issue at a time, one challenge at a time working across the spectrum of cradle to career is how we will see success unfold, every child, every step of the way.

Tad Seth Parzen
Executive Director
City Heights Partnership for Children



A stylized graphic in the top left corner featuring a light gray tree with circular leaves and a small human figure standing next to it, reaching up towards the branches.

● A Time for Action

The City Heights Partnership for Children is committed to helping San Diego children succeed from cradle to career by coming together in new ways, moving from well-meaning but uncoordinated programs to focused, significant collective impact.

The San Diego region has many of programs that serve youth at different points in their lives. Rarely are these programs aligned around a similar set of data, and a shared commitment to work together on goals and outcomes.

For the first time, data are gathered in one report that can be used as a starting point by partners, education advocates, local government and others who want to accelerate the positive trends taking place in the county. Early results provide encouragement about the future of San Diego students if community resources and passion can be coordinated and focused on what they need to succeed. To help drive student achievement from cradle to career, we the Partnership:

- Measure what matters
- Identify effective practices
- Aligns community resources to be more effective and scalable

While the work is in its most robust form in City Heights, efforts in which United Way of San Diego County plays a role are also underway in Chula Vista and the Diamond district. City Heights is the starting point for what we envision as sustained, scalable efforts around our region.

North County

SAN DIEGO PARTNERSHIPS FOR CHILDREN REGIONAL VISION

East County

City Heights

Diamond
Community

Chula Vista

South County

Our County: A Diverse Region

3.1 million residents

21.5 % foreign born

68 different languages spoken

37% of residents below 18 are Latino

739,000 0-18 year olds



City Heights

City Heights Partnership for Children



Chula Vista

Chula Vista Promise Neighborhood



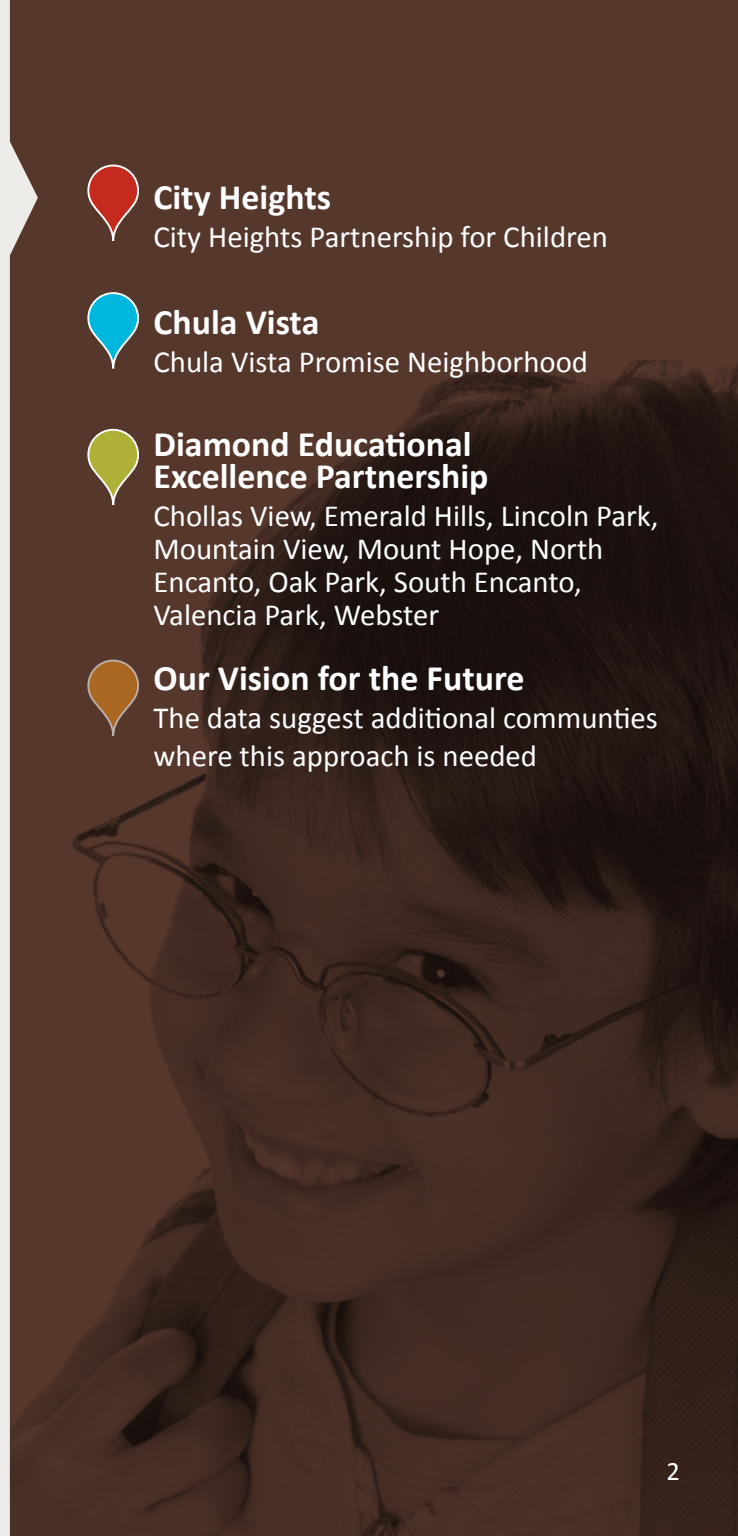
Diamond Educational Excellence Partnership

Chollas View, Emerald Hills, Lincoln Park,
Mountain View, Mount Hope, North
Encanto, Oak Park, South Encanto,
Valencia Park, Webster



Our Vision for the Future

The data suggest additional communities
where this approach is needed



REACHING FOR SUCCESS

**“Begin with the end
in mind.”**

—Stephen Covey



“The partnership is already changing lives in the community and at school in areas regarding health and education. The clinics in school sites have had a positive impact because parents do not have to wait long before making appointments. Kids do not have to miss school anymore for health appointments.”

--Yolanda Chilapa, Parent Representative

“We have this great saying in Vietnamese “one tree won’t make a hill; with three, we will make a beautiful mountain high,”

—Seng Vo, grandmother, school volunteer, and leader of the Vietnamese parent-teacher association in City Heights.

“It starts from day one. We need to let kids know that they are important. They will be our leaders tomorrow.”

—Donte Locke, Hoover Cluster Leadership Council,
Parent Leader at Rowan Elementary School

“The Partnership is a model for the rest of the state.”

—Tom Torlakson, State Superintendent of Public Instruction

In my 28 years as a police officer in this great city, I have never seen the type of collaboration, the type of heart to get things done, that I have seen demonstrated in City Heights. We have today an example of that in this initiative.

—Capt. Lawrence McKinney, San Diego Police Department’s
Mid City Division

What’s happening in City Heights is a game changer. The breadth of cross-sector expertise and talent that the Partnership brings together is making deep, meaningful change possible for children and families in City Heights. We are honored to be at the table, and our own agency’s work is stronger for it.

—Amanda Birmingham Bonds, M.A. Early &
Community Literacy Programs Manager, Words A!ive

“We have not seen anything like this before.... It is an unprecedented, extraordinary partnership, a coming together of the public and private sector, of various institutions, as you heard, driven by the authentic voice and power of parents and community leaders, and the hopes and dreams they represent for young people.”

—Robert K. Ross, president and CEO of The
California Endowment

There is no way that a single site would be able to generate this kind of support and the principals are excited to see what kind of resources this partnership can bring to bear.

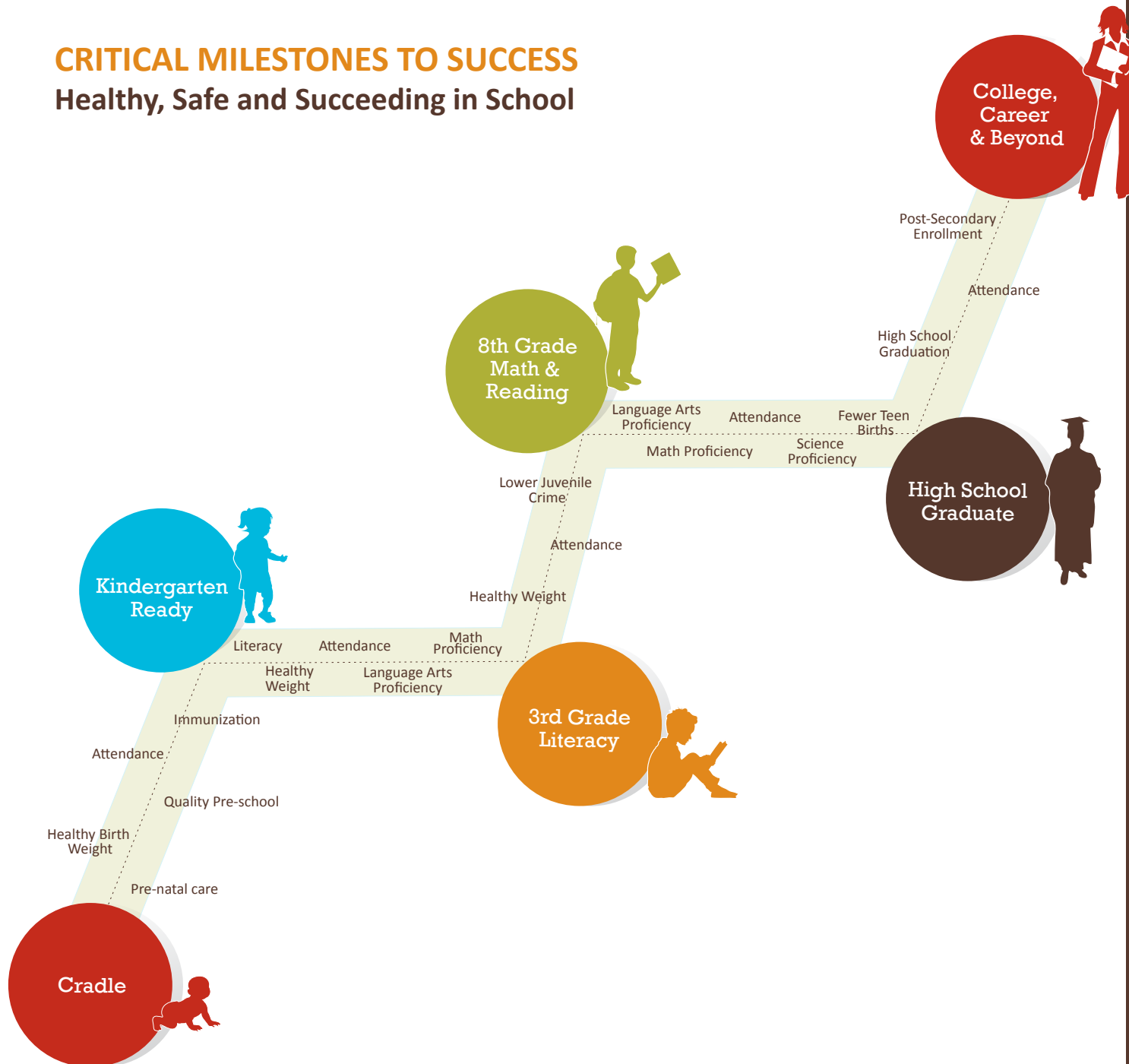
—Joe Austin, principal of Florence Griffith Joyner
Elementary School

This is a fantastic collaboration of partners coming together, each bringing their skills and energy. How can it not work?

—Zara Marselian, CEO of La Maestra Community
Health Centers

CRITICAL MILESTONES TO SUCCESS

Healthy, Safe and Succeeding in School



For many students in San Diego County, and especially in City Heights, there is no coordinated, concerted effort to ensure they have the nurturing and support they need every step of the way until they reach adulthood.

This roadmap captures key points from birth until adulthood, that are critical to growing healthy, prepared and productive citizens.

Using these milestones, we can focus our coordinated efforts and measure results.

STRATEGIES TO ENSURE SUCCESS FOR EVERY CHILD, EVERY STEP OF THE WAY.

Cradle

Successful education begins in a stable home with involved parents. A child's first words, the lullabies and stories he/she hears and the conversations with family comprise some of life's first lessons. Strategies that give children a great start?

- Early prenatal care to ensure healthy birth weight
- Parent education on early childhood development
- Safe, stable family environment

Ready for Kindergarten

Making sure kids are prepared – physically, socially, emotionally, and academically – when they arrive at the door on their first day of school, calls for several things to be put in place.

- Up to date immunization and dental check-up by age 5
- Quality preschool, Head Start or similar
- Screening for social, emotional, and developmental progress plus the supports to address any issues identified
- Parents with the knowledge and tools to help their children develop basic literacy skills

3rd Grade Literacy

Future success will be built upon the skills that have been mastered at this point, since beginning in 4th grade students have moved from learning to read to reading to learn. Possible strategies to have students reading at grade level include:

- Improving school attendance
- Quality instruction
- Reducing home stressors
- Reducing summer reading loss
- Parent education

8th Grade Algebra

Eighth grade is the point for taking a significant measurement of math skills, as basic algebra is learned. This is also a milepost of emotional and social development. Possible strategies to help youth stay in school and on track for high school graduation are:

- Improving school attendance
- After School programs
- Tutoring & mentoring
- College coaching
- Health and safety supports

High School Graduation

By the end of High School students should already have some plan for their future, whether it includes college or beginning a job after graduation. To increase the odds that students have education and job skills that are relevant in the local job market, several strategies could be pursued:

- Tutoring & mentoring
- College coaching
- Summer Internships or Co-Ops
- Job skills development
- Reducing the number of teen births
- Quality Instruction
- Improving student attendance

College or Career and Beyond

At this stage, students become active participants in college life or embark on their professional careers. Colleges and businesses need to provide the necessary support to help them grow productive adults and employees.

- Job skills development
- Internships or Co-ops
- Summer academic programs



Our Community

THE CHALLENGE, THE OPPORTUNITY

Our economy has become increasingly competitive, global and knowledge-focused. However, youth development systems have not kept pace due to fragmented services and low levels of funding.

The San Diego region is known for entrepreneurship and innovation, with a wealth of high-tech firms in diverse sectors that rely on a well-educated, skilled workforce. Forbes magazine just named San Diego as the second most inventive city in the world. And while there are plenty of jobs here, much of our youth, especially in lower income neighborhoods, are not adequately prepared to fill those positions.

Now is the time to start cultivating more local talent to enhance the economic vitality of the region. If we as a community support every child, every step of the way, our efforts would bear fruit in very tangible benefits for neighborhoods, the economy and the entire region.

“Having two languages or more is better as they get older because they have better education and better jobs.”

—City Heights community conversation participant

CALIFORNIA'S HIGH SCHOOL DROPOUTS COST THE STATE

\$54 billion
IN LOST EARNINGS

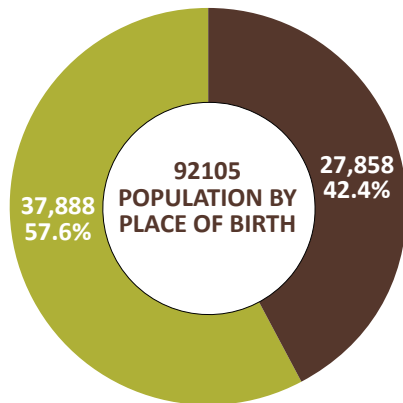
The High Cost of Dropping Out

- California dropouts make \$11,000 less than graduates with no postsecondary education.
- Dropouts earn \$8,000 to \$16,000 less than graduates.
- Dropouts reduce California's tax revenue by almost a billion a year.
- California's dropouts report worse health and higher reliance on public assistance.
- Over a lifetime, a California graduate will earn \$412,000 more than a dropout.

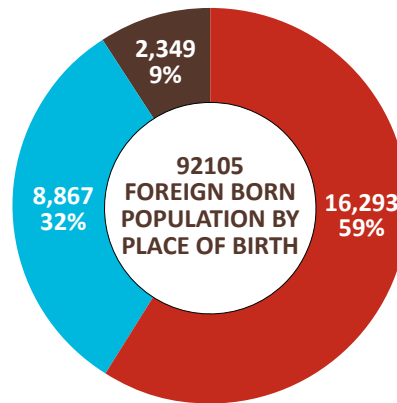
(The Foundation for Educational Choice, Sept. 2010)

CITY HEIGHTS: RICH IN CULTURAL DIVERSITY

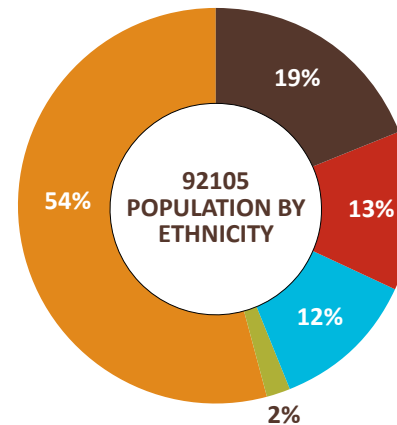
City Heights is a mosaic of cultures, languages and diversity of every kind. The richness of the neighborhood fabric creates a positive mindset that includes an appreciation for family, for cultural differences and for community. This bond we all have with one another is providing a strong foundation for full civic engagement in the work of the Partnership. Partnership meetings are alive with the sounds of optimism, frustration, inspiration at early successes, and a desire to do more, quickly. All occurring amidst simultaneous, multilingual translations to ensure parent representatives have not just a seat at the table, but the ability to fully participate.



■ US Native
■ Foreign Born



■ Asia
■ Africa
■ Latin America



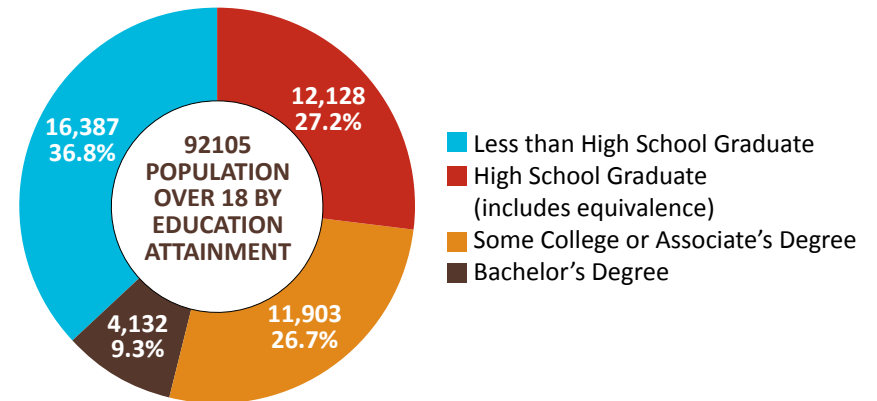
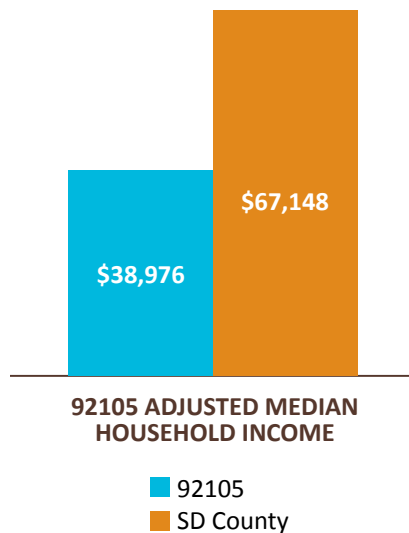
■ Hispanic or Latino
■ Asian/Pacific Islander/Filipino
■ African American
■ White non hispanic
■ All other

SNAPSHOT OF CITY HEIGHTS

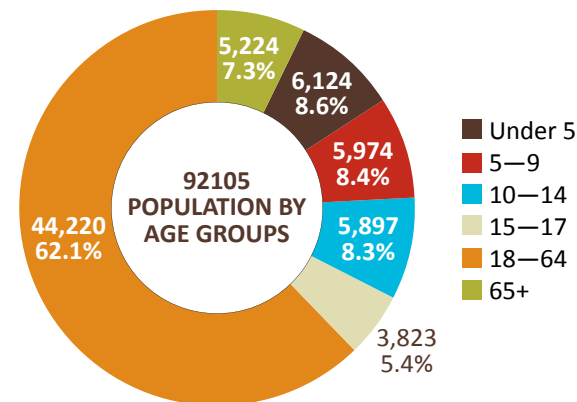
City Heights has the highest concentration of youth in San Diego County – and consequently the highest number of vulnerable youth. Despite the challenges, many residents are “stepping up” to serve as catalysts for positive change in this community. Working closely with a group of community-based organizations, City Heights residents are mobilizing to play an active role as advocates for our youth.

This level of engagement is difficult for many parents, who are working hard but struggling to make ends meet.

The typical family is surviving on just over half what others in our county earn.



One-third of residents have not completed high school, with only 9.3% earning a Bachelor's Degree.



In addition to being rich in ethnic and cultural diversity, the City Heights neighborhood has a high concentration of youth.

“Security is the foundation; if people have jobs and economic security the community will be safer.”

—City Heights community conversation participant

“With more attention kids have a better opportunity to learn. I didn’t graduate because I had to help my family; I had to put food in the refrigerator.”

—City Heights community conversation participant





● Our Schools & Students

THE HOOVER CLUSTER

We are focused first on reaching students in the Hoover High School Cluster, which includes a high school, two middle schools and ten elementary schools. In the 2012-2013 school year, there were nearly 9,000 K-12 students in the Hoover High School cluster, comprising 7.9% of the San Diego Unified School District's students. Over time, this effort will expand to serve the rest of City Heights and beyond in the San Diego region. Schools in the Hoover Cluster represent the first Partnership Schools.

High School Hoover High School

Middle Schools Monroe Clark Middle School
Wilson Middle School

Elementary Schools Adams Elementary School
Central Elementary School
Cherokee Point Elementary School
Edison Elementary School
Franklin Elementary School
Hamilton Elementary School
Joyner Elementary School
Normal Heights Elementary School
Rosa Parks Elementary School
Rowan Elementary School

OF THE 13,000
STUDENTS LIVING
IN CITY HEIGHTS:

52%
attend Hoover
Cluster schools

97%
are students of color

100%
have limited-income

30
different languages
being spoken in their
households

54%
are English language
learners

**“Children
who come
from struggle,
whatever that
struggle may be,
can achieve and
achieve at high
levels, can learn
and learn well
given the right
support systems
and structures
from research
based practices.”**

—Cindy Marten
Superintendent
San Diego Unified
School District

STUDENT POPULATION

City Heights has a diverse student population, with more than 30 languages being spoken in neighborhood classrooms. The majority of English Language Learners are Spanish speakers (83%) with Vietnamese (7%) as the second most common language. Other languages that teachers encounter are Arabic, Khmer, Tagalog, Burmese, Hmong, Lao and Somali. Most students come from households where parents have a high school education or less – meaning families are often struggling to make ends meet.



5,243
elementary school students



1,719
middle school students



1,995
high school students

SEEDS OF CHANGE

Early discoveries and coordinated effort means students get what they need to succeed: eye glasses to see the board or read a book; dental care to avoid problems that develop along with decay; medical attention to stay in class, healthy and ready to learn. Any way you look at it, everyone succeeds and City Heights thrives.

Vision Screenings

In 2012, the UC San Diego Shiley Eye Center, in collaboration with our partners, provided vision screenings for K-5 students within the City Heights Community. Preliminary vision screenings were conducted on nearly 5,000 students. Nearly 500 received a new pair of glasses and 11 students were referred to ophthalmologists for further evaluation.

Monroe Clark Health and Wellness Center

The Monroe Clark Health and Wellness Center opened in January 2012, thanks to major funding from our partners, and has since significantly impacted the community's health. In addition to four schools, the surrounding neighborhoods access the center. As of June 2013, nearly 2,000 visitors made over 15,000 visits to the Center. Nearly 1,000 immunizations were provided to children; two additional community screenings allowed another 850 children and community members to be immunized.

Ready to Read Summer Initiative

After reviewing data that shows that many City Heights students do not have essential literacy skills upon starting kindergarten, we launched the Ready to Read Summer Initiative. A team of community partners including READ San Diego, Words Alive, San Diego County Office of Education, Community HousingWorks and the San Diego Council on Literacy, came together to create a Literacy Toolkit. The Toolkit gives parents the tools that they need to help prepare their children for school and focuses on topics including: reading with your child, letter names and sounds, sight words, shapes and colors, writing, and counting. A team of 17 Parent Leaders from the City Heights Community trained 214 families from 4 pilot schools to utilize the Toolkits during the summer. Feedback from families has been very positive and we are looking forward to expanding our efforts in 2014.

“Mental and physical well-being has to be there before you can learn.”

—City Heights Community Conversation participant

WHY A BASELINE REPORT

The importance of data as the foundation for collective impact cannot be overstated. This baseline report represents the starting point in our community journey to support youth from birth on, to prepare them to be productive adults and participate meaningfully in our society and community.

Much has gone into this first step and work is already happening on the ground based on this information, but collecting and publicly displaying the relevant data in one place gives us all the same frame of reference to develop collaborative strategies that will:

- Make an immediate difference in children's lives
- Improve how we serve children in our region long term

“The creation of a thousand forests is in one acorn.”

—Ralph Waldo Emerson

PARTNERSHIP STAFF

United Way and other staff who lead and provide project management to ensure that the community and partners stay focused on our shared vision.

TAD SETH PARZEN

Executive Director

TIA ANZELLOTTI

Facilitator of Collective Impact

PATRICIA SINAY

Organizational Consultant

TORREY ALBERTAZZI

Partnership Administrator

SANDY MCBRAYER

Data Manager

Chief Executive Officer,
The Children's Initiative

KAREN SPRIGLE

SVP, Chief Administrative Officer
United Way of San Diego County

PARTNERSHIP STRUCTURE

LEADERSHIP TABLE

Maintains action-oriented, cross-sector dialogue and champions the work in the community and within members' own organizations.

BOARD

Provides clear, long-term vision for the Partnership to manage and sustain the efforts of the community and the backbone organization.

DATA TEAM

Grounds all aspects of the Partnership in solid evidence, data and research.

INDICATOR METHODOLOGY

The collective impact framework calls for defining community level outcomes as the basis for shared accountability. Having a shared measurement approach is one of the five conditions for collective success in making change in community outcomes. Partners in collective impact **agree upon and use common, shared outcomes, indicators, and data**. Communities select outcomes, define indicators, collect data, share information, and conduct analyses to monitor progress and drive quality improvement. This information also helps to guide program and policy decisions.

In a collaborative action process, cross-sector groups and individuals use data to continually identify, adopt and scale up practices to improve outcomes for children, youth, and families. These networks use the data to improve the strategies, efficiencies, and effectiveness of programs, policies, and systems.

Indicators are used to measure progress toward desired outcomes. The most useful indicators have certain characteristics. As described in the nationally recognized *Results-Based Accountability Framework* by Mark Friedman, the best indicators have three strengths:

1. Data power – Are data routinely available on a timely basis for the indicator? Are the data valid, reliable, and representative of the population?
2. Proxy power – Does the indicator represent something of central importance about the outcome we are trying to measure? Does it encompass other measures and represent the “big picture”?
3. Communication power – Is the indicator meaningful to the public? Is its meaning readily understood by policy makers, community leaders, the media, and the general public?

When community-wide indicators are moving in the right direction and positive progress is shown, collective impact happens. No one program or service provider can deliver collective impact on populations or address complex social problems; however, each can contribute to overall results.

NOTE: *Over time, the community will work on additional metrics. This report is the starting point.*



4 STEPS TO SUCCESS

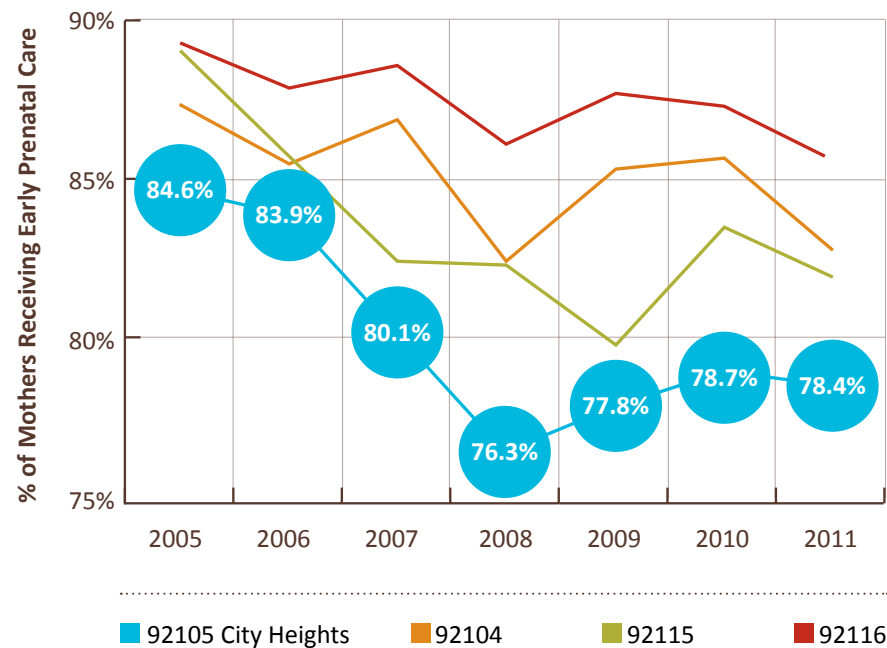
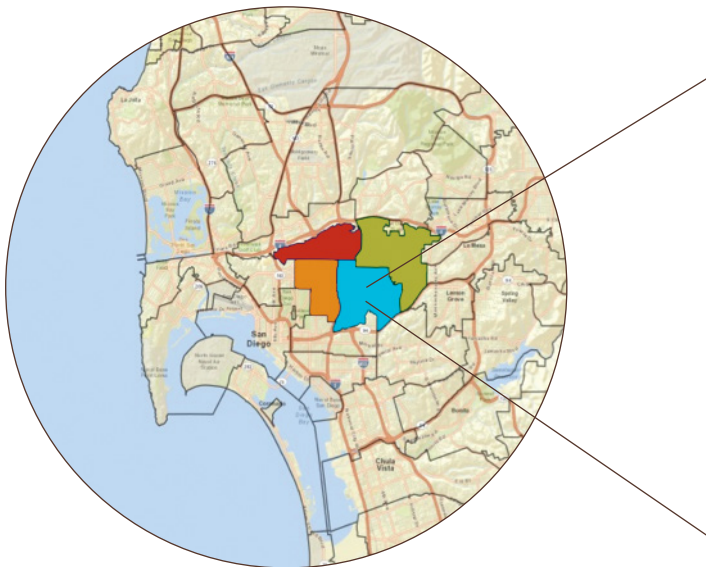
1. Select outcomes
2. Collect data
3. Take action
4. Analyze results



What We'll Measure

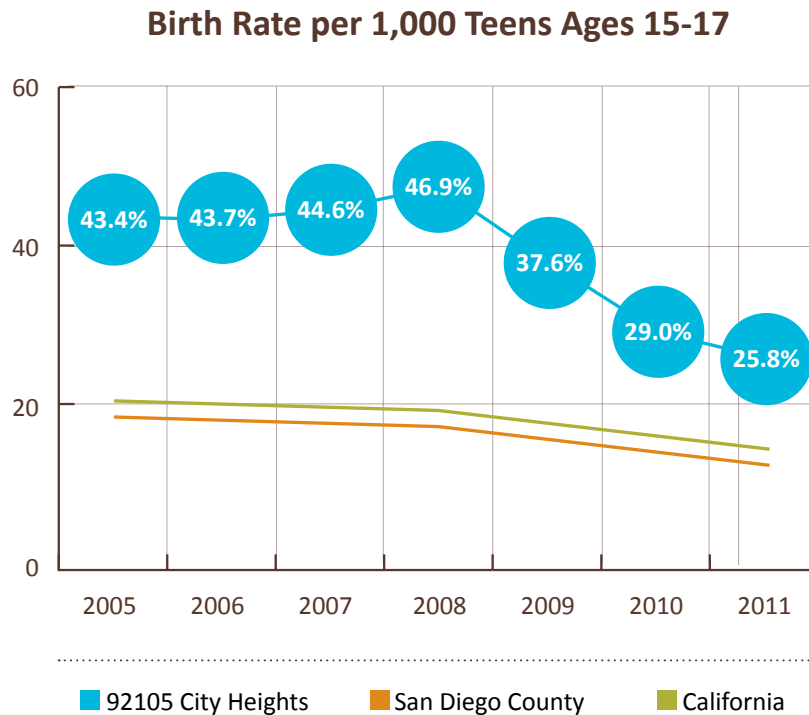
PRENATAL CARE

The percent of mothers receiving early prenatal care and reflects the proportion of women who receive care beginning in the first three months of pregnancy. The trend has been positive since 2008 but still has not rebounded from 2005 levels.



BIRTH TO TEENS

Teen births are falling, and significantly so since 2008. The successful strategies in place should be continued until the gap is closed.



NATIONALLY

50%

of teen moms do not graduate high school

Less than

2%

go to college

25%

have a second baby within two years

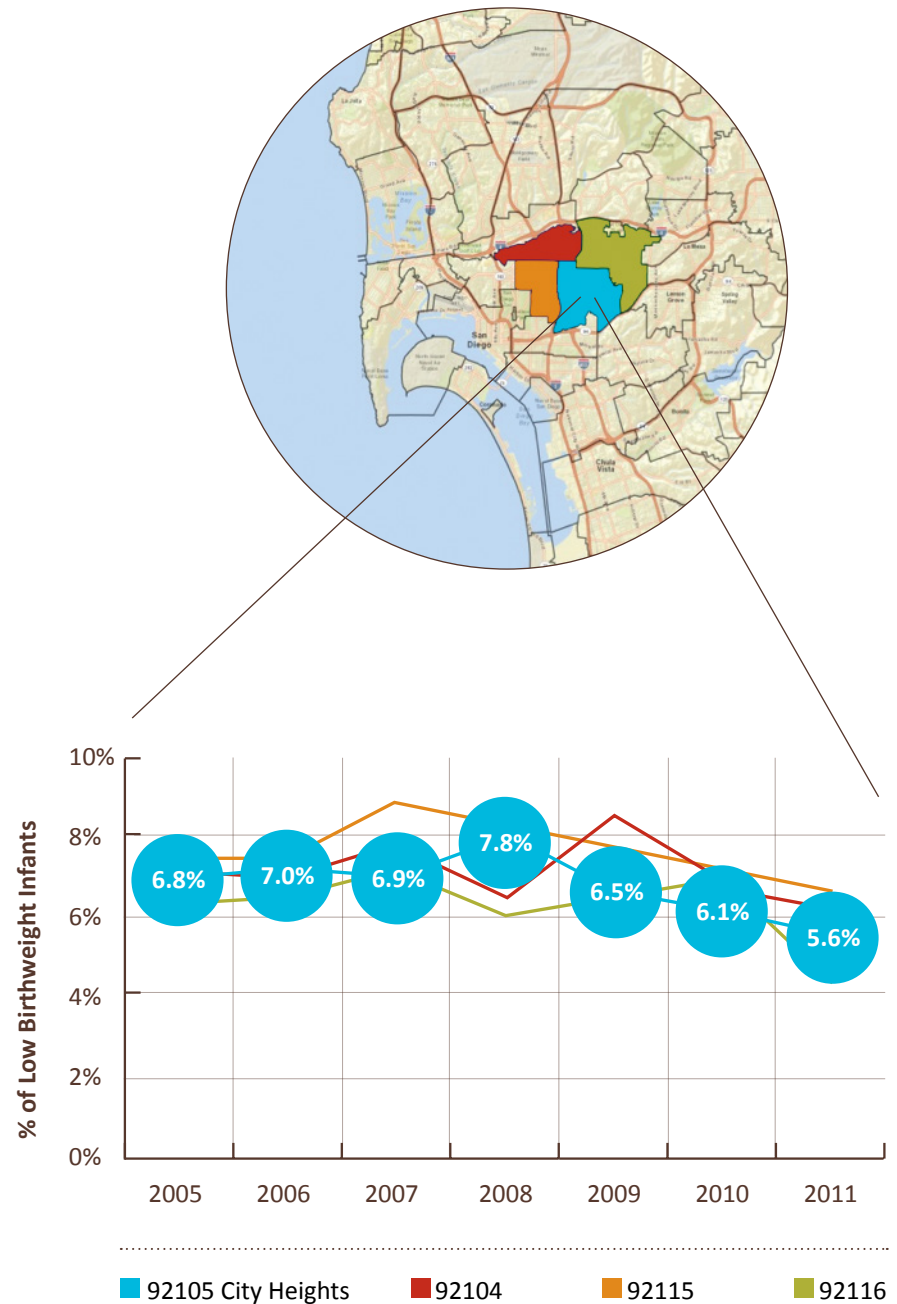
80%

of men do not marry the teen mother

BIRTH WEIGHT

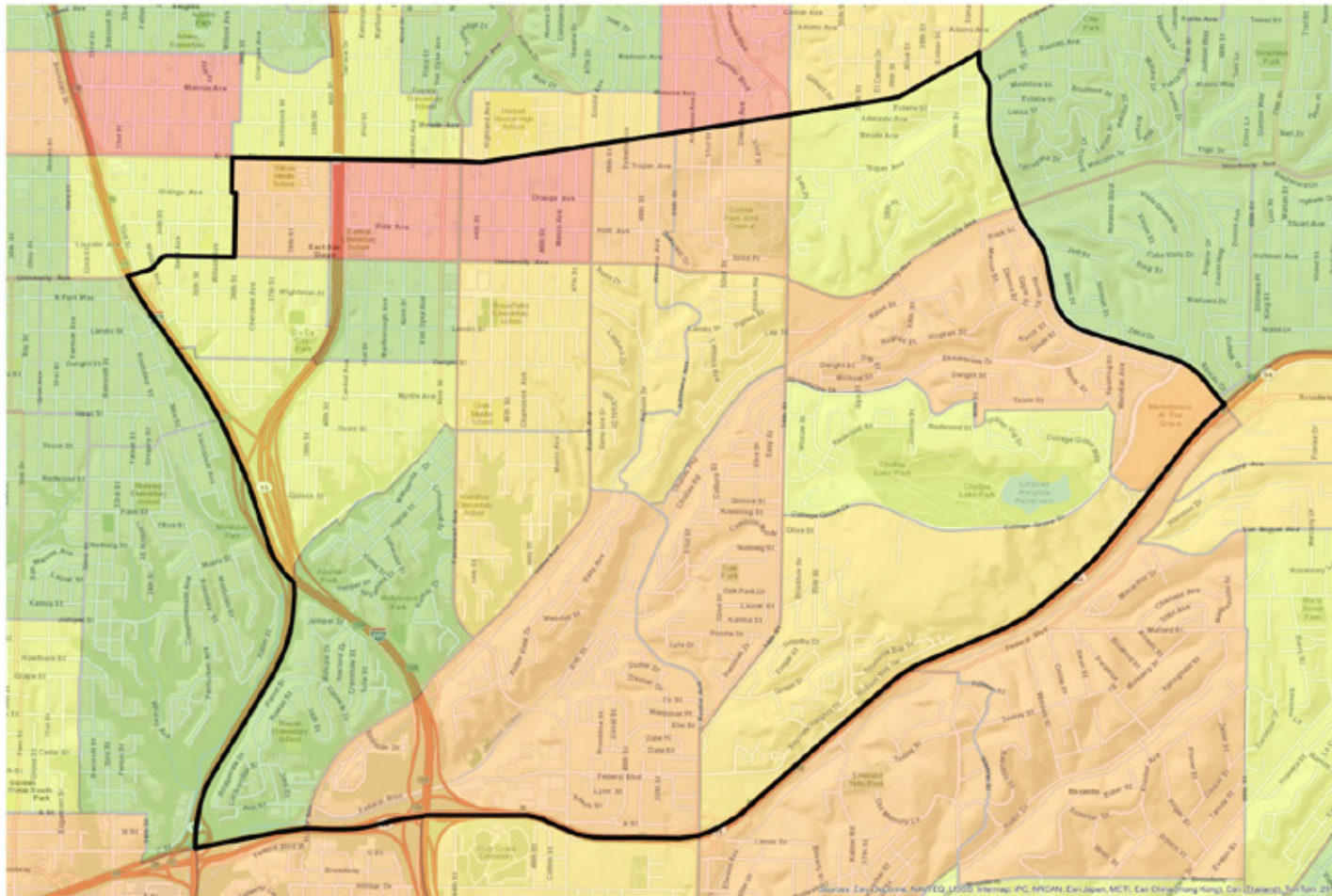
Healthy birth weight sets the stage for strong physical and cognitive development. Research shows that mothers who receive early and consistent prenatal health care are more likely to give birth to babies born at a healthy weight, defined as 5.5 pounds or greater.

In City Heights, moms are doing well on this indicator compared to surrounding neighborhoods.

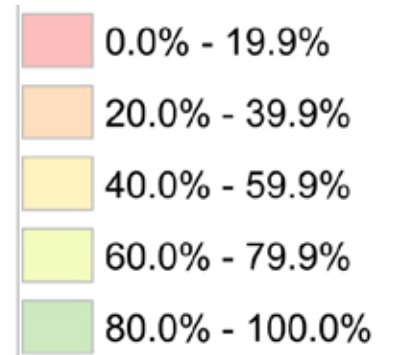


EARLY EDUCATION AND CARE

There are large swaths of City Heights where there are few — in some cases no — children enrolled in pre-school. There is a clear need to increase the number of slots available and to ensure a high-quality of service delivery. The pink and orange sections of the map below show the areas of greatest need.



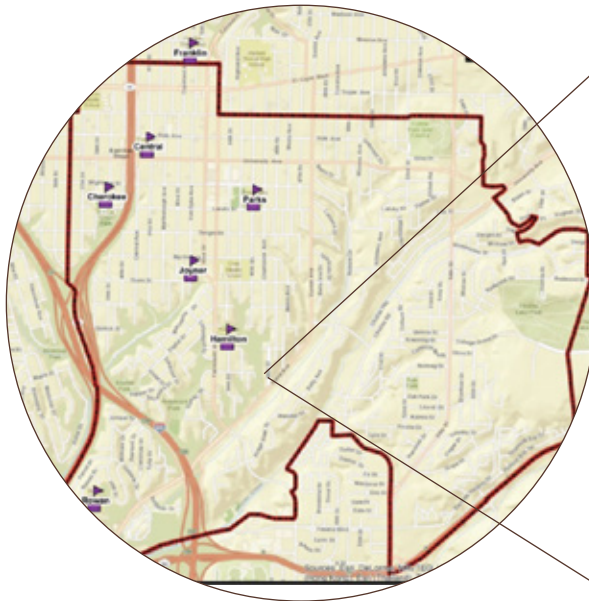
% Enrolled



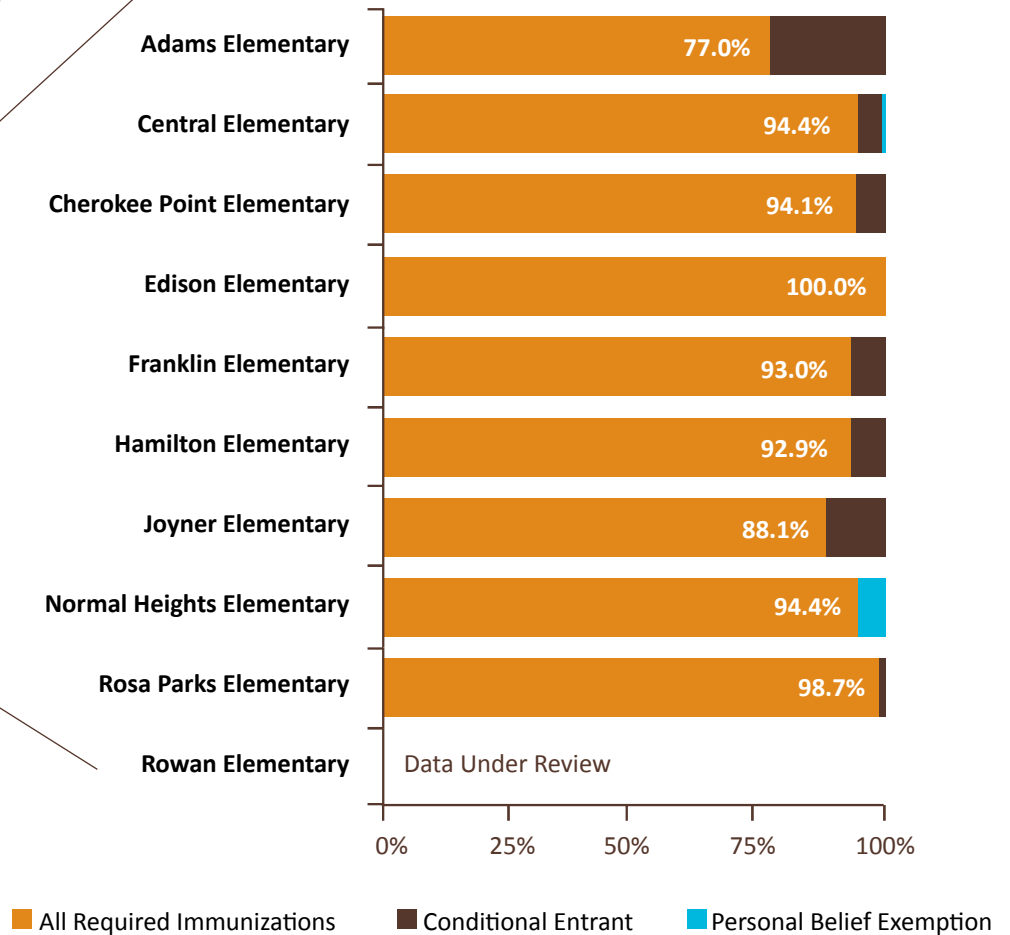
IMMUNIZATION

Several elementary schools still have some ground to cover in student immunization or to focus on data collection. A cost benefit analysis by the CDC demonstrated that every dollar spent on immunization saves \$6.30 in direct medical costs.

Note: *conditional entrants have some of the required series of immunizations but not all.*



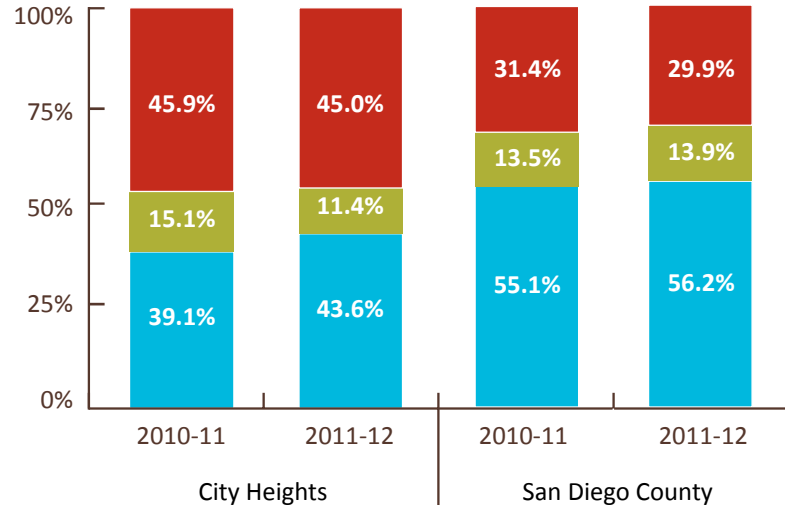
**Kindergarten Immunization Assessment,
City Heights Schools, 2012-13**



CHILDHOOD OBESITY

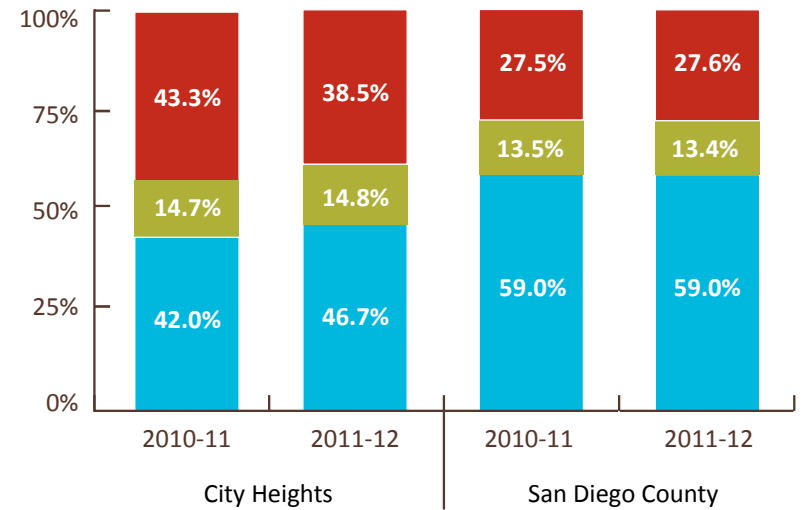
Being overweight can have short and long term health consequences for children's health and wellbeing. The data clearly show that the City Heights student population needs focused efforts to be more in line with their peers elsewhere in the county.

Fifth Grade Healthy Fitness Zone for Body Composition 2010-11—2011-12

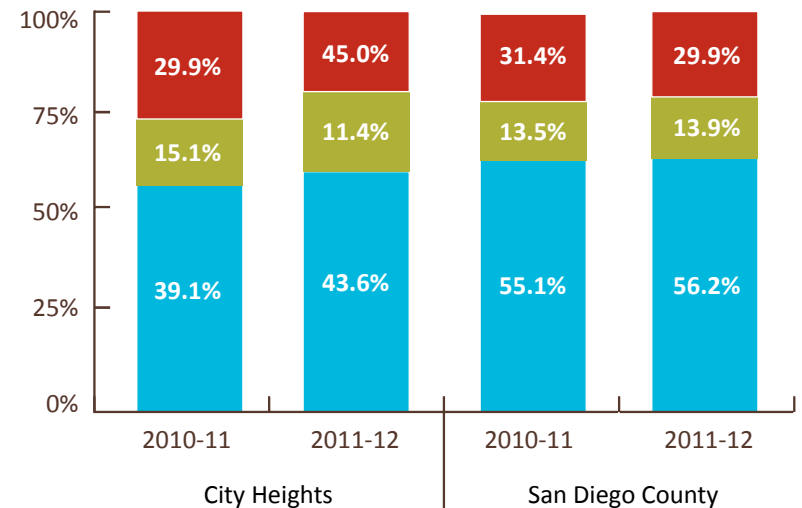


Healthy Fitness Zone Needs Improvement Health Risk

Seventh Grade Healthy Fitness Zone for Body Composition 2010-11—2011-12



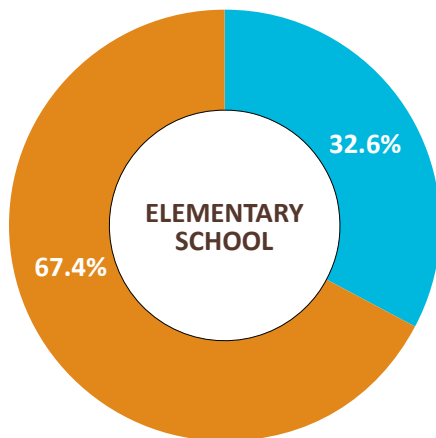
Ninth Grade Healthy Fitness Zone for Body Composition 2010-11—2011-12



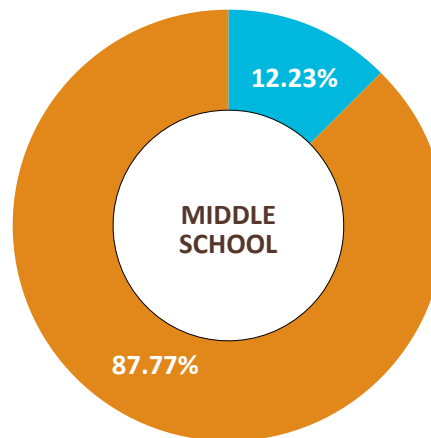
SCHOOL ATTENDANCE

Regular attendance is the foundation for student success in future learning. Poor attendance often leads to disconnection to school, poor grades and risky behaviors in and out of school. Attendance issues are most significant for City Heights elementary school students but is an issue across the Hoover cluster. This also affects the schools ability to serve students when revenue is lost because of lower ADA.

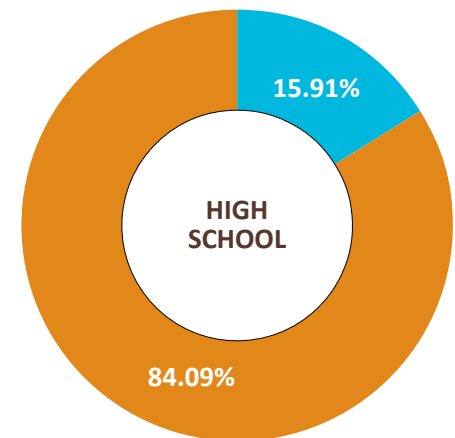
% HOOVER CLUSTER STUDENTS WHO DID NOT ATTEND AT LEAST 95% (MORE THAN 10 DAYS) OF SCHOOL, SCHOOL YEAR 2012-2013



% HOOVER CLUSTER STUDENTS WHO DID NOT ATTEND AT LEAST 90% (MORE THAN 17 DAYS) OF SCHOOL, SCHOOL YEAR 2012-2013



% HOOVER STUDENTS WHO DID NOT ATTEND AT LEAST 90% (MORE THAN 17 DAYS) OF SCHOOL, SCHOOL YEAR 2012-2013

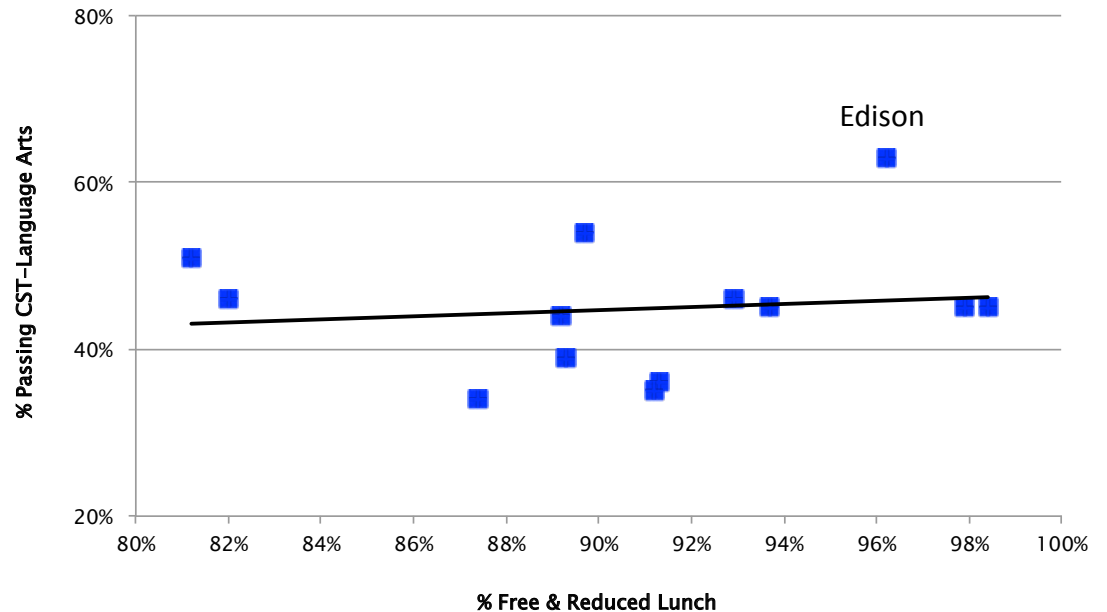


■ Chronically Absent ■ Not chronically Absent

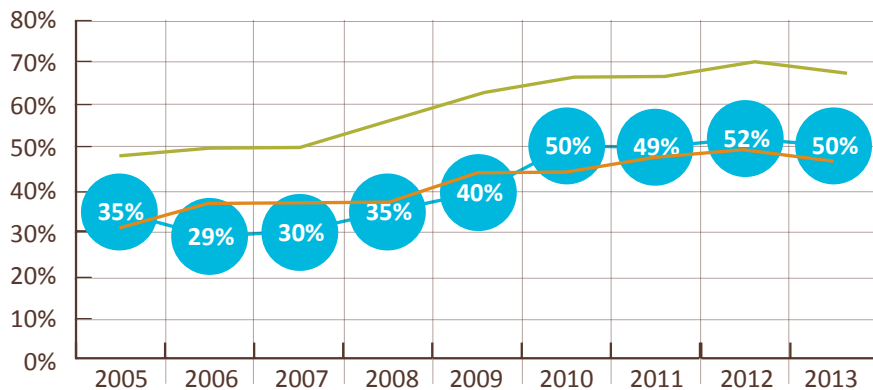
SCHOOL ACHIEVEMENT

Early attainment of basic skills is essential to succeed in school and life. Students must master basic literacy and math to advance to higher level learning. The chart to the right shows various schools within the Hoover cluster. Edison Elementary, in the upper right, is having success at improving Language Arts performance, which can result in sharing of best practices. The gap between City Heights students and others is significant and accelerates as they reach older grades. (See charts on following pages)

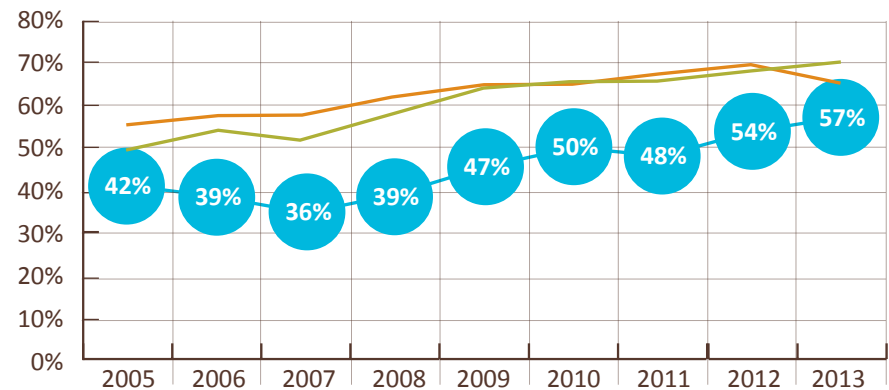
Passing the CST–Language Arts and Poverty Status among Students in Hoover Cluster



% of 3rd Grade Students Scoring Proficient and Above on CST–Language Arts & English



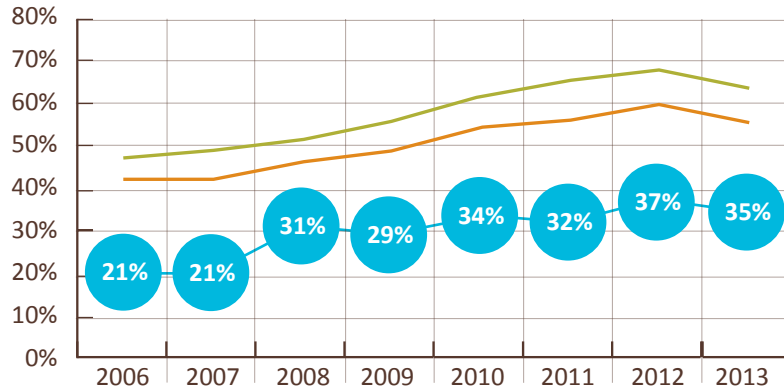
% of 3rd Grade Students Scoring Proficient and Above on CST–Math



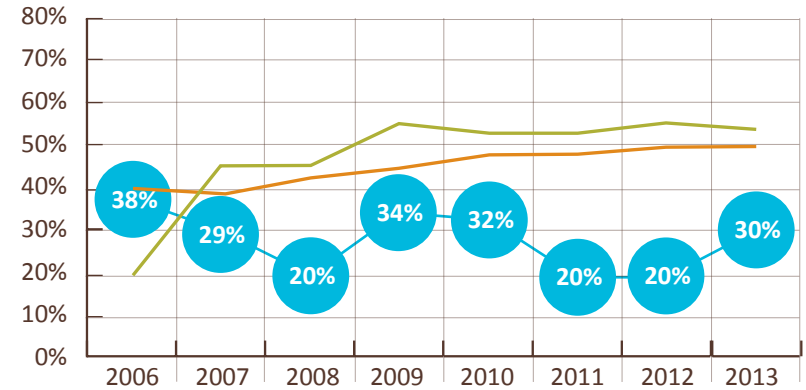
■ Hoover Cluster ■ San Diego County ■ California

SCHOOL ACHIEVEMENT

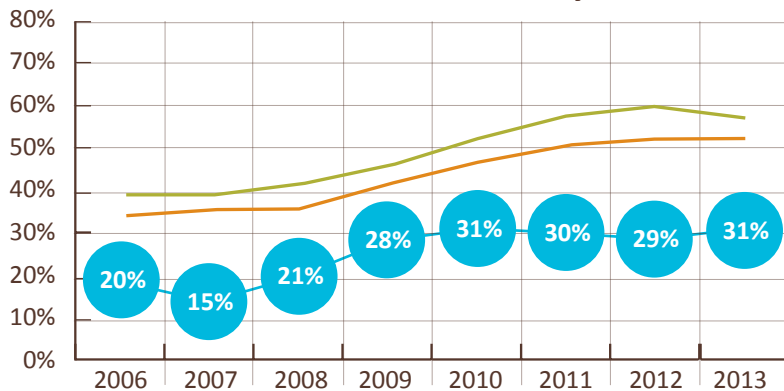
% of 8th Grade Students Scoring Proficient and Above on CST-Language Arts & English



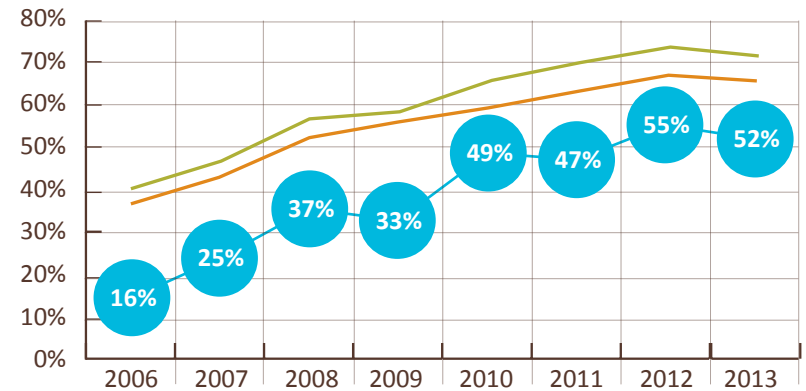
% of 8th Grade Students Scoring Proficient and Above on CST-Algebra 1



% of 8th Grade Students Scoring Proficient and Above on CST-History



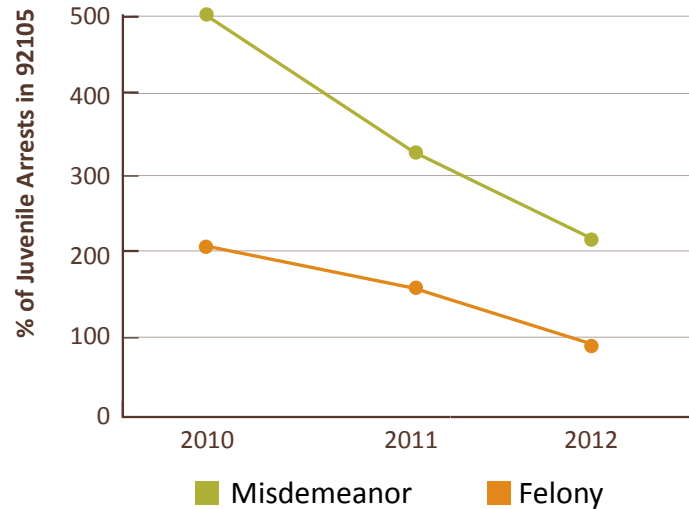
% of 8th Grade Students Scoring Proficient and Above on CST-Science



■ Hoover Cluster
 ■ San Diego County
 ■ California

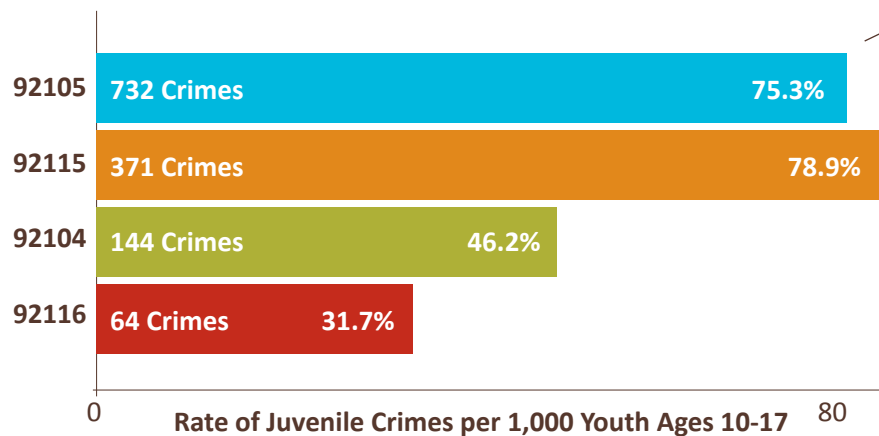
JUVENILE CRIME

**Number of Arrests for Felony and Misdemeanor Offenses Among 10-17 Year Olds in 92105
2010-2012**



Juvenile crime has been trending down but with a higher occurrence of misdemeanors...

However, a closer look at the data shows that students violating curfew is the primary issue. Of the 732 Juvenile crimes recorded, 36% are curfew related. This indicates a simple need for more parent and student education to continue the positive trend.

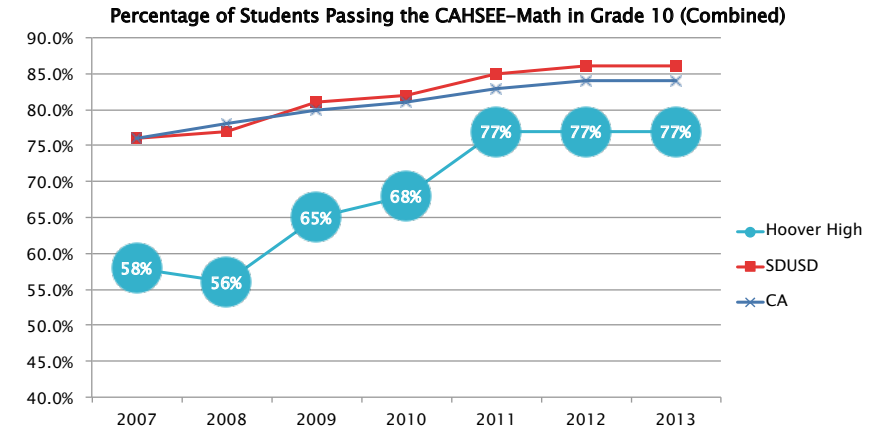
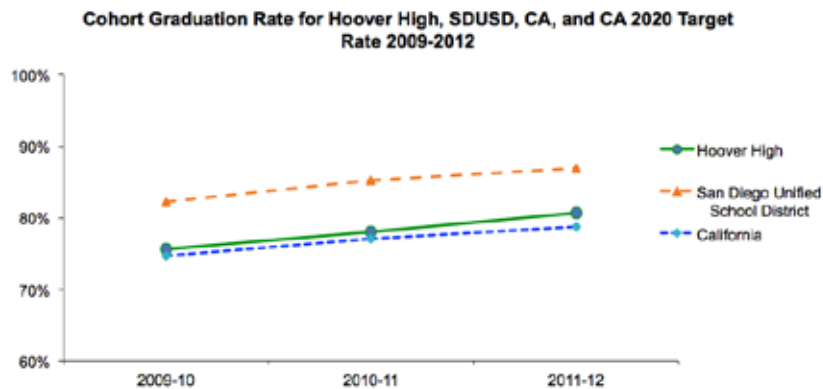


TOP 10 JUVENILE CRIMES IN 92105		
Crime	Type	# of Incidences
Curfew	Status	265
Other Misdemeanor	Misdemeanor	93
Assault & Battery	Misdemeanor	43
Assault	Felony	30
Marijuana	Misdemeanor	19
Robbery	Felony	19
City Ordinance	Misdemeanor	13
Disturbance of the peace	Misdemeanor	13
Weapons	Felony	13
Burglary	Felony	12

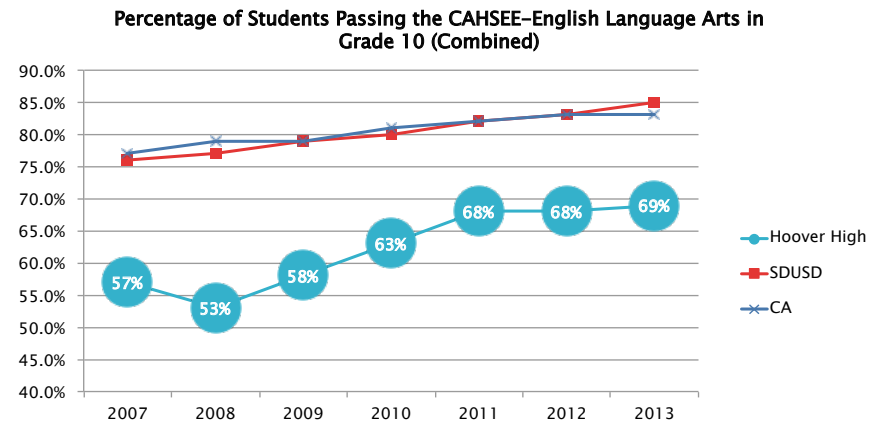
ON TRACK FOR GRADUATION

High School graduation is a strong predictor for lifelong success and positively impacts the life of a student, family, and community. High school graduates earn higher wages, have higher employment rates, have higher per capita earnings, and access fewer government assistance programs than high school dropouts. There is a significant gap between Hoover students and the rest of the San Diego Unified School District cohort.

Student performance in the Hoover cluster is moving in the right direction but with more to do before they are on a par with their peers elsewhere in San Diego County.



Data Source: CDE Dataquest 2007–2013

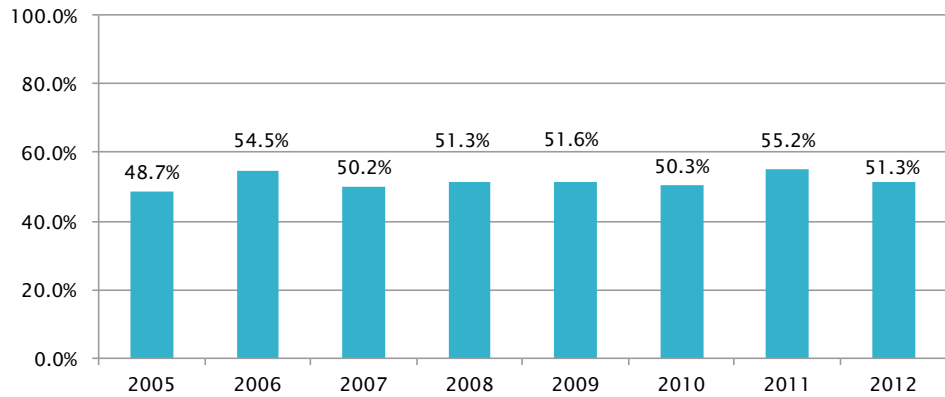


Data Source: CDE Dataquest 2007–2013

POST-SECONDARY ENROLLMENT

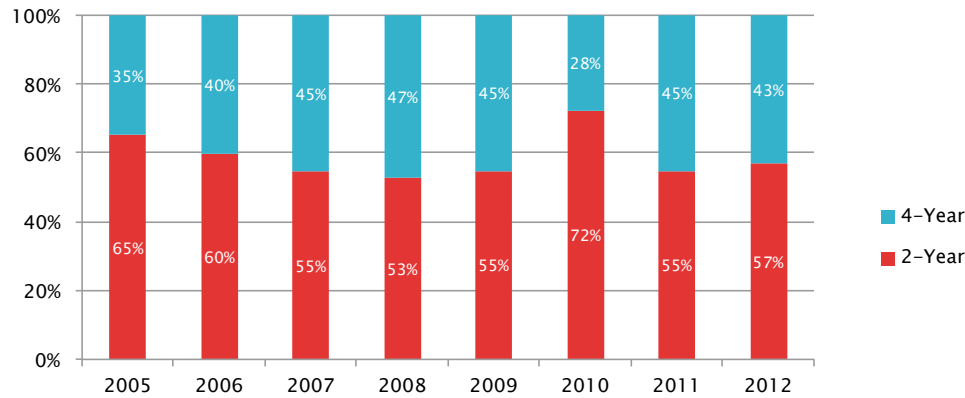
Students who attend college open the doors to opportunities for life long prospects. City Heights students still have to make giant strides when it comes to enrolling in two or four-year colleges. Just under half are not enrolled in either a two- or four-year college, with a significant dip from 2011-2012.

Percent of Hoover High Graduates that Enrolled in Post-Secondary Education



Data Source: San Diego Unified School District, Office of Accountability.
Sourced from National Student Clearinghouse

Percent of Hoover High Graduates that Enrolled in Post-Secondary Education by 4-year & 2-year Institutions



Data Source: San Diego Unified School District, Office of Accountability.
Sourced from National Student Clearinghouse

A stylized graphic in the top left corner featuring a tree with circular leaves and a small figure of a person standing next to it, reaching up towards the leaves.

● The Road Ahead

WHAT HAPPENS NEXT?

It will take a sustained effort from all of us to create forward momentum – parents, educators, community leaders, faith-based leaders, health and social services, business leaders and more. Whether you call it “building the village”, or “a thousand points of light”, by organizing around a common goal, using quality indicators, and constantly improving, we will do it, one step at a time, every child, every step of the way.

This starting point report represents only some of the data being used to form our understanding of needs and the strategies to address those needs. Behind these data is a multitude of other information that give us even deeper understanding of where, when and how to act in a manner that best serves youth, and where there are best practices that already exist in our community, ones that we can replicate and refine to serve other parts of the community.

You will be able to access much of that data through our Technical Report that delves deeper in to community trends and identifies community hot spots both for best practices to highlight and replicate and for places we need to focus on new solutions. Future Report Cards will measure our progress on all the key metrics outlined in this report.

ACTION TEAMS

Experts within the community who are concerned with, and can contribute to advancing specific goals, form our Action Teams. The City Heights Partnership for Children is committed to making data driven decisions focused on what education and other interventions are needed – aligning assets to create additional gains and terminating what does not work. Doing so allows our Action Teams to build on current assets and resources in the region and clearly identify successes in one school that can be adapted to other schools in the Hoover Cluster.

The following Action Teams are already working on specific strategies to reach each critical milestone on our Roadmap.

Ready for Kindergarten Action Team

Preparing kids – socially, emotionally, and academically – for their first day of school.

Currently, the RFK Action Team has several workgroups addressing these focus areas. Each workgroup is determining where the strengths of the current system are, where the challenges and gaps are, what data exists around the issue, who is currently working on the issue and what they are doing, and how efforts and resources can be aligned to better serve children and families.

Early Literacy Action Team

The Early Literacy Action Team focuses its attention on making sure that children have the support that they need to succeed in kindergarten through fifth grade. Numerous studies show that children who are on track in these grades are much more successful later in their academic careers.

These Action Teams will form in the future, as progress is made for those already underway.

3rd Grade Literacy Proficiency

8th Grade Math and English Proficiency

Graduate from High School with skills to succeed

Path to College/Career

Oral Health

Attendance

OUR PARTNERS

In order to achieve better results for every child, every step of the way, from cradle to college and/or career, San Diego leaders at all levels of the education, nonprofit, community, civic, and philanthropic sectors are working together as part of the Partnership for Children.

LEADERSHIP TABLE

The Leadership Table is the policy and implementation advisory board, comprised of leaders and lead institutions from all sectors that have a vested interest in youth wellbeing and achievement.

The Partnership includes many of the region's top education professionals, but because we know that educators alone cannot meet the multi-faceted needs of young people, it includes a cross-section of others in the community that support youth.

Parents, community members, business and civic leaders are just as vital and accountable for these outcomes as are public schools, and without their participation, feedback, and commitment we cannot succeed.

Thank you to these leaders in our community who have committed to helping us grow a strong neighborhood with successful students and families. By staying at the table, we can all improve the prospects not just for City Heights but for the broader San Diego region.

LEADERSHIP TABLE CHAIR

Cindy Marten, Superintendent
San Diego Unified School District

- City Heights Educational Collaborative
- San Diego County Health & Human Services
- Office of Councilmember Marti Emerald
- San Diego Community College District
- Parent Representative
- Student Representative
- San Diego Regional Economic Development Corporation
- San Diego Social Venture Partners
- San Diego State University
- San Diego Unified School District
- SAY San Diego
- The California Endowment
- The Children's Initiative
- United Way of San Diego County
- San Diego Youth Development Office
- 2-1-1 San Diego
- San Diego Police Department
- San Diego Regional Chamber of Commerce
- County of San Diego: Probation Department

OUR PARTNERS

- City Heights Families, Youth and Community Members
- Alliance Healthcare Foundation
- American Academy of Pediatrics
- City Heights Wellness Center
- Community HousingWorks
- Copley Family YMCA

- County of San Diego Health and Human Services
- County of San Diego: Probation Department
- Everyone a Reader, San Diego County Office of Education
- First 5 San Diego
- Foundation for Women
- Horn of Africa
- Jewish Family Services
- La Maestra Family Clinic
- National Conflict resolution Center
- Neighborhood House Association
- Parker Foundation
- Price Charities
- Project LEAN
- READ San Diego
- Rolling Readers
- San Diego Community College District
- San Diego Council on Literacy
- San Diego County Office of Education Everyone a Reader
- San Diego County Office of Education, Quality Preschool Initiative
- San Diego County Probation Department
- San Diego Family Care
- San Diego Regional Economic Development Corporation
- San Diego Social Venture Partners
- San Diego State University
- San Diego Unified School District
- San Diego Police Department
- San Diego Workforce Partnership
- San Diego Youth Development Office
- SAY San Diego
- School Wellness Councils
- Share the Care Dental Initiative
- Somali Family Services

- Teach for America
- The California Endowment
- The Children's Initiative
- United Way of San Diego County
- Words Alive
- Youth Voice

OUR SUPPORTERS

- Rod Dammeyer
- Christa and Conrad Burke Fund at The San Diego Foundation
- Dvorah Eder
- Mark Fackler
- Galinson Advised Fund of the Jewish Community Foundation
- Linda and Ken Sumner
- Anita and Stuart Fishman
- F. Happi Cavnag
- Jack McGrory Fund?
- JPMorgan Chase Foundation
- The Parker Foundation
- Price Family Charitable Fund
- The California Endowment
- The Hervey Family Fund
- Target
- Alliance Healthcare Foundation
- San Diego Foundation
- Jewish Community Foundation
- UWSD

**KEY TO OUR SUCCESS IS THE INVOLVMENT
OF PARENTS, STUDENTS, FAMILIES AND
COMMUNITY MEMBERS**

INDICATOR EXPLANATIONS

Early Prenatal Care

What is this indicator?

This indicator is the percent of mothers receiving early prenatal care and reflects the proportion of women who receive prenatal care beginning in the first three months (referred to as the first trimester) of pregnancy. A related measure is “adequate” prenatal care, which accounts for both the timing of entry into care (early, late, etc.) and the number of visits. Prenatal care information is recorded on the birth certificate and reported as part of local, state, and federal vital statistics.

Why is it important?

Prenatal care from a qualified health professional is vital to ensure the health of a woman and her baby during pregnancy. Optimal care includes medical services and health promotion and education. According to the Centers for Disease Control and Prevention (CDC), early and comprehensive prenatal care is associated with healthier birth weight and a lower risk of premature birth. Inadequate prenatal care (starting late or too few visits) has been associated with premature birth, low birth weight, and increased risk of mortality for the fetus, infant, and mother. CDC recommends starting care even before conception (preconception care) to reduce health risks to both mother and baby.

Low Birth Weight

What is the indicator?

This indicator is the percent of infants born at low birth weight, defined as infants weighing less than 2,500 grams (5.5 lbs.), and very low birth weight is defined as infants weighing less than 1500 grams (3.3 lbs.) at birth. These data are recorded on birth certificates and reported as part of local, state, and federal vital statistics.

Why is it important?

Babies born at low birth weight face 20 times the risk of dying in their first year of life. Preterm (premature) birth (prior to 37 weeks gestation) is a primary factor in the rate of low birth weight, and together these two conditions are the leading cause of infant mortality. With neonatal intensive care, many babies born too soon or too small survive. However, many who survive will experience problems such as cerebral palsy, vision and hearing disorders, learning disabilities and behavior disorders. Recent studies suggest that individuals born at low birth weight have higher risk for adult chronic health conditions such as high blood pressure, heart disease, and adult onset diabetes.

Birth to Teens

What is the indicator?

This indicator is the birth rate per 1,000 teen's ages 15-17 years and shows trends in teen births for teens ages 15-17. Reliable data are available annually from birth certificates and reported as part of local, state, and federal vital statistics. It is not possible to get reliable data on the number of teens who become pregnant or are sexually active. This indicator is also a better gauge of the number of teens who will be parenting.

Why is it important?

The United States has the highest teen pregnancy rate of any industrialized country. Teens are generally unprepared for the responsibility of pregnancy and parenting. They are less likely to obtain prenatal care and more likely to continue unhealthy behaviors, placing the baby at risk for future developmental and health problems. Teen parents are less likely to complete their education, and thus are at greater risk of earning below poverty incomes. Their babies are at greater risk for neglect and abuse. Teen parenthood places two generations at risk. A major concern is the number of adult-age males fathering children born to teens.

**“Parents need to be closer,
to be present.”**

--City Heights community
conversation participant

Early Care and Education

What is the indicator?

This indicator shows the percent of children ages 3-4 enrolled in early care and education, the trend shows preschool age children who are regularly attending an out-of-home and non-relative early care and education setting. Early Care and Education settings may include a child care centers, family child care centers (licensed or unlicensed), preschools, or Head Start programs. These data are routinely gathered and reported by the U.S. Census Bureau, American Communities Survey.

Why is it important?

Research tells us that to ensure healthy development we must provide nurturing and enriching care before birth and throughout early childhood. Early childhood care and education in a quality setting (including child care, preschool, Head Start, etc.) can improve the school readiness and overall healthy development of young children, as well as education and employment outcomes throughout life. Thus, quality early care and education from birth to five years can not only help a child, but also produce economic benefits to society that far exceed the initial investment. The greatest cost benefit is through investments in low-income children.

Immunization

What is the indicator?

The kindergarten immunization indicator is the percent of entering kindergarten students who have received the required immunization series. These data are submitted from the schools to the California Department of Public Health (CDPH) Immunization Branch each fall to monitor compliance with the California School Immunization law.

Why is it important?

Childhood immunizations are highly effective and cost-effective. They save millions of lives each year. A cost-benefit analysis by the CDC demonstrated that every dollar spent on immunization saves \$6.30 in direct medical costs. Prior success was the result of a massive public/private partnership involving researchers, policy makers, vaccine manufacturers, public and private health professionals who administer vaccines, and, of course, families who voluntarily participate in immunization programs. After years of steady improvement, however, our national rate of children receiving even the most basic series of vaccinations (4:3:1:3) has remained almost unchanged since 2003.

School Attendance Elementary School

What is this indicator?

This indicator is the percent of elementary school (K-5) students who did not attend school at least 95% of school days—monitors school attendance based on 95% attendance on the Second Principal Apportionment (p2) reporting date of each district's school year. It includes students who are absent approximately 9 days or more of the school year, for any reason. Note, this is not average daily attendance.

Why is it important?

School attendance is one of the strongest predictors of school success or failure. Students in elementary school are learning the basic reading, writing, math, reasoning, social, and study skills that are critical to success and fulfillment in all higher grades. Chronic absence as early as kindergarten can lead to deficits in all school achievement and reduced chances of graduation. Whether children miss school as a result of illness, family vacations, or truancy, missing too many days of school affects: the student who must catch up on missed learning, the teacher who must re-teach the material, and the other students whose educational progress is slowed as a result.

School Achievement Grade 3

What is this indicator?

The indicator is the percent of students in grade 3 scoring proficient and above on the annual California Standardized Testing and Reporting (STAR) program. STAR is administered annually to students in grades 2 through 11. In grade 3 students are tested in English-Language Arts and Mathematics. These data are routinely reported by the California Department of Education.

Why is it important?

Early attainment of basic skills is essential to succeed and excel in school and in life. Students must master basic literacy and math skills to advance to higher level learning. In the primary grades, children are learning to read; but from that point on, they must read to learn. Poor readers are missing content learning that hinders them from learning other subjects. A child who does not master the basic literacy skills does not have the foundation for future success. Performance on the English-Language Arts test is widely accepted as the best predictor of school achievement overall, in part because mastery of English language skills is a critical foundation to understanding information about other subjects.

Childhood Obesity Grade 5

What is this indicator?

This indicator is the percent of students not in the Healthy Fitness Zone in grade 5. The California Fitness Exam is a test of physical fitness given to students in grades 5, 7, and 9 every year, and it assesses the “Healthy Fitness Zone.” This indicator uses components of the test that measure body composition and body mass index (BMI). Students who score outside the upper end of a specified range are not in the Healthy Fitness Zone, which are then categorized by students who “need improvement” and students who are deemed a “health risk”. This data are routinely reported by the California Department of Education.

Why is it important?

Being overweight can have short and long term health consequences for children’s health and wellbeing. Approximately 17% (or 12.5 million) of children and adolescents aged 2-19 years are obese. A recent study found that 80% of children who were overweight at ages 10-15 were obese by the age of 25, as well as at increased risk for high blood pressure, high cholesterol, and Type 2 diabetes. In addition to the physical health risks, many overweight and obese children experience social discrimination and bullying. The CDC predicts that one in three of today’s children will develop diabetes in his or her lifetime as a result of obesity and overweight.

School Attendance Middle School

What is this indicator?

This indicator is the percent of middle school (6-8) students who did not attend school at least 90% of school days—monitors school attendance based on 90% attendance on the Second Principal Apportionment (p2) reporting date of each district’s school year. It includes students who are absent approximately 17 days or more of the school year, for any reason. Note, this is not average daily attendance.

Why is it important?

Regular attendance at the middle school level is the foundation for student success in future learning. In middle school, students learn responsibility and accountability for their own education. Poor attendance often leads to disconnection to school, poor grades and risky behaviors in and out of school. The Office of Juvenile Justice Delinquency Prevention finds that irregular middle school attendance sets that stage for increased truancy and potential involvement with the juvenile justice system. School attendance is one of the strongest predictors of school success or failure.

“Success has to be from nonprofits, business, and community all working together. It is in the hands of the community working with schools.”

--City Heights community conversation participant

Childhood Obesity Grade 7

What is this indicator?

This indicator is the percent of students not in the Healthy Fitness Zone in grade 7. The California Fitness Exam is a test of physical fitness given to students in grades 5, 7, and 9 every year, and it assesses the “Healthy Fitness Zone.” This indicator uses components of the test that measure body composition and body mass index (BMI). Students who score outside the upper end of a specified range are not in the Healthy Fitness Zone, which are then categorized by students who “need improvement” and students who are deemed a “health risk”. This data are routinely reported by the California Department of Education.

Why is it important?

Being overweight as you enter your teen years has significant negative implications for a young person’s developmental growth in health and wellbeing. Overweight young adolescents are more likely to be victims of bullying, ostracized from peers and lead more isolated lives, not taking part in normal adolescent activities. Being overweight as a young teen can lead to eating disorders, dislike for physical activity and negative social behaviors. Approximately 17% (or 12.5 million) of children and adolescents aged 2-19 years are obese. A recent study found that 80% of children who were overweight at ages 10-15 were obese by the age of 25, as well as at increased risk for high blood pressure, high cholesterol, and Type 2 diabetes. The CDC predicts that one in three of today’s children will develop diabetes in his or her lifetime as a result of obesity and overweight.

School Achievement Grade 8

What is this indicator?

The indicator is the percent of students in grade 8 scoring proficient and above on the annual California Standardized Testing and Reporting (STAR) program. STAR is administered annually to students in grades 2 through 11 and covers multiple subjects including English-Language Arts, Mathematics, History-Social Science and Science. These data are routinely reported by the California Department of Education.

Why is it important?

Mastering multiple subject matters such as English-Language Arts, Mathematics, History-Social Science and Science support a student's ability to think critically, problem solve, and understand more complex analytical concepts. Mastery leads to success in school, opportunities for higher learning and increased employment options. Studies document that students who understand and have competency in varying core subjects have a more well-rounded educational experience which fosters further academic pursuits.

Childhood Obesity Grade 9

What is this indicator?

This indicator is the percent of students not in the Healthy Fitness Zone in grade 9. The California Fitness Exam is a test of physical fitness given to students in grades 5, 7, and 9 every year, and it assesses the "Healthy Fitness Zone." This indicator uses components of the test that measure body composition and body mass index (BMI). Students who score outside the upper end of a specified range are not in the Healthy Fitness Zone, which are then categorized by students who "need improvement" and students who are deemed a "health risk". This data are routinely reported by the California Department of Education.

Why is it important?

Being overweight in high school has been demonstrated to have significant negative influences on a young person's self-image and esteem, social interaction, involvement in school and community activities and feelings of acceptance. Approximately 17% (or 12.5 million) of children and adolescents aged 2-19 years are obese. A recent study found that 80% of children who were overweight at ages 10-15 were obese by the age of 25, as well as at increased risk for high blood pressure, high cholesterol, and Type 2 diabetes. In addition to the physical health risks, many overweight and obese children experience social discrimination and bullying.

Juvenile Crime

What is this indicator?

The indicator reports the number of arrests for misdemeanor and felony crimes among youth ages 10-17. Arrests for status offenses such as curfew violations or truancy are not included. One arrest may have more than one charge associated with it. Only the most serious offense is reported in each arrest. Data are collected by law enforcement, stored in the Automated Regional Justice Information System (ARJIS), and routinely reported by the San Diego Association of Governments (SANDAG).

Why is it important?

Juvenile crime is costly on multiple levels. Primarily, there is the significant cost of a productive life for the young person. In addition, crime diminishes the sense of safety in the community, and it costs victims their property, money, health, and sense of well-being. Other costs are to government for the juvenile justice system, medical expenses, loss of work time, and lowered property values.

School Attendance High School

What is this indicator?

This indicator is the percent of high school (9-12) students who did not attend school at least 90% of school days—monitors school attendance based on 90% attendance on the Second Principal Apportionment (p2) reporting date of each district's school year. It includes students who are absent approximately 17 days or more of the school year, for any reason. Note, this is not average daily attendance.

Why is it important?

School attendance is critical for high school graduation. Students in high school must fulfill and complete necessary and required course work and pass the California High School Exit Exam. Regular school attendance teaches student's responsibility, discipline, and punctuality – all skills needed to be successful in college and the workplace. Good school attendance also increases students feeling of connection, confidence and accomplishment. Research demonstrates that students who regularly attend high school have higher achievement scores and the grades necessary to gain acceptance to higher learning institutions.

“Wouldn't it be wonderful if all the major systems learned to talk to each other? We have this and that. Wouldn't it be good if we all had the same focus and agenda?”

--City Heights community
conversation participant

Cohort Graduation

What is this indicator?

The indicator is the percent of students in a 4-year adjusted cohort that graduate in four years or less with a traditional high school diploma, an adult education high school diploma, or has passed the California High School Proficiency Exam (CHSPE). This is adjusted for students who transfer in, students who transfer out, relocate, or pass away during school years 1, 2, 3, and 4. Data are routinely reported by the California Department of Education.

Why is it important?

High School graduation is a strong predictor for lifelong success and positively impacts the life of a student, family, and community. Research by the RAND Corporation found that high school graduates earn higher wages, have higher employment rates, have higher per capita medium earnings, and access fewer government assistance programs than high school dropouts. High School graduates are less likely to be incarcerated, have greater job opportunities and job security. These benefits translate into higher employment rates, increased productivity in the workplace, lower crime in communities, and increased tax revenue.

California High School Exit Exam (CAHSEE): Mathematics

What is this indicator?

The indicator reports the percent of students who by the end of 10th grade pass the California High School Exit Exam-Mathematics portion. These data are routinely reported by the California Department of Education.

Why is it important?

California public school students must satisfy the California High School Exit Examination requirement, as well as all other state and local requirements, in order to receive a high school diploma. The CAHSEE is divided into two parts: English-Language Arts and Mathematics. The Mathematics examination includes statistics, data analysis, and probability; number sense; measurement and geometry; algebra and functions; mathematical reasoning; and Algebra I. Students are also asked to demonstrate a strong foundation in computation and arithmetic, including working with decimals, fractions, and percent's. Proficiency in math is essential in everyday life and work. Acquisition of foundational math skills has both short and long term benefits. Increased math skills allow students to pursue and succeed in higher education, excel in more advanced employment opportunities, manage home finances, and financially plan for their future.

California High School Exit Exam (CAHSEE): English-Language Arts

What is this indicator?

The indicator reports the percent of students who by the end of 10th grade pass the California High School Exit Exam: English-Language Arts portion. These data are routinely reported by the California Department of Education.

Why is it important?

All California public school students must satisfy the California High School Exit Examination requirement, as well as all other state and local requirements, in order to receive a high school diploma. The CAHSEE is divided into two parts: English-Language Arts and Mathematics. The English-Language Arts standards include: vocabulary, decoding, comprehension, and analysis of information and literary texts. The writing standards cover writing strategies, writing applications, and conventions of standard English (e.g., grammar, spelling, and punctuation). Proficiency in English-Language Arts is an integral part of success in life and work. Increased levels of Language Art skills allow students to comprehend and process information, think critically and creatively, problem-solve, and express ideas. These skills are needed to: pursue and succeed in higher education, secure employment, excel in the workplace, and foster positive communication and relationships.

Post-Secondary Enrollment

What is this indicator?

The indicator is the percent of high school graduates that enrolled in a post-secondary institution the year of their high school graduation. These data document the percent of high school graduates that are prepared and able to attend higher education institutions. Data are routinely collected and reported from the National Student Clearinghouse and school districts.

Why is it important?

Students who attend college open the doors to opportunities for life long prospects. Research by the National Center for Education Research found that those students who attend college have expanded career choices and are better able to find a job, maintain a job, and seek promotions. National research has documented that the more education you receive, the more money you are able to earn in your lifetime. Attending college increases a student's exposure to diverse topics, experiences, cultures and people. Attending and graduating from college directly increase lifelong economic security, self-esteem and sense of security.

DATA SOURCES

LIVE UNITED



United Way
of San Diego County

ENTRUSTED WITH PROJECT
MANAGEMENT, MEASUREMENT AND
KEEPING THE COMMUNITY AND
PARTNERS FOCUSED ON OUR

SHARED VISION.