

## Carroll, John (BOS)

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**From:** Carroll, John (BOS)  
**Sent:** Thursday, January 12, 2023 10:51 AM  
**To:** Ronen, Hillary; Safai, Ahsha (BOS); Dorsey, Matt (BOS)  
**Cc:** Ferrigno, Jennifer (BOS)  
**Subject:** YYAF Agenda Item No. 2 - Responsive Documents From SFUSD - File No. 221290  
**Attachments:** SFUSD SAFEH Resolution Report\_5.10.22.pdf; SFUSD SAFEH Resolution Report June 2021 (1).pdf; SAFEH Resolution Presentation 2019 .pdf; 221290 SFUSF Policy 6173.pdf

**Categories:** 221290, 2023.01.13 - YYAF

Good morning, YYAF members,

We have received the attached documents from the SFUSD, in response to tomorrow's hearing on agenda item number two.

In addition to the attached, the SFUSD has provided a link to the following dynamic dashboard:

[SFUSD Public Dashboard](#) with data regarding youth experiencing homelessness

I invite you to review the public file in this matter through the Legislative Research Center, via this link:

[BOS File No. 221290](#)

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**(VIRTUAL APPOINTMENTS)** To schedule a virtual meeting with me (on Microsoft Teams), please ask and I can answer your questions in real time.

*Due to the current COVID-19 health emergency and the Shelter in Place Order, the Office of the Clerk of the Board is working remotely while providing complete access to the legislative process and our services.*



Click [here](#) to complete a Board of Supervisors Customer Service Satisfaction form.

The [Legislative Research Center](#) provides 24-hour access to Board of Supervisors legislation and archived matters since August 1998.

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2022 Annual Report on Students and Families Experiencing Homelessness Action Plan

Per: [Resolution No. 175-23A1](#): In Support of Staff Training, Coordination and Delivery of Programs and Services to Meet the Needs of Homeless Children, Youth and Families in San Francisco Unified School District

The report should include:

- Outcomes for homeless students, including students living in SROs, which may include, but are not limited to:
  - School attendance
  - Student achievement test results
  - Promotion and retention rates by grade level
  - Graduation rates
  - Suspension/expulsion rates
  - Goals or specific actions identified in the LCAP.

**A. Who We Serve**

Students who are designated as SAFEH are, in accordance with; Section 725(2) of the McKinney-Vento Act which defines “homeless children and youth” as individuals who lack a fixed, regular, and adequate nighttime residence.

The term includes:

- Children and youth who are: sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as “doubled-up”); living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations; living in emergency or transitional shelters; or abandoned in hospitals;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above
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**B. Outcome Data: NOTE: There is no academic data because the SBAC was canceled for 2020.**

<b>SAFEH Students - District</b>	2090
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Division	
EES	0%
ES	34.3%
HS	33.4%
K-8	8.6%
MS	23.7%

<b>SpEd</b>	504
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<b>English Learner</b>	776
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Race/Ethnicity			
American Indian or Alaska Native	0.2%	Korean	0.1%
Asian Indian	0.7%	Middle Eastern/Arab	0.3%
Black or African American	13.7%	Not Specified	3.8%
Cambodian	0.2%	Other Asian	1.6%
Chinese	24.0%	Other Pacific Islander	0.4%
Filipino	4.7%	Samoan	1.0%
Hawaiian	0.0%	Two or More	3.0%
Hispanic/Latino	43.6%	Vietnamese	0.9%
Japanese	0.1%	White	1.5%

<b>SAFEH Students - County/Court</b>	41
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School Type	SpEd
County/Court 85.4%	23
Non-Public Schools 14.6%	<b>English Learner</b> 6

Race/Ethnicity	
Black or African American	21
Cambodian	1
Filipino	1
Hispanic/Latino	13
Not Specified	1
Two or More	2
White	2

**Promotion and Retention Data**

Percentage	Number Students Promoted/Graduated	Total Number of SAFEH Students	Grade Level
98.44%	63	64	Promotion Grade K
100.00%	1	1	Promotion Grade TK
99.09%	109	110	Promotion Grade 01
100.00%	149	149	Promotion Grade 02



100.00%	216	216	Promotion Grade 03
99.52%	209	210	Promotion Grade 04
100.00%	215	215	Promotion Grade 05
100.00%	185	185	Promotion Grade 06
100.00%	175	175	Promotion Grade 07
100.00%	163	163	Promotion Grade 08
97.97%	145	148	Promotion Grade 09
96.24%	205	213	Promotion Grade 10
98.77%	161	163	Promotion Grade 11
9.52%	2	21	Graduation
98.28%	1998	2033	Promotion/Graduated Grade All

Percentage	Number Students Retained	Total Number of SAFEH Students	Grade Level
0.00%	0	1	Retention Grade TK
1.56%	1	64	Retention Grade K
0.91%	1	110	Retention Grade 01
0.00%	0	149	Retention Grade 02
0.00%	0	216	Retention Grade 03
0.48%	1	210	Retention Grade 04
0.00%	0	215	Retention Grade 05
0.00%	0	185	Retention Grade 06
0.00%	0	175	Retention Grade 07
0.00%	0	163	Retention Grade 08
2.03%	3	148	Retention Grade 09
3.76%	8	213	Retention Grade 10
1.23%	2	163	Retention Grade 11
0.80%	16	2012	Retention Grade All



**Expulsion and Suspension Data**

Percentage	No Students suspended/expelled	Total Number of SAFEH Students	Expulsion/Suspension
0.00%	0	2057	Expulsion SY21 S2
0.00%	0	2131	Expulsion SY22 S1
0.05%	1	2057	Suspension SY21 S2
2.16%	46	2131	Suspension SY22 S1

**Daily Attendance Data**

Daily Attendance Rate for SAFEH students	
87.47%	Attendance SY21 S2
88.23%	Attendance SY22 S1

**C. LCAP Goals and Outcomes:**

**Goal: 2.03 Safe & Supportive Schools:** Target strategies to address needs of underserved students, including low-income students, English learners, foster youth, and African American students, through a multi-tiered system of academic and behavioral supports across and within schools additional interventions and supports. Through the site based Coordinated Care Team (CCT), employ a community schools approach, with dedicated coordination and tools to support aligning services offered by community partners to meet the academic and social/emotional needs of students and their families. Provide tiered levels of support that includes additional professional development, targeted Tier 2 supports, supplemental materials, translation services, and additional site-based support staff, including paraprofessionals, librarians, nurses, psychologists and behavior specialists to ensure safe and supportive schools.

**Outcomes:**

- SFUSD works across departments and divisions to highlight the need for synthesis of programs for vulnerable youth. SFUSD supports central office staff dedicated to focal populations that coordinate resources and provide individual support to students and families struggling with-homelessness, Limited English Skills, and living in foster care.
- In collaboration with DCYF, Beacon funding was expanded to 18 additional ES, K-8, MS schools to a total of 27 Beacon/ExCEL programs. The Beacon schools are implementing the SFUSD Comprehensive Community Schools Model that focuses on four programmatic areas: Expanded Learning, Family Partnerships, Behavioral Health & Wellness, and School Transitions.
- In FY 21-22, each school continued to strengthen the development of their Coordinated Care Teams (CCTs) and approach to fostering a safe and inclusive school culture and climate. Each CCT identified co-leads, who attend a year-long professional learning community to address such topics as: Title IX, Suicide Prevention, Human Trafficking Prevention, Gun Violence Prevention, Home Visits and deescalation.



Professional development trainings included an anti-racist lens and a focus on strengthening student and family partnerships.

**LCAP Goal 2.08:** SFSD works across departments and divisions to highlight the need for synthesis of programs to provide individual support to students and families struggling with homelessness by connecting them to city resources for housing and other immediate supports.

**LCAP Goal 2.08:** Provide school supplies to students experiencing homelessness as needed.

**LCAP Goal 2.08:** Provide information to families on the supports that exist through the city regarding eviction assistance, relocation assistance, rapid rehousing eligibility, and other long term housing supports.

**Outcomes:**

- The SAFEH Enrollment has collected information about any identified family's housing status and immediate support needs. Data has been used to look at the intersectionality of student homelessness and focal indicators that are then used for support planning.
- Coordinated with the Education Placement Center and Coordinated Care Team Leads to implement interventions in support of our students and families struggling with homelessness.
- The SAFEH program provides the resources and services that our students need to ensure academic success and their ability to attend school. We coordinate with school sites re: supplies and other resources that may be needed for their specific population. We will continue to coordinate across the district and with community and city partners to meet the needs of our students and families experiencing homelessness. Resources include educational materials, school uniforms, backpacks, hygiene kits, transportation support, and referrals to community partners for clothing and housing resources.
- The SAFEH Enrollment form collects information about any identified student's housing status and immediate needs. We coordinate with CCT leads at school sites to ensure that the identified students and families are receiving the support they need.
- SAFEH will continue to coordinate with our CCT leads and community and city partners to ensure we provide our students and families who are currently homeless/unhoused with accessing resources available to them.
- We also meet monthly with HSH, HSA, and Hamilton to coordinate and align services for students and families experiencing homelessness.

**D. Redesign and Alignment of Focal Student Services**

During this year, the Student and Family Services Division has worked to align services and supports among its focal programs, including Students and Families Experiencing Homelessness (SAFEH), Foster Youth Services Coordinated Program (FYSCP), the Refugee and Immigrant Supports in Education of S.F. (RISE-SF), the LGBTQ+ Student Services, and student leadership programs. This pivot has allowed us to recognize the intersectionality of our students' experiences and their identities, identify areas of common need (transportation and basic supplies, for example), streamline practices to improve the way we meet our students and families where they are at, and name the gaps in services that need to be addressed.



**Data Merge of Focal Populations:**

We are reviewing the data across the focal programs of SAFEH, FYSCP, RISE-SF, LGBTQ+ and youth leadership spaces, to identify the intersectionality of our students' experience and identities to better address needs anchored in data. Due to confidentiality concerns, capturing data for LGBTQ+ students cannot be gathered in the same way as other focal students. As a result, we are exploring ways to incorporate questions on Youth Risk Behavior Survey (YRBS), and other program assessments and questionnaires, that may provide additional insights. Next school year, we plan to increase awareness about the experiences of our focal students and better communicate services we provide. The Student & Family Division is partnering with the Highschool- Newsletter team to include feature stories about our students and families and the resources available to meet their needs.

**Braided State and Federal Funding to Support Student/Family Needs:**

This year SFUSD was able to provide students and families with basic supplies, such as backpacks, uniforms, hygiene kits and transportation assistance through Title IA funding. Additionally, SFUSD received American Rescue Plan - Homeless Children and Youth (ARP-HCY) II Funds. ARP-HCY II funds are to support efforts to identify, enroll and retain homeless children and youth and unaccompanied youth. These funds are designated to address the impacts of the COVID-19 pandemic and ensure that students are able to attend school, participate in school activities and maintain their school of origin. The California Department of Education ([link](#)) has also outlined all allowable expenses under the McKinney-Vento Education for Homeless Children and Youth.

As both a district and County of Education (COE), SFUSD must assume the role of a consortium lead for San Francisco charter schools that were awarded ARP-HCY II funds under the amount of five thousand dollars (\$5,000.00). As such, SFUSD is responsible for acting as the fiscal agent for the Consortium and submitting the required program and fiscal reporting on a quarterly basis.

**E. Partnering with other SFUSD Departments re: data and systems management**

**Identifying Homeless Students & Families:**

The Student & Family Services Division continues to work closely with SFUSD's Departments of Technology (DOT) and Research, Planning and Accountability (RPA) on improving data collection methods measurements, guided by McKinney Vento and the recent passage of AB27 (Homeless Children and Youth Reporting). In our current state, each school administrator receives a list of SAFEH students enrolled at their site and works with their CCT to add or remove students on the list using a SAFEH enrollment form. Student information submitted on the form is used to update individual student's profile in the SFUSD SIS. This helps identify which students are designated as homeless, and track the eligible rights and supports that can be offered even after a student becomes permanently housed. In our future state, all students and families will receive an district-wide electronic questionnaire to update their housing status. Paper copies will be available at school sites.

**What is AB 27**

- Legislation requires Local Education Agencies (LEAs) to ensure that every school identifies all children and youth and unaccompanied youth who are experiencing homeless, as defined.



- To identify students, the bill requires local LEA that receive ARP-HCY II funds to administer an annual housing questionnaire in multiple languages and ensure access to paper copies to capture every families housing status
- Requires that training of all LEA staff and adds mandatory information be posted to LEA websites
- Creates three regionally located Technical Assistance Centers (TACs) to help LEAs identify and connect students to services.

#### **F. Local & State-Wide Partnerships & Coordination**

One of the greatest strengths of the SAFEH Program has been the ability to forge and build relationships across departments, community partners and other San Francisco City and County agencies to support students and families facing housing instability. These relationships play a key role in ensuring students and families have access to the resources and tools they need to address their housing needs and yet, we know that the demand still outweighs the availability of resources. Through collaboration, staff has been able to help students and families secure basic needs such as food, housing referrals, and transportation as needed. For example, the data gathered from the fall [Welcome Back Calls](#) shows that we had 5,438 total responses across all grade levels to the question, *“Is there anything we might be able to help with in terms of connecting to other resources?”* Of those responses, 147 responses included "Finding stable housing" and 29 included "Eviction support." Additionally, through central distribution, we were able to provide 44 backpacks, school uniforms for 12 students, hygiene kits to 12 families, and transportation assistance for three (3) families choosing to maintain their children’s school of origin.

#### **Homeless Education Technical Assistance Centers:**

During the spring of 2022, SFUSD joined 24 California county offices of education in a 2-year regional technical assistance collaborative led by the Contra Costa Office of Education. The Homeless Education and Technical Assistance Centers (HETAC) support county offices of education who have received federal American Rescue Plan Homeless Children and Youth (ARP-HCY II) funding to support efforts to identify homeless students and families. The funding and HETAC support will help SFUSD with improving best practices to serve homeless students and address needs arising from the COVID-19 pandemic, including addressing barriers to school success and participation.

#### **Stay Over Program (SOP) at BVHM:**

- Five families and 24 residents are currently in the program
- 117 Households, 160 students & their families were provided access to the SOP this school year.
- Number of newcomer students: 40
- Schools represented: Buena Vista Horace Mann K-8, Mission Education Center, Moscone Elementary, Visitacion Valley, Willie Brown Middle School and Mission High School

#### **Department of Homelessness and Supportive Housing:**

SFUSD continues to partner with the Department of Homelessness and Supportive Housing (DHS) to inform families of services, and support linkages and referrals to access points. SFSD SAFEH staff continue to participate in regular meetings with DHS, community partners to improve communication, and case coordination to support rehousing of SFUSD families.





### **G. Future State**

We continue to clarify the supports that exist through the city, our CBOs and the partnerships to share more widely with students and families; i.e. eviction assistance, relocation assistance, who is eligible for rapid rehousing opportunities vs. other long term housing supports

- Continuing to share and align best practices across focal student services (Foster Youth, LGBTQ Students, Immigrant and Refugee, and youth leadership)
- Improve staff training and increase awareness of focal student educational rights and the services and resources available to serve them
- Partnering with SFUSD transportation department to offer transportation to school of origin to SAFEH students and families commuting long distance, including out of county.

### **I. Spotlight: A Family's Journey Back To In-Person Learning**

The SAFEH program received a call from a family via the Student, Family and Staff Resource Link requesting support. The family is unhoused--their homelessness began with the confluence of loss of work during COVID, compounded by a family tragedy which led to the expenditure of all of their savings. They were no longer able to cover rent and were evicted from their home. After living in a shelter for a brief period, they lost their space when one of the family members contracted COVID. The family felt that their only option was to live in their car. The loss of housing was compounded by the fact that the parent was unable to accept a job offer because her child had continued in online learning and had nowhere to go during the school day.

On the link line, the parent requested a school placement that also had an afterschool and summer program. SAFEH staff immediately identified a school that had space, and reached out to SFUSD's Out of School Time (OST) program to ensure that the child had a place to be for the entire school day and all summer as well. A potential barrier arose when the family and SAFEH staff were informed that it was too late in the year to approve a transfer. SAFEH staff then advocated for the family with our Educational Placement Center to accept an affidavit since the family had no proof of address, as well as for an exception to the deadline regarding transfers so late in the school year. The McKinney-Vento law makes such accommodations possible, but not all staff in our district have had the opportunity to learn about the law, indicating a need for more professional development opportunities about protections that exist for this population.

SAFEH staff then reached out to the school to explain the situation, acknowledging the difficulty of having a student start so close to the end of the school year. A transition meeting was arranged with the parent and student, school social worker, principal and SAFEH staff in which a transition plan was agreed upon. The intention was to ease the transition from online learning to a full school day and out-of-school time programming. This was a significant transition for the student as they had not attended school in-person for over two years. However, the meeting and warm welcome from the school helped to establish relationships between the parent and staff and provided a sense of support and belonging for both the parent and the child. The parent is now able to start her new job knowing that her child is in a safe and caring learning environment for the entire day. The afterschool program runs all summer and so the child will be able to continue with services after the end of the school year.