

File No. 220782 Committee Item No. 1
Board Item No. _____

COMMITTEE/BOARD OF SUPERVISORS

AGENDA PACKET CONTENTS LIST

Committee: Youth, Young Adult, Families Committee Date July 15, 2022

Board of Supervisors Meeting Date _____

Cmte Board

- | | | |
|-------------------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Motion |
| <input type="checkbox"/> | <input type="checkbox"/> | Resolution |
| <input type="checkbox"/> | <input type="checkbox"/> | Ordinance |
| <input type="checkbox"/> | <input type="checkbox"/> | Legislative Digest |
| <input type="checkbox"/> | <input type="checkbox"/> | Budget and Legislative Analyst Report |
| <input type="checkbox"/> | <input type="checkbox"/> | Youth Commission Report |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Introduction Form |
| <input type="checkbox"/> | <input type="checkbox"/> | Department/Agency Cover Letter and/or Report |
| <input type="checkbox"/> | <input type="checkbox"/> | MOU |
| <input type="checkbox"/> | <input type="checkbox"/> | Grant Information Form |
| <input type="checkbox"/> | <input type="checkbox"/> | Grant Budget |
| <input type="checkbox"/> | <input type="checkbox"/> | Subcontract Budget |
| <input type="checkbox"/> | <input type="checkbox"/> | Contract/Agreement |
| <input type="checkbox"/> | <input type="checkbox"/> | Form 126 – Ethics Commission |
| <input type="checkbox"/> | <input type="checkbox"/> | Award Letter |
| <input type="checkbox"/> | <input type="checkbox"/> | Application |
| <input type="checkbox"/> | <input type="checkbox"/> | Public Correspondence |

OTHER (Use back side if additional space is needed)

- | | | |
|-------------------------------------|--------------------------|--|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <u>DCYF Community Needs Assessment Rpt</u> |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <u>Referral FYI Hearing 070622</u> |
| <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | _____ |

Completed by: Erica Major Date July 8, 2022
Completed by: _____ Date _____



Community Needs Assessment

LAND ACKNOWLEDGEMENT

The San Francisco Department of Children, Youth and Their Families (DCYF) acknowledges that it carries out its work on the unceded ancestral homeland of the Ramaytush Ohlone, the original inhabitants and stewards of the San Francisco Peninsula. As the government agency that stewards of the Children & Youth Fund, we accept the responsibility that comes with resources derived from property taxes upon unceded and colonized land. We recognize the history and legacy of the Ramaytush Ohlone as integral to how we strive to make San Francisco a great place for life to thrive and children to grow up.



Letter from the Director

On the behalf of the Department of Children, Youth and their Families (DCYF) I am pleased to present our 2022 Community Needs Assessment (CNA). As the first phase of our planning cycle the CNA is the foundation of our efforts to ensure that high need children, youth, disconnected transitional age youth (TAY), and their families can benefit from services and programming supported by DCYF. It is the way that we hear directly from our communities to understand their needs and to shed light on the disparities that affect their lives.

Normally DCYF would complete the CNA during the third year of our funding cycle but as we know the last two years have been anything but normal. The COVID-19 pandemic has caused widespread and long lasting impacts on the lives of children, youth, TAY, and their families in San Francisco. While our data collection efforts began before the pandemic, gathering perspectives and experiences about its impacts became a crucial part of our methodology as the Shelter in Place order was enacted and our process paused. We are extremely grateful for the assistance we received from our grantees and other service providers throughout the process in connecting us with children, youth, TAY, and their families from across the City using the methods and venues available to us.

Our data collection efforts have clearly shown that the impacts of the pandemic have not been experienced equally. If anything, the pandemic has made existing inequities worse especially for low-income households with children, a group that includes a disproportionately large number of people of color. Whether it's ongoing challenges to economic security, growing need for mental health supports, the continued effects of distance learning, threats to physical safety caused by anti Asian and anti-Black violence or the many other ways that the pandemic has impacted our communities, it's clear that DCYF and our City partners have a lot of work to do.

DCYF is ready to do the work to address the needs and disparities affecting our City's children, youth, TAY and their families, including those exacerbated by the pandemic. The second phase of our planning cycle is the Services Allocation Plan (SAP) where we will allocate the Children & Youth Fund to address the needs and disparities highlighted by the CNA. Our 2023 SAP will be developed in collaboration with our City and SFUSD partners so that we can align and coordinate our efforts. We will follow the SAP with our Request for Proposals, the last phase of our planning cycle. This competitive funding process is the way that DCYF selects nonprofit community-based organizations (CBOs) with the experience, expertise and cultural competency to provide services that address the needs and disparities highlighted in the CNA.

The 2022 Community Needs Assessment is not just a part of our planning cycle it's also a call to action for DCYF to focus on what is truly needed for children, youth, TAY and their families to lead lives full of opportunity and happiness. I hope you find the 2022 CNA to be informative and useful and I look forward to using it as the foundation of our efforts to make San Francisco a great place to grow up.

Sincerely,



Maria Su, Psy.D.

Executive Director



Table of Contents

- Land Acknowledgement**..... 2
- Letter from the Director** 3
- Table of Contents** 5
- List of Figures** 8
- Key Terms & Concepts** 11
- Introduction** 16
 - Overview of DCYF’s Planning Cycle 17
 - DCYF Centers Equity in Our Planning..... 18
 - Defining & Operationalizing Equity & Intersectionality 18
 - Guiding Questions of the CNA 19
 - Guiding Principles & Practices of the CNA 20
 - COVID-19’s Impact on DCYF’s Planning Timeline..... 20
 - DCYF’s Citywide Result Areas & Report Structure22
 - Methodology23
 - Data Sources24
- Overview of San Francisco’s Children, Youth, & Families**26
 - Population Trends in San Francisco & the Bay Area27
 - Children, Youth, & TAY in San Francisco.....28
 - The City is a Diverse but Changing Place..... 31
 - Growing Income Inequality in San Francisco.....36
- Opportunity in San Francisco**..... 38
 - Low-income Families in San Francisco.....39
 - High Living Costs & Wage Disparities Condition Household Needs.....41
 - COVID-19 Transformed Work, Learning & Family Arrangements43
 - Housing Affordability & Cost Burden 45
 - Experiences & Causes of Homelessness among Families & TAY47
 - City Responses to Economic Challenges 50
- Nurturing Families & Communities**52
 - Caring Adults Form the Foundation of Nurturing Families & Communities.....53
 - Challenges to Child Safety & Family Stability55
 - Youth In or Transitioning from Foster Care.....56
 - Justice System Involvement.....58
 - Commercial Sexual Exploitation of Children/Domestic Minor Sex Trafficking 64
 - Service Access & Navigation 64
 - Immigrant Families & Undocumented Individuals..... 65
 - Individuals with Disabilities & their Families..... 65
 - Accessible Childcare Nurtures Families & Communities.....67
 - Citywide Safety Concerns70
 - Conditions for Nurturing Communities 74

Physical & Emotional Health76

- Safe & Respectful Maternal Healthcare is Needed for Healthy Births..... 77
- Youth Need More Opportunities for Physical Activity78
- Households with Children Face Food Insecurity 80
- Missed Well-Child Appointments & Delayed Care81
- Mental Health Needs Are Widespread for Youth & Families.....81
 - High Need Persists Among Youth from Vulnerable Populations..... 84
 - Suicide Increased Among African American, Asian, & Latinx Youth87
 - Demand for Accessible & Culturally Affirming Support..... 88
- Health and Supportive Services for a New, Unprecedented World 90

Readiness To Learn & Succeed In School.....92

- San Francisco’s K-12 Student Population93
 - SFUSD Enrollment Declines.....93
 - Enrollment Outside of SFUSD94
 - SFUSD Student Demographics.....95
- K-12 School Experiences in San Francisco96
 - School Climate.....96
 - School Discipline.....98
- Academic Performance of K-12 Students in San Francisco..... 99
 - Attendance..... 99
 - Social & Emotional Learning101
 - Academics 102
 - Pandemic Learning Loss 105
- Out of School Time Supports 106
 - Accommodating Youth with Disabilities..... 108

Readiness For College, Work & Productive Adulthood..... 110

- Postsecondary Readiness 111
 - Postsecondary Access & Enrollment..... 115
 - Postsecondary Completion 117
- Career Planning & Professional Skill Building 119
- Vulnerable Youth & Families Face Unique Employment Barriers121
- Citywide Supports for Postsecondary Education & Workforce Engagement123

Next Steps126

Acknowledgements 128

Endnotes132



List of Figures

Figure 1. DCYF Priority Populations.....	24
Figure 2. San Francisco Select Demographics, 2000-2021	27
Figure 3. San Francisco Population Estimates and Projections, 2010-2030.....	28
Figure 4. San Francisco Population by Age Group, 2000-2020.....	29
Figure 5. San Francisco Population Estimates and Projections by Age Group, 2010-2030.....	30
Figure 6. San Francisco Population Under 18 by Neighborhood, 2019.....	30
Figure 7. San Francisco Population by Race/Ethnicity, 2000-2020.....	31
Figure 8. Race/Ethnicity Population Change Over Time, 2005-2019.....	32
Figure 9. San Francisco Total Population of Children/Youth Under 18 and TAY by Race/Ethnicity, 2020	32
Figure 10. Geographic Distribution of Bayview-Hunters Point Residents by Race/Ethnicity.....	34
Figure 11. Concentration of Racial/Ethnic Groups Across Census Tracts, 2020	35
Figure 12. Foreign-Born Population and Those Speaking Languages Other than English at Home, 2000-2020	36
Figure 13. SFUSD English Learners Speaking a Language Other than English at Home, 2017-2021	36
Figure 14. Income Distribution of Households with Children, 2014-2018.....	37
Figure 15. Percentage of Youth Ages 0-17 in Poverty by Race/Ethnicity, 2016-2020...	40
Figure 16. Percentage of Youth Ages 0-17 Below 300% FPL by Neighborhood, 2015-2019	40
Figure 17. Average Monthly Expenses for a Family of Four in San Francisco, 2021	42
Figure 18. San Francisco Unemployment Rate During COVID-19, 2020-21	43
Figure 19. Percent of Households Reporting a Lost Job or Reduced Income Due to COVID-19, 2021	44
Figure 20. San Francisco Point-in-Time Counts, 2005-2022.....	48
Figure 21. Shelter Status of TAY and Families Experiencing Homelessness, 2019.....	48
Figure 22. Percent of SFUSD Students Who Report a Caring Adult in Their Life, by Grade and Race/Ethnicity, 2019-2020	54
Figure 23. San Francisco Youth and TAY in Foster Care, 2015-2021	56
Figure 24. San Francisco Foster Care Caseload Profile by Race/Ethnicity, August 2020.....	57
Figure 25. San Francisco JPD Detention and Probation Rates, 2017-2020	59
Figure 26. Number of Justice-Involved TAY in San Francisco, 2016-2021	59
Figure 27. Unduplicated Count of JPD Referrals by Race/Ethnicity, 2020	60
Figure 28. APD Clients Ages 18-25 by Race/Ethnicity, October 2021	60
Figure 29. Common Challenges Related to Childcare Identified by Parents/Caregivers by Race/Ethnicity, 2018	68
Figure 30. Percent of Parents Who Feel Safe in Their Neighborhood, 2019	71
Figure 31. Percent of Preterm Birth Rates by Race/Ethnicity, 2014-2018	78

Figure 32. Percent of SFUSD Students in Grades 5, 7, and 9 with Aerobic Capacity in the “Healthy Fitness Zone” by Race/Ethnicity, 2018-19.....79

Figure 33. Experiences of Food Insecurity by Household, 2021 80

Figure 34. Percent of SFUSD Students with Interest in Health and Supportive Services by School Level, 202182

Figure 35. Health Conditions Among Unaccompanied Children and TAY Experiencing Homelessness, 2019.....86

Figure 36. SFUSD Enrollment, 2015-202293

Figure 37. SFUSD Enrollment by Race/Ethnicity, 2021-22.....95

Figure 38. SFUSD Students and Students with Disabilities by Race/Ethnicity and Socioeconomic Status, 2020-21 95

Figure 39. Level of School Connectedness by Race/Ethnicity, 2017-2019 97

Figure 40. Percent of Students who Experience Physical Dating Violence by Sexual Orientation, 2018-2019..... 97

Figure 41. Percent of SFUSD Students who Responded Favorably to School Safety-Related Items on SFUSD Culture/Climate Survey, 2017-202098

Figure 42. SFUSD Suspension Rates by Race/Ethnicity, 2016-2019..... 99

Figure 43. Average Number of Days Missed by Chronically Absent SFUSD Students, 2017-2021 100

Figure 44. SFUSD Chronic Absenteeism by Race/Ethnicity and Vulnerable Population, 2018-2019 101

Figure 45. SFUSD Student SEL Favorability Ratings by Domain and School Level, 2020-21.....101

Figure 46. Percent of Students Meeting or Exceeding Standard on Kindergarten Readiness Inventory, 2018-2022..... 102

Figure 47. Percent of SFUSD Students Meeting or Exceeding Standards by Socioeconomic Status, 2019..... 103

Figure 48. Percent of Economically Disadvantaged SFUSD Students Meeting or Exceeding Standards by Race/Ethnicity, 2019..... 104

Figure 49. Percent of SFUSD Foster Youth Meeting or Exceeding Standards, 2017-2019 105

Figure 50. U.S. Earnings and Unemployment Rates by Educational Attainment, 2021 111

Figure 51. SFUSD High School Student Post-Graduation Plans, 2021 112

Figure 52. 4-Year Adjusted Cohort Graduation Rate (ACGR) for SFUSD and CA, by Race/Ethnicity, 2020-21 112

Figure 53. Educational Attainment of Unaccompanied Children and TAY Experiencing Homelessness, 2019..... 114

Figure 54. San Francisco HS Graduates and Graduates Meeting UC/CSU Requirements by Race/Ethnicity, 2020-21 115

Figure 55. College-Going Rate of San Francisco High School Students by Race/Ethnicity, 2017-18 116

Figure 56. Percent of SFUSD High School Graduates Who Enroll in a Postsecondary Institution and Complete within Six Years by Graduating Class..... 118



Key Terms & Concepts

Throughout this report, key terms and concepts relevant to youth development, social services, and characteristics of San Francisco residents will be used. This section attempts to clarify definitions and applications of key terms as understood and utilized by DCYF planning purposes.

LIST OF TERMINOLOGY

Accessibility	The “ability to access” the functionality and benefit of a system or product (e.g., service, environment). ¹
Adverse Childhood Experiences (ACE)	Childhood experiences such as physical and emotional abuse, neglect, caregiver mental illness, and household violence, which can result in short and long-term toxic stress.
Area Median Income (AMI)	The median family income of a region based upon household size. Calculated by the Department of Housing and Urban Development and updated every year based on American Community Survey estimates. Also refers to income limits that determine eligibility for housing assistance programs. These limits are percentages of the estimated median family income with some adjustments for families of different sizes and areas with high housing costs relative to income.
Caring Adult	The ability to which youth experience caring adult relationships. This indicator is utilized by the California Healthy Kids Survey (CHKS) to measure youth development and personal resilience or the ability to avoid negative health behaviors.
Child Maltreatment	A serious harm (e.g., physical abuse, sexual abuse, emotional abuse, neglect) caused to children by parents or caregivers.
Child with a disability	A child under 18 that has been evaluated as having a disability defined under the Individuals with Disabilities Education Act (IDEA), including an intellectual disability, a hearing impairment (deafness), a speech or language impairment, a visual impairment (blindness), a serious emotional disturbance, an orthopedic impairment, autism, and/or traumatic brain injury. ²
Cisgender	A person who identifies with the gender assigned to them at birth.
Disconnected Transitional-Aged Youth (TAY)	Youth and young adults aged 18 through 24 years old who are experiencing homelessness or in danger of homelessness; have dropped out of high school; have a disability or other special needs, including substance abuse; are low-income parents; are undocumented; are new immigrants and/or English Learners; are LGBTQ+, and/or are transitioning from the foster care, juvenile justice, criminal justice, or special education system.
Federal Poverty Level (FPL)	Dollar thresholds that vary by family size and composition used to identify individuals and families in poverty and assess eligibility for public benefit programs, such as Medi-Cal and CalFresh.
Gender non-conforming	A person whose behavior or appearance does not conform to prevailing cultural and social expectations of gender.

Individuals Experiencing Homelessness	HUD defines homelessness as (1) individuals and families living in temporary shelter or (2) individuals and families who reside in a public or private place not designed for ordinary use as a sleeping accommodation. San Francisco’s definition of homelessness includes individuals and families who are “doubled-up” in the homes of family or friends, staying in jails, hospitals, or rehabilitation facilities, and living in Single Room Occupancy (SRO) units. ³
Individualized Education Program (IEP)	A plan developed to ensure that a child with a disability attending elementary or secondary education receives specialized services. ⁴
Justice System Involved	Individuals who are involved with or impacted by the justice system.
Point-in-Time (PIT) Count	A bi-annual local count of sheltered and unsheltered people experiencing homelessness on a single night in January required for localities receiving federal funding from HUD. San Francisco’s PIT Count includes a supplemental count of unaccompanied children and youth under the age of 25.
Recidivism	Reentry into criminal justice system: Measured by rate at which an individual re-offends.
Self-Sufficiency Standard (SSS)	Income levels required for working families to meet basic needs at a minimally adequate level, considering family composition, ages of children, and geographic costs of living. ⁵
Special Education (SPED)	Instruction or education that is required to meet the needs of children with special needs and that cannot be addressed through modification of regular education program. ⁶
Substantiated Maltreatment	An allegation of maltreatment or risk of maltreatment that meets the state legal definition of child abuse or neglect and is believed to have occurred.
Unaccompanied Children and Youth Experiencing Homelessness	Children under the age of 18 and young adults aged 18-24 who are not accompanied by a parent or guardian and are not a parent presenting with or sleeping in the same place as their child(ren).
Unsheltered Homelessness	Individuals whose primary residence or sleeping arrangements are in a private or public space that is not ordinarily for use as a sleeping accommodation, including individuals sleeping in a car, park, abandoned building, bus or train station, airport, or camping ground.

LIST OF COMMON ACRONYMS

ACEs	Adverse Childhood Experiences
ACS	American Community Survey
AMI	Area Median Income
APD	Adult Probation Department
BIPOC	Black, Indigenous, and People of Color
CA DOF	California Department of Finance
CBO	Community-based Organizations
CDC	Center for Disease Control and Prevention
CDE	California Department of Education
CHI	Community Hubs Initiative
CNA	Community Needs Assessment
CSEC	Commercial Sexual Exploitation of Children
DCYF	Department of Children, Youth, and Their Families
DPH	Department of Public Health
ELL	English Language Learner
FPL	Federal Poverty Level
HSA	Human Services Agency
HSH	Department of Homelessness and Supportive Housing
HUD	U.S. Department of Housing and Urban Development
IEP	Individualized Education Program
JPD	Juvenile Probation Department
LEP	Limited English Proficiency
LGBTQQ	Lesbian, gay, bisexual, transgender, queer, and questioning
MOHCD	Mayor's Office of Housing and Community Development
OAC	Children, Youth, and Their Families Oversight and Advisory Committee
OECE	Office of Early Care and Education
OEWD	Office of Economic Workforce and Development
ORE	Office of Racial Equity
OST	Out of School Time
PIT	Point-in-Time count
RPD	Recreation and Park Department
RFP	Request for Proposals
SAP	Services Allocation Plan
SEL	Social and Emotional Learning

SES	Socioeconomic Status
SFPD	San Francisco Police Department
SF RISE	Students and Families Recovery with Inclusive and Successful Enrichment
SFUSD	San Francisco Unified School District
SIP	Shelter-in-Place
SPED	Special Education
SPWG	Service Providers Working Group
SSS	Self-Sufficiency Standard
SRO	Single Room Occupancy Unit
TAY	Transitional Age Youth
YRBS	Youth Risk Behavior Survey
YWD	Youth Workforce Development



Introduction

OVERVIEW OF DCYF'S PLANNING CYCLE

This Community Needs Assessment (CNA) report completes the first phase of a multiyear planning process that underpins DCYF's five-year funding cycle. The CNA examines disparities in community experiences, educational attainment, lifelong career outcomes, and resource access, shedding light on high need groups who can most benefit from services and programming. Our Services Allocation Plan (SAP) represents the second phase of our planning cycle. Through the SAP, DCYF allocates resources for services in alignment and in response to CNA findings. DCYF acknowledges that San Francisco communities and City partners maintain numerous assets to promote the well-being of children, youth, and families. As a result, DCYF collaborates with City partners to explore existing assets and identify allocation approaches that both strengthen existing services and support new programs. The third and final phase culminates with DCYF's Request for Proposals (RFP) and subsequent awards of five-year direct service grants. Through our RFP, DCYF seeks applications from community-based organizations (CBOs) to address the disparities in experiences and outcomes that our CNA highlights. DCYF requires the programs and agencies we select for funding to implement services described in our SAP and fulfill additional requirements outlined in our RFP.



DCYF CENTERS EQUITY IN OUR PLANNING

DCYF commits to embedding principles and reflections of equity throughout our external and internal work. As a government agency that distributes public resources, we recognize our role in dismantling systems of oppression that impact the communities we serve. Holding this role, DCYF weaves equity as both a method and goal throughout our planning process to prioritize services for communities that present high service needs due to lived experiences at the confluence of multiple systems of oppression. DCYF prioritizes community engagement so that the voices of the City's diverse communities guide our plans for allocating City resources. We disaggregate data whenever possible to identify layered disparities to target with our funding. When vetting proposed services, DCYF funds community connected providers that demonstrate cultural and linguistic competence to increase the likelihood of services achieving the impacts we seek for communities we prioritize.

Internally, DCYF ensures that our staff constantly explore the complex and ever-changing needs and experiences of the children, youth, disconnected transitional aged youth (TAY), and their families in San Francisco. DCYF engages in the San Francisco Office of Racial Equity's (ORE) Racial Equity Action Planning process, which prompts us to critically examine our internal operations and ensure that our systems and practices align with our values. DCYF requires ongoing training for staff to learn about equity concepts and grow our understanding of how the groups we seek to serve experience conditions of inequity. These practices help DCYF focus our efforts on effective services and supports that bridge gaps in opportunity for children, youth, disconnected TAY, and families across San Francisco's marginalized communities.

DEFINING & OPERATIONALIZING EQUITY & INTERSECTIONALITY

DCYF defines Equity as just and fair inclusion into a society in which all can participate, prosper, and reach their full potential. DCYF defines Racial Equity as a set of practices, rooted in an understanding of historical and present-day oppression, that aims towards a goal of fairness for all racial groups. We believe Racial Equity will be achieved when race can no longer predict outcomes or the distribution of opportunity. DCYF puts Equity and Racial Equity into practice through processes that help us determine the ethnic and high needs groups most impacted by poverty and through approaches that help us target services to meet the needs of these groups. Our approach also prioritizes partnership with other City agencies to ensure coordination.

DCYF defines Intersectionality as the process whereby interconnected social categories such as race, class, and gender create overlapping and interdependent systems of discrimination or disadvantage for an individual or group. DCYF puts intersectionality into practice by acknowledging that lived experiences with overlapping systems of oppression condition the life course outcomes and service needs of the City's children, youth, disconnected TAY, and families. This lens prompts DCYF to engage with a range of groups to gather data and perspectives that help us understand experiences at the intersections of systems of oppression.

“DCYF defines equity as just and fair inclusion into a society in which all can participate, prosper, and reach their full potential.”



GUIDING QUESTIONS OF THE CNA

Through our CNA, DCYF works toward the goal of understanding the gaps and needs that San Francisco's population of children, youth, disconnected TAY, and families face in existing services and programs. This report also aims to identify and highlight programs, services, and community assets that promote resiliency. The following key questions guide the data collection and analyses in this report:

- How are children, youth, TAY, and families faring in San Francisco?
- What groups of children, youth, TAY, and families face significant disparities in opportunities or outcomes?
- What are the service needs of children, youth, TAY, and families in San Francisco?
- What are the services and resources that are available in low-income and disadvantaged communities compared to the services and resources that are available citywide?
- What are existing programs, services, and community assets that enable children, youth, TAY, and families to thrive in the face of everyday adversities?
- How have the well-being and service needs of children, youth, TAY, and families changed because of COVID-19?
- What programs, services, and community assets might enable children, youth, TAY, and families to recover from the impacts of COVID-19?

GUIDING PRINCIPLES & PRACTICES OF THE CNA

The CNA presents a summary of circumstances and related needs that DCYF observes in the lived experiences of San Francisco’s children, youth, disconnected TAY, and their families. DCYF held the following principles and corresponding practices as centering guides during our process.

- **Equity**

- Identify populations facing concentrated need for priority outreach and engagement.
- Disaggregate data by social and economic characteristics wherever possible.
- Analyze current investments with an equity lens.
- Document the strengths and needs of local communities to inform the equitable allocation of DCYF funds.
- Provide a range of inclusive and accessible opportunities for community members to provide input on the strengths and needs of local communities and priority populations.
- Acknowledge the impact of overlapping systems of oppression (e.g., racism, sexism, classism, homophobia, ableism) on opportunities and outcomes.
- Minimize burden imposed on high need communities by leveraging existing data and community engagement efforts with partners where possible.

- **Research**

- Incorporate research and findings from other City departments and local organizations.
- Use high-quality data sources and conduct tailored analysis.
- Engage experts to conduct qualitative data collection.

- **Community Voice**

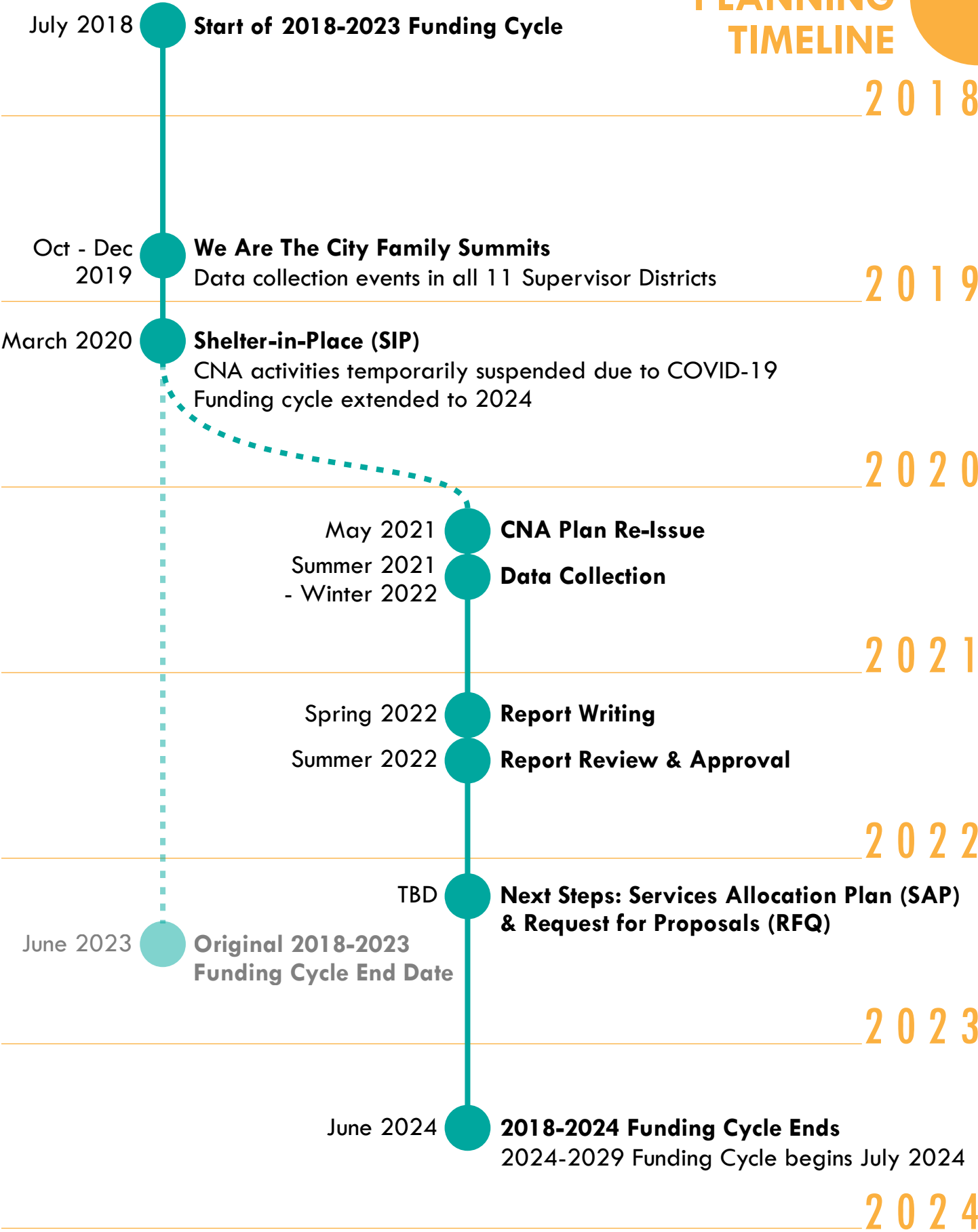
- Conduct targeted outreach and engagement throughout the City to gather input from community stakeholders with attention to parent and youth voice.
- Use creative outreach and participatory methods to allow for authentic and empowered community participation.



COVID-19’S IMPACT ON DCYF’S PLANNING TIMELINE

Data collection for the CNA began with the Family Summits we conducted in each supervisory district in 2019; however, the onset of COVID-19 caused major disruptions to our process. With much of the City shut down from the March 2020 Shelter-in-Place (SIP) Order, DCYF was forced to pause the CNA and extend our five-year funding cycle for an additional year. Our planning work resumed in summer 2021 with a clear focus on additional data collection related to the pandemic’s impacts on the City’s children, youth, disconnected TAY, and their families. DCYF undertook additional efforts to explore emerging themes of isolation and trauma stemming from conditions of illness, loneliness, and economic hardship related to or exacerbated by the pandemic. In short, this report reflects needs that both preceded and were accelerated by COVID-19.

DCYF'S PLANNING TIMELINE



Simultaneous with the relaunch of the CNA, DCYF also led the Mayor’s Children and Family Recovery Plan, and the Students and Families Recovery with Inclusive and Successful Enrichment (SF RISE) Initiative.* These efforts explore in greater depth the unique experiences and impacts of the pandemic on San Francisco communities and SFUSD students. Since many of the community engagement efforts for the CNA were shared with the Children and Family Recovery Plan and SF RISE, the findings of these reports echo one another and will jointly inform our SAP and RFP.

DCYF’S CITYWIDE RESULT AREAS & REPORT STRUCTURE

This report builds upon frameworks and structures adopted during our previous planning cycle. In 2016, DCYF launched a Results-Based Accountability planning process to inform the development of our 2017 SAP. This process culminated in the identification of four Citywide result areas that encapsulate aspirations shared by children, youth, disconnected TAY, and their families. These result areas reflect fundamental conditions that all children, youth, disconnected TAY, and their families deserve. We believe we have an active role in cultivating and shaping these conditions. This report is structured around the result areas because we remain committed to advancing positive changes toward these results in the daily experiences and life outcomes of San Francisco’s marginalized communities.

**DCYF'S
RESULT
AREAS**

**CHILDREN & YOUTH ARE
SUPPORTED BY NURTURING
FAMILIES & COMMUNITIES**

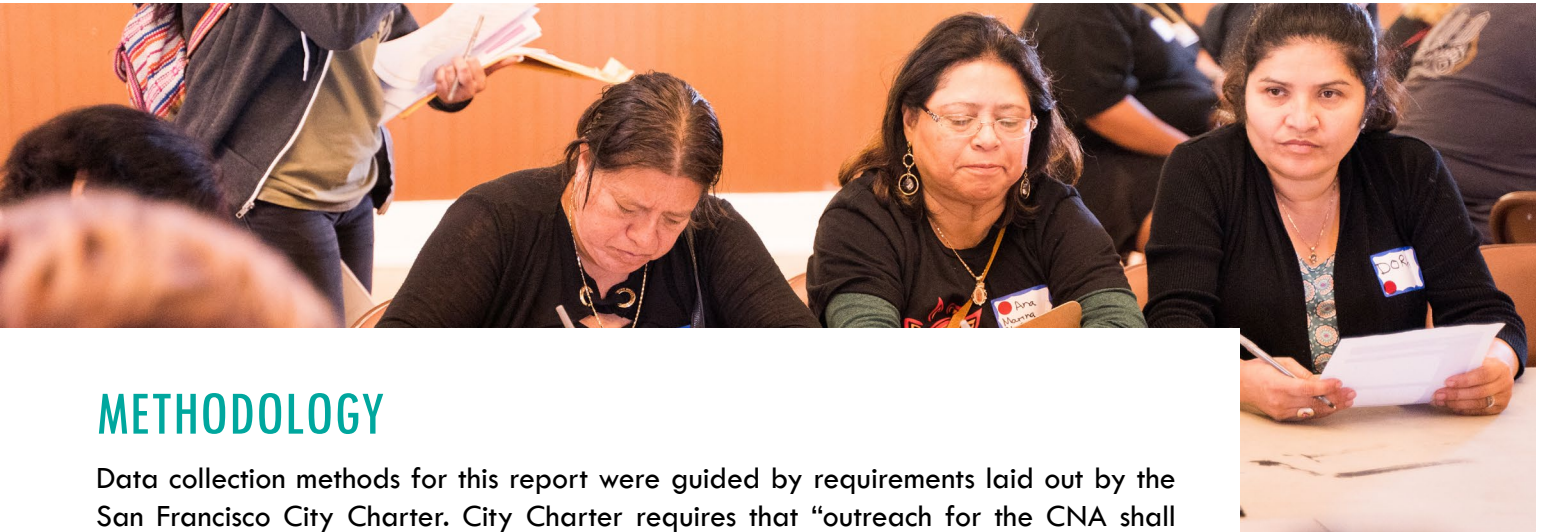
**CHILDREN & YOUTH
ARE PHYSICALLY &
EMOTIONALLY HEALTHY**

**CHILDREN & YOUTH
ARE READY TO LEARN
& SUCCEED IN SCHOOL**

**YOUTH ARE READY
FOR COLLEGE, WORK &
PRODUCTIVE ADULTHOOD**

*For more information on these efforts and the final reports, refer to their respective sections on the DCYF website: dcyf.org/recovery and dcyf.org/sfrise.

Before presenting findings related to our result areas, this report opens with key population statistics (Overview of San Francisco’s Children, Youth, and Families) and a review of broad economic conditions across the City’s diverse communities (Opportunity in San Francisco). These sections provide context to the findings presented in subsequent chapters and reflect the economic stresses voiced in many of our community engagement sessions. While these stresses—the need for affordable housing and a living wage, for example—go beyond the scope of any one single City department to address alone, these same topics influence experiences of disparities and conditions of need related to our result areas. Given this relationship, DCYF presents the Opportunity in San Francisco section as a foundation to the subsequent chapters.



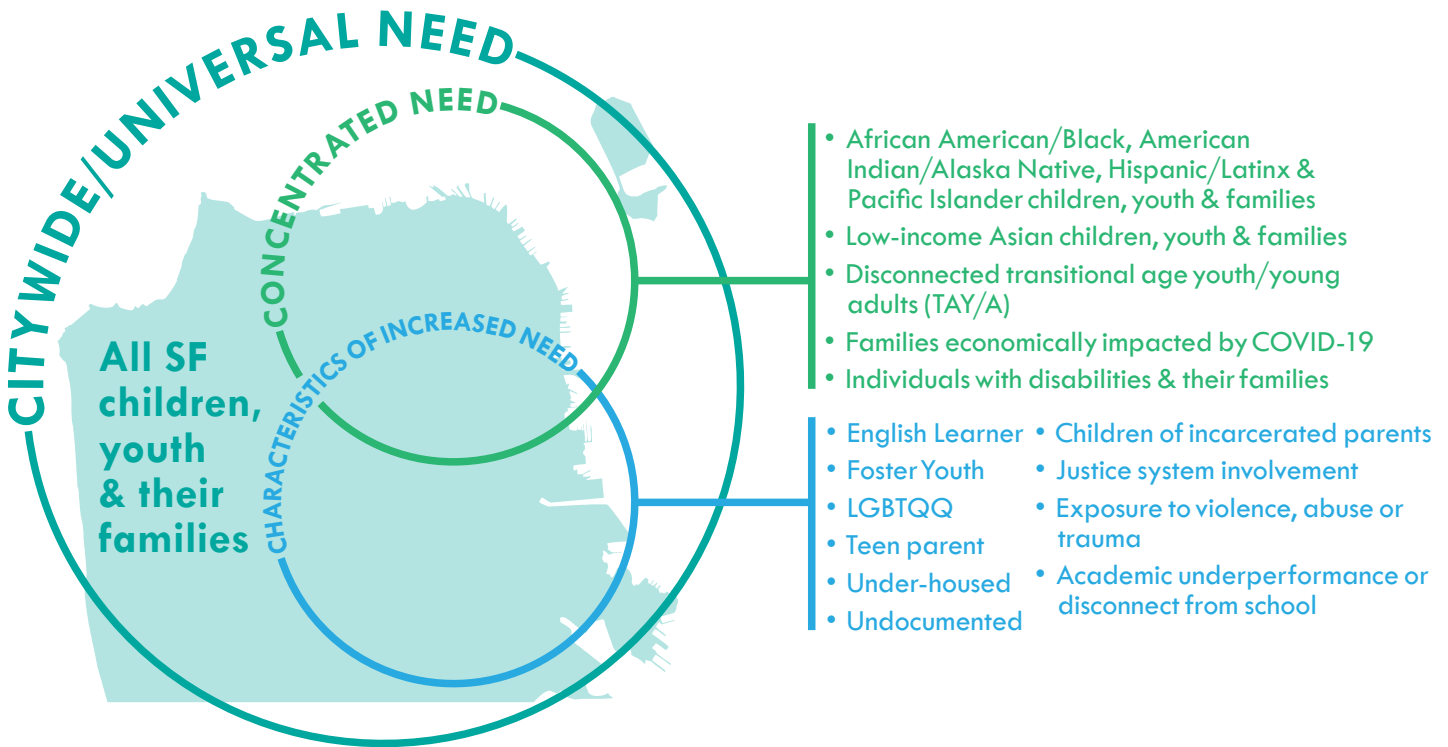
METHODOLOGY

Data collection methods for this report were guided by requirements laid out by the San Francisco City Charter. City Charter requires that “outreach for the CNA shall create opportunities for parents, youth, nonprofit agencies, and other members of the public, to provide input.”* Additionally, the CNA must include “qualitative and quantitative data sets collected through interviews, focus groups, surveys, or other outreach mechanisms to determine service gaps in programming for children, youth, and families.” DCYF leverages our partnerships with City agencies and CBOs to expand our ability to connect with a diverse range of communities. This enables our CNA and following planning products (SAP and RFP) to reflect community voice and input.

The priority populations that DCYF targeted for outreach originate in our 2016 CNA, which identified groups with concentrated need. These populations, presented in Figure 1, were referenced throughout the 2017 SAP and the 2018-23 RFP. DCYF gathered input from youth and families at the confluence of known histories of marginalization, including those from priority populations with limited recent data. Leading with the understanding that racial and ethnic identities frame experiences of marginalization, DCYF planned engagements with African American/Black, American Indian/Alaska Native, Hispanic/Latinx, Middle Eastern/North African, Pacific Islander, Multiracial, and low-income Asian families. Additionally, we planned engagement sessions with specific populations, acknowledging that overlapping layers of individual and community identity subject young people and families to intersecting systems of oppression. These include girls and young women, youth and TAY who identify as LGBTQ+, youth with special needs and their families, families experiencing homelessness, immigrant parents, undocumented youth, and youth and TAY with justice system involvement, among others.

*For more information on the City Charter legislation guiding DCYF’s grantmaking process and planning cycle, please visit: dcyf.org/legislation.

Figure 1. DCYF Priority Populations



City Charter also requires the CNA to include “a set of equity metrics to be used to establish a baseline of existing services and resources in low-income neighborhood and disadvantaged communities, compared to services and resources available in the city as a whole.” We recognize that poverty correlates strongly with increased need across all our result areas. Additionally, as socioeconomic status and economic inequality across the country continue to structure along lines of race, ethnicity, gender, and other social characteristics with histories of marginalization, we reference disparities and needs according to these characteristics throughout the report. These indicators and metrics will deeply inform our SAP and RFP. Information in the CNA may also prove valuable for broader Citywide planning, and we strive to present high-quality research that can inform funding priorities for children, youth, disconnected TAY, and their families across City agencies.

DATA SOURCES

This report integrates information from a wide array of sources to answer the guiding questions described above. We reviewed literature from the field, gathered population-level data, analyzed local survey data, and conducted community input sessions and targeted outreach to priority populations. When possible, we leveraged existing work by partner agencies to minimize oversaturating high need communities with redundant data collection efforts. The specific data sources referenced by this report include:

- **Literature Review:** DCYF conducted an extensive review of academic research and literature from the field to understand conditions and experiences facing San Francisco children, youth, TAY, and their families and to inform new data collection activities.
- **Public and Administrative Data Sources and Reports:** DCYF analyzed recent data and reports from local, regional, state, and national sources to describe

population demographics and track indicators related to our result areas. Data sources range from the U.S. Census Bureau American Community Survey (ACS) to summary reports made available by City departments.

- **Community Input Activities:** DCYF launched community input activities in fall 2019. Efforts paused for much of the pandemic, resumed in summer 2021, and concluded in January 2022. Over this period DCYF partnered with numerous City staff, CBOs, and community leaders to gather input and feedback from children, youth, TAY, and families throughout the City. Appendix A provides a summary of community engagement activities along with survey instruments, focus group questions, and interview protocols. Activities include
 - **Family Summits:** DCYF partnered with Bright Research Group and the Board of Supervisors to hold community meetings in each of the City's 11 supervisorial districts in 2019 to share information about our planning process and gather input directly from community members.* Interpretation services were provided for sessions as needed.
 - **Surveys:** DCYF designed and administered multiple surveys in 2021 to understand the experiences of, and supports needed by, children, youth, TAY, and their families. DCYF partnered with City agencies, CBO partners, and San Francisco Unified School District (SFUSD) to distribute and collect surveys at public housing sites, events and fairs targeted to priority populations, and direct to SFUSD students.
 - **Youth Participatory Action Research (YPAR):** DCYF partnered with the Youth Leadership Institute (YLI), Pin@y Educational Partnerships (PEP), and the San Francisco Beacon Initiative (SFBI), to implement youth-led research activities in the summer and fall of 2021. Participating students planned research activities, collected surveys, and conducted interviews with peers and school staff.
 - **Focus Groups:** In partnership and coordination with Clarity Social Research, CBOs, and City agencies, DCYF facilitated focus groups with youth and parents/caregivers to gather insights into the lived experiences of San Francisco communities. From July 2021 to January 2022, approximately 450 participants engaged in 40 focus groups. Clarity staff led facilitation through virtual platforms or in-person, with DCYF staff present for support and observations. Language interpretation support was provided as needed and all focus group participants received monetary incentives.
 - **Interviews:** DCYF collected insights from CBO leaders, SFUSD staff, and City colleagues via individual or group interviews to leverage their expertise and experience providing services for the City's vulnerable populations. DCYF and Clarity staff also conducted brief intercept interviews with community members at events where our staff were collecting surveys.

*Summaries of each Family Summit and a Citywide review appear on the DCYF website for public review: dcyf.org/family-summit-district-summaries



Overview of San Francisco's Children, Youth & Families

This section offers an overview of key demographics related to children, youth, and families in San Francisco to provide context for the topical discussions and community experiences presented in this report. Many of the data points presented in this section reflect estimates generated from U.S. Census Bureau products such as the ACS and the 2020 Decennial Census.*

POPULATION TRENDS IN SAN FRANCISCO & THE BAY AREA

San Francisco is a highly dense, urban city-county contained within roughly 47 square miles. It is situated within the greater nine-county San Francisco Bay Area, an ethnically diverse and populous region of Northern California comprised of nearly 8 million people. The region ranks as one of the wealthiest in the country, with a gross domestic product of \$1.10 trillion in 2019.⁷ Despite the profound economic impacts of COVID-19, a report from the Association of Bay Area Governments (ABAG) and the Metropolitan Transportation Commission (MTC) projects the Bay Area’s population to rise to over 10 million residents by 2050 and the number of jobs to increase from 4 million to more than 5 million over the same timeframe.⁸

Figure 2. SF Select Demographics, 2000-2021

	2000	2010	2014	2019	2021
Total San Francisco Residents	776,733	805,235	852,469	874,961	815,201
Families with children under 18	63,021	62,936	62,494	60,780	--
% with Bachelor’s degree or higher (Age 25 years & over)	--	51.2%	54.2%	58.1%	--
Single-parent households	--	14,820	12,735	10,766	--

Source: US Census Bureau. Data sourced from 2000 and 2010 Decennial Census, and 2010, 2014, and 2019 American Community Survey (1-year and 5-year estimates) Tables S1501 and DP02, 2021 Population Estimates

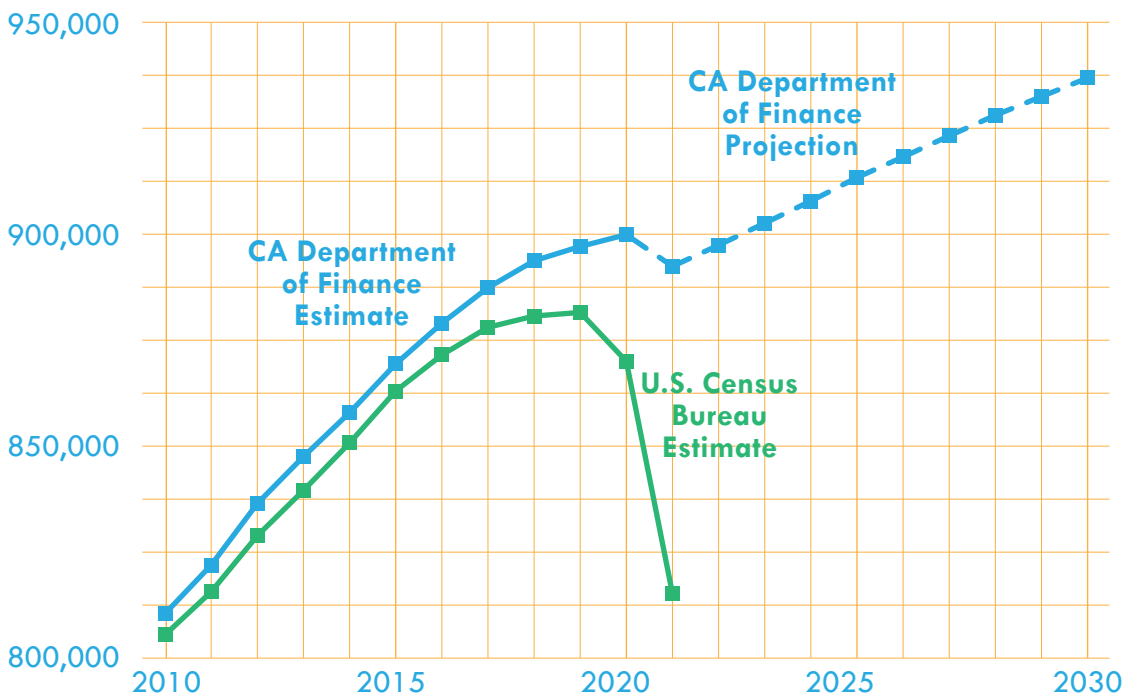
The population of San Francisco boomed in the years preceding the pandemic, then declined after COVID-19’s onset. U.S. Census Bureau estimates show approximately 875,000 San Francisco residents in 2019, which represents an increase of nearly 100,000 people from 2000. COVID-19 spurred the first population decrease in San Francisco in years, with the City’s population declining to 815,000 residents in 2021 (Figure 2). Recent media headlines refer to the “CalExodus” caused by the pandemic

*While these products represent some of the most comprehensive data sources available, there are key limitations to note. At the writing of this report, the U.S. Census Bureau had released limited data from the 2020 Decennial Census. The most recent data referenced in this section do not fully describe the pandemic’s impact on the population, though initial 2021 estimates show a steep population decline. Additionally, COVID-19 disrupted the U.S. Census Bureau’s data collection activities. Recent reports suggest the 2020 Census may undercount young children under age 5 and populations that identify as African American/Black, American Indian/Alaska Native, and Hispanic/Latinx and overcount people who identify as Asian and White.

and remote work, where droves of residents are leaving major cities like San Francisco and out of California altogether. Research by the California Policy Lab attributes San Francisco’s net population decline to both a drastic decrease in out-of-state entrances since the pandemic’s start as well as an exodus of households leaving the City.¹⁰ San Francisco’s 6.3% decrease in its population from 2020 to 2021 was second only to New York County among U.S. counties with over 100,000 residents.¹¹ According to a May 2021 poll conducted by the San Francisco Chamber of Commerce, 44% of voters say they are likely to move out of the City in the next few years, primarily due to cost of living and a decreased quality of life.¹² Additional discussion of economic topics and their influence on communities’ quality of life is presented in the Opportunity in San Francisco section of this report.

Forecasts from the California Department of Finance (CA DOF) have not fully adjusted for San Francisco’s population decrease, but the most recent projections shown in Figure 3 suggest that the City’s population growth will rebound and continue its upward, albeit slower, trajectory, surpassing 930,000 individuals in 2030. An analysis completed by the San Francisco Planning Department explains that the City’s overall population growth in recent decades has been due to a rise in married and unmarried couples, who increased in number by 28,500 or over 50% since 1990, far more than total household growth of 18%.¹³ On the other hand, the number of families with children under 18 has been slowly declining in the past two decades.

Figure 3. SF Population Estimates and Projections, 2010-2030



Source: U.S. Census Bureau, Population Estimates Program. California Department of Finance, Population Projections.

CHILDREN, YOUTH & TAY IN SAN FRANCISCO

The 2019 ACS estimates 118,000 children and youth under 18 in San Francisco.⁹ Based on 2019 counts, San Francisco ranks as one of the nation’s major cities in terms of the lowest percentage of residents younger than 18; children and youth comprise only 13.4% of the City’s population. In comparison, those under 18 make up 20.8% of New York City residents, 20.7% of Los Angeles residents, and 25.1% of Houston residents.

Children & youth
comprise only
13.4%
of the City’s
population

This is not a new population trend; our 2016 CNA also cited San Francisco’s relatively small percentage of residents who are children and youth. However, in the years preceding the pandemic, the number of children and youth had been steadily increasing alongside the overall growth in the City’s population. With the drastic decline of the City’s population following the onset of the pandemic, the number of children and youth also decreased, with almost 4,000 fewer residents under 18 in 2020 compared to 2019.

The population of 0 to 4 year-olds in San Francisco steadily increased from 2000 to 2014, with little population change between 2014 and 2019. Figure 4 illustrates the addition of nearly 8,000 0 to 4 year-olds since the year 2000, which parallels an influx of couples of child-rearing age in the past two decades who gave birth in the City. Data on 5 to 17 year-olds presents a different story. In the first decade of the 2000s, the number of school-aged children declined by nearly 9,000, which suggests that families with young children moved out of the City when their children reached school age. This trend appears to have reversed in the past decade. Since 2010, there has been an addition of 6,000 5 to 17 year-olds. This pattern may indicate that while families face challenges to living in the City, efforts to meet community needs may effectively support families’ abilities to maintain San Francisco as home.

The number of 18 to 24 year-olds has followed a different trajectory. The population increased by 7,000 between 2000 and 2010, before sharply declining by 15,000 between 2010 and 2019. Challenges arise when attempting to discern demographic trends for disconnected TAY, as defined by the City Charter, from the entirety of San Francisco’s population ages 18 to 24. According to the Charter, “Disconnected Transitional-Aged Youth are those who: are homeless or in danger of homelessness; have dropped out of high school; have a disability or other special needs, including substance abuse; are low-income parents; are undocumented; are new immigrants and/or English Learners; are Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (‘LGBTQQ’); and/or are transitioning from the foster care, juvenile justice, criminal justice or special education system.” Given the decline in overall number of 18 to 24 year-olds, it is reasonable to expect that the number of disconnected TAY has also dropped in the past decade.

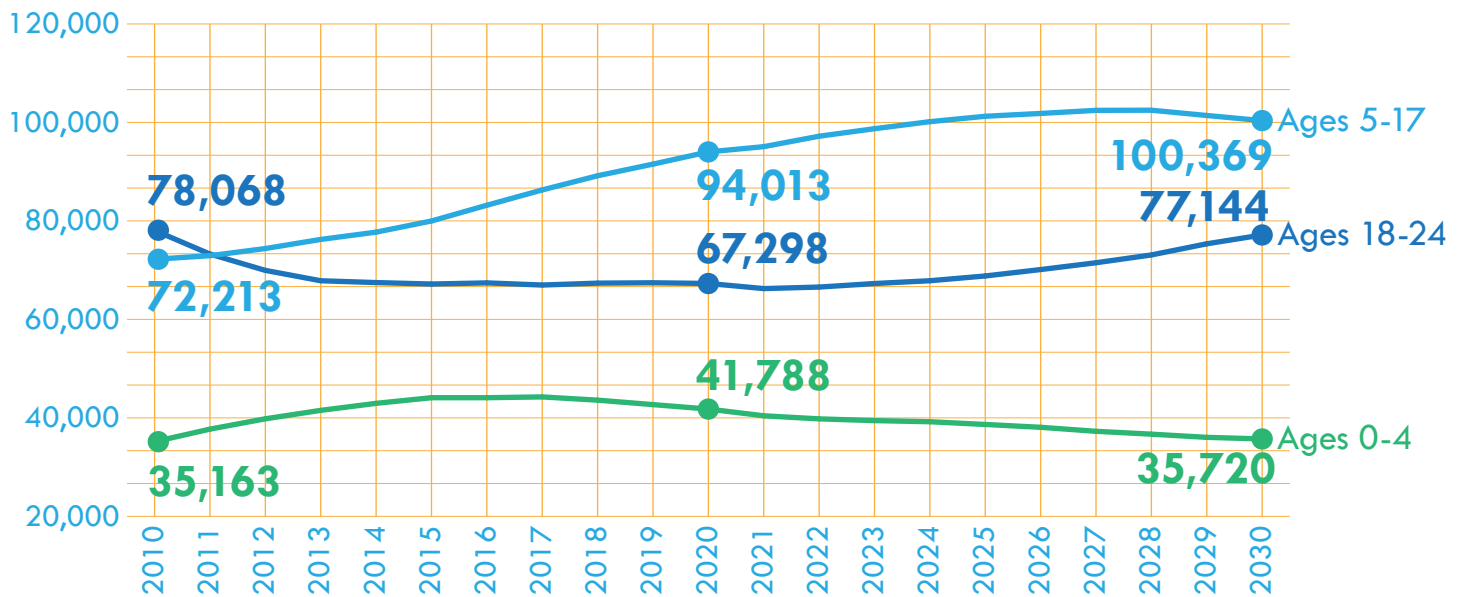
Figure 4. Population by Age Group, 2000-2020

Age	2000	2010	2014	2019	2021
Under 18 years of age	112,802	107,524	114,445	117,546	113,227
Under 5 years of age	31,633	35,203	39,307	39,536	--
5 to 17 years of age	81,169	72,321	75,138	78,010	--
18 to 24 years of age	70,596	77,664	66,128	62,085	--

Source: U.S. Census Bureau, American Community Survey, 2019 5-Year Estimates and 2020 Decennial Census.

Figure 5 displays the projected numbers of children, youth, and TAY over the next decade based on forecasts from CA DOF. The number of 5 to 17 year-olds is expected to continue its rise, a reflection of the increase of children born in the last ten years. Meanwhile, the projections show that the number of children in the 0 to 4 age group are expected to decline back to 2010 levels. The reasons for this decline may vary, but it is likely that the drastic spikes in the cost of living strongly factor into decisions not to raise children in San Francisco. In particular, the costs of childcare and housing have risen dramatically. This will be further discussed in the Opportunity in San Francisco section of this report.

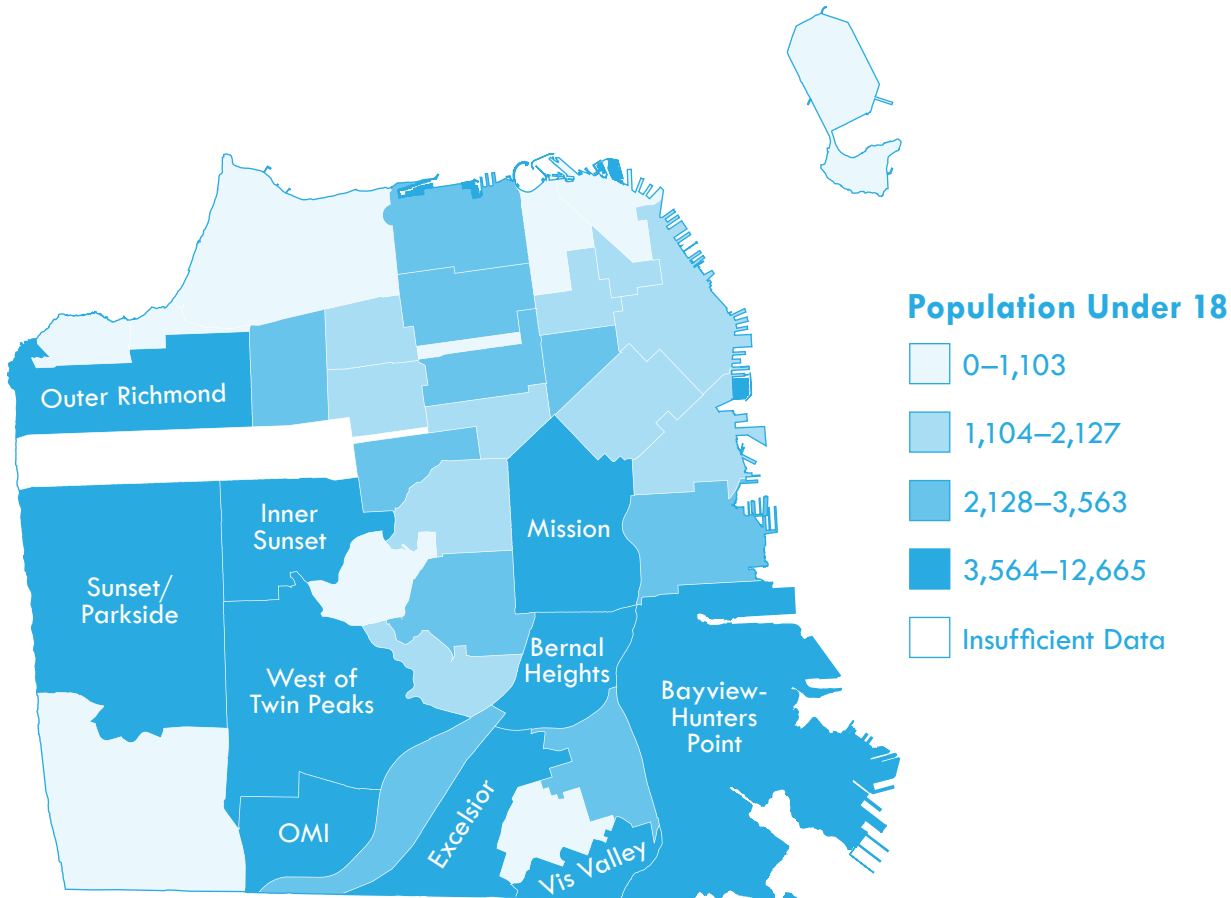
Figure 5. Population Estimates and Projections by Age Group, 2010-2030



Source: California Department of Finance, "Population Projections."

Geographically, children and youth are not concentrated evenly across San Francisco. The map below shows the distribution of children under 18 in San Francisco by neighborhood. Most of the City's children live in the Southeast region including **Bayview-Hunters Point, Bernal Heights, Excelsior, Oceanview/Merced/Ingleside, and Visitation Valley**, as well as in Western neighborhoods such as **Sunset/Parkside and Outer Richmond**.

Figure 6. SF Population Under 18 By Neighborhood, 2019



Source: U.S. Census Bureau, American Community Survey, 2019 5-Year Estimates.

THE CITY IS A DIVERSE BUT CHANGING PLACE

San Francisco’s racial and cultural diversity have been named by children, youth, TAY, and families as one of its strongest assets. However, over the past several decades, major demographic shifts have included changes to the racial/ethnic makeup. As Figure 7 shows, the African American/Black population declined by nearly 14,000 in the past two decades. While American Indian/Alaska Native and Pacific Islander populations in the City are much smaller, they have also experienced proportionately significant declines in recent decades. During the same period, Asian residents increased by 56,000, Hispanic/Latinx residents increased by 27,000, and those reporting two or more races nearly doubled. The population of Whites has remained relatively stable.



“I love living here in SF, you can go to school, and you can work too. It’s very pretty. We come from different countries. We have the opportunity to meet more people from different countries and that’s great.”

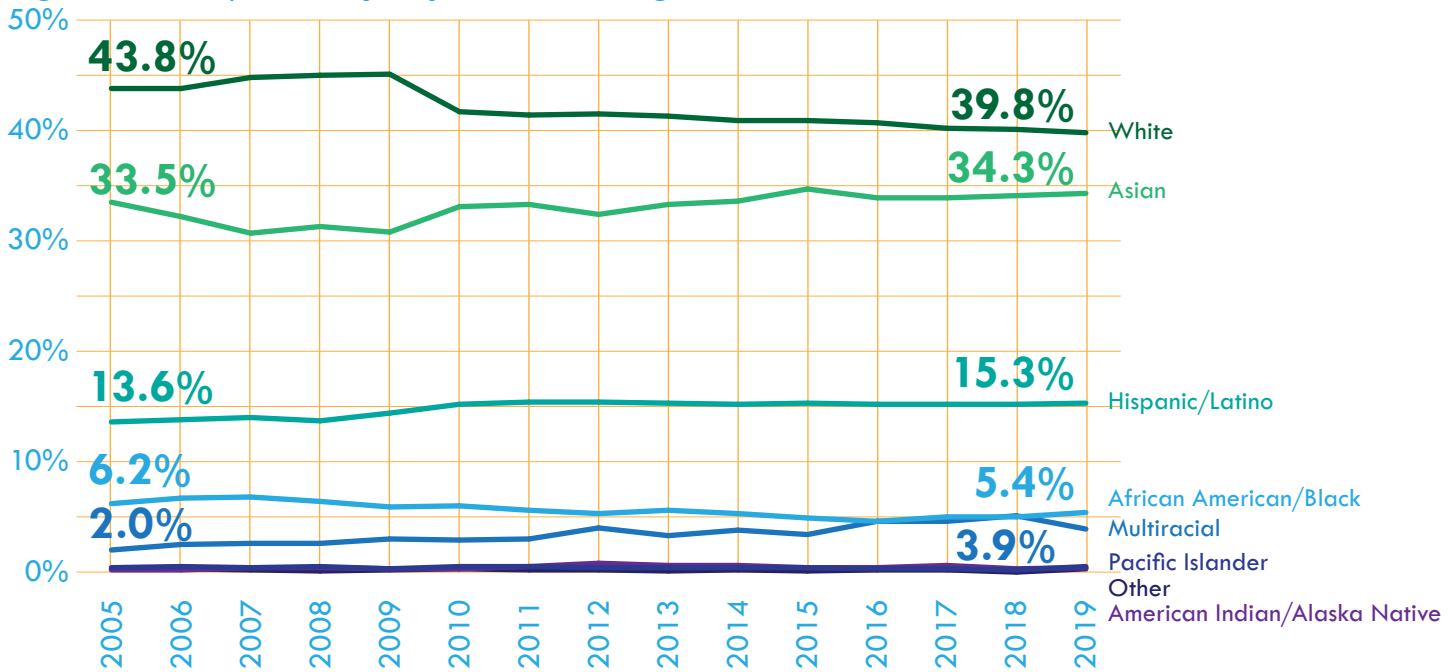
—Young person, focus group with TAY providing household economic support

Figure 7. SF Population by Race/Ethnicity, 2000-2020

Race/Ethnicity	2000	2010	2014	2019	2020	2020 (under 18)
African American/Black	58,791	46,781	44,419	43,782	45,071	5,946
American Indian/Alaska Native	2,020	1,828	1,440	1,634	1,570	169
Asian	238,173	265,700	287,291	298,108	294,220	33,216
Pacific Islander	3,602	3,128	3,474	2,934	3,244	571
Multiracial	23,154	26,079	31,827	37,140	42,194	12,801
Other	2,580	2,494	5,612	3,626	6,347	1,153
White	338,909	337,451	348,131	354,423	341,306	32,683
Hispanic/Latinx	109,504	121,774	130,275	133,314	136,761	25,710

Source: U.S. Census Bureau, American Community Survey, 2019 5-Year Estimates and 2020 Decennial Census

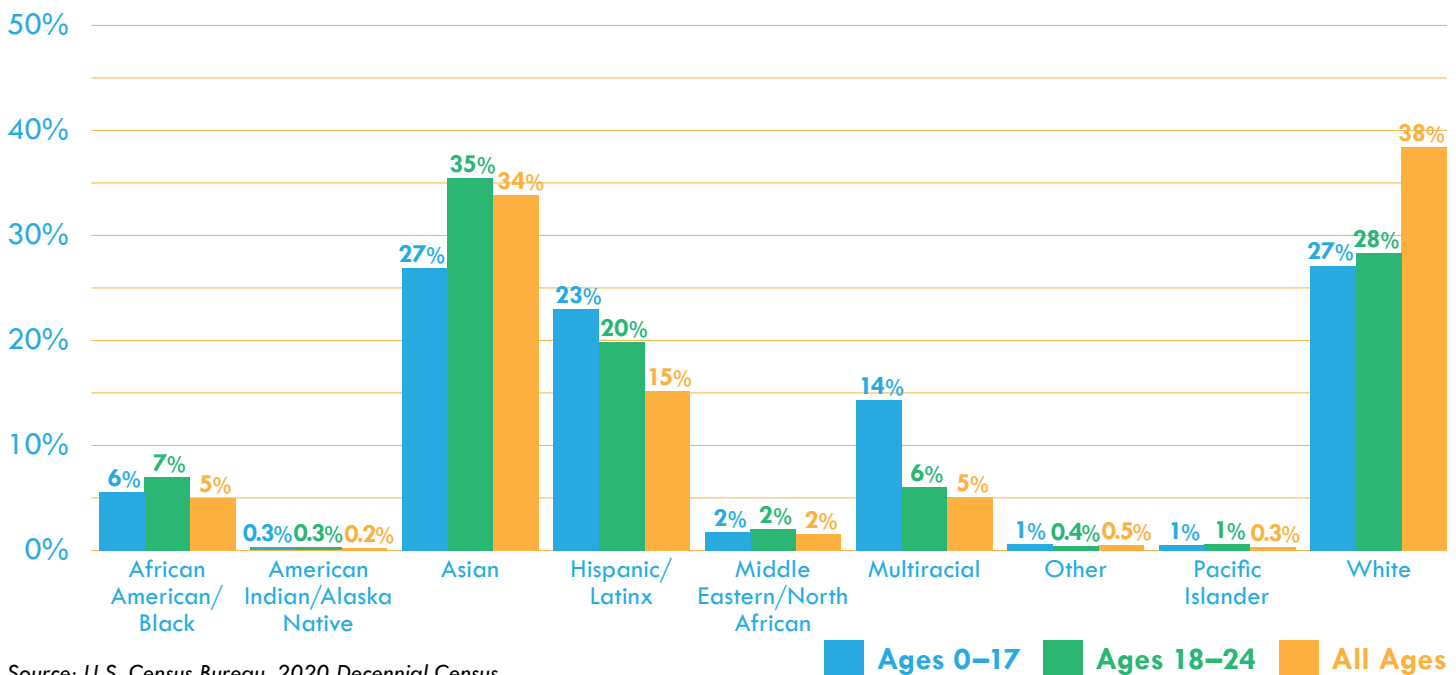
Figure 8. Race/Ethnicity Population Change Over Time, 2005-2019



Source: U.S. Census Bureau, 2005–2019 PUMS 1-Year.

The racial and ethnic makeup of children and youth under 18 can be seen in Figure 9. There are some notable differences between the race/ethnicity distribution of the total population compared to those under 18. For example, the percentage of children and youth that are Hispanic/Latinx is 23%, while Hispanic/Latinx individuals only make up 15% of the total population. In contrast, Asian and White people represent a greater percentage of the total population (34% and 38%, respectively), but Asian and White children and youth represent a smaller share of the under 18 population (27% and 27%, respectively). There is also a significantly higher proportion of Multiracial children and youth (14%) than Multiracial individuals overall (5%). Among TAY, there are larger proportions of African American/Black, Asian and Hispanic/Latinx than there are of those racial/ethnic groups among the total population.

Figure 9. SF Total Population of Children/Youth Under 18 by Race/Ethnicity, 2020



Source: U.S. Census Bureau. 2020 Decennial Census.

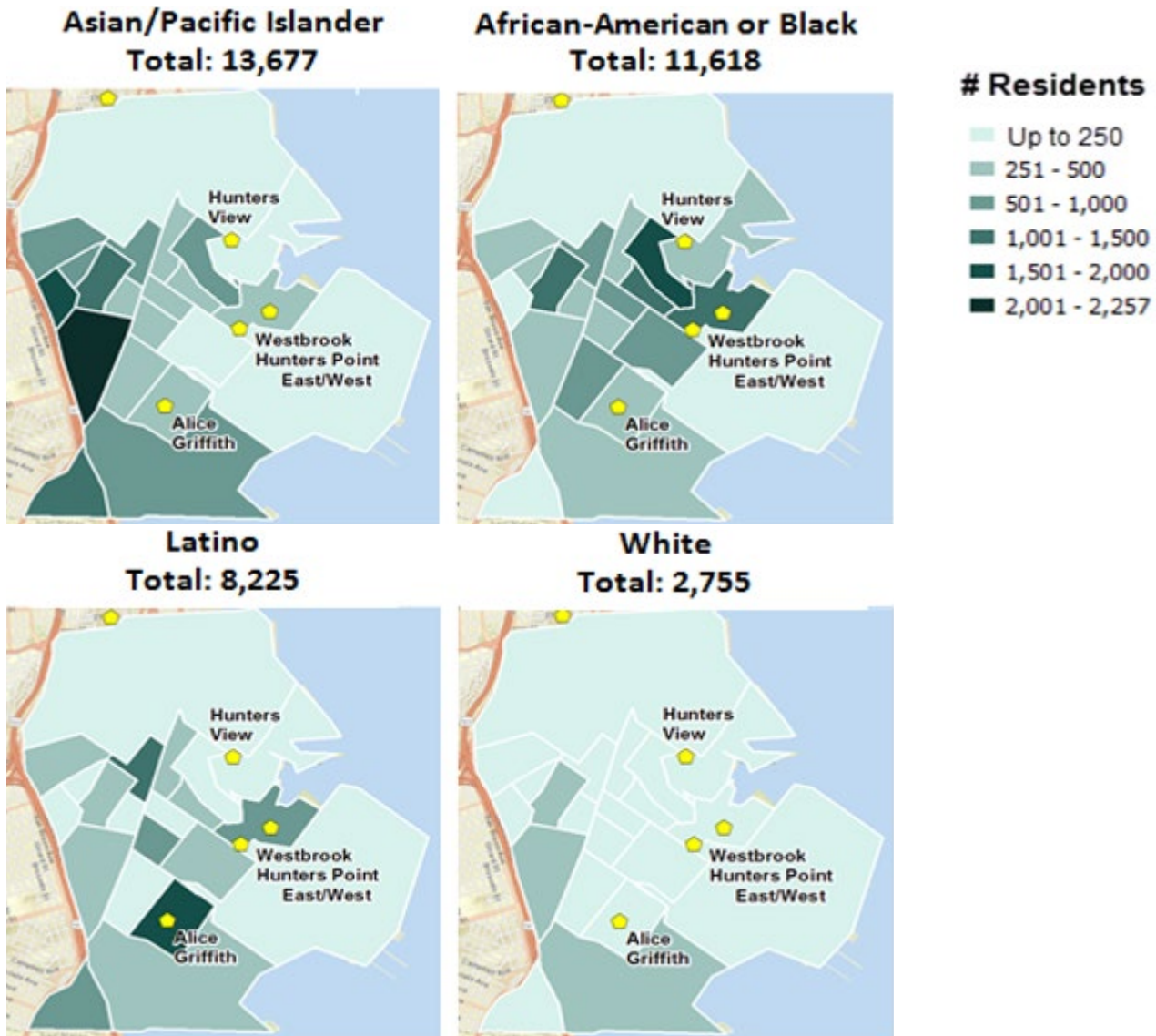


While the race/ethnicity categories presented are routinely used by government data sources, summary data based on these broad categories may mask unique experiences and potential disparities within racial groups. For example, when analyzing data on “Asians”, the ways in which needs, access to resources, and life outcomes vary among Chinese, Vietnamese, Filipino, Cambodian, and more distinct ethnic groups become difficult to discern. Pacific Islander subgroups, Hispanic/Latinx subgroups, and Multiracial groups may benefit from similar disaggregation. Furthermore, while we aim to present a detailed picture of experiences and outcomes by race/ethnicity, small population sizes may limit our ability to accurately report on a given subgroup. In particular, American Indian/Alaska Native and Pacific Islander groups are critically underserved in San Francisco, but their comparatively small presence in the City presents challenges in data collection. Appendix B describes the racial and ethnic categories discussed in this report and a closer look at population counts disaggregated into these subgroups. Despite our diversity, geographic analyses show that racial segregation exists in San Francisco. Different racial/ethnic groups are highly concentrated in certain areas, and few census tracts alone reflect the proportions of races/ethnicities of the whole city.¹⁴ African Americans are largely clustered in the Bayview-Hunters Point neighborhood and parts of downtown. Extremely high housing costs and residues of historical practices of racial segregation and redlining continue to limit Black residents from settling elsewhere in the City. Asian Americans are concentrated in the City’s Chinatown neighborhood,

similarly restricted from settling elsewhere due to policies and practices of the 19th and early 20th centuries. The Latinx community has long been associated with the Mission, though gentrifying forces in recent years have changed the face of the neighborhood. White households are heavily concentrated in the northern and central parts of the City.

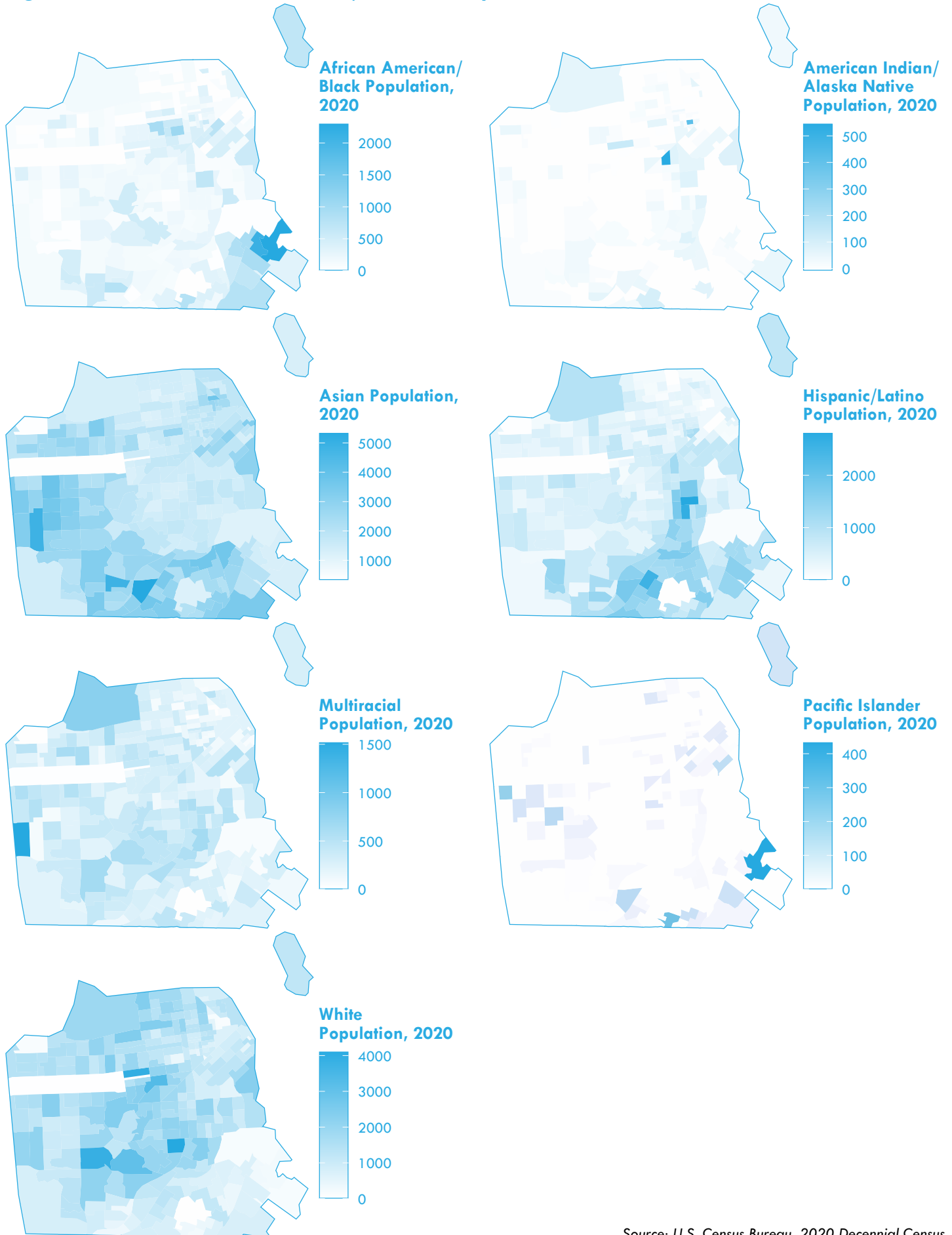
These generalizations are helpful in understanding where certain racial groups tend to live, but significant pockets of racial diversity in other areas of the City are growing. City planners note that some of San Francisco's historically racially homogenous neighborhoods are fragmenting into increasingly diverse micro-neighborhoods. For example, Figure 10 presents a series of maps prepared by the San Francisco Human Services Agency (HSA) that display the location of Bayview-Hunters Point residents by race/ethnicity in relation to four public housing developments.¹⁵ There is a significant Asian/Pacific Islander presence along the western edge of the neighborhood boundary. African American/Black individuals and families are more concentrated near Hunters View and Hunters Point, while the Latinx community lives near the Alice Griffith development. The series of maps in Figure 11, prepared for this report, show the concentration of racial/ethnic groups across different census tracts in 2020.

Figure 10. Geographic Distribution of Bayview-Hunters Point Residents by Race/Ethnicity



Source: San Francisco Human Services Agency utilizing 1990 and 2000 Decennial Census and 2014 5-Year ACS; Neighborhood identified based on census tract using SF Department of Planning 2015 guidelines

Figure 11. Concentration of Racial/Ethnic Groups Across Census Tracts, 2020



Source: U.S. Census Bureau, 2020 Decennial Census.

San Francisco's racial/ethnic diversity is also characterized by a significant immigrant population which contributes to its linguistic and cultural richness. In 2020, 299,510 residents were foreign-born, comprising a little over a third of the total population (Figure 12). Of the population ages 5 and over in San Francisco, 43% speak a language other than English at home, with Chinese, Spanish, Filipino, Russian, and Vietnamese among some of the most common languages spoken by Limited English Proficiency (LEP) households.¹⁶

Figure 12. Foreign-Born Population and Those Speaking Languages Other than English at Home, 2000-2020

	2000	2010	2015	2020
Foreign-Born	285,541	286,085	295,417	299,510
Speak Language other than English at home (ages 5 and over)	341,079	346,613	355,121	355,944
Chinese	133,869	144,627	149,123	150,440
Spanish	89,759	88,517	89,130	88,425
Filipino (Tagalog)	29,197	24,532	23,147	22,334

Source: U.S. Census Bureau, 2000 and 2010 Decennial Census, American Community Survey, 2011-2015 and 2016-2020 5-Year Estimates.

Figure 13 shows that among SFUSD students in 2020-21, there were 13,682 English Learners that speak a language other than English at home. This represents a significant decline from the nearly 17,000 English Language Learners (ELL) speaking a foreign language in the preceding three years,¹⁷ potentially reflecting the impacts of COVID-19 on migration patterns into San Francisco and declining enrollment at SFUSD. Regardless, these numbers provide a glimpse into the diversity of the City's public-school students.

Figure 13. SFUSD English Learners Speaking a Language Other than English at Home, 2017-2021

	2017-18	2018-19	2019-20	2020-21
SFUSD English Learners Speaking a Language other than English at Home	16,869	16,960	16,920	13,682
Arabic	--	380	403	376
Cantonese	3,859	3,604	4,049	3,204
Filipino (Tagalog)	384	--	--	345
Mandarin	677	631	638	535
Spanish	8,015	8,202	9,329	7,587
Vietnamese	430	391	411	--
All Other	3,504	3,752	2,090	1,635

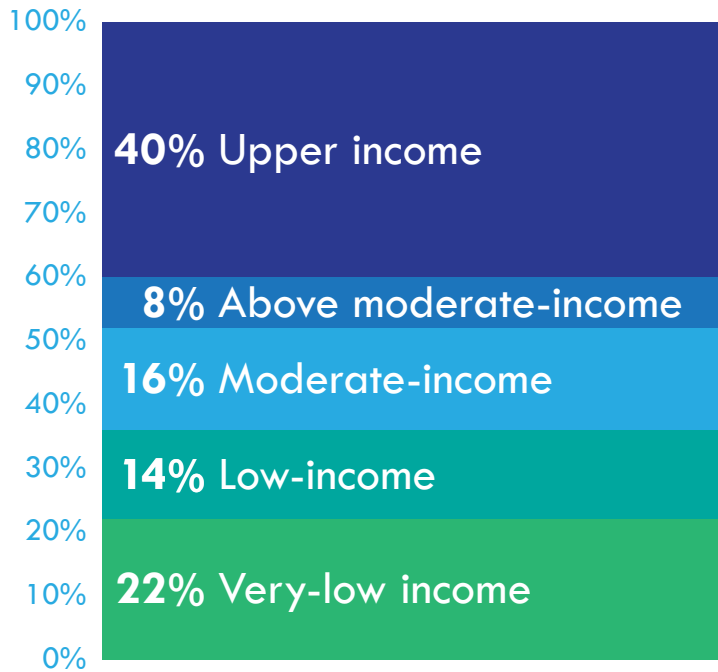
Source: San Francisco Unified School District.

GROWING INCOME INEQUALITY IN SAN FRANCISCO

In the past decade, income inequality in the Bay Area has sharply increased, resulting in a shrinking middle class and the displacement of low-income communities. Analysis conducted by the Brookings Institute in 2016 identified San Francisco as having the sixth highest inequality among major cities in the U.S., with those in the 95th percentile for household income earning \$507,824 a year versus those in the 20th percentile earning just \$31,840 per year.¹⁸ Over the last decade, income grew much more significantly for the top decile than it did for the bottom decile in the Bay Area. Median

household income increased by nearly \$250,000 (or 87%) among households in the top decile but only grew 36% among households in the bottom decile between 2010 and 2019.¹⁹ In San Francisco, 48% of households with children are above-moderate income or upper income, 36% are low or very-low income, and 16% of households with children are in the moderate-income category (See Figure 14).

Figure 14. Income Distribution of Households with Children, 2014-2018



Source: San Francisco Planning Department, Analysis of 2014-2018 IPUMS.

A leading cause of the disparity in household income can be identified in the uneven growth in wages. In 2019, the average wage increased to \$129,888, yet 60% of workers living in San Francisco continued to earn less than \$100,000.²⁰ While the highest earners are seeing pay increases, the wages of the lowest earners are remaining stagnant, perpetuating the income disparity. These high wage jobs are industries and sectors that are often less occupied by Black, Indigenous, and People of Color (BIPOC), women, and LGBTQQ, undocumented, and systems-impacted individuals, making it very difficult for these communities to break the cycle of poverty. As a result, many low-income households in San Francisco are disproportionately represented by marginalized populations.

Economic turmoil brought on by the COVID-19 pandemic has further widened this inequality, disproportionately affecting low-income households with children. While the City's population is projected to rebound and grow despite the temporary reversal caused by the pandemic, this growth needs to be inclusive of low-income and working-class families with children. If economic stressors, income inequality, and cost of living challenges continue to persist, families with children will not find it favorable or even possible to live in San Francisco. The next section provides further exploration into this topic.



Opportunity in San Francisco

This section explores Citywide data trends in poverty, unemployment, and homelessness to assess the well-being of children, youth, TAY, and families. Economic stresses widely permeated discussions of children, youth, and family needs during DCYF community engagements. In tandem with community voice, academic research correlates poverty with increased need across all topics relevant to DCYF's Citywide result areas. While these economic stresses—the need for affordable housing and a living wage, for example—go beyond the scope of any one single City department to address alone, these same topics influence experiences of disparities and conditions of need related to our result areas. Given this relationship, DCYF presents the Opportunity in San Francisco as a foundation to our subsequent chapters.

LOW-INCOME FAMILIES IN SAN FRANCISCO

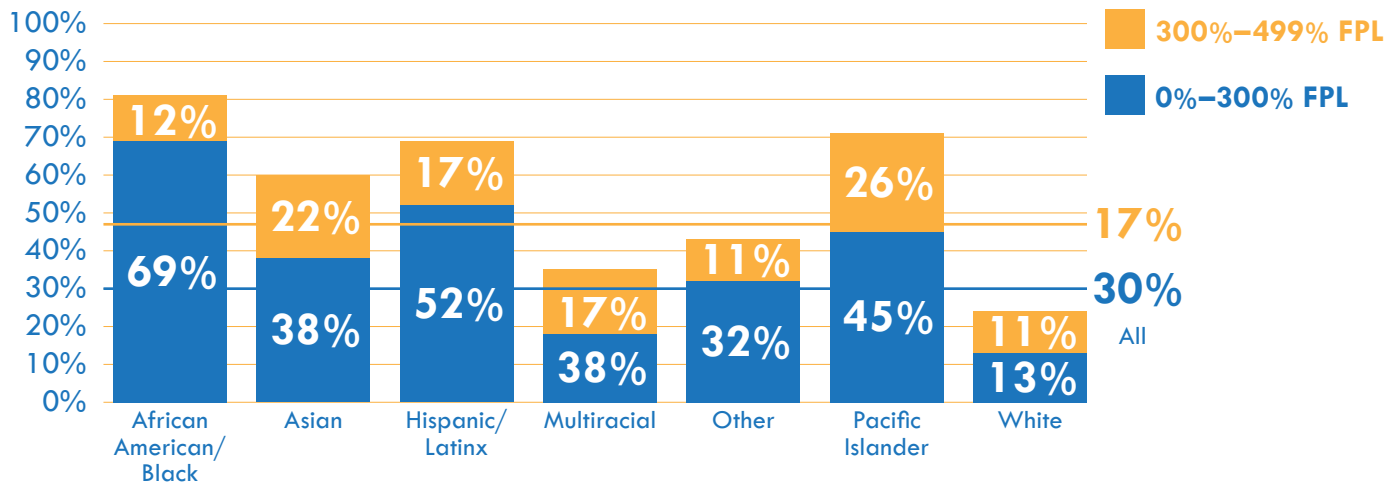
At its simplest definition, poverty reflects a lack of resources to meet one's basic needs. Income alone provides an incomplete picture of poverty. In San Francisco, an individual earning \$100,000 a year may afford the costs of their own material needs. However, a family of four living on the same income may face financial strain paying for basic expenses, such as childcare, food, housing, and transportation. Thus, measures of poverty generally consider household size and composition in addition to income. The U.S. Census Bureau provides estimates of the population in poverty by establishing poverty thresholds, commonly referred to as the Federal Poverty Level (FPL). There is not a single threshold; the amount varies by family size and number of children. Families with incomes below the FPL for their size and composition are considered in poverty. FPL is also used by government agencies to assess eligibility for public benefit programs, such as Medi-Cal and CalFresh.

In 2021, the FPL for a family of four with two children is approximately \$27,500. For a high cost of living area such as San Francisco, a multiple of the FPL, such as 300% of the FPL (three times the FPL) is typically used to understand the extent of poverty across the population. Appendix C provides technical details on various measures of poverty and shows that families earning up to 500% of the FPL may still be considered low-income in San Francisco. For a family of four, 300% of the FPL is approximately \$82,500, and 500% of the FPL is \$137,000. ACS 5-year estimates from 2016-2020 suggest 30% of youth ages 0 to 17—nearly 34,000 youth—were living in families earning below 300% of the FPL and an additional 17% or 19,000 youth were in families earning below 500% of the FPL.

Poverty does not uniformly distribute across all characteristics of the population. Rather, poverty highly correlates with overlapping characteristics that include race, ethnicity, gender, sexual orientation, citizenship status, home language, ability statuses, household size, and educational attainment.²¹ In San Francisco and the broader Bay Area, people of color constitute a disproportionately large number of low-income households.²² Figure 15 indicates that children of families living below 300% FPL in San Francisco are more likely to be African American/Black, Hispanic/Latinx, and Asian American/Pacific Islander, as well as American Indian.²³

Families
earning up to
500%
of the FPL may
be considered
low-income in
San Francisco

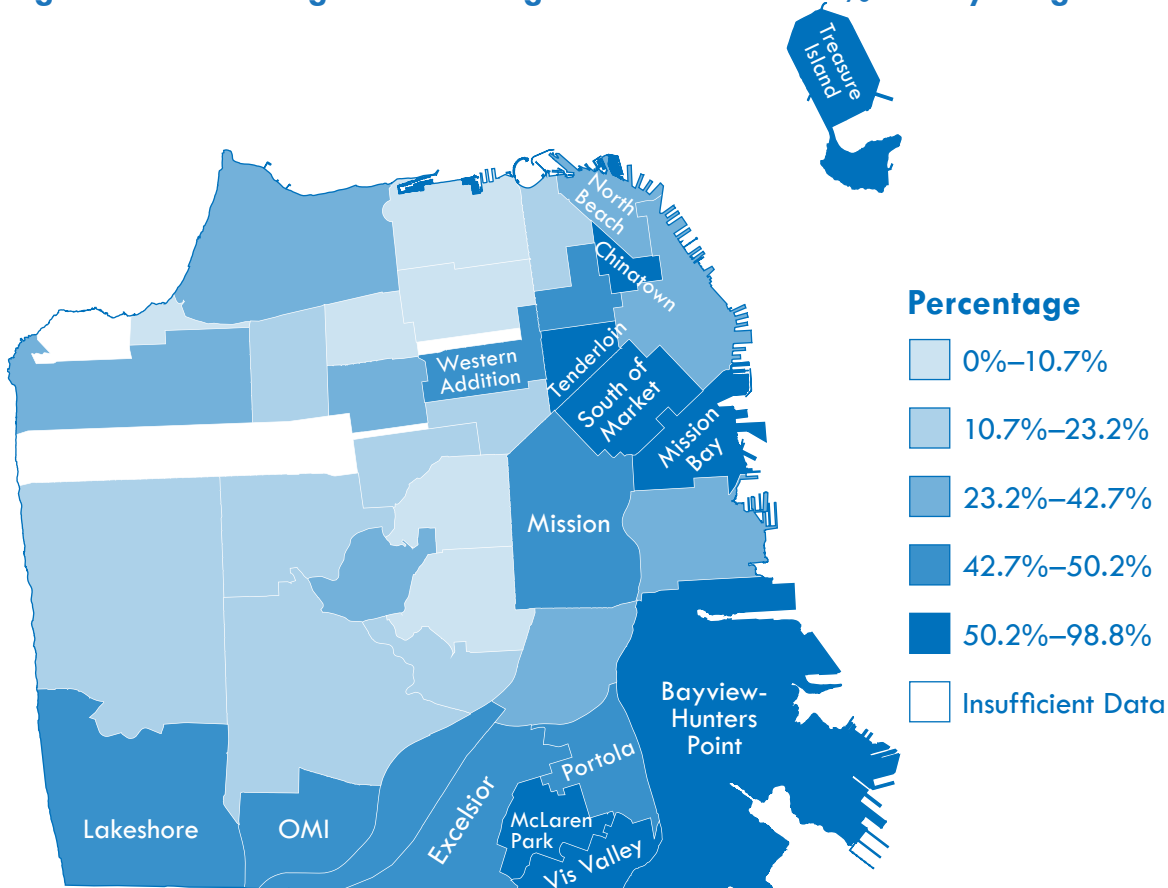
Figure 15. Percentage of Youth Ages 0-17 in Poverty by Race/Ethnicity, 2016-2020



Source: U.S. Census Bureau. American Community Survey, Analysis of 2016-2020 5-Year Public Use Microdata Sample.

The geography of poverty in San Francisco parallels patterns of racial segregation introduced in the previous chapter. The City’s southern and eastern perimeters house higher concentrations of families with children living below 300% FPL. Over half of children residing in **Treasure Island, Chinatown, Tenderloin, South of Market, Mission, Bayview-Hunters-Point, and the Visitacion Valley**, are living in poverty (See Figure 16).²⁴ Large numbers of youth under 18, especially youth of color, reside in the Mission, Ingleside, and Bayview neighborhoods, which also display high rates of youth in poverty. In addition, a significant share of children living in neighborhoods in **North Beach, Lakeshore, Western Addition, Portola, Excelsior, and Ingleside** are living below 300% of the FPL.

Figure 16. Percentage of Youth Ages 0-17 Below 300% FPL by Neighborhood, 2015-2019



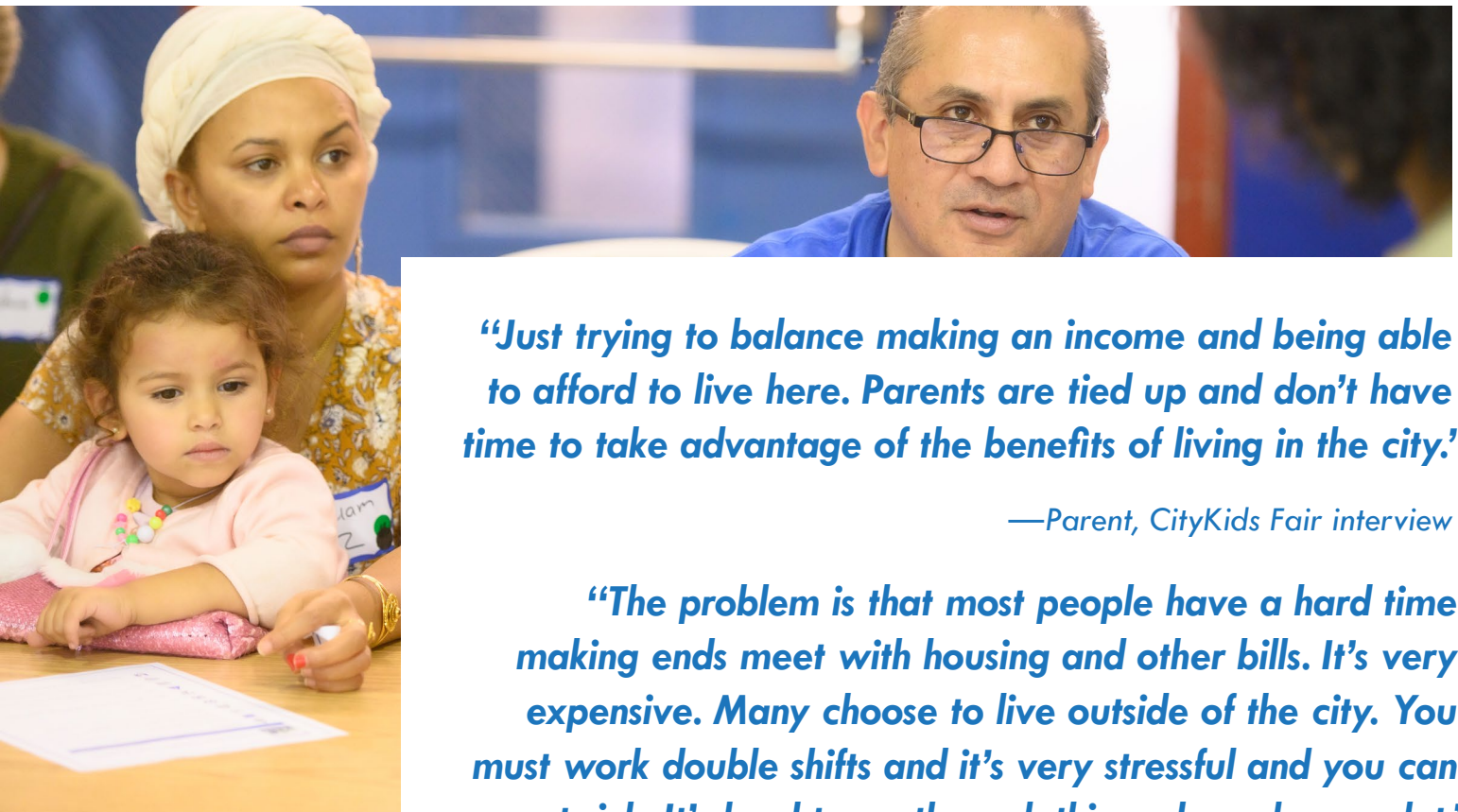
Source: U.S. Census Bureau. American Community Survey, 2019 5-Year Estimates.

Neighborhoods with high rates of poverty are also home to many of the City’s public housing sites. Administrative data from the San Francisco Housing Authority show approximately 9,500 public housing residents ages 18 and up in 2019.²⁵ Recent data on the number of children and youth in public housing are not readily available, but a set of reports from 2012 found more than 3,000 children and youth living in public housing at the time, including 1,200 youth in the City’s HOPE SF public housing developments.²⁶ Relative to their share of the City’s overall population, African American/Black and Pacific Islander individuals comprise a disproportionately large percentage of public housing residents at 33% and 4% respectively.

HIGH LIVING COSTS & WAGE DISPARITIES CONDITION HOUSEHOLD NEEDS

San Francisco’s extreme and increasingly high costs of living and raising children heavily influence the City’s poverty trends. According to the Insight Center’s Family Needs Calculator, a family of four (two adults, one preschooler, and one school-aged child) must obtain an annual household income of at least \$153,227 to pay for basic expenses. Figure 17 below displays the monthly costs for a family of four.²⁷ With the cost of basic expenses rising by 19% between 2018 and 2021 and housing and childcare costs comprising over half of a family’s monthly budget, many families are struggling to afford basic needs, let alone remain in the city.²⁸ Only 49% of respondents to a DCYF survey of parents and caregivers agreed that they managed to pay rent, utility, and other bills.²⁹ In every focus group that DCYF facilitated, families identified high costs of living and raising children as an ongoing challenge in their experiences of City life.

The cost of basic expenses rose by **19%** between 2018 & 2021



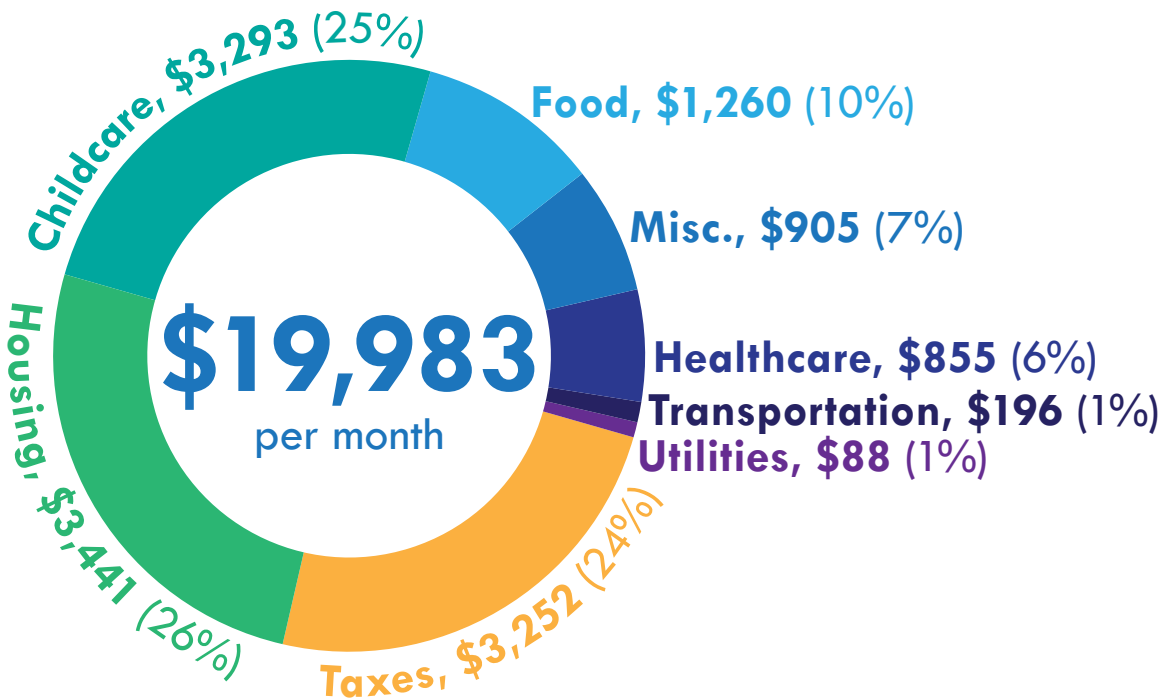
“Just trying to balance making an income and being able to afford to live here. Parents are tied up and don’t have time to take advantage of the benefits of living in the city.”

—Parent, CityKids Fair interview

“The problem is that most people have a hard time making ends meet with housing and other bills. It’s very expensive. Many choose to live outside of the city. You must work double shifts and it’s very stressful and you can get sick. It’s hard to go through this and you learn a lot.”

—Young person, focus group with TAY experiencing homelessness

Figure 17. Average Monthly Expenses for a Family of Four in SF, 2021



Source: Insight Center, 2021.

While many parents and heads of low-income households with children work, their wages fall short of amounts needed to fully support family needs. DCYF's community engagements surface that even among households with multiple parents and caregivers working full-time, minimum wage simply does not adequately support a family. Among parents and caregivers surveyed by DCYF, only 42% said they had a job that paid enough for their family's expenses.³⁰

“It’s hard to move away from minimum wage.”

—TAY, focus group with justice-involved youth and TAY

Given the City’s high costs of living, heads of households with children and the City’s TAY need well-paying jobs. While San Francisco’s minimum wage (\$16.32/hour) sits higher than other metropolitan areas, a single adult with a preschooler working minimum wage would have to work 144 hours in a week to meet their basic needs.³¹ Although San Francisco houses many well-paying jobs, these opportunities largely require advanced degrees, specialized skills, or certifications, and hold little flexibility with scheduling. These conditions make it difficult for working parents and disconnected TAY to secure employment income that adequately covers the City’s living costs. Considered alongside histories of racial injustice in public education and gender-based discrimination in hiring practices, hurdles to high-paying employment also undermine the ability of many people of color and women to reach and maintain family economic stability. In San Francisco, compared to people of color, White residents are more likely to have a higher wage job and to work in employment industries that allow flexibility and accommodation in work schedules.³² In contrast, the City’s Department of Human Resources found that Black employees have lower-paying jobs, are less likely to be promoted, and are disciplined and fired more frequently.³³ During COVID-19, these disparities in employment left already vulnerable families more likely to be unemployed or face a loss of income.

A single adult
needs to work
144
hours a week at
minimum wage
to support a
preschooler

COVID-19 TRANSFORMED WORK, LEARNING & FAMILY ARRANGEMENTS

COVID-19 erased years of economic and employment growth in San Francisco.³⁴ In February 2020, one month prior to the pandemic's onset, San Francisco's unemployment rate was at an all-time low of 2.2%.³⁵ During the first calendar year of the pandemic, from December 2019 to December 2020, San Francisco experienced a 14% decline in employment, which ranks as the deepest decrease among California counties.³⁶ In the span of half a year, between January and July of 2020, the unemployment rate in San Francisco increased from 2% to over 12% (See Figure 18). In April 2020, immediately following SIP orders, the City's unemployment rate peaked at 12.7%.³⁷ Between March 2020 and April 2021, over 300,000 San Franciscans filed for unemployment, with the **Ingleside/Excelsior, Visitacion Valley, and Bayview-Hunters Point** neighborhoods reporting the largest number of claims.

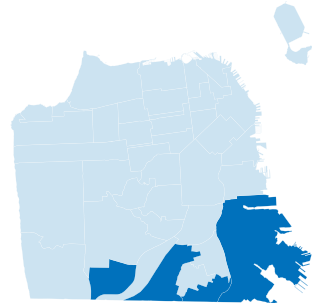
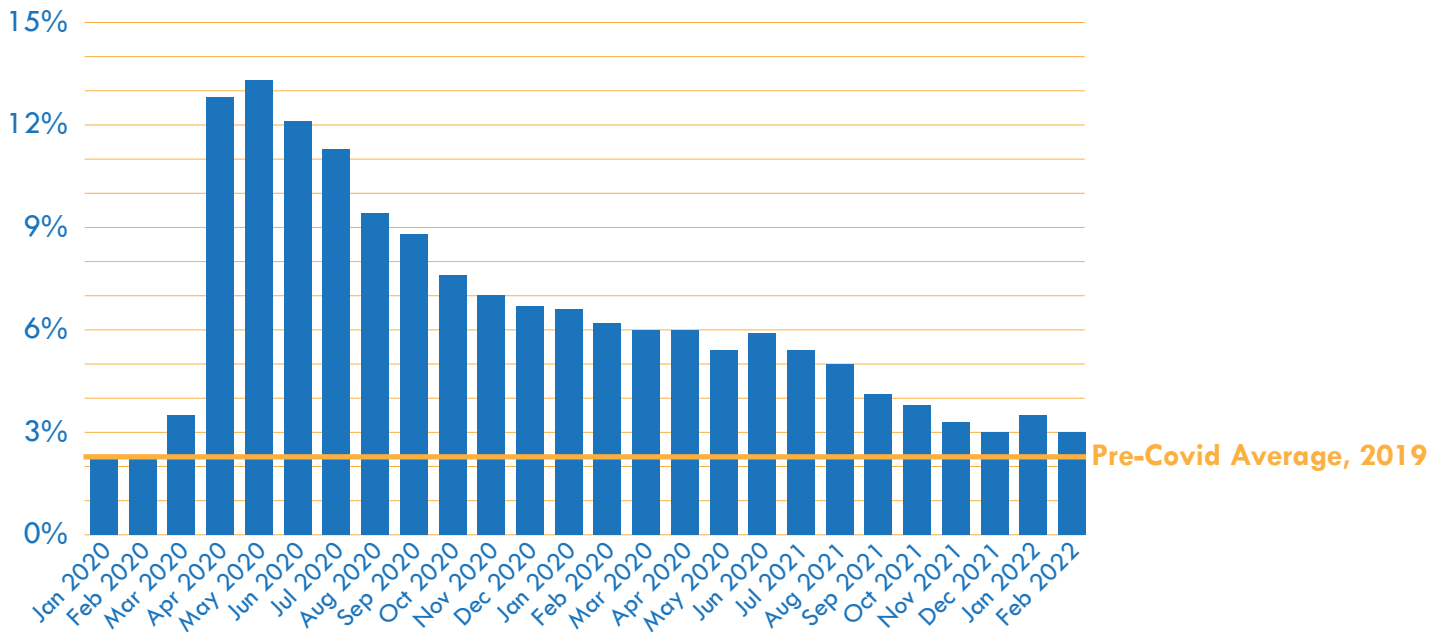


Figure 18. SF Unemployment Rate During COVID-19, 2020-21



Source: California Employment Development Department.

COVID-19's economic impacts spread unevenly across the City's employment sectors. While industries such as technology and professional and business services were less impacted, workers in lower-paying sectors such as leisure and hospitality experienced extreme job loss. San Francisco's tourism and commercial businesses, including hotels, restaurants, bars, and arts and entertainment lost 56.6% of jobs between February and September 2020.³⁸ As patterns of occupational segregation continue to group workers of color, especially women, into low-paying roles, COVID-19's economic damages weigh heavier on families of color and low-income households that already faced significant economic challenges.³⁹ Community engagement data surfaces similar patterns of low-income households and women carrying excess economic burden due to the pandemic.

“My mom lost her job, so we seriously lost a lot of money and she’s been trying to look for a job”

—SFUSD student, Fall YPAR Survey

Families with children experienced greater rates of unemployment and loss of income during the pandemic. An early-pandemic survey from HSA reports that, among 4,043 responding households with children, employment and income rank as the most immediate needs (35%), followed by food (31%).⁴⁰ Households that expressed these needs primarily reside in the City’s southeast, including low-income neighborhoods such as **Bayview-Hunters Point, Excelsior, and Outer Mission**. As described in the Overview to San Francisco Children, Youth, and Families chapter, these neighborhoods also house higher concentrations of families of color. Additionally, the San Francisco-Marin Food Bank polled over 7,000 of their clients in spring 2021 and found that 79% of single parent households with children and 75% of households with children lost their job or earned less money due to COVID-19, as compared to 49% of those in households without children (See Figure 19).⁴¹

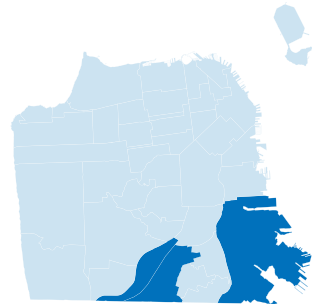
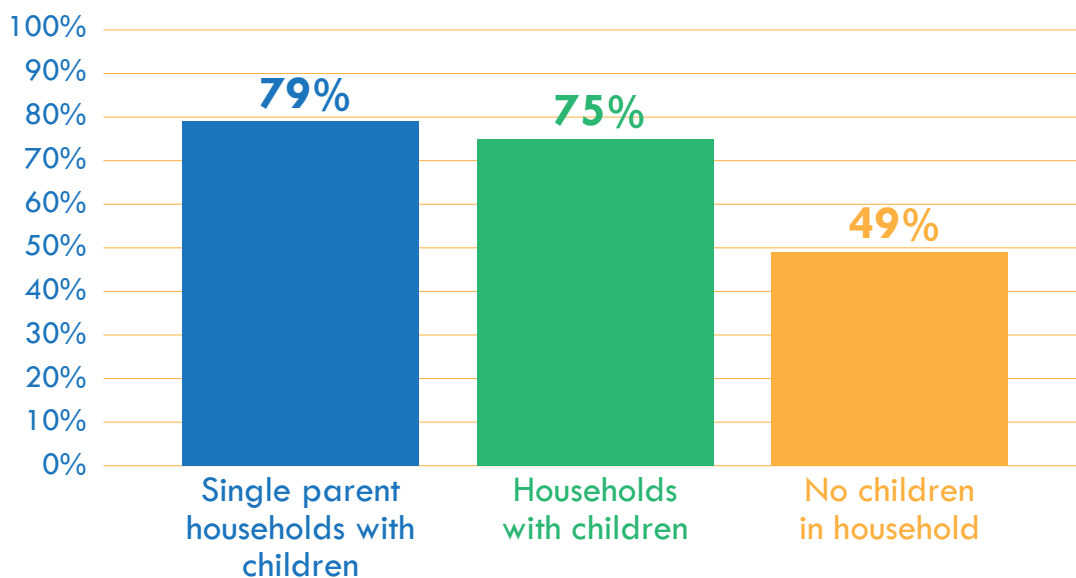


Figure 19. Percent of Households Reporting Losing Job or Earning Less Money Due to COVID-19, 2021



Source: San Francisco-Marin Food Bank

The closure of schools and childcare centers added layers of employment challenges to working parents and caregivers. As adult supervision in the form of classroom teachers and childcare center staff disappeared from children’s lives, working parents met home childcare needs by cutting work hours, or simply exiting the labor force. For parents with remote working options, the time required to support their children from home generated work routine conflicts. For parents who experienced unemployment, taking care of their children at home limited their capacity to find new work.

“Before the pandemic, I had a job. Because my daughter had to do virtual learning, and I had to care for her, I quit my job.”

—Parent, focus group with families living in SROs

“Making sure my children have childcare while I can work. Not being able to work put a big financial hold on the family.”

—Parent, Summer Together Evaluation Survey

HOUSING AFFORDABILITY & COST BURDEN

Community discussions of the City's living costs, wage disparities, and pandemic impacts often routed back to discussions of excessive housing cost burden. For context, home values in San Francisco remained stable or rose during the pandemic, with 2020 median home values exceeding \$1.4 million. A household would require approximately \$290,000 in annual income to afford the purchase of a home at the City's median price. Most low-income households rent their homes, and face similarly high housing costs. In January 2022, the mean rent of all homes in the San Francisco metropolitan region was \$3,069 per month compared to the national average of \$1,856 per month.⁴² A household would require \$140,000 in annual income to afford a median priced two-bedroom apartment in the City.⁴³ Because children require extra space and amenities, housing costs increase for families with children, especially when seeking close proximity to parks or schools.

HUD designates households spending 30% of their income or more on housing as cost burdened and additionally considers households that spend over 50% of income on housing as severely burdened. Higher housing cost burdens restrict funds needed to cover other essential expenses such as healthcare, food, childcare, and transportation. In addition to low-income households tending to face housing cost burdens, African American/Black, Hispanic/Latinx, and American Indian/Alaska Native households, especially if female-headed, carry higher odds of facing financial strain due to rent burden.⁴⁴ According to the SF Housing Element 2022, over half (53%) of African American/Black households and 48% of Hispanic/Latinx households are rent burdened in San Francisco.⁴⁵

Low-income households struggled to pay rent and housing costs during the pandemic. In October 2021, the Budget and Legislative Analyst's Office estimated that between 13,750 and 33,200 low-income households were one to six months behind on rent payments.⁴⁶ Despite the City's eviction moratorium and emergency tenant protections, many families adapted by moving to more affordable housing or "doubling-up" with extended family or friends. When youth were asked if their housing stability changed during the pandemic, 30% of high school YPAR respondents agreed. Respondents shared that housing situations changed due to reductions in their family income and general challenges with making ends meet. In focus groups, parents, caregivers, and youth described experiences of living in overcrowded spaces and displacement or relocation to temporary shelters as a response to not being able to afford rent. Families and youth who doubled-up with others experienced inadequate space for remote work and distance learning.

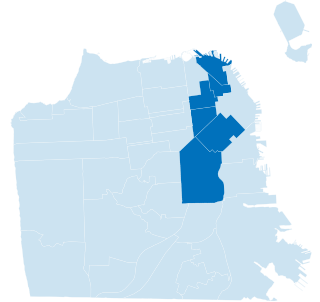
53%
of African
American/Black
households &
48%
of Hispanic/Latinx
households are
rent-burdened

"I've never had and don't have now a space at home to be able to have peace and quiet. My uncle and cousin are using up all the space, causing noise. I need quiet, but it's hard to stay focused without the right environment."

—TAY, focus group with TAY providing household economic support

HUD defines overcrowded living arrangements as having more than one person per habitable room. Among San Francisco's overcrowded households in 2019, 60% were low-income and 48% were families with children.⁴⁷ Households that live in Single Room

Occupancy Units (SROs) are particularly affected by overcrowding. Approximately 19,000 people live in the City’s SROs.⁴⁸ Recent data estimates over 699 families living in SROs and notes the likelihood of an undercount due to data collection challenges.⁴⁹ SROs are older basic housing units consisting of one room, with limited or shared kitchens and bathrooms. These units have become an alternative for housing for low-income families, especially immigrant families. SROs are concentrated in a few City neighborhoods, particularly the **Tenderloin, Chinatown, North Beach, Nob Hill, South of Market, and Mission**. Living in SROs can affect health, education, and work outcomes. The absence of space and privacy eases the spread of illness, disrupts sleep schedules, and leaves children with little room to study or play. During DCYF focus groups, families living in SROs described low quality living conditions and heightened fears for safety and health during COVID-19.



“COVID prevention measures and plans within our single room buildings are loose. Because many of our residents are elderly or children under 12, they are all vulnerable and high risk. Living in single rooms, we face a lot of challenges when we try to avoid contacting COVID.”

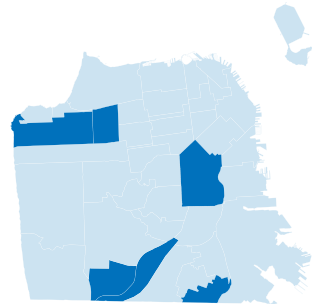
—Parent, focus group with families living in SROs

Despite noting challenging living conditions, families committed to remaining in the City may continue to resort to doubling-up or seeking SROs as their only affordable option. Many low-income families and youth who have called San Francisco home for generations continue to experience displacement due to the City’s high housing costs. From our 2019 Family Summits to our 2021 community engagements, youth and families expressed needs, challenges, and negative impacts on lived experiences that take root in gentrification, the rising cost of living, and the City’s ongoing housing crisis.

“Cost of living is really high in SF. Housing—every year where I live in lower Haight, they raise rent every single year. So many families been running in my area, left, moved across the Bay. The way we do it, is we’re budgeting, we’re recycling, we’re sharing each other’s ideas of what we can do, and how it would be better to get through with the cost of living.”

—Parent, focus group with American Indian/Native American families

Eviction frequently forces displacement onto families. Families in low-income neighborhoods, particularly Latinx households, encounter threats of eviction more often. Between January 2016 and July 2019, the highest counts of no-fault eviction notices were received in low-income neighborhoods in the **Ingleside, Richmond, Outer Mission, Visitacion Valley, and Mission Districts**.⁵⁰ Despite the temporary moratorium on evictions during the pandemic, families described a need for more tenant protections and rental assistance. Community members who identified gentrification as an issue pointed out a loss of culture and sense of community in their neighborhoods.



“We’ve allowed tech companies to come in, drive up the rent, drive homelessness, and force families out of the city. We’ve allowed tech companies to drain SF of its culture, its history, and it is swept under the rug.”

—Young person, focus group with youth and TAY from Tenderloin community

The displacement of families and youth leads to a separation from services and resources and imposes a loss of stability and identity. For example, when interviewing service providers who work with young people in foster systems, discussions highlighted that San Francisco’s housing crisis further complicates needs to address for young people in, or transitioning from, foster care. In short, unaffordable housing and living costs increasingly drive foster family placements outside of the City and the broader Bay Area, which widens the gap between a young person in foster care and the stable services and relationships they need. HSA reported in 2020 that only 34% of foster home placement locations remained within San Francisco.

EXPERIENCES & CAUSES OF HOMELESSNESS AMONG FAMILIES & TAY

Homelessness in the Bay Area is a critical concern in our communities. Prior to COVID-19, San Francisco experienced a drastic increase in populations experiencing homelessness. Between 2011 and 2019, the total number of individuals experiencing homelessness increased from 5,669 to 8,035 (See Figure 20).^{51*} Although experts have predicted a rise in homelessness during the pandemic, preliminary data released from San Francisco’s delayed 2022 Point-in-Time (PIT) Count reveal a slight decline of individuals

*Data refers to HUD’s Federal standard definition of homelessness which excludes individuals “doubled-up” in the homes of family or friends, individuals staying in jails, hospitals, or residential facilities, and families living in SROs.

experiencing homelessness.* The most recent data indicates that total homelessness in San Francisco, including sheltered and unsheltered individuals, decreased by 3.5% from 8,035 people in 2019 to 7,754 in 2022. This decline from preliminary data is considered a product of the City’s increase in housing and shelter services. Homelessness remains a city-wide issue, yet rates of homelessness differ by neighborhoods with the most individuals experiencing homelessness residing in the **Tenderloin, South of Market, Civic Center, Market, Mission Bay, and Bayview**.⁵² Families with children, unaccompanied children, and TAY represent nearly a quarter of the population experiencing homelessness in San Francisco. The 2022 PIT Count reported 1,073 unaccompanied children and TAY experiencing homelessness in San Francisco, with the vast majority between the ages of 18 and 24.⁵³ Preliminary data from the same year reported 205 families experiencing homelessness. Among students, SFUSD recently identified approximately 2,000 students in families experiencing homelessness and housing insecurity.⁵⁴ While most families experiencing homelessness secure sheltered living arrangements, TAY experiencing homelessness remain disproportionately unsheltered (See Figure 21).

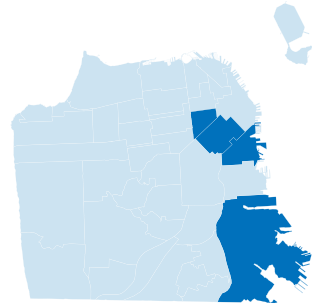


Figure 20. San Francisco Point-in-Time Counts, 2005-19

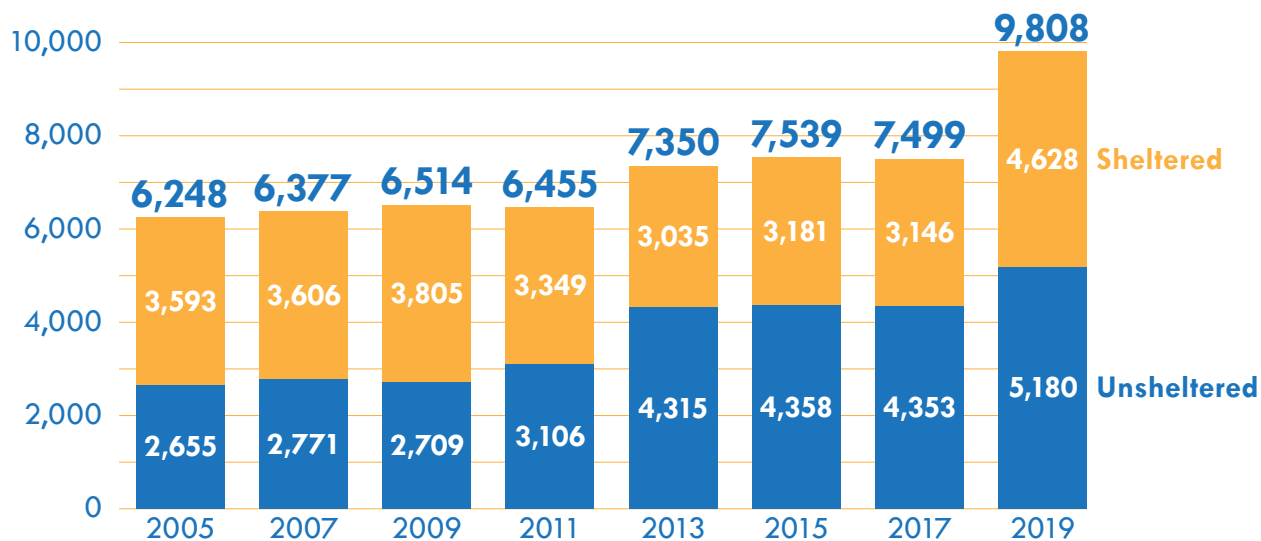
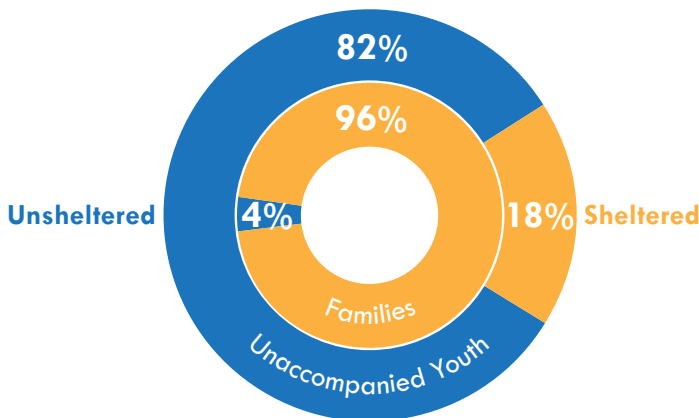


Figure 21. San Francisco Point-in-Time Count by Shelter Status, 2019



Source: Applied Survey Research. San Francisco Department of Homelessness and Supportive Housing, 2019.

*The 2020 PIT count was partially conducted to count individuals experiencing sheltered homelessness. This report cites the 2019 PIT Count and preliminary data from the 2022 PIT Count because it is the most recent available count to reflect rates of both sheltered and unsheltered homelessness.

Homelessness disproportionately affects people of color. Multiracial, African American/Black, Latinx, American Indian/Alaska Native, and Pacific Islander people are over-represented among San Francisco’s homeless population and especially so among unaccompanied children and TAY experiencing homelessness. Individuals who identify as African American/Black comprise 37% of individuals experiencing homelessness but make up approximately 5% of the City’s population.⁵⁵ Nationally, families with children experiencing homelessness are more likely to be households headed by single women. During San Francisco’s 2019 PIT Count, 72% of survey respondents in families with children were female despite an overwhelming majority of the total population experiencing homelessness identifying as male. Among unaccompanied youth and TAY experiencing homelessness, people who identify as LGBTQQ are overrepresented. Justice system involvement and a history of foster care were also reported by youth experiencing homelessness. Among surveyed respondents, 29% of youth under the age of 25 reported a history of foster care and 24% of youth reported involvement with the justice system before turning 18.

Experiences of homelessness in San Francisco result from numerous compounding factors that include the constant shortage of affordable housing, income disparities, and systemic discrimination. Many surveyed individuals among families and TAY experiencing homelessness named unemployment and housing unaffordability as their primary cause of homelessness. Contrary to common public perceptions that attribute experiences of homelessness to poor mental health and substance abuse, only 8% of unhoused individuals reported mental illness as the cause of their homelessness. Only 18% attributed their homelessness at the time to addiction.⁵⁶ Community members shared similar insights and understandings of the complexity of homelessness in San Francisco during interviews and focus groups.

“The biggest challenge is finding housing and job resources. It is not what you have, but who you know that gets you access to resources. I am currently transitioning to a new job, and I live at a SIP campsite which is safe.”

—Parent, Pop-Up Village interview

“Generational homelessness and the direct correlation between gentrification, homelessness, and drug use. Drug use is a symptom of people being failed, not having housing, or enough food, it covers a lot of pain and suffering that people have been going through.”

—Young person, focus group with Arab youth

For families with children, financial insecurity in the form of unemployment and debt were leading causes of housing insecurity. Families with children experiencing homelessness cited job loss (21%) as a primary cause of homelessness followed by eviction (17%), unaffordable rent (14%), an argument with a friend or family member (14%), and domestic violence (12%). Meanwhile, unaccompanied children and TAY experiencing homelessness, cited an argument with a friend or family member (20%), a lost job (15%), alcohol or drug use (13%), mental health issues (9%), and family/domestic

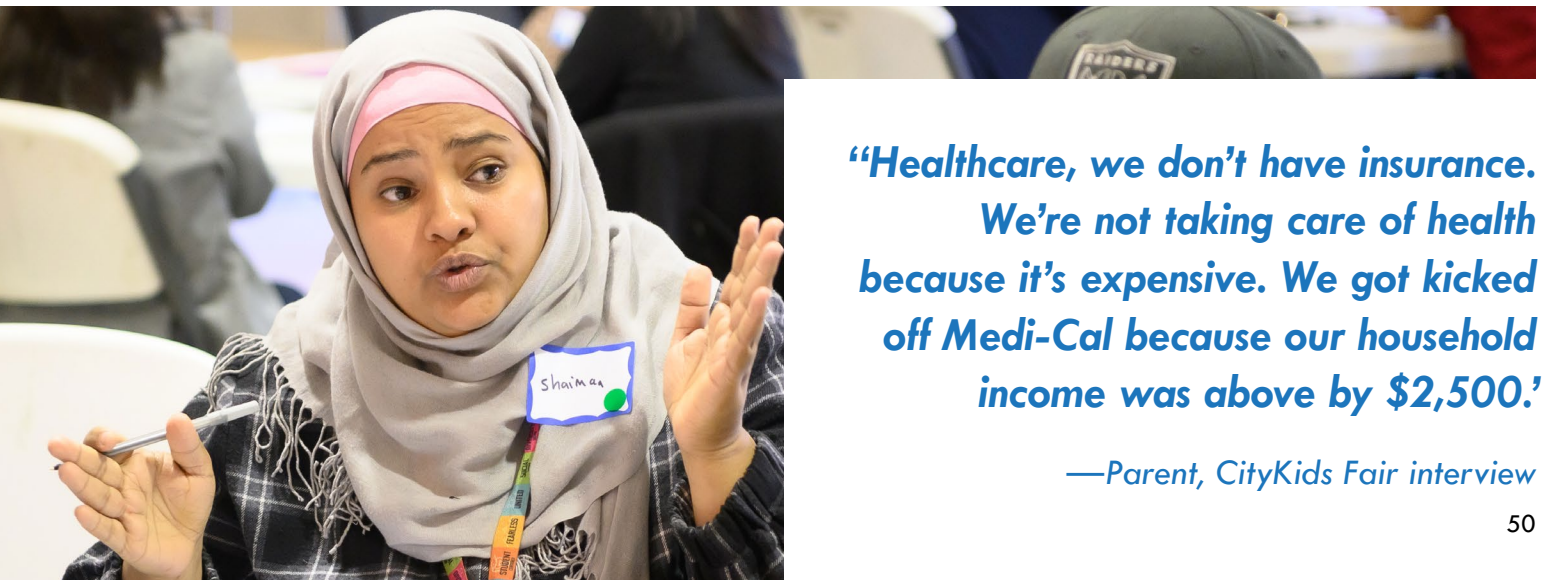
violence (9%).⁵⁷ Youth called out experiences with emotional abuse, financial issues, physical abuse, mental health issues, and sexual abuse as contributing causes of their homelessness.

CITY RESPONSES TO ECONOMIC CHALLENGES

Economic insecurity has pushed families with children and youth into fragile housing circumstances. State and national research indicates that the economic impact of COVID-19 left people at an increased risk of homelessness and housing insecurity. In response to the pandemic, City departments and nonprofit partners implemented innovative solutions, including moving over 500 vulnerable people experiencing homelessness into SIP hotel rooms through Project Roomkey and launching a Safe Sleep program. Long-term solutions to resolve homelessness are the focus of continued efforts, such as the Mayor’s Homelessness Recovery Plan and Children and Family Recovery Plan.

To mitigate economic burdens and learning losses that pandemic closures imposed on families, DCYF and City partners launched efforts to meet childcare needs for essential workers and working parents. DCYF collaborated with the Recreation and Parks Department (RPD), Office of Early Care and Education (OECE), SFUSD, and numerous CBOs to launch Emergency Child and Youth Care (ECYC) and the Community Hubs Initiative (CHI). ECYC and CHI staff led activities to support continued learning for children and youth throughout the pandemic. These sites served low-income children and families with the most need across the City—including 60% of children and youth living in HOPE SF public housing sites—by providing supplies necessary for remote learning in a safe, academic space.⁵⁸ The absence of in-person schooling, youth programs, and services constrained the economic mobility and capacity of families and demonstrated the importance of these support systems in a thriving economy.

More broadly, public assistance was critical to mitigating the economic impacts of COVID-19. For households that lost jobs, federal stimulus payments and expanded unemployment benefits cushioned the loss of income. Low-income children and families were dependent on public benefits for health, food, in-home support, and cash assistance to support their basic needs. HSA observed an increase in demand for the California Work Opportunities and Responsibility to Kids (CalWORKs) program, CalFresh, and Medi-Cal. In the Spring of 2021, HSA reported a 25% increase in CalFresh and a 10% increase in Medi-Cal reliance from its clients compared to the previous year.⁵⁹



“Healthcare, we don’t have insurance. We’re not taking care of health because it’s expensive. We got kicked off Medi-Cal because our household income was above by \$2,500.”

—Parent, CityKids Fair interview

“In the context of COVID-19, I saw how immigrants and undocumented workers were swept aside. Many lost their jobs and there were few resources for us during the pandemic. We were left on our own. There should be more safety net resources in the cases of emergencies for undocumented workers. For example, my dad was let go of two of his jobs.”

—TAY, focus group with immigrants and undocumented community

Safety net programs are an important resource for addressing family poverty. In high-cost regions such as San Francisco, however, many low-income, working families may not meet eligibility criteria for public benefit programs. As discussed earlier in this chapter, families with incomes between 300% and 500% of the FPL—thresholds much higher than those for safety net programs—may face challenges making ends meet in the City. Citizenship status also can be a limiting factor. Families that are undocumented are ineligible for several state and federal programs, including CalFresh and the federal stimulus aid provided during the pandemic. For these reasons, local aid from City departments and CBOs is especially important for populations at the margins. Early in the pandemic, HSA provided over 5,000 locally funded cash payments for undocumented, low-income families who did not receive federal stimulus funds, among other emergency actions.⁶⁰

Innovative solutions to address poverty and basic needs are in development. In the spring of 2021, the City created a Guaranteed Income Advisory Group to develop recommendations for a guaranteed income pilot program. Programs that provide guaranteed income are one way to support financial security for children, youth, and families, particularly for vulnerable populations. The Mayor’s Children and Family Recovery Plan recommended implementing a guaranteed income program with a focus on low-income populations at critical life transitions, in addition to tax credits and workforce investments for children, youth, and families. Working towards the economic security of children, youth, families, and TAY is a fundamental need to confront barriers limiting families from accessing resources and actualizing opportunity.





Nurturing Families & Communities

DCYF aims to promote accessible spaces and resources for children, youth, TAY, and families to feel safe, stable, and nurtured in their community, especially when accessing City resources to promote well-being. In its framework on essentials for a healthy childhood, the Center for Disease Control (CDC) defines safety, stability, and nurturing as follows.⁶¹

- **Safety:** The extent to which a child is free from fear and secure from physical or psychological harm within their social and physical environment.
- **Stability:** The degree of predictability and consistency in a child's social, emotional, and physical environment.
- **Nurturing:** The extent to which children's physical, emotional, and developmental needs are sensitively and consistently met.

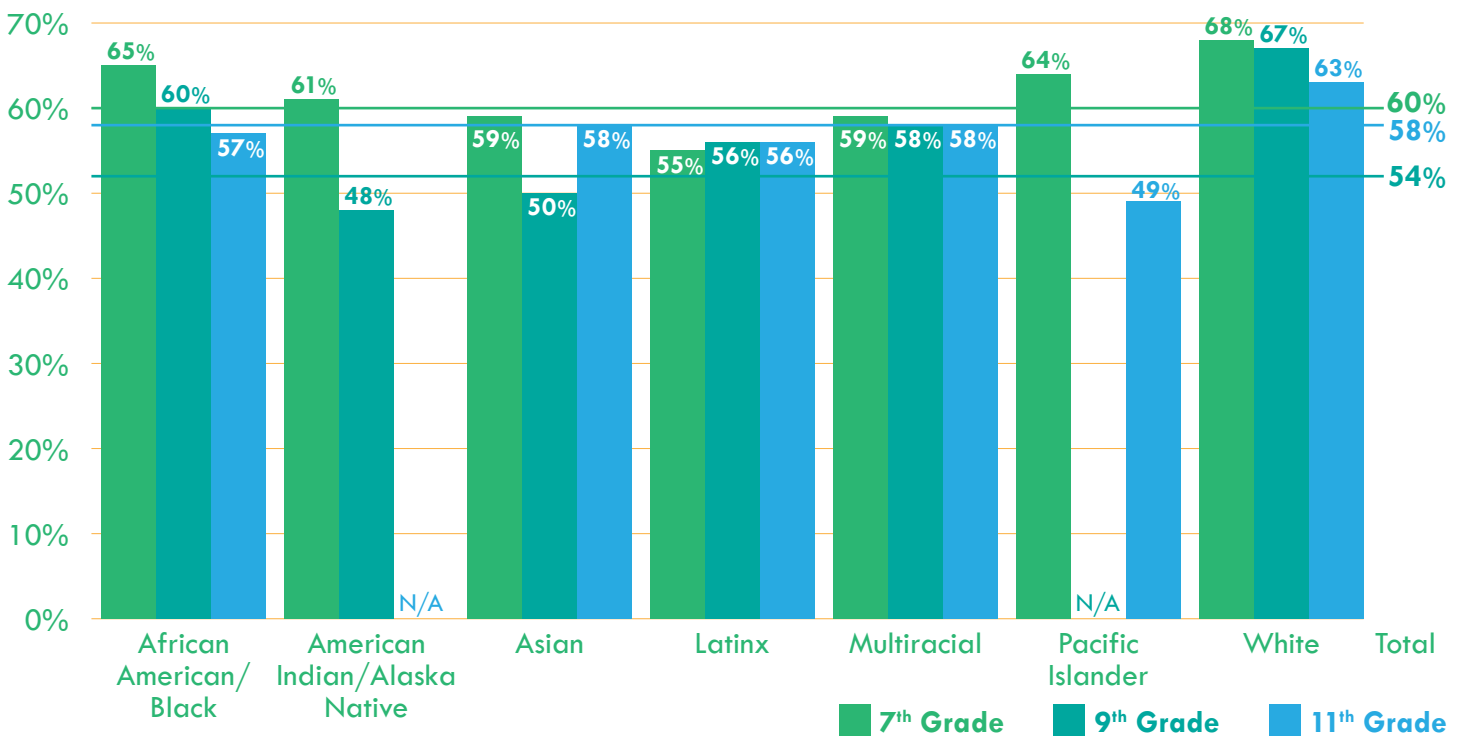
This chapter introduces the protective influence that the presence of caring adults holds over experiences of safety, stability, and nurturing. We then explore how conditions of safety, stability, and nurturing are significantly undermined by experiences of child abuse/neglect and other adverse childhood experiences (ACEs), which persist in many San Francisco communities. Specific contexts that undermine experiences of safety, stability, and nurturing are discussed in addition to disparities in the experiences and impacts of ACEs along lines of socioeconomic status, race/ethnicity, gender, sexual orientation, immigration status, and ability statuses.⁶² This chapter concludes with a discussion of community safety perceptions and community strengths and assets that contribute to a nurturing community.

CARING ADULTS FORM THE FOUNDATION OF NURTURING FAMILIES & COMMUNITIES

Features of a caring adult relationship hold numerous layers, but tend to include expressions of care, support toward goal fulfillment, challenges toward growth, shared power, and exposure to new ideas.⁶³ The presence of a caring adult is a known protective factor in reducing risks of ACEs as well as problematic life outcomes to which ACEs contribute (e.g., diminished physical and emotional health, heightened risk of decreased educational attainment and career earnings).⁶⁴

The COVID-19 pandemic disrupted youth-adult relationships and reduced opportunities for the presence of caring adults in youth’s lives. Prior to the pandemic, 61% of youth respondents from a 2018-19 SFUSD survey reported they had a teacher or other adult at school who really cared about them, and 79% said this was true outside of home and school. Socioeconomically disadvantaged students reported slightly lower levels of caring adult presence, with 60% of respondents expressing they had a teacher or other adult at school who really cared about them, and 76% holding this was true outside of home and school.⁶⁵ Figure 22 shows that in school year 2019-20, only 54% to 60% of respondents indicated they had a caring adult relationship.⁶⁶ Additionally, only 48% of Native American 9th graders reported having a caring adult relationship, compared to 54% of all 9th graders. Significant disruption in youth-adult relationships can have profound impacts. The San Francisco Department of Public Health (DPH) identifies disruptions in caregiving or attachment losses as the most prevalent traumatic experience among children and youth clients, especially those who identify as African American/Black, receiving specialty behavioral health care.⁶⁷

Figure 22. Percent of SFUSD Students Who Report a Caring Adult in Their Life, by Grade and Race/Ethnicity, 2019-2020



Source: San Francisco Unified School District. California Healthy Kids Survey, 2019-2020: Main Report.

In school and broader community settings, families frequently expressed the need for caring adult relationships for young people of all ages and backgrounds. Voices from community members highlighted the particular importance of caring adults for youth in historically marginalized communities and young people experiencing varied layers of system involvement.

“Hire individuals in these afterschool programs that knows and cares for our kids. Talks to them—they can teach them life skills.”

—Parent, focus group with American Indian/Native American families



“Advocates. We need advocates. When you have someone in your corner, especially when your mental health needs are used against you, you need advocates to help you with your situations and with your mental health struggles.”

—Parent, focus group with justice involved young women

First 5, DCYF, and HSA jointly support the Family Resource Center (FRC) Initiative, which provides families with a welcoming place to learn about child development, build parenting skills and obtain peer support. Through 26 FRCs located throughout every neighborhood in the City, resources, referrals and comprehensive case management are made available to nurture families with supportive services and strengthen wellbeing for the full family.

CHALLENGES TO CHILD SAFETY & FAMILY STABILITY

ACEs describe a broad range of incidents and conditions, including, but not limited to, abuse, neglect, violence, witnessing violence in the home or community, or having a family member attempt or die by suicide. Also included are environmental conditions, such as instability related to parental separation or household members with substance use problems, mental health problems, or experiences with incarceration. ACEs increase the risk that an individual will face negative health, education, and career outcomes, as discussed in other chapters of this report.⁶⁸

Child maltreatment rates, an indicator of ACEs, have declined over the past twenty years in San Francisco. In 2020, the substantiated rate—the rate of reported maltreatment found to be true following investigation—reached a low of 3.5 per 1,000 children.⁶⁹ However, the recent decline may be related to the closure of schools and other child-serving programs in the early months of the pandemic. During this time, many children and youth were not in regular contact with teachers, doctors, and other mandated reporters. There were 28% fewer calls to California child abuse hotlines between April and August of 2020 versus the same period in 2019.⁷⁰ National data also displays that many states reported lower rates of children receiving welfare investigations in 2020.⁷¹

Families continue to face unprecedented COVID-19 related stressors (e.g., health concerns, economic stress, and pandemic learning loss) that heighten the risk of children encountering ACEs, such as domestic violence. The San Francisco Department on the Status of Women’s Family Violence Council identified an uptick in domestic violence in 2020 compared to 2019.⁷² Among survivors and children, domestic violence yields immediate physical harms, lasting mental health issues, and increased likelihood of engagement in risky behaviors such as smoking and binge drinking.⁷³ DCYF focus group participants described increased encounters with domestic violence as well as substance abuse related to the pandemic.

“Need services for mental health, therapy options and support groups for grief and loss. It takes 4 to 6 months to access a therapist. Domestic violence went up and substance abuse skyrocketed. We need a hub of case managers who speak multiple languages and can refer people to resources that SF offers.”

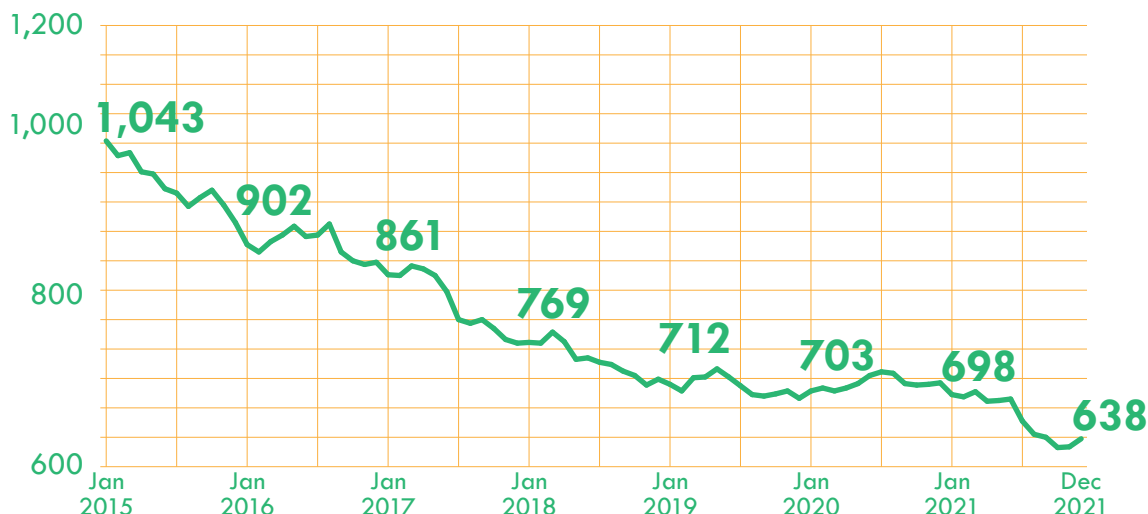
—Parent, Dancing Feathers Powwow interview

Poverty is a significant risk factor for child abuse/neglect and other ACEs. According to the CDC, rates of child abuse/neglect are five times higher for children in families with low socioeconomic status compared to children in families with higher socioeconomic status.⁷⁴ A 2019 self-assessment completed by HSA’s Child and Family Services team attributes demographic shifts, the city’s high cost of living and pervasive asset poverty among ethnic minorities as reasons behind “more severe and geographically concentrated poverty, increased stress for many families, and higher-needs cases entering San Francisco’s child welfare system.”⁷⁵ Additionally, of children whose births were covered by public insurance—a proxy for poverty status—8% were substantiated as victims of maltreatment before age 5, compared to less than 1% among children with non-public insurance. Before adjusting for other factors, public insurance was associated with a nine times greater risk of substantiation. These trends suggest ACEs reflect broader social inequalities and demonstrate the importance of caring adult support for the City’s most vulnerable young people.

YOUTH IN OR TRANSITIONING FROM FOSTER CARE

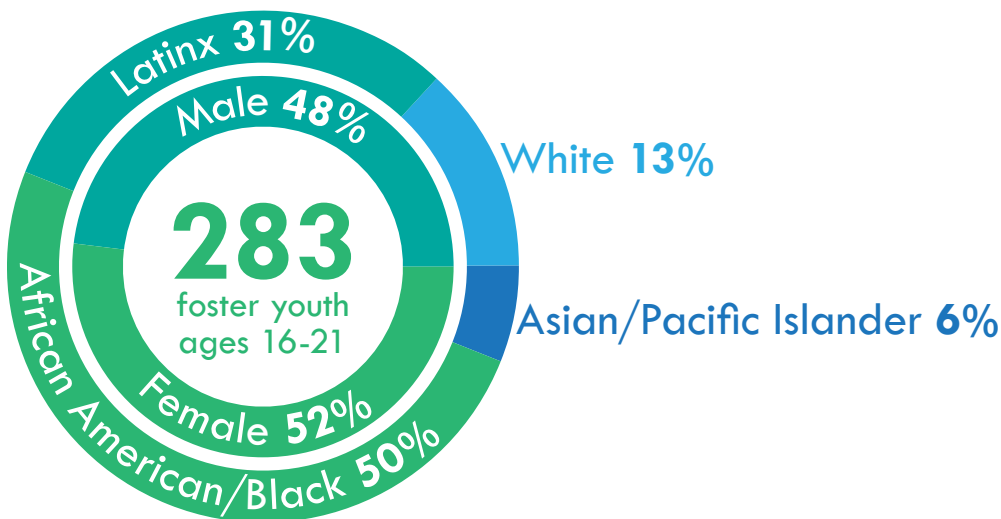
Fulfilling DCYF’s charge to support the City’s most vulnerable youth and families in experiencing safety, stability, and nurturing requires that youth in or transitioning out of foster care systems access quality services led by caring adults. Supportive family, school staff, and a caring community enable many young people to successfully transition into adulthood. However, for many of the 638 children up to 21 years old in foster care reported by HSA in December 2021, foster system involvement typically limits access to trusted family and destabilizes connections to supportive members of their home and school community.⁷⁶

Figure 23. SF Children in Foster Care, 2015-2021



Source: San Francisco City and County Performance Scorecards

Figure 24. SF Children in Foster Care by Race/Ethnicity, August 2020



Source: San Francisco Human Services Agency

Figure 23 displays a decrease in the number of young people involved in the San Francisco foster system over the past decade. Yet persistent disparities in experiences with foster systems remain. Service providers that work with these youth described disproportionately high counts of youth of color in foster care during community input sessions. HSA’s 2020 demographic summary of caseloads supports these claims. Despite constituting 5% of San Francisco’s population, African American/Black youth make up 50% of foster cases. Additionally, Hispanic/Latinx youth make up 31% of cases while comprising 15% of the City’s population. Data compiled by the state reports a similar pattern of disproportionately high rates of foster system involvement among American Indian/Alaska Native youth in California, additionally showing that roughly 50% had experienced a child maltreatment investigation by age 18.⁷⁷ In addition to disproportionate impacts along racial/ethnic lines, the child welfare system is three times more likely to remove LGBTQQ young people from their homes than their straight and gender-conforming peers.⁷⁸ Rather than pathologize or blame family practices in impacted communities when discussing factors that drive young people into foster system involvement, participants in DCYF focus groups illuminated and attributed root causes to processes at the intersection of intergenerational histories of poverty and racism.

P1: “...I would say it’s system-wide, the majority of kids are removed from families of origin due to reasons of neglect, not abuse, and neglect is so often correlated with poverty, right?”

P2: “To [P1’s] point, 60% or more of foster cases are neglect cases. That’s not commission of an act, it’s omission of resources. It’s not commission of abuse, it’s failure to provide something. The injustices we see in the City here are around housing, nutritional scarcity...and more likely if you’re poor, you’re more likely to be a person of color.”

—CBO staff, focus group with service providers who support foster youth

Foster system involvement introduces risks of additional traumatic experiences and adverse outcomes for a young person. Studies on youth experiences in congregate care settings describe inadequate access to food and clothing, experiences of physical and sexual abuse, and inappropriate withholding of stipends intended for young people as the direct recipient.⁷⁹ In response to conditions of ongoing neglect and abuse within foster systems, many youth run away in search of healthier circumstances, which often results in the issuance of a warrant for arrest. Law enforcement are also introduced when foster system staff seek them out in response to behavioral incidents and conflicts between peers in congregate care settings. When calling police as responders to situations rooted in challenging behavior not involving weapons or physical violence, foster care systems add a damaging layer of law enforcement interaction onto already challenging experiences of foster system involvement.⁸⁰ Foster system and justice system overlaps remain visible in the City. While less than 1% of the City's youth are in foster systems, in 2021, roughly 30% of youth with active juvenile probation cases were engaged in expanded foster care services for youth ages 18 to 21, commonly referred to as "AB12" youth following passage of state legislation that enabled youth to remain in foster care until age 21.⁸¹

During focus groups and interviews, City and CBO staff who plan and provide services for youth in or transitioning from foster care described needs for broader support options with the aims of mitigating risks for young people and disrupting cycles of multiple system involvement. Supportive services identified by CBO staff and City partners parallel community protective factors that research suggests may contribute to prevention of child maltreatment incidences, such as concrete support in times of need, parental resilience, and social connection.⁸²

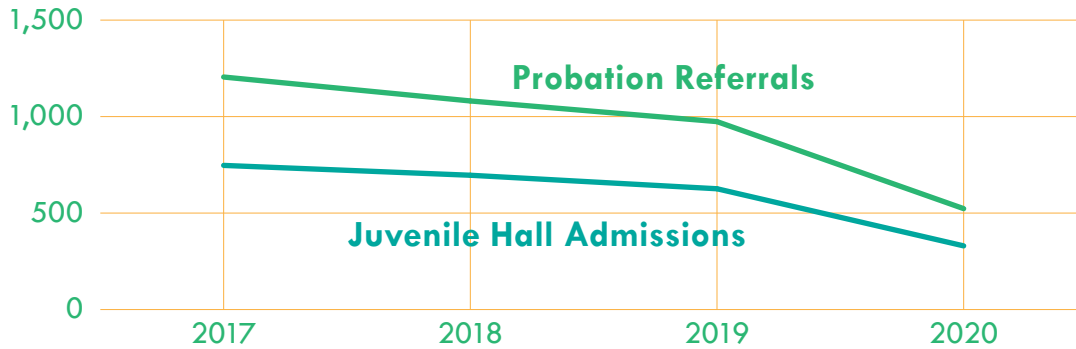
JUSTICE SYSTEM INVOLVEMENT

Interactions with law enforcement and ongoing involvement in justice systems introduces numerous adverse experiences and risks into a young person's life. Multiple studies observe a close relationship between justice system involvement and increased risks of experiencing homelessness, reinvolvement with the justice system, decreased educational attainment, lower wages, and diminished quality of general health.⁸³ Given the myriad risks and hazards introduced by exposure and continued interaction with law enforcement and courts, nurturing youth and TAY who experience justice system involvement depend on effective coordination across communities, supportive City service systems, and the adults who lead them.

Children of incarcerated parents face significant challenges in trying to navigate the complexities of the criminal justice system and manage the emotional and social repercussions of family incarceration. A 2016 study of incarcerated adults in the San Francisco County jail system found that 59% were parents to a total of approximately 1,110 children in San Francisco. Of these children, 16% had witnessed their parent's arrest, 27% had to change homes, and 16% had to change schools at least once due to their parent's incarceration. Additionally, 57% of parents reported their family had lost income due to their incarceration. While only one third of parents reported having visits at the jail with at least one of their children, 95% intend to reconnect with at least one child when they are out of jail. Given that 46% of surveyed parents reported that one of their own parents had been incarcerated, having an incarcerated parent establishes a level of instability that perpetuates cycles of system involvement.⁸⁴

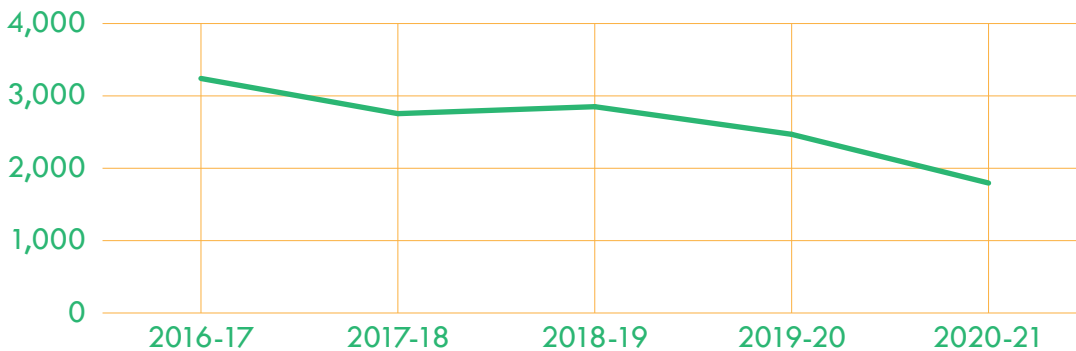
Figures 25 and 26 shows that detention rates and probation cases among the City’s youth and transitional-aged youth and young adults (TAY) have continued their steady decline in recent years. While the City’s juvenile hall was built to detain roughly 150 young people, Juvenile Probation Department (JPD) monthly reports display that the hall’s average daily population (ADP) remained below 20 for all of calendar year 2021.⁸⁵ In the same period, probation caseloads fluctuated between 30 and 70 active cases. Low rates of detention and probation cases in recent years mark steep drops in justice-involvement among youth compared to previous decades. In 1995, the City reported roughly 160 juveniles arrested per 10,000 for violent felonies, which is a stark contrast to the fewer than 30 per 10,000 reported in 2021.

Figure 25. SF JPD Detention and Probation Rates, 2017-2020



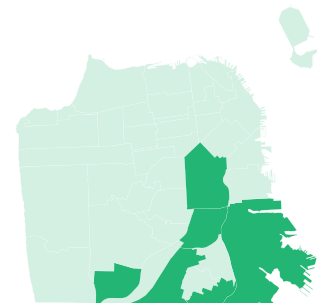
Source: San Francisco Juvenile Probation Department Annual Reports, 2017-2020

Figure 26. Number of Justice-Involved TAY in SF, 2016-2021



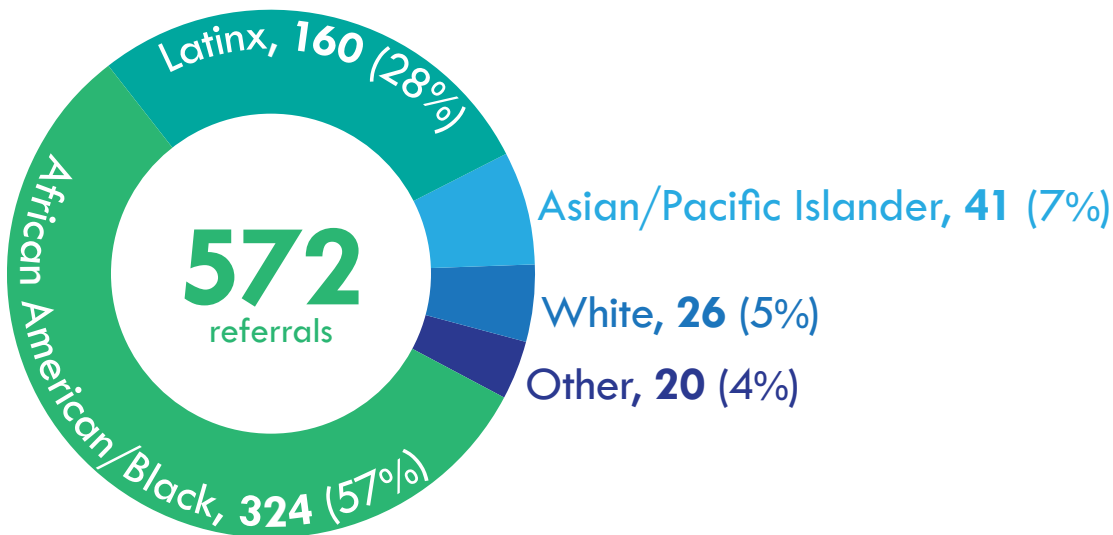
Source: Data Provided by American Institutes for Research

Despite significant declines in overall arrest, detention, and probation cases among the City’s youth and TAY, justice involvement continues to disproportionately impact young people of color. Youth and TAY who identify as African American/Black represent over 50% of youth on active probation while constituting only 5% of the City’s broader population. Youth and TAY who identify as Hispanic/Latinx currently reflect roughly 30% of youth on active probation and make up 15% of the City population.⁸⁶ These disparities continue in adult justice systems, as shown in Figures 27 and 28. Individuals identifying as African American/Black and Hispanic/Latinx constitute a disproportionately large number of individuals with active caseloads under the Adult Probation Department (APD). Geographically, JPD monthly reports identify the **Bayview-Hunters Point, Excelsior/OMI, Visitacion Valley/Sunnydale, and Mission/Bernal Heights** neighborhoods as the most frequent home residences of youth and TAY experiencing justice involvement.⁸⁷ As noted in the Overview chapter of this report, these neighborhood lines intersect with both higher rates of poverty and denser populations of families of color in San Francisco. The disproportionate rates of justice involvement



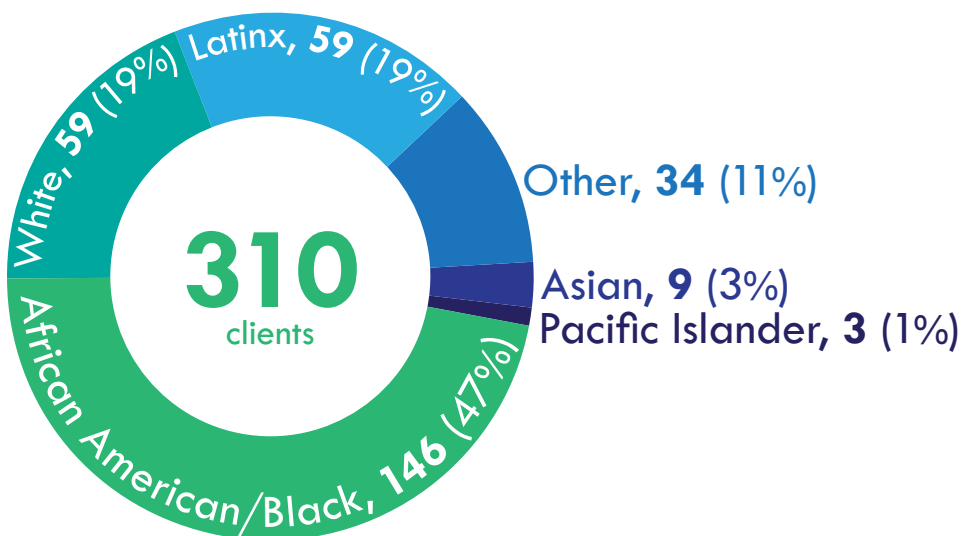
among young people of color in San Francisco mirrors trends observed in national data, which additionally reflects disproportionately high rates of justice involvement among young people who identify as American Indian/Alaska Native.⁸⁸

Figure 27. Unduplicated Count of Juvenile Probation Department Referrals by Race/Ethnicity, 2020



Source: San Francisco Juvenile Probation Department. (2021). JPD Annual Report 2020.

Figure 28. APD Clients Ages 18-25 by Race/Ethnicity, October 2021



Source: San Francisco APD. (2021). Demographics on 18- to 25-Year-Old Clients.

State and nationwide justice statistics display a rapid increase in girls and young women with justice involvement, which San Francisco also mirrors. Between 1970 and 2014, the national jail population grew fivefold, yet the women’s jail population exploded to fourteen times its initial size.⁸⁹ As of March 2022, 52 girls and young women remain involved with JPD. Findings from the City’s Close Juvenile Hall Working Group highlight that African American/Black girls are 39 times more likely to be detained than other young women.⁹⁰ In exploring the experiences of girls and young women involved with justice systems, research notes that, despite lower rates of serious misconduct, sentences and probation conditions for young women appear more intense than those for individuals who identify as male, oftentimes due to use of misaligned risk assessments. In

San Francisco, girls and young women with justice system involvement often experience questionable reasons for incarceration, negligence when in system custody, and unmet needs for support in addressing the long enduring impacts of justice involvement.⁹¹

In presenting juvenile justice data disaggregated by race and gender, DCYF attributes neither behaviors deemed illegal nor justice system involvement to values or characteristics inherent in a young person's racial or gender identities. We aim instead to highlight disparities in observable data to indicate that law enforcement systems continue to contend with institutional histories and ongoing practices of discriminatory encounters with people of color, women, individuals who identify as LGBTQQ, and individuals in poverty. Justice involvement begins with a law enforcement official's contact with an individual suspected of illegal activity. Quarterly reports from San Francisco Police Department (SFPD) continue to indicate disproportionate targeting, contact, and use of force with the City's African American/Black residents and other communities of color.⁹² Data on youth and TAY experiencing justice system involvement continue to mirror trends of disproportionate policing practices targeted toward people of color and historically marginalized communities. Leaders across City agencies focused on criminal justice share this awareness and charge of eliminating racial disparities in the criminal justice system.

Criminal Justice Racial Equity Statement: The San Francisco Community Corrections Partnership, Police Commission, Juvenile Justice Coordinating Council, Reentry Council, and Sentencing Commission prioritize racial equity so that all people may thrive. San Francisco's criminal justice policy bodies collectively acknowledge that communities of color have borne the burdens of inequitable social, environmental, economic, and criminal justice policies, practices, and investments. The legacy of these government actions has caused deep racial disparities throughout San Francisco's juvenile justice and criminal justice system. We must further recognize that racial equity is realized when race can no longer be used to predict life outcomes. We commit to the elimination of racial disparities in the criminal justice system.⁹³

Where COVID-19 exacerbated standing inequalities in the impacts of justice involvement, the San Francisco District Attorney's Office implemented significant practice shifts to reduce the City's jail population, noting that any other route that kept individuals imprisoned through the pandemic equated to a resignation to "reinforce the very racial inequities we just pledged to eradicate."⁹⁴ In their departmental Racial Equity Action Plan, the San Francisco APD calls attention to the excessive burden that criminal justice fees and fines impose upon people of color who remain overrepresented in justice systems and notes that through collaboration with the Office of the Treasurer and Tax Collector, San Francisco became the first city and county in the nation to eliminate all criminal justice administrative fees authorized by local government.⁹⁵ Regarding juveniles and TAY specifically, community advocacy for closing juvenile hall and the City's subsequent decision and planning process reflect efforts to promote racial equity in criminal justice systems and respond to declining incidences of youth crime.

Research in criminology regarding youth and TAY specifically has long accepted the notion of a standard “age-crime curve” to describe that engagement in behaviors deemed criminal or delinquent peaks during adolescence and tapers down in young adulthood.⁹⁶ Disparities noted above indicate an imbalance wherein young people of color, especially African American/Black youth and TAY, continue to experience harsher terms and responses to a known “age-crime” developmental process that allows for leniency with non-African American/Black youth. Noting this disparate impact of policing on African American/Black youth and communities of color and a persistent allocation of significant City resources to staff and facilities for a diminished population of justice-involved youth and TAY, grassroots community activists called on City leadership to close juvenile hall. In 2019, San Francisco’s Board of Supervisors voted to close the hall and refocus City resources on rehabilitative services for youth and TAY experiencing justice system involvement.

Most youth will age out of crime and should be supported in a positive developmental process. This requires creating strong relationships with caring adults, inclusion in pro-social peer groups and activities, and encouragement to develop their own interests and potential. By expanding our investment in services that are community-based, culturally-relevant, trauma-informed, and developmentally-appropriate, the City will enable youth to make a positive transition into adulthood.⁹⁷

DCYF continues to partner with the City’s justice agencies to ensure that local reforms in our justice services landscape translate to Citywide conditions for young people in and at high risk of justice-involvement to access a robust network of community supports. In describing a young person’s needs for healthy development as well as the barriers brought on by justice involvement, legislation ordering the closure of juvenile hall echoes DCYF’s emphasis on cultivating conditions of safety, stability, and nurturing for the City’s children, youth, TAY, and families.

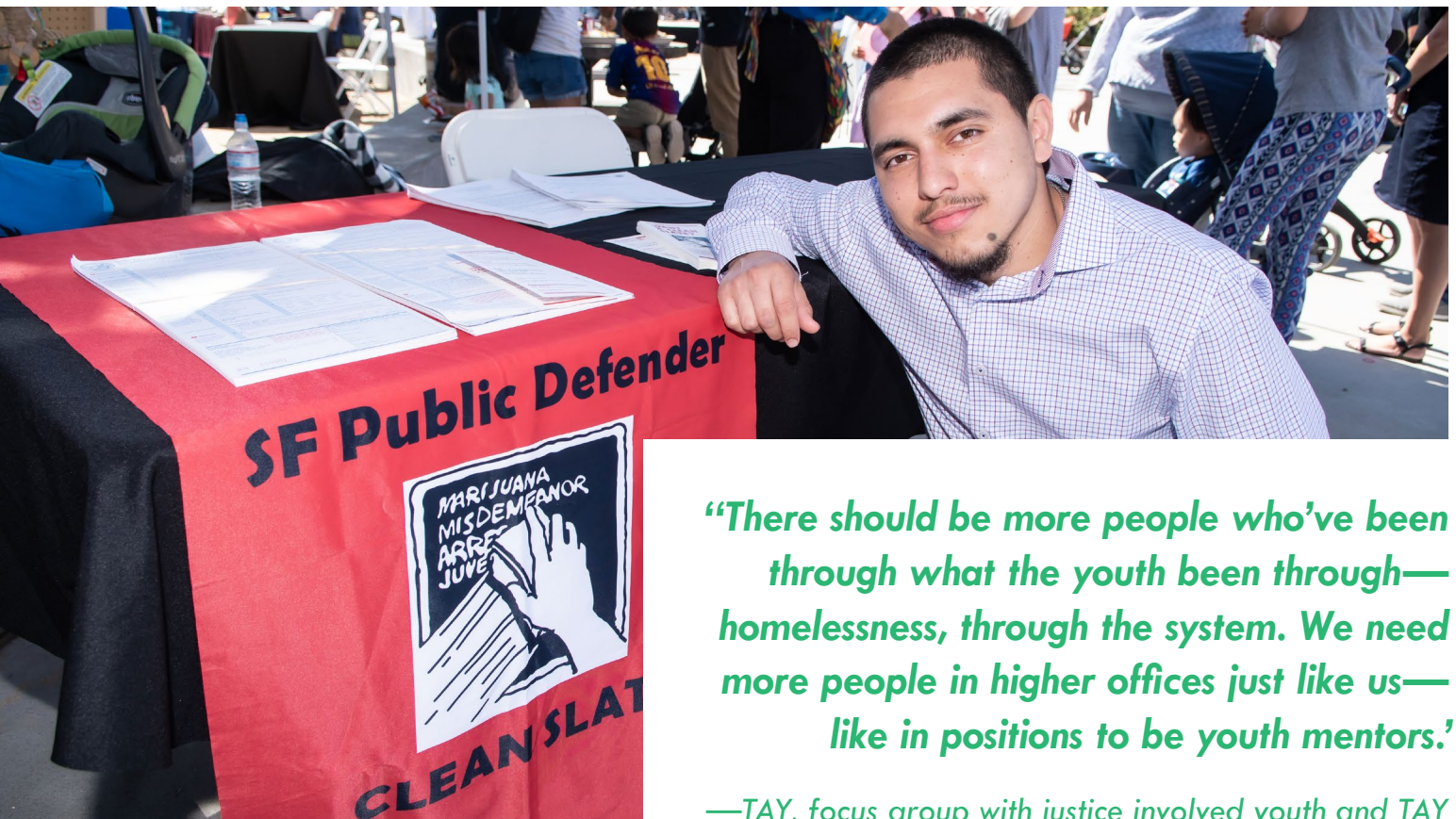
Healthy psychological development requires: (1) the presence of a parent or parent-like adult who is involved with and concerned about the young person’s development, (2) a peer group that values positive behavior and academic success, and (3) opportunities and activities that foster independent decision-making and critical thinking. These core adolescent development requirements cannot be achieved when young people are detained because those detained are: (1) separated from their support networks, (2) grouped together with other youth who have been charged with offenses, and (3) stripped of their autonomy and self-determination.⁹⁸

Speaking on their own processes of transitioning into adulthood and pursuit of opportunities for improved quality of life, DCYF focus group participants with direct or family experiences of justice system involvement noted needs for adult mentors and challenges with accessing mental health services. Additionally, they identified academic goals

to prepare for careers in community services and echoed a wider sense of urgency for fulfilling basic needs. When discussing experiences in existing services, participants also emphasized genuine empathy, respect, and care as necessary characteristics of adults who provide care for young people while navigating circumstances of compromised safety and stability.

“Growing up in the city as a youth, being Latino, a migrant, and low-income, was very hard. Being on probation was really hard too, especially with parents that only spoke Spanish and couldn’t understand everything that was happening in the courts.”

—TAY, focus group with justice involved youth and TAY



“There should be more people who’ve been through what the youth been through—homelessness, through the system. We need more people in higher offices just like us—like in positions to be youth mentors.”

—TAY, focus group with justice involved youth and TAY

While probation terms may appear less punitive than bouts of incarceration, the active monitoring involved in probation opens opportunities for action that deepen an individual’s entanglement in justice systems.⁹⁹ Because justice system involvement opens a cycle that easily deepens entanglement for individuals, strategies that aim to minimize impacts of justice involvement on a young person’s life can be generalized to two general approaches. Prevention strategies aim to deter initial law enforcement encounters among young people exhibiting high-risk of arrest. Intervention strategies aim for a young person’s case and future outcomes to be diverted away from any deeper involvement. Both approaches may entail similar activities that hinge on the contributions of caring adults as mentors, case managers, and advocates, but intervention strategies necessitate additional technical skill and knowledge sharing to support navigation of court processes. Examples of these strategies can be found in CBO services that focus

on positive youth development as well as Citywide initiatives such as the Community Assessment and Resource Center (CARC), the San Francisco Young Adult Court, and APD's Community Assessment and Services Center. The San Francisco District Attorney's office also utilizes the Sentence Planning (SP) model of alternative sentencing for qualifying cases, such as those where the defendant is young and has limited prior offenses, misdemeanor/felony cases, and those where mental health issues are involved.¹⁰⁰ The team of Sentence Planners carefully reviews the details of cases to determine if alternatives to detention can be recommended to the prosecution. These service models represent efforts to prevent justice involvement, divert young people out of justice systems, and connect youth and TAY experiencing justice system involvement with community assets to support transitions out of justice involvement. DCYF remains positioned to support service needs along both lines of prevention and intervention, as we hold supportive partnerships with the City's justice agencies and fund CBOs that serve youth at high-risk of justice involvement.

COMMERCIAL SEXUAL EXPLOITATION OF CHILDREN/ DOMESTIC MINOR SEX TRAFFICKING

According to the Office of Juvenile Justice and Delinquency, commercial sexual exploitation of children (CSEC) refers to "crimes of a sexual nature committed against juvenile victims for financial or other economic reasons." Young people experiencing CSEC tend to be entangled in systems of domestic minor sex trafficking. San Francisco's Department on the Status of Women identified a total of 673 human trafficking cases in 2017, a significant increase from prior years. Overall, 70% of all reported trafficking cases were people of color, with African American/Black and Hispanic/Latinx individuals constituting the largest groups of people trafficked. Cisgender women made up 75% of reported trafficking cases, cisgender men an additional 20%, and transgender or gender non-conforming individuals the final 5%.¹⁰¹ Youth and TAY under age 25 comprised 70% of reported trafficking cases; 23% were minors, and 47% were TAY.¹⁰²

Characteristics that heighten risks of a young person being trafficked include homelessness, compromised immigration status, history of sexual abuse, and involvement with foster or justice systems.¹⁰³ For youth who have experienced CSEC, 60% to 90% were involved in the foster system at some point in their lives. Experts who work with these youth suggest that systems often fail to recognize exploitation, and interventions mostly treat the effects or consequences of CSEC rather than the causes.¹⁰⁴

Lack of consistent data and the hidden nature of trafficking make it difficult to understand its scope and to hold traffickers accountable. Those who are exploited may not realize that they are being exploited and typically do not trust law enforcement and other government agencies due to previous experiences, legal status vulnerabilities, differing cultural attitudes, and manipulation by traffickers. In the United States, traffickers often exploit societal stigma and discrimination against immigrants, people of color, LGBTQQ people, and sex workers to maintain control.¹⁰⁵

SERVICE ACCESS & NAVIGATION

DCYF, City agencies, and CBOs across the City provide myriad services to nurture our communities and improve life outcomes for the City's most vulnerable populations. The Mayor's Children and Family Recovery Plan identified that many families in the City

face challenges in accessing and navigating available services and resources.* Service access and navigation challenges arose with elevated concern particularly in conversations regarding immigrant and undocumented families, individuals with disabilities and their families, and childcare for working parents.

Immigrant Families & Undocumented Individuals

An estimated 35,000 individuals with undocumented immigration status call San Francisco home.¹⁰⁶ With youth under 18 constituting roughly 13% of the City's population, an estimated 4,600 youth with undocumented immigration status reside in San Francisco. Undocumented youth and families face unique and significant barriers to supportive resources. Like many other community members DCYF engaged, undocumented youth focus group participants described urgency and challenge around meeting basic needs. However, these youth called attention to distinct barriers to accessing needed services and supports raised by eligibility requirements contingent on citizenship or immigration status.

City departments plan for services and supports to reach all vulnerable communities, including immigrant families. Policy changes put forth by the previous federal administration and associated anti-immigrant discourse, however, left many of these families uncertain about meeting eligibility criteria for needed subsidies and services. Hostile rhetoric against immigrant communities instilled a still lingering hesitancy to access services for fear of immigration enforcement consequences. In describing their experiences with service barriers raised toward undocumented individuals, youth that DCYF engaged expressed frustration with service limitations.

“Some of us do not have DACA. It is very hard to access resources, especially when your family is undocumented. It is hard to access help when you don't have certain paperwork. There is a tiered level of ability to get resources, even amongst undocumented people.”

“There are many restrictions for the support available to undocumented communities. We need to focus on getting rid of these restrictions to support undocumented communities. SF needs to be bolder about doing this, it needs to do it first, so that others can follow. A lot of this is providing the necessary resources for folks to not just survive but thrive.”

—Young people, focus group with undocumented and immigrant community

Individuals with Disabilities & their Families

HSA estimates that 94,000 individuals with disabilities call San Francisco home. Considering children and youth comprise approximately 13% of the City's population, 12,000 of these individuals may be children and youth ages 17 and under.¹⁰⁷ These estimates include a range of disabilities: mobility (difficulty walking or climbing stairs),

*For additional details on findings, strategies, recommendations aimed at improving service accessibility and navigation, please review the Mayor's Children and Families Recovery Plan at dcyf.org/recovery.

independent living/personal care (difficulty with activities of daily life), cognitive (difficulty concentrating, remembering), and sensory (difficulty hearing and/or seeing). African American/Black individuals in San Francisco make up a disproportionately large percentage of individuals with disabilities, comprising 24% of this population despite constituting only 5% of the City's broader population. Consideration of this disparity and the unique service experiences and challenges that individuals with disabilities and their families encounter are key to ensuring the highest need families in the communities are nurtured.

Caring for a child with disabilities poses multiple challenges. Depending on the type of condition, household finances may stretch thin to provide for necessary staff or supply costs. Research finds that these stressors contribute to parents and caregivers experiencing diminished well-being in both physical and psychological terms.¹⁰⁸ When discussing experiences of City services as well as current needs with DCYF, parents and caregivers of children with disabilities echoed both cost concerns and the household stresses of coordinating necessary supports.



“I don’t know why it has to be so hard. We are working off of three different systems. Here we are two educated people. I don’t even know where to start. If there was a case manager to help us fill things out it would be a lot easier than me feeling defeated every step of the way.”

—Parent, focus group with families of children with disabilities

“We need childcare. We’re both essential workers. We worked out of the home the entire pandemic. I have two special-needs children and no help. This Camp was the best thing that happened to us because we normally can’t afford it.”

—Parent, Summer Together Program Evaluation focus group

Individuals with disabilities and their families continue to encounter limitations to accessing necessary resources. In conversations with DCYF, parents and caregivers described shortages of staff qualified to meet specific disabilities and conditions as well as experiences of disrespect and inappropriate responses from City staff directed at their youth with a disability.

“Principal sent a message that ‘because I’m not trained in this, we don’t do this.’ [They] tolerate DHH families, but didn’t support or include kids and families who were deaf or hard of hearing.”

“We had Child Protective Services and SFPD interactions that both felt unsafe and non-understood because of my son’s disability. Most systems involved families that I know have a similar experience to the total lack of training and understanding.”

—Parent, focus group with families of children with disabilities

Institutional leaders charged with supporting children with disabilities and their families described related challenges with staff onboarding and conduct, albeit from a separate angle of service planning and provision and within the context of severe impacts brought on by COVID-19. System coordination and navigation improvements were called out as a priority for strengthening services offered to children with disabilities and their families.

“Have a connective network to engage private and nonprofit, school and City, for youth to get an assessment and right services. These are Title II and III legal obligations.”

—SFUSD Staff, focus group with service providers supporting children with disabilities

Calling out the need for strengthened networks to navigate families between needs identification and service provision reminds us that the presence of caring adults bolsters experiences of safety, stability, and nurturing not just for young people, but also for other adults and parents seeking support. Research finds that the presence of social supports and close relationships with parents and caregivers of children with disabilities supports positive parenting behavior as well as decreased stress levels.¹⁰⁹ Parents and caregivers echoed this need for support as adults in caring for children with disabilities during focus groups.

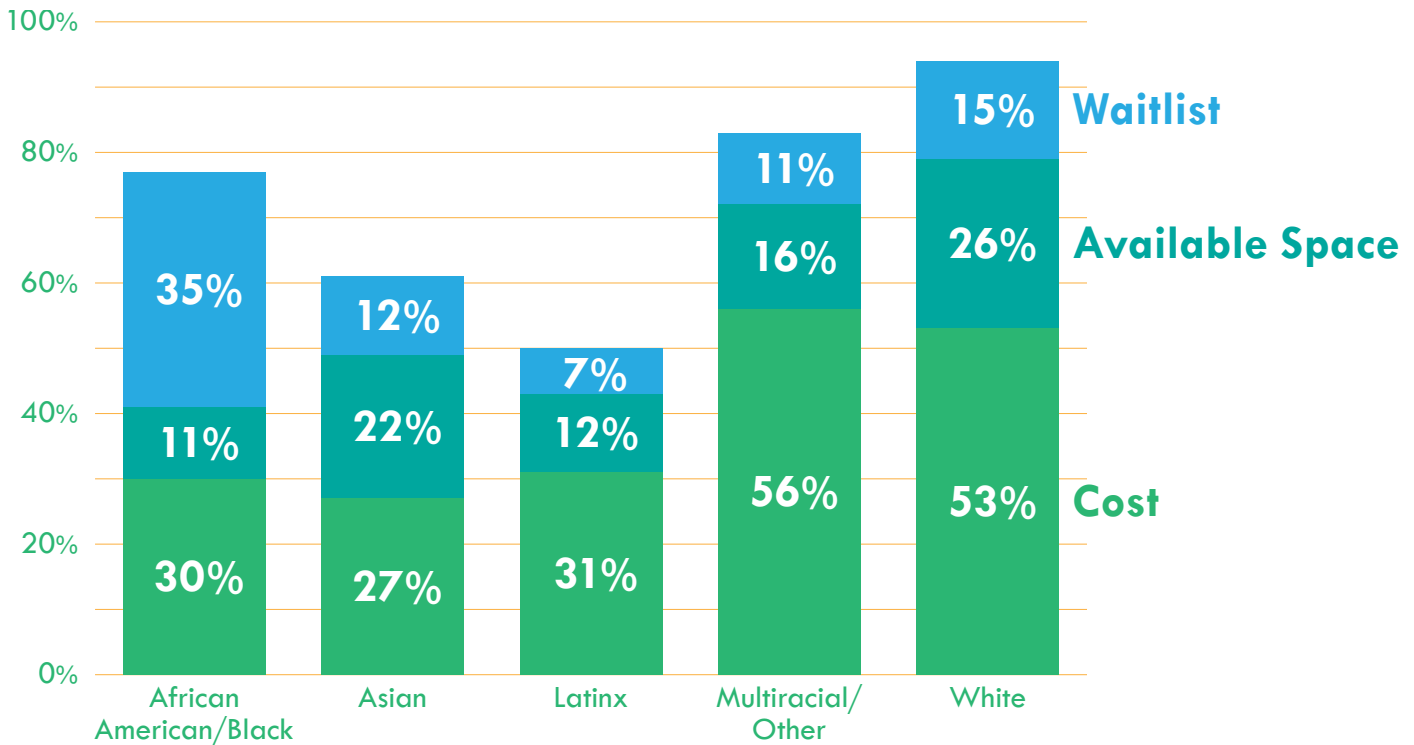
“Parents are left out of the equation for mental health. It would be nice to get free counseling services for parents available, even marriage counseling would be beneficial.”

—Parent, focus group with families of children with disabilities

Accessible Childcare Nurtures Families & Communities

Discourse at a national scale increasingly identifies childcare as a critical form of human infrastructure, as it begins building readiness for kindergarten for our earliest learners and simultaneously supports working parents and caregivers with the time needed to earn wages to provide for household needs. Research has shown that 90% of a child’s brain development occurs before kindergarten, and high-quality early care can enhance cognitive, social-emotional, and behavioral development during those years. Many of the economic and health benefits of quality early care have been shown to persist into adulthood.¹¹⁰

Figure 29: Most Common Challenges Related to Childcare Identified by Parents/Caregivers, by Race/Ethnicity, 2018



Source: 2018 Citywide Child and Family Survey

Finding affordable, quality childcare in San Francisco is a significant hurdle for many parents and caregivers. Figure 29 above shows the challenges cited by parents and caregivers who responded to the 2018 Child and Family Survey. In San Francisco, annual childcare cost estimates range from \$15,000 to \$29,000 for infants and \$15,000 to \$22,000 for preschoolers.¹¹¹ For a family with two children, childcare costs can easily account for half of take-home wages. In CNA surveys, 45% of parents and caregivers with children under age 5 felt that their childcare was affordable.¹¹²

“[Childcare is] too expensive. My wife quit her job as a teacher because childcare would have been as expensive as her annual salary. Half of my salary already goes to rent.”

—Parent, Citywide Family Survey

Though subsidized or free programming is available for some families, many parents and caregivers cite long waitlists as a barrier to obtaining childcare. In September 2019, there were 3,000 eligible children on San Francisco’s waitlist for childcare subsidies.¹¹³ Other parents and caregivers report that their incomes are too high to qualify for subsidies but that they nonetheless struggled to afford childcare.

“Childcare is a big need. We’re in the middle ground, don’t qualify and still not affordable. We don’t have extra family to help, so it’s hard.”

—Parent, CityKids Fair Interview

Even for families that can afford the high cost of childcare, some report being on waitlists for months or years before they can enroll their child. This concern was expressed during community engagement sessions more for preschools than for infant and toddler care, though it was cited as an issue for both program types.

“I’ve had an easy enough time securing daycare for my children when younger, however preschool admissions are brutal. The waitlists are extensive, and my two sons are/were in daycare much longer than I would like because of this. They are getting/got wonderful care in the licensed daycare we use(d), however are ready for a more educational preschool and are held back by waitlists.”

“It was very difficult to find childcare. We made about 30 calls before finding one that had availability. It was totally hit or miss. We are so fortunate that we found one with an opening that has been such a great fit for our family.”

—Parents, CityKids Fair Interview

The San Francisco Office of Early Care and Education (OECE) is working to address the challenges cited by parents through initiatives such as the Early Learning Scholarship Program and Preschool for All. These programs seek to make childcare affordable for more San Francisco families, as well as to enhance the quality of childcare programming in the City.¹¹⁴ The passage of Proposition C in 2018 established a \$146 million annual funding stream for San Francisco early childcare, which is slated to be used to clear subsidy waitlists and increase childcare affordability for moderate income families.¹¹⁵

While more than 500 childcare centers and 300 family childcare homes currently operate in San Francisco,¹¹⁶ pandemic-induced school closures and workplace shifts left many parents and caregivers struggling to balance work and childcare. As a result, many parents and caregivers, particularly those in families of color and low-income communities and especially women, left the workforce.¹¹⁷ When DCYF engaged parents and caregivers to learn about childcare needs, discussions centered around cost and schedule limitations. Among working parents and caregivers in particular, the need to manage the logistics of childcare alongside employment shifts and the general stress of childcare costs add layers of strain to the family dynamic.

“The pandemic was challenging a lot. When it first started, I had trouble with work and had to quit work to take care of my children. All of the childcare services were closed, which impacted the opportunity to find work.”

—Parent, focus group with families experiencing homelessness

“We need more aftercare programs, more flexibility in hours with pickup and drop off of children. Childcare for afterschool hours. When my children were younger, I had to leave work to pick up children when there was [an] emergency. Childcare is expensive.”

—Parent, focus group with undocumented and immigrant community

At the onset of COVID-19, DCYF partnered with City departments and CBOs to launch Emergency Child and Youth Care (ECYC) programs for parents and caregivers working on the frontline pandemic response. Additionally, OECE, First 5 San Francisco, the Children’s Council, and City College partnered to strengthen childcare offerings and accessibility for working parents, especially women returning to work and African American/Black families.

CITYWIDE SAFETY CONCERNS

Crime data from SFPD considered alongside public opinion polls point to a dissonance between public perceptions of safety and reported instances of violence. Compared to 2020, 2021 saw a 10.8% increase in reported crimes, with a very small increase in violent crimes at 1%.¹¹⁸ Geographically, SFPD annual crime data mirrors patterns expressed by residents’ feelings of safety across precincts. Incidences of violent crime reported by the Bayview, Central, Mission, Southern and Tenderloin police districts totaled 3,282 in 2021, roughly twice the 1,623 violent crimes reported by SFPD’s Ingleside, Northern, Park, Richmond, and Taraval police districts.¹¹⁹ SFPD data indicates disparate targeting and contacts with individuals of color. This disproportionate contact can contribute to increased reports of crime from precincts that primarily serve neighborhoods with higher densities of residents who identify as BIPOC.

Polling conducted by the San Francisco Chamber of Commerce in 2021 suggests that 46% of City voters are concerned about crime and public safety, up from 26% in 2020.¹²⁰ Additionally, 81% of those polled felt that crime has gotten worse over the past few years. Community conversations from DCYF’s Family Summits in 2019 surface that concerns around neighborhood safety were prevalent even prior to the pandemic. Families reported that many neighborhoods do not feel safe due to drug use, robberies, and car break-ins. Additionally, they expressed difficulty building relationships of trust with police officers who do not speak the language of many families in their neighborhood.¹²¹ During the focus groups we conducted in 2021, community members described an overall sense of discomfort in areas of the City with a concentrated density of people experiencing unsheltered homelessness or reputations for open air drug use.

“I don’t want to target neighborhoods specifically as unsafe, but places where people are using substances, have mental health needs, and more support is needed—I don’t feel safe walking through there, and people are needing help that we’re not able to all provide.”

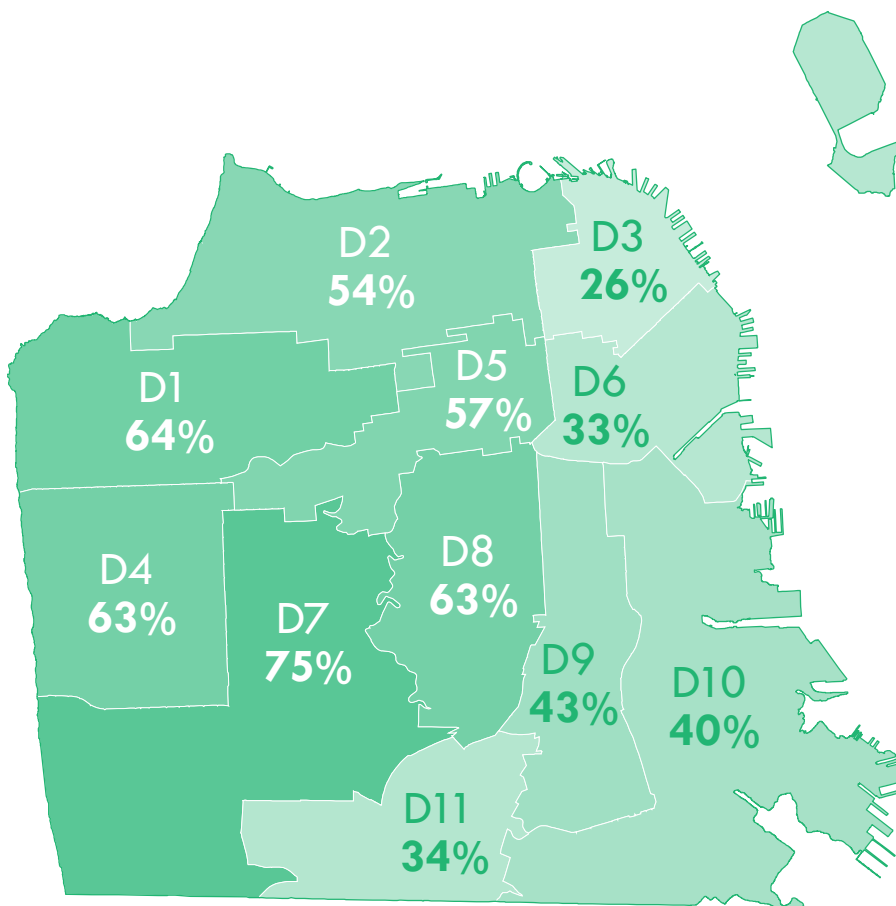
—Parent, focus group with American Indian/Native American Families

“When people are just hanging around in the street and I can’t walk by them, it makes me feel uncomfortable. [Where] there’s a lot of violence and drugs, I usually don’t like going there, it makes me feel unsafe and it’s very close to where I live. I have to go by it a lot, but I try to go by other streets if I can.”

—Young person, focus group with Arab youth

Of the youth that DCYF surveyed in 2021, only 47% agreed with the statement “I feel safe in my community.”¹²² Figure 30 shows that City residents are less likely to feel safe in neighborhoods along the southern and eastern segments of San Francisco, which geographically overlap with City regions that more African American/Black, American Indian/Alaska Native, Asian, Hispanic/Latinx, and Pacific Islander families call home.

Figure 30. Percent of Parents Who Feel Safe in Their Neighborhood, 2019



Source: Controller’s Office Analysis of the San Francisco City Survey 2002-2019

Community members of diverse backgrounds broadly spoke about school safety, property crime, theft, robbery, gun violence, and substance use when describing their heightened need to feel safe in the City before and after the start of the pandemic. In DCYF focus groups with African American/Black youth and families, participants elevated concerns for youth safety in public, especially around police, given misperceptions of violence or delinquency attributed to African American/Black youth. As previously discussed, disproportionate contact with law enforcement among African American youth persists in San Francisco, which triggers concerns for incidences of police violence directed at African American/Black communities that remain visible nationwide. When

discussing spaces that feel safe, African American/Black families participating in focus groups expressed finding most nurturing and safety in their homes, given broader histories and ongoing experiences of discrimination that permeate across interpersonal relationships and institutional services.



“I felt like the City that raised me and I loved didn’t love me back. At every turn, it was clear that I wasn’t welcome. It wasn’t because of my income. I was unwelcome because of what I looked like, skin color, hair texture...As a Black parent, if I go to [other neighborhoods], ‘cause that’s where my children go to school, I go to the food pantry. I’m told, ‘Why are you over here? You could go over to your neighborhood.’ I know how it feels to be mistreated.”

—Parent, focus group with African American/Black families

In focus groups conducted with Asian youth and families, community members highlighted safety concerns around increased incidences of targeted anti-Asian violence driven by racialized scapegoating and the spread of pandemic misinformation. From the start of the pandemic to April 2021, 3,795 incidents of anti-Asian hate incidents were reported across the country. California accounted for 1,186 of the total reports, and San Francisco comprised roughly 24% of all reported incidents in the state.¹²³ While reflecting on heightened violence and anti-Asian rhetoric, young people that we talked to aimed to steer away from repeating narratives that deepen community divisions.

“I worry I will get punched by random people. Before this issue, I often took my children out for a walk after dinner. Since we hear lots of incidents on the Anti-Asian violence, we stop going out in the evening.”

—Parent, focus group with families living in SROs

“...To see my people attacked and targeted in SF...the number of elderly in the SOMA, the Sunset, it’s ridiculous. I think it’s sad that out of anti-Asian violence, that we get articles talking about violence between Black and Asian communities, which creates more division.”

—Young person, focus group with Arab youth

Focus groups with LGBTQ youth and TAY surfaced challenges to long-standing perceptions of the City as a sanctuary for young people who identify as LGBTQ. Focus group participants described fears of experiencing crimes driven by homophobia and transphobia in public spaces and on transit. These concerns echo research from the SF LGBT Center's Violence Prevention Needs Assessment, which found in 2015 that the City's LGBTQ population had experienced high rates of violence and that risks worsen for individuals who identify or are perceived as transgender people of color.¹²⁴

“Looking visibly LGBT in public...I always keep my phone charged and self-defense items on me. The worst that’s happened is people saying homophobic things on the bus, but that’s normal.”

—Young person, focus group with LGBTQ youth and TAY

When discussing transit and navigating spaces away from their home communities, focus group participants described stresses and fears for their own safety as well as the well-being of their families. In plans to coordinate, enrich, and retain services to youth and families affected by COVID-19 school closures and distance learning programs, the SF RISE Working Group led by DCYF recommended that City leaders work to improve the public's sense of support and safety in transit.¹²⁵ Shelter-in-place orders and service reductions in response to COVID-19 significantly limited and rerouted transit lines that families routinely relied upon for navigating the City. With many daily activities recovering and resuming, transit staffing, scheduling, and routing must respond to increased ridership needs.

“It can be stressful, I don’t trust my son’s safety with public transit going to/from school. There’s a lot that takes place with people being territorial about different areas, all types of mischief that happens on public transportation.”

—Parent, focus group with African American/Black families

“A lot of people feel unsafe inside the buses. A lot of people using drugs or people who are coming down. My wife got beaten inside the bus.”

—Parent, focus group with Mayan families

“I also worry about my children who take public transit to school by themselves. I often instructed my children to call me once they got on the bus to ensure they rode on the bus safely. Now, I get even more panicked by worrying if they show their phone out on the bus and become a target. I tell them after calling me, should put away their phones immediately.”

—Parent, focus group with families living in SRO's

CONDITIONS FOR NURTURING COMMUNITIES

Families of all backgrounds and youth across service settings need to feel safe to engage in relationships and activities that nurture positive development and growth into thriving adulthoods. A review of literature on the topic suggests that key contributors to community safety include well-maintained spaces for public engagements and activities (e.g., parks and community centers) and positive relationships between community members.¹²⁶

With over 200 public parks, San Francisco was acknowledged in 2017 as the first and only U.S. city where all residents could access a park within a half-mile distance.¹²⁷ The 2019 City Survey found that frequent park users with children give San Francisco parks a high rating; 81% graded City parks an “A” or “B.”¹²⁸ RPD facilities, including recreation centers, playgrounds, and public parks, provide key spaces for youth development. The temporary closure of these facilities during the pandemic highlighted their importance to children, youth, and families in the City. These facilities were also vital for hosting pandemic-response activities, such as ECYC sites and CHI programs.

In addition to City departments leaning on the strength of the City’s open spaces, City leaders have launched campaigns to facilitate critical discussions and positive connections across communities. In 2018, the San Francisco Human Rights Commission (HRC) led the Help Against Hate community conversation series. Each conversation on race, hate speech, and discrimination intended to “inspire courageous dialogue towards direct action in an equitable and healing space, and opened an opportunity for participants to express love and provide help against hate.”¹²⁹ In response to heightened visibility of systemic racism during the pandemic, HRC also launched the Citywide Campaign for Solidarity, which Mayor London Breed promoted as an effort to “build the solidarity, respect, and understanding needed to unite our diverse communities and work towards a more just and equitable future for all.”¹³⁰ DCYF focus group participants stressed the importance of having culturally and linguistically appropriate programs to ensure that members of diverse communities feel supported and able to thrive.



“A sense of belonging is having a big Chinese community, talking in my own language, and with help from many non-profit organizations. These organizations provide me with important information and give me a sense of belonging to the city.”

—Parent, focus group with families living in SROs

“What I think would help the community is—I feel like for us Arabs, especially the young kids—we need a program or a club that we can go to. I know I had that when I came into America. When I came into America, I didn’t know English, no friends, so I was scared to go anywhere except that program. I could relate to other kids in the same situation, who spoke the same language, they could show me around the area, the TL, which is not a great place for kids to grow around. Not just for the Arab community, I feel like every race should have their own program so they could help each other out and grow in America.”

—Young person, focus group with Arab youth

Though discussions in this chapter spotlight experiences of hardship and challenge, families and community leaders throughout the City continue to identify San Francisco as a great place to grow up. During focus groups conducted in 2021, parents, caregivers, and young people alike acknowledged the diversity of City communities and the breadth of supportive resources offered by the City as their favorite aspects of living in San Francisco. In DCYF’s ongoing conversations with CBOs, agency staff champion the fact that San Francisco remains a great place to grow up because City leaders and community members continue to prioritize the interests of our diverse families and communities. As DCYF moves forward in planning services to nurture families and communities, we center the values of unity and collaboration expressed in a recent statement by Mayor Breed, “San Francisco is stronger when we are united and work together. We must continue to come together to denounce all forms of hate, bias, and discrimination.”¹³¹





Physical & Emotional Health

DCYF envisions a San Francisco where all children, youth and families fulfill their basic right to physical and emotional health. Healthy people are more able to take on challenges, support one another, and contribute positively to their communities.¹³² Social determinants of health are conditions in environments where people are born, live, learn, work, and play that affect a wide range of health outcomes and risks.¹³³ These conditions include factors such as safe housing, transportation, and neighborhoods; access to education, job opportunities, and income; access to nutritious food and physical activity opportunity; and racism and discrimination. The U.S. Office of Disease Prevention and Health Promotion's Healthy People 2030 (HP2030) highlights the importance of addressing the social determinants of health by including "Create social and physical environments that promote good health for all" as one of its five overarching health goals for the decade. Previous chapters in this report note that access to social and economic opportunities and supports are not equal for all people. These inequities also explain in part why some groups are healthier than others.

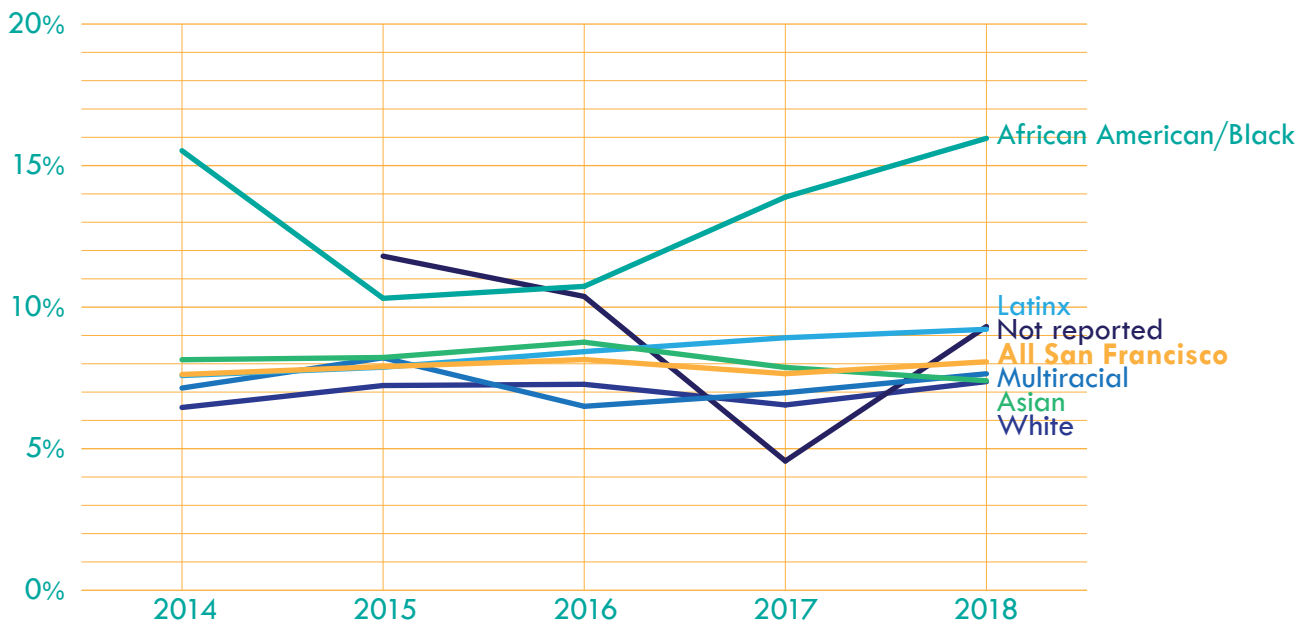
While San Francisco is regarded as the healthiest city in America,¹³⁴ disparities in health access and outcomes persist. This chapter explores how physical and emotional health conditions and outcomes reflect experiences and characteristics that tend to stratify along lines of race, ethnicity, income, sexual orientation, physical ability, housing, and systems exposure. Data indicates that across multiple measures of health, vulnerable populations experience a lower quality of life and more health complications. Some of these measures include physical health conditions, such as preterm births, prevalence of obesity, diabetes, and asthma, sexually transmitted infections, pregnancy at a young age, and other health risks. Vulnerable populations also display higher rates of detrimental emotional health conditions such as depression, toxic stress, and suicide ideation. COVID-19 and its related effects have exacerbated many of these health equity issues. In addition, data shows that African American/Black, Hispanic/Latinx, and American Indian/Alaska Native persons in the United States experience higher rates of COVID-19-related hospitalization and death compared with non-Hispanic White populations.¹³⁵

SAFE & RESPECTFUL MATERNAL HEALTHCARE IS NEEDED FOR HEALTHY BIRTHS

Healthcare inaccessibility manifests disproportionately before birth for certain racial and socioeconomic groups. Low-income children and youth face unequal opportunities in accessing quality healthcare, and exposure to stressful conditions, such as housing instability and severe material hardship, have been associated with preterm birth.¹³⁶ Babies born before 37 weeks of gestation begin life more precariously than their full-term peers. Preterm birth puts babies at higher risk for health problems, including death, during the first year of life. They are also at greater risk of developing long-term disabilities such as learning delays, respiratory problems, hearing and vision impairment, and autism later in life.¹³⁷

An analysis of San Francisco's live births data shows that African American/Black, Asian, Hispanic/Latinx, and Pacific Islander women face greater socioeconomic hardships and barriers to care than White women do and that women who do not receive prenatal care have higher rates of preterm births than those that do.¹³⁸

Figure 31. Percent of Preterm Birth Rates, by Race/Ethnicity, 2014-2018



Source: *Our Children Our Families, Data from SFDPH MCAH Epidemiology Birth File Analysis, 2019*

African American/Black, Hispanic/Latinx, and Pacific Islander women also have higher rates of pregnancy complications, and African American/Black mothers have a preterm birth rate of 16% compared to the citywide rate of 8%. Additionally, African American/Black women are eight times more likely to use Medi-Cal for delivery, a proxy for poverty and lack of economic opportunity, and an indicator of not being insured prior to pregnancy.¹³⁹ Notably, mothers who experience social stress, like racism and poverty, during pregnancy have two times the risk of having a preterm birth.¹⁴⁰ Regardless of whether an African American/Black mother has public or private insurance, the rate of preterm birth is still disproportionately high and these patients tend to report mistrust, perceived racism, and dissatisfaction with care from their providers.¹⁴¹

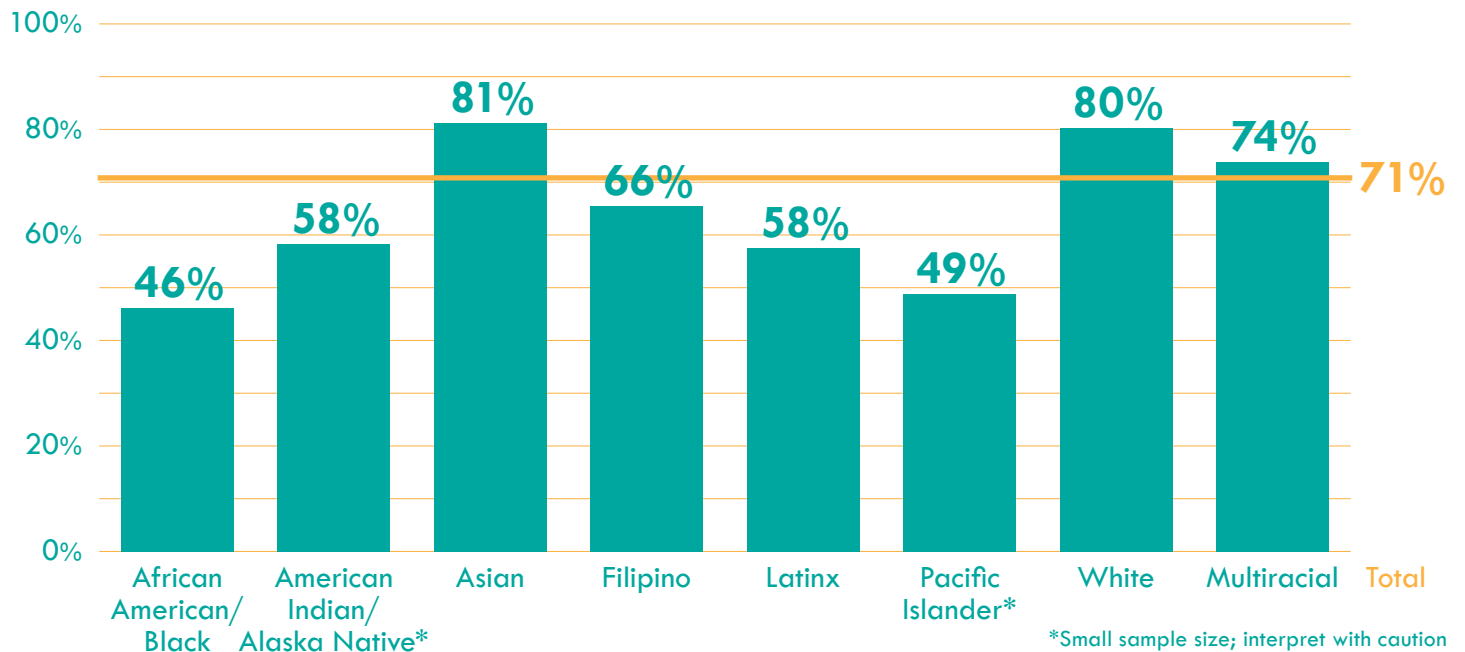
Several cross-sector groups are working to address preterm births and pregnancy complications. The Abundant Birth Project, supported by DPH and many other city agencies and community groups, was launched in 2021 and will provide unconditional cash supplements to African American/Black and Pacific Islander mothers as a strategy to reduce preterm birth and improve economic outcomes in those communities.¹⁴² In addition, the Pregnancy Pop-Up Village initiative in the Bayview brings an ecosystem of resources for pregnant families to under-resourced communities.¹⁴³

YOUTH NEED MORE OPPORTUNITIES FOR PHYSICAL ACTIVITY

The U.S. Department of Health and Human Services' Physical Activity Guidelines for Americans recommends that children and youth ages 6 to 17 years participate in at least 60 minutes of physical activity every day of the week.¹⁴⁴ Regular physical activity plays a critical role in helping youth maintain a healthy body composition, control weight, and maintain healthy bones and muscles. Good aerobic capacity can be achieved through regular physical activity and has been shown to reduce the risk of issues like high blood pressure, coronary artery disease, obesity, diabetes, metabolic syndrome, and some forms of cancer.¹⁴⁵ Problematically, national data from 2018 suggest that 76% of American children and youth are not getting enough daily physical activity.¹⁴⁶

Aerobic capacity, calculated by one’s ability to run a mile, has increasingly become a standard indicator of body health measurement. SFUSD measures aerobic capacity for students in fifth, seventh, and ninth grades. Across all grades, African American/Black, American Indian/Alaska Native, Filipino, Hispanic/Latinx, and economically disadvantaged students demonstrated much lower rates of healthy aerobic capacity compared to their Asian and White counterparts.

Figure 32. Percent of SFUSD Students in Grades 5, 7, and 9 with Aerobic Capacity in the “Healthy Fitness Zone”, By Race/Ethnicity, 2018-19



Source: California Healthy Kids Survey, 2018-19

Studies show girls, teens, and children with special needs engage in less physical activity than boys, young children, and those without physical limitation, respectively.¹⁴⁷ Residential environments impact physical activity opportunities. Those living in neighborhoods with high crime and limited access to parks are generally less likely to meet physical activity recommendations.¹⁴⁸ The closures of schools, parks, and other recreation facilities due to COVID-19 also led to less physical activity and increased sedentary behaviors, amplifying risks of obesity and Type 2 Diabetes among young people.

“They’re sedentary right now and eating a lot. It was important for me for them to move with physical activity. They only wanted to be on screens and eating. Even if we as parents wanted to push, they needed structure and program.”

—Parent, Summer Together Program Evaluation focus group

Sports and other youth development programs with physical activity components not only provide youth with opportunities for exercise and recreation, but also help them develop key skills such as teamwork and collaboration. Additionally, these programs help participants positively connect with their peers and develop increased social awareness, self-esteem, and other social-emotional skills.

HOUSEHOLDS WITH CHILDREN FACE FOOD INSECURITY

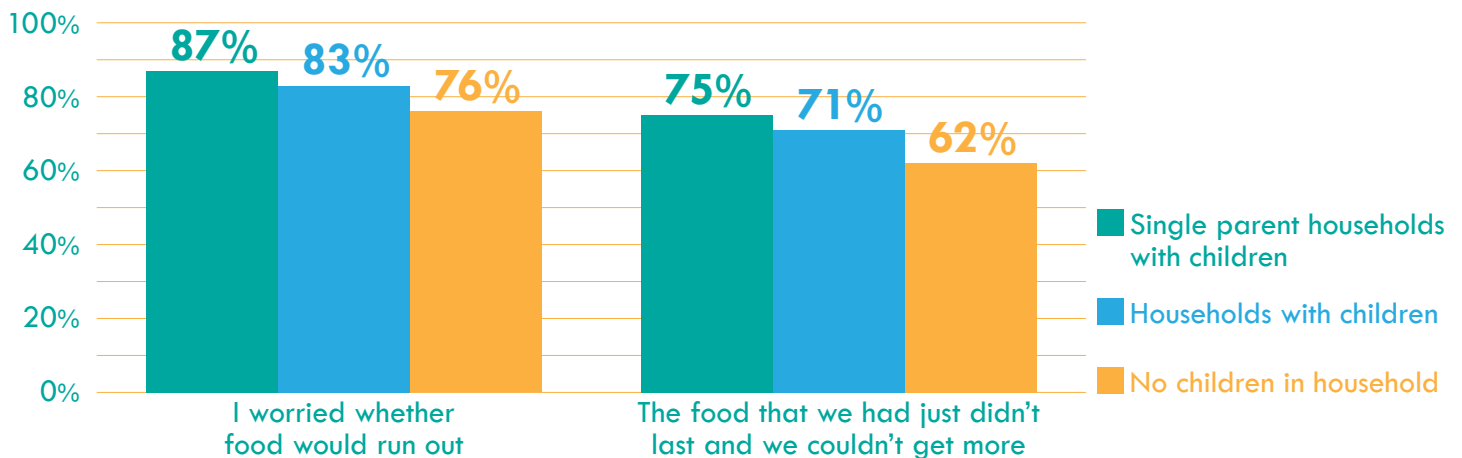
Food insecurity contributes to poor health and health disparities through multiple pathways: stress, trauma, poor diet quality, and malnutrition. It also increases the risk of chronic conditions such as diabetes and heart disease, impairs child development, and limits academic achievement.¹⁴⁹ Several barriers to food security exist for San Francisco residents; economic trauma, the racial wealth gap, and high cost of living, community influences such as inadequate information about resources and fear or distrust of government, and the inaccessibility of services due to confusing eligibility guidelines, arduous application processes, to name a few.¹⁵⁰

The San Francisco Food Security Task Force reports that COVID-19 dramatically changed the landscape of food insecurity in the City.¹⁵¹ Prior to the pandemic, one in four San Franciscans experienced food insecurity. During the pandemic, food needs hit crisis levels; the number of San Francisco residents on CalFresh increased by 40%, and the number of participants in the Special Supplemental Program for Women, Infants, and Children (WIC) increased by 21%. A 2021 survey conducted by the San Francisco-Marin Food Bank with over 7,000 respondents showed that households with children, especially single-parent households, had the highest rates of food insecurity among their clients (87%). African American/Black, Asian, and Hispanic/Latinx households in San Francisco continue to demonstrate high rates of food insecurity, as well as individuals experiencing homelessness, undocumented immigrants, and families living in SROs.

“Immigrants do not qualify for welfare, EBT, food or rent assistance. This has been a challenge during COVID. I think that the City should help immigrant communities more in this way.”

—Young person, focus group with undocumented and immigrant community

Figure 33. Experiences of Food Insecurity by Household, 2021



Source: SF Marin Food Bank

These communities continue to grapple with reduced income, soaring food prices, and other structural challenges with accessing sufficient food. CBOs throughout the City responded to this need during the pandemic by staffing food distribution sites and providing their communities with access to healthy food. DCYF also continues to administer Nutrition Programs that provide free meals to children and youth during the school year and summer to ensure that young people’s basic nutrition needs are met.

MISSED WELL-CHILD APPOINTMENTS & DELAYED CARE

Due to the pandemic, many children accessed less preventative care and parents and caregivers delayed well-child visits and developmental screenings. During focus groups, families described increased health concerns for children with special health needs who were unable to get health check-ups due to fear of contracting COVID-19. Children with seizure disorder and highly restricted medicines were unable to get medication delivered to their homes during the pandemic. In addition, providers, educators, parents, and caregivers are seeing an increase in speech and developmental delays among younger children.¹⁵²

“Her daughter was hospitalized twice during COVID, but she mostly didn’t want to bring her child in for visits to avoid being in the hospital. Her child’s medical care has been impacted and delayed, making the child’s condition more life threatening”

—Parent, interview with parents of children with a disability

The CDC identifies cavities (also known as caries or tooth decay) as one of the most common chronic diseases of childhood in the United States and has found that dental health for children with special health needs has worsened because of the pandemic, particularly for TAY. Untreated cavities can cause pain and infections that may lead to problems with eating, speaking, playing, and learning. Children with poor oral health often miss more school and receive lower grades than children who do not.¹⁵³

Youth who rely on speech and occupational therapy have been unable to receive adequate services during the pandemic while teens have had reduced access to health services due to the closure of schools. These issues as well as other pressures on healthcare systems have widened racial disparities and lowered access to specialized services for children and youth with developmental disparities.¹⁵⁴

MENTAL HEALTH NEEDS ARE WIDESPREAD FOR YOUTH & FAMILIES

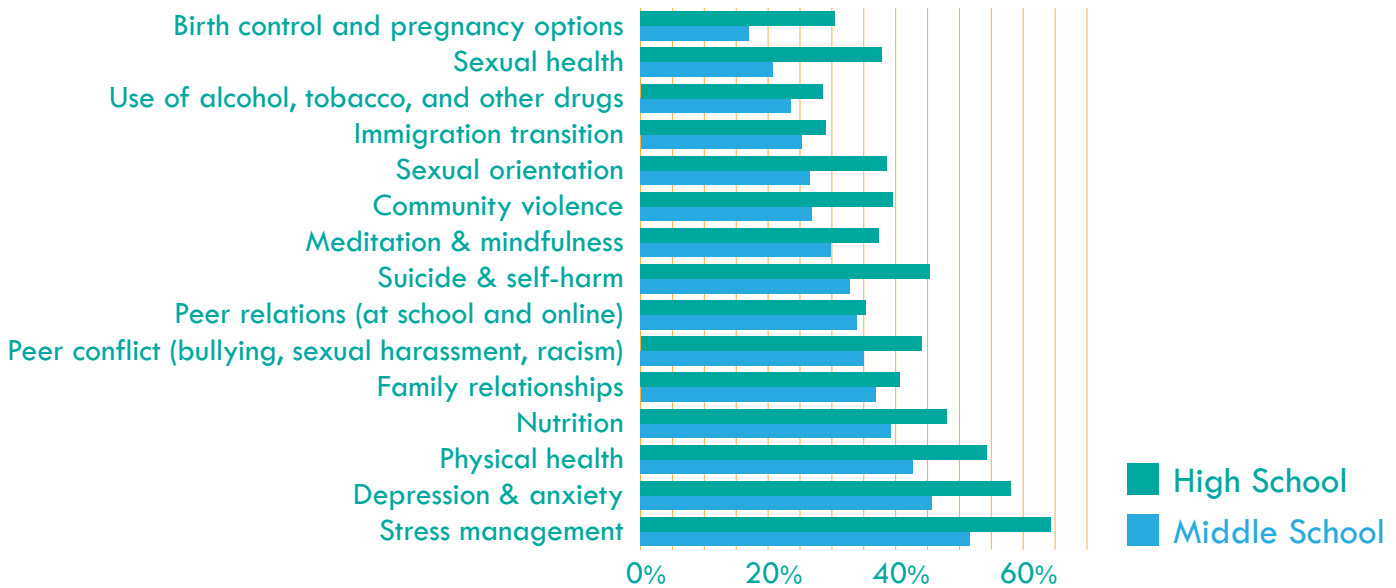
Social determinants of health heavily influence mental health, which in turn drives a spectrum of life experiences and outcomes ranging from general well-being to suicide and death.¹⁵⁵ Vulnerable populations discussed throughout this report who face systemic challenges such as racism and poverty also experience a disproportionate risk for negative mental health outcomes. For example, children and youth with ACEs are at elevated risk for chronic health problems, mental illness, and substance use.* A recent DPH brief found that “housing insecurity causes toxic stress, which derails normal child growth and development and predisposes children to poor health outcomes in adulthood.”¹⁵⁶

Adolescence is a key developmental stage for mental health. Screening data collected by the 2019 Youth Risk Behavior Survey (YRBS) suggests that mental health services are needed for approximately one-third of adolescents in San Francisco.¹⁵⁷ For more than 20 years, nearly one in four SFUSD students reported experiencing symptoms of

*See the *Nurturing Families and Communities* chapter for more information about adverse childhood experiences (ACEs)

depression. The Mayor’s Children and Family Recovery Plan stated that pre-COVID, self-reported rates of depression and suicidality among youth were already increasing. SFUSD high school students who responded that they “felt sad or hopeless” increased from 25% to 31% between 2015 and 2019 and students who reported they “seriously considered attempting suicide” increased from 13% to 17% during the same period. SFUSD high school students that were surveyed in 2021 expressed strong interest in health and supportive services, with the top two areas being Stress management (64% interested or very interested) and Depression & Anxiety (58% interested or very interested).

Figure 34. Percent of SFUSD Students with Interest in Health and Supportive Services by School Level, 2021



Source: DCYF SFUSD Middle School and High School Surveys, 2021

“What I think is important for the city to understand is that mental health is extremely important during these times because school is very different; work environments are very different, and I feel like having mental health support in the schools and workplaces will be extremely important in order for, not just my family, but for many families to be successful during these times.”

—Parent, Pop-Up Village interview

“I need people to talk to like a therapist. I get stressed from school and I feel overwhelmed really easily. Someone that will give me really good advice.”

—Young person, focus group with children of incarcerated parents

The pandemic stoked anxiety and fear and produced layers of increased grief and trauma in San Francisco communities. In surveys and focus groups that DCYF administered in 2021, youth reported worsening mental health during the pandemic. For example, 63% of high school youth participating in the Summer Together YPAR survey

reported that the pandemic had a negative effect on their mental health. Among SFUSD students surveyed during the 2021-22 school year, mental health concerns that students most frequently identified revolved around anxiety, depression, decreased motivation, and feeling isolated as effects of the COVID-19 pandemic.¹⁵⁸ Available data displays an increase in use of crisis services, hospitalizations, and referrals to higher level care, trends that mirror community members' repeated expression of widespread needs for mental health supports.¹⁵⁹

“My most common emotions went from content and uninterested to lonely and depressed. Mostly from the huge amounts of time with my family in a small space, and hardly any contact with anybody outside of a couple of good friends.”

—Youth, Fall YPAR Survey

Parents, caregivers, and service providers also noted the mental health toll of increased social isolation on children and youth. For example, foster youth faced nuanced challenges as detailed by one service provider. Girls were particularly affected by social isolation during the pandemic. They reported experiencing profound isolation and disconnection, increased stress and anxiety, and taking on unequal caregiving responsibilities.¹⁶⁰

“Increased social isolation. I think that’s certainly been amplified by the pandemic... Not being connected to important people in their lives, again amplified by pandemic. Increased mental health challenges. Our volunteers are certainly navigating even more mental health, with young people they’re supporting as well as their caregivers.”

—CBO staff, focus group with service providers supporting youth in foster care system

“I see the mental toll on my children. My daughter is 10, misses her friends. Interaction with kids is lacking, there’s social isolation.”

—Parent, Dancing Feathers Powwow interview

Parents and caregivers themselves have also faced increasing amounts of toxic stress and mental health challenges related to social determinants of health and seeing their children struggle during the pandemic. According to a national survey of households with children ages 0 to 5, 20% of lower-income caregivers reported feeling stress brought on by the pandemic, compared to 11% of middle- and high-income households.¹⁶¹ Among participants in DCYF focus groups in 2021, one in four respondents to the post-focus group survey indicated interest in information about or support with managing behavioral health challenges. Parents and caregivers also indicated their own needs regarding mental health services. In particular, parents and caregivers of children with disabilities reported being under enormous stress and identified a need for a network of supports to properly care for their children, which was severely

disrupted during the pandemic. Research also indicates that caring for the mental health and broader service needs of parents and caregivers serves as a protective factor against child maltreatment risks.



“We had a structure before of taking them to school, go to work, had our own day. COVID stressed us due to financials, our own mental health, and their mental health. They were getting worried about us. We wanted to guide them but were stressed, wanted good behavior, they spend time differently now. We were stressing each other out.”

—Parent, Summer Together Program Evaluation Survey

High Need Persists Among Youth from Vulnerable Populations

Anti-LGBTQQ stigma, harassment, and discrimination contribute to negative mental health outcomes among LGBTQQ youth. Mental health issues that result from discrimination are often exacerbated by racism, classism, ageism, homophobia, transphobia, isolation, and a lack of family support, which create additional stress on an individual’s mental health. The importance of being able to access quality mental health treatment for LGBTQQ youth cannot be overstated. Data from the 2017-2019 YRBS show 43% of SFUSD students who identified as bisexual considered suicide and 18% attempted suicide, significantly more than heterosexual-identifying students (11% and 6% respectively).¹⁶² Among students who identify as transgender, 50% reported considering suicide between 2015-2019. Reducing suicidal thoughts among lesbian, gay, bisexual, and transgender adolescents is a HP2030 objective.¹⁶³

In 2019, suicide was the second leading cause of death for American Indian/Alaska Natives nationwide between the ages of 10 and 34.¹⁶⁴ These relatively small communities are also at much higher risk than the national average for other health issues as well. American Indian/Alaska Native people are more likely to die of alcohol-related causes and demonstrate a higher than average incidence of diabetes and tuberculosis. As a group, they also show the highest rate of intimate partner violence in the U.S., and American Indian/Alaska Native children are at double the risk for abuse and neglect.¹⁶⁵ Interview respondents at the Dancing Feathers Powwow described intergenerational supports when asked about community needs:

“Consideration for different needs and more awareness. I have mental health needs, my son has mental health disabilities, and another child has Autism. Awareness for my community/Native community. It is hard to raise awareness. For the Native American community, we have generational trauma that gets closed on. My mom is a recovering addict.”

—Parent, Dancing Feathers Powwow interview

Xenophobic immigration practices have negatively impacted immigrant children, youth, and families.¹⁶⁶ Immigrant parents expressed stress about deportation. Professionals working with immigrant families (e.g., early childhood education providers and teachers, pediatricians, home visitors, and others) reported a noticeable drop in participation in essential programs and services, including preschool and childcare, nutrition assistance (like CalFresh), preventive health care (like immunizations), and parenting education groups and visits.¹⁶⁷ Many providers describe frequent absences after real or rumored raids in the community or major policy changes. Providers report that when immigrant families do participate, their young children express an increase in separation anxiety during drop-offs, aggressive behavior, and withdrawn interactions during the day.¹⁶⁸

Childcare providers are in the unique position to influence, educate, and connect with parents and caregivers about existing resources and strategies they can adapt to buffer toxic stress and support the development of their young children. Early Head Start, home-visiting, and childcare programs can initiate formal partnerships with health and mental health services, legal services, and other entities to ensure immigrant parents have the continuum of supports necessary to meet the holistic needs of themselves and their children.¹⁶⁹

Systems-involved children and youth also demonstrate high need for health services of differing intensities. For example, childhood abuse has been associated with numerous psychiatric and medical diagnoses such as depression, anxiety disorders, eating disorders, and chronic pain.¹⁷⁰ In addition, victims of maltreatment are more likely to engage in high-risk health behaviors including smoking, alcohol and drug use, and unsafe sex during adulthood. Children and young people involved in commercial sexual exploitation also have layered health needs that result from the trauma of their experiences. These individuals can be diagnosed with a range of psychological conditions ranging from PTSD to substance abuse to self-injury.

Advocates who work with foster youth note the need for greater access for youth aging out of foster care. Their access to mental health and other supportive services

ends once they are no longer in the system, even when that support is still needed. While young people are in the foster care system, those with mild to moderate anxiety and depression do not have access to support because resources are geared towards treating those with severe mental health needs. CBO staff described that among youth, pandemic experiences amplified already existing mental health challenges and needs among young people in/transitioning out of foster care.

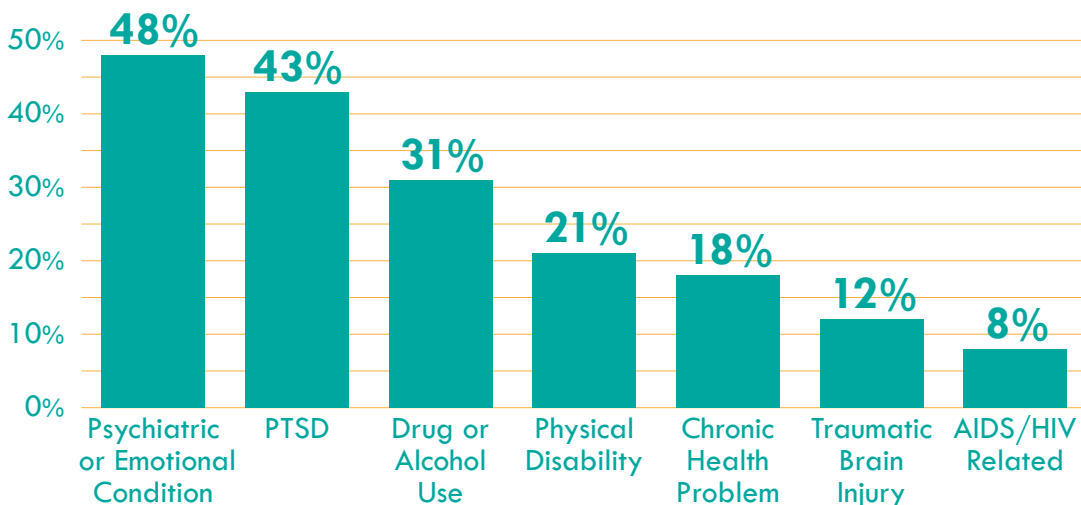


“What’s really lacking is...access to support for mild to moderate depression, anxiety, which most foster youth have because they don’t meet the service qualification for that level of care.”

—CBO Staff, focus group with service providers supporting youth in foster care system

Data shows that mental health needs are also prominent among youth experiencing homelessness. Figure 35 below shows that in 2019, 48% of surveyed TAY experiencing homelessness in San Francisco suffered from a psychiatric or emotional condition, and 43% suffered from post-traumatic stress disorder. Research also shows that generally, 20% of those incarcerated meet the threshold for serious psychological disorder.¹⁷¹ It is important to note that those with mental health issues are not more likely to become violent than those without mental health issues. People incarcerated for a violent crime (17%) were just as likely as those incarcerated for a property crime (16%) to have met the threshold for serious psychological disorder in the past 30 days.¹⁷²

Figure 35. Health Conditions Among Unaccompanied Children and TAY Experiencing Homelessness, 2019



Source: City and County of San Francisco, Local Homeless Coordinating Board and Applied Survey Research. (2019). San Francisco Youth Homeless Count & Survey Report.

Service providers also observe that mental health concerns for children and teenagers with special needs have been on the rise.

“We need more collaboration in the city. Mental health problems can be a barrier for learning. It is hard to provide help outside of the academic environment. We are seeing an uptick in behavior regulation for students that really need routine and predictability. Children’s behavior is not lined up with their grade level because of COVID. We need a place to connect folks who do and don’t have disabilities. We had an ASL hub for learning disabilities during the pandemic. We had staff try to focus on emotional regulation, just to process what was going on. This was a struggle because we had to contact individual teachers and therapists to help these students. There’s a lack of consistency in scheduling with teachers/therapists for students with individual learning needs.”

—Young person, focus group with undocumented and immigrant community

Suicide Increased Among African American, Asian, & Latinx Youth

Nearly everyone has experienced a degree of anxiety or depression due to the pandemic. But for African American/Black youth and young adults, who are also confronting persistent racism and ever-widening inequities, the current moment has led to a new crisis in mental health.¹⁷³ The suicide rate among African American/Black youth in California, which for years trailed that of Asian and White students, has doubled since 2014 and is now twice the statewide average, far exceeding all other groups, according to the California Department of Public Health.¹⁷⁴ Twelve of every 100,000 African American/Black 10 to 24 year-olds died by suicide in 2020. Black young people are also more at risk of depression, anxiety, and stress due to the pandemic, and the recent spotlight on police violence against Black people, according to a December 2021 advisory from the U.S. Surgeon General.¹⁷⁵ Gun violence, climate change and economic uncertainty also play a role.

As shown in the figure below, Asian and Pacific Islander youth suicide rates in California have also increased since 2011. Nationally, Asian youth have comparable, and in some studies, higher rates of depression and suicide than youth of other races, and are dramatically under receiving mental health services.¹⁷⁶ Research shows that Asian adolescents generally have higher rates of unmet mental health needs and are at greater risk for depression, anxiety, self-injury, and suicide than African American/Black or White youth, even after controlling for variables such as income, sex, age, and caregiver characteristics.¹⁷⁷ A recent report prepared by youth leaders in San Francisco found that Asian students at SFUSD were less likely than their White peers to have seen a therapist at school.

Hispanic/Latinx youth have historically been least likely to die by suicide compared to other race and ethnic groups, however, statewide, suicide rates among Hispanic/Latinx youth increased in 2020 as well.

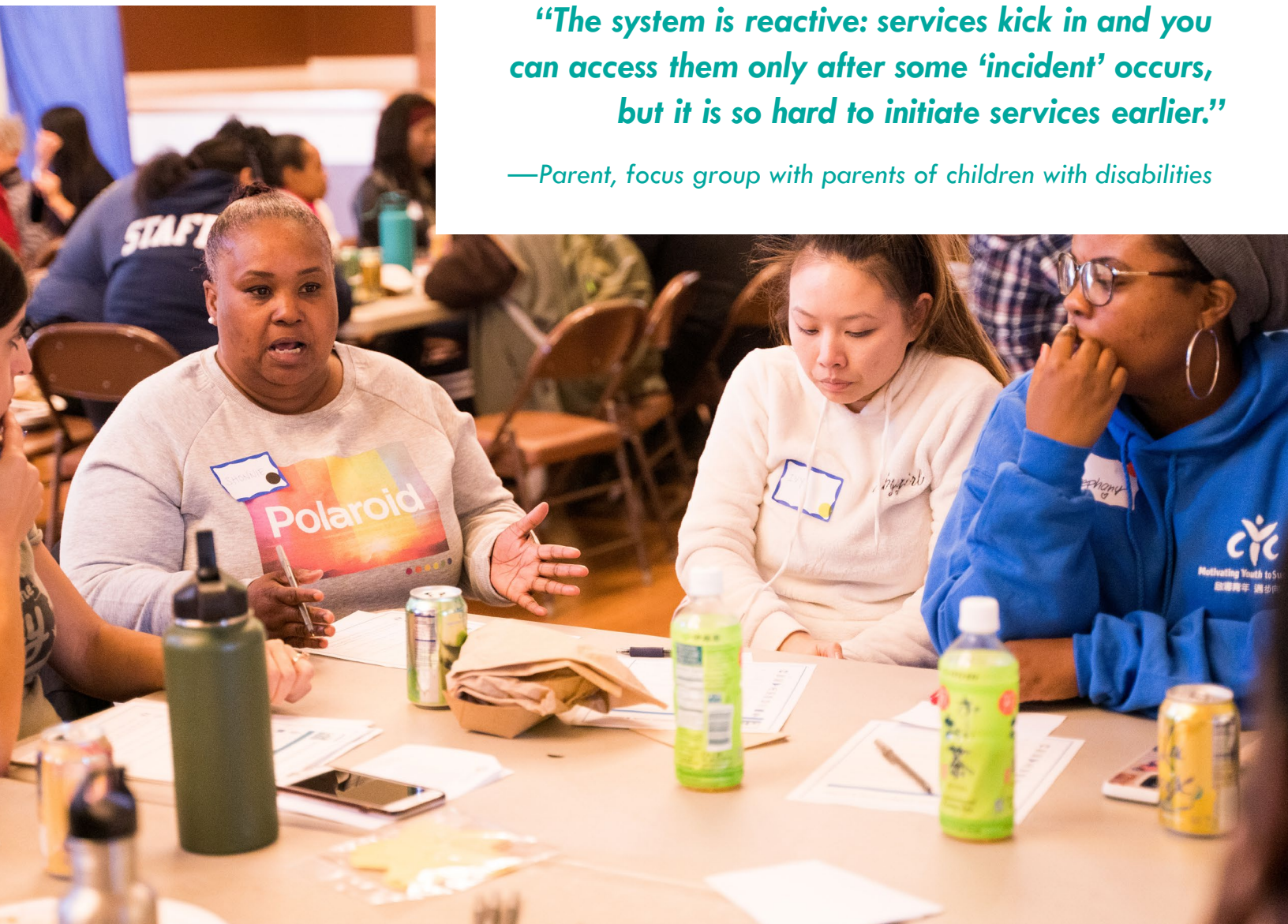
Demand for Accessible & Culturally Affirming Support

San Francisco youth, parents, and caregivers have long called for better access to mental health supports. Poor responses to mental health crises have been seen in schools (security guard response) and in community (police/law enforcement response), disproportionately impacting Black and Brown persons. Individuals suffering from mental illness or crises are more likely to withdraw from community support and face unique difficulties engaging in school and/or maintaining employment. This may result in downstream consequences such as detention, loss of income, eviction and/or homelessness, where individuals are further detached and isolated from physical and mental health resources and services.

Students who have had access to mental health services expressed appreciation. However, students and families assert that access to more culturally affirming and mental health services outside of school would also be of great benefit, particularly in a context with others with similar experiences that might feel more welcoming. During DCYF's recent community engagement efforts, nearly every focus group conducted indicated a need for improved access to free or reduced rate mental health services for children and families and support navigating systems to access those services. Parents and caregivers expressed the need for support groups for themselves and discussed difficulty accessing services to address their mental health needs.

“The system is reactive: services kick in and you can access them only after some ‘incident’ occurs, but it is so hard to initiate services earlier.”

—Parent, focus group with parents of children with disabilities



“We need more resources geared towards mental health. Being more culturally sensitive with how they offer or present all services. Parents are stressed, kids are also experiencing stress and anxiety.”

—Parent, CityKids Fair interview

“I don’t feel safe going to my school’s counseling. Sometimes they kind of help but they don’t help. Project Avary allows me to be myself. Sometimes in other programs I don’t want to speak about things. Like my incarceration situation with my dad. It gives me someone to talk to about mental health or financial problems.”

—Youth, focus group with children of incarcerated parents

“A method to reach troubled youth. I feel that a lot of resources are available through school. Many of the youth I consider troubled are not around schools, and they are the ones that can’t access resources. Conduct more outreach for these kids but in alternative ways besides through school and more in the communities we know these troubled youth are at.”

—Young person, focus group with undocumented youth and TAY

Importantly, youth and service providers also identified the need for mental health support that is culturally affirming and relevant and staffed by providers who reflect their experiences. One study showed that individuals who visit an LGBTQQ-focused practice, or a practice with a specific LGBTQQ program, are more likely to receive care that is sensitive to their gender identity and sexual orientation. Specifically, 94% of respondents surveyed as part of the study who visited an LGBTQQ-focused practice said that their provider was sensitive to their LGBTQ-identity, compared with 84% at a general, non-LGBTQQ focused practice.

“Seeing more Black leader figures that look like us and more programs that include mental health and Black specific experiences. Important to have people that look like us in this field of work for the guys.”

—Youth, focus group with African American/Black students

“When I was younger and coming out, having a lesbian therapist was crucial. I can’t emphasize this enough. I have gone into therapy several times in my adult life and would only consider counseling with a lesbian therapist.”

— Young person, focus group with TAY experiencing homelessness

MORE HEALTH & SUPPORTIVE SERVICES ARE NEEDED TO NAVIGATE A NEW, UNPRECEDENTED WORLD

Children, youth, and families today are navigating life in a new, unprecedented world. COVID-19 upended life for students, families, and schools across the country, but its impacts have been felt unevenly. Loss, trauma, and isolation have disproportionately fallen on historically marginalized students, families, and communities. In addition, converging societal events and changing economic conditions during this same period have added challenges to emotional wellness and social cohesion: the ongoing struggle for racial justice and subsequent backlashes, political upheaval of a contentious presidency and presidential election, insurrection at the U.S. Capitol, unemployment, the “great resignation”, rising inflation, and climate change. Young people today are growing up at a very tumultuous time, and this has had and will continue to have a profound impact on the social and emotional development of this entire cohort of children and youth.¹⁷⁸ For youth struggling with mental health challenges, it can be difficult to stay engaged academically. In conversations with DCYF, youth, families, and service providers made clear that mental health supports enable success in education and in turn, the transition to productive adulthood.

“I was super depressed in high school and there wasn’t really any support for academic stuff when I was falling behind.”

—Young person, focus group with youth providing household economic support



“Mental health for academic success, mental health for academic outcomes... There’s that piece where maybe we can’t control our environment, but [youth may be] able to recognize some of the triggers that bring adverse effects.”

—SFUSD staff, focus group with school social worker staff

First 5, DCYF, and HSA jointly support the Family Resource Center (FRC) Initiative, which provides families with a welcoming place to learn about child development, build parenting skills and obtain peer support. Through 26 FRCs located throughout every neighborhood in the City, resources, referrals and comprehensive case management are made available to nurture families with supportive services and strengthen wellbeing for the full family.

The San Francisco Wellness Initiative was established through a partnership between DCYF, DPH, and SFUSD to respond to adolescent mental health needs. Through the program, Wellness Centers at 19 campuses seek to improve the health, well-being, and academic success of the city's 16,000 public high school students. In safe, confidential settings, experts in adolescent health at onsite Wellness Centers help teens gain the skills they need to cope with complex issues such as stress, trauma, suicide, bullying, depression, self-esteem, drug and alcohol use, sexual health, and relationships.¹⁷⁹ While this program provides critical supports to high school teens at SFUSD, needs persist at the pediatric level, among middle schoolers, disconnected TAY, and parents and caregivers themselves. Furthermore, research conducted by young people at SFUSD have found barriers to accessing services at the Wellness Centers exist. Lack of awareness, outreach, low rates of referral to services, and cultural barriers served as obstacles for students, especially Asian students and students whose primary language is not English.¹⁸⁰ When asked if they would see a counselor or therapist if they needed it, only 46% of SFUSD students responding to a YPAR survey in 2021 stated they would visit a counselor or therapist for support, while 38% selected "maybe", and 16% indicated they would not visit a counselor or therapist.¹⁸¹ This indicates that there is room to improve access to support full and inclusive access to mental health support.





Readiness to Learn & Succeed in School

Academic achievement and social-emotional growth in school set the course for successes and challenges that youth experience into adulthood. For children and youth in kindergarten through 12th grade, DCYF strives to ensure that:

- San Francisco families have access to high quality childcare and early education programs that prepare children to enter kindergarten on equal footing.
- School communities present students with a sense of safety and belonging.
- Diverse academic and social-emotional supports address student needs and support ongoing success in school.

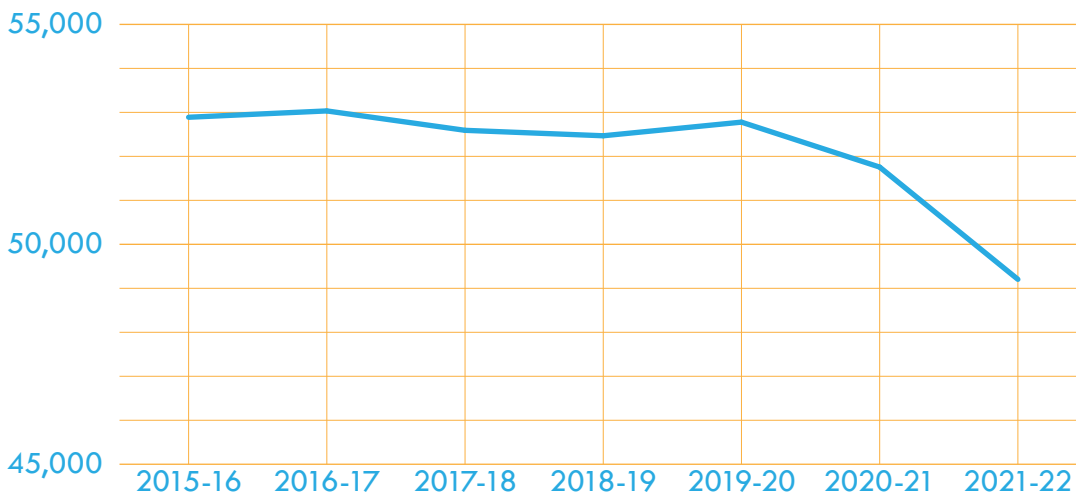
This chapter presents data on experiences and challenges that the City’s children and youth face in K-12 school settings and out of school time (OST) programs. We begin by presenting a summary of student enrollment and demographic trends among K-12 students. This chapter then proceeds to explore data and observable disparities in school experiences and academic achievement. We close with a review of learning loss associated with the COVID-19 pandemic and a discussion of efforts that City leaders initiated in response.

SAN FRANCISCO’S K-12 STUDENT POPULATION

SFUSD Enrollment Declines

SFUSD reported a total enrollment of 49,204 students during the 2021-22 school year, which reflects a 7% decline from 2019-20. Pacific Islander and White students displayed particularly pronounced enrollment declines—14% between the 2019-20 and 2021-22 school years. Enrollment rates among American Indian/Alaska Native students dropped 21% over the same period.*

Figure 36. SFUSD Enrollment, 2015-2022



Source: DataQuest, California Department of Education

SFUSD’s enrollment declines mirror a statewide trend, and may partially result from a shift in the City’s overall population as well as parent dissatisfaction.¹⁸² In the years preceding the pandemic, SFUSD enrollment remained relatively stable.¹⁸³ The 2018 San Francisco Child and Family Survey found that 86% of parents and caregivers with a child enrolled in SFUSD were satisfied with the overall quality of schools their children attended.¹⁸⁴ By summer 2020, a survey administered by SFUSD revealed that just 56% of families were satisfied with distance learning, which continued through spring

*The number of enrolled American Indian/Alaska Native students declined from 135 to 106.

2021.¹⁸⁵ Over the course of the 2020-21 school year, SFUSD reported that 700 students unenrolled, in addition to over 1,000 students who unenrolled prior to the same school year.¹⁸⁶

Enrollment declines contribute to decreased state funding to SFUSD and exacerbate existing financial issues; SFUSD currently faces a \$125 million budget shortfall. Families and community stakeholders have shared concerns about budget deficit impacts on students, particularly in the form of possible staff shortages. SFUSD's initial budget plan for 2022-23 includes \$50 million in cuts to schools and \$40 million in cuts to support services, operations, and administration.

“The life of being a public school parent or educator is that we are always trying to make the best of underfunded schools but I feel like we can go too far to the point where it’s gaslighting to try and paint things that are cuts as opportunities. I would like us to be very frank for the benefit of our city about what the costs of these cuts are. We are a city with 75 billionaires—the most dense in the world. I’m really concerned when we talk about shifting staff...because every time that happens school sites that don’t have large PTAs end up experiencing cuts in real time.”

—SFUSD Parent, November 2 School Board Meeting

For many students, the proposed cuts may result in reduced access to support services, such as counseling and literacy support. In past periods of budget reduction, SFUSD schools that served a higher proportion of wealthy families offset cuts with increased funding from Parent Teacher Associations (PTAs), which enabled them to retain and even increase support staff and other services.¹⁸⁷ This pattern in backup fund development exacerbates the already deep impacts of economic inequalities between students, which COVID-19 also intensified.

Enrollment Outside of SFUSD

U.S. Census Bureau estimates from 2016-2020 suggest that 29% of K-12 students in San Francisco—nearly 22,500 students—attend private schools. This represents the largest percentage of any county in California and nearly triple the state average of 9%.* Demographic data on private school students is not available, but the 2018 San Francisco Child and Family survey reported that among parents and caregivers with school-aged children, White respondents were most likely to have a child enrolled in a private school (36%), followed by Asian/Pacific Islander (17%) and Hispanic/Latinx (15%) respondents.¹⁸⁸

In the 2021-22 school year, 4,457 San Francisco youth were enrolled in charter schools.† Students in charter schools were more likely to be African American/Black or Hispanic/Latinx, compared to SFUSD students. White charter school students made up a similar proportion of the student body as their public-school counterparts, while Asian students made up just 6% of charter enrollees compared to 38% of SFUSD students.¹⁸⁹

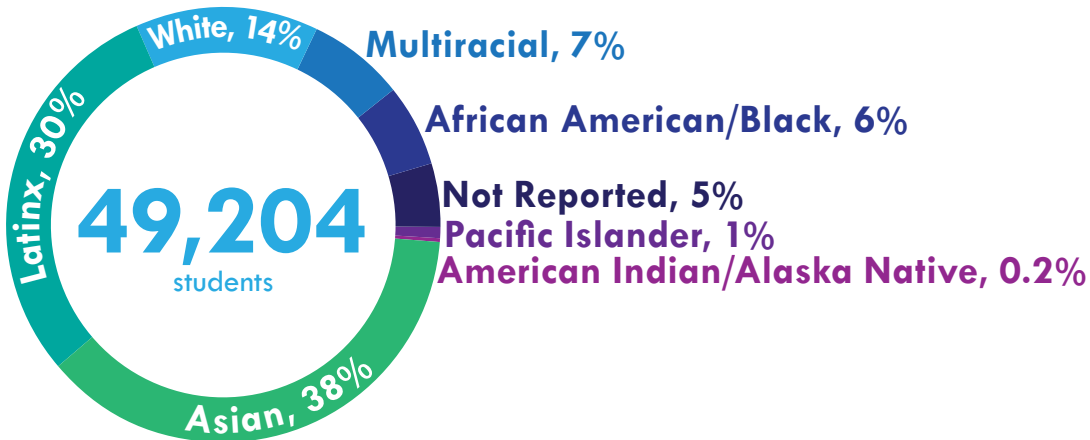
*The next highest is San Mateo county, with an estimated 19% of K-12 youth enrolled in private schools.

†Excluding Five Keys.

SFUSD Student Demographics

SFUSD student demographics reflect the diversity of San Francisco’s general population. In the 2021-22 school year, Asian and Hispanic/Latinx students represented the largest racial groups among SFUSD students (38% and 30%). Students classified as English Learners (ELs) constituted 27% of SFUSD students, and 52% of all students qualified for free or reduced-price meals.¹⁹⁰

Figure 37. SFUSD Enrollment by Race/Ethnicity, 2021-22

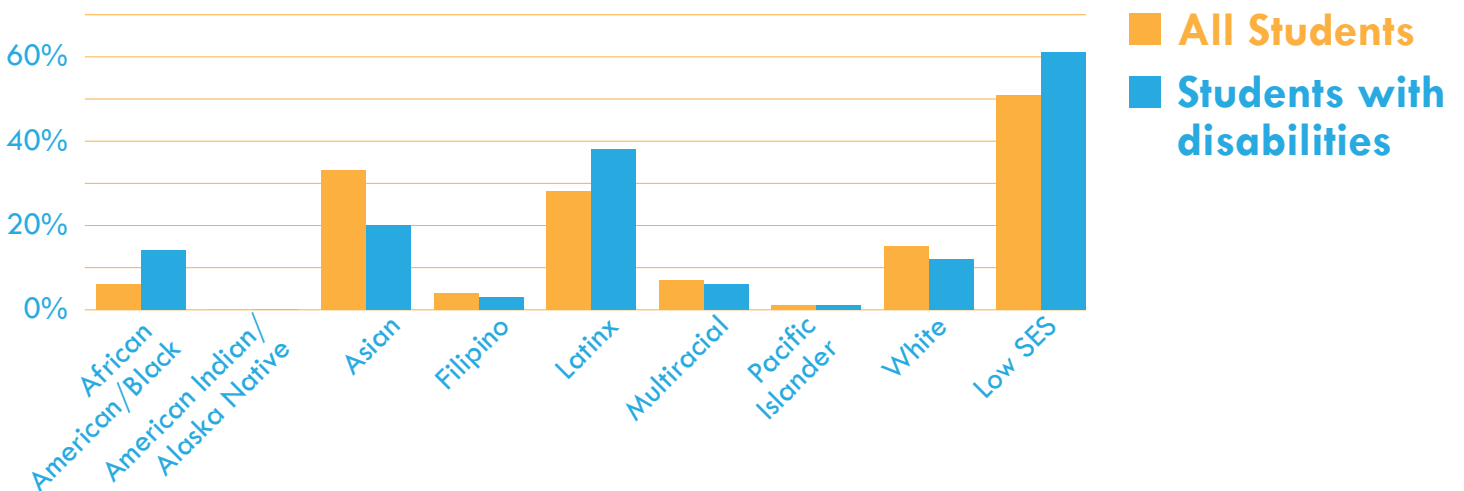


Source: DataQuest, California Department of Education

Despite the diversity in SFUSD’s overall population, 28% of District schools were classified as racially isolated—meaning 60% of the school’s students are of a single race or ethnicity—in 2020-21.¹⁹¹ Extensive research details the negative impacts of school segregation on students, and SFUSD is currently redesigning its elementary school assignment system to counter patterns of racial segregation in schools.¹⁹² SFUSD’s new school assignment system will begin implementation with the kindergarten class of 2024-25.¹⁹³

In the 2021-22 school year, students with disabilities constituted 12.5% of the SFUSD student population. Nationally, students from families with low socioeconomic status (SES) are overrepresented in special education, as are African American/Black and Hispanic/Latinx students.¹⁹⁴ SFUSD demographics echo this pattern.

Figure 38. SFUSD Students and Students with Disabilities by Race/Ethnicity and Socioeconomic Status, 2020-21



Source: DataQuest, California Department of Education

Research finds that schools tend to both over-diagnose and under-identify students of color as needing special education services.¹⁹⁵ Similar research finds that schools problematically misdiagnose students of color and assign diagnoses that staff find less “desirable,” such as Emotional Disturbance, to African American/Black students, which contributes to challenging experiences of discipline and campus culture and climate.

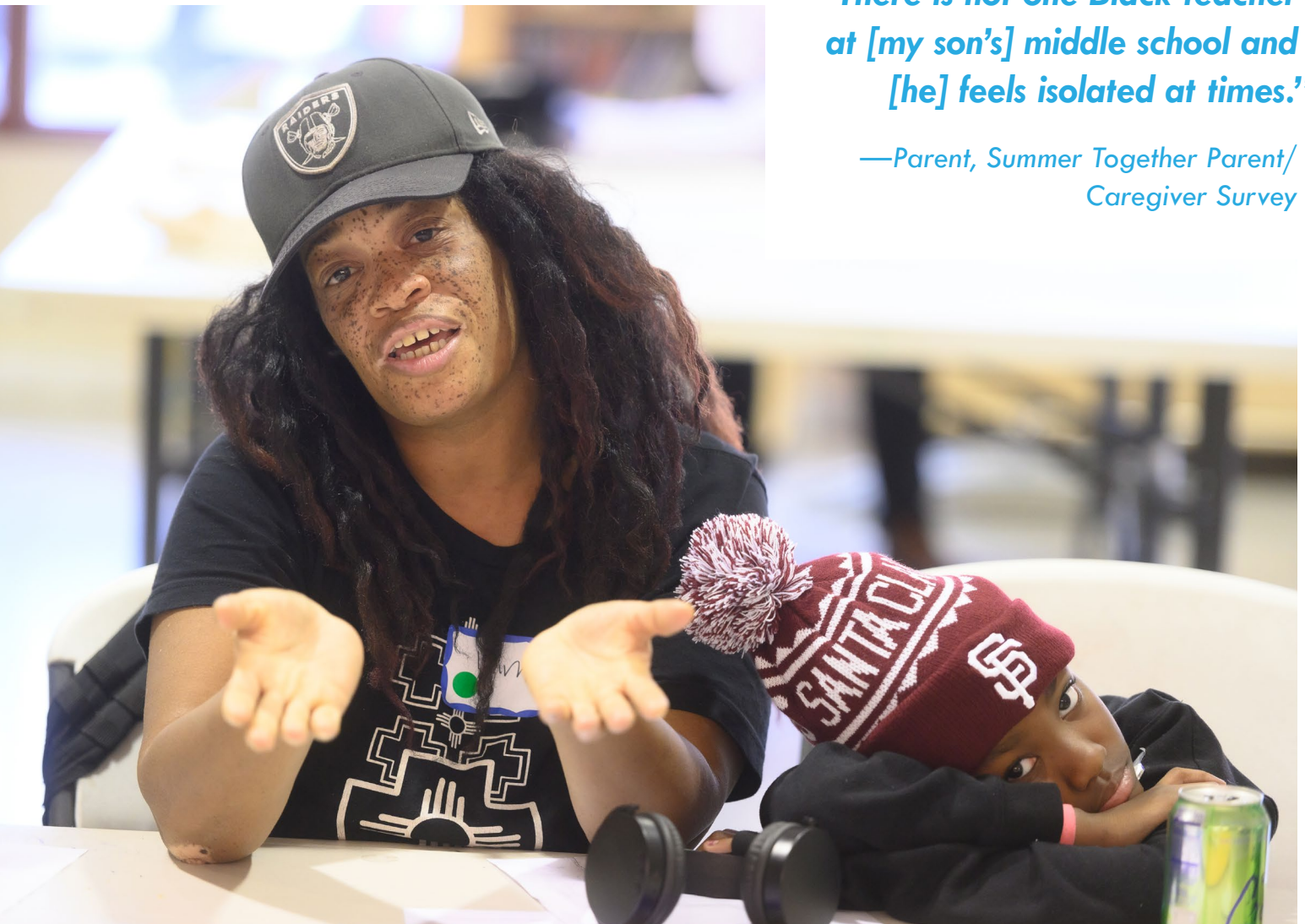
K-12 SCHOOL EXPERIENCES IN SAN FRANCISCO

School Climate

Parents, caregivers, and students raised concerns about school safety during engagements with DCYF. Many concerns related to COVID-19 and health risks posed by in-person schooling. Non-pandemic concerns that students expressed referenced experiences of racism and sexual harassment on school campuses. African American/Black students in particular reported feeling of isolated at schools and unsafe due to racism and patterns of segregations previously mentioned in this chapter and the earlier Overview of San Francisco Children, Youth, and Families chapter.

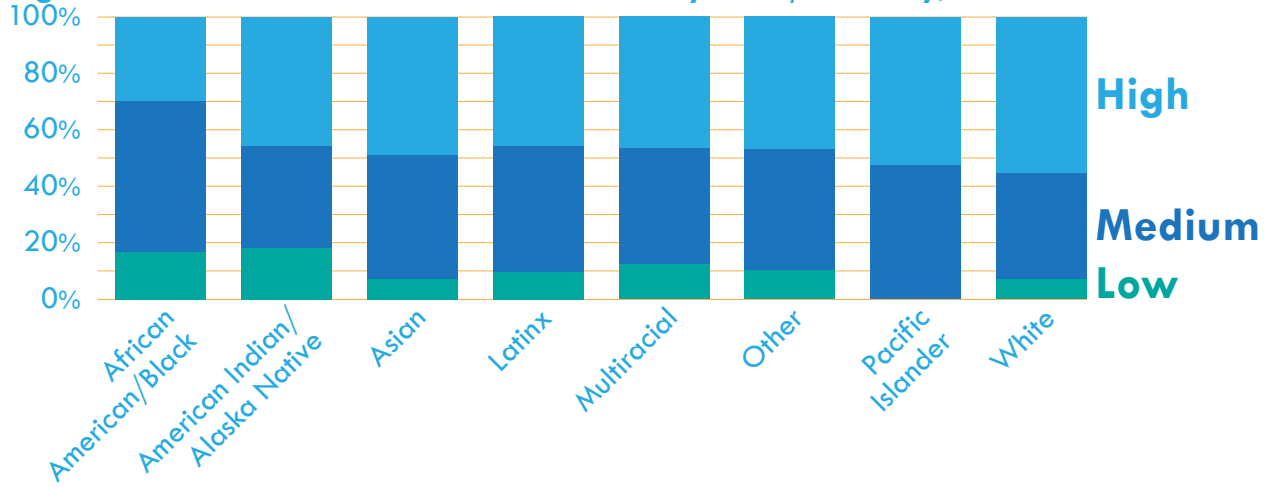
“There is not one Black teacher at [my son’s] middle school and [he] feels isolated at times.”

—Parent, Summer Together Parent/Caregiver Survey



Between 2017 and 2019, just 30% of African American/Black SFUSD students expressed feeling a high level of school connectedness. African American/Black students also report higher rates of being bullied or harassed for having a disability.¹⁹⁶

Figure 39. Level of School Connectedness by Race/Ethnicity, 2017-2019

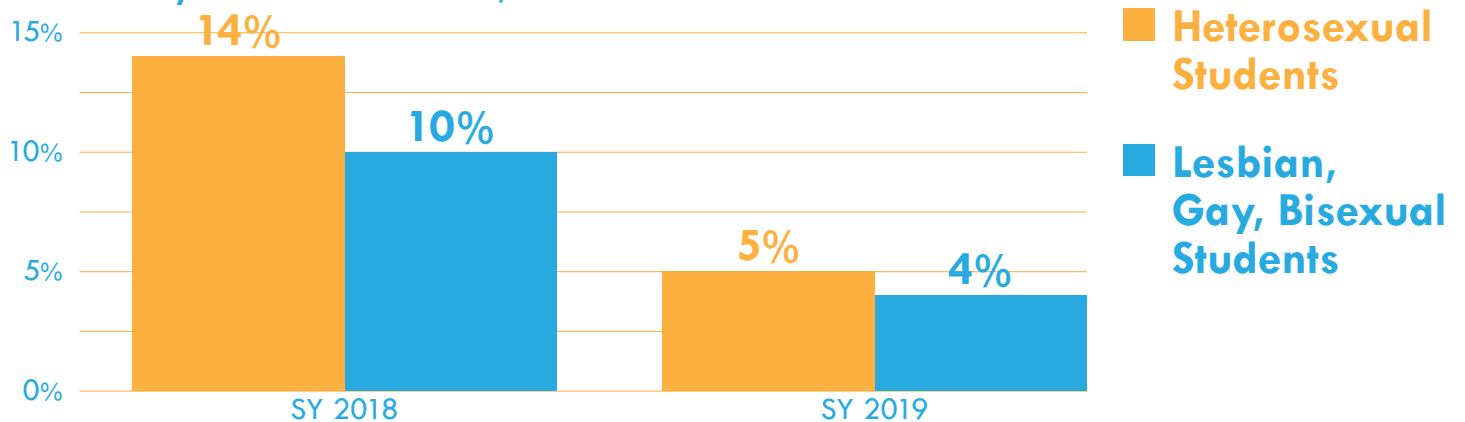


Source: California Healthy Kids Survey

In a 2018 survey of SFUSD high school students, Middle Eastern/North African, LGBTQQ youth, and students with GPAs lower than 2.0 reported feeling the least safe on school campuses. Among SFUSD high school students, Middle Eastern/North African students reported the highest rates of bullying compared to all other racial/ethnic groups.¹⁹⁷

LGBTQQ youth especially expressed concerns for safety on campuses. In a 2017 survey of LGBTQQ youth, 28% of respondents said they were threatened with physical violence at least once because of their sexual orientation or gender identity.¹⁹⁸ Between 2017 and 2019, 42% of surveyed LGBTQQ students in SFUSD reported being bullied at least once in the previous year, compared to 27% of their straight peers.¹⁹⁹ Additionally, 6.1% of respondents identifying as gay, lesbian, or bisexual said they felt “Very Unsafe” at school, compared with 2.3% of straight respondents.²⁰⁰ Overall, 16% of gay, lesbian, or bisexual respondents reported having a low level of school connectedness, double that of straight respondents (8%).²⁰¹ Recent YRBS data show that high school students who identify as lesbian, gay, or bisexual are more likely to have experienced violence, as seen in Figure 40.²⁰²

Figure 40. Percent of Students who Experience Physical Dating Violence by Sexual Orientation, 2018-2019



Source: Youth Risk Behavior Survey

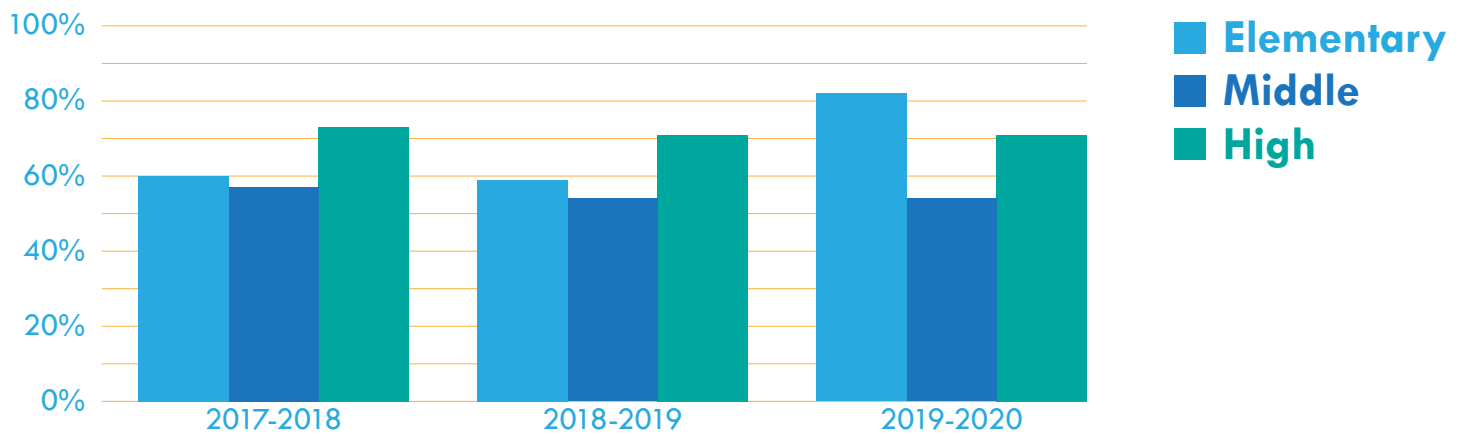
High school respondents to SFUSD’s annual Culture/Climate Survey were more likely to perceive schools as safe in the 2017-18 and 2018-19 school years.* Middle school students consistently answered less favorably when asked about school safety.† In 2017-

*The Culture/Climate Survey is not administered to youth in grades K-3.

†SFUSD defines favorability scores as the number of desirable or “hoped for” responses divided by the number of all responses.

2019, 38% of SFUSD female 7th graders reported being bullied or harassed during the previous year. Data displays lower rates of bullying and harassment among their high school counterparts—26% for girls in 9th grade and 21% for girls in 11th grade. Reports of bullying also appear higher for 7th grade males (32%) than their 9th (27%) and 11th grade (22%) counterparts. One third of 7th grade females and one quarter of 7th grade males reported being cyberbullied at least once during the previous year.²⁰³ Reports of bullying and physical violence at one SFUSD middle school generated publicity in 2020, highlighting the lack of resources and support faced by teachers and school staff to meaningfully address student conflict.²⁰⁴ In a survey of SFUSD middle schoolers in 2021, 31% of students cited bullying, fights, or general safety issues when asked about the issues that worried them the most in their school community.

Figure 41. Percent of SFUSD Students who Responded Favorably to School Safety-Related Items on SFUSD Culture/Climate Survey, 2017-2020



Source: SFUSD Culture/Climate Survey

“I don’t feel safe at school. My teachers don’t care about our safety. School isn’t a safe space. I feel unsafe especially with the school shootings happening recently. I don’t feel that the school cares about us or what we think. I don’t feel that they would protect us.”

—Youth, focus group with children of incarcerated parents

“They need more staff at school for children’s safety. A lot of behavioral issues at school and teachers don’t say anything.”

—Parent, focus group with Mayan families

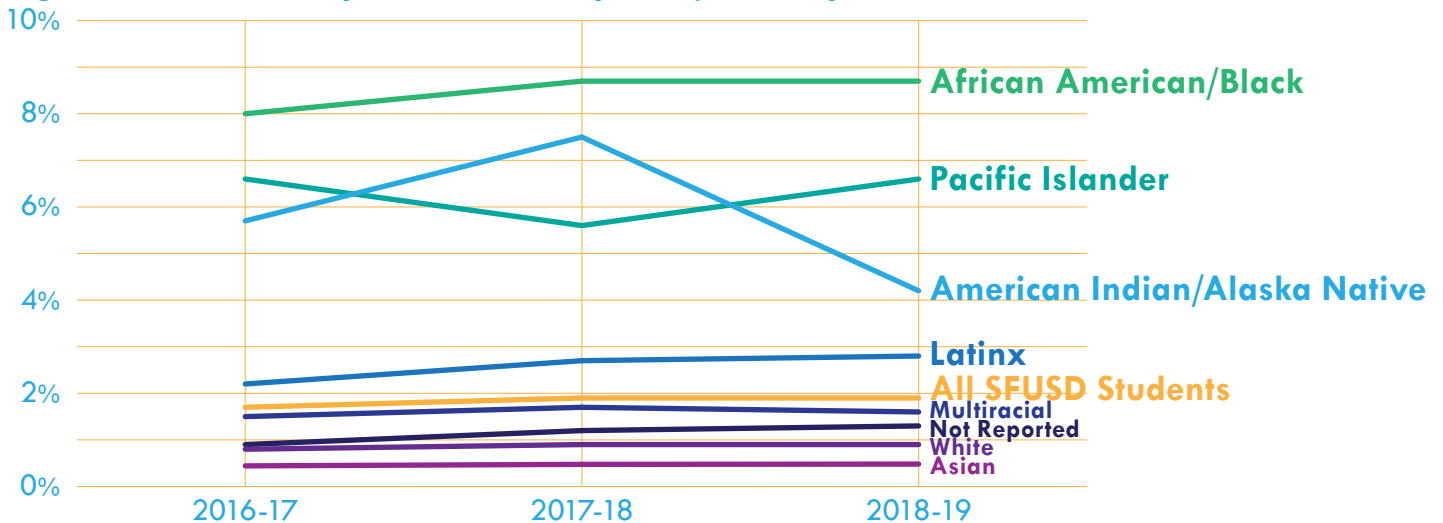
School Discipline

Student disciplinary actions leave lasting negative effects that inequitably fall on BIPOC students. Education research shows that African American/Black students are more likely to face disciplinary actions for subjective infractions and receive harsher punishments than their peers who enact similar offenses.²⁰⁵ The impacts of school discipline, particularly suspensions, translate to a loss of critical instructional time. The fact that students who most need extra academic support tend to be suspended at higher rates compounds the damages of lost instructional time. In the 2018-19 school year, SFUSD’s suspension rate for students with disabilities was more than triple the rate of

students without a disability. Additionally, SFUSD students who were socioeconomically disadvantaged constituted 75% of suspensions.

Suspensions and additional disciplinary actions negatively impact students' grades and on-time graduation rates. The severity of the impact increases with the severity and frequency of discipline.²⁰⁶ Recent research notes that simply attending a school with higher suspension rates correlates with a higher risk of adult justice system involvement and a lower likelihood of attending a four-year college, regardless of individual student encounters with disciplinary actions.²⁰⁷ SFUSD data shows disproportionately higher issuance of suspensions to African American/Black, American Indian/Alaska Native, and Pacific Islander students, relative to their peers in other racial/ethnic groups.

Figure 42. SFUSD Suspension Rates by Race/Ethnicity, 2016-2019



Source: DataQuest, California Department of Education

More than 95% of SFUSD suspensions between 2011 and 2019 were out of school. Suspension rates for middle schoolers are particularly troubling. In 2018-19, the suspension rate for 7th and 8th grade SFUSD students was 4.3%.^{*} African American/Black SFUSD middle schoolers were suspended at five times the rate of their peers; 20% of African American/Black SFUSD 7th and 8th graders were suspended at least once.

ACADEMIC PERFORMANCE OF K-12 STUDENTS IN SAN FRANCISCO

Attendance

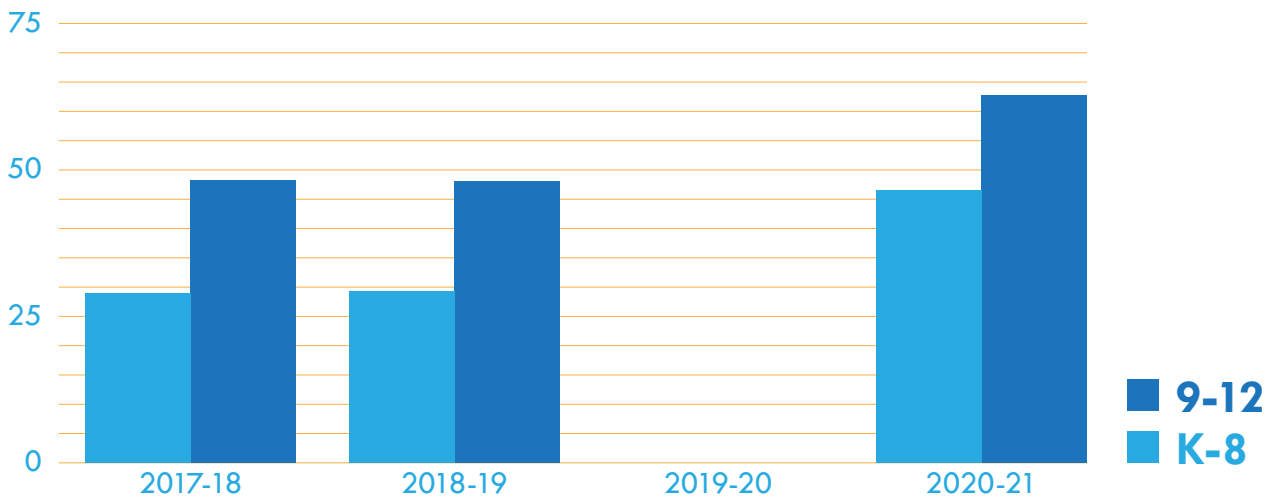
Chronic absenteeism, defined as missing 10% or more of the school year—regardless of absences being excused or unexcused—leaves detrimental effects on a student's academic achievement and social-emotional outcomes.²⁰⁸ Chronic absence equates to missed instruction time and correlates with a greater risk of dropping out of school.

Prior to the pandemic in 2018-19, SFUSD reported an average of 14% of students as chronically absent each year. The average number of days absent among SFUSD students was 10.9, and chronically absent students missed an average of 36.8 days. The percentages of chronically absent students and average number of absences become more pronounced in high school. Vulnerable populations of students are two to three times more likely to experience chronic absence starting at an earlier age and are also more likely to experience multiple years of chronic absence.²⁰⁹

^{*}The suspension rate across all students was 1.9% in 2018-19. For high school students it was 2.7%.

Figure 43 below displays that the number of days missed increased dramatically for both K-8 and high school students in 2020-21, when COVID-19 forced schools into remote learning formats for the school year. Early data from the 2021-22 school year indicates that chronic absenteeism rates remain elevated, even after the return to in-person learning. Fall 2021 attendance data shows a 70% increase in chronic absenteeism, relative to fall 2019.* Elevated rates of chronic absenteeism among K-8 youth primarily drive the broader increase. Chronic absentee rates doubled among students in grades 6-8 and grew by 129% for students in grades K-5.²¹⁰ COVID-19 heavily drove this trend, directly via confirmed cases and indirectly, as suspected exposures and systems prompted parents and caregivers to keep students at home.

Figure 43. Average Number of Days Missed by Chronically Absent SFUSD Students, 2017-2021



Source: California Department of Education

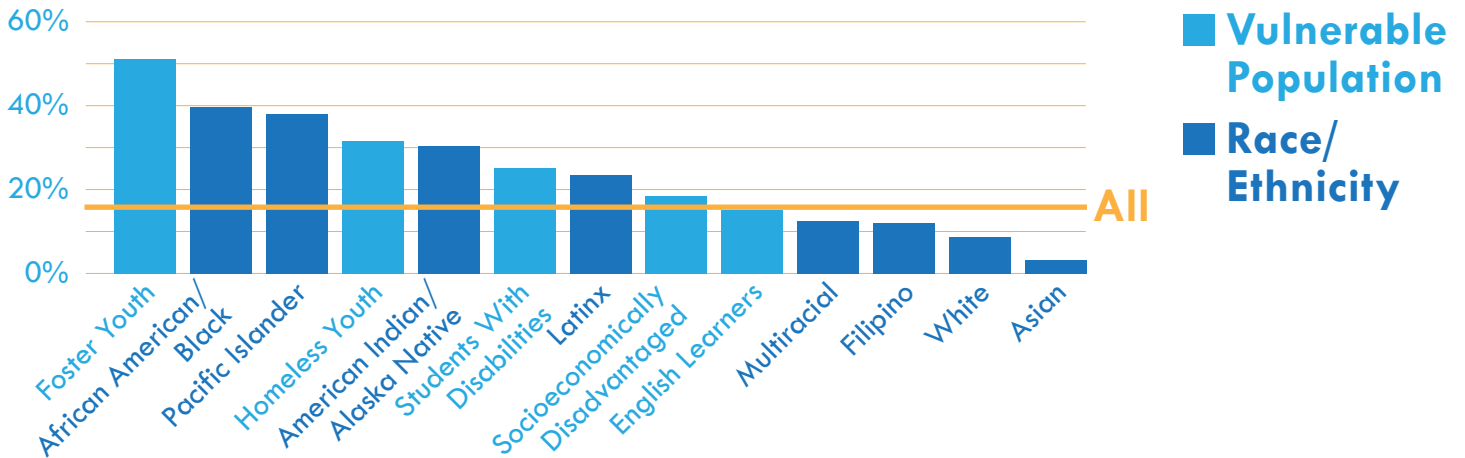
In SFUSD, rates of chronic absence among students from vulnerable populations sit higher than the average for all students. In Fall 2021, SFUSD reported having 279 foster youth enrolled. Because 68% of foster youth are placed outside of San Francisco, many youth can no longer attend school in the City.²¹¹ In 2021, over half of San Francisco foster youth placed out of county were placed 100 miles or more away. Many foster youth change schools as placement shifts necessitate, which adds instability to educational trajectories and increases the odds of students falling behind. One third of foster youth in California change schools each year.²¹² On average, students lose six months of learning each time that they change schools.²¹³ Lost learning time persists among students in foster care who remain in SFUSD. Figure 43 shows that 51% of foster youth were chronically absent in school year 2018-19, which reflects the highest rate among all SFUSD student segments. Though the percentage of SFUSD foster youth who were chronically absent decreased to 48% in 2020-21, the average number of days missed by those youth increased to 61.

Figure 44 displays an elevated rate of chronic absenteeism among students experiencing homelessness—32% in school year 2018-19. COVID-19 and the shift to remote learning, which requires stable shelter, home supplies and internet connection, brought extreme academic challenges to students experiencing homelessness. In school year 2020-21 chronically absent students experiencing homelessness missed an average 62 days of attendance, a significant increase from 42 days reported in school year 2018-19.

*12.3% of SFUSD students were chronically absent in fall 2019. 20.9% were chronically absent in fall 2021.

As demonstrated in Figure 44, significant disparities in rates of chronic absenteeism surface across racial/ethnic groups. Rates of chronic absenteeism appear significantly higher for African American/Black, American Indian/Alaska Native, Hispanic/Latinx, and Pacific Islander students in SFUSD.

Figure 44. SFUSD Chronic Absenteeism by Race/Ethnicity and Vulnerable Population, 2018-2019



Source: California Department of Education

Social & Emotional Learning

Social and Emotional Learning (SEL) in California focuses on four domains of skills and competencies that contribute to success in school and later life: growth mindset, self-efficacy, self-management, and social awareness. Research has shown development of positive skills and mindsets in these domains to correlate with positive academic, health, and social outcomes along a young person’s development from childhood to adulthood.²¹⁴

Between 2018 and 2020, respondents to SFUSD’s Culture/Climate survey across grades 4-12* rated themselves highest on growth mindset and self-management constructs. Students rated themselves lowest on items related to self-efficacy. White students self-rated their SEL capabilities more favorably than other racial/ethnic groups.[†] Students from low-SES backgrounds self-rated their SEL skills less favorably than the general population, as did students with special needs, English Learners, and youth experiencing homelessness. Gaps between these student segments and the general population were widest for self-efficacy, and thinnest for social awareness.

Figure 45. SFUSD Student SEL Favorability Ratings by Domain and School Level, 2020-21



Source: SFUSD SEL Survey

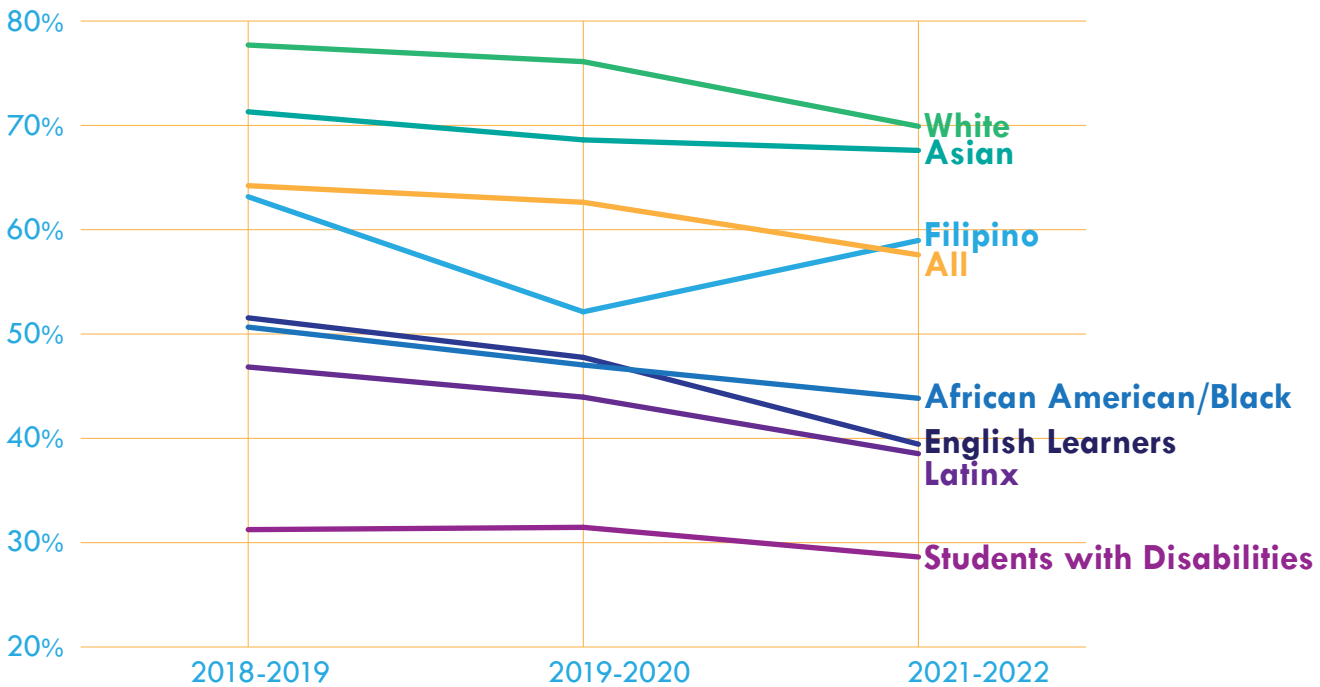
*The SFUSD Culture/Climate survey is administered annually beginning in 4th grade.

†In 2020-2021, White high school students had the lowest growth mindset favorability rating.

Academics

From kindergarten through high school, disparities in academic achievement surface across racial/ethnic lines and between vulnerable and non-vulnerable populations at SFUSD. SFUSD's Kindergarten Readiness Inventory (KRI) measures fine motor skills, social and emotional learning, numeracy, and early literacy. Figure 46 highlights stark inequalities in students' academic trajectories that appear before children enter kindergarten.

Figure 46. Percent of Students Meeting or Exceeding Standard on Kindergarten Readiness Inventory, 2018-2022



Source: SFUSD, Kindergarten Readiness Inventory Survey

Previous analysis of SFUSD KRI data indicates that child well-being is strongly correlated with kindergarten readiness. KRI administration requires teachers to assess how frequently students present as hungry, tired, sick, absent, or tardy during the first month of school. KRI data from 2015 shows that more frequent signs of student hunger, illness, or tiredness at school link to lower overall readiness scores. Well-being factors correlate with socioeconomic status, which also influence readiness scores, along with preschool attendance.²¹⁵

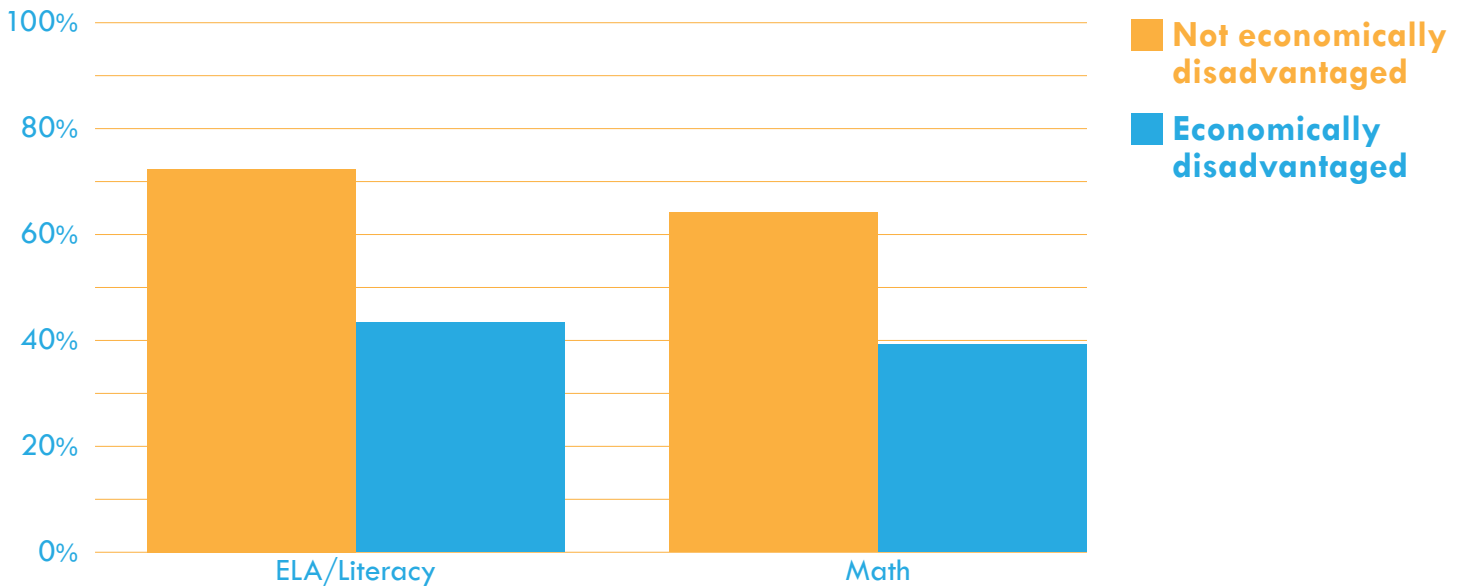
By the time that SFUSD students reach 3rd grade, disparities in academic achievement across racial/ethnic groups persist and continue through high school. Education research consistently finds 3rd grade test scores nearly as effective as 8th grade scores in predicting high school academic outcomes (e.g., test scores, advanced placement course completion, graduation).²¹⁶ During engagements with DCYF, students described concerns for their own academic achievement and expressed a need to receive wider academic supports.

“At my school we don’t have a lot of people to help us with homework or tutoring. I see a lot of people falling behind in classes and it’s easy to fall behind. It’s hard to catch up.”

—Youth, focus group with children of incarcerated parents

Disparities in academic outcomes across race/ethnicity appear in education data beyond SFUSD. Gaps in achievement stem from a wide variety of factors, such as inequitable school funding models, unequal access to extracurricular enrichment opportunities, disparate exposures to trauma, racial biases that undergird staff interactions with students, lack of culturally responsive curriculum and assessments, and understaffing of counseling and support roles. The degree to which many of these factors appear in a students' school experiences systematically intertwines with socioeconomic status, as Figure 47 displays.*

Figure 47. Percent of SFUSD Students Meeting or Exceeding Standards by Socioeconomic Status, 2019



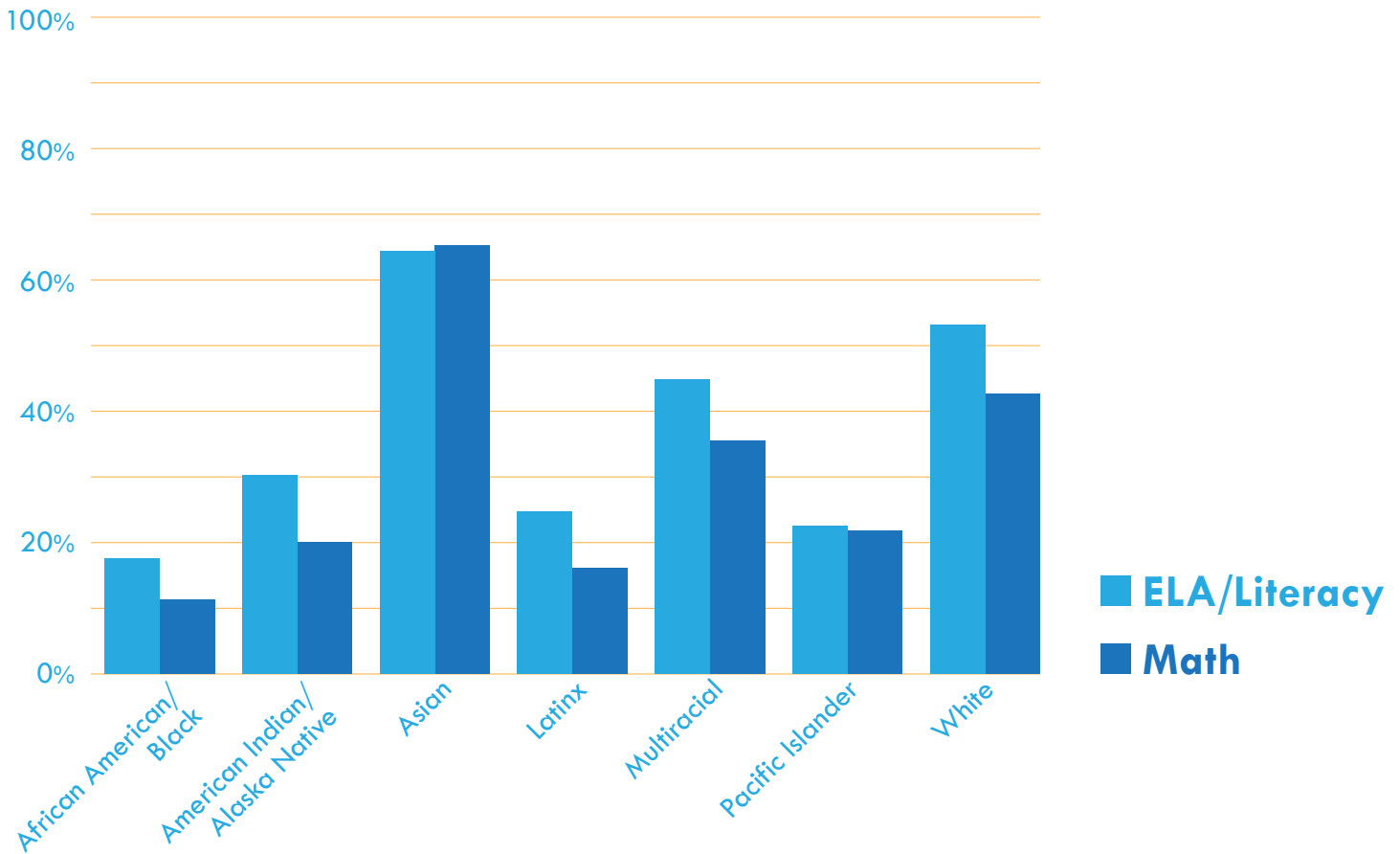
Source: San Francisco Unified School District, CAASPP

Deeply entrenched systems of oppression continue to drive disparities in academic outcomes for African American/Black students in the City and broader education systems. Historical and ongoing systems of oppression limit opportunities and inflict traumas on African American/Black students that result in significant economic, health, and educational disparities.²¹⁷ Despite California's overall wealth, per-pupil spending and state efforts to address racial/ethnic disparities in academic proficiency have not effectively bridged gaps that separate African American/Black and White students. Similarly, San Francisco's overall wealth has not translated to effective resources to support academic growth and achievement among African American/Black students. In the 2016-17 school year, achievement among African American/Black students in San Francisco ranked as the lowest of any California county.²¹⁸ In the same year, only 19% of African American/Black students in SFUSD met or exceeded state standards in Reading/English Language Arts, significantly lower than the 31% of African American/Black students assessed statewide.

Economic disparities contribute to opportunity and achievement gaps between African American/Black students and their peers. Low SES disproportionately includes Black families, and the low-SES designation correlates with lower levels of reading and math proficiency, as well as higher risk of failing a class.²¹⁹ Experiences of poverty include the prevalence of chronic stress in parents and children that negatively affect academic achievement.²²⁰

*The California Department of Education defines socioeconomically students as those who were migrant, foster, homeless, or eligible for free or reduced-priced meals any time during the academic year or whose parents did not complete high school

Figure 48. Percent of Economically Disadvantaged SFUSD Students Meeting or Exceeding Standards by Race/Ethnicity, 2019



Source: San Francisco Unified School District, CAASP

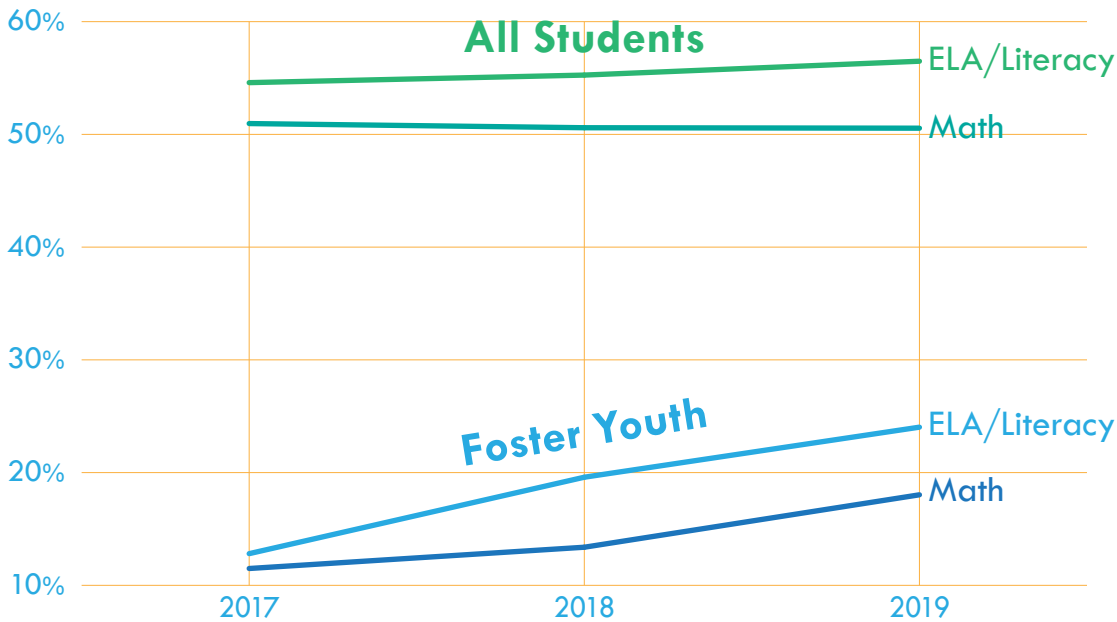
In engagements with DCYF and in public statements, African American/Black parents report that their children do not receive necessary supports and describe a sense of disregard for concerns within SFUSD.²²¹

SFUSD established the African American Achievement and Leadership Initiative (AAALI) in 2013 to provide recommendations to eliminate outcomes disparities between African American/Black SFUSD students and their peers. The 2020 AAALI Theory of Action Scorecard demonstrates gains in some areas, such as increased rates of African American/Black youth with favorable growth mindsets and improved graduation rates. In other areas, such as chronic absenteeism, kindergarten readiness, and high school readiness, changes appear negative or insignificant.²²² SFUSD designated 20 schools as PITCH schools in 2018, denoting that gaps in achievement between African American/Black students and their peers were widest. These schools are expected to create plans using proven strategies to support African American/Black students, and to track and respond to student data on a more frequent basis.²²³

In school year 2020-21, SFUSD reported that 2,090 students were experiencing homelessness (4% of the student body), which reflects a gradual increase from 2.8% in 2014-15.²²⁴ Children and youth who experience homelessness face higher risks of developmental problems, educational delays, behavioral issues, and learning disabilities. Residential overcrowding, relocation, and poor quality of housing correlate with negative academic outcomes among children, especially for very young children who spend more time at home. Average math and reading scores sit lower for children experiencing housing insecurity, and the likelihood of repeating a grade is 2.5 times higher compared to students with stable housing.²²⁵

Foster youth in SFUSD are more likely to struggle academically. Among SFUSD high school students in foster care, 46% received a D or F in English Language Arts, and 44% received a D or F in math in fall 2019.*²²⁶ Though average standardized test scores for SFUSD foster youth increased between 2017 and 2019, the percentage of students who met or exceeded academic standards remains far below the percentage of the general SFUSD student population.

Figure 49. Percent of SFUSD Foster Youth Meeting or Exceeding Standards, 2017-2019



Source: San Francisco Unified School District, CAASPP

Pandemic Learning Loss

SFUSD students transitioned to remote schooling in March 2020 in response to COVID-19. SFUSD schools remained closed longer than many other large districts across the country. Elementary schools resumed in-person learning in April 2021, and many middle and high school students did not resume in-person school until August 2021. Students continue to display acute impacts from the stress of living through a pandemic and the disarray of 13 to 15 months of remote schooling. In DCYF focus groups, parents, caregivers, and teachers reported delays and regression in the development of social emotional and academic skillsets, particularly among younger students.

“Our first graders are in the worst shape social-emotionally, academically, because they had online kindergarten...And most didn’t even log in for that. So you just see it. They don’t know their letters and sounds, they don’t know how to make friendships, they’re fighting, punching, and I worry that the damage from not having kindergarten will carry them to fifth grade...What can we do to catch them up?”

—SFUSD staff

*Compared to 16% and 18%, respectively, across all SFUSD high school students.

“They need interpersonal and social emotional guidance on how to deal with kids again and navigating friendly play and disagreements. They need extra reading and writing support because that was ineffective online. They need reading comprehension and writing planning and editing skills.”

—Parent, Summer Together Survey

44% of respondents to DCYF’s 2021 survey of parents and caregivers of summer camp participants cited academic support as one of their child’s greatest needs as they return to school. The majority of parents and caregivers DCYF engaged expressed concern about children falling behind in academics while attending school from home. Whereas school days generally spanned eight hours pre-pandemic, approximately half of respondents on a SFUSD survey in summer 2020 reported that their child spent two or fewer hours on schoolwork daily (17% reported less than an hour). 44% of respondents stated that their child learned much less than they would in a regular in-person school day.²²⁷ These descriptions align with national research that suggests students across the country made little to no academic progress during after school shutdowns in spring 2020.²²⁸ Throughout school year 2020-21 many students continued to struggle and displayed little to no growth. Early research finds that students returning to school in person present with delayed abilities in both reading and math, and that gaps between vulnerable students and their peers have widened.²²⁹

The long-term effects of pandemic-related learning loss for students remain to be seen, as COVID-19 waves continue to disrupt administrative plans and coordination for returns to in-person schooling.^{230 231} SFUSD assessment data from the 2020-21 school year did not show significant learning loss, but assessment participation rates varied widely across racial/ethnic groups.²³² Early data from the 21-2022 school year highlights drops in K-3 reading scores compared to 2019-20.

“I need emotional support because in person learning is time pressured and I need someone to talk to about my most recent anxieties.”

—SFUSD student, YPAR

In 2021, the Board of Supervisors enacted an ordinance establishing the Students and Families Recovery with Inclusive and Successful Enrichment Working Group. The primary goal of the Working Group was to better understand the needs of students and families brought on by the COVID-19 pandemic and to identify recommendations for SFUSD and City agencies to best meet the needs. Aligning with the state’s recent \$3 billion investment in community schools, a key theme of the Working Group’s recommendations is to strengthen partnerships between schools and CBOs to provide comprehensive, personalized supports for students.

OUT OF SCHOOL TIME SUPPORTS

Programming for K-8 students before and after school provides students with safe supervision and a wide range of academic and enrichment opportunities. Participation in high-quality Out of School Time (OST) programs correlates with positive academic,

social-emotional, and health outcomes for youth.²³³ During engagements with DCYF, families with school-age children described challenges with accessing OST opportunities. Similar to families seeking early care, parents and caregivers cited cost as a hurdle in securing before/after school care.

“[Our family’s greatest need is] subsidized after care: The program at our school is \$550 per month and I have 2 kids in school, so that is \$1100 per month for after care.”

—Parent, Summer Together Parent/Caregiver Survey

Many families described the importance of OST opportunities related changes in the SFUSD bell schedule. Elementary schools may start as late at 9:30am and may end as early as 2:05pm, which poses challenges to shifts among working parents. Parents and caregivers also mentioned weekly early dismissals as an added scheduling factor to navigate. In a 2021 survey of parents of summer camp participants, 33% cited before/after care as one of their family’s greatest needs.

“[Our family’s greatest need is] financial assistance for potential After School programs. Worried can’t afford this fall and not sure what to do with my 6th grader considering school starts so late (930) and gets out before I may be able to pick him up.”

“School end at 2:05. We need child care until 5pm.”

—Parents, Summer Together Parent/Caregiver Survey

Parents and caregivers report finding available slots in OST programs as an added challenge. Many parents and caregivers emphasized that they could not transport children to another location, so having affordable programs at their child’s school site was a priority.

“After school programs at public schools often fill up quickly...Also some schools offer very little coverage in the afternoons...With so many working parents it would be great if schools could offer more capacity for after school programs.”

—Parent, Citywide Child & Family Survey

“Our [elementary school] aftercare program is severely limited due to lack of staffing. This is our no. 1 need for the school year.”

—Parent, Summer Together Program Evaluation Survey

For summer programming, the biggest challenges reported by parents and caregivers were cost and availability. For many, these issues are further compounded by the fact that many camps do not have, or offer limited, before/after care. For the camps that do offer, there is a significant added cost on top of the base enrollment fee. More so than before/after school programming, though, quality was also mentioned as a barrier for parents. When sharing experiences registering for summer programs, parents were much likely to cite availability of high-quality programs as an issue, an addition to concerns around transport and location.

“[The biggest challenge San Francisco families face in securing summer programs for their children is that you] have to apply super early to get spaces, especially the affordable ones—and sometimes even then you don’t get in. Like with Parks and Rec, I was literally sitting at my computer the hour they opened registration, and I still didn’t get into a few of the sessions we were trying for! Most of the other summer camps are really expensive or not that great.”

—Parent, Citywide Child & Family Survey

Parents and caregivers also shared how much advanced knowledge and planning is required to secure programming for the full summer, especially for families that have multiple children. Families expressed particular frustration about the lack of programming options in August.

“The time and energy it takes to pick weekly summer programs for the kids is overwhelming....since most programs are weekly you have to patch together a string of different programs, whose hours by the way, are not necessarily conducive to working families.”

“These programs fill up very quickly. People with computer access who are in the know have a significant advantage over those who need the programs most.”

—Parents, Citywide Child & Family Survey

Accommodating Youth with Disabilities

In surveys and focus groups, parents and caregivers of youth with disabilities expressed the additional challenge of trying to find programs that can accommodate their children, especially summer programs. Though summer camps specifically for youth with disabilities exist, many parents and caregivers, especially those whose children are higher functioning, expressed that they would prefer to send their child to a non-specialized camp. Often this preference also stems from a desire to send children to camp with siblings or peers. However, families shared camps often stated that they could not serve youth with special needs unless the child had an aide (or not at all). Though paraprofessionals are provided free of cost to families in school settings, most private

summer camps require families to secure and finance an aide themselves. For children with more severe disabilities, some resources exist to assist with this process and offset costs, but youth with mild to moderate disabilities often aren't eligible. Paying for an aide on top of the cost of camp is not within the means of all families, and even for families that can afford the extra cost, it can be difficult to find one.

“My daughter has autism and she has challenging behaviors associated with her condition. I can never seem to find anywhere for her to belong.”

—Parent, Citywide Child & Family Survey

RPD provides specialized therapeutic and adaptive recreation programs for youth with disabilities, in addition to providing inclusion services for youth attending non-specialized RPD camps. However, for families that are unable to pre-register in time (usually in early March) to access early enrollment, or for whom RPD's offerings don't meet their needs, they have very few options.

“We want kids with disability to be able to go to any camp they want to. The city needs to provide the staffing and hiring and training so this is possible.”

—Parent, CityKids Fair interview





Readiness for College, Work & Productive Adulthood

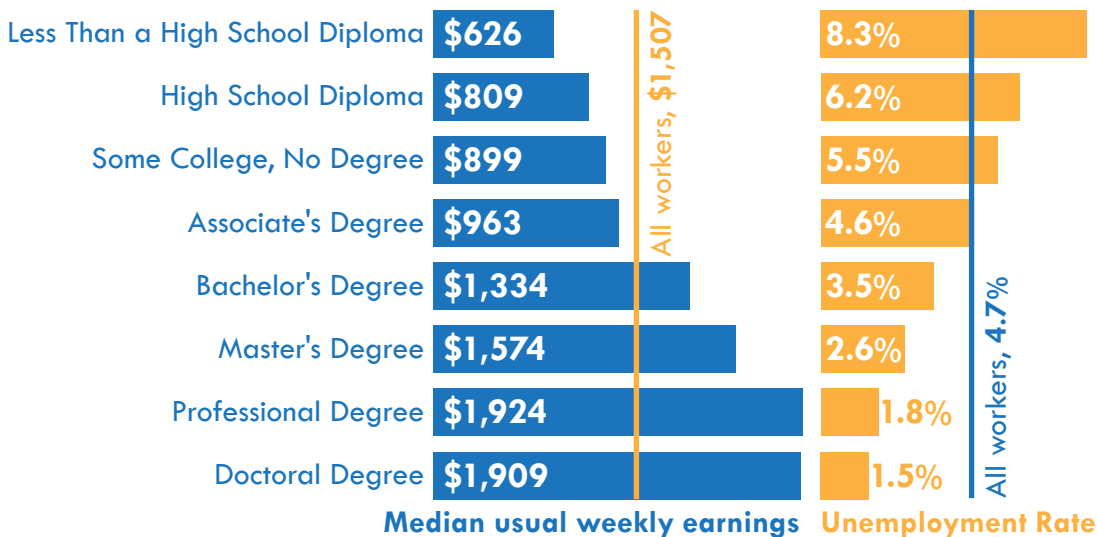
DCYF envisions a San Francisco where all youth are ready for college, work, and a productive adulthood. Youth who complete postsecondary education are more likely to gain access to high-wage jobs and extend the benefits of those jobs to their families and communities. Higher levels of schooling associate with lower risk of unemployment, decreased dependency on government assistance, and lower incarceration rates.²³⁴ Conversely, when youth do not complete high school and are unable to obtain work, the risk of negative long-term consequences increases.

This chapter presents data on high school graduation rates and postsecondary enrollment trends among San Francisco’s youth and TAY as context for understanding career opportunities and limitations that face the City’s youth and TAY. We then explore disparities in educational achievement rates that present how access to higher education and employment is not universal. Youth of color experience systemic barriers that limit access to many resources and opportunities, including postsecondary education and employment. Youth and TAY from vulnerable populations, such as those with involvement in the justice or foster care systems, those with special education needs, and those experiencing homelessness also face barriers to attaining and completing school and work opportunities, which in turn create challenges for a successful transition to adulthood. This chapter concludes with references to resources and models the City provides for youth and TAY to access higher education and employment.

POSTSECONDARY READINESS

The U.S. Census Bureau estimates that 58.8% of San Francisco residents who are 25 or older have a bachelor’s degree, compared to 34.7% in California and 32.9% nationally.²³⁵ For young people looking to gain a foothold in San Francisco’s recovering economy, it will be increasingly difficult to be a competitive candidate for employment without a bachelor’s degree. Beyond San Francisco, recent reports indicate that approximately 40% of jobs in California will require a bachelor’s degree in less than ten years. This indicates that it is more critical than ever for youth to have access to higher education and the support they need to complete it.²³⁶ The rising cost of living in San Francisco makes it increasingly difficult for residents to survive on minimum wage. Completion of postsecondary education is linked to significant increase in earnings potential and decrease in rates of unemployment (See Figure 50).²³⁷

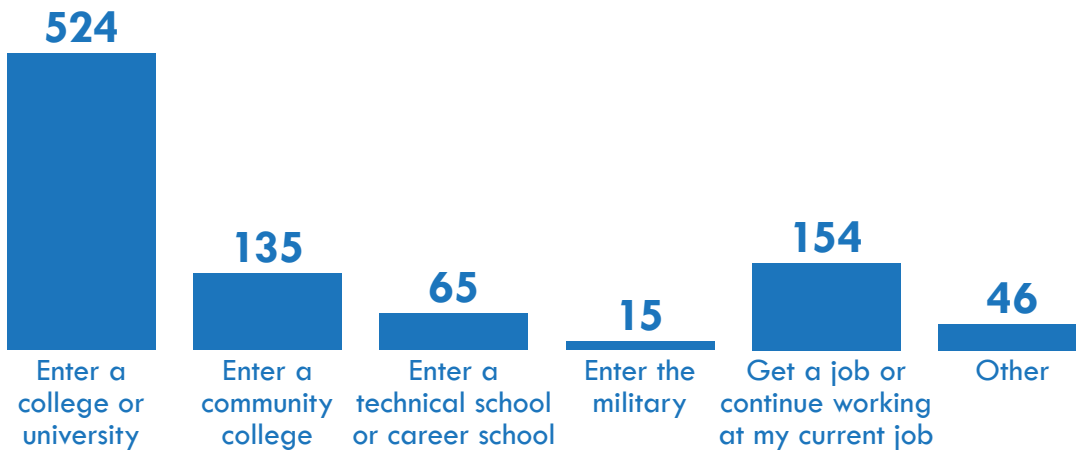
Figure 50. U.S. Earnings and Unemployment Rates by Educational Attainment, 2021



Source: U.S. Bureau of Labor Statistics, Current Population Survey

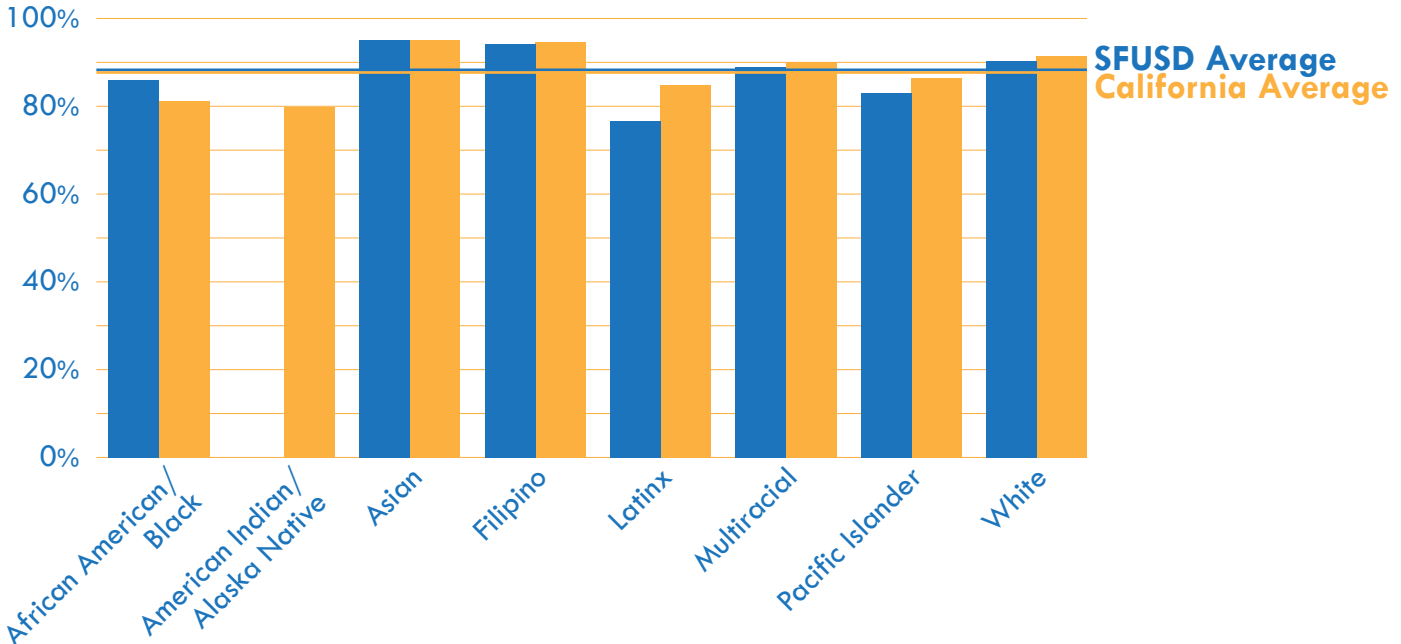
A 2021 survey of SFUSD high school students indicated that the vast majority intend to engage in some type of postsecondary education, with most planning to go to a college or university (see Figure 51). While youth indicate widespread interest in higher education, data on key indicators of postsecondary readiness—school attendance and graduation rates—surface disparities between students that parallel trends in chronic absenteeism and academic achievement examined in the previous chapter, Readiness to Learn and Success in School.

Figure 51. SFUSD High School Student Post-Graduation Plans, 2021



Source: DCYF SFUSD High School Surveys

Figure 52. 4-Year Adjusted Cohort Graduation Rate (ACGR) for SFUSD and CA, by Race/Ethnicity, 2020-21



Source: DataQuest, California Department of Education

Data displays notable disparities along racial/ethnic lines in graduation rates (see Figure 52). The overall SFUSD graduation rate has increased from just under 85% for the 2017-18 school year to 88.3% for 2020-21. However, graduation rates among African American/Black, Hispanic/Latinx, and Pacific Islander students remain lower than the aggregate rate. Graduation rates among SFUSD’s African American/Black students (86%) has increased in recent years and is ahead of the statewide rate (81.1%) for the same population.²³⁸ The SFUSD graduation rate for Hispanic/Latinx seniors

(76.7%) has slowly increased in recent years but remains behind the statewide rate for the same population (84.9%). Graduation rates were not calculated for American Indian/Alaskan Native students in 2020-21, but in 2019-20, the graduation rate was alarmingly low—63.6%.^{*} Experts from the California Indian Culture and Sovereignty Center note that these students are often left out of educational research because of their small population size, and that omission in turn perpetuates lack of understanding of their needs.²³⁹

As discussed in previous chapters, to be successful in school, students need to feel safe and supported. For students experiencing discrimination, the perception of school staff's willingness to address issues and make meaningful change can impact academic engagement. In discussing the lack of services designed for and offered to Middle Eastern/North African students, one focus group participant explained how graduating on time is impacted by not having access to culturally relevant support and programming:

“When we discuss things like racism, Islamophobia, like everyone says they want to sweep it under the rug with an email blast. Advisors in our high school, even in college, they have a lot of misinformation, don’t necessarily guide us. It is so hard to navigate high school, college, and it ends up taking five or six years.”

—Young person, focus group with Arab youth

Graduation is also challenging for youth in the foster care system, whose academic records are frequently lost as changes to foster care placements in many cases result in changing schools and even school districts repeatedly. At the state level, the CDE reports that the five-year cohort graduation rate for foster youth was 64.5% in 2020-21.²⁴⁰ Service providers that work with foster care youth noted that when youth are supported by a court-appointed educational rights holder, graduation rates are significantly higher, between 80% and 90%.

“There’s significantly less education disruption when you have an educational rights holder for youth who move among districts, because you’re coordinating transportation, you’re coordinating mental health support...things like advocates [saying] ‘Hey, I collected these five different transcripts over the course of the two years from these three different schools, and I see that we haven’t been credited this credit.’ That’s the difference between a young person graduating in a semester or not graduating in a semester.”

—CBO staff, focus group with service providers supporting youth with foster care system

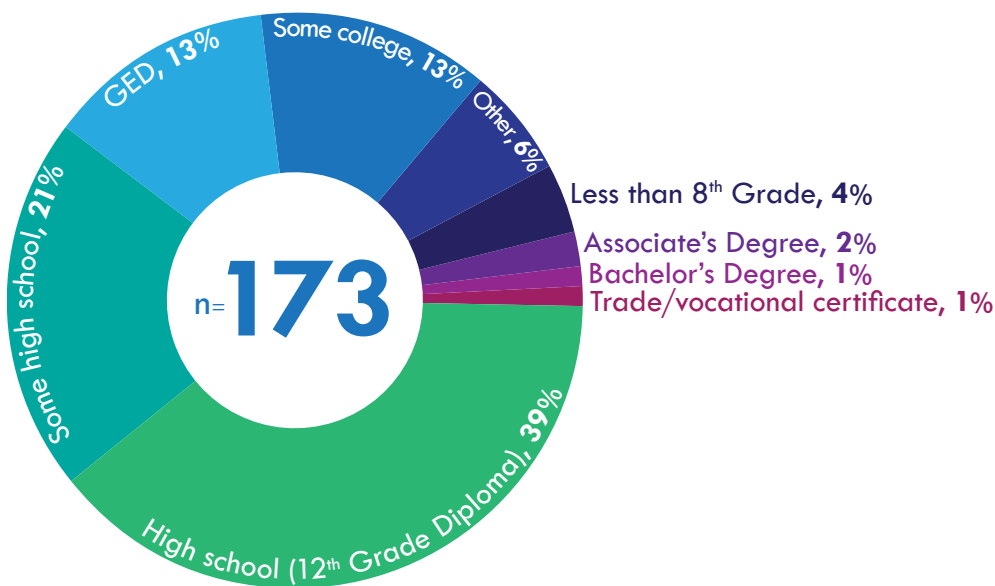
At the time of this report, the demand for educational rights holders greatly surpasses their availability. Leveraging the success of this model to support graduation rates for all San Francisco youth in foster care requires significant investment in recruitment and

^{*}CDE estimates that less than 1% of students in California identify as American Indian/Alaska Native.

training. Service providers suggest that training could be provided to foster parents and family members providing out-of-home placements to help strengthen their ability to advocate for the educational needs of the youth in their care.

Housing security and stability is essential for youth to successfully complete their education and transition to adulthood. Youth experiencing homelessness face significant challenges in completing high school. In the 2020-21 school year, 73.3% of SFUSD seniors experiencing homelessness were able to graduate, significantly lower than the SFUSD average of 88.3%. In 2019, San Francisco’s PIT Count found that 53% of youth respondents reported completing high school or receiving their GED, 2% attained an associate degree, and only 1% completed college. In addition, 52% of youth reported being currently enrolled in some form of education or vocation program. Among youth respondents who were enrolled in school, over half (55%) were unsheltered.²⁴¹

Figure 53. Educational Attainment of Unaccompanied Children and TAY Experiencing Homelessness, 2019



Source: Department of Homelessness and Supportive Housing, 2019 SF PIT Count Youth Survey

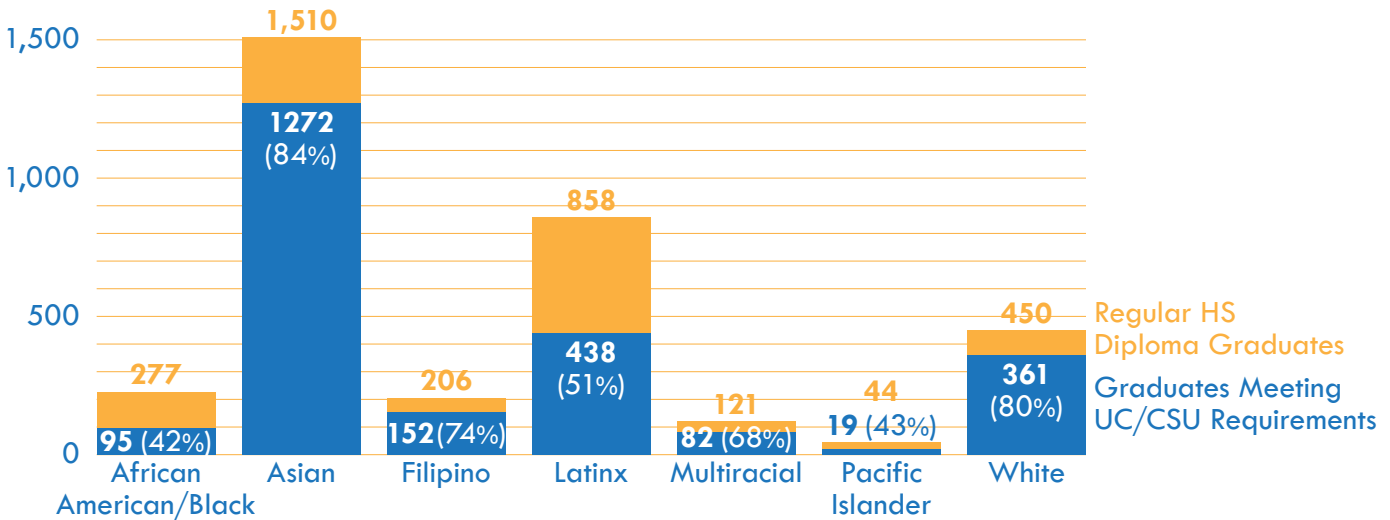
During DCYF’s community engagements, youth and TAY experiencing housing instability described the challenge of having to choose between school enrollment and securing employment income. Many felt unable to focus on education because of financial constraints and physical and mental health issues. TAY “aging out” of support systems and experiencing pressures to operate as fully independent adults described heightened pressure from such transitions.

While SFUSD graduation data disaggregated by gender identity or sexual orientation are not available, it is worth noting that LGBTQQ youth are overrepresented among homeless youth, who again, face significant challenges in regular attendance and graduation. A 2020 survey by the Coalition on Homelessness found that 45% of transgender respondents experiencing homelessness had been homeless at or prior to turning 18.²⁴² Furthermore, despite SFUSD’s concerted efforts to make schools safer for LGBTQQ youth, many still indicate feeling unsafe. According to the 2017 SFUSD YRBS, verbal slurs against LGBTQQ youth had decreased from being reported by 40.1% of LGBTQQ youth down to 19.7%. However, LGBTQQ youth and transgender youth in particular reported significantly higher rates of cyberbullying than their cisgender peers.²⁴³ As of 2019, research estimates that only 32% of LGBTQQ students across California reported feeling safe in the classroom.²⁴⁴

Postsecondary Access & Enrollment

High school graduation alone does not guarantee access to higher education. An August 2021 report from the California Budget and Policy Center found that in many school districts throughout California, graduation requirements did not match the A-G requirements for acceptance into the University of California (UC) or California State University (CSU) systems.²⁴⁵ Although graduation from SFUSD requires A-G course completion, students can graduate with a grade of ‘D,’ which falls short of the ‘C’ grade necessary for UC/CSU acceptance. As more high school students have met the A-G requirements, the UC and CSU systems have tightened restrictions, and proposals for more restrictive acceptance criteria are under discussion at the time of this report. Statewide, these policies hold the greatest negative impact for students with disabilities, students in foster care, English learners, students experiencing homelessness, and migrant students. When disaggregated by race/ethnicity, African American/Black, American Indian/Alaska Native, Hispanic/Latinx, and Pacific Islander students face the deepest negative impacts.²⁴⁶ Figure 54 compares the number of SFUSD seniors who graduated in 2020-21 with the number who met the UC/CSU requirements. The percentages for African American/Black youth, Hispanic/Latinx youth and Pacific Islander youth were lower than their Asian and White peers.

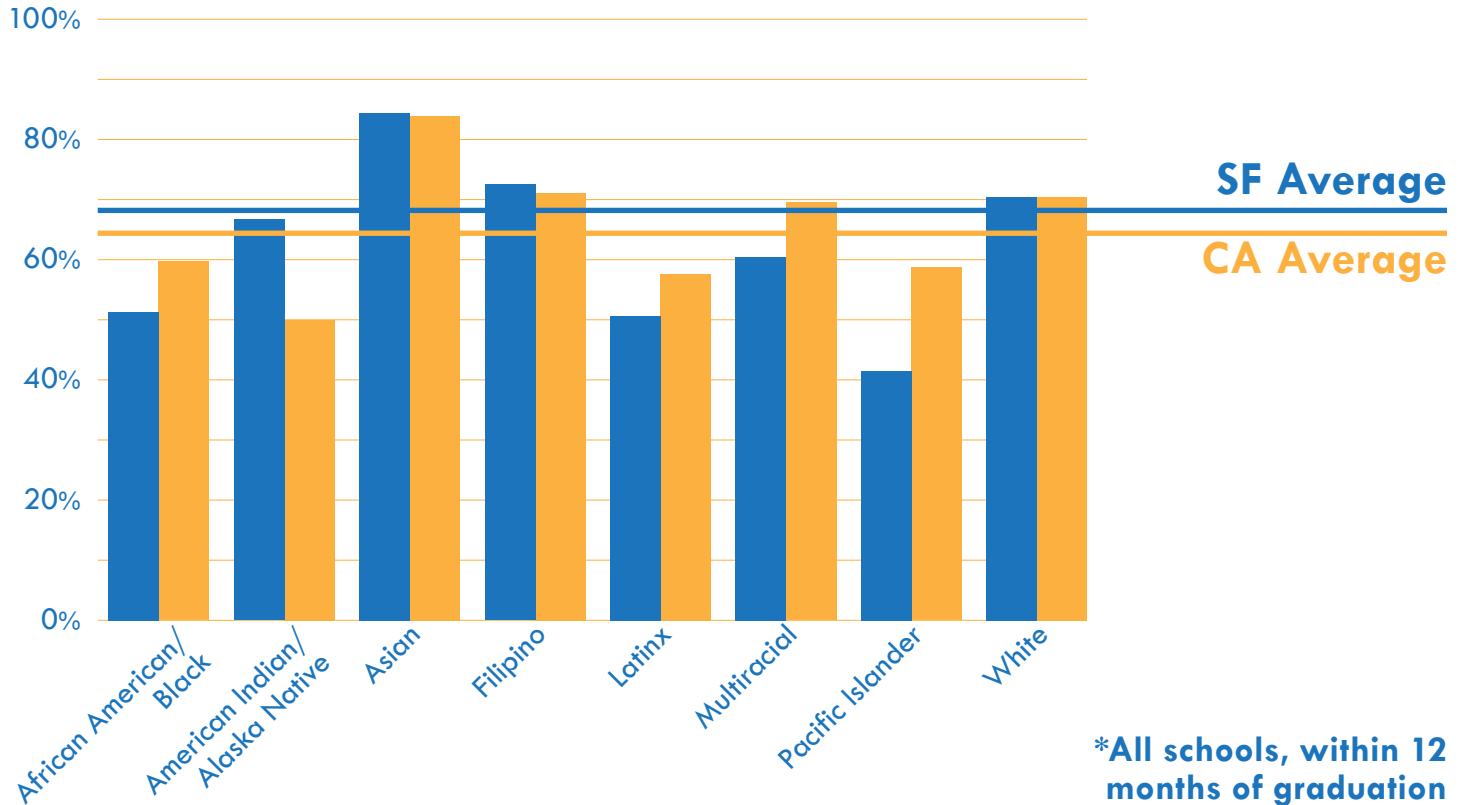
Figure 54. San Francisco HS Graduates and Graduates Meeting UC/CSU Requirements by Race/Ethnicity, 2020-21



Source: California Department of Education, DataQuest

SFUSD collects data on the percentage of graduates who go on to attend college within 12 months of graduation. Data on college-going rates (CGR) from the 2017-18 school year, displayed in Figure 55, show notable racial disparities. San Francisco’s CGR average (68.2%) is higher than the statewide rate (64.4%).²⁴⁷ However, White students fare better than average (70.4%) in San Francisco and throughout California, as do Asian students (84.4%) and Filipino students (72.5%). In contrast, only 51.3% of African American/Black students graduating from SFUSD went on to college, compared to 59.7% statewide. Hispanic/Latinx SFUSD graduates only had a 50.6% CGR compared with 57.6% statewide, and Pacific Islander students fared the worst, with only 41.5% going on to college, compared to 58.7% statewide. These numbers can be complicated to interpret; certainly not all youth intend to enroll in postsecondary education. However, considering the economic impact of a degree discussed previously, the racial and ethnic disparities seen here can serve to perpetuate existing economic disparities between groups.

Figure 55. College-Going Rate of San Francisco High School Students* by Race/Ethnicity, 2017-18



Source: San Francisco Unified School District

For students who satisfy academic requirements for college acceptance, preparing for college and navigating the application enrollment process presents challenges. In CNA focus groups and surveys conducted in 2021, parents, caregivers, and youth expressed a need for more postsecondary education and career support. Less than half (49%) of respondents to a survey of parents and caregivers agreed that their high school student had access to college preparation support.²⁴⁸ Cost presents students and families with an additional major hurdle to postsecondary enrollment. Tuition costs have been steadily rising, putting many students and families in significant debt, and placing college entirely out of reach for others. Parents, caregivers, and students alike emphasized the need for support around accessing financial aid to make college accessible.

“Programs that are for high schoolers, facilitate the transition from leaving high school (college prep or job prep) so that they don’t turn to drugs. This could be made easier by having access to more financial aid and scholarship opportunities.”

—Parent, focus group with Latinx families

While some youth expressed appreciation for the support and mentorship they received to prepare them for college, others found that more support was needed. One focus group participant explained that resources were not consistent across school sites, and that some schools were able to provide more opportunities than others.

“The school system is an issue. From when I attended Balboa, there wasn’t a lot of motivation or support for kids to go to college at the end. When I went to Downtown, there were opportunities for internships, got me connected with [AGENCY] even, given insight on resumes, what to do, a glimpse on where to go—information. And that’s a really big help.”

—Young person, focus group with youth providing household economic support

Focus group participants referenced challenges for students who are the first in their families to apply for college, or “first-generation” students. Youth whose parents, care-givers, and/or older siblings have gone through college can often rely on this experience to help navigate the process of enrollment and even help them see postsecondary education as a realistic next step after high school. For youth who do not have that support, having access to college guidance in school or community-based programs is even more essential.

“My goals are to graduate high school and college with a good GPA. I want to...I don’t have an older sibling, so I don’t have someone to talk to about college, but if there are resources I can go to and learn about colleges, the nitty gritty details, that would help.”

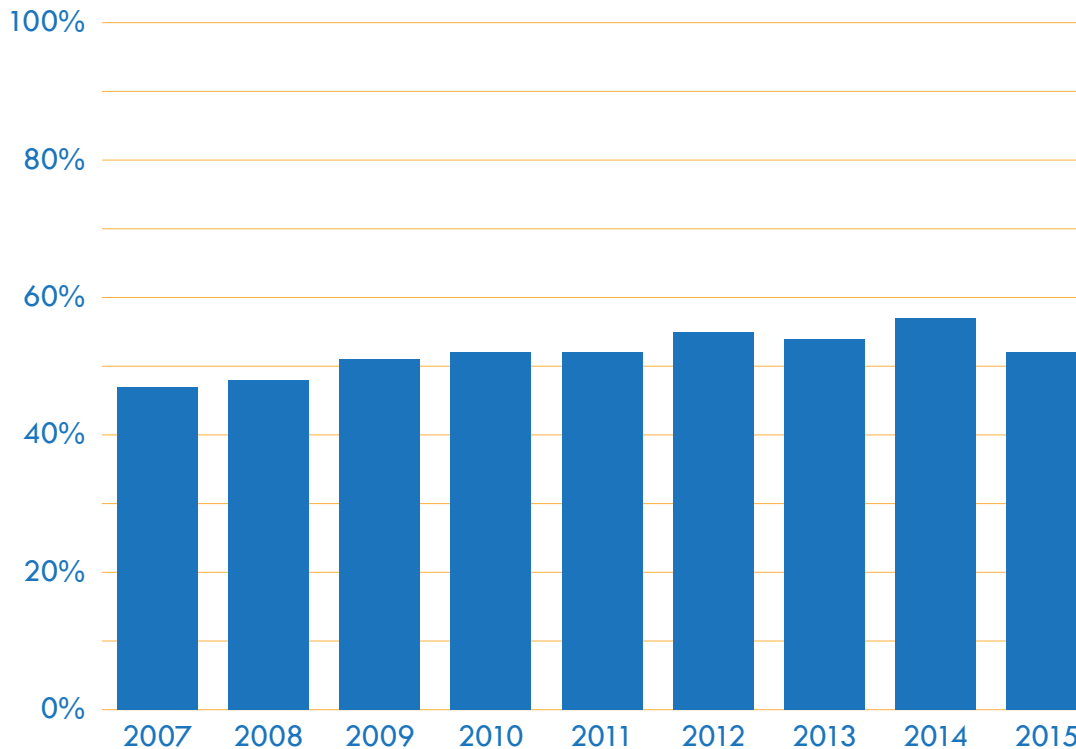
—Young person, focus group with Arab youth

Programs that currently address the needs of first-generation college students include several key components: an emphasis on building relationships and community with youth and their families; college tours that help students explore different options, build a sense of connection and familiarity with college campuses, and meet students with similar experiences; and a multi-year approach that starts in high school and extends into college years. This ensures that students have a consistent source of support and guidance while applying to school and navigating the challenges they may encounter once enrolled. The Center for First-Generation for Student Success also notes that there is a gap of over \$60,000 between the median family incomes of first-generation college students and continuing-generation students.²⁴⁹ Considering the correlation between postsecondary education and earning potential discussed earlier, programs that support first-generation students may be a critical component of closing that gap.

Postsecondary Completion

According to National Student Clearinghouse data, the percentage of SFUSD students who complete postsecondary education within six years of high school graduation increased gradually from class of 2007 to 2014 with a slight drop in 2015. Among the graduating class of 2007, only 47% had completed a degree or certificate by 2013. By 2018, that number had increased to 55% of the graduating class of 2012. However, as that number still hovers just over half of students, clearly many need support, not only to enroll in college, but to succeed once they are there.

Figure 56. Percent of SFUSD High School Graduates Who Enroll in a Postsecondary Institution and Complete within Six Years by Graduating Class



Source: National Student Clearinghouse and San Francisco Unified School District

As previously discussed, models that provide students with continued support from dedicated adult staff during high school and through college can be particularly impactful, especially for first-generation college students and others who face barriers to college completion. One such program in San Francisco has proven highly effective with 91% of participants graduating within five years. The SF RISE Working Group also recognized the need to support youth accessing postsecondary education. Their complete list of initial recommendations included “Create funding opportunities for Transition Coaches, Peer to Peer Support Mentors, and Mental Health/Behavioral Health Supports for first- and second-year college students.” The need for Transition Education Specialists was echoed by a justice system stakeholder, who noted that despite the prevalence of case managers, youth have limited access to anyone with deep knowledge of higher education systems who can support them in staying enrolled in school to completion.

A June 2019 report based on focus groups with City College San Francisco students highlighted challenges experienced by several different student populations. African American/Black and Hispanic/Latinx students discussed the lack of faculty, staff, and administrators of similar backgrounds and lived experiences. Students with disabilities noted that staff had limited understanding of and sensitivity to a range of physical and learning abilities, policies that inhibit access to accommodations, and faculty and staff without awareness of or compliance with the Americans with Disabilities Act (ADA) regulations.²⁵⁰

Youth, parents, and caregivers in focus groups we conducted echoed the need for more financial assistance and noted that a basic income model would be a valuable approach to making things like postsecondary education accessible to low-income youth and families. One student-led program at CCSF partnered with DCYF and another CBO early in the pandemic to provide direct payments to students in need. Student feedback indicated that these one-time payments were immensely helpful in allowing them to meet basic needs.

“As a student, what we need most is financial aid for education. Books are super expensive. Transportation cost is expensive...Anything that contributes to education, I’d like more awareness of supports for education.”

—CCSF Student

Numerous studies indicate that participation in education programs can significantly reduce recidivism rates among individuals with justice system involvement.²⁵¹ Detention-based programs have served as a critical way to bring education to incarcerated TAY and support them in continuing their education and/or finding employment upon their release and re-entry to the community. The Credible Messenger Mentorship model can support educational success for justice involved youth and others who may not have seen themselves as college students by shifting belief structures and providing critical relational support. Credible Messengers have shared lived experiences with the youth they support and go through significant training in the transformational coaching approach they use. A recent evaluation of this model found that participants’ chances of being convicted of a felony in the year following the program dropped by two thirds, with the most impactful effects for the youngest participants.²⁵² In helping justice-involved TAY complete postsecondary education and avoid further justice system-involvement, they also in turn reduce barriers justice-involved TAY face to future employment. Disparities in economic and K-12 education experiences discussed in other chapters of this report influence rates of postsecondary educational achievement and the benefits that higher education enables. Given disparities that limit postsecondary educational opportunities, all youth and TAY deserve access to pathways for stable employment and adequate wages for thriving life in the City. During 2021 focus groups, parents expressed interest in expanded life skills services for youth who do not want to go to college.

“My kid, he said in HS, they grind them to be continuing education to college, and how difficult it is, and instructors are always on your case... not everybody is fit to continue to go to college. So maybe, some sort of curriculum with life skills, how to get a job, how to do an interview [in junior year of H.S.]. In high school, you could get a workers permit if you have a good grade. They can test the water, maybe for sophomore, or work for a while, then finish HS. I think it’s some sort of life skill to help them get to that point, how to interview, how to dress, how to talk to your boss.”

—Parent, focus group with American Indian/Native American families

CAREER PLANNING & PROFESSIONAL SKILL BUILDING

Another critical component of the transition to adulthood is employment. Whether or not they plan to engage in postsecondary education, youth need support in planning a pathway to the future employment they want and building the skills to make them successful in the fields they choose. Programs that offer paid internships and/or on-the-job training are highly sought after and valued. Pre-employment training and placement into paid internships help students become better prepared for the workforce.

Additionally, frequent exposure at an early age to elements of the workforce supports students in their future employment goals and helps them become self-sufficient citizens. And for many teens, employment begins prior to the end of high school, as a necessary means to support themselves and their families.

A Youth Budget Needs report compiled for District 5 by the San Francisco Youth Commission found that youth desired more employment opportunities, calling on the City to continue investing in programs such as Opportunities for All and in City-led job fairs for middle schoolers, high schoolers, and TAY.²⁵³ Additionally, more than 80% of SFUSD high school students surveyed in 2021 reported interest in jobs and internships and 65% expressed wanting support in career preparation skills, such as resume writing and interviewing.

Parents, caregivers, and youth elaborated on the types of programming needed in focus groups. Common themes among participants included the need for support around creating resumes, broader life skills, and financial literacy. Parents and caregivers want their children to have support not just in getting a job, but in setting goals that will shape a more long-term career path. Similarly, youth want opportunities that will allow them to develop a more well-rounded set of workplace skills that support a healthy relationship to work, not just the needs of the employer.

“Life skills, if you have life skills down, managing finances, balancing budget, prepping long term and forecasting so you know what you need to survive on your own. Maybe then you know this job isn’t going to help me meet my goals, or I need to adjust expectations, or living arrangements. We just assume they’ll get it, or family will teach them, but that isn’t the case for everyone.”

—Parent, focus group with American Indian/Native American families

“Interpersonal skills, there’s not a lot who focus on this. People focus on can you do the job, technical, but no company culture, timeliness, conflict resolution. A lot of trainings focus so solely on the job, not the person, which ties into mental health, work life balance.”

—Young person, focus group with Arab youth

“Have programs to help kids go through adulthood, especially if they don’t have family members to help them with that. Have classes to learn how to be financially independent, manage their money, make money, do taxes, cook for themselves.”

—Youth, focus group with African American/Black students

Programming focused on financial literacy was another need expressed by parents and youth alike.

“Workshops for resume writing, interviews, where do we find job opportunities for [youth] under 16? Financial literacy, also. He does not have a sense of the worth of money. That would be very helpful.”

—Parent, focus group with undocumented and immigrant families

“Business trainings and understand how to use money. Money is the only subject that is not taught. You have to find information through YouTube. What to do with money when you have money.”

—Young person, focus group with youth who provide household economic support

Parents and caregivers also expressed a need for more job training and employment at both ends of the age spectrum. In the Parent/Caregiver Survey, only 43% of parents and caregivers agreed that there was sufficient job training support for TAY. And in focus groups, many requested opportunities for youth under 16. Some youth participants indicated that job readiness programs and employment opportunities need to be available even before high school, to help protect younger youth from being drawn into potentially harmful ways of earning income.

“More opportunities for the young—for the future—people 13, 14, 12 years old—to get job opportunities. Because that’s where people start doing things to try to get money.”

—Young person, focus group with youth providing household economic support

VULNERABLE YOUTH & FAMILIES FACE UNIQUE EMPLOYMENT BARRIERS

The need for paid work opportunities and mentorship is common to all San Francisco families, and DCYF focus group participants named San Francisco’s job opportunities as one of the City’s strongest assets. However, many youth and families face challenges in obtaining stable employment. Systemic barriers to employment can lead youth to doubt their abilities or fit for a desired career path. Furthermore, the need for unpaid training or years of experience disproportionate to a young person’s age can exclude youth who need to support themselves and/or their families.

The COVID-19 pandemic negatively impacted employment rates, particularly among households with children, and including households with TAY parents. Parents and caregivers in focus groups spoke of the difficulty of relying on government assistance programs to make ends meet. These challenges compound for TAY parents, who are more likely to have low-wage jobs, as they are earlier in their career trajectories.

“Invest in young people and their communities, hire them for City jobs that offer a living wage. \$16 an hour is not a living wage in SF. Ensure young people have a basic income so they can go to school/ finish school while taking care of their families and children.”

—Young person, focus group with justice involved youth

During DCYF’s 2021 focus groups, English Learners indicated that language barriers at work sites created a challenge for employment. Participants expressed a need for work-based learning opportunities and paths to employment in non-English languages to support access to supportive employment and income options.



“Improve language assistance for employers and employees. Not every organization have bilingual staff or if they do, this staff might not have all the information. If they don’t have bilingual staff they have to figure out a way to find an interpreter which increases the wait time. Clients feel discouraged with the long wait time to seek support.”

—Young person, focus group with undocumented and immigrant community

In 2018, the Department of Homelessness and Supportive Housing (HSH) reported that 5,000 undocumented 14 to 24 year-olds in San Francisco had “little to no legal options for employment.”²⁵⁴ Indeed, undocumented youth face a multitude of additional challenges entering the workforce. Without “right to work documents,” which verify employment authorization (including photo identification, proof of residency and Social Security Number), wage options for undocumented youth and TAY often limit payments to lower amount stipends or incentives, rather than reported wages.

Justice system involvement poses challenges to youth employment, particularly in the forms of employee stigma and added schedule obligations. Despite California’s Fair Chance Act (also known as “Ban the Box”) legislation disallowing potential employers from inquiring about criminal histories, youth with history of justice involvement described ongoing experiences of their history of justice involvement undermining their individual goal fulfillment.

“[It is] difficult to break stigma in the community, especially after probation. Probation has changed a lot.”

—Young people, focus group with justice involved youth

“It is hard to target our community with these resources when we are living in the shadows. When we are in High School, no one teaches you how to file taxes. If in High School people told me about the options for what jobs I could get with a certain degree...If we can provide more job education support and resources for undocumented youth in high school (e.g. how to pursue internships, how to start your own business), before they make up their mind to not get a higher education because they don’t see any professional career opportunities. Some youth go to trade schools because they thought it was easier to get into even though they might have wanted to pursue higher education degrees... Teach them about the various pathways for career opportunity.”

—Young person, focus group with justice involved youth

While many assume that San Francisco is a haven for the LGBTQQ community, a 2016 LGBTQQ Violence Prevention Needs Assessment indicated that experiences of discrimination and violence against the LGBTQQ community are still prevalent in the City. Workplaces are one of many settings where individuals identifying as LGBTQQ experience discrimination; a 2020 study by the Trevor Project found that 35% of LGBTQQ youth experience discrimination at work, with significantly higher rates reported by transgender and nonbinary youth.²⁵⁵

Nationwide, students with disabilities face many challenges in finding meaningful employment in their early, formative years, and struggle with the transition to successful competitive employment.²⁵⁶ Despite hard work to overcome challenges and misconceptions, youth with disabilities still have low confidence levels about their future workforce potential, and there is a continuing gap in employment outcomes, particularly for disabled youth of color.²⁵⁷ Thus, it is critical for youth with disabilities to have frequent exposure at an early age to various career paths and aspects of job readiness, as well as an awareness of the accommodations they are entitled to under the ADA. The SF RISE report indicated that San Francisco parents of youth with special needs are frustrated by the limited opportunities available to their children, particularly during key transition periods, including the transition beyond high school to adulthood. The Individual Disability Education Act (IDEA) requires transition planning as a component of all Individual Education Plans (IEPs), including measurable postsecondary goals and services to address those goals.²⁵⁸

CITYWIDE SUPPORTS FOR POSTSECONDARY EDUCATION & WORKFORCE ENGAGEMENT

In discussing postsecondary interests and employment experiences, parents and youth expressed a need for programming that in some cases already exists in San Francisco, which indicates a need for wider information sharing and outreach on the part of the City. While DCYF, OEWD, SFUSD and additional City partners have a long history of funding youth workforce development programs, many parents and caregivers report unfamiliarity or challenges accessing these programs. Acknowledging the City provides

myriad services to strengthen employment access, we highlight a small selection of service models below that seek to address disparities and trends discussed above.

The Mayor's Youth Employment and Education Program (MYEEP) in partnership with multiple CBOs promotes direct deposit to create sound financial practices with participating youth. Leveraging the impactful moment of earning a paycheck into a sound banking practice helps young people find the road towards good financial habits. Through analysis they homed in on various "touch points" in a young person's involvement with an employment opportunity that can be leveraged to embed good financial practices into youth programming. Such examples are at time of application, when collecting right-to-work documentation, at orientation, and during any ongoing training that programs have with youth. They then created a comprehensive approach that includes training agency staff, implementing supported saving workshops, helping youth create a saving goal, opening youth their own accounts, and paying youth through direct deposit.

The High School Partnerships Initiative exemplifies collaboration between SFUSD and prospective employers that supports postsecondary and career planning for youth and TAY. High School Partnerships is an embedded model with a vocational focus. It is designed to build work-based learning and career exposure experiences directly into the school day and intentionally connect to what youth are learning academically. CBO partners work closely with school site staff to ensure the work-based learning opportunities align to students' school-day curricula and support the development of college and career readiness skills, including resume writing, job search, and interview preparation.

Free City College—a partnership between City College and the City & County of San Francisco to waive tuition costs for San Francisco residents—has helped make community college accessible for many San Francisco youth since launching in 2017. Statewide, the California College Promise Grant has helped waive enrollment at California community colleges for eligible students.²⁵⁹ While opportunities like these are extremely helpful in mitigating tuition, there are often additional costs that students incur when attending college. The Free City College initiative recognizes this and provides additional monetary support to low-income students. The Free City program accounted for 17,879 students enrolled in Fall 2017 and 17,316 students in Spring 2018. Approximately 74% of enrolled students received a tuition fee waiver and the remainder received a stipend.²⁶⁰ In a 2019 focus group, City College students expressed gratitude for this program and noted that there are still financial hardships associated with school, including the high cost of living in San Francisco, and particularly the cost of housing.

“I appreciate that CCSF is free now. CCSF cost was a big barrier. I wish there was more housing, but I do see that companies respect a CCSF certification.”

—Young person, focus group with Arab youth

The Trans Employment Program (TEP) was launched in 2007, a first-of-its-kind collaboration between the City of San Francisco and multiple CBO partners. It was the first City-funded program in the country to provide a broad range of employment services to transgender and gender-non-conforming community members, connecting thousands to Bay Area jobs and working directly with hundreds of employers to create

workplaces that are safer and more inclusive for transgender employees and job applicants.

One model currently addressing career readiness for youth with disabilities provides comprehensive vocational programming consisting of career exploration, job-readiness assessment, skill development, and year-round job placement and retention services at multiple SFUSD high schools. Students receive a curriculum of integrated work-readiness skills, job-search skills, and career/vocational assessment in a regular classroom setting. Frontline staff deliver the curriculum, connect students with paid internships, and provide follow-up support to ensure their ultimate success. However, to ensure sustainable employment for youth with special needs, it is critical that programs also provide pathways to ongoing employment in workplaces that are familiar with and compliant to ADA requirements.





Next Steps

This report explored the needs and lived experiences of San Francisco's children, youth, TAY, and their families. We highlighted programs, policies, and other community assets that promote resiliency and help communities thrive. The pandemic induced two years of collective trauma on society. Its uneven impact across San Francisco deepened service needs that preceded COVID-19. Yet the pandemic has also facilitated new partnerships and strengthened existing collaborations across the City in support of San Francisco's most vulnerable populations.

The CNA is the first step in DCYF's planning cycle. With this report, we reaffirm existing commitments to priority populations we aim to serve. The data highlighted here will guide the second phase of our cycle, the development of the Services Allocation Plan. The SAP will describe how Children and Youth Fund dollars will be allocated for the 2024-29 funding cycle. During the SAP development process, DCYF will examine how well priority populations are being reached and service needs are being met through existing investments and partnerships. Our process will center the data and findings from the CNA to ensure that our allocations address the needs and disparities highlighted in this report.

To develop the SAP, DCYF will actively engage with City and SFUSD partners to align and coordinate the service systems we collectively support. This coordination is a crucial element of our efforts to achieve our four results and address the needs of our priority populations. By bringing together the partners that have a role in providing services to children, youth, TAY, and their families and by grounding our process in the voices and experiences of the City's diverse communities, we aim to ensure that our systems provide aligned and coordinated services that are accessible to those that need them.

Our planning cycle will culminate with a large procurement process in which we develop our 2024-29 Request for Proposals and award five-year grants to community-based organizations. The RFP is the vehicle to provide funding for services that seek to address the needs and disparities identified in the CNA. This competitive process will be designed to prioritize the nonprofit CBOs with the cultural competency and community connections needed to provide the services detailed in the SAP.

Beyond its role in our own planning work, our hope is for this report to serve as a valuable resource for our City and CBO partners that serve children, youth, TAY, and their families across the City. Ensuring that San Francisco remains a great place to grow up, particularly for the City's most vulnerable populations, is a collective effort involving sustained commitment to equity and a shared focus on continually improving the accessibility and quality of programming and services.



Acknowledgements

Research and findings captured in this report reflect years of planning, engagement, and adaptation in the challenging years of a global pandemic. DCYF appreciates all youth, parent and community members for sharing insights and feedback we hope to reflect in our ongoing service and resource planning. DCYF also appreciates the following staff, City/County partners and CBO's for collaborating with us to complete this planning phase.

AUTHORS

- Aumijo Gomes, Deputy Director of Strategic Initiatives
- Jasmin Serim, Senior Program Specialist
- Jill Berkin, Senior Research, Evaluation, and Data Analyst
- Joanna Rosales, Senior Program Specialist
- Maya Lawton,* Research Assistant
- Ryan Sapinoso,* Senior Research, Evaluation, and Data Analyst
- Simone Combs, City and Community Partnerships, Principal Analyst
- Veronica Chew,* Senior Analyst
- Walter Abrazaldo,* Manager of Data and Analytics

ADVISORS, CONTRIBUTORS & DESIGNERS

- Celeste Middleton,* Senior Data Analyst
- Colin Kimzey, Community Engagement Specialist
- Devin Corrigan, SFUSD Supervisor of Analytics/ City Liaison
- Dori Caminong, Community Engagement and Communications Manager
- Emily Davis, Senior Community Engagement Specialist
- Eva Love, San Francisco Fellow
- Michelle Gallarza, San Francisco Fellow
- Mitzi Chavez, Research, Evaluation, and Data Analyst
- Monica Flores, Senior Program Specialist
- Rebecca Corteza, Executive Assistant
- Sarah Duffy,* Manager of Data and Evaluation
- Xavier Morales, Diversity, Equity and Inclusion Manager
- DCYF Program Specialists

CITY/COUNTY/SCHOOL PARTNERS

- California Academy of Sciences
- City College of San Francisco (CCSF)
- Department of Public Health (DPH) Office of the Controller
- Human Rights Commission (HRC)
- Human Services Agency (HSA)
- Mayor's Office of Housing and Community Development (MOHCD)

*CNA Project Leads

- Office of Civic Engagement and Immigration Affairs (OCEIA)
- Office of Early Care and Education (OECE) + First 5
- Office of the District Attorney
- Recreation and Park Department
- San Francisco Adult Probation Department (APD)
- San Francisco District Attorney
- San Francisco Juvenile Probation Department (JPD)
- San Francisco Unified School District (SFUSD)— Special Education
- San Francisco Unified School District (SFUSD)—Research, Planning, and Assessment Department
- Service Providers Working Group (SPWG)
- University of California, San Francisco (UCSF)

RESEARCH CONSULTANTS

- American Institutes for Research
- Bright Research Group
- Clarity Social Research
- Policy Studies Associates

COMMUNITY-BASED ORGANIZATIONS

- American Indian Cultural District (AICD)
- Arab Resource Organizing Center (AROC)
- Asociacion Mayab
- Bay Area Community Resources (BACR)
- Black to the Future
- Boys and Girls Clubs of San Francisco (BGCSF)
- Buena Vista Child Care (BVCC)
- Causa Justa::Just Cause
- Children’s Council
- Chinatown Community Development Center (CCDC)
- City Impact
- Community Youth Center (CYC)
- Compass Family Services
- Family Connections Center
- Filipino Community Center
- Friendship House
- GLIDE
- Huckleberry Youth Programs
- Ingleside Community Center
- Jamestown Community Center
- Japanese Community Youth Council

- Larkin Street Youth Services
- Latino Task Force
- Lavender Youth Recreation and Information Center
- Legal Services for Children
- Mujeres Unidas y Activas
- New Door Ventures
- Pin@y Educational Partnerships
- PODER
- Pomeroy
- Project Avary
- Rafiki
- Richmond Neighborhood Center
- Safe and Sound
- Samoan Community Development Center (SCDC)
- San Francisco Achievers
- San Francisco and Marin County Food Bank
- San Francisco Beacon Initiative
- San Francisco Court Appointed Special Advocate (SFCASA)
- San Francisco Immigrant Legal and Education Network (SFILEN)
- San Francisco LGBT Center
- Southeast Asian Development Center
- Tenderloin Community Benefits District (CBD)
- Ultimate Impact
- United Playaz
- Up on Top
- Wah Mei School
- YMCA's: Bayview Hunter's Point, Buchanan, Chinatown, Richmond
- Young Community Developers (YCD)
- Young Women's Freedom Center (YWFC)
- Youth Leadership Institute (YLI)
- Youth Speaks



Endnotes

Endnotes

Key Terms and Definitions

- 1 San Francisco Unified School District, “Special Education Acronyms and Glossary of Terms and Definitions,” accessed April 6, 2022, <https://www.sfusd.edu/sped-acronyms-glossary>.
- 2 Individuals with Disabilities Education Act, § 300.8 (2006), <https://sites.ed.gov/idea/regs/b/a/300.8>.
- 3 Applied Survey Research, 2019 San Francisco Homeless Point-in-Time Count and Survey, 2020, https://hsh.sfgov.org/wp-content/uploads/2020/01/2019HIRDReport_SanFrancisco_FinalDraft-1.pdf.
- 4 Applied Survey Research, 2019 San Francisco Homeless Point-in-Time Count and Survey, 2020.
- 5 “Self-Sufficiency Standard,” Center for Women’s Welfare, accessed April 6, 2022, <https://selfsufficiencystandard.org/>.
- 6 Individuals with Disabilities Education Act, § 300.8 (2006).

Overview of San Francisco

- 7 U.S. Bureau of Economic Analysis, “Regional Data: GDP and Personal Income,” BEA, accessed April 6, 2022, <https://apps.bea.gov/itable/iTable.cfm?ReqID=70&step=1>.
- 8 Association of Bay Area Governments and Metropolitan Transportation Commission, Plan Bay Area 2050, October 21, 2021, https://www.planbayarea.org/sites/default/files/documents/Plan_Bay_Area_2050_October_2021.pdf.
- 9 U.S. Census Bureau, American Community Survey, 2019 ACS 1-Year Estimates, Table S0101 https://data.census.gov/cedsci/table?q=United%20States&t=Age%20and%20Sex&g=0100000US_0500000US06075&tid=ACST1Y2019.S0101.
- 10 Natalie Holmes and Evan White, “Pandemic Patterns: California Is Seeing Fewer Entrances and More Exits,” California Policy Lab, February 28, 2022, <https://www.capolicylab.org/pandemic-patterns-california-is-seeing-fewer-entrances-and-more-exits-updated/>.
- 11 Kellie Hwang and Susie Neilson, “Only One U.S. County Saw a Larger Share of People Leave Last Year than San Francisco,” San Francisco Chronicle, March 24, 2022, <https://www.sfchronicle.com/sf/article/Only-one-U-S-county-saw-a-larger-share-of-people-17026658.php>.
- 12 EMC Research, “Dignity Health Citybeat Poll Results,” San Francisco Chamber of Commerce, May 2021, <http://sf-chamber.com/wp-content/uploads/2021/06/2021-CityBeat-Poll-Results.pdf>.
- 13 San Francisco Planning Department, “Summary of the Draft Needs Assessment of the 2022 Housing Element,” April 2021, https://www.sfhousingelement.org/system/files/pdf/replaced_HE%20Summary%20of%20Draft%20Needs%20Assessment%20April%202021.pdf.
- 14 Stephen Menendian and Samir Gambhir, Racial Segregation in the San Francisco Bay Area, (Othering and Belonging Institute, 2018), <https://doi.org/10.1017/9781108555722>.
- 15 San Francisco Human Services Agency, [PowerPoint Presentation], “Demographic and Poverty Trends in San Francisco,” November 18, 2020.
- 16 San Francisco Office of Civic Engagement and Immigrant Affairs, “Language Diversity Data,” accessed April 6, 2022, <https://sfgov.org/ccsfgsa/oceia/language-diversity-data>.
- 17 “EdData - District Profile - San Francisco Unified,” Ed-Data, <http://www.ed-data.org/district/San-Francisco/San-Francisco-Unified>.
- 18 Alan Berube, “City and Metropolitan Income Inequality Data Reveal Ups and Downs through 2016,” The Brookings Institution, February 5, 2018. <https://www.brookings.edu/research/city-and-metropolitan-income-inequality-data-reveal-ups-and-downs-through-2016/>.
- 19 Bay Area Economy, “How Has Income Inequality Changed in the Bay Area over the Last Decade?” (Bay Area Council Economic Institute, March 2021), http://www.bayareaeconomy.org/wp-content/uploads/2021/03/Income-Inequality_3.10.21.pdf.
- 20 San Francisco Planning Department, “Summary of the Draft Needs Assessment of the 2022 Housing Element,” April 2021.

Opportunity in San Francisco

- 21 Bohn, Sarah, and Caroline Danielson, “Geography of Child Poverty in California.” Public Policy Institute of California, February 2017. https://www.ppic.org/wp-content/uploads/content/pubs/report/R_0217SBR.pdf; City & County of

- San Francisco, "Poverty in San Francisco: City Performance Scorecards", accessed April 8, 2022, <https://sfgov.org/scorecards/safety-net/poverty-san-francisco>.; Joseph Dalaker, "Demographic and Social Characteristics of Persons in Poverty: 2018" (Congressional Research Services, March 26, 2020).
- 22 PolicyLink and PERE, "An Equity Profile of the Nine-County San Francisco Bay Area Region," 2017, https://bayareaequityatlas.org/sites/default/files/Final_9_County_BayAreaProfile_0.pdf.; Ross, Angel Mendiola, and Sarah Treuhft. "Who Is Low-Income and Very Low Income in the Bay Area?" Bay Area Equity Atlas, September 21, 2020. <https://bayareaequityatlas.org/node/60841>
 - 23 U.S. Census Bureau, American Community Survey, 2019 ACS 5-Year Estimates, IPUMS.
 - 24 U.S. Census Bureau, American Community Survey, 2019 ACS 5-Year Estimates, IPUMS.
 - 25 San Francisco Human Services Agency, "Vulnerable Populations Data Book," September 2021, <https://www.sfhsa.org/about/reports-publications/demographic-analysis-and-plans>.
 - 26 Emily Gerth, "Serving Public Housing Residents in San Francisco: Recommendations to Support HOPE SF and Beyond" (San Francisco Human Services Agency and Mayor's Office of Housing and Community Development, May 4, 2012), <https://www.sfhsa.org/file/643/download?token=DczuQF6R>;
- LFA Group: Learning for Action, "HOPE SF Baseline Evaluation Report" (The San Francisco Foundation, Enterprise Community Partners, and the City of San Francisco, June 2012), https://sfmohcd.org/sites/default/files/FileCenter/Documents/7645-3-HOPE%20SF%20Baseline%20Data%20Report_Final_7%203%2012.pdf.
- 27 Insight Center, "The Cost of Being Californian: San Francisco County Fact Sheet," May 18, 2021. <https://insightcced.org/the-cost-of-being-californian-san-francisco-county-fact-sheet/>
 - 28 Insight Center, "The Cost of Being Californian: San Francisco County Fact Sheet," May 18, 2021.
 - 29 San Francisco Department of Children, Youth, and Their Families, CNA Surveys, 2021.
 - 30 San Francisco Department of Children, Youth, and Their Families, CNA Surveys, 2021.
 - 31 Insight Center, "The Cost of Being Californian: San Francisco County Fact Sheet," May 18, 2021.
 - 32 San Francisco Planning Department, "Summary of the Draft Needs Assessment of the 2022 Housing Element," April 2021.
 - 33 San Francisco Department of Human Resources, "2020 Annual Workforce Report, Phase I," March 2020, Pg. 1 <https://sfdhr.org/sites/default/files/documents/Reports/annual-workforce-report-2020.pdf>.
 - 34 San Francisco Office of Economic and Workforce Development, "Changes in Economic Conditions Due to COVID-19," March 26, 2021.
 - 35 San Francisco Office of Economic and Workforce Development. "Changes in Economic Conditions Due to COVID-19," March 26, 2021.
 - 36 Western Information Office: U.S. Bureau of Labor Statistics. "County Employment and Wages in California – Fourth Quarter 2020," August 6, 2021.
 - 37 San Francisco Office of Economic and Workforce Development, "Changes in Economic Conditions Due to COVID-19," March 26, 2021.
 - 38 San Francisco Office of Economic and Workforce Development, "Changes in Economic Conditions Due to COVID-19," March 26, 2021.
 - 39 U.S. Department of Labor, "Bearing the Cost: How Overrepresentation in Undervalued Jobs Disadvantaged Women During the Pandemic," March 15, 2022, <https://www.dol.gov/sites/dolgov/files/WB/media/BearingTheCostReport.pdf>.; Mission Economic Development Agency, "Inequitable Job Growth Hurts San Francisco Latinos Recovering from the COVID-19 Pandemic," MEDA, August 26, 2021. <https://medasf.org/inequitable-job-growth-hurts-san-francisco-latinos-recovering-from-the-covid-19-pandemic/>.
 - 40 San Francisco COVID-19 Command Center (CCC) Feeding Coordination Group, "Food Support Gaps Analysis: High Need Populations and Systems Level Gaps," December 9, 2020, https://www.sfdph.org/dph/files/mtgsGrps/FoodSecTaskFrc/docs/GapsAnalysis_12_08_2020.pdf.
 - 41 San Francisco Marin Food Bank, 2021 Hunger Report.
 - 42 Zillow Research, "Housing Data: Zillow Observed Rent Index," Zillow Research, 2022. <https://www.zillow.com/research/data/>.

- 43 San Francisco Planning Department, “Summary of the Draft Needs Assessment of the 2022 Housing Element,” April 2021.
- 44 San Francisco Planning Department, “Summary of the Draft Needs Assessment of the 2022 Housing Element,” April 2021.
- 45 San Francisco Planning Department, “Summary of the Draft Needs Assessment of the 2022 Housing Element,” April 2021.
- 46 “Estimate of Unpaid Residential Rent in San Francisco Due to COVID-19 Pandemic and Related Public Health Orders,” Budget and Legislative Analyst, October 27, 2020.
- 47 San Francisco Planning Department, “Summary of the Draft Needs Assessment of the 2022 Housing Element,” April 2021.
- 48 San Francisco Food Security Task Force, 2018 Assessment of Food Security.
- 49 SRO Families United Collaborative, “Living in the Margins: An Analysis and Census of San Francisco Families Living in SROs,” 2015, http://www.chinatowncdc.org/images/stories/NewsEvents/Newsletters/sro_families_report_2015_.pdf.
- 50 San Francisco Planning Department, “Community Stabilization Report,” May 2020. https://default.sfplanning.org/plans-and-programs/community-planning/stabilization-strategy/cs_report.pdf.
- 51 Applied Survey Research, 2019 San Francisco Homeless Point-in-Time Count and Survey, 2020, https://hsh.sfgov.org/wp-content/uploads/2020/01/2019HIRDReport_SanFrancisco_FinalDraft-1.pdf.
- 52 City & County of San Francisco, “Homeless Population: City Performance Scorecards,” accessed March 22, 2022.
- 53 San Francisco Department of Homelessness and Supportive Housing, “2022 Point-in-Time Count: Preliminary Results,” accessed May 17, 2022., <https://hsh.sfgov.org/get-involved/2022-pit-count/>.
- 54 Boyle, Meka, “School Doubles as Home for Some S.F. Students.” San Francisco Public Press, May 22, 2020. <https://www.sfpublicpress.org/school-doubles-as-home-for-some-s-f-students/>.
- 55 Applied Survey Research, 2019 San Francisco Homeless Point-in-Time Count and Survey, 2020.
- 56 Applied Survey Research, 2019 San Francisco Homeless Point-in-Time Count and Survey, 2020.
- 57 Applied Survey Research, 2019 San Francisco Youth Homeless Point-in-Time Count and Survey, 2019, Department of Homelessness and Supportive Housing, January 30, 2020.
- 58 Social Policy Research Associates, “San Francisco Community Hubs Initiative Final Report,” November 2021. https://static1.squarespace.com/static/5c01d13ab98a788a7a0cfd93/t/61b285aa239eda7ee450acb2/1639089582038/CHI+Final+Report_11.15.21+%281%29.pdf.
- 59 San Francisco Human Services Agency, [PowerPoint Presentation], “Demographic Trends, Poverty, and The Safety Net in San Francisco,” June 11, 2021.
- 60 San Francisco Human Services Agency, “SFHSA Pandemic Response Programming: Expanded Economic and Workforce Support,” accessed April 19, 2022.

Nurturing Families and Communities

- 61 National Center for Injury Prevention and Control, Division of Violence Prevention, “Essentials for Childhood - Creating Safe, Stable, Nurturing Relationships and Environments for All Children, Center for Disease Control, <https://www.cdc.gov/violenceprevention/pdf/essentials-for-childhood-framework508.pdf>.
- 62 Child Trends, “Adverse Childhood Experiences,” 2019. <https://www.childtrends.org/indicators/adverse-experiences;>
Sacks, Vanessa, and David Murphey, “The Prevalence of Adverse Childhood Experiences, Nationally, by State, and by Race or Ethnicity,” Child Trends, February 12, 2018, <https://www.childtrends.org/publications/prevalence-adverse-childhood-experiences-nationally-state-race-ethnicity;>
- Cavanaugh, Courtenay E., Hanno Petras, and Silvia S. Martins, “Gender-Specific Profiles of Adverse Childhood Experiences, Past Year Mental and Substance Use Disorders, and Their Associations among a National Sample of Adults in the United States,” *Social Psychiatry and Psychiatric Epidemiology* 50, no. 8 (August 2015): 1257–66. <https://doi.org/10.1007/s00127-015-1024-3>.; Schnarrs, Phillip W., Amy L. Stone, Robert Salcido, Aleta Baldwin, Charlotte Georgiou, and Charles B. Nemeroff, “Differences in Adverse Childhood Experiences (ACEs) and Quality of Physical and Mental Health between Transgender and Cisgender Sexual Minorities,” *Journal of Psychiatric Research* 119 (December 1, 2019): 1–6. <https://doi.org/10.1016/j.jpsychires.2019.09.001>.; Andersen, Judith P, and John Blosnich. “Disparities in Adverse Childhood Experiences among Sexual Minority and Heterosexual Adults: Results from

- a Multi-State Probability-Based Sample,” PLoS ONE 8, no. 1 (January 23, 2013): e54691. <https://doi.org/10.1371/journal.pone.0054691>;
- Vaughn, Michael G., Christopher P. Salas-Wright, Jin Huang, Zhengmin Qian, Lauren D. Terzis, and Jesse J. Helton, “Adverse Childhood Experiences Among Immigrants to the United States,” *Journal of Interpersonal Violence* 32, no. 10 (May 2017): 1543–64. <https://doi.org/10.1177/0886260515589568>;
- Kids Data, “Intimate Partner Violence Against Caregivers, by Household CSHCN (Children with Special Health Care Needs) Status,” 2021.
- 63 Sacks, Vanessa, Rebecca M. Jones, Hannah Rackers, Zackia Redd, and Kristin Anderson Moore, “Relationships with Caring Adults and Social and Emotional Strengths Are Each Related to High School Academic Achievement.” *Child Trends*, December 2020, 6.; Search Institute, “Developmental Relationships Framework,” accessed April 26, 2022. <https://www.search-institute.org/developmental-relationships/developmental-relationships-framework/>.
- 64 National Center for Injury Prevention and Control, Division of Violence Prevention, “Risk and Protective Factors,” Center for Disease Control, January 5, 2021. <https://www.cdc.gov/violenceprevention/aces/riskprotectivefactors.html>;
- Sieving, Renee E., Annie-Laurie McRee, Barbara J. McMorris, Rebecca J. Shlafer, Amy L. Gower, Hillary M. Kapa, Kara J. Beckman, Jennifer L. Doty, Shari L. Plowman, and Michael D. Resnick, “Youth–Adult Connectedness,” *American Journal of Preventive Medicine* 52, no. 3 Suppl 3 (March 2017): S275–78. <https://doi.org/10.1016/j.amepre.2016.07.037>.
- 65 San Francisco Unified School District, California Healthy Kids Survey, 2018-19: Main Report, San Francisco: WestEd Health & Human Development Program for the California Department of Education.
- 66 San Francisco Unified School District, “California Healthy Kids Survey, 2019-2020: Main Report,” San Francisco: WestEd Health and Justice Program for the California Department of Education, February 13, 2020. https://data.calschls.org/resources/San_Francisco_Unified_1920_Sec_CHKS.pdf.
- 67 San Francisco Department of Public Health, “Children. Youth, Families CANS Data Stories on the Impact of the COVID-19 Crisis,” October 2021, https://docs.google.com/presentation/d/1n0wbqFWP4CyQsD2Vr-rUZe-hce_3S4WYf.
- 68 National Center for Injury Prevention and Control, Division of Violence Prevention, “Fast Facts: Preventing Adverse Childhood Experience,” Centers for Disease Control and Prevention, April 6, 2022. <https://www.cdc.gov/violenceprevention/aces/fastfact.html>.
- 69 California Child Welfare Indicators Project (CCWIP), “Child Maltreatment Allegation Rates Report,” accessed April 20, 2022. <https://ccwip.berkeley.edu/childwelfare/reports/AllegationRates/MTSG/r/rts/s>.
- 70 Children Now Research Team, “How the Pandemic Is Affecting Every Aspect of Children’s Lives,” Children Now, January 2021. <https://www.childrennow.org/blog/covid-19-infographic/>.
- 71 U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth, and Families, Children’s Bureau, “Child Maltreatment 2020,” 2020, <https://www.acf.hhs.gov/sites/default/files/documents/cb/cm2020.pdf>.
- 72 San Francisco Department on the Status of Women, “Family Violence Council Report,” 2020.
- 73 San Francisco Department on the Status of Women, “Family Violence Council Report,” 2020.
- 74 National Center for Injury Prevention and Control, Division of Violence Prevention, “Fast Facts: Preventing Adverse Childhood Experiences,” Centers for Disease Control and Prevention, June 4, 2022. <https://www.cdc.gov/violenceprevention/aces/fastfact.html>.
- 75 San Francisco Human Services Agency, “California- Child and Family Services Review System Improvement Plan,” 2019, <https://www.sfhhsa.org/file/11676/download?token=W1nrv12t>.
- 76 City and County of San Francisco, “Children in Foster Care: City Performance Scorecards,” accessed May 12, 2022, <https://sfgov.org/scorecards/safety-net/children-foster-care>.
- 77 Putnam-Hornstein, Emily, Eunhye Ahn, John Prindle, Joseph Magruder, Daniel Webster, and Christopher Wildeman, “Cumulative Rates of Child Protection Involvement and Terminations of Parental Rights in a California Birth Cohort, 1999–2017,” *American Journal of Public Health* 111, no. 6 (June 1, 2021), <https://doi.org/10.2105/AJPH.2021.306214>.
- 78 Irvine, Angela, and Aisha Canfield, “The Overrepresentation of Lesbian, Gay, Bisexual, Questioning, Gender Nonconforming and Transgender Youth Within the Child Welfare to Juvenile Justice Crossover Population,” *Journal of*

- Gender, Social Policy & the Law 24, no. 2 (2016): 20.
- 79 Melendrez, A., “Through Their Eyes: Stories of Reflection, Resistance, and Resilience on Juvenile Incarceration from San Francisco Cis and Trans Young Women & Girls, Trans Young Men & Boys and Gender Expansive Youth,” Young Women’s Freedom Center, February 2021. https://youngwomenfree.org/wp-content/uploads/2021/12/YWFC_TTE_Report_Fnl4.pdf.
- 80 Sá, Karen de, Joaquin Palomino, and Cynthia Dizikes, “Investigation: Fostering Failure,” San Francisco Chronicle, May 18, 2017, <https://projects.sfchronicle.com/2017/fostering-failure/>.
- 81 San Francisco Juvenile Probation Department, “San Francisco Juvenile Probation Department Monthly Statistics Through December 2021,” February 9, 2022. https://sfgov.org/juvprobation/sites/default/files/202112_JPC_Monthly_Report_02.09.22_Final%20%281%29.pdf.
- 82 Sege, R., Bethell, C., Linkenbach, J., Jones, J., Klika, B., and Pecora, P.J., “Balancing Adverse Childhood Experiences with HOPE,” Boston: The Medical Foundation, 2017, <https://cssp.org/wp-content/uploads/2018/08/Balancing-ACEs-with-HOPE-FINAL.pdf>.; Center for the Study of Social Policy, “About Strengthening Families and the Protective Factors Framework,” <https://cssp.org/wp-content/uploads/2018/11/About-Strengthening-Families.pdf>.; San Francisco Child Abuse Prevention Center and UC Berkeley Haas School of Business, “The Economics of Child Abuse: A Study of San Francisco,” 2017.
- 83 youth.gov, “Youth Involved with the Juvenile Justice System,” accessed May 2, 2022, <https://youth.gov/youth-topics/juvenile-justice/youth-involved-juvenile-justice-system>.
- 84 Kramer, K. and the Children of Incarcerated Parents Jail Survey Teams, Descriptive Overview of Parents, Children and Incarceration in Alameda and San Francisco County Jails, Alameda County Children of Incarcerated Parents Partnership & San Francisco Children of Incarcerated Parents Partnership, Zellerbach Family Foundation, (January 2016).
- 85 San Francisco Juvenile Probation Department, “San Francisco Juvenile Probation Department Monthly Statistics Through December 2021,” February 9, 2022. https://sfgov.org/juvprobation/sites/default/files/202112_JPC_Monthly_Report_02.09.22_Final%20%281%29.pdf.
- 86 San Francisco Juvenile Probation Department, “San Francisco Juvenile Probation Department Monthly Statistics Through December 2021,” February 9, 2022. https://sfgov.org/juvprobation/sites/default/files/202112_JPC_Monthly_Report_02.09.22_Final%20%281%29.pdf.
- 87 San Francisco Juvenile Probation Department, “San Francisco Juvenile Probation Department Monthly Statistics Through December 2021,” February 9, 2022. https://sfgov.org/juvprobation/sites/default/files/202112_JPC_Monthly_Report_02.09.22_Final%20%281%29.pdf.
- 88 Development Services Group, Inc. “Tribal Youth in the Juvenile Justice System,” Washington, D.C.: Office of Juvenile Justice and Delinquency Prevention, 2016. <https://www.ojjdp.gov/mpg/litreviews/Tribal-youth-in-the-Juvenile-Justice-System.pdf>.
- 89 Swavola, Elizabeth, Kristine Riley, and Ram Subramanian, “Overlooked: Women and Jails in an Era of Reform,” New York: Vera Institute of Justice, 2016.
- 90 National Institute for Criminal Justice Reform, and Haywood Burns Institute, “San Francisco Close Juvenile Hall Work Group,” November 2021. https://sfgov.org/juvprobation/sites/default/files/CJHWG_FINAL_Report%20to%20the%20Board%20of%20Supervisors_11.29.21_0.pdf.
- 91 Melendrez, A. “Through Their Eyes: Stories of Reflection, Resistance, and Resilience on Juvenile Incarceration from San Francisco Cis and Trans Young Women & Girls, Trans Young Men & Boys and Gender Expansive Youth,” Young Women’s Freedom Center, February 2021, https://youngwomenfree.org/wp-content/uploads/2021/12/YWFC_TTE_Report_Fnl4.pdf.
- 92 San Francisco Police Department, Professional Standards and Principled Policing Unit, “Quarterly Activity and Data Report: Quarter 3, 2021,” December 2021, <https://www.sanfranciscopolice.org/sites/default/files/2021-12/SFPDQADRReportQ3-20211209.pdf>.
- 93 San Francisco Adult Probation Department, “Racial Equity Action Plan,” December 31, 2020. https://sfgov.org/adult-probation/sites/default/files/SFAPD_Racial%20Equity%20Action%20Plan.pdf.
- 94 Yep, Authored Dylan, Tara Anderson, Todd Faulkenberry, Edited Rachel Marshall, and Robyn Burke, “An Epidemic Inside a Pandemic,” San Francisco District Attorney’s Office, November 30, 2020. <https://sfdistrictattorney.org/wp-content/uploads/2020/11/Justice-Driven-Data-An-Epidemic-Inside-a-Pandemic.pdf>.

- 95 San Francisco Adult Probation Department, “Racial Equity Action Plan,” December 31, 2020. https://sfgov.org/adult-probation/sites/default/files/SFAPD_Racial%20Equity%20Action%20Plan.pdf.
- 96 National Institute of Justice, “From Youth Justice Involvement to Young Adult Offending,” March 10, 2014. <https://nij.ojp.gov/topics/articles/youth-justice-involvement-young-adult-offending>.
- 97 City & County of San Francisco, “Ordinance No. 117-19 - Administrative Code Juvenile Hall Closure,” June 11, 2019. <https://sfbos.org/sites/default/files/o0117-19.pdf>.
- 98 City & County of San Francisco, “Ordinance No. 117-19 - Administrative Code Juvenile Hall Closure,” June 11, 2019. <https://sfbos.org/sites/default/files/o0117-19.pdf>.
- 99 Roth, Alex, Sandhya Kajeepeeta, and Alex Boldin, “The Perils of Probation: How Supervision Contributes to Jail Populations,” Vera Institute of Justice, November 2021. <https://www.vera.org/downloads/publications/the-perils-of-probation.pdf>.
- 100 San Francisco District Attorney, “Sentence Planning.” <https://www.sfdistrictattorney.org/victim-services/sentence-planning/>.
- 101 San Francisco Department on the Status of Women, “Human Trafficking in San Francisco,” July 24, 2019. https://sfgov.org/dosw/sites/default/files/Human%20Trafficking%20in%20San%20Francisco%20-%202017%20Data%20Report_3.pdf
- 102 San Francisco Department on the Status of Women, “Human Trafficking in San Francisco.” July 24, 2019.
- 103 Huckleberry Youth Programs, “View Our Virtual Panel on Commercial Sexual Exploitation of Children: Identification, Prevention & Response,” October 28, 2021. <https://www.huckleberryyouth.org/virtual-panel-on-commercial-sexual-exploitation-of-children-prevention-response/>; Melendrez, A. “Through Their Eyes: Stories of Reflection, Resistance, and Resilience on Juvenile Incarceration from San Francisco Cis and Trans Young Women & Girls, Trans Young Men & Boys and Gender Expansive Youth,” Young Women’s Freedom Center, February 2021, https://youngwomenfree.org/wp-content/uploads/2021/12/YWFC_TTE_Report_Fnl4.pdf.
- 104 Huckleberry Youth Programs, “View Our Virtual Panel on Commercial Sexual Exploitation of Children: Identification, Prevention & Response,” October 28, 2021, <https://www.huckleberryyouth.org/virtual-panel-on-commercial-sexual-exploitation-of-children-prevention-response/>.
- 105 San Francisco Department on the Status of Women, “Human Trafficking in San Francisco,” July 24, 2019, https://sfgov.org/dosw/sites/default/files/Human%20Trafficking%20in%20San%20Francisco%20-%202017%20Data%20Report_3.pdf
- 106 Hill, Laura, and Joseph Hayes, “Undocumented Immigrants in California,” Public Policy Institute of California, March 2017, <https://www.ppic.org/publication/undocumented-immigrants-in-california/>.
- 107 San Francisco Department of Disability and Aging Services, “Disability in San Francisco,” San Francisco Human Services Agency, accessed April 19, 2022, <https://www.sfhsa.org/about/reports-publications/disability-san-francisco>.
- 108 Ha, Jung-Hwa, Jan S. Greenberg, and Marsha Mailick Seltzer, “Parenting a Child with a Disability: The Role of Social Support for African American Parents,” *Families in Society: The Journal of Contemporary Human Services* 92, no. 4 (2011): 405–11. <https://doi.org/10.1606/1044-3894.4150>.
- 109 Ha, Jung-Hwa, Jan S. Greenberg, and Marsha Mailick Seltzer, “Parenting a Child with a Disability: The Role of Social Support for African American Parents,” *Families in Society: The Journal of Contemporary Human Services* 92, no. 4 (2011): 405–11. <https://doi.org/10.1606/1044-3894.4150>.
- 110 Heckman, James J, Jorge Luis Garcia, Duncam Ermini Leaf, and Maria Jose Prados, “The Life-Cycle Benefits of an Influential Early Childcare Program,” Heckman, 2016. https://heckmanequation.org/www/assets/2017/01/F_Heckman_CBAOnePager_120516.pdf
- 111 Children’s Council, “Child Care Costs,” <https://www.childrenscouncil.org/families/understanding-child-care/child-care-costs/>; KidsData, “Annual Cost of Child Care, by Age Group and Facility Type,” 2018.
- 112 San Francisco Department of Children, Youth, and Their Families, CNA Surveys, 2021.
- 113 Children’s Council, “Making the Case for Investing in Child Care,” <https://www.childrenscouncil.org/why-child-care-matters/making-the-case-for-investing-in-child-care/>.
- 114 Children’s Council, “City of San Francisco Early Learning Scholarship System,” Children’s Council San Francisco, October 1, 2019, <https://www.childrenscouncil.org/els/>.
- 115 Children’s Council, “Children’s Council Celebrates the Passage of Prop C by CA Supreme Court,” Children’s Council

- San Francisco, April 29, 2021, <https://www.childrenscouncil.org/childrens-council-celebrates-the-passage-of-prop-c-by-ca-supreme-court/>.
- 116 “Social Services - Community Care Facility Search,” accessed April 19, 2022, <https://www.ccl.dss.ca.gov/carefacility-ysearch/?rewrite=downloaddata>.
- 117 Fry, Richard, “Some Gender Disparities Widened in the U.S. Workforce during the Pandemic,” Pew Research Center, January 14, 2022, <https://www.pewresearch.org/fact-tank/2022/01/14/some-gender-disparities-widened-in-the-u-s-workforce-during-the-pandemic/>.
- 118 San Francisco Police Department, “Crime Dashboard,” April 17, 2022, <http://www.sanfranciscopolice.org/stay-safe/crime-data/crime-dashboard>.
- 119 San Francisco Police Department, “Crime Dashboard,” April 17, 2022.
- 120 EMC Research, “CityBeat Poll Results,” San Francisco Chamber of Commerce, May 2021, <http://sfchamber.com/wp-content/uploads/2021/06/2021-CityBeat-Poll-Results.pdf>.
- 121 San Francisco Department of Children, Youth and Their Families, “We Are the City Family Summits Community Notebook,” November 2019, <https://www.dcyf.org/communitynotebook>.
- 122 San Francisco Department of Children, Youth, and Their Families, CNA Surveys, 2021.
- 123 San Francisco Arts Commission, “San Francisco City Leaders and Community Partners Launch New ‘Campaign for Solidarity’ to Unite the Entire City Against Hate, Bias and Violence,” <https://www.sfartscommission.org/content/campaign-solidarity>.
- 124 San Francisco LGBT Center, “San Francisco Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex Violence Prevention Needs Assessment,” January 2015, <https://www.sfcenter.org/wp-content/uploads/2019/06/violence-report-final.pdf>.
- 125 Clarity Social Research Group, “SF RISE Preliminary Report,” Department of Children, Youth, and Their Families, August 2021. https://drive.google.com/file/d/1AEvAsFxOw8pMAxL6NLLG16414yy8GXzi/view?usp=embed_facebook.
- 126 Turner, Lindsay, “Social Conditions for Public Safety,” Wilder Research, April 2020, 14, https://www.wilder.org/sites/default/files/imports/Kingston_PreventionLitReview_4-20.pdf
- 127 Office of the Mayor, “San Francisco Becomes First City in Nation Where All Residents Live Within a 10-Minute Walk to a Park,” May 16, 2017, <https://sfmayor.org/article/san-francisco-becomes-first-city-nation-where-all-residents-live-within-10-minute-walk-park>.
- 128 Office of the Controller, “2019 San Francisco City Survey,” May 13, 2019, <https://sfcontroller.org/sites/default/files/Documents/Auditing/City%20Survey%202019%20-%20Report.pdf>.
- 129 San Francisco Human Rights Commission, “Community Conversations,” <https://sf-hrc.org/community-conversations>.
- 130 San Francisco Arts Commission, “San Francisco City Leaders and Community Partners Launch New ‘Campaign for Solidarity’ to Unite the Entire City Against Hate, Bias and Violence,” <https://www.sfartscommission.org/content/campaign-solidarity>.
- 131 San Francisco Arts Commission, “San Francisco City Leaders and Community Partners Launch New ‘Campaign for Solidarity’ to Unite the Entire City Against Hate, Bias and Violence,” <https://www.sfartscommission.org/content/social-and-racial-justice>

Physical and Emotional Health

- 132 Our Children, Our Families Council, “Equity Benchmarks for San Francisco,” 2015. https://static1.squarespace.com/static/5d4b2fda03152b000175230d/t/5df1243cc4c6bc16efd54a98/1576084563256/OCOF_Benchmarks_FINAL3.pdf.
- 133 U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion, “Healthy People 2030: Social Determinants of Health,” <https://health.gov/healthypeople/priority-areas/social-determinants-health>.
- 134 McCann, Adam, “2022’s Healthiest & Unhealthiest Cities in America,” WalletHub, April 4, 2022. <https://wallethub.com/edu/healthiest-cities/31072>.
- 135 National Center for Immunization and Respiratory Diseases (NCIRD), Division of Viral Diseases, “Health Equity Considerations and Racial and Ethnic Minority Groups,” Centers for Disease Control and Prevention, January 25,

- 2022, <https://www.cdc.gov/coronavirus/2019-ncov/community/health-equity/race-ethnicity.html>.
- 136 Goldenberg, Robert L., Jennifer F. Culhane, Jay D. Iams, and Roberto Romero, "Epidemiology and Causes of Preterm Birth," *The Lancet* 371, no. 9606 (January 5, 2008): 75–84. [https://doi.org/10.1016/S0140-6736\(08\)60074-4](https://doi.org/10.1016/S0140-6736(08)60074-4).
- 137 March of Dimes, "Preterm Labor and Premature Birth," March 2018, <https://www.marchofdimes.org/complications/preterm-labor-and-premature-birth-are-you-at-risk.aspx>.
- 138 San Francisco Department of Public Health, "San Francisco Live Birth Disparities Summary 2011-2020," https://www.sfdph.org/dph/files/MCHdocs/Epi/2021/VRBS_Slides_Live_Birth_Disparities_Summary_2011-2020.pdf
- 139 San Francisco Department of Public Health, Maternal, Child and Adolescent Health, "Health and Health Disparities in San Francisco: Equity in Birth Outcomes," May 2013. https://www.sfdph.org/dph/files/MCHdocs/Epi/EquityinBirthOutcomesSF_Data%20Summary_May%202013_3pgs.pdf.
- 140 San Francisco Department of Public Health, Maternal, Child and Adolescent Health, "Health and Health Disparities in San Francisco: Equity in Birth Outcomes," May 2013.
- 141 Our Children, Our Families Council, "Equity Benchmarks for San Francisco," 2015, https://static1.squarespace.com/static/5d4b2fda03152b000175230d/t/5df1243cc4c6bc16efd54a98/1576084563256/OCOF_Benchmarks_FINAL3.pdf;
- Expecting Justice, "Pre-Term Birth Facts," <https://www.expectingjustice.org/resources/pre-term-birth-facts/>.
- 142 Expecting Justice, "The Abundant Birth Project," July 2020, <https://www.expectingjustice.org/abundant-birth-project/>.
- 143 Pop-Up Village, "Pop-Up Village: About," <https://popupvillage.org/about/>.
- 144 U.S. Department of Health and Human Services, "Physical Activity Guidelines for Americans, 2nd Edition," Washington, D.C.: U.S. Department of Health and Human Services, Office of the Surgeon General, 2018.
- 145 Our Children, Our Families Council, "Equity Benchmarks for San Francisco," 2015, https://static1.squarespace.com/static/5d4b2fda03152b000175230d/t/5df1243cc4c6bc16efd54a98/1576084563256/OCOF_Benchmarks_FINAL3.pdf.
- 146 National Physical Activity Plan Alliance, "The 2018 United States Report Card on Physical Activity for Children and Youth," Washington, D.C., 2018, https://paamovewithus.org/wp-content/uploads/2020/06/2018_USReportCard_UPDATE_12062018.pdf.
- 147 Guthold, Regina, Gretchen A Stevens, Leanne M Riley, and Fiona C Bull. "Global Trends in Insufficient Physical Activity among Adolescents: A Pooled Analysis of 298 Population-Based Surveys with 1.6 Million Participants." *The Lancet Child & Adolescent Health* 4, no. 1 (November 21, 2019): 23–35. [https://doi.org/10.1016/S2352-4642\(19\)30323-2](https://doi.org/10.1016/S2352-4642(19)30323-2).
- 148 National Physical Activity Plan Alliance, "The 2018 United States Report Card on Physical Activity for Children and Youth," Washington, D.C., 2018.
- 149 San Francisco Department of Public Health, "Food Security Task Force," <https://www.sfdph.org/dph/comupg/knowl-col/FSTF/default.asp>.
- 150 San Francisco Food Security Task Force, "San Francisco Food Security 2022 Recommendations," 2022, https://www.sfdph.org/dph/files/mtgsGrps/FoodSecTaskFrc/docs/FSTF_2022_Recommendations.pdf.
- 151 San Francisco Food Security Task Force. "San Francisco Food Security 2022 Recommendations," 2022. https://www.sfdph.org/dph/files/mtgsGrps/FoodSecTaskFrc/docs/FSTF_2022_Recommendations.pdf.
- 152 Shuffrey, Lauren C., Morgan R. Firestein, Margaret H. Kyle, Andrea Fields, Carmela Alcántara, Dima Amso, Judy Austin, et al., "Association of Birth During the COVID-19 Pandemic With Neurodevelopmental Status at 6 Months in Infants With and Without In Utero Exposure to Maternal SARS-CoV-2 Infection," *JAMA Pediatrics*, January 4, 2022, e215563–e215563, <https://doi.org/10.1001/jamapediatrics.2021.5563>.
- 153 Division of Oral Health, National Center for Chronic Disease Prevention and Health Promotion, "Children's Oral Health," Center for Disease Control, April 6, 2022. <https://www.cdc.gov/oralhealth/basics/childrens-oral-health/index.html>.
- 154 San Francisco Department of Children, Youth, and Their Families, "Mayor's Children & Family Recovery Plan," 2022. <https://static1.squarespace.com/static/5c01d13ab98a788a7a0cfd93/t/620e8ebb87e-78b16e34025c2/1645121228484/MayorsCFRecoveryPlan.pdf>.
- 155 San Francisco Department of Public Health, Maternal, Child, and Adolescent Health, "Mental Health of MCAH Populations in San Francisco," December 1, 2021. <https://www.sfdph.org/dph/files/MCHdocs/Epi/SFDPH-MCAH>

[mental_health_data_brief_12_14_2021_FINAL.pdf](#)

- 156 Children’s Environmental Health Promotion Program and the Maternal, Child & Adolescent Health Section, “San Francisco Department of Public Health Brief: Health Impacts of Family Housing Insecurity,” February 2019. https://www.sfdph.org/dph/files/EHSdocs/ehsCEHPdocs/Housing_Insecurity_SFDPH_Report.pdf.
- 157 San Francisco Department of Public Health, Maternal, Child, and Adolescent Health, “Mental Health of MCAH Populations in San Francisco,” December 1, 2021. https://www.sfdph.org/dph/files/MCHdocs/Epi/SFDPH-MCAH_mental_health_data_brief_12_14_2021_FINAL.pdf
- 158 San Francisco Department of Children, Youth, and Their Families, Fall YPAR Surveys, 2021.
- 159 San Francisco Department of Children, Youth, and Their Families, “Mayor’s Children & Family Recovery Plan,” 2022. <https://static1.squarespace.com/static/5c01d13ab98a788a7a0cfd93/t/620e8ebb87e78b16e34025c2/1645121228484/MayorsCFRecoveryPlan.pdf>.
- 160 Alliance for Girls, “Uniting Isolated Voices: Girls and Gender-Expansive Youth During COVID-19,” July 2021.
- 161 RAPID-EC Project Team, “American Dream vs American Reality.” RAPID-EC Project (blog), May 12, 2020. <https://medium.com/rapid-ec-project/american-dream-vs-american-reality-9a0ebfc7ee6b>.
- 162 Centers for Disease Control and Prevention, “Youth Risk Behavior Survey,” August 18, 2021, <https://www.cdc.gov/healthyyouth/data/yrbs/results.htm>.
- 163 Healthy People 2030, “Reduce Suicidal Thoughts in Lesbian, Gay, or Bisexual High School Students — LGBT-06.” Accessed April 20, 2022, <https://health.gov/healthypeople/objectives-and-data/browse-objectives/lgbt/reduce-suicidal-thoughts-lesbian-gay-or-bisexual-high-school-students-lgbt-06>.
- 164 U.S. Department of Health and Human Services, Office of Minority Health, “Mental and Behavioral Health - American Indians/Alaska Natives,” May 19, 2021. <https://minorityhealth.hhs.gov/omh/browse.aspx?lvl=4&lvlid=39>.
- 165 U.S. Department of Health and Human Services, Office of Minority Health, “Mental and Behavioral Health - American Indians/Alaska Natives,” May 19, 2021.
- 166 The Children’s Partnership, and Early Edge California, “The Effect of Hostile Immigration Policies on California Children’s Early Childhood Development,” November 2019, <https://childrenspartnership.org/wp-content/uploads/2019/11/TCP-Immigration-Final-Brief.pdf>.
- 167 Matthews, Hannah, Rebecca Ullrich, and Wendy Cervantes, “Immigration Policy’s Harmful Impacts on Early Care and Education,” Center for Law and Social Policy, March 1, 2018. <https://www.clasp.org/publications/report/brief/immigration-policy-s-harmful-impacts-early-care-and-education/>.
- 168 Cervantes, Wendy, Hannah Matthews, and Rebecca Ullrich, “Our Children’s Fear: Immigration Policy’s Effects on Young Children (Webinar),” Center for Law and Social Policy, March 14, 2018, <https://www.clasp.org/publication/our-childrens-fear-immigration-policys-effects-young-children/>.
- 169 The Children’s Partnership, and Early Edge California, “The Effect of Hostile Immigration Policies on California Children’s Early Childhood Development,” November 2019, <https://childrenspartnership.org/wp-content/uploads/2019/11/TCP-Immigration-Final-Brief.pdf>.
- 170 Springer, Kristen W, Jennifer Sheridan, Daphne Kuo, and Molly Carnes, “The Long-Term Health Outcomes of Childhood Abuse.” *Journal of General Internal Medicine* 18, no. 10 (October 2003): 864–70, <https://doi.org/10.1046/j.1525-1497.2003.20918.x>.
- 171 Bronson, Jennifer, “Indicators of Mental Health Problems Reported by Prisoners and Jail Inmates, 2011-12,” Bureau of Justice Statistics, 2017, 17.
- 172 Bronson, Jennifer, “Indicators of Mental Health Problems Reported by Prisoners and Jail Inmates, 2011-12,” Bureau of Justice Statistics, 2017, 17.
- 173 Jones, Carolyn, “Black Youth Face Rising Rates of Depression, Anxiety, Suicide,” EdSource, January 25, 2022, <https://edsources.org/2022/black-youth-face-rising-rates-of-depression-anxiety-suicide/666405>.
- 174 Department of Corrections and Rehabilitation, Council on Criminal Justice and Behavioral Health, “Suicide Prevention Awareness Month: An Examination of Recent Suicide and Self-Harm Trends and Presentation of Available Prevention Resources,” September 8, 2021, https://www.cdcr.ca.gov/ccjbh/wp-content/uploads/sites/172/2021/09/Suicide-Prevention-Awareness9.8.21_PowerPoint.ADA-final.pdf.
- 175 U.S. Surgeon General’s Advisory, “Protecting Youth Mental Health,” U.S. Department of Health and Human Services, Office of the Surgeon General, 2021, <https://www.hhs.gov/sites/default/files/surgeon-general-youth-men->

[tal-health-advisory.pdf](#).

- 176 Chinese Progressive Association - Youth Movement of Justice and Organizing, "Our Healing in Our Hands: Findings from A Mental Health Survey With San Francisco Unified School District High School Youth," 2018, <https://cpasf.org/wp-content/uploads/2018/08/CPA-Mental-Health-Report-2018-FINAL-WEB2.pdf>.
- 177 Anyon, Yolanda, Kelly Whitaker, John Shields, and Heather Franks, "Help-Seeking in the School Context: Understanding Chinese American Adolescents' Underutilization of School Health Services," *Journal of School Health* 83 (August 1, 2013): 562–72. <https://doi.org/10.1111/josh.12066>.
- 178 Clarity Social Research Group, "SF RISE Preliminary Report," Department of Children, Youth, and Their Families, August 2021, https://drive.google.com/file/d/1AEvasFxOw8pMAxL6NLLG16414yy8GXzi/view?usp=embed_facebook.

Readiness to Learn and Succeed in School

- 179 San Francisco Unified School District, "SF Wellness Initiative," January 20, 2022, <https://www.sfusd.edu/services/health-wellness/sfwellness-initiative>.
- 180 Chinese Progressive Association - Youth Movement of Justice and Organizing, "Our Healing in Our Hands: Findings from A Mental Health Survey With San Francisco Unified School District High School Youth," 2018, <https://cpasf.org/wp-content/uploads/2018/08/CPA-Mental-Health-Report-2018-FINAL-WEB2.pdf>
- 181 San Francisco Department of Children, Youth, and Their Families, Fall YPAR Surveys, 2021.
- 182 Tucker, Jill, "The S.F. School District Has Lost 3,500 Students in Two Years, Costing It \$35 Million," *San Francisco Chronicle*, October 11, 2021, <https://www.sfchronicle.com/sf/article/The-S-F-school-district-has-lost-3-500-students-16525690.php>.
- 183 California Department of Education, "District Performance Overview: San Francisco Unified," California School Dashboard, accessed April 27, 2022, <https://www.caschooldashboard.org/reports/38684780000000/2019>.
- 184 Office of the Controller, City Performance Unit, "2018 Child and Family Survey Summary Report," April 25, 2019, <https://sfcontroller.org/sites/default/files/Documents/Auditing/2018%20Child%20and%20Family%20Survey%20Summary%20Report.pdf>.
- 185 San Francisco Unified School District, "SFUSD Families Weigh in on Distance Learning," August 7, 2020, <https://www.sfusd.edu/about/news/current-news/sfusd-families-weigh-distance-learning>.
- 186 Hazard Young Attea Associates, "San Francisco Unified School District Superintendent Search Survey," January 21, 2022, [https://go.boarddocs.com/ca/sfusd/Board.nsf/files/CAZPX2656BE3/\\$file/HYA%20Survey%20Report%20-%20San%20Francisco%20USD%2C%20CA.pdf](https://go.boarddocs.com/ca/sfusd/Board.nsf/files/CAZPX2656BE3/$file/HYA%20Survey%20Report%20-%20San%20Francisco%20USD%2C%20CA.pdf).
- 187 Press, Jeremy Adams Smith/San Francisco Public, "How Budget Cuts and PTA Fundraising Undermined Equity in San Francisco Public Schools," *EdSource*, April 1, 2014, <https://edsources.org/2014/how-budget-cuts-and-pta-fundraising-undermined-equity-in-san-francisco-public-schools/63488>.
- 188 Office of the Controller, City Performance Unit, "2018 Child and Family Survey Summary Report," April 25, 2019, <https://sfcontroller.org/sites/default/files/Documents/Auditing/2018%20Child%20and%20Family%20Survey%20Summary%20Report.pdf>.
- 189 [PLACEHOLDER]
- 190 California Department of Education, "District Performance Overview: San Francisco Unified." California School Dashboard, accessed April 27, 2022. <https://www.caschooldashboard.org/reports/38684780000000/2019>.
- 191 Sumida, Nami, "San Francisco Is Changing Its School Assignment System. This Data Shows Why," *San Francisco Chronicle*, January 25, 2022, <https://www.sfchronicle.com/sf/article/San-Francisco-is-changing-its-school-assignment-16801234.php>.
- 192 Carnoy, Martin, and Emma Garcia, "Five Key Trends in U.S. Student Performance: Progress by Blacks and Hispanics, the Takeoff of Asians, the Stall of Non-English Speakers, the Persistence of Socioeconomic Gaps, and the Damaging Effect of Highly Segregated Schools," *Economic Policy Institute*, January 12, 2017, <https://www.epi.org/publication/five-key-trends-in-u-s-student-performance-progress-by-blacks-and-hispanics-the-takeoff-of-asians-the-stall-of-non-english-speakers-the-persistence-of-socioeconomic-gaps-and-the-damaging-effect/>.
- 193 San Francisco Unified School District, "Changes to Student Assignment for Elementary Schools," April 7, 2022, <https://www.sfusd.edu/schools/enroll/student-assignment-policy/student-assignment-changes>.
- 194 "Significant Disproportionality in Special Education: Current Trends and Actions for Impact," National Center for

Learning Disabilities, October 2020, <https://www.ncl.org/wp-content/uploads/2020/10/2020-NCLD-Disproportionality-Trends-and-Actions-for-Impact-FINAL-1.pdf>.

195 [PLACEHOLDER]

196 KidsData, "Disability as Reason for Bullying/Harassment, by Race/Ethnicity," KidsData. <https://www.kidsdata.org/topic/425/disability-bullying-race/table#fmt=572&loc=267&tf=134&ch=748,616,749,797,711,70,10,72,9,73,127&sortColumnId=0&sortType=asc>.

197 Chinese Progressive Association - Youth Movement of Justice and Organizing, "Our Healing in Our Hands: Findings from A Mental Health Survey With San Francisco Unified School District High School Youth," 2018, <https://cpasf.org/wp-content/uploads/2018/08/CPA-Mental-Health-Report-2018-FINAL-WEB2.pdf>

198 Human Rights Campaign Foundation, Vincent, "California LGBTQ Youth Report," Washington, DC: Human Rights Campaign, 2019, <https://assets2.hrc.org/files/assets/resources/YouthReport-California-Final.pdf>.

199 KidsData, "Bullying/Harassment, by Sexual Orientation," KidsData, <https://www.kidsdata.org/topic/2025/bullying-sexual-orientation/table#fmt=2541&loc=267&tf=134&ch=1170,1169,1321,1320,1322&sortColumnId=0&sortType=asc>.

200 KidsData, "Perceptions of School Safety, by Sexual Orientation," KidsData, <https://www.kidsdata.org/topic/2015/school-safety-sexual-orientation/table#fmt=2530&loc=267&tf=134&ch=792,793,794,795,796,1321,1320,1322&sortColumnId=0&sortType=asc>.

201 KidsData, "School Connectedness (Student Reported), by Sexual Orientation," KidsData, <https://www.kidsdata.org/topic/2127/school-connectedness-sexual-orientation/table#fmt=2634&loc=267&tf=134&ch=430,432,433,1321,1320,1322&sortColumnId=0&sortType=asc>.

202 San Francisco Department on the Status of Women, "Family Violence Council Report," 2020.

203 KidsData, "Cyberbullying, by Gender and Grade Level," KidsData, <https://www.kidsdata.org/topic/1813/cyberbullying-gender/table#fmt=2276&loc=267&tf=134&ch=78,77,69,305,306,431,748,616,749,797&sortColumnId=0&sortType=asc>.

204 Knight, Heather, "'Lord of the Flies': Fights, Bullying, Chaos Upend San Francisco Middle School," San Francisco Chronicle, February 15, 2020, <https://www.sfchronicle.com/bayarea/heatherknight/article/Lord-of-the-Flies-Attacks-bullying-chaos-15055098.php#photo-19036440>.

205 Amos, Laura, "Eliminating School Discipline Disparities: What We Know and Don't Know About the Effectiveness of Alternatives to Suspension and Expulsion," Mathematica, November 18, 2021, <https://www.mathematica.org/blogs/eliminating-school-discipline-disparities-what-we-know-and-dont-know-about-the-effectiveness>.

206 American Institutes for Research, "AIR Study Finds More Severe Suspensions Have Greater Negative Effects on Academic Outcomes, Attendance and Future Behavior," American Institutes for Research (AIR), August 21, 2021. <https://www.air.org/news/press-release/air-study-finds-more-severe-suspensions-have-greater-negative-effects-academic>.

207 Boudreau, Emily, "School Discipline Linked to Later Consequences." Harvard Graduate School of Education, September 16, 2019, <https://www.gse.harvard.edu/news/uk/19/09/school-discipline-linked-later-consequences>.

208 Jacob, Brian A., and Kelly Lovett, "Chronic Absenteeism: An Old Problem in Search of New Answers." The Brookings Institution, July 27, 2017, <https://www.brookings.edu/research/chronic-absenteeism-an-old-problem-in-search-of-new-answers/>.

209 Panorama Education, "Reducing Chronic Absenteeism with School Climate and SEL," Panorama Education, 2018, <https://www.attendanceworks.org/wp-content/uploads/2018/10/Panorama-EdWeek-Webinar-Chronic-Absenteeism.pdf>.

210 San Francisco Unified School District, "SY2021-22 Mid-Year Data Summary," February 3, 2022, https://drive.google.com/file/d/177kfJlhWRGxHg_a0ceCafYt6D6Nu4iS4/view?usp=embed_facebook.

211 Webster, D., Lee, S., Dawson, W., Magruder, J., Exel, M., Cuccaro-Alamin, S., Putnam-Hornstein, E., Wiegmann, W., Saika, G., Hammond, I., Ayat, N., Gomez, A., Jeffrey, K., Prakash, A., Berwick, H., Hoerl, C., Yee, H., Flamson, T., Gonzalez, A. & Ensele, P. CCWIP Reports, University of California at Berkeley California Child Welfare Indicators Project, 2022, <https://ccwip.berkeley.edu/childwelfare/static/PlacementGrids/r/fcp/s>

212 Wiegmann, W., Putnam-Hornstein, E., Barrat, V. X., Magruder, J. & Needell, B., The Invisible Achievement Gap Part 2: How the Foster Care Experiences of California Public School Students Are Associated with Their Education Outcomes, 2014. <https://stuartfoundation.org/wp-content/uploads/2016/04/IAGpart2.pdf>

213 Smith, Ashley A., "Multiple School Transfers Contribute to High Absenteeism among Foster Students," EdSource,

- December 3, 2019, <https://edsources.org/2019/multiple-school-transfers-contribute-to-high-absenteeism-among-foster-students/620659>.
- 214 Vega, Vanessa, "Social and Emotional Learning Research Review," Edutopia, June 14, 2017, <https://www.edutopia.org/sel-research-learning-outcomes>.
- 215 Huang, Penny, "SCHOOL READINESS in San Francisco," Applied Survey Research, 2015, https://www.first5sf.org/wp-content/uploads/2016/2015_school_readiness_report.pdf.
- 216 Goldhaber, Dan, Malcolm Wolff, and Timothy Daly, "Assessing the Accuracy of Elementary School Test Scores as Predictors of Students' High School Outcomes," CALDER, August 2021, <https://caldercenter.org/sites/default/files/CALDER%20WP%20235-0520-2.pdf>.
- 217 Calefati, Jessica, "Why Is San Francisco the State's Worst County for Black Student Achievement?" CalMatters, October 25, 2017, sec. Education, <http://calmatters.org/education/2017/10/san-francisco-states-worst-county-black-student-achievement/>.
- 218 Calefati, Jessica, "Why Is San Francisco the State's Worst County for Black Student Achievement?" CalMatters, October 25, 2017, sec. Education.
- 219 Achievement Assessments Office, "Fall Semester Grades (2019-20 to 2021-22) Summary (Grade 6 to 8)," San Francisco Unified School District, December 28, 2021, https://drive.google.com/file/d/1jWLOYkRuzOIN18X74-WswIB-lslqLPiom/view?usp=embed_facebook; Achievement Assessments Office, "Fall Semester Grades (2019-20 to 2021-22) Summary (Grade 9 to 13)," San Francisco Unified School District, December 28, 2021, https://drive.google.com/file/d/1bURPMxdqJpk74-WgJRnkG0COLOdcdXJZ/view?usp=embed_facebook.
- 220 Evans, Gary W., Jeanne Brooks-Gunn, and Pamela Kato Klebanov, "Stressing Out the Poor: Chronic Physiological Stress and the Income-Achievement Gap," Pathways, https://inequality.stanford.edu/sites/default/files/PathwaysWinter11_Evans.pdf.
- 221 Knight, Heather, "Black Families in SFUSD Have Often Felt Unheard. Will the New School Board Finally Listen?" San Francisco Chronicle, March 12, 2022, <https://www.sfchronicle.com/sf/bayarea/heatherknight/article/Black-families-in-SFUSD-have-often-felt-unheard-16996424.php>.
- 222 African American Achievement Leadership Initiative, "SFUSD AAALI Annual Report 2019-2020," San Francisco Unified School District. https://drive.google.com/file/d/1WGDsjEvLSM58SknmIguv9fJUrgMNjUln/view?usp=embed_facebook.
- 223 San Francisco Unified School District, "SFUSD Ahead of Peer Districts in Students Meeting Standards," October 9, 2019, <https://www.sfusd.edu/about-sfusd/sfusd-news/current-news-sfusd/archived-press-releases/100919-sfusd-ahead-peer-districts-students-meeting-standards>.
- 224 California Department of Education, "San Francisco Unified Report: Enrollment by Subgroup for Charter and Non-Charter Schools," DataQuest, <https://data1.cde.ca.gov/dataquest/dq census/EnrCharterSub.aspx?cde=3868478&agg-level=district&year=2020-21&ro=y>.
- 225 Children's Environmental Health Promotion Program and the Maternal, Child & Adolescent Health Section, "Health Impacts of Family Housing Insecurity," San Francisco Department of Public Health, February 2019. https://sfdph.org/dph/files/EHSdocs/ehsCEHPdocs/Housing_Insecurity_SFDPH_Report.pdf
- 226 Achievement Assessments Office, "Fall Semester Grades (2019-20 to 2021-22) Summary (Grade 9 to 13)," San Francisco Unified School District, December 28, 2021, https://drive.google.com/file/d/1bURPMxdqJpk74-WgJRnkG-0COLOdcdXJZ/view?usp=embed_facebook.
- 227 San Francisco Unified School District, "SFUSD Families Weigh in on Distance Learning," August 7, 2020, <https://www.sfusd.edu/about/news/current-news/sfusd-families-weigh-distance-learning>.
- 228 Dorn, Emma, Bryan Hancock, Jimmy Sarakatsannis, and Ellen Viruleg. "COVID-19 and Education: The Lingering Effects of Unfinished Learning," McKinsey & Company, July 27, 2021, <https://www.mckinsey.com/industries/education/our-insights/covid-19-and-education-the-lingering-effects-of-unfinished-learning>.
- 229 Goldstein, Dana, "The Pandemic Has Worsened the Reading Crisis in Schools," The New York Times, March 8, 2022, <https://www.nytimes.com/2022/03/08/us/pandemic-schools-reading-crisis.html>.
- 230 Tucker, Jill, "Surge and Sickout: 20% of S.F. Educators Absent as District Struggles to Supervise Classrooms," San Francisco Chronicle, January 6, 2022, <https://www.sfchronicle.com/sf/article/Surge-and-sickout-20-of-San-Francisco-educators-16755181.php>.

- 231 Knight, Heather, "A San Francisco Sixth-Grader Was Enrolled at a Public Middle School but Never Showed up. She Got A's Anyway," San Francisco Chronicle, February 5, 2022, <https://www.sfchronicle.com/sf/bayarea/heatherknight/article/SFUSD-sf-schools-16833262.php>.
- 232 San Francisco Unified School District Board of Education, "Board of Education Meeting: District PK-12 Data Summary Slides (2020-21 Outcome Metrics)," September 28, 2021. [https://go.boarddocs.com/ca/sfusd/Board.nsf/files/C75V6U7F43BA/\\$file/BoE%20Mtg_SFUSD%20PK-12_Data_Summary_Slides_2020_21_Outcome_Metrics.pdf](https://go.boarddocs.com/ca/sfusd/Board.nsf/files/C75V6U7F43BA/$file/BoE%20Mtg_SFUSD%20PK-12_Data_Summary_Slides_2020_21_Outcome_Metrics.pdf).
- 233 Division of Population Health, National Center for Chronic Disease Prevention and Health Promotion, "Out of School Time," Center for Disease Control, May 14, 2021, <https://www.cdc.gov/healthyschools/ost.htm>.

Readiness for College, Work, and Productive Adulthood

- 234 Vilorio, Dennis, "Education Matters: Career Outlook," U.S. Bureau of Labor Statistics, March 2016, <https://www.bls.gov/careeroutlook/2016/data-on-display/education-matters.htm>; King, Michael D., "Those With a High School Diploma or Less Make Up Majority of Government Assistance Recipients," U.S. Census Bureau, May 12, 2021, <https://www.census.gov/library/stories/2021/05/more-than-one-in-seven-social-safety-net-recipients-in-2017-were-college-graduates.html>; Lochner, Lance, and Enrico Moretti, "The Effect of Education on Crime: Evidence from Prison Inmates, Arrests, and Self-Reports," THE AMERICAN ECONOMIC REVIEW 94, no. 1 (2004): 65.
- 235 U.S. Census Bureau, 2016 American Community Survey 5-year estimates, Table S1501.
- 236 Hutchful, Esi, "Blocked: California Students and Higher Education," California Budget and Policy Center, August 2021, <https://calbudgetcenter.org/resources/blocked-california-students-higher-education/>.
- 237 Office of Occupational Statistics and Employment Projections, "Education Pays," U.S. Bureau of Labor Statistics, April 21, 2021, <https://www.bls.gov/emp/chart-unemployment-earnings-education.htm>.
- 238 San Francisco Unified School District, "SFUSD's Graduation Rate Rises to 88.3%, with Greatest Increases for African American, Special Education Students," January 10, 2022, <https://www.sfusd.edu/about-sfusd/sfusd-news/current-news-sfusd/sfusds-graduation-rate-rises-883-greatest-increases-african-american-special-education-students>.
- 239 Cordero, Christiane, and Grace Manthey, "Indigenous Students Can Face Large Education Gaps. Here's How One School Is Trying to Close Them," ABC7 Los Angeles, November 23, 2021, <https://abc7.com/native-american-education-indigenous-students-achievement-gaps-school/11263264/>.
- 240 California Department of Education, "Five-Year Cohort Graduation Rate – Statewide," DataQuest, accessed April 27, 2022, <https://data1.cde.ca.gov/dataquest/dqcensus/Coh5YrRate.aspx?cds=00&aggllevel=state&year=2020-21&introw=&ro=y>.
- 241 Applied Survey Research, 2019 San Francisco Youth Homeless Point-in-Time Count and Survey, 2019, Department of Homelessness and Supportive Housing, January 30, 2020.
- 242 San Francisco Coalition on Homelessness, "Stop the Revolving Door," September 2020, <https://www.cohsf.org/wp-content/uploads/2020/11/Stop-the-Revolving-1.pdf>.
- 243 San Francisco Unified School District, "SFUSD High School Health Survey Results: Key Health Behavior Indicators from the Youth Risk Behavior Survey," 2017.
- 244 Human Rights Campaign Foundation, "California LGBTQ Youth Report," Washington, D.C.: Human Rights Campaign, 2019. <https://assets2.hrc.org/files/assets/resources/YouthReport-California-Final.pdf>.
- 245 Hutchful, Esi, "Blocked: California Students and Higher Education," California Budget and Policy Center, August 2021, <https://calbudgetcenter.org/resources/blocked-california-students-higher-education/>.
- 246 California Department of Education, "Four-Year Adjusted Cohort Graduation Rate - San Francisco Unified District," DataQuest, accessed May 3, 2022, <https://data1.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?aggllevel=district&year=2020-21&cds=3868478>.
- 247 California Department of Education, "College-Going Rate for California High School Students - San Francisco County," DataQuest, accessed May 3, 2022. <https://data1.cde.ca.gov/dataquest/DQCensus/CGRLoc.aspx?cds=38&aggllevel=County&year=2017-18>.
- 248 San Francisco Department of Children, Youth, and Their Families, CNA Surveys, 2021.
- 249 The Center, "First-Generation Students: Approaching Enrollment, Intersectional Identities, & Asset-Based Success," Center for First-Generation Success, December 1, 2017, <https://firstgen.naspa.org/blog/first-generation-students-approaching-enrollment-intersectional-identities-and-asset-based-success>.

- 250 Valenzuela, Ileri, "CCSF Re-Imagine the Student Experience Focus Groups: Student Perspectives," The RP Group, June 2019.
- 251 Bender, Kathleen, "Education Opportunities in Prison Are Key to Reducing Crime," Center for American Progress, March 2, 2018, <https://www.americanprogress.org/article/education-opportunities-prison-key-reducing-crime/>.
- 252 The Annie E. Casey Foundation, "Casey Supports National Effort to Grow Credible Messenger Mentoring," The Annie E. Casey Foundation, September 12, 2021, <https://www.aecf.org/blog/casey-supports-national-effort-to-grow-credible-messenger-mentoring>.
- 253 Quick, Calvin, Nora Hylton, and Arsema Asfaw, "San Francisco District 5 Youth Budget Needs Report," San Francisco Youth Commission, August 9, 2020. <https://sfgov.org/youthcommission/sites/default/files/District%205%20Youth%20Budget%20Needs%20Report.pdf>.
- 254 "San Francisco Coordinated Community Plan to Prevent and End Youth Homelessness," San Francisco Department of Homelessness and Supportive Housing, 2018, <https://hsh.sfgov.org/wp-content/uploads/2018/01/San-Francisco-Coordinated-Community-Plan-January-2018-Final.pdf>.
- 255 "The Trevor Project Research Brief: LGBTQQ Youth in the Workplace," The Trevor Project, March 2021, https://www.thetrevorproject.org/wp-content/uploads/2021/03/LGBTQQ-Youth-in-the-Workplace_-March-2021.pdf.
- 256 Youth.gov, "Employment Considerations for Youth with Disabilities," <https://youth.gov/youth-topics/youth-employment/employment-considerations-for-youth-with-disabilities>.
- 257 Lindsay, Sally, Hiba Ahmed, Vanessa Tomas, and Abby Vijayakumar, "Exploring the Lived Experiences of Ethnic Minority Youth with Disabilities: A Systematic Review and Meta Synthesis of Qualitative Data," Disability and Rehabilitation 0, no. 0 (February 22, 2022): 1–14, <https://doi.org/10.1080/09638288.2022.2040614>.
- 258 Youth.gov, "Employment Considerations for Youth with Disabilities."
- 259 California Community Colleges, "California College Promise Grant," <https://www.cccapply.org/en/money/california-college-promise-grant>.
- 260 Free City Oversight Annual Report Subcommittee, "Free City Annual Report 2017-2018," City and County of San Francisco, November 26, 2019, https://static1.squarespace.com/static/5c01d13ab98a788a7a0cf-d93/t/5ddd91a5377ff72cee43328b/1574802016419/CCSF+Free+City+Annual+Report+2019+-+November+2019_Distribute.pdf.

BOARD of SUPERVISORS



City Hall
1 Dr. Carlton B. Goodlett Place, Room 244
San Francisco, CA 94102-4689
Tel. No. (415) 554-5184
Fax No. (415) 554-5163
TDD/TTY No. (415) 554-5227

MEMORANDUM

TO: Maria Su, Director, Department of Children, Youth, and Their Families

FROM: Erica Major, Assistant Clerk, Land Use and Transportation Committee

DATE: July 6, 2022

SUBJECT: HEARING MATTER INTRODUCED

The Board of Supervisors' Land Use and Transportation Committee has received the following hearing request, introduced by Supervisor Ronen on June 28, 2022:

File No. 220782

Hearing on Community Needs Assessment 2022 Report conducted by the Department of Children, Youth and Their Families towards the goal of understanding the gaps and needs that San Francisco's population of children, youth, disconnected transitional age youth, and families face in existing services and programs; identifying and highlighting programs, services, and community assets that promote resiliency; and reviewing the data highlighted will guide the development of the Services Allocation Plan which will describe how Children and Youth Fund dollars will be allocated for the 2024-2029 funding cycle; and requesting the Department of Children, Youth and Their Families to report.

If you have any comments or reports to be included with the file, please forward them to me at the Board of Supervisors, City Hall, Room 244, 1 Dr. Carlton B. Goodlett Place, San Francisco, CA 94102.

Introduction Form

By a Member of the Board of Supervisors or Mayor

Time stamp
or meeting date

I hereby submit the following item for introduction (select only one):

- 1. For reference to Committee. (An Ordinance, Resolution, Motion or Charter Amendment).
- 2. Request for next printed agenda Without Reference to Committee.
- 3. Request for hearing on a subject matter at Committee.
- 4. Request for letter beginning : "Supervisor inquiries"
- 5. City Attorney Request.
- 6. Call File No. from Committee.
- 7. Budget Analyst request (attached written motion).
- 8. Substitute Legislation File No.
- 9. Reactivate File No.
- 10. Topic submitted for Mayoral Appearance before the BOS on

Please check the appropriate boxes. The proposed legislation should be forwarded to the following:

- Small Business Commission
- Youth Commission
- Ethics Commission
- Planning Commission
- Building Inspection Commission

Note: For the Imperative Agenda (a resolution not on the printed agenda), use the Imperative Form.

Sponsor(s):

Ronen

Subject:

[Community Needs Assessment 2022: San Francisco Department of Children Youth and Their Families]

The text is listed:

Hearing on Community Needs Assessment 2022 Report conducted by the San Francisco Department of Children Youth and Their Families towards the goal of understanding the gaps and needs that San Francisco's population of children, youth, disconnected TAY, and families face in existing services and programs; identifying and highlighting programs, services, and community assets that promote resiliency; and reviewing the data highlighted will guide the development of the Services Allocation Plan which will describe how Children and Youth Fund dollars will be allocated for the 2024-29 funding cycle.

Signature of Sponsoring Supervisor: