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Sent: Thursday, January 12, 2023 10:51 AM
To: Ronen, Hillary; Safai, Ahsha (BOS); Dorsey, Matt (BOS)
Cc: Ferrigno, Jennifer (BOS)
Subject: YYAF Agenda Item No. 2 - Responsive Documents From SFUSD - File No. 221290
Attachments: SFUSD SAFEH Resolution Report_5.10.22.pdf; SFUSD SAFEH Resolution Report June 2021 (1).pdf; SAFEH Resolution Presentation 2019 .pdf; 221290 SFUSF Policy 6173.pdf

Categories: 221290, 2023.01.13 - YYAF

Good morning, YYAF members,

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

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

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

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

[BOS File No. 221290](#)

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

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



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

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Annual Report on Students and Families Experienced Homelessness Action Plan

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

The report should include:

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

A. Who We Serve

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

- Children and youth who are: sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as “doubled-up”); living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations; living in emergency or transitional shelters; or abandoned in hospitals;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above



B. Outcome Data: NOTE: There is no academic data because the SBAC was canceled for 2020.

SAFEH Students - District	2463
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Division	
EES	0.2%
ES	41.9%
HS	30.2%
K-8	8.3%
MS	19.4%

SpEd	504
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English Learner	943
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Race/Ethnicity			
American Indian or Alaska Native	0.2%	Korean	0.1%
Asian Indian	0.8%	Middle Eastern/Arab	0.5%
Black or African American	13.7%	Not Specified	5.8%
Cambodian	0.2%	Other Asian	0.8%
Chinese	23.7%	Other Pacific Islander	0.1%
Filipino	4.9%	Samoan	0.6%
Hawaiian	0.1%	Two or More	4.0%
Hispanic/Latino	42.0%	Vietnamese	0.6%
Japanese	0.1%	White	1.7%

SAFEH Students - County/Court	35
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School Type	
County/Court	80%
Non-Public Schools	20%

SpEd	18
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English Learner	2
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Race/Ethnicity	
Black or African American	12
Cambodian	1
Hispanic/Latino	13



Percentage	Number Students Promoted/Graduated	Total Number of SAFEH Students	Grade Level
100.00%	8	8	Promotion Grade TK
99.15%	117	118	Promotion Grade K
98.71%	153	155	Promotion Grade 01
100.00%	217	217	Promotion Grade 02
98.35%	239	243	Promotion Grade 03
99.61%	255	256	Promotion Grade 04
100.00%	194	194	Promotion Grade 05
100.00%	180	180	Promotion Grade 06
99.47%	187	188	Promotion Grade 07
100.00%	151	151	Promotion Grade 08
96.89%	218	225	Promotion Grade 09
93.91%	185	197	Promotion Grade 10
96.45%	163	169	Promotion Grade 11
8.33%	1	12	Graduation
98.05%	2268	2313	Promotion/Graduated Grade All

Percentage	Number Students Retained	Total Number of SAFEH Students	Grade Level
0.00%	0	8	Retention Grade TK
0.85%	1	118	Retention Grade K
1.29%	2	155	Retention Grade 01
0.00%	0	217	Retention Grade 02
1.65%	4	243	Retention Grade 03
0.39%	1	256	Retention Grade 04
0.00%	0	194	Retention Grade 05
0.00%	0	180	Retention Grade 06
0.53%	1	188	Retention Grade 07



0.00%	0	151	Retention Grade 08
3.11%	7	225	Retention Grade 09
6.09%	12	197	Retention Grade 10
3.55%	6	169	Retention Grade 11
1.48%	34	2301	Retention Grade All

Percentage	No Students suspended/expelled	Total Number of Foster Students	Expulsion/Suspension
0.00%	0	2353	Expulsion SY20 S2
0.00%	0	2414	Expulsion SY21 S1
2.42%	57	2353	Suspension SY20 S2
0.00%	0	2414	Suspension SY21 S1

Daily Attendance Rate for SAFEH students	
90.28%	Attendance SY20 S2 - through Feb 2020 - in person
87.56%	Attendance SY21 S1 - Fall 2020 - distance learning.

C. LCAP Goals and Outcomes:

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

D. Outcomes:

- SFUSD works across departments and divisions to highlight the need for synthesis of programs for vulnerable youth. SFUSD supports central office staff dedicated to focal populations that coordinate resources and provide individual support to students and families struggling with



homelessness, Limited English Skills, Foster youth, students with incarcerated parents and other factors.

- SFUSD Office of Counseling & Post Secondary Success implemented the Student, Equity and Advocacy Teams (SEAT) to prioritize focal underserved students for additional supports and interventions, such as mentoring, tutoring, counseling, CBO support (i.e. Project AVARY, Project WHAT, etc.) and more. Additionally, the Office of Counseling and Post Secondary Success and the Multilingual Pathways Department (MPD) provided monthly professional learning for counselors of newcomer ELs in high schools including sessions on safe and supportive school, CBO partnerships and Refugee and Immigrant Supports.
- MPD and High School LEAD provided quarterly professional development for site administrators of high school newcomer pathway schools on implementing and monitoring both academic and behavioral tiered supports for recently arrived immigrant youth.
- MPD provided elementary teachers professional development, planning, and online resources for Designated ELD, Spanish Sound Transfers Kits and professional development to all K2 Spanish Biliteracy teachers. For newcomers, access to Imagine Learning (App) and workbooks.
- In collaboration with DCYF, Beacon funding was expanded to 18 additional ES, K-8, MS schools to a total of 27 Beacon/ExCEL programs. The Beacon schools are implementing the SFUSD Comprehensive Community Schools Model that focuses on four programmatic areas: Expanded Learning, Family Partnerships, Behavioral Health & Wellness, and School Transitions.
- Enhanced Section 504 Program to better serve students with behavioral and emotional needs. Expanded number of students served. Under Section 504, continued to provide improved support plans with necessary accommodations and services. Increased training and consultation to site staff to better create and implement Section 504 plans.
- In FY 19-20, each school identified a designated Climate Team Lead to attend a year long professional learning community focusing on school culture and climate including training Restorative Practices, Cultural Humility, Family Partnerships and more. Safety Care training was also offered on a regular basis. In Fall 2019, 74% of Climate Team members across the district had been trained in Restorative Practices and 46% of climate teams reported that teacher's had been trained in classroom circles and 22% reported that teachers were regularly using classroom circles. With the shift to distance learning in the Spring of 2020, the year long PLC was not continued into FY 20-21 as the district shifted in multiple ways due to distance learning.

LCAP Goal: 2.07 Safe & Supportive Schools (SCG) Foster Youth: Develop and support the infrastructure necessary to support and monitor the educational success of Foster Youth:

- Work with CDE, county child welfare, and probation agencies, and SFUSD/COE Foster Youth Coordinating Program (FYSCP) to obtain, share, and analyze data to accurately identify foster youth and track progress on all required metrics.



- Develop truancy policies that take account of the unique needs of and legal requirements for Foster Youth.
- Ensure Foster Youth liaison and district level oversight staff have adequate time, knowledge, trauma-informed training, and resources to meet the needs of Foster Youth.
- Collaborate with schools, child welfare and probation agencies, school sites and FYSCP district staff to increase school stability, promptly transfer records, and increase attendance.

FY 19-20 Outcomes

- Partnered with various organizations (county child welfare, probation agencies, and SFUSD Foster Youth Services (FYS) program) to increase shared access to data for foster youth. Work continues for 2019-20
- Provided tutoring services for Foster Youth.
- Began syncing student information from Synergy into the Foster Focus database and used dashboard functions to monitor attendance, behavior, and transitions and provide interventions accordingly.
- Continued to partner with child welfare to address truancy issues. During Distance learning, the same strategies were implemented virtually: Partnered with various organizations (county child welfare, probation agencies, and SFUSD Foster Youth Services Coordinating Program (FYSCP) to increase shared access to data for foster youth. Work continues for 2019-20
- Provided tutoring and individual case management services for Foster Youth.
- Continued to partner with child welfare and community partners to address truancy issues.

E. Pandemic Pivots

As a district we are moving towards a coordinated care approach to deliberately organize student and family support activities and sharing information among all of the participants concerned with a student's success to achieve a safer and more equitable school culture and climate. Each school will have a coordinated care team that authentically partners with students and their families to increase coordination across the district and with partner agencies and providers. The coordinated care approach focuses on tier one interventions through anti racist actions that are antidotes to white supremacist characteristics including paternalism, power hoarding, and only one right way.

Family Wellness Check ins (FWC) & Data Collection

During the district FWC, school staff were able to identify families in need of housing support, especially those families that were doubled to tripled up and were not new to housing instability, not just new overall status. School site staff connected families to outside agencies for support with food, rental support, and other support services. Some schools partnered with existing food bank resources, local



markets and CBOs to support families in accessing groceries, in addition to grab and go meals. 75 students who were enrolled as SAFEH participated in grab and go meals

Coordinated Care Teams & and Identification of Student/Family Needs:

Through Department of Education funding, SFUSD was able to provide families with supplies for return to in person learning in the amount of \$50,000. Students at 11 school sites and the Early Education Department with higher concentration of SAFEH students were provided supplies. The remaining \$67,475 funds will support students returning to school in the Fall.

The Student, Family, Community Support Division provided central consultation for school based coordinated care teams to connect over 30 families with individualized resources or seeking connections with CBOs or City Services

F. Partnering with SNS & other SFUSD Departments re: data and systems management

Family EBT Cards - Coordinated with Student Nutrition Services to provide data on SAFEH students and families to ensure they are sent information regarding the accessing their pandemic EBT cards when they are sent later this summer.

RPA Data Collection - clarification with RPA on how our data is collected and measured, in light of McKinney Vento guidelines and the circumstances of the pandemic so that SAFEH data systems are transparent and clear, and RPA can provide ongoing support as needed, This includes such data as how students are designated as homeless by McKinney Vento, rights and eligibility for supports being granted for a year after a student becomes permanently housed.

G. Partnership & Coordination with City Agencies

Bayview Hunters Point Collaborative:

During the summer and Fall of 2020, in partnership with the city's goal of supporting unhoused individuals in the Bayview Hunters Point Area, we participated in weekly and biweekly meetings to assure that any students who might be unhoused and SFUSD students were able to get the support they needed

- Collaborative Members were asked to confirm if students were enrolled in SFUSD, and if so what school, so that we could alert the school of the family's situation and make sure they were connected with resources
- Not too many families were accessed through this method but through other community based organizations, and partners providing more specific direct service



- The population of folks needing support were overwhelmingly adults and over time the collaborative disbanded to focus on the local CBO partner and the Safe Sleeping site for adults in the area

Stay Over Program at BVHM

- Eight families are currently in the program- 8 families for a total of 29 residents
- 8 Households, 146 students & their families were provided access to the SOP this school year.
- **Heading Home Campaign** Connected 75 pregnant mothers who were seeking rapid rehousing within the city system and whose children may be a part of our EED programs.
- **Department of Homelessness and Supportive Housing: One System.** Partnered with DSHS to inform families of services. According to DSHS, approximately 398 households reporting they had children in SFUSD accounting for approximately 709 students, accessed the city family coordinated entry in 2020. This number is only partially representative families who were receiving support in 2020, as some families may have initially entered family coordinated entry in 2019 and were still receiving housing supports.

H. Future State

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

- Further coordination with DSHS (monthly meetings) around
 - A. Referrals to rehousing, not just immediate supports
 - B. Clearer communication in case management
 - C. Continued point of contact with larger agencies i.e. Hamilton Families, Compass Points
- Clearer and broader access to asynchronous info about SAFEH
 - A. Google Classroom
 - B. Information for Link Line, etc
- “Quarter 5” access to DOE funds for students returning to school
- Redesign & placement within SFSD shifts

I. Spotlight: Hillcrest Elementary School:



Hillcrest ES, has for years, organized a “Parents as Partners’ ’ week during the beginning of the school year where every family is contacted and able to share specifics about what might be going on within their family or for their students. Though our Family Wellness Checks have now asked all schools to check in with all families quarterly, the “Parents as Partners” check in has come to be something the community anticipates, and a place where families are aware that disclosing information about their circumstances and needs is an opportunity for the school site to connect them with various resources and supports. The site made sure to use the Family Wellness Checks as a modified “Parents as Partners’ ’ check in which meant that they were able to identify their SAFEH students and families quickly and efficiently, and without any risk of feeling stigmatized. Staff noted that the ability to get quick identification became not only a strategy to make sure families accessed resources, but to continue to build trust and consistent communication.