SF DEPARTMENT OF CHILDREN YOUTH & THEIR FAMILIES

Making San Francisco a great place to grow up

[2016 COMMUNITY NEEDS ASSESSMENT]

A Snapshot of San Francisco's Children and Families

Maria Su, Psy.D.
Executive Director

Edwin M. Lee
Mayor

A Letter from the Executive Director

I am pleased to present the 2016 Community Needs Assessment (CNA) for the Department of Children, Youth, and Their Families (DCYF). The CNA is a comprehensive overview of the needs of children and youth, birth to age 24, and their families in San Francisco. It is the first needs assessment conducted by DCYF following the reauthorization of the Children and Youth Fund and is a document we will rely on as we move into the next phase of our planning process.

The CNA reflects DCYF's partnership with and commitment to the community. It is a compilation of local and regional population data; research conducted by City departments, foundations, and other agencies; and direct input from the community. I want to thank and acknowledge the hundreds of San Francisco residents who participated in our CNA community input process via surveys, focus groups, and community meetings, and offered their suggestions on what they believe children, youth, and families need in order to thrive. We greatly appreciate their insight and thoughtfulness.

The CNA was created at a time of dichotomy in San Francisco. The city is home to an exhilarating level of progress and success in the technology sector, yet many San Francisco youth are performing below proficiency in math and reading. The city has one of the lowest unemployment rates in the United States and recently passed the country's most generous paid parental leave ordinance, but many families struggle to find quality affordable childcare when they return to work. Housing prices are near the highest in the country, while many low-income families and transitional age youth are marginally housed or homeless.

We can and must do more to guarantee equitable access to the services and opportunities that all children, youth, and families need to lead lives full of opportunity and happiness. We must work together, with community-based organizations, City departments, the School District, and the community to improve our coordination of services for children, youth and families. In addition, we must assess our efforts to ensure the services we provide are having the intended impact.

In the next phase of our planning process, DCYF will create a Services Allocation Plan (SAP) to determine how to allocate funds to address the service needs identified in this CNA. The SAP will be completed in June of 2017, and a Request for Proposals (RFP) based on the SAP will be issued shortly thereafter. Grants awarded via the RFP process will start in July 2018.

I hope you find the CNA informative and useful. DCYF and our partners look forward to using the CNA as we continue our mission to make San Francisco a great place to grow up.

Sincerely,

Maria Su, Psy.D.
Executive Director

TABLE OF CONTENTS

LIST OF FIGURES

ACKNOWLEDGMENTS

The San Francisco Department of Children, Youth, and Their Families (DCYF) wishes to thank the following individuals and organizations for their invaluable support in the development and implementation of the Community Needs Assessment:

San Francisco youth, community, and family members

Grantees of DCYF

Staff at DCYF

Applied Survey Research

BAYCAT

Boys & Girls Clubs of San Francisco

Center on Juvenile and Criminal Justice

Citywide Transitional Age Youth Advisory Board

Coleman Advocates for Children & Youth

Community Youth Center

Department of Public Health

Department on the Status of Women

Dimensions Clinic

First 5 San Francisco

Human Services Agency

Jewish Vocational Services

Lavender Youth Recreation and Information Center

Learning for Action

Mission Analytics Group

Mission Girls

Our Children, Our Families Council

Oversight and Advisory Committee for DCYF

Oversight and Advisory Committee Services Provider Working Group for DCYF (and former Community Coalition)

Samoan Community Development Corporation

San Francisco Adult Probation Department

San Francisco Juvenile Probation Department

San Francisco Office of Early Care and Education

San Francisco Unified School District

YMCA School Site Mentoring

INTRODUCTION

In 1991, voters passed the Children's Amendment to the City Charter, making San Francisco the first city in the country to guarantee a dedicated funding stream to children each year. This landmark legislation set aside a portion of annual property taxes for the Children's Fund to be used exclusively for services that benefit children from birth to age 17. In 2000, residents overwhelmingly voted to renew the Children's Fund, and then again in 2014, under Proposition C with an extended 25-year tenure.

Renamed the Children and Families First Initiative, the property tax earmark will increase to four cents for each $100 of assessed property value by fiscal year 2018-2019. Additionally, the initiative expanded the use of the Children's Fund to provide services to disconnected transitional age youth (TAY) aged 18 to 24 years, and renamed the fund the Children and Youth Fund to reflect this expanded service population.

Proposition C also created the Our Children, Our Families (OCOF) Council, an advisory body co-led by the mayor and the San Francisco Unified School District (SFUSD) superintendent to align City, School District, and community efforts to improve outcomes for children, youth, and families. It includes data on demographics, economic well-being, health, education, and community factors and informed the structure and content of this Community Needs Assessment (CNA).

The Children and Families First Initiative established a five-year planning cycle for spending from the Children and Youth Fund. To fulfill the planning requirements of the Children and Youth Fund, the San Francisco Department of Children, Youth, and Their Families (DCYF) engages young people, parents, and service providers across the city in a CNA every five years. The Children and Families First Initiative stipulates that the CNA shall 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" and requires that DCYF conduct an equity analysis as part of the process to identify community needs.

The results of the CNA inform the development of the Services Allocation Plan (SAP), which will inform strategic funding priorities.

This CNA is structured around the five strategic areas defined in the OCOF Outcomes Framework, which was created to establish key outcomes that the City, School District, and community want all children, youth, and families in San Francisco to reach. Based on data collected and examined, this CNA identifies key areas of service needs in San Francisco and highlights the disparities between populations across the city along the following five interconnected areas of the OCOF Outcomes Framework:

1. **Economic Security & Housing Stability:** This describes how San Francisco fares on measures of poverty and self-sufficiency and examines the extent to which city residents are stably housed.
2. **Safe & Nurturing Environments:** This examines perceptions of neighborhood safety, crime, and violence among city residents.
3. **Physical, Emotional, & Mental Health:** This describes disparities across the city on dimensions of health that also intersect with other challenges raised across other sections of the CNA.
4. **21st Century Learning Environment:** This describes early care and education (ECE) settings and examines disparities around school readiness and K-12 school outcomes.
5. **Post-Secondary Education & Career Paths:** Successful transition into adulthood is the ultimate targeted outcome of all these efforts, and this section examines challenges associated with this transition.

METHODOLOGY

San Francisco is home to a diverse population with varying needs and interests. This CNA integrates regional and local population data from a wide array of secondary data sources to provide a description of the city from a broad vantage point. To better understand and give life to that diversity, attempts were made to ensure the many voices of the community were represented. DCYF solicited input from city residents – young people and their families, school administrators, and service providers – to highlight the greatest disparities and service needs facing San Francisco's children, youth, and families. Variations in how populations are referred to reflect differences in the terminology that source documents use. The specific data sources used include the following:

Literature review and population-level data: DCYF conducted an extensive literature review of San Francisco-specific reports related to children, youth, and their families. A literature review summarizing 49 reports, largely published between 2013 and 2015, served as a primary data source for the final CNA (this document will be made available along with the release of the final report). Regional, national, and/or pre-2013 data were used selectively to substantiate needs identified by the community when local and/or more current data were unavailable. Additionally, this CNA drew heavily on OCOF's 2015 report on the well-being of children, youth, and families in San Francisco, which includes data on demographics, economic well-being, health, education, and community factors. Current population data from City departments and SFUSD were requested on an ad hoc basis.

Community input sessions and all-grantee meeting: In collaboration with the OCOF Council, the Office of Early Care and Education (OECE), and City district supervisors, public input sessions were held in November and December 2015 in each of the 11 supervisorial districts in San Francisco. In all, 362 parents, caregivers, youth, community members, and service providers joined the input sessions to discuss their opinions about what children, youth, and families most need in support of positive outcomes. A report detailing the results from the 11 community input sessions can be accessed on the DCYF website.

In March 2016, a meeting convened to collect feedback from all DCYF-funded service providers (grantees) on the needs of children, youth, and their families in San Francisco. The all-grantee meeting began with a presentation by DCYF's deputy director on the disparate outcomes and identified needs of San Francisco's children, youth, and their families based on data collected to date through the literature review and Community Input Sessions. DCYF staff then collected input from the 223 attendees, representing 176 DCYF-funded programs on the five outcome areas identified in the OCOF Outcomes Framework. A report on the input received at the service providers meeting can be accessed on the DCYF website.

Community members were invited in June 2016 to review a first draft of the CNA report and to provide feedback and additional input at a presentation of some of the key findings of the CNA. DCYF sought additional community input via an online portal to provide the opportunity for comment to those who were unable to attend the meeting in person. DCYF received input from approximately 150 respondents, and worked to clarify and add content to the CNA in response to this input. Much of the input comunicated through the various community input sessions and All-Grantee meeting will also be leveraged to inform the development of the SAP.

Surveys, focus groups, and interviews: To learn more about the needs of children, youth, and families from the vantage point of service providers and education professionals, DCYF administered surveys to three groups in May 2014: school principals, child development center (CDC) site supervisors, and service providers. A total of 262 providers, 61 principals and assistant principals, and seven CDC site supervisors and site staff submitted survey responses.

In December 2015, OCOF collaborated with the San Francisco Board of Education Parent Advisory Council to strategically reach out and hear from families and communities experiencing some of the greatest disparities, challenges, and inequities in San Francisco. These efforts resulted in 20 focus groups with over 250 participants, the findings of which are documented in the 2015 OCOF Council Data Report. DCYF references the key service needs identified for children and families in this report.[i]

In acknowledgment of the wide diversity of the city's population, DCYF worked with DCYF's Oversight and Advisory Committee and Applied Survey Research to identify and meet with more difficult-to-reach populations in the city who have a high level of need but for whom data were limited. Given time and resource constraints, these groups included monolingual immigrant parents; lesbian, gay, transgender, queer, and questioning (LGBTQ) youth; TAY; justice-involved TAY; and other youth from hard-to-reach subpopulations. DCYF conducted a series of 11 focus groups; where it was not possible to reach the population directly, three interviews with service providers or experts in other City departments and

[i] *The data report is available online at http://www.ourchildrenourfamilies.org/datareport.*

community-based organizations (CBOs) were conducted.[ii] Many of the comments and personal stories shared by community members who participated in focus groups and interviews are represented in this report to illustrate the lived experiences of everyday San Franciscans with respect to each domain area. The comments align closely and are quite consistent with the quantitative data points presented in the CNA. Many of the comments shared touch on issues relevant to more than one domain, and all of the comments included throughout this report as "Community Voices" are collected in Appendix A. All names used in this report are fictitious to protect participating community members' anonymity.

Given limitations in time and resources for this assessment, conducting a focus group with one segment necessarily meant that the perspectives of some other groups could not be captured. Second, due to the resource-intensive nature of these methods, DCYF was not able to conduct all of the desired focus groups and interviews, meaning that there remain segments of the city's population whose realities may not be fully represented by this needs assessment.

Equity analysis: DCYF partnered with Mission Analytics Group to conduct an equity analysis of children and families across the city. This analysis drew on census, School District, and other administrative data sources to identify low-income neighborhoods and disadvantaged communities. Additionally, based on programs DCYF administered in fiscal year 2014-2015, the analysis establishes a baseline distribution of services and resources across neighborhoods and communities by estimating a dollar benefit to each youth served by funded programs. Along with a similar citywide analysis of resources being developed by the OCOF Council and the OECE, these equity analysis findings will help inform the next SAP.

[ii] *Priority groups included LGBTQ TAY, transitional age fathers on probation, Arab youth, Samoan youth, Chinese immigrant parents, monolingual Spanish-speaking immigrant parents, TAY with mental health challenges, system-involved (including juvenile justice, foster care) TAY, TAY in leadership positions, and middle school students.*

DEMOGRAPHIC COMPOSITION OF THE CHILDREN, YOUTH, & FAMILIES OF SAN FRANCISCO

This section offers a brief demographic overview of the children, youth, and families of San Francisco to provide context for the numerous data points and indicators presented in this report.

According to recent estimates from the U.S. Census Bureau 2014 American Community Survey, San Francisco is home to approximately 852,000 residents, including 114,000 children and youth under 18 years of age and 65,000 young adults aged 18 to 24. Compared to other major cities in the United States, San Francisco has a relatively small percentage of residents under 18 years of age, that is, only 13.4% of San Francisco residents are children or youth under 18, compared to 14.9% of Seattle residents, 16.5% of Boston residents, and 21.2% of New York City residents. Across California, children and youth under 18 comprise 23.6% of the state's total population.

While economic growth since the recession has resulted in an expanded population and record levels of employment, San Francisco's well-documented housing crisis makes clear that the benefits of the growing economy have not been universally shared. News articles and planning studies alike reference the flight of families and long-time residents from the city due to the growing cost of living in San Francisco. According to the Association of Bay Area Governments, approximately 61,000 residents left San Francisco between 2011 and 2013.[1] About half of these former residents moved to a neighboring county, while the remaining half left the San Francisco Bay Area altogether. A recent report by the San Francisco Controller's Office indicates that people moving to the city are disproportionately between the ages of 25 and 34, have never married, and are White.[2]

Although San Francisco continues to be one of the most diverse cities in the United States, the current racial and ethnic composition of the city is markedly different from just 15 years ago. The number of African American residents has declined from nearly 59,000 in 2000 to just 44,000 in 2014, a decrease of 25%. As shown in the following figure, nearly all other racial/ethnic groups in the city have experienced growth since 2000. In particular, the number of residents identifying as two or more races grew 37% between 2000 and 2014, from 23,154 to 31,827. The numbers of Asian and Hispanic/Latino residents have also grown faster than the population of San Francisco as a whole.

Figure 1. SAN FRANCISCO: SELECTED DEMOGRAPHICS, 2000-2014

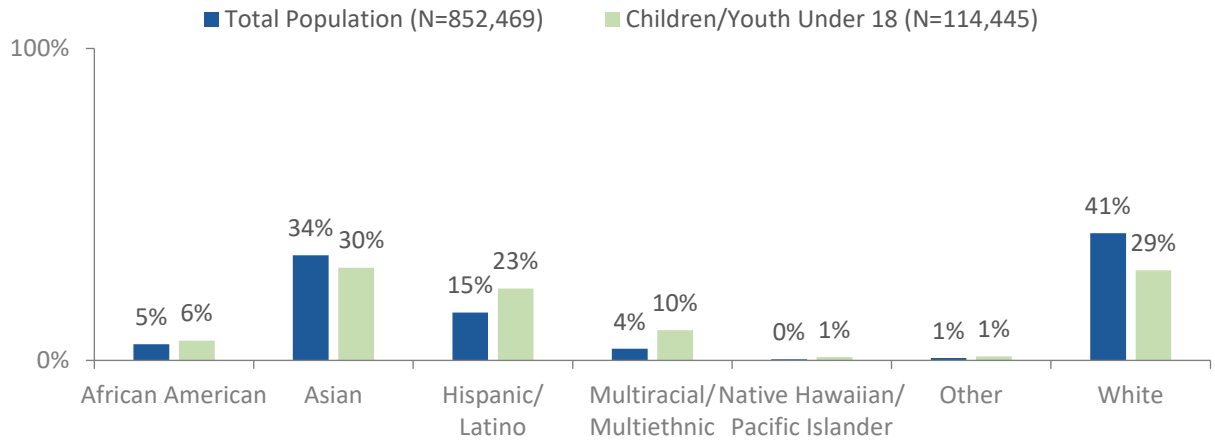
	2000	2010	2014
Total San Francisco residents	776,733	805,235	852,469
Families with children under 18	63,021	62,936	62,494
Age			
Under 18 years of age	112,802	107,524	114,445
Under 5 years of age	31,633	35,203	39,307
5 to 17 years of age	81,169	72,321	75,138
18 to 24 years of age	70,596	77,664	66,128
Race/ethnicity			
Black or African American	58,791	46,781	44,419
American Indian and Alaska Native	2,020	1,828	1,440
Asian	238,173	265,700	287,291
Native Hawaiian and other Pacific Islander	3,602	3,128	3,474
Two or more races	23,154	26,079	31,827
Other	2,580	2,494	5,612
White	338,909	337,451	348,131
Hispanic/Latino	109,504	121,774	130,275
Foreign-born	285,541	286,085	293,404
Speak language other than English at home (ages 5 and over)	341,079	346,613	353,460
Chinese	133,869	144,627	146,669
Spanish	89,759	88,517	87,808
Filipino (Tagalog)	29,197	24,532	23,250

Source: U.S. Census Bureau. (2002). 2000 Decennial Census Data; U.S. Census Bureau. (2012). 2010 Decennial Census Data; U.S. Census. (2016). American Community Survey, 2014 1-Year Estimates.

The number of foreign-born residents that call San Francisco home is another indicator of its rich diversity. More than one third of residents are foreign-born, and 43% of residents over age 5 speak a language other than English at home. While just 7% of the city's children and youth under 18 are foreign-born, more than half (54%) live with at least one foreign-born parent, and 45% of youth aged 5 to 17 speak a language other than English at home.

Compared to the population of San Francisco as a whole, children and youth under 18 years of age in the city are disproportionately non-White. The figure below compares the racial/ethnic composition of the total population with that of the city's population of children and youth under 18. African American, Hispanic/Latino, multiracial/multiethnic, and Native Hawaiian/Pacific Islander residents make up a larger percentage of the population under 18 than they do the population of San Francisco as a whole.

Figure 2. SAN FRANCISCO: TOTAL POPULATION OF CHILDREN/YOUTH UNDER 18, BY RACE/ETHNICITY, 2014



Source: U.S. Census Bureau. (2016). American Community Survey, 2014 1-Year Estimates.

ECONOMIC SECURITY & HOUSING STABILITY

Niesha is a high school girl who lives in the Tenderloin with her parents and three siblings in a two-bedroom public housing unit. She walks to school every day through an inner-city morass of homeless people sleeping in the streets, drug dealers at the corner store, and dog feces on the sidewalk. Her family would like to move to larger accommodations in a safer neighborhood, but cannot afford to do so. The family feels stigmatized for taking government subsidies, but they also find the cost of housing prohibitive and so must rely on what public housing is available, even though it is inadequate for their needs.

Mei-Ling, a Chinese immigrant mother, struggles to get by on her husband's minimum wage job while she cares for her two small children in their one-bedroom apartment in Chinatown. She would like very much to learn English so that she can get a job with greater upward mobility than the one her husband has now, but she cannot afford childcare and the waiting list for subsidized childcare is long. She also knows that taking the time to learn English is no guarantee of a good job. Therefore, she and her husband decide she should stay home to care for their children for the time being, while he struggles to locate and access job training programs in Chinese and continues to pursue employment opportunities that might get the family outside of Chinatown, a neighborhood they find small and unsanitary.

San Francisco is a vibrant city with a booming economy that has shown consistent growth over the past several decades, and that demonstrates strong prospects for continued long-term economic growth.[3] However, this success has come at a price, as the cost of living increasingly squeezes out working families, and San Francisco's once diverse population is becoming increasingly split in two by a widening income gap between the city's highest and lowest earners.

Economic security is the condition of having stable income or other resources to support a standard of living now and into the foreseeable future.[4] The extent to which parents can adequately support their families has enduring and myriad effects on children's and youth's outcomes long into adulthood.[5] In this chapter, we describe the city in terms of some key indicators of economic security, including measures of poverty, employment, housing, and homelessness, and report on some ways in which community members believe the City might help residents achieve greater economic security. We acknowledge that many of the needs highlighted in this section are broad and will require partnerships across multiple City agencies to mitigate the stress families experience with respect to economic security and housing stability.

FAMILIES STRUGGLE TO BE SELF-SUFFICIENT

We make just enough money to support our family, but too much to get any help, so we struggle every day, month-to-month. – Chinese immigrant mother

As most residents have experienced, the cost of living in the city has been steadily rising over the years and has outpaced wage growth,[6] making it increasingly difficult for families to make ends meet.

Approximately 38% of households with children in San Francisco[iii] are living below the self-sufficiency standard (SSS), a benchmark that measures the minimum level of income needed to support very basic household needs without public or private assistance. In 2014, the SSS for a two-parent household with two children in San Francisco was $92,914.[7] Even at the new minimum wage of $15 in 2017, three full-time jobs will be needed for a household to be self-sufficient. Moreover, 27% of San Francisco households fall below the SSS but above the federal poverty level (FPL) of $23,850 for a family of four,[8] thereby limiting their ability to qualify for some critical support services and aid. While some programs such as Medi-Cal and Free Muni for Youth are available for individuals and families that fall into this gap, eligibility criteria vary and many needs remain unmet.[9]

Textbox reference[10]

While Pacific Islanders comprise less than 1% of the city's population, 87% of Native Hawaiian/Pacific Islander youth live in families earning below 300% of FPL. Overall, the number of Asian Pacific Islanders (APIs) in poverty has increased rapidly over the past decade.

In Chinatown, 83% of youth live below 300% of FPL, making the area one of the highest-poverty neighborhoods in the city.

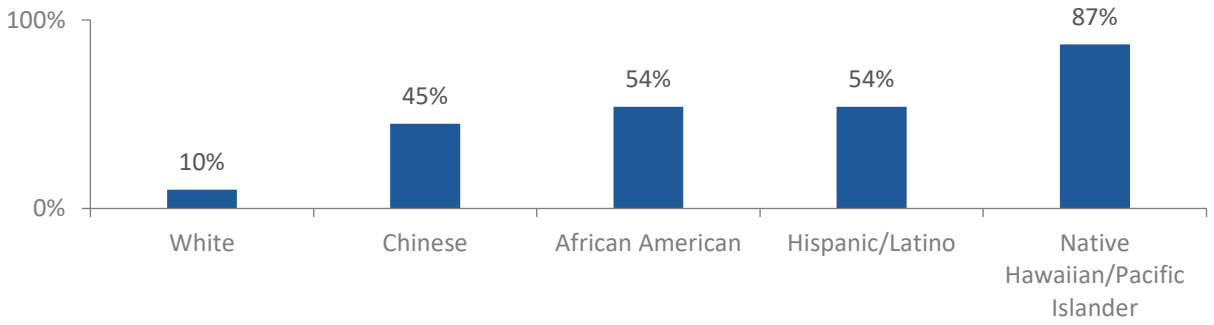
Of Muslims living in San Francisco, 39% have a household income of less than $40,000, and 22% of Muslims in San Francisco indicate that their financial situation was "poor."

In addition to the SSS, there is a second metric referred to as a "living wage," that is, the amount of income needed to cover the annual cost of a family's minimum food, childcare, health insurance, housing, transportation, and other basic necessities. Given the high cost of living in San Francisco, 300% of the FPL is the approximate living wage for most household types; for a family of four, the living wage is $71,550.

[iii] *This amounts to 21,160 households, according to the Insight Center for Community Economic Development (2015). The SSS calculator may be found at http://www.insightcced.org/tools-metrics/self-sufficiency-standard-tool-for-california. Additional details on the SSS calculation are available in Appendix B.*

As described in the Equity Analysis chapter, data from the U.S. Census Bureau show that in San Francisco, household incomes of families with children and youth aged 0-17 vary substantially by race. While 87% of Native Hawaiian/Pacific Islander youth (1,081) live in families with incomes below 300% of FPL, just 10% of White youth (3,149) live in households earning less than 300% of FPL.[11] And although nearly all racial groups saw an increase in poverty since the recession, the number of APIs living in poverty increased most rapidly, growing by 43% from 26,917 in 2007 to 38,495 in 2012.[12]

Figure 3. PERCENTAGE OF YOUTH AGED 0-17 BELOW 300% OF THE FPL, BY RACE/ETHNICITY, 2010-2014



Source: U.S. Census Bureau. (2016). American Community Survey, 2010-2014 5-Year Estimates.

The trends of family poverty appear to be headed in the wrong direction. The figure below shows an increase in the percentage of children younger than 6 living in low-income households (from 34% in 2007 to 37% in 2012), and a concomitant decrease in the number of children living in higher income households (from 66% in 2007 to 63% in 2012).[13]

Figure 4. PERCENTAGE OF HOUSEHOLDS WITH CHILDREN 0-5 EARNING ABOVE AND BELOW 300% OF THE FPL, 2007-2012

	2007	2008	2009	2010	2011	2012
Below 300% FPL	34%	37%	34%	40%	36%	37%
At or above 300% FPL	66%	63%	66%	60%	64%	63%

Source: First Five San Francisco Children and Families Commission and Public Profit. (2015). First Steps: A Data Report on the Status of San Francisco's Young Children.

With language barriers posing an additional layer of challenge for San Francisco's substantial immigrant population, basic economic security is even more difficult to obtain and maintain. In a recent survey of immigrants, employment and housing were identified as their most pressing needs.[14] These needs also rose to the top in a targeted assessment of the needs of the Southeast Asian immigrant community in the city, in which language barriers and translation needs also figure prominently in immigrant residents' access to services that would enhance their economic security and overall well-being.[15]

COMMUNITY VOICES

Participants in the Chinese immigrant parent focus group indicated that eligibility requirements for assistance should be relaxed to address the reality of San Francisco's struggling residents. They shared that many families are living below levels of self-sufficiency but above the poverty threshold, and they need the safety net expanded so that they may receive crucial assistance to meet their families' basic needs in a city whose growth is quickly leaving them behind.

Many community members mentioned their need for support with basic needs. For instance, fathers on probation discussed the need for things like diapers and formula for their children and professional clothing for themselves; service providers also indicated the need for clothing, particularly for families with children aged 0-5. Parents from the Parents Advisory Council highlighted the need for better access to healthy food, a sentiment echoed by participants in the community input sessions, who emphasized the need for access to affordable, healthier food options, particularly for families living in the Bayview neighborhood.

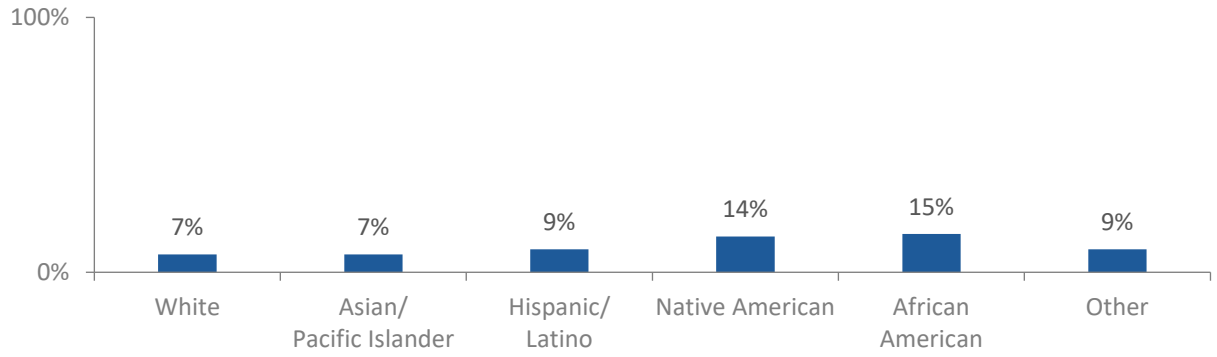
This year we struggled to meet the financial needs of our families, many of them in crisis. Our youth of color struggled to feel heard and to feel like they have agency in schools that speak of equity but isolate their communities. Our staff struggle to remain in a job that they love while making rent, and our agency struggles to pay a rising, fair wage with stagnant grants. This struggle is not background noise. It is a constant nag in the back of our minds. These struggles boil blood and embitter hearts. – Community member

EMPLOYMENT & INCOME GAPS ARE WIDENING

I know that opportunities exist, but I don't know how to access them! – African American transitional age father in Adult Probation

Although the economy has been growing across the San Francisco Bay Area, job growth has not kept pace with population growth. Despite comparable levels of labor force participation (either working or actively seeking employment), people of color experience higher rates of unemployment, as illustrated in the figure below. While 7% of White and API residents are unemployed, African American residents experience a 15% unemployment rate.[iv,16]

Figure 5. SAN FRANCISCO BAY AREA UNEMPLOYMENT RATES, BY RACE/ETHNICITY, 2008-2012



Source: University of Southern California Program for Environmental and Regional Equity and PolicyLink. (2015). An Equity Profile of the San Francisco Bay Area Region.

Income inequality has increased sharply in the Bay Area. Since 1979, the highest-paid workers have seen their wages increase significantly, while wages for the lowest-paid workers have declined.[17] The labor market is increasingly divided as the fastest-growing jobs are at the top and bottom of the wage scale. At the same time, middle-wage jobs are shrinking and comprise the smallest share of jobs in the region, making it more difficult for lower-wage workers to move up the economic ladder.[18] A recent study by the Brookings Institute found that San Francisco stands apart from other cities with high income inequality in the country, in that the wealthiest households earn at least $423,000, which is more than $100,000 higher than their counterparts in the next-wealthiest city of San Jose.[19]

The high wages found in the Bay Area are also unevenly distributed by race and gender. The wage growth for people of color has not kept pace with the wage growth that White workers have experienced in the region. Indeed, African American and Latino workers' median hourly wages have declined since 2000.[20] Further, as is the case elsewhere, a gender wage gap persists such that on

[iv] *Figures represent San Francisco Bay Area regional estimates of unemployment rates averaged from 2008 through 2012. Overall unemployment for the region during this time was 9.2%.*

average, women in San Francisco earn 80 cents on the male dollar.[v,21] Moreover, women of color earn the lowest median wages, regardless of level of education completed.[22]

San Francisco APIs have a 7% unemployment rate compared to a citywide unemployment rate of 5%. When looking specifically at Native Hawaiian/Pacific Islanders in the city, the unemployment rate skyrockets to 14%.

In 2013, the highest unemployment rates were among residents of Bayview-Hunters Point (16%), and the Visitacion Valley-Portola neighborhoods (13%).

Textbox references.[23]

Language barriers pose a particular challenge to San Francisco's large immigrant populations with regards to employment. While English language classes are helpful for assimilating into the city's economic and social fabric, those classes do not necessarily result in new employment and must be taken at a cost of time away from paid work. A recent study found that a key challenge for the immigrant community in the city is employment, with 45% of immigrant respondents indicating they are out of work and 21% are underemployed, defined as working only part time.[24] Moreover, immigrants who do not have permanent residency status face limitations in their employment opportunities. Depending on their visa, they may not be permitted to work except as a student intern, they may be permitted to work only in certain occupations, or they may be subject to deportation if they lose or leave a job and/or seek to change employers. Narrative accounts from a recent survey of immigrants in San Francisco indicate that many of the working conditions respondents occupy are exploitative and without a living wage.[25] Undocumented immigrants are subject to even greater limitations and potential exploitation, since they can only work in either the informal economy or use false documentation. Undocumented immigrants are also disadvantaged by their limited access to services and resources.[26]

[v] *2010-2014 American Community Survey 5-year estimates indicate that median earnings in the last 12 months for men in San Francisco (in 2014 inflation-adjusted dollars) were $51,784 while median earnings for women were $41,466. Data can be found at http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF.*

COMMUNITY VOICES

In 10 out of 38 of the community breakout groups, participants prioritized the need for financial security. Participants highlighted the need for access to jobs with a living wage and the importance of removing barriers for undocumented youth. Further, Chinese immigrant parents discussed the high cost of childcare and limited availability of subsidized care, which impacts their financial stability because the lack of childcare prevents parents from working.

TAY expressed interest in pathways to upward mobility and mentorship with adults in their communities who have successfully transitioned out of public housing, off public assistance, and into gainful employment and independent living.

In the community input sessions, six groups discussed the needs of 14- to 24-year-olds and prioritized the need for youth to develop life skills and independence, with a particular emphasis on financial literacy (e.g., banking, building credit, taxes, and savings). Service providers at the All-Grantee meeting also emphasized the need for developing financial literacy, including debt and debt management, information about student loans, credit building, access to banking, and avoiding check cashers and predatory lenders.

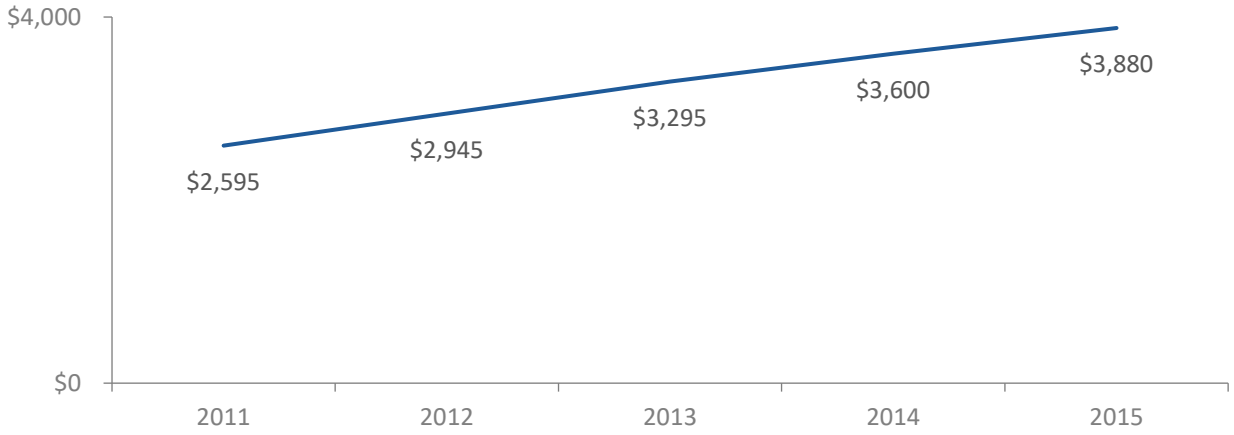
Additionally, focus group participants highlighted the particular challenge immigrants in the city face in obtaining employment because of the lack of language-appropriate, culturally-competent job training programs. They mentioned that programs are held only during the workweek and are located in parts of the city that are difficult for them to get to.

HOUSING NEEDS ARE WIDESPREAD

Public housing units are not large enough for us. Like Latino families, Arab families are bigger. We have a family of six in a small two-bedroom apartment. Can't public housing make units for larger families?
– Arab youth

Housing in the city is increasingly unaffordable, particularly for families. The rapidly rising cost of housing in San Francisco has caused families to flee the city in increasing numbers year after year.[27] Several programs and initiatives, such as those supported through the Mayor's Office of Housing and Community Development, HOPE SF, and the Human Services Agency, provide critical services and resources to ameliorate the city's housing crisis. Yet the cost of housing in San Francisco continues to rise, as illustrated in the figure below. The median cost of rent in August 2015 was $3,880 per month ($2,722 for a studio, $3,452 for a one- bedroom, $4,400 for a 2-bedroom apartment),[28] which is prohibitive for low- and moderate-wage workers (those earning less than $18/hour), who comprise 36% of the labor market.

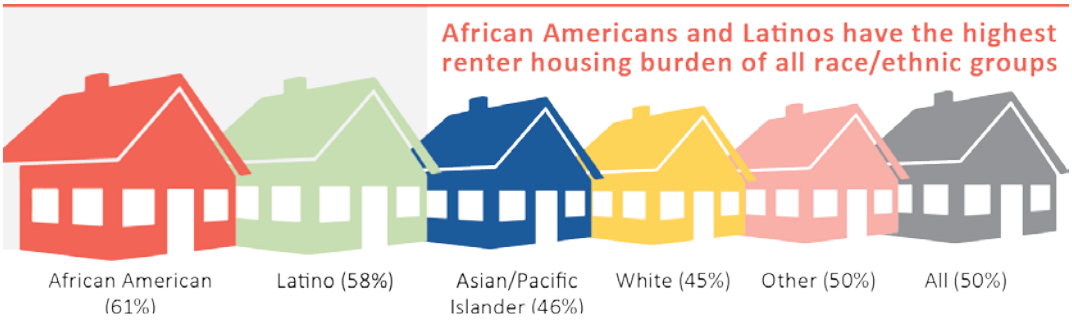
Figure 6. MEDIAN MONTHLY RENT BY YEAR IN SAN FRANCISCO, 2011-2015



Source: Priceonomics. (2015). The San Francisco Rent Explosion Part III.

Moreover, communities of color have higher housing burdens[vi] relative to Whites in the Bay Area, such that they are more likely to spend 30% or more of their household income on housing. This is particularly true for those who are renters. As illustrated in the figure below, greater proportions of African American and Latino households spend 30% or more of their household income on rent as compared to other racial/ethnic groups in the Bay Area.[vii, 29]

Figure 7. PERCENTAGES OF HOUSEHOLDS SPENDING 30% OR MORE OF INCOME ON HOUSING BY RACE/ETHNICITY, 2008-2012



Source: University of Southern California Program for Environmental and Regional Equity and PolicyLink. (2015). An Equity Profile of the San Francisco Bay Area Region.

There is clearly a shortage of housing in San Francisco. Between 2007 and 2014, the city produced enough units to meet only 65% of the demand for housing. The gap between demand and availability is greatest at the moderate income level (defined as 120% of area median income), [viii] where only 16% of the demand for housing was met. At the very low-income level (defined as 50% of area median income), the city produced enough units to meet only about one third (34%) of the demand for housing.[30]

Due to high housing costs, many San Franciscans have no choice but to live in overcrowded conditions. The 2012 Census reported that 20,520 of all San Francisco households were overcrowded (defined as more than one person living in each habitable room in a unit).[31] While this represents just 6% of the city's population, the incidence of residents doubling up is likely severely underreported, given the difficulty of collecting reliable data. Moreover, anecdotal evidence from community input sessions also strongly suggests that the incidence of doubling up is undercounted. Of the households that were counted in the 2012 Census, 11,617 or 3.4% were severely overcrowded, with more than 1.5 occupants per room.[32] Latino and Asian households were disproportionately overcrowded (14% and 12%, respectively). These households are also more likely to be larger[ix] and to earn lower incomes than the city averages. Given the limited stock of larger housing units, larger families have difficulty securing housing with enough bedrooms. Coupled with high housing costs and the unique challenges associated

[vi] *Housing burden is defined as spending more than 30% of income on housing.*
[vii] *The overall housing burden is 50%.*
[viii] *Median household income in San Francisco is $71,304. The average Asian household earns 85% of the median household income, and Latino households earn 79% of the median household income in the city.*
[ix] *Average household size across the city is 2.26, while average Latino households have 2.94 persons and Asian households have an average of 2.75 persons per household.*

with immigration status and language barriers, many of these low-income families crowd into smaller units.[33]

According to the 2010 Census, Chinatown and the Tenderloin have the highest rates of overcrowding, with 27% and 16% of households in the area overcrowded, respectively.[34] Again, anecdotal evidence from the community suggests that overcrowding is highly likely and undercounted in other neighborhoods in the city as well, including the Richmond and other parts of the Avenues. In 2014, 699 families with minor children were counted as living in single-room occupancy (SRO) hotels across the city in the SRO census, which represents a 55% increase since 2001. As of December 2014, the median monthly rent for an SRO in Chinatown was $700 per month, $900 in the Tenderloin, $950 in the Mission, and $1,000 in the South of Market area. Approximately 95% of families rented only one unit, the average size of which is 8 x 10 square feet. Forty percent of SROs had four or more people living in a single unit; 11% had five or more. Fifty-nine percent of the heads of SRO households were women. Children and youth comprised 48% of the population, adults were 49%, and seniors comprised 2% of the SRO population.[35]

Between 2007 and 2014, San Francisco produced only enough housing units to meet one third of the demand for very low-income housing.

Forty percent of SROs – a mere 8 x 10 square feet in size – had four or more people living in them.

The immigrant community in San Francisco is also particularly challenged by housing needs; indeed, 62% of families in SROs are immigrants, predominantly from Hong Kong or China. [36] Almost half (45%) of immigrants responding to a recent survey[x] indicated that their housing needs are not being met, and 58% have difficulty accessing housing services.[37]

[x] *Conducted by the San Francisco Immigrant Legal & Education Network (SFILEN).*

COMMUNITY VOICES

The community consistently identified affordable housing and housing support as one of the most pressing needs for San Franciscans. Indeed, roughly half of all participants in the community input sessions prioritized affordable housing, citing the need to "relax income requirements for affordable housing," "provide support for navigating the housing system," and "ensure culturally competent shelter for disconnected LGBTQ TAY."

Community input session participants acknowledged that while the City has increased efforts to address housing needs, TAY and their families have particular needs for *intentional services for the whole family*. Further, a group of fathers on probation identified the need for TAY-specific housing for justice-involved youth, indicating that housing with older individuals who may be involved in more serious crime than youth may not provide the most supportive environment for this vulnerable population.

There needs to be more transitional housing for LGBTQ. Some exists but there needs to be more and it needs to be in safer neighborhoods. – LGBTQ youth

Community members also discussed the challenges they face in public housing, saying that there are not enough housing projects and the units that are available are dilapidated. They expressed opinions that conditions in public housing units should be more highly regulated to address deficiencies. Further, a young Arab woman shared that Arab and Latino families tend to be large, and that new public housing developments should be built with their families' needs in mind.

Another community member said they observed that housing units in some areas of the Sunset and Richmond are also being "doubled and tripled up" in by multiple families. Moreover, due to the high cost of living in the city, immigrants are at high risk for exploitation even within immigrant communities, as many are undocumented and therefore willing to work for low wages.

HOMELESSNESS PERSISTS IN SAN FRANCISCO[xi]

There are so many homeless. I have to walk by homeless people every day on my way to school. – Arab youth

Homelessness in San Francisco is particularly acute. In 2015, there were nearly 2,100 homeless or marginally housed children in SFUSD, which represents a staggering 110% increase since 2007.[38] However, most of these families are invisible, in that they tend to reside in temporary, marginal housing rather than on the streets.[xii] Across the city, a total of 7,539 individuals were counted on the streets and in shelters in the 2015 point-in-time count in San Francisco; 6,686 were adults, and 853 were unaccompanied children and TAY (aged 18-24). This represents a slight increase in overall homelessness of 2% since 2013, but a 7% increase since 2005. More than half (58%) of the homeless population was unsheltered, which is comparable to 2013.

Figure 8. SAN FRANCISCO POINT-IN-TIME HOMELESS COUNT UNSHELTERED AND SHELTERED POPULATION TREND, 2015

Source: City and County of San Francisco, Local Homeless Coordinating Board and Applied Survey Research. (2015). San Francisco Homeless Point-in-Time Count & Survey.

Homeless individuals surveyed identified as African American, multiethnic, or American Indian in greater proportions than those groups are represented in the general population in the city. Persons in families with children represented roughly 9% of the total population counted, which included 226 families (or 630 individual family members). The homeless adults with children were disproportionately African American (46%) and disproportionately female (82%).

Between 2013 and 2015 there was a 7% decrease in homeless TAY or unaccompanied children under age 18, and TAY accounted for 17% of homeless individuals surveyed. A particularly vulnerable group,

---

[xi] *All data points in this section are derived from point-in-time counts unless otherwise noted. The point-in-time count defines homelessness as individuals and families 1) living in a supervised publicly or privately operated shelter designated to provide temporary living arrangement; or 2) with a primary nighttime residence that is a public or private space not designated for or ordinarily used as a regular sleeping accommodation for humans, including a car, park, abandoned building, bus or train station, airport, or camping ground. This narrow definition of homelessness is in contrast to the broader definition adopted by the City and County of San Francisco, which includes individuals who are "doubled up" in homes, staying in jails, hospitals, rehabilitation facilities, living in SRO units, and in substandard living conditions including overcrowded spaces (see Housing section above). Data are courtesy of City and County of San Francisco, Local Homeless Coordinating Board and Applied Survey Research. (2015). San Francisco Homeless Count Report & San Francisco Homeless Unique Youth Count & Survey.*

[xii] *"Marginal housing" includes temporary shelters, doubling up (e.g., "couch surfing," sleeping in garages, or splitting up the family to sleep with friends/relatives), and residential motels.*

27% reported trading drugs for a place to stay (up from 8% in 2013), and 20% reported trading sex for a place to stay (up from 5% in 2013).

Available data suggest that LGBTQ individuals experience homelessness at higher rates than the general population, and that this is particularly true for TAY. While it is estimated that 15% of San Francisco's population identifies as LGBTQ, among homeless youth, this figure jumps to 48%.

Homelessness in San Francisco has increased by 7% since 2005.

Homelessness among SFUSD students has increased by 110% since 2007;
82% of homeless adults with children are female.

The percentage of homeless TAY trading drugs or sex
for a place to stay has increased since 2013.

Primary causes of homelessness identified by the 993 survey respondents in 2015 include job loss (25%), alcohol or drug use (18%), and eviction (13%). The primary barriers to employment reported by homeless San Franciscans highlight the particular predicaments that homelessness presents; primary barriers include a lack of a permanent address, identified by 28% of respondents, and lack of clothing or shower facilities (13%). In addition, 17% of respondents reported that a disability prevented them from employment, while other reported barriers to employment included drug or alcohol use (20%), criminal record (10%), and mental health concerns (9%).

As families are increasingly squeezed out of the limited affordable housing options available, many turn to temporary housing shelters, where demand is also outpacing supply. Compass Connecting Point is the central intake point for families facing homelessness or a housing crisis in San Francisco. As of the end of May 2016, Compass Connecting Point reported that 235 families facing homelessness were on a waiting list for shelter.[39]

COMMUNITY VOICES

In nearly every focus group, participants commented on the increasing presence of individuals experiencing homelessness. With the rapid climb in the cost of living, affordable housing is a challenge that cuts across sectors, but is particularly challenging for the city's most marginalized. Participants felt that expanding housing subsidies and relaxing eligibility requirements would come as much-needed relief to working families across the city, and would help to prevent more residents of the city from sliding into homelessness.

Young Arab middle and high school girls and Chinese immigrant parents who participated in focus groups discussed the need for the City to provide social-emotional support for those who lack basic housing and/or are facing homelessness. Parents from the Parent Advisory Council proposed options such as more housing like Bayview Hills Garden, which provides onsite wraparound services and programs for parents and youth who were formerly homeless.

LGBTQ youth who participated in focus groups suggested that transitional housing and drop-in centers in safe neighborhoods that offer culturally competent and LGBTQ-sensitive services – particularly for TAY – would help homeless youth get back on their feet. Participants in community input sessions also highlighted a need for more safe spaces where individuals experiencing homelessness might find food, employment services, and respite.

SAFE & NURTURING ENVIRONMENTS

High school students growing up in the Bayview-Hunters Point community have a hard time feeling safe in their neighborhoods when the threat of gun violence is the backdrop of their daily experience. There is so much violence in these youths' lives that many feel afraid of reaching out to each other for help or to service providers for assistance. Parents hesitate to take their children to neighborhood parks, and elders hesitate to leave their homes because they are afraid of encountering either community violence or police. Moreover, some recreation facilities are so dilapidated they no longer seem safe to use, even if leaving the house were a safe option. A lack of trust in law enforcement and government pervades, particularly when community members don't see agency representatives who look like them.

Will, a young African American father on probation, says he no longer spends the day in the city with his kids because the city is not a place for families anymore. He feels there used to be places to hang out, but he no longer feels welcome because of racial prejudices he experiences. "Frisco is an adult city," he says. "Raising kids here is like raising kids in Las Vegas."

The extent to which residents feel connected to their own neighborhoods is directly related to safety. Having a sense of shared destiny and social cohesion helps to create the conditions for a safe and nurturing environment.[40] Research has shown that levels of violent crime and perceived levels of safety significantly impact residents' levels of trust and willingness to take action. Rising crime and a perceived lack of safety compromises social cohesion and paves the way for more crime.[41] Minority and low-income neighborhoods are at greatest risk of this cycle of disconnect, crime, and violence, and it is in these neighborhoods that residents feel most unsafe and disconnected.

This chapter describes perceptions of safety and the incidence of crime and violence in the city, and highlights some of the ways in which San Francisco is divided along racial, economic, and geographic lines, where pockets of daily struggle persist in contrast to the prosperity of the booming economy enjoyed by others.

SAFETY IS A BIG CONCERN FOR SOME RESIDENTS

A lot of police are not doing their jobs. They make something up in order to make an arrest. They especially target trans women and all minorities. …We get absurd accusations from the police. They make assumptions about us when they see the way we dress, assuming we are prostitutes. – LGBTQ youth

My neighborhood is not safe. There is "No more Chinese" written on the wall in my neighborhood. My keys got stolen from me on the bus. It's not safe. – Chinese immigrant parent

Total property crime increased in San Francisco between 2010 and 2015, with most of that increase accounted for by various types of theft, with a 77% increase in auto theft, 71% increase in larceny, and a near tripling of theft from vehicles.[42]

From 2012 to 2014, neighborhoods in the South of Market, Tenderloin, McLaren Park, Financial District, Mission, and Bayview-Hunters Point experienced the highest rates of crime in the city.[43] In 2015, 17% of all Juvenile Probation Department (JPD) referrals and 15% of all Juvenile Hall bookings were from Bayview (the next-highest bookings were in Visitacion Valley and the Inner Mission, which each had 8%). In addition, 17% of all adult probationers lived in Bayview. [44]

Although the Southeastern part of the city lacks open spaces compared to the rest of the city, a large number of residents in the Bayview and Visitacion Valley live near recreation and community centers that serve youth. Despite their proximity to centers that are meant to encourage social cohesion and improve well-being,[45] residents of Bayview also tend to feel least safe among San Franciscans. While the percentage of San Franciscans who report feeling safe in their neighborhoods has increased overall in recent years, perceptions of safety vary by neighborhood: 17% of survey respondents from Bayview and 12% of respondents from South of Market reported feeling *unsafe* both day and night, compared to less than 5% who feel unsafe both day and night across other parts of the city.[46] Many of these same neighborhoods in Southeast San Francisco also suffer from insufficient access to reliable transportation, which poses a barrier to gainful employment and is a strong factor in the odds of exiting poverty.[47] On a scale of 1-100 (with 100 as the highest score indicating access to public transit routes within one mile), the overall public transit score across San Francisco was 34, with scores ranging from a low of one in Treasure Island to a high of 90 in Chinatown. Bayview-Hunters Point, Visitacion Valley, and Potrero Hill received public transit scores of 14, 16, and 18 respectively in 2010.[48]

Low-income residents, transgender people, and residents of color feel less safe in San Francisco than other residents.

Residents of color also express greater safety concerns in their neighborhoods, as do low-income residents, those under age 35, parents, and people with disabilities, reflecting trends that have remained consistent since 2013.[49] Transgender people of color feel less safe than other LGBTQ residents and feel more limited by safety concerns about where to live, work, socialize, and get health care and other services.[50]

Moreover, trust in law enforcement and government to address safety concerns is low, particularly where the need for such services is greatest. There is cynicism about government-funded initiatives and a deep mistrust of law enforcement, with some residents in the Bayview neighborhood fearing that ultimately the community will become gentrified and residents will be displaced, with the City government's support.[51]

The expansion of proof-of-payment fare enforcement on MUNI has fostered widespread fear of racial discrimination and profiling among working-class African American, Latino, and API residents in east and southeast San Francisco – the same neighborhoods where families spend 21-24% of their total household income on transportation.[52] Residents also feel buses are unsafe, rowdy, and provide prime conditions for theft.[53] While the San Francisco Municipal Transportation Agency (SFMTA) is aware of inequities and has developed strategies for addressing them, the need for additional and safer transportation options is clear, and that need is most acutely felt along the city's "high-injury network" (the 12% of city streets where over 70% of severe and fatal transportation injuries are concentrated), which is primarily in the Tenderloin, South of Market, and Chinatown, and where 31% of SFUSD schools are located.[54]

COMMUNITY VOICES

Samoan TAY and TAY fathers on probation suggested that law enforcement can make stronger connections to the communities they serve by having community members act as liaisons to help build bridges and make communities safer in a culturally competent way that speaks to that particular community.

Police need to have better access to translation services so they can communicate better with non-English-speaking communities. – TAY Advisory Committee member

Monolingual Chinese- and Spanish-speaking immigrant parents and LGBTQ youth all mentioned that surveillance cameras would improve their sense of safety in their neighborhoods. Samoan TAY discussed wanting to see greater police presence and quicker response times in their community. Additionally, middle school girls expressed their concern for safety, citing instances of harassment at the bus stops in their neighborhoods.

San Francisco has this legacy of being accepting of disenfranchised groups but that is slipping away with the influx of wealthy corporations and wealthy families moving into our city. You can feel a real sense of judgment from them especially for gender nonconforming and transgender folks. – TAY Advisory Committee member

There is a continued demand for more safe spaces and culturally competent and culturally specific community programs that youth and families can go to, where family-community connections can be developed and strengthened. Focus group participants expressed that existing parks and recreation centers need to be renovated and maintained, and that housing projects should have their own centers for youth and separate spaces for teens to recreate in a healthy, safe environment.

System-involved TAY fathers expressed interest in recreation centers that are open longer hours, in their communities (in Visitacion Valley, Bayview-Hunters Point, and Sunnydale), which are safe and open after school as well as during the daytime hours for adults to access when children and youth are in school.

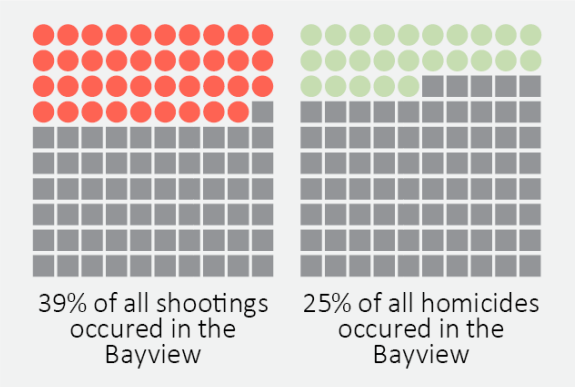
TAY fathers on probation and Samoan youth expressed interest in greater exposure – possibly through school field trips or other programs – to different communities to see what other areas are like and to see how other people live in the Bay Area. An Adult Probation Department (APD) officer said that more could be done to reach people, especially those who tend not to use email, internet, and/or smartphones, and connect them to programs and opportunities in their community.

VIOLENCE IS ON THE RISE IN SAN FRANCISCO

Gun violence within the community – especially among low-income communities – there is so much violence. We fall short of the needs there. Because there is so much violence, many are afraid to come out and get help with housing, education, employment, and everything else. Dealing with immediate issues of neighborhood violence keeps them from being able to get additional help. There needs to be more trust. Someone from the community would be more effective in reaching families.
– Deputy Probation Officer, San Francisco APD

Violent crime has increased in San Francisco over the past five years, including a 14% increase in robberies, a 13% increase in aggravated assault, and a 4% increase in homicides.[55] In 2012, 39% of all shootings and 25% of homicides occurred in the Bayview, and 53% of homicide victims and 63% of shooting victims in San Francisco were African American, with 39% between the ages of 18 and 25 years old.[56]

Figure 9. VIOLENCE IN THE BAYVIEW NEIGHBORHOOD AS COMPARED TO SAN FRANCISCO AS A WHOLE, 2012



Source: City and County of San Francisco District Attorney's Office and Vera Institute of Justice. (2015). Bayview Safer Together Implementation Plan.

African Americans represent less than 6% of the overall population of the city, yet they are overrepresented as homicide and shooting victims. In 2015, the Bayview district suffered the greatest incidence of homicides, comprising 33% of all homicides in the city (17 cases). The northern SFPD area, which includes the Western Addition and the Fillmore, experienced the second-highest number, representing 19% of all homicides in the city (10 cases).[57] In the Northern police district, a doubling of homicides occurred between 2014 and 2015, and the Bayview district experienced a 31% increase. While the Mission district saw a substantial decrease in homicides, it suffered the second-highest number of shootings, comprising 19% (27 incidents) of all incidents in 2015, second to Bayview's 34% (48 incidents).[58]

San Francisco receives an average of 20 calls to 911 and nearly 60 crisis calls per day associated with domestic violence.[59] The SFPD Uniform Crime Reporting statistics on domestic violence show that the rates of domestic violence have varied considerably by year, with the following number reported per year: 3,049 domestic violence crimes reported in 2014, 3,114 in 2013, 2,705 in 2012, and 4,115 in 2010.[60] In 2015, the District Attorney's Victim Witness Program served 240 children who had been

exposed to domestic violence in San Francisco. SafeStart, a program serving children under the age of 6 who have been exposed to community and domestic violence, helped 354 families.[61]

Child maltreatment rates[xiii] are higher among African American children compared to children in other racial/ethnic groups in San Francisco.[62] In 2014, 19% of African American children/youth were subject to a maltreatment allegation, compared to 6% of Latino and 2% of Asian and White children. In Bayview-Hunters Point, the child maltreatment rate is close to three times the city average.[63]

A survey of service providers for children aged 0-5 identified exposure to violence in the home and/or in the community as a top barrier to children entering school happy, healthy, and ready to learn. Of respondents, 53% endorsed this as a top challenge, which ranked second only to not having basic needs met.[64] At the high school level, data collected by the Centers for Disease Control's Youth Risk Behavior Surveillance System found that 7% of SFUSD girls reported experiencing physical dating violence, and 11% reported experiencing sexual dating violence.[65]

Violent crimes have increased in San Francisco.

African Americans disproportionately experience violence in their communities.

San Francisco's LGBTQ population has also experienced high rates of violence. For example, 68% of LGBTQ respondents to the 2015 LGBTQ Community Safety Survey have experienced physical violence, 48% have experienced sexual violence, 81% have experienced harassment, and more than 33% of LGBTQ respondents have experienced all three.[66]

While difficult to measure, sex trafficking is a particular risk for girls and women. San Francisco agencies identified 95 known minor and 78 transitional age survivors of sex trafficking in 2015. At least five girls are under the age of 13, and 85 are aged 14-17.[xiv] Survivors of sex trafficking are disproportionately African American and Hispanic/Latino.[67]

The link between violence and homelessness is clear: In 2015, 27% of survey respondents in homeless families cited domestic violence as their primary cause of homelessness.[68] Of homeless TAY surveyed, 97% had experienced some form of abuse prior to experiencing homelessness; 37% reported emotional abuse, 22% reported physical abuse, and 15% reported sexual abuse prior to homelessness.[69]

[xiii] *Maltreatment rates refer to total allegations and substantiations of all forms of child abuse and neglect.*
[xiv] *While some cases may be duplicated due to different agencies potentially reporting on the same client, many more cases are likely not being counted at all.*

COMMUNITY VOICES

Middle school youth and TAY alike expressed concerns about crime and violence in their communities, indicating a need for better security in their neighborhoods. Several middle school boys also shared that they feel they live in "violent communities," with one boy stating there are "people who stand on the corner and push you to do things that you don't want to."

SFUSD needs some sensitivity training for teachers around how to identify students who are suffering from sexual abuse to refer them to services. – TAY Advisory Committee member

TAY service providers and community members expressed the importance of more education for youth, teachers, and service providers around the risks of sexual exploitation and the importance of trauma-informed care for survivors of sex trafficking.

Further, justice-involved TAY shared that they are seeing a methamphetamine epidemic in their communities, and that "there is no street code – dealers are not afraid to sell to young people or children anymore."

TAY fathers on probation identified the need to provide services to youth to keep them from becoming involved with illegal activity in the first place. Some of their suggestions include recreation centers that are open longer hours and in their communities (Visitacion Valley, Bayview-Hunters Point, Sunnydale), facilities that are safe and open both when kids are in and out of school, centers for youth in public housing projects, renovations to existing recreational spaces, and guards in public spaces that reflect the community. Similarly, middle school boys in Portola and justice-involved TAY also discussed the need for safe spaces for them to engage in healthy activities.

PHYSICAL, EMOTIONAL, & MENTAL HEALTH

San Francisco has opened its doors to countless immigrant individuals, families, and communities, but even after 10 years of living in the city, Wan-mei has yet to feel assimilated. She feels that immigrant families need more programs to help them adjust and assimilate, to help with their children's adjustment and mental health, and to help adults learn the systems and culture here. She said, "The housing is smaller than what we have back home, the food is different, the language barrier affects our well-being. It's difficult and stressful and we don't feel well." She feels that immigrants face disappointment, mental trauma, and stress.

Jorge, an immigrant from Mexico agrees. "I feel frustrated. I would like to have a psychologist so he/she can listen to me. Somebody I can talk to. But at the clinic, appointments for Spanish-speaking therapists are available only every 2 months if you can get on the waiting list. I would like to have service accessible, near home. A person available when we need it."

Guy, a transitional age LGBTQ youth who suffers from severe depression and has attempted suicide several times, stated that the City needs to offer "more real counseling" services, people who "proactively step up and listen to you and care like Big Brother Big Sister." He reported that the therapy he has received from City services has consisted primarily of medication management, even though he is reluctant to take medications. He wants talk therapy with a therapist he can trust and does not want medications thrust upon him, but the waiting list for talk therapy is too long.

Physical, emotional, and mental health provide the basic foundation for individuals and communities to thrive. Discrimination, poverty, substance abuse, domestic violence, trauma, and involvement in the criminal justice and/or foster care system are major barriers to a fundamental state of health and well-being, and are issues that San Francisco's most disenfranchised residents grapple with on a daily basis.

The first Director General of the World Health Organization championed the notion that mental and physical health are intimately linked. He famously stated, "Without mental health there can be no true physical health."[70] Half a century later, we have strong evidence elucidating the reciprocal relationship between mental and physical health.

Researchers and leading health organizations now widely recognize mental health as an integral part of overall health and well-being. Left untreated, mental health issues in childhood have lasting, negative effects into adulthood.[71] This section highlights how issues such as housing, race, income, and sexual orientation affect physical, mental, and emotional health and well-being.

COMMUNITIES OF COLOR HAVE GREATER PHYSICAL HEALTH CHALLENGES

I want to go on bike rides and walks in my neighborhood, but it's not safe. I want to learn yoga and Zumba and have physical activities, but I don't know where to go and cannot afford to pay for them.
– Mexican immigrant parent

It is difficult for new immigrants who haven't received a social security number yet to obtain health insurance. And language barriers make it hard to understand all the forms and insurance. We think we get medical help that is covered but then we get a big bill. And we have no dental care. – Arab youth

With its reputation as vegetarian-friendly and a foodie destination, its renowned public parks, and plethora of outdoor recreation and cultural activities available, San Francisco has topped several rankings of the healthiest, happiest, and fittest cities in the nation.[72] Indeed, physical activity among San Francisco's youth has increased, as 36% of SFUSD high school students report being physically active for at least one hour per day on five or more days, up from 25% in 2005.[73] Moreover, the Healthy San Francisco program instituted in 2007 provides subsidized medical care to the city's uninsured regardless of immigration status, employment status, or preexisting conditions, thereby expanding access to health care and improving the health and well-being of all residents.[74]

However, disparities persist, with health outcomes accruing unevenly for residents across the city. While physical activity has increased among high schoolers overall, African American and Filipino youth are the least likely to be physically active (7% and 8% report engaging in physical activity for at least one hour a day, five or more days per week, respectively).[75] Moreover, healthy dietary habits among youth are strongly correlated with academic achievement, such that high school students who eat vegetables daily are more likely to achieve higher grades, as are students who drink fewer sodas per week, compared to their peers who eat fewer vegetables and drink more soda.[76]

68% of the Bay Area's African Americans and Latinos are overweight or obese.

African Americans and Latinos comprise 51% of the population residing in food deserts in San Francisco.

Communities of color face significant health challenges in the San Francisco Bay Area, with over 68% of the region's African Americans and Latinos identified as obese or overweight.[77] This preventable health risk is exacerbated by poor access to healthy foods. Food deserts, defined as low-income census tracts where a substantial portion of residents have little to no access to a supermarket or large grocery store, is a condition predominately experienced by people of color. In the Bay Area, African Americans and Latinos make up a much greater share of the population residing in food deserts (51%) than in areas with better food access (29%).[78] In San Francisco, the Tenderloin, Bayview, and Treasure Island neighborhoods are all considered "food deserts."[79]

Figure 10. PERCENTAGE OF SFUSD STUDENTS OVERWEIGHT OR OBESE BY GENDER AND GRADE LEVEL, 2014-2015

Source: California Department of Education, Physical Fitness Testing Research Files (2015). Data reflect school year 2014-2015.

The seriousness of the health consequences associated with being overweight has led the Surgeon General to declare its prevalence in children and adolescents "a major public health concern."[80] The Centers for Disease Control has declared obesity a national epidemic, due to its major contribution to some of the leading causes of death in the United States, including heart disease, stroke, diabetes, and some types of cancer.[81] In 2015, approximately 66% of all SFUSD fifth, seventh, and ninth graders were at a healthy weight;[xv] however, this varied substantially by race – approximately half of Latino and half of African American students were obese or overweight, compared to 39% of Filipino, 30% of multiracial, 25% of White, and 23% of Asian American students.[82] Further, research has shown that an increase in the racial/ethnic disparities in weight gain occurs over the summer months for children and youth who are not in structured summer learning programs, particularly for African American and Hispanic/Latino youth.[83]

Residents of SROs, most of whom are people of color and immigrants, experience significant health disparities. Of SRO residents, 84% are at high nutritional risk,[xvi,84] and children in SROs are at increased risk for nutritional deficiencies due to the lack of kitchen facilities.[85] Moreover, 48% of families living in SROs report their health being negatively impacted by living in an SRO. Of those, 63% complained of respiratory problems, 27% of insufficient light, 15% of infections due to unsanitary conditions, and 13% of sleep deprivation due to noise.[86]

Significant disparities in health outcomes are also observed at the community level, with families in the Tenderloin,[xvii] South of Market, Excelsior, Bayview, and Visitacion Valley being less likely to receive first trimester prenatal care, and more likely to have low birth weight babies and preterm births as compared to women across the city and county overall.[87] Eleven percent of babies born to African American mothers and 8% of Latina-born babies were preterm in 2012, compared to 5% for White mothers.[88] And again, families in SROs are at particularly high risk, as 15% of births to women in SROs are preterm, compared to 8% of births to women in standard housing.[89] Teen mothers also face a range of health, social, and economic challenges. While rates of teen pregnancy are lower than the state average and

---

[xv] *The "healthy weight" proportion measure is 1 minus the proportion of children identified as overweight or obese because they do not score in the "Healthy Fitness Zone" based on body mass index or other measure of body composition.*

[xvi] *"Nutritional risk" is a measure based on an index of items measuring the prevalence of conditions compromising nutritional health, such as frequency of eating fruits and vegetables and consumption of alcoholic beverages.*

[xvii] *The Tenderloin neighborhood has a higher rate than the city/county average only on no first trimester prenatal care.*

have dropped by more than 50% between 2000 and 2012 in San Francisco,[xviii] racial/ethnic disparities persist; 51% of teen mothers in 2012 were Latina, and 26% were African American.[90]

Racial/ethnic health disparities are not limited to African American and Latino communities. The API community also struggles with significant health disparities compared to the general population of San Francisco. Of the 116 cases of active tuberculosis documented in 2012, 70% were in the API population. In addition, rates of new HIV infection doubled among API residents within the past decade, while testing rates remain stable and low.[91]

While the total number of adolescents and young adults who are diagnosed with HIV represents fewer than 1% of all persons living with HIV in San Francisco, the rate of new infections among this age group is higher as compared with older age groups (141 new infections per 100,000 13- to 29-year-olds, compared to 57 per 100,000 for 30- to 39-year-olds), and this rate increased from 95 to 141 per 100,000 between 2010 and 2013, while it remained stable or decreased in older age groups during the same time. Among young adult HIV cases, 78% were men who have sex with men; racial/ethnic demographic breakdown was 35% Latino, 24% White, and 22% African American.[92] At the population level, rates of infection for women remain low in comparison to men. However, African American women are disproportionately affected by HIV, accounting for 40% of female cases in San Francisco in 2014. [93]

COMMUNITY VOICES

In community input sessions, participants prioritized expanded hours for drop-in clinics, targeted services for LGBTQ TAY, and culturally competent, multilingual supports as needs to support physical health. DCYF-funded service providers also indicated that they are seeing a large number of overweight youth developing health issues associated with poor nutrition in the communities they serve.

Immigrant families shared the particular need for additional support navigating and accessing health care options available to them, stating that culturally competent assistance is critical to ensuring these families receive the care they need.

[xviii] *Of the 9,037 births to mothers with zip code residence in San Francisco County in 2012, 202 were births to mothers under the age of 20.*

MENTAL HEALTH NEEDS ARE DIVERSE ACROSS THE CITY

A lot of people come to San Francisco, but the city doesn't have enough services to support everyone. There are not enough therapeutic services. There should be more groups. The waiting list for therapy is 5-6 months. There are so few therapists for trans youth and therapy is required in order to get gender-reassignment therapy. – Transgender TAY

My husband has constant headaches from stress from immigrating here but he does not want to see a doctor. I don't know how to help him. – Chinese immigrant parent

As illustrated in previous sections, San Francisco is home to a substantial LGBTQ population, thousands of homeless residents, tens of thousands living in poverty, and to immigrants from all over the world.[94] With such diversity represented among its residents, the mental health needs in San Francisco are also diverse.

While the ratio of population to mental health providers in San Francisco is 571:1 compared to 1,853:1 statewide, San Francisco has the second-lowest ratio statewide,[xix] some populations continue to experience disparities in access.[95] Barriers related to language, culture, and stigma make certain San Francisco populations more susceptible to limited health literacy. Approximately one quarter of San Franciscans are English language learners, placing them at risk for poor health outcomes and limited health care access.[96] Limited access, coupled with limited cultural competency, compromises patient experience and quality of care, leading to poor health outcomes, a particular concern for San Francisco's diverse population.[97]

City-funded mental health services are serving a diverse population, used primarily by Latino (31%) and African American (29%) youth.

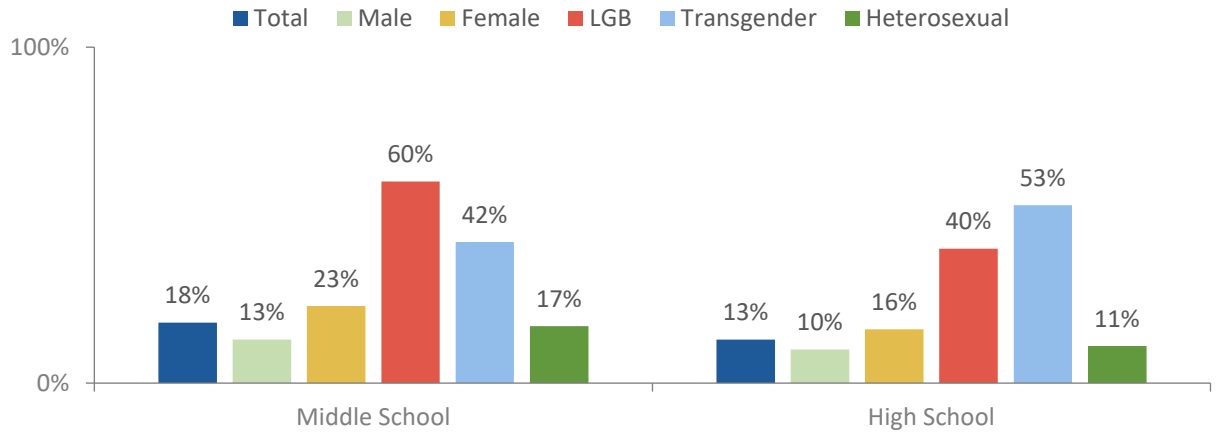
Despite such challenges, it is estimated that nearly 3,000 youth and young adults access public mental health and substance abuse services,[98] and in the 2012-2013 period, Latinos (31%) and African Americans (29%) made up the majority of youth receiving City-funded services, followed by Asian (17%) and White (7%) youth.[99] However, many youth clients of City-funded mental health services do not live near clinics and hospitals or in areas with accessible transportation.[100] Client data from 2015 from County Behavioral Health Services indicate there are fewer clients aged 16-18 than aged 21-24.[101]

Among SFUSD high school students surveyed in the 2015 Youth Risk Behavior Survey (YRBS), 13% have seriously considered suicide. Females are more likely than males to consider suicide, and LGBTQ students are more likely to have considered it, compared to non-LGBTQ students.[102] Middle school

[xix] *Marin County ranks #1 on this measure statewide.*

students are at even greater risk.[103] These data[xx] indicate that LGBTQ youth, in particular, are in need of mental health support.

Figure 11. PERCENTAGE OF SFUSD STUDENTS WHO HAVE SERIOUSLY CONSIDERED SUICIDE BY GENDER AND SEXUAL ORIENTATION, 2015



Source: City and County of San Francisco, San Francisco Unified School District-Student Family and Community Support Department-School Health Programs. (2015). Key Findings: 2015 Youth Risk Behavior Survey (YRBS). The Latest Results on the Health and Wellness of Middle School Students; The Latest Results on the Health and Wellness of High School Students.

Among youth aged 16-24 receiving services from the San Francisco Department of Public Health (DPH) Behavioral Health Unit in 2015, 13% had alcohol or drug use as their primary diagnosis. More males have open cases in the Behavioral Health Unit than females, with the highest number of cases among 16- and 17-year-olds. Male youth also receive a greater number of services from the Behavioral Health Unit than their female counterparts do.[104] Among youth who received services from DPH's Child, Youth, and Family behavioral health programs in the 2013-2014 period, family discord was the highest rated item of need, with nearly 50% of youth exhibiting moderate or severe problems with parents, siblings, or other family members. Roughly 40% of youth receiving services exhibited moderate or severe issues in the areas of anxiety, school achievement, and depression.[105]

Among San Francisco's younger residents, an estimated one in 10 children and youth under age 18 in the city has had three or more adverse childhood experiences (ACEs). ACEs, including conflict in the family, violence, abuse, discrimination, and extreme poverty, have been found to negatively impact healthy development and

[xx] *The middle school YRBS was administered to 2,158 out of 3,122 sampled students across 21 middle schools, grades 6 through 8 (completion rate of 68%). The high school YRBS was administered to 2,220 of 2,670 students across 21 high schools in grades 9 through 12 (completion rate of 82%).*

lifelong well-being. In the 2011-2012 period, an estimated 11.1% or 11,901 children in San Francisco had three or more ACEs.[106]

Among the sizable homeless population in the city, mental health needs are particularly acute. As described in the Homelessness section above, the most frequently reported health condition among homeless survey respondents was drug or alcohol abuse (37%), followed by psychiatric or emotional conditions (35%).[107] These issues also pose significant barriers to homeless individuals' ability to obtain and maintain employment.[xxi]

COMMUNITY VOICES

Across all community input sessions, access to quality mental health services was consistently prioritized as a critical need in the city. Requests for support ranged from better social and emotional support in the classroom, to increased availability of services for severe mental health conditions.

An employee of the San Francisco DPH expressed that filling the mental health service gap between "mild" and "moderate need" is critical. This respondent also said that too many San Franciscans are not receiving the support they need to treat early symptoms and to prevent a slide from "mild" mental health needs to "moderate" needs.

Several community members indicated that waiting lists for therapy are too long to be an effective option for treatment, which results in prolonged suffering and increased potential for substance use.

Other community members spoke of feeling stigmatized for seeking mental health services, particularly in the Chinese and Samoan communities. Services need to be more culturally responsive in order to become more accessible.

Wellness centers and community clinics are overburdened, [we need to] build capacity that is realistic for staff, ensure all staff understand and are trauma-informed: [there needs to be] more training for the whole school ecosystem; capacity building around mental, physical, and emotional health. – DCYF-funded service provider

In response to a survey about student needs, over half of school principals identified mental health services as one of the top three areas of need that come up most often for the children and families they serve. An additional third of principals identified access to counseling for children as one of the top three needs.

A large number of providers surveyed indicated the need for gender-responsive programming and positive role models/mentorship programs for both boys and girls. Indeed, middle school girls echoed that sentiment by indicating the need for support in interacting and communicating with boys.

In community meetings, TAY talked about the need to build the capacity of service providers to relate to and understand the needs of TAY who have experienced trauma.

[xxi] *Twenty percent of homeless survey respondents identified drug or alcohol use and 9% identified mental health concerns as primary barriers to employment. Data are from the City and County of San Francisco, Local Homeless Coordinating Board and Applied Survey Research. (2015). San Francisco Homeless Count Report & San Francisco Homeless Unique Youth Count & Survey.*

JUSTICE-INVOLVED YOUTH ARE PARTICULARLY VULNERABLE

[Justice-involved] youth need mental health care – therapy for trauma, issues at home. There is still stigma associated with mental health care and some communities are not really aware of what it is. It must be presented in a digestible way to community because it is a great need. There was one young man who was shot, completed the TAY program [in APD] and worried about retaliation. But we brought everyone together with a therapist to vent, share how they felt, everyone cried, it brought community, families together and prevented retaliation. – APD Officer

While APD caseloads have declined over the past five years, as have rates of juvenile felony arrests, some segments of the population continue to be overrepresented in justice involvement.[xxii, 108] Within San Francisco, African American and Hispanic/Latino youth are disadvantaged on a broad range of measures. These youth experience higher rates of poverty, lower rates of academic achievement, and higher rates of involvement with the juvenile justice system than other racial/ethnic groups in the city.[109] As discussed in the Equity Analysis chapter of this report, African American youth comprised 40% of all those arrested between 2010 and 2014, although African Americans comprise just 6% of the general youth population in the city.[110] According to the San Francisco JPD, 53% of its referrals[xxiii] were for African American youth and 28% were for Hispanic/Latino youth in 2015. African American TAY are also overrepresented in the APD, where they comprise 49% of 18- to 24-year-olds.

African American youth are overrepresented in the JPD and APD.

Nearly one in five youth referred to the San Francisco JPD is from Bayview-Hunters Point.

In 2015, 74% of youth referred to the San Francisco JPD were male, and 26% were female.[xxiv] Of youth referred to JPD, 17% were from Bayview-Hunters Point, 8% from Visitacion Valley, and 8% from the Inner Mission neighborhood.[111] Most of the 380 JPD bookings were for robbery offenses, 34% of male and 49% of female bookings. Burglary was the next most common offense booked for boys (14%), and assault was the next most common among girls (19%).[xxv]

Of the 175 homeless TAY surveyed in the most recent point-in-time homeless count, 33% had been involved with the criminal justice system prior to turning 18, 19% were on parole or probation at the time of the homeless survey, 16% were on parole or probation prior to experiencing homelessness, 8%

[xxii] APD caseloads have decreased from 7,594 in 2006 to 4,603 in 2014. Juvenile felony arrests have declined from a rate of 14.8 per 1,000 youth aged 10-17 in 2014 to 6.8 in 2014.

[xxiii] The JPD counts as a referral all separate instances when a minor is cited or brought to JPD, including contact beyond those related to arrests, citations, bookings, or cases.

[xxiv] The total count of unduplicated referrals in 2015 was 779.

[xxv] The total number of female bookings in 2015 was 73, and 307 male.

reported incarceration as their primary cause of homelessness, and 15% reported that their criminal records prevented them from obtaining housing.[112]

Children of incarcerated parents also face significant challenges in trying to navigate the complexities of the criminal justice system and manage the emotional and social repercussions of incarceration. A 2015 survey of incarcerated adults in the San Francisco County jail system found that 59% are parents to a total of approximately 1,110 children in San Francisco, of whom 16% witnessed their parent's arrest, 27% had to change homes, and 16% had to change schools at least once as a result of their parent's incarceration.[113] In addition, 57% of parents reported their family lost income due to their incarceration. Moreover, while only one third of parents reported having visits with at least one of their children at the jail, 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, it becomes clear that having an incarcerated parent increases a child's risk of living in poverty and/or instability that could lead to perpetuating cycles of system involvement and further marginalization.[114] Families that have members who are detained or incarcerated require support to maintain and (re)build family stability to prevent the negative impacts that justice involvement can have on children, TAY, siblings, and other family members.

COMMUNITY VOICES

Justice-involved TAY identified a need for greater support to transition out of the juvenile justice system. DCYF grantees highlighted the need for more training to better understand the needs of incarcerated girls. Additionally, they pointed out the need for new facilities for mental health, citing the overcrowding in agencies and jails, and the need for more services addressing acute mental health issues for minors and TAY.

I was released from the [Juvenile] Hall in San Francisco on my 18th birthday at 5:06 p.m. My phone and money had been confiscated, and I was left on my own to do everything. I did not feel that the transition of leaving the Hall was supported at all. – Justice-involved young woman

Children of incarcerated parents have unmet emotional needs and are often socially stigmatized. Current service providers said they did not feel adequately trained on the unique set of issues children of incarcerated parents are dealing with.

We could all use some education on what's involved with the lives of children of incarcerated parents. Most of us don't know. – Focus group participant (a therapist) from Project WHAT![115]

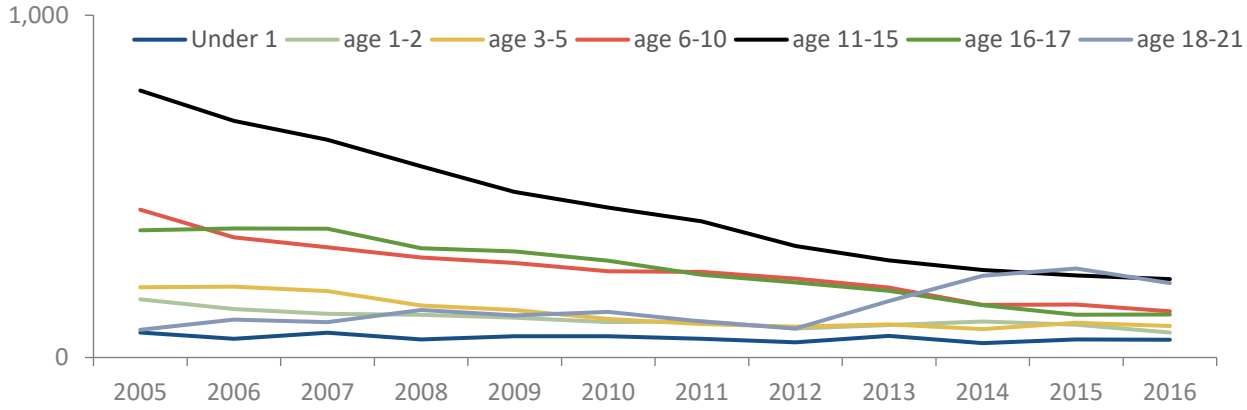
A justice-involved TAY parent focus group emphasized the need for more family-oriented programs to help keep families together, noting that problems start in the home and that building support systems can strengthen individuals and their families. A probation officer interviewed expressed that culturally responsive family education programs to support reunification efforts for justice-involved youth could help break cycles of both family and community violence.

YOUTH IN FOSTER CARE REQUIRE ADDITIONAL SUPPORTS TO THRIVE

These youth aging out of foster care don't have supports. It's really difficult to transition into affordable housing. Living in violent neighborhoods, environments that are not healthy or safe – young people engaged in systems have additional challenges. – Behavioral Health Services staff, San Francisco DPH

The numbers of children in foster care in San Francisco have decreased from 2,113 in 2005 to 924 in January 2016. Youth aged 11-15 comprise the largest group in foster care, representing one quarter of the foster care population in the city. Children aged 5 and younger and youth aged 18-21 comprise the next-largest shares, at 23% each.[xxvi,116]

Figure 12. NUMBER OF CHILDREN IN FOSTER CARE IN SAN FRANCISCO BY AGE, 2005-2016



Source: University of California at Berkeley (2016). California Child Welfare Indicators Project. Note: Point-in-time counts are taken from the Child Welfare Services Case Management System tool as of April 1 each year.

Most young people move successfully from adolescence to adulthood with the support of family, schools, and community. But for those aging out of foster care, particularly if they are involved with the justice system, leaving school without a diploma, or experiencing a range of other life challenges, this transition is even more difficult. Between 2005 and 2009, 15% of foster children had an episode of involvement with the JPD. In 2014, 37% of foster care youth were in mental health services.

Youth in the foster care system often experience ongoing life challenges. For example, of the 1,027 homeless individuals surveyed in the 2015 point-in-time homeless count, 21% reported a history of foster care. In fact, 27% of youth younger than 25 reported a history of foster care, and of those, 9% had been living in foster care immediately before becoming homeless.[117] In 2011, approximately 8% of foster youth aged 16 or older ran away from placement.[118]

[xxvi] Children aged 6-10 comprise 15% and 16- to 17-year-olds comprise 14% of the foster care population in San Francisco.

African American children are more likely than other children in San Francisco to enter foster care. In January 2016, more than half of all foster children were African American. Nearly one quarter were Latino.

Students in foster care are five times more likely to be classified with an emotional disturbance than other students.

Textbox references[119]

Students in foster care are twice as likely to be classified with a disability as their peers. Among students with disabilities, those in foster care are about five times more likely to be classified with an emotional disturbance than other students. The education opportunities for these students are further compromised by high mobility; per 2014 data, 32% of students in foster care changed schools during the school year. Furthermore, 15% of students in foster care were enrolled in the lowest-performing schools, compared to only 2% who were enrolled in the highest-performing schools. [120]

COMMUNITY VOICES

We need a better plan for how to systematically assist foster youth when they age out of the system.
– OCOF TAY focus group participant

A young father on probation discussed the need to have targeted outreach to youth in foster care to inform them of the services and programming available to them.

Parents who participated in the Parent Advisory Council focus groups expressed a need for stable school and home placements for children and youth, especially for youth in foster care and in transition, to feel connected and supported by someone who believes in them and to experience the support of a community to help guide, motivate, and encourage them.

21ST CENTURY LEARNING & EDUCATION

Mitch dreads going to school each and every day. At his middle school, he is made fun of and shunned because of his sexual orientation. Sometimes he skips school to avoid the bullying he is frequently subjected to. "I don't understand why people look down on us. I am still the same person whether I am LGBT or not."

Aaliyah attends a public high school in San Francisco and is confused as to why there are Spanish and Chinese immersion schools and language classes within schools, but Arabic is not offered as a language that fulfills requirements, even in schools where there is a high concentration of Arabic-speaking students, many of whom are immigrants. Having to learn English while also having to learn another foreign language poses additional barriers to non-Spanish- and non-Chinese-speaking immigrant students.

Tzu-i wants more communication with the teachers of her middle and high school children. She wants to be involved in decisions on curricula and wants reassurance that the schools offer rigorous academic programs. She wants after-school programs to be more academic and have less play. She is uncomfortable with all the discussion around gender-neutral bathrooms at school and would like some support with how to talk about it with her kids, but doesn't know who to ask for help. As a recent immigrant, navigating the school system is complex. She feels overwhelmed and unsure where to begin.

An extensive body of research demonstrates that learning starts before birth and that quality ECE imparts lasting benefits to children, preparing them for kindergarten entry and setting them up for academic success and social-emotional growth that has long-term positive effects on development and achievement.[121] Moreover, when parents have access to high-quality ECE that they can afford, they are better able to maintain employment, further their own education, and otherwise do more to support their families and improve their household's economic outcomes.

In the K-12 environment, achievement and proficiency are important indicators of later academic success and have implications for further accomplishment into adulthood. The National Education Association established a "Framework for 21st Century Learning" in K-12 settings that focuses on the "Four Cs" – critical thinking, communication, collaboration, and creativity – skills that will prepare young people for the unique demands of the 21st century.[122] The SFUSD maintains in its vision statement that "every student who attends SFUSD schools will graduate from high school ready for college and careers and equipped with skills, capacities, and dispositions necessary for 21st century success."[123] San Francisco's diverse population enriches and yet poses some challenges to creating and supporting a 21st century learning environment in which all students are inspired to become lifelong learners, and in which all can excel and thrive. This section describes some of the challenges in accessing 21st century learning and education opportunities, and highlights disparities in education experiences by race, income, and sexual orientation.

ACCESS TO HIGH-QUALITY EARLY CARE & EDUCATION IS LIMITED

I want to work. I need to work. But I cannot find affordable childcare. Waiting lists [for subsidized childcare] are two years long! – Chinese immigrant parent

An extensive body of research shows that a child's brain develops most dramatically during the first five years of life and that a big contributor to that development is quality ECE, which prepares children for school entry and mitigates risk factors and impediments such as poverty.[124] Children who develop the early social-emotional skills that are emphasized in high quality ECE environments have a greater likelihood for positive outcomes as young adults with respect to education, employment, criminal activity, substance use, and mental health.[125]

San Francisco has a relatively small percentage of young children in its population compared to the rest of the state. In 2014, children aged 0-5 comprised about 5% of San Francisco's population, compared to 7% in the state overall.[126] And since 2007, the percentage of children aged 5 and younger has fallen by 9%. However, these patterns of change for children aged 0-5 vary by ethnicity. The city has seen a 52% decrease in the African American 0-5 population, a 22% decline among White people, a 3% decline in Latinos, and a small increase of 2% in the Asian 0-5 population.[127]

Preschool enrollment in the city is on the rise. In 2013, 71% of 3- to 5-year-olds in San Francisco attended preschool, compared to only 48% in California overall.[128] In the 2013-2014 school year, 393 ECE classrooms assessed in San Francisco were rated as "good" on average, indicating high quality in overall ECE environments.[xxvii, 129] In school readiness assessments across SFUSD over the years, children who attended preschool prior to kindergarten entry demonstrate greater school readiness than those who did not.[130]

Despite the fact that licensed center capacity in San Francisco grew by 1,147 slots from 2006 to 2012, as of May 2015, 3,370 eligible children aged 0-5 remain on a waiting list for subsidized ECE.

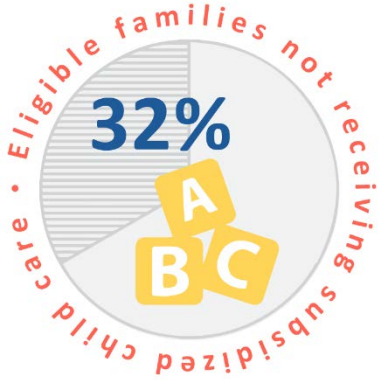
Textbox references[131]

ECE programs also provide an opportunity for early screening and identification of special needs. The 2015 SFUSD school readiness assessment found that on average, children identified with special needs were 2.5 years of age when diagnosed. While 58% of families of children with special needs receive professional help with the need, this varies substantially by race; 83% of White families receive professional help, compared to only 44% of Hispanic/Latino families. In addition, children with special needs are disproportionately represented in certain neighborhoods; while an estimated 6% of the

[xxvii] A total of 244 preschool classrooms and 149 infant/toddler classrooms were rated an average of 4-5 on a scale of 1-7 using the Classroom Assessment Scoring System (CLASS).

student population has special needs,[132] a large percentage of students in SROs in the Tenderloin (16%) and SOMA (22%) receive Special Education services.[133]

Obtaining ECE for young children can be very challenging, particularly for low-income families in San Francisco. The availability of subsidized childcare services does not meet the demand. In 2012, about one third of families eligible for subsidized childcare did not receive it, and families with children aged 0-2 were most likely to have an unmet childcare need.[134] While capacity in licensed ECE centers is expanding every year, thousands of children still remain on a waiting list.[135]



Many middle class families are also challenged by the cost of childcare, as their household incomes are often too high to qualify for publicly subsidized childcare but too low to afford private childcare services available in the city.[136] In 2009, the cost of childcare for young children aged 0-5 in San Francisco was 44% higher than the state average, and by 2012, the cost of childcare in the city had climbed to 70% higher than the state average.[137]

COMMUNITY VOICES

Across the city, community members highlighted the need for assistance in accessing high-quality ECE programs, not only so that children can be better prepared to enter kindergarten, but also so that their parents can pursue opportunities for economic advancement. Indeed, Chinese immigrant parents discussed the critical need for subsidized childcare so that they might seek employment and pursue upward mobility for their families.

In a survey about the needs of the families they serve, 56% of service providers of children aged 0-5 ranked affordable childcare in the top three areas of need that come up most often for the clients they serve. When asked about challenges to accessing childcare, 50% of providers serving children aged 0-2 ranked finding available infant care as one of the top two challenges. For the 3-5 age group, 61% of providers surveyed ranked finding care that accommodates parent/caregiver schedules as one of the top two challenges.

Fathers in the justice system also highlighted the need for easier access to childcare, particularly for probationers who are actively participating in programs.

In all eight community breakout groups discussing children aged 0-5, participants prioritized the need for access to high-quality ECE programs. Specific recommendations included “more transitional kindergarten with teachers with ECE backgrounds, also in community settings,” “more affordable high-quality childcare arrangements,” “drop-in community centers,” and “more childcare subsidies.”

In the survey of providers, 44% reported that parents/caregivers not having access to parent classes or other supports to help children reach developmental milestones is one of the top obstacles to preventing children in the broader community from entering school happy, healthy, and ready to learn.

SAN FRANCISCO HAS A UNIQUELY DIVERSE STUDENT POPULATION

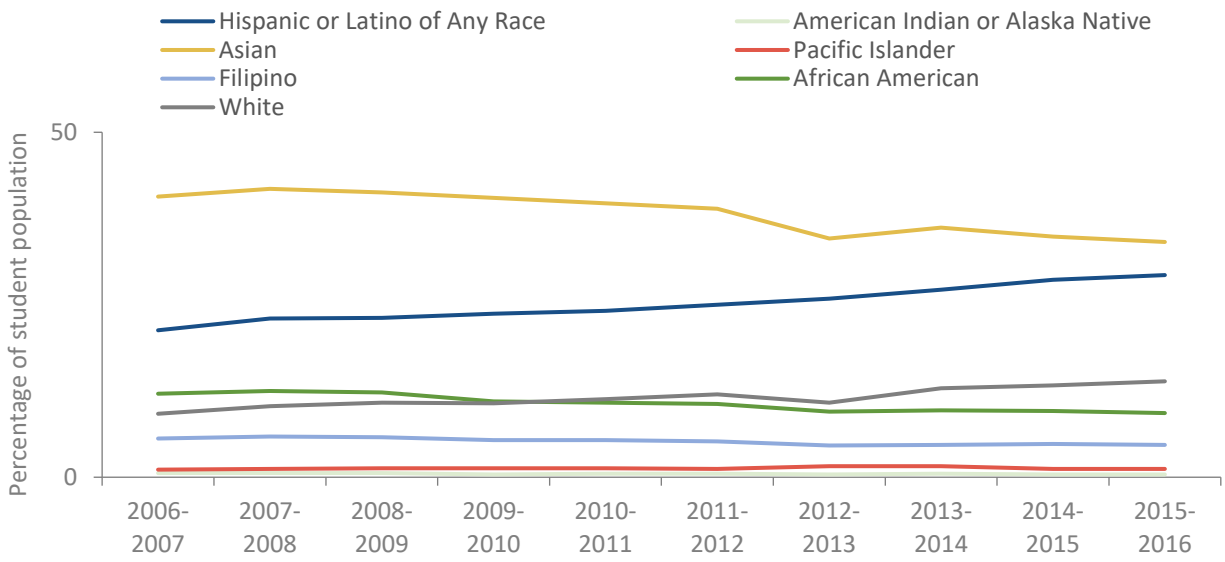
LGBT history and awareness need to be taught in school. It's important to know LGBT history and the psychological differences between LGBT youth and regular youth. There is no difference except that non-LGBT youth make fun of LGBTQ which creates psychological warfare. – LGBTQ youth

SFUSD enrolled 59,759 students in the 2015-2016 school year.[138] Additionally, approximately 23,000 students attend private school in the city.[139]

Given the school assignment lottery system in SFUSD, many students attend school outside of their home neighborhoods. Indeed, of the youth served at DCYF-funded K-8 out-of-school-time (OST) programs in 2014-2015, 60% attended a school and K-8 OST program outside of the neighborhood in which they live, and only 27% attended a school and OST program in their home neighborhood.[140] These figures suggest that transportation to school and OST programs is a key issue for many youth, one that the San Francisco County Transit Authority is currently studying.[141]

In SFUSD, enrollment rates as of fall 2015 reflected large Asian and Latino populations. However, the percentage of Asian SFUSD students is declining while the Latino population is on the rise, as illustrated by the trend data depicted in the figure below. In recent years, an increase in White student enrollment and a decrease in African American student enrollment has also been observed.[142]

Figure 13. PERCENTAGE OF SFUSD STUDENT ENROLLMENT BY RACE/ETHNICITY, 2006-2007 TO 2015-2016

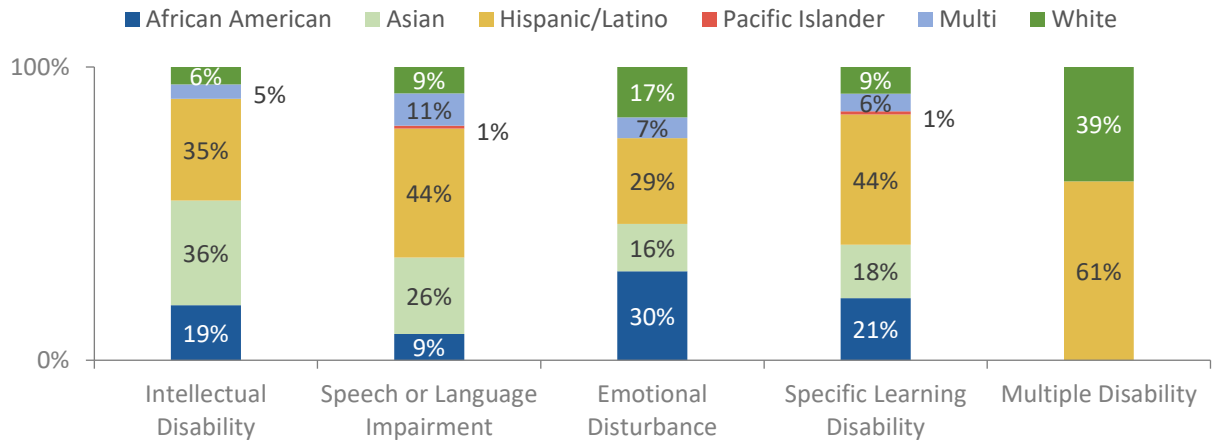


Source: California Department of Education, Data Reporting Office. (2015). Cohort Outcome Data for the Class of 2014-15, District Results for San Francisco Unified.

With such an ethnically diverse population, it is not surprising that 27% of students were classified as English learners (EL). A total of 62 languages were identified among the 2014 SFUSD ELs, most of whom speak Spanish (49%) or Cantonese (28%).[143] Another 4% speak Mandarin, 3% Vietnamese, 3% Filipino, and 2% Arabic. Other languages spoken among smaller numbers of SFUSD students include Toishanese, Russian, Japanese, Korean, Samoan, French, Hindi, and Portuguese.[144]

In addition to the rich racial and ethnic diversity among SFUSD students, in the 2015-2016 school year, the district also served 6,728 students enrolled in Special Education, predominantly with specific learning disabilities or speech/language impairments. Of the students enrolled in Special Education, approximately 38% are Hispanic/Latino, 24% are Asian, 17% are African American, 12% are White, 9% are multiracial, and 1% are Pacific Islander.[145] Within some categories,[xxviii] Special Education classification varies by race/ethnicity. African American students account for 30% of students classified as Emotionally Disturbed, 21% of students classified as having a Specific Learning Disability, and 19% of students classified as having an Intellectual Disability, but only account for less than 10% of the total SFUSD population. Hispanic/Latino students account for 44% of students classified as having Speech or Language Impairments, 44% of students classified as having a Specific Learning Disability, and 61% of students classified as having Multiple Disabilities, yet account for only 29% of the SFUSD population.[146]

Figure 14. SFUSD SPECIAL EDUCATION ENROLLMENT BY RACE/ETHNICITY, 2015-2016



Source: California Department of Education Special Education Division. (2015). Special Education Enrollment by Ethnicity and Disability, December 2015.

SFUSD is also diverse in the sexual orientation and gender identity of its students. In a 2013 survey, 16% of SFUSD middle school students and 11% of high school students identified as gay/lesbian, bisexual, or "not sure," and 2% of middle school students and 2% of high school students identified as transgender or "unsure."[147] The district has a number of programs in place to encourage acceptance of diversity in gender identity and sexual orientation, including a family diversity curriculum at the elementary level, comprehensive sexual health education, programs and events to recognize LGBTQ students and families, a transgender policy (as of 2002), and support services for LGBTQ students. Recently, SFUSD schools have begun the process of creating gender-neutral bathrooms.[148]

Despite these resources, students who openly identify as LBGTQ face a host of challenges at school, including bullying, harassment, and stigma. An increasing number of transgender students in high school report hearing other students at school make harassing statements based on gender identity and/or sexual orientation (39% in 2011 compared to 58% in 2013). In 2013, 26% of students who identified as lesbian, gay, or bisexual reported skipping school for safety reasons.[149] Additionally, although less

[xxviii] *Categories of special needs are defined in Appendix C.*

frequently than LGBTQ students, girls consistently report higher rates of bullying and harassment, higher rates of chronic sadness or hopeless feelings, and lower feelings of safety in high school than do boys.[150]

38% of transgender high school students report being personally harassed at school due to gender. This rate of harassment is more than three times that for cisgender male (8%) and female students (10%).

Textbox references[151]

COMMUNITY VOICES

More professional development for teachers was identified in community input sessions as a priority need, and middle and high school youth also said they would like to see more high-quality, culturally sensitive and competent teaching professionals in their classrooms. The community also repeatedly mentioned the need for better compensation for teachers and staff, as well as better relationships between SFUSD and CBOs.

Children need to see themselves reflected in their school curriculum favorably and authentically. – Parent Advisory Council participant

At community input sessions, participants frequently expressed the need to have more opportunities for leadership development. Participants indicated that youth leadership development is a way to help youth gain confidence in their ability to make a difference and develop skills to tackle issues in a healthy and positive manner.

Middle and high school girls emphasized the need for girl-specific spaces in and out of school to engage in sports, art, and other extracurricular activities. Indeed, one young woman at a community input session shared that the girls in her high school recognize that girls' sports teams are less valued than boys' are, and that girls therefore feel less engaged in those activities.

Our youth need an educational environment free from gender harassment. – Community Input Session participant

LGBTQ youth participants in focus groups expressed that a safe learning environment free from harassment is something all young people should be able to rely on at school. LGBTQ youth are particularly vulnerable to bullying and harassment and need safe spaces to learn.

Parents also indicated a desire to have greater involvement with the schools, but felt they needed avenues for engagement and advocacy. Indeed, residents at six of the community input sessions prioritized the need for services to support families in navigating the education system.

ACADEMIC ACHIEVEMENT IS UNEVEN

We want quality schools staffed with qualified teachers who build on students' strengths, are culturally sensitive, hold high expectations, and are trained to work with OUR kids. – Parent focus group participant

They really need to set up the "big picture" earlier about the A-G[xxix] requirements and grades for college and why any of that matters later. – Samoan high school youth

Parenting practices in the home play a critical role in establishing strong foundations for long-term academic achievement. The 2015 school readiness assessments in SFUSD found that engagement in activities at home such as reading with/to children for more than 5 minutes at a time, singing songs, including children in household chores, playing games, doing arts and crafts, and/or playing sports contribute to school readiness.[152] Overall, 55% of parents whose children were included in the 2015 school readiness assessments indicated they read with their kindergartner for five or more minutes at least five times a week. However, only 38% of African American parents, 44% of Latino, and 47% of Asian parents do so, compared to 90% of White parents.[153]

Racial/ethnic disparities in academic achievement persist. African American and Latino youth have lower levels of kindergarten readiness and lower rates of high school graduation.

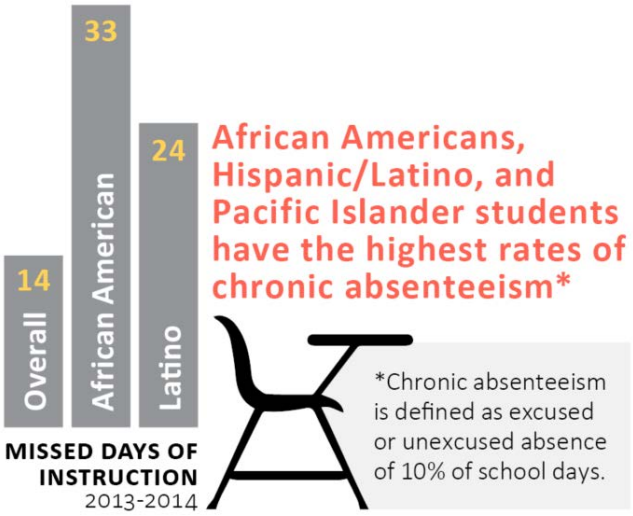
Of the entering SFUSD kindergarten class in 2015, 62% demonstrated the readiness skills in motor development, self-regulation, social-emotional development, and kindergarten academics needed to be academically successful by the third grade. However, readiness levels vary substantially by race/ethnicity; 83% of White students were school-ready by the time they entered kindergarten, compared to 67% of Asian students, 48% of Latino students, and 40% of African American students.[154]

Figure 15. PERCENTAGE OF CHILDREN READY FOR KINDERGARTEN, BY RACE/ETHNICITY, 2015

Characteristics	Ready for Kindergarten[1]	Not Ready[2]
Race/Ethnicity		
Hispanic/Latino	48%	52%
White	83%	17%
African American/Black	40%	60%
API	67%	33%
Total	62%	38%

Source: Applied Survey Research. (2016). School Readiness in San Francisco, 2015-16.
[1] Meets/exceeds overall school readiness levels as established by the Longitudinal Study Standard (see original report for additional details). [2] Below the Longitudinal Study Standard.

[xxix] *A-G requirements define the high school coursework that California high school students must complete to satisfy requirements for University of California and California State University admissions.*



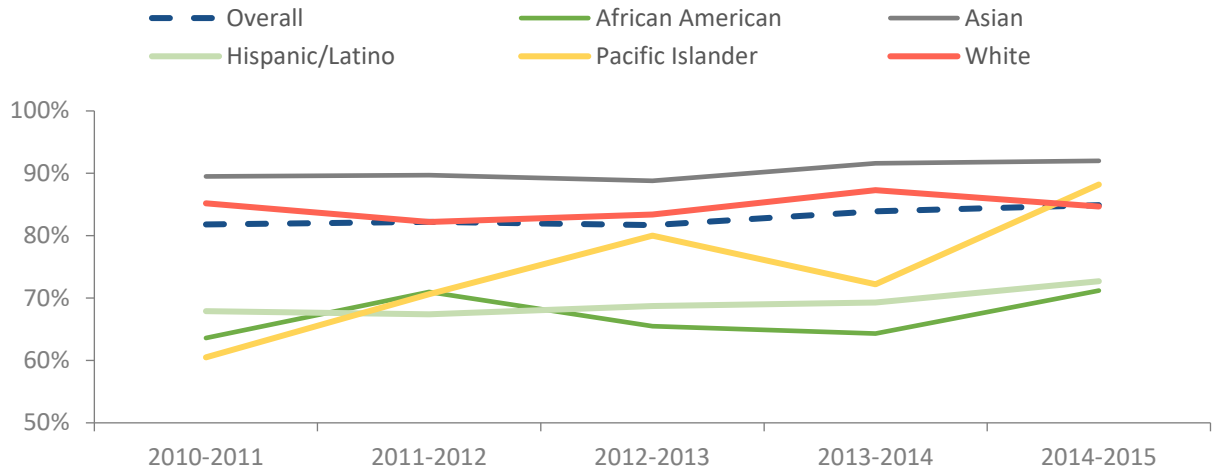
Time spent in school, or *instructional time*, is critical to learning and a big contributor to academic success. In San Francisco, truancy rates have been inching up since 2007, when the rate was 20.7, to 26.7 in the 2014-2015 school year.[155] Instructional time varies considerably by race/ethnicity. In 2013-2014, African American high school students missed an average of 33 days of instruction, while Latino students missed almost 24 days, compared to the overall average of 14 missed days.[156] African American, Hispanic/Latino, and Pacific Islander students have the highest rates of chronic absenteeism. African American and Latino students also have less instructional time than their peers because they are disproportionately affected by suspensions and office discipline referrals. In 2014-2015, although African American students comprised less than 10% of the student population, they constituted 40% of all SFUSD suspensions. In addition, Latino students comprised 29% of the population but accounted for 35% of all suspensions.[157]

Demand for after-school and summer programs exceeds supply for K-8 youth. An estimated 88% of youth who wanted after-school programs had access in 2013-2014 (about 35,000 youth had access, while about 5,000 did not). In the same year, only about 22,000 K-8 youth were enrolled in summer programs, while 18,000 were not. Coupled with the transportation issues described in the previous section, the need for greater supports around informal learning environments becomes clear. Research has shown that up to two thirds of the difference between low- and middle-income youth in academic measures such as participation in advanced coursework, high school drop-out, and college completion can be attributed to summer learning loss occurring in elementary school, underlining the need for access to quality summer programming, particularly for low-income youth.[158]

In grades 3 through 8, as well as in grade 11, 52% of SFUSD students met or exceeded proficiency levels in English language arts (ELA) on the 2015 California Assessment of Student Performance and Progress, and 48% met or exceeded achievement levels in mathematics, compared to 44% and 33% statewide. However, proficiency levels vary considerably by race/ethnicity, such that African American, Hispanic/Latino, and Pacific Islander students demonstrated lower levels of proficiency across grade levels. These findings are highlighted in greater detail in the Equity Analysis chapter.

There are persistent disparities by racial/ethnic groups along a range of academic outcomes. In 2013-2014, the overall pass rates for the California High School Exit Examination among SFUSD 10th graders were 77% for ELA and 82% for math. While this exam has been suspended as of January 2016, disparities in passing rates indicate disparities in students' trajectories for graduation. While socioeconomically disadvantaged students had pass rates only a few percentage points lower than overall rates, EL students passed at considerably lower rates (16% for ELA and 52% for math), as did African American (55% and 51%) and Latino youth (62% and 64%).[159] These findings indicate that African American and Latino youth are less likely to be on track for graduation than their White counterparts.

Figure 16. SFUSD COHORT GRADUATION RATES BY RACE/ETHNICITY, 2010-2014



Source: California Department of Education. (2015). California Longitudinal Pupil Achievement Data System.

As illustrated by the figure above, graduation rates have gradually increased in SFUSD over the past five years. Pacific Islander students have seen the most dramatic, though somewhat erratic, rise in rates of graduation, from a low of 60% in 2011 to 88% of the cohort graduating in 2015. However, high school completion rates remain uneven. As described in the Equity Analysis chapter, over 4,200 18- to 24-year-olds in San Francisco have not completed high school, which includes 4% females and 9% males who have not completed high school. African American and Latino youth in SFUSD high schools have lower graduation rates compared to their peers. In the 2014-2015 school year, the overall graduation rate from SFUSD high schools was 85%, which was slightly higher than the statewide graduation rate of 82%. Graduation rates for African American (71%) and Latino (73%) youth were lower than the rest of the district while graduation rates for Asian (92%) and White (85%) youth were higher.[160] The graduation rate of students with disabilities (64%) also lagged below the overall district graduation rate.[161]

Despite its large population of EL students,[xxx] SFUSD is doing a comparatively better job of helping EL students gain the English skills necessary for later success. In the 2014-2015 school year, 15% of ELs in SFUSD were redesignated to Fluent English Proficiency compared with 11% in California overall.[162] However, significant disparities are still observed for ELs. In 2013, by the spring of their junior year, only 26% of EL students were on track to graduate compared with 68% of non-EL students.[163]

[xxx] *In 2015, SFUSD enrolled 16,051 ELs, comprising 27% of all students enrolled.*

COMMUNITY VOICES

Chinese immigrant parents discussed the challenges students and their families had transitioning into kindergarten, middle school, and high school. They expressed that additional supports, such as streamlining the enrollment process, would help reduce anxiety around these critical transitions.

Samoan TAY indicated the need to ensure that students understand what the A-G requirements are, how the requirements are relevant to college and beyond, and how foundational skills learned in middle and high school will be critical to them over their lifetime, especially for vulnerable youth who are at risk of dropping out. They reported a need to support youth with affordable, high-quality, after-school program options that provide academic support, wellness centers, and ancillary support staff (e.g., school counselors and career counselors). They indicated that in order to prevent vulnerable youth from falling through the cracks, the City needs to provide extracurricular activities that also build skills such as cooking, art, and sports, and otherwise ensure students have a way to connect and "buy in" to their own learning and education.

Monolingual Spanish-speaking immigrant parents expressed the need for tutoring and other after-school programs and services specifically for immigrant children and youth, and greater outreach to increase access to existing programs. In addition to language barriers, many immigrant families do not have smartphones or internet access and consequently often miss opportunities for their children.

Parents from the Parent Advisory Council focus groups expressed a need to "lift students' morale, motivation, and encouragement – especially among youth who are African American, Latino, Pacific Islander, in foster care, and newcomer students" and cited the need for district staff to be aware of children's cultural and community backgrounds and needs.

Across input sessions, parents, grantees, and community members prioritized the need for access to high quality in- and out-of-school programs. In surveys of both principals and K-8 after-school and summer program providers, almost half of providers ranked affordable after-school activities in the top three areas of need that come up most often for the families they serve. Both principals and providers

indicated that homework help and tutoring were the after-school activities most requested by families that they serve.

Service providers and community members alike prioritized the need for access to high-quality summer programs, especially during transitions from middle to high school. Of surveyed K-8 providers, 38% ranked affordable summer programs in the top three areas of need that come up most often for the families they serve. Providers indicated that sports and fitness (38%), environmental/outdoor activities (35%), and extended programming (31%) were the summer program elements most requested by the families they serve.

Further, DCYF-funded service providers reported that lack of safe transportation to and from programs serves as a significant barrier for youth from high crime neighborhoods to engage in after-school enrichment activities, stating that "transportation (safe, reliable, consistent) is a barrier to access for communities of color, low-income communities." Several service providers also indicated that low access to technology, especially for youth living in SROs, affects academic outcomes.

Youth expressed the need for greater supports early in high school to help them address challenges in their lives and stay on track to graduate. TAY want public schools to do a better job supporting them in traditional schools rather than "pushing them out into continuation high schools." They indicated that teachers need more training to identify issues and intervene early to help keep TAY on track for completing high school.

Youth also talked about a greater need for services in school and the broader community to help them cope with and manage the stress they often feel. While youth identified school-based wellness centers as a place they can seek help, they said that the current centers cannot meet the needs of all students who want their services.

Schools in low-income neighborhoods do not have equitable support. [They have] low parent involvement, low funding to support extracurricular activities. I have two high school children who attend [an SFUSD high school] and the teachers/administrator do not have adequate funding to support all of their students. They rely too heavily on non-profits, and SFUSD needs to step up to provide more education funding for schools with economically disadvantaged populations. – Community member

POST-SECONDARY EDUCATION & CAREER PATHS

Jay, a transgender youth, wants a safe place to get an education. He wants to find gainful employment and needs opportunities to open up, despite the stigma he faces. He knows that there are many services for LGBTQ youth and adults to find career paths, but what he lacks most is belief in himself after the years of abuse and derision he has endured due to his transgender identity. What he really needs is confidence-building so that he can get to the point of landing on a successful career path. Ideally, he'd like to see more outreach from LGBTQ-run businesses so that LGBTQ youth can more easily identify safe, "friendly" workplaces.

Masina thinks of her neighborhood as "the hood" and wants to get out. She knows that finishing high school and getting a good job is her ticket out, but she doesn't know how it's done. She wants to learn from someone successful who came up from her own neighborhood about how they "made it" so that she can better understand the steps she needs to take in a way that feels familiar and authentic for her.

San Francisco is experiencing a booming economy. However, a post-secondary education and a clear career pathway are both critical for young people to gain a foothold in the expanding economy. Individuals who complete a post-secondary education are more likely to secure high-wage jobs that are associated with a host of benefits that accrue for the individual, their family, and their community. A higher level of schooling is also associated with lower risk for unemployment, decreased dependency on government support services, and lower incarceration rates.[164]

While there are multiple pathways to successfully transition into adulthood, the consequences of not completing necessary education or not landing gainful employment can be detrimental and long-term. And while most young people make a successful transition from youth into adulthood, some face unique challenges. Particularly vulnerable are young adults in the juvenile justice, foster care, and/or Special Education systems, as they tend to drop out of school and out of work, leaving them ineligible for services that facilitate the transition to adulthood.[165] Youth neither enrolled in school nor working thus find themselves veering off the path to self-sufficiency, and are at risk for multiple poor outcomes going into adulthood. This chapter focuses on San Francisco's young adult population as they transition into adulthood, and notes disparities by race, immigration status, and system involvement.

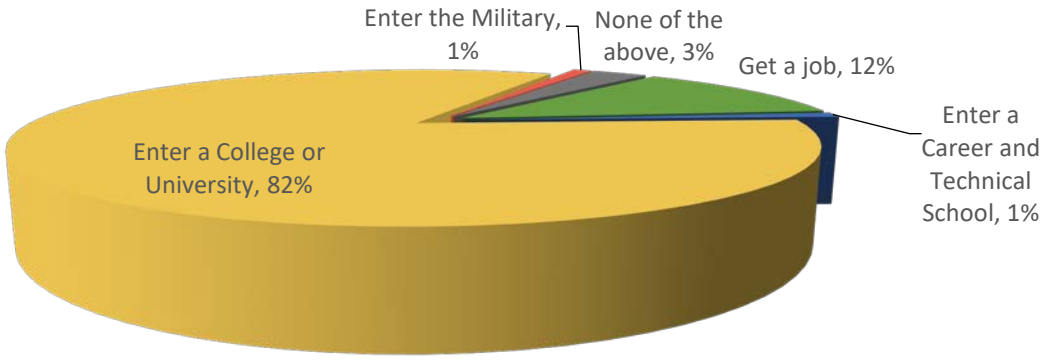
COLLEGE ENROLLMENT & COMPLETION RATES VARY ACROSS THE POPULATION

We need more scholarship options and help finding scholarships to pay for college. We don't know which ones we can trust, but we need money to pay for college. – Arab youth

Individuals who complete a college degree tend to earn a higher income, enjoy greater economic stability and upward mobility, and are able to more fully participate in their communities. As explained in the Equity Analysis chapter, the median weekly earnings of individuals who obtain a bachelor's degree is $459 more per week than those of individuals with only a high school diploma or equivalent.[xxxi] However, access to college varies widely across the city's young adult population.

Education levels across the country have been increasing, and the percentage of adults who hold a bachelor's degree has increased much more quickly in San Francisco than it has nationally.[166] While the pursuit and attainment of higher education has increased dramatically for youth of color, racial disparities persist.[167] Overall, from the class of 2014, 77% of high school graduates enrolled in college and 63% enrolled in four-year schools in the fall after high school graduation. The cohort of college entrants enrolling in college during the fall included 86% of Asian high school graduates and 80% of White graduates, compared to 72% of Pacific Islander, 66% of Latino, and 63% of African American high school graduates.[168] Senior Class Survey responses indicate that the vast majority of students in the SFUSD graduating class of 2016 plan to enter a college or university by the end of the calendar year. Of those who do not plan to enter college/university, 12% plan to get a job, while 1% (34 students) plan to enter a career or technical school.[169]

Figure 17. SFUSD SENIOR CLASS OF 2016 PLANS FOR THE END OF THE YEAR



Source: SFUSD. (2016). Senior Class Survey. Note: N=2,552 valid responses. Total percentages may not add to 100% due to rounding.

The share of SFUSD graduates enrolling at City College has seen a slight uptick over the past three years. Among the SFUSD class of 2013, 21% of college-enrolled students were at City College, while among the class of 2015, 27% of the 2,620 college-enrolled students were enrolled at City College.[170] However, only half of Pacific Islander students and 58% of African American students continually enrolled from their

[xxxi] *Median weekly earnings based on full-time wage and salary workers. Data is from the US Bureau of Labor Statistics, Employment Projections, last modified March 15, 2016.*

first term to their second term, compared with 81% of Asian students and 74% of White students.[171] Attainment of college-level courses for students at City College who are enrolled in remedial math or English classes also varies, as only 53% of students in remedial English and 31% in remedial math completed a college-level course in the same discipline within six years.[172]

While college enrollment rates are on the rise, fewer than half (47%) of SFUSD graduates from the class of 2008 earned a college degree within six years, with marked differences by student race/ethnicity and

Of the 2014 SFUSD graduating class, 77% enrolled in college.

African American and Latino residents of San Francisco are less likely to hold a bachelor's or higher degree than Asian and White residents.

English fluency; 23% of African American, 27% of Latino, and 31% of EL high school graduates completed a bachelor's degree within six years.[173]

In the San Francisco Bay Area, over half of Asians and Whites hold a bachelor's or higher degree, compared with 11% of Latino immigrants, 19% of Native Americans, 25% of African Americans, and 30% of U.S.-born Latinos.[174] Education levels also differ dramatically among immigrant groups. South and East Asian immigrants tend to have higher education levels while Southeast Asians and Pacific Islanders have lower levels. For example, in the Bay Area only 14% of Laotian immigrants have an associate's degree or higher compared with 81% of South Asian immigrants from India.[175]

Some barriers to college entry may relate to expectations and "buying into" the "culture of college." Some families, particularly recent immigrant and non-English-speaking monolingual families have never had a family member attend college and thus are not aware of all the planning that is necessary in the application process, are not prepared for the financial burden of a post-secondary education, and do not know how to access aid.[176]

TAY with mental health challenges face even greater barriers to a successful transition into adulthood. As the Deputy Director of Behavioral Health Services in the DPH observes, "If you have to work to eat, it's hard to find time to go to school. Add on mental health issues, it becomes more challenging. We need to provide additional supports for TAY to go to school, stay in school, [and] finish."

COMMUNITY VOICES

Youth and TAY express that they are in need of greater guidance and direction when it comes to applying for college, seeking scholarships, and planning for their life paths beyond school. Youth, parents, community service providers, and school principals all identified greater support in schools for college and career counseling as a top priority need in the city. Developing life skills and independence during this transitional age is also an area that many of the city's youth struggle with.

Every child should be able to graduate from high school and be prepared to advance to college.
– Parent Advisory Council member

Both system-involved and non-system-involved TAY indicated the need for more access to programs that not only support college prep, but also connect youth to financial support for college and provide support while they are enrolled.

Further, TAY in leadership positions highlighted the need to see themselves reflected in higher-education curriculum, particularly through more diverse ethnic studies. Additionally, second-generation immigrant youth in a community input session asked for services to help their families understand pathways to higher education and avoid predatory college prep programs that often have a high cost for little return.

CAREER PATHS ARE LEAST CLEAR FOR THE CITY'S MOST VULNERABLE

I'd like to hear and learn from someone from our community who "made it." I want to know how one of us actually did it and made a pathway out to be successful. – Samoan youth

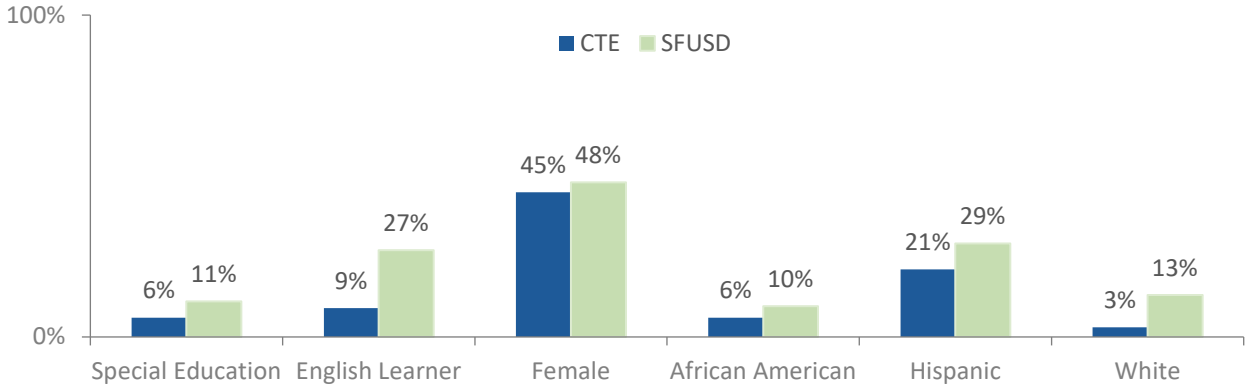
Recent estimates (2014) find that about 10% of 16- to 24-year-olds in San Francisco, or roughly 8,000 youth, are at elevated risk of not transitioning successfully into adulthood, or not reaching adulthood at all, as 42% of San Francisco's homicide victims are 25 or younger.[177]

The city's most vulnerable and marginalized youth are at greatest risk of finding themselves out of school and unemployed with few skills (referred to as being "disconnected"), without a high school diploma, in poverty, homeless, and/or involved with the criminal justice system. In 2014, it was estimated that approximately 5,000 undocumented 14- to 24-year-olds in San Francisco had little to no legal options for employment.[178] Given that the majority (75%) of 18- to 24-year-olds on Adult Probation were unemployed at the time of their arrest,[179] it becomes clear that career paths for TAY can be a critical antidote to system involvement.

8% of 16- to 24-year-olds in San Francisco are not working and not in school.

SFUSD high schools offer Career and Technical Education (CTE) academies as a means of developing career pathways by exposing students to different career fields. However, student enrollment in these programs varies, as students in Special Education (6% in CTE compared to 11% in SFUSD), EL students (9% in CTE compared to 29% in SFUSD), female students (45% in CTE compared to 48% in SFUSD), African American students (6% in CTE compared to 10% in SFUSD), Hispanic/Latino students (21% in CTE compared to 29% in SFUSD), and White students (3% in CTE compared to 13% in SFUSD) are underrepresented.[180]

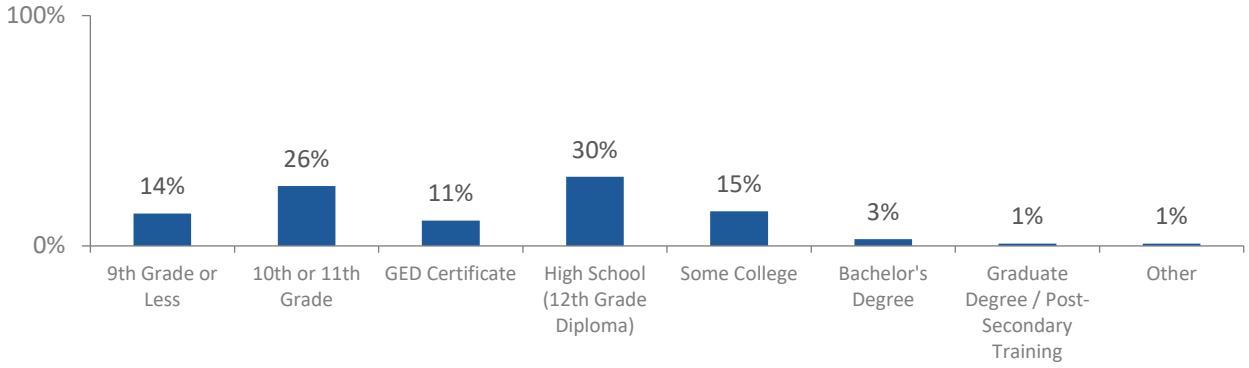
Figure 18. ENROLLMENT IN SFUSD ACADEMIES, BY SELECTED GROUPS, SCHOOL YEAR 2014-2015



Source: College and Career Readiness San Francisco Unified School District. (2016, July). Personal Communication.

Homeless youth are also much less prepared to enter the workforce than their counterparts who are not homeless. In 2015, 40% of homeless TAY surveyed in the point-in-time count had not completed high school or obtained a General Education Development (GED) certificate, compared to 8% of the general 18- to 24-year-old population in San Francisco. Only 41% of homeless youth had a high school degree or a GED, compared to 61% of the general 18- to 24-year-old population, although 10% were in school at the time of the homeless count.[181] Options for homeless TAY appear bleak, as only 16% had paid employment or internships, compared to 52% of the general population of 18- to 24-year-olds in San Francisco.[182]

Figure 19. EDUCATIONAL ATTAINMENT AMONG UNACCOMPANIED HOMELESS CHILDREN AND TAY, 2015



Source: City and County of San Francisco, Local Homeless Coordinating Board, and Applied Survey Research. (2015). San Francisco Homeless Unique Youth Count & Survey.

COMMUNITY VOICES

In community input sessions, 12 out of 13 groups prioritized the need for job skills and training. Service providers responding to a survey about the needs of the youth they served echoed the need for access to training. Almost all of the providers serving youth aged 18-24 ranked access to jobs/job training/internships as one of the top three desires of youth they serve, and 54% ranked access to vocational/certificate programs as one of the top three desires.

More specifically, respondents identified the need for culturally competent, parent-inclusive, supportive employment services for disconnected LGBTQ TAY, as well as services that provide realistic career exploration and expose youth to a variety of possibilities, including careers that do not require a college degree, and that help youth find or create pathways to long-term employment.

Similarly, Samoan TAY indicated that young adults are looking for clear career paths and need practical job skills, as well as training and exploration of careers that are realistic and do not necessarily require college. A more direct pipeline could be developed such that job-training opportunities align with local business and CBO needs that would also pay a living wage.

TAY also expressed interest in job-training programs that are combined with completing a college degree, or college degree programs that are coupled with clear, direct career paths, so that they would be set up for a successful launch into adulthood immediately upon completion. They also felt that leadership opportunities that empower youth and build practical skills would help set them on a successful path towards career development.

Youth also identified a need for better outreach to improve awareness about available programs for career development and job-training opportunities, especially those who are not in school and/or are system-involved, as they are unsure where to turn for such guidance.

Additionally, LBGTQ youth feel stigmatized at school and said they face it all again when they enter the workforce. These youth indicated that more outreach from LGBTQ-run businesses to the LGBTQ job-seeking community would ease their entry into the working world and could set them on a more successful career path.

We need services that help you describe who you are and what you like to do. We need mock interviews, resume and cover letter help. Help defining a career focus. A test to figure out: what am I passionate about? – LGBTQ youth

EQUITY ANALYSIS: BASELINE DATA

BACKGROUND

The San Francisco Charter sets out the goals of expenditures from the Children and Youth Fund, and the planning process for DCYF. Among several other goals, the Charter requires DCYF (1) to ensure that children and youth with the highest needs receive maximum benefit from the Fund and that equity is a guiding principle of the funding process, and (2) to the maximum extent feasible to distribute funds equitably among services for all age groups – from infancy to TAY.

The Charter mandates, "The CNA shall include an equity analysis of services and resources for parents, children, and youth. DCYF shall develop a set of equity metrics to be used to establish a baseline of existing services and resources in low-income neighborhoods and disadvantaged communities, compared to services and resources available in the city as a whole." This chapter presents the results of the first stages of this analysis. An analysis of citywide resources will be completed for the SAP.

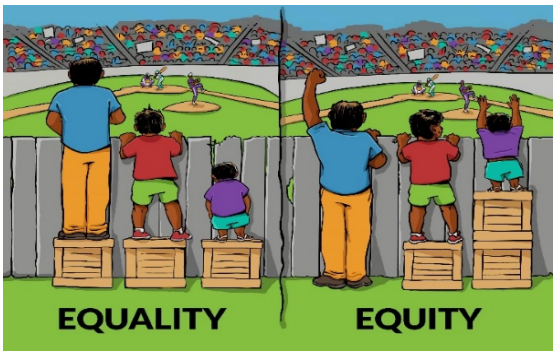
WHAT IS EQUITY?

At its simplest, equity means that all groups have access to the resources and opportunities needed to reach their full potential. As an ideal, equity would mean that outcomes cannot be predicted by factors such as race, class, or gender identity. Putting equity into practice encompasses these three major aspects:[xxxii]

1. Simple fairness and equal treatment;
2. Distribution of resources to reduce inequalities in universal programs and services; and
3. Redistribution of resources to level the playing field through targeted programs.

[xxxii] *This is based on the typology developed by Kristen Norman-Major, published in the Journal of Public Affairs Education in 2011 in the article "From Balancing the Four Es; or Can We Achieve Equity for Social Equity in Public Administration?"*

The idea of leveling the playing field is critical to the concept of equity and helps distinguish equity from equality, or treating everyone identically. The image below illustrates how equity and equality differ.



Source: Interaction Institute for Social Change | Artist: Angus Maguire.

In the first image, the spectators receive equal treatment: they each receive the same supports, even if disproportionate to their needs. In the second image, individuals are given different supports to suit their needs in order to make it possible for them to have equal access to the game. That is, in the second image, the spectators are treated equitably.

GOAL OF THE EQUITY ANALYSIS

This chapter addresses two overarching questions:

- How are "low-income neighborhoods" and "disadvantaged communities" defined?
- How are available DCYF services and resources measured citywide and in low-income neighborhoods and disadvantaged communities?

The next section of this chapter looks at three different strategies to address the first question. We refer to these as different definitions of need. After looking at definitions of need, we present measures of the recent distribution of DCYF services and resources. We end with a brief discussion of next steps.

IDENTIFICATION OF NEED

Recent estimates from the U.S. Census Bureau from 2014 place the number of children and youth in San Francisco under 18 years of age at approximately 114,000. An additional 65,000 residents between 18 and 24 years of age call San Francisco home. The city's children and youth are thriving in a number of ways. In 2015, 88% of children completed preschool prior to entering kindergarten and are poised to succeed in school.[183] A majority of SFUSD high school graduates (77%) go on to enroll in college, and upwards of 80% of 10th graders are on track on ELA standardized tests. However, not all of San Francisco's children and youth are faring well. This chapter examines the subset of children and youth with the greatest needs.

To establish a baseline for the equity analysis, equity metrics must identify low-income neighborhoods and disadvantaged communities in a manner that can be followed over time. As demonstrated elsewhere in this CNA, we can measure the well-being of youth and families along many dimensions. For the purpose of the equity analysis, we focus on three groupings. The most straightforward of these responds to the identification of low-income neighborhoods. The other two look at specific disadvantaged communities that can be tracked over time and linked to service delivery in future

funding cycles: youth from highly disadvantaged race/ethnicity groups and disconnected TAY (aged 18-24).

IDENTIFICATION OF LOW-INCOME NEIGHBORHOODS

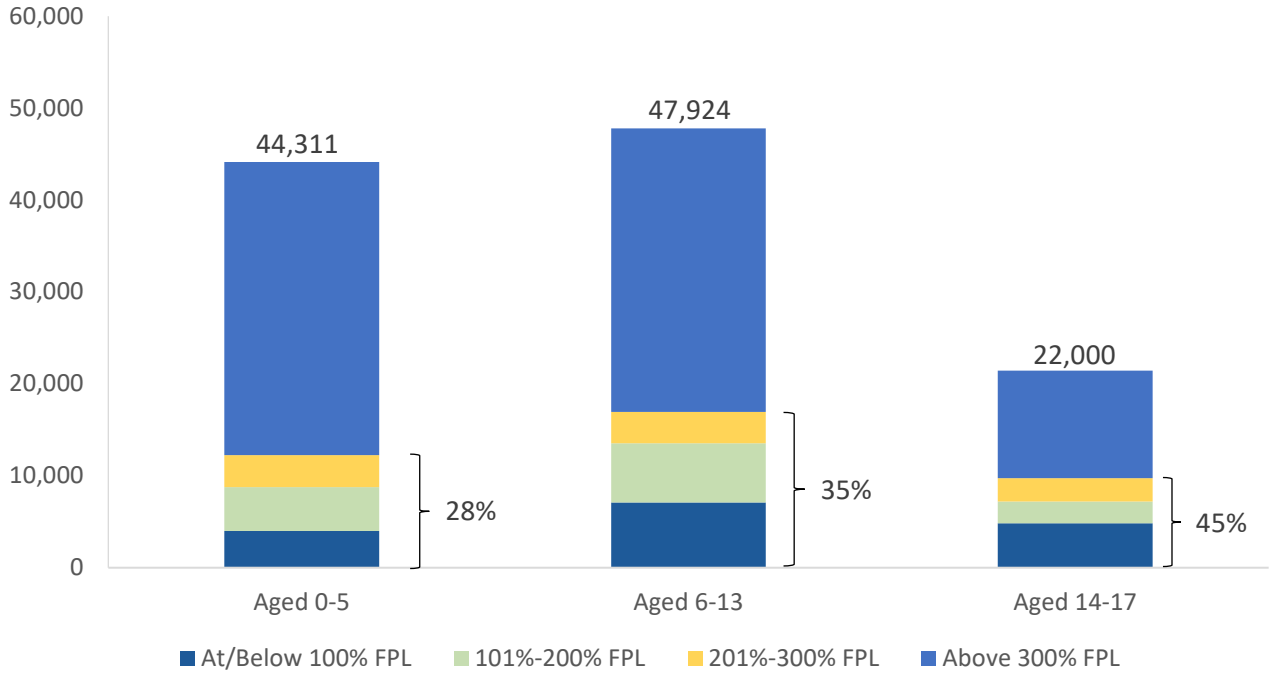
The most straightforward method of identifying need is by level of income. Detailed information by neighborhood is available from the U.S. Census Bureau, which publishes estimates of the number of individuals at selected levels of the FPL by age. The FPL varies based on the number of individuals and related children aged 0-17 in a family. A family's income can be compared to the FPL for its size and composition to determine its poverty status. For example, a four-person household with two children under 18 years of age is considered to be at or below 100% of the FPL if their household income is no more than $24,008 per year.

Given the high cost of living in San Francisco, families above 100% of the FPL are clearly still low-income in this city's context. To set a threshold that defines a household as low-income for the purposes of this analysis, we compared wages equivalent to 100% of the FPL to estimates of the living wage by household size and composition. The living wage is a measure of the wages needed to support a family, based on a set of very basic needs calculated using geographically specific expenditure data that includes a family's likely minimum costs for food, childcare, health insurance, housing, transportation, and other basic necessities (e.g., clothing and personal care items), given family type and size.[xxxiii] Converting these amounts to annual full-time wages and comparing by family type, we find that 300% of FPL is approximately the San Francisco living wage for most family types.

[xxxiii] *While there are multiple standards for living wage calculations, one of the most widely used versions is the MIT Living Wage Calculator. A detailed methodology can be found at livingwage.mit.edu/pages/about.*

The following figure shows the number of youth in each age bracket in San Francisco and the share of these youth in families below 300% FPL. As shown below, 28% of San Francisco's children aged 0-5, or 12,257 children, are below 300% FPL. Even larger shares of older youth are low-income; 35% of youth aged 6-13, or 16,935 youth, and 45% of youth aged 14-17, or 9,754 youth, are below 300% FPL. In total, nearly 40,000 (35%) of San Francisco youth aged 0-17 are below 300% FPL.

Figure 20. PERCENTAGE OF YOUTH AGED 0-17 BELOW 300% OF THE FPL, BY AGE GROUP , 2014



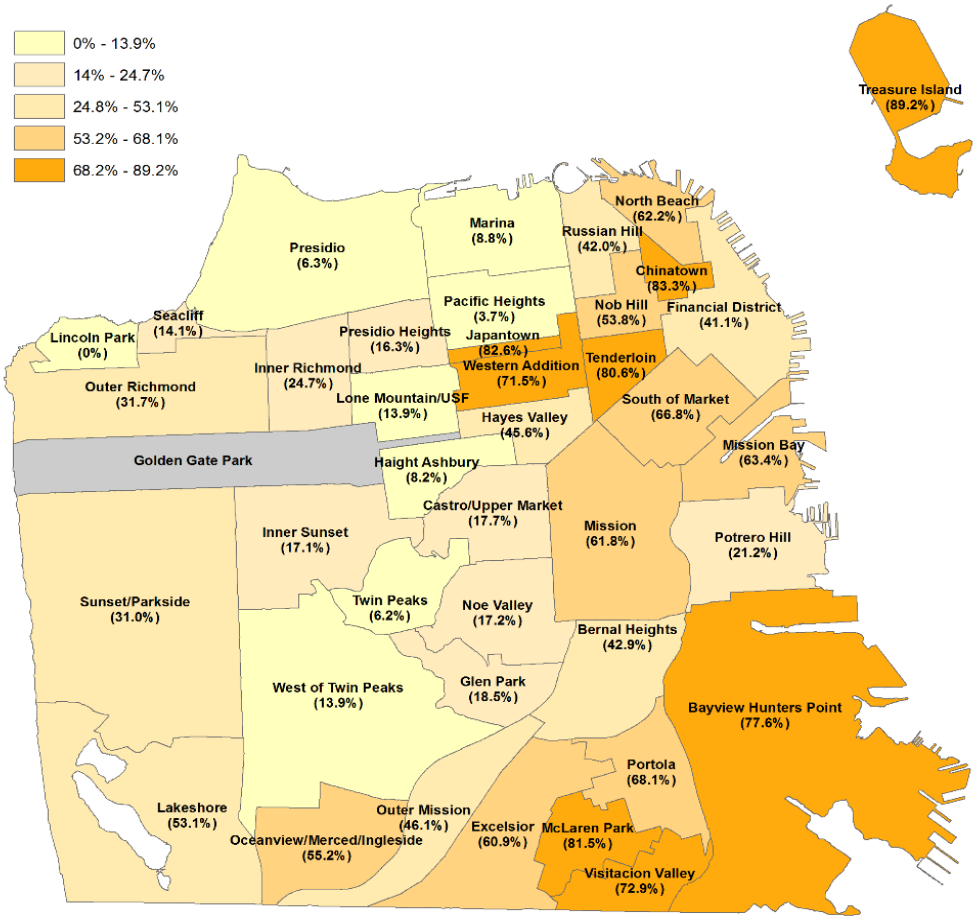
Source: U.S. Census Bureau. (2016). American Community Survey, 2014 1-Year Estimates.

The next figure shows the proportion of youth below 300% FPL by neighborhood.[xxxiv] The 41 neighborhoods in San Francisco are shaded into five equal-sized groups based on the percentage of youth in each that are below 300% FPL. The lightest shaded group represents the neighborhoods with the lowest rates of poverty, and the darkest shaded group represents the neighborhoods with the highest rates of poverty. The 40,000 youth in poverty are present all over the city, although youth in certain neighborhoods have greater odds of growing up in poverty than others. For example, 6.3% of youth in the Presidio are below 300% FPL compared to 77.6% of youth in Bayview-Hunters Point. The neighborhood with the highest percentage of youth below 300% FPL is Treasure Island (89.2% or 468 youth in poverty).

[xxxiv] *The DPH and the Mayor's Office of Housing and Community Development, with support from the Planning Department, created these 41 neighborhoods by grouping 2010 Census tracts, using common real estate and residents' definitions for the purpose of providing consistency in the analysis and* reporting *of socioeconomic, demographic, and environmental data, and data on City-funded programs and services. They are not codified in Planning Code nor Administrative Code.*

Asian youth, despite generally being less disadvantaged in regards to academic achievement and justice involvement, experience high rates of poverty. In Chinatown for example, 83.3% or 1,389 youth are below 300% FPL, which is one of the highest neighborhood poverty rates in the city.

Figure 21. PERCENTAGE OF YOUTH AGED 0-17 BELOW 300% OF THE FPL, BY NEIGHBORHOOD, 2010-2014



Source: U.S. Census Bureau. (2016). American Community Survey, 2010-2014 5-Year Estimates

IDENTIFICATION OF DISADVANTAGED COMMUNITIES

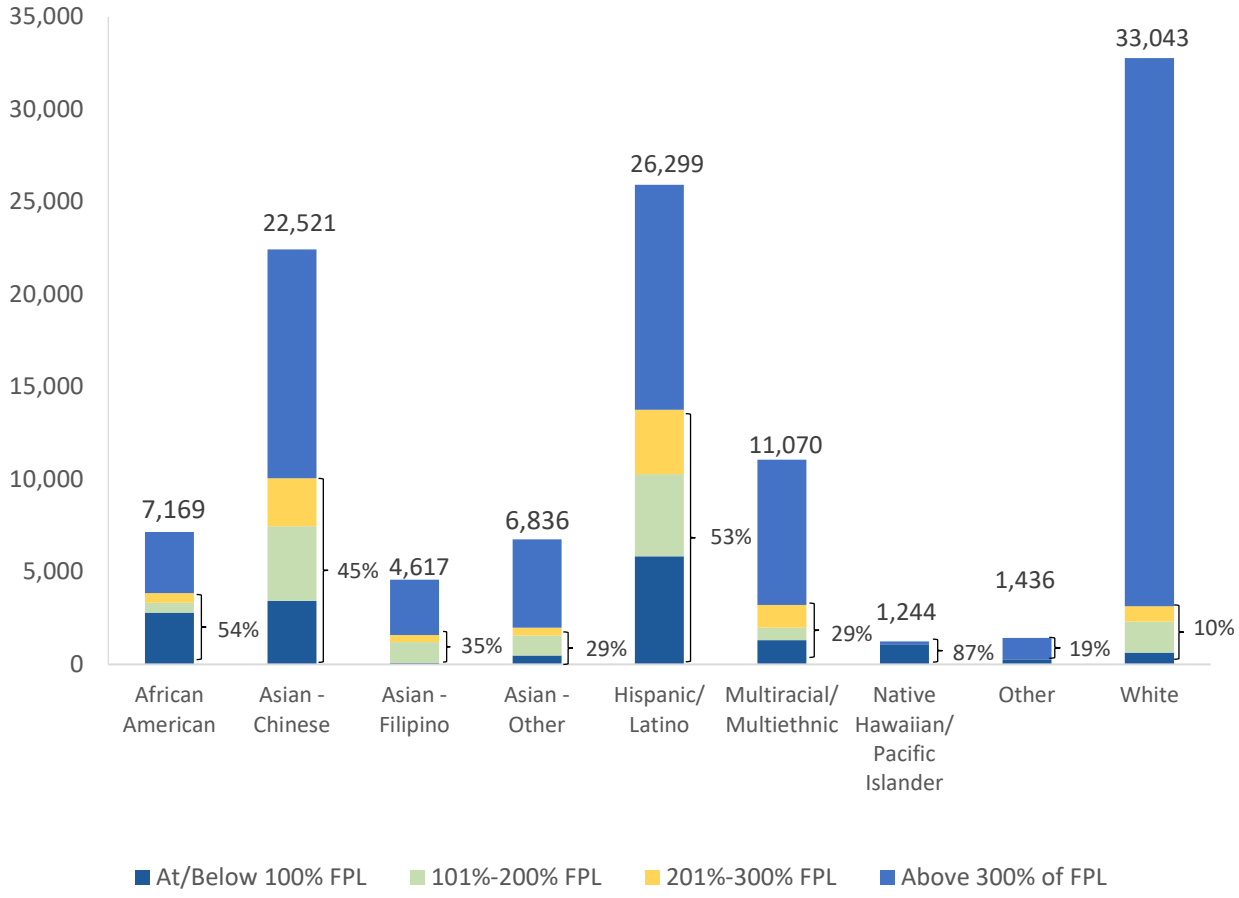
In addition to low-income neighborhoods, the Charter calls on DCYF to identify disadvantaged communities. Within San Francisco, African American, Hispanic/Latino, and Pacific Islander youth are disadvantaged on a broad range of measures. These youth experience higher rates of poverty, lower rates of academic achievement, and higher rates of involvement with the juvenile justice system compared to other racial/ethnic groups in San Francisco.

The next figure provides an overview of the number of children and youth under 18 years of age by race/ethnicity as well as the percentage in poverty. Youth of African American, Hispanic/Latino, and

Pacific Islander descent have the highest rates of poverty of any race/ethnicity group.[xxxv] Data from the U.S. Census Bureau show that in San Francisco, 54% of African American youth (3,848), 53% of Hispanic/Latino youth (13,755), and 87% of Native Hawaiian/Pacific Islander youth (1,081) are in families with incomes below 300% FPL. In contrast, only 10% of White youth (3,149) reside in low-income families.

Figure 22. PERCENTAGE OF YOUTH AGED 0-17 BELOW 300% OF THE FPL, BY RACE/ETHNICITY, 2014

Totals above bars reflect the total number of youth (aged 0-17) by race/ethnicity.

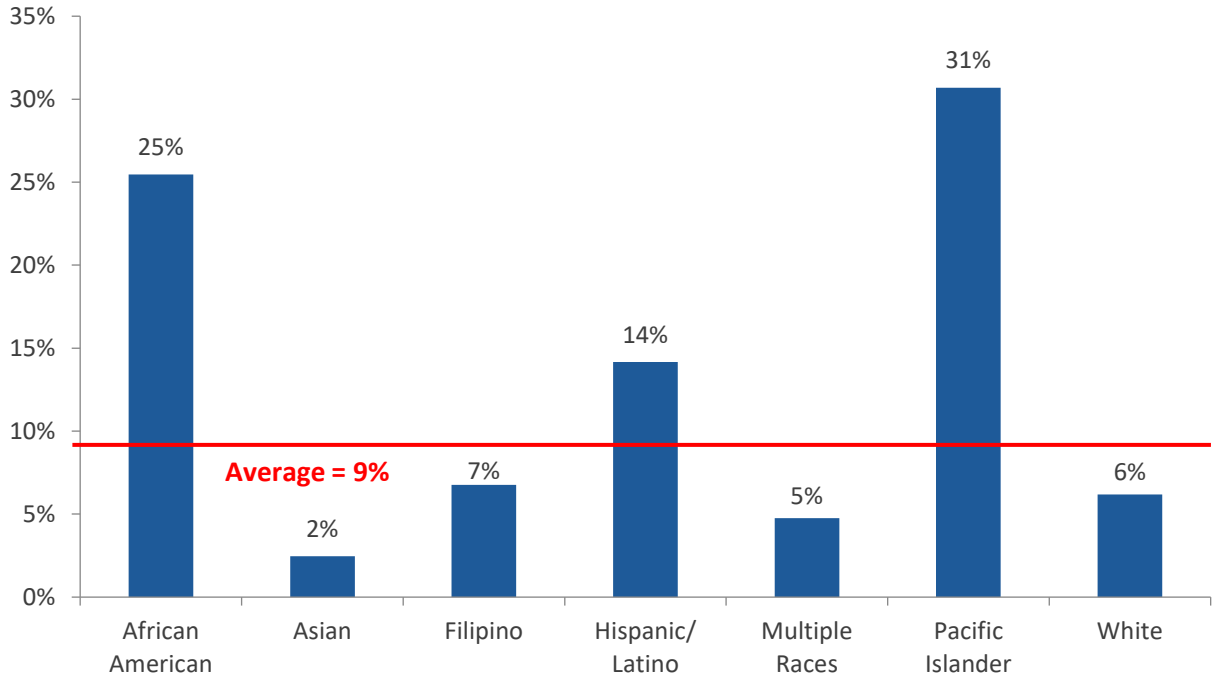


Source: U.S. Census Bureau. (2016). American Community Survey, 2014 1-Year Estimates

[xxxv] *Throughout this section there are variations in the exact wording of each race/ethnic group. We have retained the wording from each original source to help clarify who is counted in each race/ethnic group for each source.*

Further disparity among racial/ethnic groups can be seen in academic indicators. Among all SFUSD students, students of African American, Hispanic/Latino, or Pacific Islander descent have the highest rates of chronic absenteeism, defined as absence for 10% or more of school days whether excused or unexcused. African American, Hispanic/Latino, and Pacific Islander students had above average rates of chronic absenteeism during the 2014-2015 school year.

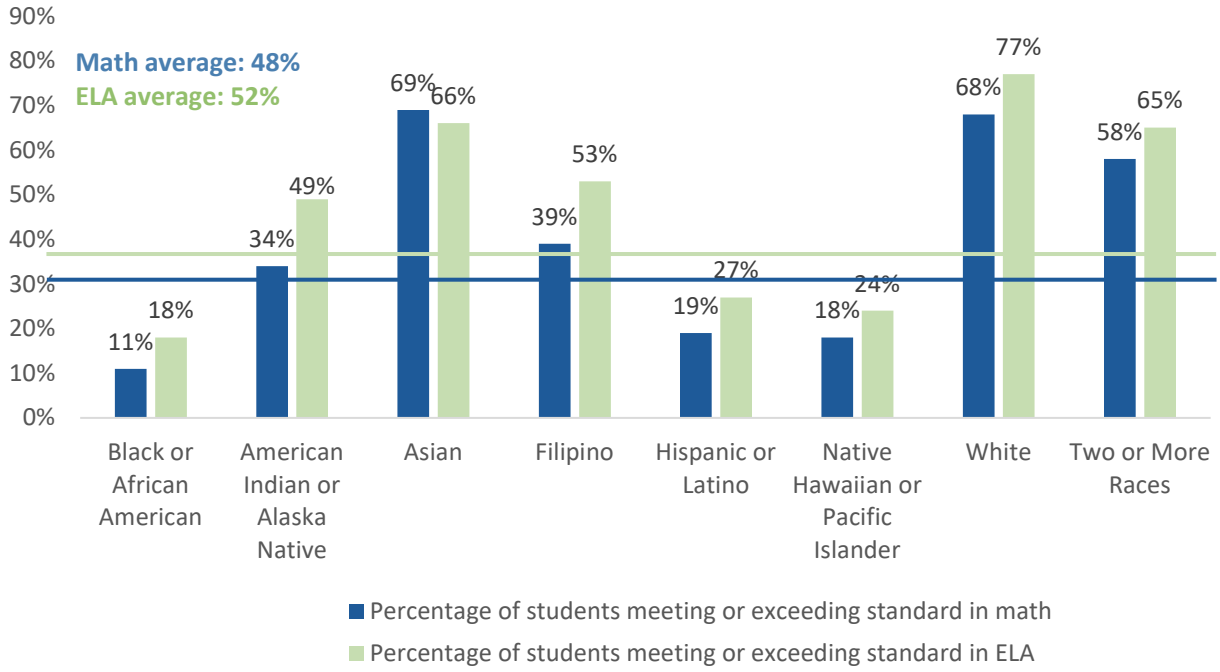
Figure 23. PERCENTAGE OF SFUSD STUDENTS CHRONICALLY ABSENT 2014-2015, BY RACE/ETHNICITY



Source: CORE Districts. (2015). Research File, 2014-15. Note: No data available for American Indian/Alaska Native.

These three race/ethnicity groups are also the lowest performing in standardized testing. The chart below shows the percentage of SFUSD students meeting or exceeding standards in math and ELA on the 2015 California Assessment of Student Performance and Progress. The percentage is displayed as an average across all grade levels at which students take the test (grades 3-8 and 11). While 68% of White SFUSD students met or exceeded the standard in math, only 11% of African American or Black, 19% of Hispanic or Latino, and 18% of Native Hawaiian or Pacific Islander students met the same standard. The disparity is similar for ELA.

Figure 24. PERCENTAGE OF SFUSD STUDENTS MEETING OR EXCEEDING STANDARD IN MATH AND ENGLISH LANGUAGE ARTS, 2014-2015 BY RACE/ETHNICITY

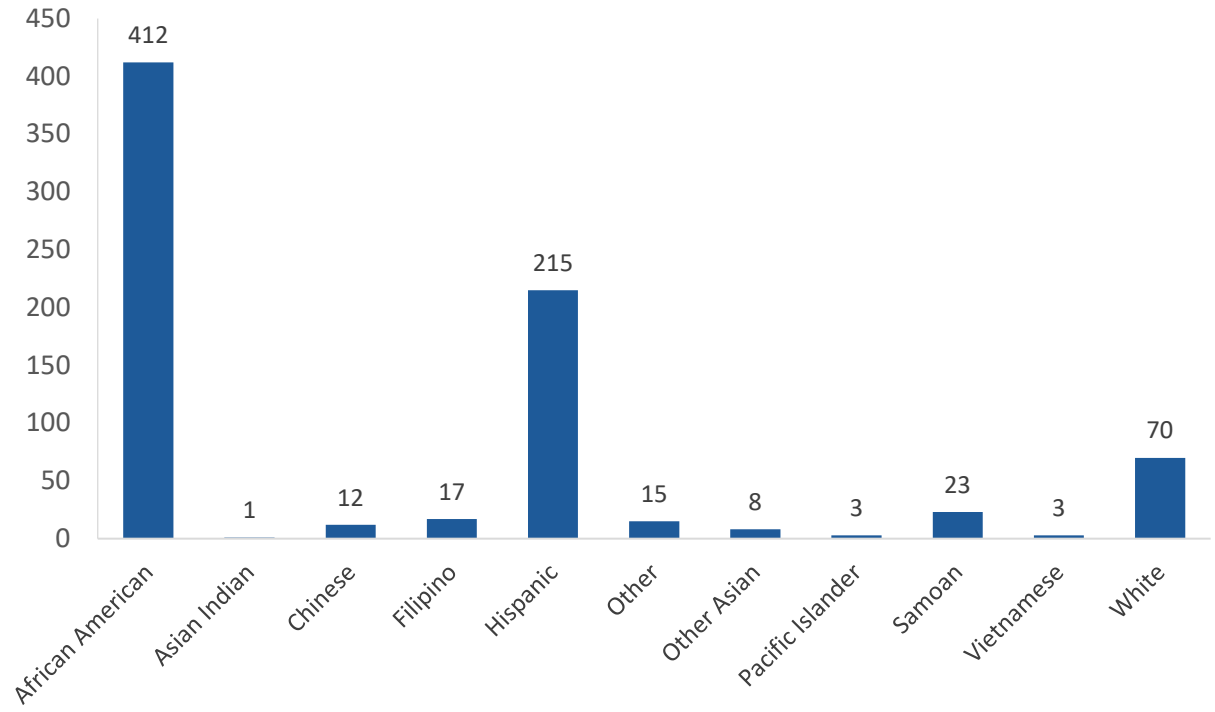


Source: California Department of Education. (2015). California Assessment of Student Performance and Progress Results.

The disparities continue through graduation: African American, Hispanic/Latino, and Pacific Islander students complete high school at substantially lower rates than other race/ethnicity groups. As described in the 21st Century Learning & Education chapter, African American and Latino youth in SFUSD high schools have lower graduation rates compared to their Asian and White counterparts within the district. In addition, African American, Latino, and Pacific Islander students enroll in four-year colleges and universities at lower rates than White students.

African American, Hispanic/Latino, and Pacific Islander students also experience disproportionate involvement with the juvenile justice system. According to the San Francisco JPD, in 2015, 52.9% of its referrals[xxxvi] were for African American youth and 27.6% for Hispanic/Latino youth.

Figure 25. UNDUPLICATED COUNT OF JP REFERRALS, BY RACE/ETHNICITY, 2015



Source: San Francisco Juvenile Probation Department. (2015). Statistical Report.

Disproportionate juvenile justice involvement is further described in the Safe & Nurturing Environments section of this report.

DISCONNECTED TAY

This section brings into focus the needs of the most disconnected TAY in the context of equity. "Disconnected TAY" are individuals who struggle with entering the workforce, creating strong support networks, and succeeding in education. To highlight the needs of the most disconnected TAY, we examine data on homelessness, criminal justice involvement, mental illness/substance abuse, and lack of a high school diploma or GED.

Population-level data on TAY are limited, and disconnected TAY individuals may be homeless, have criminal justice involvement, have a mental illness, lack a high school diploma, or experience some

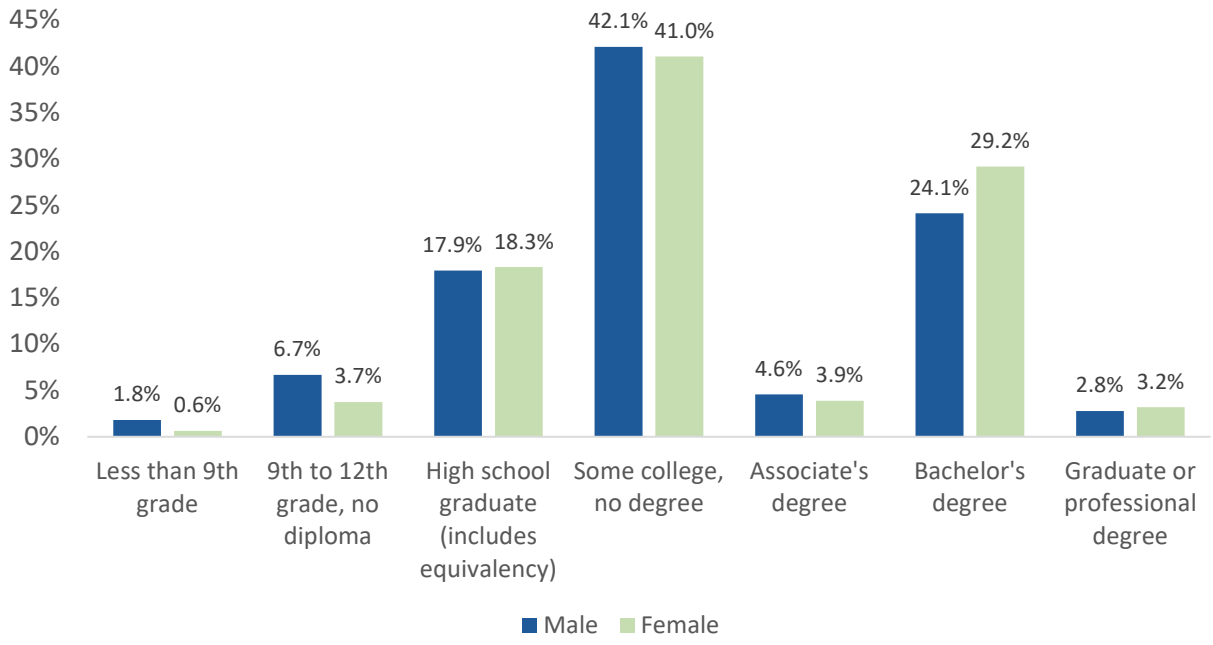
[xxxvi] *The JPD counts as a referral all separate instances when a minor is cited or brought to JPD. It uses the term "contact" interchangeably with "referral" and indicates that each contact represents a "unit of work" for the Department. Referrals include contact beyond those related to arrests, citations, bookings, or cases.*

combination of all these challenges, rendering them a difficult-to-reach population. The TAY population is composed of 18- to 24-year-olds who need additional supports and opportunities to make a successful transition to adulthood. According to Section 16.108 of the San Francisco Charter, TAY includes 18- to 24-year-olds 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 LGBTQ; and/or
- Are transitioning from the foster care, juvenile justice, criminal justice, or Special Education system.

According to recent estimates from the 2014 American Community Survey, there are over 4,200 18- to 24-year-olds in San Francisco who have not yet attained a high school diploma or GED, representing 6.4% of the 18- to 24-year-old population. The figure below displays the educational attainment of 18- to 24-year-olds in the city by gender, showing that 8.5% of males and 4.3% of females had not earned their high school diplomas or GEDs in 2014.

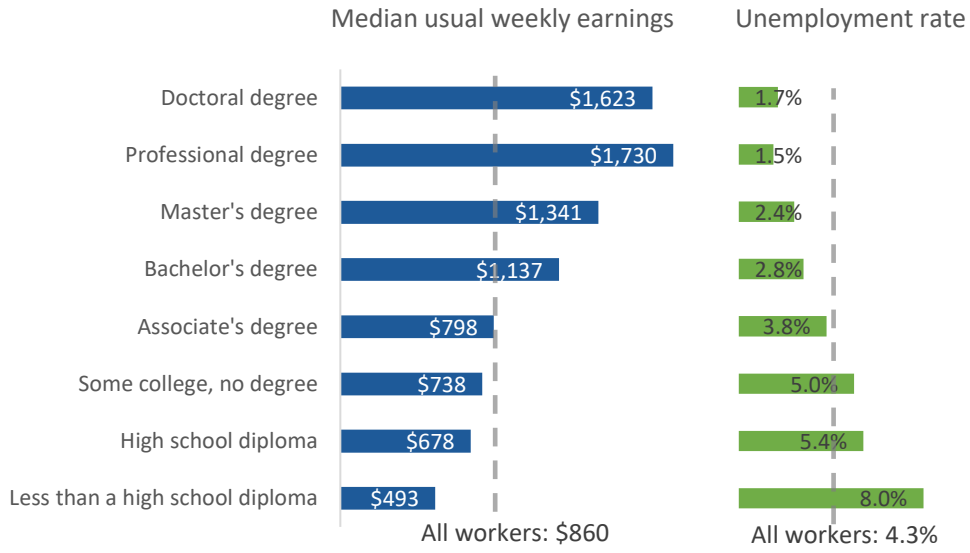
Figure 26. EDUCATIONAL ATTAINMENT OF 18- TO 24-YEAR-OLDS IN SAN FRANCISCO, 2014



Source: U.S. Census Bureau (2016). American Community Survey, 2014 1-year estimates.

Individuals who do not obtain a high school diploma by age 25 are at a disadvantage in terms of both earnings and employment rates. Across the nation, individuals aged 25 and over with less than a high school diploma have an unemployment rate of 8.0% compared to 5.4% for people with a high school diploma and 4.3% for all workers. There are also disparities in earnings; the median weekly earnings of individuals with less than a high school diploma is $493, compared to $678 for individuals with a high school diploma and $860 overall.[184]

Figure 27. EARNINGS AND UNEMPLOYMENT RATES BY EDUCATIONAL ATTAINMENT, 2015

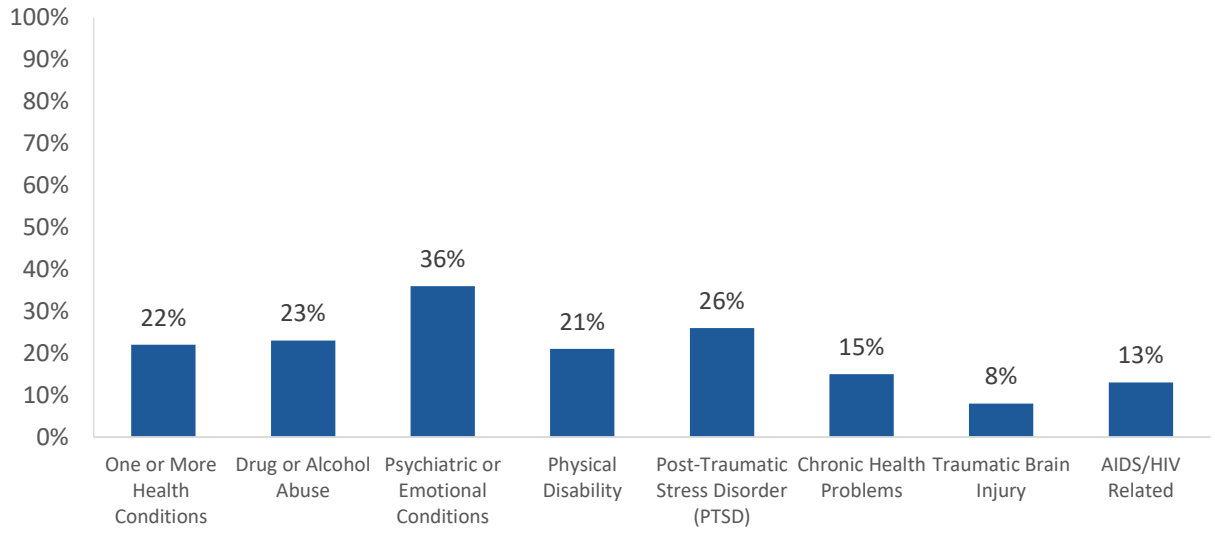


Source: U.S. Bureau of Labor Statistics. (2016). Note: Data are for persons aged 25 and over. Earnings are for full-time wage and salary workers.

There is a substantial number of homeless TAY in San Francisco. In January 2015, a point-in-time census of homelessness in San Francisco County was conducted. The census, required by the U.S. Department of Housing and Urban Development, is conducted across the country every two years and provides a comprehensive count of homeless individuals living on the streets, in shelters, and in transitional housing. As of the point-in-time census, there were 1,441 youth aged 18-24 who were homeless, consisting of 197 youth in shelters and 1,244 on the streets.

Of the homeless youth under 25 years of age, 40% had not completed high school or received a GED, 33% reported being involved with the juvenile justice system before turning 18, 19% were on probation at the time of the survey, and 27% reported having been in the foster care system. Homeless youth also deal with health issues and social barriers, as detailed below.

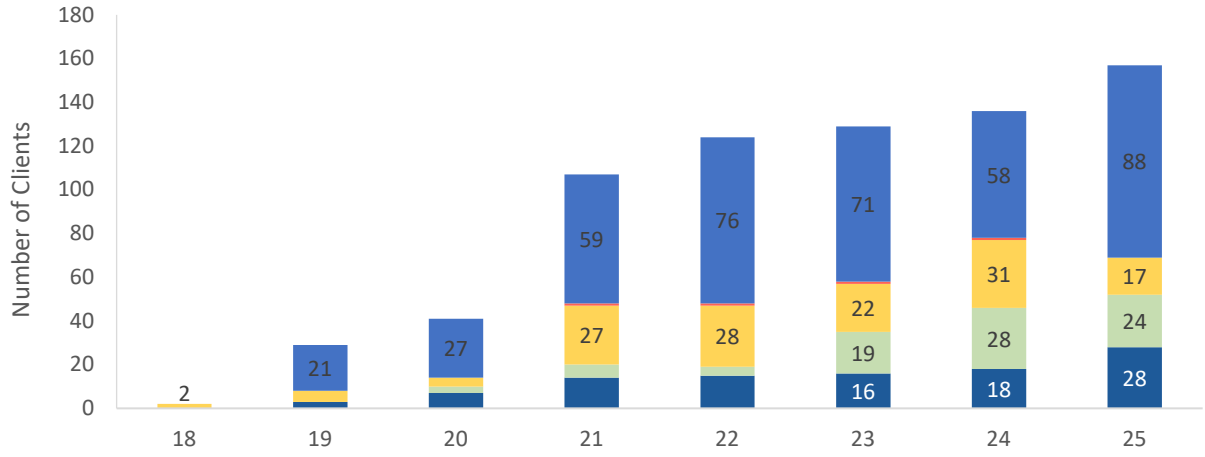
Figure 28. HEALTH CONDITIONS AMONG UNACCOMPANIED HOMELESS CHILDREN AND TAY, SAN FRANCISCO, 2015



Source: City and County of San Francisco, Local Homeless Coordinating Board and Applied Survey Research. (2015). San Francisco Homeless Unique Youth Count & Survey.

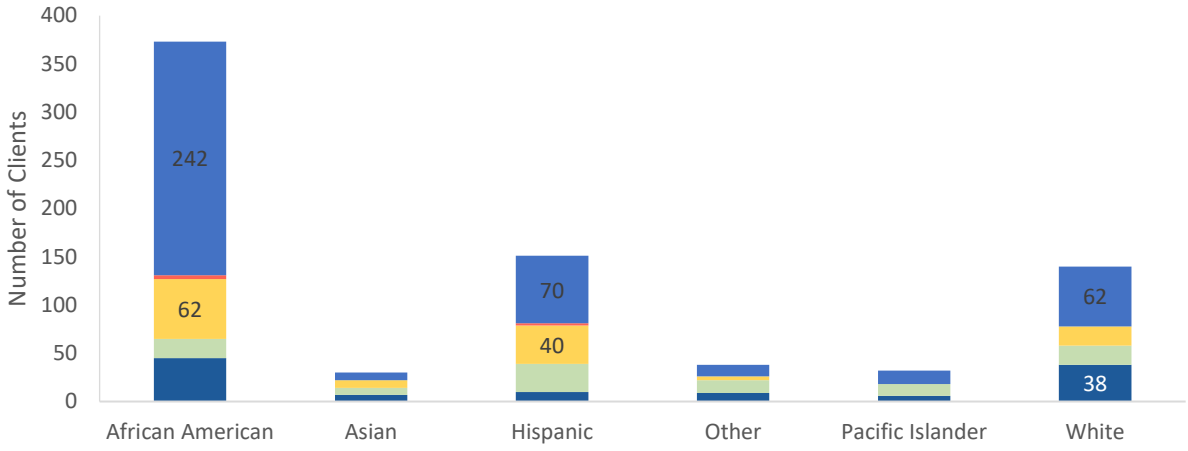
Among disconnected TAY, we also include youth with contact with the criminal justice system. As of February 2016, the San Francisco APD had 737 clients aged 18-25. The age breakdown of cases is shown in the figure below, along with the level of public safety risk assigned to each probationer by APD. The five color-coded categories of risk level signify no risk (dark blue), low risk (green), medium risk (yellow), medium high risk (red), and high risk (light blue). These individuals are disproportionately African American, as shown below. In addition, the San Francisco JPD reported 173 referrals for 18-year-olds and 40 for young adults over 18 in 2015.[xxxvii]

Figure 29. SAN FRANCISCO APD CLIENTS AGED 18-25, BY AGE AND RISK LEVEL, 2016



Source: San Francisco APD. (2016). Demographic Profile by Risk of APD's 18- to 25-Year-Old Clients.

Figure 30. SAN FRANCISCO APD CLIENTS AGED 18-25, BY RACE/ETHNICITY AND RISK LEVEL, 2016

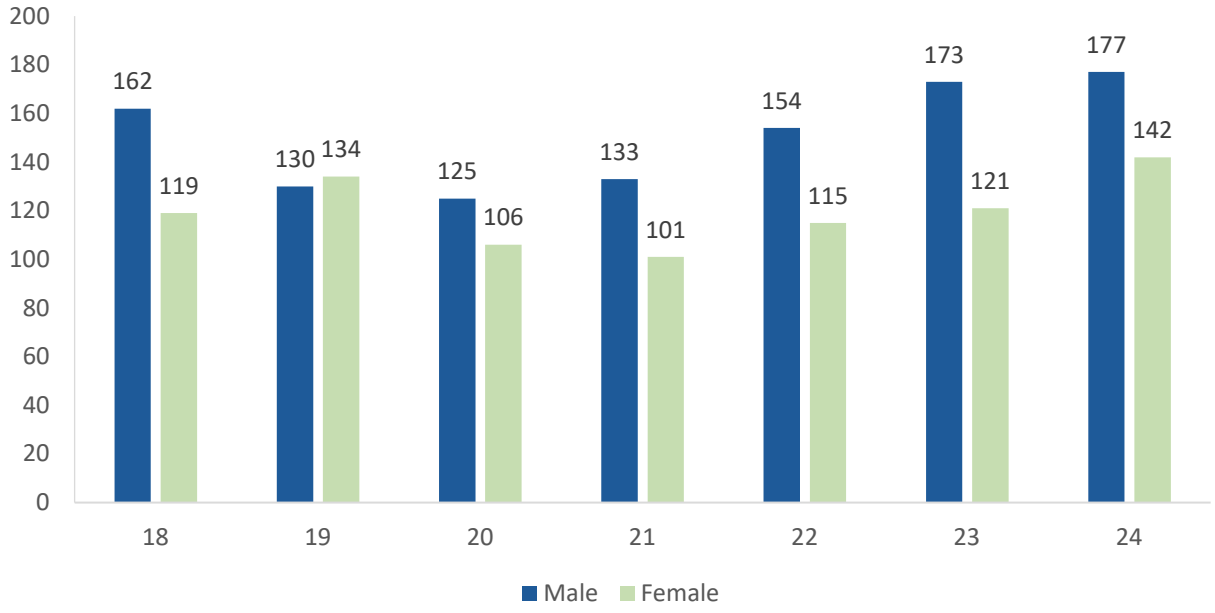


Source: San Francisco APD. (2016). Demographic Profile by Risk of APD's 18- to 25-Year-Old Clients.

xxxvii Data from San Francisco JPD, 2015 Statistical Report for the year 2015.

Within the TAY age bracket, individuals with mental health issues are another group at high risk of disconnection. In 2015, 1,892 individuals aged 18-24 accessed the DPH Behavioral Health Services treatment for mental health or substance use conditions in San Francisco, split between 1,054 males and 838 females. The next figure depicts the number of youth in treatment. Note that this measure only counts those who accessed services through DPH's Behavioral Health Services; the total number of 18- to 24-year-olds with mental health issues and/or substance use conditions is likely undercounted by this summary.

Figure 31. NUMBER OF 18- TO 24-YEAR-OLDS IN TREATMENT FOR MENTAL HEALTH OR SUBSTANCE USE CONDITION, SAN FRANCISCO, 2015



Source: SF Health Network, San Francisco Department of Public Health. (2016). Brief Summary of Behavioral Health Data for Transitional Age Youth (TAY), April 4, 2016.

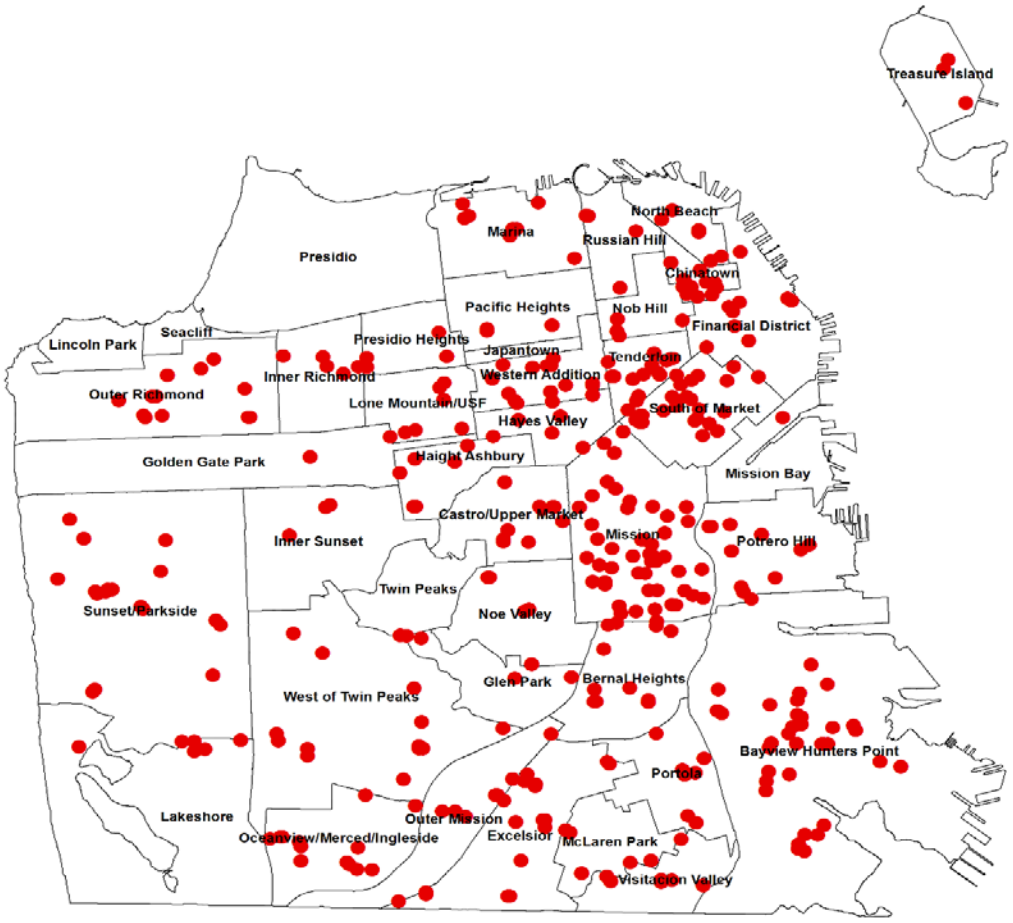
The disconnected TAY categories are not mutually exclusive, making it difficult to estimate the total disconnected TAY population across the city. As described above, disconnected TAY individuals may be homeless, have criminal justice involvement, have a mental illness, lack a high school diploma, or experience some combination of all four. Determining unique counts of disconnected TAY by neighborhood is an even harder task, as it requires assigning locations that either may not be known or may change frequently.

SERVICES & RESOURCES

In this section, we establish a baseline of DCYF services and resources citywide and in low-income neighborhoods and disadvantaged communities. DCYF derives funds from a combination of sources, including the Children and Youth Fund, the City's General Fund, and state and federal grants. In fiscal year 2014-2015, DCYF allocated $84 million toward supporting children, youth, and their families in San Francisco, including nearly $60 million in direct service grants to over 450 programs.

The programs that DCYF funded are spread across the city, as shown in the next map. Note that each red dot on the map represents a site where a program offered services and that several programs may be located at the same site. While the total dollars that DCYF allocated to programs located in each neighborhood provides one measure of the distribution of services and resources across the city, the resulting figures do not offer a complete picture of the benefits to each community. Many youth participate in programs outside of the neighborhood in which they live, for example, in programs located near their school or public transportation. Additionally, several programs, such as youth employment programs, draw youth from across the city.

Figure 32. LOCATIONS OF DCYF SERVICE SITES, FISCAL YEAR 2014-2015



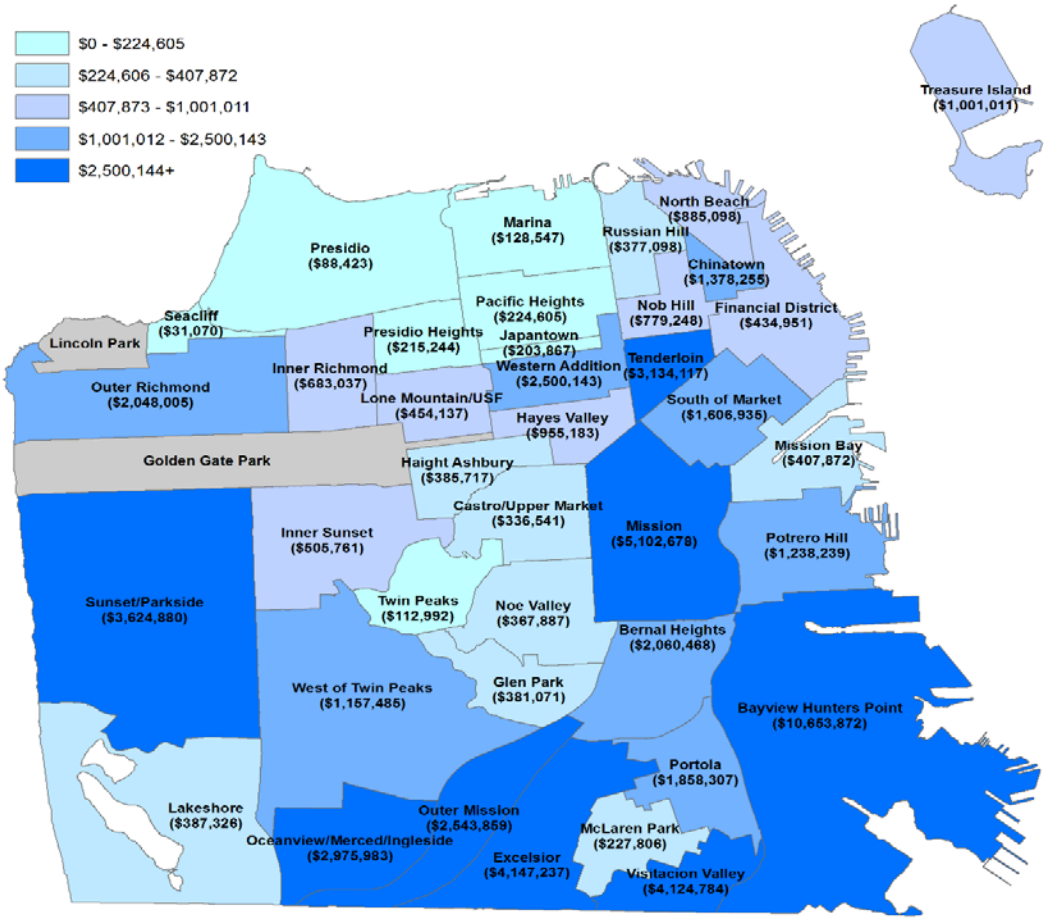
Source: DCYF. (2015). Service Data, Fiscal Year 2014-2015.

In fiscal year 2014-2015, DCYF-funded programs served more than 50,000 children and youth aged 0-24 and their families. To understand the distribution of DCYF services and resources across neighborhoods and communities, we estimated a dollar benefit to each youth served by DCYF programs based on the per-participant costs of the programs in which they participated. For example, if DCYF were to provide a $10,000 grant to "Program X" and "Program X" served 100 youth, the per-participant cost of Program X would be $100, and the estimated benefit to each participant would be $100. Summing up the resulting

estimated benefits across participants offers an alternative method of estimating the distribution of DCYF services and resources across neighborhoods and communities.[xxxviii]

The figure below demonstrates the results of applying this methodology and shows the distribution of DCYF services and resources by neighborhood, as represented by the total estimated benefits to participants living in each.[xxxix] For example, participants in the Bayview-Hunters Point neighborhood received approximately $10.7 million in benefits from participating in DCYF-funded services, while participants in the Mission received $5.1 million in benefits.

Figure 33. DCYF FUNDING BY NEIGHBORHOOD OF PARTICIPANTS, FISCAL YEAR 2014-2015



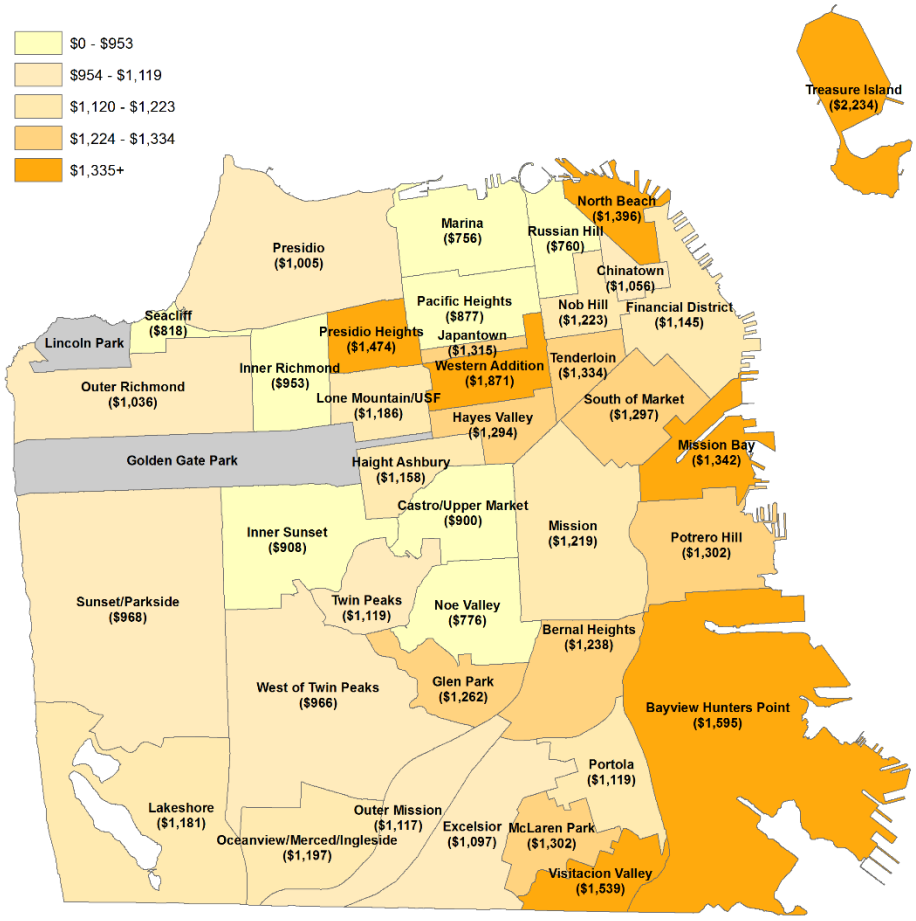
Source: DCYF. (2015). Service Data, Fiscal Year 2014-15. Neighborhoods with fewer than 10 participants are represented in gray.

[xxxviii] *It should be noted that most programs blend DCYF funding with other public and private funding to fully cover the cost of services. This analysis does not account for these other resources.*

[xxxix] *Data is based on participant home addresses collected by DCYF grantees. The benefits received by youth whose addresses were missing or unable to be mapped were distributed across the neighborhoods of the remaining participants of the program in which they participated. For example, if 80% of participants with known addresses lived in Visitacion Valley and 20% lived in Bayview-Hunters Point, 80% of program benefits not assigned to a neighborhood due to missing address information were allocated to Visitacion Valley and 20% were allocated to Bayview-Hunters Point.*

It is important to note that the 41 neighborhoods presented above are not equal in terms of population size. For example, the Bayview-Hunters Point and Sunset/Parkside neighborhoods have many more children and youth than do the Japantown and Presidio neighborhoods. Normalizing the total benefits to each neighborhood by the number of children and youth served in each provides a better indication of the distribution of DCYF services and resources. The next figure shows the average benefits received by youth served by DCYF-funded programs in each neighborhood.

Figure 34. AVERAGE BENEFIT PER PARTICIPANT BY NEIGHBORHOOD OF PARTICIPANTS, FY2014-15



Source: DCYF. (2015). Service Data, Fiscal Year 2014-15. Neighborhoods with fewer than 10 participants are represented in gray.

The average youth in DCYF-funded services in fiscal year 2014-2015 derived approximately $1,150 in benefits from their participation. The figure above shows that the average benefit per participant varies widely by neighborhood. For example, youth participants from Treasure Island received $2,234 in benefits on average, while youth from Russian Hill derived $760 in benefits from participation. Several factors influence the variance in the average benefits per participant across neighborhoods: (1) youth may participate in more than one DCYF-funded program; (2) per-participant costs vary by program – for example, case management programs have higher per-participant costs than after-school programs; and (3) the age distribution of youth served may vary across neighborhoods – per-participant costs of younger youth programs tend to be lower than those of older youth programs. To the extent that youth

with the greatest needs access multiple programs and more intensive services than the average youth participant, we would expect neighborhoods with large numbers of low-income and disadvantaged children and youth to have larger benefits per participant on average.

In addition to estimating the distribution of DCYF services and resources by neighborhood, we also examined the distribution by race/ethnicity. Figure 35 provides a breakdown of the race/ethnicity of the more than 50,000 youth participants served by DCYF-funded programs in fiscal year 2014-2015 and their estimated benefits from participation.

Figure 35. DCYF PARTICIPANTS AND ESTIMATED BENEFITS IN FISCAL YEAR 2014-2015, BY RACE/ETHNICITY

Race/Ethnicity	Participants	Estimated Benefits	Average Benefit/ Participant
African American	7,573	$14,614,796	$1,930
Asian – Chinese	12,578	$12,043,646	$958
Asian – Filipino	2,007	$2,164,343	$1,078
Asian – Other	2,961	$2,830,164	$956
Pacific Islander	757	$1,417,057	$1,872
Hispanic/Latino	14,650	$16,729,562	$1,142
Multiracial/multiethnic	2,758	$3,612,663	$1,310
Declined to state	4,552	$2,811,570	$618
White	4,126	$3,360,743	$815
Other	1,107	$1,455,576	$1,315
Total	**53,069**	**$61,040,121**	**$1,150**

Source: DCYF. (2015). Service Data, Fiscal Year 2014-15; only includes data from subset of funded programs that collect individual level participant data.

The figure above shows that the average benefit per participant varies by race/ethnicity. African American participants received $1,930 in benefits on average, while White participants received $815 on average. The per participant benefits to Pacific Islander youth were above average at $1,872 per participant, while the per participant benefits received by Hispanic/Latino youth were just about average at $1,142.

That African American and Pacific Islander youth are above average in regards to the average benefit per participant is not surprising given that participation data shows that these youth are also the most likely to participate in more than one program. Hispanic/Latino youth are also more likely to participate in more than one program compared to the average participant. However, the fact that they are about at the average in regards to their per participant benefits suggests that Hispanic/Latino youth served by DCYF-funded programs are younger in age.

This section provided initial baseline data on the distribution of DCYF services and resources across neighborhoods and communities in San Francisco. The results suggest that children and youth from low-income neighborhoods and disadvantaged communities benefit from DCYF-funded services more than the average DCYF participant. However, further analysis is needed to inform DCYF's equity work going forward. For example, while this analysis focused on the benefits received by children and youth that participated in DCYF-funded programs and services, there may be many youth with great needs that are not accessing services. Additionally, while youth from low-income neighborhoods and communities

appear to be benefiting more from DCYF-funded services, further research is needed to understand the level of benefits necessary to yield more equitable outcomes.

We have not examined DCYF services and resources data for the TAY population due to data limitations (especially the lack of consistent geographic data on disconnected TAY) and limited TAY funding in 2014-2015. Programs serving disconnected TAY only recently became eligible for funding following the reauthorization of the Children and Youth Fund in 2014. Additional TAY service data collected through new contracts and citywide allocations for TAY will be available as we expand on the equity analysis in the SAP.

NEXT STEPS

The San Francisco City Charter mandates that DCYF develop an equity analysis of services and resources for parents, children, and youth that includes a set of equity metrics to be used to establish a baseline of existing services and resources in low-income neighborhoods and disadvantaged communities, compared to services and resources available in the city as a whole. The equity analysis within the CNA presents the results of the first stages of this analysis by identifying San Francisco's disadvantaged communities.

The Service Allocation Plan will further the equity analysis by associating new funding allocations with disadvantaged communities and neighborhoods. This analysis will draw on DCYF service and participation data that is not yet available for the most recent funding for fiscal year 2015-2016. In addition, DCYF will look to the OCOF Council to release its analysis of citywide spending for children and youth services. Where the data is available, DCYF will provide an analysis of spending for low-income neighborhoods and disadvantaged communities as defined above, compared to the city as a whole. We anticipate that the next phase of the equity analysis will be a challenging one, in that we will attempt to identify an equitable distribution of funds in order to improve outcomes for the communities and address the needs that we have identified through the CNA.

APPENDIX A: COMMUNITY VOICES

ECONOMIC SECURITY & HOUSING STABILITY

Participants in the Chinese immigrant parent focus group indicated that eligibility requirements for assistance should be relaxed to address the reality of San Francisco's struggling residents. They shared that many families are living below levels of self-sufficiency but above the poverty threshold, and they need the safety net expanded so that they may receive crucial assistance to meet their families' basic needs in a city whose growth is quickly leaving them behind.

Many community members mentioned their need for support with basic needs. For instance, fathers on probation discussed the need for things like diapers and formula for their children and professional clothing for themselves; service providers also indicated the need for clothing, particularly for families with children aged 0-5. Parents from the Parents Advisory Council highlighted the need for better access to healthy food, a sentiment echoed by participants in the community input sessions, who emphasized the need for access to affordable, healthier food options, particularly for families living in the Bayview neighborhood.

This year we struggled to meet the financial needs of our families, many of them in crisis. Our youth of color struggled to feel heard and to feel like they have agency in schools that speak of equity but isolate their communities. Our staff struggle to remain in a job that they love while making rent, and our agency struggles to pay a rising, fair wage with stagnant grants. This struggle is not background noise. It is a constant nag in the back of our minds. These struggles boil blood and embitter hearts. – Community member

In 10 out of 38 of the community breakout groups, participants prioritized the need for financial security. Participants highlighted the need for access to jobs with a living wage and the importance of removing barriers for undocumented youth. Further, Chinese immigrant parents discussed the high cost of childcare and limited availability of subsidized care, which impacts their financial stability because the lack of childcare prevents parents from working.

TAY expressed interest in pathways to upward mobility and mentorship with adults in their communities who have successfully transitioned out of public housing, off public assistance, and into gainful employment and independent living.

In the community input sessions, six groups discussed the needs of 14- to 24-year-olds and prioritized the need for youth to develop life skills and independence, with a particular emphasis on financial literacy (e.g., banking, building credit, taxes, and savings). Service providers at the all-grantee meeting also emphasized the need for developing financial literacy, including debt and debt management, information about student loans, credit building, access to banking, and avoiding check cashers and predatory lenders.

Additionally, focus group participants highlighted the particular challenge immigrants in the city face in obtaining employment because of the lack of language-appropriate, culturally-competent job training programs. They mentioned that programs are held only during the workweek and are located in parts of the city that are difficult for them to get to.

The community consistently identified affordable housing and housing support as one of the most pressing needs for San Franciscans. Indeed, roughly half of all participants in the community input sessions prioritized affordable housing, citing the need to "relax income requirements for affordable housing," "provide support for navigating the housing system," and "ensure culturally competent shelter for disconnected LGBTQ TAY."

Community input session participants acknowledged that while the City has increased efforts to address housing needs, TAY and their families have particular needs for *intentional services for the whole family*. Further, a group of fathers on probation identified the need for TAY-specific housing for justice-involved youth, indicating that housing with older individuals who may be involved in more serious crime than youth may not provide the most supportive environment for this vulnerable population.

There needs to be more transitional housing for LGBTQ. Some exists but there needs to be more and it needs to be in safer neighborhoods. – LGBTQ youth

Community members also discussed the challenges they face in public housing, saying that there are not enough housing projects and the units that are available are dilapidated. They expressed opinions that conditions in public housing units should be more highly regulated to address deficiencies. Further, a young Arab woman shared that Arab and Latino families tend to be large, and that new public housing developments should be built with their families' needs in mind.

Another community member said they observed that housing units in some areas of the Sunset and Richmond are also being "doubled and tripled up" in by multiple families. Moreover, due to the high cost of living in the city, immigrants are at high risk for exploitation even within immigrant communities, as many are undocumented and therefore willing to work for low wages.

In nearly every focus group, participants commented on the increasing presence of individuals experiencing homelessness. With the rapid climb in the cost of living, affordable housing is a challenge that cuts across sectors, but is particularly challenging for the city's most marginalized. Participants felt that expanding housing subsidies and relaxing eligibility requirements would come as much-needed relief to working families across the city, and would help to prevent more residents of the city from sliding into homelessness.

Young Arab middle and high school girls and Chinese immigrant parents who participated in focus groups discussed the need for the City to provide social-emotional support for those who lack basic housing and/or are facing homelessness. Parents from the Parent Advisory Council proposed options such as more housing like Bayview Hills Garden, which provides onsite wraparound services and programs for parents and youth who were formerly homeless.

LGBTQ youth who participated in focus groups suggested that transitional housing and drop-in centers in safe neighborhoods that offer culturally competent and LGBTQ-sensitive services – particularly for TAY – would help homeless youth get back on their feet. Participants in community input sessions also highlighted a need for more safe spaces where individuals experiencing homelessness might find food, employment services, and respite.

SAFE & NURTURING ENVIRONMENTS

Samoan TAY and TAY fathers on probation suggested that law enforcement can make stronger connections to the communities they serve by having community members act as liaisons to help build bridges and make communities safer in a culturally competent way that speaks to that particular community.

Police need to have better access to translation services so they can communicate better with non-English-speaking communities. – TAY Advisory Committee member

Monolingual Chinese- and Spanish-speaking immigrant parents and LGBTQ youth all mentioned that surveillance cameras would improve their sense of safety in their neighborhoods. Samoan TAY discussed wanting to see greater police presence and quicker response times in their community. Additionally, middle school girls expressed their concern for safety, citing instances of harassment at the bus stops in their neighborhoods.

San Francisco has this legacy of being accepting of disenfranchised groups but that is slipping away with the influx of wealthy corporations and wealthy families moving into our city. You can feel a real sense of judgment from them especially for gender nonconforming and transgender folks. – TAY Advisory Committee member

There is a continued demand for more safe spaces and culturally competent and culturally specific community programs that youth and families can go to, where family-community connections can be developed and strengthened. Focus group participants expressed that existing parks and recreation centers need to be renovated and maintained, and that housing projects should have their own centers for youth and separate spaces for teens to recreate in a healthy, safe environment.

System-involved TAY fathers expressed interest in recreation centers that are open longer hours, in their communities (in Visitacion Valley, Bayview-Hunters Point, and Sunnydale), which are safe and open after school as well as during the daytime hours for adults to access when children and youth are in school.

TAY fathers on probation and Samoan youth expressed interest in greater exposure – possibly through school field trips or other programs – to different communities to see what other areas are like and to see how other people live in the Bay Area. An Adult Probation Department (APD) officer said that more could be done to reach people, especially those who tend not to use email, internet, and/or smartphones, and connect them to programs and opportunities in their community.

Middle school youth and TAY alike expressed concerns about crime and violence in their communities, indicating a need for better security in their neighborhoods. Several middle school boys also shared that they feel they live in "violent communities," with one boy stating there are "people who stand on the corner and push you to do things that you don't want to."

SFUSD needs some sensitivity training for teachers around how to identify students who are suffering from sexual abuse to refer them to services. – TAY Advisory Committee member

TAY service providers and community members expressed the importance of more education for youth, teachers, and service providers around the risks of sexual exploitation and the importance of trauma-informed care for survivors of sex trafficking.

Further, justice-involved TAY shared that they are seeing a methamphetamine epidemic in their communities, and that "there is no street code – dealers are not afraid to sell to young people or children anymore."

TAY fathers on probation identified the need to provide services to youth to keep them from becoming involved with illegal activity in the first place. Some of their suggestions include recreation centers that are open longer hours and in their communities (Visitacion Valley, Bayview-Hunters Point, Sunnydale), facilities that are safe and open both when kids are in and out of school, centers for youth in public housing projects, renovations to existing recreational spaces, and guards in public spaces that reflect the community. Similarly, middle school boys in Portola and justice-involved TAY also discussed the need for safe spaces for them to engage in healthy activities.

PHYSICAL, EMOTIONAL, & MENTAL HEALTH

In community input sessions, participants prioritized expanded hours for drop-in clinics, targeted services for LGBTQ TAY, and culturally competent, multilingual supports as needs to support physical health. DCYF-funded service providers also indicated that they are seeing a large number of overweight youth developing health issues associated with poor nutrition in the communities they serve.

Immigrant families shared the particular need for additional support navigating and accessing health care options available to them, stating that culturally competent assistance is critical to ensuring these families receive the care they need.

Across all community input sessions, access to quality mental health services was consistently prioritized as a critical need in the city. Requests for support ranged from better social and emotional support in the classroom, to increased availability of services for severe mental health conditions.

An employee of the San Francisco DPH expressed that filling the mental health service gap between "mild" and "moderate need" is critical. This respondent also said that too many San Franciscans are not receiving the support they need to treat early symptoms and to prevent a slide from "mild" mental health needs to "moderate" needs.

Several community members indicated that waiting lists for therapy are too long to be an effective option for treatment, which results in prolonged suffering and increased potential for substance use.

Other community members spoke of feeling stigmatized for seeking mental health services, particularly in the Chinese and Samoan communities. Services need to be more culturally responsive in order to become more accessible.

Wellness centers and community clinics are overburdened, [we need to] build capacity that is realistic for staff, ensure all staff understand and are trauma-informed: [there needs to be] more training for the whole school ecosystem; capacity building around mental, physical, and emotional health. – DCYF-funded service provider

In response to a survey about student needs, over half of school principals identified mental health services as one of the top three areas of need that come up most often for the children and families they serve. An additional third of principals identified access to counseling for children as one of the top three needs.

A large number of providers surveyed indicated the need for gender-responsive programming and positive role models/mentorship programs for both boys and girls. Indeed, middle school girls echoed that sentiment by indicating the need for support in interacting and communicating with boys.

In community meetings, TAY talked about the need to build the capacity of service providers to relate to and understand the needs of TAY who have experienced trauma.

Justice-involved TAY identified a need for greater support to transition out of the juvenile justice system. DCYF grantees highlighted the need for more training to better understand the needs of incarcerated girls. Additionally, they pointed out the need for new facilities for mental health, citing the overcrowding in agencies and jails, and the need for more services addressing acute mental health issues for minors and TAY.

I was released from the [Juvenile] Hall in San Francisco on my 18th birthday at 5:06 p.m. My phone and money had been confiscated, and I was left on my own to do everything. I did not feel that the transition of leaving the Hall was supported at all. – Justice-involved young woman

Children of incarcerated parents have unmet emotional needs and are often socially stigmatized. Current service providers said they did not feel adequately trained on the unique set of issues children of incarcerated parents are dealing with.

We could all use some education on what's involved with the lives of children of incarcerated parents. Most of us don't know. – Focus group participant (a therapist) from Project WHAT![185]

A justice-involved TAY parent focus group emphasized the need for more family-oriented programs to help keep families together, noting that problems start in the home and that building support systems can strengthen individuals and their families. A probation officer interviewed expressed that culturally responsive family education programs to support reunification efforts for justice-involved youth could help break cycles of both family and community violence.

We need a better plan for how to systematically assist foster youth when they age out of the system. – OCOF TAY focus group participant

A young father on probation discussed the need to have targeted outreach to youth in foster care to inform them of the services and programming available to them.

Parents who participated in the Parent Advisory Council focus groups expressed a need for stable school and home placements for children and youth, especially for youth in foster care and in transition, to feel connected and supported by someone who believes in them and to experience the support of a community to help guide, motivate, and encourage them.

21ST-CENTURY LEARNING & EDUCATION

Across the city, community members highlighted the need for assistance in accessing high-quality ECE programs, not only so that children can be better prepared to enter kindergarten, but also so that their parents can pursue opportunities for economic advancement. Indeed, Chinese immigrant parents discussed the critical need for subsidized childcare so that they might seek employment and pursue upward mobility for their families.

In a survey about the needs of the families they serve, 56% of service providers of children aged 0-5 ranked affordable childcare in the top three areas of need that come up most often for the clients they serve. When asked about challenges to accessing childcare, 50% of providers serving children aged 0-2 ranked finding available infant care as one of the top two challenges. For the 3-5 age group, 61% of providers surveyed ranked finding care that accommodates parent/caregiver schedules as one of the top two challenges.

Fathers in the justice system also highlighted the need for easier access to childcare, particularly for probationers who are actively participating in programs.

In all eight community breakout groups discussing children aged 0-5, participants prioritized the need for access to high-quality ECE programs. Specific recommendations included "more transitional kindergarten with teachers with ECE backgrounds, also in community settings," "more affordable high-quality childcare arrangements," "drop-in community centers," and "more childcare subsidies."

In the survey of providers, 44% reported that parents/caregivers not having access to parent classes or other supports to help children reach developmental milestones is one of the top obstacles to preventing children in the broader community from entering school happy, healthy, and ready to learn.

More professional development for teachers was identified in community input sessions as a priority need, and middle and high school youth also said they would like to see more high-quality, culturally sensitive and competent teaching professionals in their classrooms. The community also repeatedly mentioned the need for better compensation for teachers and staff, as well as better relationships between SFUSD and CBOs.

Children need to see themselves reflected in their school curriculum favorably and authentically. – Parent Advisory Council participant

At community input sessions, participants frequently expressed the need to have more opportunities for leadership development. Participants indicated that youth leadership development is a way to help youth gain confidence in their ability to make a difference and develop skills to tackle issues in a healthy and positive manner.

Middle and high school girls emphasized the need for girl-specific spaces in and out of school to engage in sports, art, and other extracurricular activities. Indeed, one young woman at a community input session shared that the girls in her high school recognize that girls' sports teams are less valued than boys' are, and that girls therefore feel less engaged in those activities.

Our youth need an educational environment free from gender harassment. – Community Input Session participant

LGBTQ youth participants in focus groups expressed that a safe learning environment free from harassment is something all young people should be able to rely on at school. LGBTQ youth are particularly vulnerable to bullying and harassment and need safe spaces to learn.

Parents also indicated a desire to have greater involvement with the schools, but felt they needed avenues for engagement and advocacy. Indeed, residents at six of the community input sessions prioritized the need for services to support families in navigating the education system.

Chinese immigrant parents discussed the challenges students and their families had transitioning into kindergarten, middle school, and high school. They expressed that additional supports, such as streamlining the enrollment process, would help reduce anxiety around these critical transitions.

Samoan TAY indicated the need to ensure that students understand what the A-G requirements are, how the requirements are relevant to college and beyond, and how foundational skills learned in middle and high school will be critical to them over their lifetime, especially for vulnerable youth who are at risk of dropping out. They reported a need to support youth with affordable, high-quality, after-school program options that provide academic support, wellness centers, and ancillary support staff (e.g., school counselors and career counselors). They indicated that in order to prevent vulnerable youth from falling through the cracks, the City needs to provide extracurricular activities that also build skills such as cooking, art, and sports, and otherwise ensure students have a way to connect and "buy in" to their own learning and education.

Monolingual Spanish-speaking immigrant parents expressed the need for tutoring and other after-school programs and services specifically for immigrant children and youth, and greater outreach to increase access to existing programs. In addition to language barriers, many immigrant families do not have smartphones or internet access and consequently often miss opportunities for their children.

Parents from the Parent Advisory Council focus groups expressed a need to "lift students' morale, motivation, and encouragement – especially among youth who are African American, Latino, Pacific Islander, in foster care, and newcomer students" and cited the need for district staff to be aware of children's cultural and community backgrounds and needs.

Across input sessions, parents, grantees, and community members prioritized the need for access to high quality in- and out-of-school programs. In surveys of both principals and K-8 after-school and summer program providers, almost half of providers ranked affordable after-school activities in the top three areas of need that come up most often for the families they serve. Both principals and providers indicated that homework help and tutoring were the after-school activities most requested by families that they serve.

Service providers and community members alike prioritized the need for access to high-quality summer programs, especially during transitions from middle to high school. Of surveyed K-8 providers, 38% ranked affordable summer programs in the top three areas of need that come up most often for the families they serve. Providers indicated that sports and fitness (38%), environmental/outdoor activities (35%), and extended programming (31%) were the summer program elements most requested by the families they serve.

Further, DCYF-funded service providers reported that lack of safe transportation to and from programs serves as a significant barrier for youth from high crime neighborhoods to engage in after-school enrichment activities, stating that "transportation (safe, reliable, consistent) is a barrier to access for communities of color, low-income communities." Several service providers also indicated that low access to technology, especially for youth living in SROs, affects academic outcomes.

Youth expressed the need for greater supports early in high school to help them address challenges in their lives and stay on track to graduate. TAY want public schools to do a better job supporting them in traditional schools rather than "pushing them out into continuation high schools." They indicated that

teachers need more training to identify issues and intervene early to help keep TAY on track for completing high school.

Youth also talked about a greater need for services in school and the broader community to help them cope with and manage the stress they often feel. While youth identified school-based wellness centers as a place they can seek help, they said that the current centers cannot meet the needs of all students who want their services.

Schools in low-income neighborhoods do not have equitable support. [They have] low parent involvement, low funding to support extracurricular activities. I have two high school children who attend [an SFUSD high school] and the teachers/administrator do not have adequate funding to support all of their students. They rely too heavily on non-profits, and SFUSD needs to step up to provide more education funding for schools with economically disadvantaged populations. – Community member

POST-SECONDARY EDUCATION & CAREER PATHS

Youth and TAY express that they are in need of greater guidance and direction when it comes to applying for college, seeking scholarships, and planning for their life paths beyond school. Youth, parents, community service providers, and school principals all identified greater support in schools for college and career counseling as a top priority need in the city. Developing life skills and independence during this transitional age is also an area that many of the city's youth struggle with.

Every child should be able to graduate from high school and be prepared to advance to college.
– Parent Advisory Council member

Both system-involved and non-system-involved TAY indicated the need for more access to programs that not only support college prep, but also connect youth to financial support for college and provide support while they are enrolled.

Further, TAY in leadership positions highlighted the need to see themselves reflected in higher-education curriculum, particularly through more diverse ethnic studies. Additionally, second-generation immigrant youth in a community input session asked for services to help their families understand pathways to higher education and avoid predatory college prep programs that often have a high cost for little return.

In community input sessions, 12 out of 13 groups prioritized the need for job skills and training. Service providers responding to a survey about the needs of the youth they served echoed the need for access to training. Almost all of the providers serving youth aged 18-24 ranked access to jobs/job training/internships as one of the top three desires of youth they serve, and 54% ranked access to vocational/certificate programs as one of the top three desires.

More specifically, respondents identified the need for culturally competent, parent-inclusive, supportive employment services for disconnected LGBTQ TAY, as well as services that provide realistic career exploration and expose youth to a variety of possibilities, including careers that do not require a college degree, and that help youth find or create pathways to long-term employment.

Similarly, Samoan TAY indicated that young adults are looking for clear career paths and need practical job skills, as well as training and exploration of careers that are realistic and do not necessarily require

college. A more direct pipeline could be developed such that job-training opportunities align with local business and CBO needs that would also pay a living wage.

TAY also expressed interest in job-training programs that are combined with completing a college degree, or college degree programs that are coupled with clear, direct career paths, so that they would be set up for a successful launch into adulthood immediately upon completion. They also felt that leadership opportunities that empower youth and build practical skills would help set them on a successful path towards career development.

Youth also identified a need for better outreach to improve awareness about available programs for career development and job-training opportunities, especially those who are not in school and/or are system-involved, as they are unsure where to turn for such guidance.

Additionally, LBGTQ youth feel stigmatized at school and said they face it all again when they enter the workforce. These youth indicated that more outreach from LGBTQ-run businesses to the LGBTQ job-seeking community would ease their entry into the working world and could set them on a more successful career path.

We need services that help you describe who you are and what you like to do. We need mock interviews, resume and cover letter help. Help defining a career focus. A test to figure out: what am I passionate about? – LGBTQ youth

APPENDIX B: SELF-SUFFICIENCY STANDARD

Many policymakers, advocates, services providers, foundations, and families use the SSS to make informed decisions on working family issues. It measures the minimum income necessary to cover all of a non-elderly (under 65 years old) and non-disabled individual or family's basic expenses – housing, food, childcare, health care, transportation, and taxes – without public or private assistance. The California SSS is available for all 58 counties across the state. This tool allows you to look up the SSS for a specific county and household type in California. Please see additional information at www.insightcced.org/tools-metrics/self-sufficiency-standard-tool-for-california.

SSS in San Francisco, 2014

Expense Type	Monthly Cost
Housing	$1,896
Childcare	$2,466
Food	$848
Transportation	$152
Health care	$518
Miscellaneous	$588
Taxes	$1,541
Earned income tax credit	$0
Childcare tax credit	($100)
Child tax credit	($167)
Self-Sufficiency Wage	
Hourly per adult	$22.00
Monthly	$7,743
Annually	$92,914
Emergency Savings Fund	
Monthly contribution	$98

	Households			Percentages		
Characteristics	Below Poverty	Below SSS	Below SSS Above Poverty	Below Poverty	Below SSS	Below SSS Above Poverty
All	23,187	67,934	44,747	9.10%	26.80%	17.70%
With children	6,091	21,160	15,069	10.90%	38%	27.10%
Without children	17,096	46,774	29,678	8.60%	23.60%	15.00%

San Francisco Self-Sufficiency Standards for Different Types of Households, 2014

Household Composition	Hourly Wage	Monthly Wage	Annual Wage
1 Adult	$15.66	$2,757	$33,082
1 Adult + 1 preschool aged child	$29.96	$5,272	$63,266
1 Adult + 2 preschool aged children	$40.97	$7,211	$86,529
1 Adult + 2 preschool aged children + 1 school aged child	$55.00	$9,680	$116,155
1 Adult + 2 preschool aged children + 1 school aged child + 1 infant	$69.06	$12,155	$145,856
2 Adults	$10.03 per adult	$3,531	$42,376
2 Adults + 1 preschool aged child	$16.26 per adult	$5,722	$68,670
2 Adults + 2 preschool aged children	$20.92 per adult	$7,363	$88,356
2 Adults + 2 preschool aged children + 1 school aged child	$27.20 per adult	$9,574	$114,883
2 Adults + 2 preschool aged children + 1 school aged child + 1 infant	$34.45 per adult	$12,126	$145,509

A table that provides additional SSS estimates for additional types of household compositions may be downloaded from the Insight Center for Community Economic Development website at www.insightcced.org/tools-metrics/self-sufficiency-standard-tool-for-california.

APPENDIX C: CATEGORIES OF SPECIAL NEED

Emotional Disturbance: Emotional Disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors;
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- Inappropriate types of behavior or feelings under normal circumstances;
- A general pervasive mood of unhappiness or depression; or
- A tendency to develop physical symptoms or fears associated with personal or school problems.

The term Emotional Disturbance includes children who are schizophrenic. The term does not include children who are socially maladjusted, unless it is determined that they exhibit one or more of the characteristics listed above (34 CFR Part 300.5).

Speech or Language Impairment: Speech and Language Impairment means a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment, which adversely affects a child's educational performance (34 CFR Part 300.5).

Intellectual Disability: Intellectual Disability means significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior, and manifested during the developmental period, which adversely affects a child's educational performance (34 CFR Part 300.5).

Multiple Disabilities: Multiple Disabilities means concomitant impairments (such as intellectual disability, blindness, or orthopedic impairment), the combination of which causes such severe educational problems that the student cannot be accommodated in Special Education programs solely for one of the impairments. The term does not include deaf-blind children (34 CFR Part 300.5).

Specific Learning Disability: Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems that are primarily the result of visual, hearing, or motor handicaps, of mental retardation of emotional disturbance, or of environmental, cultural, or economic disadvantage (34 CFR Part 300.5).

Source: California Department of Education DataQuest.

ENDNOTES

[1] *Association of Bay Area Governments. (2015). San Francisco Bay Area State of the Region 2015. Retrieved from http://reports.abag.ca.gov/sotr/2015/section3-changing-population.php.*

[2] *Egan, T. (2015). Jobs, Housing, and Inequality in San Francisco. San Francisco, CA: City and County of San Francisco Office of the Controller, Office of Economic Analysis. Retrieved from https://d10k7k7mywg42z.cloudfront.net/assets/55565946c0d67171f400572b/2015_FES_Forum___Data_Presentation.pdf*

[3] *University of Southern California Program for Environmental and Regional Equity and PolicyLink. (2015). An Equity Profile of the San Francisco Bay Area Region.*

[4] *Economic Security. (n.d.). Retrieved May 13, 2016 from Wikipedia: https://en.wikipedia.org/wiki/Economic_security.*

[5] *Brooks-Gunn, J., Duncan, G. J., & Maritato, N. (1997). Poor Families, Poor Outcomes: The Well-Being of Children and Youth. In Consequences of Growing up Poor, edited by Greg J. Duncan and Jeanne Brooks-Gunn (1–17). New York: Russell Sage Foundation.*

Sandstrom, H., & Huerta, S. (2013). The Negative Effects of Instability on Child Development: A Research Synthesis. Low-Income Working Families Discussion Paper 3. Washington, DC: The Urban Institute.

[6] *Consumer Price Index for all items less food and energy increased 3.5% over 2015 (U.S. Bureau of Labor Statistics. (2016). Consumer Price Index, San Francisco Area - February 2016), while wages have grown by 2.4% over the same year (Payscale. (2016). San Francisco Metro Area Pay Trends. Retrieved from http://www.payscale.com/payscale-index/cities/compensation-trends-san-francisco-metro-area.*

[7] *Insight Center for Community Economic Development. (2015). SSS Calculator retrieved from http://www.insightcced.org/tools-metrics/self-sufficiency-standard-tool-for-california/.*

[8] *U.S. Department of Health and Human Services. (2014). Federal Poverty Guideline for 2014. Retrieved from https://aspe.hhs.gov/2014-poverty-guidelines.*

[9] *PolicyLink. (2015). Building a City that Works for All Its Families: Guidance for the Implementation of the Children and Families First Initiative, p.18.*

[10] *Estimate of Pacific Islander population based on 2010 Census data: https://en.wikipedia.org/wiki/Demographics_of_San_Francisco; Chang, J, Ja, D, Church, L, Sato, S, and Herr, L. (2014). Asian and Pacific Islander Health and Wellness: A San Francisco Neighborhood Analysis. San Francisco, CA; Mission Analytics Group. (2016); Senzai, F. and Bazian, H. (2013). The Bay Area Muslim Study: Establishing Identity and Community. One Nation Bay Area Project and The Institute for Social Policy and Understanding.*

[11] *U.S. Census Bureau. (2016). American Community Survey, 2010-14 5-year estimates, as cited in the Equity Analysis report by Mission Analytics*

[12] *Change, J., Ja, D., Church, L., Sato, S., & Herr, L. (2014). Asian and Pacific Islander Health and Wellness: A San Francisco Neighborhood Analysis. San Francisco, CA: Asian Pacific Islander Council and Davis Y. Ja & Associates.*

[13] *First Five San Francisco Children and Families Commission and Public Profit. (2015). First Steps: A Data Report on the Status of San Francisco's Young Children.*

[14] *San Francisco Immigrant Legal & Education Network (SFILEN). (2014). The San Francisco Immigrant Integration Project: Findings from Community-Based Research Conducted by the San Francisco Immigrant Legal & Education Network (SFILEN). McCarthy Center Faculty Publications. Paper #8.*

[15] *Burstein, J. (2014). Maturing the Coalition of Southeast Asian Services: Deeping the Collaborative. Report prepared for the Coalition of Southeast Asian Services members.*

[16] *Ruggles, S., Genadek, K., Goeken, R., Grover, J., & Sobek, M. (2015). Integrated Public Use Microdata Series: Version 6.0 [Machine-readable database]. Minneapolis: University of Minnesota (IPUMS data pooled from 2008-2012)**;** University of Southern California Program for Environmental and Regional Equity and PolicyLink. (2015). An Equity Profile of the San Francisco Bay Area Region.*

[17] *University of Southern California Program for Environmental and Regional Equity and PolicyLink. (2015). An Equity Profile of the San Francisco Bay Area Region.*

[18] *The Bay Area Regional Prosperity Plan Steering Committee, SPUR, Center for the Continuing Study of the California Economy, San Mateo County Union Community Alliance, Working Partnerships USA, and Bay Area Council Economic Institute. (2014). Economic Prosperity Strategy: Improving Economic Opportunity for the Bay Area's Low- and Moderate-Wage Workers.*

[19] *Berube, Berube, A., & Holmes, N. (2015). Some Cities Are Still More Unequal Than Others - An Update. Brookings Research Report. Retrieved from. http://www.brookings.edu/research/papers/2016/01/14-income-inequality-cities-update-berube-holmes.*

[20] *University of Southern California Program for Environmental and Regional Equity and PolicyLink. (2015). An Equity Profile of the San Francisco Bay Area Region.*

[21] *U.S. Census Bureau. (2016). American Community Survey, 2010-2014 5-Year Estimates. Data for the San Francisco population aged 16 years and older.*

[22] University of Southern California Program for Environmental and Regional Equity and PolicyLink. (2015). An Equity Profile of the San Francisco Bay Area Region.
[23] Chang, J., Ja, D., Church, L., Sato, S., & Herr, L. (2014). Asian and Pacific Islander Health and Wellness: A San Francisco Neighborhood Analysis. San Francisco, CA: Asian Pacific Islander Council and Davis Y. Ja & Associates; Sinicrop, C., Clark, M., Thomason, S., & Lewis-Charp, H. (2015). Data Report for Our Children, Our Families Council. Oakland, CA: Social Policy Research Associates.
[24] San Francisco Immigrant Legal & Education Network (SFILEN). (2014). The San Francisco Immigrant Integration Project: Findings from Community-Based Research Conducted by the San Francisco Immigrant Legal & Education Network (SFILEN). McCarthy Center Faculty Publications. Paper #8.
[25] San Francisco Immigrant Legal & Education Network (SFILEN). (2014). The San Francisco Immigrant Integration Project: Findings from Community-Based Research Conducted by the San Francisco Immigrant Legal & Education Network (SFILEN). McCarthy Center Faculty Publications. Paper #8.
[26] The Bay Area Regional Prosperity Plan Steering Committee, SPUR, Center for the Continuing Study of the California Economy, San Mateo County Union Community Alliance, Working Partnerships USA, and Bay Area Council Economic Institute. (2014). Economic Prosperity Strategy: Improving Economic Opportunity for the Bay Area's Low- and Moderate-Wage Workers.
[27] PolicyLink. (2015). Building a City that Works for All Its Families: Guidance for the Implementation of the Children and Families First Initiative; San Francisco Human Services Agency. (2014). Factors Affecting Family Self Sufficiency in San Francisco.
[28] Priceonomics. (August 12, 2015). The San Francisco Rent Explosion Part III. Retrieved from https://priceonomics.com/the-san-francisco-rent-explosion-part-iii/.
[29] University of Southern California Program for Environmental and Regional Equity and PolicyLink. (2015). An Equity Profile of the San Francisco Bay Area Region.
[30] Sinicrop, C., Clark, M., Thomason, S., & Lewis-Charp, H. (2015). Data Report for Our Children, Our Families Council. Oakland, CA: Social Policy Research Associates.
[31] City and County of San Francisco Planning Department. (2014). Housing Element General Plan.
[32] City and County of San Francisco Planning Department. (2014). Housing Element General Plan.
[33] City and County of San Francisco Planning Department. (2014). Housing Element General Plan.
[34] Sinicrop, C., Clark, M., Thomason, S., & Lewis-Charp, H. (2015). Data Report for Our Children, Our Families Council. Oakland, CA: Social Policy Research Associates..
[35] City and County of San Francisco Department of Building Inspection and SRO Families United Collaborative. (2015). Living in the Margins: An Analysis and Census of San Francisco Families in SRO Hotels.
[36] City and County of San Francisco Department of Building Inspection and SRO Families United Collaborative. (2015). Living in the Margins: An Analysis and Census of San Francisco Families in SRO Hotels.
[37] San Francisco Immigrant Legal & Education Network (SFILEN). (2014). The San Francisco Immigrant Integration Project: Findings from Community-Based Research Conducted by the San Francisco Immigrant Legal & Education Network (SFILEN). McCarthy Center Faculty Publications. Paper #8.
[38] Hamilton Family Center and San Francisco Unified School District. (2016). Partnering with Public Schools to End Family Homelessness in San Francisco.
[39] City and County of San Francisco, Local Homeless Coordinating Board and Applied Survey Research. (2015). San Francisco Homeless Count Report & San Francisco Homeless Unique Youth Count & Survey. Numbers updated via personal communication from San Francisco Human Services Agency.
[40] City and County of San Francisco, Our Children, Our Families Council. (2016). OCOF Outcomes Framework PowerPoint. Retrieved from http://static1.squarespace.com/static/55b29790e4b0b85c405b2af2/t/56a2786dd8af105607e9113c/1453488243391/OCOF+Outcomes+Framework_22Jan2016.pdf.
[41] Sampson RJ, Raudenbush SW, Earls F. (1997). Neighborhoods and violent crime: a multilevel study of collective efficacy. Science 277:918-924.
[42] City and County of San Francisco Police Department. (2016). Compstat City Wide Profile 03/01/2016 to 03/31/2016.
[43] Sinicrop, C., Clark, M., Thomason, S., & Lewis-Charp, H. (2015). Data Report for Our Children, Our Families Council. Oakland, CA: Social Policy Research Associates.
[44] City and County of San Francisco District Attorney's Office (SFDA) and Vera Institute of Justice. (2015) Bayview Safer Together Implementation Plan.
[45] Sinicrop, C., Clark, M., Thomason, S., & Lewis-Charp, H. (2015). Data Report for Our Children, Our Families Council. Oakland, CA: Social Policy Research Associates.
[46] City and County of San Francisco, Office of the Controller City Services Auditor, CSA City Performance Unit, FM3 Research. (2015). 2015 City Survey Report.
[47] Sinicrop, C., Clark, M., Thomason, S., & Lewis-Charp, H. (2015). Data Report for Our Children, Our Families Council. Oakland, CA: Social Policy Research Associates.

[48] San Francisco Department of Public Health. (2014). The San Francisco Indicator Project. Retrieved from http://www.sfindicatorproject.org/indicators/view/58.
[49] City and County of San Francisco, Office of the Controller City Services Auditor, CSA City Performance Unit, FM3 Research. (2015). 2015 City Survey Report.
[50] City and County of San Francisco Human Rights Commission, The San Francisco LGBT Center, and Learning For Action. (2015). San Francisco Lesbian, Gay, Bisexual, Transgender, Queer & Intersex Violence Prevention Needs Assessment.
[51] City and County of San Francisco District Attorney's Office (SFDA) and Vera Institute of Justice. (2015) Bayview Safer Together Implementation Plan.
[52] POWER, DataCenter, and Urban Habitat. (2012). Next Stop: Justice Race and Environment at the Center of Transit Planning.
[53] This sentiment was raised in a focus group of Samoan TAY and Chinese immigrant parents.
[54] Sinicrop, C., Clark, M., Thomason, S., & Lewis-Charp, H. (2015). Data Report for Our Children, Our Families Council. Oakland, CA: Social Policy Research Associates.
[55] San Francisco Police Department, Operations Bureau Crime Analysis Unit. (2016). Year End Crime Statistics 2015.
[56] City and County of San Francisco District Attorney's Office (SFDA) and Vera Institute of Justice. (2015). Bayview Safer Together Implementation Plan.
[57] City and County of San Francisco Mayor's Office of Violence Prevention Services. (2016). 2016 Summer Violence Prevention Plan.
[58] City and County of San Francisco Mayor's Office of Violence Prevention Services. (2016). 2016 Summer Violence Prevention Plan.
[59] Family Violence Council. (2011). Comprehensive Report on Family Violence in San Francisco.
[60] San Francisco Police Department. (2015). UCR: Part I Crimes and Other Select Crimes. Domestic Violence Data from SVU. Last updated 2/6/2015. Retrieved from http://sanfranciscopolice.org/sites/default/files/FileCenter/Documents/27463-2014%20UCR.pdf .
[61] San Francisco Department on the Status of Women. (pending). 6th Comprehensive Report on Family Violence in San Francisco.
[62] First Five San Francisco Children and Families Commission and Public Profit. (2015). First Steps: A Data Report on the Status of San Francisco's Young Children.
[63] Sinicrop, C., Clark, M., Thomason, S., & Lewis-Charp, H. (2015). Data Report for Our Children, Our Families Council. Oakland, CA: Social Policy Research Associates.
[64] City and County of San Francisco's Department of Children Youth and Their Families. (2014). Provider Survey Finding.
[65] City and County of San Francisco, San Francisco Unified School District-Student Family and Community Support Department-School Health Programs. (2015). Key Findings: 2015 Youth Risk Behavior Survey (YRBS). The latest Results on the Health and Wellness of Middle School Students. (Middle School Principal Meeting Powerpoint). Retrieved from http://www.healthiersf.org/resources/chks-yrbs.php.
[66] City and County of San Francisco Human Rights Commission, The San Francisco LGBT Center and Learning For Action. (2015). San Francisco Lesbian, Gay, Bisexual, Transgender, Queer & Intersex Violence Prevention Needs Assessment.
[67] San Francisco Department on the Status of Women. (pending). 2016 Human Trafficking Report in San Francisco.
[68] City and County of San Francisco, Local Homeless Coordinating Board and Applied Survey Research. (2015). San Francisco Homeless Count & Survey; City and County of San Francisco, Local Homeless Coordinating Board and Applied Survey Research. (2015). San Francisco Homeless Unique Youth Count & Survey.
[69] City and County of San Francisco, Local Homeless Coordinating Board and Applied Survey Research. (2015). San Francisco Homeless Count & Survey; City and County of San Francisco, Local Homeless Coordinating Board and Applied Survey Research. (2015). San Francisco Homeless Unique Youth Count & Survey.
[70] Kolappa, K., Henderson, D., & Kishoreb, S. (2013). No Physical Health Without Mental Health: Lessons Unlearned? Bulletin of the World Health Organization, 91:3-3A.
[71] Centers for Disease Control and Prevention. (2013). Children's Mental Health – New Report. Retrieved from http://www.cdc.gov/Features/ChildrensMentalHealth/.
[72] Gregoire, C. (November 6, 2013). This is Why People Who Live in San Francisco Are So Happy and Healthy. The Huffington Post. Retrieved from http://www.huffingtonpost.com/2013/09/27/san-francisco_n_3976809.html.
[73] Sinicrop, C., Clark, M., Thomason, S., & Lewis-Charp, H. (2015). Data Report for Our Children, Our Families Council. Oakland, CA: Social Policy Research Associates.
[74] See http://healthysanfrancisco.org/
[75] Sinicrop, C., Clark, M., Thomason, S., & Lewis-Charp, H. (2015). Data Report for Our Children, Our Families Council. Oakland, CA: Social Policy Research Associates.
[76] Sinicrop, C., Clark, M., Thomason, S., & Lewis-Charp, H. (2015). Data Report for Our Children, Our Families Council. Oakland, CA: Social Policy Research Associates.
[77] University of Southern California Program for Environmental and Regional Equity and PolicyLink. (2015). An Equity Profile of the San Francisco Bay Area Region.

[78] University of Southern California Program for Environmental and Regional Equity and PolicyLink. (2015). An Equity Profile of the San Francisco Bay Area Region.
[79] For this indicator, healthy food retailers include supermarkets, larger grocery stores, supercenters, and produce stores. Less healthy food retailers include convenience stores, fast food restaurants, and small grocery stores with three or fewer employees. SPUR. (2015). Healthy Food Within Reach: Helping Bay Area Residents Find, Afford, and Choose Healthy Food. http://www.spur.org/sites/default/files/publications_pdfs/SPUR_Healthy_Food_Within_Reach.pdf
[80] City and County of San Francisco, Our Children, Our Families Council. (2016). OCOF Outcomes Framework PowerPoint. Retrieved from http://static1.squarespace.com/static/55b29790e4b0b85c405b2af2/t/56a2786dd8af105607e9113c/1453488243391/OCOF+Outcomes+Framework_22Jan2016.pdf.
[81] Centers for Disease Control. (2011). The Obesity Epidemic. Retrieved from http://www.cdc.gov/cdctv/diseaseandconditions/lifestyle/obesity-epidemic.html.
[82] California Department of Education. (2015). Physical Fitness Testing Research Files. Retrieved from kidsdata .org.
[83] National Summer Learning Association. (2016). Summertime and Weight Gain. Research in Brief. Retrieved from http://summerlearning.org/wp-content/uploads/2016/06/SummertimeAndWeightGain.pdf.
[84] San Francisco Board of Supervisors Task Force on Food Security. (2016). Strategies to Improve Food Security for "Single" Residents of San Francisco's SROs.
[85] City and County of San Francisco, Department of Building Inspection and SRO Families United Collaborative. (2015). Living in the Margins: An Analysis and Census of San Francisco Families in SRO Hotels.
[86] City and County of San Francisco, Department of Building Inspection and SRO Families United Collaborative. (2015). Living in the Margins: An Analysis and Census of San Francisco Families in SRO Hotels.
[87] City and County of San Francisco, Department of Public Health and Harder & Co. (2012). Community Health Status Assessment; City and County of San Francisco, Local Homeless Coordinating Board and Applied Survey Research. (2015). San Francisco Homeless Count Report & San Francisco Homeless Unique Youth Count & Survey.
[88] And 7% for Asian babies. Sinicrop, C., Clark, M., Thomason, S., & Lewis-Charp, H. (2015). Data Report for Our Children, Our Families Council. Oakland, CA: Social Policy Research Associates.
[89] 12% in public housing and 15% in transitional housing. Sinicrop, C., Clark, M., Thomason, S., & Lewis-Charp, H. (2015). Data Report for Our Children, Our Families Council. Oakland, CA: Social Policy Research Associates.
[90] California Department of Health. (2012). Birth Profiles by Zipcode. Retrieved from http://www.cdph.ca.gov/data/statistics/Pages/BirthProfilesbyZIPCode.aspx.
[91] Chang, J., Ja, D., Church, L., Sato, S., & Herr, L. (2014). Asian and Pacific Islander Health and Wellness: A San Francisco Neighborhood Analysis. San Francisco, CA: Asian Pacific Islander Council and Davis Y. Ja & Associates.
[92] San Francisco Department of Public Health Population Health Division. (2014). HIV Epidemiology Annual Report 2014.
[93] San Francisco Department of Public Health Population Health Division. (2014). HIV Epidemiology Annual Report 2014.
[94] San Francisco Department of Public Health. (2016). San Francisco Mental Health Services Act 2015-16 Annual Report.
[95] San Francisco Department of Public Health. (2012). Community Health Assessment + Profile.
[96] San Francisco Department of Public Health. (2012). Community Health Assessment + Profile.
[97] San Francisco Department of Public Health. (2012). Community Health Assessment + Profile.
[98] Transitional Age Youth San Francisco (TAYSF). (2014). Recommendations to Improve the Lives of TAY in San Francisco.
[99] Sinicrop, C., Clark, M., Thomason, S., & Lewis-Charp, H. (2015). Data Report for Our Children, Our Families Council. Oakland, CA: Social Policy Research Associates.
[100] Sinicrop, C., Clark, M., Thomason, S., & Lewis-Charp, H. (2015). Data Report for Our Children, Our Families Council. Oakland, CA: Social Policy Research Associates..
[101] San Francisco Department of Public Health, San Francisco Health Network. (2016). Brief Summary of Behavioral Health Data for Transitional Age Youth (TAY). Personal communication.
[102] City and County of San Francisco, San Francisco Unified School District-Student Family and Community Support Department-School Health Programs. (2015). Key Findings: 2015 Youth Risk Behavior Survey (YRBS). The latest Results on the Health and Wellness of High School Students. (High School Principal Meeting Powerpoint).
[103] City and County of San Francisco, San Francisco Unified School District-Student Family and Community Support Department-School Health Programs. (2015). Key Findings: 2015 Youth Risk Behavior Survey (YRBS). The latest Results on the Health and Wellness of Middle School Students. (Middle School Principal Meeting Powerpoint). Retrieved from http://www.healthiersf.org/resources/chks-yrbs.php.
[104] San Francisco Department of Public Health, San Francisco Health Network. (2016). Brief Summary of Behavioral Health Data for Transitional Age Youth (TAY). Personal communication.
[105] Sinicrop, C., Clark, M., Thomason, S., & Lewis-Charp, H. (2015). Data Report for Our Children, Our Families Council. Oakland, CA: Social Policy Research Associates.
[106] Sinicrop, C., Clark, M., Thomason, S., & Lewis-Charp, H. (2015). Data Report for Our Children, Our Families Council. Oakland, CA: Social Policy Research Associates.

[107] City and County of San Francisco, Local Homeless Coordinating Board and Applied Survey Research. (2015). San Francisco Homeless Count & Survey; City and County of San Francisco, Local Homeless Coordinating Board and Applied Survey Research. (2015). San Francisco Homeless Unique Youth Count & Survey.
[108] State of California Department of Justice Office of the Attorney General. (2016). CJSC Statistics: Adult Probation Caseload and Actions: San Francisco County, Years: 2005-2014. Retrieved from https://oag.ca.gov/crime/cjsc/stats/adult-probation ; California Dept. of Justice, Criminal Justice Statistics Center. (2015). Monthly Arrest and Citation Register (MACR) Data Files; CJSC published tables (July 2015); California Department of Finance. (2015). Race/Ethnic Population with Age and Sex Detail, 1990-1999, 2000-2010, 2010-2060. Retrieved from http://www.kidsdata.org/topic/165/juvenilearrest-rate/trend#fmt=2332&loc=2,265&tf=1,79.
[109] Not controlling for offense or other factors. Mission Analytics. (2015). Analysis of Racial and Ethnic Disparities in SF Juvenile Justice. Mission Analytics.
[110] QuickFacts data are derived from: Population Estimates, American Community Survey, Census of Population and Housing, Current Population Survey, Small Area Health Insurance Estimates, Small Area Income and Poverty Estimates, State and County Housing Unit Estimates, County Business Patterns, Nonemployer Statistics, Economic Census, Survey of Business Owners, Building Permits.
[111] Sinicrop, C., Clark, M., Thomason, S., & Lewis-Charp, H. (2015). Data Report for Our Children, Our Families Council. Oakland, CA: Social Policy Research Associates.
[112] City and County of San Francisco, Local Homeless Coordinating Board and Applied Survey Research. (2015). San Francisco Homeless Count & Survey; City and County of San Francisco, Local Homeless Coordinating Board and Applied Survey Research. (2015). San Francisco Homeless Unique Youth Count & Survey.
[113] Kramer, K., and the Children of Incarcerated Parents Jail Survey Teams. (2016). Children, Parents, and Incarceration: Descriptive Overview of Data from Alameda and San Francisco County Jails.
[114] Kramer, K., and the Children of Incarcerated Parents Jail Survey Teams. (2016). Children, Parents, and Incarceration: Descriptive Overview of Data from Alameda and San Francisco County Jails.
[115] Project WHAT! (2015). Project WHAT! Policy Platform.
[116] Webster, D., Armijo, M., Lee, S., Dawson, W., Magruder, J., Exel, M., Cuccaro-Alamin, S., Putnam-Hornstein, E., King, B., Rezvani, G., Wagstaff, K., Sandoval, A., Yee, H., Xiong, B., Benton, C., Tobler, A., & Romero, R. (2016). CCWIP Reports. Retrieved from http://cssr.berkeley.edu/ucb_childwelfare
[117] City and County of San Francisco, Local Homeless Coordinating Board and Applied Survey Research. (2015). San Francisco Homeless Count & Survey; City and County of San Francisco, Local Homeless Coordinating Board and Applied Survey Research. (2015). San Francisco Homeless Unique Youth Count & Survey.
[118] Transitional Age Youth San Francisco (TAYSF). (2014). Recommendations to Improve the Lives of TAY in San Francisco.
[119] Webster, D., Armijo, M., Lee, S., Dawson, W., Magruder, J., Exel, M., Cuccaro-Alamin, S., Putnam-Hornstein, E., King, B., Rezvani, G., Wagstaff, K., Sandoval, A., Yee, H., Xiong, B, Benton, C., Tobler, A., and Romero, R. (2016). CCWIP reports. Retrieved from http://cssr.berkeley.edu/ucb_childwelfare..
[120] Transitional Age Youth San Francisco (TAYSF). (2014). Recommendations to Improve the Lives of TAY in San Francisco.
[121] Campbell, F., Ramey, C., Pungella, E., Sparling, J., & Miller-Johnson, S. (2002). Early Childhood Education: Young Adult Outcomes from the Abecedarian Project. Applied Developmental Science, 6(1):42-57; PeisnerFeinberg, E., Burchinal, M., Clifford, R., Culkin, M., Howes, C., Kagan, S., & Yazejian, N. (2001). The Relation of Preschool Child-Care Quality to Children's Cognitive and Social Developmental Trajectories Through Second Grade. Child Development, 72(5):1534-1553; Schweinhart, L., Montie, J., Xiang, Z., Barnett, W., Belfield, C., & Nores, M. (2005). Lifetime Effects: The HighScope Perry Preschool Study Through Age 40. Ypsilanti, MI: HighScope Press.
[122] National Education Association. Preparing 21st Century Students for a Global Society. An Educator's Guide to the "Four Cs".
[123] San Francisco Public Schools. (2013). SFUSD's 2013-15 Strategic Plan: Impact Learning. Impact Lives.
[124] First 5 San Francisco. (2016). Strategic Plan 2016-2021.
[125] Jones, D., Greenberg, M., & Crowley, M. (2015). Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness. American Journal of Public Health, 105(11):2283-2290.
[126]QuickFacts data are derived from: Population Estimates, American Community Survey, Census of Population and Housing, Current Population Survey, Small Area Health Insurance Estimates, Small Area Income and Poverty Estimates, State and County Housing Unit Estimates, County Business Patterns, Nonemployer Statistics, Economic Census, Survey of Business Owners, Building Permits. Retrieved from https://www.census.gov/quickfacts/table/PST045214/06,06075.
[127] First 5 San Francisco. 2016. Strategic Plan 2016-2021.
[128] Sinicrop, C., Clark, M., Thomason, S., & Lewis-Charp, H. (2015). Data Report for Our Children, Our Families Council. Oakland, CA: Social Policy Research Associates.
[129] Sinicrop, C., Clark, M., Thomason, S., & Lewis-Charp, H. (2015). Data Report for Our Children, Our Families Council. Oakland, CA: Social Policy Research Associates.
[130] Applied Survey Research. (2009). School Readiness in San Francisco, 2009; Applied Survey Research. (2016). School Readiness in San Francisco, 2015-16.

[131] San Francisco Child Care Planning & Advisory Council. (2014). San Francisco 2012-2013 Early Care & Education Needs Assessment; Sinicrop, C., Clark, M., Thomason, S., & Lewis-Charp, H. (2015). Data Report for Our Children, Our Families Council. Oakland, CA: Social Policy Research Associates.
[132] Applied Survey Research. (2016). School Readiness in San Francisco, 2015-16.
[133] City and County of San Francisco, Human Services Agency, Department of Aging and Adult Services. (2009). Collected Single Resident Occupancy (SRO) Reports.
[134] Supervisor Katy Tang. (2015). Sunset District Blueprint & Children and Families Related Comments.
[135] San Francisco Child Care Planning & Advisory Council. (2014). San Francisco 2012-2013 Early Care & Education Needs Assessment; Sinicrop, C., Clark, M., Thomason, S., & Lewis-Charp, H. (2015). Data Report for Our Children, Our Families Council. Oakland, CA: Social Policy Research Associates.
[136] Sinicrop, C., Clark, M., Thomason, S., & Lewis-Charp, H. (2015). Data Report for Our Children, Our Families Council. Oakland, CA: Social Policy Research Associates.
[137] First Five San Francisco Children and Families Commission and Public Profit. (2015). First Steps: A Data Report on the Status of San Francisco's Young Children.
[138] California Department of Education, Data Reporting Office. Cohort Outcome Data for the Class of 2014-15 District Results for San Francisco Unified. Retrieved from http://data1.cde.ca.gov/dataquest/Enrollment/EthnicEnr.aspx?cChoice=DistEnrEth&cYear=2015-16&cSelect=3810389--San+Francisco+County+Office+of+Education&TheCounty=&cLevel=District&cTopic=Enrollment&myTimeFrame=S&cType=ALL&cGender=B.
[139] Sinicrop, C., Clark, M., Thomason, S., & Lewis-Charp, H. (2015). Data Report for Our Children, Our Families Council. Oakland, CA: Social Policy Research Associates.
[140] Data obtained via personal communication with DCYF analyst.
[141] San Francisco County Transit Authority and Bay Area Rapid Transit. (2016). Child Transportation Study. Fact Sheet, may 2016. http://www.sfcta.org/sites/default/files/content/Planning/ChildTransportation/child_transportation_study_fact_sheet_v1.pdf
[142] California Department of Education, Data Reporting Office. Cohort Outcome Data for the Class of 2014-15 District Results for San Francisco Unified. Retrieved from http://data1.cde.ca.gov/dataquest/.
[143] California Department of Education, Data Reporting Office. Cohort Outcome Data for the Class of 2014-15 District Results for San Francisco Unified. Retrieved from http://data1.cde.ca.gov/dataquest/.
[144] California Department of Education, Data Reporting Office. (2016). Cohort Outcome Data for the Class of 2014-15 District Results for San Francisco Unified. Retrieved from http://data1.cde.ca.gov/dataquest/.
[145] California Department of Education Special Education Division. (2015). Special Education Enrollment by Ethnicity and Disability, San Francisco Unified. Retrieved from http://data1.cde.ca.gov/dataquest/SpecEd/SEEnrEthDis3.asp?Disttype=S&cSelect=3868478--SAN^FRANCISCO^UNIFIED&cChoice=SEEthDis3c&cYear=2015-16&cLevel=Dist&ReptCycle=December.
[146] California Department of Education Special Education Division. (2015). Special Education Enrollment by Ethnicity and Disability, San Francisco Unified. Retrieved from http://data1.cde.ca.gov/dataquest/SpecEd/SEEnrEthDis3.asp?Disttype=S&cSelect=3868478--SAN^FRANCISCO^UNIFIED&cChoice=SEEthDis3c&cYear=2015-16&cLevel=Dist&ReptCycle=December
[147] San Francisco Unified School District Student Family & Community Support, LGBTQ Support Service, and ETR. (2014). March 3, 2014 Support Services for LGBTQ Youth Presentation.
[148] Tucker, J. (2015, September 2). San Francisco school adopting gender-neutral bathrooms. San Francisco Chronicle. Retrieved from http://www.sfusd.edu/en/news/media-coverage/2015/09/san-francisco-school-adopting-gender-neutral-bathrooms.html
[149] Sinicrop, C., Clark, M., Thomason, S., & Lewis-Charp, H. (2015). Data Report for Our Children, Our Families Council. Oakland, CA: Social Policy Research Associates.
[150] Health and Human Development Program at Wested. (2014). California Healthy Kids Survey. San Francisco Unified Secondary 2013-14 Main Report.
[151] San Francisco Unified School District Student Family & Community Support, LGBTQ Support Service, and ETR. (2014). March 3, 2014 Support Services for LGBTQ Youth Presentation.
[152] Applied Survey Research. (2016). School Readiness in San Francisco, 2015-16.
[153] Author's calculations, based on data from Applied Survey Research. (2016). School Readiness in San Francisco, 2015-16.
[154] Applied Survey Research. (2016). School Readiness in San Francisco, 2015-16.
[155] Data retrieved from California Department of Education Dataquest portal: http://data1.cde.ca.gov/dataquest/SuspExp/TruancyReport.aspx?cChoice=TruRate&ReportCode=TruRate&cType=All&cName=San+Francisco+Unified&cCounty=38&cCds=38684780000000000&cYear=2014-15&cLevel=District
[156] Sinicrop, C., Clark, M., Thomason, S., & Lewis-Charp, H. (2015). Data Report for Our Children, Our Families Council. Oakland, CA: Social Policy Research Associates.
[157] Personal communication with SFUSD analyst; Enrollment data retrieved from http://data1.cde.ca.gov/dataquest.

[158] *Donohue, N., & Miller, B. (2008). Stemming Summer Learning Loss. The New England Journal of Higher Education, 23(1):19-20; Sloan McCombs, J., Augustine, C., Schwartz, H., Bodilly, S., Lichter, D., & Brown Cross, A. (2011). Making Summer Count: How Summer Programs Can Boost Children's Learning.*
[159] *Sinicrop, C., Clark, M., Thomason, S., & Lewis-Charp, H. (2015). Data Report for Our Children, Our Families Council. Oakland, CA: Social Policy Research Associates.*
[160] *California Department of Education, Data Reporting Office. Cohort Outcome Data for the Class of 2014-15 District Results for San Francisco Unified. Retrieved from: http://data1.cde.ca.gov/dataquest/CohortRates/GradRates.aspx?Agg=D&Topic=Graduates&TheYear=2014-15&cds=38684780000000&RC=District&SubGroup=Ethnic/Racial*
[161] *San Francisco Unified School District. (2016). San Francisco's Graduation Rate Rises. Retrieved from http://www.sfusd.edu/en/news/current-news/2016-news-archive/05/san-franciscos-graduation-rate-rises.html*
[162] *Sinicrop, C., Clark, M., Thomason, S., & Lewis-Charp, H. (2015). Data Report for Our Children, Our Families Council. Oakland, CA: Social Policy Research Associates.*
[163] *Sinicrop, C., Clark, M., Thomason, S., & Lewis-Charp, H. (2015). Data Report for Our Children, Our Families Council. Oakland, CA: Social Policy Research Associates.*
[164] *Baum, S. (2004). Education Pays: The Benefits of Higher Education for Individuals and Society. New York, NY: College Board.*
[165] *Child Trends Data Bank. (2016). Youth Neither Enrolled in School or Working, January 2015. Retrieved from http://www.childtrends.org/?indicators=youth-neither-enrolled-in-school-norworking#sthash.gQo7kBwY.dpuf.*
[166] *U.S. Census Bureau. (2002). 2000 Decennial Census Data. Retrieved from INSERT URL; U.S. Census Bureau. (2012). 2010 Decennial Census Data; U.S. Census. (2016). American Community Survey, 2014 1-Year Estimates. Retrieved from http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml*
[167] *University of Southern California Program for Environmental and Regional Equity and PolicyLink. (2015). An Equity Profile of the San Francisco Bay Area Region.*
[168] *Sinicrop, C., Clark, M., Thomason, S., & Lewis-Charp, H. (2015). Data Report for Our Children, Our Families Council. Oakland, CA: Social Policy Research Associates.*
[169] *SFUSD Senior Class Survey – Class of 2016. Responses to selected questions received July 2016 via personal communication from SFUSD analyst.*
[170] *National Student Clearinghouse StudentTracker. Retrieved from http://www.studentclearinghouse.org/colleges/studenttracker/ Data.*
[171] *Data provided by Cal-PASS plus: https://www.calpassplus.org/CalPASS/AboutUs.aspx*
[172] *City College of San Francisco Student Success Scorecard. Data retrieved from: http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=361#home*
[173] *Sinicrop, C., Clark, M., Thomason, S., & Lewis-Charp, H. (2015). Data Report for Our Children, Our Families Council. Oakland, CA: Social Policy Research Associates.*
[174] *University of Southern California Program for Environmental and Regional Equity and PolicyLink. (2015). An Equity Profile of the San Francisco Bay Area Region.*
[175] *University of Southern California Program for Environmental and Regional Equity and PolicyLink. (2015). An Equity Profile of the San Francisco Bay Area Region.*
[176] *Bansai, K. (2013). Barriers to College Completion: An Overview of Bay Area Non-Profit Solutions & Efforts. Palo Alto, CA: Stanford Center on Philanthropy and Civil Society.*
[177] *The 42% estimate of youth victims of homicide comes from Transitional Age Youth San Francisco (TAYSF). (2014). Recommendations to Improve the Lives of TAY in San Francisco; The total number of homicides in 2013, as reported in the San Francisco Police Department's Annual Report (https://dl.dropboxusercontent.com/u/76892345/Annual%20Reports/2013%20Annual%20Report.pdf), was 48.*
[178] *Transitional Age Youth San Francisco (TAYSF). (2014). Recommendations to Improve the Lives of TAY in San Francisco.*
[179] *Sinicrop, C., Clark, M., Thomason, S., & Lewis-Charp, H. (2015). Data Report for Our Children, Our Families Council. Oakland, CA: Social Policy Research Associates.*
[180] *Personal communication with SFUSD staff.*
[181] *City and County of San Francisco, Local Homeless Coordinating Board, and Applied Survey Research. (2015). San Francisco Homeless Count Survey; City and County of San Francisco, Local Homeless Coordinating Board, and Applied Survey Research. (2015). San Francisco Homeless Unique Youth Count & Survey.*
[182] *City and County of San Francisco, Local Homeless Coordinating Board, and Applied Survey Research. (2015). San Francisco Homeless Count Survey; City and County of San Francisco, Local Homeless Coordinating Board, and Applied Survey Research. (2015). San Francisco Homeless Unique Youth Count & Survey.*
[183] *Applied Survey Research. (2016). School Readiness in San Francisco 2015.*
[184] *U.S. Bureau of Labor Statistics. (2016). Employment Projections.*
[185] *Project WHAT! (2015). Project WHAT! Policy Platform.*