



**Our Children
Our Families**
Council San Francisco



EQUITY BENCHMARKS *for* **SAN FRANCISCO**



LETTER FROM THE DIRECTOR

In the fourth year of our work, OCOF is making great strides toward a livable San Francisco for children, youth, and families. The council recently approved five-year citywide goals to improve outcomes in 19 measurable areas for the people of our City, marking the next pivotal step on our journey.

Building on the momentum of our work over the past four years, we are now poised to take on the tactical portion – developing actionable plans for agencies, providers, teachers, and departments to become partners in ensuring a stable, educated, and multigenerational community of San Franciscans.

This year, the stark urgency of our work has become more apparent as inequity rises across the United States, and ethnic and immigrant communities, so vital to San Francisco’s cultural fabric, are increasingly threatened on the national stage.

As year four begins, we are hopeful about our prospects in unifying you, our champions, to connect systems of support and meet the needs of our target constituents: the remarkable and diverse children, youth, and families who make up our San Francisco home.

Thank you for your support.



Pegah Faed, DrPH, MPH,
Director,
Our Children Our Families Council (OCOF)



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OUR APPROACH

The inequities in our city prevent too many people from accessing and contributing to San Francisco's cultural and economic vibrance. Those inequities disproportionately affect children, youth and families of color and in the LGBTQ community, starting from birth and continuing through childhood, education and workforce entry. Our equity lens is reflected in our work as we focus on "communities with the greatest need."

After reviewing the status quo, shown here in benchmark data, we determined ambitious goals that would close equity gaps in nineteen focus areas. The five-year citywide targets described in these pages are meant to interrupt long-term systems

OUR PROCESS

The OCOF Outcomes Framework (see p. 7) was adopted by the Council in January of 2016. It articulates the milestones the City, School District, and Community want all children, youth and families to reach.

The framework was developed through a series of processes, including:

- Oversight and advising, with individual input and feedback from 22 members and their colleagues.
- Community and stakeholder engagement that included public town hall meetings in each Supervisor's district, co-sponsored with the Dept. of Children, Youth and Their Families and the City's Office of Early Care and Education, targeted surveys of groups of interest, and three service provider forums with 120 organizations participating.
- Research and review of existing frameworks and research documents used by various children, family, and youth efforts within and outside San Francisco to link specific measures with improved well-being of children, youth, and families.

However, the framework does not include accountability metrics for the Council or its system change efforts. Known as OCOF Targets & Benchmarks, these were adopted by the Council in May of 2018.

Targets & benchmarks were developed using the following approach:

of inequity and fragmentation. Our goals are meant to be achieved in the next five years, and to begin the process of overcoming systematized inequity through better coordination.

The OCOF Council approved the targets in this document in May of 2018, taking an important step forward to disrupt the status quo and close gaps in health and achievement for San Francisco residents.

Our next task is to continue the alignment of services and service providers, helping them better achieve their service goals, in a Citywide collective impact plan to connect services with those who need them most.

- Oversight and advising via six public meetings of the OCOF Data Analysis & Outcomes Working Group with input and feedback from 40 members and their colleagues.
- Community and stakeholder engagement, including 10+ strategic meetings with service providers, subject matter experts, analysts, researchers, and council members.
- Examination of the Results Based Accountability (RBA) framework, a disciplined way of thinking and acting to improve entrenched and complex social problems, to inform baseline analysis, benchmarking, trend analysis, and target setting for creating measurable change in people's lives, communities, and organizations.

Each target includes both a 5-year and aspirational target. Each 5-year target articulates an incremental step towards achieving the best outcomes for children, youth, and families within five years. Aspirational targets, on the other hand, articulate the best possible outcomes within each measure.

With this in mind, the set of tactics included in this document are meant to serve as examples of activities our partners can begin to address each goal area. Example tactics included in this document are not an exhaustive list, and we encourage you to continue to brainstorm innovative ways of helping San Francisco achieve our aspirational targets.

OUR VISION

Collectively, by coordinating and unifying systems of support and leveraging policies and resources, we will improve outcomes for all children, youth and families in San Francisco.

OUR MISSION

The Our Children Our Families Council changes the systems of support in San Francisco to serve all families and children, with a particular focus on those with the greatest needs, so that they can stay, thrive and contribute to the city's vibrant future.



OUTCOMES FRAMEWORK

GOALS

Children, youth, and families, especially those most in need, meet the following goals...



A. Live in safe and nurturing environments



B. Attain economic security and housing stability



C. Are physically, emotionally, and mentally healthy



D. Thrive in a 21st Century learning environment



E. Succeed in post-secondary and/or career paths

MEASURES OF SUCCESS*

We will know if we are making progress by tracking these proxy measures...

*We recognize that some measures align with multiple goals, but attempted to organize them according to the best-fit. Definitions of the measures are in the subsequent pages.

A1. Feel safe in neighborhood

B1. Self-Sufficiency

C1. Healthy births (birth after 37 weeks of pregnancy)

D1. High-quality early care and education settings

E1. High school graduation

A2. Justice system involvement/incarcerated parents

B2. Stably housed (not homeless or in overcrowded conditions)

C2. Healthy bodies

D2. Kindergarten, middle school, and high school readiness

E2. College degree or certificate

A3. Child maltreatment

C3. Oral health (without dental cavities)

D3. Regular school attendance

E3. In school or working

A4. Feel engaged and connected

C4. Mental well-being (without symptoms of depression)

D4. Reading, Math, Language Arts, and Science proficiency

E4. Career pathway participation

EQUITY LENS

With an equity-focus, we will examine data across these characteristics...

- Race/ethnicity
- Gender
- Income
- Legal status

- Sexual orientation
- Neighborhood

- Primary language
- Physically and mentally challenged
- Enrollment in Special Education

- Justice-involved
- Trauma exposure

STRATEGIES

By working together, we will create systems change and collective impact through...

- Sharing accountability
- Coordinating service delivery to reduce gaps and redundancies
- Targeting resources and coordinating budgets

- Sharing data to improve practice
- Training staff and building capacity



GOAL A

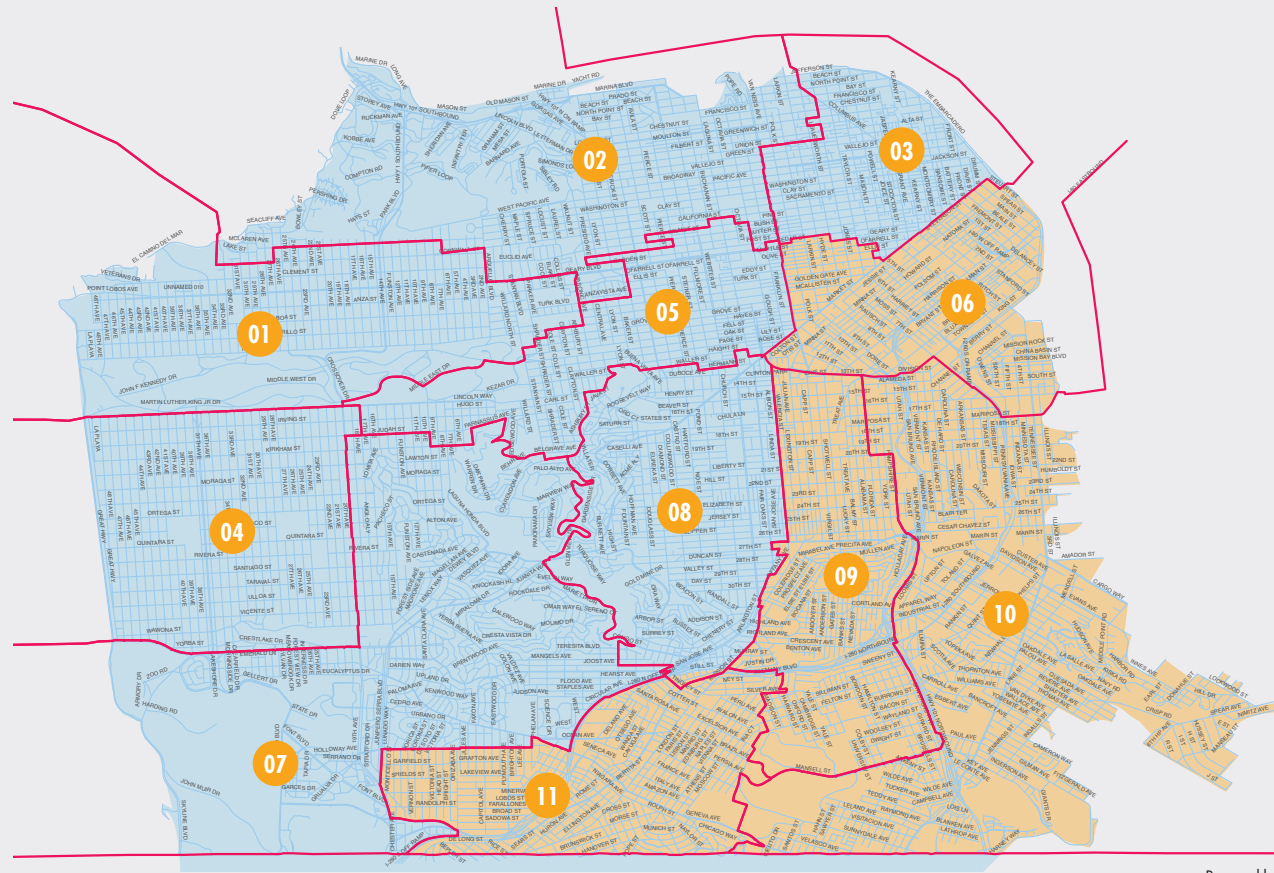
Families, especially those most in need, live in a safe and nurturing environment for themselves and their children.

We seek to nurture in our city a feeling of safety, social connection, and community cohesion that supports the health and well-being of all San Franciscans, and especially those presently and historically the most disconnected. When residents feel nurtured by and part of a larger whole, they are better able to strive toward bigger goals for themselves and their communities, supporting the long-term sustainability and strength of all neighborhoods throughout the city.

Areas of Focus

- Safer neighborhoods
- Justice system involvement
- Childhood wellbeing
- Community connections

"I Feel Safe Walking, Both Day and Night, in My Neighborhood"

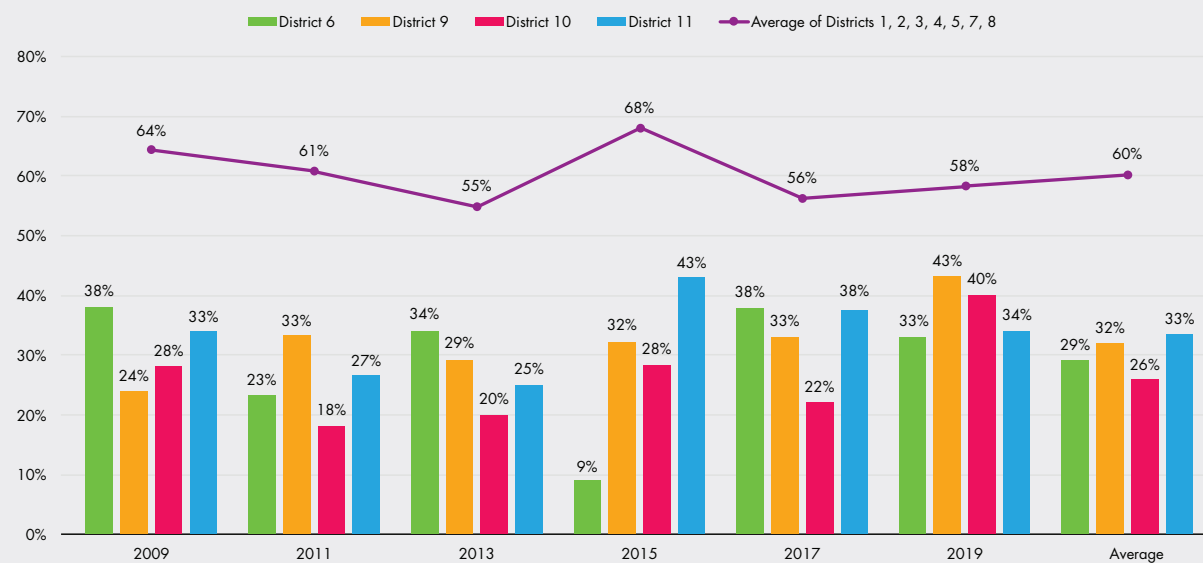


Prepared by:
SF Department of Elections
April 16, 2012

■ Feel Safe
■ Do not Feel Safe

% of Parents Who Feel Safe Walking Alone in Their Neighborhood 2009-2019

Safety by District



Data Source: Controller Analysis of the San Francisco City Survey, 2009-2019

GOAL A1. INCREASING FEELINGS OF NEIGHBORHOOD SAFETY

5-Year Target: At least 59% of parents in every district in San Francisco feel safe in their neighborhood.

Aspirational Target: Every parent in San Francisco feels safe in their neighborhood.

We seek a San Francisco where people feel safe walking in their neighborhoods. **Safe neighborhoods set the stage for greater social cohesion, collective support, and mutual investment in one another's success.**

What is Social Cohesion?

Social cohesion, the extent to which residents feel connected to their neighborhood and have a sense of shared destiny¹, builds strength in our city across generations.

Feelings of safety vary widely in San Francisco depending on the neighborhood. Currently, the majority of residents in four out of eleven districts in San Francisco, report feeling unsafe. Community

violence in these neighborhoods negatively impacts feelings of security, in turn hindering everyday social interaction and weakening community ties.

Community violence also leads to adverse health effects. Children and youth who are repeatedly exposed to community violence, even if they are not directly impacted by it, often suffer from chronic stress. This can lead to health consequences including asthma, diabetes, obesity, and learning difficulties².

Unsafe neighborhoods limit prospects for residents in many aspects of their lives. Feelings of unsafety can also impact a child or family's ability to move within their neighborhood community

to and from school, work, and public transportation, closing off access to resources and opportunities in general.

Where do people feel unsafe?

As of 2019, 58% of parents felt safe in seven out of our eleven districts. Parents in the remaining four districts, which include Civic Center, the Tenderloin, Treasure Island, the Mission, Bernal Heights, Portola, Bayview Hunters Point, Visitación Valley, the Excelsior, and Ingleside neighborhoods, do not enjoy the same feeling of safety. OCOF recommends targeting these neighborhoods in particular to improve feelings of safety citywide.

EXAMPLE TACTICS TO IMPROVING NEIGHBORHOOD SAFETY

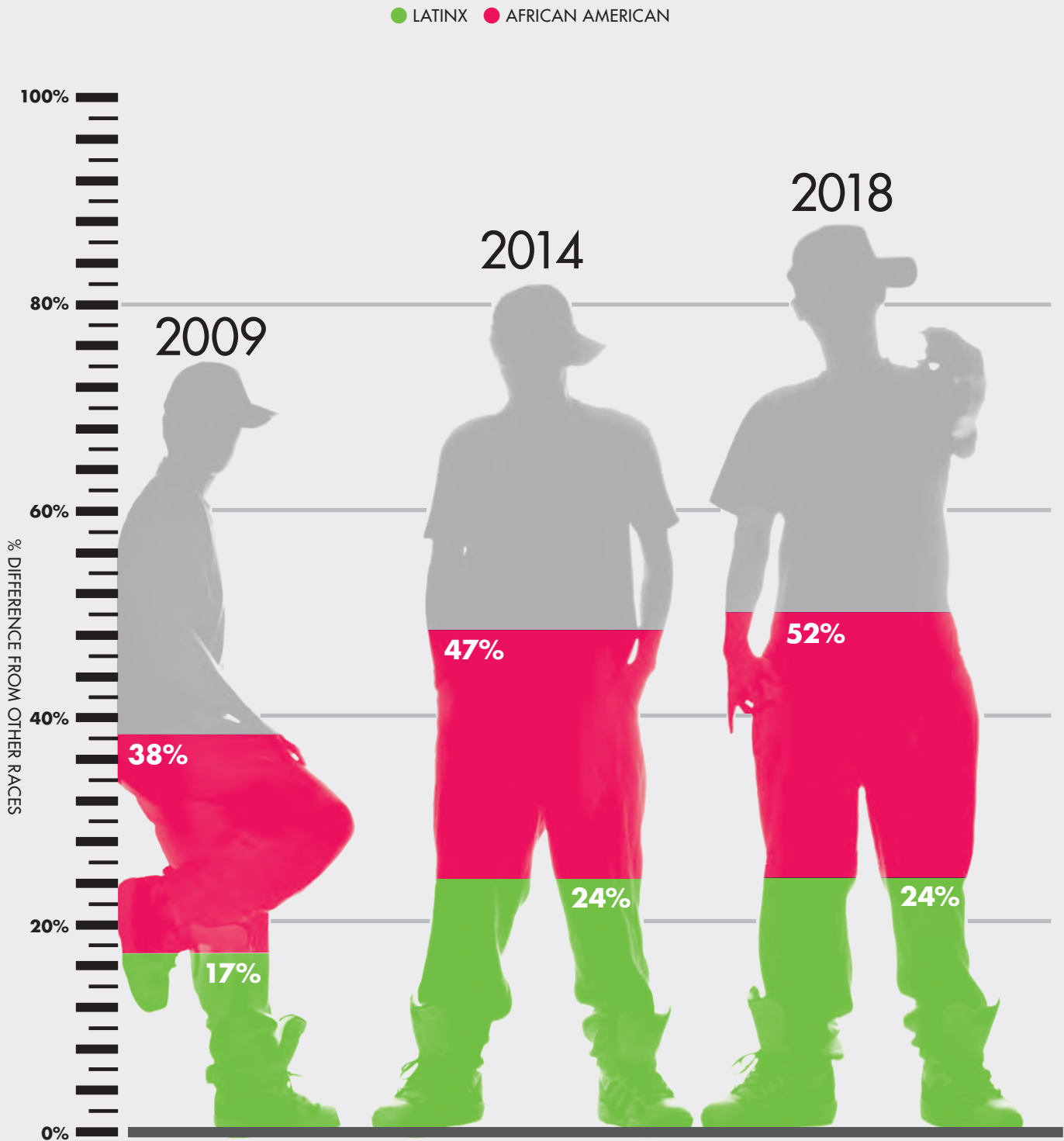
- Increase access to family friendly parks
- Support well designed and lit streets
- Advocate for and investing in public transit safety
- Support trauma informed law enforcement practices
- Increase community building efforts

GOAL A2. NO OVERREPRESENTATION OF BLACK AND BROWN PARENTS AND YOUTH IN THE CRIMINAL JUSTICE SYSTEM

5-Year Target: The rate of SF Juvenile Probation Department referrals varies no more than 15% among all race ethnicities.

Aspirational Target: End the overrepresentation of black and brown parents and youth in the criminal justice system.

Disproportionality Gap of Juvenile Probation Referrals by Race, 2009-2018



Data Source: San Francisco Juvenile Probation Department, 2009-2018 Statistical Reports.

We seek to end over-representation of black and brown parents and youth in the criminal justice system. Juvenile crime has an obvious negative impact on the community in preventing cohesion and feelings of safety. Young offenders themselves are also more likely to be victimized by violent crime and to engage in criminal activity as adults. Studies also find that youth involved in the criminal justice system are at increased risk for substance use, disconnection from school and employment, and early pregnancy.³

Children and youth of color, particularly African American and Latinx, are more likely to be involved in the juvenile justice

system, as measured by Juvenile Probation Department (JPD) referrals, which are defined as cases referred to the probation department for the purposes of screening. These referrals may or may not result in a booking or criminal charge. Most referrals are for robbery, which is usually an economically motivated crime.

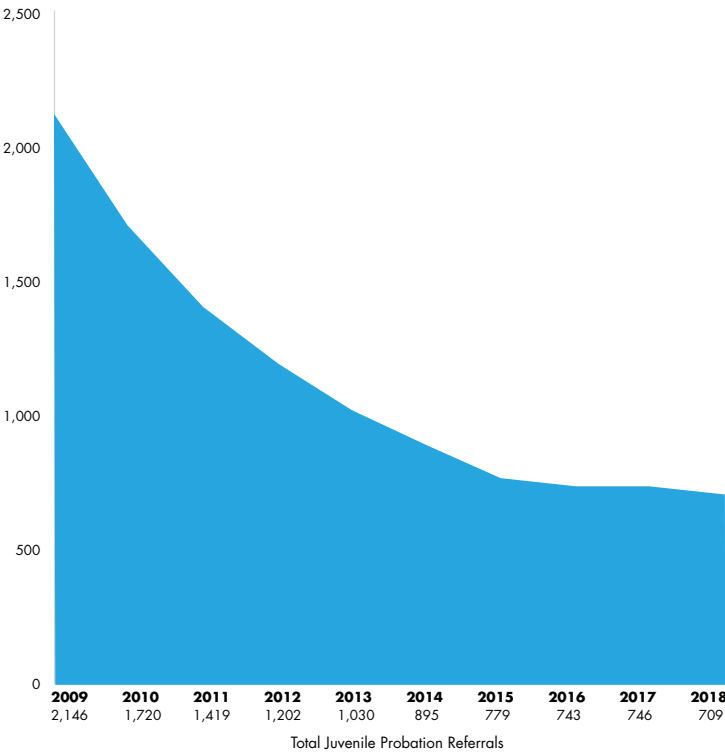
JPD referrals are disproportionate among African American and Latinx youth; in 2018, although the population of San Francisco was under 6% African American, African American youth made up 55% of all JPD referrals. Latinx youth, who make up 15% of San Francisco youth, made up 28% of all JPD referrals.

How are young people affected by JPD referrals?

In recent years, we have seen the overall number of JPD referrals decrease in San Francisco, a positive change. However, there is still more to do to correct the ongoing racial disparities in referrals. Studies find that youth involved in the criminal justice system are at an increased risk for substance abuse, suffer economic and scholastic setbacks, and are at increased risk for early and unplanned pregnancies, all circumstances which can greatly impact their future trajectory, security, and success.

By decreasing overall numbers we hope to reduce disproportionality so that there is a gap of no more than 15% between all racial and ethnic groups for all JPD referrals. Our target anticipates a significant, ongoing reduction in overall JPD referrals.

TOTAL Juvenile Probation Referrals, 2009-2018



Data Source: San Francisco Juvenile Probation Department, 2009-2018 Statistical Reports.

EXAMPLE TACTICS FOR REDUCING JPD REFERRALS FOR ALL YOUTH

- Foster strategies to build economic security
- Increase access to mental health providers
- Support strategies to increase social support and cohesion
- Enhance family stability

San Francisco Child Maltreatment Rates – 2018 (Substantiated Instances Per 1,000 Children)



Data Source: California Child Welfare Indicators Project CWS/CMS 2019 Quarter 1 Extract.

GOAL A3. NO CHILD EXPERIENCES MALTREATMENT

5-Year Target: No more than three substantiated instances of child maltreatment per 1,000 children in San Francisco.

Aspirational Target: No child experiences abuse.

Child abuse has lasting and broad negative effects, including emotional, cognitive, and behavioral problems, impairment to both early cognitive and physical development, a higher likelihood of repeating abusive behaviors as adults, and death. Children who experience abuse are linked to higher levels of child and adolescent obesity and sexual risk-taking, as well as poor school performance later in life.⁴

What is abuse?

According to the Center for Disease Control and Prevention (CDC), child maltreatment is the abuse and neglect of a child under 18 years of age that may include emotional

abuse, sexual abuse, neglect, or physical abuse that results in actual or potential harm to the child.

The state of California set a target to reduce substantiated allegations of child abuse for all ethnic backgrounds to three instances per one thousand children. OCOF proposed to adopt that same goal here in San Francisco. Based on current rates, the most significant reductions in child abuse will be for African American and Native American children and infants. In this way, **we will set all of our city's children on an improved course for successful, healthy lives from the start.**

Researchers have identified five protective factors whose presence diminishes the likelihood of child maltreatment: parental resilience, social connections, concrete support, an understanding of best parenting and child development practices, and social and emotional competence.⁵ All of the OCOF Citywide goals work to build those protective factors, with the desired outcome of eradicating child maltreatment.

EXAMPLE TACTICS FOR LOWERING MALTREATMENT RATES

- Create policies and societal norms that create safe, stable, and nurturing environments
- Support strategies that improve familial relationships
- Foster strategies that reduce poverty
- Increase access to programs that modify individual attitudes and behaviors

GOAL A4. PARENTS AND CHILDREN FEEL ENGAGED & CONNECTED

5-Year Target: At least 80% of San Francisco families visit parks once a month or more.

Aspirational Target: Every parent and child feels engaged and connected to communities and neighborhoods.

Engagement in one's community has been demonstrated to improve health and educational outcomes of individuals. Moreover, societies with trust and intergroup cohesion tend to have better public service delivery, financial accountability, and adherence to democratic norms.⁶

As OCOF works to identify the best data sources for this measure, one metric we have used to identify success is the connection between children and nature. According to numerous studies, including the San Francisco Children's Outdoor Bill of

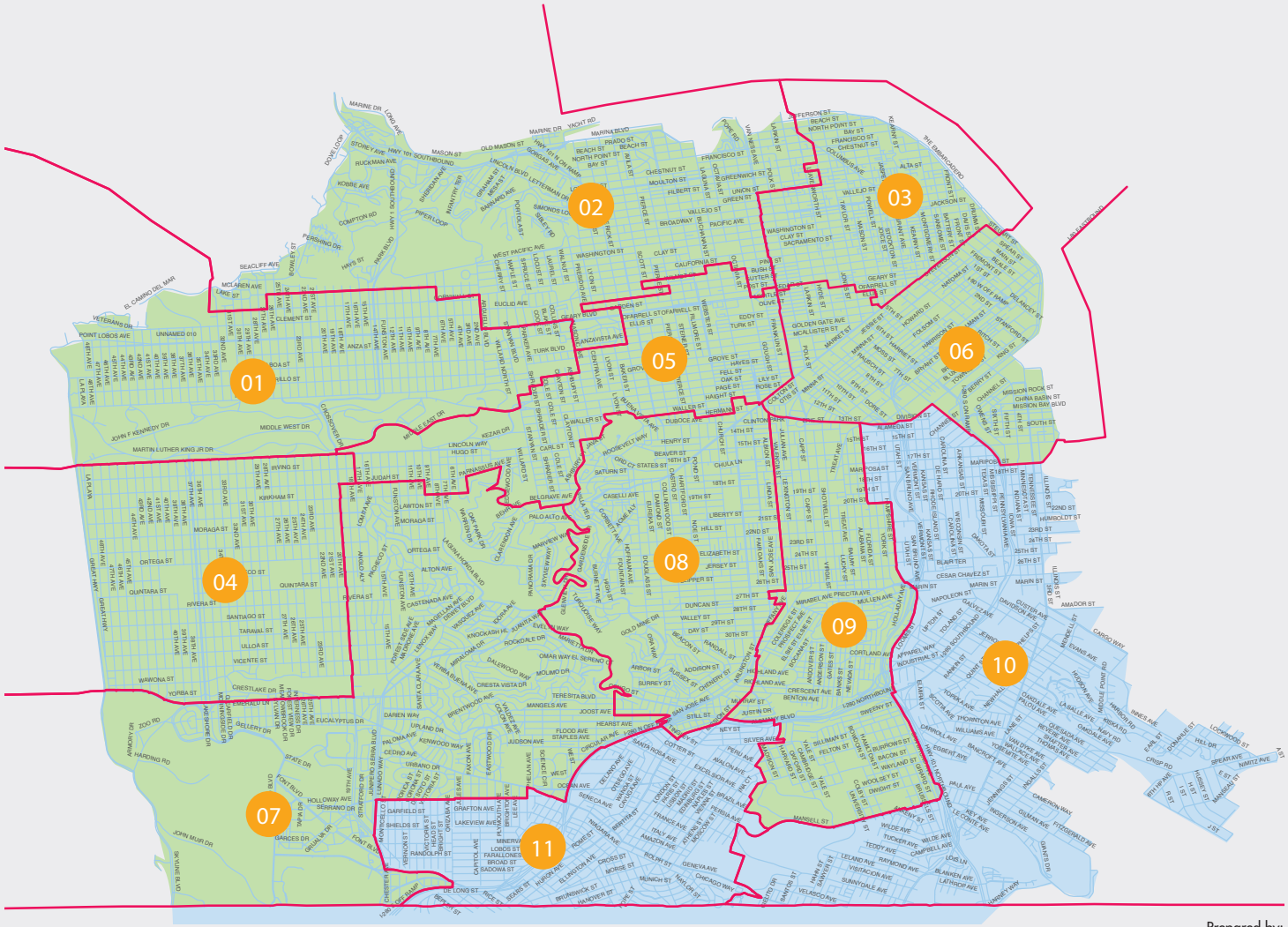
Rights, direct exposure to nature is a necessary component of a child's physical and emotional well-being and cognitive development.

Our goal then is for at least 80% of families of all ethnic backgrounds, across all San Francisco districts, to visit a park once a month or more. Currently, African American and Asian residents of the city's southern districts spend less time in parks than residents of other racial backgrounds who tend to live in the northern parts of San Francisco. OCOF seeks to prioritize improving

outcomes for these geographic and ethnic groups to ensure that everyone has access to San Francisco parks and facilities.

Library visits are another way to measure civic connection and engagement. As we continue to explore ways to engage families with their communities and their city, **we hope to prioritize San Francisco children's sense of social cohesion, belonging, and a sense of a shared future.**

of Park Visits per Month by District



Blue: Visit parks less than once a month
Green: Visit parks once a month or more

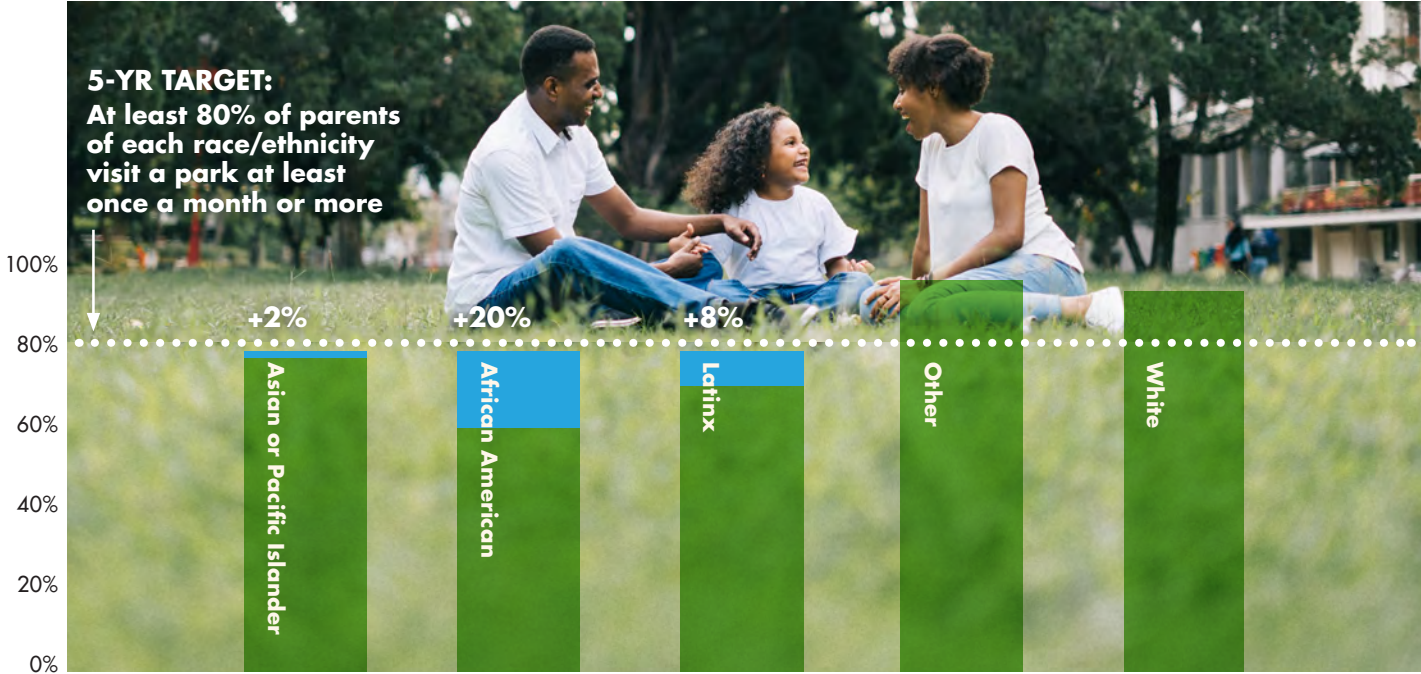
Prepared by:
SF Department of Elections
April 16, 2012

Note: A small sample of parents are surveyed, causing significant variation year to year therefore this is an interim target that may be readjusted based on the new Child Family Survey
Data Source: Controller Analysis of the San Francisco City Survey, 2019

EXAMPLE TACTICS FOR ENGAGING FAMILIES WITH THEIR COMMUNITIES AND NEIGHBORHOODS

- Support city-led community building efforts
- Foster school district efforts to engage communities
- Assist in strengthening community partnerships that build relationships between people based on religion, culture, neighborhood, parenting and shared interests

% of Parents Who Visit Parks Once a Month or More by Race/Ethnicity – 2019



Green: % of parents who visited parks once a month or more (2019)
Blue: 5-year Target

Data Source: Controller Analysis of the San Francisco City Survey, 2019

GOAL B

Families and transitional age youth, especially those most in need, attain economic security and housing stability for themselves and their children.

San Francisco is one of the most expensive cities in the world, with a housing rate to match. This makes the issue of economic and housing security all the more challenging — and vital to the well-being of its families, especially for those who are the most vulnerable.

Economic stability can be foundational to a child's success and comfort in almost all other areas of life. Therefore, this critical metric must be addressed to ensure best outcomes in the categories of safety, health, education, and jobs.

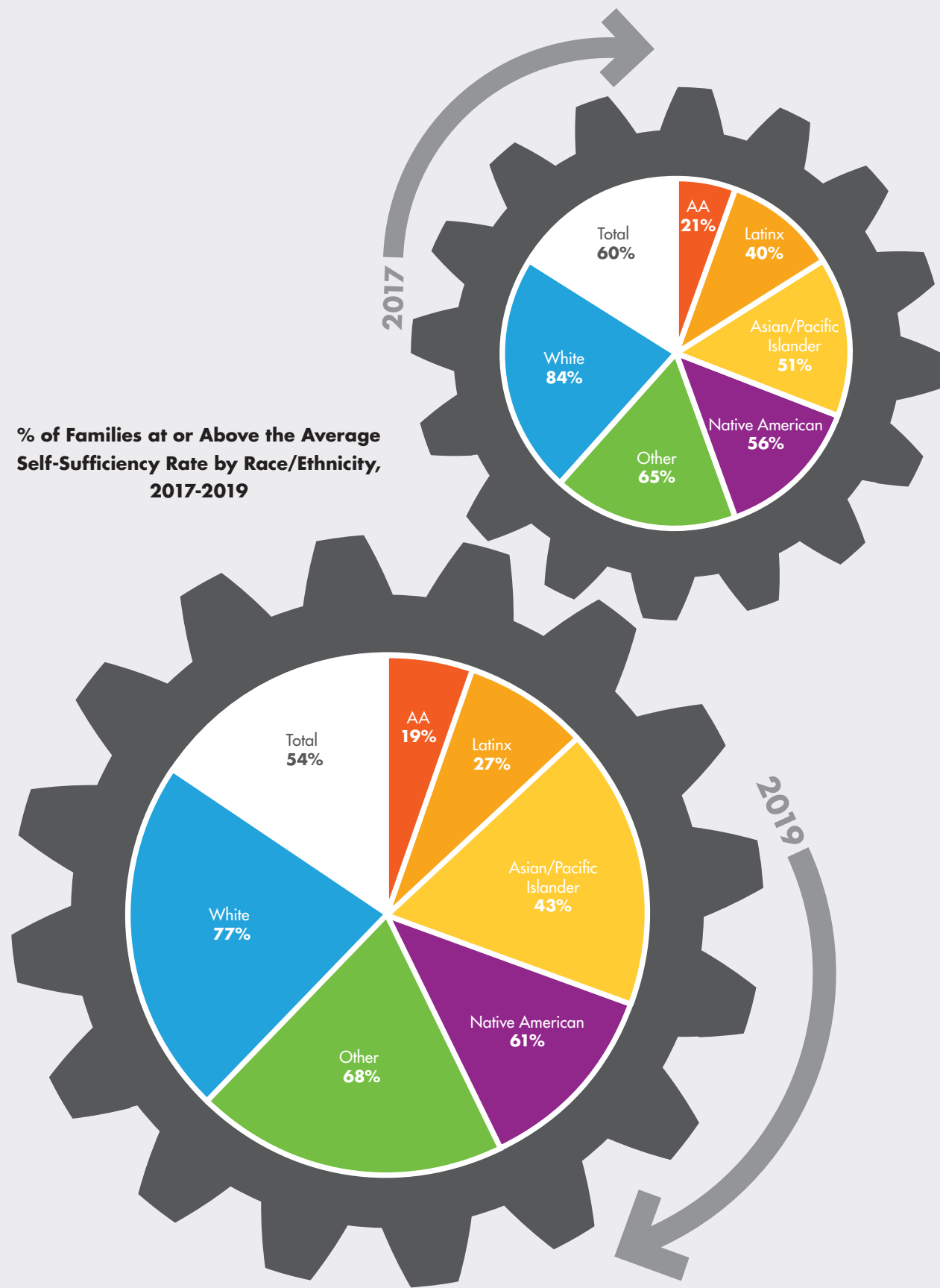
Housing stability is not just about financial policy, but about creating community and a sense of culture and place. Neighborhoods that lend a sense of belonging benefit not just those who grow up there, but everyone who lives and spends time in our beautiful, dynamic, and unique city.

Areas of Focus

- Self Sufficiency
- Housing Security



% of Families at or Above the Average Self-Sufficiency Rate by Race/Ethnicity, 2017-2019



Note: All data from the U.S. Census American Community Survey 2017 5-year sample. As such, some of data comes from responses recorded in earlier years. Self-sufficiency standards applied are from the Insight Center for Community Economic Development's "The Self-Sufficiency Standard for California 2018." This tool generally uses 2017 dollars to calculate self-sufficiency budgets. Self-sufficiency standards are adjusted for household size and composition, but not age of children. Standards applied reflect the most common child ages among families of a given size in San Francisco. Self-sufficiency status is not reported for families reporting more than three adults are excluded from this analysis, as self-sufficiency standards are not available for families with four or more adult members. Families and individuals in group quarters, such as transitional-age youth living college dormitories, are not included in this analysis. ACS data has an insufficient sample size to draw reliable conclusions among Native American families.

GOAL B1. ALL FAMILIES AND YOUNG ADULTS ARE SELF-SUFFICIENT

5-Year Target: At least 60% of families from all ethnic backgrounds live above the self-sufficiency standard.

Aspirational Target: All families and young adults are self-sufficient.

In order to best position our children for success in health, education, and ultimately the job market, we must ensure that their parents have access to resources that pave the way to economic security. Children living in low income households tend to be less healthy, perform worse in school, experience higher dropout rates, and face negative consequences that can extend far beyond childhood.⁷

Our goal comes from the overall rate of self-sufficiency based on the 2014 5-year American Community Survey sample.

Currently, 54% of San Francisco families are meeting the self-sufficiency metric. However, a closer look reveals that only 19% of African American families and 27% of Latinx families are meeting this standard, levels which have fallen in the last four years and which are lower than average even on a national level.

By improving the self-sufficiency rates of these families, we hope to create the best possible quality of life for every child in San Francisco.

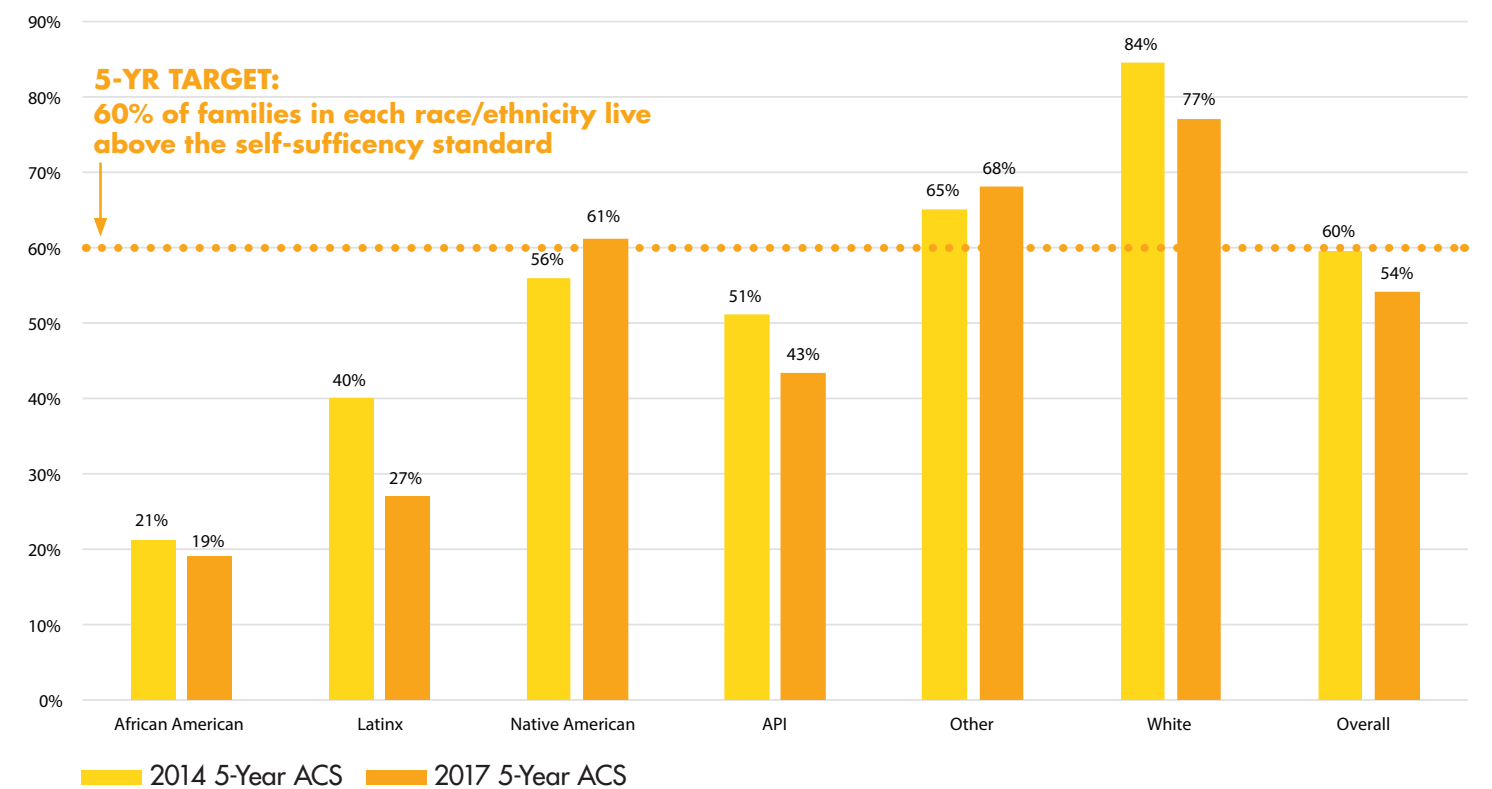
Why Self Sufficiency?

The Federal Poverty threshold in 2019 was \$25,750, 21% of the estimated \$123,442 a family of four in San Francisco with one preschool and one school-aged child would need to meet their minimum basic needs, including housing, food, childcare, out-of-pocket medical expenses, transportation, and other necessary spending.⁸

EXAMPLE TACTICS FOR IMPROVING SELF SUFFICIENCY

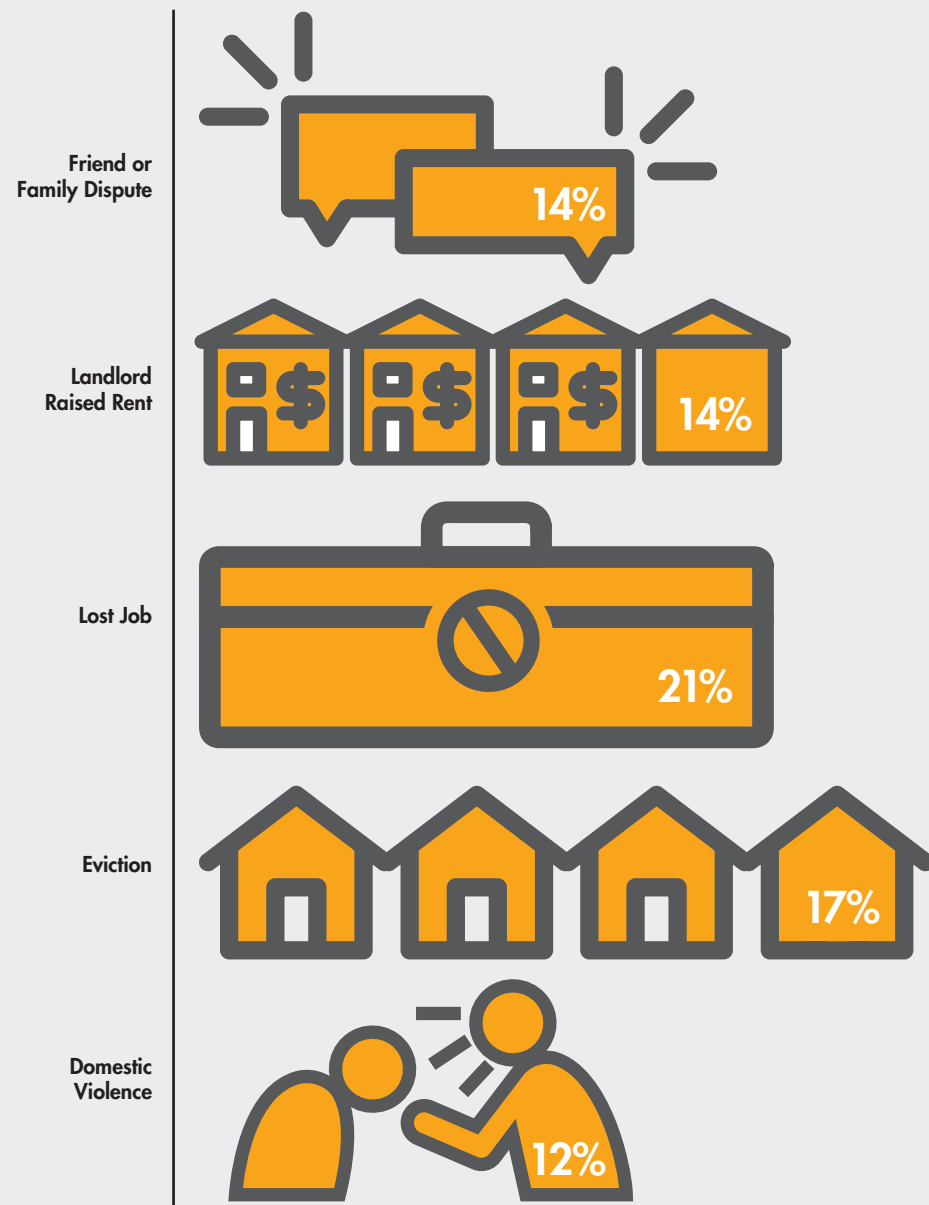
- Increase access to income-support programs for families and young adults
- Foster more coordination and information sharing across service providers to help families and young adults access supports to help them make ends meet

% of San Franciscan Families Above the Self-Sufficiency Standard



Data Source: Human Services Agency of San Francisco analysis of 2014 and 2017 5-Year American Community Survey Sample Data.

**Primary Cause of Homelessness Among Homeless Families With Children
(Top 5 Responses in 2019)**



Note: National data from 2017 suggest that 33% of all people experiencing homelessness are persons in families. Very few families experiencing homelessness are unsheltered, as public shelters serve 90% of homeless families in the United States; this is a significantly higher proportion of the population compared with other subpopulations, including unaccompanied children and transitional-age youth. Data on families experiencing homelessness suggest that they are not much different from other families living in poverty. Nationally, the majority of homeless families are households headed by single women and families with children under the age of six. Children in families experiencing homelessness face increased incidence of illness and are more likely to have emotional and behavioral problems than children with stable living accommodations.

There were 612 persons in 201 families identified during the 2019 count, similar to the 601 persons in 190 families identified in 2017. There were 36 families headed by a young parent between the ages of 18 and 24. Ninety-four percent (94%) of families were residing in shelters or transitional housing programs. Due to increased investments and improved coordination, HSH has space available for all families that are unsheltered and can offer shelter to all unsheltered families that enter the homelessness response system.

Data Sources for the note above: 2019 San Francisco Homeless Count & Survey Report; U.S. Department of Housing and Urban Development. (2017). The 2017 Annual Assessment Report (AHAR) to Congress; U.S. Department of Health and Human Services. (2007). Characteristics and Dynamics of Homeless Families with Children; U.S. Interagency Council on Homelessness. (2015). Opening Doors.

GOAL B2. ALL CHILDREN, YOUTH, & FAMILIES ARE STABLY HOUSED

5-Year Target: End family homelessness.

Aspirational Target: All children, youth, and families are stably housed.

Periods of homelessness are especially damaging to children, who are often impacted in far-reaching ways. Homeless children are more likely to face health problems like asthma and ear infections, mental health responses such as anxiety and depression, and are more likely to be developmentally disabled. They also face challenges enrolling in and attending school.⁹

OCOF's goal is to achieve "functional zero" for family homelessness in San Francisco, in alignment with the goals of the Department of Homelessness and Supportive Housing.

To accomplish this goal, we will work in tandem with the HSH to measure the housing system's current performance in order to have enough resources to support any San Francisco family that becomes homeless from year to year.

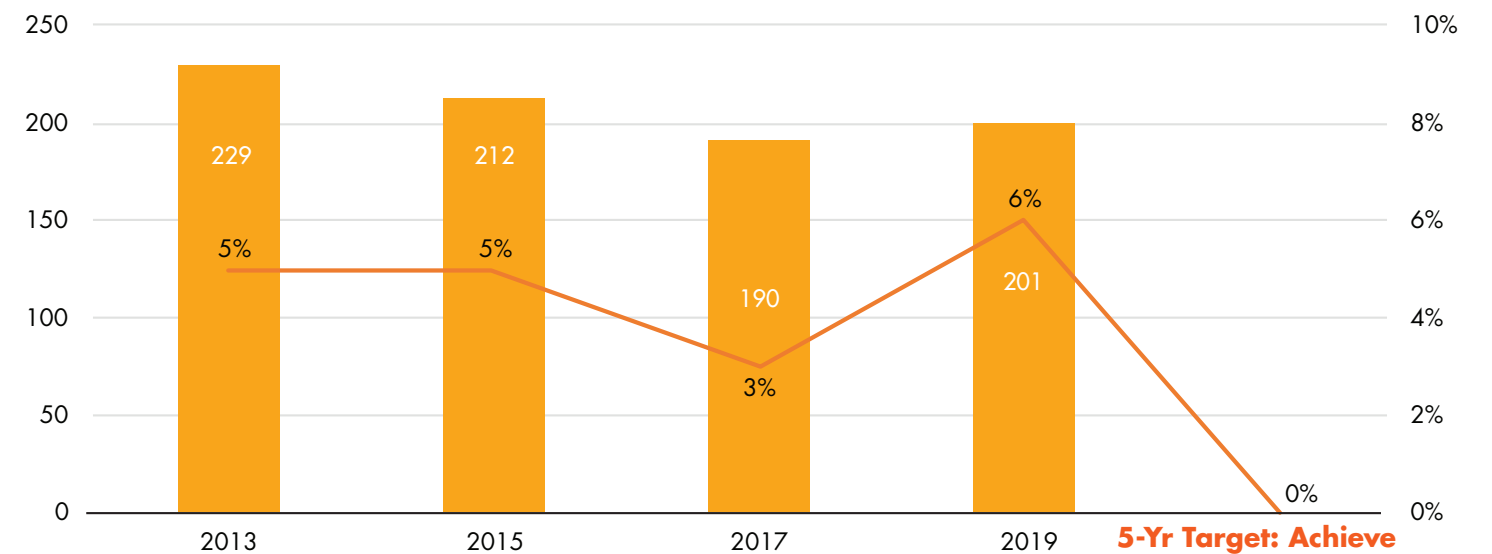
What Is Functional Zero Homelessness?

It does not mean that no family will ever become homeless. It means that when a family does become homeless, there are resources ready to house and take care of them appropriately. While we may not be able to prevent and control all of the factors that cause homelessness, we want to have the resources to respond appropriately and adequately once it does occur.

EXAMPLE TACTICS FOR IMPROVING HOUSING SECURITY

- Expand and enhance partnerships with housing advocates
- Champion efforts that address the root causes of housing instability

% of Family Homelessness in San Francisco, 2013-2019



Data Source: San Francisco Homeless Count & Survey Reports, 2013-2019

5-Yr Target: Achieve Functional 0 Family Homelessness



GOAL C

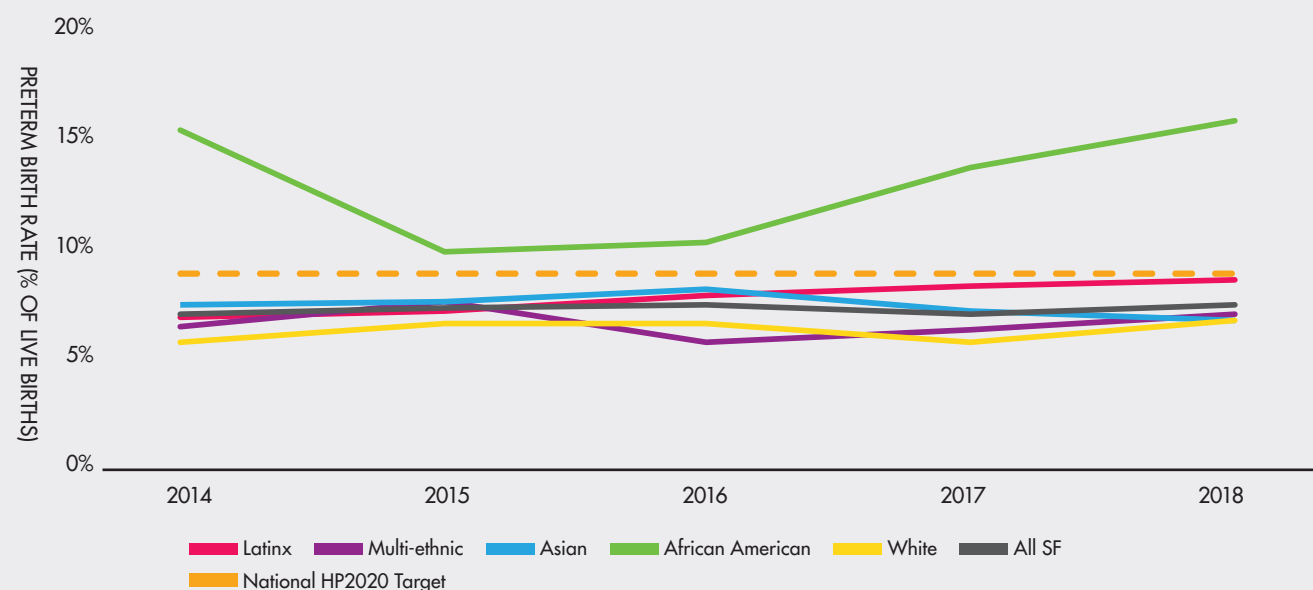
Children, youth and transitional age youth, especially those most in need, are physically, emotionally, and mentally healthy.

The next pillar for our livable and sustainable city is physical, emotional, and mental health. Healthy people are more able to take on challenges, persist through difficulties, and support one another. We use five indicators of physical and mental health to ensure that all children who live in San Francisco are nurtured and supported throughout their childhood and youth, developing healthy habits that can sustain them into a long and healthy adulthood.

Areas of Focus

- Healthy births and postpartum
- Physical fitness
- Dental health
- Mental health

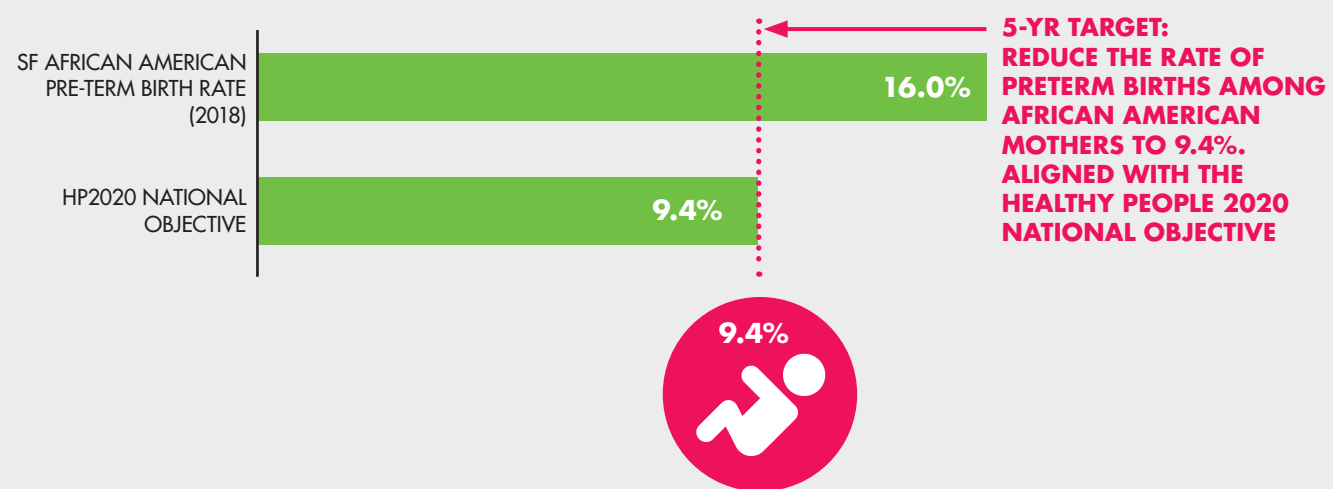
% of Preterm births among women in San Francisco by Race/Ethnicity, 2014-2018



Note: Healthy People (HP) 2020 aims to reduce preterm birth in the United States to 9.4%. Dotted lines represent projected or targeted rates. HP 2020 objectives are set by the national Office of Disease Prevention and Health Promotion.

Data source: State of California, California Department of Public Health, VRBIS, California Comprehensive Birth File, 2014-2018, analyzed by SFDPH MCAH Epidemiology, July 25, 2019.

Preterm Birth Target



5-YR TARGET: REDUCE THE RATE OF PRETERM BIRTHS AMONG AFRICAN AMERICAN MOTHERS TO 9.4%. ALIGNED WITH THE HEALTHY PEOPLE 2020 NATIONAL OBJECTIVE

Note: Healthy People (HP) 2020 aims to reduce preterm birth in the United States to 9.4%. HP 2020 objectives are set by the U.S. Office of Disease Prevention and Health Promotion.

Data Source: California Department of Public Health/San Francisco Department of Public Health, Life Course Indicators Databook, Maternal, Child, & Adolescent Health; 1 March of Dimes. (2008). Low Birth weight. Retrieved from www.marchofdimes.org/baby/low-birthweight.aspx; March of Dimes. (2009-2010). Premature Babies. Retrieved from www.marchofdimes.org/complications/premature-babies.aspx; Child Trends. (2015). Child Trends Data Bank: Pre-term Births. Retrieved from www.childtrends.org/wp-content/uploads/2014/07/116_Preterm_Births.pdf.

GOAL C1. ALL MOTHERS HAVE HEALTHY BIRTHS

5-Year Target: No more than 9.4% of African American mothers have a preterm birth.

Aspirational Target: All mothers experience healthy births.

Babies born before 37 weeks gestation begin life more precariously than their full term peers: Preterm birth puts babies at higher risk for health problems, including death, during the first year of life. They are also at greater risk of developing long term disabilities such as learning delays, respiratory problems, hearing and vision impairment and autism later on.¹⁰

Children who are preterm also have increasing difficulties with complex language function between the ages of 3 and 12 years.¹¹

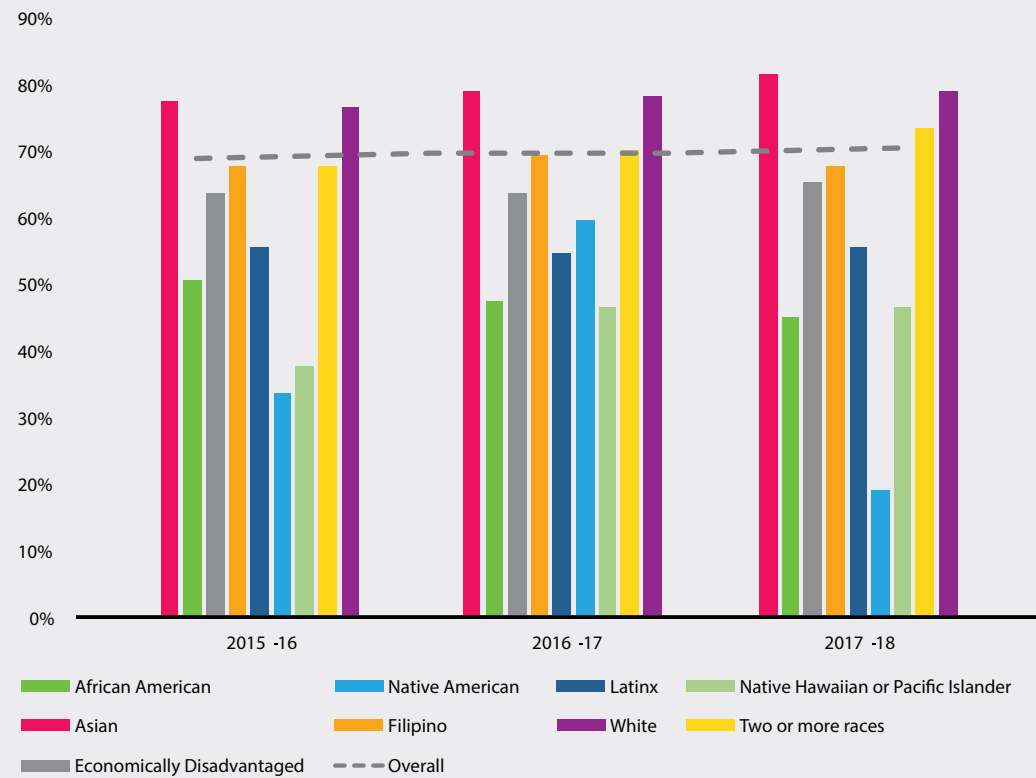
African American mothers have historically experienced the highest rates of preterm births. In San Francisco mothers in all race/ethnicity groups, except African American, are currently under the 9.4% cap. But for African American mothers, the rate of preterm births trend is 16%. Research has shown that regardless of whether an African American mother has public or private insurance, the rate of preterm birth is still disproportionately high.

We want every baby born in San Francisco to have equal potential to live and thrive from the day they are born. This goal seeks to reduce preterm births, defined as less than 37 weeks gestational age, to no more than 9.4%, matching national goals set by the US Office of Disease Prevention and Health Promotion (Healthy People 2020 objective).

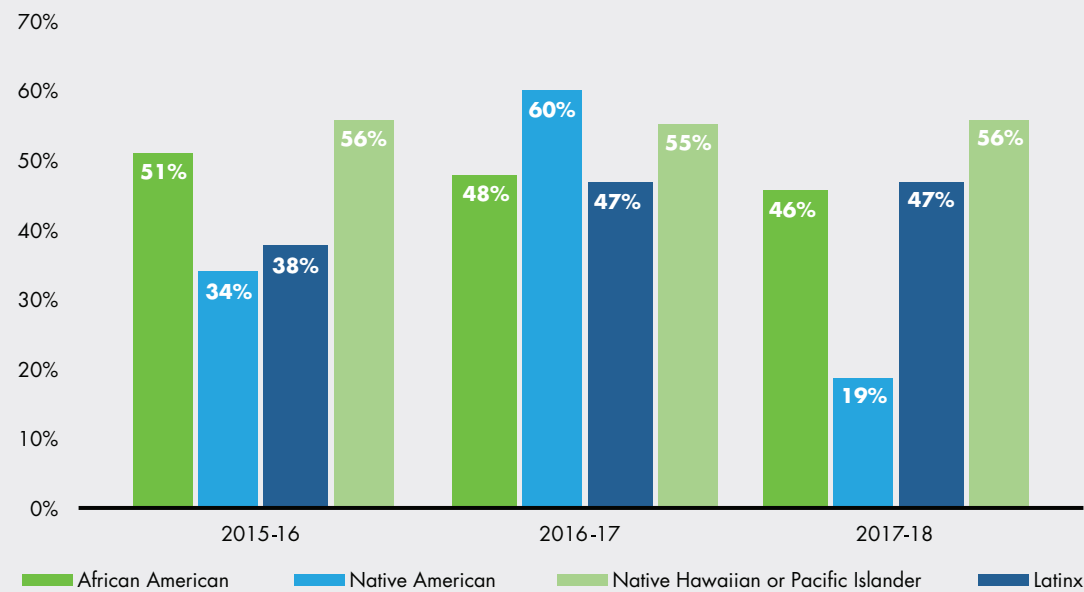
EXAMPLE TACTICS FOR IMPROVING MATERNAL AND POSTNATAL HEALTH

- Increase access to pre-natal care
- Advocate for and invest in efforts that reduce stress
- Increase awareness of pre-natal risk factors and best practices
- Support programs, policies, and services that lead to healthier diets

% of SFUSD 5th, 7th, and 9th Graders with Aerobic Capacity in the 'Healthy Fitness Zone'



% of SFUSD 5th, 7th, and 9th Graders with Aerobic Capacity in the 'Healthy Fitness Zone' (African American, Native American, Latinx, Native Hawaiian or Pacific Islander)



Note: year to year variation in Native American and Native Hawaiian or Pacific Islander rates may be due to small subgroups. Data for 5th, 7th, and 9th graders reflects SFUSD students with aerobic capacity that falls within a "Healthy Fitness Zone" as defined through The Cooper Institute FITNESSGRAM protocol, used by California Dept. of Education.

Data Sources: San Francisco Child Care Health Project and California Dept. of Education/Physical Fitness Test.

GOAL C2. CHILDREN AND YOUTH HAVE HEALTHY BODIES

5-year Target: Achieve a 10% increase of 5th, 7th, and 9th grade SFUSD students with a healthy BMI and aerobic capacity.

Aspirational Target: All children and youth are physically healthy.

Aerobic capacity is a newer indicator that has become the standard in body health measurement. Good aerobic capacity, as part of respiratory fitness, has been shown to reduce the risk of issues like high blood pressure, coronary artery disease, obesity, diabetes, metabolic syndrome, and some forms of cancer.

To measure aerobic capacity, the ability to run a mile is measured. San Francisco Unified School District measures this marker for students in fifth, seventh, and ninth grades.

Overall, more than two thirds of students tested at healthy aerobic capacity over the past five school years. There are however, notable disparities: The current range is 18.7%–55.8%. Those rates are much lower than an average two-thirds to three-quarters of Asian, Filipino, White, mixed and economically disadvantaged students with healthy aerobic capacity.

Our five-year target is to increase by 10% the amount of African American, Latinx, Native American, native Hawaiian or Pacific Islander students with healthy aerobic capacity, and maintain current levels for all other subgroups. This will add to long term changes needed to get all students on track for healthy bodies throughout their lives.

EXAMPLE TACTICS FOR IMPROVING PHYSICAL HEALTH MARKERS

- Support efforts to increase access to physical activity
- Reinforce efforts to improve nutrition and food security in families



% of SFUSD Kindergartners Dental Caries by Race/Ethnicity, 2017-2018



The baseline is white kindergartners, who have a 12% caries rate. All other race/ethnicities have caries rates that are at least 20% higher than than the caries rate among white kindergartners.

GOAL C3. ALL CHILDREN ENJOY GOOD ORAL HEALTH

5-Year Target: Achieve a 15% difference or less in caries rates among African American, Asian, and Latinx kindergartners compared to white kindergartners.

Aspirational Target: All children experience oral health.

Tooth decay is the most common chronic disease among children in the United States. It is also completely preventable. Early checkups prevent cavities and tooth decay, the most common childhood disease.¹²

Tooth decay can cause children to have pain and trouble concentrating, leading to detrimental school outcomes. **Research has found that as soon as children begin getting regular dental checkups, the healthier their mouths are throughout their lives.**¹³

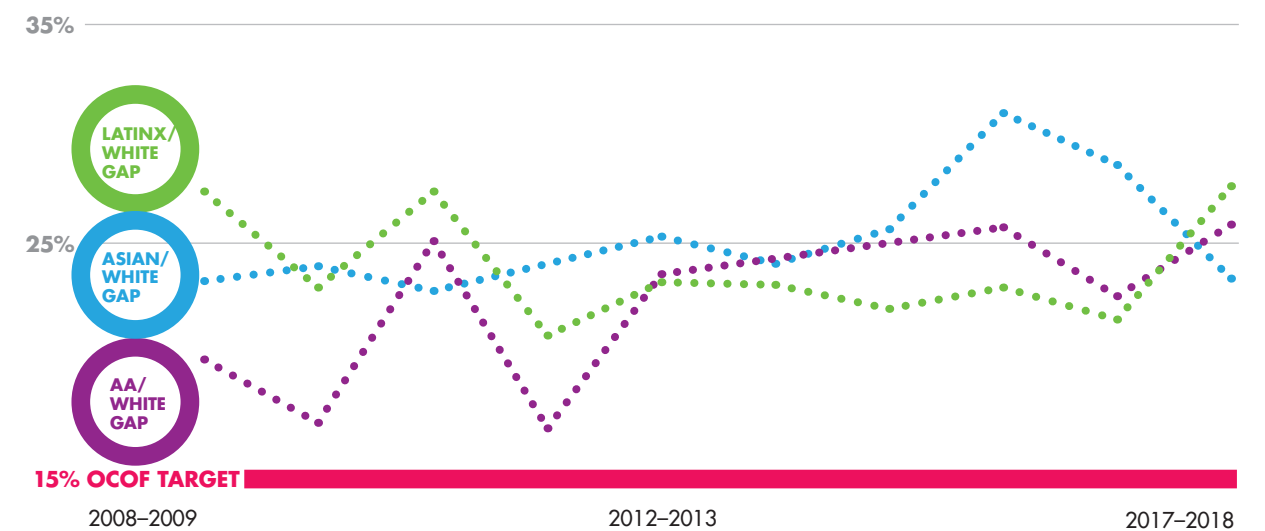
OCOF tracks the % of kindergartners who have not experienced cavities or tooth decay in their primary or permanent teeth. (This data is currently only available for kindergarten students.) The cavity rate among all non-white kindergartners has been at least 20% higher than that of white kindergartners. This is another example of the equity gap facing children of color in San Francisco, and a gap that we can close with determined effort.

Our proposed target seeks to reduce the gap between kindergartners of all ethnic backgrounds to at most a 15% difference, while maintaining low cavity rates among white kindergartners. We seek a targeted reduction in cavities among African American, Latinx, and Asian kindergartners, where the gaps are greatest.

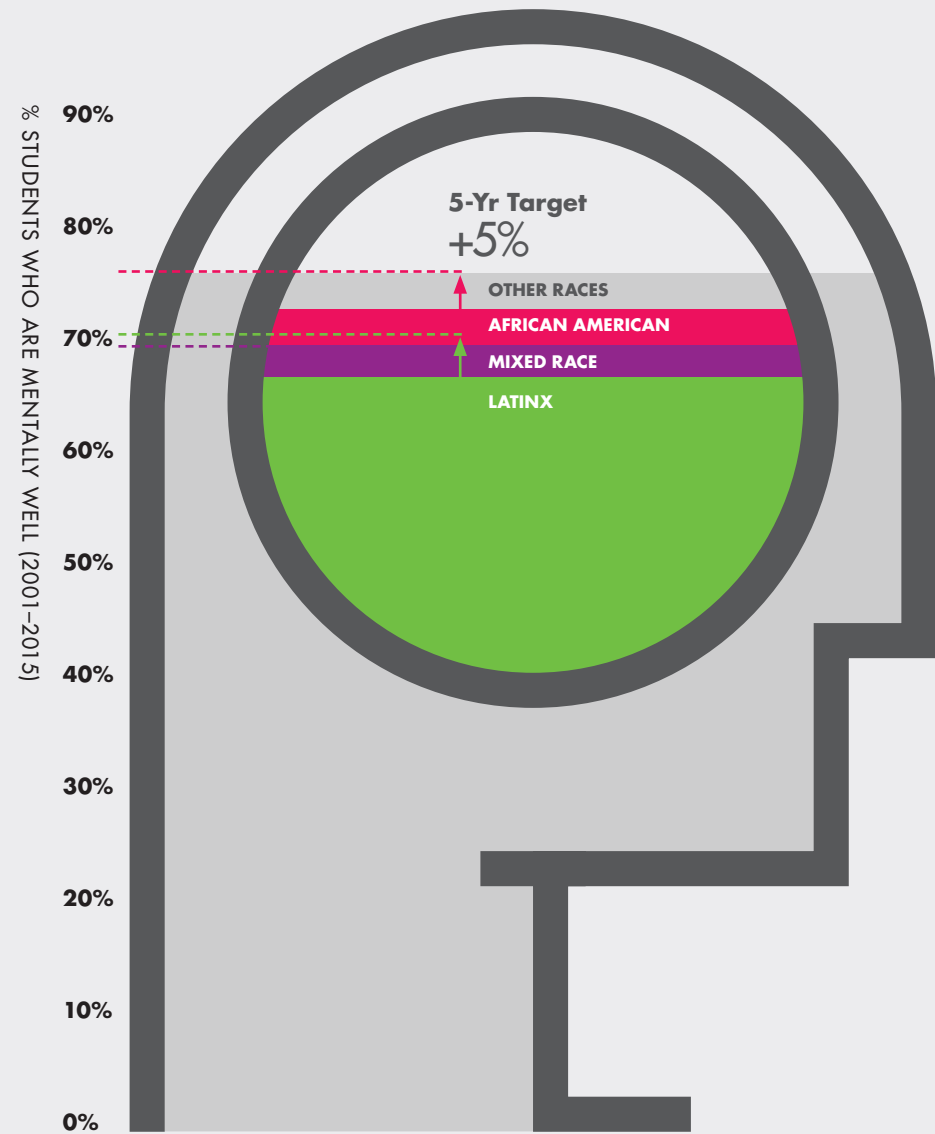
EXAMPLE TACTICS FOR IMPROVING DENTAL HEALTH

- Advocate for continued support of the school district wide oral health screening program
- Support efforts to integrate dental health into child wellness visits
- Coordinate, strengthen, and expand efforts to address oral health among pregnant women and young children

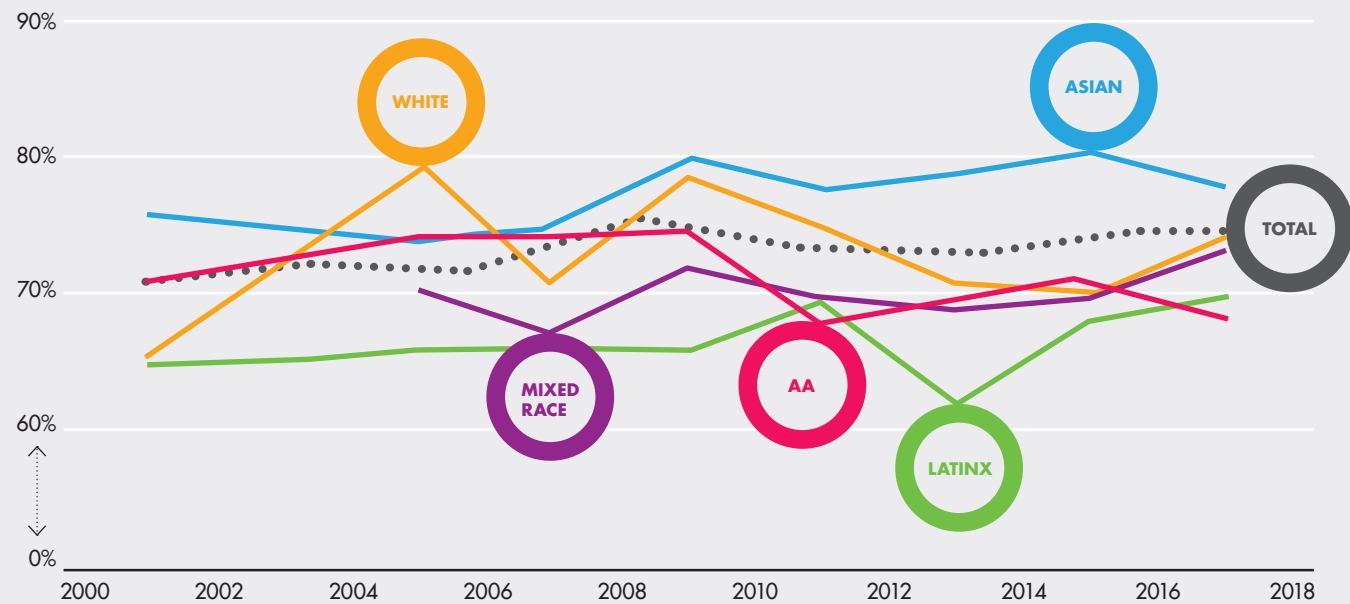
Current % Point Differences (Gaps) in Caries Experience Between Race-Ethnic Groups SFUSD Kindergartners



Note: Dotted lines represent projected or targeted rates. Caries experience is defined as the % of SFUSD kindergarten children screened with treated or untreated cavities.
Data Source: SFDPH-SFUSD-SFDS Kindergarten Oral Health Screening Program



% of mental wellbeing Among SFUSD high School Students by Race/Ethnicity: 2001-2017



Data Source: Youth Risk Behavior Survey (YRBS) for SFUSD, 2001-2017

GOAL C4. ALL CHILDREN AND YOUTH ARE MENTALLY HEALTHY

5-year Target: Increase the % of SFUSD high school students who report being mentally healthy by 5% among students who are gay, lesbian, bisexual, female, mixed race, Latinx, and/or African American.

Aspirational Target: All children and youth are mentally healthy.

Mental health is the foundation on which personal development depends. High school-aged youth who suffer from depression may experience low tolerance for frustration along with negative thinking patterns. Depressed students often give up on tasks that they perceive to be daunting and refuse to attempt academic work they think may be too difficult, doubting their ability to independently complete academic tasks or solve problems.¹⁴ Because the effects of this behavior compound with the root issues, untreated mental health challenges in childhood have lasting results

into adulthood.¹⁵ **A thriving city requires that children, youth, and families receive the mental health solutions they need.**

Mental well-being is measured by the % of high school age youth who do not report experiencing symptoms of depression on a risk survey. Overall, nearly three quarters of high schoolers reported that they were not experiencing symptoms of depression.

Gay, lesbian, and bisexual students, however, report symptoms of depression much more often than any other group. Mixed race, Latinx, and African American students were

also more likely to report feelings of depression compared to the overall average.

We seek to increase the number of students who do not report experiencing symptoms of depression in affected subgroups by 5%. This is a small change and one that we expect will be buoyed by physical health and other components of the OCOF framework. We want all students to know that they matter and that their health, both mental and physical, is of utmost importance to the adults in their lives. This indicator is evidence of a first step in that direction.

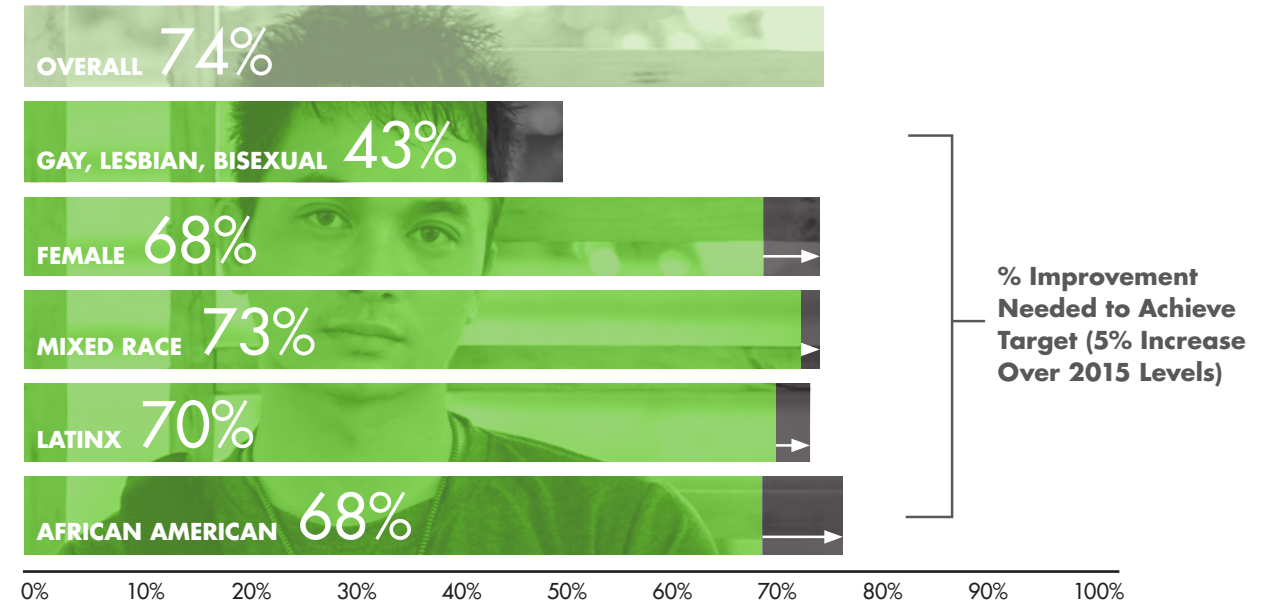
EXAMPLE TACTICS FOR IMPROVING MENTAL HEALTH

- Educate students about the signs of depression and whom to reach out to for help
- Invest in training and capacity building efforts to equip the workforce with skills on identifying and addressing issues of mental health

Note: Students are considered mentally healthy when no symptoms of depression are reported. Students reporting that during the past 12 months they never felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities are considered depressed. Data not shown for subgroups with < 100 respondents.

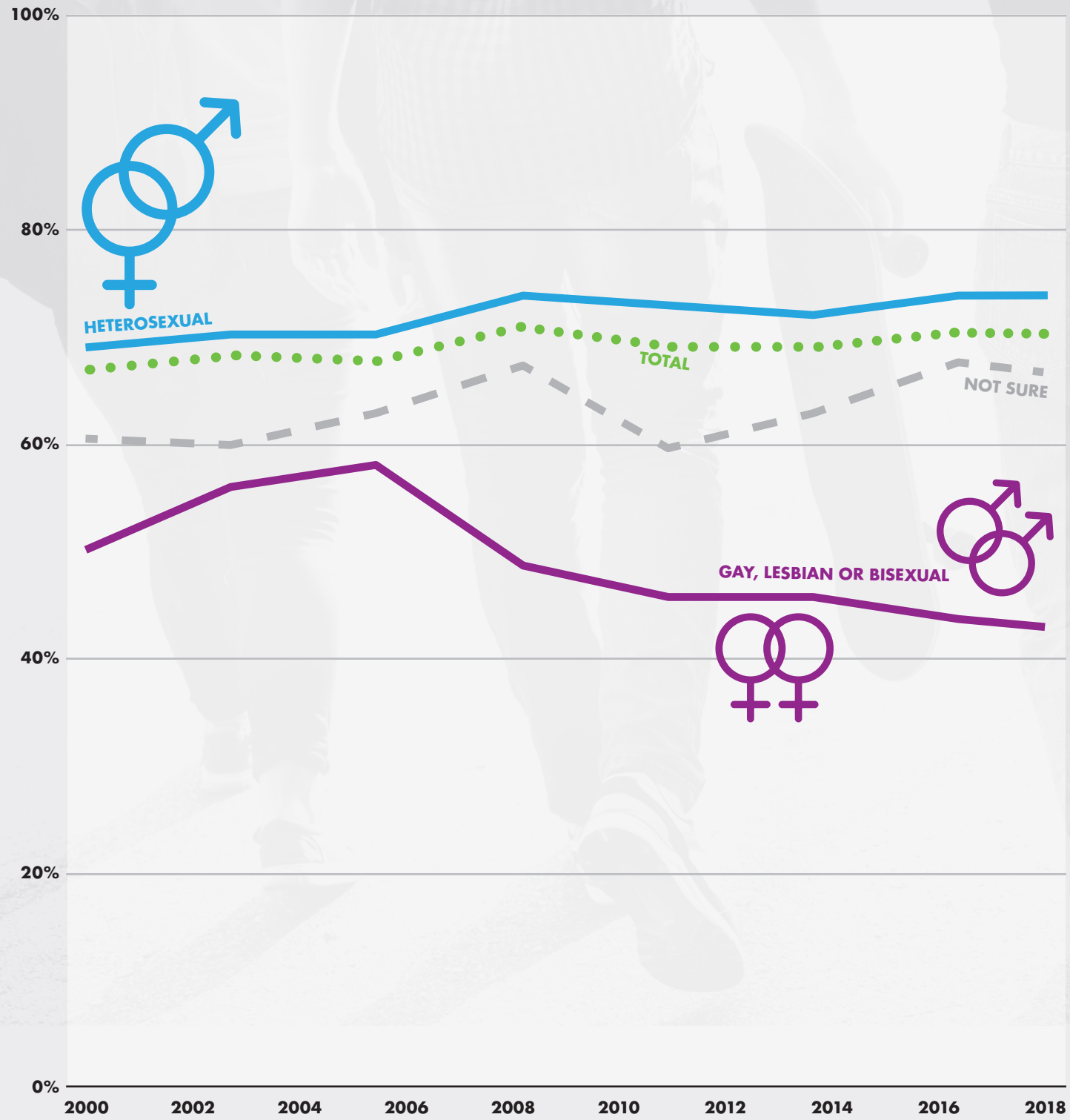
Data source: Youth Risk Behavior Survey (YRBS) for SFUSD, 2001-2017.

% Mental Wellbeing Among SFUSD High School Students, 2017



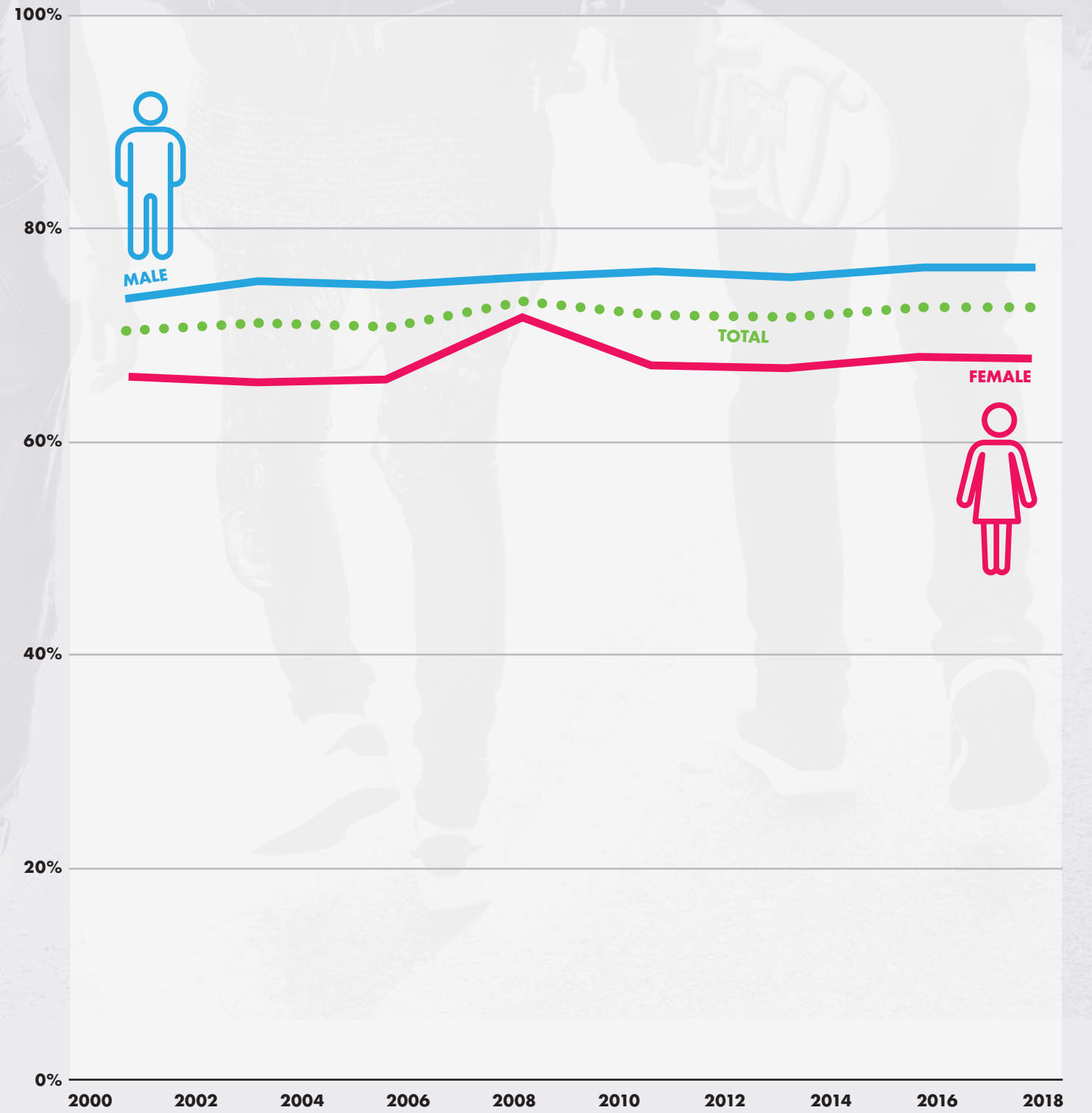
GOAL C4. ADDITIONAL DATA

% Mental Wellbeing Among SFUSD High School Students, 2001-2017



Data Source: Youth Risk Behavior Survey (YRBS) for SFUSD, 2001-2017

% Mental Wellbeing Among SFUSD High School Students by Gender, 2001-2017



% SFUSD Students with a Caring Adult at School by Grade, Race/Ethnicity & Gender

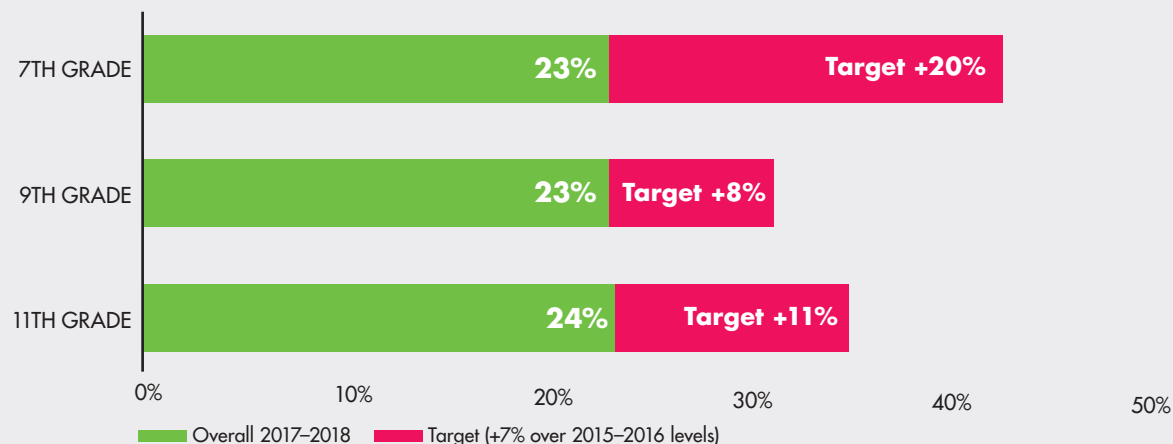


RACE/ETHNICITY			
	7TH GRADE	9TH GRADE	11TH GRADE
	2017-2018	2017-2018	2017-2018
NATIVE AMERICAN	26%	30%	21%
NATIVE HAWAIIAN OR PACIFIC ISLANDER	25%	31%	18%
ASIAN	19%	19%	23%
AFRICAN AMERICAN	28%	21%	27%
LATINX	26%	25%	24%
WHITE	30%	37%	28%
MIXED	24%	21%	27%

GENDER			
	7TH GRADE	9TH GRADE	11TH GRADE
	2017-2018	2017-2018	2017-2018
FEMALE	23%	26%	25%
MALE	23%	19%	23%
Overall	23%	23%	24%

TARGET	20%	8%	11%
N	1,287	525	634

% SFUSD Students with a Caring Adult at School by Grade: Overall & 5 year Target



Data Source: California Healthy Kids Survey for SFUSD San Francisco: WestEd Health & Human Development Program for the California Department of Education. (Core Module Q35).

GOAL C5. ALL YOUTH HAVE A CARING ADULT IN THEIR LIFE

5-year Target: Increase the number of seventh, ninth, and eleventh grade SFUSD students who have a teacher or another adult at school who is genuinely invested in their wellbeing by at least 7%.

Aspirational Target: All youth have a caring adult in their life.

Building a connected city necessarily includes supportive relationships between adults and youth within their communities. Having one or more caring adults in a child's life increases the likelihood that they will become productive adults themselves. These caring adults can be parents, other relatives, neighbors, teachers, mentors, coaches, religious leaders, and others.¹⁶

Children and adolescents who have formal or informal mentor-like relationships with someone outside of the home are less likely to have externalizing behavior problems like bullying, and internalized problems like depression. Additional research shows that young adults with formal (and even informal) mentors in their

lives were far more likely to stay in school, enroll in college, become active with sports, become leaders, and generally pursue higher goals than those who did not have such mentoring relationships.¹⁷

We track the % of children and youth who report having an adult at school who really cares about them. The phrase "at school" is limiting in this instance, as mentoring relationships can be found at school, church, the neighborhood, at a job, or another positive environment.

Going forward, OCOF may use the SFUSD Culture Climate Survey to ask students about caring adults both at and outside of school to provide a more comprehensive picture of the number of students who have an active mentor in their life.

The question asked may reflect more on feelings about the school environment (which is more comprehensively reviewed in Goal D) than about social cohesion and mentoring relationships. For this baseline, most seventh, ninth, and eleventh graders do not report that there is an adult at school who really cares about them.

Less than a quarter of seventh, ninth, and eleventh graders reported having a teach or another adult. Our goal is to increase the number of seventh, ninth, and eleventh grade students who recognize having a caring adult by 7% over 2015-16 levels in the next five years.

EXAMPLE TACTICS FOR ENSURING SUPPORTIVE CONNECTIONS

- Foster efforts that help teachers and parents understand the importance of social emotional connections in young people's lives
- Facilitate connections among stakeholders around the city to increase the number of young people who have a connection to a caring adult, whether that be a city, district, or CBO staff, neighbor, coach, employer, religious leader, or other community member



Note: Students reporting there is a teacher or some other adult who really cares about them. N/A is shown when there are less than 25 respondents. This is an interim target as the data source will change to the SFUSD Climate Survey which is administered annually.

Data Source: California Healthy Kids Survey for SFUSD San Francisco: WestEd Health & Human Development Program for the California Department of Education. (Core Module Q35).

GOAL D

Children, youth, and transitional age youth, especially those most in need, thrive in a 21st Century learning environment.

Our vision of a thriving, sustainable, and livable city includes high quality early child education for every child. We envision each successive year of school preparing students for their next academic challenge all the way through high school. Studies have found that as students move through their middle grades and high school years, there are several predictive key measures associated with high school graduation and college readiness: grades, attendance, and test scores.

Ensuring that children are ready for kindergarten and subsequently the transition to middle and high school is critical in preparing them for future success. We want to see students engaged and cared for at school, attending regularly, and achieving greater academic success each year of their education. In this way, each student will have the opportunity to discover and prepare for a wide range of post-educational paths.

Areas of Focus

- Early Care and Education
- School Readiness
- School Attendance
- Academic Proficiency in Core Subject Areas



GOAL D1. ENROLLMENT IN HIGH-QUALITY EARLY CARE AND EDUCATION SETTINGS

5-year Target: Increase the % of early care settings that achieve a quality rating of four or higher on the five-point quality rating and improvement system (QRIS) to 90% of city funded centers and 75% of the city funded family care homes.

Aspirational Target: Children, aged 0–5, enjoy the benefits of high quality early care and education settings.

Studies have shown that high-quality early childcare and education is beneficial to entire families. When parents are able to find early care and education that meets their needs, they can maintain employment or enrollment in school, improve their ability to support their families, and advance economically.¹⁸

Moreover, research shows the early years (ages 0–5) are the most sensitive for brain development, with over 90% of brain growth occurring during this period. The quality of early care and education can significantly impact a child’s long-term development.¹⁹

Why Is Early Childhood Education Important?

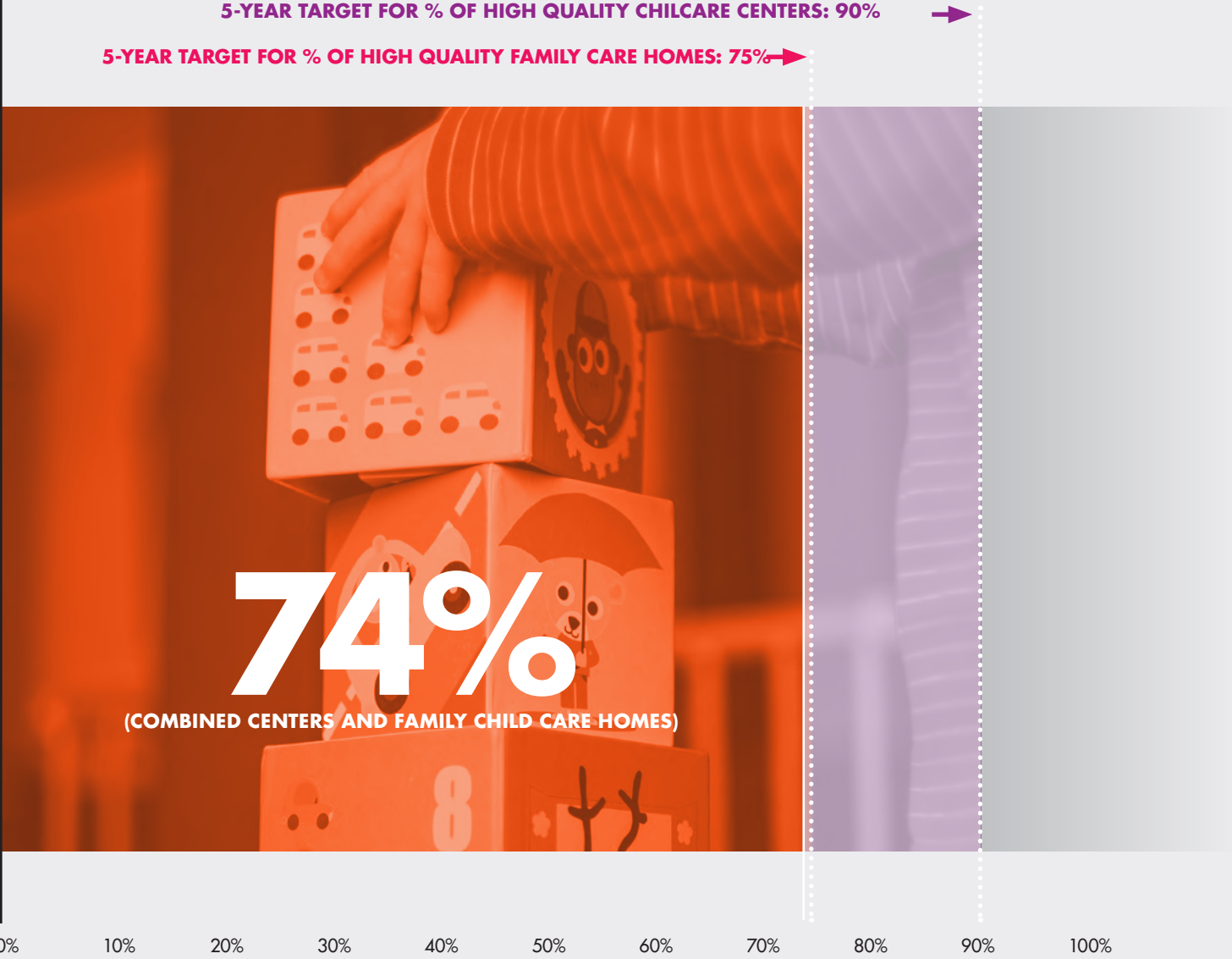
Research also connects high-quality early care and education to children’s school readiness and later life success, including improved school readiness skills; improved math and language ability; fewer cognitive and social issues; fewer behavior issues; decreased likelihood of enrollment in special education; less likely to repeat a grade; less likely to enter juvenile detention programs; and more likely to graduate from high school.²⁰

Currently, 74% of the city-funded childcare centers and family care homes are already meeting the benchmark of a four or higher quality rating, with data collected by the Office of Early Care and Education and First 5 San Francisco. Further discussion is necessary to establish appropriate targets by age group for this measure, as 100% may be neither achievable nor necessarily desirable.

EXAMPLE TACTICS FOR INCREASING ENROLLMENT

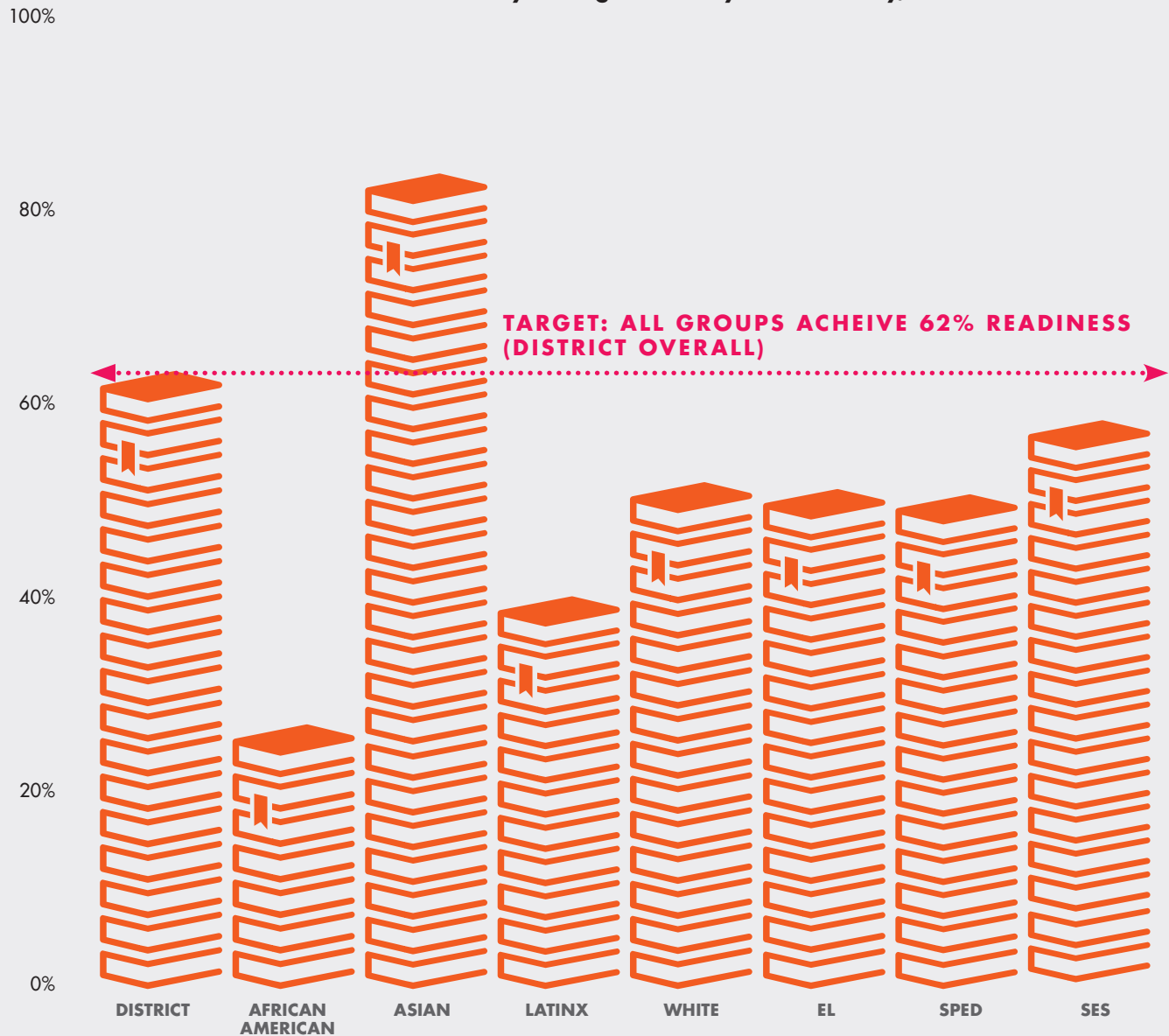
- Support policies, programs, and coordination efforts that improve the quality of early care and education services citywide
- Enhance partnerships among public agencies and community that can help ensure that all young children have information about and access to affordable, high quality early care and education settings that can foster their growth and development

% High Quality Early Care and Education Settings in San Francisco, 2018: Overall and 5 Year Target



Note: Childcare Centers n= 135. Family Childcare Homes = 123.
Data Source: First 5 San Francisco QRIS analysis

% SFUSD Students Ready for High School by Race/Ethnicity, 2017-2018

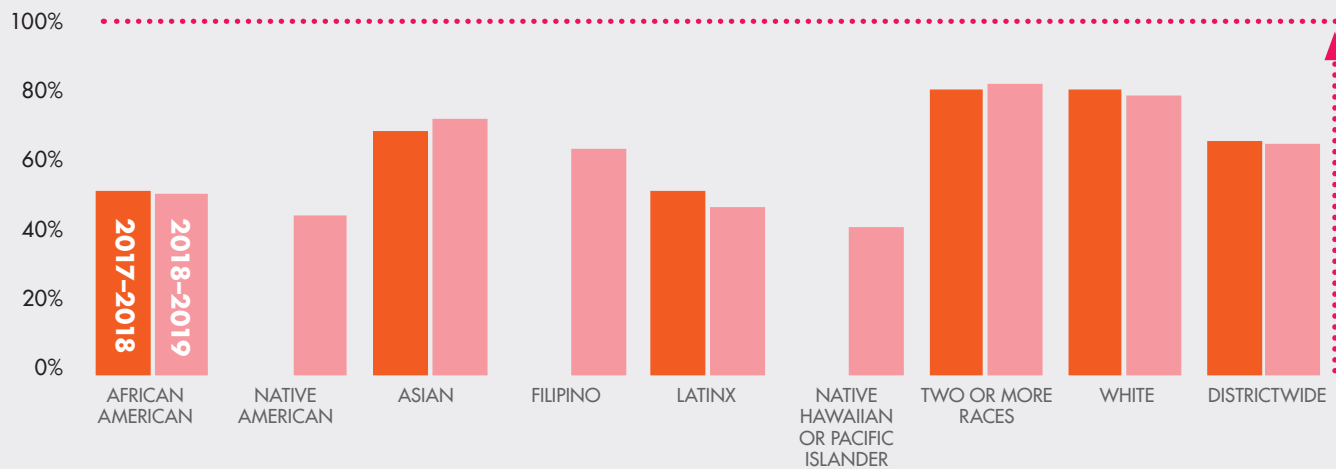


TARGET: ALL GROUPS ACHIEVE 62% READINESS (DISTRICT OVERALL)

Note: High school readiness examines student performance on four measures in grade 8: GPA of 2.5 or better, attendance 96% or better, no D's or F's in ELA or Math in 8th grade, and never suspended in 8th grade. Business rules defining high school readiness are changing and may be reflected in future analysis.

Data Source: SFUSD High School Readiness 2017-18.

% Kindergarten Readiness Among SFUSD Students by Race/Ethnicity, 2017-18 & 2018-19



Data Source: San Francisco Unified School District, Kindergarten Readiness Inventory, 2017-18, 2018-19.

GOAL D2. KINDERGARTEN, MIDDLE SCHOOL, AND HIGH SCHOOL READINESS

5-year Target: 100% of kindergarteners from all ethnic backgrounds are ready for school; the overall/average rate of high school readiness is achieved or surpassed in each subgroup. Middle school target TBD.

Aspirational Target: All kindergarten, middle school, and high school students are ready for school.

Kindergarten builds the foundation for future success in school. Research shows that kindergarteners who begin school with important skills, such as basic numeracy and the ability to get along with others, have higher academic achievement later in life than those that do not.²¹

Studies have shown that at least half of the educational achievement gaps between poor and non-poor children already exist at kindergarten entry. Children from low-income families are more likely to start school with limited language skills, health programs, and social and emotional challenges that interfere with learning. And the larger the gap at school entry, the harder it is to close, as these continue to widen over time.²² There is a cumulative effect, as many children who start off behind do not end up meeting grade-level expectations on core subjects later on.²³

Studies have found that as students move through their middle and high school years, there are several predictive key measures associated with high school graduation and college readiness, particularly grades, attendance, suspensions, and test scores.²⁴

As such, **ensuring that children are ready for kindergarten, and subsequently for transitions to middle and high school, will be critical in preparing them for future success.**

In the 2018–19 school year, 64.2% of kindergarteners were assessed as ready for school on the Kindergarten Readiness Inventory. And while nearly two out of three kindergarteners start school ready to learn, only 50.7% of African American and 46.8% of Latinx students were kindergarten-ready.

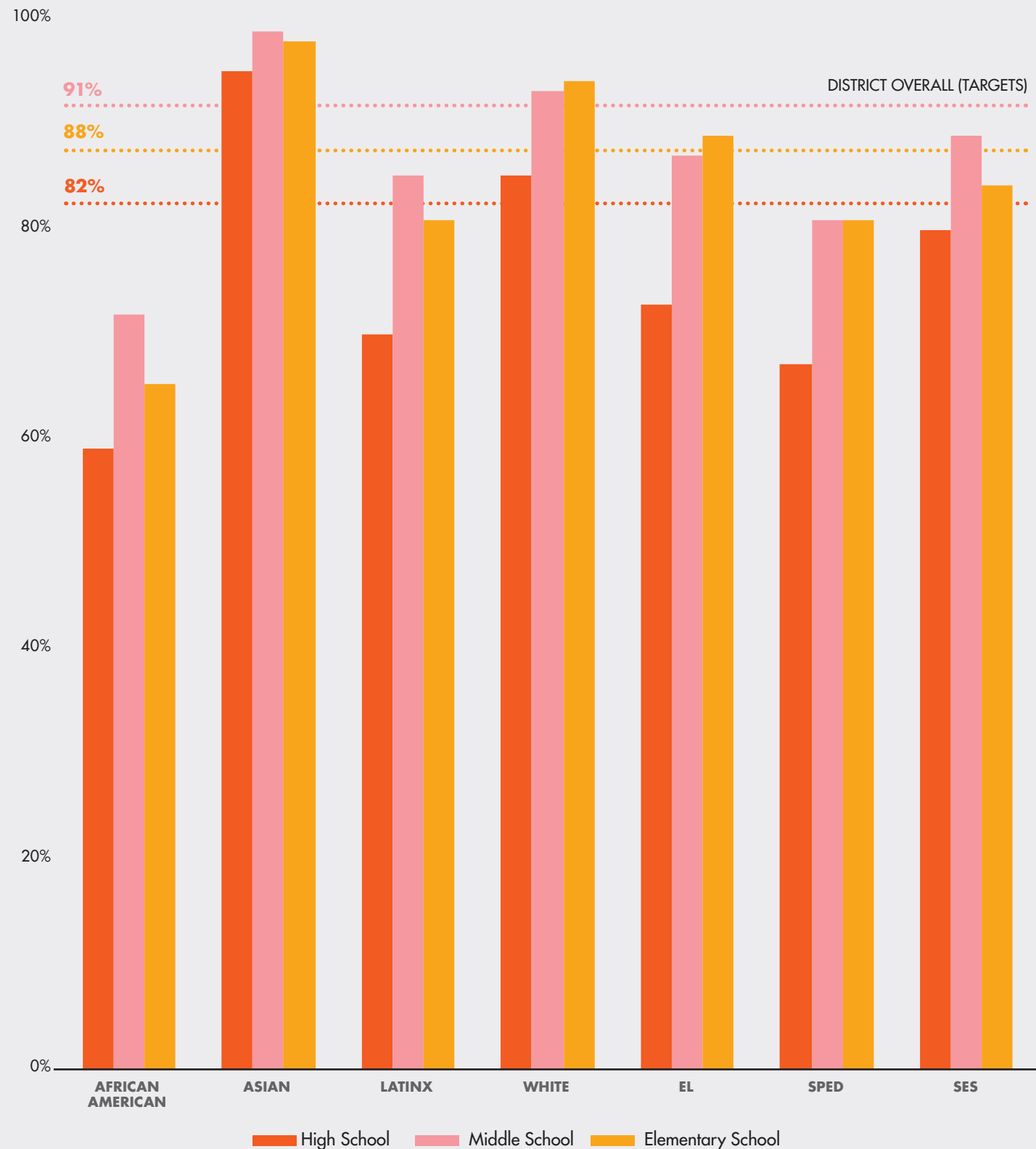
High school readiness examines student performance on four measures in grade 8: GPA of 2.5 or better, attendance 96% or better, no D's or F's in ELA or Math in 8th grade, and never suspended in 8th grade.

The high school target is for students of all ethnic backgrounds and programs achieve the overall district average of high school readiness, which was 62% in the 2017–18 school year. For groups that are already achieving the target, we expect those levels to remain steady or increase. Achieving this target would mean that the greatest improvement in school readiness would be seen among African American, Pacific Islander, and Latinx students.

EXAMPLE TACTICS FOR INCREASING KINDERGARTEN READINESS

- Increase participation in high quality early care and education settings prior to kindergarten, which can help reduce disparities between children's kindergarten readiness skills
- Advocate for and invest in wraparound support services beyond SFUSD which can further enhance student readiness at all levels

% of Students Who Attend School Regularly by Race/Ethnicity and Program 2017-18



Data Source: 2017-18 data is Chronic Absenteeism School Level Totals (Approximation of CORE's SQII Calculation). Targets based on CORE Index Levels for above average.

GOAL D3. REGULAR SCHOOL ATTENDANCE

5-Year Target: Increase student attendance rates to 88%, 91%, and 82% respectively for elementary, middle, and high school students in San Francisco among all subgroups.

Aspirational Target: All students attend school regularly (more than 90% of the time).

Although an imperfect measure of time spent learning, regular attendance is an important starting point for understanding access to learning opportunities.²⁵ Educators widely acknowledge time spent in school is critical to overall student learning, yet quality of time spent in school can vary greatly.²⁶

Nine in every ten SFUSD students attends school regularly. However, some subgroups are far less likely to attend school regularly compared

to other ethnic groups. Over a fifth of African American and Pacific Islander students do not attend school more than 90% of the time.

OCOF has defined regular high school attendance as being present 90% of the year or more, or 162 days out of 180. Our target seeks to achieve the district wide rate of attendance which in 2017-18 was 88%, 91%, and 82% for elementary, middle school and high school respectively.

In its 2016–2019 Strategic Plan, SFUSD called for increasing instructional time and school connectedness by decreasing the disproportionate suspensions of African American and Latinx students as a priority, as historical data show many of these students are missing instructional time due to suspensions or being sent out of class by teachers.

EXAMPLE TACTICS FOR INCREASING ATTENDANCE

- Invest in and expand efforts to improve school attendance
- Foster efforts to learn from other major cities of the potential impact of a multi-pronged approach to increasing school attendance that could be adopted by SFUSD, city departments, and community partners

Attendance Targets based on 2017-18 percentages



Note: Chronic Absenteeism logic - Daily attendance is summed for the entire school year and aggregated by student, even if the student attended more than one school. The school last attended is the school of record. Students must have been enrolled a minimum of 45 days. Students with an attendance rate of 90% or less are considered chronically absent. Both excused and unexcused absences are included to calculate the rate. Subgroups of 20 or more students are considered significant.

Data Source: 2017-18 data is Chronic Absenteeism School Level Totals (Approximation of CORE's SQII Calculation). Targets based on CORE Index Levels for above average.

English & Math Proficiency Level and Progress for SFUSD Students By Race/Ethnicity and Program, 2018

ENGLISH LANGUAGE ARTS		
STUDENT GROUP	PROFICIENCY LEVEL	PROGRESS
ALL STUDENTS	Medium	Maintained
AFRICAN AMERICAN	Very Low	Maintained
NATIVE AMERICAN	Low	Declined
ASIAN	High	Maintained
FILIPINO	High	Maintained
LATINX	Low	Maintained
PACIFIC ISLANDER	Low	Maintained
WHITE	Very High	Maintained
MULTIPLE RACES/TWO OR MORE	High	Increased
ENGLISH LEARNER	Low	Maintained
SOCIOECONOMICALLY DISADVANTAGED	Low	Maintained
STUDENTS WITH DISABILITIES	Very Low	Increased
FOSTER YOUTH	Very Low	Declined
HOMELESS YOUTH	Low	Maintained

MATHEMATICS		
STUDENT GROUP	PROFICIENCY LEVEL	PROGRESS
ALL STUDENTS	Medium	Maintained
AFRICAN AMERICAN	Very Low	Declined
NATIVE AMERICAN	Low	Declined Significantly
ASIAN	Very High	Maintained
FILIPINO	Low	Declined
LATINX	Low	Declined
PACIFIC ISLANDER	Low	Maintained
WHITE	Very High	Maintained
MULTIPLE RACES/TWO OR MORE	High	Increased
ENGLISH LEARNER	Low	Declined
SOCIOECONOMICALLY DISADVANTAGED	Low	Declined
STUDENTS WITH DISABILITIES	Very Low	Maintained
FOSTER YOUTH	Very Low	Declined
HOMELESS YOUTH	Low	Increased

Note: ELA and Math data are for students tested in grades 3-8.
Data Source: California Data Dashboard, Fall 2018

GOAL D4. PROFICIENCY IN READING, MATH, LANGUAGE ARTS, AND SCIENCE

5-Year Target: All students in each subgroup maintain the blue or green color rating in accordance with the California State Dashboard for English Language Arts and Math. For Reading proficiency, 85% of all students in each grade and subgroup meet the end of year benchmark, which was 67% in 2018-19. Science proficiency target TBD.

Aspirational Target: All students are proficient in Reading, Math, Language Arts and Science.

Measures of growth and performance are important for monitoring the progress of students as they move through the grades. Research has shown that early proficiency in Language Arts and Math are highly correlated with later academic success; some research indicates that third graders not reading at proficiency are 4 to 6 times less likely to graduate from high school.²⁷

Students with limited reading abilities have a harder time keeping up across multiple subjects (including math, science, and other languages), and those who fall behind in the early grades often

stay behind.²⁸ Science skills will be critical for students to prepare for jobs of the future. Nationally, over 800,000 net science, technology, engineering, and mathematics (STEM) jobs were added to the U.S. economy between May 2009 and May 2015, with California being the state that added the largest number of STEM jobs.²⁹ Local, state, and national data consistently show an achievement gap between some ethnic groups.

Overall, about half of SFUSD's students meet or exceed standards in reading, language arts, and math, and 60% of students are proficient or above in science. However, many

subgroups within the district are failing to meet standards. In particular, students enrolled in special education, low income students, English learners, Pacific Islanders, Latinx's, and African Americans have fallen the furthest behind on these measures.

OCOF's proposed target is that all groups will achieve or maintain a blue or green color rating in English Language Arts and Math in accordance with the California School Dashboard assessment system that tracks performance and growth of schools.

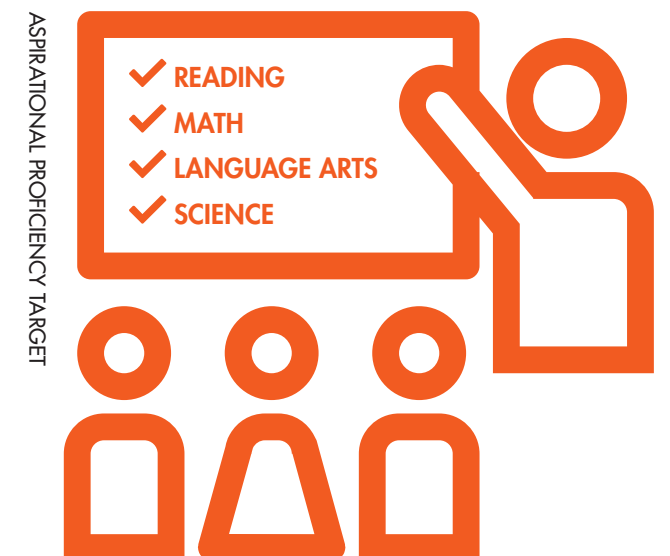
EXAMPLE TACTICS FOR IMPROVED PROFICIENCY

- Support city and community partners who work with SFUSD to play key roles in providing safe passage to school, nutrition, mental and physical health, and family stabilizing services

% SFUSD Student at Reading Proficiency, 2016-2019

READING	2016-17	2017-18	2018-19
SCHOOLWIDE	73.0%	74.1%	67.0%

Data Source: Fountas and Pinnell (F&P) for K through 2nd





GOAL E

Children, youth, and transitional age youth — especially those most in need — succeed in post-secondary education and/or career paths.

Young students who are not properly encouraged, incentivized, and supported may opt to avoid classwork and learning altogether.

This trend is especially noticeable among youth of particular cultural subgroups – especially those in disadvantaged socioeconomic conditions – and is only further amplified by the proliferation of smartphone-based distractions.

The delayed consequences of educational neglect are often difficult for young individuals to foresee and can greatly impact their future livelihood, which is why it is so important for students to receive the educational support necessary to reinforce scholastic engagement.

OCOF is committed to anticipating these needs and developing methods to help San Francisco youth and transitional age youth succeed in graduating high school, enrolling in and finishing college, and participating in the workforce.

Areas of Focus

- High School Graduation
- College Degrees and Certificates
- Enrolled in School or Working
- Career Pathway Participation

GOAL E1. HIGH SCHOOL GRADUATION

5-Year Target: Increase high school graduation rates for targeted subgroups by 10%.

Aspirational Target: All students graduate high school.

Not completing high school is associated with poor employment and life outcomes, including unemployment and lower wages, dependence on welfare services, poor physical and mental health, and a greater likelihood of engaging in criminal activity.³⁰ A recent report from the California Department of Justice estimated high school dropouts cost the state \$46 billion annually.³¹ In contrast, completing

higher education has been associated with more employment opportunities, greater earning potential, and better overall health.³² Given the high cost of living in San Francisco and the correlation between high school graduation and higher earnings, it is imperative to track this measure.

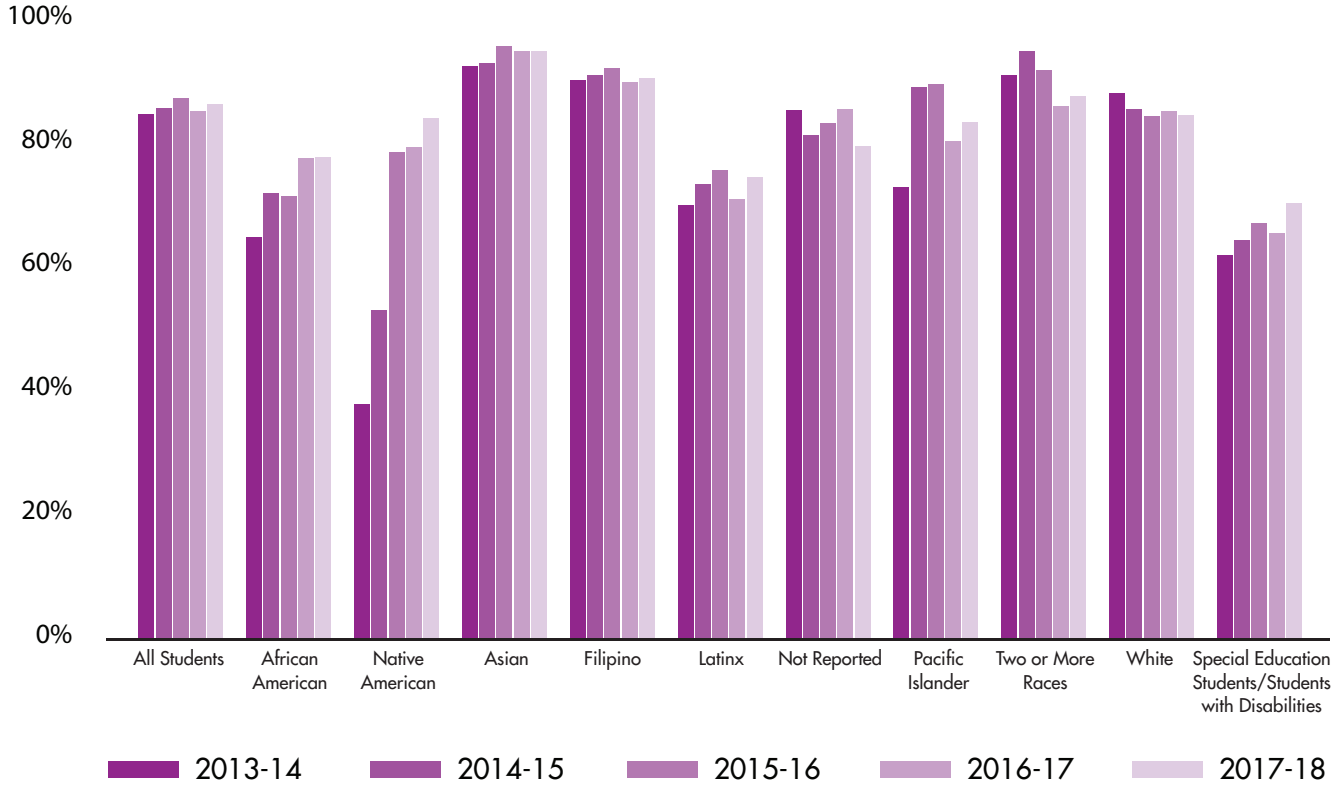
In San Francisco, the graduation rates for special education students, African American students, Native

American, and Latinx students has historically been more than 13% lower than other subgroups and the District average, which was 85.5% in the 2017–18 school year. OCOF seeks a targeted increase in high school graduation rate of 10% among African American, Native American, Latinx and Special Education students.

EXAMPLE TACTICS FOR INCREASING GRADUATION RATES

- Advocate for city-school district-community partnerships that foster improvements in early literacy, youth wellness, and violence prevention efforts as well as improved access to summer learning opportunities and family cohesion and parenting supports

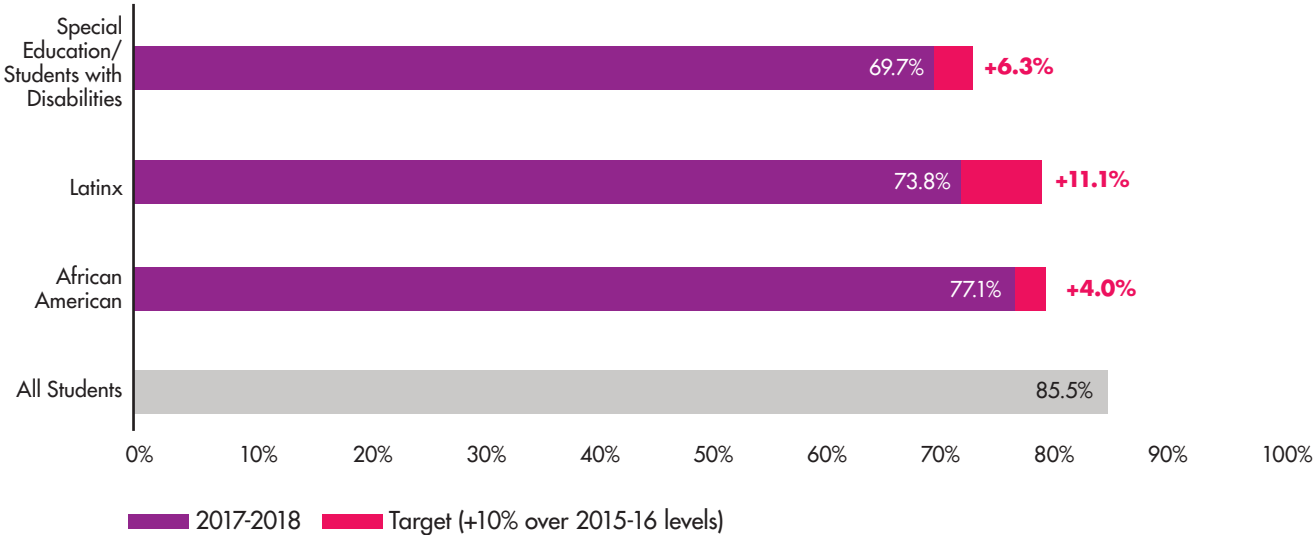
% SFUSD High School Graduation Rates by Race/Ethnicity and Program, 2013-14 to 2017-18



DEMOGRAPHICS	2013-14	2014-15	2015-16	2016-17	2017-18
ALL STUDENTS	83.9%	84.9%	86.5%	84.4%	85.5%
AFRICAN AMERICAN	64.3%	71.2%	70.8%	76.8%	77.1%
NATIVE AMERICAN	37.5%	52.6%	77.8%	78.6%	83.3%
ASIAN	91.6%	92.0%	94.7%	93.9%	93.9%
FILIPINO	89.4%	90.1%	91.2%	89.0%	89.6%
LATINX	69.3%	72.7%	74.9%	70.3%	73.8%
NOT REPORTED	84.5%	80.6%	82.4%	84.7%	78.7%
PACIFIC ISLANDER	72.2%	88.2%	88.7%	79.6%	82.6%
TWO OR MORE RACES	90.2%	94.0%	90.9%	85.2%	86.8%
WHITE	87.3%	84.7%	83.5%	84.4%	83.8%
SPECIAL EDUCATION/STUDENTS WITH DISABILITIES	61.4%	63.7%	66.4%	64.9%	69.7%
N	3,354	3,444	3,419	3,380	3,509

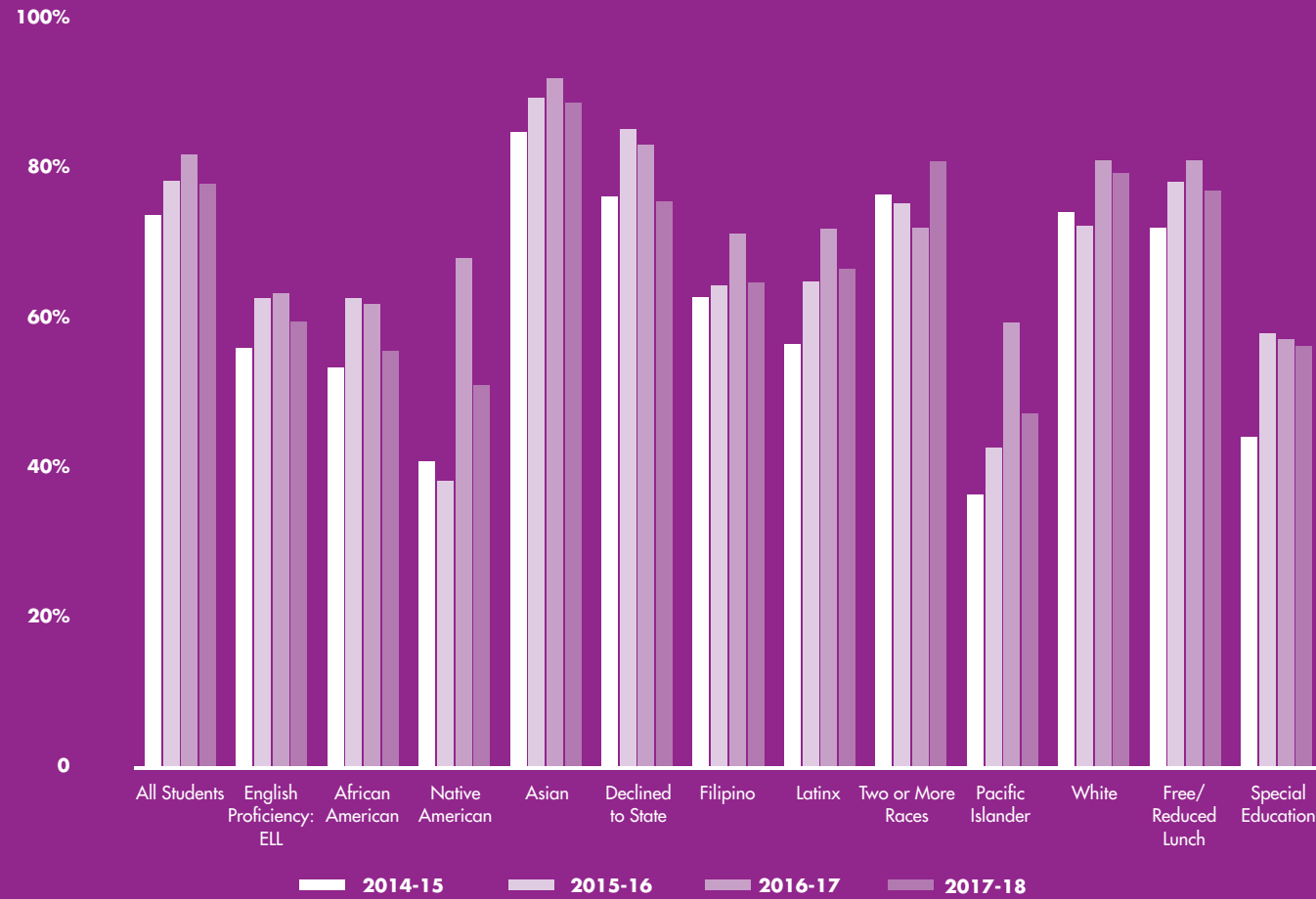
Data Source: California Department of Education, DataQuest. <http://dq.cde.ca.gov/dataquest>

% SFUSD 2017-18 Graduation Rates & 5-year Target



Data Source: California Department of Education, DataQuest. <http://dq.cde.ca.gov/dataquest>

% SFUSD Students Enrolled in College by Race/Ethnicity and Program, 2014-15 to 2017-18



DEMOGRAPHICS	14-15	15-16	16-17	17-18
ALL STUDENTS	72.3%	76.9%	80.3%	76.5%
ENGLISH PROFICIENCY: ELL	54.9%	61.5%	62.1%	58.4%
AFRICAN AMERICAN	52.4%	61.4%	60.7%	54.5%
NATIVE AMERICAN	40.0%	37.5%	66.7%	50.0%
ASIAN	83.2%	87.8%	90.3%	87.1%
DECLINED TO STATE	74.8%	83.6%	81.6%	74.2%
FILIPINO	61.6%	63.1%	69.9%	63.5%
LATINX	55.5%	63.6%	70.5%	65.3%
MIXED RACE	75.0%	73.9%	70.7%	79.4%
PACIFIC ISLANDER	35.7%	41.8%	58.3%	46.3%
WHITE	72.8%	71.0%	79.6%	77.9%
FREE/REDUCED LUNCH	70.7%	76.7%	79.5%	75.6%
SPECIAL EDUCATION	43.3%	56.8%	56.1%	55.2%

Data Source: NCS Report of Current College Enrollment, April 2019.

GOAL E2. COLLEGE DEGREE OR CERTIFICATE COMPLETION

5-Year Target: A minimum of 85% of all SFUSD high students enroll in a two- or four-year program after graduating from high school.

Aspirational Target: All youth and transitional age youth complete a college degree or certificate.

Research has linked the completion of postsecondary education with several positive life outcomes, including being more likely to secure jobs with higher wages and have continued benefits throughout one's career, including the skills needed to be competitive in today's job market.³³

Higher levels of education also correspond to lower levels of unemployment and decreased dependency on government resources. Those with postsecondary degrees contribute more to tax

revenues than others do and are less likely to depend on social safety-net programs, generating decreased demand on public budgets. College graduates have lower smoking rates, more positive perceptions of personal health, and lower incarceration rates than individuals who have not graduated from college.³⁴

By 2018, only 37% of available jobs are projected to require only a high school diploma. The remaining 63% of jobs will require a college degree.³⁵

In addition to four-year degrees, certificates also have value.

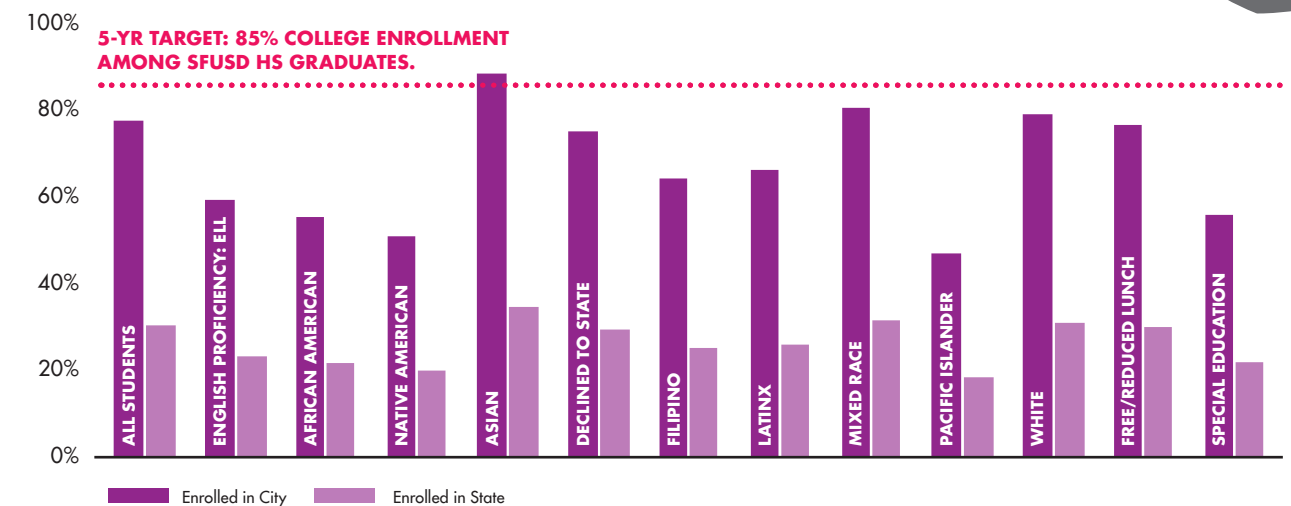
Research indicates that short-term certificates – such as those offered in community colleges, can lead to better employment odds and higher wages, sometimes even more so than bachelor's degrees.³⁶

Our proposed target is that a minimum of 85% of all SFUSD high students enroll in a two or four-year program, including Bachelor, Associate's degrees or a certificate program, with a special emphasis on SF State and City College or other local partners. Our 85% baseline comes from the 2015–16 rate of enrollment among Asian students.

EXAMPLE TACTICS FOR INCREASING ENROLLMENT

- Facilitate the development of data-sharing agreements
- Foster efforts to increase alignment to promote both access and student persistence
- Expand student education to ensure that SFUSD graduates are informed of all postsecondary options, including CTE programs and dual enrollment opportunities offered by our community college

% of College Enrollment Among SFUSD High School Graduates, 2017-18



Data Source: NCS Report of Current College Enrollment, April 2019.

GOAL E3. ENROLLED IN SCHOOL OR WORKING

5-Year Target: Increase the % of Transitional Aged Youth in school or working, to at least 80% for all ethnic groups.

Aspirational Target: All youth and transitional age youth are enrolled in school or working.

The transition from youth into independent adulthood involves many challenges, one of the most important of which is gaining secure employment.³⁷ While there are multiple pathways to success, the consequences of unemployment, under-employment, or not acquiring the necessary education or training to obtain a job can be damaging and enduring. Research has found that males who are neither enrolled in school nor working are more likely to engage in delinquent behavior or illegal activities.³⁸ Young adults in the juvenile justice, foster care, and special education system are particularly vulnerable, since they tend to drop out of the workforce

and school at an early age, leaving them ineligible for services meant to aid in the transition to adulthood.³⁹ Even if these youth eventually do obtain jobs, their earnings tend to be low. Youth neither enrolled in school nor working are on the sidelines of achieving economic self-sufficiency, and at risk for multiple additional poor outcomes.

OCOF measured the % of youth, aged 18–24, who are either enrolled in school or are working. Overall, about 92% of 18–24 year-olds in San Francisco are either enrolled in school or working. However, some groups of youth of color are more likely to be disconnected: only

77% of African Americans 73% living with a self care difficulty, and 51% of youth with an independent living difficulty are enrolled in school or working, compared to 94% of Whites and 91% of Asians.

Our proposed target is to increase the % of Transitional Aged Youth in school or working to at least 80% for all subgroups, assuming the greatest increases will be seen among African American and Native American TAY as well as TAY with self-care or independent living difficulties, while maintaining current levels for all subgroups currently achieving the target.

EXAMPLE TACTICS FOR INCREASING THESE NUMBERS

- Increase access, for disconnected transitional age youth, to a continuum of education and work opportunities, in addition to supportive services, to help connect them to the education system and labor market
- Invest in efforts that further educational attainment and prepare and connect young adults to the workforce

% San Francisco Transitional Aged Youth in School or Working by Race/Ethnicity and Program, 2017



Note: All data from the U.S. Census American Community Survey 2017 5-year sample. As such, some of data comes from responses recorded in earlier years. ACS data has an insufficient sample size to draw reliable conclusions among TAY individuals who are Native American or who have ambulatory difficulties, vision and/or hearing difficulties, or self-care difficulties. Race categories are constructed in Census data to be mutually exclusive. However, indicators of limitations disabilities are not exclusive of each other – sums of figures in these rows can result in double-counting.

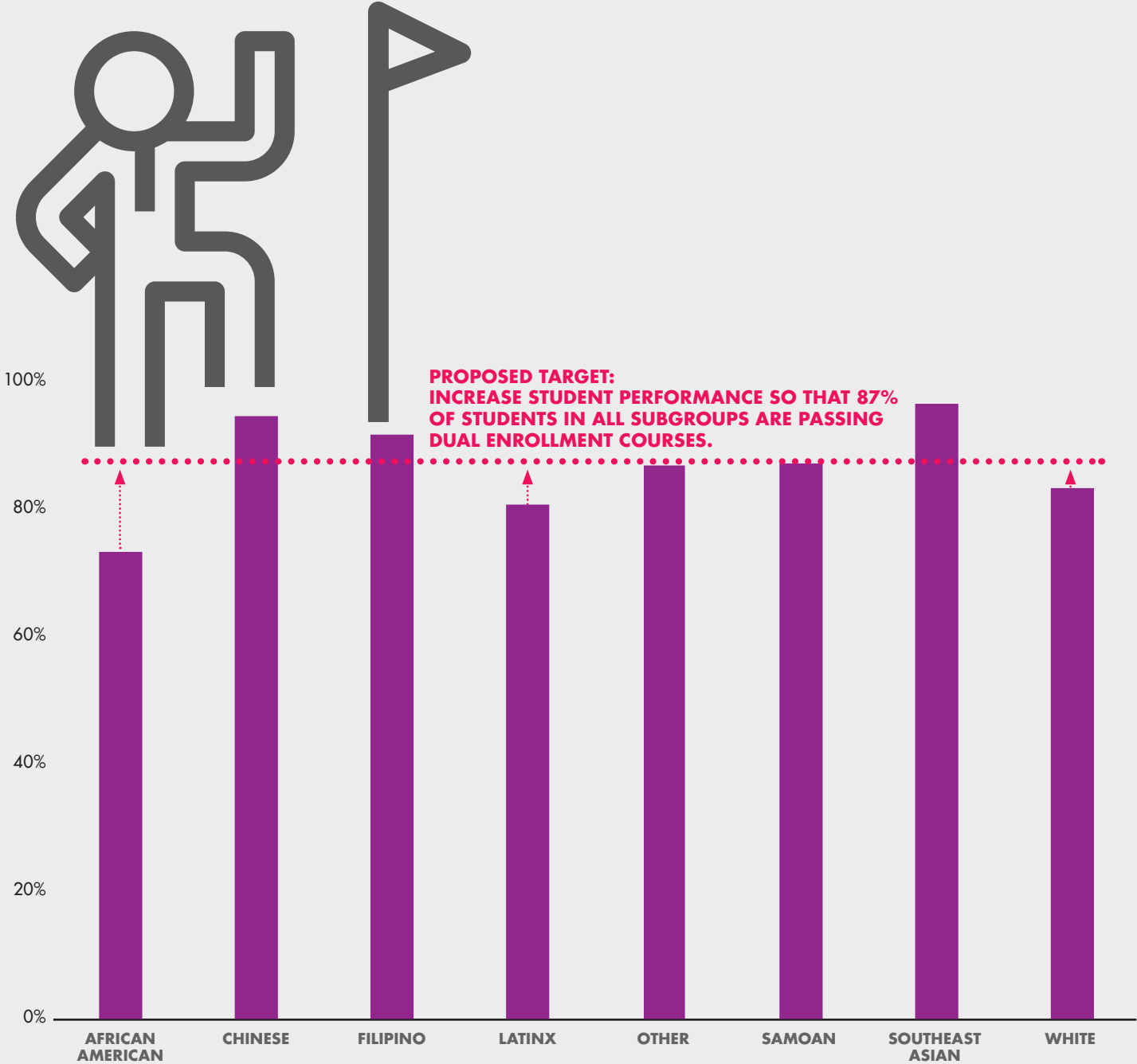
Data Source: U.S. Census American Community Survey 2017 5-year sample.

GOAL E4. CAREER PATHWAY PARTICIPATION

5-Year Target: Increase student performance among dually enrolled students so that 87% of students in all subgroups are passing dual enrollment courses.

Aspirational Target: All youth and transitional age youth are participating in career pathways.

% SFUSD Students Passing Dual Enrollment Courses by Race/Ethnicity, 2017-18



Note: Dual enrollment is defined as high school student enrollment in City College courses. Count of student courses results in duplicated count of students enrolled in more than one City College course.
 Data Source: Office of Extended Learning and Support - Dual Enrollment Course Records, 2014-15, 2015-16, 2016-17, 2017-18

The Bay Area is a national leader in innovation, technology, and workforce skills. As a whole, the regional economy is strong and unemployment remains low, but not all youth are being prepared to access opportunities in the knowledge-driven economy. It is estimated that 44% of jobs in the region will require an Associate’s degree or higher in 2020. While the national education system is often narrowly focused on preparing all young people to pursue a four-year college or university degree immediately after high school, there are other postsecondary routes to careers that may better suit more students. Career and Technical Education (CTE) offers an alternative approach to increasing the education, skills, and training needed for youth to prepare for the jobs of tomorrow. Research has shown that high-quality Career

and Technical Education (CTE) and pathway programs have the potential to engage many more students, and increase high school graduation rates and postsecondary success.

OCOF looked at SFUSD students who are dually enrolled in SFUSD but are also taking courses at city college that may be the pathway to courses like computer programming, building construction, travel, tourism, hospitality, and more. We also measured the number of youth who participated in the SF Youth Jobs+ program or a SFUSD Career Technical Education (CTE) academy or internship, which provides students with soft skills like collaboration, networking, project management, and critical thinking.

On an annual basis, thousands of youth are served in programs across many City departments to help

prepare them for college and career. In addition, in school year 2017-18, 2,096 SFUSD high school students were enrolled in San Francisco City College courses. Chinese students comprised the majority of students dually enrolled in high school and City College courses (36%), followed by Latinx’s (29%).

Our most recent data shows between 77% and 97% of dually enrolled students were passing dual enrollment courses. Our proposed target seeks to achieve the median of that range, meaning we want 87% of all students who are dually enrolled from all subgroups to achieve that 87% pass rate.

Further research and data analysis is necessary in order to ensure that the measurement of career pathway participation supports career success over the long term.

EXAMPLE TACTICS FOR SUCCESS

- Increase access to internship experiences for youth as a means to career exploration and as a mechanism for developing soft skills
- Cultivate partnerships with local industries dedicated to hiring local youth and college graduates to increase access to high-demand, high-paying jobs with opportunities for advancement
- Coordinate, strengthen and expand meaningful career pathway exploration opportunities, such as career fairs, high-quality internships, work-based learning experiences, and workplace visits, for youth as early as middle school to increase their knowledge about the skills, training, and education needed for different careers



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