District 2 Summary of Key Themes

MARINA, COW HOLLOW, PACIFIC HEIGHTS, SEACLIFF, LAKE STREET, PRESIDIO HEIGHTS, JORDAN PARK, LAUREL HEIGHTS, PRESIDIO, PART OF RUSSIAN HILL
ACKNOWLEDGMENTS

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D2 (MARINA, COW HOLLOW, PACIFIC HEIGHTS, SEALIFF, LAKE STREET, PRESIDIO HEIGHTS, JORDAN PARK, LAUREL HEIGHTS, PRESIDIO, & PART OF RUSSIAN HILL)

On November 14, 2019, the Department of Children, Youth and Their Families convened a family summit to hear about the needs of children, youth, and families. The goal of the summit was to hear feedback from the community in District 2 and learn about the lived experience of families in the district, including the greatest pain points in their daily lives, what is working, what could work better, and how the City and County of San Francisco should improve their quality of life. The summit began with opening remarks from Supervisor Catherine Stefani and DCYF staff. Participants listened to a presentation about DCYF and the Community Needs Assessment process, then engaged in breakout table discussions, facilitated by Bright Research Group, for approximately 55 minutes.

PARTICIPATION IN THE FAMILY SUMMIT

A total of 19 family members and eight providers participated in breakout table discussions. Of the family members, 14 were youth and five were parents or caregivers. Participants were broken into four focus groups—one family group and one provider group were facilitated in English, one family group and one youth group were facilitated in Chinese.

<table>
<thead>
<tr>
<th>Figure 1: Ethnicity of D2 Attendees (n=23)*</th>
<th>Figure 2: D2 Attendees by Home Zip Code (n=23)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
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</tr>
<tr>
<td></td>
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</tr>
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<tr>
<td>Multiracial</td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
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</tr>
</tbody>
</table>

*Data in figures includes all community members who registered at the summit. Some participants did not register. Some attendees did not participate in the breakout discussions. Registrants were asked to select all applicable race/ethnicity categories.

Bright Research Group analyzed data by key theme. DCYF made the decision to redact the names of community-based organizations named by family members and youth as sources of support, out of concern that organizations have different levels of capacity when it comes to organizing their participants to attend community events.
KEY THEMES FROM THE FAMILY BREAKOUTS

A Day in the Life

Participants were asked about the easy and difficult parts of a typical day in the life of their families. Both parents and youth cited mornings as one of the most difficult times of their day and transportation as the biggest source of stress in their mornings. Congestion and inconsistent pickup times on Muni buses make getting to school on time a daily struggle for youth. Parents recommended that the district improve transportation to and from school by reintroducing yellow school buses.

For youth, the evenings are the easiest part of their day because they get to unwind from the stressors of their day and spend time with their family members. In contrast, for parents, the easiest part of the day is when their children are in school because they know they are safe and cared for. For some families, a lack of affordable and available after-school care creates a pain point. Two of the three parents present felt that after-school care was too expensive, noting that there is a misconception that every family with children in District 2 is wealthy. Parents were forced to pay for four hours of after-school care a day unless they had an alternative support system that could tend to their children while they were at work.

Relationships with spouses and extended family members were identified as sources of support among families. In addition, one single parent found strength and support in their relationships with other parents. Chinese high-school-age youth identified newcomer programming at a local community-based organization as an integral support.

Needs of Families

Common needs among all three family breakouts revolved around transportation, safety, after-school support, and affordable housing. Families feel that Muni transportation is not a reliable source to get their children to school on time. Parents with smaller children are concerned that older students are too rough on the bus, and high-school-age youth feel that their teachers have no empathy toward them when they are late due to Muni delays. Families recommended that additional resources be put toward increasing pedestrian safety, reducing crimes against elderly people in Chinatown, and reducing car break-ins.
A lack of affordable after-school care was an additional need identified by parents. They recommended that the city consider subsidizing childcare and/or lengthening the school day. Youth participants were all high schoolers who were concerned that there are not enough programs with open spots nor a sufficient variety of extracurricular options for them to participate in. Chinese youth also said that they need more after-school programs that provide linguistic support, academic tutoring, and preparation for life after high school (e.g., SAT prep, college-application support, job readiness, and education about vocational programs).

Participants cited the need for schools and academic supports for immigrant and first-generation students. Family members emphasized the need for more culturally relevant teaching within schools and linguistic support from service providers. For example, one parent noted that while he appreciated the diversity of his daughter’s elementary school, he has noticed that the school provides no support on how to process or relate to social issues that she sees her peers go through or hears about at school (i.e., bullying, racism, homelessness, etc.). In addition, Chinese youth (immigrant and first generation) felt that there needs to be some sort of service to help their parents better acclimate to American culture. Newcomer youth requested more Chinese-language services and interpreters to reduce the burden that youth feel in having to serve as interpreters for their parents and to create a bridge between them and their parents.

Additional needs mentioned during the family breakouts included: expanded mental health supports for young people experiencing stress and anxiety; more affordable housing units; improvement of pedestrian safety and healthier school lunches.

**Key Themes from Provider Break Outs**

Providers spoke about the need for culturally responsive, trauma-informed schools and revisions to DCYF’s approach to funding. Providers expressed concern for students of color, who do not see people who look like them in San Francisco and feel isolated and unwelcome as a result of racism both within the school and throughout the city. It is important to note that at family breakout tables, one community member also mentioned this issue, and at another family member table, a participant made a comment correlating Black people to crime and pointed to the need for greater police presence. Providers suggested that the schools provide opportunities that bring together the community with the kids and families who attend their schools,
aimed at breaking down some of the barriers and preconceived notions that District 2 residents have of students who commute from other districts.

Cultural competency and the need for culturally relevant and responsive teaching and programing within schools was a major priority for providers. One provider described the exodus of Black families from San Francisco, noting that Black students often find themselves isolated in school, with no one who looks like them in their classes. For the few Black students left in San Francisco, the instructional practices and the curriculum lack social and cultural relevance. Providers also noted that the schools and teachers who work in them are ill-equipped to address the needs of students who have experienced trauma. As a result, these kids are alienated and fail to receive the supports that they need. Providers recommended cultural-competency training for educators.

Furthermore, participants cited the lack of culturally relevant services for immigrant families and families of color. For example, parents of students of color (i.e., immigrants, Black, and Latin@) are struggling with generational and cultural divisions between themselves and their children. There is a need for programming that helps bridge these differences.

The other area of significant input from providers was on DCYF funding allocations. Providers felt that they received inadequate funding from the city of San Francisco because they are located in one of the city’s more affluent districts. However, they emphasized that not all families in District 2 are affluent and that they often serve families who live outside of District 2 neighborhoods. Providers also acknowledged that some of their programs have vacant spots that they have a hard time filling but argued that this is primarily due to a lack of cross-organization data sharing that would allow providers to better identify families who would benefit from their services (e.g., children of incarcerated parents and foster youth). Additionally, providers noted that families are not aware of available programming in District 2, and those who are aware question the quality of the service (i.e., cultural competence, efficacy). Providers also emphasized that for families of students with long commutes feel it is not feasible for their child to also attend an after-school program because parents are uncomfortable with their child riding Muni alone in the evening.

Providers offered potential solutions to increase utilization of their services and optimize DCYF funding. First, providers feel that accessibility assessments should be done before funding programs. Second, the Beacon model needs improvement, starting with MOUs between providers and the SFUSD that allow community-based organizations to access student data, which could be used to improve outreach efforts.

Other areas of concern mentioned by providers include the need for more wraparound services for families, staff attrition due to an inability to pay them competitive wages, a lack of comprehensive after-school programs for high schoolers, a lack of trust among parents in the quality of an SFUSD education, the quality of school lunches, and the school bus system (or lack thereof).
**Participant Quotes**

“*What we’re seeing a lot in middle school is that parents are involved in elementary school to the best of their ability and then back off with middle school. Need encouragement for parents to continue involvement [past elementary school].*”

—Provider, D2

“*If the city truly wants to offer a healthy free lunch, they need to put more thought into it. The food is kind of crappy, and even though they serve salad, it’s not fresh. Students won’t eat it.*”

—Provider, D2

“*Housing prices and rents are making it non-affordable for us. We need more affordable housing to keep living in SF.*”

—High-school-age youth, D2

“*Families don’t feel comfortable with them [their children] traveling on Muni, and Muni doesn’t always feel safe at night.*”

—Provider, D2