

EDUCATION

The extent of one's knowledge and the ability to think, learn, and communicate affects a person's ability to function well in many aspects of society. Formal education aims to provide individuals with knowledge and skills to prepare them to be contributing, aware, and discerning adult citizens. Completion of basic and advanced levels of education is correlated with greater likelihood of life success in employment and economic self-sufficiency, family parenting capacity, and participation in civic activities.

Schools are the institutions in which children and youth from age 6 to 18 receive their formal education and spend a significant portion of their time. Schools are where children and youth can be observed, be guided by, and develop important relationships with adult educators. Since the inception of the public school, educators, parents, and many others have been concerned about the well-being of schools in terms of their ability to:

- a) Fulfill its educational mission with quantifiable success and at a reasonable cost, and
- b) To support and promote the optimal health of students and staff that will contribute to a healthy and positive school environment.

Educators have long known that for children to be able to succeed in the educational setting, they must have good physical and mental health. In San Francisco, the education of children and youth is offered through a complex set of public and private schools serving young people from infancy to young adulthood.

This section presents an overview of San Francisco student enrollment, demographic, and performance data, mainly in the public school system.

Data Sources

A majority of the data for this section was obtained from the San Francisco Unified School District (SFUSD), San Francisco's publicly financed school system. SFUSD data was chosen mainly for its accessibility and its ability to describe the majority of young people in San Francisco. In San Francisco, about 75% of school-age children are enrolled in public schools and 25% are in private schools. In California, a much larger population of school-age children (90%) are in public schools. Comparable data is not available for private school enrollees. Data for this section includes:

- Demographic and academic performance data on students enrolled in SFUSD, using a combination of 1996/97 and 1997/98 school year data, for kindergarten through grade 12.
- Enrollment data on the SFUSD's Child Development Program, as of April 1998.
- Enrollment data for the San Francisco Head Start Program for the 1995/96 school year.

Enrollment in Programs for Young Children

Early childhood development programs can improve a child's social skills, problem-solving abilities self-esteem, and long-term school performance by providing a positive introduction to learning that instills the motivation and the basic skills they need to thrive in the classroom, at home, and later in life.¹ Research has shown that most of a child's crucial brain development occurs during his or her

¹ U.S. Department of Health and Human Services, Healthy People 2000: National Health Promotion and Disease Prevention Objectives

first three years of life. A child's experiences and environment during this critical period impact his or her lifetime of social, emotional, cognitive, and physical development. High quality early childhood development programs have an impact precisely at the point when children's development is rapid and dramatic. Quality is the critical variable affecting outcome for the child, not the setting of the child development program such as family day care home, community center, or school.

San Francisco has an array of early care and education programs that are funded by a complex mix of private and public sources. Despite the availability of these programs, San Francisco has not yet achieved the Healthy People 2000 objective (8.3) that all disadvantaged children and children with disabilities have access to high quality and developmentally appropriate preschool programs. These programs would help prepare children for school, thereby improving their prospects with regard to school performance, problem behaviors, and mental and physical health.² In addition to providing an overview of child care availability in the City, this section will briefly describe two key publicly-funded early childhood education programs in the City, the SFUSD's Child Development Program and San Francisco Head Start.

Child Care. Parents and early care and education providers are jointly raising many of San Francisco's youngest children. In San Francisco, over half (about 25,000) of children age 5 and younger are estimated to live in households where either both parents or the single parent head-of-household is in the labor force. About half of these children (12,717) are in child care outside the family.³

In 1997, there were over 17,500 child care slots in the City including slots in licensed child care centers (13,569 slots) and licensed family child care homes (3,993). Data on the number of children in these slots is not tracked in any centralized manner. However, the demand for affordable child care relative to availability is considered high in the City, particularly for infant care.⁴

There is a critical shortage in the number of child care slots per young child receiving public assistance, which has important implications for the ability of parents on public assistance to fulfill the work requirements accompanying welfare reform. For a more in-depth review of the availability and need for child care in San Francisco, especially in relation to welfare reform, we refer readers to several resources.⁵

Child Development Program. The San Francisco Unified School District's Child Development Program (CDP) is the largest provider of early childhood education programs for San Francisco's young children. CDP's infant/toddler and pre-kindergarten programs help young children beginning at infancy to improve their school readiness; kindergarten through fifth grade afterschool and summer programs help to enhance and enrich children's social, emotional, and academic life.

² This Healthy People 2000 objective, developed by the U.S. Department of Health and Human Services, is consistent with the National Education Goals developed by the U.S. Department of Education.

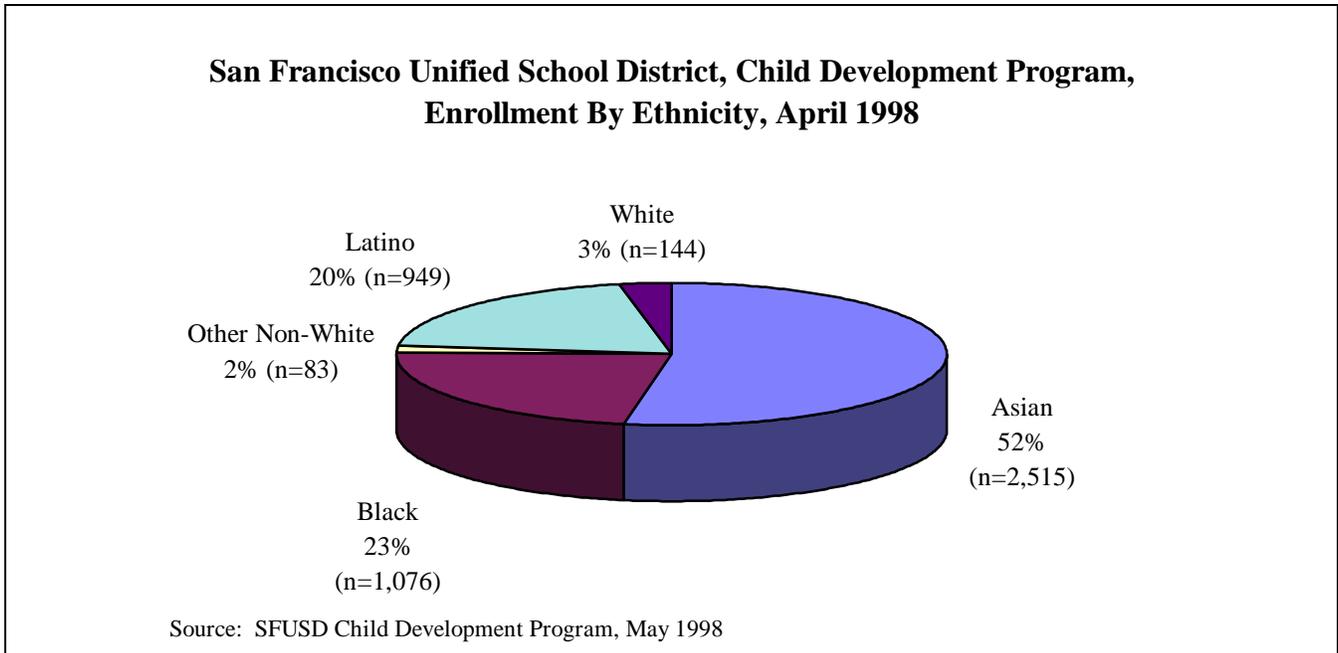
³ The California Child Care Resource and Referral Network. The California Child Care Portfolio, 1997

⁴ The California Child Care Resource and Referral Network. The California Child Care Portfolio, 1997

⁵ California Department of Education, Ready to Learn: Quality Preschools for California in the 21st Century – The Report of the Superintendent's Universal Preschool Task Force, Sacramento, 1998; Yale University, Bush Center for Child Development and Social Policy, Not By Chance: Creating an Early Care and Education System for America's Children, New Haven, 1997; The California Child Care Resource and Referral Network, The California Child Care Portfolio, 1997; Children's Defense Fund, Locked Doors: States Struggling to Meet the Child Care Needs of Low-Income Working Families, Washington, D.C., 1998.

The CDP operates at 45 sites throughout the City, with a total monthly enrollment averaging 4,700 children. This includes approximately 1,450 infants, toddlers, and pre-kindergarten children up to age 4 and about 3,200 children from kindergarten through fifth grade. Families are eligible based on income and other criteria. Some CDP programs are available at no cost, and others are available on a sliding-fee scale basis.

As of April 1998, over 95% of the CDP's enrolled students were racial/ethnic minorities, with Asians comprising over half of all enrolled children. Asian subgroups included 2,430 Chinese, 46 Filipino, 27 Southeast Asian, 10 Korean, and 2 Japanese.



Head Start Program. Child development programs for low-income pre-schoolers can foster positive attitudes towards school, enhance school performance, and increase high school graduation rates. One of the best known early childhood development programs is Head Start, a federally-funded program administered by local agencies that addresses the social, health, and educational needs of preschool children ages 3 to 5 from low-income families. The primary goal of Head Start is to increase school readiness and early school success of children who come from educationally disadvantaged backgrounds. Head Start is a well-researched program with documented effectiveness continuing over time including enhanced school achievement during participants' early school and higher high school graduation rates much later.

In the 1995-96 program year (the most recent year for which data are available), San Francisco Head Start Program was comprised of 14 centers serving a total of 1,074 San Francisco children, in addition to providing home-based services to 87 families.⁶ (Refer to the Appendix for a map of Head Start sites in the City.)

⁶ Economic Opportunity Council, E.O.C. Head Start Community Needs Assessment, January 1, 1995

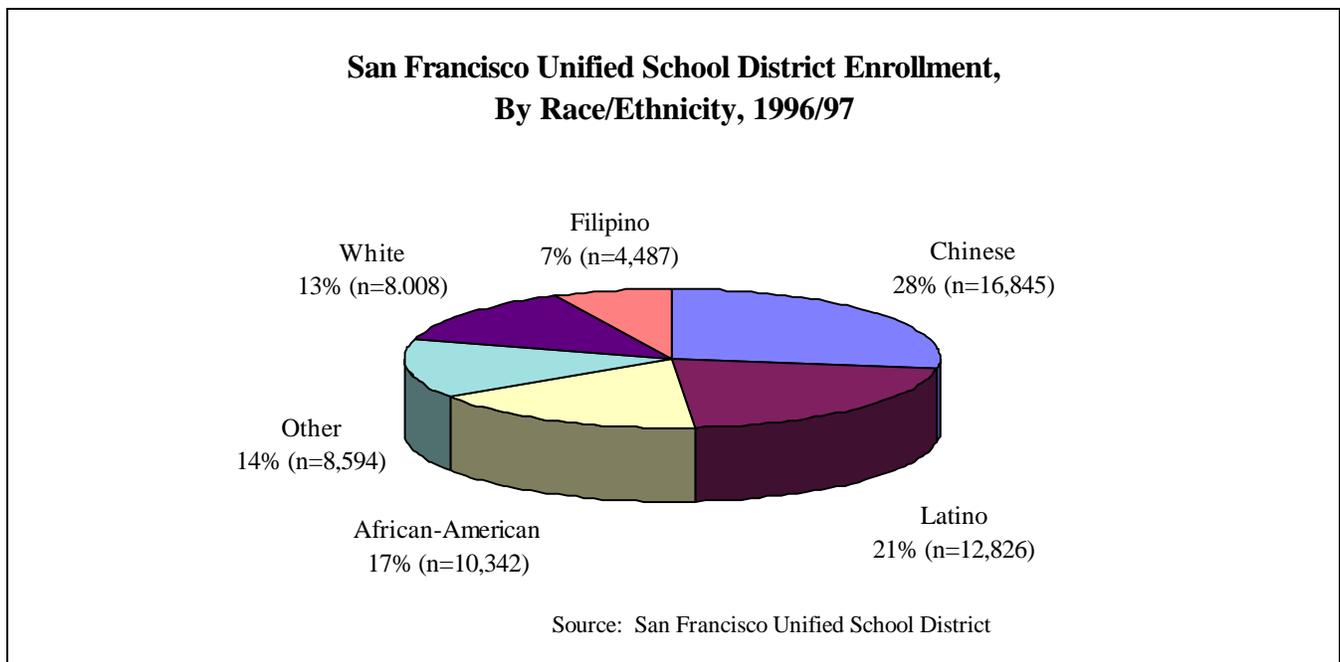
Demographics of SFUSD Students

The SFUSD serves children and youth from kindergarten through grade 12. The mission of the SFUSD is “to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence and physical and mental health so that each student can achieve to his or her maximum ability.” Demographic data on SFUSD students provides some indication of the size and characteristics of the school-age population in San Francisco, roughly ages 6 to 18. In San Francisco, about 75% of school-age children are enrolled in public schools and 25% are in private schools. In California, a much larger proportion of school-age children (90%) are in public schools.

In the 1996/97 school year, there were 61,503 students enrolled in SFUSD. This compares to 30 years ago when SFUSD had close to 94,00 students enrolled. The decline in enrollment was steady for the late 1960’s until the early 1980’s when it stabilized in the low 60 thousands. Total SFUSD enrollment in 1997/98 dropped slightly, to 61,011 students.

By Gender. In 1997/98, there were slightly more male (51.2%) than female (48.8%) students.

By Race/Ethnicity. The SFUSD population is racially/ethnically diverse. In 1996/97, over one-fourth (28%) of SFUSD students were Chinese, 21% were Latino, 17% were African-American, 13% were



White, 7% were Filipino, and 14% were “Other.” (Refer to the Appendix for 1997/98 enrollment data by race/ethnicity.) The most notable difference between the City’s child and youth population and the SFUSD population is the smaller proportion of White children and youth in SFUSD compared to their proportion in the City’s population.

By Zip Code. In 1996/97, over half (52%) of SFUSD students resided in five City zip code areas. The top nine zip codes accounted for nearly three-fourths of SFUSD enrollees. (Refer to the Appendix for more detailed data.)

San Francisco Unified School District, Enrollment and Limited and Non-English Status, "Top 10" Zip Codes, 1996/97					
<u>Zip Code</u>	<u>Area</u>	Enrollment		Limited/No English	
		# of Students	% of Total	# of Students	% Within Zip Code
94112	Ingleside-Excelsior	8,170	13.3%	2,941	36.0%
94110	Inner Mission	7,876	12.8%	3,711	47.1%
94134	Visitacion Valley-Portola	5,181	8.4%	1,639	31.6%
94122	Sunset	4,677	7.6%	1,229	26.3%
94133	North Beach/Chinatown	2,093	3.4%	1,134	54.2%
94109	Polk Gulch-Russian Hill	2,168	3.5%	1,114	51.4%
94116	Parkside	4,003	6.5%	1,082	27.0%
94121	Outer Richmond	4,554	7.4%	1,080	23.7%
94124	Bayview-Hunter's Point	6,287	10.2%	950	15.1%
94103	South of Market	1,619	2.6%	806	49.8%
	Other Zip Codes	14,875	24.2%	3,398	17.8%
	TOTAL*	61,503	100.0%	19,084	31.0%

Source: San Francisco Unified School District

English Proficiency. Large numbers of San Francisco young people are designated as either Limited English Proficient (LEP) or Non English Proficient (NEP), based on oral language and literacy tests. These are students who have been determined to lack the English language skills including listening comprehension, speaking, reading, and writing to succeed in the school's regular instructional programs. These children present a particular challenge to the SFUSD where children come from over 50 different and distinct language groups.

In 1996/97, over 30% of SFUSD students (19,084) spoke limited English (26.4%), or were non-English speaking (4.6%). Ten zip code areas in the City represented 82% (15,686) of all LEP/NEP students in San Francisco public schools. (Refer to the table above.) The percentage of SFUSD students who were LEP or NEP in 1997/98 was slightly higher at 33.2% (20,266) (1997/98 LEP/NEP data by zip code not available).

The largest number of LEP/NEP students were from the Inner Mission area. However, other areas had larger percentages of LEP/NEP students including Chinatown, North Beach/Chinatown, and Polk

Gulch/Russian Hill areas where over half of students in each of these areas were LEP or NEP. (Refer to the Appendix for detailed data.)

1997/98 enrollment data indicates that the students in the earliest grade levels have the greatest number and proportion of LEP or NEP students.

Students With Limited and Non-English Proficiency, San Francisco Unified School District, By Grade Level, 1997/98		
<u>Grade Level</u>	# of Students	% in Grade Level
K-5	11,723	43.6%
6-8	3,332	27.2%
9-12	4,524	23.9%
Total	20,266*	33.2%

Source: San Francisco Unified School District, San Francisco Unified School District School Profiles, 1997-98, obtained on-line on May 4, 1998 at www.orb.sfusd.k12.ca.us/profile
 *Note: Includes 687 "other" students.

Enrollment in Programs That Enhance Learning

Several federally or state funded programs including the School Lunch Program and programs for special education and severely emotionally disturbed students augment the educational enterprise in the SFUSD.

School Lunch Program. The School Lunch Program is one program offering a perspective on the health of children as they come to school. The program is a federally funded, means-tested entitlement available to all qualifying children attending schools in districts participating in the program, which includes SFUSD. Eligibility for free or reduced-price lunches in the School Lunch Program is based on family income below 100% and about 142% of federal poverty level, respectively. In 1996/97, 14,853 or about one-quarter (24%) of San Francisco’s public school children were found to be eligible for free or reduced-priced lunches through the School Lunch Program.

Five zip code areas in the city represented 58% of students receiving free or reduced school lunches. Bayview-Hunter’s Point (94124) had the largest number of students who were participating in the program. Bayview Hunter’s Point and the Western Addition (94115), had the highest percentage - over 37% of SFUSD students from the area were participating in the program. For zip codes with at

**San Francisco Unified School District,
School Lunch Enrollment,
"Top 10" Zip Codes, 1996 /97**

<u>Zip Code</u>	<u>Area</u>	Total Enrollment	School Lunch	
			#	%
94124	Bayview-Hunter's Point	6,287	2,336	37.2%
94110	Inner Mission	7,876	2,032	25.8%
94112	Ingleside-Exelsior	8,170	1,829	22.4%
94134	Visitacion Valley	5,181	1,513	29.2%
94121	Outer Richmond	4,554	901	19.8%
94115	Western Addition	1,927	728	37.8%
94109	Polk/Russian Hill	2,168	680	31.4%
94102	Tenderloin	1,975	670	33.9%
94122	Sunset	4,677	627	13.4%
94118	Inner Richmond	2,505	611	24.4%
-	Other	16,183	2,926	18.1%
TOTAL		61,503	14,853	24.2%

Source: San Francisco Unified School District

least 1,000 students, the percentage of SFUSD students participating in the program ranges from 38% for Western Addition (94115) to about 7% for St. Francis Wood/Seaside (94127). (Refer to the Appendix for detailed data.)

Special Education and Severely Emotionally Disturbed. SFUSD provides two types of programs to assist children who need special help in achieving success in the classroom due to either learning disabilities or emotional issues that interfere with the learning process. Profiles of these students suggest the extent of learning difficulties that children present when coming to SFUSD schools.

In 1997/98, a total of 5,326 students were enrolled in special education or 8.7% of all SFUSD students. Special education students are “individuals with exceptional needs” who have been identified as having disabilities such that their impairment requires instruction, services, or both which cannot be provided with modification of the regular school program.

**San Francisco Unified School District,
Special Education Students,
By Grade Level, 1997/98**

<u>Grade Level</u>	<u># of Students</u>	<u>% of Grade Level</u>
K-5	2,000	7.4%
6-8	1,456	11.9%
9-12	1,560	8.2%
Total	5,326	8.7%

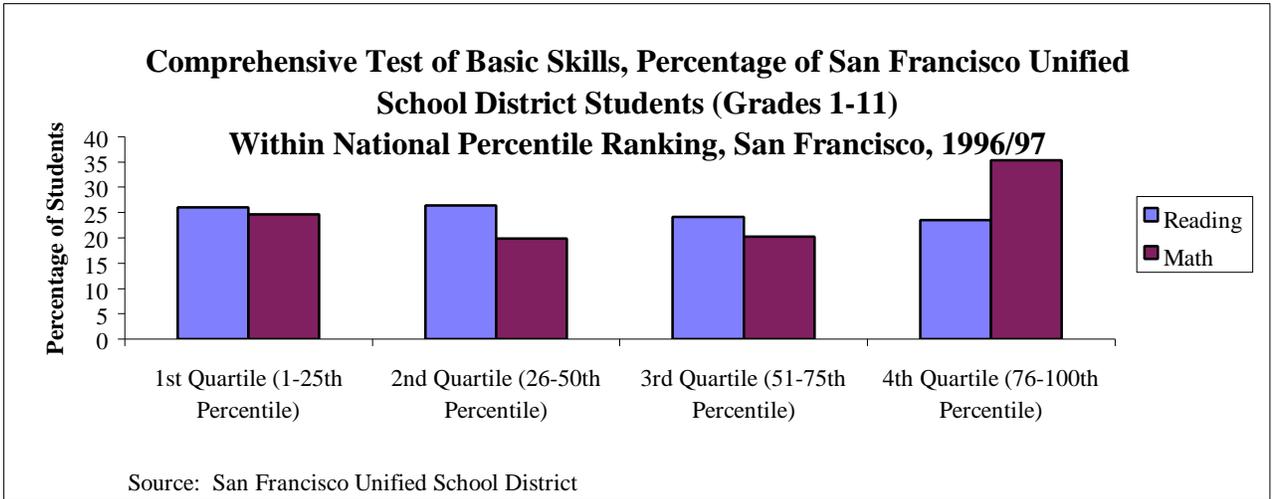
Source: San Francisco Unified School District, San Francisco Unified School District School Profiles, 1997-98, obtained on-line on May 4, 1998 at [www.orb.sfusd.k12.ca.us](http://www.orb.sfusd.k12.ca.us/profile) /profile

The SFUSD is also mandated to provide education for children identified as Severely Emotionally Disturbed (SED). These children receive special classroom placement and additional support services. Refer to the “Mental Health” section of this report for a review of SED students in SFUSD.

Performance Measures

CTBS. SFUSD students from grades 1 through 11 are tested using the Comprehensive Test of Basic Skills (CTBS). The CTBS is a test designed to measure achievement in the basic skills taught in schools throughout the nation. The subject areas measured are reading, language, spelling, mathematics, math, science, and social studies.

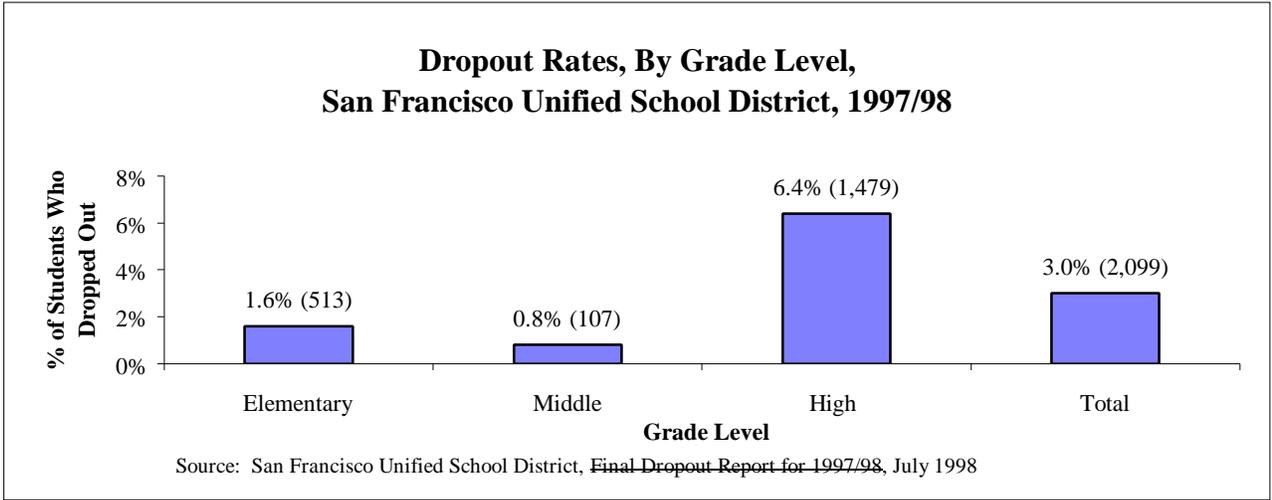
The highest possible score on the CTBS is 99; 50 is the national average. In 1996/97, SFUSD students as a whole ranked slightly lower (48th percentile) than the national norm for reading and slightly higher (56th percentile) than the national norm for math.



Students scoring below the 40% percentile on the CTBS in math and/or reading (one subject or both) are identified as being Educationally Disadvantaged Youth (EDY). In 1996/97, 22,036 or 36.1% of SFUSD students were identified as EDY.

Graduation/Dropout Rate. Dropping out of school is associated with later unemployment, poverty, and poor health. During adolescence, dropping out of school is associated with multiple social and health problems including substance abuse, delinquency, intentional and unintentional injury, and unintended pregnancy.⁷

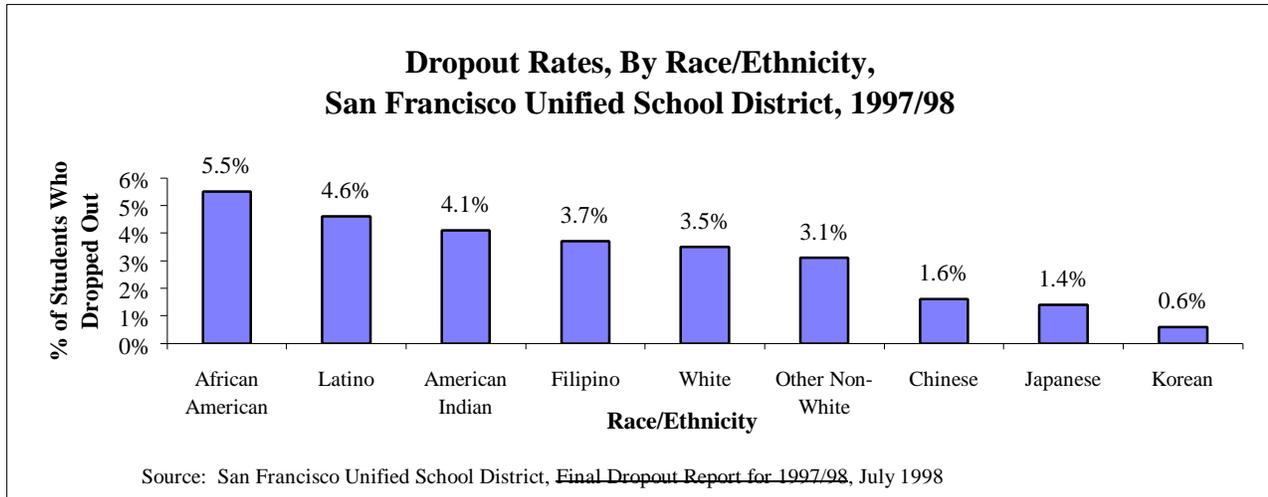
In 1997/98, 6.4% (1,479) of high school students in SFUSD dropped out by the end of the school year. The dropout rate for the entire SFUSD population was 3.0% (2,099). San Francisco (within the public school system) has exceeded the Healthy People 2000 objective (8.2) to increase the high school graduation rate to at least 90%.⁸



⁷ U.S. Department of Health and Human Services, Healthy People 2000: National Health Promotion and Disease Prevention Objectives

⁸ This Healthy People 2000 objective, developed by the U.S. Department of Health and Human Services, is consistent with the National Education Goals developed by the U.S. Department of Education.

In 1997/98, African Americans had the highest dropout rate (5.5%) and comprised 25.9% (543) of all SFUSD students who dropped out during the school year. Latinos had the second highest dropout rate (4.6%) among SFUSD students and comprised the largest number (592) of SFUSD students who dropped out (28.2%).



The proportion of drop outs who were Filipino and White was roughly proportional to their percentage in the SFUSD population. Filipinos represented 8% of dropouts and 7% of the SFUSD population; Whites represented 12.5% of dropouts and 13% of the SFUSD population. Chinese students represented a much smaller proportion of dropouts (13%) compared to their representation in the SFUSD population (28%).⁹ (Refer to the Appendix for detailed data.)

⁹ These are the race/ethnicity categories designated by SFUSD.