



**SFUSD
PEEF**

PUBLIC EDUCATION
ENRICHMENT FUND

Evaluation Report

2022–2023





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Introduction & Overview

The Public Education Enrichment Fund (PEEF) is law within the City Charter, Section 16.123.1-10. The City of San Francisco contributes to this fund on an annual basis from its discretionary General Fund revenues to support education programs for San Francisco's youth. One-third of the total PEEF fund is allocated to the City of San Francisco's Office of Early Care and Education for preschool support. The remaining two-thirds of the PEEF fund is allocated to the San Francisco Unified School District (SFUSD). The legislation allows the San Francisco Unified School District to use PEEF funds for any educational or support purpose, however, it mandates that half of the SFUSD allocation support Sports, Libraries, the Arts, and Music (SLAM) and the other half supports Other General Uses (OGU) programs that promote general education purposes.

Programs chosen for PEEF funding are those that help SFUSD achieve its goal to promote academic achievement and access and equity. Academic support programs align with SFUSD's goal to promote student achievement in order for students to thrive in a 21st-century learning environment and succeed in postsecondary and career paths. Funded student and family support programs align with SFUSD's goal to provide students with equitable access to supportive learning environments that promote physical and social-emotional wellness. The SLAM programs aim to provide all SFUSD students with a well-rounded curriculum.



SFUSD Public Education Enrichment Fund Budget

2022-2023

EXPENDITURE PLAN		REVENUE		EXPENDITURES		BALANCE
Program Name	Approved Expenditure Plan Budgeted Amount	Beginning Fund Balance	Budget Load Amount	End of Year Expenditures	Available Balance	
Arts	\$18,185,746	\$3,002,685	\$612,923	\$6,890,903	\$2,787,421	
Athletics	\$5,499,946	\$4,547,592	\$5,293,800	\$5,786,329	\$4,055,063	
Libraries	\$13,370,447	\$3,750,115	\$13,234,500	\$13,376,994	\$3,607,621	
Physical Education	\$8,192,362	\$3,718,722	\$7,940,700	\$7,108,501	\$4,550,921	
SLAM SUBTOTAL	\$45,248,501	\$15,019,114	\$44,710,277	\$44,728,365	\$15,001,026	
A-G Support	\$2,549,665	\$0	\$2,549,665	\$2,225,547	\$324,118	
Academic MTSS	\$14,314,583	\$0	\$14,314,583	\$13,384,003	\$930,579	
AAALI Program Supports	\$1,572,887	\$0	\$1,572,887	\$1,337,122	\$235,765	
AVID / AVID Excel	\$0	\$0	\$0	\$906	-\$906	
Career Technical Education	\$730,664	\$0	\$730,664	\$619,405	\$111,259	
Early Education	\$1,889,793	\$0	\$1,889,793	\$1,708,637	\$181,156	
English Language Arts (ELA)	\$311,399	\$0	\$311,399	\$215,815	\$95,584	
Ethnic Studies Support	\$1,344,013	\$0	\$1,344,013	\$1,303,776	\$40,237	
General Infrastructure	\$888,920	\$0	\$888,920	\$679,299	\$209,622	
Math & Science	\$2,889,648	\$0	\$2,889,648	\$2,776,600	\$113,048	
Multilingual Pathways	\$1,890,633	\$0	\$1,890,633	\$1,860,886	\$29,747	
Student Support Professionals	\$15,300,969	\$0	\$15,300,969	\$13,401,443	\$1,899,526	
OGU Fund Balance	\$518,646	5,661,496	\$518,646	\$0	\$6,180,141	
OTHER GENERAL USES (OGU) SUBTOTAL	\$44,201,820	\$5,661,496	\$44,201,820	\$39,513,440	\$10,349,875	
TOTAL - SLAM & OGU	\$89,450,321	\$20,680,610	\$88,912,097	\$84,241,805	\$25,350,901	

Evaluation Methodology

The Evaluation Methodology for PEEF-funded programs was fully redesigned in the 2020 school year and now includes an emphasis on Continuous Improvement Planning while also evaluating program performance and impact through Results-Based Accountability analyses. The District aims for future evaluation redesign work to additionally provide insights on return on investment through conducting cost-benefit analyses.

Continuous Improvement

Improvement Science uses disciplined inquiry to systematically study, learn, and apply changes in order to produce greater program impact. Essentially, it is a method for getting better at getting better. Initially applied in industry, improvement methods have been successfully implemented in healthcare, K-12, and higher education organizations and settings. Continuous Improvement is grounded in the realization that good intentions to improve are not enough—achieving impact reliably and at scale requires dedicated effort and knowledge coordinated across multiple parts of a system. The Model for Continuous Improvement centers the following actions in its implementation:

1. Answering the Three Continuous Improvement Questions
 - A. What are we trying to improve?
 - B. What changes might we make and why?
 - C. How will we know if a change led to an improvement in practice or outcomes?
2. Setting Goals
3. Examining Practices
4. Defining Success

Change ideas are then tested through iterative, cumulative

Plan-Do-Study-Act (PDSA) cycles:

Plan: Ask questions and make predictions

Do: Gather evidence to test the prediction(s)

Study: Analyze evidence; accumulate knowledge

Act: Use accumulated knowledge to continue to improve practice(s)

*CREDIT: NORMA MING, PH.D. & MOONHAWK KIM, PH.D.; SFUSD RESEARCH, PLANNING, AND ASSESSMENT DIVISION

Results-Based Accountability

SFUSD and the City of San Francisco's Department of Children, Youth, and Families (DCYF) partner with the firm Clear Impact to implement Results-Based Accountability (RBA) in several City departments and non-profit organizations. Clear Impact describes that RBA utilizes a data-driven, decision-making process to support action planning and problem resolution strategies in a variety of complex organizations. Further, RBA starts with ends and works backward, towards means. The use of a Performance Accountability Model has helped PEEF-funded programs more strategically organize their work to achieve the greatest positive impact on students, families, and staff. SFUSD's PEEF Funded programs are now leveraging RBA to develop performance measures focused on whether students, families, and staff are better off as a result of services offered or actions performed. Programs' performance measures also investigate the quality and efficiency of services provided to students, families, and staff by investigating the answers to RBA's three core questions:

- How much did we do?
- How well did we do it?
- Is anyone better off?

To date, all PEEF-funded programs have developed and are progress-monitoring data components embedded in the RBA framework:

1. Implementation Metrics

2. Impact Metrics

3. Documented Outcomes of RBA Inquiry:

Quantity of Effort: How much did we do?

Quality of Effort: How well did we do?

Quantity of Effect: How many are measurably and demonstrably better off (number)?

Quality of Effect: How many are measurably and demonstrably better off (percent)?

*CREDIT: CLEAR IMPACT

*Several programs have observed notable rates of performance decline as evident in their implementation and impact metric outcomes. Much of the performance decline can be attributed to larger trends SFUSD is experiencing including but not limited to declining student enrollment. Moreover, the District's multi-year initiative to strategically abandon program offerings when accompanied by financial constraints has resulted in fewer services being offered to a limited number of school sites, and thus, reduced capacity to enroll students in programs, staff program positions, and in some cases, lower program performance levels.

A-G: Additional Course Offerings

2022-23 PEEF Funding Allocation: \$2,549,665

The Office of Extended Learning-High School Credit Recovery (ExLS) leverages PEEF funding to provide opportunities for students to complete SFUSD's high school graduation requirements that are aligned with California's "a-g" public university admissions course requirements. Credit-earning options include: Evening and Saturday School, Winter Credit Recovery, Online Learning, Summer School, and site-based credit recovery and intervention programs. In 2022-23, 465 semester-long credit recovery courses were offered in both in-person and virtual distance learning formats. PEEF funds also support professional development for teachers and counselors to foster social-emotional learning and a positive school climate and culture, as well as support staff to assist in credit recovery outreach, registration, and classroom support for targeted populations. These direct services to students have resulted in more off-track students accessing credit-recovery courses, leading to improvements in on-track rates. The 2022-23 goal to increase the percentage of off-track students participating in ExLS programs by three percentage points and to increase the participation of Latinx students (10 percent increase) and English Learners (4 percent increase) was achieved. Moreover, 47% of 2023 high school graduates participated in an High School Credit Recovery (HSCR) program, and the credit recovery summer school session directly improved the on-track rate by 2.8 percent.

ExLS focused on two areas for the Department's Continuous Improvement PDSA cycles-increasing C or higher pass rates of credit recovery classes and collecting Student Voice to guide improvements to programming. Creation of new Professional Development structures and shared strategies in which teachers focused on developing strong student communities, offered more flexibility with attendance and assignments, provided support to struggling students, and timely communication with students and their families. By the end of the Spring semester 2023, C or higher pass rates increased from 56% to 67%, an increase of 11 percentage points. The Office of Extended Learning-High School Credit Recovery also successfully integrated student voice to support the ongoing program improvement and modification initiative; 340 credit recovery students were surveyed, and 8 1:1 student interviews were completed in Spring 2023.

Continuous Improvement Focus

What Are you Trying to Improve?

Increase on-track rates (overall, English, Math) for AA, NHPI, Latinx, and English Learners students

What Changes Might You Make and Why?

Continue to strengthen ExLS partnership with CCSF to improve communication between SFUSD support staff and CCSF teachers and instructional practice to support the learning of our credit recovery students

Increase support to students in the CCSF registration and classroom for ExLS focal populations including special education, NHPI, English Learners, Black and Latinx students.

Increase C or higher pass rate in HSCR classes to raise the expectations for teachers and students, since earning a C demonstrates a better understanding of subject matter. This will also improve UC/CSU eligibility of ExLS students and the percent prepared under the state's College and Career Indicator

How will you know that your change(s) resulted in an improvement in practice and/or outcomes?

Increase course pass rates of focal populations

Positive survey results from teachers, support staff, and students

Greater proportion of C or better in credit recovery classes

Results-Based Accountability Performance Measurement

Implementation Metrics Monitored

of course/intervention program offerings

of participation by the end of the year

% Off-Track students participating in our programs by the end of year

and % of AA, Latinx, NHPI, and EL participation

Impact Metrics Monitored

Course pass rate

End of Year On-track rate

% of meeting English benchmarks (EOY)

% of meeting Math benchmarks (EOY)

4-Yr Cohort HS Graduation rate
(Last year's graduating class)

Program SMARTE Goals

Increase participation of off-track students by 3%

Yes, the percentage of off-track participation in 2022-23 (38.1%) is 3 percentage points higher than the previous year (35.1%).

Increase participation of AA, Latinx, NHPI, and EL participation by 3%

Partially met, participation increased for Latinx and English learners, declined for NHPI, and remained the same for African American students completion for focal populations.

	SY19-20	SY21-22	SY22-23	Difference 21-22 vs 22-23
African American	385	296	295	0%
Latinx	1,313	1,481	1,634	10%
Pacific Islander	62	42	38	-10%
English Learner	827	834	868	4%

Improve on-track rates for target populations:

Black students will have a 60% on track to graduate rate
No, 52.2% of AA students were on-track by the end of 2023 Summer semester. This was a slight decline (-1.2%) from last year (53.4%). On the other hand, AA improved their on-track from the end of 2023 Spring semester (47.9%) to the end of summer semester (52.2%), which was mostly due to credit recovery summer school.

Latinx students will have a 62% on track to graduate rate
No, 59.2 percent of Latinx students were on-track by the end of 2023 Summer semester. This was similar to (-2.1%) last year (61.3%). On the other hand, Latinx improved their on-track from the end of 2023 Spring semester (55.1%) to the end of summer semester (59.2%), which was mostly due to credit recovery summer school.

NHPI students will have a 65% on track to graduate rate
No, 59.1 percent of NHPI students were on-track by the end of 2023 Summer semester. This was similar (-0.7%) to last year (59.8%). On the other hand, NHPI improved their on-track from the end of 2023 Spring semester (55.9%) to the end of summer semester (59.1%), which was mostly due to credit recovery summer school.

English Learners will have a 62% on track to graduate rate
No, 54 percent of English Learners were on-track by the end of 2023 Summer semester. This was similar (-7.8%) to last year (61.8%). On the other hand, English Learners improved their on-track from the end of 2023 Spring semester (49.5%) to the end of summer semester (54%), which was mostly due to credit recovery summer school.

Results-Based Accountability Performance Measurement

QUANTITY OF EFFORT:

How much did we do?

3,733

Students enrolled/participated in HSCR program (included credit recovery and intervention programs)

3,167

Students earned credits

462

Course/intervention program offerings

97

Students participated in pre-covery options

QUANTITY OF EFFECT:

How many are better off?

2,044

Off-track students earning credits through HSCR

428

Students participating in a sprout grant

11,434

Students are on-track by end of year

NUMBER ON-TRACK BY END OF YEAR

436 AA students

55 NHPI students

2,926 Latinx students

14,434 English Learners

3,632

SFUSD 12th grade students graduated high school (include summer semester)*

*Not official CDE grad data

QUALITY OF EFFORT:

How well did we do?

84.7%

Of students passed courses/intervention programs

SY 21-22: 80.7%

SY 20-21: 85.7%

23.4%

Of students off-track

SY 21-22: 21.5%

SY 20-21: 21.3%

87.2%

Of students are meeting English benchmarks (EOY)

SY 21-22: 88.4%

SY 20-21: 88.4%

84.2%

Of students are meeting Math benchmarks (EOY)

SY 21-22: 85.7%

SY 20-21: 86.1%

QUALITY OF EFFECT:

What % are better off?

38.1%

Off-track students earning credits through HSCR

13.6%

Students participating in a sprout grant (% of HSCR participants)

76.6%

Students are on-track by end of year

PERCENT ON-TRACK BY END OF YEAR

52.5% AA students

59.1% NHPI students

59.2% Latinx students

54% English Learners

91.2%

SFUSD 12th grade students graduated high school (include summer semester)*

*Not official CDE grad data

Summary

- Increase participation of off-track students by 3 percent.** Yes, the percentage of off-track participation in 2022-23 (38.1%) is 3 percentage points higher than the previous year (35.1%).
- Black students will have a 60% on track to graduate rate.** No, 52.2% of AA students were on-track by the end of 2023 Summer semester. This was a slight decline (-1.2%) from last year (53.4%). On the other hand, AA improved their on-track from the end of 2023 Spring semester (47.9%) to the end of summer semester (52.2%), which was mostly due to credit recovery summer school.
- Latinx students will have a 62% on track to graduate rate.** No, 59.2 percent of Latinx students were on-track by the end of 2023 Summer semester. This was similar to (-2.1%) last year (61.3%). On the other hand, Latinx improved their on-track from the end of 2023 Spring semester (55.1%) to the end of summer semester (59.2%), which was mostly due to credit recovery summer school.
- NHPI students will have a 65% on track to graduate rate.** No, 59.1 percent of NHPI students were on-track by the end of 2023 Summer semester. This was similar (-0.7%) to last year (59.8%). On the other hand, NHPI improved their on-track from the end of 2023 Spring semester (55.9%) to the end of summer semester (59.1%), which was mostly due to credit recovery summer school.
- English Learners will have a 62% on track to graduate rate.** No, 54 percent of English Learners were on-track by the end of 2023 Summer semester. This was similar (-7.8%) to last year (61.8%). On the other hand, English Learners improved their on-track from the end of 2023 Spring semester (49.5%) to the end of summer semester (54%), which was mostly due to credit recovery summer school.



AAALI- African American Parent Advisory Council

2022-23 Total PEEF Funding Allocation for all AAALI Programs: \$1,572,887

The AAPAC, developed in 2013, was designed to provide a forum that hears the ideas and experiences of the SFUSD African American parent community, respond to those ideas by educating and informing parents of district resources, policies, and programs, and provide families the knowledge and skills necessary to advocate for a high quality educational experiences for Black children.

Continuous Improvement Focus

What Are you Trying to Improve?

Supporting school sites through consultancy to better offer partnership opportunities to Black families.

What Changes Might You Make and Why?

Monitor the progress of school sites moving towards the goal of authentic Black family partnership through a tracker. This would support documenting the next steps, commitments, and the identified partnership goals of school sites.

How will you know that your change(s) resulted in an improvement in practice and/or outcomes?

Progress or completion of school site's identified goal of authentic Black family partnership.

Results-Based Accountability Performance Measurement

Implementation Metrics Monitored

- # of consultancies with AAPAC Program Manager
- # of schools with Black family partnership opportunities
- # of partnership opportunities overall
- # of Black families attending partnership opportunities
- # of site-based AAPACs

Impact Metrics Monitored

- # and % of parents/caregivers rating an AAPAC meeting as a 4 or 5
- # and % of parents/caregivers reporting that they learned something new at an AAPAC meeting
- # and % of parents/caregivers reporting that they were able to authentically participate at an AAPAC meeting
- % of African American families responding favorably to questions about sense of belonging in SFUSD (annual CORE SEL survey)
- % of African American students responding favorably to questions about sense of belonging in SFUSD (annual CORE SEL survey)

Program SMARTE Goals

By the end of the 2022-23 academic year, AAPAC will have worked with 45 school sites to create quarterly partnership opportunities for Black families

Goal Met



By the end of the 2022-23 academic year, AAPAC will have worked with 45 school sites to create quarterly partnership opportunities for Black families

Goal Met

Results-Based Accountability Performance Measurement

QUANTITY OF EFFORT:

How much did we do?



62

Consultancies with AAPAC Program Manager



32

Schools with Black family partnership opportunities

15

Partnership opportunities

- 7 monthly meetings
- 4 Community of Practices
- 4 Community Events (Black to School, Festival of Arts, Sunday Streets)



35

Black families attending partnership opportunities

32

Site-based AAPACs

- 18 Elementary Schools (5 in forming stages)
- 3 K-8 Schools
- 7 Middle Schools
- 4 High Schools (1 is developing)

QUANTITY OF EFFECT:

How many are better off?



451

Families responding favorably to questions about sense of belonging in SFUSD (annual CORE SEL survey)

No. of students responding favorably to questions about sense of belonging in SFUSD (annual CORE SEL survey):

179

Elementary students

352

Secondary students

QUALITY OF EFFORT:

How well did we do?

100 %

Of parents/caregivers rating an AAPAC meeting as a 4 or 5

94 %

Of parents/caregivers reporting that they learned something new at an AAPAC meeting

100 %

Of parents/caregivers reporting that they were able to authentically participate at an AAPAC meeting

QUALITY OF EFFECT:

What % are better off?

91 %

Of families responding favorably to questions about sense of belonging in SFUSD (annual CORE SEL survey)

% of students responding favorably to questions about sense of belonging in SFUSD (annual CORE SEL survey):

65 %

Elementary students

49 %

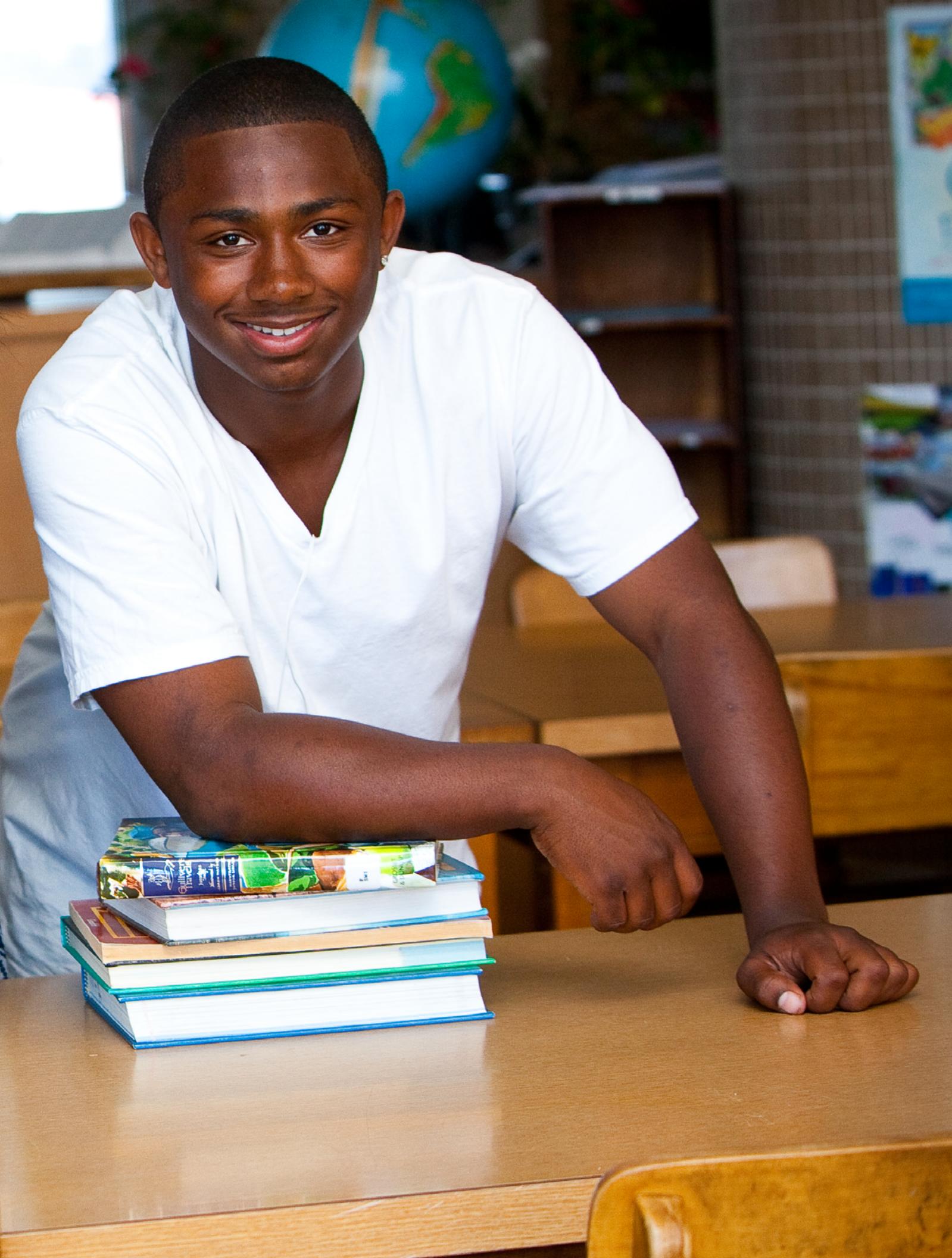
Secondary students

Summary

of consultancies with AAPAC Program Manager: The AAPAC Program Manager met with 100% of schools with a site-based AAPAC (32) to establish strong relationships between the district and the sites, giving them the tools necessary to strengthen family partnerships. For example, this included providing funding, guidance on planning events, and building an understanding of Black family experiences in schools. The AAPAC Program Manager also met with 30 families to help them lead the work for site-based AAPACs, such as how to create a safe space at their school site.

of schools with Black family partnership opportunities: 100% of schools with a site-based AAPAC held at least one event for Black families.

of partnership opportunities overall: Partnership opportunities increased this year, particularly with the launch of Community of Practices—a pilot for dual capacity building for families, sites, and communities—in Spring 2023. Four meetings were held to further deepen collaboration between school sites and Black families by sharing data-based strategies and implementation rubrics/guidelines. These meetings will be expanded in 2023-2024 to strengthen Black family partnerships.



AAALI - Black Star Rising

2022-23 Total PEEF Funding Allocation for all AAALI Programs: \$1,572,887

Black Star Rising (BSR) is a cohort-based high school readiness and success program designed, in partnership with HRC (Human Rights Commission) and C & I (Curriculum and Instruction at SFUSD) to prepare rising African American 9th, 10th, and 11th graders for STEM careers through direct math instruction, career exposure, credit recovery, and introduction to workplace readiness skills. Students receive this support through an eight-week summer program, case management, a paid internship and quarterly check-ins led by SFUSD staff during the school year. BSR strives to ensure that African American students stay on-track in high school, graduate in four years, and matriculate to a four-year college or university, ideally in a STEM field.

Continuous Improvement Focus

What Are you Trying to Improve?

Access to and implementation of culturally relevant and responsive supports in BSR; SFUSD's African American centered college-access STEM programming

What Changes Might You Make and Why?

Recruit African American STEM professionals & academics

To the degree possible, maintain and recruit African American teachers

Recruit African American college student mentors

Build community and affinity grounded in African/African American culture and history

How will you know that your change(s) resulted in an improvement in practice and/or outcomes?

Increased number of African American professionals offering mentoring/presentations; positive responses on qualitative survey tool

Results-Based Accountability Performance Measurement

Implementation Metrics Monitored

- # of students enrolled in BSR
- # of STEM presentations to BSR students
- # of college success presentations to BSR students
- # of parents attending BSR info. Sessions
- # of Field trips to colleges and professional workplaces
- # of internships provided

Impact Metrics Monitored

- Grades in math
- Grades in science
- Interest in STEM college fields & careers (student survey)
- % of BSR graduating seniors majoring in STEM
- % of BSR students successfully completing internship
- # of BSR students earning college credit (dual enrollment)

Program SMARTE Goals

We will increase or maintain the enrollment of our Black Star Rising programs (Freedom Academy and STEM Summer) from the last academic year.

Goal Partially Met: Enrollment decreased for Freedom Academy, but completion rates increased.

ENROLLMENT SY21-22 SY22-23 Difference

BSR Fall	30	26	-4
BSR Summer	28	36	+8

COMPLETION

BSR Fall	70%	88%	+18%
BSR Summer	79%	86%	+8%

By the end of Summer 2023, Black Star Rising students will have a cumulative GPA of 3.0 or above OR they will have increased their cumulative GPA from the previous academic year

Data not available: GPAs of Black Star Rising students were not tracked. However, 81.6% of BSR students are on track to graduate.

75% of Black Star Rising students enrolled in CCSF dual enrollment courses will complete with a C or better

Goal Met: 84.2% of Dual Enrollment students received a C or better

Results-Based Accountability Performance Measurement

QUANTITY OF EFFORT:

How much did we do?

62

Students enrolled in BSR

26

Students in BSR-FA

SY 21-22: 30 Students

SY 20-21: 28 Students

36

Students in BSR Summer

SY 21-22: 28 Students

SY 20-21: 35 Students

82

Students who received stipends through internship

SY 21-22: 43 Students

SY 20-21: 59 Students

QUANTITY OF EFFECT:

How many are better off?



31

Students on track to graduate



16

Dual Enrollment students receiving a C or better

BSR average daily attendance rate:

92%

BSR-FA

95%

BSR Summer

QUALITY OF EFFORT:

How well did we do?

87%

Of students completed BSR
SY 21-22: 70% of students

88%

Of students in BSR-FA
SY 21-22: 70% of students

86%

Of students in BSR Summer
SY 21-22: 79% of students



100% Parent/family satisfaction rate

QUALITY OF EFFECT:

What % are better off?



81.6%

Of Students on track to graduate



84.2%

Of Dual Enrollment students receiving a C or better



80.6%

Of BSR Summer students receiving a C or better

Summary

- 88% of students completed BSR Freedom Academy 2022-23, an increase of 18 percentage points from 2021-22. 86% of students completed BSR Summer 2022-23, an increase of 7 percentage points from 2021-22.
- 100% of parents and students were "Likely" or "Very Likely" to recommend BSR Freedom Academy.
- BSR Freedom Academy had an average daily attendance rate of 92%, and BSR Summer had an average daily attendance rate of 95%.
- 84.2% of Dual Enrollment students received a C or better in their summer course. In fact, 42% received an A letter grade and 26.3% received a B.



AAALI- Mastering Cultural Identity

2022-23 Total PEEF Funding Allocation for all AAALI

Programs: \$1,572,887

Mastering Cultural Identity course is an academic mentoring model that offers classes taught by African American males, during the school day, in select K-12 schools. MCI lessons draw on historical and contemporary African and African American culture to support students as they explore their identity options, learn how to manage their emotions, channel their personal will and develop a positive sense of purpose for themselves, their families, and their communities.

The Mastering Cultural Identity course is led by the AAALI Elementary and Middle School Partnership Manager who directly supports curriculum development, MCI facilitator team professional development, project management, and strategic planning with community and district partners. MCI partners with Kingmakers of Oakland (curriculum, and training), American Reading Company (literacy support), and C&I (curriculum development). The course also employs African American teachers, and a support role (who assists with case management).

Continuous Improvement Focus

What Are you Trying to Improve?

Students' attitudes toward reading, student RI scores, facilitator capacity to assess reading, facilitator capacity to teach reading, facilitator capacity to differentiate and scaffold

What Changes Might You Make and Why?

Develop facilitator capacity as reading coaches for MCI students so that they can support students as literacy coaches AND as facilitators of the MCI curriculum.

How will you know that your change(s) resulted in an improvement in practice and/or outcomes?

Improved student RI scores, improved facilitator skills as reading coaches, facilitators improved ability to differentiate, and scaffold lesson plans and assignments, improved student attitudes towards reading, improved facilitators confidence

Results-Based Accountability Performance Measurement

Implementation Metrics Monitored

of schools offering MCI

- Elementary schools
- Middle schools / K-8 schools
- High school

of students enrolled in MCI, at least 1 semester

of MCI instructional leaders

of MCI team meetings

of Professional Development Opportunities offered to MCI instructional leaders (American Reading Company, Kingmakers of Oakland)

of responses to Beginning of Course and End of Course MCI Student Survey

and % of MCI students who took the Reading Inventory assessment at least once

and % of MCI students who took the Reading Inventory assessment at least twice

Impact Metrics Monitored

and % of MCI students who had positive growth in lexile scores

and % of MCI students who had positive growth in proficiency level

and % of MCI students who were reported as "Proficient" or "Advanced"

and % of students responding favorably on the End of Course MCI survey to questions regarding their Social and Emotional Learning experience, when compared to the average favorability responses from African American middle school grade students on the SFUSD CORE SEL/Culture & Climate Survey.

MCI student attendance rate (school day) for all and African American MCI students

Program SMARTE Goals

By June 2023, student responses to the End of Course MCI Survey will have higher average scores regarding Growth Mindset, Self-Efficacy, Self-Management, and Social Awareness compared to their responses to the Beginning of Fall MCI Survey.

Goal Met

By June 2023, The End of Spring MCI survey responses regarding Growth Mindset, Self-Efficacy, Self-Management, and Social Awareness will have a higher average favorability than the students' responses to similar questions on the SFUSD CORE Survey.

Goal Met

By June 2023, students enrolled in MCI will report having higher average favorability to questions regarding Growth Mindset, Self-Efficacy, Self-Management, and Social Awareness when compared to their responses from the 2021-2022 school year.

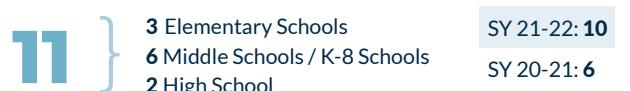
Goal Met



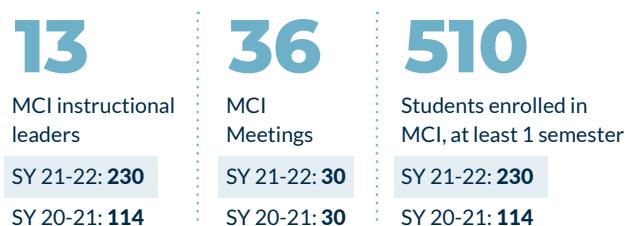
Results-Based Accountability Performance Measurement

QUANTITY OF EFFORT:

How much did we do?



SFUSD school sites that offered the MCI course

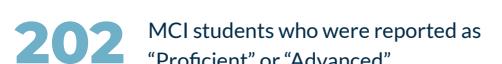
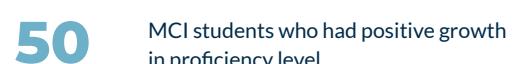


Professional Development Opportunities offered to MCI instructional leaders



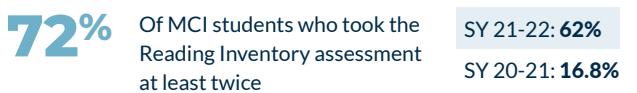
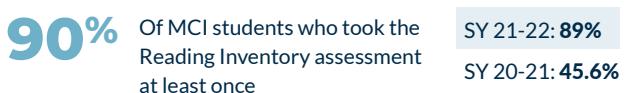
QUANTITY OF EFFECT:

How many are better off?



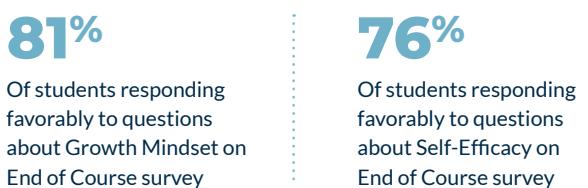
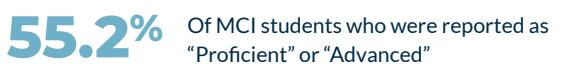
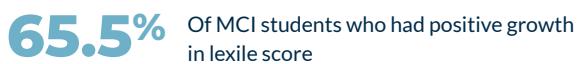
QUALITY OF EFFORT:

How well did we do?



QUALITY OF EFFECT:

What % are better off?



Summary

- Student attendance: MCI students had an average school day attendance rate of 93.9%, compared to the district average of 92.5%. African American MCI students had an average school day attendance rate of 90.7%, compared to the district average of 83.4%.
- Lexile: 65.5% of MCI students had positive growth in their Lexile scores, compared to the average of 60.5% for African American students in the district.
- Proficiency: 55.2% of MCI students were "Proficient" or "Advanced" in Reading Inventory Assessment Window 2, compared to 22.9% of African-American students in grades 6-8 in the district.
- Student survey feedback: 90% of MCI students felt safe to learn in their MCI class.



Academic MTSS

(ARTIFs, IRFs, Counselors, Ast. Principals)

2022-23 PEEF Funding Allocation: \$14,314,583

San Francisco Unified School District's Multi-Tiered System of Supports (MTSS) is a comprehensive district-wide strategy to provide differentiated and personalized strategies for school improvement. This strategy is informed by Bryk's school improvement model and utilizes several metrics: [MTSS Metrics and Uses](#).

MTSS, established in 2012, connects a school's data profile with research-based interventions to advance equity and drive excellence. MTSS assigns each school to one of three tiers using a variety of student and teacher characteristic data, referred to as "inputs". A school's tier designation serves as an indicator of additional need and determines a set of instructional and social-emotional supports to be deployed to that site for differentiated support.

Continuous Improvement Focus

What Are you Trying to Improve?

SFUSD is trying to improve the quality of instruction and use of curriculum to increase target students' reading and literacy proficiency.

We are trying to improve the quality of intervention provided to students

Increase the percentage of the target populations (AA, ELL, LatinX, PI) reading at grade level benchmark

What Changes Might You Make and Why?

Establish tracking and monitoring systems and processes to ensure fidelity of implementation (*SY 21-22)

Ensuring proactive use of data (refining systems of doing so) in service of improving instruction

Consistent opportunities for those who work directly with students (teachers) with coaching, professional development on content and best practices and opportunities to collaborate and engage in professional learning communities...with regular feedback and reflection.

- Infuse continuous improvement into weekly Grade level Collaboration structure to increase the effectiveness of Tier 1 instruction
- Recommit to implementation of monthly site-based, research-based professional development series grounded in continuous improvement

Consistent and targeted Literacy Intervention based on student reading assessment data (students receiving the recommended number of RI lessons, e.g. 100 lessons over 20 weeks)

How will you know that your change(s) resulted in an improvement in practice and/or outcomes?

Better systems of data collection and implementation, system-wide, will provide baseline data so that we can ensure consistency and quality. Each resource will track the implementation of the MTSS framework (the type of implementation engaged in, the frequency of implementation and the quality of implementation).

Results-Based Accountability Performance Measurement

Implementation Metrics Monitored

of site-based professional development offered, by role

of teachers receiving coaching

of students receiving intervention from ARTIFs at MTSS schools

of MTSS-funded ARTIFs, Lit. Coaches, IRFs, Counselors, Ast. Principals

and % of staff at a site who received instructional coaching

of schools served, by staff type

Impact Metrics Monitored

% of change in reading proficiency for students served by ARTIFs in MTSS schools

and % of students served by ARTIFs in MTSS schools who met grade level reading proficiency

% of attendance in intervention for students at MTSS schools served by Artifs

% of staff indicating positive level of support and benefit from professional development/coaching

Program SMARTE Goals

Decrease the number of students identified for reading intervention

Collect baseline data on the number and quality of Academic MTSS Framework implementation during the year

3% increase in student reading proficiency from Fall 2021 to Spring 2022. Our progress will be monitored by District reading assessments administered 3x/year



Results-Based Accountability Performance Measurement

QUANTITY OF EFFORT:

How much did we do?

N/A*

No. of teachers receiving coaching

494

Students were served by Artifs at MTSS schools

SY 21-22: 353

No. of MTSS-funded ARTIFs, Lit. Coaches, IRFs, Counselors, Ast. Principals:

11

ARTIFs
(1 vacancy)

19

Lit. Coaches
(4 vacancies)

34

IRFs
(8 vacancies)

28

Counselors
(2 vacancies)

21

Ast. Principals
(K - 12)
(3 vacancies)

No. of schools served, by staff type:

14

ARTIFs
(2 staff vacancies)

16

Lit. Coaches
(2 staff vacancies)

35

IRFs

25

Counselors
(1 staff vacancy)

25

Ast. Principals
(K - 12)
(3 staff vacancies)

ARTIFs = Academic Response to Intervention Facilitator

IRF = Instruction Reform Facilitator

Lit. Coach = Literacy Coach

*Data not available due to intermittent personnel reassignments throughout SY 22-23

QUANTITY OF EFFECT:

How many are better off?

214

Students served by ARTIFs in MTSS schools increased reading proficiency

SY 21-22: 141

228

Students served by Artifs in MTSS schools met grade-level reading proficiency
OUT OF 494

SY 21-22: 182/353

N/A*

No. of staff who attend professional development report increased competence in implementing instruction

QUALITY OF EFFORT:

How well did we do?

N/A*

Percent of teachers reporting that PD helped develop literacy instruction skills on the end-of-year feedback form

81%

Of students attended intervention sessions offered by Artifs

SY 21-22: 79%

QUALITY OF EFFECT:

What % are better off?

43%

Of students served by ARTIFs in MTSS schools increased reading proficiency

SY 21-22: 40%

46%

Of students served by Artifs in MTSS schools met grade-level reading proficiency

SY 21-22: 52%

N/A*

Percent of staff who attend professional development report increased competence in implementing instruction

Summary

- 494 Students were served by Artifs at MTSS schools in 2022-23
- Students at MTSS schools attended 81% of intervention sessions offered by Artifs.
- 228 of 494 or 46% of students served by Artifs in MTSS schools met grade-level reading proficiency
- SFUSD's Stanford University Research partners have found that although MTSS successfully provided additional staffing resources to schools and students that needed them the strategy did not consistently translate into gains across several key metrics (student academic outcomes (e.g., SBAC scores), other student outcomes (e.g., behavioral outcomes and attendance data), and indicators of teacher turnover. Given this, SFUSD will redesign this strategy during the SY 2-24 school year to support a higher quality and more easily implemented instructional coaching approach.

Arts Department

2022-23 PEEF Funding Allocation: \$ 17,667,101

Arts Elementary Arts Program (EAP) \$ 518,646

The Arts Department, an integral component of the San Francisco Unified School District's (SFUSD) Division of Curriculum and Instruction, fosters artistic excellence across five diverse disciplines: Dance, Media Arts, Music, Theater, and Visual Art. The Department's overarching mission extends beyond traditional education, aiming to unlock the boundless creative potential of historically marginalized students within the district and ensure equitable access to Arts instruction for every SFUSD student. A pivotal aspect of this vision involves dismantling the Eurocentric-centric lens through which Arts have often been perceived and taught. The Department is committed to introducing students to a rich tapestry of BIPOC (Black, Indigenous, and People of Color) artists, actively challenging biases, stereotypes, and erroneous narratives entrenched in Arts education. In the 2022-23 academic year, the Arts Department made significant strides by strategically utilizing Public Education Enrichment Fund (PEEF) resources. Funding expanded SFUSD's instrument inventory to provide loan-free instruments to students in grades 4 through 12 and Arts spaces received capital improvements in several schools.



Continuous Improvement Focus

What Are you Trying to Improve?

African American Participation in the elementary instrumental program is low (data points) and AA students do not have the same access to develop the skills to create music through instruments, voice, body or with objects

What Changes Might You Make and Why?

For schools with higher numbers of AA students/PITCH*:

- Restructure staffing to ensure sufficient instructional time in music
- Tracking participation of AA students in music programs

- Ensure resources are deployed to support schools' music activities and provide supports as necessary to implement programming
- Engage teachers in curriculum redesign and PD on culturally relevant, antiracist teaching and learning

How will you know that your change(s) resulted in an improvement in practice and/or outcomes?

Increases in the following for schools with higher numbers of AA students/PITCH:

- Increase total African American student enrollment in elementary music classes by 10%
- Increase total African American student enrollment in middle school VAPA programs by 10%
- Increase total African American student enrollment in high school VAPA programs by 10%
- Increase total African American student enrollment in high school CTE/VAPA Pathways by 10%
- Increase total African American student enrollment in an intermediate or advanced level arts course by 10%
- Increase in % of African American students submitting applications to RASOTA
- Increase in percent of African American families reporting agree or strongly agree that their child's VAPA classes included culturally relevant content
- Increase in percent of African American students reporting agree or strongly agree that their VAPA classes included culturally relevant content
- Increase in staffing diversity - ethnicity by subgroup percentage of teachers who teach at least one VAPA course

Results-Based Accountability Performance Measurement

Implementation Metrics Monitored

and % of middle schools by disciplines offered
and % of middle schools with 3 or more discipline offerings

and % of high schools by disciplines offered
and % of high schools with at least one Arts/CTE career pathway

and % of high schools with at least three Arts programs
and % of high schools with 3 or more discipline offerings
of full-time equivalent Arts teachers at elementary schools

Impact Metrics Monitored

and % of middle school students enrolled in at least one visual and performing arts class by subgroup

and % of high school students enrolled in at least one visual and performing arts class by subgroup

and % of high school students enrolled in a APA/CTE career pathway by subgroup

and % of high school students enrolled in an intermediate or advanced level arts course by subgroup

and % of middle school students enrolled in at least one visual and performing arts class by subgroup

and % of Arts teachers participating in culturally relevant pedagogy and antiracist teaching

and % of teachers reporting satisfied or highly satisfied with Arts Central Office professional development

and % of teachers responding satisfied and highly satisfied with Arts provided Support

Program SMARTE Goals

African American student enrollment in middle school

Arts programs by 10%

Goal not met. 44% - 48% (+4%)

African American student enrollment in high school

Arts programs by 10%

Goal not met. 40% - 38% (-2%)

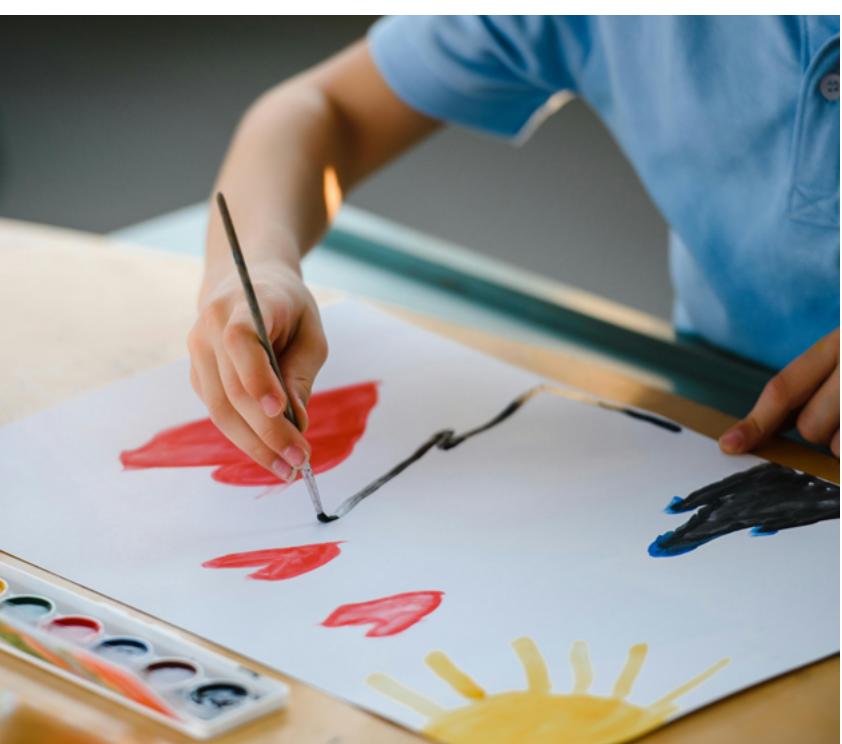
African American student enrollment in high school

CTE/Arts Pathways by 10%

Goal not met. 22% - 11% (-11%)

African American student enrollment in an intermediate or advanced level art course by 10%

Goal not met. 7% - 7% (No Change)



Results-Based Accountability Performance Measurement

QUANTITY OF EFFORT:

How much did we do?

97

Full-time equivalent Arts teachers at elementary schools

SY 21-22: 52.2

SY 20-21: 47.4

70%

Of Middle Schools with 3 or more discipline offerings

SY 21-22: 85%

SY 20-21: 77%

By disciplines offered:

Number of Disciplines:	1	2	3	4	5
Middle Schools	4 (31%)	6 (46%)	2 (15%)	1 (8%)	
High Schools	1 (5%)	4 (22%)	9 (47%)	1 (5%)	4 (22%)

78%

Of High Schools with at least three Arts programs

SY 21-22: 78%

SY 20-21: 72%

50%

Of High Schools with at least one Arts/CTE career pathway

SY 21-22: 50%

SY 20-21: 41%

QUANTITY OF EFFECT:

How many are better off?

6,484

Middle School students enrolled in at least one visual and performing arts class

SY 21-22: 6,485

SY 20-21: 6,734

7,412

High School students enrolled in at least one visual and performing arts class

SY 21-22: 7,723

SY 20-21: 7,635

QUALITY OF EFFORT:

How well did we do?

N/A*

% of culturally relevant pedagogy and antiracist teaching professional development workshops provided by Arts Department

N/A*

% of Arts teachers participating in culturally relevant pedagogy and antiracist teaching

*Data not collected or reported by program staff in 22-23

QUALITY OF EFFECT:

What % are better off?

56%

Of middle school students enrolled in at least one visual and performing arts class

SY 21-22: 54%

SY 20-21: 54%

41%

Of high school students enrolled in at least one visual and performing arts class

SY 21-22: 39%

SY 20-21: 40%

High school students enrolled in a Arts/CTE career pathway:

7% Multi-racial	12% African American
7% White	15% Samoan
7% Asian	13% American Indian
8% Dec to State	
9% Hispanic/Latino	

10%

Of high school students enrolled in an intermediate or advanced level arts course

BY SUBGROUP:

12% Multi-racial	17% Filipino
16% White	8% African American
13% Asian	16% Pacific Islander
13% Dec to State	
7% Hispanic/Latino	19% American Indian

Summary

- For the 2022-23 school year, the Arts department was able to increase the number of high schools offering 4 or more disciplines while maintaining the number of schools offering 3 disciplines or more.
- The number of elementary FTEs increased dramatically, decreasing the average number of schools sites per educator and improving teacher satisfaction and teacher ability to cultivate relationships with teachers and students.
- Art enrollment overall and among reported subgroups remains consistent, in spite of decreasing district enrollment



Athletics

2022-23 Total PEEF Funding Allocation: \$5,499,946

The Athletic Department's mission is to provide safe, accessible, fully coached, and well-supported interscholastic athletic opportunities for SFUSD middle and high school students. Approximately 2,500 students at 21 K-8 and middle schools and 3,200 students at 15 high schools participated in (freshmen/sophomore, junior varsity, and varsity levels) 39 sports during the 2022-23 school year. PEEF funds now comprise 100% of the total Athletics budget that provides: athletic trainers, coaches, athletic equipment, team uniforms, game officials, athletic team transportation, and athletic facility repairs. PEEF funds have also supported ever-growing transportation needs within the District, challenges primarily attributed to increased costs, demand for transportation from school sites, and limited availability of transportation providers. Pending funding availability, the Athletics Department will aim to add full-time Athletic Directors (ADs) at high schools, enhancing student engagement and recruitment. Providing full-time ADs will also help to better diversify participation from student demographics currently underrepresented in athletic participation, such as Newcomers and African Americans, and staff will promote a stronger sense of belonging at each school site. Without the financial support of PEEF investments, SFUSD students would not enjoy the much-needed physical, mental, and emotional benefits of athletic competition.

Continuous Improvement Focus

What Are you Trying to Improve?

Increase the number of learning disabled students in our Unified sports program

Increase the number of students in our Para track and field program

Enhanced partnerships with organizations that provide competitive and athletic skills-based training for our Para and learning disabled athletes and prospective athletes

What Changes Might You Make and Why?

Targeted identification of focal students via collaborations with SFUSD school and central office staff and the Special Olympics of Northern California

Increased outreach to non-SFUSD entities that may provide sport specific opportunities for physically and learning disabled students via partnership with the Special Olympics and the Bay Area Outreach and Recreation Program (BORP)

Strategic communication with school staff about opportunities and resources for focal students

How will you know that your change(s) resulted in an improvement in practice and/or outcomes?

SFUSD Athletics will compare the beginning of the year and end-of-year student participation data with the aim of realizing an increase.

Results-Based Accountability Performance Measurement

Implementation Metrics Monitored

of sports opportunities offered:

of bus trips provided

of athletic trainers that serve high school athletic teams

of students participating in Para & Unified programs

of students who participate in athletics

of student-athletes treated for injuries

Impact Metrics Monitored

GPAs of Student Athletes vs. Non-Student Athletes

Average Daily Attendance of Student-Athletes vs. Non-Student Athletes: Overall Athlete attendance

and % of high school athletes that receive preventative or injury treatment from an athletic trainer

and % of student-athletes that graduate on time

and % of injured student-athletes who returned to athletic participation after injury treatment

Program SMARTE Goals

Work to ensure that African-American and Latino athletes have GPAs that are as good as or better than their peers not participating in Athletics.

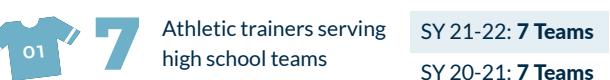
African-American Student-Athlete GPA: 3.19, African-American Non Student-Athletes GPA: 2.34. Latino Student-Athlete GPA: 3.31, Latino Non-Athlete GPA: 2.44 (Spring 2021 data)



Results-Based Accountability Performance Measurement

QUANTITY OF EFFORT:

How much did we do?



39

Sports opportunities offered

SY 21-22: **36 Sports**
SY 20-21: **15 Sports**

1,445

Bus trips provided

SY 21-22: **1814 Trips**
SY 20-21: **0 Trips**

QUANTITY OF EFFECT:

How many are better off?

4,048

EXPANDED TRAINING SERVICES

High school athletes receiving preventative or injury treatment from an athletic trainer

SY 21-22: **1,409**
SY 20-21: **122**

1,801

High school athletes returning to athletic participation after injury treatment from an athletic trainer

SY 21-22: **1,377**
SY 20-21: **100**

QUALITY OF EFFORT:

How well did we do?

Students participating in Athletics:

1,572

Middle School

SY 21-22: **2,593**

2,897

High School

SY 21-22: **3,203**

1,821

Student-athletes treated for injuries

SY 21-22: **1,409**
SY 20-21: **122***

Average GPAs of Student Athletes vs. Non-Student Athletes

	SY20-21	SY21-22	SY22-23
Student Athlete	3.57	3.41	3.38
Non-Athlete	3.07	3.17	3.10

Average Daily Attendance of Student-Athletes vs. Non-Student Athletes

	SY20-21	SY21-22	SY22-23
Student Athlete	89.97	90.20	89.25
Non-Athlete	82.4	86.71	85.33

QUALITY OF EFFECT:

What % are better off?

98.99% vs. 94.9%

Of student-athletes that graduate on time

SY 21-22: **98.24%**

Of non-student athletes that graduate on time

SY 21-22: **94.8%**

Summary

- At 90.2% the average daily attendance for SFUSD Student-Athletes is 3.49% higher than the average daily attendance of their non-student athlete peers 86.71%
- At 3.57, the average SFUSD Student-Athlete's GPA is .50 points higher than the GPAs of their non-student athlete peers 3.07
- The on-time graduation rate for SFUSD Student-Athletes, 98.24%, is 3.41% higher than their non-student athlete peers' rate of 94.8%

Career-Technical Education (CTE)

2022-23 PEEF Funding Allocation: \$730,664

PEEF has funded Career Technical Education (CTE) since the 2007-08 school year. Managed within SFUSD's Office of College and Career Readiness (CCR), the CTE Pathways program served 3,909 high school students enrolled in 46 pathways across industries such as architecture and engineering, law, entrepreneurship, media arts, health science, and urban agriculture in 2022-23. Pathways are 2-4 year programs centered around several components: 1) CTE courses that are coherently sequenced and lead to dual enrollment courses at City College of San Francisco (CCSF) providing both high school and college credit, 2) work-based learning opportunities such as internships, job-shadows, and work rotations 3) Real-world project-based learning and culminating Capstones. Career Technical Education plays a critical role in preparing students for college and careers as outlined in SFUSD's Vision 2025 Graduate Profile. Financial support from PEEF provides direct service to students through essential program staffing, transportation for after-school and summer CTE program offerings, and also compensates students who participate in the SFUSD Career Pipeline Initiative. SFUSD leverages PEEF funds with several other funding sources, including the California Career Technical Education Incentive Grant and Strong Workforce Program from the state of California. These investments have resulted in more than doubling the number of students enrolled in a CTE program since PEEF began funding CTE. For the 2022-23 school year, the CCR team continued providing direct service to students through supporting project-based learning, dual enrollment, work-based learning opportunities, and achieving school site and district goals related to CTE pathway recruitment, retention, and student persistence of overall student enrollment and targeted students.

Continuous Improvement Focus

What Are you Trying to Improve?

Increase the number of African American, English Learners, Students with IEPs accessing and completing Career Pathways

What Changes Might You Make and Why?

Target populations (African American students, ELLs, SpEd), in general, do not have a clear and intentionally-designed road map that includes early/pre-Pathway engagement, anti-racist and culturally-relevant projects, access to advanced WBL with affinity-based mentorship, and a clear transition to post-secondary employment

How will you know that your change(s) resulted in an improvement in practice and/or outcomes?

High fidelity implementation of Work-based Learning (WBL) curriculum and project curriculum that demonstrate opportunities for African American students, English Learners, Students with IEPs to connect and learn with professionals

Focal students indicate that they have a meaningful connection with a business/industry partner who has served a level of support/mentorship (via student survey)

Increased overall enrollment of African American, English Learners, and students with IEPs in Career Pathways

Increased number of focal students that are "completers" of their Pathway.

Results-Based Accountability Performance Measurement

Implementation Metrics Monitored

of African American, English Learner, Latinx, students with IEPs and English Learners enrolling in a Pathway

of internships are offered

of Pathways integrating Early College into program of study

of senior students participating in a Capstone project

Total # of CTE Participants

Teachers participating in Summer professional development related to anti-racist/ project-based learning

Schools developed explicit plans for increasing access to Pathways

Impact Metrics Monitored

and % of African American, Latinx, students with IEPs and English Learners "completing" a CTE Pathway

and % of African American, Latinx, students with IEPs and English Learners participating in a paid internship coordinated by SFUSD CCR Office

and % of African American, Latinx, students with IEPs and English Learners participating in a job shadow

and % of African American, Latinx, students with IEPs and English Learners completing an Early College experience as part of their Pathway program of study and/or as part of SFUSD Talent Pipeline

% of senior students participating in a Capstone project

Total # CTE Completers

Program SMARTE Goals

Increase total Pathway enrollment for African American, Latinx, students with IEPs and English Learners by 3%

Not Met.

Increase total Pathway completion rate for African American, Latinx, students with IEPs and English Learners by 3%

Not Met.

Increase total number of African American, Latinx, students with IEPs and English Learners completing a job shadow and/or paid internship through their Pathway and/or as part the SFUSD Talent Pipeline by 3%

PARTIALLY MET; MET: Latinx, EL, Students with IEPs; NOT MET: African American

Increase total number of African American, Latinx, students with IEPs and English Learners completing an Early College experience through their Pathway and/or as part the SFUSD Talent Pipeline by 3%

Not Met.

Results-Based Accountability Performance Measurement

QUANTITY OF EFFORT:

How much did we do?

No. of students enrolling in a Pathway:

	SY20-21	SY21-22	SY22-23
African American	289	312	239
Latinx	1,203	1,432	1,414
English Learner	584	718	632
Students with IEPs	492	605	586

14 Pathways integrating Early College into program of study
SY 21-22: **18**
SY 20-21: **18**

1,124 Senior CTE students participating in a Capstone project
SY 21-22: **981**
SY 20-21: **877**

Source: 3.15 and 3.20 CALPADS

QUANTITY OF EFFECT:

How many are better off?

No. of students successfully completing a Pathway:

	SY20-21	SY21-22	SY22-23
African American	55	57	23
Latinx	241	258	211
English Learner	99	129	76
Students with IEPs	96	109	83

No. of students successfully completing an internship:

	SY20-21	SY21-22	SY22-23
African American	100	84	81
Latinx	345	450	464
English Learner	176	240	255
Students with IEPs	117	124	84

523

Students successfully completing a job shadow

38 African American
250 Latinx
131 English Learner
84 Students with IEPs

QUALITY OF EFFORT:

How well did we do?

1,215 Internships are offered at SFUSD
SY 21-22: **1,008**
SY 20-21: **1,237**

1,124 Senior students participating in a Capstone project
SY 21-22: **981**
SY 20-21: **877**

% of students who passed courses in a Pathway (C or higher)
65% AA students
76% Latinx
71% English Learners
75% Students with IEP

QUALITY OF EFFECT:

What % are better off?

No. of students successfully completing a Pathway:

	SY20-21	SY21-22	SY22-23
African American	7.1%	6.1%	3.1%
Latinx	29.6%	27.6%	28.1%
English Learner	12.8%	13.8%	10.1%
Students with IEPs	12.4%	11.6%	11.1%

% of students successfully completing an internship:

	SY20-21	SY21-22	SY22-23
African American	8.2%	6.8%	6.7%
Latinx	28.3%	36.6%	38.2%
English Learner	14.5%	19.5%	21%
Students with IEPs	9.6%	10.1%	10.7%

24%

Of students successfully completing a job shadow

7.27% African American
47.8% Latinx
25.1% English Learner
16.1% Students with IEPs

% of students successfully completing in an Early College course as part of their Program of Study and/or as part of SFUSD Talent Pipeline:

	SY20-21	SY21-22	SY22-23
African American	64.4%	61.9%	51.2%
Latinx	-	-	41.1%
English Learner	81.7%	83.5%	49.6%
Students with IEPs	76.7%	72.5%	40.5%

Summary

Increase total Pathway enrollment for African American, Latinx, students with IEPs and English Learners by 3%.

While we did not meet this year's 3% enrollment goal, we did increase district's CTE enrollment by 5% (+190 students) compared to 2020-21 and CTE enrollment for focal populations (Latinx: +17.5%; EL: +8.2%; Students with IEs: +19.1%).

Increase total Pathway completion rate for African American, Latinx, students with IEPs and English Learners by 3%.

While we did not meet this year's 3% Pathway completion goal, our current completion level was similar to the 2020-21 level. In 2023-24, we will review CTE persistence data with school sites, better understand challenges that prevent students from completing the pathway, and identify solutions to improve pathway completion.

Increase total number of African American, Latinx, students with IEPs and English Learners completing a paid/non-paid internship through their Pathway and/or as part the SFUSD Talent Pipeline by 3%.

We met the 3% internship participation goal for Latinx students, ELs, and students with IEPs, while the participation level for African American students (81 AA students) was similar to last year's (84 AA students).

Increase total number of African American, Latinx, students with IEPs and English Learners completing an Early College experience through their Pathway and/or as part the SFUSD Talent Pipeline by 3%.

We did not meet the 3% Early College participation goal for all focal populations; this mirrored the overall decline in dual enrollment participation. Next year, we will focus on increasing focal population outreach to our Early College program.



Early Education (Shoestrings Children's Center)

2022-23 PEEF Funding Allocation: \$1,889,793

PEEF funding supports multi-tiered interventions and support systems in the Early Education Department. Tier one and two supports are provided through nursing and health staff, family support specialists, and onsite behaviorists who provide wrap-around services for students and families as needs arise. Funding also supports the Shoestrings Children's Center, which was initiated in 2018 to address educational inequities, in particular, the disproportionate placement of Black and Brown students in Special Education for "Emotional Disturbances." The Shoestrings program is an intensive assessment and intervention diagnostic program designed to support students and families who face barriers to school success, particularly in settings that struggle to create and sustain supportive and nurturing school environments.

Continuous Improvement Focus

What Are you Trying to Improve?

The number and percent of African American students being served in their general education classroom settings (particular focus on PK - 2).

What Changes Might You Make and Why?

Provide comprehensive wrap around services that connect the family, ShoeStrings program and homeroom classroom

implement sensory strategies
(e.x. Therabands on chairs, flexible seating, weighted vests and blankets, tactile squares, chewies)

Family partnership workshops

Family coaching sessions

In-person, cohort-wide professional development for staff

Individualized transition plan with specific SEL goals and strategies

How will you know that your change(s) resulted in an improvement in practice and/or outcomes?

Reduced rate of referral to special education placement (emotional disturbance- SOAR & NPS) and reduced suspensions/expulsions.

Results-Based Accountability Performance Measurement

Implementation Metrics Monitored

of students enrolled, by race/ethnicity

Student attendance in Shoestrings

of individualized transition plans provided

of sensory reports provided

of supply/materials provided (Bridges to Learning)

of family workshops offered

of individual family consultations

of individual family coaching sessions

Impact Metrics Monitored

and % of students completing 10-week program

and % of Shoestrings students referred to special education

and % of Shoestrings students K-ready (KRI)

and % of family self-reports of use of services, language, and strategies

Family testimonial & Survey Results (Sense of Belonging)

Family testimonial & Survey Results (Agency)

Program SMARTE Goals

By December 31, 2023, SFUSD Early Education will increase the number of staff in Shoestrings by 1-2 personnel members, as measured by students served from January 1, 2023.

By December 31, 2023, SFUSD Early Education will increase the number of students served in Shoestrings 1-3 students per cohort, as measured by students served from January 1, 2023.

No Black students enrolled in Shoestrings in SY 21-22, 22-23 will be placed in Special Education for "Emotional Disturbance" in the 23-24 and/or 24-25 school years.

Results-Based Accountability Performance Measurement

QUANTITY OF EFFORT:

How much did we do?

# of students enrolled:	11 AA students	2 White
	4 Latinx	1 Mixed Race
	1 Asian	

19

Individualized transition plans provided

19

Sensory reports provided

 **84**

Supply/materials provided
(Bridges to Learning)

12

Family workshops offered

36

Individual family consultations

QUANTITY OF EFFECT:

How many are better off?

19 Students completing 10-week program

0 Shoestrings students referred to special education

19 Shoestrings students K-ready (KRI)

19 Family self-reports of use of services, language, and strategies

QUALITY OF EFFECT:

What % are better off?

100% Of students completing 10-week program

0% Of Shoestrings students referred to special education

100% Of Shoestrings students K-ready (KRI)

100% Of family self-reports of use of services, language, and strategies

QUALITY OF EFFORT:

How well did we do?

89% Student attendance rate in Shoestrings

Family testimonial & Survey Results:

"[My daughter] wasn't...feeling like she can relate to someone. So, going to Shoestrings, she immediately was, "Oh, mom, I've seen other people there. There were other Black kids, and the staff, they were Black. It was something she hadn't seen before."

—Shoestrings mom

"Instead of moving straight to, "There's something wrong with this child. And here's a fast track to getting you diagnosed" and then putting them in a box...Shoestrings is that pause button to say, "Hold on, let's actually look at how we're approaching this from a collaborative partnership...how are we actually really looking at this child? How are we truly understanding who this individual is?" And then looking at what we're not providing in terms of individualized support."

—SFUSD principal

"We don't have a strongly defined Tier 1 with fidelity, [and] Tier 2, [it's] undefined how kids can access, get in that. It's all different at every school. So, we automatically go, SpEd's the only game in town. SpEd is the only game in town. That kid needs an IEP. They need a one-on-one because they wiggle their butt, they can't sit still, they run in and out of the class. So, we go to SpEd [for emotional disturbance]."

—SFUSD Administrator

Summary

In fulfilling the goals and mission of Shoestrings program participants have been referred to SFUSD's Special Education Services with an Emotional Disturbance (ED) designation; a 100% success rate

Families participating in Shoestrings reported the following outcomes on the end-of-program survey:

- - 90% strongly agreed that they felt welcomed to participate in Shoestrings programming
- - 93% strongly agreed that their child felt welcomed and safe to participate in Shoestrings programming
- - 82% strongly agreed that their child was excited to attend Shoestrings
- - 93% strongly agreed that they were satisfied with the services their child received in Shoestrings
- - 95% strongly agreed that Shoestrings staff treated them with respect
- - 98% strongly agreed that Shoestrings staff took their concerns seriously
- - 90% strongly agree that Shoestrings staff responds to their needs in a timely manner



English Language Arts

2022-23 Total PEEF Funding Allocation: \$311,399

The High School English/Language Arts (ELA) team provides teachers with curriculum and professional development that addresses English/Language Arts standards-based content and skills. The team's goals include ensuring that students have access to culturally relevant and grade-appropriate texts, tasks, and content; and that students have opportunities to engage in humanizing and rigorous learning that affirms their identities and prior knowledge. The High School ELA Program aims to provide all students with rigorous, culturally affirming daily instruction through its core curriculum, provision of instructional materials, and professional learning opportunities for site staff. Through this work, ELA aims to increase the proficiency rates for Black, Latinx, and English Learner students on the Smarter Balanced Assessment Consortium (SBAC), a Common Core State Standards-aligned test high school students take in 11th grade.

The High School ELA is implementing a four-year plan to refresh sample units and supplementary instructional materials in service of this goal and alignment with the SFUSD Board of Education's Equity Studies Resolution (2019) and the Ethnic Studies Graduation Requirement (2021) policy. To bring SFUSD's high school course sequence in alignment with this resolution, the team will update the list of approved supplemental texts on the SFUSD Recommended Reading list for grades 9-12 and develop, field test, and revise year-long units of study for all four years of High School English Language Arts.

Continuous Improvement Focus

What Are you Trying to Improve?

Improve the engagement and academic outcomes of our underserved/marginalized student population (African American, Newcomer, Students w/ IEPs)

Improve the way students feel seen and heard in the classroom, deepen relationships with their teachers, peers, and larger community.

Coherence of teaching and learning in 9th grade ELA across classrooms and schools

What Changes Might You Make and Why?

Provide 9th grade ELA teachers culturally relevant text, units and lessons connected to the CCSS and alignment with 9th grade Ethnic studies to support coherence and alignment

Provide professional learning in educational frameworks and instructional strategies that promote critical thinking

Change teacher mindset in the text and topics they use to teach students

How will you know that your change(s) resulted in an improvement in practice and/or outcomes?

Observed shift in student relationship w/ reading and writing (teacher surveys, student surveys, feedback from teachers, student work)

Observed increase in student academic ownership (teacher surveys, student surveys, feedback from teachers, student work)

Student engagement and achievement (student work, attendance, course grades, on-track rates)

Results-Based Accountability Performance Measurement

Implementation Metrics Monitored

- # and % of high schools served
- # and % of teachers served (9th grade ELA)
- # and % of students served (9th grade ELA)
- # of texts purchased and distributed
- # of professional learning workshops
- # of lessons/units produced

Impact Metrics Monitored

- # and % favorable teacher feedback (unit specific)
 - Ease of using for teacher
 - Accessibility of provided resources for students
 - Student engagement of text and tasks aligned with Common Core State Standards
 - Growth on the outlined CCSS Enduring Understandings represented in the units
- # and % of favorable student feedback (unit specific)
- Student attendance (average daily attendance %)
- Course grades (% A - C)
- # of students on-track rates (CCR Goals & Guardrails)

Program SMARTE Goals

Program staff did not develop SMARTE Goals for SY 22-23 due to intermittent staff reassignments



Results-Based Accountability Performance Measurement

QUANTITY OF EFFORT:

How much did we do?



QUANTITY OF EFFECT:

How many are better off?

N/A* 9th grade students w/ course grades (A - C)

N/A* 9th grade students On-track

*Data not collected for 2022-23 as programming was not fully implemented due to staff reassignment

QUALITY OF EFFORT:

How well did we do?

N/A*

and % of favorable teacher feedback:

- Accessibility of provided resources
- Student engagement of text and tasks aligned with Common Core State Standards
- Growth on the outlined CCSS Enduring Understandings represented in the units

N/A*

and % favorable student feedback:

Curriculum materials provide opportunities for students to further examine their own beliefs and identities in relation to those of other communities

N/A*

Student attendance (average daily attend. %)

QUALITY OF EFFECT:

What % are better off?

N/A* Of 9th grade students w/ course grades (A - C)

N/A* Of 9th grade students On-track

*Data not collected for 2022-23 as programming was not fully implemented due to staff reassignment

Summary

Program staff did not report End of Year Performance Highlights for SY 22-23 due to intermittent staff reassignments.



Ethnic Studies

2022-23 Total PEEF Funding Allocation: \$1,344,013

The Ethnic Studies curriculum developed by SFUSD teachers is founded upon a humanizing educational approach that builds student and teacher capacity to know and love themselves more completely and build solidarity and self-determination to actualize a more just society. Students begin this process by exploring their multiple identities while enhancing their reading, writing, and analytical skills. Financial support from PEEF has supported the expansion of this curriculum across SFUSD middle and high schools by funding portions of teacher salaries, professional development, and classroom supplies. With the PEEF-supported expansion of the Ethnic Studies Program in the 2022-2023 school year, approximately 5,450 total students were enrolled in Ethnic Studies courses across three middle schools and sixteen high schools, representing an overall 43% percent increase in enrollment from the 2020-2021 school year. The Board of Education passed a resolution instituting our Ethnic Studies course as a graduation requirement commencing with the graduating class of 2028. The Ethnic Studies team is currently working with District leadership, the PEEF Office, and school sites to comply with this resolution. Collaboration and support with various stakeholders is essential to meet this resolution with fidelity.

Continuous Improvement Focus

What Are you Trying to Improve?

Increase student access, particularly for Black students and ELs, to the Ethnic Studies course during their time in high school.

What Changes Might You Make and Why?

Obtain enrollment data and analyze for patterns / gaps in participation (tap into RPA)

Inventory 9th grade course enrollment process for all high schools

Launch an Ethnic Studies info & awareness campaign for all 8th graders.

Strengthen Central Office-to-school site personnel operations and oversight (e.x. Communication loop, scheduling, PD planning, etc.)

How will you know that your change(s) resulted in an improvement in practice and/or outcomes?

Increase in the number of 9th grade Ethnic Studies courses offered and enrollment, with particular focus on African American/Black and English Language Learners

Results-Based Accountability Performance Measurement

Implementation Metrics Monitored

of ES course sections offered
(Elementary schools, Middle schools, High schools)

Course enrollment data (22-23) by race/ethnicity
(Elementary schools, Middle schools, High schools)

of ES teachers/practitioners

of students completing annual survey

Central Office-provided capacity-building support sessions offered to school sites

Impact Metrics Monitored

Students responding favorably that ES helps them feel more connected to their cultural heritage and roots; helps them understand themselves better (% strongly agree or agree)

Students responding favorably that ES helps them to understand people who are different from them; who have different points of view, different cultures, and different communities [solidarity] (% strongly agree or agree)

Students responding favorably that ES helps them feel positive about themselves as learner (% strongly agree or agree)

Students responding favorably that ES helps them feel more motivated to take small or big actions against racism (and other forms of injustice) in my community or school (% strongly agree or agree)

Students responding favorably that ES helps develop their racial consciousness and worldview (% strongly agree or agree)

Teachers responding favorably in feeling supported by the Central Office ES team to develop students' core Ethnic Studies values (% strongly agree or agree)

Teachers responding favorably utility of ES professional development (% strongly agree or agree)

Site-leader responding favorably that ES accelerated students' interest in academic engagement, attendance, interest in further scaling, central office staff responsiveness (% strongly agree or agree)

Program SMARTE Goals

By August 2023, there will be an increase in the number of high school Ethnic Studies course sections from 91 to 100 (a 10% increase).

Goal Nearly Met, 99 HS Course Sections, 28 Middle School Sections

By June 2023, students will respond favorably that the Ethnic Studies course helps them to understand people who are different from them; who have different points of view, different cultures, and different communities from 74% to 80%.

Goal Nearly Met, 79% responded favorably

Results-Based Accountability Performance Measurement

QUANTITY OF EFFORT:

How much did we do?

No. of Ethnic Studies course sections offered:

	SY20-21	SY21-22	SY22-23
Middle School	5	17	28
High School	66	91	99

Course enrollment data:

	SY20-21	SY21-22	SY22-23
Middle School	626	845	706
High School	2,911	4,499	3,709

 **38** ES teachers/practitioners
SY 21-22: 39
SY 20-21: 26

11 Central Office-provided capacity-building support sessions offered to school sites
SY 21-22: 11
SY 20-21: 7

QUANTITY OF EFFECT:

How many are better off?

 **673** Middle school students earning grade of A-C
SY 21-22: 810
SY 20-21: 551

 **3,075** High school students earning grade of A-C
SY 21-22: 3,789
SY 20-21: 2,275

854 Students responding favorably that ES helps them feel more connected to my cultural heritage and roots; helps them understand themselves better (strongly agree or agree)
SY 21-22: 854

809 Students responding favorably that ES helps them to understand people who are different from them; who have different points of view, different cultures, and different communities (solidarity) (strongly agree or agree)
SY 21-22: 1,055

778 Students responding favorably that ES helps them feel positive about themselves as learner
SY 21-22: 932

820 Students responding favorably that ES helps them feel more motivated to take small or big actions against racism (and other forms of injustice) in my community or school (strongly agree or agree)
SY 21-22: 929

778 Students responding favorably that their ES course is motivating them to work harder in school
SY 21-22: 800

QUALITY OF EFFECT:

What % are better off?

95% Of Middle school students earning grade of A-C
SY 21-22: 97%
SY 20-21: 90%

82% Of High school students earning grade of A-C
SY 21-22: 84%
SY 20-21: 85%

68% Students responding favorably that ES helps them feel more connected to my cultural heritage and roots; helps them understand themselves better (strongly agree or agree)
SY 21-22: 76%

79% Students responding favorably that ES helps them to understand people who are different from them; who have different points of view, different cultures, and different communities (solidarity) (strongly agree or agree)
SY 21-22: 94%

76% Students responding favorably that ES helps them feel positive about themselves as learner
SY 21-22: 83%

81% Students responding favorably that ES helps them feel more motivated to take small or big actions against racism (and other forms of injustice) in my community or school (strongly agree or agree)
SY 21-22: 83%

76% Students responding favorably that their ES course is motivating them to work harder in school
SY 21-22: 71%

Summary

While Ethnic Studies course sections dipped in SY 2022-2023 because of teacher shortage and high school scheduling issues, data continues to prove that not only is this course beneficial for students on a socio-emotional level, it also advances their academic skills and sense of belonging at schools and in classrooms

- 79% of students responded that the course is helping them understand perspectives and identities different from their own
- 82% of students indicate that the course is making them more motivated to take small or big actions against racism (and other forms of injustice) in their community or school
- 76% of students state that the course is helping them feel more positively about themselves as a learner and that the course is motivating them to try harder in school. It is exciting that both Ethnic Studies teachers and students report such favorable experiences in the class.

QUALITY OF EFFORT:

How well did we do?

1,015 Students completing annual survey
SY 21-22: 1,123

100% (n=15) Teachers responding favorably on support offered by central office ES team
SY 21-22: 100% n=13

100% (n=12) School Principals responding favorably that ES accelerated students' interest in academic engagement, attendance, interest in further scaling, central office staff responsiveness
SY 21-22: 100% n=12



Libraries

2022-23 PEEF Funding Allocation: \$13,370,447

SFUSD's school libraries provide a space, whether physical or virtual, where all students have the opportunity to be curious and develop their own understandings and perspectives. Libraries promote student research of personal interests, exchange of opinions with peers, and formulation of new understandings. Teacher-Librarians plan diverse learning experiences to inspire equitable, active student participation. The department ensures that all students experience high-quality literacy programs, a print-rich environment, and access to current technology. Librarians develop collections so that students see their lives, interests, and identities reflected in the books, programming, and digital content essential for college and career.

Continuous Improvement Focus

What Are you Trying to Improve?

Focal students see themselves as readers, writers and creators

What Changes Might You Make and Why?

Author & storyteller visits with books delivered to students' homes
Book clubs with focal students
STEM programs developed for PreK-3rd
Student storytelling programs (with emphasis on digital media)

How will you know that your change(s) resulted in an improvement in practice and/or outcomes?

Student participation in book clubs next year
Student survey data on mindsets readers, writers, and creators

Results-Based Accountability Performance Measurement

Implementation Metrics Monitored

of students enrolled, by race/ethnicity
Student attendance in Shoestrings
of individualized transition plans provided
of sensory reports provided
supply/materials provided (Bridges to Learning)?
family workshops offered
individual family consultations
individual family coaching sessions

Impact Metrics Monitored

and % of students completing 10-week program
and % of Shoestrings students referred to special education
and % of Shoestrings students K-ready (KRI)
and % family self-reports of use of services, language, and strategies
Family testimonial & Survey Results (Sense of Belonging)
Family testimonial & Survey Results (Agency)

Program SMARTE Goals

Ensure that students at more than 50% of SFUSD elementary library programs offer access to students outside of scheduled class visits

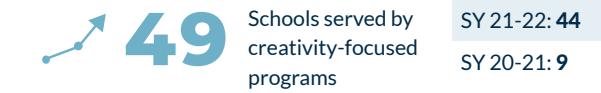
Goal Data Not Reported for SY 22-23



Results-Based Accountability Performance Measurement

QUANTITY OF EFFORT:

How much did we do?



QUANTITY OF EFFECT:

How many are better off?

Number of students in book clubs who see themselves as readers; connected to a reading community

Data not collected or reported by program staff in 22-23

Number of students who can find the information they need to find via their school library/ librarian

Data not collected or reported by program staff in 22-23

QUALITY OF EFFORT:

How well did we do?

Library book circulation to student ratio:



QUALITY OF EFFECT:

What % are better off?

N/A* % of students in book clubs who see themselves as readers; connected to a reading community

N/A* % of students who can find the information they need to find via their school library/ librarian

*Data not collected or reported by program staff in 22-23

Summary

Given limited central office staffing in the 2022-23 school year, it was challenging to collect robust, insightful data. However:

- 102 K-12 schools had a teacher-librarian
- 100% of K-12 schools had a teacher-librarian
- 866,265 print books were circulated at K-12 sites
- Library book circulation to student ratio was 18:1 for all students K-12
- There were 23,219 active SFPL scholar card users from SFUSD
- 49 sites offered creativity-focused programming, a 10% increase from the previous year

Math & Science

2022-23 Total PEEF Funding Allocation: \$2,889,648

The Math and Science Departments are managed within SFUSD's Curriculum and Instruction Division (C&I) to support enhanced excellence in instruction for each and every student to engage with the Common Core (CCSSM) and Next Generation Science Standards (NGSS) in deep and meaningful ways so that they learn and embrace scientific and mathematical thinking. The Science Department provides an NGSS-aligned Core Curriculum that is localized, project-based, and culturally relevant. All students access laboratory materials provided by the SFUSD Science Resource Center. The Science Department offers anti-racist professional learning opportunities are provided to teachers across all grades and include mandatory annual safety training for all secondary science teachers. The Science Department provides high-quality science instruction for each and every student to increase proficiency rates on the California Science Test (CAST) and to ensure scientific literacy.

The Math Department supports all students and schools by providing a Common Core Standards-aligned curriculum and instructional materials (e.g., student workbooks in all target languages, math manipulatives, etc.). The curriculum encourages peer-to-peer discourse and demonstration of mathematical thinking in multiple ways. The Department offers diagnostic resources such as numeracy interviews, and supplemental resources such as DreamBox Learning and is now in the first year of implementing STAR assessments as a progress monitoring tool. SFUSD Math also provides professional development for teachers to build or develop site learning communities focused on the practice of teaching and learning. Professional learning will continue to emphasize improving learning outcomes for Black, Latino, and multilingual students.

Continuous Improvement Focus

What Are you Trying to Improve?

In Science, we aim to increase student learning in science (grades and CAST) by supporting science teachers to implement the Science Core Curriculum with fidelity.

In Math, we are trying to improve student outcomes in math as measured by Smarter Balanced, grades in all math coursework, and College and Career Readiness indicators such as increased access to advanced math coursework.

What Changes Might You Make and Why?

In Science, we will facilitate and manage a monthly K-12 Teacher Leader (TL) science learning network w/ 1 representative per school, support Teacher Learners to use Science Core Curriculum.

In Math, the department will support activities aligned with SFUSD Visions Values Goals & Guardrails Goal 2, this includes strengthening the instructional coherence, leveraging a new K - 8 assessment system, and increasing supports for flexible tier 2 interventions.

How will you know that your change(s) resulted in an improvement in practice and/or outcomes?

In Science, Core Rubric scores increase 4% from October Science Teacher-Leader self-assessment, grades of A's & B's increased for African American/Black & Latinx 6-12 students in core science classes by 3%, CAST scores (gr 5, 8, & 11) increase 3% in all groups & 5-8% for Afri.Amer. & Latinx, low-income & Multilingual Learners from SY22-23 to SY23-24

In Math, fulfilling the SFUSD Visions Values Goals & Guardrails Goal 2 indicates the following:

- The percentage of Grade 3 African American students at proficient will increase from 44% in March 2022 to 54% by March 2024.
- The percentage of Grade 6 students at proficient will increase from 58% in March 2022 to 68% by March 2024.
- The percentage of Grade 7 Latinx students at proficient will increase from 45% in March 2022 to 55% by March 2024.

Results-Based Accountability Performance Measurement

Implementation Metrics Monitored

Science: Attendance at teacher leader meetings

of refill packs delivered to schools

of field trips to SFUSD Environmental Science Center

of HS Students Participating in Climate Action Fellowship

Total # and % of students enrolled in Core Science 6-12 (MS/HS)

Total # and % of students in elementary (ES)

Math: The New Teacher Project (TNTP) Audit of the written and taught math curriculum in grades K - 8

- # of classrooms visited by TNTP Auditors
- # of teachers interviewed by TNTP Auditors
- # of assignments analyzed by TNTP Auditors

Implementation of the new STAR Assessment system K - 8 in Fall & Spring Windows

• Fall Semester Window

• Spring Semester Window

Secondary Math Policy Focus Group

- # of meetings/town halls
- Attendance

Total # and % of students enrolled in math 6-12 (MS/HS)

Total# and % of students in elementary (ES) math

Impact Metrics Monitored

Science: Total # and % of teacher-leaders increasing by 4% on Core Rubric for Essential Content

Total # and % of A's and B's in core science classes

CA Science Test scores in grades 5, 8, and 11

Total # and % of students attending field trips to SFUSD Environmental Science Center

Math: Total # and % of Grade 3 AA students at proficient

Total # and % of Grade 6 Students at proficient

Total # and % of Grade 7 Latinx students at proficient

Program SMARTE Goals

In science, by March, we will raise the percentage of Teacher Leaders who score a 4 or 5 (proficient/ above) on the Essential Content rubric in self-assessment, as compared to their self-assessment score in October from (baseline tbd) to 4% greater.

In math, the percentage of ALL eighth-grade students performing math at grade level as measured by the state tests (SBAC Math) will increase from 42% proficiency rate in October 2022 to 65% proficiency by October 2027.



Results-Based Accountability Performance Measurement

QUANTITY OF EFFORT:

How much did we do?

SCIENCE:

23,276

Students in elementary
(100%)

19,950

Students enrolled in Core
Science 6-12
(78%)

MATH:

20,551

Students in elementary
(100%)

24,748

Students enrolled in
Math 6-12
(93.7%)

QUANTITY OF EFFECT:

How many are better off?

SCIENCE:

N/A*

Total no. of teacher
leaders increasing by
4% on Core Rubric for
Essential Content

1,829

Students attending field
trips to the Environmental
Service Center in 3rd, 4th
and 5th grades

MATH:

N/A**

Total no. of Grade 3
African American
students at proficient

N/A**

Total no. of Grade 6
students at proficient

N/A**

Total no. of Grade 7 Latinx
students at proficient

QUALITY OF EFFORT:

How well did we do?

SCIENCE:

N/A*

Attendance at teacher leader meetings

2,428

Refill packs delivered in
2022-23 for each section /
classroom of science in K-12

83

Field trips in grades
3rd, 4th and 5th

QUALITY OF EFFECT:

What % are better off?

SCIENCE:

N/A*

Total % of teacher leaders
increasing by 4% on Core
Rubric for Essential Content

% of students that Met
or Exceeded Standard
for Science:

39% 5th grade
students

37% 8th grade
students

47% 11th grade
students

15%

Of students enrolled in
3rd, 4th and 5th grades
attending field trips to the
Environmental Service Center

MATH:

N/A**

Total % of Grade 3
African American students
at proficient

N/A**

Total % of Grade 6
students at proficient

N/A**

Total % of Grade 7 Latinx
students at proficient

Summary

Math:

100% of SFUSD math students were supported in various capacities with learning resources, teacher instructional support, and a comprehensive audit of the math curriculum. Insights from the audit will assist the Math Department with implementing curricular improvements known to better serve students and improve outcomes. Although there STAR assessments are not available, the results from the CA Smarter Balance Assessment System demonstrate the continued need to improve outcomes for focal students in designated subgroups. These aims have been integrated into the District's Vision, Values, Goals and Guardrails process that has formalized planning toward lasting change and improvement in SFUSD mathematics.

Science:

100% of SFUSD science students were served through delivery of curricular and instructional materials delivered to all classrooms. Additionally, middle-grade teachers participated in a reflection exercise about their instruction with a small but notable percentage indicating perceived growth in their use of standards in lesson planning and advancing students toward grade-level expectations. Results from the metrics featured in this report will be available in Fall 2024 and additional measures will be considered on an interim basis.



Multilingual Pathways

2022-23 PEEF Funding Allocation: \$1,890,633

The Multilingual Pathways (MP) PEEF funds help to sustain language programs across the district impacting all students in SFUSD. SFUSD maintains a language program portfolio of eight languages in grades K-5: Spanish biliteracy and dual language immersion, Cantonese biliteracy and dual language immersion, Mandarin dual language immersion, Korean dual language immersion and World Language programs in Arabic, Vietnamese, Filipino, and Japanese along with Mandarin and Spanish at the middle school level. Ten languages are taught at the high school level with French, Italian, and Latin added to the portfolios of some schools. Language learning and development in SFUSD focuses on students' ability to effectively communicate with both the language skills and cultural competence required to be a global citizen interacting and living in a global society. PEEF funding provides professional development for educators, and access to new languages in the high school such as Arabic and Tagalog (Filipino), and is also utilized to purchase instructional materials that are aligned with the California World Language Standards.

Continuous Improvement Focus

What Are you Trying to Improve?

Recruitment and retention of qualified language teachers for pathway and world language programs in SFUSD.

What Changes Might You Make and Why?

Continue the partnership with Pathway to Teaching for preparation and professional development via new teacher supports and coaching and a strengthened pathway bilingual model

Partnering with the Para-To teacher program to launching a tracking system to identify and support staff along with a pilot program providing economic support to educators working towards credentialing

HR - Continued partnership with SFUSD Human Resources to support candidates with access to emergency teaching credentials

Enhanced supports for language teachers with PD, curriculum, and lesson development and delivery

How will you know that your change(s) resulted in an improvement in practice and/or outcomes?

Increased teacher retention rates and documented higher levels of satisfaction on an annual pre/post teacher survey

Results-Based Accountability Performance Measurement

Implementation Metrics Monitored

of biliteracy, dual language immersion, and world language programs offered

Total enrollment in language programs

Student enrollment, by race/ethnicity

Student enrollment, by language program

of professional development offerings

Staff retention rates

of standards-aligned units developed for Vietnamese and Arabic elementary world language programs

Impact Metrics Monitored

MS students agreeing (via world language survey) that:

- learning a new language will support them in the real world
- If they work hard, they should be able to learn a new language
- they can apply what I learn in class to life outside of school
- learning another language is worth the effort

HS students graduating with two years/20 credits of world language

HS students graduating with four years/40 credits of world language

HS students graduating with a Seal of Biliteracy

% of secondary teachers responding favorably (via survey) that professional development was beneficial for connecting with colleagues and supporting each others' work

Program SMARTE Goals

By April 2023, we will inventory, catalog, and ensure that instructional materials are being used in K-12 world language, bi-literacy, and immersion classrooms and will increase the teacher-reported (via survey) rate of access to supplies to 100%.

Goal data not collected, Teacher Survey was not implemented

Results-Based Accountability Performance Measurement

QUANTITY OF EFFORT:

How much did we do?

82 Language programs offered*
SY 21-22: 64
SY 20-21: 59

11,414 Students are enrolled in language programs*
SY 21-22: 10,042
SY 20-21: 9,470

*Elementary, K8, and middle schools

K-5 students enrollment, by language program:

231 Arabic World Language	499 Mandarin Dual Language Immerision
1,345 Cantonese Bilingual	
1,633 Cantonese Dual Language Immerision	1,896 Spanish Bilingual
83 Filipino World Language	2,605 Spanish Dual Language Immerision
529 Japanese World Language	273 Vietnamese World Language
119 Korean Dual Language Immerision	110 Spanish Newcomer
	35 Chinese Newcomer

K-8 language program enrollment by student race/ethnicity/nationality:	29% Chinese
(Excluding middle school world language courses)	54% Latinx
	5% White
	1% African-American
	2% Asian
	8% Multi-Racial

N/A* Teachers receiving enhanced (15 hours) professional support

11 Standards-aligned units developed for Vietnamese and Arabic elementary world language programs

QUANTITY OF EFFECT:

How many are better off?

2,688 High school students graduate with 20 or more credits of world language
SY 21-22: 2,639
SY 20-21: 2,546

430 High school students graduating with four years/40 credits of world language

552 Graduating seniors earning the Seal of Biliteracy
SY 21-22: 619
SY 20-21: 535

304 earned for Chinese, 188 for Spanish, 33 for Japanese, 22 for Korean; additional earners for Filipino, Russian, Italian, French, Latin, and German

QUALITY OF EFFORT:

How well did we do?

N/A* Of Arabic and Vietnamese teachers participating in monthly PLC
SY 21-22: 100%
SY 20-21: 100%

100% Retention rate for Filipino world language teachers
SY 21-22: 83%
SY 20-21: 83%

75% Retention rate for Vietnamese and Arabic world language teachers
SY 21-22: 70%
SY 20-21: 100%

N/A* Of secondary teachers responding favorably that professional development was beneficial to connect with colleagues and to support each others' work
SY 21-22: 96%
SY 20-21: 82%

QUALITY OF EFFECT:

What % are better off?

82% Of high school students graduate with 20 or more credits of world language
SY 21-22: 100%
SY 20-21: 100%

12% Of high school students graduating with four years/40 credits of world language

15% Of graduating seniors earning the Seal of Biliteracy
SY 21-22: 16%
SY 20-21: 21%

55% earned for Chinese
34% for Spanish
6% for Japanese
4% for Korean
and additional earners for Filipino, Russian, Italian, French, Latin, and German

*Professional Development not offered in 22-23

Summary

- Include Seal of Biliteracy Earners Bio/Interviews (Lisa, Chris has these)
- 23% of SFUSD students have access to a language program; 58% of all elementary schools host one or more language programs
- 82% of graduating seniors meet the UC-CSU credit requirement for world language; 12% of graduating seniors earn 40 credits (4 years) of world language
- The research field demonstrates that bilingual programs yield stronger outcomes for English learners. Across language programs, outcomes for reclassified students demonstrate stronger reading and math performance than English-only students. This is true across indicators in SFUSD.



Physical Education

2022-23 PEEF Funding Allocation: \$8,192,362

The Physical Education and Activities Department supports 72 elementary schools, 21 middle schools, 21 high schools, and five adult transition programs SFUSD school sites. Physical Education's mission statement affirms that all SFUSD students will be independent and literate in 21st-century physical education that includes health, fitness, and wellness. Students will learn the health-related benefits of physical activity and skills that promote life-long fitness. They will develop positive social skills, learn to self-assess, set personal goals, and become informed consumers. This represents SFUSD Physical Education and Activities Department's commitment to promoting excellence in physical education for all SFUSD students.

Continuous Improvement Focus

What Are you Trying to Improve?

Improve AA and Latino female cardiovascular endurance rates

What Changes Might You Make and Why?

Development of a comprehensive, research-based, cardiovascular endurance measurement that accurately reflects performance and growth for African American and Latino female students

Increased physical education instruction with an emphasis on cardiovascular endurance

Increase access to high intensity cardiovascular endurance activities that engage AA and Latino female students

How will you know that your change(s) resulted in an improvement in practice and/or outcomes?

Documented improvement in African American and Latino female cardiovascular endurance performance as measured by self assessments, Fitfolio completion, cardiovascular data tracking, and physical fitness assessments

Results-Based Accountability Performance Measurement

Implementation Metrics Monitored

of school sites served (staffing, equipment, professional development, etc.)
(ES, MS / K-8, HS)

and % of certificated teachers

of new or refreshed fitness labs, bike, and facility storage improvements at secondary and elementary school sites

of professional developments being offered for K- 12 educators

% and # of students reporting a variety of activities in their PE classes

Impact Metrics Monitored

% of all students and specifically AA and Latino females reporting an increase in cardiovascular endurance through self-assessment, and physical fitness assessments

% of students identifying they are active participants in PE class

and % of students identifying that they make healthier choices because of what they learned in PE class

% of students identifying that they are physically active outside of PE class because of what they learned in PE class

Program SMARTE Goals

Design survey collection strategies so that results specifically for AA and LatinX female students can be extracted and analyzed

Goal Met

Results-Based Accountability Performance Measurement

QUANTITY OF EFFORT:

How much did we do?

Sites served (staffing, equipment, professional development, etc.)	New fitness labs and or bike programming at secondary school sites
72 Elementary	1 Elementary School
21 Middle School	3 High School
21 High School	

Certificated PE teachers:

	SY20-21	SY21-22	SY22-23
Elementary School	44	48	46
Middle School		66	67
High School	114	51	53

28
Professional development workshops for K-12 educators

9 Elementary School
14 Secondary
5 K-12

QUANTITY OF EFFECT:

How many are better off?

No. of students identifying they are active participants in PE class:

1,860

Elementary students responding in English

2,913

Secondary students responding in English

No. of students reporting a variety of activities in their PE classes:

2,645

Secondary students responding in English

No. of students identifying they make healthier choices because of what they learned in PE class

1,279

Elementary students responding in English

2,077

Secondary students responding in English

No. of students identifying that they are physically active outside of PE class because of what they learned in PE class:

1,821

Elementary students

2,775

Secondary students

QUALITY OF EFFORT:

How well did we do?

100% Of elementary schools receiving PE program support

100% Of secondary schools with fitness labs and or bike programming

QUALITY OF EFFECT:

What % are better off?

% of students identifying they are active participants in PE class:

88%

Of Elementary students responding in English

84%

Of Secondary students responding in English

% of students reporting a variety of activities in their PE classes:

80%

Of Secondary students responding in English

% of students identifying they make healthier choices because of what they learned in PE class

58%

Of Elementary students responding in English

63%

Of Secondary students responding in English

% of all students and specifically (female African American and Latinas) reporting an increase in cardiovascular endurance through self-assessment, and physical fitness assessments:

63%

Of Elementary students

71%

Of Secondary students

72%

Of African American Elementary students

70%

Of African American Secondary students

57%

Of Latina Elementary students

65%

Of Latina Secondary students

% of students identifying that they are physically active outside of PE class because of what they learned in PE class:

83%

Elementary students

83%

Secondary students

Summary

100% of Secondary school sites now have a functioning fitness lab or bike programming

Over two dozen professional development opportunities were offered to elementary and secondary physical education teachers in the 2022-23 school year

84% and 88% of elementary and secondary physical education students, respectively, report that they are active participants in class

71% of all secondary students surveyed reported an increase in cardiovascular endurance in their physical education classes



Student Support Professionals- Nursing Services

**2022-23 PEEF Funding Allocation: \$15,300,969
(All SSP- Nurses & Social Workers Combined)**

Student Support Professionals (SSP) work to close the achievement gap by addressing physical, social-emotional, behavioral, and environmental barriers to learning, and promoting the healthy development of all students. Student Support Professionals include School Social Workers and School District Nurses. SSPs provide a variety of targeted physical and mental health supports and interventions to students, classrooms, and school communities based on identified needs.

Social workers and nurses, while serving the entire school community, prioritize services and supports to youth at disproportionate risk, including students receiving free and reduced lunch, foster youth, families, and youth in transition (homeless), students with incarcerated parents, students with disabilities, immigrant youth, and racial groups historically underserved by the public education system (e.g., African American, Latinx, Pacific Islander). SSPs' focus on equitable outreach and service delivery helps ensure that all SFUSD students have equal access to quality education.

Continuous Improvement Focus

What Are you Trying to Improve?

Increase the number and percent of students (with health care needs) that have actional health plans on file at school, and ensure school staff are adequately trained to implement services in the health plans.

What Changes Might You Make and Why?

Improve rate of individualized case management as evidenced by personalized phone calls to better help families address barriers to getting completed health documents to the school.

Develop a system for collecting data on rate of care plan acquisition for tracking and continuous improvement.

Track attendance status of students with health care needs for monitoring and continuous improvement.

How will you know that your change(s) resulted in an improvement in practice and/or outcomes?

Observe a measurable increase in the number and percent of students who need services and who have current medical orders, care plans or medication forms on site (to meet target goals or better)

Results-Based Accountability Performance Measurement

Implementation Metrics Monitored

of elementary schools with full and half time nurses (x/ # es)

of middle/high schools with full and half time nurses (x/#ms+hs)

of staff trained to implement medical procedures, care plans or medication orders

of students with health care needs (focal students) that nurse personally reached out to

phone calls/text per student with health care needs without a care plan

or % of students contacted students with health care needs the SDN makes contact with by letter/email, phone/text

Impact Metrics Monitored

and % of students with health care needs who have current orders, care plans or medication forms on-site at schools with site-based SDN

of students who need services who have current orders, care plans or medication forms on-site at schools without site-based DN

of staff trained by SDN in providing specialized physical healthcare services

Students who need health care services who are chronically truant or absent (change in % of students who are on the list)

Program SMARTE Goals

Overall, the percentage of students with care plans on site will increase from 30% to 56% from fall 2022 to spring 2023

Results-Based Accountability Performance Measurement

QUANTITY OF EFFORT:

How much did we do?

32 Elementary schools with nurses (.5 or 1.0 FTE)

SY 21-22: 39
SY 20-21: 30

20 Middle high schools with nurses (.5 or 1.0 FTE)

SY 21-22: 36
SY 20-21: 29

QUANTITY OF EFFECT:

How many are better off?

469 Staff trained by SDN in providing specialized physical healthcare services

SY 21-22: 402
SY 20-21: 390

N/A*

No. of students (with health care needs) that are chronically truant or absent

*Data not collected or reported by program staff in 22-23



QUALITY OF EFFORT:

How well did we do?

50% Of elementary schools with at least .5 FTE nurse

SY 21-22: 61%
SY 20-21: 61%

100% Of middle/high schools with a 1.0 FTE nurse

SY 21-22: 100%
SY 20-21: 100%

40 Average number of students per school with health care needs (focal students) who need health services at school

SY 21-22: 39

QUALITY OF EFFECT:

What % are better off?

% of students with health care needs who have current orders, care plans or medication forms on-site at schools with site-based SDN

Fall: **71%** Spring: **72%**

70% Of students with health care needs the SDN makes contact with by letter/email, phone/text

N/A* % of students (with health care needs) that are chronically truant or absent

Summary

Only half, 50%, of the target students in the district have current care plans on site, and the majority do not have care plans for the most of the school year. More work is needed to ensure all target students who need medical services have current care plans on site for most if not every day of the instructional year.

The average percentage of focal students who needed health services at school remained stable at approximately 40 students/school on average. The % of focal students with current care plans or orders increased slightly from 43% in the fall to 47% by the end of the school year. The overall average success rate (obtaining necessary care plans or orders) decreased from 56% in SY21-22 to 47% in SY22-23.

Overall, 72% of families were personally contacted by the SDN, an increase compared to 38% in SY20-21 and 70% in SY21-22. SDNs with <50% success rate obtaining care plans and orders contacted 26% of their families, on average. In comparison, SDNs with >50% success rate contacted 64% of their families, on average.

91% of SDNs trained at least 1 person at the school site to provide health-related services. A total of 469 staff were trained to provide health services. Five of the 7 SDNs who did not train any staff were full-time.



Student Support Professionals-Social Workers

**2022-23 PEEF Funding Allocation: \$15,300,969
(All SSP- Nurses & Social Workers Combined)**

Student Support Professionals (SSP) work to close the achievement gap by addressing physical, social-emotional, behavioral, and environmental barriers to learning, and promoting the healthy development of all students. Student Support Professionals include School Social Workers and School District Nurses. SSPs provide a variety of targeted physical and mental health supports and interventions to students, classrooms, and school communities based on identified needs.

Social workers and nurses, while serving the entire school community, prioritize services and supports to youth at disproportionate risk, including students receiving free and reduced lunch, foster youth, families, and youth in transition (homeless), students with incarcerated parents, students with disabilities, immigrant youth, and racial groups historically underserved by the public education system (e.g., African American, Latinx, Pacific Islander). SSPs' focus on equitable outreach and service delivery helps ensure that all SFUSD students have equal access to quality education.

Continuous Improvement Focus

What Are you Trying to Improve?

Increase # of students who participate in evidence-based mental health groups facilitated by PK-8 SSWs.

What Changes Might You Make and Why?

Increase training in evidence-based mental health curriculum

Purchase additional evidence-based mental health curriculum

Offer regular group consultation opportunities for SSWs implementing evidence-based curriculum

Provide coaching and technical assistance from Mentor SSWs

How will you know that your change(s) resulted in an improvement in practice and/or outcomes?

Increase in # and % of mental health groups using evidence-based curriculum.

Results-Based Accountability Performance Measurement

Implementation Metrics Monitored

of School Social Workers (ES, MS, K-8)

Ratio of SSW to students (ES, MS, K-8)

and % of ES, MS, and K-8 schools served by a SSW (.5 or 1.0 FTE)

of mental health groups offered

of SSWs implementing mental health groups

of students receiving SSW 1:1 mental health services

of students receiving SSW group mental health services

of parent contacts

of teacher or school staff consultations provided

Impact Metrics Monitored

and % of students reporting favorable connectedness to school

and % of students reporting favorable satisfaction ratings with evidence-based SSW groups

and % of students reporting favorable satisfaction ratings with SSW services

and % of parent/guardians reporting favorable satisfaction ratings with SSW services

and % of students reporting SSW services increased their school attendance

Program SMARTE Goals

90% of students report favorably after participating in individual or group services

89.6% of students responded favorably

90% of parent/guardians report favorably after participation in social worker supports

Data not collected in SY 22-23

90% of staff report favorably on how their practices have changed after SSW consultation

Data not collected in SY 22-23

Results-Based Accountability Performance Measurement

QUANTITY OF EFFORT:

How much did we do?

88 SSWs (ES, MS, K-8)

SY 21-22: 93

83 (ES, MS, K-8) schools with a SSW (.5 or 1.0 FTE)

SY 21-22: 85

131
Total mental health groups offered

21 Evidence-based mental health groups
110 Other mental health groups

QUANTITY OF EFFECT:

How many are better off?

Students receiving 1:1 mental health services from SSWs:

	SY20-21	SY21-22	SY22-23
Unduplicated	-	3,430	2,312
Duplicated	5,705	15,375	10,342

 **1,147**

Students receiving group mental health services from SSW (unduplicated)

SY 21-22: 3,036

SY 20-21: 349

No. of parent contacts:

	SY20-21	SY21-22	SY22-23
Unduplicated	-	-	1,804
Duplicated	9,680	7,330	3,528

No. of staff consultations:

	SY20-21	SY21-22	SY22-23
Unduplicated	-	-	1,810
Duplicated	4,795	3,106	5,424

 **212**

Students reporting favorable satisfaction ratings on evidence-based SSW groups

QUALITY OF EFFORT:

How well did we do?

100%

Mental health groups using evidence-based curriculum

SY 21-22: 100%
SY 20-21: 100%

96.88%

Elementary Schools
(62 of 64)

100%

Middle Schools
(13 of 13)

100%

K-8
(8 of 8)

1:392

Ratio of SSW to (ES, MS, K-8) students (34,507 students)

SY 21-22: 1:384 (34,766 students)
SY 20-21: 1:400 (35,737 students)

25

SSWs implementing mental health groups

SY 21-22: 25
SY 20-21: 39

QUALITY OF EFFECT:

What % are better off?

6.7%

Of students receiving 1:1 mental health services from SSWs (unduplicated)

3.32%

Of students receiving group mental health services from SSW (unduplicated)

5.1%

Of parent contacts (unduplicated)

5.2%

Of teacher/student consultations (unduplicated)

93.7%

Of students reported that they were satisfied with the services they received in the Wellness Center

63.5%

Of students self-reported that they are attending classes more as a result of participating in the group

Summary

- The Central Office Social Worker Team provided 18 professional development 'job-alike meetings' for School Social Workers during the 22-23 school year
- The Central Office Social Worker Team provided 9 skill-based trainings for School Social Workers during the 22-23 school year
- The Central Office Social Worker Team provided over 400 mentoring sessions to first and second year School Social Workers
- The Central Office Social Worker Team provided over 15 onboarding sessions to first year School Social Workers

Implications for Action

The City of San Francisco Charter 16.12310 (2014) and SFUSD Board of Education Resolution 194-9A1 (2019) mandate the collection and reporting of programmatic data to ensure that public funds are used appropriately and that students and families are measurably benefiting from funded program offerings. The resulting evaluation data also provides SFUSD leaders and stakeholders with the critical insights needed to support students better and adapt professional practice to improve student outcomes. The following recommendations were drafted following an analysis of the Continuous Improvement Plans, SMARTE Goals, and implementation and impact metrics featured in this report. The PEEF Office advises adopting or adapting the following recommendations to advance SFUSD's mission to better serve its students, particularly focal students, through more strategically offering high-quality academic, social-emotional, and whole-child enrichment programs that have demonstrated records of improving student outcomes.

Leverage Program Performance Data to Inform Funding Decisions

This report's qualitative and quantitative program evaluation data will provide SFUSD's Senior Leadership (Board of Education and the Superintendent's Cabinet) and community stakeholders with key performance insights for consideration during program prioritization and resource allocation decisions. Most programs featured in this report now possess three years of participation, goal attainment, and student-

impact data, which is essential as the District seeks to address its budgeting, staffing, and facility challenges. The PEEF Office recommends that District leaders managing the Fiscal Years 2023-24 and 2024-25 Resource Alignment Initiative create a format to formally and transparently integrate program performance data. This will ensure that PEEF's crucial tax revenue is invested in programs that deliver positive results for students, staff, and families. Leveraging program performance data can also help mitigate unintended consequences and impacts on the District's Vision, Goals, and Guardrails.

Develop a Program Scale Strategy

In 2023-24, SFUSD launched its Resource Alignment and Staffing Model reform initiatives, aiming to enhance operational efficiency and effectiveness while achieving cost savings significantly. The ultimate goal is to provide students a superior educational and programmatic experience. SFUSD Senior Leadership has indicated that these reform efforts will also increase access to academic and social-emotional programs that offer verifiable benefits and improve student outcomes. To support this goal, the PEEF Office recommends that senior leaders conduct a rigorous needs assessment to identify and strategically deploy the necessary staff, supplies, and other resources. This would ensure a more equitable scaling of programs throughout the District. Currently, some PEEF-funded programs are available only at a limited number of school sites, often due to student and staff advocacy rather than a defined, data-driven process that promotes equity for all students across SFUSD sites. Adhering to a more strategic, phased process to right-size and scale programs would also ensure adequate funding for all programmatic needs.

Refining program goals and metrics to address program performance

Evaluation and reporting activities are mandated by City of San Francisco legislation, and the SFUSD Board of Education Resolution requires staff to collect data and draft narratives explaining program activities and outcomes. However, as seen in sections of this report, personnel from several funded programs faced challenges in fully engaging with the PEEF evaluation and continuous improvement process. Some were unable to coordinate with other personnel to collect, analyze, and report on data insights for this report and, in some cases, for the 2021-22 report. Incomplete evaluation and reporting hinder essential programmatic improvement efforts and limit the transparency of performance information provided to PEEF's internal and community stakeholders. Without comprehensive reporting, there is a risk of allocating funding to activities that may not effectively improve student experiences and outcomes. To address this, the PEEF Office recommends that SFUSD's Senior Leadership implement accountability measures to ensure PEEF-funded program staff review existing goals and metrics, including annual targets where feasible. The insights gained from this detailed evaluation will support the prioritized programs component of SFUSD's Resource Alignment initiative, helping to determine whether and to what extent programs are meeting their goals and effectively serving students, staff, and families.

Developing a Programmatic Learning Community

PEEF-funded programs such as Athletics, A-G Course Offerings, and Career Technical Education have shown demonstrable benefits through their continuous improvement efforts and progress monitoring of SMARTE goals and metrics, such as increased employee work satisfaction following professional development offerings. The PEEF Office recommends that programs formally document and routinely review improvement items identified as "adoptions" or "adaptations" from their Continuous Improvement Plan-Do-Study-Act Cycles. This information could be collected, distilled, and shared within a proposed PEEF Programmatic Learning Community (PEEF PLC). Staff members participating in a PEEF PLC would have multiple opportunities throughout the school year to learn collectively how other programs implemented promising practices to improve conditions and measurable outcomes for students, staff, and families.



**Public Education Enrichment Fund Office
San Francisco Unified School District**

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