



Annual Report

2023–2024



**SFUSD
PEEF**

PUBLIC EDUCATION
ENRICHMENT FUND



Dear San Francisco Community,

The 2023–24 school year marked a renewed and determined effort across the San Francisco Unified School District (SFUSD) to advance academic excellence in safe and supportive schools. Guided by the leadership of our Board of Education and the District's Vision, Values, Goals, and Guardrails (VVGG), SFUSD staff, students, and families continue to work together to ensure every student thrives.

As Director of the Public Education Enrichment Fund (PEEF), I am proud to support this work by overseeing resources that strengthen high-quality instruction and equitable enrichment opportunities. PEEF is a vital source of funding that helps bring to life many of the District's most impactful programs, ensuring students receive a well-rounded education that includes the arts, libraries, sports, wellness, and targeted academic and family supports.

Approved by San Francisco voters in 2004 and renewed in 2014, PEEF reflects the City's long-standing commitment to investing in its children. The City contributes to this fund annually from its General Fund Aggregate Discretionary Revenue. One-third of PEEF is allocated to the Department of Early Childhood to support services for our youngest learners. The remaining two-thirds support nearly 50,000 students in SFUSD's 132 schools. Half of the SFUSD allocation funds Sports, Libraries, Arts, and Music (SLAM) programming; the other half supports Other General Use (OGU) programs, such as Career Technical Education, Social Workers, and academic support initiatives.

Throughout the year, I work closely with the District's Executive Leadership Team to align PEEF funding with the District's priorities, including Vision 2025 and the Strategic Plan: Transform Learning, Transform Lives. Our goal is to ensure that every dollar invested supports high-quality academic, enrichment, and social-emotional programming for SFUSD students and their families.

A vital part of this process is the PEEF Community Advisory Committee (CAC). The CAC plays a critical role in reviewing each PEEF-funded program and offering thoughtful recommendations on design, implementation, and impact. Their input informs our planning and helps ensure that PEEF funds are used effectively and equitably. After a final review of the PEEF Expenditure Plan by District leadership, the plan is submitted to the SFUSD Board of Education for approval and then delivered to the City and County of San Francisco Office of the Controller.

This Annual Report highlights the fifteen PEEF-funded programs that served students during the 2023–24 school year. On behalf of the PEEF Office, I would like to thank you for your continued support, partnership, and commitment to ensuring that every SFUSD student is equipped with the opportunities, resources, and care they need to succeed in college, career, and life.

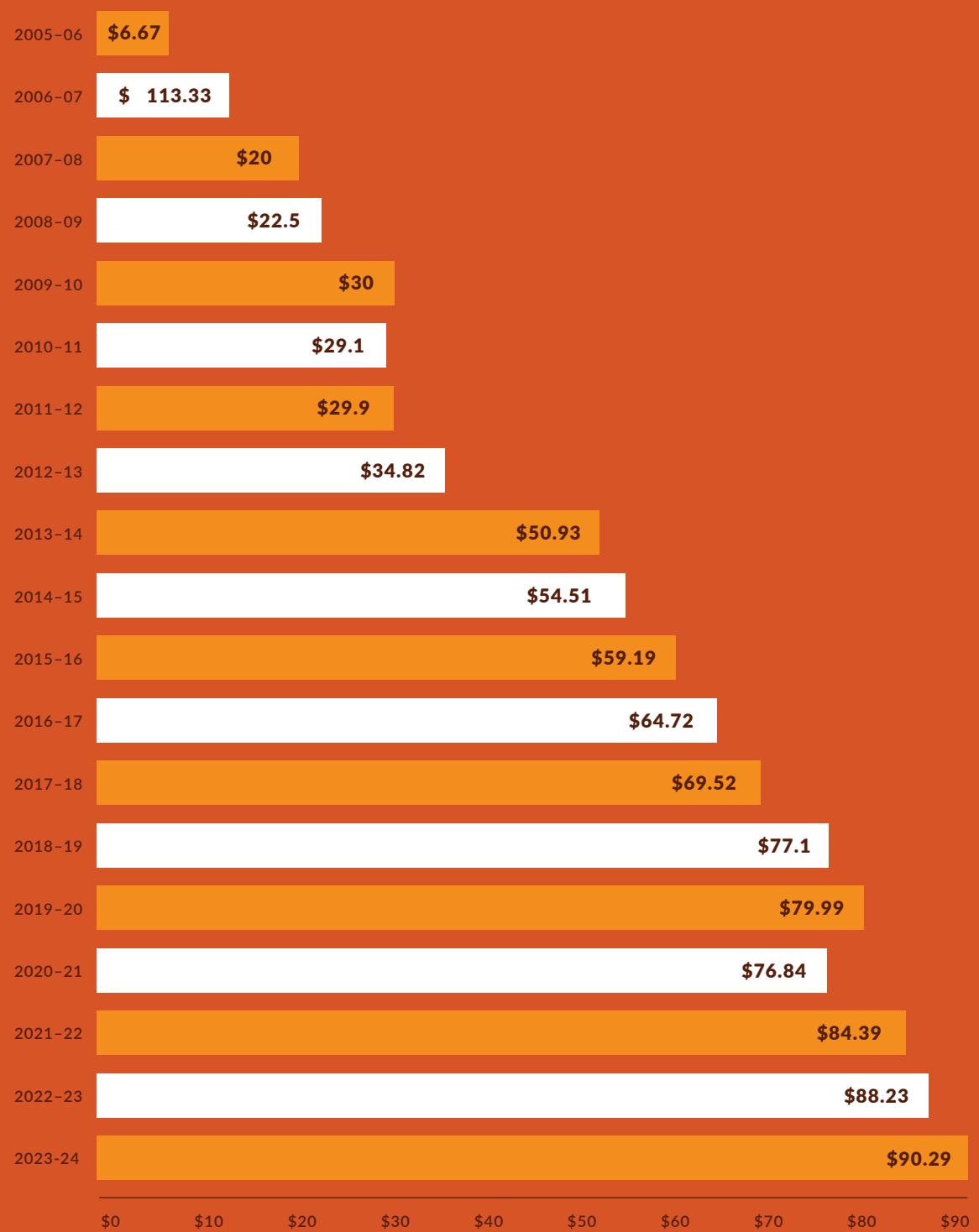
With appreciation,



Edwin Diaz
Director

Historical SFUSD PEEF Allocation

(IN MILLIONS)



Public Education Enrichment Fund

The Public Education Enrichment Fund (PEEF) is established in the San Francisco City Charter (Section 16.123.1-10). The City of San Francisco contributes annually to the fund from its discretionary General Fund revenues to support educational programs for San Francisco's youth. One-third of PEEF funding is allocated to the City's Department of Early Childhood to support services for the city's youngest learners. The remaining two-thirds are earmarked for the San Francisco Unified School District (SFUSD).

Per the legislation, half of SFUSD's share must be used to support Sports, Libraries, Arts, and Music (SLAM) programs. The remaining half may be used for educational and support purposes under the category of Other General Uses (OGU), which includes a wide range of programs that promote general education and student well-being.

Programs funded by PEEF are selected to advance SFUSD's goals of academic achievement, equity, and access. Educational support programs align with the District's mission to prepare students for success in 21st-century learning environments and postsecondary or career pathways. Student and family support initiatives promote equitable access to safe, inclusive learning environments that support physical and social-emotional wellness. SLAM programs ensure all SFUSD students have access to a well-rounded, enriching curriculum.

Community Advisory Committee

The PEEF Community Advisory Committee (CAC) is a 24-member body that provides oversight to ensure the San Francisco Unified School District uses PEEF funds appropriately and in alignment with community priorities. The CAC reviews the Superintendent's Annual PEEF Expenditure Plan and serves as a key channel for gathering and sharing input with SFUSD stakeholders.

The CAC's composition includes 14 appointments by the Board of Education Commissioners (two each), three District staff appointments by the Superintendent (representing pre-K/elementary, middle, and high school levels), four appointments by the United Educators of San Francisco (UESF), and four student members appointed by the Student Delegates to the Board of Education.

2023–24 PEEF CAC Members

Rori Abernethy, Angela Carrier, Chyanne Chen, Maggie Furey, Emily Garvie, Meghan Gruber, Carol Kocivar, Trista Lai, Devin Lee, Lauren Lee, Eric Mendez, Latoya Pitcher, Kevin Robinson, Melissa Yan, Shurrin Zeng



2023-24 PEEF Budget

Per the City and County of San Francisco's Office of the Controller - City Services Auditor Department, the spring FY 2023-24 SFUSD PEEF allocation was \$90,290,000, providing \$45,145,000 for SLAM and \$45,145,000 for OGU.

SFUSD Public Education Enrichment Fund Budget 2023-24

Program Name	Approved Expenditure Plan Budgeted Amount	Beginning Fund Balance	Budget Load Amount	Year-to-Date Expenditures
Arts	\$18,551,131	\$2,787,421	\$17,518,626	\$18,280,717
Athletics	\$6,174,510	\$4,055,063	\$6,052,774	\$6,786,383
Libraries	\$14,181,372	\$3,607,621	\$14,273,371	\$15,045,604
Physical Education	\$8,601,160	\$4,550,921	\$9,097,019	\$8,168,907
SLAM SUBTOTAL <small>(Sports, Libraries, Arts, Music)</small>	\$47,508,173	\$15,001,026	\$46,941,790	\$48,281,611
A-G Support	\$2,705,494	\$0	\$2,705,494	\$2,375,040
Academic MTSS	\$15,354,013	\$0	\$15,128,858	\$11,646,522
AAALI Program Supports	\$1,697,993	\$0	\$1,770,117	\$1,614,958
Career Technical Education	\$964,696	\$0	\$964,696	\$883,878
Early Education	\$1,896,898	\$0	\$1,896,898	\$2,034,664
English Language Arts (ELA)	\$325,987	\$0	\$325,987	\$205,973
Ethnic Studies Support	\$1,412,906	\$0	\$1,505,958	\$1,524,246
General Infrastructure	\$956,478	\$0	\$938,383	\$716,389
Math & Science	\$2,251,915	\$0	\$3,322,864	\$2,596,424
Multilingual Pathways	\$1,944,105	\$0	\$2,013,895	\$1,770,734
Student Support Professionals	\$15,815,227	\$0	\$15,181,782	\$10,473,134
OGU Beginning Balance	\$0	\$0	\$0	\$0
OGU SUBTOTAL	\$45,325,712	\$10,349,875	\$45,754,932	\$35,841,962

2023-24 PEEF Revenue and Expenditures

The City of San Francisco continues to recover from the economic impacts of the COVID-19 pandemic, including a decline in population and a reduction in tourism. As a result, the final annual PEEF allocation to SFUSD in June 2024 was \$90,290,000—slightly higher than the \$88,230,000 estimate used to develop the Expenditure Plan in spring 2023.

With a beginning fund balance of \$25,350,901 and the City's allocation of \$90,290,000, the total available revenue for the 2023–24 fiscal year was \$115,640,901. Year-to-date program expenditures totaled \$84,123,574, resulting in an ending fund balance of \$31,517,328.

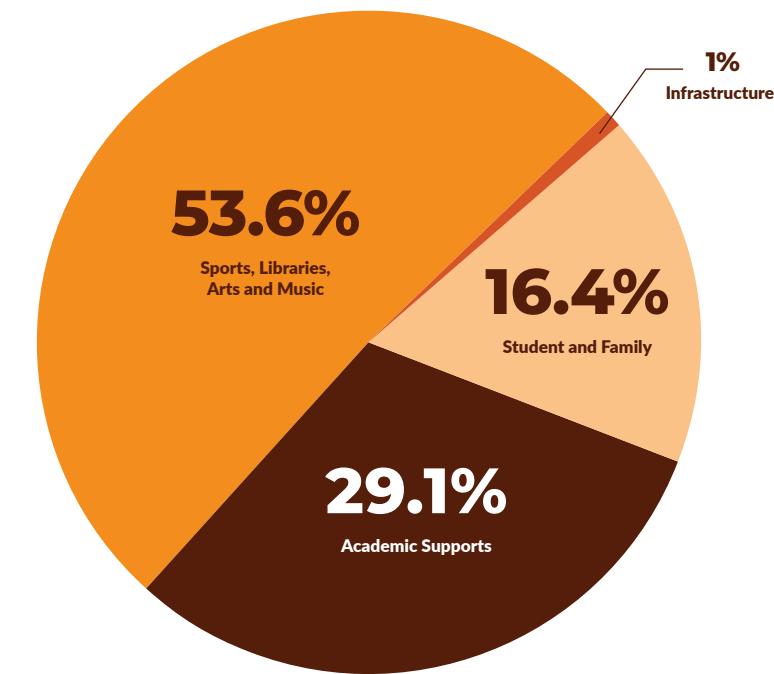
Of the two major program areas, SLAM began the year with a balance of \$15,001,026 and received a budget load of \$45,736,082. Expenditures for SLAM totaled \$48,281,611, leaving an ending balance of \$12,455,497. For Other General Uses (OGU), the year began with a balance of \$10,349,875 and a budget load of \$44,553,918. OGU expenditures totaled \$35,841,962, resulting in an ending balance of \$19,061,831.

SFUSD Public Education Enrichment Fund Balance 2023–24

Program	Beginning Fund Balance	Budget Load Amount	Year-to-date Expenditures	Ending Fund Balance
SLAM SUBTOTAL	\$15,001,026	\$45,736,082	\$48,281,611	\$12,455,497
OGU SUBTOTAL	\$10,349,875	\$44,553,918	\$35,841,962	\$19,061,831
TOTAL	\$25,350,901	\$90,290,000	\$84,123,574	\$31,517,328

2023–24 Expenditure Allocation by Program Area

This chart shows the distribution of Public Education Enrichment Fund (PEEF) resources across major program areas for the 2023–24 fiscal year. Funding is allocated as follows: 50.9% to Sports, Libraries, Arts, and Music (SLAM); 30.9% to Academic Supports; 17.2% to Student and Family services; and 1% to Infrastructure.



Scope of Data Collection for PEEF Program Reporting

SFUSD charter schools and county/community schools receive PEEF funding to support SLAM programs; however, these schools operate independently and are not directly overseen by SFUSD. As a result, the PEEF Office collects program accountability data only from the District's traditional public schools. In the 2023–24 school year, this included 99 schools: 66 elementary schools, 6 TK–8 schools, 13 middle schools, and 14 high schools. All data presented in the following program descriptions reflect outcomes from this set of 99 District-managed schools.



PEEF Supports Access to Sports, Libraries, Arts, and Music

City legislation mandates that half of SFUSD's PEEF allocation be dedicated to supporting Sports (Athletics and Physical Education), Libraries, Arts, and Music—collectively referred to as SLAM. These programs offer students a well-rounded education, enriching their school experience through creative expression, physical activity, and literacy. The following section describes SLAM activities funded by PEEF during the 2023–24 school year.

PROGRAM SPOTLIGHT

Arts

The Arts Department, an integral component of the San Francisco Unified School District's (SFUSD) Division of Curriculum & Instruction, is dedicated to fostering artistic excellence across five diverse disciplines: Dance, Media Arts, Music, Theater, and Visual Arts. Its 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 Art's vision involves dismantling the Eurocentric lens through which the 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 2023-24 academic year, significant strides were made through the strategic utilization of the Public Education Enrichment Fund (PEEF). These funds were leveraged to continue to expand SFUSD's instrument inventory, enabling the provision of loan-free instruments to students spanning grades 4 through 12. Additionally, capital improvements were initiated to enhance Arts spaces within the District, including the procurement of classroom furniture and storage facilities, as well as the upgrade of auditorium audio-visual systems and a middle school dance floor. This collaborative effort extends beyond the school gates as the Arts Department forges robust partnerships within the vibrant San Francisco Arts Community, aiming to amplify the voice of arts advocacy throughout the city. Notably, in April of 2024, the department hosted the 2nd year of a revamped edition of the annual Citywide Youth Arts Festival, with 90+ schools represented, further cementing its commitment to nurturing artistic talent and fostering a thriving cultural milieu in San Francisco.

Additionally, through the newly available Proposition 28 funds, Arts was able to provide additional Art Teacher FTEs for every SFUSD TK-12+ school. Proposition 28, approved by California voters in 2022, provides additional, dedicated funding for arts and music education in K-12 public schools without raising taxes. Its goal is to increase access to arts education across California's diverse student population, especially in underserved communities. By allocating approximately \$1 billion annually, the initiative aims to ensure students have equitable opportunities to engage in arts, music, dance, and theater, promoting creative expression and supporting well-rounded development. Schools are required to use these funds specifically for arts education, focusing on hiring arts educators and creating sustainable arts programs.

ARTS

1,200


SFUSD students participated in the 2024 City-wide Arts Festival


40,000


SFUSD students participate in an Arts course every school year

78%

Of elementary itinerant teachers are at three or fewer schools

93%

Of art teachers are satisfied/very satisfied with their weekly teaching schedules.

Sports- Athletics

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. In 2023-24, approximately 8,200 students were eligible to compete across 21 middle & K-8 and 13 high schools. Students participated on 42 different teams at the high school level across 16 sports and nine teams across six sports at the middle/K8 school level. PEEF funds now comprise 100% of the total athletics budget, which provides medical services and supplies, security guards, sports coaches, athletic directors, athletic equipment, team uniforms, game officials, athletic team transportation, and athletic facility repairs and rentals. While PEEF funds still support transportation, it has been significantly reduced due to increased costs, demand for transportation from school sites, and limited availability of transportation providers. Pending funding availability, school sites have requested the athletics department support their efforts to transition the part-time athletic director positions at the high school level to full-time. This would allow the athletic department to better support the District's vision, values, goals, and guardrails of serving the whole child and a sense of belonging. A full-time position would also enhance student engagement, attendance, recruitment, retention, and diversify participation by increasing the participation of the District's focal students. Without the financial support of PEEF investments, SFUSD students would not enjoy the much-needed physical, mental, and emotional benefits of athletic participation.

Libraries

The SFUSD Libraries program aims to ensure that all students have the dedicated space, guidance, and resources needed to explore their personal interests and ideas, use information creatively and academically, and develop proficiencies that will allow them to become independent, ethical, and lifelong learners. PEEF funding directly provides all students with equal access to well-equipped libraries staffed by credentialed teacher-librarians who provide instruction and guidance on the resources and technology students use to pursue personal and academic interests. PEEF funding further enables SFUSD's school libraries to be places of curiosity, where all students refine their own perspectives and take ownership of their learning.

The Libraries program promotes student exploration of personal interests, peer-to-peer exchanges of opinions and ideas, and the formulation of new understandings, all in support

of the culture of reading and literacy found at SFUSD schools. Teacher-librarians curate and maintain culturally-affirming collections driven by student interest, while cultivating diverse learning experiences to inspire equitable, active student participation. In SFUSD school libraries, all students analyze, evaluate, synthesize information and create products to develop higher-order thinking and communication skills.

In service of the interests and needs of SFUSD teachers and students, the Libraries program continues to evolve each year. Through ongoing partnerships with organizations like the Mission Science Workshop, UCSF, and SFArtsED, Libraries provide students with hands-on learning opportunities during the school day-time to tinker, imagine, design, and refine creations that directly speak to problem-driven innovation. Libraries strengthen reading communities at SFUSD schools by organizing and funding student book clubs and sponsoring visits from beloved authors and illustrators. Libraries continue to align and refine its services to better support classroom instruction by partnering with curricular teams and student-affirming initiatives, such as using oral histories as a teaching and learning tool in Ethnic Studies classes.

Sports- Physical Education

The SFUSD Physical Education and Activities Department's mission is for all students to become literate in 21st-century physical education, life-long fitness, and wellness. The PE and PA Department is solely funded by PEEF and provides 72 elementary and K-8 schools with 48 credentialed elementary school physical education teachers, PE and PA equipment for class instruction, as well as Special Olympics activities and instructional supplies for all K - 12 school sites. Approximately 200 educators participated in a variety of professional development opportunities addressing: grade-level content, social justice, assessment, technology implementation, inclusive practices, and anti-racism. The PE and PA department provides a wide range of services and supports to ensure all students receive quality instruction and educators can deliver the highest quality instruction.

The Department is also laser-focused on developing, designing, and implementing support for students to improve their cardiovascular fitness, well-being, and overall physical literacy. Data collected from annual surveys indicate that 68% of students agree that participating in PE class has improved their fitness level. Additionally, when surveyed, 96% of elementary and K8 school administrators reported that having a robust Physical Education program significantly improves the physical health, self-confidence, and self-esteem of their students.



PEEF Supports Academic Achievement Programs

In the 2023–24 school year, PEEF supported nine programs aimed at advancing student academic growth and achievement across all grade levels. These programs aim to enhance instructional quality, close achievement gaps, and ensure that students are prepared for success in college, career, and beyond. Descriptions of each program follow below.

PROGRAM SPOTLIGHT

A - G Additional Course Earning Offerings

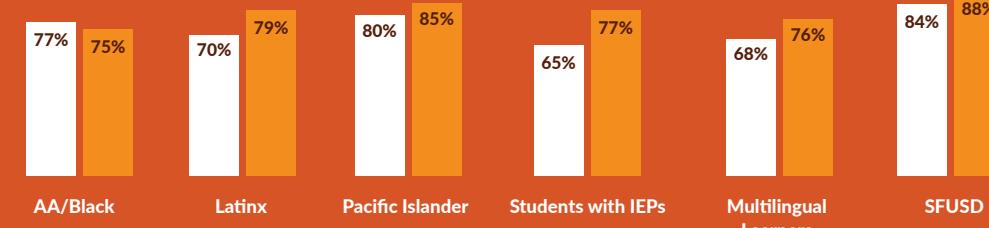
The Office of Extended Learning (ExLS) High School Credit Recovery (HSCR) leverages PEEF funding to provide opportunities for students to complete SFUSD's high school graduation requirements that are aligned with California's "a-g" public university admissions course requirements. Credit-earning options include: Evening and Saturday School, Winter Credit Recovery, Online Learning, Summer School, and site-based credit recovery and intervention programs. In 2023-24, 517 semester-long credit recovery courses were offered in both in-person and virtual distance learning formats. PEEF funds 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. In 2023-24, we met our goal to increase the credit recovery participation of African American students (15 percent increase), Latinx students (14 percent increase), Pacific Islander students (18 percent increase), and English Learners (11 percent increase). 47% of 2023 high school graduates participated in an HSCR program. In Summer 2024, our credit recovery summer school directly improved the on-track rate by 2.9 percent.

In 2023-24, ExLS focused its continuous improvement PDSA cycles on increasing credit recovery enrollment and exploring how to improve freshmen on track. To increase credit recovery participants, ExLS conducted targeted outreach to off-track students and high schools with low credit recovery enrollment. ExLS deployed central office counselors to sites to support credit recovery registration. In Fall 2023, ExLS increased credit recovery registration by approximately 15 percent (156 more students) compared to the previous Fall semester. The team also explored how to improve on-track for freshmen through the investigation of course-taking behaviors of at-risk freshmen and developed resources that messaged the importance of the freshman year during the advisory period. ExLS funded schools that piloted sprout-funded freshman tutoring and surveyed tutoring participants to better understand the needs of the students.

A-G

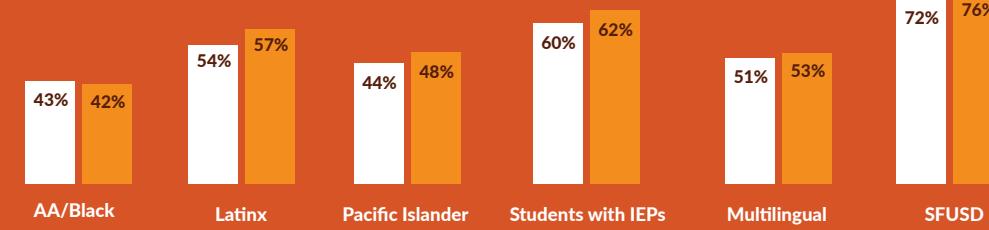
High School Graduation Rate of Focal Student Populations

2016-17
2022-23



Fall On-Track Rate of Focal Student Populations

Fall 2023
Fall 2024



47%

Of 2023 high school graduates participated in an HSCR program



517

Semester-long credit recovery courses were offered in both in-person and virtual distance learning format

African American Achievement and Leadership Initiative

The African American Achievement and Leadership Initiative (AAALI) core purpose is to promote the success of African American students and families by supporting academic and social-emotional learning, elevating effective practices and strategies, and cultivating leaders in the work of deconstructing systemic barriers to African American achievement. As part of that work, AAALI designs, facilitates, and supports a set of interventions and strategies to close the achievement and opportunity gap for African American students, engages African American parents and community stakeholders, and creates a deeper sense of belonging and self-agency for Black children in SFUSD. Funds allocated through the Public Education Enrichment Fund (PEEF) provide salaries for classroom teachers and paraprofessionals for the Mastering Cultural Identity Course as well as Central Office staff that coordinate professional development on best practices to support African American high school, middle school, and elementary students as well as parent affinity spaces through the African American Parent Advisory Council. Funds are also used to recruit and support math and science teacher roles for the summer AVID pathway for rising ninth graders and a Spring STEM academy for eighth graders. Both programs are jointly supported by UCSF MESA and the Mayor's Opportunities for All Internship programs.

In the 2022-23 school year the African American Parent Advisory Council (AAPAC) continued to be a vital organization and affinity space that heard the ideas and experiences of the SFUSD African American parent community, responded to those ideas by educating and informing parents of district resources, policies, and programs, and provided families the knowledge and skills necessary to advocate for high-quality educational experiences for Black children. Post-pandemic, AAPAC focused on partnership across SFUSD sites, departments, and city agencies to ensure that families of Black children were elevated as educational partners in the District's efforts to support full in-person learning. The Mastering Cultural Identity (MCI) course deepened its partnership with the American Reading Company (ARC) and SFUSD's Curriculum & Instruction Division (C&I) to provide students with culturally relevant Lexile level texts, affinity space (a safe place to read), reading time, reading assessment, and reading intervention. After a year and a half of virtual learning, AAALI's MCI staff also instituted

methods to support students with their social-emotional learning. Feedback from MCI facilitators indicated that students needed specific support with refamiliarizing themselves with engaging academically in a safe learning environment, and in doing so, students developed a greater sense of community and emotional safety.

After careful consideration, a decision was made at the end of the 2022-23 school year to sunset AAALI's Advance strategy. The cost savings from this shift permitted the creation of two positions that will be designed to provide more direct support with College and Career readiness, student wellness, and professional support to MCI facilitators. The best practices gleaned from several years of implementation of Advance will be embedded in the work of the Student Success and Wellness Manager, who will replace a vacant Postsecondary Pathways Program Manager role.

Through a partnership with Curriculum and Instruction, AAALI also partially funds a college and career counselor who works to enroll 10th-and 12th-grade Black Star students in CCSF dual enrollment courses and provide access to culturally relevant opportunities in STEM careers.

AAALI staff is presently in planning meetings with C&I to develop a timetable for the evaluation of the MCI curriculum with the end goal of creating a district-wide culturally relevant identity development curriculum for African American students with an emphasis on identity development, social-emotional well-being, a greater sense of belonging, and literacy (continued focus on reading). We expect this process to be completed by the end of the 2024-25 school year. AAALI's Advance program continued its drive to ensure that essential student services were provided at three high school sites (Balboa, Burton, and Galileo) in support of increasing postsecondary access and success.

Academic MTSS

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. 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 based on the following framework:

	TIER 1	TIER 2	TIER 3
ES	0.5 Social Worker 0.5 Nurse	1 Social Worker 0.5 Nurse	1 Social Worker 0.5 Nurse
		1 FTE IRF or Lit Coach	1 ARTIF 2 Instructional Supports (AP, IRF or Lit Coach)
MS	1 Social Worker 0.5 Nurse	1 Social Worker 0.5 Nurse 1 Counselor	1 Social Worker 0.5 Nurse 1 Counselor
		1 FTE IRF or Lit Coach	2 Instructional Supports (AP, IRF or Lit Coach)
K-8	1 Social Worker 0.5 Nurse	1 Social Worker 0.5 Nurse	1 Social Worker 0.5 Nurse 0.5 Counselor
		1 FTE IRF or Lit Coach	2 Instructional Supports (AP, IRF or Lit Coach)
Comp HS	1 Counselor 1 Nurse	1 Counselor 1 Nurse	1 Counselor 1 Nurse
		1 FTE IRF or Lit Coach	1 Instructional Support (AP, IRF or Lit Coach)

 Socio-Emotional Culture Climate

 Instructional

The full MTSS intervention consists of both Academic MTSS and Student Support Professionals. Though resources are allocated to each individual school site, the purpose of MTSS is to work more systematically to positively impact trend gap areas. In essence, MTSS aims to address inequities within our school system by clarifying where supports are most needed, applying resources to target areas, and removing barriers in order to systematically and positively impact school excellence and student success. Four major goals guide the work of our Multi-Tiered System of Support:

1. Differentiate and personalize support to schools based on needs demonstrated through the school's data profile.
2. Increase capacity to provide instructional guidance and management of systems and structures aimed at continuous improvement.
3. Strengthen school-wide implementation of instructional content to foster consistency and coherence across classrooms.
4. Accelerate students' literacy growth to meet grade-level proficiency benchmarks.

The portfolio of supports allocated through MTSS is intended to complement one another and create change in the environment and conditions in our school. All these positions spend 100% of their time at school sites serving the students, staff, and community:

Assistant Principal - increase administrative capacity to provide instructional guidance and management of systems and structures aimed at continuous improvement.

Instructional Reform Facilitator - support the school community in strengthening its professional capacity systems through equity-driven, data-informed mindsets and processes. Practice includes providing on-site professional development, implementing individual coaching, facilitating collaborative planning, and reviewing assessment data to build teacher capacity in implementing instruction to enable equitable outcomes for students across the District.

Literacy Coach - strengthen school-wide implementation of literacy content to foster consistency and coherence across classrooms.

Academic Response to Intervention Facilitator (ARTIF): Provide targeted research-based literacy interventions to students based on assessment data and students' reading profiles.

Counselor - enable the highest level of services to students navigating course selection and college & career preparation.

***Social Worker** - (included in Student Support Professionals PEEF Program)

***Nurse** - (included in Student Support Professionals PEEF Program)

Career-Technical Education (CTE)

PEEF has funded Career Technical Education, or CTE, since the 2007 - 08 school year. Managed within SFUSD's Office of College and Career Readiness (CCR), the CTE Pathways program serves 3,566 high school students enrolled in 45 pathways across industries such as architecture and engineering, law, entrepreneurship, culinary arts, media arts, health science, and urban agriculture. 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 and transportation for after-school and summer CTE program offerings. SFUSD leverages PEEF funds with several other sources of funding, including the California Career Technical Education Incentive Grant and Strong Workforce Program from the state of California. These investments have resulted in more than a doubling of students enrolled in a CTE program since PEEF began funding CTE. For the 2023-24 school year, the CCR team continues to provide direct service to students through project-based learning supports, dual enrollment support, work-based learning opportunities, and the fulfillment of school site and district goals related to CTE pathway recruitment, retention, and student persistence of overall student enrollment and targeted students. A total of 1262 students participated in internships, the majority of which occurred through the Pre-Educator Pipeline/ Teacher Academy. 337 unduplicated students received Dual Enrollment credits from 31 CCSF course sections as part of their Pathway program and/or as part of the SFUSD Talent Pipeline during the 2023-24 school year.

Early Education

PEEF funding supports the third tier of multi-tiered interventions and support systems in the Early Education Department. Tier one and two supports are provided through health staff, family support specialists, and onsite behaviorists who provide wrap-around services for students and families as needs arise. PEEF funding supports the Shoestrings Children Center, which was initiated in 2018 to address educational inequities, and 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 continue to face barriers to school success, particularly in settings that struggle to create and sustain supportive and nurturing school environments.

In SY 23-24, the target of moving toward serving ten (10) students in five 10-week intensive sessions was met. 14 African American students, seven Latinx students, and two white students participated in the program and graduated with transition plans, sensory reports, and home learning materials. Additionally, eight workshops were offered to families, 26 one-on-one family consultations were provided, and an additional 45 family coaching sessions took place.

Special Playtime coaching sessions are modeled after Parent-Child Interaction Therapy (PCIT), a dyadic behavioral intervention for children and their parents or caregivers that focuses on decreasing externalizing child behavior problems (e.g., defiance, aggression, inattentiveness), increasing child social skills and cooperation, and improving the parent-child attachment relationship. It teaches parents traditional play therapy skills to use as social reinforcers of positive child behavior and traditional behavior management skills to decrease undesirable child behavior. An Interventionist observes the parent (caregiver/ family member) and child through a one-way mirror while coaching the parent through interactions via a small headset. The coaching provides parents with immediate feedback on their use of the new parenting skills, which enables them to apply the skills correctly and master them rapidly. The parent is provided with homework between sessions to enhance skills learned in the session.

Key outcomes were achieved: zero of these students were referred to special education; 16 Kindergarten students (4 were still in Prek) were deemed Kindergarten-ready on the Kindergarten-Readiness Index (KRI) administered in the fall of Kindergarten; and all families reported implementing learning strategies in their home environment. In the upcoming years, more detailed findings will become available through an ongoing Shoestrings study conducted in partnership with a research team from Stanford University.

English Language Arts- High School Curriculum Program

The High School English/Language Arts (ELA) team provided teachers with curriculum and professional development that addresses English/Language Arts standards-based content and skills. The team's goals included 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 aimed to provide all students with rigorous, culturally affirming daily instruction through its core curriculum, provision of instructional materials, and professional learning opportunities for 9th-grade English Language Arts teachers. Through this work, the ELA team aimed 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 implemented a four-year plan to develop 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 align SFUSD's high school course sequence with this resolution, the team updated the list of approved supplemental texts on the SFUSD Recommended Reading list for grades 9-12 and developed, field-tested, and revised year-long units of study in Ethnic Literature for 9th-grade English Language Arts. Additionally, the High School ELA team offered professional development to support the implementation of culturally relevant pedagogy, the 9th grade Ethnic Literature Units, and purchased approximately four new texts per student to support the implementation of the new curriculum.

ETHNIC STUDIES

Ethnic Studies Course Offerings

11

MIDDLE SCHOOL
STUDENTS

139

HIGH SCHOOL
STUDENTS

Ethnic Studies Course Enrollment

578

MIDDLE SCHOOLS

3,884

HIGH SCHOOLS

Ethnic Studies

The Ethnic Studies curriculum developed by SFUSD teachers is founded upon a humanizing educational approach that builds student and teacher capacity to more completely know and love themselves 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, for the 2023-2024 school year, approximately 4,462 total students were enrolled in Ethnic Studies courses across three middle schools and 18 high schools, representing an overall 109% increase in enrollment from the 2021-2022 school year. The Board of Education passed a resolution instituting the 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 meet this resolution. Collaboration and support from various stakeholders are essential to achieving this resolution with fidelity.

Math & Science

The Math and Science Teams 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 classroom access to an NGSS-aligned SFUSD Core Curriculum that is localized, project-based, and culturally relevant. All students have access to laboratory materials provided by the SFUSD Science Resource Center in every classroom. More than 1,800 3rd-5th-grade students and their teachers participate in field studies with SFUSD Environmental Science Center Naturalists in San Francisco's three largest parks in partnership with the National Park Service at Fort Funston's Golden Gate National Recreation Area. The team's anti-racist professional learning for teachers in K-12 includes mandatory annual safety training for all secondary science teachers. We aim for safe, high-quality science instruction for each and every student, and we aim to build student proficiency on the California Science Test (CAST) and to ensure scientific literacy for all students.

The SFUSD Math Program 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 points to structures for peer-to-peer discourse and showing mathematical thinking in multiple ways. Math and Science Teams also offer diagnostic resources such as numeracy interviews, and supplemental resources such as DreamBox Learning, and are now in the first year of STAR assessments as a progress monitoring tool. We provide ongoing teacher leadership professional development to build or develop site learning communities focused on the practice of teaching and learning. Math and Science Teams will continue professional learning for teachers that emphasizes learning outcomes for Black, Latinx, and multilingual students. Math and Science Teams are currently undergoing an audit of the written and taught math curriculum and will be positioned to respond to the findings in the Spring and look ahead to future academic years. The district is newly engaged in community conversations about our Secondary Math Programming. Math and Science Teams will similarly be ready to respond to that engagement in ways that continue to provide access while honoring the team's values.

Multilingual Pathways

SFUSD's vision for Multilingual Learners (MLs) is that all will graduate as independent thinkers with a sense of agency who have attained academic and creative skills to lead productive lives and contribute to MPD's community. For Multilingual Learners, this also includes attaining high levels of English proficiency, mastery of grade-level standards, and opportunities to develop proficiency in multiple languages.

The Multilingual Pathways Department in the Division of Curriculum and Instruction oversees services for Multilingual Learners, and PEEF funding helps us sustain and expand over 82 K-8 language programs across the District, impacting over 12,000 students. The portfolio of language programs includes Arabic, Cantonese, Filipino, Japanese, Korean, Mandarin, Spanish, Samoan, and Vietnamese. 55% of SFUSD elementary schools host a language program, and 44% of all K-5 students are enrolled in a language program. 23% of middle school students are currently enrolled in a language enrollment pathway or world language course. PEEF resources help to expand world language electives to provide greater access to language learning in the middle grades. For middle school, MPD offers 5 World Language options: Arabic, Japanese, Mandarin, Spanish, and Vietnamese, as well as 4 SDLP options: Cantonese, Korean, Mandarin, and Spanish. On graduation, Plan 1, all high school students complete a minimum of twenty credits (two academic years) of world language: American Sign Language, Arabic, Chinese, Filipino, French, Italian, Japanese, Korean, and Spanish. PEEF helps introduce and support new languages in the high school portfolio of language learning options, including Arabic and Filipino.

PEEF funding is also utilized to provide professional development to educators and to purchase instructional materials and resources aligned with the 2019 California World Language Standards, which aim to improve language learning outcomes.

In 2024, roughly 18% of the graduating class earned the Seal of Biliteracy on their diplomas. 43% earned for Spanish, 42% for Chinese, 8% for Japanese, 4% for Korean, and there were additional earners for Arabic, Filipino, French, Italian, Korean, Latin, Russian, and Vietnamese.



PEEF Student Wellness and Learning Environment Support Programs

PEEF also funds programs that expand access to services supporting students' social-emotional well-being and physical health. These investments help foster positive school climates by promoting student engagement, a sense of belonging, and motivation. By supporting the whole child, these programs contribute to safe, supportive, and inclusive learning environments for all students and their families.

Student Support Professionals-Nurses

School District Nurses are Registered Nurses with a Health Services Credential who are familiar with the health needs of school-age children and with the school-based and community resources to help students overcome the physical, socio-emotional, behavioral, and environmental barriers to optimal learning. They serve not only individual students but the entire school community, prioritizing services and support 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 (e.g., African American, Latinx, Pacific Islander). To achieve their program goals, site-based SDNs provide a variety of targeted supports and interventions based on identified needs. All services provided are equity-centered, trauma-informed, focus on the whole child, and use a restorative approach.

School District Nurses (SDNs) are uniquely positioned to assist schools in meeting this challenge to provide a safe learning environment for students and staff. SDNs are Registered Nurses with a Health Services Credential who possess expertise in the health needs of school-age children and the school-based and community resources to help overcome the physical, socio-emotional, behavioral, and environmental barriers to optimal learning. SDNs work closely with students and families, school administration, teachers, School Social Workers, Counselors, Special Education staff, Family Liaisons, and other key staff.

SFUSD's School District Nurses (SDNs) serve their entire school communities and prioritize services for youth at disproportionate risk- 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). SDNs also apply an equity lens and use anti-racist practices in providing health services to ensure that all SFUSD students have access to health care and quality education.

Existing and emergent evidence confirms what school nurses know: in this challenging time, children in public schools have more complex physical, socio-emotional, and behavioral health needs than before. In the past five years, the number of students in SFUSD receiving specialized healthcare services quadrupled. As a result of the COVID-19 shelter-in-place health orders, nurses have discovered that many families are hesitant to leave their homes for immunizations, dental work, and needed health checkups. Moreover, emerging studies

indicate that children and adolescents are experiencing negative impacts on their physical, social, and mental health from not exercising, seeing their peers, and attending school. In this dire moment, SFUSD's Nurses will be essential to effectively implement the safety protocols needed to prevent or mitigate COVID-19 transmission.

To ensure the high caliber of Nursing Services is maintained, a total of 38.3 FTE (28.7 SSP; 9.6 Wellness) school-assigned elementary, K-8, middle, and high school SDNs in SFUSD:

- Minimum allocation of 0.5 FTE SDN in every Tier II and Tier III elementary school
- Minimum allocation of 0.5 FTE SDN in every K-8 and middle school
- 0.5 FTE SDN in three continuation high schools
- 1.0 FTE in every comprehensive high school

Evidence-based practices are consistently employed by school-assigned SSPs. For example, SDNs providing group education and support for students with asthma use Open Airways for Schools, an evidence-based curriculum developed by the American Lung Association. Furthermore, SDNs provide a variety of targeted student interventions to students, classrooms, and the whole school community based on identified needs. All services provided are equity-centered, trauma-informed, focus on the whole child, and use a restorative approach. The direct support SDNs provide to students includes:

- Direct medical services (assessments and treatments, health screenings, first aid, and medication)
- Care planning and oversight of specialized physical health services (g-tube feedings, seizure first aid, diabetes management, etc.)
- Individual and group health education and counseling
- Case management and linkage to community resources and programs
- Individual and school-wide health promotion

Additional indirect supports include:

- Teacher consultation and health-related staff training to increase capacity to address student health needs (e.g., emergency medical response, use of an AED, nutrition, and wellness)

- Coordination and collaboration with school staff and community-based organizations to increase student access to services
- Participation in the multidisciplinary Coordinated Care Team (CCT) to triage requests for student support and create individualized intervention plans for students.

Going forward, school district nurses will continue to focus on students at disproportionate risk, whether in person or via virtual outreach, education, and services. As SFUSD strives to serve students more comprehensively, School District Nurses will continue to be integral members of schools' Coordinator Care Teams, implementing tier one supports and providing resources and referrals for students.

Student Support Professionals School Social Workers (SSWs) Overview

School Social Workers (SSW) provide targeted social-emotional and mental health support and interventions to students, classrooms, and school communities to ensure that students are safe, healthy, and ready to learn. SFUSD's elementary, middle, and K-8 schools received a minimum of a half-time PEEF-funded SSW allocation in the 2023-24 school year. Many of these school sites could also leverage multiple funding sources to employ social workers who collaborate with different professionals at their school site, thus providing a comprehensive team approach to support student health and wellness. All SFUSD high schools have a Wellness Coordinator allocation as well, funded through alternative City sources.

SFUSD's SSWs provided elementary and middle school students with 31,673 dedicated services or one-to-one sessions in the 2023-24 school year. Services provided included the coordination and facilitation of multidisciplinary student support teams (e.g., Coordinated Care Team, Student Success Team), teacher consultations to support a positive classroom climate, student health and wellness workshops, individual and group mental counseling, student and family case management, risk and threat assessments, and crisis response planning. SSWs observed an increase in anxiety, depression, and substance use among students since the pandemic and continued to play a critical role during the 2023-24 school year in providing one-to-one or group support and building welcoming and supportive learning spaces for students and their families.

“ PEEF funds some of our District's most vital and impactful programs that students and families benefit from every day. It is a pleasure to serve on the PEEF CAC to understand these programs more deeply and to engage with teachers, students, families, and staff about how to make recommendations on how to invest this money in ways that best contribute to our SFUSD community. ”



– Maggie Furey

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