



Annual Report

2021–2022



SFUSD
PEEF

PUBLIC EDUCATION
ENRICHMENT FUND



Dear San Francisco Community,

San Francisco Unified School District (SFUSD) students, staff, and families joyfully returned to safe and in-person learning in the fall of 2021 following an extended period of pandemic-related virtual learning. The full reopening of our schools provided many students access to a variety of beneficial academic, enrichment, and social-emotional resources they cherish the most. The financial support provided by the Public Education Enrichment Fund (PEEF) remains vital for enhancing programming such as sports, libraries, and arts. Approved by San Francisco voters in 2004 and renewed in 2014, PEEF ensures continued support of the City's children and families which are particularly important in this era of reopening and recovery. The City of San Francisco contributes to this fund annually from its General Fund Aggregate Discretionary Revenue in order to better sustain and enhance educational programs for our youth. One-third of the total PEEF fund is allocated to the City's Office of Early Care and Education for preschool support. The remaining two-thirds of the PEEF fund is allocated to serving SFUSD's 50,566 students in 130 schools. Half of the SFUSD allocation promotes Sports, Libraries, the Arts, and Music (SLAM) programming with the other half funding a variety of Other General Use (OGU) programs such as School Nurses and Social Workers.

As Superintendent, my leadership team and I prioritize funding OGU programs that support SFUSD's mission, vision, and goals. Given the challenging budgetary scenario we are resolving, financial support from PEEF will be even more essential to realizing SFUSD's Vision 2025 and our Strategic Plan: Transform Learning, Transform Lives as we strive to equitably provide the highest-quality academic, enrichment, and social-emotional programming to students and their families.

SFUSD values stakeholder input in all that we do, whether it be in virtual or in-person settings. The twenty-four-member PEEF Community Advisory Committee (CAC) reviews funding for every PEEF-funded program to provide feedback on design, implementation, and impact. The PEEF CAC's recommendations are an essential contributing component of the financial and programmatic impact analyses we conduct to determine the best use of PEEF funds. Following a final review of the PEEF expenditure plan by the Executive Leadership Team and me, all materials are then submitted to the SFUSD Board of Education for approval and delivery to the City of San Francisco Office of the Controller.

This Annual Report highlights the thirteen PEEF-funded programs that supported students in the 2021-22 school year. SFUSD students, families, and staff thank you for your dedication to improving lives, encouraging healthy, safe, and supportive classroom environments, and ensuring that each and every student enrolled in our schools is prepared to succeed in college, career, and life.

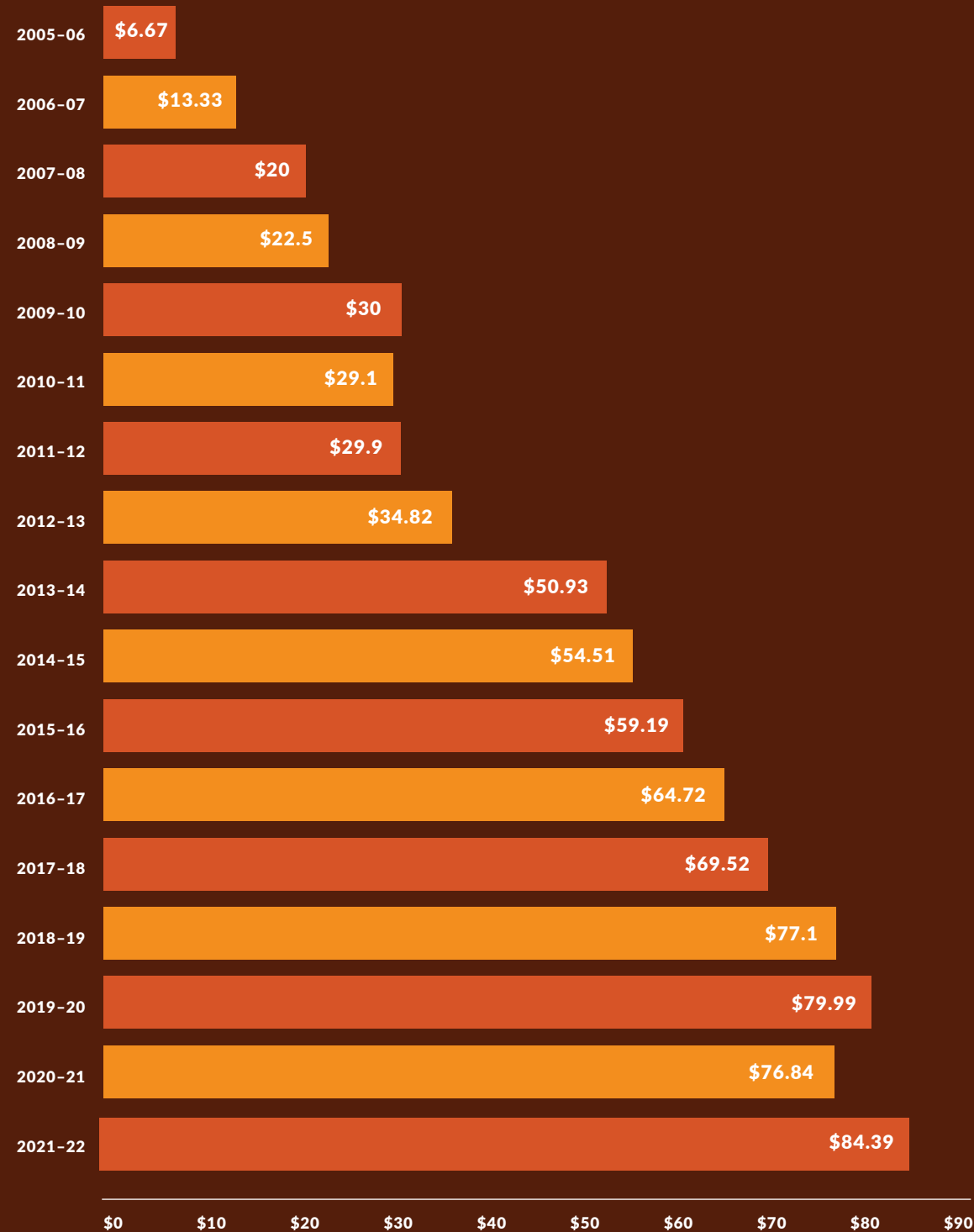


Matt Wayne, Ed.D.

Superintendent of San Francisco Unified

Historical SFUSD PEEF Allocation

(IN MILLIONS)



Public Education Enrichment Fund

The Public Education Enrichment Fund (PEEF) is a law within the City Charter, Section 16.123.1-10. The City of San Francisco contributes to this fund annually from its discretionary General Fund revenues to support education programs for San Francisco's youth. One-third of the 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 mandates that half of the SFUSD allocation support Sports, Libraries, the Arts, and Music (SLAM). The legislation also allows SFUSD to use half of the PEEF funds for any educational or support purpose, also known as Other General Uses (OGU) programs that promote general education purposes.

Programs chosen for PEEF funding help SFUSD achieve its goal to promote academic achievement, 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 or 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.

PEEF revenue increased by \$7.5M in 2021-22 following a decline in the previous year due to impacts from the COVID-19 pandemic and its accompanying reduction in economic activity in the City of San Francisco. Per the City and County of San Francisco's Office of the Controller - City Services Auditor Department, the final FY 2021-22 SFUSD PEEF allocation was \$84,390,000.

Community Advisory Committee

The PEEF Community Advisory Committee (CAC) is a 24-member committee that ensures SFUSD appropriately uses PEEF funds. The CAC reviews the superintendent's annual PEEF expenditure plan and serves as a conduit for informing and receiving input from SFUSD stakeholders about PEEF. The CAC includes 14 appointments by the Board of Education Commissioners (two each), three district staff appointments by the superintendent (one from each school level: pre-K/elementary, middle school, and high school), four United Educator of San Francisco appointments, and four students appointed by the student delegates to the Board of Education Commission.

2021–22 PEEF CAC Members

Rori Abernethy, Tami Benau, Allyson Bravmann, Doris Chan, Maggie Furey, Carol Hill, Karl Hoffman, Julia Jackson, Edwin Jiang, Lisa Jovick, Mimi Kasner, Tara Kini, Vishal Krishnaiah, Gloria Maciejewski, Rafael Moreno, Alice Mosley, Lainie Motamedi, Diana Pang, Greg Peters, Latoya Pitcher, Kevin Robinson, Chloe Wong, Joanne Yen, Moira Zacharakis



2021-22 PEEF Budget

Revenues have increased since the Board of Education’s adoption of the original PEEF budget in June of 2021. Per the City and County of San Francisco’s Office of the Controller - City Services Auditor Department, the original FY 2021-22 SFUSD PEEF allocation was \$75,839,000, providing \$37,919,500 for SLAM and \$37,919,500 for OGU. In July 2021, \$78,560,315 was allocated to PEEF funded programs after the initial spending plan amounts were adjusted for salary and benefit increases.

In order to address programmatic needs that emerged throughout the 2021-22 school year, several programs requested and subsequently received a cross-program total of \$2,044,762 in additional funding from the PEEF fund balance.

SFUSD Public Education Enrichment Fund Budget

2021-2022

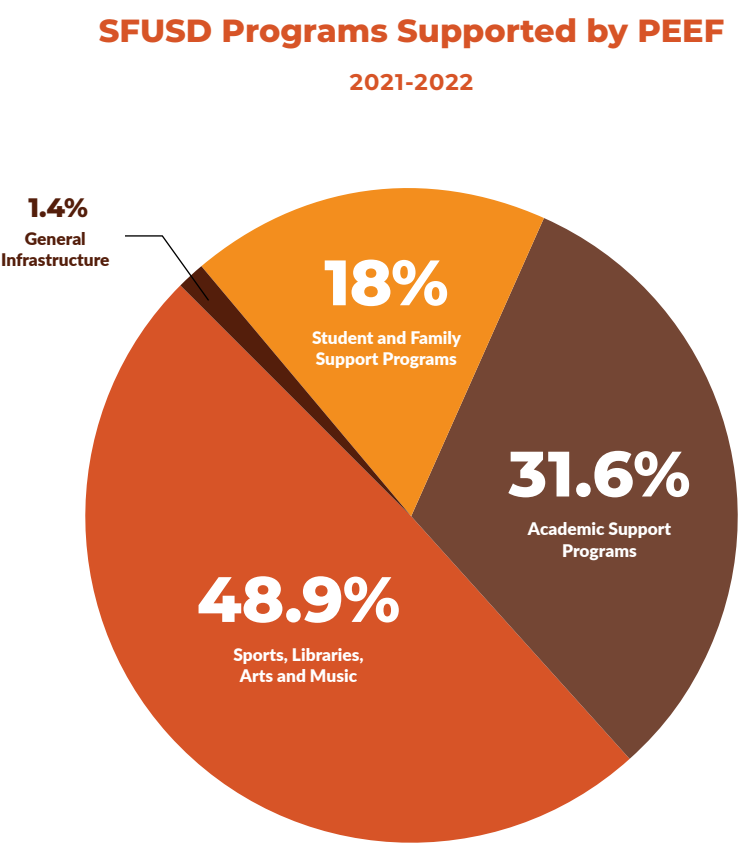
SPORTS, LIBRARIES, ARTS AND MUSIC (SLAM) PROGRAMS	Exp. Plan Allocation	Additional Funding	End of Year Expenditures	Remaining Balance
Arts	\$15,280,000	\$170,000	\$15,474,462	-\$24,462
Athletics	\$4,412,830	\$1,000,000	\$ 5,390,388	\$22,442
Libraries	\$11,460,000	\$857,000	\$ 11,374,123	\$942,877
Physical Education	\$7,292,122	–	\$6,823,440	\$468,682
SLAM SUBTOTAL	\$38,444,952	\$2,027,000	\$39,062,413	\$1,409,539
OTHER GENERAL USES PROGRAMS				
A-G Support: Additional Course Earning Offerings	\$3,165,670	–	\$2,851,002	\$314,668
Academic MTSS	\$15,010,839	–	\$14,159,147	\$851,692
African American Achievement and Leadership Initiative (AAALI) Program Support	\$1,074,509	–	\$952,809	\$121,700
AVID & AVID Excel	\$602,281	–	\$518,361	\$83,920
Career Technical Education	\$1,125,796	–	\$1,126,269	-\$473
Ethnic Studies Support	\$396,913	–	\$362,194	\$34,719
General Infrastructure	\$1,084,998	\$17,762	\$781,073	\$321,688
Multilingual Pathways	\$3,488,117	–	\$3,367,207	\$120,910
Student Support Professionals	\$14,166,240	–	\$12,973,940	\$1,192,300
OTHER GENERAL USES SUBTOTAL	\$40,115,363	\$17,762	\$37,092,001	\$3,041,124
PEEF BUDGET TOTAL	\$78,560,315	\$2,044,762	\$76,154,414	\$4,450,664

2021-22 PEEF Revenue and Expenditures

Due to better-than-expected collection of local revenues, the City’s final annual revenue allocation was \$84,390,000 by June 2022, markedly higher than the \$78,560,315 amount the expenditure plan was developed on the previous summer. The beginning fund balance of \$13,202,110 and the annual City’s allocation of \$84,390,000 generated a total available revenue of \$97,592,110. Annual program expenditures totaled \$76,154,41 resulting in \$21,437,696 remaining in the ending fund balance as seen in the tables below.

SFUSD Public Education Enrichment Fund Balance				
2021-2022				
Program Group	Beginning Fund Balance	Revenue	Expenditures	Ending Fund Balance
SLAM SUBTOTAL	\$11,886,526	\$42,195,000	\$39,062,413	\$15,019,113
OGU SUBTOTAL	\$1,315,584	\$42,195,000	\$37,092,001	\$6,418,583
TOTAL	\$13,202,110	\$84,390,000	\$76,154,414	\$21,437,696

Nearly 50 percent (48.9%) of the total PEEF budget supported the four SLAM programs, 18 percent funded programs that provide student and family supports while 31.6 percent funded academic support programs, and 1.4 percent funded operations infrastructure as seen in the chart below.



SFUSD charter and county schools receive PEEF funds for SLAM programs, however, SFUSD does not oversee these schools. As such, the PEEF Office only collects PEEF program accountability data on the District’s traditional schools. In 2021-22 there were 99 schools in SFUSD (64 elementary schools, 8 K-8 schools, 13 middle schools, and 14 high schools). All data reported in the program descriptions below reflect information regarding this set of 99 schools.



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

City legislation mandates that half of SFUSD PEEF allocation be apportioned to sports, libraries, arts, and music. Below are the programs supported by PEEF in 2021-22.

Arts

The Arts Department is an educational program within SFUSD's Division of Curriculum and Instruction, supporting five Arts disciplines: Dance, Media Arts, Music, Theater, and Visual Art. The Arts Department continues its work to increase the potential for arts and creativity for the district's historically marginalized students and to increase access to Arts instruction for each and every SFUSD student. In an effort to diversify program offerings that have historically been primarily Eurocentrically-themed, Arts staff have increased the number of engagement opportunities students have with Black, Indigenous, and People of Color [BIPOC] artists, and have embarked on processes to intentionally address prevailing biases, stereotypes, and false narratives rife within traditional Arts education. Notably, in the 2021-22 school year, Public Education Enrichment Fund (PEEF) funds were leveraged to continue to expand the SFUSD's instrument inventory to loan free instruments to every student in grades 4-12 and also provide capital improvements for Arts spaces, such as classroom furniture and storage, and auditorium audio-visual upgrades. Partnerships in the SF Arts Community continue to be strengthened and galvanized to increase arts advocacy throughout San Francisco as demonstrated by the first-ever Citywide Youth Arts Festival to be held in Spring 2023.

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. During the 2021-22 school year, 2,593 students at 21 K-8 and middle schools and 3,203 students at 13 high schools participated on 88 athletic teams in a wide variety of sports. PEEF funds comprise approximately 75% 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 provided athletic opportunities to high school students receiving special education services in Para Sports (track and field), for those with mobility impairments, and Unified Sports (basketball) for those with intellectual impairments. These programs have instilled a more inclusive environment at participating schools. Without the financial support of PEEF investments, SFUSD students would not enjoy the much-needed physical, mental, and emotional benefits of athletic competition.

Libraries

SFUSD Libraries aims to ensure that all students have the dedicated space, guidance, and resources needed to explore their ideas, use information creatively, and develop abilities that will allow them to become independent, ethical, and lifelong learners. PEEF funding allows SFUSD to provide all students equal access to libraries staffed by credentialed teacher-librarians who provide instruction and guidance on up-to-date library resources and technology that students may use to pursue their personal and academic interests.

Financial support from PEEF has enabled SFUSD Libraries to adapt to the shifting needs of students during the COVID-19 pandemic, from distributing books and materials to students' homes in 2020 to rebuilding library collections and spaces as students returned to schools. In 2021-22, in response to changing health and safety guidance, many librarians modified their programs by relocating books and materials to outdoor schoolyard spaces where students could more freely congregate. With the return to in-person learning, students sought multiple ways to connect with one another and librarians worked to meet this need by providing games and other hands-on activities open to all students. When COVID-related teacher absences were widespread in the spring of 2022, librarians covered teaching responsibilities for affected classrooms.

SFUSD Libraries piloted outdoor library programs on weekends in the Bayview, Chinatown, Tenderloin, and Mission neighborhoods to reach families beyond school walls. To nurture SFUSD's culture of readers and to contribute to the District's ongoing conversations about racial injustice, SFUSD Libraries organized an ambitious, districtwide author event for the children's book *Born on the Water*, copies of which were distributed to every SFUSD elementary & K-8 classroom.

PROGRAM SPOTLIGHT

Physical Education

The SFUSD Physical Education and Activities Department's [PE and PA] 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 physical education specialists, 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 various professional development opportunities addressing: grade-level content, social justice, assessment, technology implementation, inclusive practices, and anti-racism.

Through Physical Education, students learn to self-assess, set personal health goals, and become informed consumers. PE and PA's ultimate goal is for students to embrace healthy lifestyles and become joyful learners through physical activity. The importance of physical, emotional, and social well-being can not be understated as vitally important for students as proven during the pandemic. The Physical Education and Activities Department is critical for ensuring that all students receive quality programming at the highest level.

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 71% of students agree that participating in PE class has improved their fitness level. Additionally, when surveyed, 86% of school administrators reported that having a robust Physical Education program significantly improves their students' physical health, self-confidence, and self-esteem.

The PE and PA Department's Central Office leadership team focuses on supporting students, teachers, and site administrators. The complexity of implementing quality physical education and activities requires a highly skilled and professional team of experts. Through effective leadership and site support, SFUSD Physical Education has transformed into one of the most respected programs in the USA.

PHYSICAL EDUCATION

31 

K-12 school sites
participating in Special
Olympics programming

114 

K-12 teachers
received professional
development

41 

Fitness Labs constructed
at SFUSD Middle &
High Schools

15 

Fitness labs renovated with
new exercise equipment &
fitness supplies

71%

Of SFUSD students agree
that participating in PE
class has improved their
fitness level

86%

Of SFUSD administrators
agree that Physical Education
improves students' self-
confidence and self-esteem



PEEF Supports Academic Achievement Programs

In 2021-22, PEEF funded seven programs that promote student academic growth and achievement across all grade levels.

A-G: Additional Course Earning Offerings

The Office of Extended Learning - High School Credit Recovery leverages PEEF funding to provide opportunities for students to complete SFUSD's high school graduation requirements aligned with California's "a-g" public university admissions course requirements. Credit-earning options include: Evening and Saturday School, Online Learning, Summer School, and site-based credit recovery and intervention programs. In 2021-22, 415 school-year credit recovery courses were offered. Due to the unpredictable nature of the pandemic, centralized credit recovery classes continued to be offered in a virtual distance learning format during the 2021 fall and 2022 spring semesters. In the 2022 summer semester, A-G began offering in-person and distance learning classes. PEEF funds also support professional development for teachers and counselors to foster social-emotional learning and a positive school climate and culture and 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. Compared to the previous year, on-track rates improved for English Learners (3.9 percent increase) and students with IEPs (0.6 percent increase).

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 various student and teacher characteristic data, referred to as "inputs." A school's tier designation indicates 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	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 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 the school system by clarifying where supports are most needed, applying resources to target areas, and removing barriers to systematically and positively impact school excellence and student success. Four major goals guide the work of the Multi-Tiered System of Supports:

- 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 schools. The Academic MTSS positions: Assistant Principals, Instructional Reform Facilitators (IRFs), Counselors, Literacy Coaches, and Academic Response to Intervention Facilitators (ARTIFs) spend 100% of their time at school sites serving the students, staff, and community.

African American Achievement and Leadership Initiative

The African American Achievement and Leadership Initiative's (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 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 and provide parent affinity spaces through our African American Parent Advisory Council (AAPAC). Funds are also used to recruit and support math and science teachers 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 (Mathematics, Engineering, Science Achievement) and the Mayor's Opportunities for All Internship programs.

In the 2021-22 school year, the 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, central office departments, and city agencies to ensure that Black families 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 and Instruction Division to provide students with culturally relevant Lexile level text, affinity space (a safe place to read), reading time, reading assessment, and reading intervention. AAALI's MCI staff also instituted methods to support students' social-emotional learning following a year and a half of virtual learning. Feedback from MCI facilitators indicated that students needed specialized support with familiarizing themselves with engaging academically in a safe learning environment. In doing so, students developed a greater sense of community and emotional safety.

After careful consideration, the decision was made at the end of the 2021-22 school year to sunset AAALI's Advance strategy. The cost savings from this shift permitted the creation of two positions 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, which will replace a vacant Postsecondary Pathways Program Manager role.

PROGRAM SPOTLIGHT

AVID

In 2013-14, PEEF began funding an expansion of SFUSD's Advancement Via Individual Determination (AVID/AVID Excel) program. Managed by SFUSD's Office of College and Career Readiness, the goal of the AVID program is to systematically close achievement and opportunity gaps by preparing all middle and high school students for college and postsecondary success. AVID serves students in the "academic middle," typically with GPAs ranging from 1.9-3.0. AVID also focuses on serving students who are first-generation college-bound and underrepresented at the college level, namely African-Americans, English Learners (EL), and Latinos. Participating students are provided with a network of wrap-around support staff (teacher, site coordinator, counselors, and trained AVID college-age tutors) and an elective course with in-depth instruction in Writing, Inquiry, Collaboration, Organization, and Reading (WICOR). Ten years of evidence clearly demonstrates that AVID students far outperform their peers in high school graduation and college enrollment.

In 2021-2022, 98% of AVID seniors graduated, and 95% of AVID seniors met four-year college entrance requirements. Returning to in-person learning was a challenge for many school communities due to frequently shifting COVID protocols and day-to-day uncertainties. Despite these challenges, AVID 12th graders still outperformed the average SFUSD 12th grade. 92% of AVID seniors completed their financial aid applications compared to a rate of 77% for all SFUSD seniors. Additionally, 100% of AVID 12th graders applied to college, 89% applied to four-year universities, and most notably 86% were accepted compared to an overall rate of 50% for all SFUSD seniors.

The AVID central office team instituted additional training, observations, and frequent check-ins to ensure that the cadre of AVID tutors was well-trained and highly effective in supporting students with critical college and financial aid application processes. The AVID team was also able to help organize virtual college visits and guest speaker panels comprised of college freshmen from around the state. AVID's middle school students connected with their AVID peers at the high school level for an opportunity to pose essential high school enrollment questions on a variety of topics including course registration and availability of extracurricular activities. Over a dozen AVID classes were able to visit this campus of San Francisco State

University in the spring of 2022. This experience provided students with opportunities to directly engage with college students, learn about SF State's academic and extracurricular programs, and get acquainted with navigating a college campus. As the 2021-22 school year came to a close 30 SFUSD staff members attended the AVID Summer Institute to learn additional AVID success strategies while two robust AVID summer programs were offered; one to support Long-term English Learner (LTEL) students and the second to provide a hybrid AVID-Health course credit opportunity.

AVID

98%

Of SFUSD's AVID seniors
graduated on time in 20-21



100%

Of AVID seniors
applied to college



86%

Of AVID seniors were accepted to
a four-year college compared to
SFUSD's overall enrollment rate of 50%

92%

Of AVID seniors successfully completed
financial aid applications (FAFSA)
compared to SFUSD's overall rate of 77%

Career-Technical Education (CTE)

Career Technical Education or CTE has been supported by PEEF funding since the 2007-08 school year. Managed within SFUSD's Office of College and Career Readiness (CCR), the CTE Pathways program serves 4,087 high school students enrolled in 53 pathways grounded in industries such as architecture and engineering, law, entrepreneurship, media arts, health science, and urban agriculture. Pathways are defined as two-to-four-year programs that feature three distinguishing 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, and 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 that participate in the SFUSD Career Pipeline Initiative. SFUSD leverages PEEF funds along 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 doubling of students enrolled in a CTE program since PEEF began funding CTE. The CCR team will continue 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 socio-emotional learning and student mental health as CTE builds on the 2021-22 school year of supporting students transition out of distance learning. A total of 1008 students participated in internships, with the majority occurring through CTE's Pre-Educator Pipeline/Teacher Academy. 397 unduplicated CTE students received Dual Enrollment credits in their pathway field, and 51 CCSF courses were offered as part of the CTE program of study during the 2021-22 school year.



PROGRAM SPOTLIGHT

Ethnic Studies

The humanizing Ethnic Studies curriculum developed by SFUSD teachers 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.

To expand student access to the course in SY 2021-2022, the Ethnic Studies program team advocated for and received funds from the Expanded Learning Opportunities Grant to hire six additional full-time Ethnic Studies teachers at high schools in which course enrollment was at or below 10% of the total student enrollment. PEEF-supported expansion of Ethnic Studies resulted in 43% increase in course access; enrollment reached 5,344 students across three middle and sixteen high schools. Of great importance, in the 2021-22 school year the SFUSD Board of Education instituted Ethnic Studies as a graduation requirement commencing with the graduating class of 2028. The Ethnic Studies central office team is currently working with District leadership, the PEEF Office, and school sites to ensure that students will have access to their required Ethnic Studies course as mandated by the Board's resolution.

ETHNIC STUDIES

Ethnic Studies Course Offerings

17MIDDLE SCHOOL
STUDENTS**91**HIGH SCHOOL
STUDENTS

Ethnic Studies Course Enrollment

845

MIDDLE SCHOOLS

4499

HIGH SCHOOLS

83%

Of SFUSD students agree that Ethnic Studies helped them feel more motivated to take small or big actions against racism in their community or school.

94%

Of SFUSD students agree that Ethnic Studies helps them understand people who are different from them.



Multilingual Pathways

PEEF funds help Multilingual Pathways (MPD) sustain and expand over sixty K-8 language programs across the District serving over 10,200 students. The portfolio of language programs includes Arabic, Cantonese, Filipino, Japanese, Korean, Mandarin, Spanish, and Vietnamese. 55% of SFUSD elementary schools host a language program, and 1/3 of all K-5 students are enrolled in a language program. 19% of middle school students are currently enrolled in a language enrollment pathway and PEEF resources are helping to expand world language electives to provide greater access to language learning at this level. All high school students, on Graduation Plan 1, complete a minimum of 20 credits (two academic years) of world language courses. Funding support from PEEF has provided additional world languages to be offered in the high school portfolio of language learning options. PEEF funding is also utilized to purchase instructional materials and other resources, such as an assessment system to make data-driven decisions that serve to improve language learning outcomes. Multilingual Pathways supported schools' return to in-person learning with launch lessons and resources that highlight the anti-racist instructional practices and deeper learning priorities of student collaboration and assessment for learning. Multilingual Pathways content specialists continue to provide one-to-one coaching and monthly professional development to world language, dual-language immersion, and biliteracy teachers.



PEEF Funds Programs that Promote Supportive Learning Environments and Social / Emotional Growth

PEEF funds also support programs that aim to increase student and family access to a variety of services and offerings that promote social-emotional well-being and physical health. These investments also promote a positive school climate through increased student engagement, connectedness to school, and increased motivation.

Student Support Professionals-Nurses

School District Nurses (SDNs) are Registered Nurses with a Health Services Credential that possess specialized training on the health needs of school-age children. SDNs leverage school and community resources to help students overcome the physical, social, emotional, behavioral, and environmental barriers that are detrimental to learning. Nurses serve their entire school communities however, they prioritize services and support to youth at disproportionate risk, including students receiving free and reduced lunch, foster youth, youth in transition (homeless), students with incarcerated parents, students with disabilities, immigrant youth, and racial groups historically underserved (e.g., African American, Latino, Pacific Islander).

In the past six years, the number of students in SFUSD receiving specialized healthcare services has quadrupled all while schools work diligently to provide a safe in-person learning environment. SDNs proved to be uniquely positioned to assist schools in meeting the challenges of the present day. To achieve their program goals, site-based SDNs provide a variety of targeted supports and interventions based on students' identified needs. SDNs strive to ensure that all services are provided in a manner that is equity-centered, trauma-informed, focused on the whole child, and uses a restorative approach.

Student Support Professionals-School Social Workers

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 school social worker allocation in the 2021-2022 school year. Many of these school sites also leveraged additional 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. SFUSD's high schools employ Wellness Coordinators as well, however, these positions are funded through an alternate resource provided by the City Department of Children, Youth, and Families (DCYF). SFUSD's SSWs provided elementary and middle school students with 15,375 individual, dedicated services or one-to-one sessions in the 2021-2022 school year. SSWs provide a litany of services including but not limited to: coordination and facilitation of multidisciplinary student support teams (e.g., Coordinated Care Team, Student Success Team (SST)), teacher consultations to support a positive classroom climate, student health and wellness workshops, individual and group mental counseling, student and family case management, risk assessment, and crisis response planning.

School Social Workers continued to play a critical role in supporting their school communities as they observed an increase in anxiety and depression among students and staff due to the pandemic. SSWs offered one-to-one or group support and developed a welcoming and supportive learning space for students and their families. Finally, SSWs were essential in providing health and wellness services in order to effectively manage COVID-related challenges.

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“ I truly appreciated having the opportunity to be a member of the PEEF CAC for three years and join with students, parents, community members, and educators in providing vital input on essential district programs that support so many of our students. ”



– Tami Benau

“ Volunteering with the PEEF-CAC to help SFUSD move closer to achieving its goals has been an incredibly meaningful experience, and I am honored to have worked alongside these remarkable educators, parents, students, and staff. ”



– Vishal Krishnaiah





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