STUDENT SUCCESS FUND

ANNUAL REPORT

2024-2025

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GLOSSARY OF TERMS

(Acronyms & Key Definitions)

A–C

Academic Response to Intervention (RTI)
A framework for providing targeted academic supports, typically small-group instruction.

Community-Based Organization (CBO)
Local nonprofit partners providing youth services, wellness programs, and enrichment.

Core Rubric
SFUSD's instructional observation tool used during Instructional Rounds and peer observations.

D–F

DCYF – Department of Children, Youth and Their Families
The San Francisco city agency that co-administers the Student Success Fund.

ELA – English Language Arts
Reading, writing, speaking, listening, and language development.

EL – English Learner
A student developing proficiency in English in addition to another language.

H–L

HEART Core Care (HCC)
A trauma-informed school support program providing training, observations, and consultations.

ILT – Instructional Leadership Team
A school-based team that uses data to guide instructional improvement.

Instructional Rounds
A structured process where educators observe classrooms to analyze trends and improve instruction.

ISPIRE – Intensive Structured Phonics Intervention for Reading Excellence
A digital structured literacy intervention grounded in Orton–Gillingham methods.

M–P

MTSS – Multi-Tiered System of Support
A framework that integrates academic, behavioral, and social-emotional supports:

- Tier 1: Universal supports for all students
- Tier 2: Targeted supports for groups needing additional help
- Tier 3: Intensive individualized supports

PBIS – Positive Behavioral Interventions and Supports
A framework for building positive school culture through proactive routines and data-informed behavior supports.

PLC – Peer Learning Community
Cross-site professional learning groups where educators analyze problems of practice and share strategies.

GLOSSARY OF TERMS

(Acronyms & Key Definitions)

R–S

SBAC – Smarter Balanced Assessment Consortium
California's statewide standardized assessment in English Language Arts and Mathematics.

SBAC ELA
The English Language Arts portion of the SBAC, measuring reading comprehension and writing skills.

SCSI – School Crisis Support Initiative
A program that supports wellness, peace, and community building through Unity Days.

SEIU – Service Employees International Union
Union representing classified staff (e.g., custodial, cafeteria, and other support roles).

SIPPS – Systematic Instruction in Phonological Awareness, Phonics, and Sight Words
A structured literacy curriculum used for foundational reading instruction.

SMARTE Goals
Specific, Measurable, Achievable, Resource-backed, Time-bound, and Equitable goals.

SSF – Student Success Fund
A multi-year grant funding initiative supporting community schools across SFUSD.

STAR – Standardized Test for the Assessment of Reading
A computer-adaptive assessment used to monitor reading progress.

T–W

TA – Technical Assistance
Professional coaching, training, data support, and consultation provided to SSF schools.

Tiered Supports (Tier 1, Tier 2, Tier 3)
Levels of intervention in MTSS or PBIS frameworks.

UASF – United Administrators of San Francisco
Union representing school administrators.

UESF – United Educators of San Francisco
Union representing teachers, paraprofessionals, and classified educators.

Unity Days
Schoolwide events promoting peace, belonging, and connection through restorative practices and youth leadership.

EXECUTIVE SUMMARY

T**he 2024–2025 school year** marked the first full implementation cycle of San Francisco's Student Success Fund (SSF)—a landmark investment created through Proposition G to expand educational equity and whole-child development across the city's public schools. Administered in close partnership by the Department of Children, Youth & Their Families (DCYF) and the San Francisco Unified School District (SFUSD), the Fund represents a new model of city–district collaboration focused on academic achievement, student wellness, and community engagement.

In its first operational year, the SSF supported 53 schools through Readiness and Implementation Grants, alongside additional investments in District Innovation, Technical Assistance, and Rapid Response funding. These combined efforts reached thousands of students, educators, and families, establishing a strong foundation for the Fund's five-year grant cycle and long-term goals.

Key Highlights

- 92% of Community School Coordinators hired across readiness sites.
- 80% of readiness schools completed comprehensive Needs Assessments.
- 74% of Implementation Specific Measurable Achievable Relevant Time-bound Equitable (SMARTE) goals are on track to be achieved by 2026.
- 82% of implementation schools reported improved or stable student sense of belonging.
- District Innovation projects, including Whole School Lesson Study, showed +13-point gains in math proficiency, with Black student proficiency at John Muir Elementary rising from 15% to 50%.
- Over 600 hours of technical assistance were delivered across coaching, workshops, and peer learning, strengthening leadership and implementation capacity citywide.
- $11.7 million in Rapid Response Grants supported short-term needs such as family access services, tutoring, and wellness events.

Building Systems for Sustainable Impact

This inaugural year focused on building the systems, relationships, and infrastructure needed to scale equitable, high-quality community schools.

Key investments included:

- **Capacity Building:** 25 readiness sites established foundational systems and leadership roles for community school transformation.
- **Implementation and Accountability:** 28 implementation sites advanced measurable SMARTE goals aligned with SFUSD's Vision, Goals, and Guardrails.
- **Innovation and Workforce Development:** Districtwide initiatives strengthened instructional practice, professional learning, and educator pipelines.
- **Technical Assistance:** Coaching, consultation, and peer learning grounded in national best practices supported schools at all stages of development.

EXECUTIVE SUMMARY

Looking Ahead

As the SSF enters its second year, focus will shift toward:

- Launching a comprehensive evaluation framework and public data dashboard to strengthen transparency, accountability, and shared learning across the city.
- Expanding the Community Schools workforce pipeline to increase staffing stability and build long-term capacity within schools.
- Streamlining administrative processes to improve efficiency, reduce burden on school sites, and ensure faster, more consistent support.
- Sustaining high-impact innovation investments such as Whole School Lesson Study and Unity Days to deepen instructional practice and schoolwide belonging.
- Deepening leadership development and peer learning for principals, Community School Coordinators, and CBO partners to reinforce a cohesive, citywide community schools strategy.
- Ensuring all current Readiness sites are on track to progress into the next phase of SSF Implementation Grants, reflecting strong planning, early systems-building, and effective use of initial SSF investments.

San Francisco's Student Success Fund is redefining how a city invests in its schools—**through partnership, shared accountability, and community voice.** Together, DCYF, SFUSD, and their partners are building a future where every student, in every neighborhood, has access to a thriving, well-resourced, and connected school community.



Making San Francisco a great place to grow up!

BACKGROUND & LEGISLATIVE CONTEXT



ORIGINS & PURPOSE

In November 2022, San Francisco voters overwhelmingly approved Proposition G, the Student Success Fund (SSF) Charter Amendment, establishing a new and sustained investment in public education and student wellness.

Proposition G amended the City Charter to dedicate a portion of local revenues to the Department of Children, Youth and Their Families (DCYF) for the purpose of improving academic achievement and supporting the social, emotional, and physical well-being of San Francisco Unified School District (SFUSD) students. The Fund is projected to grow to $60 million annually by 2029, subject to the City's economic forecast.

The Student Success Fund provides **multi-year grants directly to schools and district programs** that advance the Community Schools Framework—a holistic model that strengthens the coordination of academic, social, and family supports so that all students can thrive.

LEGISLATIVE MANDATE

The Student Success Fund is designed to:

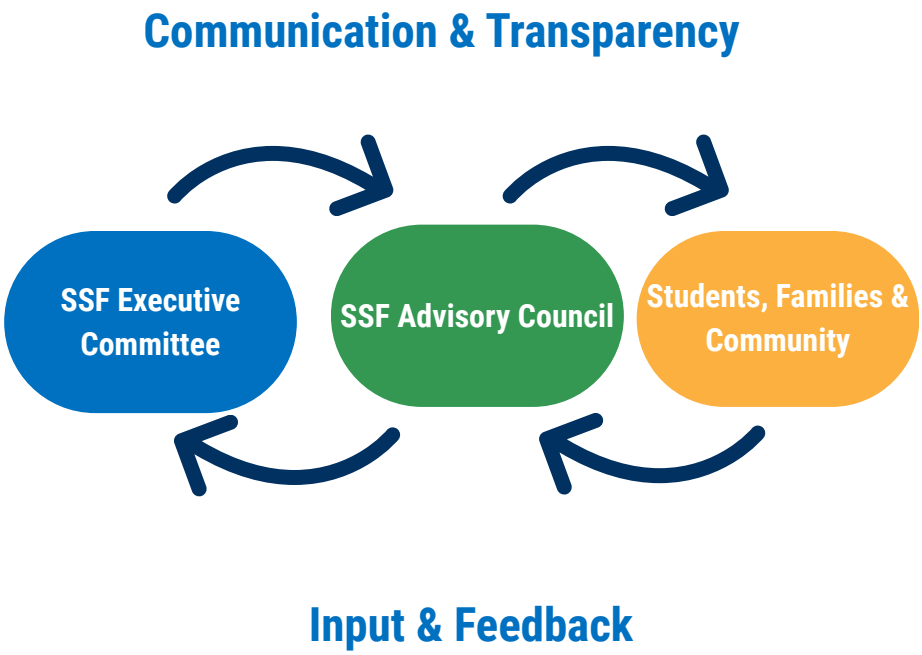
- **Prioritize equity** by directing resources to schools serving students with the greatest needs, including English learners, foster youth, students experiencing homelessness, and those eligible for free or reduced-price meals.
- **Promote innovation** by supporting creative, evidence-based strategies that improve academic outcomes and social-emotional wellness.
- **Build capacity** by investing in technical assistance, professional development, and workforce pipelines for Community School Coordinators, social workers, and educators.
- **Strengthen collaboration** and accountability between DCYF, SFUSD, families, and community partners to ensure measurable and sustainable results.

SF VOTERS SUPPORT STUDENT SUCCESS!

LEADERSHIP & COMMUNITY VOICE

The Student Success Fund (SSF) is a joint initiative of the Department of Children, Youth and Their Families (DCYF) and the San Francisco Unified School District (SFUSD), created to strengthen academic achievement and student wellness across San Francisco's public schools.

The SSF **Executive Committee**, chaired by the SFUSD Superintendent and the DCYF Director, provides **leadership, coordination, and accountability** for the Fund. This group ensures alignment between city and district goals, oversees funding implementation, and upholds transparency and equity across all SSF investments. The Committee is responsible for strategic direction and decision-making related to funding, contracts, and program operations—ensuring that public resources are used effectively to advance student success.



Advisory Council Membership (FY 2024–2025)

Beacon Director (1)
Community Partner (1)
Family Representatives (4)
School Site Service Provider (1)
Subject Matter Expert (1)
Community School Coordinator (1) (SEIU)**
Educator (1) (UESF)**
Principal (1) (UASF)**
Youth Commission (1)
Student Advisory Council (1)

*** Please refer to the Glossary of Terms for definitions of acronyms.*

To elevate community voice in this citywide effort, the **Student Success Fund Advisory Council (SSFAC)** was established as a best practice for engagement and collaboration. Composed of families, youth, educators, labor, and community leaders, the Council **advises** the Executive Committee on funding priorities, communication strategies, and opportunities to strengthen partnerships with schools and communities. While the SSFAC does **not hold decision-making authority** over funding or contracts, its insights help ensure the Fund's implementation remains responsive, transparent, and informed by real experiences in schools.

Together, the Executive Committee and Advisory Council demonstrate a model of **shared leadership and community partnership**, combining institutional accountability with authentic public input to help every school create the conditions for students to thrive.

2024-25 FUNDING OVERVIEW

Through the Student Success Fund (SSF), San Francisco is making a bold and sustained investment in educational equity and whole-child development. Each component of the Fund is designed to strengthen a critical part of the city's community school ecosystem—from building school capacity and piloting innovation to supporting educators and addressing emergent student needs. Together, these investments form an integrated strategy to ensure that every public school—particularly those serving the highest-need students—has the resources, partnerships, and professional infrastructure necessary for students to thrive academically, socially, and emotionally.

CATEGORY	FY24—25 ALLOCATION	PURPOSE
Readiness Grants	$6.6 M	Develop capacity & Community School Plans
Implementation Grants	$7.8 M	Execute comprehensive Community School Plans
District Innovation & Workforce Pipeline	$7.25 M	Scale instructional models & address staffing needs
Technical Assistance	$3.1 M	Coaching, training & consultation for schools
Rapid Response	$11.7 M	Flexible emergency funds for student supports
Administration	$2.3 M	Oversight & evaluation management

The **FY 2024–2025 budget of $35 million** reflects this comprehensive approach:

- **Readiness Grants** help schools build foundational capacity by hiring coordinators and developing Community School Plans.
- **Implementation Grants** sustain schoolwide transformation through robust, multi-year planning and delivery.
- **District Innovation & Workforce Pipeline** funds scale promising instructional models and address educator workforce challenges.
- **Technical Assistance** investments ensure that schools receive high-quality coaching, data support, and professional learning.
- **Rapid Response** funding offers flexible, short-term resources to meet urgent student and school needs.
- **Administrative** funds provide critical oversight, fiscal accountability, and evaluation management to ensure transparency and impact.

Together, these allocations represent not just financial investments—but a **systems-level commitment** to scaling what works and deepening the conditions that allow community schools to flourish across San Francisco.

READINESS GRANTS FUNDED SCHOOLS

25
Readiness Grants

School sites with a California Community Schools Partnership Program (CCSPP) grant were awarded funding that made up the difference between the CCSPP grant and the maximum SSF school grant award ($350,000 for readiness grants and $550,000 for implementation grants).

Readiness Awards 2024-25

Aptos Middle School	$350,000
Balboa High School	$350,000
Carver Elementary School	$100,000
Chavez Elementary School	$350,000
Cleveland Elementary School	$100,000
Cobb Elementary School	$200,000
County Satellite High Schools	$350,000
Denman Middle School	$350,000
Dolores Huerta Elementary School	$350,000
Flynn Elementary School	$350,000
Glen Park Elementary School	$350,000
Grattan Elementary School	$350,000
Hillcrest Elementary School	$50,000
Ida B Wells High School	$200,000
Independence High School	$200,000
James Lick Middle School	$50,000
Lincoln High School	$350,000
Malcom X Elementary School	$200,000
Moscone Elementary School	$350,000
O'Connell High School	$50,000
Rosa Parks Elementary School	$350,000
SF Community School K-8	$350,000
Starr King Elementary School	$350,000
Ulloa Elementary School	$230,000
Webster Elementary School	$350,000

16 Elementary Schools

3 Middle Schools

6 High Schools

READINESS GRANTS
FUNDED SCHOOLS

In 2024–2025, **the Student Success Fund (SSF)** awarded **25 Readiness Grants** to schools preparing to implement the community school model. These grants supported foundational activities such as hiring **Community School Coordinators**, conducting **Needs Assessments**, and developing **Community School Plans** tailored to each site's vision and student needs.

By the end of the school year, **92% of Community School Coordinators** across all readiness sites were hired, and **80% had completed comprehensive Needs Assessments**, positioning them for successful transition to implementation status by FY25–26.



100%

On track ready to apply for Implementation grant

92%

Coordinator positions filled by June 30, 2025

80%

Needs Assessment Completed

Hiring data reveal steady progress despite significant workforce and procurement challenges. Of the 20 Readiness-funded coordinator positions, **7 were hired before the start of the school year, 11 during the fall semester, and 5 remained unfilled as of June 30, 2025**. While the delayed hiring timelines reflect ongoing administrative and labor market constraints, most sites were able to onboard staff early enough to launch baseline planning, relationship-building, and needs assessment work within the first semester.

Overall, readiness sites demonstrated strong commitment to **building the systems, leadership capacity, and data infrastructure** required for sustainable community school implementation in the coming year.

IMPLEMENTATION SITES

FUNDED SCHOOLS

28 Implementation Grants

School sites with a California Community Schools Partnership Program (CCSPP) grant were awarded funding that made up the difference between the CCSPP grant and the maximum SSF school grant award ($350,000 for readiness grants and $550,000 for implementation grants).

Implementation Awards 2024-25

Bret Harte Elementary School	$300,000
Buena Vista Horace Mann	$249,980
Burton High School	$150,000
Carmichael PK-8	$250,000
Downtown High School	$300,000
Dr. MLK Middle School	$250,000
Drew College Prep	$300,000
El Dorado Elementary School	$400,000
ER Taylor Elementary School	$250,000
Everett Middle School	$250,000
Francisco Middle School	$249,880
Guadalupe Elementary School	$283,000
Jean Parker Elementary School	$300,000
John Muir Elementary School	$300,000
Longfellow Elementary School	$250,000
Mission Education Center Elementary	$399,000
Mission High School	$150,000
Monroe Elementary School	$250,000
Revere PreK-8	$250,000
Sanchez Elementary School	$300,000
SF International High School	$300,000
Sheridan Elementary School	$300,000
Sutro Elementary School	$300,000
Tenderloin Community Elementary School	$295,000
Thurgood Marshall High School	$250,000
Vis Valley Elementary School	$300,000
Vis Valley Middle School	$325,000
Willie Brown Jr Middle School	$287,500

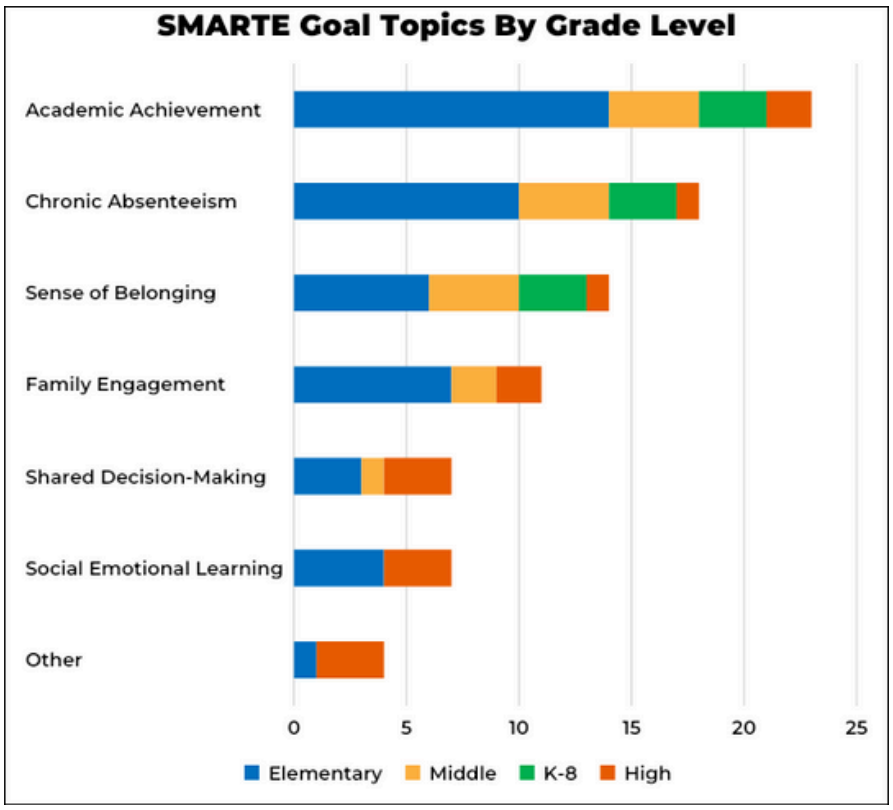
18 Elementary Schools

5 Middle Schools

5 High Schools

IMPLEMENTATION SITES

In 2024–2025, the Student Success Fund (SSF) **awarded 28 Implementation Grants** to schools advancing their community school vision through comprehensive, data-driven strategies. These multi-year grants represent a five-year funding cycle, with this first annual report serving as a mid-year progress update on schools' advancement toward their two-year short-term SMARTE goals. Full measurement and reporting on these goals will be reflected in the 2025–2026 Annual Outcome Report.



100%

Submitted collaboratively designed SMARTE Goals

82%

Increase/no change in sense of belonging

74%

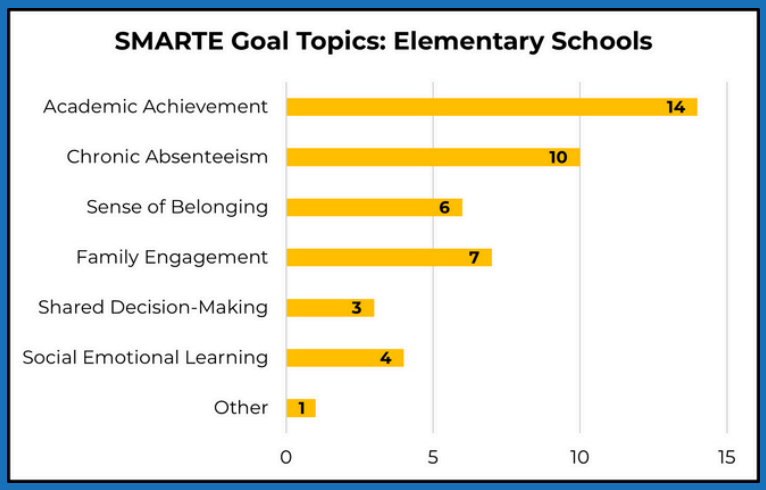
On track for SMARTE goal achievement by SY26

As of Summer 2025, 74% of SMARTE goals were on track to be fulfilled, with 82% of schools reporting improved or stable student sense of belonging, and 100% submitting clear short- and long-term benchmarks to guide progress.

While schools demonstrated early momentum in strengthening school climate and instructional focus, they also faced challenges—including delays in hiring and procurement, limited capacity for family engagement and shared decision-making, and insufficient systemwide supports for newcomer students. Despite these barriers, implementation sites continue to build strong foundations for sustainable, equity-driven transformation across San Francisco's community schools.

IMPLEMENTATION SITES: ELEMENTARY SCHOOLS

Across San Francisco's 15 SSF Elementary Community Schools, the first full implementation year of the Student Success Fund shows clear momentum. As reflected in the SMARTE Goal Topics chart, schools continue to prioritize Academic Achievement, Chronic Absenteeism, Family Engagement, and Sense of Belonging. These priorities align with SY 2024–25 trends: among 3rd–5th graders in profiled schools, English Language Arts (ELA) proficiency rose by 4.3 percentage points, while students' confidence and persistence in learning—measured through growth-mindset indicators—increased by 12 points. Together, these gains underscore both the effectiveness of targeted instructional supports and the strong commitment of school communities to academic and social-emotional growth.



School profiles illustrate how sites are putting SSF priorities into practice. Guadalupe Elementary is boosting foundational literacy and math through expanded enrichment, small-group intervention, and adaptive learning tools. ER Taylor is strengthening belonging and positive behavior with aligned Tier 1 (schoolwide) and Tier 2 (targeted) supports, alongside its Panda Peacemakers leadership program—resulting in fewer behavioral incidents and improved belonging for underserved students. Jean Parker Elementary is advancing literacy and math through strong instruction and a comprehensive culture-and-climate strategy, contributing to a 26.2% increase in English Language Arts proficiency and stronger student perceptions of safety and connection.

Charles Drew is improving literacy and attendance through family partnerships, project-based learning, and enhanced teacher support. A family liaison and expanded community partnerships have increased hands-on learning, while the gardening program continues to support literacy, wellness, and emotional regulation. Early indicators show gains in fluency, comprehension, and engagement, including Grade 3 STAR Reading proficiency rising from 16.7% to 36.1%. After limited math progress in prior years, Drew is now implementing targeted professional development and data-driven strategies to accelerate growth. Schoolwide, students' positive perceptions of Academic Learning Culture increased from 76% to 88% on the 2025 Panorama Survey.

Collectively, these outcomes show how schools are leveraging the Student Success Fund to strengthen academics, improve school climate, and deepen student engagement.

SCHOOL SPOTLIGHTS

Dr. Charles R. Drew Preparatory Academy

Grant Information
Implementation site
Grant amount: $300,000

Students improved their SBAC** literacy proficiency from 17% in SY 2023–24 to 23% in SY 2024–25. Additionally, the school reduced chronic absenteeism from 50% in SY 2023–24 to 40% in SY 2024–25.

*** Please refer to the Glossary of Terms for definitions of acronyms.*



Drew utilized a layered approach that combined family and community partnerships, project-based learning, and teacher support to improve student attendance and literacy outcomes. The school brought on a family liaison to strengthen connections between families and the school, helping to involve parents and caregivers in learning activities and community initiatives. This work included collaborating with local organizations to provide project-based learning opportunities and field trips. Additionally, the site offered professional development for teachers on community-based teaching strategies and on engaging families and partners to bring these experiences into the classroom.

The impact of Drew's gardening program has been reflected in multiple outcomes. It has improved literacy proficiency by embedding hands-on, engaging learning experiences while also serving as a tool for wellness and emotional regulation. All 2nd–5th grade classes participated in at least three gardening sessions this year.

These sessions connected literacy to real-world contexts through journaling, vocabulary development, and observational writing. Students read informational texts related to gardening, documented their learning, and engaged in structured discussions that built comprehension and language skills. The site is beginning to see early signs of growth in fluency, comprehension, and student engagement across grade levels.

In SY 2023–24, Drew prioritized investing resources and capacity to build systems, structures, and professional development that strengthened **English Language Arts (ELA)** instruction. However, the school was not able to apply the same focused approach to mathematics and, as a result, saw limited progress in improving student math outcomes. Moving forward, Drew plans to engage in **strategic planning**, **targeted professional development**, and **data-driven instructional practices** in math to accelerate growth and close the achievement gap.

SCHOOL SPOTLIGHTS

The student leadership program has contributed to steady gains in school climate and student belonging. The percentage of students who reported feeling a strong sense of belonging increased from 60% in 2023, to 65% in 2024, and 71% in 2025. During the same period, major office referrals for incidents involving physical or verbal aggression or property destruction decreased from 92 in SY 2022–23, to 60 in SY 2023–24, and to 12 in SY 2024–25. Notably, 100% of African American students at ER Taylor reported feeling part of the school community, reflecting both high engagement and a 100% response rate among this student group.

ER Taylor Elementary School

Grant Information
Implementation Site
Grant Amount: $250,000

ER Taylor's community school priorities are rooted in increasing students' sense of belonging and voice, while decreasing behavioral referrals and reducing chronic absenteeism. Upon reviewing major office referral data and student culture and climate survey results, the school identified a need to strengthen its coordinated efforts to implement, track, and monitor positive behavior interventions, as well as to develop a robust student leadership program.

The school's strategy included a schoolwide system of Tier 1 (universal) supports, featuring daily reinforcement of its Panda P.R.I.D.E. values—Proud, Responsible, Inclusive, Disciplined, and Empathetic—through a Panda Ticket incentive program, classroom lessons, and Friday assemblies that highlight each value. These values were adopted as an alternative to the traditional Positive Behavioral Interventions and Supports (PBIS) behavioral expectations of Safe, Respectful, and Responsible, with the goal of emphasizing who students are becoming rather than simply how they behave.

Tier 2 (targeted) supports included "Leadership Charts" (a rebrand of traditional behavior charts), a deep commitment to restorative practices, and strong partnerships with mental health providers to offer individual, group, and family therapy services.

One of ER Taylor's most promising practices is its student leadership program, Panda Peacemakers. For the past three years, all 5th-grade students have attended Camp Mosaic, a conflict resolution and peace-building camp in Santa Cruz. Upon returning, students have the opportunity to become Panda Peacemakers—taking on roles such as facilitating positive play and conflict resolution during K–2 recess, supporting wellness staff and teachers in delivering SEL lessons, leading schoolwide events that promote Panda P.R.I.D.E. values, and co-facilitating Friday morning meetings with the principal.

ER Taylor was unable to fill its Literacy Coach position after the previous staff member transitioned into the role of Academic School Coordinator.

SCHOOL SPOTLIGHTS

Among 3rd–5th graders, ELA proficiency rates increased by 4.3% in SY 2024–25 compared to the previous academic year. Favorable responses related to students' growth mindset also increased by 12 percentage points, reflecting stronger confidence and perseverance in learning.



Guadalupe Elementary School

Grant Information
Implementation Site
Grant Amount: $283,000

Guadalupe has prioritized improving academic engagement and achievement in reading and math through enrichment and extended learning opportunities. School stakeholders have emphasized the need for more engaging, hands-on learning experiences that support and extend beyond core academic instruction.

In response, the school incorporated strategies focused on after-school and enrichment initiatives within its Community School model. To advance these strategies, Guadalupe implemented several key activities in SY 2024–25:

- **Partnership with Springboard Reading and Math Café** to provide targeted literacy and math support.
- **Hiring an Academic Response to Intervention (RTI) Facilitator and EL Instructor** to lead small-group, intensive literacy instruction for English Learners.
- **Launching robust after-school intervention programming** during the spring semester.
- **Providing dedicated literacy support** through programs and frameworks such as *SIPPS*, *Chapter One*, and *Springboard*.
- **Implementing i-Ready adaptive learning software** in all (Pre)K–5 classrooms to support differentiated instruction in reading and math.

These efforts are designed to enhance student motivation, strengthen foundational skills in literacy and numeracy, and foster deeper connections between classroom learning and real-world experiences through meaningful community partnerships.

Like other SFUSD school sites, Guadalupe transitioned from the Readers Workshop model to a phonics-based approach to reading instruction. All students performing two or more grade levels below in reading now participate in targeted phonics programs using Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) and Intensive Structured Phonics Intervention for Reading Excellence (ISPIRE) (with ISPIRE specifically supporting students with IEPs).

Additionally, all teachers received training on using i-Ready online lessons to deliver standards-based instruction and strengthen student achievement in both mathematics and reading.

SCHOOL SPOTLIGHTS

Parker (Jean) Elementary School

Grant Information
Implementation Site
Grant Amount: $300,000

26.2% increase in the percentage of English Learner (EL) students scoring proficient or above on the SBAC English Language Arts assessment, rising from 7.1% in SY 2023–24 to 33.3% in SY 2024–25.

When including both current and reclassified English Learners, 54.8% achieved proficiency—20.7 percentage points higher than the District average in SY 2024–25.

9% increase in English Learners reporting a positive sense of belonging on the Culture and Climate Survey, improving from 68% in Spring 2024 to 77% in Spring 2025.

Overall sense of belonging among all students increased by 12 percentage points, from 68% in Spring 2024 to 80% in Spring 2025.

Jean Parker Elementary School prioritized improving reading proficiency and strengthening math understanding for students in grades K–5. To support this goal, the school provided Tier 1 and Tier 2 reading instruction by highly qualified teachers, increased instructional time for K–2 small-group reading, and offered targeted interventions for students not yet reading at grade level. Frequent phonics assessments informed lesson planning, and the Instructional Leadership Team (ILT) and grade-level teams regularly reviewed data from district assessments to refine instructional practices.

Recognizing that academic success is closely linked to school climate and safety, Jean Parker strengthened its foundation of emotional and physical well-being to ensure students and staff could focus on learning. The school worked to create an environment where families, students, and staff feel supported, peers trust one another, and conflicts are resolved constructively.

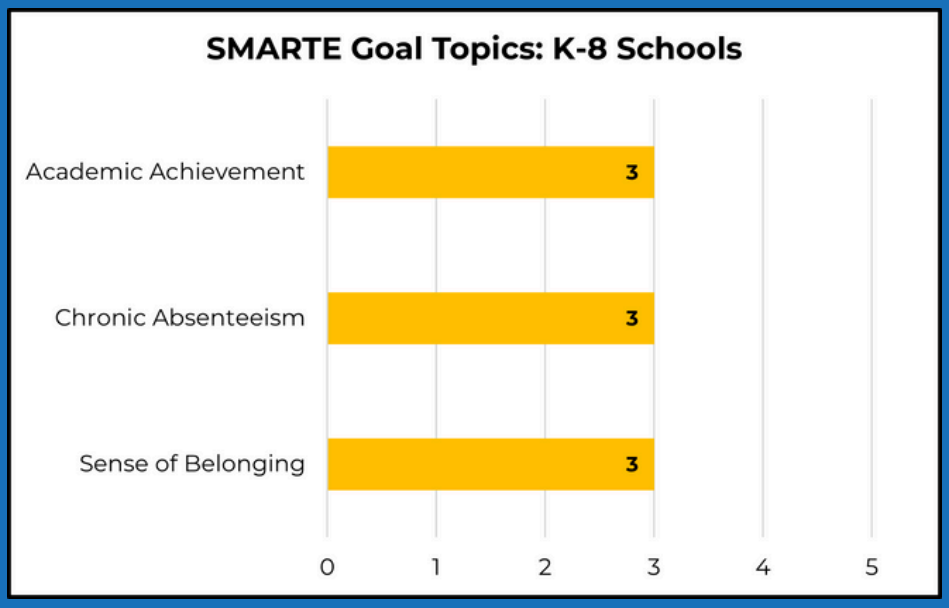
Using Student Success Fund (SSF) grants, Jean Parker aligned social-emotional learning, restorative practices, and positive behavior supports across the school community. Key strategies included designating a teacher co-lead for culture and climate, providing Seneca coaching to strengthen PBIS and restorative approaches, and expanding Noon Monitor hours to promote safety and belonging through structured play. The school also launched a Black student affinity group, strengthened its Multi-Tiered System of Support (MTSS) through the Coordination of Care Team, and increased field trips and enrichment activities to deepen engagement.

Together, these efforts have advanced academic growth while fostering a safe, inclusive, and connected school community.

Due to a parental leave, the dedicated reading teacher was unable to provide the planned Tier 1 and Tier 2 supports as anticipated.

IMPLEMENTATION SITES: (PRE) K-8 SCHOOLS

Across San Francisco's three SSF (Pre)K–8 Community Schools, implementation efforts in SY 2024–25 show strong alignment with the SMARTE goal areas highlighted in the accompanying chart—Academic Achievement, Chronic Absenteeism, and Sense of Belonging. Despite serving wide grade spans and diverse learner needs, (Pre)K–8 schools demonstrated steady progress in these priorities through strengthened instructional practices, improved coordination of supports, and deeper family engagement.



The spotlight that follows illustrates how (Pre)K–8 schools are leveraging SSF resources to address their unique instructional and wellness needs while advancing a whole-child vision. Buena Vista Horace Mann (BVHM) is deepening its core competency framework—Growth Mindset, Self-Management, Self-Efficacy, and Social Awareness—and expanding wellness services, restorative practices, instructional rounds, and cross-grade learning opportunities. These strategies are contributing to stronger student confidence, improved school connectedness, and more coherent academic supports across grade levels.

Together, these (Pre)K–8 schools demonstrate how intentional investments, aligned systems, and robust partnerships with families and community organizations can accelerate academic progress, support regular attendance, and foster a strong sense of belonging. The following profiles provide a closer look at the strategies and structures that are driving progress across these dynamic school communities.

SCHOOL SPOTLIGHTS

Grade 3 Standardized Test for the Assessment of Reading (STAR) Reading proficiency rates increased from 16.7% in Fall 2024 to 36.1% by Winter 2025.

Middle school students' positive perceptions of the culture for academic learning rose by 12 percentage points, improving from 76% in SY 2023–24 to 88% in SY 2024–25, as measured by the Panorama Culture and Climate Survey (Spring 2025).

Buena Vista Horace Mann K-8 (BVHM)

Grant Information
Implementation Site
Grant Amount: $249,980

Buena Vista Horace Mann (BVHM) community school priorities focused on strengthening students' habits of mind aligned with four core competencies—Growth Mindset, Self-Management, Self-Efficacy, and Social Awareness—while also increasing students' overall sense of belonging.

To advance these goals, BVHM implemented several key strategies:

- Created a dedicated Middle School Wellness Center to support student well-being and connection.
- Increased participation in middle school athletics to promote teamwork, confidence, and engagement.
- Implemented Instructional Rounds, with each team participating in two cycles (Fall and Spring) and debriefing after each series of classroom observations. Continued use of an observation tool based on the Academic Ownership section of the Core Rubric strengthened instructional reflection.
- A subset of the Instructional Leadership Team piloted Reciprocal Peer Observations in preparation for expanding the practice schoolwide in Fall 2025 to build a culture of continuous learning and collective efficacy.
- Dedicated professional development time to restorative circles and community building.
- Established a monthly field trip cadence for K–8 students to build cross-grade connections through shared experiences.

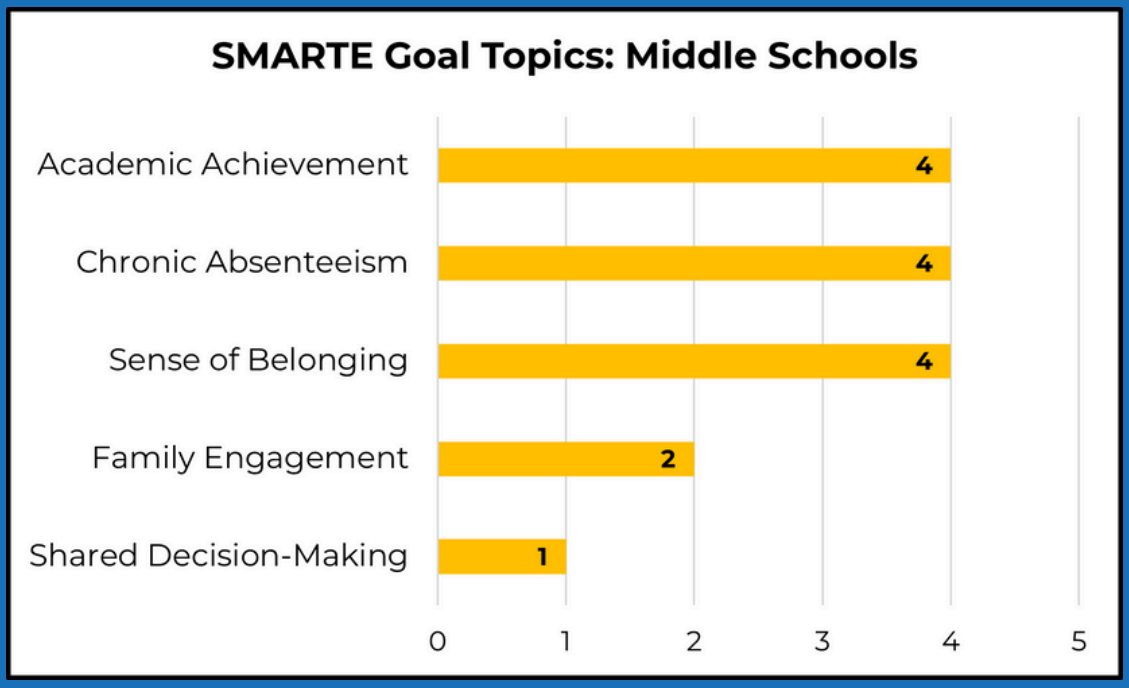
Increased the number of "Link Day" Jamestown staff to strengthen relationships between the school-day and after-school programs, particularly supporting family engagement for those less present during regular school hours.

BVHM's primary challenge is sustaining the supports built over the past several years amid significant budget reductions. Beginning in SY 2025–26, the school will lose its two Academic Response to Intervention (RTI) Facilitators, who have provided Tier 2 reading interventions for elementary students. To mitigate this loss, BVHM plans to hire three Instructional Aides to support math, literacy, and small-group instruction in grades 4–8, anticipating larger class sizes next year.

In SY 2024–25, middle school class sizes increased from 22 to 33 students due to budget cuts. To maintain instructional quality, the site added para-educators to provide small-group and in-class intervention support.

IMPLEMENTATION SITES: MIDDLE SCHOOLS

Across San Francisco's **5 middle schools**, participating in the first full implementation year of the Student Success Fund reflects strong alignment with the SMARTE goals highlighted in the accompanying chart—Academic Achievement, Chronic Absenteeism, Sense of Belonging, Family Engagement, and Shared Decision-Making. With participating sites prioritizing both core academic improvement and student connection, early indicators show that schools are strengthening instructional systems, improving engagement, and deepening their capacity to support the whole child. These efforts are reinforced by targeted investments in interventions, professional learning, and structures that elevate student and family voice.



The school spotlight that follows illustrates how middle schools are leveraging SSF resources to respond to schoolwide needs while building more inclusive, connected, and academically focused environments. Willie Brown Middle School, for example, has made significant strides by implementing a robust Multi-Tiered System of Support for mathematics—**expanding math electives, strengthening data-driven instructional practices, and providing targeted interventions and after-school supports.** These coordinated efforts contributed to meaningful gains in math proficiency and school climate, demonstrating how focused instructional improvement paired with strong educator collaboration can accelerate student learning.

Taken together, these middle school efforts highlight how thoughtful, equity-centered investments can enhance academic achievement, strengthen school culture, and support student belonging. The following profiles provide a closer look at the systems, strategies, and partnerships driving this progress.

SCHOOL SPOTLIGHTS

SBAC math proficiency increased by 11 percentage points, rising from 23% in SY 2023–24 to 34% in SY 2024–25.

Positive student responses regarding the school's *climate and culture of learning* increased by 17 percentage points, improving from 70% in SY 2023–24 to 87% in SY 2024–25, as measured by the Spring 2025 Panorama Culture and Climate Survey.



Willie Brown Middle School

Grant Information

Implementation Site

Grant Amount: $287,500

Willie Brown Middle School (WBMS) prioritized developing and implementing a multi-tiered system of support (MTSS) to increase math proficiency schoolwide. This strategy included expanding math electives, offering targeted math interventions, and providing after-school math support. To strengthen instructional quality, WBMS also adopted a new professional learning structure (Lesson Study) designed to build a culture of math inquiry and pilot innovative approaches to mathematics instruction.

In SY 2024–25, the school created two new departmental roles —Math Interventionist and Math Coach—to support instructional consistency and data-informed decision-making.

Key strategies included:

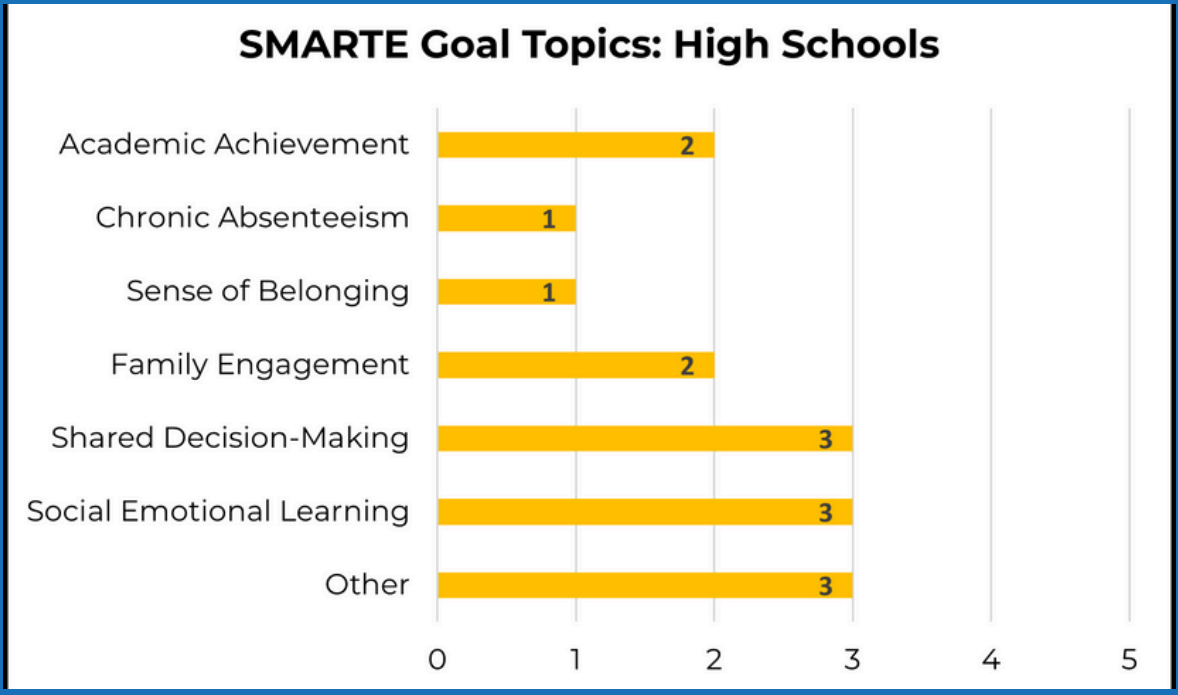
- Ongoing monitoring of curriculum-based assessments by administration, the Instructional Leadership Team (ILT), and the math department to ensure stronger alignment between reported grades and standardized performance measures.
- Collaboration between veteran and new teachers through inquiry cycles to refine instructional practices and foster a unified focus on improving math instruction and closing student performance gaps.

Expansion and alignment of math offerings, including supplemental math and Science, Technology, Engineering, and Mathematics (STEM) classes, targeted interventions, additional electives, and after-school supports—all aimed at improving SBAC outcomes and increasing overall math achievement.

WBMS made the strategic decision to shift its focus from literacy to mathematics in response to declining STAR math scores across all student demographics. However, the two newly created positions within the math department are not sustainable long-term due to schoolwide budget constraints. In SY 2025–26, the school will no longer be able to fund the Math Coach position but will continue the Math Interventionist role to sustain targeted student support.

IMPLEMENTATION SITES: HIGH SCHOOLS

Across the five high schools participating in the Student Success Fund's Implementation Grants, sites made steady progress toward their SMARTE goals in SY 2024–25. Schools focused on strengthening Social-Emotional Learning, Shared Decision-Making, Family Engagement, and academic supports. Despite staffing shortages and increasing student needs, participating schools reported meaningful improvements in students' sense of belonging, access to mental health services, and overall instructional capacity.



San Francisco International High School expanded its Wellness Center and streamlined case management systems, **connecting 85–90% of referred students to services** and contributing to strong gains in belonging and perceptions of academic climate. **Thurgood Marshall High School** strengthened SEL Advisory and literacy instruction, resulting in higher teacher confidence and **a 14-point increase in students' perception of the learning environment.**

Mission High School prioritized belonging and engagement, especially for African American and Newcomer students. Through student-led events, anti-racist professional development, and plans to hire an Academic Liaison, the school saw the largest belonging **increase across all sites—32 percentage points**. Mission continues to refine supports for African American students and improve collaboration in the Newcomer program.

Together, these high school sites demonstrate how targeted investments in wellness, SEL, student leadership, and instructional development are fostering more connected, supportive, and academically engaging learning environments.

SCHOOL SPOTLIGHTS

85–90% of students identified as needing mental health support (therapy, case management, or crisis intervention) were successfully connected to appropriate services.

Sense of belonging increased from 70% in SY 2023–24 to 90% in SY 2024–25.

Perception of the climate for academic learning increased from 74% in SY 2023–24 to 96% in SY 2024–25.

SF International High School

Grant Information
Implementation Site
Grant Amount: $300,000

Through its Hopes and Needs Assessment, San Francisco International identified priority needs: increasing access to mental health services, strengthening students' sense of belonging, and improving perceptions of the learning climate.

In SY 2024–25, the school made strong progress by expanding program capacity, improving systems, and investing in targeted professional development. Key activities included:

- Hiring a full-time bilingual clinician and expanding partnerships to host additional School-Based Intern Team (SIT) interns.
- Growing partnerships with community-based organizations (CBOs) to expand case management and group supports, including Mission Neighborhood Center, UCSF FUERTE Newcomer Groups, and Instituto Familiar de la Raza.
- Streamlining processes and systems for case management through cross-agency collaboration.
- Launching a partnership with UCSF HEART Core Care (HCC) to train staff on trauma-informed practices, conduct classroom observations, and provide consultations.

As a result, SF International's Wellness Center was able to meet the needs of nearly all students referred for counseling.

To strengthen belonging and student agency, the school also launched new youth leadership opportunities. The Unaccompanied Immigrant Youth Advisory Council (UIYAC) piloted peer surveys, operated a food pantry, and distributed resources—creating authentic roles for student voice. In addition, SF International partnered with CYC to place a student intern leader within the community schools initiative.

SF International began the fall semester short-staffed by two counselors, a dean, and without a permanent office clerk (until April), which had lasting impacts on the site's capacity to advance key goals such as family engagement and elevating authentic student voice.

These staffing shortages, combined with delays in contracting, also postponed several services—such as HEART Core Care (HCC) training, consultations, and classroom observations—resulting in a late implementation of trauma-informed practices in the fall semester.

Because the school serves an entirely newcomer and immigrant student population, entering a new presidential administration required timely and proactive efforts to ensure students and families remained informed and supported. The school responded by organizing "Know Your Rights" presentations, sharing critical resources, and assessing individual student legal needs to ensure appropriate referrals and access to services.

SCHOOL SPOTLIGHTS

Students' sense of belonging increased by 32 percentage points, rising from 53% in SY 2023–24 to 85% in SY 2024–25, as measured by the Spring 2025 Panorama Culture and Climate Survey—the highest increase among all Implementation Sites.



Mission High School

Grant Information

Implementation Site

Grant Amount: $150,000

Mission High School's community school priority focuses on increasing student belonging and engagement, particularly among African American and Newcomer student groups. The site's Community School Coordinator and administrative team collaborated with student government and youth leadership to elevate student voice and co-create inclusive activities. Together, they designed a series of after-school events and schoolwide celebrations that have been instrumental in fostering a stronger sense of community among students from diverse backgrounds.

To strengthen adult practices, Mission High implemented strategies to promote anti-racist teaching pedagogy, and to build teacher efficacy and instructional skill. These efforts were advanced through opening week and ongoing professional development, instructional coaching on anti-racist teaching practices, and regular data dives that centered African American student data to drive reflection and action.

In response to feedback from the Community School Council and the Newcomer Pathway Department, the school identified the need to hire a full-time Academic Liaison. This staff member will be embedded within core subject areas and support a caseload of students to improve grades, reading inventory (RI), and SBAC outcomes in the upcoming school year. Notably, 95% of staff expressed support for the creation of this position. The English Language Department is currently developing the job description and refining the role's responsibilities to ensure it meets the academic literacy needs of Newcomer students.

While the overall sense of belonging at Mission High increased significantly, the school aims to further strengthen initiatives—such as clubs, mentoring programs, and affinity-based activities—to enhance belonging among African American students. Compared to other groups, these students reported lower engagement and a continued need for greater social and emotional support, with 79% expressing a positive sense of belonging. Although the Newcomer Program was implemented with fidelity during the early months of the school year, consistency waned as the year progressed. Within the Newcomer (NX) Common Planning Time (CPT) structure, several teachers who teach ELD courses but are not strictly part of the NX program have been unable to meet during the designated CPT period. As a result, collaboration across the full NX department has been challenging to maintain.

SCHOOL SPOTLIGHTS

The impact of having a Literacy Specialist on campus has been deeply felt. In a teacher survey conducted in December, 82% of teachers agreed or strongly agreed with the statement, "I am confident in integrating language instruction into my content," while 10% were neutral and 7% disagreed.

Student perceptions also showed significant improvement. In SY 2024–25, 91% of students responded favorably to the "Culture and Climate of Learning" domain on the Panorama Culture and Climate Survey—a 14 percentage point increase from 77% in SY 2023–24.

Thurgood Marshall High School

Grant Information

Implementation Site

Grant Amount: $250,000

Thurgood Marshall High School (TMHS) prioritized strengthening Social Emotional Learning (SEL) through advisory programming and expanding literacy support across all grade levels. Through the Hopes and Needs Assessment process, students and families highlighted the importance of preparation for life after high school, guiding two main focus areas:

SEL Advisory

TMHS integrated SEL into its Advisory structure to help students make healthy life choices, address off-track rates and graduation challenges, and build stronger relationships across the school community. The Advisory Team met twice before the school year and monthly thereafter to plan curriculum around four core areas—communication, critical thinking, personal responsibility, and social responsibility—which shaped projects and workshops throughout the year. TMHS also partnered with Enterprise for Youth, connecting 100 of 140 sophomores with paid internships for Summer 2025.

Targeted Literacy Support

TMHS hired a Literacy Specialist to work with teachers and the Instructional Leadership Team (ILT) to improve literacy instruction. As part of the ILT, the specialist led literacy-focused discussions and modeled strategies during five Grade-Level Team (GLT) meetings. Key accomplishments included co-developing six schoolwide literacy workshops, introducing tools such as reading guides, annotation systems, and interview templates, and providing one-on-one coaching to 10 teachers to support differentiated instruction and classroom implementation.

The site was unable to hire an SEL Coordinator to support the SEL Advisory strategy and, as a result, had to compensate teachers for taking on additional advisory sections to cover the coordinator's responsibilities.

2024-25 RAPID RESPONSE

The Rapid Response Grant program provides short-term, flexible funding to help schools respond quickly to emergency needs, crises, and emergent strategies that fall outside the scope of longer-term planning. These funds are intended for discrete, one-time uses—such as professional development, student wellness events, or urgent facility needs—and cannot be used for ongoing positions, recurring contracts, or core operational expenses.

In FY 2024–2025, a total of $8.4 million in one-time funding was allocated to the School Stabilization Team to support the District in accordance with SSF's allowable uses and funding parameters. Beginning this fiscal year, individual schools became eligible to apply for Rapid Response grants of up to $150,000 to address crisis-related or emergent needs.

Rapid Response funds have supported a wide range of critical, short-term projects, including:

- Student learning and wellness supports: supplies for supplemental curriculum, instructional materials, SEL programming, and wellness initiatives.
- Family access services: contracts addressing food insecurity, transportation (e.g., MUNI passes), and basic needs support.
- Extended learning opportunities: short-term tutoring, before- and after-school enrichment, and family partnership activities.
- School facility and resource improvements: small-scale facility repairs, non-capital projects, and replacement of instructional equipment or materials.

By providing schools with rapid, flexible access to resources, the SSF's Rapid Response program enables timely problem-solving and ensures that urgent student and community needs are met without disruption to ongoing school operations.

FY 2024-2025			
Category	**SFUSD Budgeted**	**Total Amount Spent**	**Total Amount Balance**
Rapid Response	*$11,700,000.00	$6,728,938.00	$4,971,062.00

*Includes $8.5M from Stabilization Process

DISTRICT INNOVATION

WHOLE SCHOOL LESSON STUDY

The Whole School Lesson Study (WSLS) initiative represents the largest District Innovation investment of the Student Success Fund (SSF) in 2024–2025.

Led by the SFUSD Curriculum and Instruction Division and funded through DCYF, the initiative advances teacher professional learning, math achievement, and instructional equity through a collaborative, practice-based model that positions educators as researchers of their own practice.



About the Initiative

Lesson Study is a professional development approach that improves student learning by investing in teachers.

Educators work collaboratively to:

- Identify a focus area for improvement (such as math reasoning or problem-solving).
- Design a "research lesson" informed by evidence and student needs.
- Teach, observe, and analyze the lesson together.
- Reflect on outcomes and revise instructional strategies.

This model builds teacher efficacy, collegial trust, and deep content expertise, aligning directly with SFUSD's Vision, Goals, and Guardrails around high-quality instruction, data-driven improvement, and equitable outcomes for all learners

Implementation and Expansion (SY 2024–2025)

Building on nearly a decade of pilot success at John Muir Elementary, Lesson Study expanded this year to five elementary schools—Flynn, Malcolm X Academy, Muir, Sanchez, and Daniel Webster—and developed satellite teams at up to 20 additional (Pre)K–12 schools.

A new **District Steering Committee** was established to guide system-wide implementation, with members from Curriculum & Instruction (C&I), Professional Learning, Research, Planning & Assessment (RPA), and Human Resources.

Core Supports Provided

- Dedicated Teachers on Special Assignment (TSAs) delivering math coaching and facilitation.
- Partnerships with national Lesson Study experts including Dr. Akihiko Takahashi (DePaul University), Dr. Catherine Lewis (Northeastern/Mills College), and Dr. Maria Zavala (SF State University).
- District-wide Professional Learning Communities (PLCs) for site leaders, coaches, and teacher leaders.
- Dedicated Teachers on Special Assignment (TSAs) delivering math coaching and facilitation.

DISTRICT INNOVATION WHOLE SCHOOL LESSON STUDY

Conditions for Success

Participating schools demonstrated readiness using the Lesson Study Dispositions & Readiness Scale, which assesses collaboration, professional growth, leadership, and system supports.



Impact on Student Achievement

Preliminary results show promising gains in math proficiency and student engagement.
Academic Outcomes (SBAC Math 2022–2025)

- Overall proficiency increased from 21 % to 34 % across participating schools.
- Black student proficiency at John Muir Elementary rose to 50 %, compared to 15 % districtwide.
- Gains were consistent among Latinx, English Learner, and low-income students.

High-readiness schools exhibited:

- 100 % of teachers engaged in Lesson Study cycles.
- Protected collaboration time (13+ sessions annually).
- Structured feedback loops through ILTs (Instructional Leadership Teams).
- Shared inquiry mindset and collective responsibility for student learning.

Teacher and School Climate Outcomes

Teacher surveys and interviews indicate that Lesson Study:

- Increased collegial trust and shared efficacy among educators.
- Provided meaningful feedback loops and peer learning aligned to SFUSD's professional standards.
- Contributed to teacher retention and leadership development—a key district priority amid statewide shortages.

Student Math Mindset Survey (Spring 2025)

Surveyed 1,100 students across the five Lesson Study schools:

- 83 % enjoy learning math.
- 79 % feel "smart" when solving math problems.
- 78 % believe mistakes help them learn.
- 85 % feel their teacher values their math ideas.
- 65 % feel confident sharing their thinking with peers.

These findings underscore how collaborative teaching practices strengthen student identity, agency, and persistence in mathematics.

DISTRICT INNOVATION UNITY DAYS

As part of the District Innovation Grants funded through the Student Success Fund (SSF), the Unity Days Initiative exemplifies how collaboration between DCYF, SFUSD, and community-based partners can build belonging, peace, and connection across schools.

In the spring of 2025, DCYF, SFUSD, and an all-star network of community-based organizations (CBOs) brought Unity Day events to five school sites, extending the transformative impact of the previous year's Unity Semester.

Unity Semester is a signature program of the San Francisco School Crisis Support Initiative (SCSI). SCSI's mission is to foster wellness, peace, and unity across school campuses while connecting students and families to critical community resources. Through this initiative, students—including those previously involved in campus conflicts—are empowered to become youth ambassadors for peace, modeling empathy, accountability, and leadership.
Unity Days provide safe, celebratory spaces for healing and connection, reinforcing positive school climate and reducing conflict through student-led engagement.





Implementation and Collaboration
In 2024–2025, Unity Days were hosted at:

- **Denman Middle School**
- **Aptos Middle School**
- **Visitacion Valley Middle School**
- **Phillip & Sala Burton High School**
- **Marshall High School**

Each event was co-designed by the site's assigned Violence Interrupter (VI) community-based organizations, working closely with the SFUSD Student and Family Services Division. VI partners took a leading role in:

- **Engaging students through restorative dialogue and creative expression.**
- **Coordinating logistics and campus participation.**
- **Designing culturally responsive programming that reflected the unique identity of each school community.**

Activities ranged from student performances, art installations, and peace circles to wellness resource fairs connecting students to mental health supports and community programs.

TECHNICAL ASSISTANCE

"One-on-one coaching, site-based consultations, and high school PLC spaces helped give guidance and coaching to not be stuck in a silo at my school site – how to hold the community schools work with fidelity because our school sites pull us to be more support staff versus our role to facilitate transformation of the school systems and school experience for students and families."
- Community Schools Coordinator

OVERVIEW

Scaling high-quality, equity-driven initiatives for student success requires more than funding—it demands strategic investment in support and capacity building. The Student Success Fund (SSF) Technical Assistance (TA) system was intentionally designed based on best practices and national research in community schools, adult learning, and systems change. Through expert partnerships, DCYF and SFUSD have built a coordinated infrastructure to strengthen leadership, deepen collaboration, and ensure that every school has the tools and guidance needed to implement and sustain its community school vision.
TA services are delivered through multiple, research-aligned modalities that provide differentiated support for schools at all stages of readiness and implementation:

"[My coach] played a pivotal role in transforming our presentation [for our School Site Summit] into a clear, concise, and impactful experience. Her calm demeanor and positive approach fostered a collaborative environment, allowing us to co-create content that truly resonates with our community. I am deeply grateful for her invaluable support in making this presentation a success."
- Principal

These investments in coaching, collaboration, and continuous learning are laying the groundwork for systemwide improvement—empowering school teams to lead with clarity, align resources to student needs, and translate the Community Schools framework into measurable, sustainable impact.



400+
One on One Coaching Hours

100+
Retreats, workshops & Trainihngs

30+
Peer Learning Community Sessions

3
Citywide Summits with over 150+ attendees each

FISCAL REVIEW 2024-2025

At the beginning of FY24–25, the original amount allocated to SFUSD was $26,519,360.00. Due to the destabilization of SFUSD following the Superintendent's resignation, an additional $8.5 million was infused from unallocated SSF funds and unspent funds that had not yet moved to reserve. This support was provided as part of the SFUSD Stabilization Process, bringing the total allocated amount to $34,797,177.00.

Upon reviewing the expenditure of these funds, several challenges were identified that contributed to SFUSD's inability to fully draw down the total allocation. Notably, even when excluding the additional stabilization funds, a remaining balance still exists, though it is significantly lower and consistent with impacts from hiring freezes and contract-related challenges.

The chart below illustrates the budgeted amounts, actual expenditures, and remaining balances. Looking ahead to FY25–26, SFUSD is hopeful that these challenges will be mitigated and that the district will be successful in fully expending its allocated funds.

FY 2024-2025			
Category	**SFUSD Budgeted**	**Total Amount Spent**	**Total Amount Balance**
Rapid Response	*$11,700,000.00	$6,728,938.00	$4,971,062.00
Readiness Grants	$6,630,000.00	$10,869,942.00	$3,549,418.00
Implementation Grants	$7,789,360.00		
Technical Assistance	$500,000.00	$313,123.00	$186,877.00
District Innovation/Workforce Pipeline	$7,250,000.00	$2,825,539.00	$4,971,062.00
Administration	**$928,177.00	$928,177.00	$0.00
Total	**$34,797,177.00**	**$21,665,719.00**	**$13,131,458.00**

*Includes $8.5M added from Stabilization Process

** Adjusted to reflect the correct percentage allocated for Administration

FISCAL OUTLOOK 2025-2026

Fiscal Outlook

While the Student Success Fund was originally projected to grow to $60 million annually by 2029, current citywide budget constraints have prompted a conservative fiscal forecast. Over the next five years, the SSF is expected to remain level at approximately $35 million annually, ensuring continued—but steady—support for school transformation efforts.

Student Success Fund Budget at $35M

The charts below represent the SSF budget if it does not increase over the next three years due to the City deficit.

FY26-27 marks beginning of providing backfill for CCSPP grants (Cohort 1) that begin to sunset. In addition, all Readiness Grants turn into Implementation Grants thus the amount needed is increased. Grants go from $350K max to $550K max.

FY 2025-2026		
Category	SFUSD	DCYF
District Innovation	$11,050,000	$0
Grants to Schools	$14,419,360	$0
Projects As Needed (10%)	$2,546,940	$0
Technical Assistance	$0	$3,202,719
Administration	$980,571	$1,225,000
Total Amount Allocated	$28,996,871	$4,427,719
Unallocated	$0	$1,575,410
Total		**$35,000,000**

CHALLENGEES & RECOMMENDATIONS

The first full year of the Student Success Fund (SSF) unfolded during a moment of considerable transition across San Francisco's education landscape. Yet, even in the midst of shifting leadership, staffing shortages, and complex system demands, the collective commitment of school teams, district and city staff, community partners, and families ensured that SSF's inaugural year was both resilient and remarkably successful. The challenges of 2024–25 underscore not only what schools were up against, but also how much they accomplished in spite of those conditions.

Leadership Transitions at Multiple Levels.
The year brought significant changes—most notably the transition in the Superintendent's office and the appointment of Maria Su, DCYF's respected longtime director, to lead SFUSD's systemwide turnaround efforts. While transitions naturally create pauses in decision-making and recalibration of priorities, the steadfast collaboration across agencies ensured continuity of support for schools. Staff at every level adapted quickly, maintained clear lines of communication, and continued to prioritize student and community needs.

Persistent Hiring and Staffing Challenges.
As with districts statewide, SFUSD entered the year facing educator shortages, compounded locally by San Francisco's high cost of living and the requirement for certain SSF-funded roles to undergo California Department of Education (CDE) approval before hiring. Although these factors caused delays in bringing key clinicians, coordinators, and instructional staff onboard, schools and central office teams worked creatively—leveraging interim staff, reallocating responsibilities, and strengthening partnerships—to ensure services continued with minimal disruption.

Administrative and Bureaucratic Complexities.
Standing up a new, voter-mandated funding stream as large and complex as Proposition G required both DCYF and SFUSD to rapidly build infrastructure while simultaneously supporting schools eager to move forward with their Hopes and Needs Assessment plans. Inevitably, some schools experienced slower contracting or reimbursement timelines in the early months. Still, cross-agency teams worked tirelessly to troubleshoot issues, accelerate processes, and provide real-time, hands-on support to ensure schools and community partners felt resourced and supported.

A Rapid and Ambitious Rollout Timeline.
Perhaps the most significant challenge—and achievement—of the year was the need to launch SSF at scale only months after Proposition G passed. Despite the accelerated timeline, the priority remained clear: get funds, staffing support, and high-quality technical assistance directly to schools as quickly as possible. Through extraordinary dedication, DCYF, SFUSD, and a wide network of TA providers built a strong, responsive infrastructure that enabled schools to hire staff, launch programs, and begin implementing strategies while broader systems were still being constructed. This "build while implementing" approach was not only necessary—it was highly effective and laid the foundation for a more stable, strategic, and sustainable next phase.

CHALLENGEES & RECOMMENDATIONS

As the Student Success Fund (SSF) enters its second year of implementation, the focus will shift toward strengthening systems, deepening capacity, and ensuring long-term sustainability. Drawing on lessons from the first full year, DCYF and SFUSD recommend the following priorities for FY 2025–2026:

1. **Launch a Comprehensive Evaluation Framework:**
    a. Implement a multi-year evaluation system and public data dashboard to measure progress toward SMARTE goals, funding equity, and student outcomes across readiness and implementation sites.
2. **Strengthen the Community Schools Workforce Pipeline:**
    a. Invest in recruitment, training, and retention strategies for Community School Coordinators, social workers, and family engagement staff to sustain implementation quality and leadership continuity.
3. **Streamline Administrative and Fiscal Processes:**
    a. Improve coordination between DCYF and SFUSD to reduce contracting delays, accelerate reimbursements, and simplify reporting requirements for schools and providers.
4. **Enhance Transparency and Accountability:**
    a. Continue publishing data on funding, grant performance, and school-level progress to strengthen community trust and inform future resource allocation.
5. **Sustain and Scale Innovation Investments:**
    a. Maintain support for high-impact districtwide initiatives such as Whole School Lesson Study and Unity Days, which demonstrate measurable gains in student learning, belonging, and instructional quality.
6. **Expand Leadership Development and Peer Learning**
    a. Increase opportunities for principals, Community School Coordinators, and Advisory Council members to engage in leadership coaching, peer learning, and cross-site collaboration.



ACKNOWLEDGMENTS

This report reflects the collective effort and dedication of countless individuals and partners committed to advancing the Student Success Fund (SSF) and the shared vision of equitable, high-quality education for all San Francisco students.

We extend our deepest gratitude to:

- The leaders and staff at the Department of Children, Youth and Their Families (DCYF) and the San Francisco Unified School District (SFUSD) for their partnership, coordination, and oversight of this initiative.
- Members of the SSF Advisory Council and Executive Committee for their continued guidance, community leadership, and commitment to transparency and equity.
- Community School Coordinators, principals, educators, and community partners who bring the SSF's goals to life every day in schools across the city.
- Researchers, data analysts, and technical assistance providers for collecting, analyzing, and interpreting the information that shaped this report.
- Writers, editors, and designers who crafted and produced this report to ensure the stories and successes of San Francisco's schools are shared widely.
- Local organizations, families, and youth contributors whose collaboration and lived experience continue to guide the direction of this work.

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WE THANK YOU

FOR YOUR CONTINUED SUPPORT IN SUPPORTING STUDENT SUCCESS!