



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

2015-16 Impact Summary

March 6, 2017

Prepared by the Public Education Enrichment Fund Office

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INTRODUCTION



This report presents a brief summary of the Public Education Enrichment Fund (PEEF) initiative’s impact on SFUSD’s 52,492 students, 103 schools, families and staff using data through the 2015–16 year.

The PEEF budget submitted by SFUSD to the City and County of San Francisco for the 2015–16 year was \$59,190,000. The budget supported 25 programs: Athletics, Physical Education, Library Services, Visual and Performing Arts, Student Support Professionals, Peer Resources, Wellness Initiative, Wellness Policy, Restorative Practices, Family Academy, SOAR Supports, Translation and Interpretation Services, Early Education, Science, Technology, Engineering and Math, A-G Support: Additional Course Earnings Offerings, AVID/AVID Excel, Multilingual Pathways, Ethnic Studies Expansion, Indian Education, Career Technical Education, Teacher Academy, Formative Assessment, Teacher and Leadership Development, Mentoring for Success, Health Education, Bay Area Urban Debate League.

This summary describes program activities and outcome data (wherever possible) for each of the 25 programs.

In Spring 2016 the PEEF Office will issue an evaluation report that considers the PEEF initiative as a districtwide portfolio rather than 25 separate programs using a logic model research approach. This approach recognizes that programs work together collectively synergistically to promote student and staff outcomes. The PEEF districtwide logic model provides a comprehensive roadmap for understanding the link between PEEF funding (inputs), staffing and program activities designed to promote access and equity, desired immediate outcomes including 1) increased professional and instructional capacity and quality, 2) improved school climate, 3) increased school engagement, and 4) improved student physical and mental health. The long-term desired outcome is increased academic achievement.

PHYSICAL EDUCATION



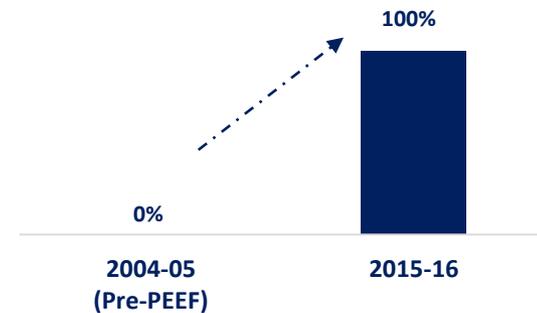
The goal of the Physical Education department is to provide quality physical education that promotes students' physical, mental, emotional, and social well-being. Prior to 2004–05, there were no credentialed physical education teachers serving elementary schools. In 2015–16, 37.6 full-time equivalent credentialed physical education teachers delivered physical education to students in grades K–5 and provided instructional coaching to elementary school classroom teachers at all of the district's 72 elementary and K-8 schools.

In addition to staffing elementary and K-8 schools with credentialed physical education teachers, the Physical Education department also provides equipment, instructional supplies and professional development to classroom teachers on physical education content standards and physical fitness testing. Prior to PEEF, no SFUSD elementary school had such resources.

The district's secondary physical education offerings have also benefited from PEEF funds. For example, the Physical Education department has equipped the district's schools serving students in grades six through twelve with fitness labs. A fitness lab is a dedicated space or a mobile unit where students have access to upgraded exercise equipment, technology enhancements, and curriculum that helps them develop fitness plans, participate in fitness exercises and activities, and assess progress toward their fitness goals. In 2015–16, nearly all middle and high schools had a fitness lab.

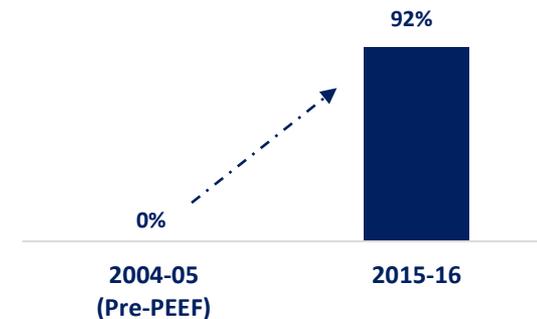
PEEF funds have also provided access to high quality physical education programming by supporting professional development sessions. In 2015–16 the Physical Education department offered 51 professional development trainings to elementary classroom teachers. In 2004–05, the year before PEEF funding began, only three professional trainings were offered to secondary physical education teachers. In 2015–16 25 trainings were offered to secondary physical education teachers and 96 secondary physical education teachers received specific training on Polar Fitness and/or the Fitness for Life curriculum.

Percent of Elementary and K-8 Schools that had a Credentialed Physical Education Teacher, Equipment and Support



In 2015-16 all elementary and K-8 schools offered a high quality physical fitness program.

Percent of Middle and High Schools that Had a Fitness Lab



In 2015-16 nearly all middle and high schools had a fitness lab.

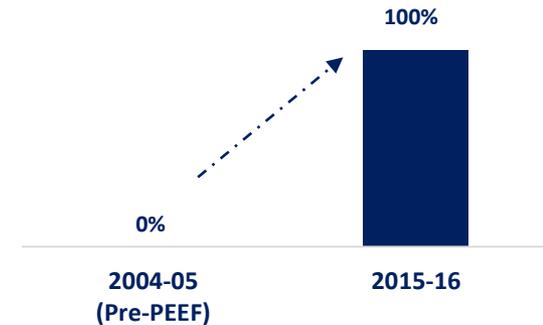
The goal of the Athletics program is to provide accessible, fully coached, safe, and well supported athletic opportunities to students at SFUSD middle and high schools. PEEF funding supports the Athletic Department to offer an interscholastic athletic program that provides student athletes with opportunities to increase physical activity, to develop skills and abilities in team building and leadership, overcome adversity and pressure, set and achieve goals, and learn sportsmanship. In 2015–16, 2,954 middle school students and 4,036 high school students participated in 397 athletic teams across 43 league sports; these student athletes comprised over one quarter of all middle and high school students.

PEEF funding has contributed to an overall increase in the number of paid athletic coaches at SFUSD. In 2004–05, the year before PEEF funding began, the Athletics department staffed 458 paid athletic coaches; in 2015–16 that number was 730. Over half (54%) of the athletic coaches were funded by PEEF.

PEEF funding has also provided all high school student athletes with access to athletic trainers who treated sports injuries and educated student athletes on injury prevention. Prior to PEEF funding, the district had no athletic trainers. In 2015–16, PEEF provided employed eight athletic trainers who rotated across all district high schools that had athletic programs (see Figure 3). Nearly one quarter (23%) high school athletes received preventative or injury treatment from an athletic trainer that year.

PEEF funds have also been used to promote athlete safety. PEEF funding allowed the Athletics Department to provide 2,072 bus trips for athletes to and from middle and high school athletic competitions which contribute to athletes' safety and increases their time in the classroom.

Percent of High Schools Served by an Athletic Trainer



In 2015-16 all high schools with an athletic program were served by an athletic trainer.

LIBRARY SERVICES



PEEF funds have provided high quality and effective library services that enhance the education and instruction of SFUSD students. In 2015–16, PEEF funded credentialed teacher librarians, professional development, upgrades in technology, and library collections that are current, relevant, engaging, and accessible to all students.

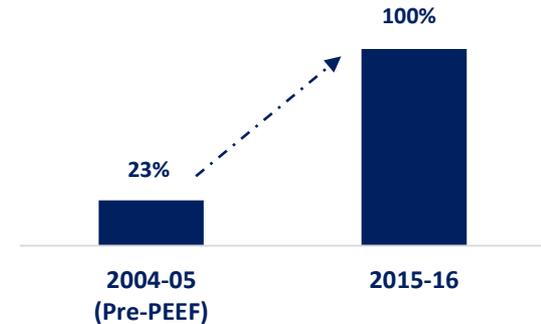
Before PEEF funding began, SFUSD had 20.4 full-time equivalent credentialed teacher librarians. The number of full-time equivalent credentialed teacher librarians serving school sites has more than tripled since 2004–05. In 2015–16, PEEF funded 92% of the district’s 77.9 full-time equivalent credentialed teacher librarians that served school sites.

In 2004–05, the year before PEEF funding began, 23% of SFUSD schools were staffed with a librarian. The majority of these schools were middle and high schools; few elementary schools had librarians. By the third year of PEEF funding, the share of schools served by a teacher librarian climbed to over 90% and reached 100% in 2012–13. This remained so in 2015–16.

PEEF’s impact on students’ access to library services can be seen through the ratio of students to teacher librarians. The ratio of students to full-time equivalent teacher librarians has increased statewide since 2004–05 while it has declined at SFUSD. In 2015–16, there was one teacher librarian for every 674 students at SFUSD while there was one teacher librarian for every 7,187 public school students statewide in 2014-15 (statewide data for 2015-16 is not available).

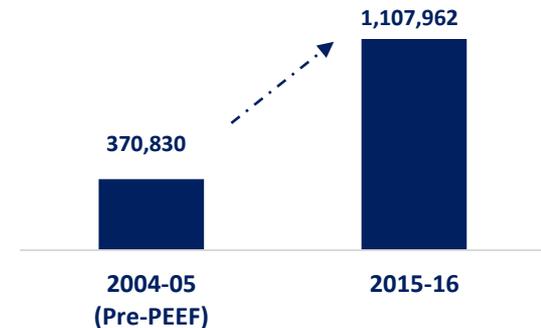
Finally, PEEF’s impact on students can be seen through library circulation. The number of library books circulated by SFUSD students has nearly tripled since PEEF funding began to reach over one million books circulated in 2015–16. Since the year prior to PEEF funding of libraries, overall book circulation in SFUSD has increased to over one million books, a nearly 200% increase. This amounts to an increase from 6.7 books circulated per student in 2004–05 to 21.1 books per student in 2015–16 and indicates that students are reading more.

Percent of Schools Served by a Credentialed Teacher Librarian



In 2015-16 all schools were served by a credentialed teacher librarian

Number of Library Books Circulated Districtwide



The number of library books circulated by SFUSD students has nearly tripled since PEEF funding began.

VISUAL AND PERFORMING ARTS



The goal of the Visual and Performing Arts (VAPA) Department is to provide access and equity to dance, drama, music, visual and literary arts for every SFUSD student, at every school, during the curricular day. PEEF began funding the VAPA program in 2005–06. PEEF funds are used to support credentialed staffing, arts-related field trips, professional development, and to purchase arts supplies and musical instruments.

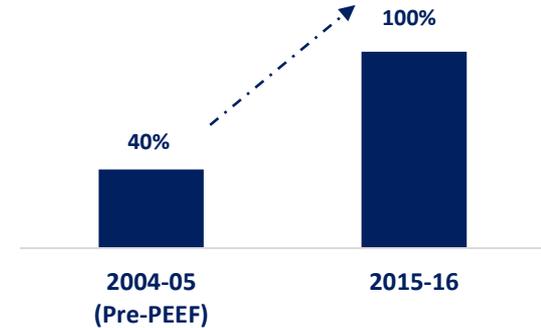
Prior to PEEF funding, 30.0 full-time equivalent credentialed arts teachers served at elementary schools. As other funding sources declined, PEEF has allowed SFUSD to maintain and eventually increase this level of staffing. In 2015–16, 47.1 full-time equivalent credentialed arts teachers served all elementary school sites; PEEF funded 84% of these teachers. This constitutes an over 50% increase in staffing since before PEEF funding began. Prior to PEEF funding, 40% of elementary schools had a credentialed arts teacher. In 2015–16, 100% of elementary schools were served by a credentialed General Arts teacher and a credentialed Instrumental Music teacher.

Over 4,000 fourth and fifth graders participated in the district’s instrumental music program where they learned to play violin, flute, trumpet or clarinet once a week during the regular school day, comprising 47% of all fourth and fifth grade students. Instrumental music teachers also taught recorder and/or vocal music classes to around 158 classrooms.

The *2015-16 SFUSD Elementary School Arts Profile* showed that nearly all elementary schools used funding sources available to them to engage a community Artist-in-Residence to supplement district arts offerings. As a result, 83% of schools offered whole class instruction in music, 92% offered visual art, 89% offered dance, and 54% offered drama. All schools offered at least two arts disciplines; 86% of schools offered three or more arts disciplines; nearly one third offered all four.

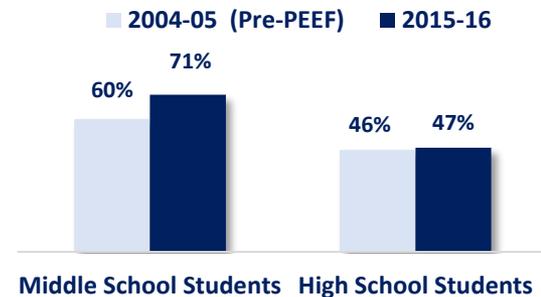
In 2004–05, the year before PEEF began funding staff at middle schools 60% of all middle school students enrolled in an arts course. In 2015–16 71% did so. The share of high school students enrolled in an arts class 2015–16 (47%) was slightly more than it was in 2004–05. This is likely due to other declining funding sources and changes in high school graduation requirements that increased the number and types of classes students needed to graduate.

Percent of Elementary Schools Served by a Full-time Equivalent Credentialed Arts Teacher



In 2015-16 all elementary schools were served by a full-time equivalent credentialed arts teacher.

Percent of Middle and High School Students that Enrolled in at least One Visual and Performing Arts Class



In 2015-16 71% of middle school students accessed an arts class.

STUDENT SUPPORT PROFESSIONALS



The Student Support Professionals (SSP) program coordinates social workers and school district nurses who provide site-based services to improve the social and emotional learning of students in kindergarten through eighth grade.

PEEF funding has increased access to SSPs. In 2004–05, 26.6 full-time equivalent SSPs served 43% of elementary, K-8 and middle schools. The number of full-time equivalent SSPs nearly quadrupled by 2015–16 to reach 105.1 and 100% of schools were served. In 2004–05 there was one SSP for every 1,401 K-8 students; in 2015–16 the ratio was one SSP for every 351 K-8 students.

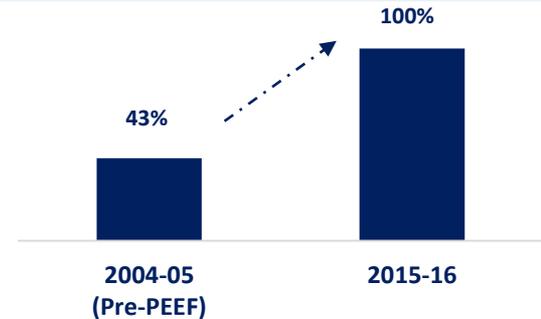
In 2015–16, SFUSD SSPs engaged in a wide variety of student and family services including the following: 4,322 consultations with teachers regarding students, 2,009 classroom presentations related to physical and mental health promotion, 12,470 interactions with parents/caregivers via phone calls, email, or letter, or in-person meetings, 2,600 individual counseling sessions, 3,520 in-class behavior support sessions, 2,477 group counseling sessions, 2,284 referrals made to community providers, and 82 presentations to parents. A total of 16,688 unique students were directly served through individual or group services.

PEER RESOURCES

Founded in 1979, San Francisco Peer Resources creates opportunities for youth to be leaders in their middle and high schools; in so doing, these youth leaders aim to improve school climate and prevent violence through peer-helping, conflict management and mediation.

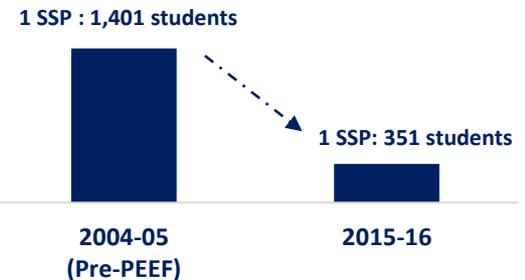
In 2015–16 14 middle and high schools had a Peer Resources program where 681 students served as Peer Leaders. These Peer Leaders held 305 mediations where 587 students participated; 172 mentoring sessions with 192 mentees; 379 tutoring sessions where 186 tutoring students attended; 157 support group meetings attended by 351 students. 63 of students tutored were elementary school students. (Because the program’s activities vary each year by school site and Peer Leaders’ choice in focus, analyses that compare current services offered and students served with pre-PEEF data are not appropriate.).

Percent of Elementary, K-8, and Middle Schools Staffed with a Student Support Professional (Social Worker and/or Nurse)



In 2015-16 all elementary, K-8 and middle schools were served by a Student Support Professional (Social Worker and/or Nurse)

Ratio of K-8 Students to Student Support Professionals (Social Workers and Nurses)



The K-8 student/SSP ratio has declined since PEEF began. There was a social worker or nurse for every 351 students in grades K through 8 in 2015-6.

WELLNESS CENTERS



The San Francisco Wellness Initiative is a partnership of the Department of Children, Youth and Their Families, the Department of Public Health, and the San Francisco Unified School District. The Initiative funds Wellness Centers whose mission is to improve the health, well-being and educational outcomes of high school students by providing free, confidential services to students, including behavioral health counseling, nursing services, support and empowerment groups, reproductive health services, youth leadership programs, and links to community health resources.

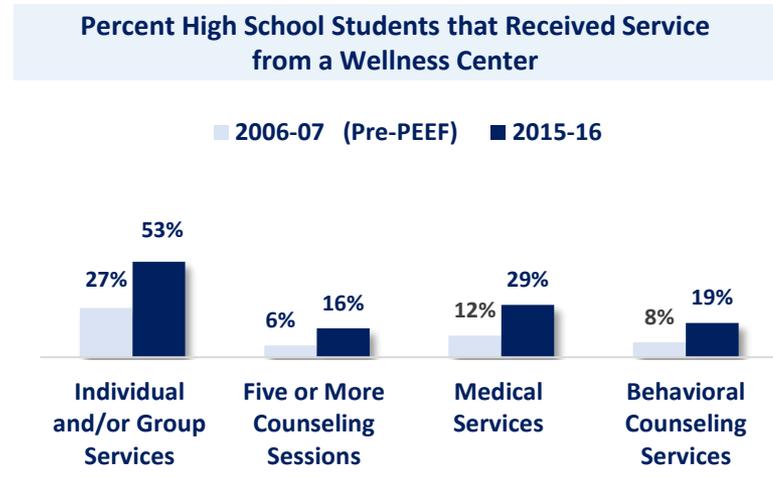
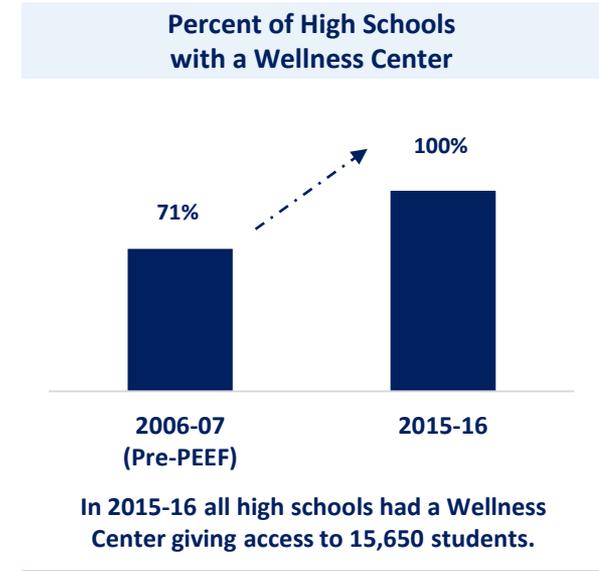
PEEF began funding the Wellness Initiative in 2007–08. That year, the Wellness Initiative expanded to four additional high schools. In 2015–16 all high school students had access to a Wellness Center.

The share of high school students accessing Wellness services has also increased since PEEF funding began. In 2015–16 more than half (53%) of all high school students received individual and/or group services, 16% received five or more counseling sessions, 29% received medical services, and 19% received behavioral counseling services at a Wellness Center.

WELLNESS POLICY

The purpose of this program, first funded by PEEF in 2015-16, is to implement the SFUSD Wellness Policy by creating a framework to actively promote an environment that encourages and supports students, staff, families and communities to make healthy choices. Implementation of the Wellness Policy will create student-centered school environments that help students learn how to make healthy choices that support the overall growth mindset for self-management and self-efficacy.

The program spent its first year of PEEF funding developing the district’s Wellness Policy’s strategic three year plan.



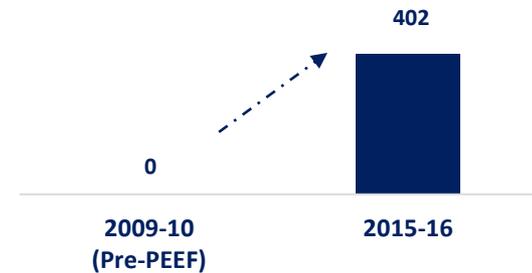
RESTORATIVE PRACTICES



The Restorative Practices program began to receive PEEF funding in 2010–11. Restorative Practices is a principle-based practice that emphasizes the importance of positive relationships as central to building healthy school community, and involves processes that strengthen individual and community relationships by repairing harm when conflict and misbehavior occur. It promotes strengthened relationships and community building while providing meaningful and supported opportunities for students to be held accountable and take responsibility for making their school community a safe and nurturing environment. School sites receive a variety of Restorative Practices services including individualized site planning, coaching, and support, including the formation of professional learning communities.

In 2015–16, PEEF funds supported the continued implementation of a multi-year plan. The program’s focus for the year was on expanding professional development opportunities offered to all elementary, middle, and high school administrators, teachers, paraprofessionals, support staff, and student support service staff. In 2015–16, 402 staff members attended a full-day training on Restorative Practices. The program held 117 introductory sessions development sessions that were attended by 2,582 school site and centralized staff; the program also held 157 support meetings with school site climate teams.

Number of Staff that Participated in Full-Day Trainings on Restorative Practices



In 2015-16 over 400 staff members participated in a full-day training on Restorative Practices

TRANSLATION AND INTERPRETATION

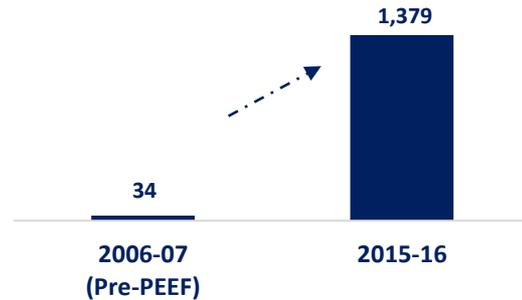


The Translation and Interpretation Unit’s primary goal is to provide equal access to information and services to parents with limited English proficiency by maintaining and expanding translation and interpretation services at school sites and the central office. By providing translation services, families feel more welcome in the school community by having their home language honored. Increased parent participation contributes to increased student academic achievement. PEEF began funding this family resource in 2007–08.

In 2015-16, the Translation and Interpretation Unit used PEEF funds to staff Chinese and Spanish translators and interpreters; translation of Special Education documents and interpretation of IEP, assessment, Student Support Team, and parent/teacher meetings. PEEF funds were also used to contract with consultants who provide translation and interpretation for low incidental languages such as Tagalog, Russian, Vietnamese, Arabic and Samoan,. PEEF funding also supported staffing for evening district-wide and school events, translation and interpretation equipment upgrades and replacements.

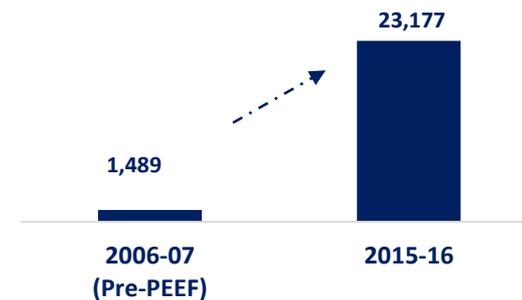
Since PEEF funding began, the amount of services the Translation and Interpretation Unit has offered have increased: the number of district-wide events interpreted increased from 34 to 1,379 in 2015–16 and the number of pages translated into other languages increased from 1,489 to 23,177

Number of School and District-wide Events that were Interpreted by the Translation and Interpretation Unit



The number of school and districtwide events interpreted for families increased by nearly 4,000% since PEEF funding began.

Number of Pages Translated by the Translation and Interpretation Unit



The number of pages of district documents translated for families has increased by over 1,000% since PEEF funding began.

EARLY EDUCATION

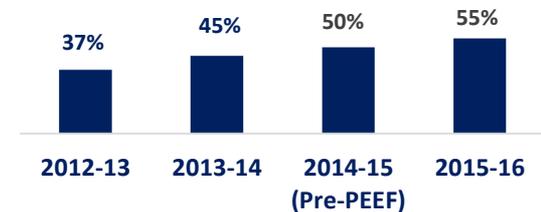


The Early Education Department, in partnership with the Special Education Department, and Family, Community, and Student Support Department are collaborating to create a three-tiered system that provides intensive services to the most vulnerable children and families at the top tier.

PEEF first funded Early Education in 2015-16. Specifically, it funded education, medical and mental health professionals such as family support specialists, nurses, and a health workers. These staff members provided services to some of the approximately 2,000 pre-kindergarten and transitional kindergarten students and their families who were served at 50 early education and elementary schools.

SFUSD has seen progressive growth in Kindergarten readiness from 37% in 2012-13 to 55% in 2015-16.

Percent of 4-Year Old Pre-Kindergarten Students Who Were Kindergarten Ready



The SFUSD Kindergarten readiness rate have increased.

FAMILY ACADEMY

In it's first year of receiving PEEF funding, the SFUSD Office of Family & Community Engagement lead the design and implementation of the Family Partnerships Academy, a program that will focus on building capacity and supporting deep learning among SFUSD's families, staff, and community partners. This program will support the implementation of SFUSD's standards for engaging and empowering families to advocate for their children's success. In 2015-16 the Design Team held a series of "Listening Conversations" with Family Liasons and LCAP Community Stakeholders to inform the Academy's design, hired key staff, and hosted a Family Engagement and Empowerment Stakeholder meeting in spring of 2016.

SOAR SUPPORTS

The PEEF SOAR Supports Program was developed to provide school wide support the general education students at schools with Special Education SOAR (Success, Opportunity, Achievement, Resiliency) programs so that SOAR students with emotional challenges are not isolated and limited in their access to the full educational program offered to all students at the school. In 2015-16 SOAR supports included increased staffing resources to create cross-departmental teams for the purpose of building whole-school capacity with needs-based professional development trainings, promote equity-based school culture, and provide parent workshops.

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH



The Science, Technology, Engineering, and Mathematics (STEM) program first began receiving PEEF funding in 2013–14. The program’s goal is to make STEM more engaging and relevant to SFUSD students which, in turn, will promote success in this curriculum.

Mathematics: In 2015-15 the Math department continued to improve and support the implementation of the SFUSD Math Core Curriculum through curriculum refinement, professional development, and coaching. At the elementary school level there were two types of site-based learning opportunities for teachers. Elementary content specialists supported teams of teachers through a site-based released structure for grade level planning or a laboratory classroom model serving a total of 1,060 elementary school teachers during 187 instructional sessions. In addition, elementary content specialists planned with site instructional leaders outside of the formal release structure for site capacity planning, including after-school meetings during an additional 222 sessions. At the secondary level: 117 teachers received individual coaching while 132 teachers received and/or group coaching at their sites or through a centralized professional development session.

SRI International conducted an evaluation of the role of Core Curriculum and technology integration on student discourse and reasoning during the 2015-16 academic year. Over three quarters (76%) of teachers rated collaborating together in their Math Department or grade level meetings as “very valuable.” Nearly half of middle school math teachers who participated in the study report an increase in collaboration and productive discourse among students since using the Core Curriculum.

Science: This work is primarily centered around building and implementing an SFUSD Science Core Curriculum that is aligned with the New Generation Science Standards. Toward this end the Science department held 88 professional development sessions at school sites and centrally that were attended by 583 staff. The department also began its work to implement a PK-12 Computer Science for All model. In 2015-16 14 K-8 and middle schools offered computer science instruction. Over one quarter (27%) of all middle school students (grades 6-8) received computer science instruction in 2015-16. Nearly 1,000 high school students took a computer science class (an increase of 23% compared with the prior year). Examples of courses taught across the district’s high schools include “Exploring Computer Science”, “Game Design”, “Introductory programming” “Computer Science Principles”, “Robotics” and “AP Computer Science”. In 2015-16 two schools (Mission and Wallenberg) offered computer science for the first time.

Education Technology: The purpose of the Education Technology department is to strategically integrate technology into the curriculum and teachers’ professional development with a focus on the student learning experience and student outcomes. In 2015-16 the department held 28 onsite and central professional development sessions that were attended by 376 staff. It also held 254 classroom visits/teacher coaching sessions that focused on technology usage. The department primarily builds site capacity through its Tech Lead program. In 2015-16 126 teachers were designated as their sites’ Tech Lead; they received professional development and engaged stakeholders in the development and implementation of a custom Technology Integration Plan (TIP) that focused on enhancing student use of technology in the learning process. In support of their TIP, Tech Leads received professional development on “student-facing” classroom technology and transmitted that knowledge to colleagues using a “train-the-trainer” model. Beginning in 2017-18 this program will be separate from the STEM program and reside in the Department of Technology.

A-G SUPPORT: ADDITIONAL COURSE EARNING OFFERINGS



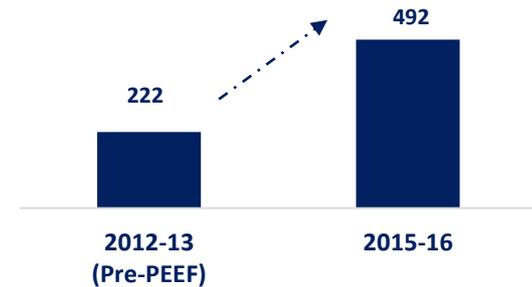
In 2010, the San Francisco Board of Education adopted a new set of graduation requirements that are aligned with the A-G course sequence required by the University of California and California State University minimum admission requirements. PEEF funded the program A-G Support: Additional Course Earning Offerings for the first time in 2013–14. Funding is used to provide multiple credit-earning options for students including afterschool programs, evening school, and on-line services as well as professional development for staff to identify and support students who are off-track in meeting these requirements.

In 2015–16, its third year of funding, the program offered 99 professional development sessions related to credit-recovery that were attended by 124 staff members. PEEF funding also allowed the program to more than double the number of school-based and districtwide credit recovery courses offered (from 222 courses offered in 2012–13, the year before PEEF began funding this program, to 492 courses offered in 2015–16. These efforts have resulted in more students accessing credit-recovery courses. In 2015–16, more than half (51%) of students who were off-track for graduation accessed at least one credit recovery course compared with 42% the first year of the program.

AVID/AVID EXCEL

PEEF funding expanded students' access to the AVID/Excel programming. In 2015-16 14 schools had AVID Programs (up from 12 the prior year). A total of 1,099 students enrolled in AVID, up from 852 the prior year. More students who participate in AVID are going to college; in 2015-16 96% of AVID seniors were accepted to and were planning to attend college, up from 89% the prior year.

Number of Credit Recovery Courses Offered to Students



The number of school-based and districtwide credit recovery courses offered more than doubled since PEEF funding began.

MULTILINGUAL PATHWAYS

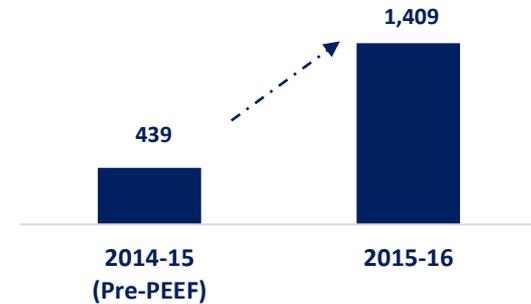


PEEF began funding Multilingual Pathways in 2015-16. The purpose is to enable students in K-3 Biliteracy pathways to continue in grades 4 and 5 and be prepared for a language pathway into middle school. In 2015-16 15.3 full-time equivalent classroom and itinerant teachers supported Biliteracy and Dual Language Immersion Programs in the upper grades at 15 schools. Pathway languages included Cantonese, Spanish and Korean. A total of 672 fourth and fifth students were served. An additional 3.2 FTE supported Secondary Dual Language Programs at eight middle schools, serving 636 students in grades six through eight. Pathway languages included Mandarin, Cantonese with Mandarin and Spanish. PEEF funding was also used purchase materials and resources related to formative and summative assessment development and support to begin the feasibility study of the Arabic and Vietnamese world language pathways.

ETHNIC STUDIES EXPANSION

The existing interdisciplinary Ethnic Studies curriculum developed by SFUSD teachers encourages students to explore their personal identities while also practicing reading, writing and analytical skills. The curriculum fosters strong ties between students and their families, neighborhoods, and schools, thus encouraging a sense of civic engagement and social responsibility. In 2014-15, Ethnic Studies courses were offered at seven schools. PEEF funded the expansion of Ethnic Studies in 2015-16; that year, Ethnic Studies courses were offered at 17 schools and 1,409 students enrolled. This represents a three-fold increase in the number of students who accessed Ethnic Studies since PEEF funding began.

Number of Students Enrolled in an Ethnic Studies Course



The number of students accessing an Ethnic Studies course more than tripled since PEEF funding began.

INDIAN EDUCATION

The Indian Education Program, Title VII, supports the unique educational and culturally-related academic needs of American Indian/Alaskan Native students at SFUSD. The Indian Education Program offers a variety of services. The program supports academic success by helping students connect with District and school resources. In 2015-16 86 American Indian students received academic support / tutoring at the Indian Education Center, one-on-one tutor support at their school site, and advocacy support at meetings pertaining to Individual Education Plans, Student Success Teams, and parent/teacher meetings.

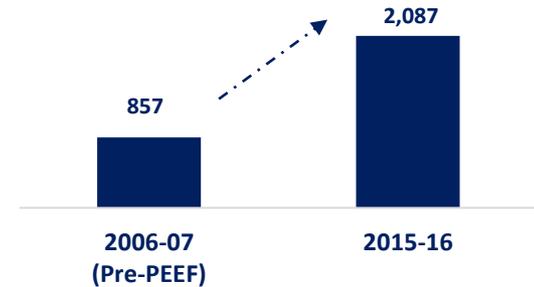
CAREER TECHNICAL EDUCATION



Since 2007-08, PEEF has funded the Career Technical Education (CTE) program whose main task has been to facilitate collaboration between SFUSD and City College of San Francisco (CCSF), identify internship opportunities, job shadows and guest speakers for CTE students. In 2015-16, there were 26 Career Technical Education academies representing many industry sectors. These two year programs of study are centered on courses that are coherently sequenced and lead to dual enrollment courses at City College of San Francisco that provides both high school and college credit.

Since PEEF began funding CTE, the number of students enrolled in a CTE program has more than doubled to reach 2,087. The number of CTE courses offered at CCSF for students increased from two in 2006-07, to 98 in 2015-16. The number of CTE students who enrolled in at least one dual enrollment course at CCSF has doubled since PEEF funding began to reach 526 students in 2015-16; that year a total of 113 SFUSD seniors completed at least two CTE courses at CCSF. In 2015-16, 199 students completed an internship through CTE.

Number of Students that Participated in Career Technical Education Programs



The number of students enrolled in Career Technical Education programs more than doubled since PEEF funding began.

TEACHER ACADEMY

The Teacher Academy program, first funded by PEEF in 2007-08, seeks to recruit and nurture the diverse local talent in the SFUSD high school student population and set them on a college and career pathway as SFUSD educators. The program provides students with opportunities to gain teaching experience through providing tutoring services as teacher's aides in middle school classrooms and to earn transferrable college credits through a dual enrollment program with City College of San Francisco. In 2015-16, a total of 97 students participated in this program and served in 50 classrooms. A total of 1,189 students were tutored by Teacher Academy Aides, up from 850 in 2007-08. More Teacher Academy Aides are successfully earning college credit as well: the percent of Teacher Academy Aides that graduated with six or more units was 58% in 2015-16, up from 20% in 2007-08.

FORMATIVE ASSESSMENT



The Formative Assessment program provides staff with training and support on the use of assessment data to inform instruction. In 2015–16, the 108 trainings were held at school sites and centrally and attended by 2,657 staff participated in these trainings. Over 1,500 teachers used at least one of the district’s common assessments to assess student achievement; 28,951 students participated in an English Language Arts common assessment and 34,579 students participated in a math assessment.

TEACHER AND LEADERSHIP DEVELOPMENT

PEEF began funding Teacher and Leadership Development in 2015-16, an ongoing program. Funding was used to support the Director who provided leadership and coordination of a host of activities throughout the year. Examples include: a three-day All Administrator Institute with over 400 leaders who were engaged in strategic planning, analyzing and assessing data, and overall theme of “Interrupting Systematic Oppression” during the academic year; a two-day New Leader retreat where 25 new principals were acclimated in district systems and structures and grounded in leading for equity; a retreat for 25 new principals and their school site administrative assistants where they established healthy working relationships and developed working plans for the school year; focus groups, digital surveys, and meetings of a group of site and central leaders to develop, revise and restructure SFUSD Leadership framework; six Superintendent Fellows meetings attended by 22 central and site leaders focused on a book study *Courageous Conversations About Race*; the two-day Deloitte Courageous Principal leadership development retreat was attended by 60 principals.

MENTORING FOR SUCCESS

The Mentoring for Success program at SFUSD matches students with school site mentor who seek to build caring relationships with students outside of the classroom. PEEF began funding Mentoring for Success in 2015-16 for the purpose of increasing access to the program for African-American students and to provided targeted support. In particular, PEEF funded a 1.0 full-time equivalent social worker working with Office of African American Achievement and Leadership to expand the program, develop new professional development trainings for mentors and School Social Workers operating programs called “Mentoring from an Equity Lens”, provided program orientation and technical assistance to school-based Social Workers on effective practices in mentoring and program development to promote program fidelity, provide match support and professional development to mentors related to equity in mentoring, trauma-informed mentoring, and family engagement, and coordinated and facilitated monthly mentor events at school sites to build community/improve school climate

In 2015-16 the program expanded to 42 schools from 34 the year before. Over 800 students participated and 38% were African-American. African-American participation in Mentoring for Success increased by 23% in just one year.

HEALTH EDUCATION



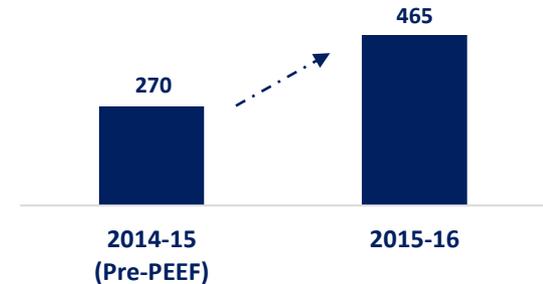
PEEF funding supported student access to the District's comprehensive Health Education curriculum at all grade levels and professional development for health teachers. The curriculum's resources, materials, and lessons are skills-based, developmentally appropriate, culturally sensitive, and align with the California Health Education Standards. The number of professional development hours offered to staff more than tripled since PEEF funding began. In 2015-16 97 hours of professional development were offered to 465 teachers compared with 31 hours in 2014-15 when 270 teachers participated.

In fall 2015 elementary school teachers were surveyed via the Coordinated Program Monitoring tool about their health education teaching. The majority of the 622 respondents reported teaching about a health-related topic: 81% taught about nutrition and physical activity, 75% taught about violence prevention, 40% taught about alcohol, tobacco, and other drugs, and 33% taught about HIV/AIDS. In 2015-16 there were 21 health education classrooms at the secondary level.

BAY AREA URBAN DEBATE LEAGUE

In 2015-16 over 100 students participated in debate programs at two middle schools and six high schools, 86 students enrolled in debate courses and 25 students enrolled in debate enriched courses. Eleven teacher-coaches received professional develop to help them hone the craft of debate. The Bay Area Urban Debate League hosted tournaments, workshops for debaters, and afterschool weekly practice sessions. Students from Wallenberg qualified for the first time in district history for the Urban Debate National Championship. Students from three high schools competed in the BAUDL Traveling Team program giving them additional high-level competition opportunities, such as the Cal Berkeley Invitational, the largest debate tournament on the West Coast.

Number of Teachers that Received Professional Development in Health Education



The number of teachers who participated in a Health Education professional development session increased by 72%.