Access to Physical Education

The goal of the Physical Education department is to provide quality physical education that promotes physical, mental, emotional, and social well-being. Prior to 2004–05, there were no credentialed physical education teachers serving elementary schools. In 2013–14, 28.4 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.

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. As of 2013–14, 65 of the district’s 72 elementary and K–8 schools (90%) received this comprehensive set of resources (see Figure 1). 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 12 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 2013–14, almost all middle and high schools had a fitness lab providing access to 25,129 students (see Figure 2).
Access to Athletics

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 2013–14, 2,903 middle school students and 3,979 high school students participated in 394 athletic teams; these student athletes comprised around one quarter of all middle and high 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 2013–14 that number was 604 (see Figure 3).

PEEF funding has contributed to repairs, upgrades and maintenance of athletic facilities. Examples include replacing score boards and repairing school tracks and fields. 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 2013–14, PEEF provided employed seven athletic trainers who rotated across all district high schools.

PEEF funds have also been used to promote athlete safety (see Table 1). PEEF funding allowed the Athletics Department to provide 1,646 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. PEEF funding has allowed the Athletics department to increase safety at athletic events by hiring private security guards; a total of 448 events were covered in 2013–14.

Table 1. Athletic Bus Trips and Event Security

<table>
<thead>
<tr>
<th></th>
<th>2013–14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of athletics related bus trips funded by PEEF</td>
<td>1,646</td>
</tr>
<tr>
<td>Number of athletic events that had security funded by PEEF</td>
<td>448</td>
</tr>
</tbody>
</table>
Access to Library Services

PEEF funds have provided high quality and effective library services that enhance the education and instruction of SFUSD students. In 2013–14, PEEF funded credentialed teacher librarians, professional development, and 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 2013–14 PEEF funding supported 91% of the district’s 67.0 full-time equivalent credentialed teacher librarians serving school sites.

In 2004–05, the year before PEEF funding began, 23% of SFUSD schools were staffed with a librarian (see Figure 4). 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.

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 (see Figure 5). In 2013–14, there was one full-time equivalent librarian for every 788 students at SFUSD while there was one full-time equivalent librarian for every 8,440 public school students statewide.

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 2013–14.

Figure 4. Percent of Schools Staffed by a Credentialed Teacher Librarian

![Figure 4. Percent of Schools Staffed by a Credentialed Teacher Librarian](image)

Figure 5. Ratio of Students to Full-Time Equivalent Credentialed Teacher Librarians

![Figure 5. Ratio of Students to Full-Time Equivalent Credentialed Teacher Librarians](image)

The statewide student/full-time equivalent teacher librarian ratio is 11 times higher than SFUSD’s ratio.

Note: California 2013-14 data unavailable at this time; 2012-13 data used instead.
Access to the 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 in the district’s elementary schools. As other funding sources declined, PEEF has allowed the district to maintain and eventually increase this level of staffing. In 2013–14, 44.6 full-time equivalent credentialed arts teachers served all elementary school sites, an increase of nearly 50% before PEEF funding began. PEEF funded 86% of credentialed elementary school arts teachers in 2013–14. Prior to PEEF funding, 40% of elementary schools had a credentialed arts teacher that served students in grades K-3. In 2013-14, 100% of elementary schools had a credentialed arts teacher (see Figure 6).

The SFUSD Arts Education Master Plan called for staffing middle schools with credentialed arts teachers in 2005–06, the first year that PEEF began funding arts education. In 2004–05, slightly more than half of all middle school students enrolled in an arts course (see Figure 7). In 2012–13 nearly two thirds (63%) did so. The share of high school students enrolled in an arts class declined slightly in 2012–13 (44%) compared with 2004–05 (46%). This is likely due to declining funding sources and changes in high school graduation requirements that increased the number and types of classes students needed to graduate.

![Figure 6: Percent of Elementary Schools Staffed by a Full-Time Equivalent Credentialed Arts Teacher That Taught Grades K-3](image)

In 2013-14 all SFUSD elementary schools were staffed by a credentialed arts teacher that served grades K-3.

![Figure 7: Percent of Middle and High School Students Enrolled in at Least One Visual and Performing Arts Class](image)

In 2012-13 nearly two thirds of middle school students accessed an arts class.
Access to 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 (see Figure 8). In 2004–05, 26.6 full-time equivalent SSPs served 43% of elementary, K-8 and middle schools. The number of SSPs more than tripled by 2013–14 to reach 83.1 and 100% of schools were served. In 2004–05 there was one SSP for every 1,401 K-8 students; in 2013–14 the ratio was one SSP for every 444 K-8 students.

PEEF’s impact on student access to social workers can be seen by examining social workers statewide. In 2012–13, 435 social workers were employed across all public schools. Nearly one in five (18%) were employed at SFUSD (see Figure 9). In contrast, SFUSD enrolled less than 1% of California’s public school students (see Figure 10).

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004–05</td>
<td>43%</td>
</tr>
<tr>
<td>2013–14</td>
<td>100%</td>
</tr>
</tbody>
</table>

In 2013–14 all elementary, K-8, and middle schools were assigned a student support professional (social worker or school district nurse).

**Figure 9. Percent of all California Public School Social Workers Employed by SFUSD**

- SFUSD: 18%
- Other: 82%

In 2012-13 a total of 435 social workers were employed by California’s public school districts. Of these, 80 (18%) were employed by SFUSD.

**Figure 10. Percent of all California Public School K-12 Students Enrolled at SFUSD**

- SFUSD: <1%
- Other: 99%

In 2012-13 SFUSD served less than 1% of the state’s total population of public school K-12 students.

Note: this analysis is based on most recent data available on social workers serving all grade levels and is not restricted to social workers working within the Student Support Professionals Program.

Data Source: California Department of Education
Access to 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. The Wellness Initiative expanded to four additional high schools in 2007–08. In 2013–14 all high school students had access to a Wellness Center (see Figure 11).

The share of high school students accessing Wellness services has also increased since PEEF funding began (see Figure 12). In 2013–14 almost half (48%) of all high school students received individual and/or group services, 13% received five or more counseling sessions, nearly one quarter received medical services, and 18% received behavioral counseling services at a Wellness Center.

Note: the denominator for these data points are all SFUSD students grades 9 through 12.
Access to Translation and Interpretation Services

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 2013–14, the Translation and Interpretation Unit used PEEF funds to staff Chinese and Spanish translators and interpreters and 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 1,166 in 2013–14 (see Figure 13) and the number of pages translated into other languages increased from 1,489 to 4,707 (see Figure 14).

Note: Languages translated were Chinese, Spanish, Tagalog, Russian, Vietnamese, Arabic and Samoan