San Francisco Unified School District
Public Education Enrichment Fund
2013–14 Final Evaluation Report
Executive Summary

Issued by:
Public Education Enrichment Fund Office
San Francisco Unified School District
May 26, 2015
EXECUTIVE SUMMARY

In March of 2004, San Francisco voters approved the ballot initiative Proposition H. The passage of Proposition H established the Public Education Enrichment Fund (PEEF) as law within the City Charter, Section 16.123.1-10. PEEF provides funding to improve the quality of education for the youth of San Francisco and is shared by both First 5 San Francisco and the San Francisco Unified School District (SFUSD). One third of the total PEEF fund is allocated to First 5 San Francisco for preschool support; another third supports SFUSD sports, libraries, the arts and music (SLAM); and the last third (“Other General Uses”) funds learning, and student and family support programs.

The PEEF budget submitted by SFUSD to the City and County of San Francisco for the 2013–14 year was $50,931,000. The budget supported 16 programs: Athletics, Physical Education, Library Services, Visual and Performing Arts, Student Support Professionals, Wellness Initiative, Restorative Practices, Peer Resources, Career Technical Education, Teacher Academy, Formative Assessment, Translation and Interpretation Services, Custodial Services, Teacher Recruitment, A-G Support: Additional Course Offerings for Off-Track Students, and Science, Technology, Engineering and Math (STEM).

This report evaluates how PEEF impacts SFUSD schools and students. Given the complexity of the programs supported by the PEEF initiative, the evaluation is guided by a logic model that considers PEEF as a districtwide rather than 16 distinct and separate programs (see illustration below). This approach recognizes that programs work 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 (outputs), 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.

This report evaluates the PEEF initiative using data through the academic year of 2013–14. The evaluation is based on program data, institutional data, and the three most recent years of student, parent, and staff surveys. Program and institutional data were analyzed by comparing data from the

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PEEF Logic Model

Inputs

16 PEEF Programs Funded

Outputs

Increased Access and Equity
- Offerings/Activities
- Participation

Immediate Outcomes

- Increased Professional and Instructional Capacity/Quality
- Improved School Climate
- Increased School Engagement
- Improved Student Health

Long-Term Outcomes

Increased Academic Achievement

Successful Adults
“baseline” year (2004–05, the year prior to PEEF funding, or the first year of available data) with the 2013–14 academic year. The analysis of survey measures is largely descriptive. Although up to three years of survey data is presented, there is no “baseline” for the purpose of comparison. Instead, the goal is to observe whether desired outcomes remain consistent across years analyzed or if there was any change in 2013–14 compared with previous years. Finally, this evaluation includes an analysis that compared middle and high school athletes with non-athletes that had similar characteristics to examine the role athletic participation plays in improving student engagement and achievement.

**PEEF Outputs.** PEEF-funded programs increased SFUSD students’ access and equity to critical resources by increasing levels of staffing, offerings and services, and courses. A total of 68 out of 73 output measures (93%) show a positive change since the year prior to PEEF funding. Examples include the following:

- Elementary school students’ access to physical education increased: 28.4 full-time equivalent credentialed physical education teachers taught grades K–5 and instructional coaching to classroom teachers at 90% of the district’s elementary schools. Prior to PEEF funding, no elementary schools had credentialed physical education teachers.

- Middle and high school students access to athletic coaches increased: the number of paid athletic coaches serving middle and high school athletic teams increased by more than one-third since PEEF funding began.

- All students’ access to teacher librarians has increased: the number of full-time equivalent credentialed teacher librarians nearly tripled since PEEF funding began, lowering the student-to-librarian ratio to 788:1. The statewide ratio was 11 times higher.

- All 102 schools had a teacher librarian: prior to PEEF funding, less than one quarter of schools were served by a teacher librarian.

- All 72 elementary and K-8 schools had arts teachers who served grades K–3: these teachers offered instruction in dance, drama, music, and visual and literary arts. Prior to PEEF funding, 40% of elementary and K-8 schools had such staffing.

- More middle school students are taking arts classes: 71% of middle school students enrolled in a visual and performing arts class compared with 60% the year before PEEF funding began.

- Student access to school nurses and social workers has increased: the number of full-time equivalent student support professionals (social workers and school nurses) that served grades K–8 more than tripled since PEEF funding began. This lowered the student-to-student support professional to 441:1, three times lower than what it was the year before PEEF funding began. All elementary, K–8, and middle schools were staffed with at least one student support professional.

- All high schools had a Wellness Center where students can receive free, confidential behavioral health counseling, nursing services, reproductive health services and participate in support and empowerment groups and youth leadership programs.

- Student access to Wellness Center service increased: nearly half of all high school students accessed individual and/or group services and nearly one quarter accessed medical services at a Wellness Center.
Interest in Restorative Practices as an alternative method of discipline has increased: nearly two-thirds of all schools were implementing restorative practices. Over 1,300 staff attended a restorative practices professional development session.

Interpretation and translation services have increased: nearly 1,200 school and districtwide events were interpreted for families.

The number of credit recovery courses that were offered to students nearly doubled to reach 410. Over one-third of students who were off-track for graduation under the new district requirements that are aligned with the A-G coursework series successfully completed at least one credit recovery course.

The STEM program conducted 305 school-based and districtwide professional development workshops attended by 1,674 staff. PEEF funding also allowed the department to conduct 1,245 classroom visits/teacher coaching sessions to support the STEM curriculum’s instruction and technology applications.

Immediate Outcomes. Of the 25 immediate outcome measures analyzed, 22 (88%) experienced a positive change since PEEF funding began. In addition, survey measures and quotes reviewed portray an overall picture of positive student, parent, and staff perceptions of professional and instructional capacity and climate, school climate and engagement, and students’ physical and mental health.

Examples of positive immediate outcomes include the following:

Professional and instructional capacity and quality

- Newly hired teachers have higher qualifications and are more diverse: nearly all (96%) of newly hired teachers met the No Child Left Behind standards and nearly one-quarter (23%) were either Latino or African-American
- Nearly all classroom needs were filled on the first day of school: there was less than one full-time equivalent classroom vacancy on the first day of school compared with 46.4 the year before PEEF funding began.
- Teacher use of formative assessments has increased: the share of teachers who used at least one Common Learning Assessment to assess student achievement increased from 13% in 2006–07 to 90% in 2013–14.
- Staff use of the Data Director/Online Assessment and Reporting System to access student data also increased: in 2013–14, 3,449 staff members logged into OARS/Data Director at least once at an average of 38 times compared with 750 staff members who logged in an average of 4.5 times in 2008–09.
- The majority of teacher librarians strongly agreed or agreed that the professional development trainings they received had helped them become a more effective librarian.

School climate

- Suspension rates for all grade levels have declined.

  High shares of students, parents and staff perceived their schools to be safe

- High shares of students strongly agreed or agreed that teachers showed respect toward students and that there were adults at school that cared, listened and believed in them

School engagement
- Instructional time (attendance) has increased at all grade levels.
- The majority of parents strongly agreed or agreed that communication between home and school was frequent, useful, and in their home language.

**Student physical and mental health**

- Ninth graders’ physical fitness and overall aerobic capacity has increased.
- High shares of students perceived their physical education classes as improving their physical fitness and helping them make healthier life choices.
- Wellness Center clients reported improved coping skills and that they learned information about ways to improve their health, including ways to reduce stress in their lives, and information about the effects of alcohol, tobacco and drugs.
- Wellness Center clients reported being better informed about community resources available to them for their health and mental health needs.

**Long-Term Outcome: Academic Achievement.** Of the 14 long-term outcome measures related to academic achievement analyzed, 13 (93%) showed a positive change since PEEF funding began. Survey measures also present a picture of confidence in the district’s ability to prepare students for college and/or careers.

- Library usage has increased: the number of books circulated nearly tripled to reach nearly 1.1 million library books.
- The percentage of tenth grade students that passed the California High School Exit Exam (CAHSEE) increased since PEEF funding began.
- Performance on the California Life Science Exam increased.
- The percentage of graduates that completed the A-G coursework series with a “C” or better increased.
- The majority of fifth graders strongly agreed or agreed that they have learned good study skills and habits at school.
- Nearly three-quarters of parents strongly agreed or agreed that teachers at their children’s schools had the skills and knowledge to prepare them for college and/or career.
- Teachers reported confidence in their coworkers’ skills.

**Analysis of the Effect of Participation in Athletics on Student Achievement and Engagement.** An analysis of participants and non-participants in middle and high school athletics with similar characteristics provides strong evidence that participation in athletics helps improve student achievement (as measured by grade-point average) and engagement in school (as measured by instructional time, i.e., attendance). In particular, African-American and Latino athletes had higher grades and instructional time than matched non-athletes who closely resembled them before beginning high school or middle school.

**Summary of Outputs and Outcomes.** A summary of the positive change in outputs, immediate outcomes, and long term outcomes is in the table below. Across all of the PEEF measures that were analyzed for change since PEEF funding began, 92% were positive. This pattern of positive increases in
both outputs and immediate outcomes suggests that PEEF has contributed to the improvement of long-term outcomes for students in SFUSD.

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<tr>
<th>Summary of PEEF Initiative Outputs, Immediate Outcomes and Long-Term Outcomes that Measure Change since PEEF Funding Began</th>
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<tr>
<td><strong>Total Measures Evaluated</strong></td>
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<td>Outputs</td>
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<td>Immediate Outcomes</td>
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<td>Long-term Outcomes</td>
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<td><strong>Total Outputs, Immediate and Long-Term Outcomes</strong></td>
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**Conclusion**

PEEF has expanded access to school outputs such as staffing allocations and program offerings and activities. The findings also suggest that PEEF has contributed to immediate outcomes such as increased professional and instructional capacity and quality, an improved school climate, higher levels of school engagement, and an increase in student physical and mental health. In turn, measures of PEEF’s desired long term outcome of student achievement also increased. Across all of the PEEF measures that were analyzed for change since PEEF funding began, the majority (92%) show a positive change. This pattern of positive change in outputs, immediate outcomes and long-term outcomes indicates that the PEEF has had an impact on SFUSD students and supports students’ attainment of the tools and skills necessary for continued success after graduation.