

# Carol M. White Physical Education Program Grant

**SHAPEN** Program

**S**tudent **H**ealth **A**dvanced with **P**hysical **E**ducation and **N**utrition  
2016-2019

# Purpose

1. Increase HFZs on the CA PFT
2. Decrease childhood/adolescent obesity
3. Increase daily MVPA to 60 minutes or more per child
4. Increase fruits and vegetable consumption
5. Increase the number of students meeting CA Physical Education, Nutrition, and Health Standards
6. Increase positive behaviors related to fitness and health



# BELIEVE

## A Life Complete

*"I'd like a life that's more worthwhile  
Deans would require that "extra mile"  
Don't sell life short and miss the best  
Learn to move --- I would request  
Know just what good health could be  
A life complete can set you free  
Sound mind --- sound body --- sound soul  
Leave one out --- and you can't be whole"  
-unknown author-*

# Award

- K-12 MUSD students
- 2016-2019
- Total: \$942,855

## Stakeholders

- Curriculum & Instruction
- After School Programs
- Community Partners
- WSCC Departments



# Need

- Madera County ranked 5th worst among CA's 58 counties in the category "Healthy Behaviors - Diet and Exercise" [County Health Rankings and Roadmaps 2016]
- Madera County ranked 50th out of 58 counties for children who are in HFZ for weight
- 41% of MUSD students in HFZ for weight
- 6 out of 6 CA PFTs = HFZ
  - MUSD 5th 18.6%, CA 5th 26.4%
  - MUSD 7th 27.8%, CA 32.5%
  - MUSD 9th 27.1%, CA 37.6%



# K-12 Curriculum



**WE BELIEVE**

# PE: State Standards & Framework

## Overarching PE Standards (grades K-8)

**Standard 1** Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

**Standard 2** Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

**Standard 3** Students assess and maintain a level of physical fitness to improve health and performance.

**Standard 4** Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

**Standard 5** Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

<https://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf>

# PE: State Standards & Framework

Overarching PE Standards: K-8 and high school alignment

**Standard 1** *Demonstrate skills (HS-1)*

**Standard 2** *Knowledge of skills (HS-1)*

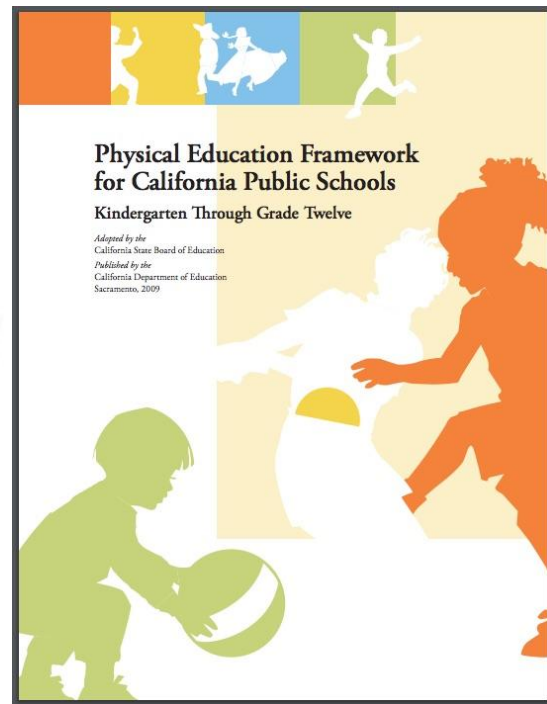
**Standard 3** *Demonstrate fitness (HS-2)*

**Standard 4** *Knowledge of fitness (HS-2)*

**Standard 5** *Social emotional learning (HS-3)*

<https://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf>

**SKILLS**  
**FITNESS**  
**S.E.L.**





COOL!





# Equipment

- PE equipment for ALL K-12 students
- Equipment for ALL after school programs
- Pedometers for K-12 assessments and instruction
- Support materials for nutrition education



# Travel & Professional Development

- Subs for peer observations, conferences, professional development, etc.
- CAHPERD Conference annual attendance and presentations
- EPEW, PEACH, CPEW, and BER workshops/trainings
- Curriculum Trainings: SPARK, Diary Council of California, USTA, Rookie Rugby, First Tee National Schools Program, CATCH



## Sixty Minutes of Physical Activity Per Day

The percentage of students served by the grant who engage in 60 minutes of daily physical activity.

BASELINE: 3460/ 11740 - 29%

YEAR 1: 4098/ 11534 - 36%

YEAR 2: 4700/12708 - 37%

YEAR 3: 6805/ 13254 - 51%

## Six of Six HFZs in PFTs

The number of students served by the grant who meet the standard of a healthy fitness zone as established by the assessment for the Presidential Youth Fitness Program (PYFP) in at least five of the six fitness areas of that assessment.

BASELINE: 3826/13218 - 29%

YEAR 1: 5182/13048 - 40%

YEAR 2: 5208/13665 - 38%

YEAR 3: 5914 /14550 - 41%

# Fruit and Vegetable Consumption

The percentage of students served by the grant who consumed fruit 2 or more times per day and vegetables 3 or more times per day.

BASELINE: 4118/13296 - 31%

YEAR 1: 3619/11586 - 31%

YEAR 2: 4877/13925 - 35%

YEAR 3: 3680/13012 - 28%

# Cardiovascular Fitness

The percentage of students served by the grant who achieve age-appropriate cardiovascular fitness levels.

BASELINE: 5087/12907 - 39%

YEAR 1: 7736/13176 - 59%

YEAR 2: 8488/13665 - 62%

YEAR 3: 8413/13230 - 64%



# Overweight or at Risk for Being Overweight

The percentage of students served by the grant that are designated as overweight or at risk for being overweight.

BASELINE: 5741/12986 - 44%

YEAR 1: 6113/13128 - 47%

YEAR 2: 4262/13665 - 31%

YEAR 3: 4770/14260 - 33%

# Motor Skill Competency

The percentage of students served by the grant that demonstrate grade-level motor skill competency and understanding of cognitive concepts about motor skills and physical fitness.

BASELINE: 0/55 - 0%

YEAR 1: 15/55 - 27%

YEAR 2: 25/55 - 45%

YEAR 3: 55/55 - 100%

# Personal Goals for Physical Fitness

The percentage of students served by the grant that have defined personal goals for physical fitness.

BASELINE: 32/55 - 58%

YEAR 1: 44/55 -80%

YEAR 2: 55/55 - 100%

YEAR 3: 55/55 - 100%

# Engagement in Physical Activity Opportunities

The percentage of students served by the grant that demonstrate development of positive social and cooperative skills through physical activity participation.

BASELINE: 0/9592 - 0%

YEAR 1: 3423 / 9592 - 36%

YEAR 2: 8465 / 9592 - 88%

YEAR 3: 14,238 / 9592 - 148%

# Nutrition Knowledge

The percentage of students served by the grant that demonstrate improved understanding of cognitive concepts about nutrition.

BASELINE: 598/13653 - 4.4%

YEAR 1: 636/11804 - 5.4%

YEAR 2: 2403/13848 - 17%

YEAR 3: 4354/13449 - 32%

# SPARK PE Curriculum Use

The percentage of district physical education instructors served by the grant that are using a standards-based physical education curriculum.

BASELINE: 4/45 - 9%

YEAR 1: 5/55 - 9%

YEAR 2: 30/55 - 55%

YEAR 3: 43/55 - 78%



# Physical Education Teacher Knowledge

The percentage of district physical education instructors served by the grant that demonstrate increased knowledge of and best practices in physical education curriculum.

BASELINE: 0/0 - 0%

YEAR 1: 34/42 - 81%

YEAR 2: 36/38 - 95%

YEAR 3: 37/38% - 97%

# Physical Activity in the Classroom - Brain Energizers

The percentage of district non-physical education teachers served by the grant that incorporate the use of regular movement into their curriculum.

BASELINE: 120/191 - 63%

YEAR 1: 248/341 - 73%

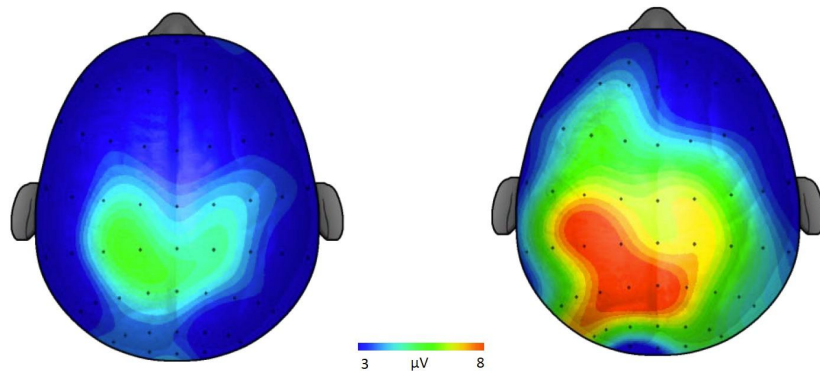
YEAR 2: 187/189 - 99%

YEAR 3: 187/189 - 99%

# Why Physical Education & Brain Energizers

- Physical movement stimulates academic success
- Helps students to be alert
- Energizes brain to learn
- Enhances mental fitness
- State requirement preparation
- California Standards preparation
- Supports social emotional learning and development (ST 5)
- Supports mastery of fitness concepts needed to be physically fit for a lifetime (ST 3 & ST 4)
- Supports mastery of physical literacy (ST 1 & ST 2)

## Students Taking the Same Test



After 20 minutes of  
**sitting quietly**

After 20 minutes  
**of walking**

Hillman, C.H., Pontifex, M.B., Raine, L., Castelli, D.M., Hall, E.E., & Kramer, A.F. (2009). The effect of acute treadmill walking on cognitive control and academic achievement in preadolescent children. *Neuroscience*, 159(3), 1044-1054. PMID: 19356688  
These materials were shared by Dr. Charles Hillman, the Director of the Neurocognitive Kinesiology Lab at the University of Illinois at Urbana-Champaign



## Partnerships

- Alliance for a Healthier Generation Madera County Public Health
- City - Mayor, PD, Fire, Parks and Recreation, etc.
- Dairy Council of California
- Kaiser Permanente Thriving Schools
- Teaching Fellows
- UC CAL FRESH – University of California Cooperative Extension
- Health Fair Vendors and Madera Organizations
- Illuminate Ed. - Assessment Tool (Hybrid & Data Entry)

# In Progress - District Wellness & School Health Councils

## District Wellness Committee

- 4+ meetings per school year
- District Wellness Policy Revision/Update - CA PE Minute Requirements
- WSCC Model Implementation and Review
- Healthy School Assessments to Monitor Implementation and Progress

## School Health Councils

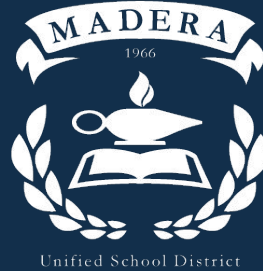
- 4+ meetings per school year
- Annual action plan creation after reflection
- WSCC Model Implementation
- Annual assessment completion
- Healthy Schools Application
- Kaiser Grants - Funding Resource

# Current Reality: Sustainability and Growth via Professional Learning Communities

*Enhance professional practices  
in order to improve collective results*



# Questions



“Where the futures of children are driven by their aspirations and inspired by their circumstances”