



DISTRICT COMPLIANCE SUMMARY IN CALIFORNIA ELEMENTARY SCHOOL PE REQUIREMENTS 2004-05/2005-06

SCHOOL DISTRICT	COUNTY	MEETS REQUIREMENT OF 200 MINUTES EVERY 10 DAYS ² 2004-05 OR 2005-06	TOTAL DISTRICT ENROLLMENT ³
Berkeley Unified	Alameda	NO	8,904
Oakland Unified	Alameda	NO	49,214
Pierce Joint Unified	Colusa	Yes	1,279
Williams Unified	Colusa	NO	1,133
Pittsburg Unified	Contra Costa	NO	9,629
West Contra Costa Unified	Contra Costa	NO	32,719
Black Oak Mine Unified	El Dorado	Yes	1,943
Lake Tahoe Unified	El Dorado	NO	4,771
Orland Joint Unified	Glenn	Yes	2,297
Princeton Joint Unified	Glenn	Yes	189
Willows Unified	Glenn	Yes	1,824
Delano Unified	Kern	Yes	7,498
Konocti Unified	Lake	NO	3,290
Lucerne Elementary	Lake	Yes	303
Middletown Unified	Lake	Yes	1,803
Burbank Unified	Los Angeles	Yes	16,783
Downey Unified	Los Angeles	NO	22,800
El Monte City Elementary	Los Angeles	Yes	11,271
El Rancho Unified	Los Angeles	NO	12,026
Garvey Elementary	Los Angeles	Yes	6,455
Glendale Unified	Los Angeles	Yes	28,816
Inglewood Unified	Los Angeles	NO	17,458
Lennox Elementary	Los Angeles	NO	7,704
Los Angeles Unified*	Los Angeles	NO	741,367
Pasadena Unified	Los Angeles	NO	22,336
San Gabriel Unified	Los Angeles	Yes	6,172
South Whittier Elementary	Los Angeles	Yes	4,432
Temple City Unified	Los Angeles	Yes	5,665
Torrance Unified	Los Angeles	Yes	25,447
Whittier City Elementary	Los Angeles	Yes	7,160
Wiseburn Elementary	Los Angeles	NO	2,102
Laytonville Unified	Mendocino	Yes	485
Leggett Valley Unified	Mendocino	Yes	189
Ukiah Unified	Mendocino	Yes	6,737
Saddleback Valley Unified	Orange	NO	34,901
Roseville City Elementary	Placer	NO	8,002



SCHOOL DISTRICT	COUNTY	MEETS REQUIREMENT OF 200 MINUTES EVERY 10 DAYS ² 2004-05 OR 2005-06	TOTAL DISTRICT ENROLLMENT ³
Adelanto Elementary	San Bernardino	Yes	6,813
Apple Valley Unified	San Bernardino	NO	15,166
Barstow Unified	San Bernardino	NO	7,286
Central Elementary	San Bernardino	Yes	5,108
Colton Joint Unified	San Bernardino	Yes	24,932
Etiwanda Unified	San Bernardino	Yes	11,756
Fontana Unified	San Bernardino	Yes	42,050
Hesperia Unified	San Bernardino	NO	18,722
Morongo Unified	San Bernardino	Yes	9,563
Rialto Unified	San Bernardino	Yes	30,887
Rim of the World Unified	San Bernardino	Yes	5,712
San Bernardino City Unified	San Bernardino	NO	59,105
Snowline Joint Unified	San Bernardino	Yes	8,079
Upland Unified	San Bernardino	NO	13,866
Yucaipa-Calimesa	San Bernardino	NO	9,748
San Diego City Unified	San Diego	NO	134,709
San Francisco Unified	San Francisco	NO	57,144
Lodi Unified	San Joaquin	NO	30,092
Manteca Unified	San Joaquin	Yes	23,693
Ripon Unified	San Joaquin	NO	2,912
Victor Elementary	San Joaquin	NO	10,605
Atascadero Unified	San Luis Obispo	NO	5,330
San Luis Costal Unified	San Luis Obispo	NO	7,604
Gilroy Unified	Santa Clara	NO	9,849
Moreland Elementary	Santa Clara	NO	4,274
Morgan Hill Unified	Santa Clara	NO	9,075
Palo Alto Unified	Santa Clara	Yes	10,553
Santa Cruz City Elementary	Santa Cruz	NO	2,177
Oak Grove Elementary	Sonoma	Yes	11,714
Ceres Unified	Stanislaus	NO	10,479
Modesto City Elementary	Stanislaus	NO	18,025
Oakdale Joint Unified	Stanislaus	Yes	5,058
Turlock Unified	Stanislaus	Yes	13,787
Yuba City Unified	Sutter	Yes	12,294
Washington Unified	Yolo	NO	6,902
Woodland Joint Unified	Yolo	NO	10,653
Marysville Joint Unified	Yuba	Yes	9,626

¹ This information was obtained per a Public Records Act request made to the California Department of Education.

² California State Law requires that students in grades 1-6 receive Physical Education instruction a minimum of 200 minutes every 10 school days. This was one question area in the California Coordinated Compliance Review (CCR) for Physical Education (renamed Categorical Programs Monitorin (CPM) in 2005-06) conducted by the California Department of Education (CDE). The purpose of the evaluation is to verify program compliance and to ensure that program funds are spent to increase student performance. It is an annual on-site review administered at the district level; each district should be reviewed approximately once every four years. Information for all districts tested in the 2005-06 Categorical Programs Monitoring (CPM) is incomplete at this time (May 25, 2006). All districts listed are those for which information was available and are subject to the 200 minute/10 days requirement.

³ These figures represent overall enrollment for the school district in 2004-05 and are taken from the CDE website. Total enrollment of for these sample districts was 1,790,452 which represents 28% of all students enrolled statewide for the same year. 2005-06 figures are not yet available.

*Los Angeles is the only school district that was evaluated in both 2004-05 and 2005-06. They were found out of compliance both times.

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SCHOOLS FAIL TO MEET PHYSICAL EDUCATION MANDATES

HOW THE CDE ASSESSES SCHOOL P.E. PERFORMANCE

COMPLIANCE REVIEW PROCESS

The Coordinated Compliance Review (CCR) is conducted by the California Department of Education (CDE) to monitor state categorical programs, as required by both state and federal law.

Its purpose is to verify program compliance, including fiscal requirements and to ensure that categorical program funds are spent to increase student performance.

- Compliance with state and federal law requirements for state oversight of these programs is partially accomplished by the CCR process. Annual on-site monitoring of 24 categorical programs administered by Local Education Agencies (LEAs, school districts) occurs for one-quarter of all LEAs.
- In 2002, AB 1793 (Migden) was signed into law requiring that physical education be included in the compliance review process. The first year physical education compliance data was collected through the CCR process was in 2002-2003.
- Beginning in 2005-06 cycle year, a new name for the process, Categorical Programs Monitoring (CPM), was adopted and it now focuses only on three areas in the Physical Education Review instead of eight areas in 2004-05.
- In both 2004-05 and 2005-06, districts were required to report compliance to state Physical Education minutes of instruction mandates. To date, the 2005-06 data is incomplete.

KEY CALIFORNIA PHYSICAL EDUCATION STATUTES

- Education Code §3352.(b) requires the Department of Education to ensure that data collected through the CCR process indicates the number of minutes of physical education instruction provided by a district to determine compliance with state law minute requirements.
- Education Code §51210.1 (A) mandates that pupils in Elementary schools receive 200 minutes of Physical Education every 10 school days.
- Education Code §51210.2 requires the Superintendent of Public instruction (SPI) to select no less than 10 percent of school districts to report compliance to the minute of instruction provisions.
- Education Code §64000. States the categorical programs subject to review and outlines the obligations of the LEAs in that process, as well as state monitoring requirements.

SITE SELECTION

- The annual on-site review is administered at the district level (local education agency). For each district that qualifies for review, they will be reviewed approximately every four years.
- California Education Code permits the Superintendent of Public Instruction to differentiate the monitoring reviews based on student academic achievement and current compliance status (Ed. Code §64001).
- All districts in the cycle are reviewed first by academic data screens, then by document only reviews and finally, some are selected for on-site visits.
- School districts in program improvement and those in non-compliance are automatically selected for on-site reviews. Ten percent of the LEAs that have 1) not been designated as Program Improvement; 2) have no unresolved non-compliance findings; and, 3) where all schools fail to meet at least one of the academic achievement tests, are randomly selected for a visit. These are the districts that are selected at random in the cycle to meet the 10 percent requirement.



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SCHOOLS FAIL TO MEET PHYSICAL EDUCATION MANDATES

Understanding Physical Education

Quality physical education reflects an instructional philosophy that emphasizes¹:

- Providing intensive instruction in the motor and self-management skills needed to enjoy a wide variety of physical activity experiences, including competitive and noncompetitive activities.
- Keeping all students active for most of the class period.
- Building students' confidence in their physical abilities.
- Influencing moral development by providing students with opportunities to assume leadership, cooperate with others and accept responsibility for their own behavior.
- Having fun!

Quality physical education emphasizes skills for lifetime physical activities (e.g. dance, strength training, jogging, swimming, bicycling, cross-country skiing, walking and hiking) rather than those for competitive sports.²

In addition to being fun, quality physical education is also a serious academic discipline under the guidelines of The National Standards for Physical Education which explicitly identifies what students should know and be able to do as a result of a quality physical education program.¹

BENEFITS OF QUALITY PHYSICAL EDUCATION

- Physical education is at the core of a comprehensive approach to promoting physical activity through schools.¹
- Physical education helps students develop the knowledge, attitudes, skills, behaviors and confidence needed to be physically active for life while providing an opportunity for students to be active during the school day.¹
- A student educated about physical activity “has learned skills necessary to perform a variety of physical activities, is physically fit, does participate regularly in physical activity, knows the implication of and the benefits from involvement in physical activities, and values physical activity and its contribution to a healthful lifestyle.”²
- For both young people and adults, knowledge about how to be physically active taught in physical education may be a more important influence on physical activity than the knowledge about why to be active.²
- Quality physical education helps students master and gain confidence in motor and behavioral skills used in physical activity.²
- The enjoyment of physical education class was one of the most powerful factors associated with participation in physical activity outside of school.²
- There is a strong relationship between physical fitness and academic achievement.³
- Cumulative evidence indicates that conditions that improves general health promote both a healthy body and improved intellectual capacity.³

¹“Promoting Better Health for Young People Through Physical Activity and Sports” U.S. Department of Health and Human Services, Fall 2000.

²“Guidelines for School and Community Programs to Promote Lifelong Physical Activity Among Young People” U.S. Department of Health and Human Services, March 7, 1997.

³“A Study of the Relationship Between Physical Fitness and Academic Achievement in California Using 2004 Test Results” California Department of Education, April 2005.



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CALIFORNIA'S

Childhood Obesity Epidemic

Based on information collected through a Public Records Act request, more than half of California school districts assessed by the California Department of Education (CDE) failed to meet the mandated elementary school physical education (P.E.) requirement of 200 minutes every ten days. This is especially concerning since physical activity and diet are the two behavioral factors shaping California's childhood obesity epidemic. The severity of this epidemic cannot be underestimated:

- In 2004, 28.1 percent of 5th, 7th and 9th grade students in California were overweight¹
- In 2005, only 25 percent of the state's 5th grade students achieve the fitness standards for all six areas of the California Department of Education fitness test, the FITNESSGRAM²
- 80 percent of children diagnosed with type 2 diabetes are overweight³
- 33 percent of boys born in 2000 will develop diabetes if current trends continue⁴
- 39 percent of girls born in 2000 will develop diabetes if current trends continue⁴
- 75 percent of overweight adolescents are likely to be obese as adults⁵
- The yearly cost of obesity to Californians in 2005 in direct medical expenses and lost productivity is \$28 billion⁶
- There are 10 chronic diseases directly associated with childhood overweight^{7,8}
- Children who are overweight are at increased risk for type 2 diabetes mellitus, asthma and orthopedic problems; they are more likely to have risk factors for cardiovascular disease (such as increased blood pressure and cholesterol); and they are more likely to have behavioral problems and depression.⁹

¹ "Childhood Overweight Rates on the Rise in California Assembly Districts" California Center for Public Health Advocacy, 2005

² "State Superintendent Jack O'Connell Announces 2005 Fitness Test Results for California Student" California Department of Education, November 21, 2005

³ Ogden CL, Flegal KM, Carroll MD, Johnson CL. "Prevalence and Trends in Overweight Among US Children and Adolescents, 1999-2000." Journal of the American Medical Association 2002, vol. 288, pp. 1728-1732.

⁴ ADA (American Diabetes Association. Children and Diabetes. ADA Web site [http://www.diabetes.org/main/application/commercewf?origin=* .jsp&event=link (B4_3)].

⁵ Guo SS, Wu W, Cumlea WC, Roche AF. Predicting overweight and obesity in adulthood from body mass index values in adolescence. Am J Clin Nutr. 2002; 76:653-8

⁶ Chenoweth D. The economic costs of physical inactivity, obesity and overweight in California adults: health care, workers' compensation, and lost productivity. Sacramento: Cancer Prevention and Nutrition Section, California Department of Health Services; 2005.

⁷ California Teen Eating, Exercise and Nutrition Survey. 1998.

⁸ USDHHS. The Surgeon General's Call to Action To Prevent and Decrease Overweight and Obesity. Atlanta, GA, 2001.

⁹ "Health Consequences of Obesity" Archives of Disease in Childhood, 2003; "Preventing Childhood Obesity: Health in Balance" Institute of Medicine, 2005.



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SPOKESPERSONS

STATE SPOKESPERSONS

Harold Goldstein, DrPH
Executive Director
California Center for Public Health Advocacy
530 297-6000
hg@publichealthadvocacy.org

Antronette (Toni) Yancey, MD, MPH
Associate Professor, Dept of Health Services and Co-Director, Center
to Eliminate Health Disparities, UCLA School of Public Health
310 794-9284
ayancey@ucla.edu

REGIONAL SPOKESPERSONS

BAY AREA REGION

Diane Woloshin
Director of Nutrition Services
Alameda County Health Department
cell 510-326-6051.
Diane.woloshin@acgov.org

Carmen Bogan
Bay Area Nutrition and Physical Activity Coalition (BANPAC)
510 482-8827 x 2
carmenbo@pacbell.net

Nancy Baer, MSW
Manager, Injury Prevention & Physical Activity Promotion Projects
Contra Costa Health Services
925 313-6837
cell 510-541-3204
nbaer@hsd.cccounty.us

Christina Goette Carpenter, MPH
Health Promotion Consultant
Community Health Promotion and Prevention
San Francisco Department of Public Health
415 581-2422
Christina.Carpenter@sfdph.org

Bonnie Broderick
Chief Nutrition Section
Santa Clara County Department of Public Health
408 792-5216
bonnie.broderick@hhs.co.santa-clara.ca.us

KERN COUNTY

Daniel Kim
Director of Health Promotion
Kern County Department of Public Health
661 868-0326
kimd@co.kern.ca.us

Kathy Van Reusen
Get Moving Kern (GMK)
661 868-0247
vanreusen@co.kern.ca.us

LOS ANGELES COUNTY

Dr. Jonathan Fielding
Director, Public Health Department
Los Angeles Department of Health Services
213 240-8117
jfielding@ladhs.org

ORANGE COUNTY

Troy A. Jacobs, MD, MPH, FAAP
Medical Director, Family Health Division
Orange County Health Care Agency
714-834-8411
tjacobs@ochca.com

SACRAMENTO METRO AREA

Dr. Glennah Trochet
Health Officer
Sacramento County Health Department
916 875-5881
trochetg@saccounty.net

SAN BERNARDINO COUNTY

Melodee Lopez
Public Health Nutritionist
San Bernardino Health Department
909 387-6318
mlopez@dph.sbcounty.gov

SAN DIEGO COUNTY

Naomi Butler
Public Health Nutritionist
SDSU Foundation
California Project LEAN
760 505-1831 (cell)
naomib@cox.net

SAN LUIS OBISPO COUNTY

Dr. Gregory Thomas
County Public Health Officer
San Luis Obispo County Public Health Department
805 781-5519
gthomas@co.slo.ca.us

STANISLAUS COUNTY

Phoebe Leung, R.D.
Director, Health Promotion and Employee Wellness
Stanislaus County Health Services Agency
209 558-6833; cell 209 652-3033
pleung@schsa.org

