

Join Us in Moving People to Play (JUMPP) Coalition  
[Formerly Joint/Shared-Use Moving People to Play]



# Strategic Plan Final Report

## 2015-2020



# TABLE OF CONTENTS

BACKGROUND.....	page 3
SUMMARY OF STRATEGIC PLAN OUTCOME.....	page 5
ACHIEVEMENTS, LESSONS LEARNED, AND RECOMMENDATIONS.....	page 6
Strategic Priority A: Identify and develop resources to increase community access to and utilization of spaces and facilities for physical activity.....	page 6
Achievements.....	page 7
Lessons Learned with Recommendations.....	page 8
Strategic Priority B: Communicate and disseminate shared use best practices, successes, and challenges.....	page 10
Achievements.....	page 10
Lessons Learned with Recommendations.....	page 11
Strategic Priority C: Develop JUMPP organizational capacity and resources.....	page 12
Achievements.....	page 13
Lessons Learned with Recommendations.....	page 14
CONNECTING THE JUMPP STRATEGIC PLAN TO THE LOS ANGELES COUNTY DEPARTMENT OF PUBLIC HEALTH STRATEGIC PLAN.....	page 15
CONCLUSION.....	page 16
ACKNOWLEDGMENTS.....	page 17
APPENDIX.....	page 19
Appendix A: Park Rx Los Angeles County Initiative Strategic Framework.....	page 19
Appendix B: California Physical Education Program Self- Assessment Checklist.....	page 23

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## MISSION

Encourage partnerships to activate safe spaces for families to play, learn, and be well in Los Angeles County.

## VISION

All Los Angeles County youth and families have access to safe recreation space and opportunities that encourage active recreation.

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## BACKGROUND

The Los Angeles County Join Us in Moving People to Play (JUMPP) community coalition is a collaborative of park, health, school, faith, for-profit, and community-based organizations. Administrative support for JUMPP is provided by the Los Angeles County Department of Public Health, Cardiovascular and School Health Program.

Physical activity is essential for maintaining overall health and well-being, offering a myriad of benefits for physical, mental, and emotional health. Engaging in regular physical activity has been linked to a reduced risk of chronic diseases such as obesity, heart disease, diabetes, and certain types of cancer. Moreover, physical activity plays a crucial role in promoting mental health by reducing stress, anxiety, and depression while improving mood and cognitive function.

Shared use agreements are an important strategy to facilitate access to safe spaces for physical activity in built-out areas like Los Angeles County because they maximize the use of existing infrastructure, such as schools, parks, and community centers, to create opportunities for physical activity. By allowing community members to access these facilities outside of regular operating hours, shared use agreements ensure that individuals have equitable access to safe and welcoming spaces where they can engage in physical activity, regardless of their socioeconomic status or proximity to recreational amenities. This collaborative approach not only promotes physical activity but also fosters social cohesion and community engagement, ultimately contributing to improved health outcomes for residents of Los Angeles County.

JUMPP's endeavors were guided by a meticulously crafted Strategic Plan spanning from 2015 to 2020. This comprehensive report encapsulates JUMPP's accomplishments and insights gleaned throughout this timeframe, offering valuable reflections on its journey. Furthermore, it unveils insightful recommendations poised to chart the course for the Coalition's next phase of growth and impact.

## JUMPP GOALS

- 1) Facilitate the development, implementation and monitoring of policies and practices to increase community access to spaces/facilities for physical activity and recreation.
- 2) Convene partners (community residents, community-based organizations [CBO], government institutions) to foster collaboration, share successes and challenges, and advance shared-use policies and practices.
- 3) Communicate and disseminate shared use successes and challenges with community members and key stakeholders.

JUMPP acknowledged early on that the Coalition would need a strategic plan, a leadership structure, and action plan to achieve its goals. As such, JUMPP committed to:

- Strengthen JUMPP's leadership by forming a Steering Committee to guide and steward the Coalition's activities.
- Expand the Coalition to include more non-traditional partners and reflect broader geographic diversity.
- Provide resources and training to build capacity among community members, Coalition members, organizations, and agencies to implement shared-use policies and practices.
- Energize diverse stakeholders to act on emerging shared use opportunities.



## SUMMARY OF STRATEGIC PLAN OUTCOMES

- The JUMPP Coalition became more flexible by forming three ad hoc workgroups under a pared down steering committee.
- The Steering Committee and the three ad hoc workgroups met regularly during 2018-2019.

### JUMPP AD HOC WORKGROUPS

- ◇ **SCHOOL ENGAGEMENT:** increase willingness and internal motivation for school districts to engage in implementation of shared use policies and practices.
- ◇ **LEGISLATIVE AGENDA:** decrease concerns of shared use partners regarding indemnity and to show support for shared use policies at the County and State levels.
- ◇ **PARK RX LOS ANGELES COUNTY INITIATIVE:** increase community support for utilizing open/green spaces to promote health, including more use of parks.

- CVSH continued to provide comprehensive administrative support to the Coalition in coordination with the Los Angeles County Department of Parks and Recreation (DPR).
- DPR worked with the Chief Executive Office to add a joint use policy in the [County's State Legislative Agenda](#) in 2018. The policy states: "Support proposals that prioritize joint-use agreements with schools in park-poor communities or communities identified as high-need in the LA County Parks Needs Assessment to increase physical activity for youth and adults, and alleviate the liability of school districts and local government partners in relation to joint-use of school facilities for educational and cultural activities, and public recreation."

- JUMPP addressed implementation challenges and shared innovations around shared use by:
  - ▷ **Increasing willingness** of prospective school sites to implement shared use by strategically building relationships with school district leadership.
  - ▷ **Decreasing concerns** regarding cost, maintenance, and indemnification by analyzing legislative support for these partnerships.
  - ▷ **Increasing community support** for shared use by engaging in initiatives like [COMPAS](#) and [Park Rx Los Angeles County](#).

The JUMPP Coalition's focus evolved beyond its original goal of tallying the number of active shared use agreements across Los Angeles County. It shifted upstream, emphasizing system-level changes within park agencies and school districts to facilitate the development of shared use arrangements.

Unfortunately, during the first quarter of 2020, CVSH's staff and many of its partners' staff were redirected to assist with the local COVID-19 pandemic response, effectively pausing the Coalition's work for the final year of the Strategic Plan period and the year following. In spite of this, JUMPP accomplished much, learned lessons and produced recommendations for future work to promote physical activity across LA County.

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## ACHIEVEMENTS, LESSONS LEARNED, AND RECOMMENDATIONS

### STRATEGIC PLAN PRIORITY AREAS AND STRATEGIES

#### **Strategic Priority A**

Identify and develop resources to increase community access to and utilization of spaces and facilities for physical activity.

#### **Strategy A.1**

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Identify, develop and make accessible shared use best practice models, policies and tools to support community engagement to advance shared use among communities with greatest need.

#### **Strategy A.2**

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Develop tools to identify and prioritize communities with greatest need (e.g., park-poor, high chronic disease rates).

#### **Strategy A.3**

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Scan Los Angeles for opportunities to integrate shared use into funded projects.

#### **Strategy A.4**

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Develop a system for identifying and tracking new funding streams for shared use.



## Strategic Priority A

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### Achievements

- ▶ Published an easily accessible and searchable [JUMPP landing page](#) with sector-specific resources on the DPH website. Each webpage had relevant, sector-specific information and resources, including a fillable form to collect success stories. Sectors included: [Community-Based Organizations](#), [Schools](#), [Cities & Parks](#), [Health Care](#), and [Faith](#).
- ▶ Developed and launched the Park Rx Los Angeles County initiative. Also developed a Strategic Framework to guide Park Rx; This framework was presented at the Park Rx Los Angeles County Summit in February 2020 (see “Appendix A” on page 20).
- ▶ Assisted DPR with the process of conducting the Parks Needs Assessment, including promoting and attending community meetings. Assisted with the collation of feedback from various participating organizations and the creation of the 2016 Parks Needs Assessment process. Helped with the dissemination of the 2016 [Parks Needs Assessment report](#).
- ▶ In collaboration with the [LA Promise Zone](#) and the USC Sol Price School of Public Policy, co-produced the report [Finding Park Space in the Los Angeles Promise Zone](#).
- ▶ Provided comments and input for the planning and development of [Measure A](#) grant guidelines.



## Strategic Priority A

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### Lessons Learned with Recommendations

1. Identifying and monitoring the status of individual shared use policies and agreements across Los Angeles County's unincorporated areas and 88 incorporated cities on an ongoing basis was not feasible due to JUMPP's limited staffing and resources.

#### Recommendations

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- ▷ Develop data sharing agreement(s) with city and County park agencies to track the number of joint and shared use agreements with schools and school districts.
  - ▷ Actively promote the need to track shared use arrangements happening across the County via monthly emails and other forms of communication.
  - ▷ Continue to provide a way for community-based organizations and other organizations participating in shared use to be able to share success stories with JUMPP via JUMPP website.
  - ▷ Work with DPR and other partners to identify additional administrative support for JUMPP.
  - ▷ Forego a landscape analysis of shared use agreements in LA County due to the prohibitive cost. As an alternative, develop a common definition of "shared use agreement" and narrow the scope to targeted neighborhoods (e.g., park-poor, disproportionately low physical activity).
2. The uptake of written shared use policies and agreements remained low in Los Angeles County despite DPH's previous, very successful efforts. To explore further, the Coalition conducted several interviews for quality improvement purposes with 10 key informants representing school districts and parks.

#### Recommendations

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- ▷ Interview findings suggest that shared use requires a strong willingness and strong working relationships between the concurring parties to be successful. More research and assessments should be conducted to better understand which factors build towards these two elements for shared use success. For example, political will or buy-in between the signatory parties may be key factors, which can be facilitated through strong partner relationships.



## Strategic Priority A

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### Lessons Learned with Recommendations

- ▶ Although shared use happens in select cities across the County, it is not a Countywide practice. Additionally, school-based shared use is currently being implemented with varying degrees of success across Los Angeles County, but it is not yet a standard practice for schools. JUMPP should provide actionable data to inform community organizations and the County on how to make shared use a Countywide practice.
3. JUMPP's community engagement capacity was limited. As a result, few community residents ever engaged in JUMPP work.

#### Recommendations

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- ▶ Moving forward, JUMPP should work with a larger cross-section of Coalition and community members and prioritize members with proven strong community engagement skills.
4. Grants/funding to support physical activity promotion from a policy and/or programmatic perspective was difficult to find. Grants and funding opportunities focused on improving active transportation or built environment infrastructure improvements were more prevalent.



#### Recommendations

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- ▶ Partner with national physical activity networks, like Physical Activity Policy Research and Evaluation Network (PAPREN), to stay current with funding opportunities and to seek out guidance on how best to promote physical activity nationally and locally. JUMPP will need better data infrastructure and preliminary pilot data to be successful with future funding acquisition. Furthermore, JUMPP could maximize DPH staff's access to grant databases.

- ▷ DPH staff should research grant opportunities on a regular basis and develop capacity to competitively apply for grants/contracts/other funding opportunities.
- ▷ The Coalition needs to make better use of existing tools, such as the [Health Equity Tracker](#) and the [Community Health Profiles](#), to identify which geographic parts of LA County have the strongest need for physical activity promotion efforts.

## Strategic Priority B

Communicate and disseminate shared use best practices, successes, and challenges.

### Strategy B.1

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Select a common language for shared use.

### Strategy B.2

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Disseminate best practices/materials/toolkits that are most relevant to LA County to JUMPP membership and community, including schools.

### Strategy B.3

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Create an awards program to highlight successful shared use efforts.

### Strategy B.4

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Provide training to building capacity of community members, Coalition members, organizations, and agencies to implement shared use policies and practices.

## Strategic Priority B

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### Achievements

- ▷ JUMPP Coalition provided technical assistance to the City of Los Angeles Department of Recreation and Parks to launch plans to partner with the Los Angeles Unified School District, the second largest school district in the nation.
- ▷ JUMPP was cited in the article, [“Active Spaces & Latino Kids Research: Shared-use Agreements”](#) by Amelie Ramirez
- ▷ JUMPP adopted the [Change Lab Solutions’](#) definition of shared use.

- ▷ JUMPP was invited to present on shared use at the national [webinar](#) for Safe Routes to School.
- ▷ JUMPP published a Physical Education Model Action Plan toolkit for school districts to assess their compliance with physical education laws, and to strengthen their district’s commitment to provide PE instruction (See “Appendix B .....23).
- ▷ JUMPP produced program and scientific abstracts that were accepted for presentation at the 2018 California Park and Recreation Conference and the 2019 American Public Health Association (APHA).
  - [Increasing the uptake of Shared Use as a strategy to promote physical activity and well-being in Los Angeles County](#)
  - [Identifying Key Facilitators and Barriers to Implementing a Parks Prescription Program in Los Angeles County](#)

## Strategic Priority B

### Lessons Learned with Recommendations

1. The JUMPP Coalition emphasized shared use efforts focused on physical activity. However, member organizations were interested in broader goals linked to shared use, like climate resilience and environmental sustainability. While the JUMPP Action Plan did include a goal, the development of an ambassador or champion program, as a milestone for 2015-2020, this was not accomplished.

#### Recommendations

- ▷ JUMPP should connect with local efforts around schoolyard greening, like the [Los Angeles Living Schoolyards Coalition](#).
- ▷ Web analytics showed that JUMPP’s webpage was not being visited widely. Innovative communications strategies should be researched to help increase traffic to the webpage.

#### JUMPP could consider:

- ▷ Developing a messaging plan with intentional strategies to drive traffic to the webpage.
- ▷ Including more current and relevant content for specific audiences (e.g., content tailored to community organizations or specific populations).
- ▷ Sharing messages, information, and events across various sectors in Los Angeles County, by utilizing DPH social media.

2. Identifying methods to track the implementation of shared use models and best practices in Los Angeles County was difficult. Record keeping for the various versions of shared use is not uniformed and data sharing was limited. There were no toolkits found for tracking shared use.

## Strategic Priority B

### Lessons Learned with Recommendations

#### Recommendations

- ▷ JUMPP should reassess the most effective shared use evaluation measures and establish a method to track implementation of models of practice and best practices in Los Angeles County. This can include the development of a toolkit.

Review of the following is recommended:

- ▷ [The Trust for Public Land's The Power of Land for People 2020-2025](#) strategic plan section for schoolyards
- ▷ [Community Schoolyards Projects](#)

3. JUMPP did not develop a Los Angeles County specific Award Program during the 2015-2020 period. The Award Program was intended to be addressed during the 5<sup>th</sup> year of the strategic plan but was halted due to COVID-19 response efforts.

#### Recommendations

- ▷ Consider existing award programs (e.g., [Green Ribbon Schools](#)) that shared use partners can apply for to gain recognition. The U.S. Department of Education Green Ribbon Schools (ED-GRS) is a public engagement initiative structured as a federal recognition award for school sustainability.

## Strategic Priority C

Develop JUMPP organizational capacity and resources.

### Strategy C.1

Formalize JUMPP membership to be an inclusive and engaged group with an agreed upon structure and processes for communication and operation.

### Strategy C.2

Ensure Coalition sustainability.

### Strategy C.3

Evaluate JUMPP's achievements and effectiveness.

## Strategic Priority C

### Achievements

- ▶ Key JUMPP Coalition partners from various sectors worked together on programs, policy and systems change efforts throughout 2015-2020 to increase the capacity and sustainability of the JUMPP Coalition. Examples include:

- ▶ The Coalition included representation from the following sectors: Community-based organizations, for-profit organizations, schools, colleges and universities, cities & parks, health care, and faith-based.
- ▶ DPR staff worked with DPH staff to develop a flyer to gather support for contract renewal of the Walnut Nature Park, a joint venture between the DPR, former County of Los Angeles Supervisor Gloria Molina, and the Los Angeles Unified School District. The JUMPP Coalition had the full support of the DPR Director (former co-chair of JUMPP) to pursue this endeavor.
- ▶ Members of the JUMPP Coalition (DPH and People for Parks) provided initial technical assistance to the City of Los Angeles Department of Recreation and Parks to encourage the continuation of negotiations of a memorandum of understanding that was eventually put in place at 4 elementary school locations for the sustainability of the Community School Parks program. The 4 locations were: 75th Street Elementary School, Cahuenga Elementary School, Harvard Elementary School, and Leo Politi Elementary School.



- ▶ The Los Nietos School District Superintendent supported JUMPP by providing space to convene meetings, binders, logoed stickers and lunch for coalition meetings. The Los Nietos Superintendent also actively participated in meetings with LACOE and spoke as a panelist at the California Park and Recreation Conference and the JUMPP Superintendent Symposium describing the school district's involvement in JUMPP.
- ▶ JUMPP provided a letter of support to People for Parks to increase community support for the Community School Parks program. People for Parks was able to secure funding to form COMPAS, a community group actively promoting community school parks, shared use expansion, and community cohesion.



## Strategic Priority C

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### Lessons Learned with Recommendations

1. The cost of maintaining shared use arrangements was a significant barrier for some community-based organizations to sustain shared use in their communities. Many of these arrangements relied on grant funding to keep facilities and spaces open. Once these grants ended, access to the campuses typically closed.

#### Recommendations

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- ▷ JUMPP should prioritize shared use opportunities between parties and entities that have the capacity to maintain and sustain agreements in the long term, while being able to carry out the negotiated terms related to property maintenance and liability.
- ▷ Simultaneously, JUMPP should reevaluate and build the capacity, to the extent feasible, of those community members and/or grassroots organizations that want to build resilience in their communities and create green, open schools.
- ▷ Moving forward, JUMPP should highlight the other benefits of physical activity (e.g., emotional well-being, mental health, stress reduction, play equity, violence prevention, social isolation, etc.) in messaging.



# CONNECTING THE JUMPP STRATEGIC PLAN TO THE LOS ANGELES COUNTY DEPARTMENT OF PUBLIC HEALTH STRATEGIC PLAN

The JUMPP Strategic Plan contributed to meeting the objectives of the Los Angeles County Department of Public Health Strategic Plan (2013-2017), particularly the *Safe and Healthy Community Environments* and *Health Equity* priority areas:

## ***Safe and Healthy Community Environments***

*Obj. 1.1.c Implement policies and practices to improve nutrition and physical activity in schools and child-care settings.*

### **JUMPP Safe and Healthy Community Environments Accomplishment:**

In October 2018, JUMPP hosted the “School Superintendent Shared-use Symposium” to discuss ways in which schools and surrounding partners can work together to promote physical activity. The symposium included representatives from five school districts, public health, and philanthropy, with over 60 in attendance from schools, community-based organizations, park agencies and healthcare. [Learn more.](#)

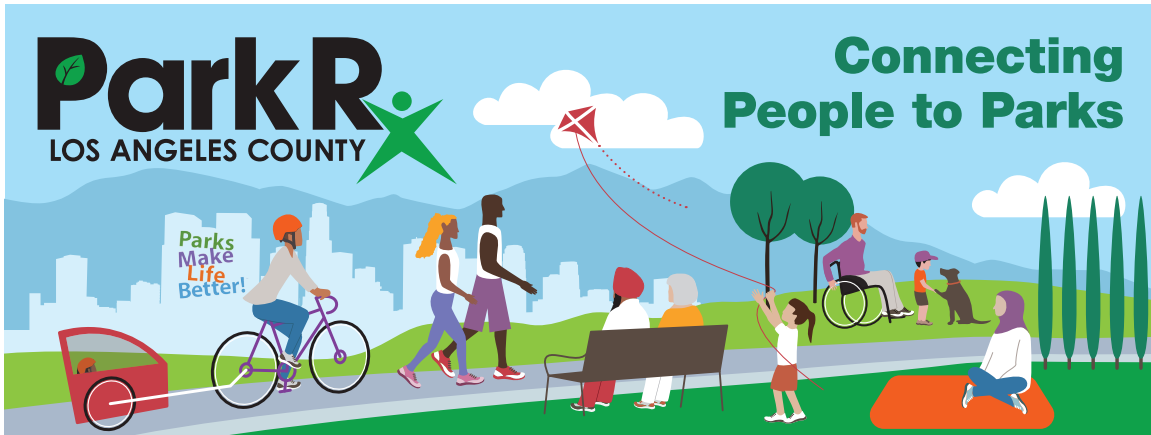
Schools are an important partner in advancing shared use in Los Angeles County. A priority of the JUMPP Strategic Plan was to build the capacity of school stakeholders, governmental partners, community-based organizations, and community residents to adopt and implement shared-use policies and practices, primarily at school sites.

## ***Health Equity***

*Obj. 4.2.b Produce reports and policy briefs that highlight the social and environmental causes of health inequities, to inform and influence policymakers and other decision-makers outside the traditional health sector.*

### **JUMPP Health Equity Accomplishment:**

JUMPP developed the Park Rx LA County initiative to educate and engage the health care sector and City parks communities to promote a culture of health and well-being through equitable access to safe shared spaces. JUMPP hosted a Park Rx Summit in February 2020 and disseminated a Strategic Framework that highlights efforts to address disparities in health outcomes and access to physical activity opportunities.



## CONCLUSION

The JUMPP Coalition experienced many successes and learned valuable lessons over the 2015-2020 Strategic Plan. With our strong track record of convening, collaboration, and unwavering interest to see our shared goals achieved, we look forward to the journey ahead.

DPH will continue to provide administrative support to JUMPP and maintain the Coalition’s robust communication through our listserv. Moving forward, we intend to broaden the scope of JUMPP to include policy, systems, and environmental change strategies beyond shared use for physical activity promotion. Expanding the focus and strategies of the JUMPP Coalition has the potential to strengthen and further align with other cross-sectoral efforts to facilitate access to safe spaces for physical activity. Transitioning to a broader scope helps support the longevity of the coalition, especially as we introduce and promote a name change to **Join Us in Moving People to Play**.



The following table lists proposed focus areas based on the Centers for Disease Control and Prevention, Active People, Healthy Nation initiative—a national initiative to get 27 Million Americans more physically active with evidence-based strategies to increase physical activity by sector and settings.

<b>ACTIVE PEOPLE, HEALTHY NATION STRATEGIES TO INCREASE PHYSICAL ACTIVITY</b>	<b>PROPOSED JUMPP COALITION FOCUS AREA</b>
<b>Activity-friendly routes to everyday destinations</b>	<p><b>Active Transportation</b> Increase awareness of the connection between safe routes, complete streets policies, zoning, and comprehensive master plans to community health.</p>
<b>Access to places for physical activity</b>	<p><b>Shared-use</b> Promote formal agreements between two or more partners to open indoor or outdoor spaces at schools for community use.</p>
<b>School and youth programs</b>	<p><b>School health</b> Support comprehensive physical education K-12 and assist schools/ school districts to implement CDC's Whole School, Whole Community, Whole Child (WSCC) Model.</p>
<b>Social and Individual supports</b>	<p><b>Park Rx Los Angeles County</b> Encourage and enable healthcare providers to recommend parks during office visits.</p>

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## ACKNOWLEDGMENTS

Our sincere gratitude to all the members and affiliates of the JUMPP Coalition during the Strategic Plan years, 2015-2020. A special thank you to JUMPP Co-Chair, Dr. Mercy Santoro, Los Angeles County Department of Parks and Recreation, for your outstanding leadership in all the phases of this plan.

Thank you to the members of the JUMPP Steering Committee 2015-2020. Your amazing efforts guided the process to this successful culmination. Thank you to everyone who attended meetings and events, provided invaluable contributions and insights, shared resources, raised funds, collaborated, and supported with your in-kind throughout the Strategic Plan years.

The following organizations participated with the JUMPP Coalition during 2015-2020:

- ▷ 211 LA County
- ▷ A World Fit for Kids
- ▷ Alliance for a Healthier Generation
- ▷ AltaMed Health Services Corp
- ▷ American Heart Association
- ▷ Art Worx LA
- ▷ Brotherhood Crusade
- ▷ California State University of Northridge - 3 WINS Fitness
- ▷ Cedars-Sinai Medical Center
- ▷ Children and Nature Network
- ▷ City of Baldwin Park
- ▷ City of La Mirada
- ▷ City of Los Angeles, Department of Recreation and Parks
- ▷ City of Pasadena, Human Services & Recreation
- ▷ City of San Dimas
- ▷ Community Health Councils (Rising Communities)
- ▷ First 5 LA
- ▷ IDEATE California
- ▷ Institute for Local Government
- ▷ Kaiser Permanente
- ▷ Ketchum YMCA
- ▷ L.A. Health Plan
- ▷ LA 2028
- ▷ LA County 211
- ▷ LA Mayor's Office: LA Promise Zone
- ▷ LA County Department of Health Services
- ▷ LA County Department of Mental Health
- ▷ LA County Department of Parks and Recreation
- ▷ LA County Department of Public Health
- ▷ LA County Office of Education
- ▷ Los Angeles Unified School District
- ▷ Los Nietos School District
- ▷ Member, Citizen's Bond Oversight Committee
- ▷ National Park Service
- ▷ Occidental College, Urban & Environmental Policy Institute
- ▷ Office of Supervisor Mark Ridley-Thomas
- ▷ Pasadena Unified School District
- ▷ People for Parks - Los Angeles Neighborhood Land Trust
- ▷ PlayWorks
- ▷ Prevention Institute
- ▷ Providence Health & Services
- ▷ PTSA Tenth District
- ▷ Safe Routes to School National Partnership
- ▷ Samuels Center for Public Health Research & Evaluation
- ▷ State Bond Oversight Committee
- ▷ The California Endowment
- ▷ The City Project
- ▷ The LA Trust for Children's Health
- ▷ The Wellness Center/LAC-USC
- ▷ The Wilderness Society
- ▷ Trojan Swim Club
- ▷ U.S. Department of Housing and Urban Development
- ▷ University of California, Los Angeles
- ▷ University of Southern California
- ▷ Up 2 Us Sports
- ▷ Youth Policy Institute



# APPENDIX

## Appendix A Park Rx Los Angeles County Initiative Strategic Framework





*An initiative of the Los Angeles County Joint/Shared Use Moving People to Play Coalition*

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## Park Rx Los Angeles County Strategic Framework

### Our Vision

Parks in Los Angeles County are safe, joyful spaces where people from all walks of life connect with community and nature to experience healing.

### Our Mission

The Park Rx LA County partnership educates and engages the community to promote health and well-being through equitable access to safe shared spaces.

### Our Goals

1. **Engage** community members, community leaders, health care providers, community-based organizations, subject matter experts, and public space managers to participate in Park Rx LA County and support the development of programs and prescriptions that reflect community needs and desires

**Element A:** Identify and prioritize outreach to community members, community leaders, medical providers, and park managers

- 1: Develop DHS Park Rx training curriculum for health care providers
- 2: Develop and implement selection criteria for prioritized communities
- 3: Meet with key stakeholders and host information meetings to build an inventory of community leaders and community-based organizations

**Element B:** Engage and support community-based organizations and other subject matter experts to deliver programming and connect with public space managers

- 1: Seek community input about desired programming
- 2: Respond to community input in seeking subject matter experts to provide programming
- 3: Produce a catalogue of programs available

**Element C:** Assess needs and establish ongoing means of communication with community members

- 1: Determine efficient means for ongoing communication between community members, healthcare professionals, and program providers.
- 2: Conduct needs assessments for communities, healthcare systems, and open space managers

2. **Activate** park spaces with a range of activities aimed at improving mental and physical wellbeing, inspiring a culture of health

**Element A:** Identify best practices for building community cohesion

- 1: Catalyze the building of partnerships between open space, community members, and program providers

2: Use the engagement work in Goal 1 to gain input and perspective about the community desires for fun and inclusive activities

**Element B:** Motivate healthcare providers to regularly prescribe parks as a vital part of promoting patient mental and physical wellbeing

- 1: Identify provider champions to promote Park Rx
- 2: Identify barriers to physician to physician implementation and utilization of park prescriptions
- 3: Develop a web-based platform that seamlessly integrates with current workflows
- 4: Study showing efficacy

**Element C:** Create awareness of practices that promote mental and physical wellbeing

- 1: Develop awareness campaigns on health and wellness and create a community understanding of park programming and amenities available and how to use them
- 2: Survey existing promotional materials

**Element D:** Adopt and adapt materials to be relevant and appropriate for prioritized communities

- 1: Seek to partner with communication experts
- 2: Develop a working group for communications and outreach
- 3: Launch a communication campaign that uses culturally relevant and strategic communication methods

3. **Advocate** for policies and programs that create equitable access to parks and open space to achieve health equity

**Element A:** Advocate for equitable access to parks and open space

- 1: Promote the prioritization of funding to park poor and income poor communities (Example: monitoring implementation of Measure A and Prop 68 funds)
- 2: Increase awareness and participation in other planning efforts (multi-benefit green infrastructure projects, transportation, etc.) and seek to leverage those efforts that are in alignment with Park Rx LA

**Element B:** Identify and advocate for policies that support Park Rx implementation

- 1: Conduct literature review and case studies to explore potential policy options
- 2: Identify barriers to reimbursement for physicians in the Park Rx LA program
- 3: Encourage the implementation of Park Rx LA as part of the standard clinical encounter at the organizational level

**Element C:** Leverage Park Rx voices to support park access and development by highlighting the individual and public health benefits of parks

- 1: Support JUMPP to green schools and create shared use opportunities
- 2: Work with coalitions like Our Parks

4. **Sustain** and build capacity of Park Rx LA County through healthy partnerships, community involvement, and resource development

**Element A:** Develop a monitoring program to identify successes and failures to adapt program as needed

- 1: Gather, analyze, and make publicly available necessary data
- 2: Design and implement an ongoing evaluation process to assess the impact and effectiveness of Park Rx LA

**Element B:** Actively seek funding to support web platform development and maintenance, pilot programs, and monitoring/data collection

- 1: Develop a working group focused on long- and short-term funding strategies
- 2: Explore possibility of getting insurance payers involved

**Element C:** Nurture ongoing relationships between Park Rx contributing partners to ensure their continued participation

- 1: Schedule regular meeting times by geography
- 2: Develop recognition program

**The Core Planning Team...**

Park Rx Los Angeles County is an initiative of the Los Angeles County Joint/Shared Use Moving People to Play (JUMPP) Coalition. The core planning team for this initiative includes:

- Los Angeles County Department of Public Health
- Los Angeles County Department of Parks and Recreation
- National Park Service: Rivers, Trails, and Conservation Assistance Program
- The City Project
- The Wilderness Society
- UCLA Preventive Medicine Residency

**Proposed Workgroup Descriptions**

Activities will be accomplished by working across workgroups

	<p><b>Park Programming</b></p> <p>Develops strategies to fill gaps in park programs, ensuring park programs support Park Rx LA County.</p>
	<p><b>Clinical</b></p> <p>Develops protocols for Park Rx LA County implementation in clinical practices.</p>
	<p><b>Technology</b></p> <p>Addresses the technology needs of the Park Rx LA County initiative, including an online system for park agencies to populate with data, and for practitioners to access to make prescriptions for patients.</p>
	<p><b>Education and Advocacy</b></p> <p>Develops educational resources for all audiences (partners, parks, practitioners, and patients). Advocates and builds awareness of right to health for all through park access and program availability.</p>

**Appendix B**  
California Physical Education Program Self-Assessment  
Checklist





## California Physical Education Program Self-Assessment Checklist

This checklist is a compilation of California codes and regulations, national best practices, and local recommendations pertaining to physical education. Designed for school district staff to conduct a comprehensive self-assessment of the district's physical education programs, this tool can help schools establish a baseline and serve as a basis for the development of an action plan to address gaps while highlighting strengths.

### Introduction

This self-assessment tool for California school districts compiles codes and regulations that pertain to physical education from across California's Education Code (EC), California Code of Regulations (CCR), and national best practice recommendations from leading physical education and health agencies (i.e. Society of Health and Physical Educators [SHAPE America], 2009 Commission on Teacher Credentialing [CTC], Centers for Disease Control and Prevention [CDC]), and other resources into a single, checklist document. Most checklist entries are paraphrased from their source documents for the sake of brevity and space in this checklist. However all items are referenced to guide users to the entry's full text.

This checklist is designed for teachers and administrators to easily conduct a comprehensive internal assessment of their physical education policies and programs. Completion of this checklist can provide districts with insight into their physical education program's current level of compliance with items mandated by law and recommended best practices. This information can help districts identify internal strengths and weaknesses/gaps, and clarify opportunities for improvement.

While completion of this checklist can serve as a stand-alone assessment providing valuable information to districts regarding their physical education programs, it can also be the first of a three-step process designed to institutionalize the district's efforts to achieve compliance with California physical education codes and regulations, as well as recommended practices the district chooses to adopt. Step [1] is completion of the self-assessment checklist. Step [2] is development of a districtwide Action Plan. Step [3] is adoption of a School Board Policy and Step [4] is the adoption of a Board Resolution. Districts that complete the four-step process may contribute to reducing disparities among physical education programs throughout the state.

In brief, Districts can achieve compliance with legally **required (mandatory)** checklist items by, at a minimum, ensuring that all teachers who provide instruction in physical education are appropriately credentialed and provide 200-400 minutes of physical education each 10 school days, scheduling class sizes that are consistent with good instruction and safety, and maintaining safe and adequate teaching stations and equipment for physical education instruction.

### Physical Education Disparities and Compliance

A 2012 peer-reviewed study documents that students of color and low income students are disproportionately denied physical education in California public schools.<sup>1</sup> Additionally, the 2003 *California Health Interview Survey*<sup>2</sup> and the 2010 *Shape of the Nation Report-Status of Physical Education in the United States*<sup>3</sup> indicate that physical education quantity and quality are particularly deficient for less affluent students and those in racial and ethnic groups who are at high risk for being overweight and/or obese. Fully 50% of California public school students in grade 5 and over 43% and 38% of public school students in grades 7 and 9, respectively, do not meet 5 of 6 standards on the state-required physical performance fitness test (FITNESSGRAM®), and there are large disparities by race

and ethnicity.<sup>4</sup> Title VI of the Civil Rights Act of 1964 and California Government Code Section 11135 and their regulations prohibit intentional discrimination based on race, color or national origin and prohibit unjustified discriminatory impacts, even if unintentional, on minority students that attend schools that receive federal or state financial assistance. Students can be “unintentionally” discriminated against if they do not receive physical education instruction. See the decision by the federal court of appeals for the Ninth Circuit in *Larry P. v. Riles* (9th Cir. 1984), 793 F.2d 969 (intentional discrimination, and unjustified discriminatory impacts regardless of intent, are prohibited in public education under Title VI of the Civil Rights Act of 1964 and its regulations).

The California Court of Appeal has held that physical education minutes are mandatory requirements that must be complied with under the state law that enacts them. In *Doe v. Albany Unified School District*, 190 Cal.App.4th 668 (2010), the Court ruled that (1) state law, Education Code section 51210, imposes a mandatory duty on school districts to provide a minimum of 200 physical education minutes every 10 days in elementary schools, excluding lunch or recess; and (2) that parents could seek enforcement of the statute. Based on similar statutory language and the reasoning of the Court, minutes requirements in middle and high school, credentialing requirements, and training requirements are also mandatory.

## How to Use this Document

To make the process of completing this checklist as smooth and seamless as possible:

- (1) Familiarize yourself with the tool by reading the headers and background information below each header for all items;
- (2) Determine what district policy documents (i.e. School Wellness Policy) you will need and locate them;
- (3) Note the name/number of the district policy that supports/references each checklist item on the line provided in the last column, next to the row of check-boxes;
- (4) Determine the district’s policy implementation status (fully implemented, partially implemented, not implemented or not feasible at this time) for each checklist item by collecting information from district staff (i.e. elementary and secondary teachers of physical education, as appropriate);
- (5) Indicate the district’s policy implementation status by checking the appropriate box for each checklist item; and
- (6) After completing the checklist, determine the district’s areas of strength (fully implemented) and need (partially implemented, not implemented or not feasible), and use this information to develop an action plan that addresses gaps in compliance and recommended policy/practice.

## Disclaimers

California is a local control state that gives Local Education Agencies authority to make decisions when the code regulation is allowable. California Codes of Regulation (CCR) and Education Code (EC) are not always provided in their entirety. Refer to the citation in brackets [] for the complete text.

## LEGEND

**Mandatory (M)** refers to items that are required by law (Education Code, Civil Rights Act, Government Code, etc.)

**Allowed (A)** refers to items which are allowed by law, but are optional (left to the discretion of the Local School Board)

**Recommended Policy/Practice (RP)** refers to items that are not required or referenced by law, but are considered exemplary or best practice.

Verbatim California Code of Regulations, Education Code, California State Board of Education, and California Standards for the Teaching Profession language are in *italics*

Checklist Item Number	Topic with Description	Mandatory (M) Allowed (A) or Recommended Policy/Practice (RP)	Fully Implemented	Partially Implemented	Not Implemented or Not Feasible at this Time	District Policy Name/Number Where this is Referenced
<b>1</b>	<b>Physical Education Course Requirements:</b>  <i>The Legislature hereby finds and declares that the physical fitness and motor development of children in the public elementary schools is of equal importance to that of other elements of the curriculum. [EC §51210.2 (a)] The State Department of Education shall.... encourage school districts...to provide quality physical education that develops the knowledge, attitudes, skills, behavior and motivation needed to be physically active and fit for life.... [EC §333350] Most children lead inactive lives... It is, therefore, the intent of the Legislature that all children shall have access to a high-quality, comprehensive, and developmentally appropriate physical education program on a regular basis. [EC §51210.1 (a)(1)(E), and (a)(2)] Grades 1-12. Physical education course of study must include an emphasis upon those physical activities that may be conducive to health and vigor of mind and body. [EC §51210 (g), EC §51220 (d)]</i>					
a.	Kindergarten shall have physical education. [CA Framework adopted by California State Board of Education - CSBE 2008 to address K standards]	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b.	Grades 1-9. Each student shall have physical education every year in grades 1-8. [EC §51210, EC §51220, EC §51222, EC §51223]	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c.	Grades 10-12. Each student shall be enrolled in courses of physical education in each of grades 9-12 unless exempted by an action of the governing board. [EC §51222, EC §51241]	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>2</b>	<b>Minute Time Requirements:</b>  <i>Physical Education, with emphasis upon the physical activities for the pupils that may be conducive to health and vigor of body and mind, for a total period of time of not less than 200 minutes each 10 school days, exclusive of recesses and the lunch period. [EC §51210 (g)]</i>					
a.	Kindergarten. All students receive the elementary requirement of a minimum of 200 minutes of physical education each 10 school days. [CA Framework adopted by CSBE 2008 to address K standards]	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## California Physical Education Self-Assessment Checklist (K-12)

| 4 of 33

Checklist Item Number	Topic with Description	Mandatory (M) Allowed (A) or Recommended Policy/Practice (RP)	Fully Implemented	Partially Implemented	Not Implemented or Not Feasible at this Time	District Policy Name/Number Where this is Referenced
b.	Elementary. Students in grades 1-6 shall have a minimum 200 minutes of physical education each 10 school days, exclusive of lunchtime and recess. <a href="#">[EC §51210 (g)]</a>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c.	K-8 Schools. Schools with each of grades 1 through 8 shall have a minimum of 200 minutes of physical education each 10 school days, exclusive of lunchtime and recess. <a href="#">[EC §51223]</a>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d.	Secondary. Students in grades 7-12 shall have a minimum of 400 minutes of physical education each 10 school days. <a href="#">[EC §51222]</a>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e.	If a middle school provides departmentalized instruction for 6th grade students, all students shall receive the secondary requirement of a minimum of 400 minutes of physical education each 10 school days. (Los Angeles Unified School District- <a href="#">LAUSD Bulletin 2528.1</a> )	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## California Physical Education Self-Assessment Checklist (K-12)

Checklist Item Number	Topic with Description	Mandatory (M) Allowed (A) or Recommended Policy/Practice (RP)	Fully Implemented	Partially Implemented	Not Implemented or Not Feasible at this Time	District Policy Name/Number Where this is Referenced
f.	<p>When a middle or high school is on an alternate or term block schedule, a physical education waiver for the mandated instructional minutes must be obtained from the California State Board of Education (CSBE) by addressing the following six requirements. <a href="#">(CSBE 99-93)</a> Term block schedules tend to deprive students of physical education for many weeks, typically a trimester or a semester. There is no evidence that term block scheduling is superior to alternate day block scheduling in relation to student achievement. Yet evidence does exist that inactivity for a term can be detrimental to the health of students. Middle/Junior High School Waiver Criteria (Block Schedule)</p> <ul style="list-style-type: none"> <li>The State Board of Education will consider waivers for those middle schools/junior high schools that share a campus and/or physical education facilities with a neighboring secondary school operating on a block schedule. Middle school/junior high schools must also meet the secondary school waiver criteria #1-4 and #6 listed below.</li> </ul> <p><b>Secondary School Waiver Criteria (must meet all criteria)</b></p> <ol style="list-style-type: none"> <li>Students are in physical education a minimum of 48 weeks in 70-90 minute daily periods during the regular school year.</li> <li>The district describes a method by which it will monitor students' maintenance of a personal exercise program during the weeks the student is not participating in a physical education course.</li> <li>The district provides evidence that alternate day scheduling for physical education rather than alternate term scheduling has been thoroughly investigated. Reasons why alternate day scheduling will not work are clearly explained.</li> <li>The district provides information that shows the physical education program is aligned with the Physical Education Framework (provides a sequential, articulated, age-appropriate program).</li> <li>The district provides information that shows the physical education program (in a senior or four-year high school) is in compliance with <a href="#">California Code of Regulations, Title 5, Article 3.1, Section 10060</a>.</li> <li>Students are prepared for and participate in the physical performance testing as specified in the Education Code.</li> </ol>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Checklist Item Number	Topic with Description	Mandatory (M) Allowed (A) or Recommended Policy/Practice (RP)	Fully Implemented	Partially Implemented	Not Implemented or Not Feasible at this Time	District Policy Name/Number Where this is Referenced
3	<p><b>California Physical Education Model Content Standards:</b></p> <p>The Physical Education Model Content Standards for California Public Schools, Kindergarten through Grade 12, were adopted by the California State Board of Education in 2005 and are specified as being exemplary and not mandatory with the exception of references to statutes, regulations, and court decisions. <a href="#">[EC § 33308.5 (a)]</a> These standards address the eight physical education content areas in a developmental sequence for grades K-12. <a href="#">[5_CCR § 10060]</a> Compliance with Federal Program Monitoring (FPM) requires the evaluation of every high school student's individual progress and the measure of his or her attainment of the goals specified in each area of instruction as listed in subsection (a) of 5 CCR §10060. <a href="#">(CDE Physical Education Federal Program Monitoring Instrument Item Report 2013-14)</a> Nationally, fewer than 29% of districts required or recommended one particular physical education curriculum at any school level. Districts could benefit from the use of the PECAT to analyze and revise curriculum or develop new curriculum. <a href="#">[CDC, Results from the School Health Policies and Practices Study 2012]</a></p>	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	<p><b>Teacher Credentialing:</b></p> <p>Physical education instruction shall be delivered by appropriately credentialed teachers.</p> <p>a. Elementary. To ensure that students have access to qualified teachers, teachers must hold a credential that authorizes the teaching of physical education (Single Subject Credential in Physical Education or a Multiple Subject Credential). <a href="#">[EC §44256, EC §44258.7]</a></p> <p><a href="#">California Standards for the Teaching Profession, CDE, 2009:</a></p> <ol style="list-style-type: none"> <li>1. <i>Engaging and supporting all students in learning</i></li> </ol>	M  RP	<input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>	



Checklist Item Number	Topic with Description	Mandatory (M) Allowed (A) or Recommended Policy/Practice (RP)	Fully Implemented	Partially Implemented	Not Implemented or Not Feasible at this Time	District Policy Name/Number Where this is Referenced
2.	<i>Creating and maintaining effective environments for student learning</i>	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<i>Understanding and organizing subject matter for student learning</i>	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<i>Planning instruction and designing learning experiences for all students</i>	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<i>Assessing students for learning</i>	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<i>Developing as a Professional Educator</i>	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b.	Elementary. Multiple Subject Teaching Credentials may team teach (exchange students) with another teacher for the purposes of instruction for one period a day, unless meeting section c requirements below. <a href="#">LS CCR §80003(b)</a> , <a href="#">EC §44258.15</a> , <a href="#">LAUSD Bulletin 2528.1</a> ] A Multiple Subject credential holder may teach physical education to students they have for instruction in other curricular areas.	A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c.	<i>The governing board of a school district by resolution may authorize the holder of a multiple subject teaching credential or a standard elementary credential to teach any subject in departmentalized classes to a given class or group of students below grade 9, provided that the teacher has completed at least 12 semester units, or six upper division or graduate units, of coursework at an accredited institution in each subject to be taught. The authorization shall be with the teacher's consent. However, the commission, by regulation, may provide that evidence of additional competence is necessary for instruction in particular subjects, including, but not limited to, foreign languages.</i> <a href="#">[EC §44256(b)]</a>	A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d.	Elementary. Instructional aides, paraprofessionals, and volunteers may not be used to provide physical education instruction or decrease the student/teacher ratio for physical education instruction. <a href="#">[EC §45340-§45349</a> , <a href="#">EC §45350-§45356</a> , <a href="#">EC §45360-§45367]</a>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

# California Physical Education Self-Assessment Checklist (K-12)

Checklist Item Number	Topic with Description	Mandatory (M) Allowed (A) or Recommended (RP) Policy/Practice (RP)	Fully Implemented	Partially Implemented	Not Implemented or Not Feasible at this Time	District Policy Name/Number Where this is Referenced
e.	Elementary. Each elementary school should provide a school wide physical education class schedule to the District that is approved by the principal and reported to the district. [EC §45340 – §45349, EC §45350 - §45356, EC §45360 - §45367, LAUSD Bulletin 2581.1]	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f.	Secondary. Teachers who hold a single subject teaching credential or standard secondary credential in physical education are authorized to teach physical education subject matter courses in departmentalized (more than one class period) programs. [EC §44256, EC §44258.7] These teachers provide instruction, evaluate students, and assign grades in physical education courses and report student progress. [CIC Standards 5-5]	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g.	Secondary. Instructional aides, paraprofessionals, volunteers, and walk-on coaches may not be used to provide physical education instruction or decrease the student/teacher ratio in physical education. [EC §45340 – §45349, EC §45350 - §45356, EC §45360 - §45367]	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
h.	Secondary. A student can receive physical education credit for participation in a school-sponsored competitive sport [EC §44258.7 (b)] if the following criteria are met: <i>A person who holds a teaching credential in a subject or subjects other than physical education may be authorized by action of the local governing board to coach one period per day in a competitive sport for which students receive physical education credit, provided that he or she is a full-time employee of the school district and has completed a minimum of 20 hours of first aid instruction appropriate for the specific sport.</i>	A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
i.	Secondary. Students, participating in a competitive sport for which physical education credit is given, must receive instruction in the other mandated physical education content areas during off season from a teacher authorized to teach physical education. [EC §44258.7 (b), 5 CCR §10060]	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
j.	Secondary. During the off season, the student receives instruction in the other content areas taught by an appropriately credentialed physical education teacher. The student may need to rotate into a general grade-level physical education program. [LAUSD Bulletin 2528.1]	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## California Physical Education Self-Assessment Checklist (K-12)

Checklist Item Number	Topic with Description	Mandatory (M) Allowed (A) or Recommended Policy/Practice (RP)	Fully Implemented	Partially Implemented	Not Implemented or Not Feasible at this Time	District Policy Name/Number Where this is Referenced
k.	<p>Teachers assigned to teach a subject outside of their area of preparation and authorization may be assigned by a committee. Committee on Assignment regulations must be followed and are found in the complete <a href="#">Advisory on Teacher Assignment Option Education Code EC §44258.3</a> California Commission on Teacher Credentialing Ensuring Teacher Quality document. <a href="#">[EC §44258.3]</a></p> <p>A teacher employed on a full-time basis who teaches kindergarten or any of grades 1 to 12, inclusive, and who has special skills and preparation outside of his or her credential authorization may, with his or her consent, be assigned to teach an elective course in the area of the special skills or preparation, provided that the assignment is first approved by a committee on assignments. For purposes of this subdivision an "elective course" is a course other than English, mathematics, science, or social studies. The membership of the committee on assignments shall include an equal number of teachers, selected by teachers, and school administrators, selected by school administrators. <a href="#">[EC §44258.7 (c)]</a></p> <p>Assignments approved by the committee on assignments shall be for a maximum of one school year, but may be extended by action of the committee upon application by the schoolsite administrator and the affected teacher. <a href="#">[EC §44258.7 (d)]</a></p>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
i.	<p>The holder of a credential authorizing instruction in a self-contained classroom may teach in any of grades 5 to 8, inclusive, in a middle school, provided that he or she teaches two or more subjects for two or more periods per day to the same group of pupils, and, in addition, may teach any of the subjects he or she already is teaching to a separate group of pupils at the same grade level as those pupils he or she already is teaching for an additional period or periods, provided that the additional period or periods do not exceed one-half of the teacher's total assignment. <a href="#">[EC §44258.1]</a></p>	A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**5 High School Physical Education Courses:**

Checklist Item Number	Topic with Description	Mandatory (M) Allowed (A) or Recommended Policy/Practice (RP)	Fully Implemented	Partially Implemented	Not Implemented or Not Feasible at this Time	District Policy Name/Number Where this is Referenced
	<p>The District shall develop a high school course of study for physical education courses that is aligned with Federal requirements, Education Code, State Regulations, and the Physical Education Model Content Standards for California Public Schools K-12. The course of study will ensure that all students have access to the eight required content areas for high school physical education. <a href="#">[EC §33352, § CCR §10060]</a> The District's course of study will include physical education courses for each of the following:</p> <p>a. <i>Each school district shall appraise the quality of the physical education program in each senior or four-year high school for the district by the following criteria [§ CCR §10060]:</i></p> <p>(a) <i>The course of the study provides for instruction in a developmental sequence in each of the following areas:</i></p>					
1.	<i>Effects of physical activity upon dynamic health</i>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<i>Mechanics of body movement</i>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<i>Aquatics</i>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<i>Gymnastics and tumbling</i>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<i>Individual and dual sports</i>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<i>Rhythms and dance</i>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<i>Team sports</i>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<i>Combatives...</i>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

# California Physical Education Self-Assessment Checklist (K-12)

Checklist Item Number	Topic with Description	Mandatory (M) Allowed (A) or Recommended Policy/Practice (RP)	Fully Implemented	Partially Implemented	Not Implemented or Not Feasible at this Time	District Policy Name/Number Where this is Referenced
b.	<i>The governing board of each school district that maintains a high school and that elects to exempt pupils from required attendance in physical education courses pursuant to paragraph (1) or (2) or both of subdivision (b) of Section 5124.1 shall offer those pupils so exempted a variety of elective physical education courses of not less than 400 minutes each 10 schooldays. [EC §51222 (b)]</i> CDE interprets a "variety of electives" to mean 3 or more courses for Federal Program Monitoring that meet the coeducational criteria.	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c.	All physical education classes are conducted in the coeducational, inclusive manner prescribed by law. All students have equal access to all physical education courses and meet the legal minimum requirement of time spent in physical education. [Title IX, 34 CFR §106.33, 34 CFR §106.34; 5 CCR §4939, 5 CCR §4949, EC §51210 (g), EC §51222, EC §51223]	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d.	Elective physical education courses shall provide content that continues the content sequence after Course I and Course II. Note: High School Courses III and IV in the Physical Education Model Content Standards for California Public Schools K-12 provide a model for these courses. [Physical Education Framework for California Public Schools Kindergarten through Grade Twelve]	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e.	Other physical education courses for students in high school may be developed and delivered for physical education credit if each of the following is true: <ol style="list-style-type: none"> <li>i. A minimum of 400 minutes of physical education instruction is delivered each 10 school days. [EC §51222]</li> <li>ii. Over the course of high school enrollment, each student receives instruction in each of the required eight content areas. [5 CCR §10060]</li> <li>iii. Reporting of pupil achievement is based upon all of the following: Evaluation of the pupil's individual progress and measure of attainment of the goals specified in each of the eight content areas, assessment of skills and knowledge, and physical performance tests. [5 CCR §10060]</li> </ol>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Checklist Item Number	Topic with Description	Mandatory (M) Allowed (A) or Recommended Policy/Practice (RP)	Fully Implemented	Partially Implemented	Not Implemented or Not Feasible at this Time	District Policy Name/Number Where this is Referenced
iv.	To ensure that students have access to qualified teachers, teachers must hold a credential that authorizes the teaching of physical education (i.e. Single Subject Credential in Physical Education or a Multiple Subject Credential). [ <a href="#">EC §44256</a> , <a href="#">EC §44258.7</a> ]	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<a href="#">California Standards for the Teaching Profession, CDE, 2009:</a>					
	1. <i>Engaging and supporting all students in learning</i>	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2. <i>Creating and maintaining effective environments for student learning</i>	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3. <i>Understanding and organizing subject matter for student learning</i>	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4. <i>Planning instruction and designing learning experiences for all students</i>	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5. <i>Assessing students for learning</i>	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	6. <i>Developing as a Professional Educator</i>	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>6</b>	<b>Moderate to Vigorous Physical Activity:</b> The District's physical education program shall provide high quality instruction that includes:					



# California Physical Education Self-Assessment Checklist (K-12)

Checklist Item Number	Topic with Description	Mandatory (M) Allowed (A) or Recommended Policy/Practice (RP)	Fully Implemented	Partially Implemented	Not Implemented or Not Feasible at this Time	District Policy Name/Number Where this is Referenced
a.	<p><i>Each course includes activities of a vigorous nature adapted to individual capacities, and designed to permit maximum development of each individual pupil. [5 CCR §10060(d)]</i> Moderate physical activity refers to activities equivalent in intensity to brisk walking or bicycling. Vigorous physical activity produces large increases in breathing or heart rate, such as jogging, aerobic dance or bicycling uphill. [<a href="#">California School Boards Association, Physical Education Model Content Standards for California Public Schools, K-12, Standard 3 for grades K-8/Standard 2 for grades 9-12</a>]</p>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b.	<p>The District shall seek to engage students in moderate to vigorous physical activity (MVPA) for at least 50% of class or session time. [<a href="#">Physical Education Model Content Standards for California Public Schools K-12 Standard 3, Institute of Medicine (IOM), Centers for Disease Control and Prevention (CDC), Society of Health and Physical Educators (SHAPE America), Appropriate Instructional Practice Guidelines for Elementary/Middle/High School Physical Education 2.5.1</a>]</p>	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c.	<p>The District shall develop strategies to monitor student learning in physical education as well as the amount of moderate to vigorous physical activity that takes place in the physical education instructional program. [<a href="#">Physical Education Model Content Standards for California Public Schools K-12 Standard 3, Institute of Medicine (IOM), Centers for Disease Control and Prevention (CDC)</a>]</p>	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	<p><b>Professional Development:</b> The District shall provide physical education teachers with continuing professional development that is relevant to improving instruction in physical education. Professional development should include each of the following: course content, assessment of student learning in physical education, classroom management, instructional strategies, and additional pertinent topics related to enhancing the quality of physical education learning experience for students. [<a href="#">Physical Education Framework for California Public Schools Kindergarten through Grade Twelve</a>]</p>	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	<p><b>Funding:</b></p>					

# California Physical Education Self-Assessment Checklist (K-12)

Checklist Item Number	Topic with Description	Mandatory (M) Allowed (A) or Recommended Policy/Practice (RP)	Fully Implemented	Partially Implemented	Not Implemented or Not Feasible at this Time	District Policy Name/Number Where this is Referenced
	<p>The District shall provide sufficient funds for the physical education program including each of the following:</p> <p>a. <i>Supplies and equipment of sufficient quantity and quality are provided to allow active participation of each pupil throughout the class period.</i> <a href="#">[5.CCR §10960(i)], EC §51054]</a></p> <p>b. Standards-based Physical Education Curriculum as developed or adopted by the District. <a href="#">[Physical Education Model Content Standards for California Public Schools, K-12 and Physical Education Framework for California Public Schools, K-12, 2008]</a></p> <p>c. Any funds received by the district and designated for physical education, shall be used only for their intended purpose – physical education. <a href="#">(Williams Act)</a></p>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>9</b>	<p><b>Equal Protection (Race, Color, National Origin):</b></p> <p>a. Districts that receive federal or state financial assistance shall not discriminate on the basis of race, color, or national origin and must avoid unjustified discriminatory impacts. <a href="#">(Title VI of the Civil Rights Act of 1964 and California Government Code Section 11135 and their regulations)</a></p> <p>b. The District will avoid "unintentional" discrimination by monitoring that students of all race, color, and national origins receive quality physical education instruction. <a href="#">(SHAPE America: Appropriate Instructional Practice Guidelines for Elementary/Middle/High School Physical Education 1.4.1)</a></p>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>10</b>	<p><b>Gender Equity:</b></p> <p><a href="#">Title IX (20 U.S.C. §§1681 – 1688) of the Education Amendments of 1972</a> prohibits sex-based discrimination in education programs or activities receiving federal financial assistance, stating that: <i>no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.</i></p>	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## California Physical Education Self-Assessment Checklist (K-12)

Checklist Item Number	Topic with Description	Mandatory (M) Allowed (A) or Recommended Policy/Practice (RP)	Fully Implemented	Partially Implemented	Not Implemented or Not Feasible at this Time	District Policy Name/Number Where this is Referenced
a.	All physical education classes must be co-educational. <a href="#">[34_CFR §106.34(a)]</a>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b.	Participation in a particular physical education activity or sport, if required of students of one sex, shall be available to students of each sex. The curriculum for the activity or sport must be the same; it must be voluntary and there must be a co-educational class offered. <a href="#">[34_CFR §106.34(B)(ii)(iii)(iv)(2)]</a>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c.	Instruction and testing in all physical education classes are to be co-educational. <a href="#">[EC §221.5 - §231.5]</a>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d.	Student grouping by ability is allowed. However, any grouping of students during physical education activities should be on-going, flexible, and modified per unit or activity and may not have a discriminatory impact. <a href="#">[34_CFR § 106.34(a)(2)]</a>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e.	Students are to be assessed by objective standards of individual performance without regard to sex. <a href="#">[34_CFR § 106.36(b)]</a>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f.	Transgender law: Self-identified transgender students have the right to use facilities for their named gender. <a href="#">[5_CCR 4910(k), Civil Code 51, and Assembly Bill 1266]</a>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>11</b>	<b>Physical Fitness Testing:</b> The FITNESSGRAM® developed by The Cooper Institute has been designated by the California State Board of Education as the California physical fitness test.					
a.	During the months of February, March, April, or May, the District shall administer to each pupil in grades 5, 7, and 9 the physical performance test designated by the State Board of Education. <a href="#">[EC §60800(a)]</a>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b.	The Superintendent or designee may provide a make-up date within the State mandated testing window for students who are unable to take the test based on absence or temporary physical restriction or limitations, such as students recovering from illness or injury. <a href="#">[5_CCR §1043(b)]</a>	A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

# California Physical Education Self-Assessment Checklist (K-12)

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c.	Provide a list/schedule of make-up dates for students to participate in the Physical Fitness Testing. [ <a href="#">LAUSD Bulletin 3970.0</a> ]	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d.	Each school district shall submit to the California State Department of Education (CDE) the results of its physical performance testing as directed by CDE. [ <a href="#">EC §60800 (b)(6)</a> ]	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e.	Physically disabled pupils and each student who is physically unable to take the entire physical performance test shall be given as much of the test as his or her condition will permit. [ <a href="#">EC §60800 (a)</a> ]	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f.	School Accountability Report Cards - The District shall report the aggregate results of its physical performance testing administered pursuant to California Education Code <a href="#">EC §60800</a> in their annual school accountability report card required by <a href="#">EC §33126</a> and <a href="#">EC §5256</a> .	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g.	Physical performance testing may be mailed home to the pupil and parent, and provided to the pupil orally as the pupil completes individual test items. [ <a href="#">EC §60800 (d)</a> ]	A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
h.	A copy of the student's test results shall be placed into the student's cumulative record. [ <a href="#">LAUSD Bulletin 2528.1</a> ]	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>12 Class Size:</b>						
	To provide a high quality instructional program, maximize student safety, and account for factors such as the nature of activities, availability and adequacy of facilities, and individual student differences, District schools should limit physical education class size.					
a.	<i>Class size is consistent with the requirements of good instruction and safety.</i> [ <a href="#">5-CCR §10060 (f)</a> , <a href="#">SHAPE America: Appropriate Instructional Practice Guidelines for High School Physical Education</a> ]	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b.	Physical education class size should be consistent with those of other subject areas. [ <a href="#">SHAPE America: Teaching Large Class Sizes in Physical Education Guidelines and Strategies</a> ]	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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c.	Principals, assistant principals, and physical education department chairpersons work together toward reaching physical education class size parity goals. [SHAPE America: <a href="#">Teaching Large Class Sizes in Physical Education Guidelines and Strategies</a> ]	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>13</b>	<b>Assignment of Grades:</b> The physical education grade shall be representative of student work toward meeting the course goals.					
a.	Each student must be fairly evaluated on his or her progress toward being proficient in each of the state physical education content standards for their grade level. [5 CCR <a href="#">§10060 (g)(1) EC §49066 (a)</a> ]	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b.	Students shall be afforded the opportunity of enough time and quality of instruction to develop proficient skills and knowledge in physical education at each grade level. [Physical Education Model Content Standards for California Public Schools, K-12]	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c.	<i>No grade of a pupil participating in a physical education class, however, may be adversely affected due to the fact that the pupil does not wear standardized physical education apparel where the failure to wear such apparel arises from circumstances beyond the control of the pupil.</i> [EC <a href="#">§49066</a> , SHAPE America: <a href="#">Appropriate Instructional Practice Guidelines for Elementary/Middle/High School Physical Education 4.6.1</a> ].	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d.	Dressing in the physical education uniform and other behavior related actions by the student shall be represented in the district's communication systems for behavior related choices that students make rather than the academic grade for physical education (i.e., work habits, citizenship marks, etc.). [SHAPE America: <a href="#">Appropriate Instructional Practice Guidelines for High School Physical Education</a> ]	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>14</b>	<b>Evaluation:</b> The below is based on the <a href="#">SHAPE America: Physical Education Checklist</a> , <a href="#">Centers for Disease Control and Prevention (CDC) School Health Index</a> , and <a href="#">CDC's Coordinated School Health Model</a> .					

# California Physical Education Self-Assessment Checklist (K-12)

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a.	Physical education is included in the District's regular schedule for instructional program evaluation.	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b.	Physical education is on the District's regular schedule for adopting instructional materials.	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c.	The quality of the High School program should be evaluated on the following criteria. [ <a href="#">5_CCR §10060</a> ]:					
i.	Course of study and required eight content areas	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ii.	Assignment of pupils to physical education courses is made on the basis of individual needs including such factors as health status, skill development, and/or grade level. [ <a href="#">5_CCR §10060 (b)</a> ]	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iii.	Instruction is provided for pupils with physical limitations including those with inadequate skill development and the physically underdeveloped. Physical performance tests as required by Section 1041 are used to identify physically underdeveloped pupils and to appraise the motor aspects of physical fitness. [ <a href="#">5_CCR §10060 (c)</a> ]	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iv.	Each class period includes the teaching of the fundamentals and techniques of each instructional area conducted during that period. [ <a href="#">5_CCR §10060 (e)</a> ]	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
v.	Class size is consistent with the requirements of good instruction and safety. [ <a href="#">5_CCR §10060 (f)</a> ]	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
vi.	Each course includes activities of a vigorous nature adapted to individual capacities, and designed to permit maximum development of each individual pupil. [ <a href="#">5_CCR §10060 (d)</a> ]	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
vii.	Reporting of pupil achievement is based upon all of the following [ <a href="#">5_CCR §10060 (g)</a> ]:					



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(1)	<i>Evaluation of the pupil's individual progress and the measure of his attainment of the goals specified in each area of instruction listed in subsection (a) of this section.</i>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(2)	<i>Tests designed to determine skill and knowledge.</i>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(3)	<i>Physical performance tests.</i>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(4)	<i>Any other evaluation procedures required by local governing board regulations.</i>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
viii.	<i>Teaching stations are of sufficient number and suitability to provide instruction in activities conducted under subsection (a) of this section. [<a href="#">CCR §10060 (h)</a>]</i>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ix.	<i>Supplies and equipment of sufficient quantity and quality are provided to allow active participation of each pupil throughout the class period. [<a href="#">CCR §10060 (i)</a>, <a href="#">EC §1054</a>]</i>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>15</b>	<b>Exemptions from High School Physical Education Courses:</b> All exemptions are optional; if the local governing board chooses to utilize the exemptions, the criteria must be met.					
a.	<i>The governing board of a school district may exempt any four-year or senior high school pupil from attending courses of physical education, if the pupil is engaged in a regular school-sponsored interscholastic athletic program (in the competitive season) carried on wholly or partially after regular school hours. [<a href="#">EC §1242</a>]</i>	A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>16</b>	<b>Temporary Exemptions:</b>					

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	<p>All exemptions are optional; if the local governing board chooses to utilize the exemptions the criteria must be met.</p> <p>The governing board may grant an individual student a temporary exemption from participating in a physical education course <a href="#">[EC 51241(a)(1)]</a> if either:</p> <p>a. <i>The student is ill or injured, and a modified program to meet the needs of the student cannot be provided.</i> <a href="#">[EC 51241(a)(1)]</a> Placement of an injured or ill student in modified physical education, specially designed physical education, or adapted physical education shall be considered before an exemption is granted.</p> <p>b. <i>The student is enrolled half-time or less (half-time is defined as three classes).</i> <a href="#">[EC 51241(a)(2)]</a></p>	A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17	<p><b>Two-Year Exemptions:</b></p> <p>All exemptions are optional; if the local governing board chooses to utilize the exemptions the criteria must be met.</p> <p>a. With the <u>student's consent</u>, the governing board may grant an individual student an exemption for one or two years any time during grades 10 to 12, inclusive, provided that the student has:</p> <p>i. Satisfactorily met (i.e., is in the "healthy fitness zone" for) at least five of the six standards on the state's physical fitness test in grade 9. <a href="#">[EC 51241(b)(1); FITNESSGRAM®]</a> (To use the two-year exemption, the student must have met at least five of the six standards)</p> <p>ii. The District may administer the physical fitness test to students anytime in grades 10-12 in order to determine student qualification for a two-year exemption from physical education courses. <a href="#">[California Department of Education's (CDE) Physical Education Frequently Asked Questions]</a></p> <p>b. Students who are granted a one or two year exemption from physical education courses must be offered physical education elective courses. <a href="#">[EC 51222(b)]</a></p>	A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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c.	Exemptions may be granted to each individual student but not an entire class or grade level. [ <a href="#">California Department of Education's (CDE) Physical Education Frequently Asked Questions</a> ]	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>18</b>	<b>Permanent Exemptions:</b> All exemptions are optional; if the local governing board chooses to utilize the exemptions the criteria must be met. [ <a href="#">EC §51241(c)</a> ] The governing board may grant individual students permanent exemptions from participation in a physical education course if the pupil complies with one of the following : a. <i>Is 16 years of age or older and has been enrolled in the 10th grade for one academic year or longer.</i> [ <a href="#">EC §51241 (G)(1)</a> ] b. Exemption 18a (above) is to be used on a pupil-by-pupil basis only for students who come from an out-of-state or a private school that does not have a physical education requirement equivalent to California and cannot complete the two-year physical education requirement before graduating. [ <a href="#">LAUSD Bulletin 2528.1</a> ] c. <i>Is enrolled as a postgraduate pupil.</i> [ <a href="#">EC §51241 (G)(2)</a> ] d. <i>Is enrolled in a juvenile home, ranch, camp, or forestry camp school where pupils are scheduled for recreation and exercise.</i> This pertains to the time the student is enrolled in these programs. [ <a href="#">EC §51241 (G)(3)</a> ]					
<b>19</b>	<b>Other Exemptions:</b> All exemptions are optional; if the local governing board chooses to utilize the exemptions the criteria must be met. The District may grant an exemption from physical education under the following special circumstances:					

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a.	Driver Training. A student in grades 10-12 may be excused for up to 24 clock hours in order to participate in automobile driver training. <i>Such pupil who is excused from physical education classes to enroll in driver training shall attend upon a minimum of 7,000 minutes of physical education instruction during such school year.</i> [EC §51222 (a)]	A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b.	Occupational Center Travel Hardship. A student in grades 10-12 who attends a regional occupational center or program where attendance in physical education courses results in a hardship due to the travel time may be excused. <i>If a pupil is excused from physical education classes pursuant to this section, the minimum schoolday for him in his regular high school is 180 minutes.</i> [EC §52316]	A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20	<p><b>Independent Study:</b></p> <p>Physical education is required for all students except those provided with temporary or permanent exemptions as identified above. [EC §51210, EC §51220, EC §51222] However, on occasion, a secondary school will have a student whose educational needs in physical education extend far beyond that of his or her peers. The talent or ability is being extended or perfected in an off-campus, non-school related environment under supervision of a professional competent to assist the student towards maximum achievement. Independent study may not be used as a replacement curriculum.</p>					
a.	A pupil shall complete the following while in grades 9 to 12, inclusive, in order to receive a diploma of graduation from high school: [EC §51225.3 (a)]		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
i.	Two courses in physical education, unless the pupil has been exempted pursuant to the provisions of this code. [EC §51225.3 (a)(F)]	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b.	The governing board, with the active involvement of parents, administrators, teachers, and pupils, shall adopt alternative means for pupils to complete the prescribed course of study that may include...independent study... [EC §51225.3 (2b)]. Educational opportunities offered through independent study may include, but shall not be limited to, the following [EC §53745 (a)]:					

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i.	Special assignments extending the content of regular courses of instruction.	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ii.	Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum. (See Recommended Policy/Practice below)	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iii.	Individualized alternative education designed to teach the knowledge and skills of the core curriculum. Independent study shall not be provided as an alternative curriculum.	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iv.	Continuing and special study during travel.	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c.	An individual with exceptional needs, as defined in <a href="#">Section 56026</a> , shall not participate in independent study, unless his or her individualized education program developed pursuant to Article 3. (commencing with <a href="#">Section 56340</a> of Chapter 4 of Part 30 specifically provides for that participation.)	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d.	A temporarily disabled pupil shall not receive individual instruction through independent study. <a href="#">[EC 5482.06.3]</a>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e.	No course included among the courses required for high school graduation under Section 51225.3 shall be offered exclusively through independent study. <a href="#">[EC 51745 (e)]</a>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f.	When grades are given for any course of instruction taught in a school district, the grade given to each pupil shall be the grade determined by the teacher of the course and the determination of the pupil's grade by the teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final. <a href="#">[EC 549066 (a)]</a> Thus, grades given for independent study must be given by a teacher employed by the LEA who is appropriately credentialed to teach physical education and is identified as the teacher of the course. This teacher needs to be involved in grading the course assignments that extend the learning for a portion of the physical education program.	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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9.	Teachers who hold a single subject instruction credential or standard secondary credential in physical education are authorized to teach physical education subject matter courses in departmentalized programs. These teachers provide instruction, evaluate students, and assign grades in physical education elective courses <a href="#">[EC §44256, EC §49066 (a)]</a> .	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21	<b>Online Physical Education</b> The high school diploma requires a minimum of 13 courses plus elective credit to meet the unit requirement specified by the local education agency (LEA). Each local board of education of the LEA has the authority to adopt alternative means, which may include online courses, for pupils to complete the prescribed course of study. <a href="#">[EC §51225.3 (2b), EC §46300.8, SHAPE Position Statement: Initial Guidelines for Physical Education]</a>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22	<b>Summer Learning Programs in Physical Education</b> The local governing board should ensure that all summer learning programs are aligned with the district's priorities and goals as outlined in the local control and accountability plan (LCAP) <a href="#">[EC §52060 - §52077]</a> and other applicable district and school plans. Alignment must exist between each summer educational program and the program that is offered during the regular school year. Summer learning programs may include core curricular and/or elective courses. Focusing summer learning programs on at-risk youth and student wellness may be district LCAP priorities. Summer learning programs in physical education should be offered for credit recovery only, to enable students to meet the high school physical education graduation requirement. Each course must be equivalent to the content offered during the regular school year as well as meeting the instructional minutes required for the credit being given. Extreme care must be used when designing the summer course with consideration of potential negative environmental (heat, poor air quality) and physiological (fatigue) effects upon the learning of motor skills. <a href="#">[LAUSD Memorandum 6232.1]</a>	A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
a.						
b.						



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c.	Physical activity recreation summer learning programs should be offered as general elective credit to enhance student wellness if identified as a district LCAP priority. <a href="#">[LAUSD Memorandum 62332.1]</a>	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>23</b>	<b>Physical Education Program for Individuals with Disabilities</b> All children, unless specifically excused or exempt, are required to receive instruction in physical education program <a href="#">[EC §51222 and EC §51241]</a> . The Individuals with Disabilities Education Improvement Act of 2004 (IDEA), and federal regulations define "special education" as specially designed instruction to meet the unique needs of a child with a disability, including instruction in the classroom and instruction in physical education <a href="#">[20 USC §1401(29), 34 CFR §300.39]</a> . California Code of Regulations, <a href="#">5 CCR §3051.5</a> , provides: <i>Adapted physical education is for individuals with exceptional needs who require developmental or corrective instruction and who are precluded from participation in the activities of the general physical education program, modified general physical education program, or in a specially designed physical education program in a special class. Consultative services may be provided to pupils, parents, teachers, or other school personnel for the purpose of identifying supplementary aids and services or modifications necessary for successful participation in the regular physical education program or specially designed physical education programs.</i>					
a.	All special education, physical education should be provided in such a manner that promotes maximum interaction between children with disabilities and their non-disabled peers. <a href="#">[20 USC §1412(a)(5)(A), 34 CFR §300.114, EC §56342(b)]</a>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b.	Each physically handicapped pupil and each pupil who is physically unable to take all of the <a href="#">FITNESSGRAM®</a> physical performance test shall be given as much of the test as his or her condition will permit, or to the maximum extent as identified in the Individualized Education Plan (IEP). <a href="#">[EC §60800(a)]</a>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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c.	<p>The District will design physical education courses of study and instructional practices based upon the <a href="#">Adapted Physical Education Guidelines in California Schools Revised December 2012</a>, which identifies the types of available physical education programs, the service delivery options available in physical education, the identification procedure for adapted physical education services, the criteria to consider for adapted physical education, the referral process, the assessment process, and teacher credentialing authorizing the teaching of adapted physical education.</p>	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24	<p><b>Wellness Policy and Physical Education:</b></p> <p>The District recognizes the connection between health and academic achievement. To that end, the District has developed a comprehensive wellness policy that also address physical education as follows:</p> <p><i>Local Education Agencies (who receive USDA funding for school meals) are now required to permit teachers of physical education and school health professionals to participate in the development of the LWP. [Local School Wellness Policies Comparison Chart]</i></p>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
a.	<p>The below is based on <a href="#">CDE 9/7/12 Local School Wellness Policy Letter</a>, <a href="#">SHAPE America Appropriate Instructional Practice Guidelines for High School Physical Education</a> and <a href="#">LAUSD Bulletin 2528.1</a>.</p> <p>All students in all grades should receive quality physical education instruction in a sequential, comprehensive, enjoyable, safe, and secure learning environment.</p>	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b.	<p>Policy requires adequate space to maximize practice opportunities for each child.</p>	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c.	<p>Policy requires adequate equipment for students to be actively engaged individually, with partners, or in small groups to maximize practice opportunities.</p>	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d.	<p>Policy ensures physical education class sizes are comparable to class sizes for other content areas.</p>	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Checklist Item Number	Topic with Description	Mandatory (M) Allowed (A) or Recommended Policy/Practice (RP)	Fully Implemented	Partially Implemented	Not Implemented or Not Feasible at this Time	District Policy Name/Number Where this is Referenced
e.	Policy specifies Physical Education Instructional Guides that support a written comprehensive and sequential standards-based physical education curriculum provided for all teachers of physical education for use in their classes.	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f.	Policy ensures all students in Grade 9 are enrolled in a Physical Education course to participate in the required <a href="#">FITNESSGRAM® [EC5 60800]</a>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g.	Policy offers extracurricular physical activity programs for elementary, middle, and high school students before and after school with physical activity clubs or intramural programs, in a variety of supervised activities and summer learning programs.	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>25</b>	<b>Additional Opportunities for Physical Activity:</b> Strategies to create additional opportunities for physical activity include, but are not limited to, joint use of schools and recreation facilities, safe routes to schools programs, before and after school programs, extracurricular and co-curricular activities, student organizations and clubs, longer lunch periods, and recess. [ <a href="#">Local School Wellness Policy, Institute of Medicine, Center for Disease Control/CDC], <a href="#">Comprehensive School Physical Activity Programs</a>]</a>					
a.	The District shall develop strategies to provide students with additional opportunities to be physically active <u>before</u> the school day.	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b.	The District shall develop strategies to provide students with additional opportunities to be physically active <u>during</u> the school day.	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c.	The District shall develop strategies to provide students with additional opportunities to be physically active <u>after</u> the school day.	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>26</b>	<b>Timeline for Implementation:</b> This timeline, while based on lessons learned from Los Angeles Unified School District's Implementation Plan, may be adjusted to meet district needs.					

Checklist Item Number	Topic with Description	Mandatory (M) Allowed (A) or Recommended (RP) Policy/Practice (RP)	Fully Implemented	Partially Implemented	Not Implemented or Not Feasible at this Time	District Policy Name/Number Where this is Referenced
a.	The District is to be in full compliance with the provision of the Education Code, applicable regulations, and this policy within two years of the adoption of this policy.	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b.	The District shall use the results of this baseline assessment to determine an action plan that will address any identified needs.	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c.	The District shall within 3 months of the adoption of this policy develop an action plan and timeline for ensuring implementation.	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>27</b>	<b>Ongoing Monitoring &amp; Evaluation:</b> <i>The Superintendent of Public Instruction shall select not less than 10 percent of the school districts of the state to report compliance with physical education provisions set forth in paragraph (2). The school districts selected shall provide a random and accurate sampling of the state as a whole. [EC §51210.1 (b)(2)]</i>					
a.	<i>Each school district selected by the Superintendent of Public Instruction shall report to the Superintendent of Public Instruction in the Coordinated Compliance Review (or Federal Program Monitoring) as to the extent of its compliance with subdivision (g) of Section 51210 for grades 1 to 6, inclusive, during that school year. [EC §51210.1 (b)(1)]</i>	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b.	<i>A school district that fails to comply with the existing statutory requirements shall issue a corrective action plan to the State Department of Education in accordance with the Coordinated Compliance Review process. [EC §51210.1(d)]</i> The program evaluation occurs with Federal Program Monitoring.	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c.	Tools for Ongoing Monitoring & Reporting – District Administrators should collaborate with teachers, students, and parents when using the California Physical Education Checklist to monitor physical education programs for compliance with California Education Code and Regulations and monitor identified program targets. Findings related to the physical education components of the Wellness Policy should be made available to the education community. [ <a href="#">Wellness Policy/Institute of Medicine- Educating the Student Body Recommendations</a> ]	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Checklist Item Number	Topic with Description	Mandatory (M) Allowed (A) or Recommended Policy/Practice (RP)	Fully Implemented	Partially Implemented	Not Implemented or Not Feasible at this Time	District Policy Name/Number Where this is Referenced
28	<p><b>Complaint Process:</b></p> <p>a. The District shall develop its own complaint process, or utilize the uniform complaint process for receiving, investigating, and resolving complaints regarding physical education compliance. (<a href="#">Uniform Complaint, Report to the CDE</a>)</p> <p>b. The complaint process shall be communicated to parents and community members on an annual basis. (<a href="#">Uniform Complaint, Report to the CDE</a>)</p>	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29	<p><b>Annual Reporting to the local School Board of Education on Compliance:</b></p> <p>a. The District shall report as required by the local governing board the number of instructional minutes offered in physical education for each pupil, the number of two-year and permanent exemptions granted pursuant to <a href="#">EC §51241</a>, any complaints received, and any other data agreed upon by the Board and the District to evaluate program quality, compliance, and the effectiveness of the District's program in meeting the above goals for physical education.</p> <p>b. The District shall also report annually to the local governing board the physical fitness testing results for each school and applicable grade level [<a href="#">Local School Wellness Policy</a>].</p>	RP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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