

Secondary Physical Education Report to the Board of Education

February 4, 2016

Recommendations

1. Per Board of Education direction in March 2015, discontinue Independent Study Physical Education. Rationale - This aligns with California Physical Education Standards to have students participate in a balance physical education program. Additionally, staff does not have the capacity to affirmatively determine that the outside sports activity involves substantive educational content, rather than mere physical participation. Result - Students participating in outside clubs and organizations would not be able to earn DJUSD credit for these activities.
2. Continue to offer Independent Lifetime Sports for students engaged in a school sponsored interscholastic athletic programs. Rationale – Our California Physical Fitness test result indicate that we have a high level of students that already meet these standards. This course allows our students to balance their busy schedules when they are in-season for a sport. It is important to monitor and modify the course by increasing required class time from once every two weeks to one time per week. Continue the use of School Loop to manage student assignments. Additionally, students demonstrate significant interest in this course.
3. Modify course title names and structure for Strength and Conditioning. Rationale – The student survey indicated a significant level of interest in this course. Changing the structure and title of the course could attract additional students and remove any hesitation to participate in that class.
4. Modify Strength and Conditioning Course Descriptions to include units on yoga, Pilates and Walking for Fitness in the Strength and Conditioning courses. Rationale – the results of the student survey indicated a significant level of interest in this area.

Brief History

In January 2008, the Board of Education approved a course title change from Individual Sports to Independent Lifetime Sports (ILS). Since that time, this course has evolved to allow DJUSD athletes participating on teams affiliated with the California Interscholastic Federation (CIF) and other DSHS interscholastic teams. During the 2013-14 and 2014-15 school years, students participating in local club sports were allowed to receive credit when enrolled in this course. District staff conducted a review of this practice and determined the following:

Ed Code 51242 governing ILS authorizes a (per semester) exemption from the physical education requirement **only for** students who are currently engaged in a ***school-sponsored interscholastic athletic program*** carried on wholly or partially after regular school hours.

In fall 2013, the former athletic director stated that in response to parent and student calls to the Superintendent and the Board, he was asked by the Superintendent to develop a policy to extend ILS participation to non-DSHS athletes. The athletic director developed a waiver to BP 6142.7 which asked students to tell in their own words how their non-school sponsored activity met the requirements of ILS. The waiver was then approved at the school site and utilized beginning in 2013-14.

The criteria being used by the athletic department to approve a club team for ILS participation is that the community team needs to be in a sport that is not offered by DSHS. In the fall of 2013, the DSHS athletic director authorized approximately five (5) students not engaged in a regular school-sponsored interscholastic athletic program to enroll in ILS. During the course planning process counselors (as instructed by athletic department) told incoming tenth graders that rowing and gymnastics were approved club teams for ILS. In 2014-15 there were approximately twenty-six (26) students on club teams enrolled in ILS. These include students participating in rowing, gymnastics, rugby, and dance team.

The waiver to BP 6142.7, was scheduled to be presented to the Board on January 23, 2014 but it was pulled from the agenda. To date the Board has not made a decision on whether to authorize the waiver to Board Policy even though DSHS is currently giving credits under the waiver process. The district office was unaware that the athletic director was utilizing the waiver before the Board approved it. This practice became known to the district office when a parent called the Director of Student Support Services to request that swimmers be allowed to participate in ILS.

In March 2015, the Board approved a revised version of Independent Lifetime Sports and approved Independent Study Physical Education for one-year only to accommodate students who had signed up for ILS and were participating in organizations outside DJUSD.

While accommodating the needs of students participating in private clubs and organizations who planned to take ILS for the 2015-16 school year, the Independent Study Physical Education course is not offered for 2016-17 per the Board of Education directive in March 2015. As such, students involved with outside organizations will not be able to receive DJUSD Physical Education credit for that participation.

Over the past few years, the ILS program has grown from approximately thirty (30) students per semester (.2 FTE) to over one hundred ninety (190) students per semester (1.2 FTE). The total enrollment for 2013-14 was three hundred and one (301) and rose to three hundred ninety-four (394) in 2014-15. This growth has occurred primarily from students who do participate on DSHS athletic teams but if other club sports are allowed then this number would undoubtedly increase. Last year, twenty-six (26) students received ILS credit for non-CIF Interscholastic clubs. In 2014-15, that number increased to forty-six (46). This year, two (2) students enrolled from outside organizations through Independent Study Physical Education. The number of students enrolled in Independent Lifetime Sports decreased to three hundred twenty seven (327)

The ILS teachers state that they feel that the ILS course as it was designed and implemented in 2013-14 and 2014-15 was eroding the integrity of the physical education program at DSHS because the ILS curriculum did not cover all portions of the CDE physical education framework. At DSHS for the 2014-15 school year there were more sections of ILS, twelve (12), being offered than regular sections of physical education, eight (8). Counseling staff at DSHS indicate that with the limited number of Physical Education classes, it is becoming more difficult to make schedule changes during the year. This most often impacts our struggling students. Further, there is concern that ILS may be negatively impacting school climate by grouping students in specific physical education classes. Finally, there is concern that DSHS administration will not be able to appropriately monitor ILS classes that are run through an outside organization.

For the 2015-16 school year, there are 6 sections of ILS and 6 sections of PE 10. Changes to the ILS course for this year have significantly improved the course alignment with California Physical Education Standards and streamlined the writing portion of the course.

The legal opinion of our attorney is that the Board may not extend this restricted statutory exemption to other categories of students. In other words, students who choose to participate in club teams or other organized athletic activities outside of school are not eligible for the exemption authorized by section 51242. Counsel further stated that it is not legal to have a waiver or exemption to education code.

However, pursuant to section 51225.3, a student may be awarded credit for participation in an outside sports activity through Independent Study. In order to award credit on an independent study basis, the student must sign a master agreement each semester, meet regularly with a teacher (at least once every 3 weeks), complete

a prescribed number of written assignments each semester, and complete each assignment within a prescribed period. In addition, hard copies of the master agreement, course syllabus, grade sheet, and written samples of work must be kept in hard copy form for three years past the year that credit was awarded. These hard copy records are subject to review by an independent study auditor on a yearly basis. According to the Independent Study Program Curriculum and Instruction Manual, an independent study physical education program must be balanced and cover all physical education content areas. In other words, it is not considered a good instructional practice to allow a student to take a whole semester, years or successive years of a single activity (e.g., gymnastics). Rather, a balanced program would include other activities (e.g., “cross-training”). Legal counsel can see this requirement as being potentially problematic for parents who want their child to receive physical education credits through Independent Study for exclusively practicing their “specific sport”.

Allowing students to use club sport participation to satisfy the requirements of ILS is out of compliance with Education Code 51242. Allowing students to be awarded grades and receive graduation credit for activities outside the jurisdiction of DJUSD compromises our ability to provide oversight and monitoring to their athletic program. The level of training and understanding specifically about the California Physical Education Standards is varied among coaches outside of DJUSD. Attendance at club team practices and competitions cannot be monitored in the same way as DSHS athletic teams. Parents have expressed their dissatisfaction with an ILS program that allows some club teams to receive credit and denies allowing other community teams credit.

Process

On October 7, 2015, Associate Superintendent Bryant met with secondary Physical Education department chairs and DSHS Athletic Director Lorenson to review the minutes of the April 2015 Board of Education meeting and set a calendar to discuss next steps and gather feedback.

On October 15, 2015, the Physical Education Department met during Secondary Articulation and discussed course offerings. There is concern about Independent Lifetime Sports and Independent Study Physical Education wherein teachers feel students need to be in a traditional physical education class, the following recommendations were shared:

- Continue the current programs for grades seven and eight
- Continue the current program for High School Physical Education Course 1 (grade 9)
- Do not add Independent Lifetime Sports as an offering at the junior high school level
- Go forward with revisions to High School Physical Education Course 2 (grade 10) as well as revisions to the weight training course and continue the current Introduction to Dance and Intermediate/Advanced Dance
- Move Independent Lifetime Sports to grades 11 and 12 with the prerequisite of completion of a DSHS Physical Education course, a minimum GPA of 2.0, a place on a DSHS varsity team, and passage of 5 out of 6 California Physical Fitness Tests Health Zones
- Eliminate Independent Study Physical Education

Meetings for coaches and parents were held on October 29, 2015 and November 12, 2015. Attendance was low at these meetings but the ideas and concerns expressed were consistent with those heard at meetings in March 2014 and during public comment at previous Board of Education meetings.

- DJUSD should offer credit for non-DJUSD sports (dance, gymnastics, rowing, swimming, etc.)
- It is necessary to take students’ impacted schedules into consideration when designing courses

- If DJUSD offers credit to any outside club or organization, that option should be available for any club or organization
- Outside clubs and organizations offer a high quality program that supports student fitness
- Many of the coaches and other leaders in outside organizations have specific training and certifications that make them qualified to do this type of work
- Coaches expressed concern about students about students joining teams just so they could enroll in ILS and not take PE 10. Some of these students have not seemed committed to the team activities.

On December 4, 2015 Associate Superintendent Bryant met with DSHS Principal Will Brown, Head Counselor Courtenay Tessler and DSHS Athletic Director Lorenson to discuss Individual Lifetime Sports. Principal Brown expressed pride in the current ILS course and its effectiveness. He also indicated that he and Director Lorenson would directly address concerns expressed by coaches of non-cut teams, such as Cross Country, in that some students participate on their team so that they can take ILS. Sometimes, these same students do not participate at the expected levels of the team. Principal Brown and Athletic Director Lorenson indicated that coaches would need to communicate to the ILS teacher and the athletic director if necessary. If the student's performance does not improve, the student would be encouraged to change classes or could potentially fail ILS and not get credit for the class. Appropriate notice to affected students and parents would be a necessary step.

Additionally, this year, ILS teachers established an electronic system to help manage student work. Students are required to submit assignments through School Loop. This provides an electronic stamp for when assignments are submitted and maintains student work in an electronic file. Teachers are able to respond directly to the student work through School Loop. Responses are sent electronically to students for reflection. This system has dramatically improved the written assignment logistics aspect of the course. Student work samples are available in Appendix A.

The process also involved a review and research of the following:

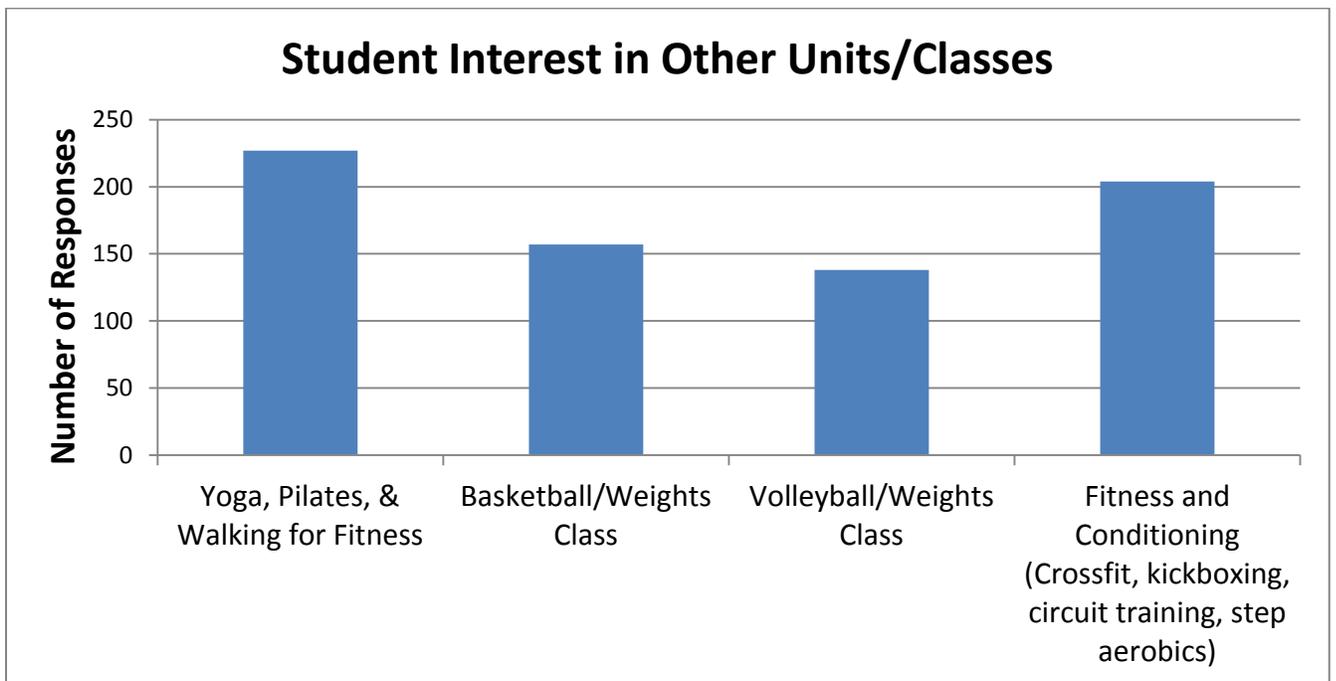
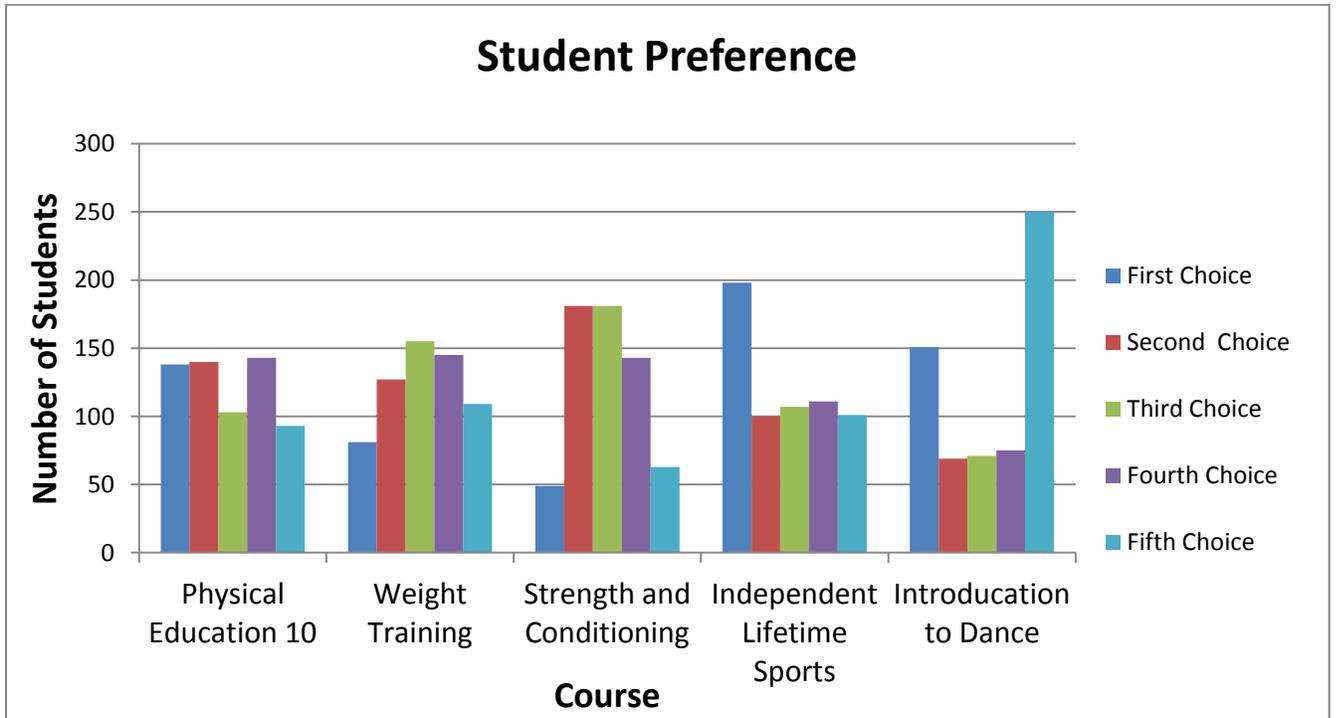
- Meeting notes and documents from this year and previous years to consider staff, parent, and community input regarding Physical Education offerings and options;
- California Physical Education Standards (Appendix B);
- Physical Fitness Test results (Appendix C);
- Physical Education course offerings in other districts (Appendix D);
- Course offerings similar to Independent Lifetime Sports at other Delta League schools (Appendix E);
- Education Code and DJUSD Board of Education Policies and Administrative regulations.

Additionally, Junior High Schools Physical Education Departments conducted a student survey in December 2015.

In the final stages of this work, a meeting was held with Physical Education Department Chairs and Athletic Director Lorenson to review recommendations. Recommendations were reviewed and then supported by those in attendance. Finally on January 6, 2016, DSHS Physical Education Department Chair Crawford presented the department course descriptions to the DSHS Curriculum and Instruction Committee. Courses were approved as presented.

Student Survey

In December 2015, DJUSD Junior High School Physical Education teachers administered a simple survey to gauge student preference in physical education classes and to explore other areas of interest.



As a result of this survey, yoga, Pilates and walking for fitness units will be included in the Strength and Conditioning courses to increase student interest in these courses. Teachers also felt that dividing out Strength and Conditioning for tenth graders would encourage more students to participate in that class rather than ILS. A similar survey may be conducted during the 2016-17 school year to further adjust offerings that draw on student interest. Caution does need to be taken to insure too many “singleton classes” are created and offered.

Davis Senior High School Course Descriptions

Physical Education, Course II

The curriculum consists of a variety of team and individual games, sports and activities designed to help students learn, enjoy, and engage in varying skills. During this yearlong course, students will participate in several of the following: Badminton, Volleyball, Basketball, Soccer, Ultimate Frisbee, Tennis, Bocce Ball, Capture the Flag, Whiffle Ball, Flag football, and other various non-traditional games. In addition, students will have access to the weight room two days per week, where they will learn beginning weight lifting exercises and use of weight machines. And finally, this course includes two days a week of cardiovascular endurance training, utilizing the outdoor track and stadium. This course provides a variety of options for students' enjoyment and students will have a well-rounded physical education experience, with the weekly combination of activity, weight lifting and running.

Introduction to Dance

Introduction to Dance exposes students with minimal or no dance experience to the basic vocabulary and technical skills required for ballet, jazz, modern, and African ethnic dance. Students will be introduced both to choreography and the learning of dance sequences as well as to the art of improvisation. Successful passage of two semesters of this class is a prerequisite for Intermediate/Advanced Dance.

Intermediate/Advanced Dance

Intermediate/Advanced dance is a performance class that deals with four areas of dance performance. Students work on developing technique levels in ballet, jazz, African ethnic and contemporary dance. Students study the components of choreography (the making of the dances) and will learn pieces choreographed by the teacher and the class for performance. Students will learn how to produce a concert and participate in stage performances of dance pieces. Students will explore the process of dance critique through discussion and written work and may be required to attend two free dance performances during the year. This class may be taken for either physical education or fine arts credit. Course may not be offered every year.

Strength & Conditioning—10th Grade

This is a new course, designed to introduce weight lifting and fitness concepts to 10th graders. This class will spend most of their time in the weight room, learning about different weight lifting techniques, building strength and different types of lifts. This course will also include more specific teaching of muscle groups and body awareness. Students will learn how to properly warm-up and cool down from a weight lifting workout as well as basic knowledge of weight room equipment use. This course may include use of the outdoor space, such as the stadium, turf and track for other fitness based or

cardiovascular endurance activities. Additionally, this course will include introduction to Yoga and Pilates, as well as how to start and maintain a fitness walking program to help build cardiovascular endurance. A main goal of this course is to encourage and promote lifetime fitness habits. This course may include guest trainers and speakers. This course is designed for students who are not involved in DHS athletics.

Strength & Conditioning—11/12th Grade

This class will spend most of their time in the weight room, learning about different weight lifting techniques, building strength and different types of lifts. This course will also include more specific teaching of muscle groups and body awareness. Students will learn how to properly warm-up and cool down from a weight lifting workout as well as basic knowledge of weight room equipment use. This course may include use of the outdoor space, such as the stadium, turf and track for other fitness based or cardiovascular endurance activities. This course may include guest trainers and speakers. This course is designed for students who are not involved in DHS athletics.

*If this is a student's second year in this course (they have completed Strength and Conditioning 10), it will include a more in depth study of targeting different muscle groups, and workout plan design and execution. It will be more of an independent weight lifting environment, and the student will follow and well-designed personal plan. Students will learn basic nutrition concepts and also learn about more advanced fitness concepts. This course is designed to help students develop a lifelong knowledge and enjoyment for fitness and weight lifting as exercise. This course is designed for students who are not involved in DHS athletics.

Athletics Strength & Conditioning—10-12th (6th and/or 7th period)

This course is designed for DHS student athletes to be able to train and condition for their specific sport during the regular school day. DHS coaches and PE staff will collaborate and work together to create sport specific workout plans for each team and athlete. This class will focus on specific strength building, weight lifting, and cardiovascular endurance activities that will help each athlete develop for their course. This is a year-long course therefore training will be specifically based on whether the athlete is in-season or out of season, and workouts will vary throughout the school year.

Independent Lifetime Sports (ILS)-

Grading: A, Pass (70%), Fail (69% below)

- ✓ Must be in grades 10-12
- ✓ Must be on a Davis High School sports team (Junior Varsity or Varsity only)
- ✓ Must have passed 5 of 6 basic competencies in state physical fitness testing
- ✓ Must sign up for FREE 7th period (This class is held during 7th period)
- ✓ Attend and participate in full season of sport

This course is for student athletes who have made a DSHS sport team roster for a specific season of sport (Fall, Winter or Spring). This course is designed primarily as an 'independent, online learning environment', but also requires weekly check-in's with instructor during 7th period. Students will work independently to complete weekly assignments online, through School Loop, as well as meet with their instructor during 7th period, each week, to turn in documentation of hours of participation in their sport. Each season of participation in a sport is worth 5 credits. Students are only enrolled in this course during their season of sport. When they are in their season of sport, students are responsible for all

coursework. When the season of sport is over, students will then have a Free 7th period for the remainder of the semester. This course may be repeated for credit.

Appendix A

Work Samples

Below are samples of student assignments and responses. Assignments are presented in italics and student responses are in plain text.

Goals: minimum two sentences per goal

- 1. Write one two week sport or fitness related goal*
- 2. Write one season long sport or fitness related goal.*
- 3. Write one personal health Goal (sleep, stress, nutrition, other).*
- 4. Write one academic goal.*

Each goal must be specific, measurable, attainable, relevant, and time sensitive.

Within the next two weeks, I will increase the amount of VO₂s I do. I am currently running three and will try to run four by October 7th. To do so I will increase the intensity of Monday's threshold workouts to work on my speed for VO₂s on Wednesdays. Within this season of cross country my goal is to not get shin splints like last year. To do so I will ice my shins after practices, work on foot and legs exercises to prevent shin splints and run on grass when possible to reduce impact on my shins. One personal health goal is to get enough sleep. I will work on this by managing my time after practice to get homework done quickly and get to bed earlier. One academic goal for me is to maintain good grades. I will do this by studying hard and having school be a first priority. By sticking to my goals and plans I feel they are achievable.

Injury care – minimum six sentences and must include source

What does the acronym RICE stand for in relation to injury care?

What are the two most common injuries in your sport?

Research and find four ways to prevent these injuries.

The acronym RICE stands for Rest, Ice, Compression, and Elevation. These four components are the treatment of acute soft tissue injuries, such as a sprain, a strain, or a bone injury. Rest - represents reduce or stop using your injured area for 48 hours. If you have a leg injury, you have to stay off the activity completely. Ice: Use an ice bag, or a plastic bag filled with crushed ice that has been wrapped in a towel and put it on the injured area for 20 minutes at a time, 4 to 8 times per day. Compression: To reduce the swelling of an injured ankle, knee, or wrist, you may have to add compression with bandages such as elastic wraps, special boots, air casts and splints. Elevation: In order to keep the injured area elevated above the level of the heart, use a pillow instead to help elevate an injured limb. The two most common injuries in Cross Country are stress fractures and Iliotibial band syndrome. Stress fractures are tiny cracks in the bone, which caused by repeatedly pounding greater amounts of force than the leg bones can bear. Iliotibial band syndrome triggers pain on the outside of your knee due to the inflammation of the Iliotibial band, a thick tendon that stretches from the pelvic bone all the way down your thigh. To prevent these injuries, you should wear proper shoes, avoid overuse, take calcium to make bones stronger and foam rolling.

Warm up – minimum five sentences and sources

Research: What is a proper warm up? Why it is important (list source)?

Describe what you do for your warm up before a typical practice.

Does it meet the requirements of a proper warm up based on your research?

How could it be improved?

Cool down - minimum five sentences and sources

Research: What is a proper cool down after exercise and why it is important (list source)?

Describe what you do for your cool down after a typical practice.

Does it meet the requirements of a proper cool down based on your research?

How could it be improved?

Warm up: Injury prevention is the main benefit to doing a proper warm up before working out.

Warming up allows blood flow to areas to prevent muscle pulls or joint injuries. Dynamic warm ups are good for getting your muscles loose, active and warm, as well as activating your central nervous system. The warm up my team does for volleyball includes a dynamic warm up as well as a ball and a partner warm up. Our dynamic warm up could be improved by spending more time doing it because we tend to finish it pretty quickly. Our ball and partner warm up properly preps our shoulders and arms for the rest of our practice/game that follows.

Cool down: Proper cool downs help gradually bring your heart rate back down to normal. They also allow blood circulation which carries nutrients and oxygen to different parts of your body. Proper cool downs include a few minutes of lower intensity exercise as well as a few minutes of stretching focused on muscles that were strained the most during your work out. My team doesn't usually do much of a cool down after practices or games. We could probably benefit from a jog or group stretch at the end of practice focused on our shoulders and arms because that is what we work most during practice. Cooling down would help us prevent injuries and gradually bring us back to normal instead of a more abrupt end to our work out.

Research and define each fitness principle – minimum three sentences per principle, personal reflection on each and list sources

1. *Overload*

2. *Progression*

3. *Specificity*

How do you use each of these in your current activity to gain fitness?

Overload: The principle of overload is when the body takes a load greater than the normal stress level in order for training adaptation to take place. The body then starts to adapt to this new work load and improves the efficiency of the heart and muscles. In my sport (soccer) we do a lot of running fitness and keep on going even after we are tired in order for us to be more efficient. Our bodies are used to this after a while and in games we don't get tired as much.

Progression: The principle of progression is that there is a level of overload that should be achieved and time frame for this to occur. Little overload does not make our bodies efficient enough and too much of it could lead to injuries. Before gameday we never do fitness to avoid injury or tired players for the game and it is always done a couple days before gameday in order for the day before our bodies recuperate in best condition for the game.

Specificity: The principle of specificity is when the training you do should be relevant to the sport that you play in order to improve your skills. For example in my sport (soccer) it would not help if all I was in the field a fast and strong player without being good with the ball. That's why during our trainings we practice with the ball in order for our touch to be good and have good control of the ball.

Heart

1. *Define Heart Rate*

2. *How do you check your heart rate?*

3. *What is the average RESTING heart rate?*

4. About how long should it take you heart to recover and return to resting heart rate after exercise?
5. How do you calculate your maximum heart rate?
6. What is your maximum heart rate?
7. How do you calculate your target heart rate?
8. What is your target heart rate?

Heart Rate is the number of beats per unit of time. Usually it is beats per minute. To check your heart rate, all you have to do is place two fingers on your wrist on the thumb side and count the beats for ten seconds then you multiply it by six. The average resting heart rate for children ten years old and seniors is 60-100 beats per minute. For a well-trained athlete the average resting heart rate is 40-60 beats per minute. Everyone's heart rate is different and so is everyone's recovery time. Your heart rate recovery time depends on your normal average heart rate. The normal is every minute post work out your heart rate drops by 20 beats per minute (bpm). Everyone's maximum heart rate is different. To calculate your maximum heart rate you usually take 220 and subtract your age. For example if you are 20 you take 220 minus 20 and your maximum heart rate is 200 bpm. My maximum heart rate is 204 bpm. My target heart rate if I was working out 80 to 90 percent would be 102-183.6 percent. To get my target heart rate I took my maximum heart rate and multiplied it by 80 percent and 90 percent.

Mental benefits of exercise – minimum six sentences and list source.

Research: Write one paragraph about the mental benefits of regular physical activity. Please include research on stress relief.

There are many reasons why exercise is beneficial for mental health. First, it can work as an antidepressant. According to a study, frequent aerobic exercise provided the same results to people suffering from depression as taking an antidepressant medication. These results also seemed to last longer than the effects of a medication. Working out regularly can also reduce anxiety and stress. Hard exercise flushes the brain of the stress hormone, cortisol. Exercise can also increase creativity through improving divergent and convergent thinking which are related to improved creativity. For those suffering from a drug or alcohol addiction, exercise may be the panacea. Science has proven that the way a neural pathway is acted upon while using is nearly mimicked by the endorphins from exercise, helping to reduce cravings from an addiction. Another way frequent exercise benefits the mind is by improving one's body image. Research has proven that by using our bodies frequently in demanding ways can improve the way we think about our bodies, and boost our gratitude for them. Exercise, obviously, tires you out, therefore, as well, allowing for improved sleep for those who may even suffer from insomnia. Fitness can as well, "improve memory, boost cognition, help you learn faster, increase brain volume, and even make you a better reader" (greatist.com). To conclude, exercise has many benefits on one's mental health, ranging from antidepressant properties to even boosting the IQ.

Nutrition – minimum two sentences per question and list sources

Research how many calories you should consume on a daily basis. Please consider your age, activity level, and gender. Then answer the following questions.

1. According to your research, how many calories should you be consuming daily?
2. Are you consuming more or less calories than recommended? Why?
3. What percent of those calories should be carbs, protein, and fat?
4. Could you change about your diet to help your activity performance and overall health?

1. I should be consuming 3200+ calories daily. According to the SF Gate a boy between the ages of 14 and 18 should consume 2200 to 3200 calories a day. I am also very active, so I would guess that I would be at the upper end of that range or over.

2. I definitely consume more calories than recommended. I don't know for sure how many calories I consume, but with the amount of snacks I eat plus the fact that I eat pretty good breakfasts and dinners I am pretty sure I eat more than 3200 calories a day.
3. Carbs should make up 50-60% of calories. Proteins should make up 12-20% of calories. Fat should make up 30% of calories.
4. I should definitely eat healthier in general. I need to cut down on candy/junk food. But concerning calories I'm sure I get a bunch of carbs, so maybe I should increase fat and protein although carbs are supposed to be the most. I also think I eat a lot of bread, pasta, and dairy, but I could probably eat more fruits and veggies.

Season Reflection – minimum six sentences

1. *What was your team's win and loss record? Is this an accurate representation of your team's success?*
 2. *How do you feel about your personal success this season? Did you meet any of your goals? Which ones? What could you have done if goals were not met?*
 3. *What is your plan for increasing fitness and sports performance in the off season?*
1. Since I am on the cross country team we do not have a clear win-loss record. I know that the girls frosh/soph, JV, and varsity teams have dominated all season. The frosh/soph boys have also been doing extremely well. The JV and varsity boys had a constant struggle with Jesuit since they also have a very good team this year. Overall the team as a whole is doing very well, in my opinion, this year (our season is not yet over). I think that the boys could have done a little better but Jesuit was putting up a constant fight all year which was good since we rarely have any good competition.
2. Since last year I missed half the season due to injury, I do not have much to compare this season to. I am very happy with how it went though. I've met many of my goals. I was able to do 1 minute of non-stop crunches by mid-October. This was a little later than I wanted but I am able to do them now. I was able to shave 20 seconds off of my mile pace, I ran a 6:30 instead of a 6:50. I was not able to sleep as much as I wanted to. I had to pull a couple of all-nighters. I feel that if I had planned my time a little better I would have been able to sleep more, but with the amount of AP and Honor classes I am taking 8 hours EVERY night is a bit of a stretch. I have still not taken the AP tests, so I still have a goal to prepare for.
3. My plan is to continue running and exercising so as to prepare for track. I think I will use the time to experiment with my stride and pace for shorter distance sprints.

Appendix B

California Physical Education Standards

High School Course 2

Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

- 1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities.
- 1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.
- 1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.
- 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.
- 1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles.
- 1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.
- 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities.
- 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
- 1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
- 1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.
- 1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.
- 1.12 Evaluate independent learning of movement skills.

Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

- 2.1 Participate in moderate to vigorous physical activity at least four days each week.
- 2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.
- 2.3 Identify and achieve levels of excellence in physical fitness that enhance physical and mental performance beyond the standards established by scientifically based health-related fitness assessments.
- 2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.
- 2.5 Justify the use of particular physical activities to achieve desired fitness goals.
- 2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.
- 2.7 Develop and implement an appropriate personal physical fitness program for a family or community member.
- 2.8 Explain how to evaluate consumer physical fitness products and programs.
- 2.9 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance.
- 2.10 Evaluate the availability and quality of fitness resources in the community.
- 2.11 Use and analyze scientifically based data and protocols to assess oneself on the five components of health-related physical fitness

Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activities.

Self-Responsibility

- 3.1 Participate in physical activities for personal enjoyment.
- 3.2 Examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime.
- 3.3 Evaluate the psychological benefits derived from regular participation in physical activity.
- 3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.

- 3.5 Evaluate and refine personal goals to improve performance in physical activities.

Social Interaction

- 3.6 Identify the effects of individual differences, such as age, gender, ethnicity, socioeconomic status, and culture, on preferences for and participation in physical activity.
- 3.7 Explain how to select and modify physical activities to allow for participation by younger children, the elderly, and individuals with special needs.

Group Dynamics

- 3.8 Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.
- 3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.

Appendix C

California Physical Fitness Test

On an annual basis, students in fifth, seventh, and ninth grade are given the California Physical Fitness Test in May. The results below are for the 2014-15 school year. One of the prerequisites for enrollment in Independent Lifetime Sports is scoring in the Healthy Fitness Zone on at least five of the sixth areas. Preliminary results are shared with Davis Senior High School in May/June to monitor student enrollment in ILS. Official results are shared with school sites when they are received. In the table below, one can see the cumulative percent of students who have achieved the five out of sixth criteria. In seventh grade it was 69.9 percent and in ninth grade it was 80.5 percent.

Seventh Grade Physical Fitness Tests 2014-15

Number of Healthy Fitness Zones	Number in 7 th Grade	Percent in Seventh Grade	Cumulative Percent in 7 th Grade
6 of 6	279	42.9	42.9
5 of 6	176	27.0	69.9
4 of 6	79	12.1	82.0
3 of 6	59	9.1	91.1
2 of 6	29	4.5	95.6
1 of 6	20	3.1	98.7
0 of 6	9	1.4	100
Total Tested	651	100	n/a

Ninth Grade Physical Fitness Tests 2014-15

Number of Healthy Fitness Zones	Number in 7 th Grade	Percent in Ninth Grade	Cumulative Percent in 9 th Grade
6 of 6	352	52.1	52.1
5 of 6	192	28.4	80.5
4 of 6	69	10.2	90.7
3 of 6	37	5.5	96.2
2 of 6	18	2.7	98.9
1 of 6	6	0.9	99.8
0 of 6	1	0.1	99.9
Total Tested	675	100	n/a

Appendix D

Sample of Other Districts Physical Education Offerings

School	Physical Education Graduation Requirement	Course Offerings
Woodland High School	20	Co Ed PE 9, Co Ed PE 10, Court Sports, Rhythms and Fitness, Team Activities, Walking for Fitness, Weight Training, Conditioning for Interscholastic Athletes, Conditioning for Football/Baseball/Softball
Pioneer High School	20	Co Ed PE 9, Co Ed PE 10, Court Sports, Rhythms and Fitness, Team Activities, Walking for Fitness, Weight Training, Conditioning for Interscholastic Athletes, Conditioning for Football/Baseball/Softball
Cache Creek High School	20	Co Ed PE 9, Co Ed PE 10, Court Sports, Rhythms and Fitness, Team Activities, Walking for Fitness, Weight Training, Conditioning for Interscholastic Athletes, Conditioning for Football/Baseball/Softball
Roseville High School	20	PE 9, PE 10, PE 9/10, Athletic PE, Elective PE 11-12, Fitness & Conditioning, Recreation Administration, Weight Training/Conditioning
Jesuit High School	10	PE 1/Health and Safety, PE 2, PE 3/4
St. Francis High School	20	Recreational Fitness, Yoga, Cardio & Weight Training, Dance Styles, SF Dance Company P/Apprentice (Audition), Intermediate Dance Tech (Audition), Hula (Audition), Basketball (Cut), Cross-Country (Non-Cut), Dive Team (Cut), Golf (Cut), Lacrosse (Cut), Soccer (Cut), Softball (Cut), Swimming (Non-Cut), Tennis (Cut), Track & Field (Non Cut), Volleyball (Cut), Water Polo (Cut-Varsity only)
Pleasant Grove High School	20	Aerobics, Athletic Conditioning, Jazz Dance I/II, Personal Fitness/Walking, PE Adapted, PE Course I/II, Intro to Team Sports, Weight Training Beg/Adv
Elk Grove High School	20	

		Athletic Conditioning, Basketball, Jazz Dance I, PE Course I/II, Weight Training Advanced
Franklin High School	20	Athletic Conditioning, Jazz Dance I, Personal Fitness and Walking, PE Course I/II, Weight Training Beg/Adv
Monterey Trail High School	20	Aerobics, Athletic Conditioning, Basketball, Career in Athletics, Jazz Dance I/II, Personal Fitness/Walking, PE Adapted, PE Course I/II, PE Modified, Weight Training Beg/Adv
Grant High School	20	PE 9, PE 10/11/12, Advance Sports Physical
Will C Wood High School	20	Advanced Body Works/Fitness, Advanced Team Sports, Body Works, PE 9-12, Weight Training

Appendix E

Delta League Physical Education Offerings

Similar to Independent Lifetime Sports

Jesuit High School:

All students must take physical education for 1.5 years. No credit is given to athletes for participation in athletics.

St. Francis High School:

All students must take physical education for 1.5 years. No credit is given to athletes for participation in athletics.

Pleasant Grove High School: Elk Grove Unified

Offers all credentialed teachers that coach a period/prep. Students of this sport then enroll in this sport specific class. Currently PG Offers Football and Baseball Class. This class is only offered to football and baseball players. PE credit is given to participants.

Elk Grove High School: Elk Grove Unified

Offers all credentialed teachers that coach a period/prep. Students of this sport then enroll in this sport specific class. Currently PG Offers Football and Baseball Class. This class is only offered to football and baseball players. PE credit is given to participants.

Franklin High School: Elk Grove Unified

Offers all credentialed teachers that coach a period/prep. Students of this sport then enroll in this sport specific class. Currently PG Offers Football and Baseball Class. This class is only offered to football and baseball players. PE credit is given to participants.

Monterey Trail High School: Elk Grove Unified

Offers all credentialed teachers that coach a period/prep. Students of this sport then enroll in this sport specific class. Currently PG Offers Football and Baseball Class. This class is only offered to football and baseball players. PE credit is given to participants.

Grant Union High School: Twin Rivers Unified

Offers Football Class to their football players. Athletes are given physical education credit for participation on the football team.