



U.S. Department of Education  
Grant Performance Report (ED 524B)  
Executive Summary

OMB No. 1890-0004  
OMB Approved

PR/ Number # Q215F080514-08

San Jose Unified School District (SJUSD) was successful in implementing the PEP grant. The PEP grant was implemented with 19,159 students and 531 teachers at 21 elementary schools, 7 middle schools, 6 comprehensive high schools, 1 community middle school, and 1 community high school.

The overarching goal of SJUSD's Carol White Physical Education Program (PEP) grant was a three year program of high-quality **professional development** training to nearly 200 K-12 PE and classroom teachers; launch a comprehensive **assessment** program; add instructional minutes; and take additional steps to install lifelong health and wellness habits. Due to the success of the program in the first year of the grant, SJUSD expanded the goal to include providing high-quality professional development to all 360 elementary classroom teachers and all 81 secondary PE teachers.

During the three years of the PEP grant SJUSD made great strides toward the grant goals outlined in the original RFP, particularly in the areas of high-quality professional development and instilling lifelong health and wellness habits.

- ❑ 30% more elementary students and 23% more secondary students met the goal of 150 minutes of moderate to vigorous physical activity in the final SPAL collection window in May 2011 than in the baseline collection in December 2008.
- ❑ 100% of the original professional development goal was met; every elementary teacher as well as middle and high school PE teachers in PEP schools attended 12 hours of SPARK professional development on research and standards-based physical education between March 24, 2009 to December 9, 2010. During the professional development, teachers engaged in physical activities of a moderate to vigorous nature to prepare them to teach the standards-based moderate to vigorous activities to their students.
- ❑ Each elementary, middle, and high school participating in the grant received their own set of Fitnessgram equipment by Fall 2010. This equipment purchase allows students to engage in the vigorous physical activities in the Fitnessgram program and allows teachers multiple opportunities to measure student progress on the Healthy Fitness Zones. Prior to the implementation of the PEP grant, each school signed out from the assessment office a set of Fitnessgram equipment for one to two weeks on a rotating basis, restricting the amount of time students had access to the equipment and activities.
- ❑ Each of the 36 PEP schools also received physical education equipment, recommended by the SPARK program. The equipment purchased consisted of class sets of equipment that promotes interactive moderate to vigorous activity for each student during PE classes that are used school wide and are stored in a central location. In the final grant year, class sets of commonly used PE equipment were also purchased for each elementary teacher so they could spontaneously access equipment to provide MVA PE without needing to plan ahead to bring class sets to their classroom. Equipment purchases were based on the number of students participating in the PEP grant; therefore, the amount of equipment purchased for each school varied. Equipment purchased over the 3 years of the PEP grant ranged from: \$10,071 at the smallest elementary school to \$18,945 at the largest elementary school; \$19,189 at the smallest middle school to \$23,280 at the largest middle school; and \$8,409 at the smallest high school to \$11,965 at the largest high school. [Note: high schools only provide PE in 9<sup>th</sup> grade or until a student passes the Fitnessgram; so, the number of students participating in PEP is much smaller than in middle school.]
- ❑ The Fitnessgram test was administered to 13,281 more students in Spring 2010 than in Spring 2008 due to the addition of Fitnessgram testing in grades 1 – 4, 6, and 8. The practice for and administration of the Fit-

nessgram test was a huge additional step in launching a comprehensive assessment program and in instilling lifelong health and wellness habits in students.

- ❑ The PEP program developed a fitness partnership with the San Jose Earthquakes, a local professional soccer team, for the 2009 and 2010 soccer seasons. 16 elementary schools participated in the Earthquakes 5 week “Get Earthquakes Fit” program for 3<sup>rd</sup> and 4<sup>th</sup> graders. The Earthquakes sent a player to each school to kick off the program, talk to the students about making good nutrition and exercise choices, as well as teach the students several get-fit activities. In addition, the Earthquakes “Amway Global Kicks for Kids Program” provided 12 schools with a complimentary assembly about the importance of Nutrition and Exercise. Complimentary tickets to Earthquake soccer games were distributed at each assembly. In addition, the Earthquakes donated 150 tickets for the Earthquakes opening season game. Approximately 400 tickets were rewarded through these venues.

The following sections of the executive summary are organized to briefly address progress made toward each performance measure, as described in the Application, for the 3 years of the grant.

#### **A. Providing students with a healthy level of physical activity as defined by the State of California Content Standards and CW Physical Activity Measures.**

- ❑ Elementary students are definitely provided with a healthy level of physical activity than the baseline year of the PEP grant.
  - Student Physical Activity Logs (SPAL) document a 30% increase in the number of elementary students who engaged in moderate to vigorous activity from the beginning of the PEP grant to the end of the last SPAL cycle, Spring 2011.
- ❑ Secondary students in SJUSD are also provided with a healthy level of physical activity.
  - Student Physical Activity Logs (SPAL) document a 23% increase in the number of secondary students who engage in moderate to vigorous activity from the beginning of the PEP grant to the end of the last SPAL cycle, Spring 2011.
- ❑ SJUSD is delighted to report students are not only more active, they were healthier at the end of year three than they were prior to grant implementation!
  - The number of 5<sup>th</sup> grade students who met the healthy fitness zone in 5 or 6 tests increased by 7.8% and the number of secondary students who met healthy fitness zone in 5 or 6 tests increased by 12.1%. [NOTE: The Fitnessgram gauge of fitness in passing 5 or 6 tests.] The district attributes the double-digit increase in the number of secondary students who met the healthy fitness zone in 5 or more areas to the high quality professional development offered through both the SPARK program and the District developed Fitnessgram Training of Trainers.
- ❑ Coordinated School Health Council (CSHC) and the PEP staff continued to work with School Health Councils (SHC) to increase healthy activity and nutrition education of parents, teachers, and students.

#### **B. Meeting state of California PE content standards and minutes for PE and Nutrition district-wide.**

- ❑ The program made progress toward secondary schools aligning PE classes more closely to the California PE Content Standards and to increasing the amount of time each student is moderately to vigorously active during class time, and to empower each student to develop positive physical activity habits, leading to a healthy lifestyle as an adult as verified by the increase in fitness levels on the Fitnessgram and the 23% increase in the number of secondary students engaging in moderate to vigorous activity
- ❑ Health/Nutrition surveys were conducted with elementary and secondary students.
  - Survey results indicate an increase in student knowledge of nutrition that is applied to healthy food choices. 36% of students reported making healthier food choices and selecting foods based on the food pyramid.

- Health/Nutrition surveys were also conducted with elementary classroom teachers and secondary PE teachers.
  - Survey results indicate an increase in the amount of time spent teaching nutrition and increased the amount of time and moderate to vigorous activity during PE. 69% of teachers reported increased frequency of teaching about nutrition.
  - 23% teachers reported increasing the amount of time devoted to PE as well as the amount of moderate to vigorous activity in which students engaged during PE.

### **C. Improving students' PE and nutrition knowledge, skill, and participation levels.**

- Secondary student's knowledge, skill, and PE participation levels have increased based on Fitnessgram results that improved 7.8% over the prior year prior to grant implementation.
- Improving all elementary student's knowledge, skill, and PE participation levels was measured by Fitnessgram which was administered Spring 2010 to first through fourth graders in addition to 5<sup>th</sup> graders. Elementary Fitnessgram results indicate 29.2% of 1 – 5<sup>th</sup> grade students met the Healthy Fitness Zone on 5 or more tests. However, a deeper analysis of test data indicates a students increased their knowledge, skill, and participation level since a large percentage of students met the Healthy Fitness Zone on 2 of the 3 components of the Fitnessgram.
  - Body composition; aerobic capacity; and strength/endurance/flexibility were skewed by extremely low percentage of students who met the Healthy Fitness Zone on aerobic capacity.
  - Only 23% of elementary students met the Healthy Fitness Zone on the pacer test that measures aerobic capacity.
  - 57.1% of students met the Healthy Fitness Zone for body composition as measured by BMI.
  - An average of 71% of students met the Healthy Fitness Zone for strength, flexibility, and endurance. Actual passage rates ranged from 60.8% on the sit and reach to 82% on the trunk lift.
- During the grant period, a review of state approved health and nutrition curriculum was conducted, resulting in a Board of Education recommendation of new health curriculum to purchase.
  - SJUSD purchased elementary health and nutrition curriculum in April 2010; the curriculum was implemented in classrooms during grant year-three.
  - Survey data reveal 69% of teachers indicated an increase in the amount of time spent teaching nutrition over the previous year.
  - The District attributes this increase in teaching nutrition to the combination of availability of new health curriculum as well as the emphasis on health and nutrition of the PEP grant.

### **D. Training staff district wide to implement state PE and Nutrition standards**

- SJUSD has met 100% of the three-year grant goal of providing 12 hours of high quality PE professional development, provided by SPARK certified trainers, to each elementary classroom teacher who teaches PE and to middle and high school PE teachers.
  - Professional Development in how to teach PE, combined with sufficient class sets of equipment that promotes moderate to vigorous activity, resulted in 23% of teachers increasing the amount of time devoted to PE as well as to moderate to vigorous activity during PE classes.

In summary, the Carol White Physical Education Program grant provided a foundation for San Jose Unified School District to increase health, fitness, and nutrition of its students on an on-going basis. All teachers are trained how to implement the SPARK program for Physical Education. All schools have sufficient PE equipment to implement the SPARK program. Health curriculum has been updated. Staff are more aware of the importance of teaching health, nutrition, and PE so students are healthier and more prepared to learn.



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Project Status Chart**

OMB No.  
Expiration:

PR/Award #: Q 2 1 5 F 0 8 0 5 1 4

**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**1. Project Objective**  Check if this is a status update for the previous budget period.

1.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The number of elementary school students served by the grant who engage in 150 minutes of moderate to vigorous physical activity per week. The collection week for the data represented in the GPRA is September 9 - 13, 2010.					5773	3708/5773	64.23%

1.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%

**Explanation of Progress ( Include Qualitative Data and Data Collection Information)**

The collection week for the data represented in the GPRA is September 9 - 13, 2010. The participation rate for that period is 93%.

San Jose Unified School District chose Student Physical Activity Logs (SPAL) as the data collection method to gather performance data. Each student who attends an elementary school that is participating in the Physical Education Program (PEP) grant completes a SPAL at the end of the day for a period of one week. As each student completes the log, he/she records his/her type of moderate to vigorous activity and indicates the amount of time spent in each activity.

The following procedure is used each reporting period. SPAL are distributed to each teacher at schools participating in the PEP grant. Teachers discuss types of moderate to vigorous activity and then direct students to complete the log each day. Data are recorded for each student in a PEP database, indicating if the student met the MVPA. The database is programmed to provide reports that contain the raw ratio of students, the number of students who met the MVPA, and the participation rate (percentage of students who completed logs).



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**SECTION A - Project Objectives Information and Related Performance Measures Data**

(See Instructions. Use as many pages as necessary.)

**2. Project Objective**  Check if this is a status update for the previous budget period.

2.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The number of middle and high school students served by the grant who engage in 225 minutes of moderate to vigorous physical activity per week. The collection week for the data represented in the GPRA is September 9 - 13, 2010					8959	5845/8959	65.24%

2.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%

**Explanation of Progress ( Include Qualitative Data and Data Collection Information)**

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**SECTION A - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**1. Project Objective**  Check if this is a status update for the previous budget period.

I.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The number of elementary school students served by the grant who engage in 150 minutes of moderate to vigorous physical activity per week. The collection week for the data represented in the GPRA is October 25 - 29, 2010.					5773	3448/5773	59.73%

I.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%

**Explanation of Progress ( Include Oualitative Data and Data Collection Information)**

The collection week for the data represented in the GPRA is October 25 - 29, 2010. The participation rate for that period is 99%

San Jose Unified School District chose Student Physical Activity Logs (SPAL) as the data collection method to gather performance data. Each student who attends an elementary school that is participating in the Physical Education Program (PEP) grant completes a SPAL at the end of the day for a period of one week. As each student completes the log, he/she records his/her type of moderate to vigorous activity and indicates the amount of time spent in each activity.

The following procedure is used each reporting period. SPAL are distributed to each teacher at schools participating in the PEP grant. Teachers discuss types of moderate to vigorous activity and then direct students to complete the log each day. Data are recorded for each student in a PEP database, indicating if the student met the MVPA. The database is programmed to provide reports that contain the raw ratio of students, the number of students who met the MVPA, and the participation rate (percentage of students who completed logs).



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**2. Project Objective**  Check if this is a status update for the previous budget period.

2.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The number of middle and high school students served by the grant who engage in 225 minutes of moderate to vigorous physical activity per week. The collection week for the data represented in the GPRA is October 25 - 29, 2010.					8959	5518/8959	61.59%

2.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%

**Explanation of Progress ( Include Qualitative Data and Data Collection Information)**

The collection week for the data represented in the GPRA is October 25 - 29, 2010. The participation rate for that period is 99%.

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I.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The number of elementary school students served by the grant who engage in 150 minutes of moderate to vigorous physical activity per week. The collection week for the data represented in the GPRA is November 29 - December 3, 2010.					5773	3447/5773	59.71%

I.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%

**Explanation of Progress ( Include Oualitative Data and Data Collection Information)**

The collection week for the data represented in the GPRA is November 29 - December 3, 2010. The participation rate for that period is 99%.

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The following procedure is used each reporting period. SPAL are distributed to each teacher at schools participating in the PEP grant. Teachers discuss types of moderate to vigorous activity and then direct students to complete the log each day. Data are recorded for each student in a PEP database, indicating if the student met the MVPA. The database is programmed to provide reports that contain the raw ratio of students, the number of students who met the MVPA, and the participation rate (percentage of students who completed logs).



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**2. Project Objective**  Check if this is a status update for the previous budget period.

2.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The number of middle and high school students served by the grant who engage in 225 minutes of moderate to vigorous physical activity per week. The collection week for the data represented in the GPRA is November 29 - December 3, 2010					8959	5518/8959	61.59%

2.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%

**Explanation of Progress ( Include Qualitative Data and Data Collection Information)**

The collection week for the data represented in the GPRA is November 29 - December 3, 2010. The participation rate for that period is 99%.

San Jose Unified School District chose Student Physical Activity Logs (SPAL) as the data collection method to gather performance data. Each student who attends a middle or high school that is participating in the Physical Education Program (PEP) grant completes a SPAL at the end of the day for a period of one week. As each student completes the log, he/she records his/her type of moderate to vigorous activity and indicates the amount of time spent in each activity.

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**1. Project Objective**  Check if this is a status update for the previous budget period.

I.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The number of elementary school students served by the grant who engage in 150 minutes of moderate to vigorous physical activity per week. The collection week for the data represented in the GPRA is February 7, 2011					5773	4241/5773	73.46%

I.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%

**Explanation of Progress ( Include Oualitative Data and Data Collection Information)**

The collection week for the data represented in the GPRA is February 7, 2011. The participation rate for that period is 94.1 %.

San Jose Unified School District chose Student Physical Activity Logs (SPAL) as the data collection method to gather performance data. Each student who attends an elementary school that is participating in the Physical Education Program (PEP) grant completes a SPAL at the end of the day for a period of one week. As each student completes the log, he/she records his/her type of moderate to vigorous activity and indicates the amount of time spent in each activity.

The following procedure is used each reporting period. SPAL are distributed to each teacher at schools participating in the PEP grant. Teachers discuss types of moderate to vigorous activity and then direct students to complete the log each day. Data are recorded for each student in a PEP database, indicating if the student met the MVPA. The database is programmed to provide reports that contain the raw ratio of students, the number of students who met the MVPA, and the participation rate (percentage of students who completed logs).



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**2. Project Objective**  Check if this is a status update for the previous budget period.

2.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The number of middle and high school students served by the grant who engage in 225 minutes of moderate to vigorous physical activity per week. The collection week for the data represented in the GPRA is February 7, 2011					8959	6863/8959	76.60%

2.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%

**Explanation of Progress ( Include Qualitative Data and Data Collection Information)**

The collection week for the data represented in the GPRA is February 7, 2011. The participation rate for that period is 90.23 %.

San Jose Unified School District chose Student Physical Activity Logs (SPAL) as the data collection method to gather performance data. Each student who attends an elementary school that is participating in the Physical Education Program (PEP) grant completes a SPAL at the end of the day for a period of one week. As each student completes the log, he/she records his/her type of moderate to vigorous activity and indicates the amount of time spent in each activity.

The following procedure is used each reporting period. SPAL are distributed to each teacher at schools participating in the PEP grant. Teachers discuss types of moderate to vigorous activity and then direct students to complete the log each day. Data are recorded for each student in a PEP database, indicating if the student met the MVPA. The database is programmed to provide reports that contain the raw ratio of students, the number of students who met the MVPA, and the participation rate (percentage of students who completed logs).



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**1. Project Objective**       Check if this is a status update for the previous budget period.

5.a. Performance Measure	Measure Type	Quantitative Data					
The number of elementary and secondary school students served by the grant who increased their knowledge of nutrition as indicated by Making Healthy Choices	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/		13688	4923 /13688	36%

5.b. Performance Measure	Measure Type	Quantitative Data					
The number of elementary and secondary school students served by the grant who increased their knowledge of nutrition as indicated by Eating Foods Suggested on the Food Pyramid	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/		13688	5072/13688	37%

**Explanation of Progress (Include Qualitative Data and Data Collection Information)**

San Jose Unified School District created a Health/Nutrition survey comprised of the nutrition components in California's Health Standards: Eat Foods Suggested on the Food Pyramid, Eat a Healthy Breakfast, Drink Plenty of Water, Eat and Drink Less Sugar, Understand the Relationship Between Calorie Intake and Activity. The measure for the performance data is how many more students reported knowing the importance of each element included as performance measures above.

Additional information generated from the surveys indicate that students also increased knowing the importance of drinking water (45%), eating a healthy breakfast (40%), understand relationship between caloric intake and activity (34%), and Understanding portion size (35%). To make the survey anonymous and could not be used by administration to evaluate teachers names were not printed on each student survey. Since 81.7% of elementary teachers and secondary PE teachers returned the survey, the program evaluator is deducing these results can be attribute to 85% elementary students and 15% secondary PE students, which would be a similar proportion to the population of teachers who participated in the grant.

Student Health/Nutrition surveys were distributed with the SPAL during Fall 2010 and Spring 2011 SPAL periods. The program was unable to include this measure until the third grant year due to the amount of time devoted to improving processes for generating and compiling SPAL data for 19,000 students in year two.

These data suggest that students increased their knowledge of nutrition.



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**2. Project Objective**       Check if this is a status update for the previous budget period.

6.a. Performance Measure	Measure Type	Quantitative Data					
The number of elementary classroom and secondary PE teachers who increased the frequency of teaching health standards to their students	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/		355	244/355	69%

6.b. Performance Measure	Measure Type	Quantitative Data					
The number of elementary classroom and secondary PE teachers who provided increased instructional time or included more MVA in PE		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/		355	82/355	23%

**Explanation of Progress (Include Qualitative Data and Data Collection Information)**

San Jose Unified School District created a Health/Nutrition survey for teacher comprised of asking which nutrition components in California’s Health Standards they taught: Eat Foods Suggested on the Food Pyramid, Eat a Healthy Breakfast, Drink Plenty of Water, Eat and Drink Less Sugar, Understand the Relationship Between Calorie Intake and Activity. The measure for the performance data is how many teachers reported teaching each element included as performance measures above.

Teacher Health/Nutrition surveys were distributed with the SPAL during Fall 2010 and Spring 2011 SPAL periods. The program was unable to include this measure until the third grant year due to the amount of time devoted to improving processes for generating and compiling SPAL data for 19,000 students in year two. To make the survey anonymous and could not be used by administration to evaluate teachers names were not printed on each survey. 81.7% of elementary teachers and secondary PE teachers returned the survey. The program evaluator is deducing these results can be attribute to 85% elementary teachers and 15% secondary PE teachers, which would be a similar proportion to the population of teachers who participated in the grant.

69% of teachers reported increasing the frequency of teaching health standards to their students. 23% of teachers reported providing increased instructional time or increased MVA during PE. These data suggest that students increased their teaching of nutrition and the amount of time they taught PE or improved more moderate to vigorous activity (MVA).



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**1. Project Objective**       Check if this is a status update for the previous budget period.

5.a. Performance Measure	Measure Type	Quantitative Data					
The number of elementary and secondary school students served by the grant who increased their knowledge of nutrition as indicated by Making Healthy Choices	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/		13688	4923 /13688	36%

5.b. Performance Measure	Measure Type	Quantitative Data					
The number of elementary and secondary school students served by the grant who increased their knowledge of nutrition as indicated by Eating Foods Suggested on the Food Pyramid	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/		13688	5072/13688	37%

**Explanation of Progress (Include Qualitative Data and Data Collection Information)**

San Jose Unified School District created a Health/Nutrition survey comprised of the nutrition components in California's Health Standards: Eat Foods Suggested on the Food Pyramid, Eat a Healthy Breakfast, Drink Plenty of Water, Eat and Drink Less Sugar, Understand the Relationship Between Calorie Intake and Activity. The measure for the performance data is how many more students reported knowing the importance of each element included as performance measures above.

Additional information generated from the surveys indicate that students also increased knowing the importance of drinking water (45%), eating a healthy breakfast (40%), understand relationship between caloric intake and activity (34%), and Understanding portion size (35%). To make the survey anonymous and could not be used by administration to evaluate teachers names were not printed on each student survey. Since 81.7% of elementary teachers and secondary PE teachers returned the survey, the program evaluator is deducing these results can be attribute to 85% elementary students and 15% secondary PE students, which would be a similar proportion to the population of teachers who participated in the grant.

Student Health/Nutrition surveys were distributed with the SPAL during Fall 2010 and Spring 2011 SPAL periods. The program was unable to include this measure until the third grant year due to the amount of time devoted to improving processes for generating and compiling SPAL data for 19,000 students in year two.

These data suggest that students increased their knowledge of nutrition.



**Grant Performance Report (ED 524B)  
Project Status Chart**

PR/Award #: Q215F080514

**SECTION A - Performance Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**2. Project Objective**       Check if this is a status update for the previous budget period.

6.a. Performance Measure	Measure Type	Quantitative Data					
The number of elementary classroom and secondary PE teachers who increased the frequency of teaching health standards to their students	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/		355	244/355	69%

6.b. Performance Measure	Measure Type	Quantitative Data					
The number of elementary classroom and secondary PE teachers who provided increased instructional time or included more MVA in PE		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/		355	82/355	23%

**Explanation of Progress (Include Qualitative Data and Data Collection Information)**

San Jose Unified School District created a Health/Nutrition survey for teacher comprised of asking which nutrition components in California's Health Standards they taught: Eat Foods Suggested on the Food Pyramid, Eat a Healthy Breakfast, Drink Plenty of Water, Eat and Drink Less Sugar, Understand the Relationship Between Calorie Intake and Activity. The measure for the performance data is how many teachers reported teaching each element included as performance measures above.

Teacher Health/Nutrition surveys were distributed with the SPAL during Fall 2010 and Spring 2011 SPAL periods. The program was unable to include this measure until the third grant year due to the amount of time devoted to improving processes for generating and compiling SPAL data for 19,000 students in year two. To make the survey anonymous and could not be used by administration to evaluate teachers names were not printed on each survey. 81.7% of elementary teachers and secondary PE teachers returned the survey. The program evaluator is deducing these results can be attribute to 85% elementary teachers and 15% secondary PE teachers, which would be a similar proportion to the population of teachers who participated in the grant.

69% of teachers reported increasing the frequency of teaching health standards to their students. 23% of teachers reported providing increased instructional time or increased MVA during PE. These data suggest that students increased their teaching of nutrition and the amount of time they taught PE or improved more moderate to vigorous activity (MVA).



**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

OMB No.  
Expiration:

PR/Award #: Q 2 1 5 F 0 8 0 5 1 4

**SECTION A - Project Objectives Information and Related Performance Measures Data**

(See Instructions. Use as many pages as necessary.)

**1. Project Objective**       Check if this is a status update for the previous budget period.

I.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Fitnessgram Test Results for 1st - 5th grade elementary students in the Healthy Fitness Zone (HFZ) (passing 5 or 6 tests)	PROJECT				9087		34.00%

I.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%

**Explanation of Progress ( Include Oualitative Data and Data Collection Information)**

Fitnessgram results are the local measure for improving student's knowledge, skill, and PE participation. These results are from Spring 2010

**Qualitative Data:**

34% of elementary students met the criteria for fitness by passing 5 or more tests on the Fitnessgram, These results indicate teachers need to provide more time for PE or children need to become more active after school.

**Data Collection Information:**

Teachers of 1st - 5th grade students were test in 6 areas of the Fitnessgram Test: Pacer (aerobic capacity), Sit and Reach (flexibility), Trunk lift (abdominal strength), Push up (strength), Pull Up (Upper body strength), and Body Mass Index (weight vs. height=body composition), Students scores of teachers who administered the test are recorded on a scannable answer sheet that was scanned into Edusoft, a web-based student assessment platform that houses State and District testing results.



**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

OMB No.  
Expiration:

PR/Award #: Q 2 1 5 F 0 8 0 5 1 4

**SECTION A - Project Objectives Information and Related Performance Measures Data**

(See Instructions. Use as many pages as necessary.)

**1. Project Objective**       Check if this is a status update for the previous budget period.

1.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Number of 6th - 9th grade students who met the Healthy Fitness Zone on the Fitnessgram	PROJECT				9898		46.00%

1.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%

**Explanation of Progress ( Include Oualitative Data and Data Collection Information)**

Fitnessgram results are the local measure for improving student's knowledge, skill, and PE participation. These results are from Spring 2010

Qualitative Data: 46% of secondary students met the Healthy Fitness Zone.

Data Collection Information: Students are tested in 6 areas of the Fitnessgram Test: 1 Mile Run (aerobic capacity), Sit and Reach (flexibility), Trunk lift (abdominal strength), Push up (strength), Pull Up (Upper body strength), and Body Mass Index (weight vs. height=body composition), Students scores are recorded on a scannable answer sheet that is scanned into Edusoft, a web-based student assessment platform that houses State and District testing results.