



# County of San Mateo

## Inter-Departmental Correspondence

**Department:** BOARD OF SUPERVISORS  
**DISTRICT 1**  
**File #:** 18-596

Board Meeting Date: 7/24/2018

**Special Notice / Hearing:** None  
**Vote Required:** Majority

**To:** Honorable Board of Supervisors  
**From:** John L. Maltbie, County Manager  
**Subject:** Use of District-Specific **Measure K** Funds - Supervisorial District 1

### **RECOMMENDATION:**

**Measure K:** Adopt a resolution authorizing a one-time grant of district-specific **Measure K** funds, not to exceed \$67,500, to the San Bruno Park School District to continue to provide a physical education curriculum to students in Grades K-3 at two of its Title I schools and authorizing the County Manager, or his designee, to prepare and execute the grant agreement.

### **BACKGROUND:**

**Measure K** is the half-cent general sales tax initially approved by San Mateo County voters in November 2012 and extended in November 2016 for a total of thirty years. The Board of Supervisors ("Board") and County staff have conducted study sessions and community outreach efforts to inform priorities for **Measure K** spending for FY2017-19.

On May 16, 2017, the Board approved the FY 2017-19 Measure K allocation plan in which the County anticipates Measure K receipts of approximately \$81.6 million annually. The plan included \$7 million in one-time loans or grants during FY 2017-19, divided equally among the five supervisorial districts, for district-specific needs and projects. District 1 has submitted a request to use its district-specific **Measure K** funds as shown below and described in the Project Summary section of this memorandum:

| District/Project   | Amount   |
|--|----------|
| District 1 (Supervisor Pine) - San Bruno Park School District: Funding to provide a physical education curriculum for grades K-3 at two Title I schools. | \$67,500 |

This item is consistent with the criteria for district-specific **Measure K** funds, which were developed during the initial round of district-specific allocations and approved by the Board in April 2015.

On June 27, 2017, the Board of Supervisors approved a one-time grant request allocating \$67,500 in

district-specific **Measure K** funds to the San Bruno Park School District to provide a physical education curriculum to students in Grades K-3 with the aim of repairing deficits in performance on state-mandated physical fitness exams in lieu of district funding. Performance data examining levels of success in the 2017-2018 school year is included under “Performance Measures.” To maintain these standards, the grantee requests that funding again be allocated in the same amount such that the program may continue to be offered to K-3 students in the district.

### **PROJECT SUMMARY:**

This is a request to authorize a grant to the San Bruno Park School District, and resulting grant agreement, in an amount not to exceed \$67,500 to provide physical education services to students in grades K-3 at two of the District’s Title I elementary schools.

### **Background**

San Bruno Park School District (SBPSD), a pre-school through eighth grade district, includes seven public elementary and middle schools and serves a diverse ethnic and socioeconomic population of students, with nearly 81% of families identifying as non-white. Two schools, Allen Elementary and Belle Air Elementary, are eligible to receive federal Title I funds; district-wide, 38.4% of students (60.7% at Allen and 81.1% at Belle Air) qualify for the Federal Free and Reduced Lunch Program (FFRL).

As with many other districts throughout the state, SBPSD lacks the funding required to provide certain non-core and supplementary classes to students in its elementary and middle schools. Measure K grant funding was directed to the District in 2017-2018 to allow the District to provide certain physical education programs to its K-3 students, detailed below, that would otherwise be challenging for the district to provide.

This PE funding achieved a high degree of success among K-3 students (see detail under the section labelled “Performance Measures”). The District is therefore requesting an additional \$67,500 grant to maintain the availability of physical education programs offered to students in grades K-3 for the upcoming school year.

### **Purpose of the Proposed Grant**

California mandates that all children receive 200 minutes of physical education (PE) every 10 days. Although the San Bruno Park School District funds PE classes for 4<sup>th</sup> and 5<sup>th</sup> grades from its general budget, it has relied on Local Control Accountability Plan money to fund PE for the K-3 grades.

Due to the budget constraints described above, those funds again will not be available for K-3 classes this next year without external support. Parent clubs have offered to fund PE for grades K-3 at all but two of the District’s sites. Allen and Belle Air elementary schools do not have such parent club funding available. These two school sites are Title I schools, which means a large percentage of their students qualify for the federal free and reduced lunch program and is an indication of a lower socio-economic profile of their families. The fact that some parent communities can “afford” to fund PE, but that the parent communities at these two schools cannot, renders the provision of PE an equity issue that the District would like to mitigate.

For these reasons, the District is seeking to continue funding for the K-3 PE programs at Allen and Belle Air elementary schools. Collectively, these schools are expected to enroll nearly 445 students in grades K-3 (273 at Allen and 172 at Belle Air).

The District currently contracts with the organization Rhythm and Moves to provide quality physical education to its K-5 classes. The cost of providing all students in grades K-3 at both schools with two

40-minute PE session per week for the 2018-19 school year would be a total \$67,500.

In addition to the Rhythm and Moves curriculum, all elementary students receive physical education from their classroom teacher whose multiple subject credential authorizes them to teach PE. These two programs together provide the required 200 minutes of instruction. For the period of time that students are in PE class with Rhythm and Moves instructors, the classroom teachers will gain collaboration and preparation time. The Rhythm and Moves curriculum is designed to help students gain confidence, while promoting fitness and exercise.

**Total Measure K Request: Not to Exceed \$67,500**

The release of funds will be contingent on the execution of an agreement providing for the County's confirmation of the expenditure of funds during FY 2018-19 for the purposes stated herein. The County will disburse the funds to the following organization for the purposes described above.

San Bruno Park School District

500 Acacia Avenue

San Bruno, CA 94066

[<http://sbpsd.k12.ca.us/>](http://sbpsd.k12.ca.us/)

ATTN: Valerie Rogers

Director of Curriculum and Instruction

[vrogers@sbpsd.k12.ca.us](mailto:vrogers@sbpsd.k12.ca.us)

**PERFORMANCE MEASURE:**

In general, the District reports that the opportunities provided by the Rhythm and Moves curriculum have helped significantly to engage students in physical education in the classroom, and have been successful in instructing the value of physical activity out of the classroom. Students met and exceeded performance goals set for the 2017-2018 school year, especially with respect to standards measuring motor skills and knowledge of technique and the value of physical activity. Specifically, performance goals were either matched or surpassed in all but three circumstances.

| <b>Description</b>  | <b>Expected School<br/>Year 2017-2018*</b> | <b>Actual<br/>2017-2018</b> | <b>Target<br/>2018-2019</b> |
|---|--|-----------------------------|-----------------------------|
| Number of students in grades K-3 who received the State mandated amount of physical education curriculum in Allen Elementary School in the listed school year   | 195  | 213                         | 282                         |
| Number of students in grades K-3 who received the State mandated amount of physical education curriculum in Belle Air Elementary School in the listed school year   | 204  | 165                         | 181                         |
| <p>% of students in grades K-3 who meet the following SHAPE (Society of Health and Physical Educators) National Standards at Allen Elementary School:</p> <p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <ul style="list-style-type: none"> <li>• <b>Kindergarten:</b> Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. (S1.E1.K)</li> <li>• <b>First Grade:</b> Hops, gallops, jogs, and slides using a mature pattern. (S1.E1.1)</li> <li>• <b>Second Grade:</b> Skips using a mature pattern (S1.E1.2)</li> <li>• <b>Third Grade:</b> Leaps using a mature pattern. (S1.E1.3)</li> </ul> <p><b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <ul style="list-style-type: none"> <li>• <b>Kindergarten:</b> Travels demonstrating low, middle, and high levels. (S2.E2.Kb)</li> <li>• <b>First Grade:</b> Travels demonstrating low, middle, and high levels. (S2.E2.1a)</li> <li>• <b>Second Grade:</b> Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences. (S2.E2.2)</li> <li>• <b>Third Grade:</b> Recognizes the concept of open spaces in a movement context. (S2.E1.3)</li> </ul> | 85%  | 82%                         | 85%                         |
|   | 85%  | 89%                         | 88%                         |

|  |     |     |     |
|--|-----|-----|-----|
| <p><b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.**</p> <ul style="list-style-type: none"> <li>• <b>First:</b> Discusses the benefits of being active and exercising and/or playing. (S3.E1.1)</li> <li>• <b>Second:</b> Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g. before and after school, at home, at the park, with friends, with the family). (S3.E1.2)</li> <li>• <b>Third:</b> Identifies physical activity benefits as a way to become healthier. (S3.E1.3b)</li> </ul> <p><b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <ul style="list-style-type: none"> <li>• <b>Kindergarten:</b> Follows directions in group settings (e.g. safe behaviors, following rules, taking turns). (S4.E1.K)</li> <li>• <b>First:</b> Follows the rules and parameters of the learning environment. (S4.E2.1)</li> <li>• <b>Second:</b> Accepts responsibility for class protocols with behavior and performance actions. (S4.E2.2)</li> <li>• <b>Third:</b> Exhibits personal responsibility in teacher-directed activities. (S4.E1.3)</li> </ul> <p><b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <ul style="list-style-type: none"> <li>• <b>Kindergarten:</b> Works safely and cooperatively with others in the class. (S5.E4.K)</li> </ul> | 85% | 90% | 88% |
|  | 85% | 80% | 85% |

|   |     |     |     |
|---|-----|-----|-----|
| <ul style="list-style-type: none"> <li>• <b>First:</b> Works safely and cooperatively with others in the class. (S5.E4.1)</li> <li>• <b>Second:</b> Works safely and cooperatively with others in the class individually, with a partner and in a group (S5.E4.2)</li> <li>• <b>Third:</b> Describes the positive social interactions that come when engaged with others in physical activity. (S5.E4.3)</li> </ul>   | 85% | 84% | 85% |
| <p>% of students in grades K-3 who meet the following SHAPE (Society of Health and Physical Educators) National Standards at Belle Air Elementary School:</p> <p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <ul style="list-style-type: none"> <li>• <b>Kindergarten:</b> Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance. (S1.E1.K)</li> <li>• <b>First Grade:</b> Hops, gallops, jogs, and slides using a mature pattern. (S1.E1.1)</li> <li>• <b>Second Grade:</b> Skips using a mature pattern (S1.E1.2)</li> <li>• <b>Third Grade:</b> Leaps using a mature pattern. (S1.E1.3)</li> </ul> <p><b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <ul style="list-style-type: none"> <li>• <b>Kindergarten:</b> Travels demonstrating low, middle, and high levels. (S2.E2.Kb)</li> <li>• <b>First Grade:</b> Travels demonstrating low, middle, and high levels. (S2.E2.1a)</li> <li>• <b>Second Grade:</b> Combines shapes, levels and pathways into simple</li> </ul> | 85% | 87% | 88% |
|   | 85% | 91% | 88% |

|  |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|
| <p>travel, dance and gymnastics sequences. (S2.E2.2)</p> <ul style="list-style-type: none"> <li>• <b>Third Grade:</b> Recognizes the concept of open spaces in a movement context. (S2.E1.3)</li> </ul> <p><b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <ul style="list-style-type: none"> <li>• <b>Kindergarten:</b> Identifies active-play opportunities outside of physical education class. (S3.E1.K)</li> <li>• <b>First:</b> Discusses the benefits of being active and exercising and/or playing. (S3.E1.1)</li> <li>• <b>Second:</b> Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g. before and after school, at home, at the park, with friends, with the family). (S3.E1.2)</li> <li>• <b>Third:</b> Identifies physical activity benefits as a way to become healthier. (S3.E1.3b)</li> </ul> <p><b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <ul style="list-style-type: none"> <li>• <b>Kindergarten:</b> Follows directions in group settings (e.g. safe behaviors, following rules, taking turns). (S4.E1.K)</li> <li>• <b>First:</b> Follows the rules and parameters of the learning environment. (S4.E2.1)</li> <li>• <b>Second:</b> Accepts responsibility for class protocols with behavior and performance actions. (S4.E2.2)</li> <li>• <b>Third:</b> Exhibits personal responsibility in teacher-directed activities. (S4.E1.3)</li> </ul> <p><b>Standard 5:</b> The physically literate individual recognizes the value of physical</p> | <p>85%</p> <p>85%</p> | <p>92%</p> <p>78%</p> | <p>88%</p> <p>85%</p> |
|--|-----------------------|-----------------------|-----------------------|

|  |     |     |     |
|--|-----|-----|-----|
| activity for health, enjoyment, challenge, self-expression and/or social interaction. <ul style="list-style-type: none"> <li>• <b>Kindergarten:</b> Works safely and cooperatively with others in the class. (S5.E4.K)</li> <li>• <b>First:</b> Works safely and cooperatively with others in the class. (S5.E4.1)</li> <li>• <b>Second:</b> Works safely and cooperatively with others in the class individually, with a partner and in a group (S5.E4.2)</li> <li>• <b>Third:</b> Describes the positive social interactions that come when engaged with others in physical activity. (S5.E4.3)</li> </ul> | 85% | 86% | 88% |
|--|-----|-----|-----|

*\* expected 2017-2018 metrics are as per the prior contract with the San Bruno Park School District to provide this service for FY2017-18.*

*\*\* Kindergarten metrics are not included in this result.*

County Counsel has reviewed and approved the resolution as to form.

Funding for this project contributes to the Shared Vision 2025 outcome of building a healthy community by ensuring that all students in the San Bruno Park School District have access to an appropriate physical education curriculum.

#### **FISCAL IMPACT:**

There are sufficient **Measure K** funds for this specific FY 2018-2019 **Measure K** request. These funds are budgeted in the Non-Departmental Services FY 2018-19 Approved Recommended Budget.