



Triennial Assessment

Completed 6/30/2023

In accordance with [the 2016 Final Rule](#), schools must complete an assessment of their district wellness policy every three years, at minimum. The assessment must include several components:

1. Comparison of the district's School Wellness Policy to a model policy;
2. Measurement of the extent to which the district is in compliance with the policy;
3. Description of the district's progress toward achieving the goals described in the policy.

Due to the nature and complexity of the Triennial Assessment, the district decided to hire a Registered Dietitian who is familiar with their school meals to assist in conducting the Wellness Policy Triennial Assessment, to conduct interviews and assess district practices, to host a Wellness Committee Meeting, and to provide an independent assessment and wellness policy guidance based on current research and guidelines. The Rudd Center's WellSAT Triennial Assessment was the tool utilized to fulfill the requirements of the Triennial Assessment. Results are detailed below. Melissa Manning, from My School RD, completed the assessment.

PART 1: POLICY: Comparison to a model School Wellness Policy

- See completed WellSAT 3.0 Scorecard (attached).

PART 2: PROCEDURES: Local measurement of compliance with School Wellness Policy

- The district performed interviews with district- and school-level personnel, using the WellSAT-I tool. Scores were recorded using the WellSAT-I Scorecard (attached) and analyzed using the WellSAT Worksheet 3 (also attached).

PART 3: PROCESS: Analyze the results and revise the policy.

- The results of the WellSAT practice and policy scorecards were analyzed using the WellSAT Worksheet 3 (attached).

PART 4: PROMOTION: Wellness Committee Meeting, final edits, and promotion of new policy.

- A summary of the assessment process was recorded using the WellSAT Worksheet 4 (attached).
- The district updated the policy to meet practices being implemented, California Measure Up standards, Federal Standards and Guidelines, and WellSAT recommendations and standards.
- The revised Wellness Policy was re-analyzed for a new score.
- The new policy will be ratified by the school board and promoted at the next Wellness Committee meeting, on the website, and posted in the cafeteria.



PART 1: POLICY SCORE

Comparison to a model School Wellness Policy

**Analysis was performed using the
WellSAT 3.0 Scorecard.**

Your District's Scorecard

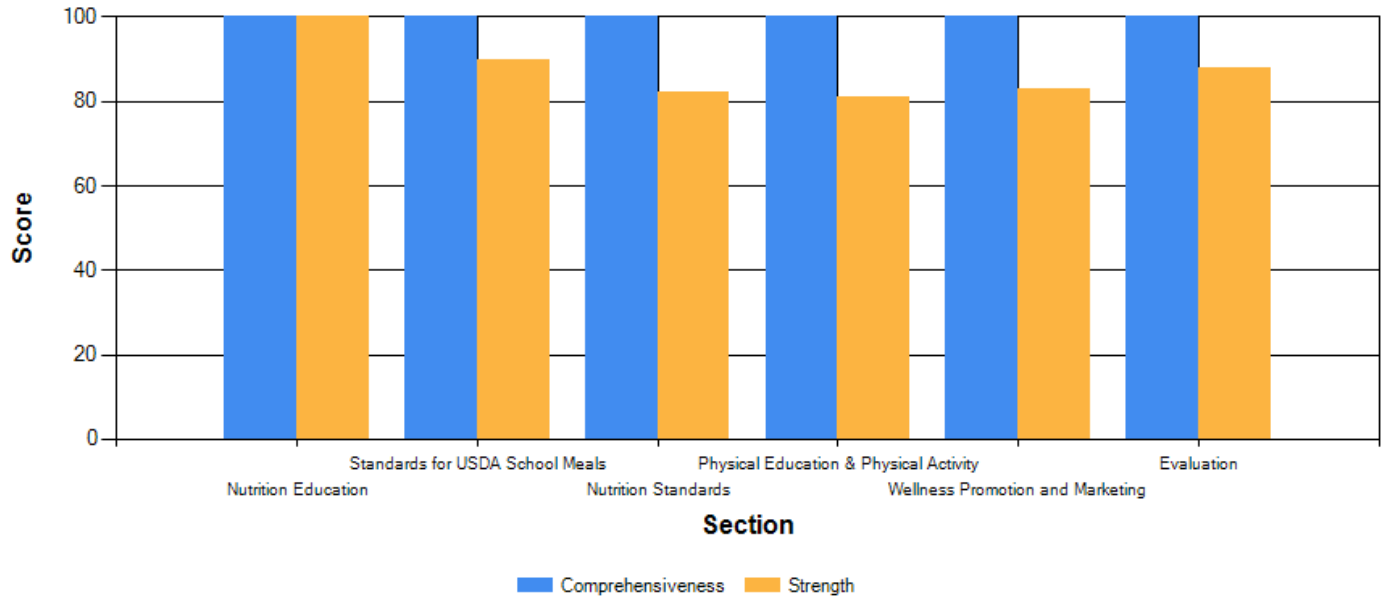
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Congratulations! You have completed the WellSAT. Check out your scorecard below. It contains details of how you scored on each item and section of the assessment. It also provides resources that will help you improve your district's school wellness policy.

Items with a rating of "0" (item not addressed in the policy) or "1" (general or weak statement addressing the item) can be improved by referring to the resource links next to the items. Multiple resources addressing school wellness policy topics are available online. To avoid duplicative information, we have included a small selection, rather than a comprehensive listing.



Version: 3.0

Policy Name: 2022-2023 UPDATED Triennial Assessment



Section 1. Nutrition Education

Rating

| | | |
|-------------------------------|---|------------|
| NE1 |  Includes goals for nutrition education that are designed to promote student wellness. | 2 |
| NE2 | Nutrition education teaches skills that are behavior focused, interactive, and/or participatory. | 2 |
| NE3 | All elementary school students receive sequential and comprehensive nutrition education. | 2 |
| NE4 | All middle school students receive sequential and comprehensive nutrition education. | 2 |
| NE5 | All high school students receive sequential and comprehensive nutrition education. | 2 |
| NE6 | Nutrition education is integrated into other subjects beyond health education | 2 |
| NE7 | Links nutrition education with the school food environment. | 2 |
| NE8 |  Nutrition education addresses agriculture and the food system. | 2 |
| Subtotal for Section 1 | Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 8 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0." | 100 |






Strength Score:

Count the number of items rated as "2" and divide this number by 8 (the number of items in this section). Multiply by 100.

100


[Click here for Nutrition Education Resources](#)






Section 2. Standards for USDA Child Nutrition Programs and School Meals**Rating**

| | | |
|-------------------------------|--|------------|
| SM1 |  Assures compliance with USDA nutrition standards for reimbursable school meals. | 2 |
| SM2 | Addresses access to the USDA School Breakfast Program. | 2 |
| SM3 |  District takes steps to protect the privacy of students who qualify for free or reduced priced meals. | 2 |
| SM4 | Addresses how to handle feeding children with unpaid meal balances without stigmatizing them. | 2 |
| SM5 | Specifies how families are provided information about determining eligibility for free/reduced priced meals. | 2 |
| SM6 | Specifies strategies to increase participation in school meal programs. | 2 |
| SM7 | Addresses the amount of "seat time" students have to eat school meals. | 2 |
| SM8 |  Free drinking water is available during meals. | 2 |
| SM9 |  Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards. | 2 |
| SM10 |  Addresses purchasing local foods for the school meals program. | 1 |
| Subtotal for Section 2 | Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 10 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0." | 100 |
| | Strength Score: Count the number of items rated as "2" and divide this number by 10 (the number of items in this section). Multiply by 100. | 90 |

[Click here for School Food Resources](#)

Section 3. Nutrition Standards for Competitive and Other Foods and Beverages**Rating**


| | | |
|------------|---|----------|
| NS1 |  Addresses compliance with USDA nutrition standards (commonly referred to as Smart Snacks) for all food and beverages sold to students during the school day. | 2 |
| NS2 | USDA Smart Snack standards are easily accessed in the policy. | 2 |




| | | |
|-------------------------------|--|------------|
| NS3 |  Regulates food and beverages sold in a la carte. | 2 |
| NS4 |  Regulates food and beverages sold in vending machines. | 2 |
| NS5 |  Regulates food and beverages sold in school stores. | 2 |
| NS6 |  Addresses fundraising with food to be consumed during the school day. | 2 |
| NS7 | Exemptions for infrequent school-sponsored fundraisers with food to be consumed during the school day. | 2 |
| NS8 | Addresses foods and beverages containing caffeine at the high school level. | 2 |
| NS9 |  Regulates food and beverages served at class parties and other school celebrations in elementary schools. | 1 |
| NS12 | Addresses food not being used as a reward. | 1 |
| NS13 | Addresses availability of free drinking water throughout the school day. | 2 |
| Subtotal for Section 3 | Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 11 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0." | 100 |
| | Strength Score: Count the number of items rated as "2" and divide this number by 11 (the number of items in this section). Multiply by 100. | 82 |

[Click here for Nutrition Standards Resources](#)

Section 4. Physical Education and Physical Activity

Rating



| | | |
|-------|---|---|
| PEPA1 |  There is a written physical education curriculum for grades K-12. | 2 |
| PEPA2 | The written physical education curriculum for each grade is aligned with national and/or state physical education standards. | 2 |
| PEPA3 | Physical education promotes a physically active lifestyle. | 2 |
| PEPA4 | Addresses time per week of physical education instruction for all elementary school students. | 2 |
| PEPA5 | Addresses time per week of physical education instruction for all middle school students. | 2 |
| PEPA6 | Addresses time per week of physical education instruction for all high school students. | 2 |
| PEPA7 | Addresses qualifications for physical education teachers for grades K-12. | 2 |
| PEPA8 | Addresses providing physical education training for physical education teachers. | 2 |

| | | |
|-------------------------------|--|------------|
| PEPA9 | Addresses physical education exemption requirements for all students. | 1 |
| PEPA10 | Addresses physical education substitution for all students. | 1 |
| PEPA11 |  Addresses family and community engagement in physical activity opportunities at all schools. | 2 |
| PEPA12 |  Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities. | 2 |
| PEPA13 | Addresses recess for all elementary school students. | 2 |
| PEPA14 |  Addresses physical activity breaks during school. | 2 |
| PEPA15 | Joint or shared-use agreements for physical activity participation at all schools. | 1 |
| PEPA16 | District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance. | 2 |
| Subtotal for Section 4 | Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 16 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0." | 100 |
| | Strength Score: Count the number of items rated as "2" and divide this number by 16 (the number of items in this section). Multiply by 100. | 81 |

[Click here for Resources on Physical Activity in Schools](#)

Section 5. Wellness Promotion and Marketing

Rating







| | | |
|-------------|--|----------|
| WPM1 | Encourages staff to model healthy eating and physical activity behaviors. | 2 |
| WPM2 |  Addresses strategies to support employee wellness. | 2 |
| WPM3 | Addresses using physical activity as a reward. | 1 |
| WPM4 | Addresses physical activity not being used as a punishment. | 2 |
| WPM5 | Addresses physical activity not being withheld as a punishment. | 2 |
| WPM6 | Specifies marketing to promote healthy food and beverage choices. | 2 |
| WPM7 |  Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards. | 2 |
| WPM8 | Specifically addresses marketing on school property and equipment (e.g., signs, scoreboards, sports equipment). | 2 |
| WPM9 | Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials). | 2 |

| | | |
|-------------------------------|---|------------|
| WPM10 | Specifically addresses marketing where food is purchased (e.g., exteriors of vending machines, food and beverage cups and containers, food display racks, coolers, trash and recycling containers). | 2 |
| WPM11 | Specifically addresses marketing in school publications and media (e.g., advertisements in school publications, school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, and announcements on the public announcement (PA) system). | 2 |
| WPM12 | Specifically addresses marketing through fundraisers and corporate-incentive programs (e.g., fundraising programs that encourage students and their families to sell, purchase, or consume products and corporate incentive programs that provide funds to schools in exchange for proof of purchases of company products, such as Box Tops for Education). | 1 |
| Subtotal for Section 5 | Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 12 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0." | 100 |
| | Strength Score: Count the number of items rated as "2" and divide this number by 12 (the number of items in this section). Multiply by 100. | 83 |

[Click here for Wellness Promotion and Marketing Resources](#)

Section 6. Implementation, Evaluation & Communication

Rating

| | | |
|-------------------------------|--|------------|
| IEC1 | Addresses the establishment of an ongoing district wellness committee. | 2 |
| IEC2 |  Addresses how all relevant stakeholders (parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrator, and the general public) will participate in the development, implementation, and periodic review and update of the local wellness policy. | 2 |
| IEC3 |  Identifies the officials responsible for the implementation and compliance of the local wellness policy. | 2 |
| IEC4 |  Addresses making the wellness policy available to the public. | 2 |
| IEC5 |  Addresses the assessment of district implementation of the local wellness policy at least once every three years. | 2 |
| IEC6 |  Triennial assessment results will be made available to the public and will include: | 2 |
| IEC7 |  Addresses a plan for updating policy based on results of the triennial assessment. | 2 |
| IEC8 | Addresses the establishment of an ongoing school building level wellness committee. | 1 |
| Subtotal for Section 6 | Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 8 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0." | 100 |
| | Strength Score: Count the number of items rated as "2" and divide this number by 8 (the number of items in this section). Multiply by 100. | 88 |

[Click here for Resources for Wellness Policy Development, Implementation and Evaluation](#)

Overall District Policy Score

| | |
|--|-------------------------------------|
| Total Comprehensiveness Add the comprehensiveness scores for each of the six sections above and divide this number by 6. | District Score 100 |
| Total Strength Add the strength scores for each of the six sections above and divide this number by 6. | District Score 87 |

 Federal Requirement  Farm to School  CSPAP



PART 2: PRACTICE SCORE
*Local measurement of compliance
with School Wellness Policy*


Interviews were performed using the WellSAT-I tool (available upon request). Scores were recorded using the WellSAT-I Scorecard.


Your District's Combined WellSAT 3.0 and WellSAT-I Scorecard


[Close window](#)


Policy Name: 2022-2023 Triennial Assessment

















Below, you will see your written policy scores [WellSAT 3.0] and implementation scores [WellSAT-I] for every item. Each pair of responses is compared and linked to an outcome, listed below:

























 **Strong Policies and Aligned Practices** – District has a strong policy and is fully implementing practices that align with the policy





 **Create Practice Implementation Plan** – District has a strong or weak policy, but practice implementation is either absent or limited























 **Update Policies** – District is fully implementing a practice but there is no or only weak language in the written policy, or the district is partially implementing practices and there is no language in the policy






 **Opportunities for Growth** – District has either not addressed the topic in policy or practice; or has only addressed the topic in a very limited way

| | | WellSAT 3.0 Score | WellSAT-I Score | |
|--|---|-------------------|-----------------|---|
| Section 1. Nutrition Education | | | | |
| NE1 |  Does the school district have specific goals for nutrition education designed to promote student wellness? Does this include a standards-based nutrition education curriculum? | 2 | 1 |  |
| NE2 | How would you describe the nutrition education you provide? Are didactic methods used to increase student knowledge? Are skills-based, behavior focused, and interactive/participatory methods used to develop student skills? | 2 | 1 |  |
| NE3 | Do all elementary school students receive sequential and comprehensive nutrition education? | 1 | 1 |  |
| NE4 | Do all middle school students receive sequential and comprehensive nutrition education? | 1 | 1 |  |
| NE5 | Do all high school students receive sequential and comprehensive nutrition education? | 1 | 1 |  |
| NE6 | Is nutrition education integrated into other subjects beyond health education? If yes, what are some examples? [Examples include: using nutrition facts labels to learn percentages; using a vegetable garden to learn plant biology.] | 1 | 1 |  |
| NE7 | Is nutrition education linked with the school food environment? If yes, what are some examples? [Examples include: teachers and food service staff collaborate in connecting nutrition education with the foods and beverages that are in school.] | 2 | 1 |  |
| NE8 |  Does nutrition education address agriculture and the food system? | 1 | 1 |  |
| Section 2. Standards for USDA Child Nutrition Programs and School Meals | | | | |
| SM1 |  Have there been parts of the Healthy Hunger-Free Kids Act (HHFKA) regulations for breakfast or lunch that have been challenging to implement? If yes, are there features of the district's meal program that are not yet in compliance? | 2 | 1 |  |
| SM2 | Does the district offer breakfast? If yes, is breakfast offered every day? Is breakfast offered to all students? [Examples include: breakfast is only offered on testing days; only offered Monday, Wednesday and Friday; only offered in some schools.] | 2 | 2 |  |
| SM3 |  How does your school ensure that children who are receiving free/reduced meals cannot be identified? How confident are you that it is not possible for the students to identify those who qualify for free or reduced lunch? | 2 | 2 |  |
| SM4 | How does the district handle unpaid balances? Follow up questions to determine if student is stigmatized: How are the student and parents notified? Is the student identified in the cafeteria? Is the student refused a meal, given a different meal, or given the regular meal? | 0 | 2 |  |

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|---|--|----|---|---|
| SM5 | How are families provided information about eligibility for free/reduced priced meals? (If district provides universal free meals, score 2) | 2 | 2 |  |
| SM6 | Are specific strategies used to increase participation in the school meal programs? If yes, please describe. [Examples include: Smarter Lunchroom strategies; limiting competitive foods; requiring high school students have a scheduled lunch period; taste tests and student input; Grab-and-Go or Breakfast in the Classroom] | 2 | 2 |  |
| SM7 | How long are the breakfast (if applicable) and lunch periods? Within that time, how much time do students typically have to sit down and eat their meals. | 2 | 0 |  |
| SM8 |  Is free (i.e., no cost to students) drinking water available to students during meals (i.e., do not include water for sale). Follow up questions can include: Does the cafeteria have water fountains? Are there a sufficient number of working water fountains? Can students take water back to the table or do they need to drink at the fountain? Do students perceive the water and fountains to be clean and safe? | 2 | 0 |  |
| SM9 |  What is the frequency and amount of training provided to the food and nutrition staff? Does it meet the USDA Professional standards? (see below). | 1 | 1 |  |
| SM10 |  Are you familiar with the farm to school program? In your district, is it a priority to procure locally produced foods for school meals and snacks? If yes, what efforts are made to increase local procurement? Are strategies used in the cafeterias to promote them? | 0 | 2 |  |
| Section 3. Nutrition Standards for Competitive and Other Foods and Beverages | | | | |
| NS1 |  Are there any foods that are not part of the school meals (known as competitive foods) that are sold to students during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards? | 1 | 2 |  |
| NS2 | Do you know where to access the USDA Smart Snacks nutrition standards to check and see if an item can be sold in school during the school day? Can you tell me how you do this? | 2 | 2 |  |
| NS3 |  Are there competitive foods/beverages sold a la carte in the cafeteria during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards? | 1 | 2 |  |
| NS4 |  Are there food or beverage vending machines on school property accessible to students during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards? (Optional follow up questions - Who receives the money from the vending machines? Who is responsible for ensuring all items in the vending machines meet Smart Snacks regulations?) | 1 | 2 |  |
| NS5 |  Are there food or beverages sold in school stores during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards? (Optional follow up questions - Who receives the money from the school stores? Who is responsible for ensuring all items in the school stores meet Smart Snacks regulations?) | 1 | 2 |  |
| NS6 |  Are there food or beverage fundraisers that sell items to be consumed during the school day? If yes, who is in charge of approving in-school fundraising activities? How confident are you that the people conducting fundraisers understand Smart Snacks nutrition standards? How confident are you that items sold in fundraisers meet Smart Snacks standards? (Note: Some states have passed regulation permitting exemptions from the federal law prohibiting non-Smart Snack fundraisers during the school day – this is addressed in the next question). | 1 | 1 |  |
| NS7 | (Before asking this question look up the state policy on fundraiser exemptions at the bottom of this page: https://www.ihrp.uic.edu/content/research-products-national-wellness-policy-study . If 0 exemptions, item is n/a). Your state [fill in] has adopted an exemption policy that allows for [fill in] school-sponsored fundraisers during which foods and beverages sold do not have to meet Smart Snacks. Are you familiar with this state law? | 2 | 1 |  |
| NS8 | Are foods or beverages containing caffeine sold at the high school level? | 1 | 2 |  |
| NS9 |  How often do food-based celebrations occur during the school day in elementary schools (e.g., birthday parties, holiday parties)? Does the district have nutrition standards (such as Smart Snacks) that regulate what can be served? How are these regulations communicated? How confident are you that the regulations are followed consistently? If food-based celebrations are not permitted, how confident are you that they do not occur? | 0 | 0 |  |
| NS10 | Are foods or beverages served (not sold) to students after the school day on school grounds, including before/after care, clubs, and afterschool programming? If yes, does the district have nutrition standards (such as Smart Snacks or CACFP) that regulate what can be served? How are these regulations communicated to the adults running the activities? How confident are you that the regulations are followed consistently? | NA | 1 | |
| NS11 | Addresses nutrition standards for all foods and beverages sold (not served) to students after the school day, including before/after care on school grounds, clubs, and after school programming | NA | 1 | |

| | | | | |
|--|--|---|---|---|
| NS12 | Do teachers use food as a reward in the classroom for good student behavior (e.g., giving out candy for a right answer; having a pizza party when students finish a unit). | 1 | 1 |  |
| NS13 | Do students have consistent and easy access to water throughout the school day? If yes, how? Follow up questions: Are students are permitted to carry water bottles with them throughout the school day? Are there water fountains or free water filling stations throughout the school? Is bottled water is for sale during the school day? | 2 | 2 |  |
| Section 4. Physical Education and Physical Activity | | | | |
| PEPA1 |  Does the district have a written physical education curriculum that is implemented consistently for every grade? | 1 | 1 |  |
| PEPA2 | Does the district have a written physical education curriculum that is aligned with national and/or state standards? | 2 | 2 |  |
| PEPA3 | How does your physical education program promote a physically active lifestyle? [Examples include: follows NASPE standards; focuses on self-assessment through a "Fitnessgram" or "Activitygram"; teaches skills needed for lifelong physical fitness.] | 1 | 1 |  |
| PEPA4 | How many minutes per week of PE does each grade in elementary school receive? Note: NASPE recommends that schools provide 150 minutes of instructional PE for elementary school children per week for the entire school year. | 2 | 2 |  |
| PEPA5 | How many minutes per week of PE does each grade in middle school receive? Note: NASPE recommends that schools provide 225 minutes of instructional physical education for middle school students per week for the entire school year. | 2 | 2 |  |
| PEPA6 | How many minutes per week of PE does each grade in high school receive? Note: NASPE recommends that schools provide 225 minutes of instructional physical education for middle school students per week for the entire school year. | 2 | 2 |  |
| PEPA7 | Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education? | 2 | 2 |  |
| PEPA8 | Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education? | 1 | 0 |  |
| PEPA9 | A PE exemption is when students are permitted to not take PE because of enrollment in other courses such as math, science or vocational training. This does not include exemptions due to disability, religious or medical reasons. What percentage of students do you estimate do not take PE each year due to exemptions? | 0 | 2 |  |
| PEPA10 | A PE substitution is when students are permitted to not take PE because they are engaged in another physical activity such as JORTC or other school sports. What percentage of students do you estimate do not take PE each year due to substitutions? | 0 | 2 |  |
| PEPA11 |  Are there opportunities for families and community members to engage in physical activity at school? If yes, please describe. How frequently does this occur? | 1 | 1 |  |
| PEPA12 |  Are there opportunities for all students to engage in physical activity before and after school? If yes, please describe. How frequently does this occur? | 1 | 2 |  |
| PEPA13 | Is there daily recess for all grades in elementary school? If no, how many days per week is recess offered, and for which grades? How long is recess when it is offered? Note: Best practices for recess: a) it is at least 20 minutes per day; b) it is supervised by trained teachers or staff encouraging students to be active; and c) students have access to safe and appropriate physical activity equipment. | 2 | 2 |  |
| PEPA14 |  Do teachers provide regular physical activity breaks for students in the classroom? If yes, please describe. How frequently do they occur? Do all teachers conduct physical activity breaks with their students? | 1 | 2 |  |
| PEPA15 | When school is not in session, do community members use indoor and outdoor school building and grounds facilities? Does the district have a "joint-use" or "shared-use" agreements? (Note if answer is yes or no). | 0 | 2 |  |
| PEPA16 | What proportion of students walk or bike to school? How frequently do they do that? | 1 | 1 |  |
| Section 5. Wellness Promotion and Marketing | | | | |
| WPM1 | Are school staff encouraged to model healthy eating and physical activity behaviors in front of students? If yes, how does the school encourage this behavior? [Examples include: Provides staff with opportunities to eat healthfully such as subsidized fruits, vegetables, and water in the cafeteria or lounge; Advises staff not to consume sugary drinks at school; Encourages teachers to be active with students.] | 1 | 1 |  |

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| WPM2 |  Are there strategies used by the school to support employee wellness? Please describe. Examples: "Health and wellness classes are offered to staff." "School physical activity equipment is available for use by staff before or after school to support employee wellness." "Free water and healthy snacks are available in the staff break room." | 0 | 1 |  |
| WPM3 | Are teachers encouraged to use physical activity as a reward for students? For example, providing extra recess, taking a walk around the school, or playing an active game in the classroom. | 0 | 1 |  |
| WPM4 | Do teachers ever use physical activity as a punishment? [Examples include: telling students to run extra laps or do other physical activities as behavioral consequence.] | 2 | 2 |  |
| WPM5 | Do teachers ever withhold physical activity as a classroom management tool? [Examples include: taking away recess, taking away PE, or requiring students to sit in one place for an extended period of time.] | 2 | 2 |  |
| WPM6 | Are marketing strategies used to promote healthy food and beverage choices in school? If yes, what foods and beverages are promoted, and how is it done? (Examples of promotion include advertisements, better pricing, and more accessible placement of the healthier items). | 2 | 1 |  |
| WPM7 |  Is there food or beverage marketing on the school campus during the school day? If yes, do the marketed items meet Smart Snacks criteria? | 2 | 2 |  |
| WPM8 | Is there food or beverage marketing on school property (e.g., signs, scoreboards, or sports equipment)? If yes, do the marketed items meet Smart Snacks criteria? If they do not meet Smart Snacks criteria, will this change when there is a renewal of the sponsorship agreement? | 2 | 2 |  |
| WPM9 | Is there food or beverage marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials)? If yes, do the marketed items meet Smart Snacks criteria? | 0 | 2 |  |
| WPM10 | Is there food or beverage marketing where food is purchased (e.g., logos on exteriors of vending machines, food or beverage cups or containers, food display racks, coolers, or trash and recycling containers)? If yes, do the marketed items meet Smart Snacks criteria? | 0 | 2 |  |
| WPM11 | Is there food or beverage marketing in school publications and media (e.g., advertisements in school publications, school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, and announcements on the public announcement (PA) system)? If yes, do the marketed items meet Smart Snacks criteria? | 0 | 2 |  |
| WPM12 | Is there food or beverage marketing through fundraisers and corporate-incentive programs? Examples include: fundraising programs encourage students and their families to sell, purchase, or consume products, and corporate incentive programs provide funds to schools in exchange for proof of purchase of company products, such as Box Tops for Education. If the school participates in food or beverage fundraisers, do they occur on or off campus, and during or outside the school day? Do all products for sale meet Smart Snacks criteria? | 0 | 2 |  |
| Section 6. Implementation, Evaluation & Communication | | | | |
| IEC1 | Is there an active district level wellness committee? Note: This may also be called a health advisory committee or other similar name. If yes, how frequently does the committee meet? | 2 | 1 |  |
| IEC2 |  Which groups are represented on the district level wellness committee? (check all that apply). Note an individual can represent more than one role. <ul style="list-style-type: none"> • Parents • Students • School Food Authority representative • PE Teacher • School Health Professional (nurse, social worker, school psychologist) • School Board Member • School Administrator • Community member | 2 | 0 |  |
| IEC3 |  Is there an official who is responsible for the implementation and compliance with the wellness policy at the building level for each school? If yes, who are those individuals? How do they ensure compliance? | 2 | 0 |  |
| IEC4 |  How is the wellness policy made available to the public? Is it available online? How often is the public informed where to find the policy? | 2 | 2 |  |
| IEC5 |  How does the committee assess implementation of the wellness policy? How often does this assessment occur? [Examples of evaluation tools are: the CDC's School Health Index, the Alliance for a Healthier Generation checklist, local or state policy implementation checklists, or the current interview.] | 2 | 0 |  |

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|------|---|---|---|---|
| IEC6 |  What is included in the triennial assessment report to the public? Ask to see documentation if available. Note: the requirement is to include: 1. The extent to which schools under the jurisdiction of the LEA are in compliance with the local school wellness policy; 2. The extent to which the LEA's local school wellness policy compares to model local school wellness policies; 3. A description of the progress made in attaining the goals of the local school wellness policy. | 1 | 0 |  |
| IEC7 |  Has the wellness policy been revised based on the triennial assessment? If yes, what process did the committee use to decide what to revise? | 2 | 0 |  |
| IEC8 | Is there an active school level wellness committee? (Note: This may also be called a school health team, school health advisory committee, or similar name) If yes, how frequently does the committee meet? | 0 | 0 |  |

 Federal Requirement
  Farm to School
  CSPAP



PART 3: PROCESS

Analyze the results.

Update the policy to meet the California Measure Up standards, Federal Standards and Guidelines, and WellSAT recommendations and standards.

The results of the WellSAT practice and policy scorecards were analyzed using the WellSAT Worksheet 3 (attached).

WORKSHEET 3: IDENTIFY CONNECTIONS BETWEEN POLICY AND PRACTICE

This worksheet includes four sections that assess the connections between the written wellness policy and the district and school practices.

Instructions: Print out the WellSAT 3.0 Scorecard and Scorecard for the WellSAT-I. With the two scorecards side by side, go through each section and identify the following using Worksheet 3:



All items that received a written policy score of 2 and an interview practice score of 2. These are your district's Strong Policies and Aligned Practices.



All items that received a written policy score of 2 and an interview practice score of 0 or 1. These are items where you need to Create Practice Implementation Plans.



All items that received a written policy score of 0 or 1 and an interview practice score of 2. These items are where your district should Update Policies.




All items that received a written policy score and interview practice score of 0 - 0 or 1 - 1. Also list all items that were not answered in the interviews. These items represent areas where more information on the districts; practices are needed. These should be addressed when the next Triennial Assessment is conducted.


Your District's Combined WellSAT 3.0 and WellSAT-I Scorecard


[Close window](#)


Policy Name: 2022-2023 Triennial Assessment



Below, you will see your written policy scores [WellSAT 3.0] and implementation scores [WellSAT-I] for every item. Each pair of responses is compared and linked to an outcome, listed below:
























 **Strong Policies and Aligned Practices** – District has a strong policy and is fully implementing practices that align with the policy



























 **Create Practice Implementation Plan** – District has a strong or weak policy, but practice implementation is either absent or limited


























 **Update Policies** – District is fully implementing a practice but there is no or only weak language in the written policy, or the district is partially implementing practices and there is no language in the policy

 **Opportunities for Growth** – District has either not addressed the topic in policy or practice; or has only addressed the topic in a very limited way

| | | WellSAT 3.0 Score | WellSAT-I Score | |
|--|--|-------------------|-----------------|---|
| Strong Policies and Aligned Practices – District has a strong policy and is fully implementing practices that align with the policy | | | | |
| SM3 |  How does your school ensure that children who are receiving free/reduced meals cannot be identified? How confident are you that it is not possible for the students to identify those who qualify for free or reduced lunch? | 2 | 2 |  |
| WPM7 |  Is there food or beverage marketing on the school campus during the school day? If yes, do the marketed items meet Smart Snacks criteria? | 2 | 2 |  |
| IEC4 |  How is the wellness policy made available to the public? Is it available online? How often is the public informed where to find the policy? | 2 | 2 |  |
| SM2 | Does the district offer breakfast? If yes, is breakfast offered every day? Is breakfast offered to all students? [Examples include: breakfast is only offered on testing days; only offered Monday, Wednesday and Friday; only offered in some schools.] | 2 | 2 |  |
| SM5 | How are families provided information about eligibility for free/reduced priced meals? (If district provides universal free meals, score 2) | 2 | 2 |  |
| SM6 | Are specific strategies used to increase participation in the school meal programs? If yes, please describe. [Examples include: Smarter Lunchroom strategies; limiting competitive foods; requiring high school students have a scheduled lunch period; taste tests and student input; Grab-and-Go or Breakfast in the Classroom] | 2 | 2 |  |
| NS2 | Do you know where to access the USDA Smart Snacks nutrition standards to check and see if an item can be sold in school during the school day? Can you tell me how you do this? | 2 | 2 |  |
| NS13 | Do students have consistent and easy access to water throughout the school day? If yes, how? Follow up questions: Are students are permitted to carry water bottles with them throughout the school day? Are there water fountains or free water filling stations throughout the school? Is bottled water is for sale during the school day? | 2 | 2 |  |
| PEPA2 | Does the district have a written physical education curriculum that is aligned with national and/or state standards? | 2 | 2 |  |
| PEPA4 | How many minutes per week of PE does each grade in elementary school receive? Note: NASPE recommends that schools provide 150 minutes of instructional PE for elementary school children per week for the entire school year. | 2 | 2 |  |
| PEPA5 | How many minutes per week of PE does each grade in middle school receive? Note: NASPE recommends that schools provide 225 minutes of instructional physical education for middle school students per week for the entire school year. | 2 | 2 |  |
| PEPA6 | How many minutes per week of PE does each grade in high school receive? Note: NASPE recommends that schools provide 225 minutes of instructional physical education for middle school students per week for the entire school year. | 2 | 2 |  |
| PEPA7 | Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education? | 2 | 2 |  |

| | | | | |
|--|--|---|---|---|
| PEPA13 | Is there daily recess for all grades in elementary school? If no, how many days per week is recess offered, and for which grades? How long is recess when it is offered? Note: Best practices for recess: a) it is at least 20 minutes per day; b) it is supervised by trained teachers or staff encouraging students to be active; and c) students have access to safe and appropriate physical activity equipment. | 2 | 2 |  |
| WPM4 | Do teachers ever use physical activity as a punishment? [Examples include: telling students to run extra laps or do other physical activities as behavioral consequence.] | 2 | 2 |  |
| WPM5 | Do teachers ever withhold physical activity as a classroom management tool? [Examples include: taking away recess, taking away PE, or requiring students to sit in one place for an extended period of time.] | 2 | 2 |  |
| WPM8 | Is there food or beverage marketing on school property (e.g., signs, scoreboards, or sports equipment)? If yes, do the marketed items meet Smart Snacks criteria? If they do not meet Smart Snacks criteria, will this change when there is a renewal of the sponsorship agreement? | 2 | 2 |  |
| Create Practice Implementation Plan – District has a strong or weak policy, but practice implementation is either absent or limited | | | | |
| NE1 |  Does the school district have specific goals for nutrition education designed to promote student wellness? Does this include a standards-based nutrition education curriculum? | 2 | 1 |  |
| SM1 |  Have there been parts of the Healthy Hunger-Free Kids Act (HHFKA) regulations for breakfast or lunch that have been challenging to implement? If yes, are there features of the district's meal program that are not yet in compliance? | 2 | 1 |  |
| SM8 |  Is free (i.e., no cost to students) drinking water available to students during meals (i.e., do not include water for sale). Follow up questions can include: Does the cafeteria have water fountains? Are there a sufficient number of working water fountains? Can students take water back to the table or do they need to drink at the fountain? Do students perceive the water and fountains to be clean and safe? | 2 | 0 |  |
| IEC2 |  Which groups are represented on the district level wellness committee? (check all that apply). Note an individual can represent more than one role. <ul style="list-style-type: none"> • Parents • Students • School Food Authority representative • PE Teacher • School Health Professional (nurse, social worker, school psychologist) • School Board Member • School Administrator • Community member | 2 | 0 |  |
| IEC3 |  Is there an official who is responsible for the implementation and compliance with the wellness policy at the building level for each school? If yes, who are those individuals? How do they ensure compliance? | 2 | 0 |  |
| IEC5 |  How does the committee assess implementation of the wellness policy? How often does this assessment occur? [Examples of evaluation tools are: the CDC's School Health Index, the Alliance for a Healthier Generation checklist, local or state policy implementation checklists, or the current interview.] | 2 | 0 |  |
| IEC6 |  What is included in the triennial assessment report to the public? Ask to see documentation if available. Note: the requirement is to include: 1. The extent to which schools under the jurisdiction of the LEA are in compliance with the local school wellness policy; 2. The extent to which the LEA's local school wellness policy compares to model local school wellness policies; 3. A description of the progress made in attaining the goals of the local school wellness policy. | 1 | 0 |  |
| IEC7 |  Has the wellness policy been revised based on the triennial assessment? If yes, what process did the committee use to decide what to revise? | 2 | 0 |  |
| NE2 | How would you describe the nutrition education you provide? Are didactic methods used to increase student knowledge? Are skills-based, behavior focused, and interactive/participatory methods used to develop student skills? | 2 | 1 |  |
| NE7 | Is nutrition education linked with the school food environment? If yes, what are some examples? [Examples include: teachers and food service staff collaborate in connecting nutrition education with the foods and beverages that are in school.] | 2 | 1 |  |
| SM7 | How long are the breakfast (if applicable) and lunch periods? Within that time, how much time do students typically have to sit down and eat their meals. | 2 | 0 |  |

| | | | | |
|--|---|---|---|---|
| NS7 | (Before asking this question look up the state policy on fundraiser exemptions at the bottom of this page: https://www.ihrp.uic.edu/content/research-products-national-wellness-policy-study . If 0 exemptions, item is n/a). Your state [fill in] has adopted an exemption policy that allows for [fill in] school-sponsored fundraisers during which foods and beverages sold do not have to meet Smart Snacks. Are you familiar with this state law? | 2 | 1 |  |
| PEPA8 | Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education? | 1 | 0 |  |
| WPM6 | Are marketing strategies used to promote healthy food and beverage choices in school? If yes, what foods and beverages are promoted, and how is it done? (Examples of promotion include advertisements, better pricing, and more accessible placement of the healthier items). | 2 | 1 |  |
| IEC1 | Is there an active district level wellness committee? Note: This may also be called a health advisory committee or other similar name. If yes, how frequently does the committee meet? | 2 | 1 |  |
| Update Policies – District is fully implementing a practice but there is no or only weak language in the written policy, or the district is partially implementing practices and there is no language in the policy | | | | |
| NS1 |  Are there any foods that are not part of the school meals (known as competitive foods) that are sold to students during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards? | 1 | 2 |  |
| NS3 |  Are there competitive foods/beverages sold a la carte in the cafeteria during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards? | 1 | 2 |  |
| NS4 |  Are there food or beverage vending machines on school property accessible to students during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards? (Optional follow up questions - Who receives the money from the vending machines? Who is responsible for ensuring all items in the vending machines meet Smart Snacks regulations?) | 1 | 2 |  |
| NS5 |  Are there food or beverages sold in school stores during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards? (Optional follow up questions - Who receives the money from the school stores? Who is responsible for ensuring all items in the school stores meet Smart Snacks regulations?) | 1 | 2 |  |
| SM4 | How does the district handle unpaid balances? Follow up questions to determine if student is stigmatized: How are the student and parents notified? Is the student identified in the cafeteria? Is the student refused a meal, given a different meal, or given the regular meal? | 0 | 2 |  |
| SM10 |  Are you familiar with the farm to school program? In your district, is it a priority to procure locally produced foods for school meals and snacks? If yes, what efforts are made to increase local procurement? Are strategies used in the cafeterias to promote them? | 0 | 2 |  |
| NS8 | Are foods or beverages containing caffeine sold at the high school level? | 1 | 2 |  |
| PEPA9 | A PE exemption is when students are permitted to not take PE because of enrollment in other courses such as math, science or vocational training. This does not include exemptions due to disability, religious or medical reasons. What percentage of students do you estimate do not take PE each year due to exemptions? | 0 | 2 |  |
| PEPA10 | A PE substitution is when students are permitted to not take PE because they are engaged in another physical activity such as JORTC or other school sports. What percentage of students do you estimate do not take PE each year due to substitutions? | 0 | 2 |  |
| PEPA12 |  Are there opportunities for all students to engage in physical activity before and after school? If yes, please describe. How frequently does this occur? | 1 | 2 |  |
| PEPA14 |  Do teachers provide regular physical activity breaks for students in the classroom? If yes, please describe. How frequently do they occur? Do all teachers conduct physical activity breaks with their students? | 1 | 2 |  |
| PEPA15 | When school is not in session, do community members use indoor and outdoor school building and grounds facilities? Does the district have a "joint-use" or "shared-use" agreements? (Note if answer is yes or no). | 0 | 2 |  |
| WPM9 | Is there food or beverage marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials)? If yes, do the marketed items meet Smart Snacks criteria? | 0 | 2 |  |
| WPM10 | Is there food or beverage marketing where food is purchased (e.g., logos on exteriors of vending machines, food or beverage cups or containers, food display racks, coolers, or trash and recycling containers)? If yes, do the marketed items meet Smart Snacks criteria? | 0 | 2 |  |
| WPM11 | Is there food or beverage marketing in school publications and media (e.g., advertisements in school publications, school radio stations, in-school television, computer screen savers, school-sponsored | 0 | 2 |  |

| | | | | |
|--|--|---|---|---|
| | Internet sites, and announcements on the public announcement (PA) system)? If yes, do the marketed items meet Smart Snacks criteria? | | | |
| WPM12 | Is there food or beverage marketing through fundraisers and corporate-incentive programs? Examples include: fundraising programs encourage students and their families to sell, purchase, or consume products, and corporate incentive programs provide funds to schools in exchange for proof of purchase of company products, such as Box Tops for Education. If the school participates in food or beverage fundraisers, do they occur on or off campus, and during or outside the school day? Do all products for sale meet Smart Snacks criteria? | 0 | 2 |  |
| Opportunities for Growth – District has either not addressed the topic in policy or practice; or has only addressed the topic in a very limited way | | | | |
| SM9 |  What is the frequency and amount of training provided to the food and nutrition staff? Does it meet the USDA Professional standards? (see below). | 1 | 1 |  |
| NS6 |  Are there food or beverage fundraisers that sell items to be consumed during the school day? If yes, who is in charge of approving in-school fundraising activities? How confident are you that the people conducting fundraisers understand Smart Snacks nutrition standards? How confident are you that items sold in fundraisers meet Smart Snacks standards? (Note: Some states have passed regulation permitting exemptions from the federal law prohibiting non-Smart Snack fundraisers during the school day – this is addressed in the next question). | 1 | 1 |  |
| NS9 |  How often do food-based celebrations occur during the school day in elementary schools (e.g., birthday parties, holiday parties)? Does the district have nutrition standards (such as Smart Snacks) that regulate what can be served? How are these regulations communicated? How confident are you that the regulations are followed consistently? If food-based celebrations are not permitted, how confident are you that they do not occur? | 0 | 0 |  |
| NE3 | Do all elementary school students receive sequential and comprehensive nutrition education? | 1 | 1 |  |
| NE4 | Do all middle school students receive sequential and comprehensive nutrition education? | 1 | 1 |  |
| NE5 | Do all high school students receive sequential and comprehensive nutrition education? | 1 | 1 |  |
| NE6 | Is nutrition education integrated into other subjects beyond health education? If yes, what are some examples? [Examples include: using nutrition facts labels to learn percentages; using a vegetable garden to learn plant biology.] | 1 | 1 |  |
| NE8 |  Does nutrition education address agriculture and the food system? | 1 | 1 |  |
| NS12 | Do teachers use food as a reward in the classroom for good student behavior (e.g., giving out candy for a right answer; having a pizza party when students finish a unit). | 1 | 1 |  |
| PEPA1 |  Does the district have a written physical education curriculum that is implemented consistently for every grade? | 1 | 1 |  |
| PEPA3 | How does your physical education program promote a physically active lifestyle? [Examples include: follows NASPE standards; focuses on self-assessment through a "Fitnessgram" or "Activitygram"; teaches skills needed for lifelong physical fitness.] | 1 | 1 |  |
| PEPA11 |  Are there opportunities for families and community members to engage in physical activity at school? If yes, please describe. How frequently does this occur? | 1 | 1 |  |
| PEPA16 | What proportion of students walk or bike to school? How frequently do they do that? | 1 | 1 |  |
| WPM1 | Are school staff encouraged to model healthy eating and physical activity behaviors in front of students? If yes, how does the school encourage this behavior? [Examples include: Provides staff with opportunities to eat healthfully such as subsidized fruits, vegetables, and water in the cafeteria or lounge; Advises staff not to consume sugary drinks at school; Encourages teachers to be active with students.] | 1 | 1 |  |
| WPM2 |  Are there strategies used by the school to support employee wellness? Please describe. Examples: "Health and wellness classes are offered to staff." "School physical activity equipment is available for use by staff before or after school to support employee wellness." "Free water and healthy snacks are available in the staff break room." | 0 | 1 |  |
| WPM3 | Are teachers encouraged to use physical activity as a reward for students? For example, providing extra recess, taking a walk around the school, or playing an active game in the classroom. | 0 | 1 |  |
| IEC8 | Is there an active school level wellness committee? (Note: This may also be called a school health team, school health advisory committee, or similar name) If yes, how frequently does the committee | 0 | 0 |  |

| | | | | |
|---|--|----|---|--|
| | meet? | | | |
| Section 3. Nutrition Standards for Competitive and Other Foods and Beverages | | | | |
| NS10 | Are foods or beverages served (not sold) to students after the school day on school grounds, including before/after care, clubs, and afterschool programming? If yes, does the district have nutrition standards (such as Smart Snacks or CACFP) that regulate what can be served? How are these regulations communicated to the adults running the activities? How confident are you that the regulations are followed consistently? | NA | 1 | |
| NS11 | Addresses nutrition standards for all foods and beverages sold (not served) to students after the school day, including before/after care on school grounds, clubs, and after school programming | NA | 1 | |



Federal Requirement



Farm to School



CSPAP

- NE** Nutrition Education
- SM** Standards for USDA Child Nutrition Programs and School Meals
- NS** Nutrition Standards for Competitive and Other Foods and Beverages
- PEPA** Physical Education and Physical Activity
- WPM** Wellness Promotion and Marketing
- IEC** Implementation, Evaluation & Communication



PART 4: PROMOTION (AND CELEBRATION!)

- A summary of the assessment process was recorded using the WellSAT Worksheet 4 (attached).
- The district updated the policy to meet practices being implemented, California Measure Up standards, Federal Standards and Guidelines, and WellSAT recommendations and standards.
- The revised Wellness Policy was re-analyzed using the WellSAT 3.0 tool for a new score (also attached).
- The new policy will be ratified by the school board and promoted at the next Wellness Committee meeting, on the website, and posted in the cafeteria.

WORKSHEET 4: SUMMARY OF FINDINGS

This section describes the district's progress toward meeting their wellness goals in the following areas:

1. NE: Nutrition Education
2. SM: Standards for USDA Child Nutrition Programs and School Meals
3. NS: Nutrition Standards for Competitive and Other Foods and Beverages
4. PE: Physical Education and Activity
5. WPM: Wellness Promotion and Marketing
6. IEC: Implementation, Evaluation and Communication



SECTION 1: RECOGNIZING STRONG POLICIES AND ALIGNED PRACTICES

The area of Physical Education and Activity had the strongest scores in both the wellness policy and practice. From required PE minutes to playtime at recess, many areas of physical activity scored highly. Principals reported that stadium track is available for the community to use during the day, school playgrounds are open on weekends, and the fields are open to the community throughout the summer. These activities aligned with strong policy standards calling for state licenced/certified PE teachers and allowing the community to use the school grounds during weekends for sports and community events.

Another area of strength was Wellness Promotion and Marketing. From teachers who reward their students with brain breaks and bringing the class outside for yoga and stretching, to dance parties with the school mascot, rewards promoting healthy habits are important in the classroom. This aligned with the current Wellness Policy which gave ideas of non-food classroom rewards.

Finally, Standards for USDA Child Nutrition Programs and School Meals scored highly both in the policy and the district practices. Each student in the district is offered free breakfast and lunch, regardless of income, and multiple strategies are reported to increase participation for the school breakfast and lunch programs.



SECTION 2: CREATING A PRACTICE IMPLEMENTATION PLAN

to ensure full compliance with all elements of the LSWP.

The WellSAT-I interviews revealed that the district has not been implementing annual Wellness Committee meetings or regular updates to the school wellness policy. Triennial Assessments either have not been conducted, or they were not made available to the public. Part of the reason was due to Covid and the challenges in gathering all shareholders to one meeting when school was being conducted remotely.

The implementation plan was first and foremost to update the Wellness Policy to standards set by the Rudd Center's WellSAT assessment. After updating the wellness policy, another WellSAT 3.0 assessment was conducted on the revised Wellness Policy to ensure that the policy was both strong and comprehensive. This policy will be taken to the board for approval, made public online on the website, posted in the cafeteria, and will be available for further discussion by next year's Wellness Committee meeting for promotion and awareness and for input by all parties.

The district conducted its first post-Covid Wellness Committee meeting on May 9, 2023. Parents, students, teachers, school administrators, school foodservice employees, school board members, school health professionals, community members, and the general public were invited and the meeting was well attended. Practice Interviews were conducted between March and April, and the final Triennial Assessment was completed on June 30, 2023.



SECTION 3: UPDATE POLICIES

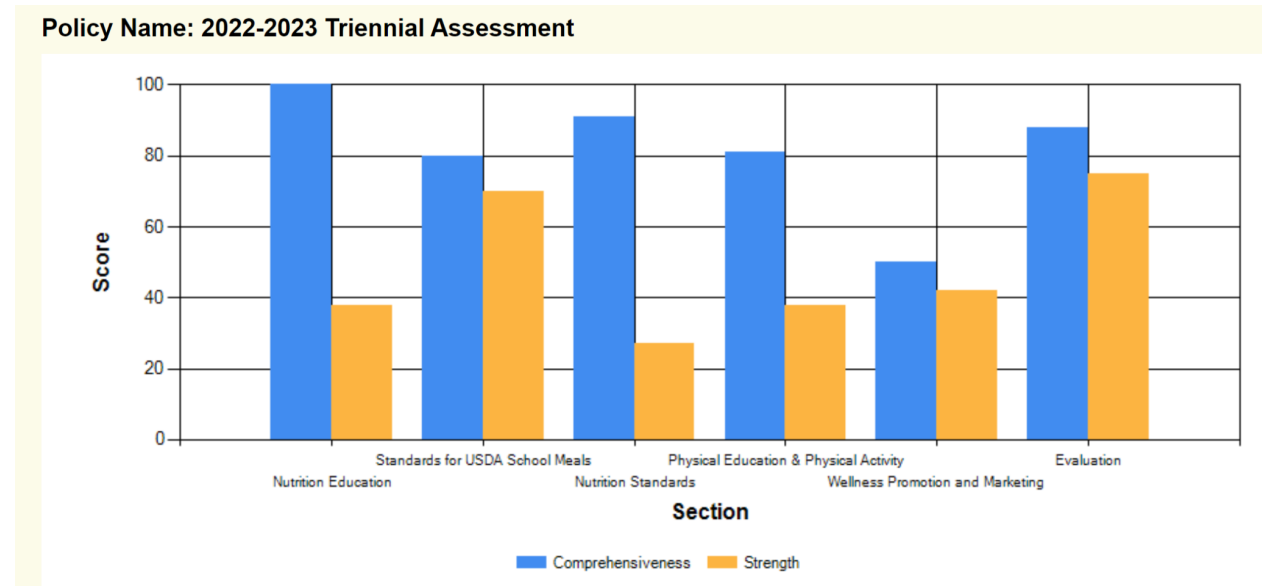
The process of scoring the Wellness Policy against standards of excellence and best practices using WellSAT-3.0 tool revealed that the wellness policy needed comprehensive revisions. Many of the federal guidelines were mentioned, but the language was weak or they were not mentioned at all. To strengthen items, vague words such as "should," "suggest," and "encourage" were replaced with "shall," "will," and "must" in the revised wellness policy.

With the results of the WellSAT 3.0 and WellSAT-I assessments, it became clear that the Wellness Policy had room to grow in order to be aligned with the values and practices being implemented at the district. Language on competitive foods sold during the school day was weak or nonexistent. Verbage on foods sold as fundraisers by the parent associations, school clubs, student stores, etc was minimal. Limits on marketing of food and beverages on campus, in curriculum, and where food is purchased also was absent in the wellness policy, though in practice it was strongly followed. The Wellness Policy was then updated to reflect the healthy practices that the district engaged in.

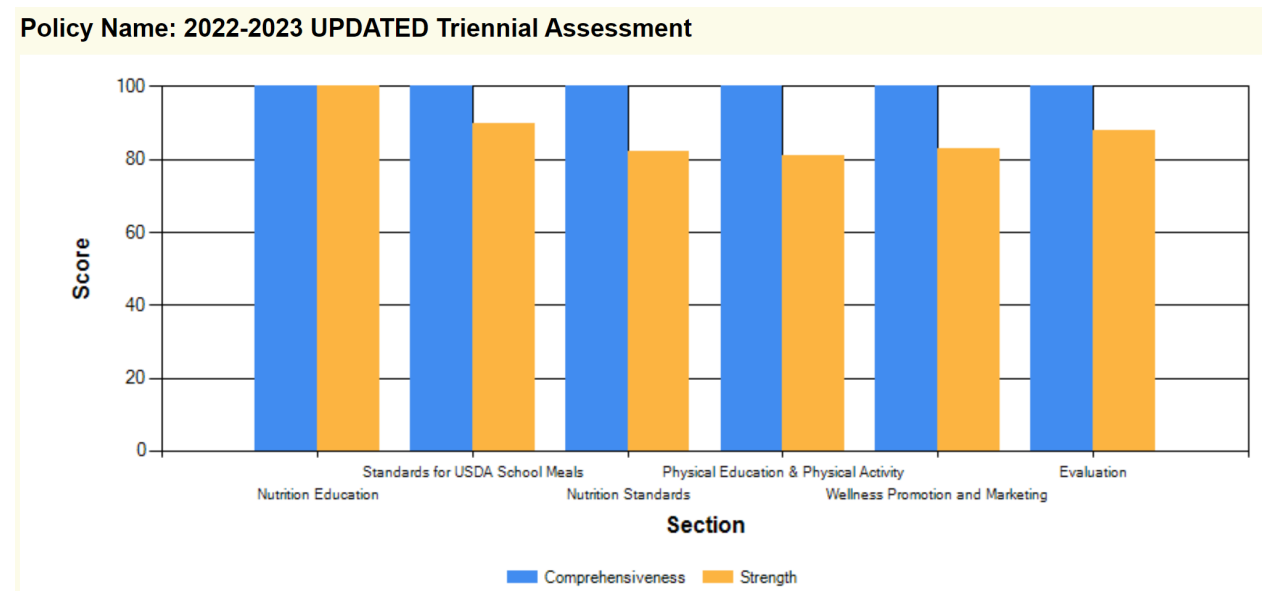
The latest version of the Wellness Policy includes specific language regarding fundraisers and marketing of foods and beverages to students. The new policy reflects California’s Smart Snack regulations and promotes these regulations via a community-friendly brochure that promotes these ideas.

After revising, the wellness policy was given a new score for the WellSAT 3.0. The overall comprehensiveness score and strength scores significantly increased, shown by the following charts:

Original Policy Scores



Revised Policy Scores



SECTION 4: OPPORTUNITIES FOR GROWTH

There are some areas where the district has either not addressed certain topics in policy and practice or has mentioned it in a very brief way. Some areas that have opportunities for growth include limiting food-based celebrations in the classroom such as birthday parties, strictly limiting fundraisers to those that follow Smart Snack standards, and encouraging staff to model healthy eating/physical activity behaviors.

Nutrition education and physical education curriculum are areas where additional information on the district's practices are needed by providing students sequential and comprehensive nutrition education for all grades and integrating nutrition education into subjects. It is recommended to examine these areas thoroughly in the next triennial assessment. Although these items are not state and federal required education standards, they are still important.

The district is committed to continue hosting annual wellness committee meetings and inviting all shareholders from the school and the public to review and communicate the updated wellness policy standards. Since the wellness policy has been revised and strengthened with the support of parents, students, staff, and school administration, it is expected to lead to stronger practices in the future.

Your District's Scorecard

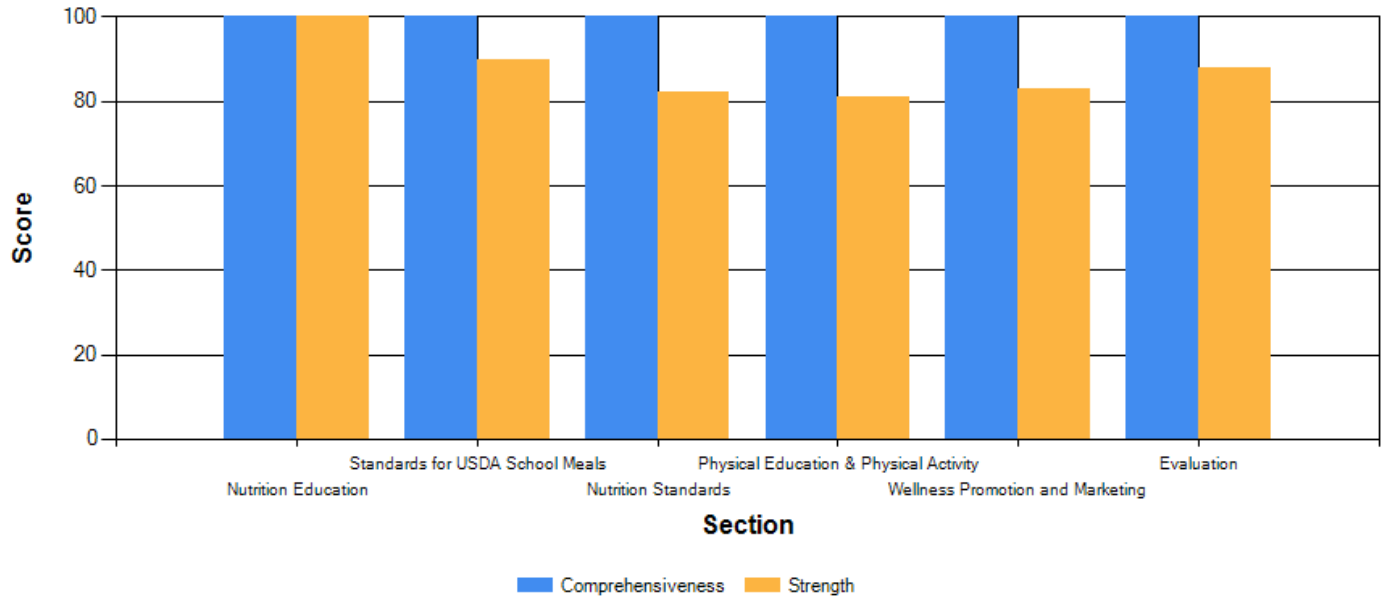
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Congratulations! You have completed the WellSAT. Check out your scorecard below. It contains details of how you scored on each item and section of the assessment. It also provides resources that will help you improve your district's school wellness policy.

Items with a rating of "0" (item not addressed in the policy) or "1" (general or weak statement addressing the item) can be improved by referring to the resource links next to the items. Multiple resources addressing school wellness policy topics are available online. To avoid duplicative information, we have included a small selection, rather than a comprehensive listing.



Version: 3.0

Policy Name: 2022-2023 UPDATED Triennial Assessment



Section 1. Nutrition Education

Rating

| | | |
|-------------------------------|---|------------|
| NE1 |  Includes goals for nutrition education that are designed to promote student wellness. | 2 |
| NE2 | Nutrition education teaches skills that are behavior focused, interactive, and/or participatory. | 2 |
| NE3 | All elementary school students receive sequential and comprehensive nutrition education. | 2 |
| NE4 | All middle school students receive sequential and comprehensive nutrition education. | 2 |
| NE5 | All high school students receive sequential and comprehensive nutrition education. | 2 |
| NE6 | Nutrition education is integrated into other subjects beyond health education | 2 |
| NE7 | Links nutrition education with the school food environment. | 2 |
| NE8 |  Nutrition education addresses agriculture and the food system. | 2 |
| Subtotal for Section 1 | Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 8 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0." | 100 |






Strength Score:

Count the number of items rated as "2" and divide this number by 8 (the number of items in this section). Multiply by 100.

100


[Click here for Nutrition Education Resources](#)






Section 2. Standards for USDA Child Nutrition Programs and School Meals**Rating**

| | | |
|-------------------------------|--|------------|
| SM1 |  Assures compliance with USDA nutrition standards for reimbursable school meals. | 2 |
| SM2 | Addresses access to the USDA School Breakfast Program. | 2 |
| SM3 |  District takes steps to protect the privacy of students who qualify for free or reduced priced meals. | 2 |
| SM4 | Addresses how to handle feeding children with unpaid meal balances without stigmatizing them. | 2 |
| SM5 | Specifies how families are provided information about determining eligibility for free/reduced priced meals. | 2 |
| SM6 | Specifies strategies to increase participation in school meal programs. | 2 |
| SM7 | Addresses the amount of "seat time" students have to eat school meals. | 2 |
| SM8 |  Free drinking water is available during meals. | 2 |
| SM9 |  Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards. | 2 |
| SM10 |  Addresses purchasing local foods for the school meals program. | 1 |
| Subtotal for Section 2 | Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 10 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0." | 100 |
| | Strength Score: Count the number of items rated as "2" and divide this number by 10 (the number of items in this section). Multiply by 100. | 90 |

[Click here for School Food Resources](#)

Section 3. Nutrition Standards for Competitive and Other Foods and Beverages**Rating**


| | | |
|------------|---|----------|
| NS1 |  Addresses compliance with USDA nutrition standards (commonly referred to as Smart Snacks) for all food and beverages sold to students during the school day. | 2 |
| NS2 | USDA Smart Snack standards are easily accessed in the policy. | 2 |




| | | |
|-------------------------------|--|------------|
| NS3 |  Regulates food and beverages sold in a la carte. | 2 |
| NS4 |  Regulates food and beverages sold in vending machines. | 2 |
| NS5 |  Regulates food and beverages sold in school stores. | 2 |
| NS6 |  Addresses fundraising with food to be consumed during the school day. | 2 |
| NS7 | Exemptions for infrequent school-sponsored fundraisers with food to be consumed during the school day. | 2 |
| NS8 | Addresses foods and beverages containing caffeine at the high school level. | 2 |
| NS9 |  Regulates food and beverages served at class parties and other school celebrations in elementary schools. | 1 |
| NS12 | Addresses food not being used as a reward. | 1 |
| NS13 | Addresses availability of free drinking water throughout the school day. | 2 |
| Subtotal for Section 3 | Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 11 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0." | 100 |
| | Strength Score: Count the number of items rated as "2" and divide this number by 11 (the number of items in this section). Multiply by 100. | 82 |

[Click here for Nutrition Standards Resources](#)

Section 4. Physical Education and Physical Activity

Rating



| | | |
|-------|---|---|
| PEPA1 |  There is a written physical education curriculum for grades K-12. | 2 |
| PEPA2 | The written physical education curriculum for each grade is aligned with national and/or state physical education standards. | 2 |
| PEPA3 | Physical education promotes a physically active lifestyle. | 2 |
| PEPA4 | Addresses time per week of physical education instruction for all elementary school students. | 2 |
| PEPA5 | Addresses time per week of physical education instruction for all middle school students. | 2 |
| PEPA6 | Addresses time per week of physical education instruction for all high school students. | 2 |
| PEPA7 | Addresses qualifications for physical education teachers for grades K-12. | 2 |
| PEPA8 | Addresses providing physical education training for physical education teachers. | 2 |

| | | |
|-------------------------------|--|------------|
| PEPA9 | Addresses physical education exemption requirements for all students. | 1 |
| PEPA10 | Addresses physical education substitution for all students. | 1 |
| PEPA11 |  Addresses family and community engagement in physical activity opportunities at all schools. | 2 |
| PEPA12 |  Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities. | 2 |
| PEPA13 | Addresses recess for all elementary school students. | 2 |
| PEPA14 |  Addresses physical activity breaks during school. | 2 |
| PEPA15 | Joint or shared-use agreements for physical activity participation at all schools. | 1 |
| PEPA16 | District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance. | 2 |
| Subtotal for Section 4 | Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 16 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0." | 100 |
| | Strength Score: Count the number of items rated as "2" and divide this number by 16 (the number of items in this section). Multiply by 100. | 81 |

[Click here for Resources on Physical Activity in Schools](#)

Section 5. Wellness Promotion and Marketing

Rating







| | | |
|-------------|--|----------|
| WPM1 | Encourages staff to model healthy eating and physical activity behaviors. | 2 |
| WPM2 |  Addresses strategies to support employee wellness. | 2 |
| WPM3 | Addresses using physical activity as a reward. | 1 |
| WPM4 | Addresses physical activity not being used as a punishment. | 2 |
| WPM5 | Addresses physical activity not being withheld as a punishment. | 2 |
| WPM6 | Specifies marketing to promote healthy food and beverage choices. | 2 |
| WPM7 |  Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards. | 2 |
| WPM8 | Specifically addresses marketing on school property and equipment (e.g., signs, scoreboards, sports equipment). | 2 |
| WPM9 | Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials). | 2 |

| | | |
|-------------------------------|---|------------|
| WPM10 | Specifically addresses marketing where food is purchased (e.g., exteriors of vending machines, food and beverage cups and containers, food display racks, coolers, trash and recycling containers). | 2 |
| WPM11 | Specifically addresses marketing in school publications and media (e.g., advertisements in school publications, school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, and announcements on the public announcement (PA) system). | 2 |
| WPM12 | Specifically addresses marketing through fundraisers and corporate-incentive programs (e.g., fundraising programs that encourage students and their families to sell, purchase, or consume products and corporate incentive programs that provide funds to schools in exchange for proof of purchases of company products, such as Box Tops for Education). | 1 |
| Subtotal for Section 5 | Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 12 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0." | 100 |
| | Strength Score: Count the number of items rated as "2" and divide this number by 12 (the number of items in this section). Multiply by 100. | 83 |

[Click here for Wellness Promotion and Marketing Resources](#)

Section 6. Implementation, Evaluation & Communication

Rating

| | | |
|-------------------------------|--|------------|
| IEC1 | Addresses the establishment of an ongoing district wellness committee. | 2 |
| IEC2 |  Addresses how all relevant stakeholders (parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrator, and the general public) will participate in the development, implementation, and periodic review and update of the local wellness policy. | 2 |
| IEC3 |  Identifies the officials responsible for the implementation and compliance of the local wellness policy. | 2 |
| IEC4 |  Addresses making the wellness policy available to the public. | 2 |
| IEC5 |  Addresses the assessment of district implementation of the local wellness policy at least once every three years. | 2 |
| IEC6 |  Triennial assessment results will be made available to the public and will include: | 2 |
| IEC7 |  Addresses a plan for updating policy based on results of the triennial assessment. | 2 |
| IEC8 | Addresses the establishment of an ongoing school building level wellness committee. | 1 |
| Subtotal for Section 6 | Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 8 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0." | 100 |
| | Strength Score: Count the number of items rated as "2" and divide this number by 8 (the number of items in this section). Multiply by 100. | 88 |

[Click here for Resources for Wellness Policy Development, Implementation and Evaluation](#)

Overall District Policy Score

| | |
|--|-------------------------------------|
| Total Comprehensiveness Add the comprehensiveness scores for each of the six sections above and divide this number by 6. | District Score 100 |
| Total Strength Add the strength scores for each of the six sections above and divide this number by 6. | District Score 87 |

 Federal Requirement  Farm to School  CSPAP

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1. Mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

2. Fax: (833) 256-1665 or (202) 690-7442; or

3. Email: program.intake@usda.gov

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