
Vista Unified School District

Local Wellness Policy Triennial Assessment

2021- 2022

JUNE 1

Vista Unified School District
Child Nutrition Services



Table of Contents

Report Requirements	3
Comparison to a Model Policy	
How to Score Your Policy.....	4
How Scores are Calculated	5
Rudd Center WellSAT Score Card.....	6
Connections Between Policy and Practice Worksheet	13
Section 1: Strong Policies and Aligned Practices	14
Section 2: Create Practice Implementation Plan	16
Section 3: Update Policies	17
Section 4: Opportunities for Growth	19
Summary of Findings Worksheet	10
Extent of Compliance with the LSWP for All Schools	21
Progress in Reaching LSWP Goals	23
Triennial Assessment Report to the Public	
Timeline.....	28
Public Report	29

Wellness Policy Triennial Assessment

Report Requirements

All schools or districts operating the National School Lunch Program and/or School Breakfast Program are required to complete a Triennial Assessment of their local school wellness policy (LSWP) to evaluate how the district is meeting its LSWP's goals at a district and site level. This is to provide insight on what the district and schools are doing well and where areas of opportunity lie. With the findings from the report, the district's Wellness Committee will assess how sites can better be supported to put the LSWP into action at each school site and provide the Board suggestions on how the LSWP can be updated to fit the needs of the district's students.

The Triennial Assessment is comprised of the following four components:

1. Comparison to a model policy (WellSAT 3.0)
2. School's compliance with the Local School Wellness Policy
3. District's progress toward achieving the goals described in the Local Wellness Policy
4. Triennial Assessment Report to the public

“The greatest gap in life is the one between knowing and doing.” – John Maxwell

Comparison to a Model Wellness Policy

Vista Unified School District used the Rudd Center WellSAT 3.0 as their quantitative assessment tool to evaluate the LSWP against a model policy. This assessment does not evaluate what is happening in the district; it only evaluates the language used in the district's written wellness policy. The sections *How to Score Your Policy* and *How Scores are Calculated* are directly from the Rudd Center WellSAT: 3.0 website. VUSD's Scorecard begins on page 6.

How to Score Your Policy

School wellness policies are evaluated based on the degree to which they address 67 policy items. These items are categorized into six sections:

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

Each policy item is rated "0," "1," or "2," using the definitions below. The WellSAT lists each policy item, followed by an explanation of the item and examples of text from real policies that would be rated "1" and "2".

Click the  icon to see example statements.

0 - Not Mentioned

The item is not included in the text of the policy.

1 - Weak Statement

Assign a rating of "1" when the item is mentioned, but

- **The policy will be hard to enforce because the statement is vague, unclear, or confusing.**
- **Statements are listed as goals, aspirations, suggestions, or recommendations.**
- **There are loopholes in the policy that weaken enforcement of the item.**
- **The policy mentions a future plan to act without specifying when the plan will be established.**

Words often used in statements rated as a "1" are: may, can, could, should, might, encourage, suggest, urge, some, partial, make an effort, and try.

2 - Meets or Exceeds Expectations

Assign a rating of "2" when the item is mentioned and it is clear that the policy makers are committed to making the item happen because:

- **Strong language is used to indicate that action or regulation is required**
- **The item is described with concrete plans or strategies for implementation**

Words often used in statements rated as a “2” are: shall, will, must, have to, insist, require, all, total, comply and enforce.

Expert tip: One method for deciding between assigning a rating of "1" or "2" is to consider the scenario of a parent approaching a school district's Board of Education to discuss an issue. If the policy is ambiguous on how the school should handle the issue, assign the item a rating of "1." If the written policy gives clear guidance about how to decide whether the school is compliant with the policy, assign the item a rating of "2."

How Scores are Calculated

The WellSAT will give you two scores: a **comprehensiveness** score, which reflects the extent to which recommended content areas are covered in the policy; and a **strength** score, which describes how strongly the content is stated. Both scores range from 0-100, with lower scores indicating less content and weaker language, and higher scores indicating more content and use of specific and directive language.

SCORE

EXPLANATION

Comprehensiveness Score by section

Comprehensiveness is calculated by counting the number of items in each section rated as “1” or “2,” dividing this number by the number of policy items in the section, and multiplying this number by 100.

Strength Score by section

Strength is calculated by counting the number of items in each section rated as “2,” dividing this number by the number of policy items in the section, and multiplying this number by 100.

Total Comprehensiveness

Total comprehensiveness is calculated by adding the comprehensiveness scores of all six sections and dividing this number by six (the total number of sections).

Total Strength

Total strength is calculated by adding the strength scores of all six sections and dividing this number by six (the total number of sections).

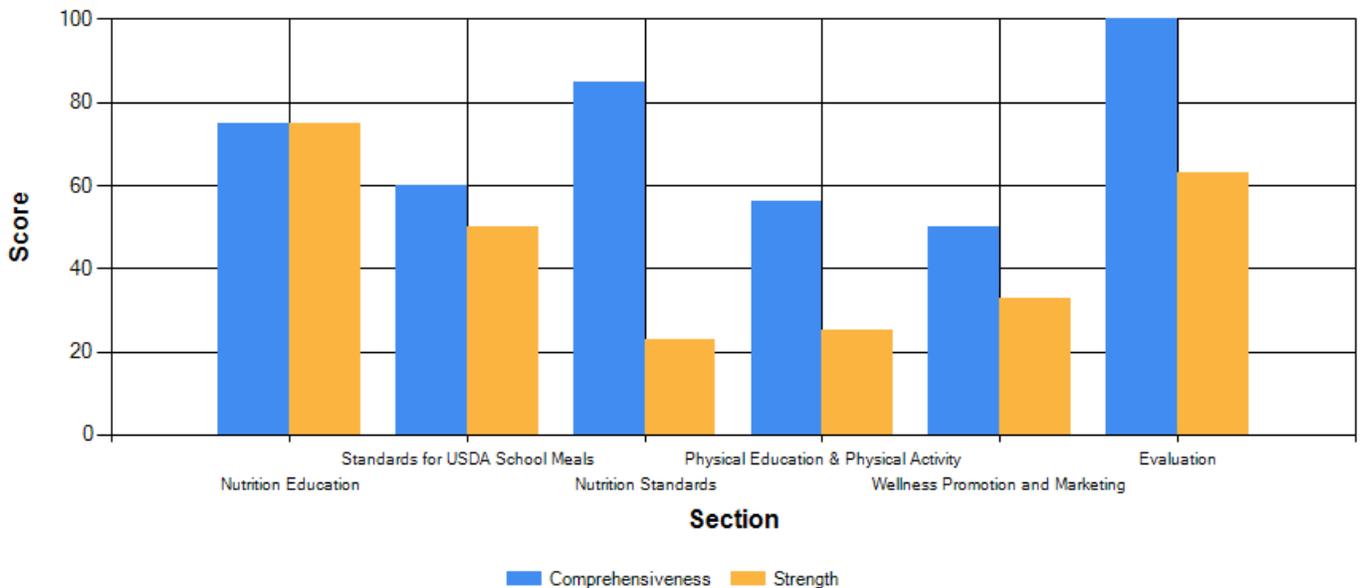
Your District's Scorecard

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: VUSD Updated Wellness Policy



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.	0
NE8	 Nutrition education addresses agriculture and the food system.	0
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."	75
	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.	75

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.	0

SM6	Specifies strategies to increase participation in school meal programs.	0
SM7	Addresses the amount of "seat time" students have to eat school meals.	0
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.	1
SM10	 Addresses purchasing local foods for the school meals program.	0
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."	60
	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.	50

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.	1
NS3	 Regulates food and beverages sold in a la carte.	1
NS4	 Regulates food and beverages sold in vending machines.	1
NS5	 Regulates food and beverages sold in school stores.	1
NS6	 Addresses fundraising with food to be consumed during the school day.	1
NS7	Exemptions for infrequent school-sponsored fundraisers with food to be consumed during the school day.	1
NS8	Addresses foods and beverages containing caffeine at the high school level.	0

NS9	 Regulates food and beverages served at class parties and other school celebrations in elementary schools.	1
NS10	Addresses nutrition standards for all foods and beverages served to students after the school day, including, before/after care on school grounds, clubs, and after school programming.	2
NS11	Addresses nutrition standards for all foods and beverages sold to students after the school day, including before/after care on school grounds, clubs, and after school programming.	2
NS12	Addresses food not being used as a reward.	1
NS13	Addresses availability of free drinking water throughout the school day.	0
Subtotal for Section 3	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 13 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	85
	Strength Score: Count the number of items rated as "2" and divide this number by 13 (the number of items in this section). Multiply by 100.	23

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.	0
PEPA5	Addresses time per week of physical education instruction for all middle school students.	0
PEPA6	Addresses time per week of physical education instruction for all high school students.	0
PEPA7	Addresses qualifications for physical education teachers for grades K-12.	0
PEPA8	Addresses providing physical education training for physical education teachers.	1

PEPA9	Addresses physical education exemption requirements for all students.	0
PEPA10	Addresses physical education substitution for all students.	0
PEPA11	 Addresses family and community engagement in physical activity opportunities at all schools.	0
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.	1
PEPA14	 Addresses physical activity breaks during school.	1
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.	1
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."	56
	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.	25

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.	1
WPM3	Addresses using physical activity as a reward.	0
WPM4	Addresses physical activity not being used as a punishment.	0
WPM5	Addresses physical activity not being withheld as a punishment.	0
WPM6	Specifies marketing to promote healthy food and beverage choices.	0

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).	0
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).	1
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).	0
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."	50
	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.	33

Section 6. Implementation, Evaluation & Communication

Rating

IEC1	Addresses the establishment of an ongoing district wellness committee.	1
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.	1
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.	63

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 71
Total Strength Add the strength scores for each of the six sections above and divide this number by 6.	District Score 45

Connections between Policy and Practice

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. List items in this section on Worksheet 2, starting with those that are federally required.



All items that received a written policy score of 1 or 2 and an interview practice score of 0 or 1. These are items where you need to Create Practice Implementation Plans. List items in this section on Worksheet 2, starting with those that are federally required.



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. List items in this section on Worksheet 2, starting with those that are federally required.



All items that received a written policy score of 0 or 1 and an interview practice score of 0 or 1. These items represent Opportunities for Growth. List items in this section on Worksheet 2, starting with those that are federally required.

SECTION 1: STRONG POLICIES AND ALIGNED PRACTICES



This document identifies where the district has a strong policy and is fully implementing practices that align with the policy.

- Describe the items that received a written policy score of 2 and an interview practice score of 2. Start with the Federal Requirements for each section.

Item number	Item description
	Section 1. Nutrition Education
NE1	Includes goals for nutrition education that are designed to promote student wellness.
NE6	Nutrition education is integrated into other subjects beyond health education
	Section 2: Standards for USDA Child Nutrition Programs and School Meals
SM1	Assures compliance with USDA nutrition standards for reimbursable school meals.
SM2	Addresses access to the USDA School Breakfast Program.
SM3	District takes steps to protect the privacy of students who qualify for free or reduced priced meals.
SM4	Addresses how to handle feeding children with unpaid meal balances without stigmatizing them.
SM8	Free drinking water is available during meals.
	Section 3: Nutrition Standards for Competitive and

	Other Foods and Beverages
NS10	Addresses nutrition standards for all foods and beverages served to students after the school day, including, before/after care on school grounds, clubs, and after school programming.
NS11	Addresses nutrition standards for all foods and beverages sold to students after the school day, including before/after care on school grounds, clubs, and after school programming.
	Section 4: Physical Education and Physical Activity
PEPA1	✕ There is a written physical education curriculum for grades K-12.
PEPA2	The written physical education curriculum for each grade is aligned with national and/or state physical education standards.
PEPA3	Physical education promotes a physically active lifestyle.
PEPA12	Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.
	Section 5: Wellness Promotion and Marketing
WPM7	Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards. (FR)
WPM8	Specifically addresses marketing on school property and equipment (e.g., signs, scoreboards, sports equipment).
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).
	Section 6: Implementation, Evaluation & Communication
IEC3	Identifies the officials responsible for the implementation and compliance of the local wellness policy.
IEC4	Addresses making the wellness policy available to the public.
IEC5	Addresses the assessment of district implementation of the local wellness policy at least once every three years.
IEC6	Triennial assessment results will be made available to the public and will include:

SECTION 2: CREATE PRACTICE IMPLEMENTATION PLAN

This document identifies areas where there is a strong or weak policy, but practice implementation is either absent or limited.



► Enter the items that received a written policy score of 1 or 2 and an interview practice score of 0 or 1. **Start with the Federal Requirements for each section.**

Item number	Item description
	Section 1. Nutrition Education
NE2	Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.
NE3	All elementary school students receive sequential and comprehensive nutrition education.
NE4	All middle school students receive sequential and comprehensive nutrition education.

NE5	All high school students receive sequential and comprehensive nutrition education.
Section 3: Nutrition Standards for Competitive and Other Foods and Beverages	
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.
NS9	Regulates food and beverages served at class parties and other school celebrations in elementary schools.
NS12	Addresses food not being used as a reward.
Section 4: Physical Education and Physical Activity	
PEPA8	Addresses providing physical education training for physical education teachers.
PEPA16	District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bike-able distance.
Section 5: Wellness Promotion and Marketing	
WPM1	Encourages staff to model healthy eating and physical activity behaviors.
WPM2	Addresses strategies to support employee wellness.
Section 6. Implementation, Evaluation & Communication	
IEC7	Addresses a plan for updating policy based on results of the triennial assessment.

SECTION 3: UPDATE POLICIES

This document identifies areas where the LEA is (a) fully implementing practices but there is no or only weak language in the written policy, or (b) partially implementing practices with no policy language. Best practice is to update the policy to match the implementation level.



► Enter the items that received a written policy score of 0 or 1 and an interview practice score of 2. **Start with the Federal Requirements for each section.**

Item	Item description
------	------------------

number	
	Section 1. Nutrition Education
NE7	Links nutrition education with the school food environment.
	Section 2. Standards for USDA Child Nutrition Programs and School Meals
SM5	Specifies how families are provided information about determining eligibility for free/reduced priced meals.
SM6	Specifies strategies to increase participation in school meal programs.
SM7	Addresses the amount of "seat time" students have to eat school meals.
SM9	🏛️ Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.
SM10	🍷 Addresses purchasing local foods for the school meals program.
	Section 3. Nutrition Standards for Competitive and Other Foods and Beverages
NS2	USDA Smart Snack standards are easily accessed in the policy.
NS3	🏛️ Regulates food and beverages sold in a la carte.
NS4	🏛️ Regulates food and beverages sold in vending machines.
NS5	🏛️ Regulates food and beverages sold in school stores.
NS6	🏛️ Addresses fundraising with food to be consumed during the school day.
NS7	Exemptions for infrequent school-sponsored fundraisers.
NS8	Addresses foods and beverages containing caffeine at the high school level.
NS13	Addresses availability of free drinking water throughout the school day.
	Section 4. Physical Education and Physical Activity
PEPA4	Addresses time per week of physical education instruction for all elementary school students.
PEPA5	Addresses time per week of physical education instruction for all middle school students.
PEPA6	Addresses time per week of physical education instruction for all high school students.
PEPA7	Addresses qualifications for physical education teachers for grades K-12
PEPA13	Addresses recess for all elementary school students.
PEPA14	Addresses physical activity breaks during school.
PEPA15	Joint or shared-use agreements for physical activity participation at all schools.
	Section 5. Wellness Promotion and Marketing
WPM5	Addresses physical activity not being withheld as a punishment.
WPM6	Specifies marketing to promote healthy food and beverage choices.

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).
Section 6. Implementation, Evaluation & Communication	
IEC1	Addresses the establishment of an ongoing district wellness committee.
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.
IEC8	Addresses the establishment of an ongoing school building level wellness committee.

SECTION 4: OPPORTUNITIES FOR GROWTH

This identifies areas where the district has either not addressed the topic in policy or practice; or has only addressed the topic in a very limited way.



- ▶ Enter the items that received a written policy score of 0 or 1 and an interview practice score of 0 or 1. **Start with the Federal Requirements for each section.**

Item number	Item description
	Section 1. Nutrition Education
NE8	Nutrition education addresses agriculture and the food system.
	Section 4. Physical Education and Physical Activity
PEPA9	Addresses physical education exemption requirements for all students.
PEPA10	Addresses physical education substitution for all students.
PEPA11	Addresses family and community engagement in physical activity opportunities at all schools.
	Section 5. Wellness Promotion and Marketing
WPM3	Addresses using physical activity as a reward.
WPM4	Addresses physical activity not being used as a punishment.
WPM9	Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials)
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).

Worksheet 4: Summary of Findings

The purpose of these narratives is to describe the district’s progress toward meeting their wellness goals.



SECTION 1: STRONG POLICIES AND ALIGNED PRACTICES

Vista Unified School District’s wellness policy shows strengths in Nutrition Education; Standards for USDA Child Nutrition Programs and School Meals; Wellness Promotion and Marketing; and Implementation, Evaluation & Communication. These policies are supported by strong practices.



SECTION 2: CREATE PRACTICE IMPLEMENTATION PLAN

Vista Unified School District’s wellness policy shows strong language but limited implementation in the domains of Nutrition Education, and Physical Education and Physical Activity. Opportunities for improvement include focusing on comprehensive nutrition education for all grade levels and adopting a standards-based curriculum that includes specific goals to promote student wellness. Another opportunity for improvement is to increase the frequency and availability of before and after school physical activity access.



SECTION 3: UPDATE POLICIES

Vista Unified School District is committed to the health and wellness of its students. This commitment is shown in the implementation of wellness initiatives throughout the district. An area for improvement is to update the wellness policy language to display the current practices of the district. The wellness committee’s goal is to update the wellness policies to better reflect the current practices by the next triennial assessment. Policy revisions will look for ways to more clearly and precisely state expectations for schools and students, as well as opportunities to make them more robust.



SECTION 4: OPPORTUNITIES FOR GROWTH

Opportunities for growth in both written policy and practices include the Physical Education and Physical Activity domain and the Implementation, Evaluation, and Communication domain. Goals that can be established to improve these domains include providing more relevant and specific professional development for PE teachers. Vista Unified can also evaluate how to include additional relevant stakeholders in local school wellness initiatives. These goals should also include strong language in the wellness policy to reflect these practices.

Extent of Compliance for All Schools with the LSWP

Vista Unified School District’s 28 school sites completed a short questionnaire to assess their compliance with the LSWP. The sites were asked if their school was in full compliance, partial compliance, or out of compliance in relation to the LSWP requirements in the following categories: Nutrition Education, Physical Activity, Nutrition Promotion/ Food and Beverage Marketing, Foods Offered but not Sold Standards, and Federal/State Meal Standards. A summary of the schools’ responses is below.

Policy Area (Write the requirements included in your LSWP in the column below)	Out of Compliance (Number of Schools)	Partial Compliance (Number of Schools)	Full Compliance (Number of Schools)
<p style="text-align: center;">Nutrition Education Requirement</p> <p><i>The nutrition education program shall include, but is not limited to, information about the benefits of healthy eating for learning, disease prevention, weight management, and oral health. Nutrition education shall be provided as part of the health education program in grades K-12 and will be age-appropriate, skill building education that focuses on behavior change and, as appropriate, shall be integrated into core academic subjects and offered through before-and after-school programs, summer learning programs, and school garden programs.</i></p>	0/28	7/28	21/28
<p style="text-align: center;">Physical Activity Requirement</p> <p><i>All students shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education and recess and may also be provided through school athletic programs, extracurricular programs, before- and after-school programs, summer learning programs, programs encouraging students to walk or bicycle to and from school, in-class physical activity breaks, and other structured and unstructured activities.</i></p> <p><i>Instruction in physical education shall be provided for a total period of time of not less than 200 minutes each 10 school days for students in grades 1-6 and not less than 400 minutes each 10 school days for students in grades 7-12. (Education Code 51210, 51222) Students in a regional occupational program or center who are exempted from physical education pursuant to Education Code 52316 shall have a minimum school day of 180 minutes. (Education Code 52316)</i></p>	0/28	4/28	24/28
<p style="text-align: center;">Nutrition Promotion/ Food and Beverage Marketing Requirement</p> <p><i>The Board shall not promote the marketing and</i></p>	1/28	0/28	27/28

<i>advertising of non-compliant SB 12 and SB 965 foods and beverages through signage, logos and scoreboards and encourages the marketing and advertising of healthy options.</i>			
<p>Foods Offered but Not Sold Standards</p> <p><i>The Board of Trustees believes that sales of foods and beverages at school during the school day should be aligned with the District's goals to promote student wellness. Any food sales conducted outside the District's food service program shall meet nutritional standards specified in law, Board policy, and administrative regulation and shall not reduce student participation in the District's food service program. The Board authorizes the Superintendent or designee to approve the sale of foods and beverages outside the District's food service program, including sales by student or school connected organizations, sales through vending machines, and/or sales at secondary school student stores for fundraising purposes.</i></p>	0/28	2/28	26/28
<p>Federal/State Meal Standards</p> <p><i>For all foods and beverages available on each campus during the school day, the District shall adopt nutrition guidelines which are consistent with 42 USC 1758, 1766, 1773, and 1779 and federal regulations and which support objectives of promoting student health and reducing childhood obesity. (42 USC 1758b)</i></p>	0/28	0/28	28/28

District- Level Local School Wellness Policy (LSWP) Components	For the components below, indicate whether the district is in compliance
<p>Public Involvement</p> <p>The district will actively communicate the ways in which representatives of the District Wellness Council, School Wellness Council, and others can participate in the development, implementation and periodic review and update of the LSWP.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>Public Notification</p> <p>The district will actively inform caregivers and the public each year of basic information about the LSWP.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>Triennial Assessment</p> <ul style="list-style-type: none"> Once every three years, the district will assess the LSWP by completing the following: Comparing district LSWP to a model LSWP Assessing the extent of compliance for all schools with the LSWP Assessing the progress made in attaining the goals of the LSWP 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Progress in Reaching LSWP Goals

Goal As defined by your LSWP	Was the Goal Met? Yes/ Partially/ No	What Was Achieved? Describe how you achieved this goal	Documentation Share documents (as links or attachments) used to measure LSWP implementation
<p>Nutrition Education Goal(s)</p> <p><i>The nutrition education program shall include, but is not limited to, information about the benefits of healthy eating for learning, disease prevention, weight management, and oral health. Nutrition education shall be provided as part of the health education program in grades K-12 and will be age-appropriate, skill building education that focuses on behavior change and, as appropriate, shall be integrated into core academic subjects and offered through before-and after-school programs, summer learning programs, and school garden programs.</i></p>	<p style="text-align: center;">Yes</p>	<ol style="list-style-type: none"> 1. 91 teachers throughout the district participate in Harvest of the Month 2. Farmers Markets and nutrition education events were held at the following 9 elementary schools: Hannalei, Lake, Mission Meadows, Casita, Monte Vista, VAPA, Foothill Oak, Temple Heights, Bobier 3. The cooking carts were used in over 25 classrooms in the 2021-2022 school year 4. Nutrition education is provided in the monthly Nutrition Newsletters which is sent to parents/ guardians. 5. The district has 14 School Gardens throughout the district. 6. All 9th grade students are required to take VUSD CA State Health Topics 7. Nutrition education is provided in middle and high school PE classes. 	<ol style="list-style-type: none"> 1. Harvest of the Month Materials: Teacher Lesson Resources, Sign Out Sheets, Kitchen Harvest of the Month Poster Example 2. Farmer's Market Schedule & Pictures of Events 3. Cooking cart sign up log & Recipe Book 4. Monthly Newsletter with nutrition education 5. Scope and Sequence of VUSD CA State Health Topics

Goal As defined by your LSWP	Was the Goal Met? Yes/ Partially/ No	What Was Achieved? Describe how you achieved this goal	Documentation Share documents (as links or attachments) used to measure LSWP implementation
Nutrition Promotion Goal(s)	No goal currently set	<ol style="list-style-type: none"> 1. School breakfast and lunch menus available in English and Spanish on Wavecrest Cafe website and menus are posted at each school site in multiple locations 2. New menu item announcements on Wavecrest Cafe website and social media platforms 3. Monthly Nutrition Newsletter sent to parents/ guardians containing information on current menu items 4. Child Nutrition Services marketing via Twitter, Facebook, and Instagram 	<ol style="list-style-type: none"> 1. School Menus on Wavecrest Cafe's website and physical copies at school sites. <ol style="list-style-type: none"> a. Elementary Menu example b. Middle School Menu example c. High School Menu example 2. New Menu Announcement on Wavecrest Cafe's website 3. Monthly Newsletter with new menu items
Physical Activity Goal(s) <i>All students shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education and recess and may also be provided through school athletic programs, extracurricular programs, before- and after-school programs, summer</i>	Yes	<ol style="list-style-type: none"> 1. Recess at every elementary site 2. 4 Elementary PE teachers at 6 elementary schools: Foothill, Maryland, Breeze Hill and Lake share a teacher and Empresa and Grapevine share a teacher 3. Elementary Physical Activity Clubs (before or after school) 4. Special school events- Healthy Hawk Run, Lake 5. Blender Bikes were used at 7 schools in the 2021-2022 school year 6. Elementary PE instruction and all middle and high school PE courses are aligned to both the <i>Physical Education Model</i> 	<ol style="list-style-type: none"> 1. California Healthy Kids Survey Results- Elementary Table A4.4 Number of Days Exercising, Past 7 days 2. California Healthy Kids Survey Results- Secondary Table A4.4 Number of Days Exercising, Past 7 days 3. Elementary School Physical Activity Clubs 4. Physical Education Model Content Standards for

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<p><i>learning programs, programs encouraging students to walk or bicycle to and from school, in-class physical activity breaks, and other structured and unstructured activities.</i></p>		<p><i>Content Standards for California Public Schools: Kindergarten Through Grade Twelve and the Physical Education Framework for California Public Schools: Kindergarten Through Grade Twelve.</i></p> <p>7. The high school PE courses must include instruction in eight specific content areas.</p>	<p>California Public Schools</p> <p>5. Physical Education Framework for California Public Schools</p> <p>6. High School PE Course of Study- 8 Content Areas</p>
<p>Other student wellness Goal(s):</p> <p><i>In order to ensure that students have access to comprehensive health services, the District may provide access to health services at or near District schools and/or may provide referrals to community resources.</i></p>	Yes	<ol style="list-style-type: none"> 1. 12- RNs are employed throughout the district. Each elementary school has a Health/Attendance Technician and each middle and high school has a Senior Health Technician who is a licensed nurse. 2. Resources for Vista Community Clinic- Dental Clinic comes annually 3. 4 COVID testing sites were made available for the community, weekly COVID testing is provided for employees at their workplace, and weekly COVID testing is available to students at their school during the school day. 4. VUSD partnered with Costco to provide vaccination clinics for students aged 5-11 years old. 	<ol style="list-style-type: none"> 1. The School Health Office description of services 2. Community Updates provided every 2 weeks from the Superintendent. 3. COVID-19 Testing Center Flier 4. COVID-19 Vaccination Flier 5. California Healthy Kids Survey Results- Elementary Table A7.1 Social and Emotional Learning Supports Scale Questions

Goal As defined by your LSWP	Was the Goal Met? Yes/ Partially/ No	What Was Achieved? Describe how you achieved this goal	Documentation Share documents (as links or attachments) used to measure LSWP implementation
<p><i>The Board may enter into a joint use agreement or memorandum of understanding to make District facilities or grounds available for recreational or sports activities outside the school day and/or to use community facilities to expand students' access to opportunity for physical activity.</i></p>	<p>Yes</p>	<ol style="list-style-type: none"> 1. Boys and Girls Club Facilities- Use MOU to provide after school programs to students. Most of this program is for middle school sports. 2. FitKids America Master Contract for after school sports programs, including soccer and multisport classes for ASES students (elementary) 3. Cal Athletics Master Contract for summer school and after school "fundamentals of sports" clinics for ASES (elementary) 4. Omode Fitness Master Contract for summer school and after school for fitness sessions for all ages - ASES (middle and elementary) 5. Breanna Zaldivar Master Contract for after school dance classes, including hip-hop and pop for youth - ASES (middle school) 6. Robin Satori Master Contract for after school yoga and relaxation technique programs - AMPM/ASES (elementary and middle school) 7. Athletes Global Master Contract for after school enrichment programs including hip-hop dance, cheer, flag football, basketball, soccer, and field hockey - ASES (elementary and middle school) 	<ol style="list-style-type: none"> 1. Boys & Girls Club MOU 2. Donnomar, Inc. FitKids America Master Contract 3. Athletes Global Master Contract

Goal As defined by your LSWP	Was the Goal Met? Yes/ Partially/ No	What Was Achieved? Describe how you achieved this goal	Documentation Share documents (as links or attachments) used to measure LSWP implementation
<p><i>The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.</i></p>	<p>Partially</p>	<ol style="list-style-type: none"> Board Policy No. 5131.2: Bullying and Administrative Regulation No. 5131.2 Bullying 	<ol style="list-style-type: none"> Board Policy California Healthy Kids Survey Results-Elementary Table A9.2 Violence Victimization Scale Questions, Table A9.4 Been Teased About Body Image, Table A9.6 Anti-Bullying Climate Scale Questions California Healthy Kids Survey Results-Secondary Table A8.3 Violence Victimization Scale Questions

Triennial Assessment Report to the Public

Timeline

Target Audience(s)	Method	Date
Community Partners	Presentation during District Wellness Committee meeting	5/11/2022
Parents/Caregivers, teachers, community partners	School Nutrition Newsletter	Early June
District School Board	Presented to School Board during June 2022 meeting	6/23/2022



2022 Wellness Policy Report Vista Unified School District



Our Wellness Goals

We met these goals:



- ✓ **Nutrition Education-** The nutrition education program shall include, but is not limited to, information about the benefits of healthy eating for learning, disease prevention, weight management, and oral health. Nutrition education shall be provided as part of the health education program in grades K-12 and will be age-appropriate, skill building education that focuses on behavior change and, as appropriate, shall be integrated into core academic subjects and offered through before-and after-school programs, summer learning programs, and school garden programs.
- ✓ **Physical Activity-** All students shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education and recess and may also be provided through school athletic programs, extracurricular programs, before- and after-school programs, summer learning programs, programs encouraging students to walk or bicycle to and from school, in-class physical activity breaks, and other structured and unstructured activities.
- ✓ **Other Wellness Goals**
 - Ensure that students have access to comprehensive health services
 - The Board may enter into a joint use agreement or memorandum of understanding to make District facilities or grounds available for recreational or sports activities outside the school day and/or to use community facilities to expand students' access to

We are still working on these:



✘ Nutrition Education

- While meeting the LWP goal, there are still opportunities to strengthen nutrition education implementation at school sites. Opportunities for improvement include focusing on comprehensive nutrition education for all grade levels and adopting a standards-based curriculum that includes specific goals to promote student wellness

✘ Physical Education

- Many elementary sites put a goal to have a designated PE teacher for each school
- The LWP can be strengthened by providing more relevant and specific professional development for PE teachers

✘ Nutrition Promotion Goal

- Currently, there is not a specific goal set in the Wellness Policy for nutrition promotion.

✘ Other Wellness Goals

- The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.

Each school's wellness designee and principal was asked to complete a short wellness policy survey to assess if their school was in compliance, partial compliance or not in compliance with VUSD's Wellness Policy. All schools participated in the survey. A summary of the results are below.

📄 Nutrition Education Policy

- 21/28 schools in compliance
- 7/28 schools partially in compliance

📄 Nutrition Promotion Policy

- 27/28 schools in compliance
- 1/28 schools not in compliance

📄 Food and Beverage Marketing and Sales Policy

- 26/28 schools in compliance
- 2/28 schools partially in compliance

📄 Physical Activity Policy

- 24/28 schools in compliance
- 4/28 schools partially in compliance

👤 Nutrition Education

- 91 Elementary classrooms participate in Harvest of the Month
- 25 classrooms used the cooking carts
- 9 elementary schools held a Farmer's Market
- Nutrition education is provided to middle and high school students in their PE classes
- Monthly newsletters to parents from Child Nutrition Services

👤 Physical Activity

- The elementary, middle, and high schools' PE instruction are aligned to the *Physical Education Model Content Standards for California Public Schools: Kindergarten Through Grade Twelve* and the *Physical Education Framework for California Public Schools: Kindergarten Through Grade Twelve*.
- Schools host before and after school physical activity clubs
- Blender bike events were held at 7 schools

👤 Other Wellness Goals

- Resources for Vista Community Clinic- Dental Clinic comes annually
- 4 COVID testing sites were made available for the community
- Weekly COVID testing is provided for employees at their workplace
- Weekly COVID testing is available to students at their school during the school day.

