

# California LSWP Triennial Assessment Guidance

Local Education Agencies (LEAs) must conduct a comprehensive assessment of the Local School Wellness Policy (LSWP) a minimum of once every three years, beginning no later than June 30, 2020. The 2020 triennial assessment requirements are: 1) comparison to a model policy; 2) progress with the LSWP goals; and 3) compliance with the policy. The structure of the assessments prior to 2020 is up to LEAs. For triennial assessments conducted 2020 and later, LEAs may choose their methods to meet the three requirements outlined above. One online tool recommended for model policy comparison is the Well SAT, which can be located on the Well SAT website at <http://www.wellsat.org/>. LEAs may use action planning documents containing timelines, goals, and tasks to assist in measuring progress and compliance with the policy, such as the School Health Index online tool located on the Center for Disease Control and Prevention website at <https://www.cdc.gov/healthyschools/shi/index.htm>. LEAs must also make the results of the triennial assessment available to the public. LEAs may use this **California LSWP Triennial Assessment Guidance** to organize their notes regarding the 2020 assessment. Remember, LEAs should keep a copy of the most recent, dated assessment available to show during the school food authority administrative review. **Please note that before June 30, 2020, LEAs still must conduct an assessment but there are no guidelines for the content or scope.**

**Agency Name: Northern United Charter Schools**

**Date Policy Revised: 11/10/21**

**Number of Schools: 2**

**Date Assessment Completed: 2/17/22**

**Reporting Time Period: Spring 2022**

**Report Completed and By Whom: (Name and Position):**

Shari Lovett, Director

Abby Armstrong, Nutrition Program Coordinator

Lynda Speck, Personnel Director

**Comparison to Model Policy: (attach completed report)**

**Please indicate which model policy was used for comparison:**

<b>Model Policy</b>	<b>Check If Used</b>
Alliance for a Healthier Generation	
California School Board Association	<b>X</b>
San Diego County Model Policy	
Other: Please Specify	

**Please indicate which tool was used and the score and provide a brief summary of the result of model policy comparison.**

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Tool Used	Results
Well SAT Scorecard	<b>Total Comprehensiveness Score: 77</b> <b>Total Strength Score: 62</b>
Other Tool: Identify	

Description of Results: The results of the WellSAT 3.0 showed that our Local School Wellness Policy is in compliance in most areas. Some areas for improvement include nutrition education and wellness marketing.

## 1. Monitoring Progress with Meeting the LSWP Goals: (attach completed tools)

Please indicate which tool was used to monitor progress:

Tool Used to Monitor Progress	Check if Used
School Health Index*	
Action for Healthy Kids Game On	
Alliance for a Healthier Generation Healthy Schools Builder	
Well SAT Implementation Assessment	<b>X</b>
Project LEAN Work Plan	
District Action Plan	
Other (such as Local Control Accountability Plan)	

\*A condensed version of the School Health Index is located on the Action for Healthy Kids website at [https://afhkschoolportal.force.com/AFHK\\_Communities\\_Login](https://afhkschoolportal.force.com/AFHK_Communities_Login)

Please summarize successes and barriers by school year:

The Local School Wellness policy for Northern United Charter schools was successfully written and adopted by the board on 2/25/2020. It includes topics such as the wellness council, goals for nutrition, physical activity and other wellness activities, nutrition guidelines for all foods available at school, program implementation and evaluation, notifications and records.

On 11/10/21, the wellness policy was updated to include protocol on keeping students and staff safe from Covid-19, based on federal and state guidelines. Also during this revision, the non-discrimination statement was updated to the most recent, full version.

Plans for improvement of the wellness policy and its implementation include increasing parent/community involvement by giving parents easy access to the policy through Parentsquare and encouraging participation in a wellness committee.

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## 2. Extent of Compliance for ALL schools with the LSWP: (attach completed tools)

Please indicate the tool used to assess the extent of compliance:

Tool Used to Assess Extent of Compliance	Check if Used
School Health Index	
Action for Healthy Kids Game On	
Alliance for a Healthier Generation Healthy School Builder	
Well SAT Implementation Tool	X
Project LEAN Work Plan	
District Action Plan	
District Survey	
Other	

Please indicate how many schools are in compliance:

Policy Area	Not Met (number of schools)	Partial Compliance (number of schools)	Full Compliance (number of schools)
Nutrition Education		2	
Nutrition Promotion			2
Physical Activity			2
Other Areas of Student Wellness			2
Nutrition Standards for Meals			2
Competitive Food and Beverage Standards			2
Food and Beverage Marketing	2		2
Foods Offered but Not Sold			2
Public Involvement			2
Public Notification			2
Leadership			2
Other			

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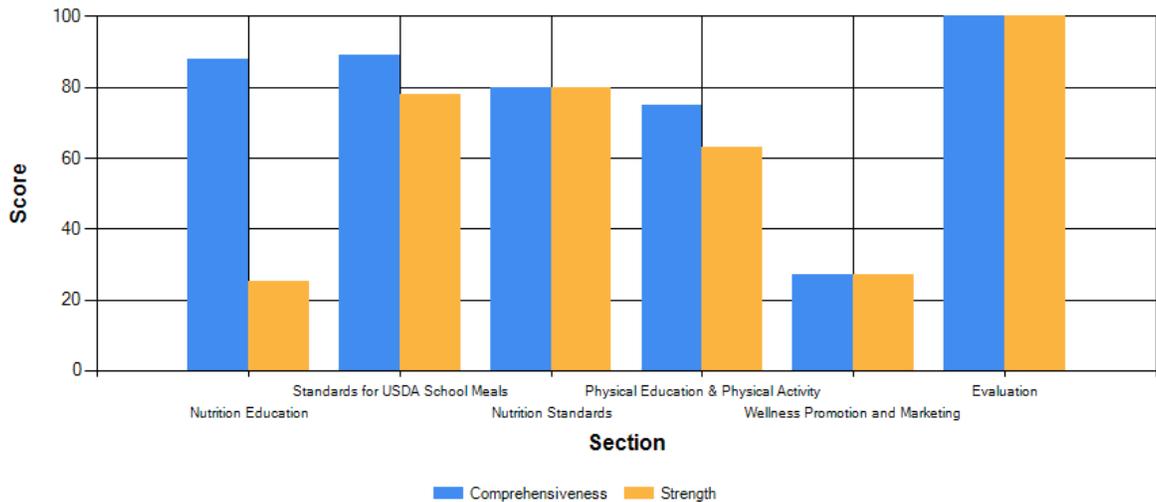
## 3. Triennial Assessment Report to Public: (attach documentation)

Please indicate which target audiences received a report of the triennial assessment, the method used, and the date reported.

Target Audience(s)	Method	Date
School Board	Board Agenda	3/10/22
Parents	Parentsquare	3/15/22
General School Community	School website	3/15/22
Students	School website	
Teachers	School website	
School Administrators	School website	
General School Staff	School website	
Partners	School website	
Other		
Other		

## 4. Please add any comments or notes and identify and the attachments:

### WellSAT 3.0 Triennial I Assessment Results for Northern United Charter Schools



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## Section 1. Nutrition Education

		Rating
<b>NE1</b>	Includes goals for nutrition education that are designed to promote student wellness.	2
<b>NE2</b>	Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.	2
<b>NE3</b>	All elementary school students receive sequential and comprehensive nutrition education.	1
<b>NE4</b>	All middle school students receive sequential and comprehensive nutrition education.	1
<b>NE5</b>	All high school students receive sequential and comprehensive nutrition education.	1
<b>NE6</b>	Nutrition education is integrated into other subjects beyond health education	1
<b>NE7</b>	Links nutrition education with the school food environment.	0
<b>NE8</b>	Nutrition education addresses agriculture and the food system.	1
<b>Comprehensiveness Score:</b>		
<b>Subtotal for Section 1</b>	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."	<b>88</b>
<b>Strength Score:</b>		
	Count the number of items rated as "2" and divide this number by 8 (the number of items in this section). Multiply by 100.	<b>25</b>

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

		Rating
<b>SM1</b>	Assures compliance with USDA nutrition standards for reimbursable school meals.	2
<b>SM2</b>	Addresses access to the USDA School Breakfast Program.	2
<b>SM3</b>	District takes steps to protect the privacy of students who qualify for free or reduced priced meals.	2
<b>SM5</b>	Specifies how families are provided information about determining eligibility for free/reduced priced meals.	2
<b>SM6</b>	Specifies strategies to increase participation in school meal programs.	1
<b>SM7</b>	Addresses the amount of "seat time" students have to eat school meals.	0
<b>SM8</b>	Free drinking water is available during meals.	2
<b>SM9</b>	Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.	2
<b>SM10</b>	Addresses purchasing local foods for the school meals program.	2

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## Comprehensiveness Score:

**Subtotal for Section 2** Count the number of items rated as "1" or "2" and divide this number by 9 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0." **89**

## Strength Score:

Count the number of items rated as "2" and divide this number by 9 (the number of items in this section). Multiply by 100. **78**

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

<b>NS6</b>	Addresses fundraising with food to be consumed during the school day.	<b>2</b>
<b>NS8</b>	Addresses foods and beverages containing caffeine at the high school level.	<b>0</b>
<b>NS9</b>	Regulates food and beverages <b>served</b> at class parties and other school celebrations in elementary schools.	<b>2</b>
<b>NS12</b>	Addresses food not being used as a reward.	<b>2</b>
<b>NS13</b>	Addresses availability of free drinking water throughout the school day.	<b>2</b>

## Comprehensiveness Score:

**Subtotal for Section 3** Count the number of items rated as "1" or "2" and divide this number by 5 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0." **80**

## Strength Score:

Count the number of items rated as "2" and divide this number by 5 (the number of items in this section). Multiply by 100. **80**

## Section 4. Physical Education and Physical Activity Rating

<b>PEPA1</b>	There is a written physical education curriculum for grades K-12.	<b>1</b>
<b>PEPA2</b>	The written physical education curriculum for each grade is aligned with national and/or state physical education standards.	<b>2</b>
<b>PEPA3</b>	Physical education promotes a physically active lifestyle.	<b>2</b>
<b>PEPA4</b>	Addresses time per week of physical education instruction for all elementary school students.	<b>2</b>
<b>PEPA5</b>	Addresses time per week of physical education instruction for all middle school students.	<b>2</b>
<b>PEPA6</b>	Addresses time per week of physical education instruction for all high school students.	<b>2</b>

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<b>PEPA7</b>	Addresses qualifications for physical education teachers for grades K-12.	<b>0</b>
<b>PEPA8</b>	Addresses providing physical education training for physical education teachers.	<b>1</b>
<b>PEPA9</b>	Addresses physical education exemption requirements for all students.	<b>0</b>
<b>PEPA10</b>	Addresses physical education substitution for all students.	<b>0</b>
<b>PEPA11</b>	Addresses family and community engagement in physical activity opportunities at all schools.	<b>0</b>
<b>PEPA12</b>	Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.	<b>2</b>
<b>PEPA13</b>	Addresses recess for all elementary school students.	<b>2</b>
<b>PEPA14</b>	Addresses physical activity breaks during school.	<b>2</b>
<b>PEPA15</b>	Joint or shared-use agreements for physical activity participation at all schools.	<b>2</b>
<b>PEPA16</b>	District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.	<b>2</b>
<b>Comprehensiveness Score:</b>		
<b>Subtotal for Section 4</b>	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."	<b>75</b>
<b>Strength Score:</b>		
	Count the number of items rated as "2" and divide this number by 16 (the number of items in this section). Multiply by 100.	<b>63</b>

5.

## Section 5. Wellness Promotion and Marketing

		<b>Rating</b>
<b>WPM1</b>	Encourages staff to model healthy eating and physical activity behaviors.	<b>2</b>
<b>WPM2</b>	Addresses strategies to support employee wellness.	<b>2</b>
<b>WPM3</b>	Addresses using physical activity as a reward.	<b>0</b>
<b>WPM4</b>	Addresses physical activity not being used as a punishment.	<b>0</b>
<b>WPM5</b>	Addresses physical activity not being withheld as a punishment.	<b>0</b>
<b>WPM6</b>	Specifies marketing to promote healthy food and beverage choices.	<b>2</b>
<b>WPM8</b>	Specifically addresses marketing on school property and equipment (e.g., signs, scoreboards, sports equipment).	<b>0</b>
<b>WPM9</b>	Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).	<b>0</b>
<b>WPM10</b>	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).	<b>0</b>

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<b>WPM11</b>	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).	<b>0</b>
<b>WPM12</b>	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).	<b>0</b>
<b>Comprehensiveness Score:</b>		
<b>Subtotal for Section 5</b>	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."	<b>27</b>
<b>Strength Score:</b>	Count the number of items rated as "2" and divide this number by 11 (the number of items in this section). Multiply by 100.	<b>27</b>

## Section 6. Implementation, Evaluation & Communication

	Rating
<b>IEC1</b> Addresses the establishment of an ongoing district wellness committee.	<b>2</b>
<b>IEC2</b> 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.	<b>2</b>
<b>IEC3</b> Identifies the officials responsible for the implementation and compliance of the local wellness policy.	<b>2</b>
<b>IEC4</b> Addresses making the wellness policy available to the public.	<b>2</b>
<b>IEC5</b> Addresses the assessment of district implementation of the local wellness policy at least once every three years.	<b>2</b>
<b>IEC6</b> Triennial assessment results will be made available to the public and will include:	<b>2</b>
<b>IEC7</b> Addresses a plan for updating policy based on results of the triennial assessment.	<b>2</b>
<b>IEC8</b> Addresses the establishment of an ongoing school building level wellness committee.	<b>2</b>
<b>Subtotal Comprehensiveness Score:</b>	<b>100</b>

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**for** Count the number of items rated as "1" or "2" and divide this number by  
**Section 6** 8 (the number of items in this section). Multiply by 100. Do not count  
an item if the rating is "0."

**Strength Score:**

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

## 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  
77**

**Total Strength**

Add the strength scores for each of the six sections above and divide this  
number by 6.