

*LUSD SCHOOL &
DISTRICT WELLNESS
POLICY ASSESSMENT
REPORT*

Submitted by:
LUSD Wellness Committee

May 2019

Goal of the District Wellness Policy

LUSD's Wellness Policy supports and promotes healthy eating, healthy behaviors and physical activity in the Lompoc Unified School District. It also develops strategies for promoting staff wellness and for involving parents/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle.

Health and Wellness Committee

Lompoc Unified School District's Health and Wellness Committee is comprised of a team of employees, as well as parents and representatives from various community organizations. The Committee is responsible for establishing and maintaining district policies related to efforts to support health and wellness. Goals for nutrition promotion and education and other school-based activities are promoted, along with guidelines for all foods sold on each school campus during the school day that are consistent with federal regulations. Importantly, policies for foods and beverages made available to students (e.g., in classroom parties, snacks brought by parents, other foods given as incentives) are communicated with the public on an annual basis. The Health and Wellness Committee analyzes data from the Wellness Policy Assessment which measures the extent to which LUSD's schools are in compliance with its wellness policy and the progress made in attaining the district's wellness goals.

Purpose of this Report

This report captures all wellness related work being done within the Lompoc Unified School District, and encompasses work facilitated by community members, individual school sites, and the District. The purpose of this report is to determine the level of program compliance with the goals of the District Wellness Policy. LUSD's Wellness Policy includes goals in the following areas:

1. Nutrition Education
2. Nutrition Promotion
3. Physical Activity
4. Other School-Based Health
5. Nutrition Guidelines for All Food Available on Campus
6. Accountability
7. Stakeholder Involvement and Participation
8. Public Notification

Assessment Strategy

The District Wellness Committee developed two assessment tools to use to determine how well the District, as a whole, and each school were meeting the goals as defined in the Wellness Policy.

1. District Level Assessment - Assistant Superintendent of Education Services, Kathi Froemming, completed the District Wellness Policy Assessment which included 17 questions addressing 7 wellness goal categories, and included comments. It also includes future goals. The assessment was completed on-line and returned on January 12, 2017.
2. School Level Assessment – Principals from 14 school sites responded to an assessment geared toward wellness goals at school, which included comments. The assessment tool was accomplished using "Survey Monkey". It included 24 questions addressing 6 wellness goal categories. It was accomplished during the October 20, 2017 Principal Forum meeting.

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The District Wellness Committee also developed two surveys, one for teachers and one for parents to gain their perspective on how well the goals of the wellness policy were being met at their respective school.

1. **Teacher Survey** - The survey included 24 questions addressing 6 wellness goal categories, and included a comment section. The survey was accomplished on Google Docs. A survey link was emailed to all teachers at 14 schools on January 16, 2018. The survey remained open through January 30th. A total of 79 teachers filled out surveys out of 490 teachers (16%). All schools except Bob Forinash were represented in the survey results.
2. **Parent Survey** - The survey included 21 questions addressing 7 wellness goal categories. The survey was accomplished on Google Docs and was available in English and Spanish. A survey link was posted on the District webpage on January 16, 2018. The survey remained open through January 30th. A Blackboard phone/text message was sent on January 15th announcing the survey. Hard copies, in English and Spanish, were made available at the school offices. A total of 20 surveys were completed (all in English). All were submitted online except for one hard copy. Only 9 of the 15 schools were represented in the survey results.

Assessment of Level of Compliance with LUSD Wellness Policy Goals:

Note: See appendix A for assessment and survey results data

1. **Nutrition Education**
 - a. District Assessment – 100%
 - b. School Assessment – 83% (questions 1-3)
 - c. Teacher Survey
 - i. 55% stated “yes” to efforts to integrate nutrition education into other subjects (question 11); and nutrition education is linked with the school meal program (question 12)
 - ii. 24% stated compliance is “very good – good” progress to extend nutrition education beyond the classroom (question 5)
 - d. Parent Survey - 64.3% stated “yes” to efforts to integrate nutrition education into other subjects (question 11)
2. **Promoting Student Wellness**
 - a. Teacher Survey - 35% stated progress toward promoting student wellness through use of posters and parent communication is “very good – good” (question 4)
 - b. Parent Survey
 - i. 47% stated progress toward promoting student wellness through use of posters and parent communication is “very good – good” (question 4)
 - ii. 75% stated “yes” they are encouraged to support the District’s wellness policy (question 10)
3. **Physical Education and Activity**
 - a. District Assessment – 100%
 - b. School Assessment – 84% (questions 15-19)
 - c. Teacher Survey - 80% stated “yes” compliance is being achieved (questions 17, 18, 19, 20)
 - d. Parent Survey – 71.7% stated “yes” compliance is being achieved (questions 17, 18, 19, 20)

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4. Other School-Based Health Efforts
 - a. District Assessment – 100%
 - b. School Assessment – 83% (questions 4-8)
 - c. Teacher Survey – 50% stated “yes” compliance is being achieved (questions 13,14, 16, 21, 22, 23, 24)
 - d. Parent Survey – 60% stated “yes” compliance is being achieved (questions 13, 16, 21)

5. Nutritional Guidelines for Foods Available on Campus
 - a. District Assessment – 100%
 - b. School Assessment – 85% (questions 9-14)
 - c. Teacher Survey
 - i. 70% stated “yes” they are encouraged to support the state’s nutrition standards and the District’s nutrition education program (question 10)
 - ii. 65% stated progress is “very good – good” toward meeting federal and state standards for foods sold to students on campus outside the school meal program (question 15)
 - iii. Regarding classroom celebrations in the past month (questions 6-9)
 - 59% had no celebrations; 36% had one; 5% had two
 - Of the celebration that occurred; 54% did not celebrate with food; 40% said one celebrated with food; 6% said two celebrated with food
 - Regarding the healthiness of the food served: 20% were considered “healthy; 69% were considered “moderately healthy”; 11% were considered “unhealthy”
 - Regarding inclusion of alternate methods of celebrating without food, 53% included physical activity and or a nonfood activity instead of food
 - d. Parent Survey
 - i. 63% stated progress is “very good – good” toward meeting federal and state standards for foods sold to students on campus outside the school meal program (question 15)
 - ii. Regarding classroom celebrations in the past month (questions 6-9)
 - 36% had no celebrations; 43% had one; 21% had two
 - Of the celebrations that occurred; 43% did not celebrate with food; 36% said one celebrated with food; 21% said two celebrated with food
 - Regarding the healthiness of the food served: 27% were considered “healthy; 36% were considered “moderately healthy”; 36% were considered “unhealthy”
 - Regarding inclusion of alternate methods of celebrating without food: 45% included physical activity and or a nonfood activity instead of food
 - iii. Children able to purchase unhealthy food/snacks during the school day (which includes ½ hour after the end of the official school day):
 - Soda – 50% (Cabrillo High)
 - Cookies – 25%
 - Candy – 25%

6. Accountability
 - a. District Assessment – 50%

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7. Stakeholder Involvement and Participation
 - a. District Assessment – 100%
 - b. School Assessment – 19% (questions 20-22)
 - c. Teacher Survey – 41% stated “yes” compliance is being achieved (question 25)
 - d. Parent Survey – 73.7% stated “yes” compliance is being achieved (question 22)

8. Public Notification
 - a. District Assessment – 100%
 - b. School Assessment – 85% (questions 23-25)
 - c. Teacher Survey – 41% stated “yes” compliance is being achieved (question 26)
 - d. Parent Survey – 58.8% stated “yes” compliance is being achieved (question 23)

Comparison of LUSD Wellness Policy to California Project-Lean Model (WellSAT 2.0):

Note: see attached WellSat 2.0 data

During a strategic planning meeting on September 26, 2016, California Project Lean’s Project Manager, Katherine Hawksworth, walked LUSD administrators and key District Wellness Committee members, district staff and community partners through the WellSAT 2.0 assessment tool. This tool offers a consistent and reliable means of assessing the comprehensiveness and strength of school wellness policies. This exercise was funded by the Public Health Department’s Nutrition Education and Obesity Prevention Program. The WellSAT 2.0 gives 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:

WellSAT 2.0 Assessment Tool Scorecard

<i>Wellness Sections</i>	<i>Comprehensive Score</i>	<i>Strength Score</i>
<i>Nutrition Education</i>	100	86
<i>USDA School Meal Program Standards</i>	64	50
<i>Competitive Food/Beverage Sales & Celebrations Standards</i>	82	55
<i>Physical Education and Physical Activity</i>	60	25
<i>School Wellness Promotion & Marketing</i>	73	40
<i>Implementation, Evaluation & Communication</i>	91	45
<i>Overall District Policy Score</i>	78	50

Progress in Attaining Wellness Policy Goals

Challenges and Solutions:

1. Nutrition Education - The District had been making positive progress to extend education into other subjects and toward extending nutrition education beyond the classroom when outside funding was available. As this funding diminished so did many of the programs. Funding was offered for several years through the Public Health Department's NEOP Program. Part of the progress included providing staff to teach in, and manage maintenance of learning labs (school gardens) at the elementary schools, which had been installed by funding from the Orfalea Foundations S'cool Garden Program. Unfortunately, there are less opportunities to access these labs as many of the gardens are not being maintained on some campuses, likely because funding went away. Currently, school garden funding at the schools comes out of the school's supplemental concentration dollars (LCAP) and is an individual site decision based on the commitment of school staff, volunteers and other resources. Two elementary schools currently receive funding from the Audacious Foundation to maintain the garden learning labs, and the parents at Hapgood and Fillmore have been empowered through the NEOP Adult Education Program to maintain their garden learning labs on their own accord.
2. Promoting Student Wellness/Stakeholder Involvement – The District has a high percentage of Spanish speaking parents (27%), while not having adequate staff to translate health and wellness information for them, which made it challenging for this group of stakeholders to be aware of health and wellness efforts going on in the District or to participate on the Wellness Committee. This issue became one of the goals that came out of the Strategic Planning Meeting held on September 26, 2016. During the 2017-2018 school year, the Wellness Committee developed a Wellness Communication/Topic informational handout for principals to share at their site meetings. It included a wellness policy summary graphic in English and Spanish to share at meetings, wellness policy goals for the year, and information about the Wellness Committee meetings and an invitation to participate. It also included a quarterly topic to be discussed at the meetings. Wellness Committee members may use this format when invited to ELAC Meetings at schools to communicate information about the Wellness Committee. The NEOP Program encouraged Spanish speaking parents to participate in one Wellness Committee meeting at which translation services were offered.
3. Nutrition Guidelines for Foods Available on Campus – Although the District had a policy for classroom parties, it was not being enforced. Parents were either not aware of it or chose not to follow it which led to a constant stream of cupcakes showing up at the school office to celebrate student birthdays. This year the District Wellness Committee developed a District policy on classroom parties and implemented it. This new policy was presented to the principals at Administrative Council on September 6, 2018. Under the new policy, which is printed in Spanish and English, party foods and beverages must meet Smart Snacks Guidelines except for 4 days a year where latitude is given for special celebrations. These days are determined by school site. The principals agreed to share the new policy with staff and parents. The Wellness Committee shares the new policy at site meetings when they are invited and it was shared at the PTA Council Meeting on October 18, 2018.
4. Accountability – The Wellness Committee established wellness policy leadership to ensure each school complies with the policy. Kathi Froemming, the Assistant Superintendent of Education Services was the administrator designated by Trevor McDonald to provide leadership for the

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Wellness Committee and Wellness Policy process in November 2017. With this leadership the Wellness Committee has been able to make inroads into wellness policy goal implementation leading to increased communication at the school sites and progress in meeting wellness policy goals.

5. Assessing Compliance – As previously stated, a teacher survey and parent survey were used to assess levels of compliance at the schools. The method used to deliver the survey to the audiences did not produce the desired results: only 16% (79 out of 490) of the teachers filled out a survey, and 1 school was not represented (Bob Forinash); only 20 parent surveys were filled out, and only 9 of 15 schools were represented. It was decided that in the future the teacher survey will be accomplished during a staff meeting and the parent survey will be filled out during parent meetings at school, such as, Site Council, ELAC and the PTA.

Successes

1. Nutrition Education – Some schools have decided to use their school's supplemental concentration dollars (LCAP) to create a school garden, or to continue to fund an existing one.
 - La Canada and La Honda Elementary Schools have school gardens funded by the Audacious Foundation. La Honda has an extraordinary orchard with fruit trees in its garden. The garden educator leads classes integrating science and nutrition.
 - Crestview Elementary School's garden is maintained by the kindergartners and sixth grade students. Students get to taste vegetables, such as celery and broccoli, and take some home to their families. This school's garden is maintained through school site funds.
 - Maple Continuation High School students, through a CTE Pathway in Horticulture and Ag Science program, have begun sending farm-to-table broccoli and cabbage to their salad bar at lunchtime. The students have grown these fresh vegetables themselves in their school garden.
 - Clarence Ruth Elementary School is in the process of installing a school garden which is supported by Santa Maria CWA (California Women for Agriculture).
 - Gardens at Fillmore and Hapgood Elementary Schools are being well maintained by parent volunteers and a garden educator through the empowerment of a parent educator funded by Santa Barbara County Public Health Department NEOP (Nutrition Education Obesity Prevention) program, encouraging and preparing the parent volunteers to take ownership of the garden. Hapgood's garden also receives funding from their PTA; and from CalFresh who provides garden teaching for 1st grade students about nutrition.
 - The Santa Barbara County Public Health Department NEOP program provides nutrition education to parents at Hapgood, Miguelito, Fillmore and Los Berros elementary schools.
2. Physical Education and Activity - The District has made good progress at attaining wellness policy goals in this area.
 - LUSD continues to use the SPARK PE program to provide fun and creative physical activity for students. Funding for equipment replacement for SPARK and for PE teachers at the elementary schools is funded through the LCAP.
 - The Lompoc Valley Community Healthcare Organization (LVCHO) worked with the Healthy Lompoc Coalition to facilitate the Safe Routes to School Program District-wide from 2010-2016.

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- The Audacious Foundation currently provides funding for La Honda and La Canada for the following activities: biking & bike safety, swim lessons for 3rd graders, and Nature Track field trips at selected grades.
- The Lompoc Family YMCA and their partner, the Lompoc City Aquatic Center, with the help from funding from YMCA of the USA and private donors, were able to teach 88 3rd graders from the Lompoc Community how to swim in their *Third Grade Learn To Swim Program*. The program focuses on boosting children's self-worth by increasing their confidence in an aquatic environment and teaches water safety rules, buddy swimming, pushing, turning, floating, basic swimming strokes and other safety skills.
- The Lompoc Boys & Girls Club collaborates with LUSD to provide recess programming at three elementary schools, 4 days per week to keep kids moving and engaged in physical activities.
- At La Honda dance lessons are provided to kindergarteners and 1st graders all year long.
- Schools are making the “move” toward healthier fundraising alternatives that include physical activity instead of unhealthy food and beverage sales. Crestview Elementary School held a Jog-a-thon in September which raised money for field trips and assemblies; and a “Jump Rope for Heart” event in February to raise money for the American Heart Association.

3. Other School-Based Health

- The District is in the process of partnering to build the Lompoc Community Track and Sports Field at Huyck Stadium District Facility. This project is a joint effort between LUSD, the LVCHO community fundraising committee, the City of Lompoc, and hundreds of community members who have donated toward this community project. It is on schedule to break ground at the end of 2019. Providing school space and facilities for students, staff and community members for the purpose of offering physical activity opportunities, is an LUSD Wellness Policy Goal.
 - Lompoc Valley Middle School students participated in Safe Fleet’s annual *United to End Bullying Program Coloring and Poster Contest*. The purpose of this program was to build a positive climate and culture at school. Two LVMS students won prizes this year for their entries. The District prohibits bullying and harassment of all students to ensure a safe, positive school environment which is conducive to students’ physical and mental health.
 - All schools provide access to free, safe drinking water during meal times in serving areas. The Orfalea Foundation provided funding for filtered and refrigerated hydration stations at various LUSD school sites and the LVCHO provided funding for water refill stations to be installed in multiple LUSD school sites. Vandenberg Middle School and Cabrillo High Schools were able to secure funding for a water station, helping the District to fulfill its goal to install one or more refrigerated, filtered water refill stations on all but one campus (Maple High School).
4. Nutrition Guidelines for All Food Available on Campus –The District implemented a new policy for classroom parties in September 2018. The survey question regarding progress toward meeting the federal and state standards for foods sold to students on campus: 65% of teachers and 63% of parents reported “very good to good” progress in this area.
5. The District Wellness Policy (AR 5030) was updated and received Board approval on October 9, 2018. It meets all of the requirements of the USDA Healthy, Hunger-Free Kids Act of 2010 (HHFKA).

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6. Child Nutrition Services continues its transition to scratch cooked food which began in 2009 with the help of generous grants from the Orfalea Foundation's S'cool Food Initiative. In 2014 the Central Kitchen was remodeled for the purpose of providing scratch-cooked food to all sites. At that point scratch-cooked food was being served at the secondary schools, Buena Vista and La Canada elementary schools. With the Central Kitchen transformation into a professional commercial kitchen with adequate equipment and refrigeration/freezer space, the following schools were able to be remodeled:
 - 2015 - Hapgood and Crestview elementary schools.
 - 2016 - Fillmore and Clarence Ruth elementary schools.
 - 2018 - Los Berros Elementary School was remodeled, and Lompoc Valley Middle School received a new cafeteria which includes serving lines and salad bars inside a building, and new kitchen equipped with state of the art equipment.
 - Only two schools were not able to be remodeled before the Orfalea S'cool Food Initiative ended, La Honda and Miguelito. The goal is to remodel them when a bond measure passes.
7. LUSD dedicates Local Control Funding Formula (LCFF) dollars to support attendance of the District's sixth graders at Catalina Island Marine Institute (CIMI). CIMI is a unique outdoor science school, providing an exciting outdoor educational experience with a focus on hands-on experiential science, utilizing state of the art labs and equipment, increasing science literacy and environmental stewardship.

Closing Remarks

The overarching goal of the Wellness Policy is to promote and support a culture of health and fitness in the Lompoc Unified School District. This goal aligns with the District's mission of preparing teachers to teach and students to learn, so they can all be successful.

The District's Wellness Committee works in accordance with the coordinated school health approach, combining resources and providers within the District and Lompoc Community in an organized set of policies, procedures and activities as outlined in the District's Wellness Policy. These efforts can improve the health of students and their capacity to learn. Students who are well-nourished and hydrated; in good physical, emotional and mental health, and physically fit – are ready to learn.

Poverty is both a cause and a consequence of poor health. Poverty increases the chances of poor health. Poor health, in turn, traps communities in poverty. Lompoc is a low socioeconomic area; 66% of LUSD's student population qualify as eligible to receive meals at free or reduced pricing, and this trend has been increasing, which is why the work toward achieving goals of the Wellness Policy is so important. This work is critical to break the chain of poverty and poor health in the community of Lompoc.

LUSD's Wellness Committee would like to recognize our community partners who serve, or have served as a stakeholder on the Wellness Committee; and for the funding that their organization has provided. We acknowledge the following organizations for their expertise, assistance and generous donations without which we could not have accomplished so much:

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- The Orfalea Foundation who provided grants to remodel our kitchens and Central Kitchen, provided Culinary Bootcamp training for the Child Nutrition staff, provided the pathway to remove chocolate milk from LUSD schools, and provide assistance and expertise as we transitioned to scratch-cooked food; and provided grants to install school gardens in Lompoc city schools, and garden educators to maintain them and use them as an outside classroom to provide lessons for students.
- The Lompoc Valley Community Healthcare Organization (LVCHO), who facilitates the Healthy Lompoc Coalition, sits on the Wellness Committee and has provided grants funding, expertise and assistance for SPARK (Sport, Play, and Active Recreation) physical education program for kids, “Bike and Walk to School” activities through the Safe Routes to School program, the installation of refrigerated water refill stations in our schools, and for facilitating the Lompoc Community Track and Field discussion and partnership with the City of Lompoc.
- Santa Barbara County Public Health Department for providing grants to sustain school gardens when Orfalea funding ended, and for NEOP (Nutrition Education Obesity Prevention) grants for providing nutrition education to parents at Hapgood, Miguelito, Los Berros and Fillmore elementary schools. They are not currently funding garden education, but are offering education classes to parents at Fillmore and Hapgood.
- The Audacious Foundation who provided grants and assistance for La Honda and La Canada elementary schools to maintain the school gardens, and provide physical activity opportunities such as biking, swimming and nature hikes for students.
- Afterschool programs can boost academic performance, reduce risky behaviors, promote physical health, and provide a safe, structured environment for the children of working parents.
 - The Lompoc Family YMCA serves approximately 450 children per year through before and after school programs at Los Berros, Buena Vista, Miguelito, Clarence Ruth (ASES), and La Canada (ASES).
 - The United Boys & Girls Clubs Lompoc Unit serves upwards of 350 students daily through the ASES after school programs at Hapgood, Fillmore and La Honda elementary schools.

Goals for the Wellness Committee for Next the Three Years

1. Continue to work on ways to communicate better with parents and District staff.
 - a. Include Wellness Policy information in First Day Packets, such as, the one-page Wellness Policy graphic and policy on classroom party guidelines.
 - b. Continue to provide Wellness Policy Communication handouts to principals to use at school site meetings.
 - c. Collaborate with our after school partners, the YMCA and Boys and Girls Club, to maximize efforts to serve students in before and after school programs.
 - d. Communicate the Wellness Policy Assessment Report to the School Board, Parents and District staff.
 - e. Continue working toward providing bilingual meetings, surveys and educational materials.
 - f. Work with after school site coordinators to implement and distribute the wellness policy.
2. To increase partnerships and communication with local community organizations.
3. Implement a plan to communicate the goals for food and beverage marketing which occurs on campuses.
4. Develop goals to improve parent participation at the school and District level with the wellness policy.
5. Improve methods to measure compliance of wellness policy goals using assessments and surveys.
6. Continue to support established Wellness Policy initiatives and goals.

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- a. Continue to offer Physical Education classes with credentialed Physical Education teachers.
- b. Continue to improve offers of scratch cooking at all LUSD schools.
- c. To advocate for and provide support and resources where applicable for those schools choosing to support outdoor learning labs or school gardens.

LUSD has made progress these last three years, but there is more that needs to be done toward the goal of transforming each school campus into a center of health and wellness.

The Wellness Committee is continuing to reach out to the schools to assist them with wellness efforts.