

2022-23 Upland USD Wellness Policy Triennial Assessment

In the 2022/23 school year, Nutrition Services completed a Triennial Assessment of the [Board Policy on Student Wellness \(BP 5030\)](#).

Per the USDA: “every Local Education Agency participating in the National School Lunch Program and School Breakfast Program must conduct an assessment of their wellness policy every three years at minimum”. The purpose of the Triennial Assessment is to determine “compliance with the wellness policy, how the wellness policy compares to model wellness policies, and progress made in attaining the goals of the wellness policy” ([USDA](#)).

WellSAT 3.0

The Triennial Assessment began with an analysis of BP 5030 completed by Action for Healthy Kids as part of a grant agreement using the Wellness School Assessment Tool (WellSAT 3.0). The WellSAT 3.0 is a “quantitative assessment tool to help you score and improve your local school wellness policy” ([WellSAT 3.0](#)). BP 5030 was scored across the following five domains:

- Physical Education and Physical Activity,
- Nutrition Environment and Services,
- Health Education and Nutrition Education
- Integration, Implementation, Communication & Evaluation
- Wellness Promotion and Marketing

Each of these domains was given 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 3.0](#)).

WellSAT scores can be found on the next page.

INTRODUCTION

In today's society, a successful child is one that achieves academically. This narrow definition of success is often determined by high stakes test scores, thus preventing school staff from positioning a holistic, comprehensive, whole-child approach to student-centered, teacher-approved education practices and policies. When we actively support and create equitable schools for our kids to be healthy, safe, challenged, supported and engaged, our students will succeed beyond what can be analyzed on a standardized test. School district leaders are key to reimagining traditional learning environments and academic success, reducing standardized outcomes and demanding a new education framework that embraces and supports the whole child.

To support district partners in improving policies that provide safe, nurturing environments for students to learn and grow in, Action for Healthy Kids collects and analyzes local district wellness and related policies between in an effort to better understand how district policies compare in strength and comprehensiveness and to provide districts with recommendations to improve policies. Your scores from your most recent policy review are shown below.

The federal Healthy, Hunger-free Kids Act of 2010 (P.L. 111-296) and the Local School Wellness Policy final ruling (2016) requires school districts to have local wellness policies that include, at minimum, goals for:

- Nutrition promotion & education
- Physical activity (PA)
- Competitive food and beverage guidelines
- Policies for food and beverage marketing
- Implementation plans
- Description of public involvement and public reporting updates
- Evaluation plan
- Policy leadership

This overview provides wellness policy scores based on the Rudd Center for Food Policy and Obesity's Wellness School Assessment Tool (WellSAT) WSCC (Beta 2.0), which assesses the quality of school district's written wellness and associated policies¹ aligned with the U.S. Centers for Disease Control and Prevention (CDC) [Whole School, Whole Community, Whole Child \(WSCC\) model](#).

HOW WERE WELLNESS POLICIES DEFINED?

In this study, wellness policies were defined to include documents provided to AFHK and include: the school board-approved district wellness policy and associated administrative policies, including implementation regulations, rules, procedures, or administrative guidelines. These items were assessed by completing five domains from the WellSAT WSCC tool. Additional policies, if provided to AFHK by the district, were also reviewed when relevant and assessed by completing other domains aligned with the applicable WSCC component. See the table below for an overview of example policies and associated WellSAT WSCC domains for assessment:



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WellSAT WSCC Domain	# of Components Assessed	Suggested Policy Documents for Review
Physical Education and Physical Activity	16	District wellness policy
Nutrition Environment and Services	23	District wellness policy
Health Education and Nutrition Education	16	District wellness policy; Curriculum & instruction; Sexual health education; Substance use prevention
Social and Emotional School Climate	10	Bullying prevention; Student discipline; Student code of conduct
Employee Wellness	10	District wellness policy; Tobacco use; Employee substance use; Sexual harassment
Family Engagement	9	District wellness policy; Parent involvement; Community relations
Integration, Implementation, Communication & Evaluation	14	District wellness policy
Wellness Promotion and Marketing	12	District wellness policy

For your district, the following policies and associated documents were provided to AFHK and were reviewed:

- Board Policy Student Wellness: BP 5030 Students

Based on these policies, the following WellSAT WSCC domains were completed:

- Physical Education and Activity
- Nutrition Environment and Services
- Health Education and Nutrition Education
- Integration, Implementation, Communication & Evaluation
- Wellness Promotion and Marketing



WHAT DO THE SCORES MEAN?

District policies were coded and analyzed using the WellSAT WSCC (Beta 2.0) tool. Each domain is given 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 score indicating more content and use of specific and directive language.¹ AFHK had two separate reviewers thoroughly review your district's policies and score them separately before deciding upon a common score. Targeted recommendations were then provided to support score increases by either strengthening the language (when low scores were related to strength) or by enhancing the comprehensiveness (when low scores were related to comprehensiveness).

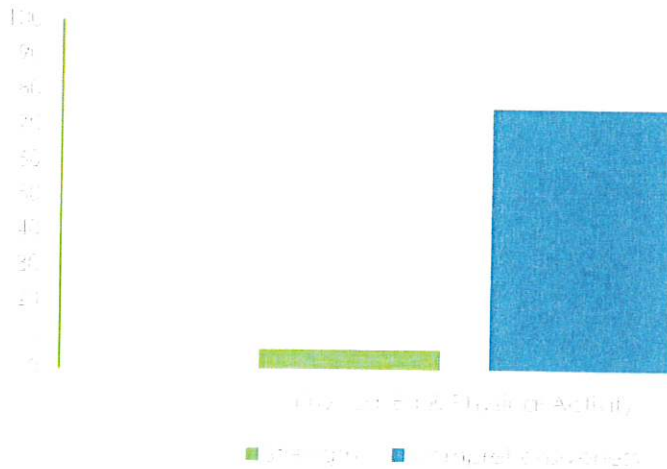
References

1. Chafouleas, S. M., Schwartz, M. B., Koriakin, T. A., & McKee, S. L. (2019). WellSAT WSCC School Policy Evaluation Tool (Version Beat 2.0). Storrs, CT: University of Connecticut.



Upland Unified School District: WellSAT WSCC Overview

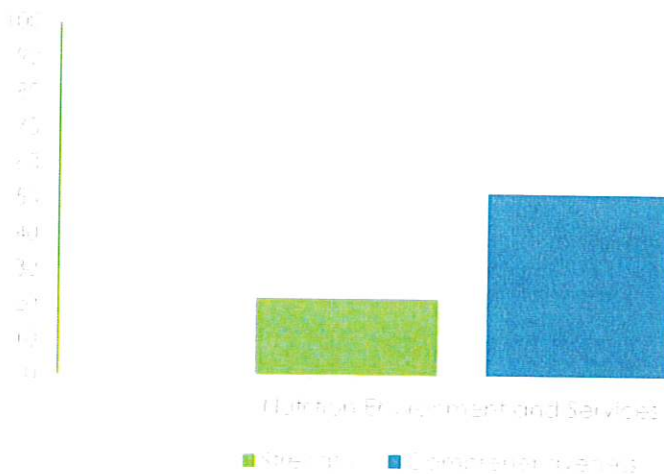
DOMAIN 1: PHYSICAL EDUCATION AND PHYSICAL ACTIVITY



Upland Comprehensiveness Score: 75

Upland Strength Score: 6

DOMAIN 2: NUTRITION ENVIRONMENT AND SERVICES



Upland Comprehensiveness Score: 52

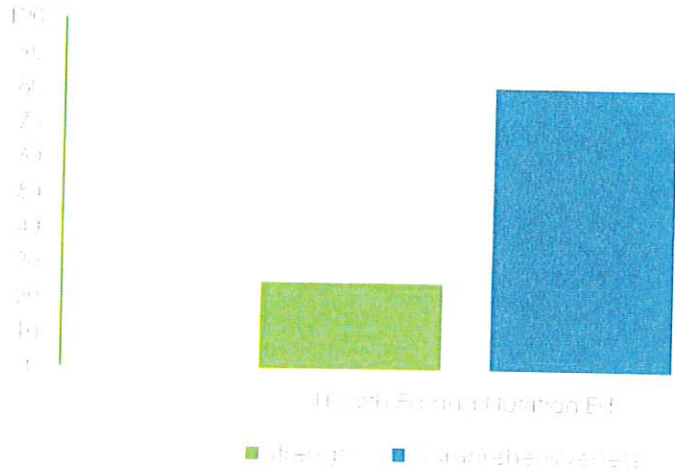
Upland Strength Score: 22



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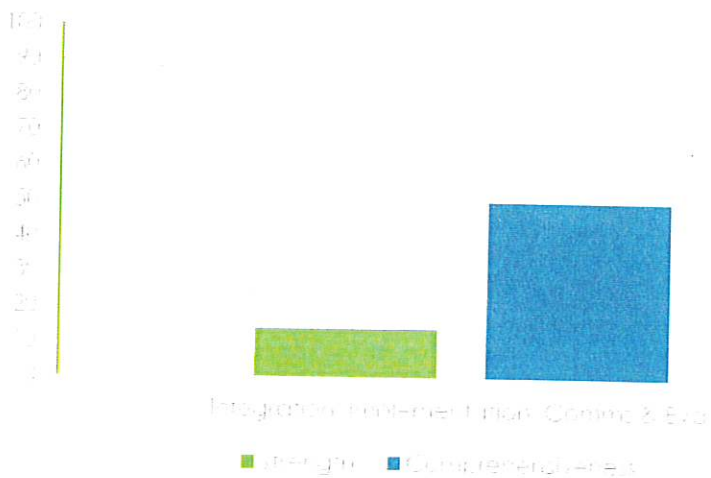
DOMAIN 3: HEALTH EDUCATION AND NUTRITION EDUCATION



Upland Comprehensiveness Score: 81

Upland Strength Score: 25

DOMAIN 4: INTEGRATION, IMPLEMENTATION, COMMUNICATION & EVALUATION

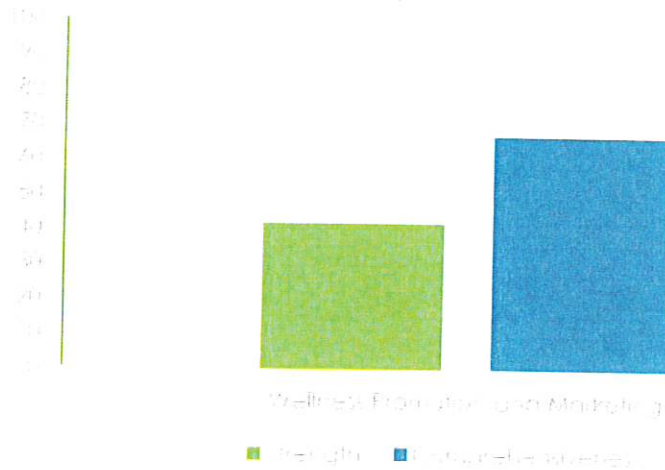


Upland Comprehensiveness Score: 50

Upland Strength Score: 14



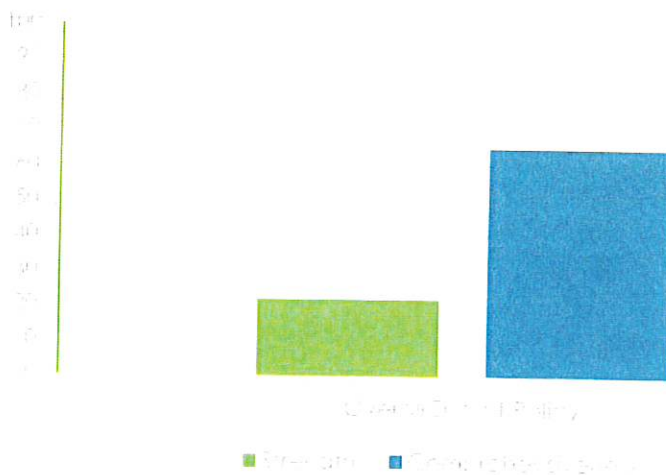
DOMAIN 5: WELLNESS PROMOTION AND MARKETING



Upland Comprehensiveness Score: 67

Upland Strength Score: 42

OVERALL DISTRICT POLICY SCORE



Upland Comprehensiveness Score: 65

Upland Strength Score: 22

TOTAL Score: 87
Highest possible: 200



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POLICY HIGHLIGHTS

We applaud your work! In particular, a sample of your policy highlights includes:

- A written physical education curriculum for each grade that's aligned with national and/or state physical education standards
- Regulation of food and beverages sold in vending machines and sold in school stores
- Ensuring free drinking water is available during meals
- Integrating nutrition education into other subjects beyond health education
- Specifying that health education curriculum will be evaluated and revised
- Encouraging staff to model healthy eating and physical activity behaviors
- Specifically addressing marketing of foods and beverages on school property/equipment, where food is purchased, and in school publications and media
- Addressing making the wellness policy available to the public

POLICY OPPORTUNITIES

There are always opportunities to grow and strengthen your wellness policy. In particular, you could:

- Develop plans to protect the privacy of students who qualify for free or reduced priced meals by, for example, instituting cashless cafeterias
- Require meal periods to include at least 10 minutes of "seat time" for breakfast (if offered) and at least 20 minutes of "seat time" for lunch
- Require physical education be taught by a certified/licensed teacher who is endorsed to teach PE
- Prohibit students from being exempt from physical education for other school or community activities for physical education class time or credit
- Prohibit both the use, and the withholding of, physical activity as a punishment
- Encourage staff to use physical activity as a reward
- Provide the complete Smart Snack standards within the policy or an active web link
- Prohibit the sale of foods and/or beverages containing caffeine at all grade levels
- Address the availability of free drinking water throughout the school day
- Address the purchasing and promotion of local foods for the school meals program
- Require all schools in the district to establish an active, ongoing school building level wellness committee
- Require the use of culturally inclusive practices in school wellness activities
- Prohibit school participation in fundraising programs promoting brands or food and beverage companies

CONTACT AFHK TO ACTION PLAN TODAY

As a district partner, Action for Healthy Kids and your State/Project Coordinator is here to support your district in enhancing your wellness and associated policies. If you haven't already, contact your coordinator today to schedule time to review this report and create an action plan for identifying which policy opportunities your wellness committee may be interested in pursuing first.



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Your District's Scorecard

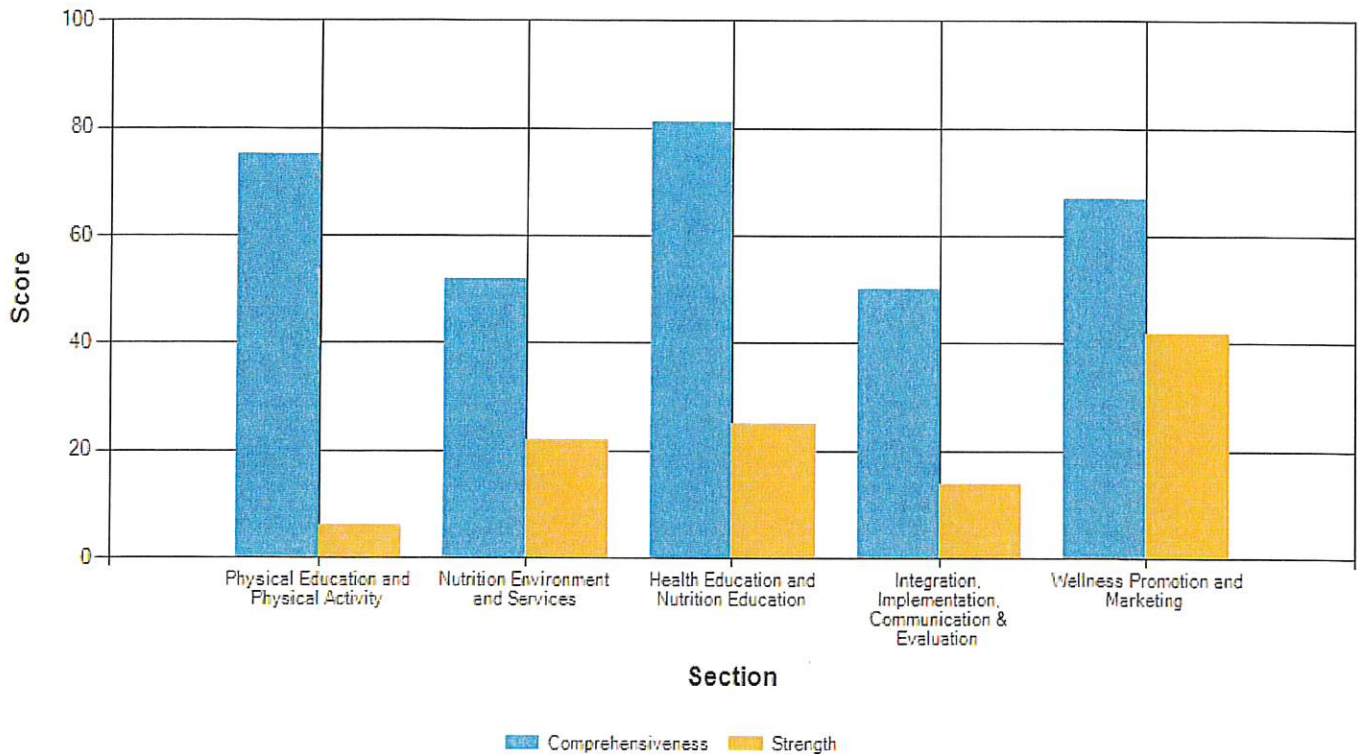
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Congratulations! You have completed the WellSAT. Check out your scorecard below. It contains details of how you scored on each item and section of the assessment. It also provides resources that will help you improve your district's school wellness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

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

Version: WSCC

Policy Name: Upland District March 2022 Consensus



Physical Education and Physical Activity

Rating



Note: This Physical Activity Section is the same as the Physical Education and Physical Activity (PEPA) section in the WellSAT

PEPA1	There is a written physical education curriculum for grades K-12	1
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.	1
PEPA4	Addresses time per week of physical education instruction for all elementary school students	1
PEPA5	Addresses time per week of physical education instruction for all middle school students	1
PEPA6	Addresses time per week of physical education instruction for all high school students	1
PEPA7	Addresses qualifications for physical education teachers for grades K-12.	0
	Addresses providing physical education training for physical education teachers.	

PEPA8		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	1
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	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."	75
	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.	6



Nutrition Environment and Services

Rating

 Note: This Nutrition Environment and Services Section is made up of the Nutrition Standards for Competitive and Other Foods and Beverages (NS) and Standards for USDA School Meals (SM) sections in the WellSAT 3.

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.	0
NS3	 Regulates food and beverages sold in a la carte.	1
NS4	 Regulates food and beverages sold in vending machines	2
NS5	 Regulates food and beverages sold in school stores	2
NS6	 Addresses fundraising with food to be consumed during the school day	1
NS7	Exemptions for infrequent school-sponsored fundraisers.	0
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.	1
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	0
NS12	Addresses food not being used as a reward	1
NS13	Addresses availability of free drinking water throughout the school day	0
SM1	 Assures compliance with USDA nutrition standards for reimbursable school meals	2
SM2	Addresses access to the USDA School Breakfast Program	1
SM3	 District takes steps to protect the privacy of students who qualify for free or reduced priced meals	0
SM4	Addresses how to handle feeding children with unpaid meal balances without stigmatizing them	0
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	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 23 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	52
	Strength Score: Count the number of items rated as "2" and divide this number by 23 (the number of items in this section). Multiply by 100.	22



Health Education and Nutrition Education

Rating



Note: This section incorporates the Nutrition Education (NE) section from the WellSAT 3.0.

HE1	Addresses health education for students in district	1
HE2	Specifies that health education is provided by qualified, trained professionals	0
HE3	Includes topics for health education that are designed to promote student wellness in a manner that the local education agency determines is appropriate and aligned with state requirements	2
HE4		1

	 Addresses alignment between health education curriculum goals and the needs of students in the community with the goal of reducing health inequity	
HE5	Addresses opportunities for interdisciplinary connections and practicing health-related skills outside of health education classes	1
HE6	Addresses National Health Education Standards (NHES)	0
HE7	Incorporates the CDC's characteristics of an effective health education curriculum	0
HE8	Specifies that health education curriculum will be evaluated and revised	2
 The following items are the same as the Nutrition Education (NE) section from the WellSAT 3.0		
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	1
NE3	All elementary school students receive sequential and comprehensive nutrition education	1
NE4	All middle school students receive sequential and comprehensive nutrition education	1
NE5	All high school students receive sequential and comprehensive nutrition education	1
NE6	Nutrition education is integrated into other subjects beyond health education	2
NE7	 Links nutrition education with the food environment	1
NE8	 Nutrition education addresses agriculture and the food system	1
Subtotal	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."	81
	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



Integration, Implementation, Communication & Evaluation

Rating



Note: This section includes all of the items from the Implementation, Evaluation and Communication (IEC) section in the WellSAT 3.0.

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 implementation and compliance with the wellness policy	1

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	1
IEC6	 Triennial assessment results will be made available to the public and will include: - The extent to which schools under the jurisdiction of the LEA are in compliance with the local school wellness policy; - The extent to which the LEA's local school wellness policy compares to model local school wellness policies; - A description of the progress made in attaining the goals of the local school wellness policy	2
IEC7	 Addresses a plan for updating policy based on results of the triennial assessment.	1
IEC8	Addresses the establishment of an ongoing school building level wellness committee. This may also be called a school health team, school health advisory committee, or similar name	0
II1	Specifies use of Centers for Disease Control and Prevention's WSCC model or other coordinated/comprehensive method to guide wellness activities	0
II2	Addresses diverse representation on district wellness committee outside of federal requirements to reflect WSCC domains such as: A. employee wellness; B. physical environment, custodial services; C. behavioral health (counseling, psychological, social services); D. health education; E. health services; F. nutrition and physical activity providers in the community	0
II3	Addresses a plan to assess the impact of wellness policy on behavioral health and educational outcomes, including a person/group responsible for tracking outcomes (e.g., student and employee attendance, office discipline referrals, BMI screenings)	0
II4	Addresses use of culturally inclusive practices in school wellness activities	0
II5	Identifies funding support for wellness activities	0
II6	Identifies professional learning opportunities for district employees to support wellness policy implementation	0
Subtotal	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 14 (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 14 (the number of items in this section). Multiply by 100.	14



Wellness Promotion and Marketing

Rating



Note: This section is the same as the Wellness Promotion and Marketing (WPM) section in the WellSAT 3.0.

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	1
WPM7	 Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards	1
WPM8	Specifically addresses marketing on school property and equipment (e.g., signs, scoreboards, sports equipment)	2
WPM9	Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).	2
WPM10	Specifically addresses marketing where food is purchased (e.g., exteriors of vending machines, food and beverage cups and containers, food display racks, coolers, trash and recycling containers, etc.)	2
WPM11	Specifically addresses marketing in school publications and media (e.g., advertisements in school publications, on school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, or announcements on the public announcement (PA) system)	2
WPM12	Specifically addresses marketing through fundraisers and corporate-incentive programs (e.g., fundraising programs that encourage students and their families to sell, purchase, or consume products and corporate incentive programs that provide funds to schools in exchange for proof of purchases of company products such as Box Tops for Education).	0
Subtotal	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."	67
	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.	42

Overall District Policy Score

Total Comprehensiveness Add the comprehensiveness scores for each of the five sections above and divide this number by 5.	District Score 65
Total Strength Add the strength scores for each of the five sections above and divide this number by 5.	District Score 22



Federal Requirement



Farm to School



CSPAP



WellSAT 3.0 Item

Completed Modules

		Physical Education and Physical Activity
		Nutrition Environment and Services
		Health Education and Nutrition Education
		Social and Emotional Climate

		Safe Environment
		Health Services
		Behavioral Supports
		Employee Wellness
		Community Involvement
		Family Engagement
		Integration, Implementation, Communication & Evaluation
		Wellness Promotion and Marketing

School Health Index Assessment

The second step of the triennial assessment began with Wellness Champions from each site (Elementary and Jr. High) completing a [School Health Index \(SHI\) from Action for Healthy Kids](#). The Action for Healthy Kids SHI takes key questions from the CDC's School Health Index and expands upon various health topic areas which are consistent with the [Whole School, Whole Community, Whole Child \(WSCC\) model](#). According to Action for Healthy Kids, the purpose of the School Health Index is to "identify strengths and weaknesses, define goals that demonstrate community needs, demonstrate the need to make changes, and document starting points in order to show progress".

School Health Index Assessment questions can be found on the next page.



Action for Healthy Kids' School Health Index Elementary School Version

To complete the School Health Index online, please visit
[https://afhkschoolportal.force.com/AFHK Communities Login](https://afhkschoolportal.force.com/AFHK_Communities_Login).

School Health and Physical Environment

	Fully in Place	Partially in Place	Under Development	Not in Place
1.School health oversight	3	-	-	0
2.Representative school health committee or team	3	2	1	0
3.Local wellness policy	3	2	1	0
4.School health action plan	3	-	-	0
5.Positive school climate	3	2	1	0

Nutrition Environment and Services

	Fully in Place	Partially in Place	Under Development	Not in Place
6.All foods sold during the school day meet the USDA's Smart Snacks in school nutrition standards	3	-	-	0
7.All beverages sold during the school day meet the USDA's Smart Snacks in school nutrition standards	3	2	1	0
8.School meals	3	2	1	0
9.School breakfast	3	-	-	0
10.Variety of offerings in school meals	3	2	1	0
11.Promote health food and beverage choices and school meals using Smarter Lunchroom techniques	3	2	1	0
12.Adequate time to eat school meals	3	2	1	0
13.Annual continuing education and training requirements for school nutrition services staff	3	2	1	0
14.Prohibit using food as a reward or punishment	3	2	1	0
15.Access to free drinking water	3	2	1	0
16.All foods and beverages served and offered during the school day meet the USDA's Smart Snacks in school nutrition standards	3	2	1	0
17.All foods and beverages served and offered during the extended school day meet the USDA's Smart Snacks Standards in school nutrition standards	3	2	1	0
18.All foods and beverages sold during the extended school day meet the USDA's Smart Snacks Standards in school nutrition standards	3	2	1	0
19.Fundraising efforts during and outside school hours meet the USDA's Smart Snacks in school nutrition standards	3	2	1	0
20.Food and beverages marketing	3	2	1	0
21.Venues outside the cafeteria offer fruits and vegetables	3	2	1	0
22.Engaging families in nutrition education and school meals	3	2	1	0
23.Nutrition education curriculum implantation	3	2	1	0
24.Farm to school activities	3	2	1	0

ACTION FOR HEALTHY KIDS

Health Education

	Fully in Place	Partially in Place	Under Development	Not in Place
25. Health education taught in all grades	3	2	1	0
26. Sequential health education curriculum consistent with standards	3	2	1	0
27. Culturally appropriate activities and examples	3	2	1	0
28. Professional development in health education	3	2	1	0
29. Essential topics on physical activity	3	2	1	0
30. Essential topics on healthy eating	3	2	1	0
31. Opportunities to practice skills	3	2	1	0
32. Assignments encourage student interaction with family and community	3	2	1	0

Physical Education and Physical Activity

	Fully in Place	Partially in Place	Under Development	Not in Place
33. 150 minutes of physical education per week	3	2	1	0
34. Sequential physical education curriculum consistent with standards	3	2	1	0
35. Students active at least 50% of class time	3	2	1	0
36. Health-related physical fitness	3	2	1	0
37. Licensed physical education teachers	3	2	1	0
38. Address special health care needs	3	2	1	0
39. Professional development for physical education teachers	3	2	1	0
40. Recess	3	2	1	0
41. Prohibit using physical activity as punishment	3	2	1	0
42. Prohibit withholding recess as punishment	3	2	1	0
43. Professional development for classroom teachers	3	2	1	0
44. Promotion or support of walking and bicycling to and/or from school	3	2	1	0
45. Availability of before- and after-school physical activity opportunities	3	2	1	0
46. Availability of physical activity breaks in classrooms	3	2	1	0
47. Family engagement in physical activity	3	2	1	0
48. Access to physical activity facilities outside school hours	3	2	1	0
49. Promote community physical activities	3	2	1	0

Social and Emotional Climate

	Fully in Place	Partially in Place	Under Development	Not in Place
50. Fostering positive and nurturing relationships	3	2	1	0
51. Positive student relationships	3	2	1	0
52. Professional development on meeting diverse needs of students	3	2	1	0
53. Collaboration to promote social and emotional learning	3	2	1	0
54. School-wide social and emotional learning	3	2	1	0
55. Prevent harassment and bullying	3	2	1	0
56. Active supervision	3	2	1	0
57. Engaging all students	3	2	1	0



School Health Services

	Fully in Place	Partially in Place	Under Development	Not in Place
58.Collaboration between school nutrition services staff members and teachers	3	2	1	0
59.Health services provided by a full-time nurse	3	2	1	0
60.School nurse collaborates with other school staff members	3	2	1	0
61.Counseling psychological and social services provided by a full-time counselor, social worker and/or psychologist	3	2	1	0
62.School counselor collaborates with other school staff members	3	2	1	0

Staff Wellness

	Fully in Place	Partially in Place	Under Development	Not in Place
63.Programs for staff members on physical activity/fitness	3	2	1	0
64.Programs for staff members on health eating/weight management	3	2	1	0
65.All foods served and sold to staff meet the USDA's Smart Snacks in school nutrition standards	3	2	1	0
66.Modeling healthy eating and physical behaviors	3	2	1	0
67.Stress management programs for staff	3	2	1	0

Family Involvement

	Fully in Place	Partially in Place	Under Development	Not in Place
68.Communication with families	3	2	1	0
69.Family engagement in school decision making	3	2	1	0
70.Family volunteers	3	2	1	0
71.Professional development on family engagement strategies	3	2	1	0
72.Student and family involvement in the school meal programs and other foods and beverages sold, served, and offered on school campus	3	2	1	0
73.Family involvement in learning at home	3	2	1	0
74.School health updates for families	3	2	1	0

Community Involvement

	Fully in Place	Partially in Place	Under Development	Not in Place
75.Community involvement in school decision making	3	2	1	0
76.Community involvement in school health initiatives	3	2	1	0



Action for Healthy Kids' School Health Index Middle and High School Version

To complete the School Health Index online, please visit
[https://afhkschoolportal.force.com/AFHK Communities Login](https://afhkschoolportal.force.com/AFHK_Communities_Login).

School Health and Physical Environment

	Fully in Place	Partially in Place	Under Development	Not in Place
1.School health oversight	3	-	-	0
2.Representative school health committee or team	3	2	1	0
3.Local wellness policy	3	2	1	0
4.School health action plan	3	-	-	0
5.Positive school climate	3	2	1	0

Nutrition Environment and Services

	Fully in Place	Partially in Place	Under Development	Not in Place
6.All foods sold during the school day meet the USDA's Smart Snacks in school nutrition standards	3	-	-	0
7.All beverages sold during the school day meet the USDA's Smart Snacks in school nutrition standards	3	2	1	0
8.School meals	3	2	1	0
9.School breakfast	3	-	-	0
10.Variety of offerings in school meals	3	2	1	0
11.Promote health food and beverage choices and school meals using Smarter Lunchroom techniques	3	2	1	0
12.Adequate time to eat school meals	3	2	1	0
13.Annual continuing education and training requirements for school nutrition services staff	3	2	1	0
14.Prohibit using food as a reward or punishment	3	2	1	0
15.Access to free drinking water	3	2	1	0
16.All foods and beverages served and offered during the school day meet the USDA's Smart Snacks in school nutrition standards	3	2	1	0
17.All foods and beverages served and offered during the extended school day meet the USDA's Smart Snacks Standards in school nutrition standards	3	2	1	0
18.All foods and beverages sold during the extended school day meet the USDA's Smart Snacks Standards in school nutrition standards	3	2	1	0
19.Fundraising efforts during and outside school hours meet the USDA's Smart Snacks in school nutrition standards	3	2	1	0
20.Food and beverages marketing	3	2	1	0
21.Venues outside the cafeteria offer fruits and vegetables	3	2	1	0
22.Engaging families in nutrition education and school meals	3	2	1	0
23.Nutrition education curriculum implantation	3	2	1	0
24.Farm to school activities	3	2	1	0

ACTION FOR HEALTHY KIDS

Health Education

	Fully in Place	Partially in Place	Under Development	Not in Place
25.Required health education course	3	2	1	0
26.Sequential health education curriculum consistent with standards	3	2	1	0
27.Culturally appropriate activities and examples	3	2	1	0
28.Credentialed health education teachers	3	2	1	0
29.Professional development in health education	3	2	1	0
30.Essential topics on physical activity	3	2	1	0
31.Essential topics on healthy eating	3	2	1	0
32.Opportunities to practice skills	3	2	1	0
33.Assignments encourage student interaction with family and community	3	2	1	0
34.Essential topics on preventing unintentional injuries and violence	3	2	1	0
35.Essential topics on preventing tobacco use	3	2	1	0
36.Essential topics on alcohol and other drug use	3	2	1	0
37.Essential topics for preventing HIV, other STD, and pregnancy	3	2	1	0

Physical Education and Physical Activity

	Fully in Place	Partially in Place	Under Development	Not in Place
38. 225 minutes of physical education per week	3	2	1	0
39.Sequential physical education curriculum consistent with standards	3	2	1	0
40.Students active at least 50% of class time	3	2	1	0
41.Health-related physical fitness	3	2	1	0
42.Licensed physical education teachers	3	2	1	0
43.Address special health care needs	3	2	1	0
44.Professional development for physical education teachers	3	2	1	0
45.Prohibit using physical activity as punishment	3	2	1	0
46.Professional development for classroom teachers	3	2	1	0
47.Promotion or support of walking and bicycling to and/or from school	3	2	1	0
48.Availability of before- and after-school physical activity opportunities	3	2	1	0
49.Availability of physical activity breaks in classrooms	3	2	1	0
50.Family engagement in physical activity	3	2	1	0
51.Access to physical activity facilities	3	2	1	0
52.Promote community physical activities	3	2	1	0

Social and Emotional Climate

	Fully in Place	Partially in Place	Under Development	Not in Place
53.Fostering positive and nurturing relationships	3	2	1	0
54.Positive student relationships	3	2	1	0
55.Professional development on meeting diverse needs of students	3	2	1	0
56.Collaboration to promote social and emotional learning	3	2	1	0
57.School-wide social and emotional learning	3	2	1	0
58.Prevent harassment and bullying	3	2	1	0
59.Active supervision	3	2	1	0
60.Engaging all students	3	2	1	0



School Health Services

	Fully in Place	Partially in Place	Under Development	Not in Place
61.Collaboration between school nutrition services staff members and teachers	3	2	1	0
62.Health services provided by a full-time nurse	3	2	1	0
63.School nurse collaborates with other school staff members	3	2	1	0
64.Counseling psychological and social services provided by a full-time counselor, social worker and/or psychologist	3	2	1	0
65.School counselor collaborates with other school staff members	3	2	1	0

Staff Wellness

	Fully in Place	Partially in Place	Under Development	Not in Place
66.Programs for staff members on physical activity/fitness	3	2	1	0
67.Programs for staff members on health eating/weight management	3	2	1	0
68.All foods served and sold to staff meet the USDA's Smart Snacks in school nutrition standards	3	2	1	0
69.Modeling healthy eating and physical behaviors	3	2	1	0
70.Stress management programs for staff	3	2	1	0

Family Involvement

	Fully in Place	Partially in Place	Under Development	Not in Place
71.Communication with families	3	2	1	0
72.Family engagement in school decision making	3	2	1	0
73.Family volunteers	3	2	1	0
74.Professional development on family engagement strategies	3	2	1	0
75.Student and family involvement in the school meal programs and other foods and beverages sold, served, and offered on school campus	3	2	1	0
76.Family involvement in learning at home	3	2	1	0
77.School health updates for families	3	2	1	0

Community Involvement

	Fully in Place	Partially in Place	Under Development	Not in Place
78.Community involvement in school decision making	3	2	1	0
79.Community involvement in school health initiatives	3	2	1	0

Analysis

By analyzing the School Health Index results in conjunction with the WellSAT 3.0 scores, the Upland USD Wellness Committee was able to identify where schools are promoting BP 5030, where schools are exceeding implementation expectations of BP 5030, and to determine where BP 5030 can be strengthened. In order to identify connections between policy and practice, the team used a tool titled "Identify Connections Between Policy and Practice" tool to create a Summary of Findings.

Summary of Findings

Strong Policies and Aligned Practices:

Upon evaluation of the School Health Indexes and WellSAT 3.0 score, Upland USD, in accordance with BP 5030 has detailed and implemented most federal requirements. Highlights include:

- **Physical Education and Physical Activity:** Physical education curriculum is aligned with national and state standards, licensed physical education teachers teach health-related physical fitness. Sites prohibit using physical activity as punishment and adhere to minimum recess minutes.
- **Nutrition Environment and Services:** Upland USD Nutrition Services is in compliance with USDA nutrition standards for food and beverages sold and served to students during the school day. Food and beverages sold in vending machines and school stores are in compliance with standards. Free drinking water is made available to students at all times. Families are engaged in nutrition education and school meal programs.
- **Health Education and Nutrition Education:** Health education topics promote student wellness and are evaluated and revised based on curriculum standards. Nutrition education is integrated into subjects beyond health education.
- **Integration, Implementation, Communication, and Evaluation:** BP 5030 and subsequent Triennial Assessment data is made available to the public and Wellness Committee meetings are public. Individuals are appointed at sites to provide school health oversight and school health information is communicated with families. Sites encourage family engagement and volunteers.
- **Wellness Promotion and Marketing:** School staff are encouraged to model healthy eating and physical activity behaviors. Marketing materials and educational materials are regularly evaluated and assessed on campus. A positive school climate is sought and upheld.

Create Practice Implementation Plan: School Health Index scores showed the need to educate school sites about current District Wide programs focusing on student wellness. For the 2023/24 school year, the Wellness Committee will shift focus to inform sites of current student wellness efforts. Additionally, the Wellness Committee will make a plan to meet with school sites to discuss the current goals and expectations outlined in BP 5030.

Update Policies: The Wellness Committee will meet to review federal requirements and determine relevant edits to be made to BP 5030. WellSAT 3.0 scoring showed the need to explore District and site student wellness efforts that may already be in place but are not yet included in BP 5030 in an effort to update the policy.

Opportunities for Growth: The Wellness Committee will review and prioritize addition of any relevant Federal Requirements first and will then meet regularly to review additional opportunities for growth to inform an action plan for an update to BP 5030 before the next Triennial Assessment. The Wellness Committee will also complete a School Health Index at the High School level and update the current Triennial Assessment.