



Oxnard School District

Triennial Wellness Policy Assessment

June 30, 2023

Model Wellness Policy Comparison Results Template

Component	Description
Tool used for Model LSWP Comparison:	WellSAT 3.0
Areas of Strength:	1. Compliance with standards for USDA Child Nutrition Programs and School Meals. 2. Promotes student and staff wellness promoting safe school policies, environment health and physical and mental health. 3. Wellness promotion and marketing addresses marketing on school campuses, physical activity and fundraisers.
Opportunities for Improvement	1. Specifically addressing qualifications for physical education teachers for grades 6-8. 2. Addressing physical education exemptions requirements for students. 3. Specifically addressing marketing in school publications.
As a result of the comparison, was new language adopted in the LSWP?	☐ Yes ☒ No – New language will be developed and proposed to be adopted by the school board.
If yes, briefly describe what was adopted (include page numbers for new language if possible)	New language will be added to address qualifications for PE teachers for grades 6-8 and PE exemptions requirements for students.
Describe next steps for strengthening your LSWP	1. Present updated wellness policy to the school board. 2. Notify the public of changes.

Extent of Compliance for All Schools with the LSWP Template

Policy Area (Write the requirements included in your LSWP in the column below)	Not Met (Number of Schools)	Partial Compliance (Number of Schools)	Full Compliance (Number of Schools)
Nutrition Education Requirements(s) The PE program is standards based and identifies the progression of skill development in grades TK-8.	0/20	0/20	20/20
Nutrition Promotion Requirements(s) The entire school environment is aligned with healthy school goals to positively influence a student's understanding, belief and habits as they relate to good nutrition and regular physical activity.	0/20	2/20	18/20
Physical Activity Requirement(s) Teachers are provided professional development on physical education.	0/20	2/20	18/20
Other Student Wellness Requirements(s) The district aims to support students' emotional and physical health by identifying and supporting students with physical, behavioral, and emotional health needs	0/20	0/20	20/20
Federal/State Meal Standards All meals served at district schools through the National School Lunch and Breakfast program will meet USDA nutrition standards.	0/20	0/20	20/20
Foods Offered but Not Sold Standards The district schools comply with USDA Smart Snack Standards for all food and beverage sales to students during the school day.	0/20	2/20	18/20
Food and Beverage Marketing Schools limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals.	0/20	2/20	18/20

District LSWP Components	For the components below, indicate whether the district is in compliance.
Public Involvement The District will continue to develop, implement, monitor, review, and as necessary, revise school nutrition, physical activity and wellness policies. The District's Wellness Collaborative will serve as a resource to school sites for implementing these policies. The Collaborative consists of a group of individuals representing the schools and community.	☐ Yes ☒ No Staff and students continue to monitor and review wellness policies, but the District is in the process of building back the formal Wellness Collaborative.
Public Notification The District will actively inform families and the public each year of basic information about this policy, including its content, and updates to the policy and implementation status. The District will make this information available via the district website and/or district-wide communications.	☒ Yes ☐ No
Triennial Assessment At least once every three years, the District will evaluate compliance with the Wellness Policy to assess the implementation of the policy.	☒ Yes ☐ No

Progress in Reaching LSWP Goals Template

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 Education and Physical Activity Goal(s) The district's standards-based PE program is aligned with established state physical education standards and all students receive the required minutes of physical education instruction.	Partially	The district has implemented a standards-based physical education program for grades TK-5. Teachers in grades 6-8 use standards-based units.	Attachment 1: SPARK PE Program Overview Attachment 2: Sample 6-8 master schedule for middle school PE and sample elementary classroom schedule.
Nutrition Promotion Goal(s) The entire school environment, not just the classroom, shall be aligned with healthy school goals to positively influence a student's understanding, beliefs and habits as they relate to good nutrition and regular physical activity.	Yes	District distributes promotional materials to all schools. Nutrition resource links including a Healthy snack calculator is provided on the district website.	Attachment 3: Links to district website Attachment 4: Images of promotional materials for all school sites.
Other student wellness Goal(s) By providing a learning environment that ensures each student is	Yes	All school sites have at least one school counselor and one outreach specialist. District nurses support all schools and health assistants and health	Attachment 5: Summary of services provided at school sites.

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
emotionally and physical health, safe, actively engaged, supported and challenged, Oxnard School District aims to support the whole school and the whole child. Health, wellness and safety practices are outlined to support the goal.		technicians (LVNs) are available at the majority of schools.	

TEA Report to the Public Template

Target Audience(s)	Method	Date
Parents, guardians, community members, teachers, staff	LSWP and Triennial assessment posted in cafeterias and on district website	July 2023
District School Board	Presentation during School Board meeting	August 2023
Community Partners	Presentation during District Wellness Committee meeting	September 2023

Appendix D: LSWP Action Plan Form

General Information		Provide the general information below.
District Name:	Oxnard School District	
School Name (if applicable):		
Wellness Team Members:	Jodi Nocero Jason Corona Suzanne Lugotoff Andres Santamaria Ginger Shea Noemi Valdez	

Assessment Information		Provide the assessment below.
Name of the Assessment Tool:	Well SAT I	
Date Completed:	May/June 2023	
Score:		
Areas of Strength: Highlight areas where the school scored well	1. All meals served at district schools through the National School Lunch and Breakfast program will meet USDA nutrition standards. 2. All meals served at district schools through the National School Lunch and Breakfast program will meet USDA nutrition standards. 3. The district aims to support students' emotional and physical health by identifying and supporting students with physical, behavioral, and emotional health needs.	
Areas of Opportunity: Discuss the areas with lower scores and why they might not be meeting the criteria	1. The district schools comply with USDA Smart Snack Standards for all food and beverage sales to students during the school day. 2. Schools limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals. 3. Schools limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals.	

Assessment Information	Provide the assessment below.
School/District Priorities: Identify the “low-hanging fruit”. Consider capacity, stakeholder support, interest, and momentum.	1. Promote Smart Snack Compliant food and beverages for classroom celebrations. 2. Re-establish Wellness committee with broader group representation and communicate goals and progress annually. 3. Promote healthy alternatives for fundraising activities.

WellSAT-I

Wellness School Assessment Tool – Interview to Match WellSAT 3.0 Nutrition Education



Federal Requirement



School-level Item

Section 1: Nutrition Education (NE) Interviewees: head of curriculum or health/nutrition teacher, food service director			
Person to be interviewed: Food Service Director Date of interview: May 2023			Score
	NE1	Does the school district have specific goals for nutrition education designed to promote student wellness? Does this include a standards-based nutrition education curriculum?	1
	NE2	How would you describe the nutrition education you provide? Are didactic methods used to increase student knowledge? Are skills-based, behavior focused, and interactive/participatory methods used to develop student skills?	2
	NE3	Do all elementary school students receive sequential and comprehensive nutrition education?	1
	NE4	Do all middle school students receive sequential and comprehensive nutrition education?	2
	NE5	Do all high school students receive sequential and comprehensive nutrition education?	N/A
	NE6	Is nutrition education integrated into other subjects beyond health education?	2
	NE7	Is nutrition education linked with the school food environment?	2
	NE8	Does nutrition education address agriculture and the food system?	2

Section 2: Standards for USDA Child Nutrition Programs and School Meals (SM)				
Interviewees: food service director				
Person to be interviewed: Food Service Director				Score
Date of interview: May 2023				
	SM1	Have there been parts of the Healthy Hunger-Free Kids Act (HHFKA) regulations for breakfast or lunch that have been challenging to implement? If yes, are there features of the district’s meal program that are not yet in compliance?		2
	SM2	Does the district offer breakfast? If yes, is breakfast offered every day? Is breakfast offered to all students?		2
	SM3	How does your school ensure that children who are receiving free/reduced meals cannot be identified? How confident are you that it is not possible for the students to identify those who qualify for free or reduced lunch? (Score 2 if district provides universal free meals).		2
	SM4	How does the district handle unpaid balances? Follow up questions: How are the student and parents notified? Is the student identified in the cafeteria? Is the student refused a meal, given a different meal, or given the regular meal? (Score 2 if district provides universal free meals).		2
	SM5	How are families provided information about eligibility for free/reduced priced meals?		2
	SM6	Are specific strategies used to increase participation in the school meal programs? If yes, please describe.		2
	SM7	How long are the breakfast (if applicable) and lunch periods? Within that time, how much time do students typically have to sit down and eat their meals. <i>(Scheduled lunch times are 40 minutes. Students do not always take 20 minutes to eat lunch.)</i>		0
	SM8	Is free (i.e., no cost to students) drinking water available to students during meals (i.e., do not include water for sale). Follow up questions can include: Does the cafeteria have water fountains? Are there a sufficient number of working water fountains? Can students take water back to the table or do they need to drink at the fountain? Do students perceive the water and fountains to be clean and safe?		2
	SM9	What is the frequency and amount of training provided to the food and nutrition staff? Does it meet the USDA Professional standards?		2
	SM10	Addresses purchasing local foods for the school meals program.		2

Section 3: Nutrition Standards for Competitive and Other Foods and Beverages (NS)			
Interviewees: food service director/school principal			
Person to be interviewed: Food Service Director			Score
Date of interview: June 2023			
	NS1	Are there any foods that are not part of the school meals (known as competitive foods) that are sold to students during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?	2
	NS2	Do you know where to access the USDA Smart Snacks nutrition standards to check and see if an item can be sold in school during the school day? Can you tell me how you do this?	2
	NS3	Are there competitive foods/beverages sold a la carte in the cafeteria during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?	2
	NS4	Are there food or beverage vending machines on school property accessible to students during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?	2
	NS5	Are there food or beverages sold in school stores during the school day? If yes, how confident are you that all of these items meet Smart Snacks nutrition standards?	2
	NS6	Are there food or beverage fundraisers that sell items to be consumed during the school day? If yes, who is in charge of approving in-school fundraising activities? How confident are you that the people conducting fundraisers understand Smart Snacks nutrition standards? How confident are you that items sold in fundraisers meet Smart Snacks standards?	2
	NS7	(Before asking this question look up the state policy on fundraiser exemptions at the bottom of this page: https://www.ihrp.uic.edu/content/research-products-national-wellness-policy-study . If 0 exemptions, item is n/a). Your state [fill in] has adopted an exemption policy that allows for [fill in] school-sponsored fundraisers during which foods and beverages sold do not have to meet Smart Snacks. Are you familiar with this state law?	2
	NS8	Are foods or beverages containing caffeine sold at the high school level?	NA

	NS9	How often do food-based celebrations occur during the school day in elementary schools (e.g., birthday parties, holiday parties)? Does the district have nutrition standards (such as Smart Snacks) that regulate what can be served? How are these regulations communicated? How confident are you that the regulations are followed consistently? If food-based celebrations are not permitted, how confident are you that they do not occur?	1
	NS10	Are foods or beverages served (not sold) to students after the school day on school grounds, including before/after care, clubs, and afterschool programming?	2
	NS11	Addresses nutrition standards for all foods and beverages sold (not served) to students after the school day, including before/after care on school grounds, clubs, and after school programming	1
	NS12	Do teachers use food as a reward in the classroom for good student behavior (e.g., giving out candy for a right answer; having a pizza party when students finish a unit).	1
	NS13	Do students have consistent and easy access to water throughout the school day? If yes, how? Follow up questions: Are students are permitted to carry water bottles with them throughout the school day? Are there water fountains or free water filling stations throughout the school? Is bottled water is for sale during the school day?	2

Section 4: Physical Education & Physical Activity (PEPA) Interviewees: physical education teacher/head of curriculum			
Person to be interviewed: PE Teacher Date of interview: June 2023			Score
	PEPA1	Does the district have a written physical education curriculum that is implemented consistently for every grade?	1
	PEPA2	Does the district have a written physical education curriculum that is aligned with national and/or state standards?	2
	PEPA3	How does your physical education program promote a physically active lifestyle?	2
	PEPA4	How many minutes per week of PE does each grade in elementary school receive? (<i>Elementary students receive 200 minutes every 10 days per California State Standards</i>)	0
	PEPA5	How many minutes per week of PE does each grade in middle school receive?	2
	PEPA6	How many minutes per week of PE does each grade in high school receive?	NA
	PEPA7	Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?	2
	PEPA8	Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?	2
	PEPA9	A PE exemption is when students are permitted to not take PE because of enrollment in other courses such as math, science or vocational training. This does not include exemptions due to disability, religious or medical reasons. What percentage of students do you estimate do not take PE each year due to exemptions?	2
	PEPA10	A PE substitution is when students are permitted to not take PE because they are engaged in another physical activity such as JORTC or other school sports. What percentage of students do you estimate do not take PE each year due to substitutions?	2
	PEPA11	Are there opportunities for families and community members to engage in physical activity at school? If yes, please describe. How frequently does this occur?	0
	PEPA12	Are there opportunities for all students to engage in physical activity before and after school? If yes, please describe. How frequently does this occur?	2

	PEPA13	Is there daily recess for all grades in elementary school? If no, how many days per week is recess offered, and for which grades? How long is recess when it is offered?	2
	PEPA14	Do teachers provide regular physical activity breaks for students in the classroom? If yes, please describe. How frequently do they occur? Do all teachers conduct physical activity breaks with their students?	2
	PEPA15	When school is not in session, do community members use indoor and outdoor school building and grounds facilities? Does the district have a "joint-use" or "shared-use" agreements?	2
	PEPA16	What proportion of students walk or bike to school? How frequently do they do that?	2

Section 5: Wellness Promotion and Marketing			
Interviewees: principal/teacher/food service director			
Person to be interviewed: Principal			Score
Date of interview: May 2023			
	WPM1	Are school staff encouraged to model healthy eating and physical activity behaviors in front of students? If yes, how does the school encourage this behavior?	2
	WPM2	Are there strategies used by the school to support employee wellness? Please describe.	2
	WPM3	Are teachers encouraged to use physical activity as a reward for students? For example, providing extra recess, taking a walk around the school, or playing an active game in the classroom.	2
	WPM4	Do teachers ever use physical activity as a punishment?	2
	WPM5	Do teachers ever withhold physical activity as a classroom management tool?	0
	WPM6	Are marketing strategies used to promote healthy food and beverage choices in school? If yes, what foods and beverages are promoted, and how is it done?	2
	WPM7	Is there food or beverage marketing on the school campus during the school day? If yes, do the marketed items meet Smart Snacks criteria?	2
	WPM8	Is there food or beverage marketing on school property (e.g., signs, scoreboards, or sports equipment)?	2
	WPM9	Is there food or beverage marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials)?	2
	WPM10	Is there food or beverage marketing where food is purchased (e.g., logos on exteriors of vending machines, food or beverage cups or containers, food display racks, coolers, or trash and recycling containers	2
	WPM11	Is there food or beverage marketing in school publications and media (e.g., advertisements in school publications, school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, and announcements on the public announcement (PA) system)?	2
	WPM12	Is there food or beverage marketing through fundraisers and corporate-incentive programs?	0

Section 6: Implementation, Evaluation, and Communication (IECH)			
Interviewee: district level official/principal			
Person to be interviewed: Principal Date of interview: 5/2023			Score
	IEC1	Is there an active district level wellness committee?	1
	IEC2	Which groups are represented on the district level wellness committee? (check all that apply). Note an individual can represent more than one role. • parents • students • school food authority representative • physical education teacher • school health professional (nurse, social worker, school psychologist) • school board member • school administrator • community member	0
	IEC3	Is there an official who is responsible for the implementation and compliance with the wellness policy at the building level for each school? If yes, who are those individuals? How do they ensure compliance?	1
	IEC4	How is the wellness policy made available to the public? Is it available online? How often is the public informed where to find the policy?	2
	IEC5	How does the committee assess implementation of the wellness policy? How often does this assessment occur?	1
	IEC6	What is included in the triennial assessment report to the public? Note: the requirement is to include: 1. The extent to which schools under the jurisdiction of the LEA are in compliance with the local school wellness policy. 2. The extent to which the LEA's local school wellness policy compares to model local school wellness policies. 3. A description of the progress made in attaining the goals of the local school wellness policy.	1
	IEC7	Has the wellness policy been revised based on the triennial assessment?	2
	IEC8	Is there an active school level wellness committee?	2

Final Rule Requirement	Goal What do we want to accomplish?	Action Steps What activities need to happen?	Lead Person(s)	Timeline Start dates	Measurement How is progress measured?	Stakeholders Who will be involved and/or impacted?
Standards for all foods and beverages provided, but not sold, to students during the school day	Promote Smart Snack Compliant food and beverages for classroom celebrations.	- Reintroduce Smart Snack guidelines to sites. - Promote Smart Snack calculator on district website. - Present Smart Snack guidelines at parent meetings. - Develop communication to families regarding the nutrition standards	- Director of Child Nutrition - Director of Pupil Services - Site Admin	During the next school year	- Verbal check-ins with staff to ensure compliance.	Principals, teachers, staff,
Description of the plan for measuring LSWP implementation, and for public reporting of LSWP content and implementation activities. This includes the Triennial Assessment	Re-establish Wellness committee with broader group representation and communicate goals and progress annually.	- Convene Wellness Committee and schedule quarterly meetings - Discuss assessment of wellness goals and plan annual reports with wellness committee	Director of Child Nutrition Director of Pupil Services Wellness Committee	During the next school year	- Meeting schedules, agendas and minutes - Verbal check ins	Principals, teachers, staff,
Standards and Guidelines for All Foods and Beverages Sold to Students on School Campus during the School Day	Promote healthy alternatives for fundraising activities.	- Reintroduce Smart Snack guidelines to sites. - Present Smart Snack guidelines at parent/PTA meetings. - Develop communication to families regarding the nutrition standards	-Director of Child Nutrition -Director of Pupil Services - Manager of Equity, Family and Community Engagement - Site Admin	Throughout the next school year	- Meeting schedules and agendas	Principals, teachers, staff, PTA, parents, families, community



2022-2023 Wellness Policy Report

Oxnard School District



We met these goals:

The entire school environment is aligned with healthy school goals to positively influence a student's understanding, belief and habits as they relate to good nutrition and regular physical activity.

Teachers are provided professional development on physical education.

The district supports students' emotional and physical health by identifying and supporting students with physical, behavioral, and emotional health needs.

All meals served at district schools through the National School Lunch and Breakfast program will meet USDA nutrition standards.

Our Wellness Goals

We are still working on these:



Promoting healthy alternatives for fundraising activities, classroom celebrations, and rewards.

Consistent meetings with district Wellness Collaborative.

Our District Wellness Policies

- 88% Schools limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals.
- 100% of sites feel the district aims to support students emotional and physical health by identifying and supporting students with physical, behavioral, and emotional health needs.



Planning, Tracking, & Sharing

- Promote Smart Snack Compliant food and beverages for classroom celebrations.
- Re-establish Wellness committee with broader group representation and communicate goals and progress annually.
- Promote healthy alternatives for fundraising activities.



Attachment 1

SPARK Program Link and
Sample schedules for PE minutes

SPARK Program Link

<https://sparkpe.org/what-is-spark/>

Daily Schedule 2022-2023

Monday, Tuesday, Thursday & Friday:

8:00-8:10	SEL-Be the Change
8:10-8:30	PE
8:30-9:50	Math
9:50-10:05	Recess
10:05-10:50	Writing/ELD
10:50-12:10	ELA
12:10-12:50	Lunch
12:50-1:10	Reading
1:20-2:10	Science/Social Studies/Art
2:10-2:15	Homework/Clean Up
2:15	Dismissal

Wednesday:

8:00-8:10	SEL-Be the Change
8:10-8:30	PE
8:30-9:50	Math
9:50-10:00	Recess
10:00-10:45	Writing/ELD
10:45-12:10	ELA
12:10-12:40	Lunch
12:40-1:10	Reading
1:10-2:15	Homework/Clean Up
1:15	Dismissal

Regular Bell Schedule 52-minute periods		
Class	6 th /7 th	7 th /8 th
1 st Period/Advisory	8:00-8:15	8:00-8:15
2 nd Period	8:19-9:11	8:19-9:11
Nutrition		9:11-9:21
3 rd Period	9:15-10:07	9:25-10:17
Nutrition	10:07-10:17	
4 th Period	10:21-11:13	10:21-11:13
5 th Period	11:17-12:09	1 st Lunch
1 st Lunch		11:16-11:46
6 th Period	12:12-12:42	11:50-12:42
2 nd Lunch		
7 th Period	12:46-1:38	12:46-1:38
8 th Period	1:42-2:34	1:42-2:34

Wednesday Bell Schedule 42-minute periods		
Class	6 th /7 th	7 th /8 th
1 st Period/Advisory	8:00-8:15	8:00-8:15
2 nd Period	8:19-9:01	8:19-9:01
Nutrition		9:01-9:11
3 rd Period	9:05-9:47	9:15-9:57
Nutrition	9:47-9:57	
4 th Period	10:01-10:43	10:01-10:43
5 th Period	10:47-11:29	1 st Lunch
1 st Lunch		10:46-11:16
6 th Period	11:32-12:02	11:20-12:02
2 nd Lunch		
7 th Period	12:06-12:48	12:06-12:48
8 th Period	12:52-1:34	12:52-1:34

Attachment 2

Sample Lesson Plan and
Lessons Progression Poster

A lesson plan for Grades K-5

Do You Know How to Sort your Trash at Lunch?



Introduction:

Please help your school implement our recycling program by teaching this lesson before the first day of lunch at school. In this lesson you will make a poster to display in your classroom. You may want to follow up the classroom activity in the lunchroom before students eat lunch.

Teacher Background:

Recycling is important for the environment, to preserve and protect our resources for ourselves and for future generations. **We are proud to extend our**

recycling program to include organic waste.

“The decomposition of food and other waste under anaerobic (without oxygen) conditions in landfills produces methane, a greenhouse gas 21 times more potent than carbon dioxide.”- The U.S. Environmental Protection Agency (EPA)*

The amount of methane produced from one ton of food scraps in a typical landfill is equivalent to driving 6,400 – 9,200 miles in a 25 miles/gallon car.

Organic waste in landfills also produces leachate ('lē- chayt): a liquid, which filters down through the layers of waste picking up soluble chemicals and metals on its way. It can be highly toxic and poses a serious environmental and health risk unless carefully confined and treated. ***

By diverting organic waste both at home and at school we can help reduce greenhouse gasses. To do this at school we need your help. By teaching and learning the correct procedure for this recycling system we can reach our goal - to keep most of our school's trash out of the landfill.

Objectives:

- Understand and explain why recycling is important
- Identify and know how to sort into three waste streams (organics recycling and trash/landfill)
- Learn the procedures for our lunchtime trash sorting program

Standards: Science, Social Studies

Skills: Analysis, classification, description, Problem-solving

Time: 45 minutes

Materials:

- Reusable Poster for sorting Lunch Waste
- Picture Cards to go with poster

Teacher Prep:

- Read the lesson plan.

PROCEDURE

1. Read aloud or summarize the background information above so students understand why recycling of organic waste is important.

Tell them that the activity you will do together in this lesson will help them be ready to properly sort their trash at lunch today.

2. Organic Waste (green cart/yellow lid): Ask: What is organic waste and in which cart do we put organic waste?

Organic waste is material which comes mainly from animal or plant sources. Make it clear that we should never put any plastic or trash in the organic cart.

Ask questions like “Where does bread come from? (Wheat – plant). Where does cheese come from? (Milk – animal). We put organic waste in the green bin. The recycling company will use our organic waste to make compost to give to farmers and gardeners so their plants are healthy. **See attached list of organic waste (green cart).**

3. Liquid Waste (white bucket)

Explain that there will also be a bucket for excess liquids. Ask: Can you give me some examples of liquid (milk, juice, water)?

Explain that before cartons and bottles can be put in the recycle cart they must first be emptied into the bucket.

4. Recyclable Waste (blue cart):

Ask: Why is it important to recycle? Recycling is another easy way you can help slow climate change and global warming. Recycling the materials that go into our blue carts uses a lot less energy than making them from brand new materials. It also helps our planet because we don't need to cut down as many trees or make as much pollution.

Ask: What kinds of things do you know can be recycled and go into the blue cart?

Milk & juice cartons, aluminum cans, recyclable plastic (#1- #7) and glass containers, paper, newspaper and cardboard can all go into our blue cart. Have students find the recycle logo on plastics: 

See attached list of recycle waste (blue cart).

5. Trash/Landfill Waste (gray cart):

Tell the class: Any material that is not recyclable or organic eventually ends up in the landfill. These are things we cannot recycle or make into compost from our organic waste. Before you put something in the trash cart, you need to stop and make sure it isn't recyclable or organic waste. What kinds of things do you think we will have to put into the trash cart and send to the landfill at school?

See attached list of trash/landfill waste (gray cart).

**6. Make a class poster:
Sorting & Classifying Activity**

Direct class to the chart paper with the paper carts taped on it up on the board. Pass out labels/picture cards to students. Choose one student at a time to come up to the poster and tell the class in which cart they would put that item.

7. Teachers should use the lists found at the end of this lesson to make sure students are accurately sorting the materials.

Each time the group agrees where the item should go, the teacher can help the student attach the picture above the correct cart. Continue activity until all labels/picture cards have been sorted and attached to the poster.

Display class poster until students are proficient with the new recycling program. Consider leaving it up all year for review as needed. Remind students that they will need to sort all of their waste today at lunch and recycling monitors will be there to answer their questions.

Lunch Waste Items (Sorted)

WHITE BUCKET

(ALL Liquids)



- Milk
- Water
- Juice

BLUE CART

(Recyclable Waste)



- Milk/Juice cartons
- Clean cardboard lunch trays
- Cardboard lunch boxes (e.g. Lunchables)
- Plastic apple sauce containers
- Plastic yogurt containers
- Aluminum foil
- Juice boxes/Drink boxes
- Plastic water bottles
- Foil (tops from yogurt/apple sauce)
- Paper bags (clean)
- Any plastic containers with recycle sign ♻️, #1 – #7
- Any clean paper

GRAY CART

(Trash/Landfill Waste)



- Paper napkins
- Dirty cardboard lunch trays
- Dirty paper plates
- Wax paper bags
- Dirty paper bags
- Raisin boxes
- Wood corn dog sticks
- Wood chopsticks
- Babybel cheese wax shell

- Straws
- Zip-lock bags
- Juice pouches
- Plastic bags/wrappers
- Plastic wraps
- Ketchup/Mustard wrappers
- Granola bar wrappers
- Chip bags
- Go-Gurt wrappers
- Plastic utensils (knife, fork, spork)
- Plastic trays without recycle symbol
- Plastic wrappers from cheese sticks
- Styrofoam plates and cups

GREEN CART

(Organic Waste - ALL FOOD)

• **NO PLASTIC or TRASH**

- Food Scraps (Examples)
- apple core
- banana peel
- half-eaten sandwich
- half-eaten hot dog or pizza
- carrot sticks
- orange slices
- carrot sticks
- egg shells
- meat bones



OPTIONAL FOLLOW UP ACTIVITIES

Review of classroom lesson in the lunch area:

Take your class or grade level to the lunch area before lunch to show them the new recycling station set up. Bring a collection of real waste items from the list of lunch waste items to use. Teachers lead the students in sorting these items one at a time into the correct carts.

After lunch, review with students what items they recycled during lunch and which carts they used.

Write together as a class about our new recycling program at school and what they have learned about recycling. (Comprehension: Bloom's Taxonomy)

Write a letter home to your family telling how you recycle at school and about the importance of recycling. (Comprehension: Bloom's Taxonomy)

What do you think about your school's new plan to recycle? Are there any ideas you can think of that would help students learn how to recycle more quickly during the lunch period? (*Synthesize & Evaluate – Bloom's Taxonomy*)

Helpful Websites and Educational Resources

<http://www.kidsrecycle.org/>

<http://www.wastefreelunches.org>

<http://www.epa.gov/epawaste/education/kids/planetprotectors/index.htm>

Lesson Vocabulary (for age-appropriate students):

Anaerobically - in a way that does not require oxygen.

Decomposition - The process of breaking down organic material, such as dead plant or animal tissue, into smaller molecules that are available for use by the organisms of an ecosystem. Decomposition is carried on by bacteria, fungi, protists, worms, and certain other organisms.

Greenhouse effect - When the earth's atmosphere traps solar radiation, caused by the presence of greenhouse gases that allow incoming sunlight to pass through but absorb heat radiated back from the earth's surface.

Greenhouse gas - any of the gases whose absorption of solar radiation is responsible for the greenhouse effect, including carbon dioxide, methane, ozone, and the fluorocarbons.

Global warming - an increase in the earth's average atmospheric temperature that causes corresponding changes in climate and that may result from the greenhouse effect.

Leachate [lee-cheyt] - a solution resulting from dissolving out soluble parts from (ashes, soil, metals etc.) as the solution passes/filters through.

Liquid - a liquid is a fluid that has the particles loose and can freely form a distinct surface at the boundaries of its bulk material.

Soluble - capable of being dissolved or liquefied.

Attachment 3

Links to District Website

Child Nutrition Services: Student Wellness

<https://www.oxnardsd.org/Page/6081>

Child Nutrition Services: Nutrition Resources

<https://www.oxnardsd.org/Page/6080>

Child Nutrition Services: Child Nutrition Program Partners

<https://www.oxnardsd.org/Page/6079>

Pupil Services: Health and Wellness

<https://www.oxnardsd.org/Page/198>

Attachment 4

Images of Promotional Materials



FALL RECIPE IDEAS

Autumn Pear Salad

Ingredients:

- 1 bag of spring mix lettuce
- 2 pears, sliced
- 1/3 cup sliced onion
- 1/2 cup crumbled cotjia
- 1/2 cup candied pecans

Dressing Ingredients:

- 1/4 cup olive oil
- 3 tbsps. white vinegar
- 2 tbsps. honey
- 1/4 tsp. salt
- 2 tbsps. Dijon mustard
- 1 tsp. pepper

Directions

1. Whisk dressing ingredients together
2. In a large bowl, add the lettuce, then the pear, onion, cotjia, and pecans
3. Drizzle with dressing and serve!



Pumpkin Champurrado

Ingredients:

- 1 1/2 cup hot water
- 1/4 cup masa
- 3 cups milk
- 1 can pumpkin
- 1 tablet of Authentic Mexican Hot Chocolate Drink
- 1/4 tsp. vanilla extract

Directions

1. Place hot water and masa in a large saucepan; whisk until smooth.
2. Add pumpkin and milk. Heat over medium-heat, constantly stirring until boiling. Continue stirring and reduce heat until thickened to desired consistency (about 1 - 3 minutes).
3. Stir in vanilla and serve immediately.



PLEASE CONSUME OR FREEZE TURKEY BY MONDAY 11/23



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Food Share Table



In the United States, 40% of our food goes uneaten. Wasted food is a waste of resources, and one of the largest contributors of methane in landfills. Yet, with so much wasted food, over 40 million Americans struggle to put food on the table. In California, 1 in 5 children struggle with hunger.



In September 2017, the state passed SB 557 which now allows schools in California to donate unopened food items to local food banks and charities. The bill was sponsored by LA Unified School District, which sees about \$100,000 worth of food thrown away each day. The passing of this bill exemplifies the motivation by both the state and school districts to reduce food waste and its environmental impacts.

Oxnard School District would like to move forward with this work by encouraging schools to implement share tables in their cafeterias to redirect usable food back to our community. Unopened prepackaged food items, uncut produce and unopened milk cartons (that are kept at the appropriate time temperature) can be left on share tables for students. Items left over after the lunch period can then be donated to a local charity or food bank of your school's choice. OSD hopes that share tables will be the first step in also implementing organic waste recycling in our cafeterias.

Previously, food items that had not been served to students were allowed to be donated. The new law allows for all foods as long as it has not been opened or cut.



Food Share Table



SHARE TABLES are either tables, carts, bins, or baskets where students may leave any unopened or wrapped food items.

Share tables provide the opportunity for students of the same or following lunch periods to take additional food items. Any food left over after the entire food service period, may be donated locally on a daily basis.

LOCATION

The food share table is most often located near your cafeteria's waste sorting area. Students can then separate their food share items before separating the rest of their trash. If using a basket or bin, do not place directly on the floor.



344 likes 14 comments

Excited about our new #sharetable at school! 20 unwanted items were left in the share basket today for another student enjoy! #childhunger #schoolnutrition #nourishfuelgrow

SEPTEMBER 7, 2017



FOOD SHARE TABLE SIGNAGE AND RULES

Proper signage will help students locate the share table and drop off appropriate food items, understand its purpose and allow for a smooth flow inside the cafeteria.



For example,
- Food items brought from home are not allowed on the food share table

- Students may take more than one milk or fruit, but only one unopened entree

Food Share Table



EDUCATION

Another fundamental aspect towards setting up a successful share table is to educate students on issues surrounding food waste, environmental resources, and community service.

By exposing students to real world issues we allow them to have greater autonomy over projects. They develop solutions that will only help them become greater environmental stewards.

A group consisting of teachers, students, cafeteria staff, custodians, and administrators working collectively will help create a foundation to reinforce new practices.

DONATION SITE

At the school site level, staff will determine which local charity or foodbank they would like to reach out to and ask if they would like to pick up food donations. OSD will not organize the transportation of food donations. It is best if donations could be picked up daily, since some kitchens lack storage space.



Food Share Table



FOOD SAFETY

Room temperature items, such as graham crackers or pieces of fruit can be left on the table and donated afterwards.

Hot and cold items can be out of the Safe Temperature Zone for up to two hours. If items will be left out longer or waiting to be picked up, they must be maintained under proper food holding temperatures.

For milk, cafeterias can use ice sheets, fridges, or chest freezers.

	Safe temperature zone (STZ)	Allowable time outside the STZ	Ways to control temperature
Cold food* e.g. milk	41°F or lower	Up to 2 hours below or at 60°F	- Set up a separate area for cold items on the food share table. - Use ice buckets or ice sheets.
Hot food e.g. pasta dish	135°F or higher	Up to 2 hours below 135°F	Set up a separate area for hot items on the food share table.
Room-temp. food e.g. apple, crackers	N/A	N/A	- No temperature concern. - Ready to serve again after cleaning.

<http://www.stopwaste.org/foodsharetable>

In California Retail Food Code (CalCode) 114079, the use of share tables is permitted only if all of the following conditions are met:

No food or beverage may ever be returned to the food preparation, food service, or food storage areas for use by the food service operation or for any human consumption, except those items permitted in CalCode 114079(b).

Potentially hazardous foods or beverages (as defined in CalCode 113871) on the share table are consumed or discarded within four hours of the food or beverage entering the temperature danger zone (41 degrees Fahrenheit to 135 degrees Fahrenheit).

The share table is supervised by a member of the food service staff to ensure that no food, beverage, or condiment has been contaminated (e.g., opened, partially consumed, etc.), and the original packaging is maintained in sound condition.



Food Share Table



Additional Resources

A guide developed for Alameda County Schools

<http://www.stopwaste.org/foodsharetable>

County of San Diego -Share Table Information

www.sandiegocounty.gov/content/dam/sdc/deh/fhd/food/.../schoolsharetables_fp.pdf

State of Washington Guide to a Food Share Program

https://www.epa.gov/sites/production/.../washingtonschoolfoodshare5087717_a.pdf

Articles discussing schools who have implemented share tables

In Florida: <http://www.orlandosentinel.com/features/education/school-zone/os-school-lunches-share-table-donations-waste-20171108-story.html>

In Alabama: <http://www.thedailynewsonline.com/bdn01/oakfield-alabama-students-share-food-at-the-table-20171222>

Connecticut: <http://www.myrecordjournal.com/News/Wallingford/Wallingford-News/Wallingford-volunteers-try-to-expand-share-tables.html#gallery-5>

California: <http://www.latimes.com/local/lanow/la-me-edu-school-food-waste-law-20170928-story.html>

Civil Eats: <https://civileats.com/2017/03/27/school-lunch-share-tables-fight-food-waste-and-hunger/>

Choose Your Breakfast: You Pick

3

Items!



Breakfast Examples:

Low-Fat Milk + **Whole Grain** + **1/2 cup Juice**

Non-Fat Milk + **Whole Grain** + **1/2 cup Fruit**

1/2 cup Juice + **Whole Grain** + **1/2 cup Fruit**

for BREAKFAST, we offer:

- Entrées equaling 2 whole grains or 1 whole grain and 1 protein
- Fruit/fruit juice & vegetable
- Low or non-fat milk

for a
complete
breakfast



YOU MUST CHOOSE

1 or more 1/2 cup servings of
fruits or vegetables!

FRUIT/JUICE • VEGETABLE • GRAINS/WHOLE GRAINS
MEAT/MEAT ALTERNATE • LOW FAT OR FAT FREE MILK



Choose Your Lunch: You Pick at Least

Food Groups!

3

Lunch Examples:

Whole Grain + **Protein** + **1/2 cup Fruit**

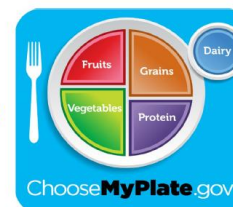
Chocolate Milk + **Protein** + **1/2 cup Vegetable**

Milk + **3/4 cup Vegetable** + **1/2 cup Fruit**

for LUNCH, we offer:

- Entrées equaling 2 whole grains and 2 proteins
- Salad bar with fruits & vegetables
- Low-fat milk or non-fat chocolate milk

for a
complete
lunch



YOU MUST CHOOSE

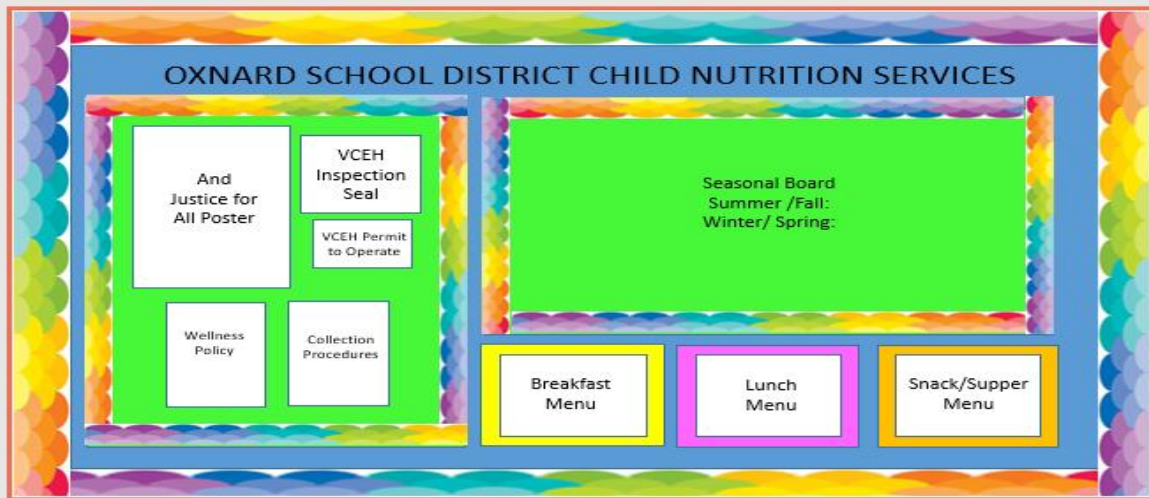
1 or more 1/2 cup servings of
fruits or vegetables from the salad bar!

FRUIT/JUICE • VEGETABLE • GRAINS/WHOLE GRAINS
MEAT/MEAT ALTERNATE • LOW FAT OR FAT FREE MILK

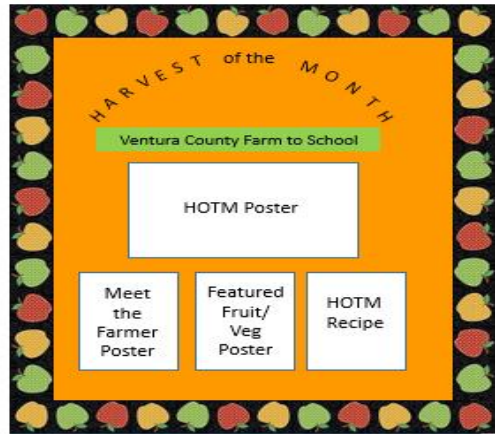


Bulletin Board Template:

1



2



3

Additional Posters to Display:

1. Dairy Council
2. Team Nutrition
3. Monday Drum Day
4. California Thursday
5. Meatless Monday/ Lean and Green Friday



Attachment 5

Summary of Services

Health, Wellness and Safety Practices

Each of the schools in the Oxnard School District is staffed with a counselor and outreach specialist (ORC). The counselors support students with social/emotional learning, behavior and academics and are part of our tiered system of supports. Counselors are part of each site's positive behavior and intervention support (PBIS) team and provide Tier 1 supports to all students with classroom SEL lessons, school wide prevention programs/weeks (Wellness weeks, Red Ribbon Week, etc.), Tier II supports (short term group counseling, individual counseling, SEL support), and Tier III supports (risk assessments, safety plans, connection with outside supports).

ORCs coordinate and provide services to families (access to food, clothing, shelter, health services; support with attendance issues; access to services for substance abuse, transportation, health insurance).

The district has 5 district nurses that support 10 health technicians (LVNs) and 7 health assistants. Our health staff support students with health and medical needs.