



Urban School Wellness Advisory Board 2014-2015 SY Wellness Policy Scorecard Los Angeles Unified School District Overview

Introduction

Action for Healthy Kids' **Urban School Wellness Advisory Board** works to bring together representatives from ten urban district to facilitate discussion of important issues of school wellness in urban environments.

<u>Urban School Wellness Advisory Board</u>	
Boston Public Schools	Los Angeles Unified School District
Chicago Public Schools	New York City Department of Education
District of Columbia Public Schools	School District of Philadelphia
Denver Public Schools	School District of Palm Beach County
Dallas Independent School District	Seattle Public Schools

Through this advisory board, urban school wellness leaders have the opportunity to network with peers, share information and best practices and discuss challenges facing students in ten of the nation's largest urban school districts focusing on health and wellness issues.

As part of the Urban School Wellness Advisory Board, Action for Healthy Kids collected and analyzed local district wellness policies from all 10 Urban School districts during the 2014-2015 school year in an effort to better understand how urban district policies compare in strength and comprehensiveness and to provide districts with recommendations to improve policies based on their peers work around the country. This overview provides baseline information about your school district's local wellness policy scores. For reference, your district's policy scores are benchmarked next to the average scores for all ten Urban School Wellness Advisory Board districts.

The federal Healthy, Hunger-free Kids Act of 2010 (P.L. 111-296 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
- Implementation plans

This overview provides wellness policy scores based on the Rudd Center for Food Policy and Obesity's Wellness School Assessment Tool (WellSAT) 2.0, which assesses the quality of school district's written wellness policies¹. It is important to note, the WellSAT score strictly analyzes written policy, not implementation. A full overview of your district's WellSAT score can be found on page 6-7. Through comparison to other Urban School Wellness Advisory Board districts and the average WellSAT score for each section, AFHK will work to highlight strengths in each districts work and areas of opportunity for policy development.

How were wellness policies defined?

In this study, wellness policies were defined to include documents provided to AFHK by your Urban School Wellness Advisory Board representative and include: the school board-approved district wellness policy and associated administrative policies, including implementation regulations, rules, procedures, or administrative guidelines.

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

- Blueprint for Wellness developed by the Coordinated School Health District Council in the LA Unified School District

Is something missing? Please let us know! We'll update based on additional policies associated with your wellness work!

What do the scores mean?

Local wellness policies were coded and analyzed using the WellSAT tool which covers 78 policies topics that are arranged into six focus areas: nutrition education, standards for USDA Child Nutrition Programs and School Meals, Nutrition Standards for Competitive and Other Foods and Beverages, Physical Education and Physical Activity, Wellness Promotion and Marketing and Implementing, Evaluation and Communication. Each focus area 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 each district's policies, score them separately and then review scores for accuracy to come up with a common score. These scores were then reviewed independently to provide each district with recommendations to advance their work and were compared with other districts scores to find areas of strength and improvement to share across the districts.

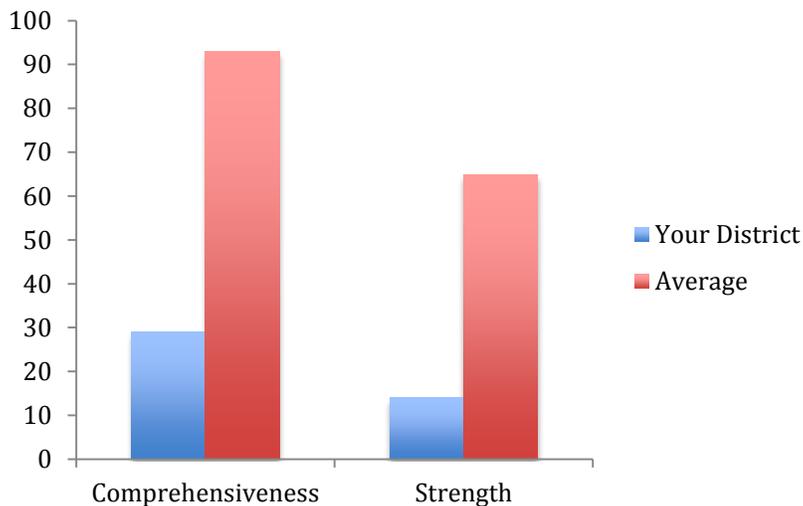
References

1. Yale University Rudd Center for Food Policy & Obesity. *WellSAT: Wellness School Assessment Tool*. <http://wellsat.org/>. Updated 2015. Accessed February 2015.

Los Angeles Unified School District: WellSAT Overview

How does your school district wellness policy compare to the average of the ten Urban School Wellness Advisory Board districts?

Section 1: Nutrition Education

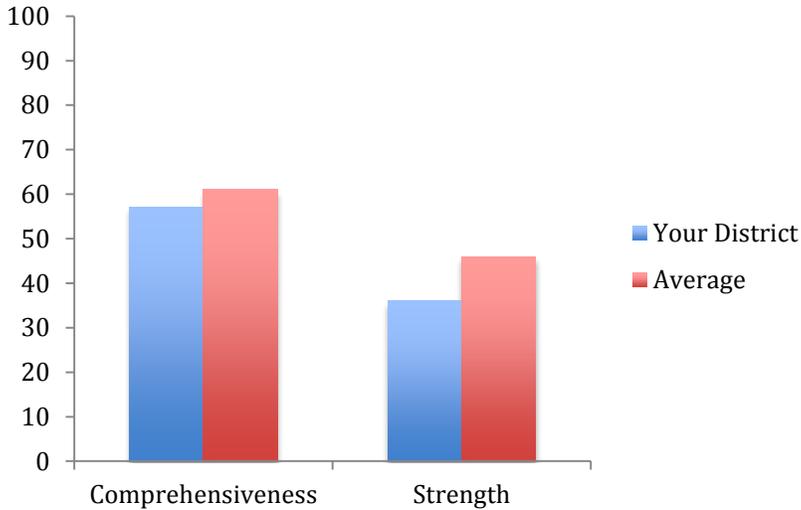


The **nutrition education components** of LAUSD wellness policy were **less comprehensive** and **strong** than other Urban School Wellness Advisory Board districts.

LAUSD Comprehensiveness Score: 29
(Range 29-100, Average 93)

LAUSD Strength Score: 14
(Range 14-100, Average 65)

Section 2: Standards for USDA Child Nutrition Programs and School Meals

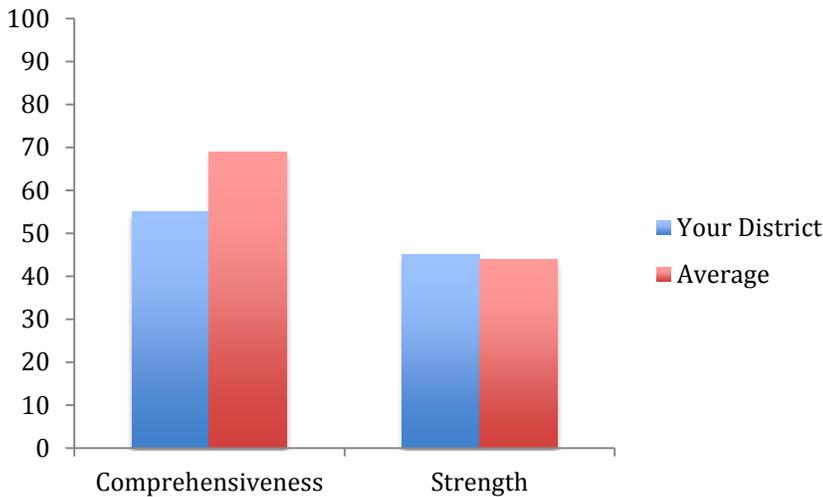


The **child nutrition and school meal components** of LAUSD wellness policy were **less comprehensive** and **strong** than other Urban School Wellness Advisory Board districts.

LAUSD Comprehensiveness Score: 57
(Range 36-86, Average: 61)

LAUSD Strength Score: 36
(Range 29-71, Average: 46)

Section 3: Nutrition Standards for Competitive and Other Foods and Beverages

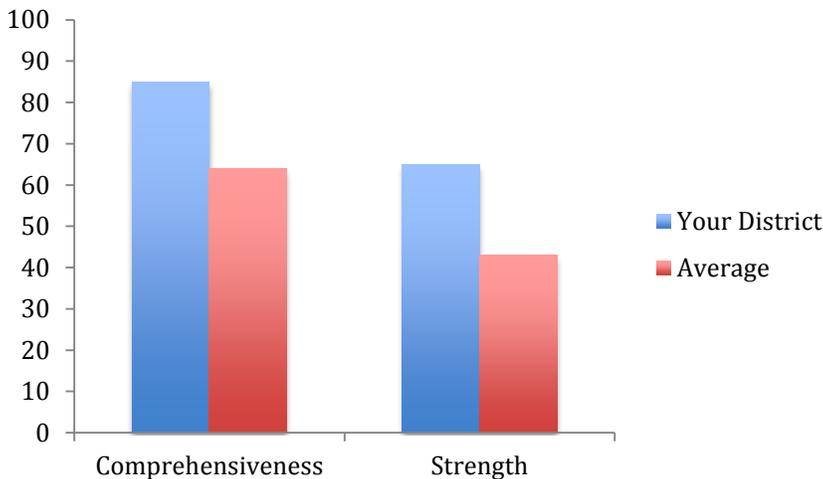


The **competitive foods and beverages components** of LAUSD wellness policy were **less comprehensive** but **stronger** than other Urban School Wellness Advisory Board districts.

LAUSD Comprehensiveness Score: 55
(Range 45-100, Average: 69)

LAUSD Strength Score: 45
(Range 35-85, Average: 44)

Section 4: Physical Education and Physical Activity

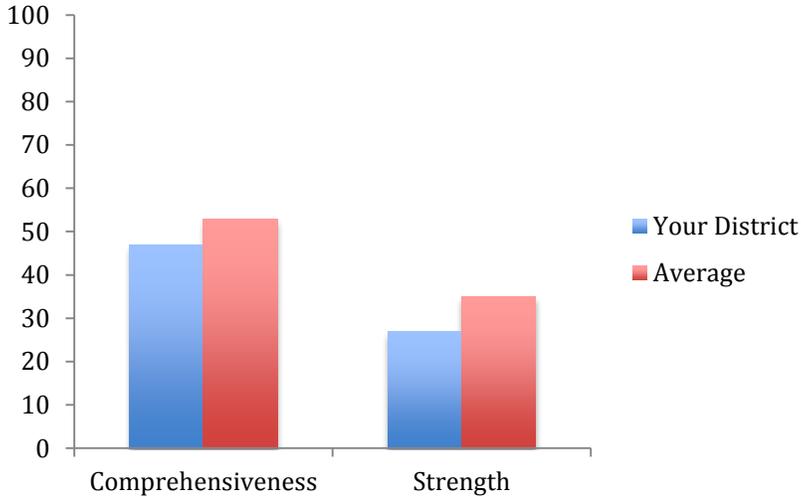


The **physical education and physical activity components** of LAUSD wellness policy were **more comprehensive** and **stronger** than other Urban School Wellness Advisory Board districts.

LAUSD Comprehensiveness Score: 85
(Range 35-85, Average: 64)

LAUSD Strength Score: 65
(Range 25-65, Average: 43)

Section 5: Wellness Promotion and Marketing

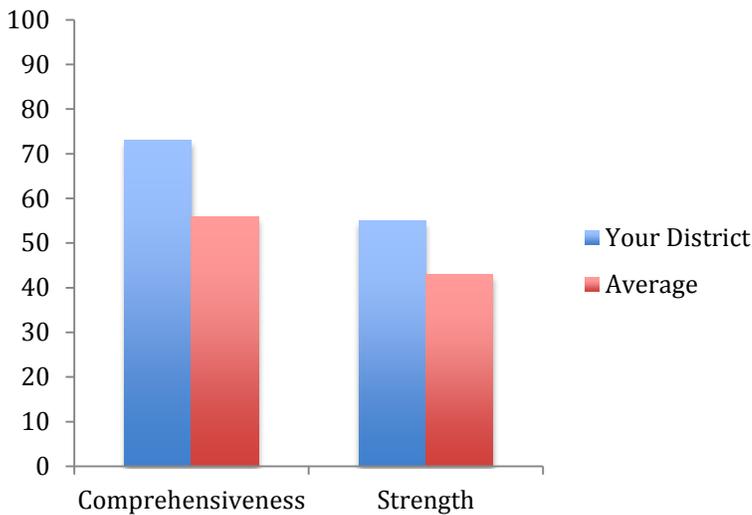


The **promotion and marketing components** of LAUSD wellness policy were **less comprehensive** and **strong** than other Urban School Wellness Advisory Board districts.

LAUSD Comprehensiveness Score: 47
(Range 27-93, Average: 53)

LAUSD Strength Score: 27
(Range 0-60, Average: 35)

Section 6: Implementation, Evaluation, & Communication

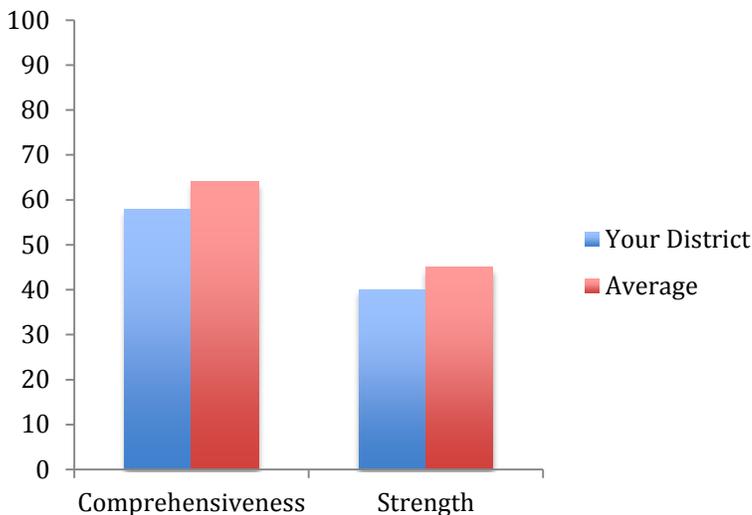


The **implementation, evaluation and communication components** of LAUSD wellness policy were **more comprehensive** and **stronger** than other Urban School Wellness Advisory Board districts.

LAUSD Comprehensiveness Score: 73
(Range 0-100, Average: 56)

LAUSD Strength Score: 55
(Range 0-100, Average: 43)

Overall Score of District Wellness Policy



The LAUSD wellness policy overall is **less comprehensive** and **strong** than other Urban School Wellness Advisory Board districts wellness policies.

LAUSD Comprehensiveness Score: 58
(Range 48-80, Average: 64)

LAUSD Strength Score: 40
(Range 26-70, Average: 45)

TOTAL Score: 98
(Range: 76-150, Average: 109, Highest possible: 200)

Policy Highlights

We applaud your work! In particular, your wellness policies highlights include:

- Nutrition education is linked to the school meal environment
- Exceed federal requirements for frequency and amount of fruits and vegetables offered.
- Policy outlines adequate minutes for students to eat at school meals
- Competitive foods (Smart Snacks) policy addresses foods served during and through the extended school day
- Higher restrictions on beverages (no sodas or fruit drinks sold in school cafeterias nor available on school campus during school day)
- Physical education curriculum is clearly outlined
- Physical education minutes requirements by grade are clearly outlined
- Teacher-student ratio for physical education classes is included
- District requires certified physical education teachers and provides professional development for all physical education teachers
- Policy includes strong language around recess, before-after school physical activity and staff engagement in physical activity
- Strong joint-use agreement language where parents and community are encouraged to use school facilities

Policy Opportunities

There are always area of opportunity to continue to grow your wellness policy. In particular, compared to other Urban districts, you could address:

- Consider reformatting to include a summary document to make it more usable for school stakeholders
- Add policy language describing the standards-based, behavior-focused, sequential and comprehensive nutrition curriculum used
- Add policy language about required minutes of nutrition education per week for all grades
- Add language describing the USDA School Meal programs into policy
- Add policy language related to open-campus policy that allows students to leave school during lunch periods
- Add policy language that outlines annual training for food service personnel regarding USDA regulations
- Add policy language addressing the school meal environment
- Add policy language on providing nutrition information for school meal information to parents and students
- Include policy language suggesting recess is scheduled prior to lunch in elementary schools
- Add policy language about availability of free drinking water.
- Add policy language to address foods and beverages sold while attending before/after-school care programs on school grounds
- Add language that regulates food served during classroom parties and celebrations
- Add policy language to support active transportation (walking and biking to school)
- Strengthen policy language to encourage staff to act as role models for health and wellness
- Add policy language about food not being used as a reward
- Add policy language regarding marketing of only healthy foods and promotion of physical activity
- Address reporting to the public on implementation of wellness policy and practices
- Add policy language regarding the plan for updating the wellness policy based on best practices

Key Partnerships

In order to continue to grow your wellness policy and initiatives, internal cross-departmental collaboration has been identified as a criteria area to focus on for urban districts. Based on your district's organizational chart, we recommend partnering with the following departments to advance your work:

- District Nursing Services
- Health Education Programs
- Student Medical Services
- Food Services Division
- Office of Environmental Health and Safety
- Employee Health Benefits
- School Operations
- Physical Education
- Parent and Community Involvement

WELLSAT SUMMARY SCORECARD: L.A.

Section 1: Nutrition Education (NE)	
0	NE1: There is a standards-based nutrition curriculum, health education curriculum, or other curriculum that includes nutrition.
0	NE2: All elementary school students receive nutrition education.
0	NE3: All middle school students receive nutrition education.
0	NE4: All high school students receive nutrition education.
2	NE5: Links nutrition education with the school food environment.
0	NE6: Nutrition education teaches skills that are behavior-focused.
1	NE7: Nutrition education is sequential and comprehensive in scope.
Section 2: Standards for USDA Child Nutrition Programs and School Meals (SM)	
2	SM1: Addresses access to the USDA School Breakfast Program
2	SM2: Addresses compliance with USDA nutrition standards for reimbursable meals.
0	SM3: School meals meet standards that are more stringent than those required by the USDA.
2	SM4: District takes steps beyond those required by federal law/regulation to protect the privacy of students who qualify for free or reduced priced meals.
1	SM5: USDA National School Lunch Program and School Breakfast Program standards are described in full (or a link to the standards is provided in the wellness policy).
2	SM6: Specifies to increase participation in school meal programs.
0	SM7: Addresses students leaving school during lunch periods.
2	SM8: Ensures adequate time to eat.
0	SM9: Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.
1	SM10: Addresses school meal environment.
1	SM11: Nutrition information for school meals (e.g. calories, saturated fat, sodium, sugar) is available to students and parents.
0	SM12: Specifies how families are provided information about determining eligibility for free/reduced priced and parents.
0	SM13: Recess (when offered) is scheduled before lunch in elementary schools.
0	SM14: Free drinking water is available during meals.
Section 3: Nutrition Standards for Competitive and Other Foods and Beverages (NS)	
2	NS1: Addresses compliance with USDA minimum nutrition standards for all FOODS sold to students during the school day (commonly referred to as Smart Snacks)
2	NS2: Addresses nutrition standards for all FOODS sold to students during the EXTENDED school day (includes regular school day plus after school programs and clubs. Do not count snacks provided in before/aftercare (childcare) programs).
0	NS3: Addresses nutrition standards for all FOODS AND BEVERAGES served to students while attending before/aftercare on school grounds.
0	NS4: Regulates food served during classroom parties and celebrations in elementary schools.
2	NS5: Addresses compliance with USDA nutrition standards for all BEVERAGES sold to students during the school day (Smart Snacks).
2	NS6: Addresses nutrition standards for all BEVERAGES sold to students during the EXTENDED school day (includes regular school day plus after school programming and clubs).
0	NS7: Addresses foods and beverages containing non-nutritive sweeteners (High School)
0	NS8: Addresses foods and beverages containing caffeine at the high school level.

1	NS9: USDA Smart Snack standards are described in full (or a link to the standards is provided in the wellness policy)
0	NS10: Addresses availability of free drinking water throughout the school day.
2	NS11: Regulates food sold for fundraising at all times (not only during the school day).
Section 4: Physical Education and Physical Activity (PEPA)	
2	PEPA1: There is written PE curriculum for grades K-12.
2	PEPA2: The written PE curriculum is aligned with national and/or state PE standards.
2	PEPA3: Addresses time per week of PE instruction for all elementary school students.
2	PEPA4: Addresses time per week of PE instruction for all middle school students.
2	PEPA5: Addresses time per week of PE instruction for all high school students.
2	PEPA6: Addresses teach-student ratio for PE classes.
2	PEPA7: Addresses qualifications for PE teachers for grades K-12.
2	PEPA8: District provides PE training for physical education teachers.
1	PEPA9: Addresses PE waiver requirements for K-12 students (e.g. substituting PE requirements with other activities).
1	PEPA10: Addresses PE exemptions for K-12 students.
0	PEPA11: Addresses PE substitution requirements for K-12 students (e.g. substituting PE requirement with other activities).
1	PEPA12: District addresses the development of a comprehensive school physical activity program (CSPAP) plan at each school.
0	PEPA13: District addresses active transport for all K-12 students.
2	PEPA14: District addresses before and after school physical activity for all K-12 students.
2	PEPA15: District addresses recess.
1	PEPA16: Addresses physical activity breaks for all K-12 students.
2	PEPA17: Addresses staff involvement in physical activity opportunities at all schools.
2	PEPA18: Addresses family and community engagement in physical activity opportunities at all schools.
0	PEPA19: District provides physical activity training for all teachers.
2	PEPA20: Joint or shared-use agreements for physical activity participation at all schools.
Section 5: Wellness Promotion and Marketing (WPM)	
1	WPM1: Encourages staff to model healthy eating/drinking behaviors.
1	WPM2: Addresses staff not modeling unhealthy eating/drinking behaviors.
1	WPM3: Encourages staff to model physical activity behaviors.
0	WPM4: Addresses food not being used as a reward.
2	WPM5: Addresses using physical activity as a reward.
2	WPM6: Addresses physical activity not being used as punishment.
2	WPM7: Addresses physical activity not being withheld as a punishment.

Section 5 Continued: Wellness Promotion and Marketing (WPM)	
0	WPM8: Specifies marketing/ways to promote healthy food and beverage choices.
0	WPM9: Specifies ways to promote physical activity.
2	WPM10: Specifies that family wellness activities will be planned and will include nutrition and physical activity components.
* Note: The next 5 questions address restriction of marketing of food and beverages that cannot be sold to students during the school day (do not meet USDA Smart Snack nutrition standards)	
0	WPM11: On signs, scoreboards, sports equipment.
0	WPM12: In curricula, textbooks, websites used for educational purposes, or other educational materials (both printed and electronic).
0	WPM13: On exteriors of vending machines, food or beverage cups or containers, food display racks, coolers, trash and recycling containers, etc.
0	WPM14: On advertisements in school publications, on school radio stations, in-school television, computer screen savers and/or school-sponsored Internet sites, or announcements on the public announcement (PA) system.
0	WPM15: On fundraisers and corporate-sponsored programs that encourage students and their families to sell, purchase or consume products and/or provide funds to school in exchange for consumer purchases of those products.
Legend: USDA=US Department of Agriculture All Sections: 2= Strong language in Policy; 1= Weak language in Policy; 0=No language in Policy	

Section 6: Implementation, Evaluation & Communication (IEC)	
2	IEC1: Establishes an ongoing district wellness committee.
1	IEC2: District wellness committee has community-wide representation.
2	IEC3: Designates one district level official accountable for ensuring each school is in compliance (ensuring that there is reporting up).
2	IEC4: Designates a leader in each school accountable for ensuring compliance within the school.
2	IEC5: Addresses annual assessment of school wellness policy implementation/progress towards wellness goals.
2	IEC6: Progress report on compliance/implementation is made to the school community (Board of Education, superintendent, principals, staff, students, and parents).
2	IEC7: Progress report on compliance/implementation is made available to the public.
0	IEC8: Progress report ensures transparency by including: the web address of the wellness policy, a description of each school's activities and progress towards meeting wellness goals, contact details for committee leadership and information on how to join the committee.
0	IEC9: Addresses a plan for updating policy based on best practices.
1	IEC10: Addresses methods for communicating with the public.
0	IEC11: Specifies how district will engage families to provide information and/or solicit input to meet district wellness goals (e.g. through website, e-mail, parent meetings, or events).

District wellness policy statements are rated "0," "1," or "2," using the definitions below.

Rating	Explanation
0 = Not mentioned.	The item is not included in the text of the policy.
1 =Weak Statement	<p>The item is mentioned, <u>but</u></p> <ul style="list-style-type: none"> The policy will be hard to enforce because the statement is vague, unclear, or confusing. Statements are listed as goals, aspirations, suggestions, or recommendations. There are loopholes in the policy that weaken enforcement of the item. The policy mentions a future plan to act without specifying when the plan will be established. <p>Words often used include: may, can, could, should, might, encourage, suggest, urge, some, partial, make an effort, and try.</p>
2 =Meets or Exceeds Expectations	<p>The item is mentioned and it is clear that the policy makers are committed to making the item happen because:</p> <ul style="list-style-type: none"> The item is described using specific language (e.g., a concept followed by concrete plans or strategies for implementation). Strong language is used to indicate that action or regulation is required, including: shall, will, must, have to, insist, require, all, total, comply and enforce. <p>A district is unable to enforce an item (e.g., teachers role modeling healthy behaviors), but the goal is clearly stated (e.g., "shall encourage teachers to role model healthy behaviors").</p>