



### About the Madera Unified School District Local Wellness Policy and Triennial Assessment

LEAs are required to have a written local wellness policy (LWP) and conduct an assessment of the policy at least once every three years. This Triennial Assessment determines 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. The MUSD Wellness Committee uses this tool as an action plan to guide the implementation and assessment of the MUSD LWP.

#### WELLNESS GOALS

The MUSD LWP is compared to the Alliance for a Healthier Generation Model Wellness Policy and provides procedures for goals in the areas of Nutrition Services, Physical Education and Physical Activity, Employee Wellness, Social and Emotional Climate, and other components of the Whole School Whole Child Whole Community (WSCC) Model. MUSD is required to convene a representative district wellness committee that meets quarterly to establish goals and oversee the LWP. The District Wellness Committee requires all MUSD schools to annually complete and submit a Healthy Schools Assessment created and provided by the Alliance for a Healthier Generation Healthy Schools Program; then, create and implement action plan items developed by School Health Councils in order to monitor and strategically guide the implementation of the LWP.

Policy and Environment (PO)	Year 1 (2017-2018) # of Schools in District: 25			Year 2 (2018-2019) # of Schools in District: 25			Year 3 (2019-2020) # of Schools in District: 25		
	Fully in Place	Partially in Place	Under developed	Fully in Place	Partially in Place	Under developed	Fully in Place	Partially in Place	Under developed
Summary of Goals									
PO-01: Representative school health committee or team	n/a	n/a	n/a	15	n/a	n/a	23		2
PO-02: Written school health and safety policies	n/a	n/a	n/a	13	n/a	n/a	14	8	3
PO-03: Local school wellness policy	n/a	n/a	n/a	6	n/a	n/a	23	3	1
PO-04: School start times	n/a	n/a	n/a	0	n/a	n/a	3	5	3

## Madera Unified School District Triennial Assessment Tool

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	Fully in Place	Partially in Place	Under developed	Fully in Place	Partially in Place	Under developed	Fully in Place	Partially in Place	Under developed
Continued...									
PO-05: Health services provided by a full-time school nurse	n/a	n/a	n/a	3	n/a	n/a	4	15	6
PO-06: Counseling, psychological, and social service provided by a full-time counselor, social worker, and psychologist	n/a	n/a	n/a	5	n/a	n/a	5	5	15
PO-07: Parenting strategies	n/a	n/a	n/a	10	n/a	n/a	10	10	5
PO-08: Family engagement in school decision making	n/a	n/a	n/a	9	n/a	n/a	10	10	5
PO-09: Community involvement in school health initiatives	n/a	n/a	n/a	13	n/a	n/a	15	5	5
PO-10: Out-of-school programs	n/a	n/a	n/a	11	n/a	n/a	11	7	7

## Madera Unified School District Triennial Assessment Tool

Nutrition Services (NS)	Year 1 (2017-2018) # of Schools in District: 25			Year 2 (2018-2019) # of Schools in District: 25			Year 3 (2019-2020) # of Schools in District: 25		
	Fully in Place	Partial ly in Place	Under develo ped	Fully in Place	Partial ly in Place	Under devel oped	Fully in Place	Partial ly in Place	Under devel oped
Summary of Goals									
NS-01: Breakfast and lunch programs	n/a	n/a	n/a	25	n/a	n/a	25	n/a	n/a
NS-02: School breakfast	n/a	n/a	n/a	9	n/a	n/a	9	3	13
NS-03: School lunch	n/a	n/a	n/a	4	n/a	n/a	4	1	20
NS-04: Variety of offerings in school meals	n/a	n/a	n/a	25	n/a	n/a	25	n/a	n/a
NS-05: Promote healthy food and beverage choices and school meals using marketing and merchandising techniques.	n/a	n/a	n/a	4	n/a	n/a	6	9	10
NS-06: Annual continuing education and training requirements for school nutrition services staff	n/a	n/a	n/a	24	n/a		24	1	n/a

## Madera Unified School District Triennial Assessment Tool

Nutrition Services (NS)	Year 1 (2017-2018) # of Schools in District: 25			Year 2 (2018-2019) # of Schools in District: 25			Year 3 (2019-2020) # of Schools in District: 25		
	Fully in Place	Partial ly in Place	Under develo ped	Fully in Place	Partial ly in Place	Under devel oped	Fully in Place	Partial ly in Place	Under devel oped
Continued...									
NS-07: Venues outside the cafeteria offer fruits and vegetables	n/a	n/a	n/a	9	n/a	n/a	11	14	n/a
NS-08: Collaboration between school nutrition services staff members and teachers	n/a	n/a	n/a	1	n/a	n/a	1	3	21
NS-09: Student and family involvement in the school meal programs and other foods and beverages sold, served and offered on school campus.	n/a	n/a	n/a	4	n/a	n/a	7	11	7
NS-10: Prohibit using food as reward or punishment	n/a	n/a	n/a	11	n/a	n/a	13	9	3
NS-11: Adequate time to eat school meals	n/a	n/a	n/a	25	n/a	n/a	25	n/a	n/a
NS-12: Farm to School activities	n/a	n/a	n/a	2	n/a	n/a	2	7	16

## Madera Unified School District Triennial Assessment Tool

Smart Snacks (SS)	Year 1 (2017-2018) # of Schools in District: 25			Year 2 (2018-2019) # of Schools in District: 25			Year 3 (2019-2020) # of Schools in District: 25		
	Fully in Place	Partially in Place	Underdeveloped	Fully in Place	Partially in Place	Underdeveloped	Fully in Place	Partially in Place	Underdeveloped
Summary of Goals									
SS-01: All foods sold during the school day meet the USDA's Smart Snacks in School nutrition standards	n/a	n/a	n/a	21	n/a	n/a	23	2	n/a
SS-02: All beverages sold during the school day meet the USDA's Smart Snacks in School nutrition standards	n/a	n/a	n/a	23	n/a	n/a	23	2	n/a
SS-03: Food and beverage marketing	n/a	n/a	n/a	13	n/a	n/a	23	1	1
SS-04: All foods and beverages served and offered during the school day meet the USDA's Smart Snacks in School nutrition standards	n/a	n/a	n/a	14	n/a	n/a	14	11	n/a
SS-05: All foods and beverages sold during the extended school day meet the USDA's Smart Snacks in School nutrition standards	n/a	n/a	n/a	19	n/a	n/a	19	6	n/a
SS-06: All foods and beverages served and offered during the extended school day meet the USDA's Smart Snacks in School nutrition standards	n/a	n/a	n/a	13	n/a	n/a	13	12	n/a
SS-07: Fundraising efforts during and outside school hours meet the USDA's Smart Snacks in School nutrition standards	n/a	n/a	n/a	4	n/a	n/a	4	12	9

## Madera Unified School District Triennial Assessment Tool

Health and Physical Education (HPE)	Year 1 (2017-2018) # of Schools in District: 25			Year 2 (2018-2019) # of Schools in District: 25			Year 3 (2019-2020) # of Schools in District: 25		
Summary of Goals	Fully in Place	Partially in Place	Underdeveloped	Fully in Place	Partially in Place	Underdeveloped	Fully in Place	Partially in Place	Underdeveloped
HPE-01: Minutes of physical education per week	n/a	n/a	n/a	0	n/a	n/a	7	15	3
HPE-02: Years of physical education (secondary)	n/a	n/a	n/a	7	n/a	n/a	7/12	5/12	n/a
HPE-03: Sequential physical education curriculum consistent with standards	n/a	n/a	n/a	25	n/a	n/a	25	n/a	n/a
HPE-04: Students active at least 50% of class time	n/a	n/a	n/a	23	n/a	n/a	23	1	1
HPE-05: Professional development for physical education teachers	n/a	n/a	n/a	25	n/a	n/a	25	n/a	n/a
HPE-06: Information and materials for physical education teachers	n/a	n/a	n/a	21	n/a	n/a	23	1	1

## Madera Unified School District Triennial Assessment Tool

Health and Physical Education (HPE)	Year 1 (2017-2018) # of Schools in District: 25			Year 2 (2018-2019) # of Schools in District: 25			Year 3 (2019-2020) # of Schools in District: 25		
	Fully in Place	Partial ly in Place	Under develo ped	Fully in Place	Partial ly in Place	Under devel oped	Fully in Place	Partial ly in Place	Under devel oped
Continued...									
HPE-07: Licensed physical education teachers	n/a	n/a	n/a	25	n/a	n/a	25	n/a	n/a
HPE-08: Health education taught in all grades	n/a	n/a	n/a	13	n/a	n/a	13/18	3/18	2/18
HPE-09: Required health education course (secondary)	n/a	n/a	n/a	6	n/a	n/a	6/12	6/12	n/a
HPE-10: Essential topics on physical activity	n/a	n/a	n/a	12	n/a	n/a	15	10	n/a
HPE-11: Essential topics on healthy eating	n/a	n/a	n/a	9	n/a	n/a	11	13	1
HPE-12: Opportunities to practice skills	n/a	n/a	n/a	18	n/a	n/a	18	4	3

## Madera Unified School District Triennial Assessment Tool

Physical Activity (PA)	Year 1 (2017-2018) # of Schools in District: 25			Year 2 (2018-2019) # of Schools in District: 25			Year 3 (2019-2020) # of Schools in District: 25		
	Fully in Place	Partially in Place	Underdeveloped	Fully in Place	Partially in Place	Underdeveloped	Fully in Place	Partially in Place	Underdeveloped
Summary of Goals									
PA-01: Recess (elementary)	n/a	n/a	n/a	16	n/a	n/a	16/18	2/18	n/a
PA-02: Availability of physical activity breaks in classrooms	n/a	n/a	n/a	11	n/a	n/a	12	6	7
PA-03: Promotion or support of walking and bicycling to and/or from school	n/a	n/a	n/a	10	n/a	n/a	11	7	7
PA-04: Availability of before- and after-school physical activity opportunities	n/a	n/a	n/a	10	n/a	n/a	13	11	1
PA-05: Professional development for classroom teachers	n/a	n/a	n/a	10	n/a	n/a	10	5	10
PA-06: Prohibit using physical activity as punishment	n/a	n/a	n/a	21	n/a	n/a	23	1	1
PA-07: Prohibit withholding recess as punishment (elementary)	n/a	n/a	n/a	3	n/a	n/a	3/18	3/18	12/18
PA-08: Access to physical activity facilities outside school hours	n/a	n/a	n/a	15	n/a	n/a	20	5	n/a



## Madera Unified School District Triennial Assessment Tool

Employee Wellness (EW)	Year 1 (2017-2018) # of Schools in District: 25			Year 2 (2018-2019) # of Schools in District: 25			Year 3 (2019-2020) # of Schools in District: 25		
	Fully in Place	Partially in Place	Underdeveloped	Fully in Place	Partially in Place	Underdeveloped	Fully in Place	Partially in Place	Underdeveloped
Summary of Goals									
EW-01: Health assessments for staff members	n/a	n/a	n/a	4	n/a	n/a	12	2	11
EW-02: Programs for staff members on physical activity/fitness	n/a	n/a	n/a	5	n/a	n/a	13	2	10
EW-03: Programs for staff members on healthy eating/weight management	n/a	n/a	n/a	5	n/a	n/a	13	2	10
EW-04: Promote staff member participation	n/a	n/a	n/a	8	n/a	n/a	14	11	n/a
EW-05: Stress management programs for staff	n/a	n/a	n/a	19	n/a	n/a	19	n/a	6
EW-06: All foods served and sold to staff meet the USDA's Smart Snacks in School nutrition standards	n/a	n/a	n/a	1	n/a	n/a	1	4	20

Other Data Highlights	Year 1 (2017-2018)	Year 2 (2018-2019)	Year 3 (2019-2020)
Health Education Visits provided by Camarena Health Center at Madera South High School	71	228	413

## Madera Unified School District Triennial Assessment Tool

District Wellness	Year 1 (2017-2018)			Year 2 (2018-2019)			Year 3 (2019-2020)		
	Fully in Place	Partial ly in Place	Under develo ped	Fully in Place	Partial y in Place	Under devel oped	Fully in Place	Partial ly in Place	Under devel oped
Summary: Development, implementation, and periodic evaluation of the school wellness program									
DW-01: Superintendent, or designee, is responsible for overseeing the implementation of the Wellness Program and compliance with the Policy.	n/a	n/a	n/a	X			X		
DW-02: Wellness Committee members may include, but are not limited to: Superintendent, or designee, Local Board Member, School Nutrition Program representative, teachers, parents, community members, health care representatives or other stakeholders.	n/a	n/a	n/a	X			X		
DW-03: Wellness Committee members will be asked to serve on the committee for at least two (2) years.	n/a	n/a	n/a		X			X	
DW-04: The Wellness Committee meets no less than four (4) times per year.	n/a	n/a	n/a	X			X		
DW-05: Annually, the Wellness Committee will develop an Evaluation Plan for each Component of the Wellness Program. The Evaluation Plan will identify objectives, information to collect, responsibilities for data collection and the method of analysis (site based and district based, as needed).	n/a	n/a	n/a	X			X		

## Madera Unified School District Triennial Assessment Tool

District Wellness	Year 1 (2017-2018)			Year 2 (2018-2019)			Year 3 (2019-2020)		
Continued...	Fully in Place	Partial ly in Place	Under develo ped	Fully in Place	Partial ly in Place	Under devel oped	Fully in Place	Partial ly in Place	Under devel oped
DW-06: The Wellness Committee uses the annual Evaluation Results to create action plans for Program improvement and ongoing evaluation priorities.	n/a	n/a	n/a	X			X		
DW-07: Evaluation Results and a Triennial Assessment are made available to the public on the System's website.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
DW-08: The public has an opportunity to provide input regarding development, implementation and periodic review of the policy to the Committee by way of survey on the System's website.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
DW-09: The district provides a handout in English and Spanish summarizing district wellness.	n/a	n/a	n/a	X			X		

## Summary of Progress and Wellness Highlights

- **Physical Education (PE) and Physical Activity (PA)**

- MUSD was awarded a Carol M. White PE Program Grant in 2016. The project was titled “Student Health Advanced with Physical Education and Nutrition (SHAPEN) Program”. The purpose was to decrease childhood/adolescent obesity, increase healthy fitness zone scores on the California Physical Fitness tests, increase daily minutes of moderate to vigorous PA, and enhance teacher knowledge of California PE Standards for California Public Schools and Board adopted curriculums. Please select the following link to view a presentation including action plan items and assessment results that occurred throughout the grant process: <https://www.madera.k12.ca.us/Page/12854>
- After implementation of the Carol M. White PE Program Grant, multiple MUSD physical educators felt empowered to share strategies to enhance PE programs statewide. Please select the following link to view California Association of Health Physical Education Recreation and Dance Presentations focusing on physical activity implementation strategies on inclement weather days and how to implement a “Field Day” which is culmination of physical education units provided to students over a school year: <https://www.madera.k12.ca.us/Page/13408>
- MUSD schools were awarded Kaiser Permanente Action Plan Grants in 2019. Five MUSD schools were awarded Kaiser Grants in order to support wellness initiatives supporting physical education and physical activity. Schools include Eastin Arcola, La Vina, Lincoln, Millview, and Parkwood elementary schools.
- Walk to School Events have been held at the following schools over the past 3 years via support of Madera County Department of Public Health (MCDPH) and University of California Cooperative Extension (UCCE): Alpha Elementary, Cesar Chavez Elementary, James Madison Elementary, Millview Elementary, Sierra Vista Elementary, Thomas Jefferson Middle School, Virginia Lee Rose Elementary, and Washington Elementary.

- **Nutrition Environment and Services**

- School Gardens have been created and sustained at the following schools over the past 3 years: Cesar Chavez Elementary, George Washington Elementary, James Madison Elementary, Millview Elementary, and Monroe Elementary. In addition, George Washington parents also assisted kindergarten classes with starting their own vegetable gardens by helping teachers and students plant seeds in small mobile garden beds that had been donated to the school by MCDPH. Also, Millview parents assisted with starting an herb garden utilizing produce stands donated by MCDPH; and, a vegetable garden was established. Millview parents assisted with maintaining the crops at their school site and Madera South High School assisted with building their garden beds. At Monroe Elementary, garden beds, garden tools, and seedlings were donated to the school from large retailers in Madera to start a parent led garden. The garden was fully established and vegetables were planted. However, due to the COVID-19 pandemic, parents were unable to harvest their crops. Sierra Vista Elementary is also in the process of building a greenhouse and creating a mural for the greenhouse.

## Summary of Progress and Wellness Highlights Continued

- **Nutrition Environment and Services Continued...**

- Food Service Data [Child Nutrition]...How many years CEP? Average number of meals served for breakfast and lunch over the three years. How many school sites implement the Fresh Fruit and Veggie grant.
- Smarter Lunchrooms
  - i. Every school year, MCDPH conducts a pre- and post- assessment of the lunchrooms at Berenda, George Washington, Millview, Monroe, Nishimoto, Parkwood, Pershing, and Sierra Vista to see what the students are grabbing for lunch, if the healthy choice is offered as the easy choice, if white milk is placed in front of the chocolate milk, if the cafeteria is inviting for the students etc. In the past, MCDPH worked with staff to hang up more healthy eating posters, student artwork, etc. MCDPH was not able to conduct a post- survey last school year due to the COVID-19 pandemic.
  - ii. Every school year, UCCE conducts a pre- and post- assessment of the lunchrooms at Alpha Elementary, Dixieland, Elementary, Eastin Arcola Elementary, Howard Elementary, James Madison Elementary, John Adams Elementary, La Vina Elementary, Lincoln Elementary, Virginia Lee Rose Elementary to see what the students are grabbing for lunch, if the healthy choice is offered as the easy choice, if white milk is placed in front of the chocolate milk, if the cafeteria is inviting for the students etc. UCCE was not able to conduct a post- survey last school year due to the COVID-19 pandemic.
- Hydration Grant Synopsis [Child Nutrition]

- **Health Education**

- MUSD was awarded a Carol M. White PE Program Grant in 2016. The project was titled “Student Health Advanced with Physical Education and Nutrition (SHAPEN) Program”. The purpose was to decrease childhood/adolescent obesity, increase positive behaviors related to health, increase student knowledge of nutrition education, and enhance teacher knowledge of California Health Standards for California Public Schools and Board adopted curriculums. Please select the following link to view a presentation including action plan items and assessment results that occurred throughout the grant process: <https://www.madera.k12.ca.us/Page/12854>
- Camarena Health provided ongoing Health Education Visits at the Madera South School Based Health Center. Many of these visits included students. Health Education visits included any of the following topics: nutrition, lifestyle, weight management, diabetes, cholesterol, asthma, high blood pressure, family planning, and community resources. Please select the following link for the general flyer utilized to promote Camarena Health services: [Camarena Health Services Flyer in English and Spanish](#)

## Summary of Progress and Wellness Highlights Continued

- **Social and Emotional School Climate**

- Restorative practices
- Positive Behavior Interventions and Supports
- Social Emotional Learning

- **Physical Environment**

- A group of parents from George Washington Elementary School volunteered their time to run a Walking School Bus Program in partnership with the MCDPH to increase pedestrian safety among students and families. This same group of parents approached elected and non-elected city officials on the many concerns they had regarding pedestrian safety around their school and were successful in advocating for sidewalks that were then built a few months after the collective approach was made. The lack of sidewalks in this walking community was a huge safety concern, so installing new sidewalks was an immense celebration for the school, surrounding community, the city of Madera, MUSD, and the MCDPH. Please select the following link for more information: [MCDPH Infographic](#)

## Summary of Progress and Wellness Highlights Continued

- **Health Services**

- Six new nursing positions were created and fulfilled by six credentialed nurses in the 2019-2020 school year.
- A Camarena Health Center was included in building plans for MUSD's new high school, Matilda Torres. The newly built health center replicated the Camarena Health Center established at Madera South High School (2019-2020).
- Camarena Health provided ongoing Health Education Visits at the Madera South School Based Health Center. Many of these visits included students. Health Education visits included any of the following topics: nutrition, lifestyle, weight management, diabetes, cholesterol, asthma, high blood pressure, family planning, and community resources. Please select the following link for the general flyer utilized for promotion of Camarena Health services: [Camarena Health Services Flyer in English and Spanish](#)
- In 2018, Camarena Health was awarded a Health Resources and Services Administration grant titled "School-Based Health Center Capital (SBHCC) Program." This grant extends to December 31, 2020. The purpose of the grant was to increase access to mental health, substance abuse, and childhood obesity related services within School Based Health Centers. Please select the following link for more information: [HRSA School-Based Health Center Capital Program](#)

- **Counseling, Psychological and Social Services**

- **Employee wellness**

- All MUSD schools were awarded Kaiser Permanente Grants in 2018 in order to support health initiatives specific to employee wellness. Approved grant intervention strategies included: 1) increase staff access to healthy food on school campuses, 2) increase staff access to physical activity on school campuses, and 3) promote staff social emotional wellbeing.
- Two MUSD schools were awarded Kaiser Permanente Action Plan Grants in 2019 in order to support health initiatives specific to employee wellness. The approved grant intervention strategy was to increase staff access to physical activity on school campuses. Schools included Madera High School and Madera South High School.
- MUSD's department of Human Resources continues to work closely with California's Valued Trust in order to provide resources that support the whole health of MUSD employees.



## Summary of Progress and Wellness Highlights Continued

- **Community Involvement and Partnerships**

- [Alliance for a Healthier Generation](#)
- [Cal Fresh Healthy Living. UCCE](#)
- [Camarena Health](#)
- [Dairy Council of California](#)
- [Madera County Department of Public Health \(MCDPC\)](#)

- **Family Engagement**

- The MCDPH provided nutrition education to school parent groups via MUSD parent resource centers. They used school gardens to support physical activity and utilized the Eat Healthy Be Active (EHBA) curriculum.
- UCCE provided lessons to parents from the following curriculums: Plan Shop Save Cook (PSSC), Eat Healthy Be Active (EHBA), and Eating Smart Being Active (ESBA). Parents who complete all 4 sessions with a UCCE educator, graduate from the course and receive a certificate. UCCE Connects to You provided PSSC lessons to the following school sites prior to COVID-19: Alpha Elementary, James Madison Elementary, Lincoln Elementary, and Virginia Lee Rose Elementary.
- The District Wellness Committee is held quarterly and available to the public. Please select the following link for more information: [MUSD Wellness Committee Webpage](#) | [MUSD Wellness Webpage](#)
- School Health Councils are held quarterly at all MUSD schools
- Health Fairs and/or Family Fitness Nights have been held at the following schools over the past 3 years via support of partnering organizations and MUSD departments that service areas of the WSCC Model. Schools include: Alpha Elementary, Berenda Elementary, James Madison Elementary, Lincoln Elementary, Millview Elementary, Sierra Vista Elementary, Virginia Lee Rose Elementary, and Washington Elementary.
- Family engagement was also covered in WSCC Model components listed prior to the Family Engagement section. Please review: 1) Physical Education and Physical Activity - Walk to School Events, 2) Nutrition Environment and Services - School Gardens, 3) Health Education and Health Services - Camarena Health School Based Health Center, and 4) Physical Environment - Walking School Bus and Community Sidewalks. All community partners under Community Involvement and Partnerships help support family engagement.