



## 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 2020-2023

The MUSD LWP provides procedures for goals in all areas 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 Thriving Schools Integrated Assessment (TSIA) 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.

### MUSD DEPARTMENTS OVERSEEING AND SUPPORTING WELLNESS

**Administration (district level and comprehensive schools)** ensure all WSCC Model Components are assessed with identified action plans utilizing the TSIA and MUSD LWP.

**Community Services and Parent Resources** oversees two WSCC Model components: Community Involvement and Family Engagement; and, oversees two TSIA criteria: Increasing Family and Community Engagement and Building Staff Capacity.

**Health and Wellness** oversees two WSCC Model components: Health Services and Counseling, Psychological, and Social Services; and, oversees two TSIA criteria: Supporting School Health Services and Strengthening Social-Emotional Health; and, supports three TSIA criteria: Enriching Health Education, Building Staff Capacity, and Promoting Tobacco-Free Schools.

**Human Resources** supports one WSCC Model component: Employee Wellness; and, supports two TSIA criteria: Cultivating Staff Well-being and Building Staff Capacity.

**Nutrition Services** oversees one WSCC Model Component: Nutrition Environment and Services; and, oversees three TSIA criteria: Advancing Core Policies and Practices, Improving Nutrition and Food Access, and Building Staff Capacity.

**Physical Education and Athletics** oversees two WSCC Model Components: Physical Education and Activity and Health Education; and, oversees three TSIA criteria: Enriching Health Education, Bolstering Physical Education and Physical Activity, and Building Staff Capacity.

**Safety and Security** oversees one WSCC Model Component: Physical Environment; and, supports two TSIA criteria: Addressing School Discipline and Building Staff Capacity.

**School Culture and Climate** oversees two WSCC Model Components: Social and Emotional School Climate and Employee Wellness; and, oversees five TSIA criteria: Strengthening Social-Emotional Health, Cultivating Staff Well-being, Addressing School Discipline, Fostering Positive School Climate and Culture, and Building Staff Capacity.

**Student Services** supports two TSIA criteria: Addressing School Discipline and Building Staff Capacity.

## Madera Unified School District Triennial Assessment Tool

Advancing Core Policies and Practices (CORE)	Year 1 (2020-2021)				Year 2 (2021-2022)				Year 3 (2022-2023)			
	# of Comprehensive Schools: 24				# of Comprehensive Schools: 24				# of Comprehensive Schools: 24			
Summary of Goals	Fully in Place	Mostly in Place	Partially in Place	Under developed	Fully in Place	Mostly in Place	Partially in Place	Under developed	Fully in Place	Mostly in Place	Partially in Place	Under developed
CORE-S1: School coordination team to integrate health and learning	n/a	n/a	n/a	n/a	11	7	6	0				
CORE-S2: School continuous improvement process to advance health and learning	n/a	n/a	n/a	n/a	7	11	6	0				
CORE-S3: Integrating health into school improvement plans	n/a	n/a	n/a	n/a	7	11	5	1				
CORE-S4: Trauma-informed approach to school policies on health and learning	n/a	n/a	n/a	n/a	17	4	3	0				
CORE-S5: School commitment to Equity Diversity and Inclusion (EDI)	n/a	n/a	n/a	n/a	21	3	0	0				
CORE-S6: Embedding EDI into school policies on health and learning	n/a	n/a	n/a	n/a	8	13	2	1				
CORE-S7: School continuous improvement process to advance EDI	n/a	n/a	n/a	n/a	16	5	2	1				
CORE-S8: Gathering input on school EDI policies	n/a	n/a	n/a	n/a	5	16	2	1				
CORE-S9: School accountability measures to address disparities	n/a	n/a	n/a	n/a	8	6	10	0				

## Madera Unified School District Triennial Assessment Tool

Increasing Family and Community Engagement (FCE)	Year 1 (2020-2021) # of Comprehensive Schools: 24				Year 2 (2021-2022) # of Comprehensive Schools: 24				Year 3 (2022-2023) # of Comprehensive Schools: 24			
	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped
Summary of Goals												
FCE-S1: School coordination team for family and community engagement	n/a	n/a	n/a	n/a	10	10	4	0				
FCE-S2: Caregiver participation in school improvement	n/a	n/a	n/a	n/a	18	5	1	0				
FCE-S3: Trauma-informed approach for school policies on family and community engagement	n/a	n/a	n/a	n/a	9	13	2	0				
FCE-S4: School continuous improvement process to advance family and community engagement	n/a	n/a	n/a	n/a	7	14	3	0				
FCE-S5: School-level professional learning on family and community engagement	n/a	n/a	n/a	n/a	7	5	12	0				
FCE-S6: School support for social drivers of health	n/a	n/a	n/a	n/a	9	12	2	1				
FCE-S7: School collaboration to support family and community engagement	n/a	n/a	n/a	n/a	19	1	4	0				
FCE-S8: Gathering input on school family and community engagement policies	n/a	n/a	n/a	n/a	5	5	14	0				

## Madera Unified School District Triennial Assessment Tool

Increasing Family and Community Engagement (FCE)	Year 1 (2020-2021) # of Comprehensive Schools: 24				Year 2 (2021-2022) # of Comprehensive Schools: 24				Year 3 (2022-2023) # of Comprehensive Schools: 24			
	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped
Summary of Goals												
FCE-S9: School communication about community-based supports	n/a	n/a	n/a	n/a	15	7	2	0				
FCE-S10: School resources to support student success	n/a	n/a	n/a	n/a	17	6	1	0				

### Aligned Criteria Includes

NFA-S6 Gathering input on school nutrition and food access policies; NFA-S7 School communication about nutrition and food access; NFA-S15 School nutrition education for caregivers; PEA-S14 Facilities open outside of school hours; PEA-S15 School collaboration to support physical activity; PEA-S16 School active transportation initiatives; SEH-S4 School-level professional learning on trauma-informed approaches; SEH-S9 Gathering caregiver input on school social-emotional health policies; SEH-S21 Collaboration with caregivers for students receiving social-emotional behavioral interventions; SEH-S22 Collaboration with providers for students receiving mental health supports; SEH-S23 Implementation of supportive disciplinary practices; TOB-S5 School collaboration to support the district tobacco-free policy; SHS-S6 Collaboration with providers for school health services; SHS-S7 Gathering input on school policies on school health services; SHS-S8 School communication about school health services; SHS-S14 Collaboration with caregivers for students with health concerns; SHS-S16 Referral pathway for students with health concerns.

## Madera Unified School District Triennial Assessment Tool

Improving Nutrition and Food Access (NFA)	Year 1 (2020-2021) # of Comprehensive Schools: 24				Year 2 (2021-2022) # of Comprehensive Schools: 24				Year 3 (2022-2023) # of Comprehensive Schools: 24			
	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped
Summary of Goals												
NFA-S1: School coordination team for nutrition and food access	n/a	n/a	n/a	n/a	17	2	5	0				
NFA-S2: Trauma-informed approach for school policies on nutrition and food access	n/a	n/a	n/a	n/a	4	16	2	2				
NFA-S3: School continuous improvement process to advance nutrition and food access	n/a	n/a	n/a	n/a	2	16	5	1				
NFA-S4: School-level professional learning on nutrition and food access	n/a	n/a	n/a	n/a	15	0	7	2				
NFA-S5: School collaboration to support nutrition and food access	n/a	n/a	n/a	n/a	16	3	5	0				
NFA-S6: Gathering input on school nutrition and food access policies	n/a	n/a	n/a	n/a	2	17	3	2				
NFA-S7: School communication about nutrition and food access	n/a	n/a	n/a	n/a	19	5	0	0				
NFA-S8: School strategies to maximize school meal program participation	n/a	n/a	n/a	n/a	4	13	5	2				
NFA-S9: School stigma mitigation for school meal programs	n/a	n/a	n/a	n/a	24	0	0	0				

## Madera Unified School District Triennial Assessment Tool

Improving Nutrition and Food Access (NFA)	Year 1 (2020-2021) # of Comprehensive Schools: 24				Year 2 (2021-2022) # of Comprehensive Schools: 24				Year 3 (2022-2023) # of Comprehensive Schools: 24			
	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped
Summary of Goals												
NFA-S10: School resources to support student success	n/a	n/a	n/a	n/a	24	0	0	0				
NFA-S11: Adequate school meal times	n/a	n/a	n/a	n/a	18	4	1	1				
NFA-S12: Promoting a healthy cafeteria environment	n/a	n/a	n/a	n/a	20	4	0	0				
NFA-S13: School prohibitions on using food as a reward	n/a	n/a	n/a	n/a	2	6	5	11				
NFA-S14: School implementation of farm to school activities	n/a	n/a	n/a	n/a	3	5	14	2				
NFA-S15: School nutrition education for caregivers	n/a	n/a	n/a	n/a	15	3	4	2				
NFA-S16: School-level collaboration for student nutrition education	n/a	n/a	n/a	n/a	3	1	13	7				

### Aligned Criteria Includes

FCE-S6 School support for social drivers of health; FCE-S7 School collaboration to support family and community engagement; FCE-S9 School communication about community-based supports; LWP-S4 School standards for sold foods; LWP-S5 School standards for provided foods; LWP-S6 School standards for food marketing; SEH-S4 School-level professional learning on trauma-informed approaches; SEH-S5 School-level professional learning on supportive disciplinary practices; SEH-S11 Addressing triggers; SEH-S13 Positive motivation methods for student learning.

## Madera Unified School District Triennial Assessment Tool

Implementing Local School Wellness Policy (LWP)	Year 1 (2020-2021) # of Comprehensive Schools: 24				Year 2 (2021-2022) # of Comprehensive Schools: 24				Year 3 (2022-2023) # of Comprehensive Schools: 24			
	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped
Summary of Goals												
LWP-S1: School coordination team for district wellness policy	n/a	n/a	n/a	n/a	14	5	3	2				
LWP-S2: Measuring district wellness policy progress	n/a	n/a	n/a	n/a	14	3	5	3				
LWP-S3: School continuous improvement process for district wellness policy	n/a	n/a	n/a	n/a	4	14	5	1				
LWP-S4: School standards for sold foods	n/a	n/a	n/a	n/a	15	7	2	0				
LWP-S5: School standards for provided foods	n/a	n/a	n/a	n/a	16	5	3	0				
LWP-S6: School standards for food marketing	n/a	n/a	n/a	n/a	18	3	1	2				

### Aligned Criteria Includes

FCE-S10 School resources to support student success; NFA-S8 School strategies to maximize school meal program participation; NFA-S10 School ensures access to drinking water; NFA-S11 Adequate school meal times; NFA-S12 Promoting a healthy cafeteria environment; NFA-S13 School prohibitions on using food as a reward; NFA-S14 School implementation of farm to school activities; NFA-S15 School nutrition education for caregivers; NFA-S16 School-level collaboration for student nutrition education; HED-S7 Providing health education; HED-S8 School health education curriculum requirements; HED-S9 Opportunities to practice health education skills; PEA-S8 Providing physical education; PEA-S9 School physical education curriculum requirements; PEA-S10 Inclusion in physical education; PEA-S11 Opportunities for student physical activity; PEA-S12 Inclusion in physical activity; PEA-S13 Physical activity and disciplinary practices; PEA-S14 Facilities open outside of school hours; PEA-S16 School active transportation initiatives; SWB-S12 School offers opportunities for staff physical activity; SWB-S13 School healthy meeting standards.

## Madera Unified School District Triennial Assessment Tool

Enriching Health Education (HED)	Year 1 (2020-2021) # of Comprehensive Schools: 24				Year 2 (2021-2022) # of Comprehensive Schools: 24				Year 3 (2022-2023) # of Comprehensive Schools: 24			
	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped
Summary of Goals												
HED-S1: School coordination team for health education	n/a	n/a	n/a	n/a	8	10	4	2				
HED-S2: Trauma-informed approach for school policies on health education	n/a	n/a	n/a	n/a	14	5	3	2				
HED-S3: School continuous improvement process to advance health education	n/a	n/a	n/a	n/a	2	13	8	1				
HED-S4: School-level professional learning on health education	n/a	n/a	n/a	n/a	5	9	7	2				
HED-S5: Gathering input on school health education policies	n/a	n/a	n/a	n/a	0	11	9	4				
HED-S6: School communication about health education	n/a	n/a	n/a	n/a	7	10	5	2				
HED-S7: Providing health education	n/a	n/a	n/a	n/a	12	7	2	3				
HED-S8: School health education curriculum requirements	n/a	n/a	n/a	n/a	9	11	1	3				
HED-S9: Opportunities to practice health education skills	n/a	n/a	n/a	n/a	7	12	3	2				



Enriching Health Education (HED)

**Aligned Criteria Includes**

NFA-S14 School implementation of farm to school activities; NFA-S16 School-level collaboration for student nutrition education; SEH-S4 School-level professional learning on trauma-informed approaches; SEH-S5 School-level professional learning on supportive disciplinary practices; SEH-S6 School-level professional learning on positive behavior; SEH-S14 Calming spaces; SEH-S23 Implementation of supportive disciplinary practices; SHS-S12 School staff collaboration for student health and safety.

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## Madera Unified School District Triennial Assessment Tool

Bolstering Physical Education and Activity (PEA)	Year 1 (2020-2021) # of Comprehensive Schools: 24				Year 2 (2021-2022) # of Comprehensive Schools: 24				Year 3 (2022-2023) # of Comprehensive Schools: 24			
	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped
Summary of Goals												
PEA-S1: School coordination team for physical education and physical activity	n/a	n/a	n/a	n/a	16	6	2	0				
PEA-S2: Trauma-informed approach for school policies on physical education and physical activity	n/a	n/a	n/a	n/a	17	7	0	0				
PEA-S3: School continuous improvement process to advance physical education and physical activity	n/a	n/a	n/a	n/a	9	14	1	0				
PEA-S4: School-level professional learning on physical education	n/a	n/a	n/a	n/a	11	10	2	1				
PEA-S5: School-level professional learning on physical activity	n/a	n/a	n/a	n/a	10	10	2	2				
PEA-S6: Gathering input on school physical education and physical activity policies	n/a	n/a	n/a	n/a	6	11	6	1				
PEA-S7: School communication about physical education and physical activity	n/a	n/a	n/a	n/a	13	4	6	1				
PEA-S8: Providing physical education	n/a	n/a	n/a	n/a	20	4	0	0				

## Madera Unified School District Triennial Assessment Tool

Bolstering Physical Education and Activity (PEA)	Year 1 (2020-2021) # of Comprehensive Schools: 24				Year 2 (2021-2022) # of Comprehensive Schools: 24				Year 3 (2022-2023) # of Comprehensive Schools: 24			
	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped
Summary of Goals												
PEA-S9: School physical education curriculum requirements	n/a	n/a	n/a	n/a	21	3	0	0				
PEA-S10: Inclusion in physical education	n/a	n/a	n/a	n/a	23	1	0	0				
PEA-S11: Opportunities for student physical activity	n/a	n/a	n/a	n/a	23	1	0	0				
PEA-S12: Inclusion in physical activity	n/a	n/a	n/a	n/a	22	2	0	0				
PEA-S13: Physical activity and disciplinary practices	n/a	n/a	n/a	n/a	16	8	0	0				
PEA-S14: Facilities open outside of school hours	n/a	n/a	n/a	n/a	6	3	12	3				
PEA-S15: School collaboration to support physical activity	n/a	n/a	n/a	n/a	8	5	10	1				
PEA-S16: School active transportation initiatives	n/a	n/a	n/a	n/a	16	1	5	2				

### Aligned Criteria Includes

SEH-S4 School-level professional learning on trauma-informed approaches; SEH-S5 School-level professional learning on supportive disciplinary practices; SEH-S6 School-level professional learning on positive behavior; SEH-S11 Addressing triggers; SEH-S14 Calming spaces; SEH-S23 Implementation of supportive disciplinary practices; SHS-S12 School staff collaboration for student health and safety.

## Madera Unified School District Triennial Assessment Tool

Strengthening Social-Emotional Health (SEH)	Year 1 (2020-2021) # of Comprehensive Schools: 24				Year 2 (2021-2022) # of Comprehensive Schools: 24				Year 3 (2022-2023) # of Comprehensive Schools: 24			
	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped
Summary of Goals												
SEH-S1: School coordination team for social-emotional health	n/a	n/a	n/a	n/a	17	5	0	2				
SEH-S2: Trauma-informed approach for school policies on social-emotional health	n/a	n/a	n/a	n/a	16	4	1	3				
SEH-S3: School continuous improvement process to advance social-emotional health	n/a	n/a	n/a	n/a	8	8	5	3				
SEH-S4: School-level professional learning on trauma-informed approaches	n/a	n/a	n/a	n/a	18	2	4	0				
SEH-S5: School-level professional learning on supportive disciplinary practices	n/a	n/a	n/a	n/a	10	11	3	0				
SEH-S6: School-level professional learning on positive behavior	n/a	n/a	n/a	n/a	19	4	1	0				
SEH-S7: School resource mapping to support social-emotional health	n/a	n/a	n/a	n/a	6	11	4	3				
SEH-S8: Gathering student input on school social-emotional health policies	n/a	n/a	n/a	n/a	8	6	7	3				

## Madera Unified School District Triennial Assessment Tool

Strengthening Social-Emotional Health (SEH)	Year 1 (2020-2021) # of Comprehensive Schools: 24				Year 2 (2021-2022) # of Comprehensive Schools: 24				Year 3 (2022-2023) # of Comprehensive Schools: 24			
	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped
Summary of Goals												
SEH-S9: Gathering caregiver input on school social-emotional health policies	n/a	n/a	n/a	n/a	5	12	5	2				
SEH-S10: Student social-emotional well-being	n/a	n/a	n/a	n/a	10	8	3	3				
SEH-S11: Addressing triggers	n/a	n/a	n/a	n/a	7	4	13	0				
SEH-S12: Positive classroom climate	n/a	n/a	n/a	n/a	12	4	6	2				
SEH-S13: Positive motivation methods for student learning	n/a	n/a	n/a	n/a	9	13	2	0				
SEH-S14: Calming spaces	n/a	n/a	n/a	n/a	6	7	8	3				
SEH-S15: School implementation of social-emotional learning	n/a	n/a	n/a	n/a	8	10	4	2				
SEH-S16 Student identification for social-emotional behavioral interventions	n/a	n/a	n/a	n/a	8	9	3	4				
SEH-S17 Referral pathway for social-emotional behavioral interventions	n/a	n/a	n/a	n/a	11	9	2	2				
SEH-S18 Providing social-emotional behavioral interventions	n/a	n/a	n/a	n/a	14	4	3	3				

## Madera Unified School District Triennial Assessment Tool

Strengthening Social-Emotional Health (SEH)	Year 1 (2020-2021) # of Comprehensive Schools: 24				Year 2 (2021-2022) # of Comprehensive Schools: 24				Year 3 (2022-2023) # of Comprehensive Schools: 24			
	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped
Summary of Goals												
SEH-S19: School ensures qualified staff for social-emotional behavioral interventions	n/a	n/a	n/a	n/a	10	8	4	2				
SEH-S20: Collaboration with students for social-emotional behavioral interventions	n/a	n/a	n/a	n/a	16	4	1	3				
SEH-S21: Collaboration with caregivers for students receiving social-emotional behavioral interventions	n/a	n/a	n/a	n/a	18	4	2	0				
SEH-S22: Collaboration with providers for students receiving mental health supports	n/a	n/a	n/a	n/a	14	5	5	0				
SEH-S23: Implementation of supportive disciplinary practices	n/a	n/a	n/a	n/a	13	7	4	0				
SEH-S24: Approach for student-level behavioral crises	n/a	n/a	n/a	n/a	9	8	3	4				
SEH-S25: Multi-tiered system of support	n/a	n/a	n/a	n/a	12	5	4	3				

### Aligned Criteria Includes

FCE-S6 School support for social drivers of health; FCE-S7 School collaboration to support family and community engagement; FCE-S9 School communication about community-based supports; NFA-S12 Promoting a healthy cafeteria environment; SHS-S12 School staff collaboration for student health and safety.

## Madera Unified School District Triennial Assessment Tool

Cultivating Staff Well-Being (SWB)	Year 1 (2020-2021)				Year 2 (2021-2022)				Year 3 (2022-2023)			
	# of Comprehensive Schools: 24				# of Comprehensive Schools: 24				# of Comprehensive Schools: 24			
Summary of Goals	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped
SWB-S1: School coordination team for staff well-being	n/a	n/a	n/a	n/a	10	8	5	1				
SWB-S2: Trauma-informed approach for school policies on staff well-being	n/a	n/a	n/a	n/a	8	11	2	3				
SWB-S3: School continuous improvement process to advance staff well-being	n/a	n/a	n/a	n/a	1	9	11	3				
SWB-S4: School-level professional learning on staff well-being	n/a	n/a	n/a	n/a	9	9	3	3				
SWB-S5: School-level professional learning on positive work culture	n/a	n/a	n/a	n/a	3	6	13	2				
SWB-S6: Gathering input on school staff well-being policies	n/a	n/a	n/a	n/a	2	4	12	6				
SWB-S7: School conflict resolution process	n/a	n/a	n/a	n/a	5	5	11	3				
SWB-S8: Positive staff relationships promoted by school	n/a	n/a	n/a	n/a	11	9	3	1				
SWB-S9: School offers opportunities for staff gratitude	n/a	n/a	n/a	n/a	10	10	3	1				

## Madera Unified School District Triennial Assessment Tool

Cultivating Staff Well-Being (SWB)	Year 1 (2020-2021) # of Comprehensive Schools: 24				Year 2 (2021-2022) # of Comprehensive Schools: 24				Year 3 (2022-2023) # of Comprehensive Schools: 24			
	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped
Summary of Goals												
SWB-S10: Fostering positive work culture	n/a	n/a	n/a	n/a	9	9	5	1				
SWB-S11: Space in school for staff breaks	n/a	n/a	n/a	n/a	9	7	7	1				
SWB-S12: School offers opportunities for staff physical activity	n/a	n/a	n/a	n/a	3	9	8	4				
SWB-S13: School healthy meeting standards	n/a	n/a	n/a	n/a	8	13	2	1				

### Aligned Criteria Includes

SEH-S4 School-level professional learning on trauma-informed approaches; SEH-S11 Addressing triggers.



## Madera Unified School District Triennial Assessment Tool

Promoting Tobacco-Free Schools (TOB)	Year 1 (2020-2021) # of Comprehensive Schools: 24				Year 2 (2021-2022) # of Comprehensive Schools: 24				Year 3 (2022-2023) # of Comprehensive Schools: 24			
	Fully in Place	Mostly in Place	Partially in Place	Under developed	Fully in Place	Mostly in Place	Partially in Place	Under developed	Fully in Place	Mostly in Place	Partially in Place	Under developed
Summary of Goals												
TOB-S1: School coordination team for the district tobacco-free policy	n/a	n/a	n/a	n/a	6	5	11	2				
TOB-S2: Trauma-informed approach for school implementation of district tobacco-free policy	n/a	n/a	n/a	n/a	8	3	11	2				
TOB-S3: School continuous improvement process to advance the district tobacco-free policy	n/a	n/a	n/a	n/a	3	5	14	2				
TOB-S4: Referral pathway for tobacco product and cessation programs	n/a	n/a	n/a	n/a	4	6	12	2				
TOB-S5: School collaboration to support the district tobacco-free policy	n/a	n/a	n/a	n/a	16	6	2	0				
TOB-S6: Student engagement in the district tobacco-free policy	n/a	n/a	n/a	n/a	1	6	13	4				
TOB-S7: School communication about the district tobacco-free policy	n/a	n/a	n/a	n/a	6	4	10	4				

## Madera Unified School District Triennial Assessment Tool

Promoting Tobacco-Free Schools (TOB)	Year 1 (2020-2021) # of Comprehensive Schools: 24				Year 2 (2021-2022) # of Comprehensive Schools: 24				Year 3 (2022-2023) # of Comprehensive Schools: 24			
	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped
Summary of Goals												
TOB-S8: School provides tobacco product education	n/a	n/a	n/a	n/a	14	2	5	3				
TOB-S9: Supportive disciplinary practices for violations of the district tobacco-free policy	n/a	n/a	n/a	n/a	14	3	4	3				

### Aligned Criteria Includes

SEH-S4 School-level professional learning on trauma-informed approaches; SEH-S5 School-level professional learning on supportive disciplinary practices; SEH-S23 Implementation of supportive disciplinary practices.

## Madera Unified School District Triennial Assessment Tool

Supporting School Health Services (SHS)	Year 1 (2020-2021) # of Comprehensive Schools: 24				Year 2 (2021-2022) # of Comprehensive Schools: 24				Year 3 (2022-2023) # of Comprehensive Schools: 24			
	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped
Summary of Goals												
SHS-S1: School coordination team for school health services	n/a	n/a	n/a	n/a	14	6	3	1				
SHS-S2: Trauma-informed approach for school policies on school health services	n/a	n/a	n/a	n/a	7	14	2	1				
SHS-S3: School continuous improvement process to advance school health services	n/a	n/a	n/a	n/a	3	5	14	2				
SHS-S4: School-level professional learning on school health services	n/a	n/a	n/a	n/a	7	8	6	3				
SHS-S5: School resource mapping to support school health services	n/a	n/a	n/a	n/a	10	8	5	1				
SHS-S6: Collaboration with providers for school health services	n/a	n/a	n/a	n/a	19	3	2	0				
SHS-S7: Gathering input on school policies on school health services	n/a	n/a	n/a	n/a	18	3	3	0				
SHS-S8: School communication about school health services	n/a	n/a	n/a	n/a	20	3	1	0				
SHS-S9: Qualified staff provide school health services	n/a	n/a	n/a	n/a	22	1	0	1				

## Madera Unified School District Triennial Assessment Tool

Supporting School Health Services (SHS)	Year 1 (2020-2021) # of Comprehensive Schools: 24				Year 2 (2021-2022) # of Comprehensive Schools: 24				Year 3 (2022-2023) # of Comprehensive Schools: 24			
	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped	Fully in Place	Mostly in Place	Partially in Place	Underdeveloped
Summary of Goals												
SHS-S10: Conducting physical health screenings	n/a	n/a	n/a	n/a	20	2	1	1				
SHS-S11: Addressing chronic health conditions	n/a	n/a	n/a	n/a	21	1	1	1				
SHS-S12: School staff collaboration for student health and safety	n/a	n/a	n/a	n/a	11	2	11	0				
SHS-S13: Addressing medical emergencies	n/a	n/a	n/a	n/a	18	4	1	1				
SHS-S14: Collaboration with caregivers for students with health concerns	n/a	n/a	n/a	n/a	23	1	0	0				
SHS-S15: Collaboration with students with health concerns	n/a	n/a	n/a	n/a	11	10	2	1				
SHS-S16: Referral pathway for students with health concerns	n/a	n/a	n/a	n/a	11	3	10	0				

### Aligned Criteria Includes

CORE-S9 School accountability measures to address disparities; FCE-S6 School support for social drivers of health; FCE-S7 School collaboration to support family and community engagement; FCE-S9 School communication about community-based supports; PEA-S14 Facilities open outside of school hours; SEH-S4 School-level professional learning on trauma-informed approaches.

## Reducing Chronic Absenteeism

### **Aligned Criteria Includes**

CORE-S1 School coordination team to integrate health and learning; CORE-S2 School continuous improvement process to advance health and learning; CORE-S3 Integrating health into school improvement plans; CORE-S4 Trauma-informed approach to school policies on health and learning; CORE-S5 School commitment to EDI; CORE-S6 Embedding EDI into school policies on health and learning; CORE-S7 School continuous improvement process to advance EDI; CORE-S8 Gathering input on school EDI policies; CORE-S9 School accountability measures to address disparities; FCE-S6 School support for social drivers of health; FCE-S7 School collaboration to support family and community engagement; FCE-S9 School communication about community-based supports; FCE-S10 School resources to support student success; NFA-S8 School strategies to maximize school meal program participation; LWP-S2 Measuring district wellness policy progress; HED-S7 Providing health education; HED-S9 Opportunities to practice health education skills; PEA-S5 School-level professional learning on physical activity; PEA-S8 Providing physical education; PEA-S10 Inclusion in physical education; PEA-S11 Opportunities for student physical activity; PEA-S12 Inclusion in physical activity; PEA-S14 Facilities open outside of school hours; PEA-S16 School active transportation initiatives; SEH-S4 School-level professional learning on trauma-informed approaches; SEH-S5 School-level professional learning on supportive disciplinary practices; SEH-S6 School-level professional learning on positive behavior; SEH-S11 Addressing triggers; SEH-S12 Positive classroom climate; SEH-S13 Positive motivation methods for student learning; SEH-S15 School implementation of social-emotional learning; SEH-S17 Referral pathway for social-emotional behavioral interventions; SEH-S23 Implementation of supportive disciplinary practices; SEH-S24 Approach for student-level behavioral crises; SEH-S25 Multi-tiered system of support; TOB-S9 Supportive disciplinary practices for violations of the district tobacco-free policy; SHS-S9 Qualified staff provide school health services; SHS-S10 Conducting physical health screenings; SHS-S11 Addressing chronic health conditions; SHS-S16 Referral pathway for students with health concerns.

## Addressing School Discipline

### Aligned Criteria Includes

CORE-S1 School coordination team to integrate health and learning; CORE-S2 School continuous improvement process to advance health and learning; CORE-S3 Integrating health into school improvement plans; CORE-S4 Trauma-informed approach to school policies on health and learning; CORE-S5 School commitment to EDI; CORE-S6 Embedding EDI into school policies on health and learning; CORE-S7 School continuous improvement process to advance EDI; CORE-S8 Gathering input on school EDI policies; CORE-S9 School accountability measures to address disparities; FCE-S6 School support for social drivers of health; FCE-S7 School collaboration to support family and community engagement; FCE-S9 School communication about community-based supports; FCE-S10 School resources to support student success; NFA-S8 School strategies to maximize school meal program participation; NFA-S12 Promoting a healthy cafeteria environment; NFA-S13 School prohibitions on using food as a reward; LWP-S2 Measuring district wellness policy progress; PEA-S5 School-level professional learning on physical activity; PEA-S11 Opportunities for student physical activity; PEA-S13 Physical activity and disciplinary practices; SEH-S4 School-level professional learning on trauma-informed approaches; SEH-S5 School-level professional learning on supportive disciplinary practices; SEH-S6 School-level professional learning on positive behavior; SEH-S11 Addressing triggers; SEH-S12 Positive classroom climate; SEH-S13 Positive motivation methods for student learning; SEH-S14 Calming spaces; SEH-S17 Referral pathway for social-emotional behavioral interventions; SEH-S23 Implementation of supportive disciplinary practices; SEH-S24 Approach for student-level behavioral crises; SEH-S25 Multi-tiered system of support; TOB-S4: Referral pathway for tobacco product and cessation programs; TOB-S9 Supportive disciplinary practices for violations of the district tobacco-free policy; SHS-S9 Qualified staff provide school health services; SHS-S10 Conducting physical health screenings.

## Fostering Positive School Climate and Culture

### Aligned Criteria Includes

CORE-S1 School coordination team to integrate health and learning; CORE-S2 School continuous improvement process to advance health and learning; CORE-S3 Integrating health into school improvement plans; CORE-S4 Trauma-informed approach to school policies on health and learning; CORE-S5 School commitment to EDI; CORE-S6 Embedding EDI into school policies on health and learning; CORE-S7 School continuous improvement process to advance EDI; CORE-S8 Gathering input on school EDI policies; CORE-S9 School accountability measures to address disparities; FCE-S6 School support for social drivers of health; FCE-S7 School collaboration to support family and community engagement; FCE-S8 Gathering input on school family and community engagement policies; FCE-S9 School communication about community-based supports; FCE-S10 School resources to support student success; NFA-S6 Gathering input on school nutrition and food access policies; NFA-S8 School strategies to maximize school meal program participation; NFA-S9 School stigma mitigation for school meal programs; NFA-S12 Promoting a healthy cafeteria environment; HED-S5 Gathering input on school health education policies; PEA-S5 School-level professional learning on physical activity; PEA-S6 Gathering input on school physical education and physical activity policies; PEA-S10 Inclusion in physical education; PEA-S11 Opportunities for student physical activity; PEA-S12 Inclusion in physical activity; PEA-S13 Physical activity and disciplinary practices; PEA-S14 Facilities open outside of school hours; PEA-S16 School active transportation initiatives; SEH-S4 School-level professional learning on trauma-informed approaches; SEH-S5 School-level professional learning on supportive disciplinary practices; SEH-S6 School-level professional learning on positive behavior; SEH-S8 Gathering student input on school social-emotional health policies; SEH-S9 Gathering caregiver input on school social-emotional health policies; SEH-S11 Addressing triggers; SEH-S12 Positive classroom climate; SEH-S13 Positive motivation methods for student learning; SEH-S14 Calming spaces; SEH-S15 School implementation of social-emotional learning; SEH-S17 Referral pathway for social-emotional behavioral interventions; SEH-S18 Providing social-emotional behavioral interventions; SEH-S19 School ensures qualified staff for social-emotional behavioral interventions; SEH-S23 Implementation of supportive disciplinary practices; SEH-S24 Approach for student-level behavioral crises; SEH-S25 Multi-tiered system of support; SWB-S4 School-level professional learning on staff well-being; SWB-S5 Expectations related to work-life balance; SWB-S6 Gathering input on school staff well-being policies; SWB-S7 School conflict resolution process; SWB-S8 Positive staff relationships promoted by school; SWB-S9 School offers opportunities for staff gratitude; SWB-S10 Fostering positive work culture; SWB-S11 Space in school for staff breaks; SWB-S12 School offers opportunities for staff physical activity; TOB-S6 Supportive disciplinary practices for violations of the district tobacco-free policy; TOB-S9 Supportive disciplinary practices for violations of the district tobacco-free policy; SHS-S7 Gathering input on school policies on school health services; SHS-S9 Qualified staff provide school health services; SHS-S10 Conducting physical health screenings; SHS-S12 School staff collaboration for student health and safety.

## Building Staff Capacity

### Aligned Criteria Includes

CORE-S1 School coordination team to integrate health and learning; CORE-S2 School continuous improvement process to advance health and learning; CORE-S3 Integrating health into school improvement plans; CORE-S4 Trauma-informed approach to school policies on health and learning; FCE-S5 School-level professional learning on family and community engagement; NFA-S4 School-level professional learning on nutrition and food access; HED-S4 School-level professional learning on health education; PEA-S4 School-level professional learning on physical education; PEA-S5 School-level professional learning on physical activity; SEH-S4 School-level professional learning on trauma-informed approaches; SEH-S5 School-level professional learning on supportive disciplinary practices; SEH-S6 School-level professional learning on positive behavior; SEH-S11 Addressing triggers; SEH-S15 School implementation of social-emotional learning; SEH-S19 School ensures qualified staff for social-emotional behavioral interventions; SWB-S4 School-level professional learning on staff well-being; SWB-S5 Expectations related to work-life balance; SWB-S9 School offers opportunities for staff gratitude; SWB-S10 Fostering positive work culture; SHS-S4 School-level professional learning on staff well-being; SHS-S11 Addressing chronic health conditions; SHS-S12 School staff collaboration for student health and safety; SHS-S13 Addressing medical emergencies; SHS-S16 Referral pathway for students with health concerns.



## Summary of Progress and Wellness Highlights

1. Physical education and physical activity
  - a. Kaiser Grants
  - b. Recess
  - c. Re-establishing Safe Routes to School Events after the pandemic
  - d. Implementation of 8 required content areas and vertical alignment
  - e. Dance unit
2. Nutrition environment and services
  - a. Community Gardens...
  - b. Food Distribution Data...
  - c. Hydration Grant
3. Health education
4. Social and emotional school climate
  - a. Restorative practices
  - b. Positive Behavior Interventions and Supports
  - c. Social Emotional Learning
  - d. Recess grant and red pyramid
5. Physical environment
  - a. safety
6. Health services
7. Counseling, psychological and social services
8. Employee wellness
  - a. School Culture and Climate initiatives
9. Community involvement
  - a. Alliance for a Healthier Generation
  - b. Cal Fresh Healthy Living, UCCE
  - c. Camarena Health
  - d. Dairy Council of California
  - e. Madera County Public Health
10. Family engagement
  - a. Behavioral Health Education
  - b. Nutrition Education

Additional Resources

**Collective Commitments, School Health Council Meeting Dates 2022-2023,  
and Detailed Data for Comprehensive Schools**

[https://docs.google.com/spreadsheets/d/13eDJLk9EyNrc6-Yjbu64ab0XPtzJq\\_Gp/edit?usp=sharing&oid=117571677485904164657&rtpof=true&sd=true](https://docs.google.com/spreadsheets/d/13eDJLk9EyNrc6-Yjbu64ab0XPtzJq_Gp/edit?usp=sharing&oid=117571677485904164657&rtpof=true&sd=true)



**Thriving Schools Integrated Assessment**

<https://drive.google.com/file/d/1Z5hchfSoEU0-Xfq8quW6TujwC3o6UDNV/view?usp=sharing>



**MUSD Wellness Webpage**

<https://www.madera.k12.ca.us/Page/12856>

