

Hemet Unified School District Triennial Assessment of Wellness Policy



Purpose

Local Education Agencies (LEAs) must conduct a comprehensive assessment of the Local School Wellness Policy (LSWP) a minimum of once every three years, beginning no later than June 30, 2020. The 2020 triennial assessment requirements are:

1) comparison to a model policy; 2) progress with the LSWP goals; and 3) compliance with the policy. ***Due to COVID-19, USDA has granted a waiver and the assessment due date is extended to June 30, 2021.***

Background

The Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The Superintendent or designee shall coordinate and align district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. In addition, the Superintendent or designee shall develop strategies for promoting staff wellness and for involving parents/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle.

Board Policy 5030 was adopted on November 1, 2005 and the last revision was approved by the Board of Education on June 4, 2019 (Appendix A).

Assessment

Requirement #1: Comparison to Model Policy

Model policy that was used for comparison was the sample provided by the California School Board Association. The Well Sat Scorecard was used to determine the strengths and weaknesses of the policy.

Well Sat Scorecard (Appendix B) rated the comprehensiveness of the policy at 97 of 100 and the strength of the policy at 78 out of 100. The strength of the policy may be improved through integration of nutrition education in all age groups, improved oversight of foods for parties and foods sold for fundraisers, and establishing school site based wellness programs and/or committees.

Requirement #2: Progress with Local School Wellness Policy Goals

Board Policy 5030 identifies ten indicators to track progress.

1. Descriptions of the district's nutrition education, physical education, and health education curricula by grade level and the extent to which they align with state academic content standards and legal requirements.

Free Nutrition Education

Dairy Council of California delivers to the district annually the free K-12 nutrition education curriculum that aligns with common core state standards and free community education materials to the Parent Resource Center.

Board Adopted Curriculum 2005

Grades K-5: **Harcourt Health and Fitness** by Harcourt, Inc., adopted in 2005, and is taught by physical education teachers.

Grades 7 and 9: **Decisions for Health** by Holt, Reinhart, & Winston, adopted in 2005 and is taught by 7th grade science teachers and 9th grade physical education teachers.

Additional Curriculum

Grades 3-9: **Life Skills Training** by Princeton Press

Middle and High School: SOS Suicide Prevention

The Wellness Committee also identified that education on physical development was not occurring at the elementary level and is a need. The committee also recommended teaching life skills earlier, Kindergarten through second grade.

2. Number of minutes of physical education instruction offered at each grade span, and the estimated percentage of class time spent in moderate to vigorous physical activity.

Physical Education Requirements

California mandates at least 200 minutes of physical education every 10 school days in grades 1-6, and also requires daily recess. The state also mandates at least 400 minutes every 10 school days of physical education in grades 7-8 and for all four years of high school. These requirements are enforced through California's Categorical Program Monitoring process.

Since 1996, California *Education Code (EC)* Section 60800 has required that each local educational agency (LEA) administer a state-designated physical fitness test (PFT) to all students in grades five, seven, and nine. During the month of February, March, April, or May, the governing board of each LEA maintaining grades five, seven, or nine shall administer to each student in those grades the PFT. The test designated for this purpose by the State Board of Education is the *Fitnessgram®*.

Source: California Department of Education, Physical Education, www.cde.ca.gov

3. A description of district efforts to provide additional opportunities for physical activity outside of the physical education program.

Elementary School Level: Intramurals, 100 Mile Club or Running Club, Turkey Trot, Sports Tournaments (SAFE Program) and District Track Meet

Middle School Level: Sport Teams including Football, Soccer, Volleyball, Basketball, Cross Country, and Track; Sports Tournaments (SAFE Program)

High School Level: Intramurals; Sport Teams including Football, Soccer, Volleyball, Basketball, Cross Country, Track, Tennis, and Water Polo; Weight Training

4. Number and type of exemptions granted from physical education.

A query does not exist in AERIES to quantify or identify types of exemptions granted from physical education.

Adaptive Physical Education is provided when a student provides a doctor's note or when a need is identified through an Individualized Education Plan (IEP) or Form 504.

5. Results of the state's physical fitness test at applicable grade levels, and relevant California Healthy Kids Survey results.

No change in standards from 2015-16 to 2018-19, however, Physical Education Teachers on the committee noted a change in heart rate testing procedure in 2016. The testing reference guide is Appendix C and performance standards is Appendix D.

Aerobic Activity- Students tested that were in the Healthy Fitness Zone

School Year	5th Grade	7th Grade	9th Grade
2018-19	48.80%	38.10%	31.40%
2017-18	55.40%	47.40%	42.40%
2016-17	56.70%	47.80%	46.50%
2015-16	58.90%	53.90%	39.10%

Source: DataQuest, California Department of Education, www.cde.ca.gov

Body Composition- Students tested that were in the Healthy Fitness Zone

School Year	5th Grade	7th Grade	9th Grade
2018-19	54.30%	53.80%	56.00%
2017-18	60.20%	54.80%	60.50%
2016-17	58.40%	57.70%	61.90%
2015-16	57.60%	57.70%	58.10%

Source: DataQuest, California Department of Education, www.cde.ca.gov

6. An analysis of the nutritional content of school meals and snacks served in all district programs, based on a sample of menus and production records.

Menus for each age grouping in Appendix E.

Nutritional analysis of March 2019 menus.

Elementary March 2019

Breakfast

Nutrient	Menu Amount	% of Calories	Weekly USDA Standard
Calories	463 kcal		350 - 500 kcal
Saturated Fat	2.964 g	5.76%	<10.00% of calories
Sodium	421.96 mg		<=540 mg

Lunch

Nutrient	Menu Amount	% of Calories	Weekly USDA Standard
Calories	627 kcal		550 - 650 kcal
Saturated fat	6.492 g	9.36%	<10.00% of calories
Sodium	782.8 mg		<=1230 mg

Middle School March 2019

Breakfast

Nutrient	Menu Amount	% of Calories	Weekly USDA Standard
Calories	537 kcal		400 - 550 kcal
Saturated Fat	3.602 g	6.02%	<10.00% of calories
Sodium	511.03 mg		<=600 mg

Lunch

Nutrient	Menu Amount	% of Calories	Weekly USDA Standard
Calories	697 kcal		600 - 700 kcal
Saturated fat	6.132 g	7.91%	<10.00% of calories
Sodium	1053.9 mg		<=1360 mg

High School March 2019

Breakfast

Nutrient	Menu Amount	% of Calories	Weekly USDA Standard
Calories	541 kcal		450 - 600 kcal
Saturated Fat	3.660 g	6.09%	<10.00% of calories
Sodium	498.86 mg		<=640 mg

Lunch

Nutrient	Menu Amount	% of Calories	Weekly USDA Standard
Calories	835 kcal		750 - 850 kcal
Saturated fat	8.974 g	9.66%	<10.00% of calories
Sodium	1368.73 mg		<=1420 mg

Source: Hemet USD, Nutrition Services Department

7. Student participation rates in all school meal and/or snack programs, including the number of students enrolled in the free and reduced-price meals program compared to the number of students eligible for that program.

School Year	Enrollment	F/R%		Breakfast Participation %	Lunch Participation %
2019-20	21544	84.95%		41.95%	67.01%
2018-19	21299	84.41%		38.92%	69.34%
2017-18	21084	82.59%		31.43%	66.29%

Source: Hemet USD, Nutrition Services Department

8. Extent to which foods sold on campus outside the food services program, such as through vending machines, student stores, or fundraisers, comply with nutritional standards.

Smart Snacks In Schools is followed by the Student Stores and A la carte Stations located at the secondary school sites. This is monitored by the ASB Coordinator and Assistant Director of Nutrition Services.

Vending machines for students were stocked with food and beverages compliant with Smart Snacks In Schools. These student vending machines were removed from all sites as of June 30, 2020 due to vandalism and theft.

Fundraisers are monitored by the school site Principals.

9. A description of other districtwide or school-based wellness activities offered, including the number of sites and/or students participating, as appropriate.

Universal Meal Service also known as Community Eligibility Provision at 21 sites for the 2018-19 and 2019-20 school years. The number of sites increased to 25 for the 2020-21 school year.

Breakfast after the Bell at elementary and high school sites. Breakfast in the Classroom at middle schools beginning in the 2019-20 school year.

Salad bars available at 22 of the 26 school sites up to the 2019-20 school year. Fresh Fruit and Vegetable program is offered during physical education at 3 elementary sites.

Supper offered after school at 5 sites in 2018-19 and 10 sites in 2019-20.

SAFE Afterschool and Nutrition Services Creative Cooking Club Collaboration 2021

Annual District Health Fair and Annual Preschool Health Fair

10. Any other indicators recommended by the Superintendent and approved by the Board.

Chronic Absenteeism

<u>Year</u>	<u>Rate</u>
2016.-17	18.6%
2017-18	18.4%
2018-19	19.2%

Source: DataQuest, California Department of Education, www.cde.ca.gov

Requirement #3: Compliance with the Local School Wellness Policy

Survey of 26 Schools

Responses: 15

Grades K-5: 6

Grades 6-8: 6 (2 responses from K-8 school sites)

Grades 9-12: 3

Policy Area	True	False
My school has a site Wellness Committee, one member of whom serves on the District Wellness Committee.	12	3
The nutrition education provided at my site includes the benefits of healthy eating for learning, disease prevention, weight management, and oral health.	14	1
Nutrition and physical education programs on site are consistent with expectations established in the state's curriculum frameworks and content standards.	13	2

<p>Nutrition education is integrated into other academic subjects in the regular educational program, before-and after-school programs, summer learning programs, and school garden programs.</p>	<p>11</p>	<p>4</p>
<p>My site prohibits the marketing and advertising of non-nutritious foods and beverages through signage, vending machine fronts, logos, scoreboards, school supplies, advertisements in school publications, coupon or incentive programs, free giveaways, or other means.</p>	<p>12</p>	<p>3</p>
<p>To ensure that students have access to comprehensive health services, the district provides access to health services at or near district schools and/or provides referrals to</p>	<p>15</p>	<p>0</p>

community resources.		
My school site follows the state and federal nutritional standards adopted by the district for foods and beverages provided in student stores, vending machines, or other venues during the school day.	14	1
School site organizations use healthy food items or non-food for fundraising purposes.	13	2
School site staff avoids the use of non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior.	11	4
Access to second chance breakfast/nutrition break, reduction of lunchtime, and/or elimination of	12	3

<p>recess time is not used as a form of discipline at my school site.</p>		
<p>Class parties or celebrations are held after the lunch period and snacks donated are limited to one item that meets the state and federal nutritional standards adopted by the distri</p>	<p>13</p>	<p>2</p>
<p>School newsletters, handouts, parent/guardian meetings, website, and other communications emphasizes the relationship between student health and academic performance throughout the school year.</p>	<p>12</p>	<p>3</p>

After completing this Triennial Assessment of your school site's compliance with the Wellness Policy, what are some learnings or take-aways?

As a newer school culture, we have been vigilant about setting the stage so we do not have to modify practices. This has been validating.

There is a lack of signage and support around enforcing the nutrition standards and limitation of non-healthy foods.

Student Health and Nutrition is critical and must be promoted by the school site.

We can be more explicit about the communication that goes out to families about donated snacks for celebrations and give the why behind the importance of adhering to the federal nutritional standards adopted by the district.

That it would be important to infuse health and nutrition in other content areas, aside from science and PE.

We provide a healthy school with Wellness for our Students and Community as being important.

We can increase the frequency of our parent communications emphasizing the relationship between student health and academic performance.

The LSWP is implemented with fidelity at Alessandro.

Incorporate information from District Wellness committee to SSC.

Health and nutrition are legislated priorities for students.

The Site Wellness Committee is new information along with nutrition education needing to be integrated into other academic courses.

We need to establish a wellness committee

We will continue to send out information to our students and staff about healthy living habits.

We need to be intentional with our nutritional policies when students are on campus for learning.

I am new to the district but glad that these measures are in place and re-visited.

Report to Public

Board Agenda scheduled for June 15, 2021.

Report will include recommendations to modify the ten indicators that track progress of the implementation and effectiveness of the Wellness Policy as outlined in Board Policy 5030.

Recommendations

Indicator #1- Add teaching of Life Skills to Grades K-2; Wellness Committee also identified that education on physical development was not occurring at the elementary level and is a need.

Indicator #2- Delete, a recital of physical education requirements and no data to measure or track

Indicator #3- Survey district-wide annually to track physical activity opportunities outside of physical education including recess and physical activities offered by Parent Resource Center

Indicator #4- Delete, no system or process to track or measure

Indicator #8- Educate School Administrators and PTO/PTA groups on Wellness Policy and use of foods in fundraising; Survey each Spring types of fundraisers and amount earned with each

Indicator #9- Begin to track participation in various wellness activities, such as, Breakfast after the Bell, Supper, Creative Cooking Club, Health Fairs

Create Indicators for Chronic Absenteeism and Mental Health

Appendix A

Hemet USD | BP 5030 Students

Student Wellness

The Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The Superintendent or designee shall coordinate and align district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. In addition, the Superintendent or designee shall develop strategies for promoting staff wellness and for involving parents/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle.

(cf. 1020 - Youth Services)

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 3514 - Environmental Safety)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.61 - Drug Testing)

(cf. 5131.62 - Tobacco)

(cf. 5131.63 - Steroids)

(cf. 5141 - Health Care and Emergencies)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.3 - Health Examinations)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

(cf. 5141.6 - School Health Services)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Education)

(cf. 6164.2 - Guidance/Counseling Services)

School Health Council/Committee

The Superintendent or designee shall encourage parents/guardians, students, food service employees, physical education teachers, school health professionals, Board members, school administrators, and members of the public to participate in the development, implementation, and periodic review and update of the district's student wellness policy. (42 USC 1758b)

To fulfill this requirement, the Superintendent or designee may appoint a school health council or other district committee whose membership shall include representatives of these groups. He/she also may invite participation of other groups or individuals, such as health educators, curriculum directors, counselors, before- and after-school program staff, health practitioners, and/or others interested in school health issues.

(cf. 1220 - Citizen Advisory Committees)

(cf. 9140 - Board Representatives)

The school health council/committee shall advise the district on health-related issues, activities, policies, and programs. At the discretion of the Superintendent or designee, the duties of the council/committee may also include the planning, implementation, and evaluation of activities to promote health within the school or community.

Each school site has a site Wellness Committee, one member of whom serves on the District Wellness Committee. These committees provide support and guidance for implementation of the Wellness Policy.

Goals for Nutrition, Physical Activity, and Other Wellness Activities

The Board shall adopt specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. In developing such goals, the Board shall review and consider evidence-based strategies and techniques. (42 USC 1758b; 7 CFR 210.31)

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

The district's nutrition education and physical education programs shall be based on research, shall be consistent with the expectations established in the state's curriculum frameworks and content standards, and shall be designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

(cf. 6011 - Academic Standards)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

The nutrition education program shall include, but is not limited to, information about the benefits of healthy eating for learning, disease prevention, weight management, and oral health. Nutrition education shall be provided as part of the health education program and, as appropriate, shall be integrated into other academic subjects in the regular educational program, before- and after-school programs, summer learning programs, and school garden programs.

(cf. 5148.2 - Before/After School Programs)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6177 - Summer Learning Programs)

To reinforce the district's nutrition education program, the Board prohibits the marketing and advertising of non-nutritious foods and beverages through signage, vending machine fronts, logos, scoreboards, school supplies, advertisements in school publications, coupon or incentive programs, free giveaways, or other means. (Education Code 49431.9; 7 CFR 210.31)

(cf. 1325 - Advertising and Promotion)

All students shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education and recess and may also be provided through school athletic programs, extracurricular programs, before- and after-school programs, summer learning programs, programs encouraging students to walk or bicycle to and from school, in-class physical activity breaks, and other structured and unstructured activities.

(cf. 5142.2 - Safe Routes to School Program)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6145 - Extracurricular and Co-curricular Activities)

(cf. 6145.2 - Athletic Competition)

The Board may enter into a joint use agreement or memorandum of understanding to make district facilities or grounds available for recreational or sports activities outside the school day and/or to use community facilities to expand students' access to opportunity for physical activity.

(cf. 1330.1 - Joint Use Agreements)

Professional development shall be regularly offered to health education and physical education teachers, coaches, activity supervisors, food services staff, and other staff as appropriate to enhance their health knowledge and skills.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

To encourage consistent health messages between the home and school environment, the Superintendent or designee may disseminate health information and/or the district's student wellness policy to parents/guardians through district or school newsletters, handouts, parent/guardian meetings, district and school web sites, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and academic performance.

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 6020 - Parent Involvement)

In order to ensure that students have access to comprehensive health services, the district may provide access to health services at or near district schools and/or may provide referrals to community resources.

The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent or designee shall encourage staff to serve as positive role models for healthy eating and physical fitness. He/she shall promote work-site wellness and may provide opportunities for regular physical activity among employees. Professional development may include instructional strategies that assess health knowledge and skills and promote healthy behaviors.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Nutritional Guidelines for Foods Available at School

For all foods and beverages available on each campus during the school day, the district shall adopt nutrition guidelines which are consistent with 42 USC 1758, 1766, 1773, and 1779 and federal regulations and which support the objectives of promoting student health and reducing childhood obesity. (42 USC 1758b)

In order to maximize the district's ability to provide nutritious meals and snacks, all district schools shall participate in available federal school nutrition programs, including the National School Lunch and School Breakfast Programs and after-school snack programs, to the extent possible. When approved by the California Department of Education, the district may sponsor a summer meal program.

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3552 - Summer Meal Program)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

(cf. 5148 - Child Care and Development)

(cf. 5148.3 - Preschool/Early Childhood Education)

The Superintendent or designee shall provide access to free, potable water during meal times in the food service area in accordance with Education Code 38086 and 42 USC 1758, and shall encourage students' consumption of water by educating them about the health benefits of water and serving water in an appealing manner.

The Board believes that all foods and beverages sold to students at district schools, including those available outside the district's food services program, should support the health curriculum and promote optimal health. Nutritional standards adopted by the

district for foods and beverages provided through student stores, vending machines, or other venues shall meet or exceed state and federal nutritional standards.

(cf. 3312 - Contracts)

(cf. 3554 - Other Food Sales)

The Superintendent or designee shall encourage school organizations to use healthy food items or non-food items for fundraising purposes. He/she also shall encourage school staff to avoid the use of non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior.

(cf. 1230 - School-Connected Organizations)

School staff shall encourage parents/guardians or other volunteers to support the district's nutrition education program by considering nutritional quality when selecting any snacks which they may donate for occasional class parties and by limiting foods or beverages that do not meet nutritional standards to no more than one such food or beverage per party, per attachments A and B. Class parties or celebrations shall be held after the lunch period when possible.

Program Implementation and Evaluation

The Superintendent designates the individual(s) identified below as the individual(s) responsible for ensuring that each school site complies with the district's wellness policy. (42 USC 1758b; 7 CFR 210.31)

Principal Preschool

Principal K-5

Principal K-8

Principal 6-8

Principal 9-12

Principal Alternative Education

Director of Nutrition Services

(951) 765-5100

Director of Equity and Community Outreach, Parent Resource Center

(951) 765-0004

(cf. 0500 - Accountability)

(cf. 3555 - Nutrition Program Compliance)

The Superintendent or designee shall assess the implementation and effectiveness of this policy at least once every three years. (42 USC 1758b; 7 CFR 210.31)

The Superintendent or designee shall inform and update the public, including parents/guardians, students, and others in the community, about the contents and implementation of this policy. (42 USC 1758b)

He/she shall periodically measure and make available to the public an assessment. The assessment shall include the extent to which district schools are in compliance with this policy, the extent to which this policy compares to model wellness policies available from the U.S. Department of Agriculture, and a description of the progress made in attaining the goals of the wellness policy. (42 USC 1758b)

The Board and the Superintendent or designee shall establish indicators that will be used to measure the implementation and effectiveness of the district activities related to student wellness. Such indicators may include, but are not limited to:

1. Descriptions of the district's nutrition education, physical education, and health education curricula by grade level and the extent to which they align with state academic content standards and legal requirements

2. Number of minutes of physical education instruction offered at each grade span, and the estimated percentage of class time spent in moderate to vigorous physical activity
3. A description of district efforts to provide additional opportunities for physical activity outside of the physical education program
4. Number and type of exemptions granted from physical education
5. Results of the state's physical fitness test at applicable grade levels, and relevant California Healthy Kids Survey results
6. An analysis of the nutritional content of school meals and snacks served in all district programs, based on a sample of menus and production records
7. Student participation rates in all school meal and/or snack programs, including the number of students enrolled in the free and reduced-price meals program compared to the number of students eligible for that program
8. Extent to which foods sold on campus outside the food services program, such as through vending machines, student stores, or fundraisers, comply with nutritional standards
9. A description of other districtwide or school-based wellness activities offered, including the number of sites and/or students participating, as appropriate
10. Any other indicators recommended by the Superintendent and approved by the Board

The Superintendent or designee shall invite feedback on district and school wellness activities from food service personnel, school administrators, the school health council, parents/guardians, students, teachers, before- and after-school program staff, and/or other appropriate persons.

As feasible, the assessment report may include a comparison of results across multiple years, a comparison of district data with county, statewide, or national data, and/or a comparison of wellness data with other student outcomes such as academic indicators or student discipline rates.

In addition, the Superintendent or designee shall prepare and maintain the proper documentation and records needed for the administrative review of the district's wellness policy conducted by the California Department of Education (CDE) every three years.

The assessment results shall be submitted to the Board for the purposes of evaluating policy and practice, recognizing accomplishments, and making policy adjustments as needed to focus district resources and efforts on actions that are most likely to make a positive impact on student health and achievement.

Notifications

The Superintendent or designee shall inform the public about the content and implementation of the district's wellness policy and shall make the policy, and any updates to the policy, available the public on an annual basis. He/she shall also inform the public of the district's progress towards meeting the goals of the wellness policy, including the availability of the triennial district assessment. (Education Code 49432; 42 USC 1758b; 7 CFR 210.31)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee may distribute this information through the most effective methods of communication, including district or school newsletters, handouts, parent/guardian meetings, district and school web sites, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and wellness and academic performance.

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 6020 - Parent Involvement)

Each school may post a summary of nutrition and physical activity laws and regulations prepared by the California Department of Education.

Records

The Superintendent or designee shall retain records that document compliance with 7 CFR 210.31, including, but not limited to, the written student wellness policy, documentation of the triennial assessment of the wellness policy for each school site, and documentation demonstrating compliance with the community involvement requirements, including requirements to make the policy and assessment results available to the public. (7 CFR 210.31)

Legal Reference:

EDUCATION CODE

33350-33354 CDE responsibilities re: physical education

38086 Free fresh drinking water

49430-49436 Pupil Nutrition, Health, and Achievement Act of 2001

49490-49494 School breakfast and lunch programs

49500-49505 School meals

49510-49520 Nutrition

49530-49536 Child Nutrition Act

49540-49546 Child care food program

49547-49548.3 Comprehensive nutrition services

49550-49562 Meals for needy students

49565-49565.8 California Fresh Start pilot program

49570 National School Lunch Act

51210 Course of study, grades 1-6

51210.1-51210.2 Physical Education, grades 1-6

51210.4 Nutrition education

51220 Course of study, grades 7-12

51222 Physical education

51223 Physical education, elementary schools

51795-51798 School instructional gardens

51880-51921 Comprehensive health education

CODE OF REGULATIONS, TITLE 5

15500-15501 Food sales by student organizations

15510 Mandatory meals for needy students

15530-15535 Nutrition education

15550-15565 School lunch and breakfast programs

UNITED STATES CODE, TITLE 42

1751-1769j National School Lunch Program, especially:

1758b Local wellness policy

1771-1793 Child Nutrition Act, especially:

1773 School Breakfast Program

1779 Rules and regulations, Child Nutrition Act

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.33 National School Lunch Program, especially:

210.31 Wellness policy

220.1-220.22 National School Breakfast Program

COURT DECISIONS

Frazer v. Dixon Unified School District, (1993) 18 Cal.App.4th 781

Management Resources:

CSBA PUBLICATIONS

Integrating Physical Activity into the School Day, Governance Brief, April 2016

Increasing Access to Drinking Water in Schools, Policy Brief, March 2013

Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, rev. 2012

Nutrition Standards for Schools: Implications for Student Wellness, Policy Brief, rev. April 2012

Physical Activity and Physical Education in California Schools, Research Brief, April 2010

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2012

Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement, 2009

Safe Routes to School: Program and Policy Strategies for School Districts, Policy Brief, 2009

Physical Education and California Schools, Policy Brief, rev. October 2007

School-Based Marketing of Foods and Beverages: Policy Implications for School Boards, Policy Brief, March 2006

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Physical Education Framework for California Public Schools, Kindergarten Through Grade Twelve, 2009

Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003

CALIFORNIA PROJECT LEAN PUBLICATIONS

Policy in Action: A Guide to Implementing Your Local School Wellness Policy, October 2006

CENTER FOR COLLABORATIVE SOLUTIONS

Changing Lives, Saving Lives: A Step-by-Step Guide to Developing Exemplary Practices in Healthy Eating, Physical Activity and Food Security in Afterschool Programs, January 2015

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide, rev. 2012

FEDERAL REGISTER

Rules and Regulations, July 29, 2016, Vol. 81, Number 146, pages 50151-50170

NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION PUBLICATIONS

Fit, Healthy and Ready to Learn, rev. 2012

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Dietary Guidelines for Americans, 2016

WEB SITES

CSBA: <http://www.csba.org>

Action for Healthy Kids: <http://www.actionforhealthykids.org>

Alliance for a Healthier Generation: <http://www.healthiergeneration.org>

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

California Department of Public Health: <http://www.cdph.ca.gov>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition): <http://www.californiaprojectlean.org>

California School Nutrition Association: <http://www.calsna.org>

Center for Collaborative Solutions: <http://www.ccscenter.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Dairy Council of California: <http://www.dairycouncilofca.org>

National Alliance for Nutrition and Activity: <http://www.cspinet.org/nutritionpolicy/nana.html>

National Association of State Boards of Education: <http://www.nasbe.org>

School Nutrition Association: <http://www.schoolnutrition.org>

Society for Nutrition Education: <http://www.sne.org>

U.S. Department of Agriculture, Food Nutrition Service, wellness policy:
<http://www.fns.usda.gov/tn/Healthy/wellnesspolicy.html>

U.S. Department of Agriculture, Healthy Meals Resource System:

<http://healthymeals.fns.usda.gov>

Policy HEMET UNIFIED SCHOOL DISTRICT

adopted: November 1, 2005 Hemet, California

revised: March 21, 2006

revised: February 24, 2009

revised: February 7, 2012

revised: June 4, 2019

Wellness Policy 5030: Food and Beverages Sold or Served in Elementary Schools

Issue	Standards	Rationale
<p>General Statement: District Non-Profit Food Service Program</p>	<ul style="list-style-type: none"> ○ Items sold a la carte by the food service program are intended to supplement meals from school and/or home, and not to compete with the reimbursable meal. ○ Beverage sales shall be limited to 100% juice, milk, and unflavored water, with no beverage larger than 12 oz., except water. Beverages of minimal nutritional value or containing artificial sweeteners may not be sold. ○ Dairy and whole grain food items may be sold if the following standards are met: <ul style="list-style-type: none"> ○ Not more than 35% of its total calories shall be from fat. ○ Not more than 10% of its calories shall be from saturated fat. ○ Not more than 35% if its total weight shall be composed of sugar, including naturally occurring and added sugar. ○ Exemptions are nuts, nut butters, seeds, cheese packaged for individual sale, fruits & vegetables that have not been deep fried, and legumes. 	<p>Children who consume the reimbursable meal receive more nutrients than those who purchase a la carte. Extra food/beverages consumed may result in rejection of meal items and/or overeating.</p> <p>S.B. 965 7 CFR S.B. 12</p> <p>The caloric standard for elementary students is 498 calories for breakfast and 664 calories for lunch. Caloric needs for individual students may vary. Snacks are intended to supplement the school meal or the meal brought from home.</p>
<p>Food and beverage sales outside the District Non-Profit Food Service Program</p>	<ul style="list-style-type: none"> ○ Fundraising sales of food or beverages may only occur off campus, or ½ hour after the end of the school day. ○ <i>Sales not approved by the Wellness Committee may not occur at any time on school campuses.</i> 	<p>Title 5, Calif. Code of Regulations 7 CFR S.B. 12 & 965 Ed Code 39876</p> <p>Extra calories can result in overeating.</p> <p>All foods made available on campus must comply with the state and local food safety and sanitation regulations. Hazard Analysis and Critical Control Points (HACCP) plans and guidelines are implemented to prevent food borne illness in schools.</p>

<p>Other food and beverages used outside District meal programs</p>	<ul style="list-style-type: none"> ○ Parents and staff are strongly encouraged not to use food and beverage items for rewards and celebrations. ○ Celebrations and classroom parties offering food and/or beverages may not occur more than once per month, and must be held after the end of the lunch period. The food and beverage items offered should follow the same guidelines outlined above. ○ Items offered must be commercially prepared, and stable at room temperature. 	<p>Extra calories can result in overeating and the rejection of meal items.</p> <p>Using non-nutritious foods for rewards can lead to poor life-long eating habits.</p> <p>Food Safety</p>
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Attachment A – Elementary Schools

Attachment B

3/13/2006

Wellness Policy 5030: Food and Beverages Sold or Served in Middle Schools

Issue	Standards	Rationale
<p>General Statement: District Non-Profit Food Service Program</p>	<ul style="list-style-type: none"> ○ Items sold a la carte by the food service program are intended to supplement meals from school or home, and not to compete with the reimbursable meal. In addition, limited entrée items may be offered for sale for those students who choose not to participate in the meal program. ○ All snack and beverage items offered outside the meal program may not exceed 250 calories. ○ Beverage sales shall be only juices containing a minimum of 50% juice, milk, and unflavored water, with no beverage larger than 12 oz., except water. Beverages of either minimal nutritional value or containing artificial sweeteners may not be sold. ○ Snacks offered for sale, except food served as part of the USDA meal program, shall meet all the following standards: <ol style="list-style-type: none"> 1. Not more than 35% of its total calories shall be from fat. 2. Not more than 10% of its calories shall be from saturated fat. 3. Not more than 35% if its total weight shall be composed of sugar, including naturally occurring and added sugar. 4. Exemptions are nuts, nut butters, seeds, cheese packaged for individual sale, fruits & vegetables that have not been deep fried, and legumes. ○ Entrées may be offered for sale by the District food service department only. Entrées not part of the regular meal may not exceed 400 calories per serving, and contain no more than 4 gms. of fat per 100 calories. 	<p>Children who consume the reimbursable meal receive more nutrients than those who purchase a la carte.</p> <p>Extra food/beverages consumed may result in rejection of meal items and/or overeating.</p> <p>S.B. 965</p> <p>S.B. 12</p> <p>7 CFR</p> <p>The caloric standard for middle school students is 588 calories for breakfast and 783 calories for lunch. Caloric needs for individual students may vary.</p> <p>Snacks are intended to supplement either the school meal program, or meals brought from home.</p> <p>Nutritious entrées may be available for students choosing not to participate in the regular meal program.</p> <p>All foods made available on campus must comply with the state and local food safety and sanitation regulations. Hazard Analysis and Critical Control Points (HACCP) plans and guidelines are implemented to prevent food borne illness in schools.</p>
<p>Food and beverage sales outside the District Non-Profit Food Service Program</p>	<ul style="list-style-type: none"> ○ ASB's may sell up to 3 snack and/or beverage items each day, including vending, providing that: <ul style="list-style-type: none"> ○ Items selected for sale must meet the nutritional standards outlined above for snacks and beverages. ○ Have approval from the Wellness Committee prior to the sale. 	<p>Title 5</p> <p>To ensure optimum participation in the District's non-profit meal program.</p> <p>Consuming nutritious meals leads to life long healthy eating habits.</p>

	<ul style="list-style-type: none"> ○ The items offered for sale are intended to supplement the meal program or meals brought from home. ○ Not be offered for sale by the district food service program. ○ All items offered for sale must be commercially prepared, individually packaged, and stable at room temperature. ○ Schools may select no more than 4 school days on which any number of organizations may sell any number of items, providing that: <ul style="list-style-type: none"> ○ The sale is approved by the Wellness Committee. ○ The items selected for sale meet the nutritional requirement outlined above. ○ The school cafeteria staff is given a minimum of two weeks notice. ○ All other fundraising sales of food and beverages may only occur off campus, or ½ hour after the end of the school day. ○ Sales not approved by the Wellness Committee may not occur at anytime on school campuses. ○ "Sold" is defined as any item exchanged for cash, token or voucher. 	<p>Snacks are intended to supplement either the school meal program, or meals brought from home.</p> <p>S.B. 965</p> <p>S.B. 12</p> <p>Health Department Regulations</p>
Other food and beverages used outside District meal programs	<ul style="list-style-type: none"> ○ Parents and staff are strongly encouraged not to use food and beverage items for rewards and celebrations. ○ Celebrations and classroom parties offering food and/or beverages shall be held after the end of the lunch period. The food and beverage items offered should follow the same guidelines outlined above. ○ Items offered must be commercially prepared, and stable at room temperature. 	<p>Extra calories can result in overeating. Using non-nutritious foods for rewards can lead to poor life-long habits.</p>

Attachment C

3/13/2006

Wellness Policy 5030: Food and Beverages Sold or Served in High Schools

Issue	Standards	Rationale
<p>General Statement: District Non-Profit Food Service Program</p>	<ul style="list-style-type: none"> ○ Items sold a la carte by the food service program are intended to supplement meals from school or home, and not to compete with the reimbursable meal. In addition, limited entrée items may be offered for sale for those students who choose not to participate in the meal program. ○ All snack and beverage items offered outside the meal program may not exceed 250 calories. ○ Beverage sales shall be only juices containing a minimum of 50% juice, milk, and unflavored water, and electrolyte replacement beverages containing no more than 42 gms. of added sweetener per 20 oz. serving. Beverages of either minimal nutritional value or containing artificial sweeteners may not be sold. ○ Snacks offered for sale, except food served as part of the USDA meal program, shall meet all the following standards: <ul style="list-style-type: none"> ○ Not more than 35% of its total calories shall be from fat. ○ Not more than 10% of its calories shall be from saturated fat. ○ Not more than 35% of its total weight shall be composed of sugar, including naturally occurring and added sugar. ○ Exemptions are nuts, nut butters, seeds, eggs, cheese packaged for individual sale, fruits & vegetables that have not been deep fried, and legumes. ○ Entrées may be offered for sale by the District food service department only. Entrées not part of the regular meal may not exceed 400 calories per serving, and contain no more than 4 gms. of fat per 100 calories. 	<p>Children who consume the reimbursable meal receive more nutrients than those who purchase a la carte.</p> <p>Extra food/beverages consumed may result in rejection of meal items and/or overeating.</p> <p>S.B. 965</p> <p>S.B. 12</p> <p>7 CFR</p> <p>The caloric standard for middle school students is 588 calories for breakfast and 783 calories for lunch. Caloric needs for individual students may vary.</p> <p>Snacks are intended to supplement either the school meal program, or meals brought from home.</p> <p>Nutritious entrées may be available for students choosing not to participate in the regular meal program.</p> <p>All foods made available on campus must comply with the state and local food safety and sanitation regulations. Hazard Analysis and Critical Control Points (HACCP) plans and guidelines are implemented to prevent food borne illness in schools.</p>
<p>Food and beverage sales outside the District Non-Profit Food Service Program</p>	<ul style="list-style-type: none"> ○ ASB's may sell up to 3 categories of snack and/or beverage items each day, including vending, providing that: <ul style="list-style-type: none"> ○ Items selected for sale must meet the nutritional standards outlined above for snacks and beverages. ○ Have approval from the Wellness Committee prior to the sale. 	<p>Title 5</p> <p>To ensure optimum participation in the District's non-profit meal program.</p> <p>Consuming nutritious meals leads to life-long healthy eating habits.</p>

	<ul style="list-style-type: none"> ○ The items offered for sale are intended to supplement the meal program or meals brought from home. ○ Not be offered for sale by the district food service program. ○ All items offered for sale must be commercially prepared, individually packaged, and stable at room temperature. ○ Categories may include eligible fruit drinks, isotonic, waters, grain products, confections, dairy, and nuts & seeds. ○ Schools may select no more than 4 school days on which any number of organizations may sell any number of items, providing that: <ul style="list-style-type: none"> ○ The sale is approved by the Wellness Committee. ○ The items selected for sale meet the nutritional requirement outlined above. ○ The school cafeteria staff is given a minimum of two weeks notice. ○ All other fundraising sales of food and beverages may only occur off campus, or ½ hour after the end of the school day. ○ Sales not approved by the Wellness Committee may not occur at anytime on school campuses. ○ "Sold" is defined as any item exchanged for cash, token or voucher. 	<p>Snacks are intended to supplement either the school meal program, or meals brought from home.</p> <p>S.B. 965</p> <p>S.B. 12</p> <p>Health Department Regulations</p>
Other food and beverages used outside District meal programs	<ul style="list-style-type: none"> ○ Parents and staff are strongly encouraged not to use food and beverage items for rewards and celebrations. ○ Celebrations and classroom parties offering food and/or beverages shall be held after the end of the lunch period. The food and beverage items offered should follow the same guidelines outlined above. ○ Items offered must be commercially prepared, and stable at room temperature. 	<p>Extra calories can result in overeating. Using non-nutritious foods for rewards can lead to poor life-long habits.</p>

Appendix B

Your District's Scorecard

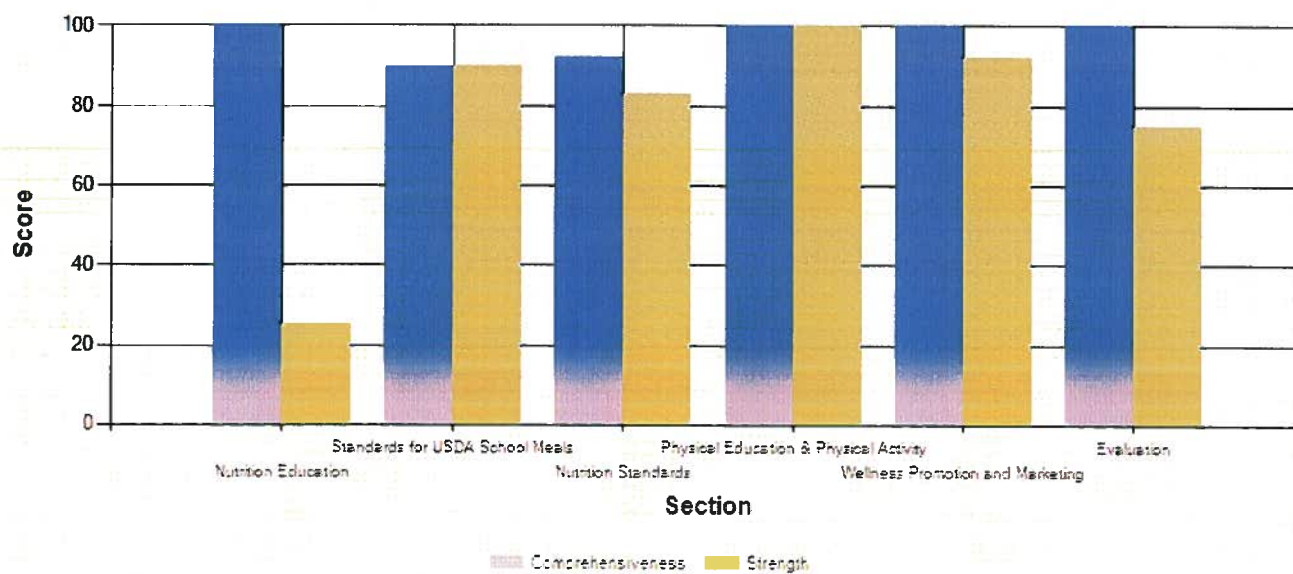
[Close window](#)

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

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

Version: 3.0

Policy Name: Triennial



Section 1. Nutrition Education






Rating

NE1	Includes goals for nutrition education that are designed to promote student wellness.	2
NE2	Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.	2
NE3	All elementary school students receive sequential and comprehensive nutrition education.	1
NE4	All middle school students receive sequential and comprehensive nutrition education.	1
NE5	All high school students receive sequential and comprehensive nutrition education.	1
NE6	Nutrition education is integrated into other subjects beyond health education	1
NE7	Links nutrition education with the school food environment.	1
NE8	Nutrition education addresses agriculture and the food system.	1
Subtotal for Section 1	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 8. Multiply by 100. Do not count an item if the rating is "0."	100



Strength Score:





Count the number of items rated as "2" and divide this number by 8. Multiply by 100.

25[Click here for Nutrition Education Resources](#)**Section 2. Standards for USDA Child Nutrition Programs and School Meals****Rating**

SM1	 Assures compliance with USDA nutrition standards for reimbursable school meals.	2
SM2	Addresses access to the USDA School Breakfast Program.	2
SM3	 District takes steps to protect the privacy of students who qualify for free or reduced priced meals.	2
SM4	Addresses how to handle feeding children with unpaid meal balances without stigmatizing them.	2
SM5	Specifies how families are provided information about determining eligibility for free/reduced priced meals.	2
SM6	Specifies strategies to increase participation in school meal programs.	2
SM7	Addresses the amount of "seat time" students have to eat school meals.	0
SM8	 Free drinking water is available during meals.	2
SM9	 Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.	2
SM10	 Addresses purchasing local foods for the school meals program.	2
Subtotal for Section 2	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 10. Multiply by 100. Do not count an item if the rating is "0."	90
	Strength Score: Count the number of items rated as "2" and divide this number by 10. Multiply by 100.	90

[Click here for School Food Resources](#)**Section 3. Nutrition Standards for Competitive and Other Foods and Beverages****Rating**


NS1	 Addresses compliance with USDA nutrition standards (commonly referred to as Smart Snacks) for all food and beverages sold to students during the school day.	2
NS2	USDA Smart Snack standards are easily accessed in the policy.	2
NS3	 Regulates food and beverages sold in a la carte.	2




NS4	 Regulates food and beverages sold in vending machines.	2
NS5	 Regulates food and beverages sold in school stores.	2
NS6	 Addresses fundraising with food to be consumed during the school day.	2
NS7	Exemptions for infrequent school-sponsored fundraisers.	2
NS8	Addresses foods and beverages containing caffeine at the high school level.	2
NS9	 Regulates food and beverages served at class parties and other school celebrations in elementary schools.	1
NS11	Addresses nutrition standards for all foods and beverages sold to students after the school day, including before/after care on school grounds, clubs, and after school programming.	0
NS12	Addresses food not being used as a reward.	2
NS13	Addresses availability of free drinking water throughout the school day.	2
Subtotal for Section 3	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 12. Multiply by 100. Do not count an item if the rating is "0."	92
	Strength Score: Count the number of items rated as "2" and divide this number by 12. Multiply by 100.	83

[Click here for Nutrition Standards Resources](#)

Section 4. Physical Education and Physical Activity

Rating



PEPA1	 There is a written physical education curriculum for grades K-12.	2
PEPA2	The written physical education curriculum for each grade is aligned with national and/or state physical education standards.	2
PEPA3	Physical education promotes a physically active lifestyle.	2
PEPA4	Addresses time per week of physical education instruction for all elementary school students.	2
PEPA5	Addresses time per week of physical education instruction for all middle school students.	2
PEPA6	Addresses time per week of physical education instruction for all high school students.	2
PEPA7	Addresses qualifications for physical education teachers for grades K-12.	2
PEPA8	Addresses providing physical education training for physical education teachers.	2
PEPA9	Addresses physical education exemption requirements for all students.	2

PEPA10	Addresses physical education substitution for all students.	2
PEPA11	 Addresses family and community engagement in physical activity opportunities at all schools.	2
PEPA12	 Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.	2
PEPA13	Addresses recess for all elementary school students.	2
PEPA14	 Addresses physical activity breaks during school.	2
PEPA15	Joint or shared-use agreements for physical activity participation at all schools.	2
PEPA16	District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.	2
Subtotal for Section 4	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 16. Multiply by 100. Do not count an item if the rating is "0."	100
	Strength Score: Count the number of items rated as "2" and divide this number by 16. Multiply by 100.	100

[Click here for Resources on Physical Activity in Schools](#)

Section 5. Wellness Promotion and Marketing

Rating







WPM1	Encourages staff to model healthy eating and physical activity behaviors.	2
WPM2	 Addresses strategies to support employee wellness.	1
WPM3	Addresses using physical activity as a reward.	2
WPM4	Addresses physical activity not being used as a punishment.	2
WPM5	Addresses physical activity not being withheld as a punishment.	2
WPM6	Specifies marketing to promote healthy food and beverage choices.	2
WPM7	 Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.	2
WPM8	Specifically addresses marketing on school property and equipment (e.g., signs, scoreboards, sports equipment).	2
WPM9	Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).	2
WPM10	Specifically addresses marketing where food is purchased (e.g., exteriors of vending machines, food and beverage cups and containers, food display racks, coolers, trash and recycling containers).	2
WPM11	Specifically addresses marketing in school publications and media (e.g., advertisements in school publications, school radio stations, in-school television, computer screen savers, school-sponsored Internet	2

	sites, and announcements on the public announcement (PA) system).	
WPM12	Specifically addresses marketing through fundraisers and corporate-incentive programs (e.g., fundraising programs that encourage students and their families to sell, purchase, or consume products and corporate incentive programs that provide funds to schools in exchange for proof of purchases of company products, such as Box Tops for Education).	2
Subtotal for Section 5	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 12. Multiply by 100. Do not count an item if the rating is "0."	100
	Strength Score: Count the number of items rated as "2" and divide this number by 12. Multiply by 100.	92

[Click here for Wellness Promotion and Marketing Resources](#)

Section 6. Implementation, Evaluation & Communication

Rating

IEC1	Addresses the establishment of an ongoing district wellness committee.	2
IEC2	 Addresses how all relevant stakeholders (parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrator, and the general public) will participate in the development, implementation, and periodic review and update of the local wellness policy.	2
IEC3	 Identifies the officials responsible for the implementation and compliance of the local wellness policy.	2
IEC4	 Addresses making the wellness policy available to the public.	2
IEC5	 Addresses the assessment of district implementation of the local wellness policy at least once every three years.	2
IEC6	 Triennial assessment results will be made available to the public and will include:	2
IEC7	 Addresses a plan for updating policy based on results of the triennial assessment.	1
IEC8	Addresses the establishment of an ongoing school building level wellness committee.	1
Subtotal for Section 6	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 8. Multiply by 100. Do not count an item if the rating is "0."	100
	Strength Score: Count the number of items rated as "2" and divide this number by 8. Multiply by 100.	75

[Click here for Resources for Wellness Policy Development, Implementation and Evaluation](#)

Overall District Policy Score

Total Comprehensiveness Add the comprehensiveness scores for each of the six sections above and divide this number by 6.	District Score 97
Total Strength Add the strength scores for each of the six sections above and divide this number by 6.	District Score 78



Federal Requirement



Farm to School



CSPAP

Appendix C

2015–16 California Physical Fitness Test



Reference Guide

- Description of Fitness Area Tests
- Healthy Fitness Zones
- Data Collection Requirements
- Administration Tips
- PACER Look-Up and Goal Setting Table

December 2015

Prepared by the
California Department of Education

Available on the California Physical Fitness Test Web site at <http://www.pftdata.org/>.

Overview

The “2015–16 California Physical Fitness Test: Reference Guide” is designed to assist staff in all local educational agencies¹ (LEAs) become familiar with the California Physical Fitness Test (PFT). This guide includes a detailed description of each fitness area tested, the related performance criteria, and suggestions for facilitating the administration of each test. It may be used in conjunction with the “*FITNESSGRAM* Fitness Areas, Test Options, and Equipment” chart found on the California Department of Education (CDE) PFT Program Resources Web page at <http://www.cde.ca.gov/ta/tg/pf/pftresources.asp>. Please note that this guide is not designed as a replacement for the *FITNESSGRAM/ACTIVITYGRAM* Test Administration Manual².

Background

The PFT provides information that can be used by students to assess and plan personal fitness programs; by teachers to design the curriculum of physical education programs; and by parents and guardians to understand their children’s fitness levels. This program also produces results that are used to monitor changes in the physical fitness of California students. By statute (California *Education Code* Section 60800), all LEAs in California are required to administer the PFT annually to all students in grades five, seven, and nine.

¹ Throughout this manual, LEAs include school districts, county offices of education, and charter schools that are independent for assessment purposes (i.e., independent charter schools).

² Throughout this manual, the *FITNESSGRAM/ACTIVITYGRAM* Test Administration Manual (Revised Updated Fourth Edition) is referred to as the *FITNESSGRAM* Test Administration Manual.

³ The *FITNESSGRAM* and Healthy Fitness Zone (HFZ) are registered trademarks of The Cooper Institute.

The State Board of Education designated the *FITNESSGRAM* as the PFT for students in California public schools. The *FITNESSGRAM* is a comprehensive, health-related physical fitness battery developed by The Cooper Institute. The primary goal of the *FITNESSGRAM* is to assist students in establishing lifetime habits of regular physical activity.

*FITNESSGRAM*³

The *FITNESSGRAM* is designed to assess six key fitness areas that represent three broad components of fitness: (1) aerobic capacity, (2) body composition, and (3) muscle strength, endurance, and flexibility. The third component is further divided into four areas: abdominal strength and endurance, trunk extensor strength and flexibility, upper body strength and endurance, and flexibility.

Performance Standards

The *FITNESSGRAM* uses health-related standards to evaluate performance. The desired performance standard for each fitness-area test is the Healthy Fitness Zone (HFZ). This standard represents the level of fitness associated with good health. Students should strive to achieve a score within the HFZ for each fitness-area test.

The *FITNESSGRAM* performance standards are updated on a regular basis. The current year standards should always be used and are included in tables throughout this reference guide and posted as stand-alone versions on the CDE PFT *FITNESSGRAM*: Healthy Fitness Zone Charts Web page at <http://www.cde.ca.gov/ta/tg/pf/healthfitzones.asp>.

Each student's performance is classified into the HFZ or other zones, depending on the fitness area, as follows:

Aerobic Capacity

- Healthy Fitness Zone
- Needs Improvement
- Needs Improvement – Health Risk

Body Composition

- Very Lean
- Healthy Fitness Zone
- Needs Improvement
- Needs Improvement – Health Risk

Muscle Strength, Endurance, and Flexibility

- Healthy Fitness Zone
- Needs Improvement

The Needs Improvement, or NI, designation signifies a fitness area where the student's score is not in the HFZ and where the student would benefit from physical activities designed to improve performance in the designated fitness area to achieve the HFZ. NI – Health Risk specifically indicates increased health risks due to the student's level of fitness.

It is also possible that some students' scores exceed⁴ the HFZ. For Body Composition, this is designated on the *FITNESSGRAM* as in the Very Lean zone. It is important that students and their parents or guardians be aware if Body Composition scores place them in the Very Lean zone.

⁴ For Body Composition, the CDE considers students who exceed the HFZ as meeting the HFZ.

Administration Videos

PFT videos that comply with *California Code of Regulations*, Title 5, are provided for all thirteen of the *FITNESSGRAM* tests, as described in the current *FITNESSGRAM* Test Administration Manual. The videos are available on the Modules, Videos, and Training page of the California PFT Web site at <http://www.pftdata.org/>.

Prior to watching these videos, PFT coordinators and physical education teachers should read this Reference Guide and test protocols, as described in the *FITNESSGRAM* Test Administration Manual, as the manual provides additional information not reflected in these videos.

This Reference Guide describes the six fitness areas tested by the PFT. Following each description are tables that display the data collection requirements, the performance standards (i.e., HFZs) by age and gender, and, if available, the formulas used to generate the scores.

Fitness Areas and Tests

Aerobic Capacity

The Aerobic Capacity fitness area refers to the maximum rate that oxygen can be taken into and used by the body during exercise, which is reported as a $VO_2\text{max}^5$ score. A 90-second video that explains aerobic capacity and $VO_2\text{max}$ is located on the CDE PFT Additional Resources Web page at <http://www.cde.ca.gov/ta/tg/pf/resources.asp>. Aerobic Capacity is considered important because of the research that associates good aerobic capacity in adults with a reduction in many health problems. Three test options are provided to estimate aerobic capacity: One-Mile Run, 20-meter (m) Progressive Aerobic Cardiovascular Endurance Run (PACER), and Walk Test.

All three Aerobic Capacity test options (e.g., One-Mile Run, 20m PACER, and Walk Test) are reported in terms of $VO_2\text{max}$ (Table 1). To calculate $VO_2\text{max}$ for the One-Mile Run, in addition to gender, age, and time, the student's height and weight must be provided. The Walk Test requires the student's weight along with gender, age, and the heart rate in beats per minute. The 20m PACER requires gender, age, and number of laps.

For most students, the collection of their height and weight are probably already collected for calculating their Body Mass Index (BMI). The Cooper Institute has developed HFZ Look-Up Tables to allow teachers to quickly estimate the student's BMI and $VO_2\text{max}$ scores for the One-Mile Run. These tables can be found on the Cooper Institute, Youth Zone, *FITNESSGRAM*, New

FITNESSGRAM Healthy Fitness Zone Standards Web page at <http://www.cooperinstitute.org/youth/fitnessgram/fitness-standards.cfm>.

An Excel spreadsheet calculator, which can be used to estimate BMI and $VO_2\text{max}$ scores and includes the BMI and Aerobic Capacity HFZs, is also available on the CDE PFT Program Resources Web page at <http://www.cde.ca.gov/ta/tg/pf/pftresources.asp>.

Administration Tips for the Aerobic Capacity Tests

- Preparation for any of the tests should include instructions and practice in pacing and in techniques for heart rate monitoring.
- Adequate time should be allowed for students to warm up before taking a test and to cool down after completing the test.
- To avoid potential health and safety issues with students and with generating invalid estimates, do not administer a test in unusually high temperatures or humidity or when the wind is strong.

The HFZs for the Aerobic Capacity test options of the One-Mile Run and 20m PACER begin with age ten and those for the Walk Test begin with age thirteen (Table 1). HFZs for students under the age of ten are not available. Grade five students who are nine years old will be scored using the standards for ten year old students.

⁵ $VO_2\text{max}$ refers to the maximum oxygen consumption of an individual during exercise. The acronym is derived from V = volume per time; O_2 = oxygen; and max = maximum.

Table 1. HFZs for Aerobic Capacity

Aerobic Capacity
One-Mile Run / 20m PACER / Walk Test
VO₂max

Age	Females			Males		
	NI – Health Risk	NI	HFZ	NI – Health Risk	NI	HFZ
5	<p style="text-align: center;">VO₂max standards not available for students ages 5 through 9. For Walk Test only, standards do not apply to students ages 10, 11, and 12.</p>					
6						
7						
8						
9						
10	≤ 37.3	37.4 – 40.1	≥ 40.2	≤ 37.3	37.4 – 40.1	≥ 40.2
11	≤ 37.3	37.4 – 40.1	≥ 40.2	≤ 37.3	37.4 – 40.1	≥ 40.2
12	≤ 37.0	37.1 – 40.0	≥ 40.1	≤ 37.6	37.7 – 40.2	≥ 40.3
13	≤ 36.6	36.7 – 39.6	≥ 39.7	≤ 38.6	38.7 – 41.0	≥ 41.1
14	≤ 36.3	36.4 – 39.3	≥ 39.4	≤ 39.6	39.7 – 42.4	≥ 42.5
15	≤ 36.0	36.1 – 39.0	≥ 39.1	≤ 40.6	40.7 – 43.5	≥ 43.6
16	≤ 35.8	35.9 – 38.8	≥ 38.9	≤ 41.0	41.1 – 44.0	≥ 44.1
17	≤ 35.7	35.8 – 38.7	≥ 38.8	≤ 41.2	41.3 – 44.1	≥ 44.2
17+	≤ 35.3	35.4 – 38.5	≥ 38.6	≤ 41.2	41.3 – 44.2	≥ 44.3

≥ The score is greater than or equal to the indicated value.

≤ The score is less than or equal to the indicated value.

One-Mile Run. The One-Mile Run (Figure 1) estimates aerobic capacity from running performance. Students are instructed to run a mile as fast as possible. Walking is permitted for students who cannot run the total distance. The time taken to complete the run is recorded in minutes and seconds. Students who do not finish the One-Mile Run should be given a time of 59 minutes and 59 seconds. For these students, this

test will be scored Incomplete and reported as Needs Improvement.

The equation used for estimating VO₂max for the One-Mile Run is provided in Figure 2. The PFT data collection requirements, including the acceptable values, for the One-Mile Run are shown in Table 2.

Figure 1. One-Mile Run

Figure 2. Equation for Estimating VO_2 max for the One-Mile Run^{6,7}

$$VO_2 \text{ max} = (.21 * \text{age} * \text{gender}) - (.84 * \text{BMI}) - (8.41 * \text{time}) + (.34 * \text{time} * \text{time}) + 108.94$$

- Gender = 1 for males and 0 for females
- Time⁸ is in minutes (Convert One-Mile Run time from minutes and seconds to minutes for use in this equation by dividing the seconds by 60 and adding the resulting decimal to the minutes.)
- BMI⁹ is Body Mass Index

* signifies multiplication

Figure 3. 20m PACER**Table 2. PFT Data Collection Requirements for the One-Mile Run**

Data	Gender	Age	Time (minutes)	Time (seconds)	Height (feet)	Height (inches)	Weight (pounds)
Acceptable Values	M or F	✓*	3 – 59	0 – 59	3 – 7	0 – 11	30 – 400

* Age requires collecting the student's date of birth and first day of testing.

20m PACER or Progressive Aerobic Cardiovascular Endurance Run. The 20m PACER (Figure 3) estimates aerobic capacity from the number of laps (20m in distance) that are completed. Unlike the other two Aerobic Capacity options, the PACER starts out easy and becomes progressively more difficult. Students are instructed to run as long as possible across a distance and at a specified pace set to music played from a tape or CD. For this test, a set of parallel lines is drawn 20 meters apart. Students start on one line, run

the distance, and touch the opposite line with one foot. Once they hear the sound of a single beep, students turn around and run back to the starting line. Every minute, indicated by a triple beep, the pace gets faster. Students continue in this manner until they fail twice to touch the line before they hear the single beep. In the proper administration of the PACER, a student is allowed two form breaks with the first form break counting as a lap. A student who commits two form breaks after the start of the PACER should be scored 1.

⁶ Cureton, K.J., Sloniger, M.A., O'Bannon, J.P., Black, D.M., McCormack, W.P. (1995). A generalized equation for the prediction of VO_2 peak from one-mile run/walk performance. *Medicine and Science in Sports and Exercise*, 27, 445–451.

⁷ A student's VO_2 max will not be estimated if the student's One-Mile Run time exceeds 13 minutes. The student will be reported as Needs Improvement.

⁸ One-Mile Run time = One-Mile Run minutes + (One-Mile Run seconds/60) [convert One-Mile Run time to a decimal]

⁹ BMI = Weight / (Height * Height)

Height = .3048 * (feet) + .0254 * (inches) [convert height in feet and inches to meters]

Weight = 0.45359237 * (pounds) [convert weight in pounds to kilograms]

There is a 15m PACER for use with elementary or middle school students and only if there is no access to space that accommodates the 20m version. There are **no** HFZs for Aerobic Capacity based on the 15m PACER (Table 1); therefore, if the 15m PACER is administered, these scores must be converted to 20m scores, as shown in the following example:

- A female student, age 12, completes 16 laps on the 15m PACER. This is the equivalent of 12 laps on the 20m PACER, which is the score recorded for this student.

The 15m to 20m PACER conversion table can be found in the *FITNESSGRAM* Test Administration Manual.

The PFT data collection requirements, including the acceptable values, for the 20m PACER are shown in Table 3.

Table 3. PFT Data Collection Requirements for the 20m PACER

Data	Gender	Age	Laps (number)
Acceptable Values	M or F	✓*	1 – 190

* Age requires collecting the student's date of birth and first day of testing.

The formula for scoring the PACER using laps, age, and gender is proprietary to Human Kinetics and The Cooper Institute; therefore, it is not published in this guide.

To assist LEAs with local scoring, the CDE included the PACER calculation in an Excel spreadsheet available from the CDE PFT Program Resources Web page at <http://www.cde.ca.gov/ta/tg/pf/pftresources.asp>. In addition, the PACER Look-Up and Goal Setting Table, which is available at the end of this guide,

includes the gender, age, and number of laps needed to meet the PACER Healthy Fitness Zones. *FitnessGram* 2015 (FG2015) is the most current version of the *FitnessGram* software and includes the changes made to the PACER equation and BMI standards in 2013–14. *FitnessGram* 8 (FG8) and FG9 software is no longer available and no longer scores student data correctly due to these changes. It is important to upgrade software to ensure it is properly scoring to the latest standards. For information on upgrading to FG2015, visit the *FITNESSGRAM* Web site at <http://www.fitnessgram.net/>.

Walk Test. The Walk Test (Figure 4) is only for use with students who are ages 13 or older. This test estimates aerobic capacity from heart rate response to a one-mile walk. Students are instructed to walk one mile as fast as possible. Immediately after the walk, the heart rate is determined. This heart rate (heart beats per minute) is used along with the total walk time (minutes and seconds) and the weight of the student to estimate aerobic capacity. Students who do not finish the Walk Test should be given a time of 59 minutes and 59 seconds. For these students, this test will be scored Incomplete and reported as Needs Improvement.

Figure 4. Walk Test



The equation used for estimating VO_2max for the Walk Test is provided in Figure 5. The PFT data collection requirements, including the acceptable values, for the Walk Test are shown in Table 4.

Figure 5. Rockport Fitness Test Equation for Estimating VO_2max for the Walk Test¹⁰

$$\text{VO}_2\text{max} = 132.853 + (6.315 * \text{gender}) - (.0769 * \text{weight}) - (.3877 * \text{age}) - (3.2649 * \text{time}) - (.1565 * \text{heart rate})$$

- Gender = 1 for males and 0 for females
- Weight is in pounds
- Time¹¹ is in minutes (Convert Walk Test time from minutes and seconds to minutes for use in this equation by dividing the seconds by 60 and adding the resulting decimal to the minutes.)
- Heart rate is beats per minute

* signifies multiplication

Body Composition

The Body Composition fitness area targets the various factors that contribute to an individual's total weight (i.e., percent of muscle, bone, organ, and fat content). Body Composition assessments estimate the level of body fat or the appropriateness of student's weight relative

to his or her height. This component of fitness is considered important because excessive fat content is associated with health problems, such as coronary heart disease, stroke, and diabetes. *FITNESSGRAM* provides three test options to estimate body composition: Skinfold Measurements, Bioelectric Impedance Analyzer, and Body Mass Index.

The HFZs for the body composition test options all begin with age five (Tables 7 and 9). These standards reflect the natural developmental trends for females and males, with boys gaining muscle with age and girls tending to gain body fat through the adolescent years.

Administration Tips for the Body Composition Tests

- Privacy should be provided to the student when measuring a student's height and/or weight.
- Be sure the examiner has practiced taking skinfold measurements.
- As often as possible, the same examiner should administer the skinfold measurements to the same students at subsequent tests.

Table 4. PFT Data Collection Requirements for the Walk Test

Data	Gender	Age	Time (minutes)	Time (seconds)	Heart Rate (# beats per minute)	Weight (pounds)
Acceptable Values	M or F	✓*	3 – 59	0 – 59	30 – 250	30 – 400

* Age requires collecting the student's date of birth and first day of testing.

¹⁰ Kline, G.M., Porcari, J.P., Hintermeister, R., Freedson, P.S., Ward, A., McCarron, R.F. et al. (1987). Estimation of VO_2max from a one-mile track walk, gender, age, and body weight. *Medicine and Science in Sports and Exercise*, 19(3), 253–259.

¹¹ Walk Test time = Walk Test minutes + Walk Test seconds/60 [convert Walk Test time to decimal]

Skinfold Measurements. Skinfold Measurements (Figure 6) estimates body fat by taking the median or middle value from three ordered measurements of the thickness of skinfolds on the triceps and calf of the right side of the body. A device called a skinfold caliper is used to take these measurements. Using the Body Composition Conversion Chart (found in the *FITNESSGRAM* Test Administration Manual), the combined measurements are converted to percentages of body fat. The CDE also accepts percentage of body fat obtained from automated skinfold calipers. Automated skinfold calipers are computerized devices used to acquire, calculate, and display the percentage of body fat together with computer-entered data, such as age and gender. Percentage of body fat is reported under the Bioelectric Impedance Analyzer.

Figure 6. Skinfold Measurements



The equations used for estimating body fat for Skinfold Measurements are provided in Figure 7. The PFT data collection requirements, including the acceptable values, for Skinfold Measurements are shown in Table 5. The HFZs that apply to the Skinfold Measurement estimates of the percentage of body fat are shown in Table 7.

Figure 7. Equations for Estimating Percent Body Fat¹²

Boys percent body fat = $(0.735 \times [\text{triceps value} + \text{calf value}]) + 1.0$

Girls percent body fat = $(0.610 \times [\text{triceps value} + \text{calf value}]) + 5.0$

- Triceps value = median value from three skinfold measurements from triceps site
- Calf value = median value from three skinfold measurements from calf site

* signifies multiplication

Table 5. PFT Data Collection Requirements for the Skinfold Measurements

Data	Gender	Age	Triceps (median value in millimeters)	Calf (median value in millimeters)
Acceptable Values	M or F	✓*	1 – 40	1 – 40

*Age requires collecting the student's date of birth and first day of testing.

Bioelectric Impedance Analyzer (BIA). The BIA (Figure 8) measures resistance to the flow of an electrical signal in the body. The device sends a safe, low energy electrical signal through the body and generates an index of resistance. This resistance value is used by the device along with other values such as height, weight, age,

Figure 8. Bioelectric Impedance Analyzer



¹² Slaughter, M.H., Lohman, T.G., Boileau, R.A., Horswill, C.A., Stillman, R.J., Van Loan, M.D., & Bembien, D.A. (1988). Skinfold equations for estimation of body fatness in children and youth. *Human Biology*, 60, 709-723.

and gender to generate an estimate of body fat. There are various BIA devices available that are affordable, easy to use, and accurate enough for use on the *FITNESSGRAM*. Percent body fat must be reported to the nearest tenth of a percent.

The PFT data collection requirements, including the acceptable values, for BIAs are shown in Table 6. The HFZs that apply to the BIA estimates of the percentage of body fat are shown in Table 7.

Table 6. PFT Data Collection Requirements for BIAs

Data	Gender	Age	Percent Body Fat (nearest tenth of a decimal)
Accepted Values	M or F	✓*	0.1 – 99.9

* Age requires collecting the student's date of birth and first day of testing.

Table 7. HFZs for Percent of Body Fat¹³

Body Composition
Percent Body Fat

Age	Females				Males			
	NI – Health Risk	NI	HFZ	Very Lean	NI – Health Risk	NI	HFZ	Very Lean
5	≥ 28.4	≥ 20.9	20.8 – 9.8	≤ 9.7	≥ 27.0	≥ 18.9	18.8 – 8.9	≤ 8.8
6	≥ 28.4	≥ 20.9	20.8 – 9.9	≤ 9.8	≥ 27.0	≥ 18.9	18.8 – 8.5	≤ 8.4
7	≥ 28.4	≥ 20.9	20.8 – 10.1	≤ 10.0	≥ 27.0	≥ 18.9	18.8 – 8.3	≤ 8.2
8	≥ 28.4	≥ 20.9	20.8 – 10.5	≤ 10.4	≥ 27.0	≥ 18.9	18.8 – 8.4	≤ 8.3
9	≥ 30.8	≥ 22.7	22.6 – 11.0	≤ 10.9	≥ 30.1	≥ 20.7	20.6 – 8.7	≤ 8.6
10	≥ 33.0	≥ 24.4	24.3 – 11.6	≤ 11.5	≥ 33.2	≥ 22.5	22.4 – 8.9	≤ 8.8
11	≥ 34.5	≥ 25.8	25.7 – 12.2	≤ 12.1	≥ 35.4	≥ 23.7	23.6 – 8.8	≤ 8.7
12	≥ 35.5	≥ 26.8	26.7 – 12.7	≤ 12.6	≥ 35.9	≥ 23.7	23.6 – 8.4	≤ 8.3
13	≥ 36.3	≥ 27.8	27.7 – 13.4	≤ 13.3	≥ 35.0	≥ 22.9	22.8 – 7.8	≤ 7.7
14	≥ 36.8	≥ 28.6	28.5 – 14.0	≤ 13.9	≥ 33.2	≥ 21.4	21.3 – 7.1	≤ 7.0
15	≥ 37.1	≥ 29.2	29.1 – 14.6	≤ 14.5	≥ 31.5	≥ 20.2	20.1 – 6.6	≤ 6.5
16	≥ 37.4	≥ 29.8	29.7 – 15.3	≤ 15.2	≥ 31.6	≥ 20.2	20.1 – 6.5	≤ 6.4
17	≥ 37.9	≥ 30.5	30.4 – 15.9	≤ 15.8	≥ 33.0	≥ 21.0	20.9 – 6.7	≤ 6.6
17+	≥ 38.6	≥ 31.4	31.3 – 16.5	≤ 16.4	≥ 35.1	≥ 22.3	22.2 – 7.0	≤ 6.9

≥ The score is greater than or equal to the indicated value.

≤ The score is less than or equal to the indicated value.

¹³ A body fat percentage that falls below the range included in the HFZ is identified as Very Lean. Although the CDE considers these scores to be in the HFZ, students falling into the Very Lean category should be informed of this designation and told that being too lean may not be best for optimal health.

Body Mass Index. The Body Mass Index (Figure 9), which is commonly referred to as the BMI, is not an estimate of body fat. Instead, it provides information on the appropriateness of a student's weight relative to his or her height. The Body Mass Index is not the recommended body composition test particularly for some students with high muscle mass; however, it is available because there may be local policies limiting skinfold measurements.

Figure 9. Body Mass Index

The equation used for estimating Body Mass Index is provided in Figure 10. The PFT data collection requirements, including the acceptable values, for Body Mass Index are shown in

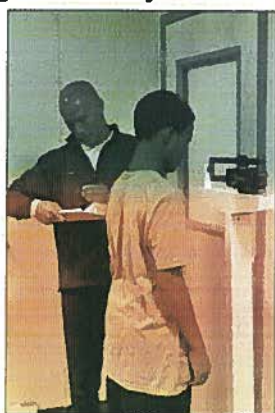


Table 8. (The height and weight data is also used in the estimation of VO_2 max for the One-Mile Run and 20m PACER.) The HFZs that apply to the Body Mass Index are provided in Table 9.

Figure 10. Equation for Estimating Body Mass Index

$BMI = \text{Weight} / (\text{Height} * \text{Height})$

- $\text{Height} = .3048 * (\text{feet}) + .0254 * (\text{inches})$
[convert height in feet and inches to meters]
- $\text{Weight} = 0.45359237 * (\text{pounds})$ [convert weight in pounds to kilograms]

* signifies multiplication

Table 8. PFT Data Collection Requirements for Body Mass Index

Data	Gender	Age	Height (feet)	Height (inches)	Weight (pounds)
Acceptable Values	M or F	✓*	3 – 7	0 – 11	30 – 400

* Age requires collecting the student's date of birth and first day of testing.

Table 9. HFZs for Body Mass Index¹⁴

Body Composition
Body Mass Index

Age	Females				Males			
	NI – Health Risk	NI	HFZ	Very Lean	NI – Health Risk	NI	HFZ	Very Lean
5	≥ 18.5	≥ 16.9	16.8 – 13.6	≤ 13.5	≥ 18.1	≥ 16.9	16.8 – 13.9	≤ 13.8
6	≥ 19.2	≥ 17.3	17.2 – 13.5	≤ 13.4	≥ 18.8	≥ 17.2	17.1 – 13.8	≤ 13.7
7	≥ 20.2	≥ 18.0	17.9 – 13.6	≤ 13.5	≥ 19.6	≥ 17.7	17.6 – 13.8	≤ 13.7
8	≥ 21.2	≥ 18.7	18.6 – 13.7	≤ 13.6	≥ 20.6	≥ 18.3	18.2 – 14.0	≤ 13.9
9	≥ 22.4	≥ 19.5	19.4 – 14.0	≤ 13.9	≥ 21.6	≥ 19.0	18.9 – 14.2	≤ 14.1
10	≥ 23.6	≥ 20.4	20.3 – 14.3	≤ 14.2	≥ 22.7	≥ 19.8	19.7 – 14.5	≤ 14.4
11	≥ 24.7	≥ 21.3	21.2 – 14.7	≤ 14.6	≥ 23.7	≥ 20.6	20.5 – 14.9	≤ 14.8
12	≥ 25.8	≥ 22.2	22.1 – 15.2	≤ 15.1	≥ 24.7	≥ 21.4	21.3 – 15.3	≤ 15.2
13	≥ 26.8	≥ 23.0	22.9 – 15.7	≤ 15.6	≥ 25.6	≥ 22.3	22.2 – 15.8	≤ 15.7
14	≥ 27.7	≥ 23.7	23.6 – 16.2	≤ 16.1	≥ 26.5	≥ 23.1	23.0 – 16.4	≤ 16.3
15	≥ 28.5	≥ 24.4	24.3 – 16.7	≤ 16.6	≥ 27.2	≥ 23.8	23.7 – 16.9	≤ 16.8
16	≥ 29.3	≥ 24.9	24.8 – 17.1	≤ 17.0	≥ 27.9	≥ 24.6	24.5 – 17.5	≤ 17.4
17	≥ 30.0	≥ 25.0	24.9 – 17.5	≤ 17.4	≥ 28.6	≥ 25.0	24.9 – 18.1	≤ 18.0
17+	≥ 30.0	≥ 25.0	24.9 – 17.8	≤ 17.7	≥ 29.3	≥ 25.0	24.9 – 18.6	≤ 18.5

≥ The score is greater than or equal to the indicated value.

≤ The score is less than or equal to the indicated value.

¹⁴ A Body Mass Index, or BMI, that falls below the range included in the HFZ is identified as Very Lean. Although the CDE considers these scores to be in the HFZ, students falling into the Very Lean category should be informed of this designation and told that being too lean may not be best for optimal health.

Muscle Strength, Endurance, and Flexibility

The muscle strength, endurance, and flexibility fitness area determines the health status of the musculoskeletal system (i.e., muscles and bones throughout the body). Balanced, healthy functioning of this system requires that muscles work forcefully (i.e., strength), over a period of time (i.e., endurance), and be flexible enough to have a full range of motion at the joints (i.e., flexibility). This component of fitness is important, because it can reduce potential restrictions in independent living as adults (e.g., chronic lower back pain).

To determine the health level of the musculoskeletal system, four major areas are tested: (1) abdominal strength and endurance, (2) trunk extensor strength and flexibility, (3) upper body strength and endurance, and (4) flexibility.

Abdominal Strength and Endurance

Abdominal strength and endurance are important in promoting good posture and correct pelvic alignment. The latter is important in the maintenance of lower back health. The Curl-Up (Figure 11) is the only test that is used to determine this area of fitness.

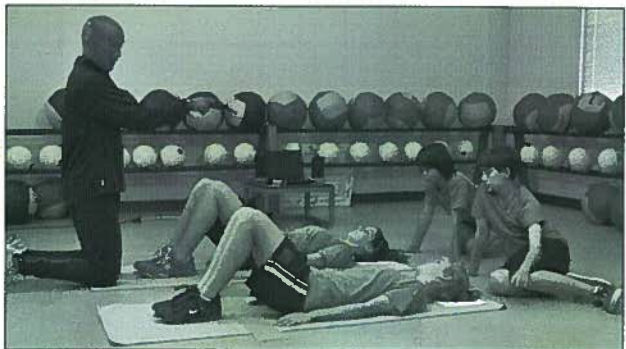
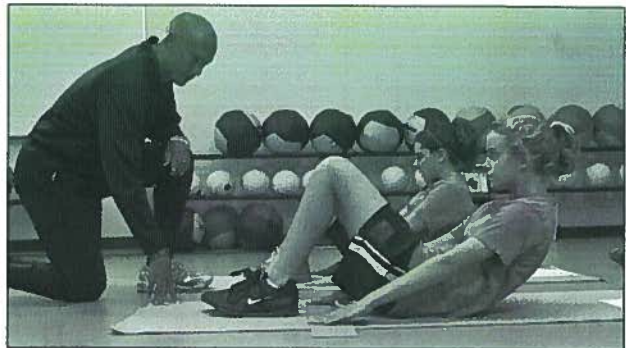
Curl-Up. Students are to complete as many Curl-Ups as possible (to a maximum of 75), at a specified pace of about one Curl-Up every three seconds. The pace should be called or played on a prerecorded tape or CD. The *FITNESSGRAM* Test Administration Manual supplies a CD with cadences for the Curl-Up. (Cadences help students with pacing their movements.) On a mat, students lie on their backs with their knees bent at a 140° angle, feet flat on the mat and their hands at their sides, palms face down. Moving slowly, students curl up, sliding fingers across a measuring strip on the mat, and then curl back down until the head touches the mat. Students are stopped after reaching 75 Curl-Ups, when the second form break occurs, or at four minutes.

In the proper administration of the Curl-Up, a student is allowed two form breaks with the first form break counting as a repetition. A student who commits two form breaks immediately after the start of the Curl-Up should be scored 1.

Administration Tips for the Curl-Up

- Allow students to practice and learn the correct Curl-Up form.
- Curl-Up movements should be rhythmical (i.e., with the cadence) and continuous. Pauses and rest periods are not allowed.
- Students should reposition themselves if the body moves and the head does not contact the mat at the appropriate spot or the measuring strip moves out of position.
- Students should be stopped after four minutes.

Figure 11. Curl-Up



The PFT data collection requirements, including the acceptable values, for the Curl-Up are shown in Table 10. The HFZs for the Curl-Up are shown in Table 11.

Table 10. PFT Data Collection Requirements for the Curl-Up

Data	Gender	Age	Curl-Ups (# completed)
Acceptable Values	M or F	✓*	1 – 75

* Age requires collecting the student's date of birth and first day of testing.

Table 11. HFZs for the Curl-Up
Abdominal Strength and Endurance
Curl-Up
(# completed)

Age	Females	Males
5	≥ 2	≥ 2
6	≥ 2	≥ 2
7	≥ 4	≥ 4
8	≥ 6	≥ 6
9	≥ 9	≥ 9
10	≥ 12	≥ 12
11	≥ 15	≥ 15
12	≥ 18	≥ 18
13	≥ 18	≥ 21
14	≥ 18	≥ 24
15	≥ 18	≥ 24
16	≥ 18	≥ 24
17	≥ 18	≥ 24
17+	≥ 18	≥ 24

≥ The score is greater than or equal to the indicated value.

Trunk Extensor Strength and Flexibility

Trunk extensor strength and flexibility is an important component of fitness because it predicts first time and recurrent lower back pain – a major

Figure 12. Trunk Lift



source of disability and discomfort in the United States. Although risks of developing back pain are greater with age, awareness and attention to trunk musculature at an early age is important to reduce future risks. The Trunk Lift (Figure 12) is the only test used to determine this area of fitness.

Trunk Lift. While lying face down on a mat, students are asked to slowly lift the upper body off the floor, using the muscles of the back, to a maximum of 12 inches. Students need to hold the position for measurement (i.e., distance from the floor to the student's chin), which is recorded in whole inches only. During the test, students should be instructed to keep their eyes focused on a spot on the floor. Once the measurement is made, the student returns to the starting position. A second trial is conducted, and the highest score is recorded.

Administration Tips for the Trunk Lift

- Students should not bounce during the test.
- Providing a spot on the floor for the student to focus on should assist the student in maintaining the head in the proper position.
- As a safety precaution, students should **not** be encouraged to lift higher than 12 inches since excessive arching of the back may harm the student by compressing the intervertebral disks.

The PFT data collection requirements, including the acceptable values, for the Trunk Lift are shown in Table 12. The HFZs for the Trunk Lift are shown in Table 13.

Table 12. PFT Data Collection Requirements for the Trunk Lift

Data	Gender	Age	Trunk Lift (# of inches)
Acceptable Values	M or F	✓*	0 – 12

* Age requires collecting the student's date of birth and first day of testing.

Table 13. HFZs for the Trunk Lift
Trunk Extensor Strength and Flexibility

Trunk Lift (# of inches)		
Age	Females	Males
5	6 – 12	6 – 12
6	6 – 12	6 – 12
7	6 – 12	6 – 12
8	6 – 12	6 – 12
9	6 – 12	6 – 12
10	9 – 12	9 – 12
11	9 – 12	9 – 12
12	9 – 12	9 – 12
13	9 – 12	9 – 12
14	9 – 12	9 – 12
15	9 – 12	9 – 12
16	9 – 12	9 – 12
17	9 – 12	9 – 12
17+	9 – 12	9 – 12

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Upper Body Strength and Endurance

Upper body strength and endurance is an important fitness area that contributes to the

maintenance of functional health and good posture. Three options are available to determine upper body strength: Push-Up, Modified Pull-Up, and Flexed-Arm Hang.

Push-Up. Students are instructed to complete as many 90° Push-Ups (Figure 13) as possible at a specified pace (of about one push-up every three seconds), up to a maximum of 75. The pace should be called or played on a prerecorded CD. The *FITNESSGRAM* Test Administration Manual supplies a CD with cadence for the Push-Up. (Cadences help students with pacing their movements.) Students are stopped after reaching 75 Push-Ups, when the second form break occurs, at four minutes, or when they experience extreme discomfort.

In the proper administration of the Push-Up, a student is allowed two form breaks with the first form break counting as a repetition. A student who commits two form breaks immediately after the start of the Push-Up should be scored 1.

Administration Tips for the Push-Up

- Allow students to practice and learn the correct Push-Up form.
- Females and males follow the same protocol.

The PFT data collection requirements, including the acceptable values, for the Push-Up are shown in Table 14. The HFZs for the Push-Up are shown in Table 15.

Figure 13. Push-Up

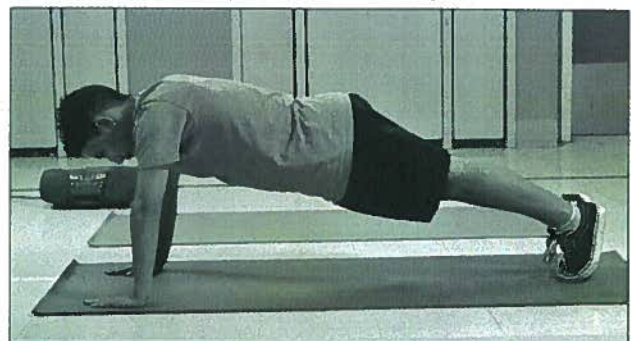


Table 14. PFT Data Collection Requirements for the Push-Up

Data	Gender	Age	90° Push-Up (# completed)
Acceptable Values	M or F	✓*	1 – 75

* Age requires collecting the student's date of birth and first day of testing.

Table 15. HFZs for the Push-Up
Upper Body Strength and Endurance

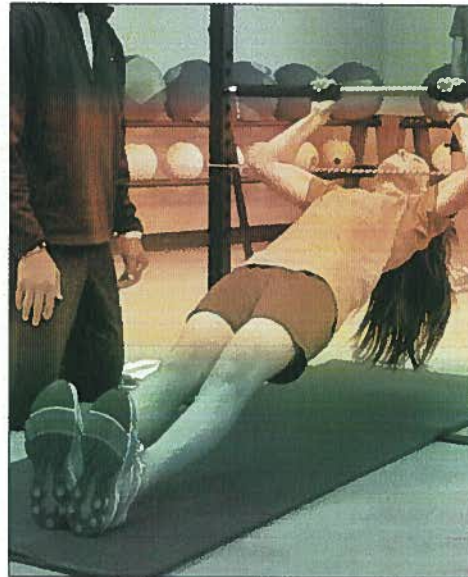
90° Push-Up (# completed)		
Age	Females	Males
5	≥ 3	≥ 3
6	≥ 3	≥ 3
7	≥ 4	≥ 4
8	≥ 5	≥ 5
9	≥ 6	≥ 6
10	≥ 7	≥ 7
11	≥ 7	≥ 8
12	≥ 7	≥ 10
13	≥ 7	≥ 12
14	≥ 7	≥ 14
15	≥ 7	≥ 16
16	≥ 7	≥ 18
17	≥ 7	≥ 18
17+	≥ 7	≥ 18

≥ The score is greater than or equal to the indicated value.

Modified Pull-Up. For the Modified Pull-Up (Figure 14), students are instructed to successfully complete as many Modified Pull-Ups as possible. Students perform the Modified Pull-Up by lying on their backs directly under a bar. Students grasp

the bar and pull up their upper bodies until the chin reaches a specified level, marked by an elastic band. Students are stopped when the second form break occurs. The number of Modified Pull-Ups is recorded.

In the proper administration of the Modified Pull-Up, a student is allowed two form breaks with the first form break counting as a repetition. A student who commits two form breaks immediately after the start of the Modified Pull-Up should be scored 1.

Figure 14. Modified Pull-Up**Administration Tips for the Modified Pull-Up**

- Only arm movement is allowed. The body should be kept straight.
- Movement should be rhythmical and continuous. Students may not stop to rest.

The PFT data collection requirements, including the acceptable values, for the Modified Pull-Up are shown in Table 16. The HFZs for the Modified Pull-Up are shown in Table 17.

Table 16. PFT Data Collection Requirements for the Modified Pull-Up

Data	Gender	Age	Modified Pull-Up (# completed)
Acceptable Values	M or F	✓*	1 – 75

* Age requires collecting the student's date of birth and first day of testing.

Table 17. HFZs for the Modified Pull-Up
Upper Body Strength and Endurance

Age	Modified Pull-Up (# completed)	
	Females	Males
5	≥ 2	≥ 2
6	≥ 2	≥ 2
7	≥ 3	≥ 3
8	≥ 4	≥ 4
9	≥ 4	≥ 5
10	≥ 4	≥ 5
11	≥ 4	≥ 6
12	≥ 4	≥ 7
13	≥ 4	≥ 8
14	≥ 4	≥ 9
15	≥ 4	≥ 10
16	≥ 4	≥ 12
17	≥ 4	≥ 14
17+	≥ 4	≥ 14

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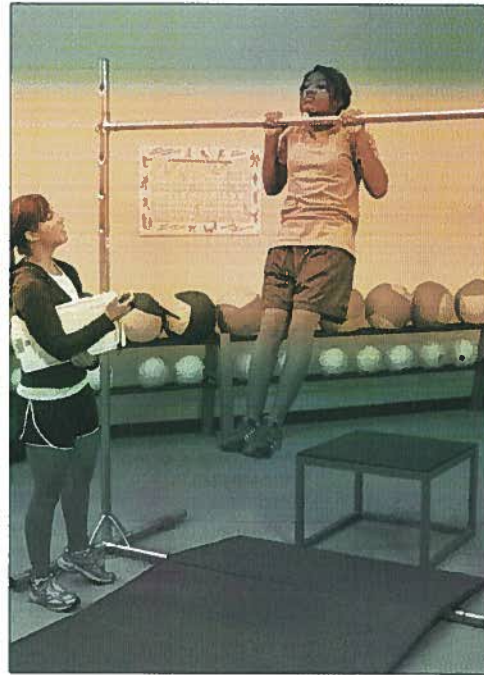
≥ The score is greater than or equal to the indicated value.

Flexed-Arm Hang. For the Flexed-Arm Hang (Figure 15), students are instructed to hang by the arms with their chin above a bar as long as possible. Students are stopped when the chin drops below the bar or when a form break occurs. The length of time hanging is recorded in seconds.

Administration Tips for the Flexed-Arm Hang

- The body should not swing during the test.
- Only one trial is permitted unless the examiner believes that the student has not had a fair opportunity to perform one trial.

The PFT data collection requirements, including the acceptable values, for the Flexed-Arm Hang are shown in Table 18. The HFZs for the Flexed-Arm Hang are shown in Table 19.

Figure 15. Flexed-Arm Hang**Table 18. PFT Data Collection Requirements for the Flexed-Arm Hang**

Data	Gender	Age	Flexed-Arm Hang (# of seconds)
Acceptable Values	M or F	✓*	0 – 90

* Age requires collecting the student's date of birth and first day of testing.

Table 19. HFZs for the Flexed-Arm Hang
Upper Body Strength and Endurance

Flexed-Arm Hang (# of seconds)		
Age	Females	Males
5	≥ 2	≥ 2
6	≥ 2	≥ 2
7	≥ 3	≥ 3
8	≥ 3	≥ 3
9	≥ 4	≥ 4
10	≥ 4	≥ 4
11	≥ 6	≥ 6
12	≥ 7	≥ 10
13	≥ 8	≥ 12
14	≥ 8	≥ 15
15	≥ 8	≥ 15
16	≥ 8	≥ 15
17	≥ 8	≥ 15
17+	≥ 8	≥ 15

≥ The score is greater than or equal to the indicated value.

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Flexibility

Flexibility of the joints, both in the upper and lower body, is an important component of health-related fitness. People benefit from increased flexibility on a daily basis, both in routine tasks and those associated with more rigorous physical activity. Two options are available to determine a student's flexibility: Back-Saver Sit and Reach and Shoulder Stretch.

Back-Saver Sit and Reach. The Back-Saver Sit and Reach (Figure 16) predominantly measures the flexibility of the hamstring muscles. Students are instructed to reach the specified distance on the left and right sides of the body. Starting in a sitting position, with the left leg extended (the foot

is flat against front side of the box needed for this test) and the right leg bent, the student reaches forward with both hands along the scale of the box. The student reaches four times and holds the position on the fourth reach for at least one second. The distance the student reaches is recorded to the nearest inch and to a maximum of 12 inches. To measure reach distance with the other side of the body, the same procedure is repeated with the extended and bent legs switched. The scores are recorded separately for the two sides of the body. To be in the HFZ for the Back-Saver Sit and Reach, the student should meet the reach criteria using both the left and right sides of the body.

Administration Tips for the Back-Saver Sit and Reach

- The knee of the extended leg should remain straight. The examiner may place one hand on the student's knee as a reminder to keep the knee straight. As a safety precaution, care should be taken not to push or use force to hold down the student's knee.
- Hips must remain square to the box. Do not allow the student to turn the hip away from the box as he or she reaches.
- As a safety precaution, reach performance should be limited to 12 inches.

Figure 16. Back-Saver Sit and Reach



The PFT data collection requirements, including the acceptable values, for the Back-Saver Sit and Reach are shown in Table 20. The HFZs for the Back-Saver Sit and Reach are shown in Table 21.

Table 20. PFT Data Collection Requirements for the Back-Saver Sit and Reach

Data	Gender	Age	Left Side (# of inches)	Right Side (# of inches)
Acceptable Values	M or F	✓*	0 – 12	0 – 12

*Age requires collecting the student's date of birth and first day of testing.

Table 21. HFZs for the Back-Saver Sit and Reach Flexibility

**Back-Saver Sit and Reach
(# of inches)**

Age	Females	Males
5	9	8
6	9	8
7	9	8
8	9	8
9	9	8
10	9	8
11	10	8
12	10	8
13	10	8
14	10	8
15	12	8
16	12	8
17	12	8
17+	12	8

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Shoulder Stretch. The Shoulder Stretch (Figure 17) measures upper body flexibility. Students are instructed to touch the fingertips together behind the back with one hand reaching over the shoulder and the other under the elbow. Both shoulders are tested and each is recorded separately.

The PFT data collection requirements, including the acceptable values, for the Shoulder Stretch are shown in Table 22. The HFZs for the Shoulder Stretch are shown in Table 23.

Table 22. PFT Data Collection Requirements for the Shoulder Stretch

Data	Gender	Age	Left Side	Right Side
Acceptable Values	M or F	✓*	Yes or No	Yes or No

*Age requires collecting the student's date of birth and first day of testing.

Table 23. HFZs for the Shoulder Stretch

Age	Females & Males
All	Touching the fingertips together behind the back on both the left and right sides.

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Figure 17. Shoulder Stretch



General Administration Information

Suggestions for PFT Administration

Most of the *FITNESSGRAM* tests can be administered in a space equivalent to the size of most classrooms. The test options for Aerobic Capacity require the greatest amount of space. One of these options, the PACER, requires a space that can accommodate the 15m or 20m distance needed to carry out the test. Schools with limited space may consider using one of the following options:

- Classrooms, lunchrooms, auditoriums, or other similar spaces
- Physical education facilities on other school campuses
- Local park and recreation facilities

Testing Students with Disabilities

Certain variations or accommodations may be provided for students with disabilities who need special assistance on the PFT. Variations and accommodations should be specified in the student's individualized education program (IEP) or Section 504 plan. *Matrix 2. Matrix of Variations, Accommodations, and Modifications for Administration of the CAHSEE, CELDT, and PFT* provides a list of the types of variations and accommodations that are available for the PFT. This matrix is posted on the CDE Assessment Information Web page at <http://www.cde.ca.gov/ta/tg/ai/> under the "General Information & Calendars" tab.

FITNESSGRAM is intended for use with students with disabilities who do not require modifications. Teachers will, in some situations, be working with students with disabilities who do require

modifications. If certain physical fitness components are deemed important as a dimension in physical education, they are equally important for all students. Therefore, teachers needing assistance with test variations should contact the High School and Physical Fitness Assessment Office by phone at 916-445-9449 or by e-mail at pft@cde.ca.gov.

Administration Resources

The *FITNESSGRAM* Test Administration Manual can be purchased from US Games by phone at 1-800-327-0484. The manual includes a DVD of all the test protocols and a CD (which may be purchased separately) with the pace or cadences for the 15m and 20m PACER, Curl-Up, and Push-Up. In addition, due to the availability of the 15m PACER, there is a conversion table for converting the 15m laps to 20m laps for PACER scoring purposes. This conversion table can be found in the *FITNESSGRAM* Test Administration Manual.

FITNESSGRAM software may be purchased by calling 1-800-327-0484 and the customer should ask if the *FITNESSGRAM* Test Administration Manual is included with the purchase of the software. Additional information about *FITNESSGRAM* products is available on the *FITNESSGRAM* Web site at <http://www.fitnessgram.net/>.

More Information

More information about the PFT and the *FITNESSGRAM* are available on the California PFT Web site at <http://www.pftdata.org/>. This Web site has a Modules, Videos, and Training Web page containing videos and materials that may be used by PFT coordinators and physical education teachers to better understand the content and requirements of the PFT and the *FITNESSGRAM*.

Progressive Aerobic Cardiovascular Endurance Run (PACER) Look-Up and Goal Setting Table

Beginning with 2013–14, the PACER, which is one of the three Aerobic Capacity test options available in the *FITNESSGRAM*¹, is based on student gender, age, and laps only. This table provides the minimum number of 20-meter (20m) laps that males and females need to achieve the Healthy Fitness Zone (HFZ) for the PACER, which is still reported in terms of $VO_2\text{max}$ ². Although students can set goals based on the minimum number of PACER laps, teachers are encouraged to discuss the importance of aerobic capacity and to ensure that students understand how $VO_2\text{max}$ is influenced by gender and age.

Age	Females Minimum Number of 20m PACER Laps	Females Aerobic Capacity HFZ $VO_2\text{max}$	Males Minimum Number of 20m PACER Laps	Males Aerobic Capacity HFZ $VO_2\text{max}$
10	17	≥ 40.2	17	≥ 40.2
11	20	≥ 40.2	20	≥ 40.2
12	23	≥ 40.1	23	≥ 40.3
13	25	≥ 39.7	29	≥ 41.1
14	27	≥ 39.4	36	≥ 42.5
15	30	≥ 39.1	42	≥ 43.6
16	32	≥ 38.9	47	≥ 44.1
17	35	≥ 38.8	50	≥ 44.2
17+	38	≥ 38.6	54	≥ 44.3

Note: The information in this table should not be used to attempt to derive a formula for calculating $VO_2\text{max}$ from PACER laps. The $VO_2\text{max}$ values establish the HFZ for the gender and age and are not the exact $VO_2\text{max}$ values that would be obtained from the number of laps displayed.

¹ The *FITNESSGRAM* and Healthy Fitness Zone (HFZ) are registered trademarks of The Cooper Institute.

² $VO_2\text{max}$ refers to the maximum oxygen consumption of an individual during exercise. The acronym is derived from V = volume per time; O_2 = oxygen; and max = maximum.

Appendix D

FITNESSGRAM® Healthy Fitness Zone Performance Standards



FEMALES

For each test area, the FITNESSGRAM uses the Healthy Fitness Zone (HFZ) to evaluate fitness performance. The performance goal for all test areas is the HFZ.

Aerobic Capacity

One-Mile Run / 20m PACER / Walk Test
VO₂Max

Age	NI-Health Risk	NI	HFZ
10	≤ 37.3	37.4 – 40.1	≥ 40.2
11	≤ 37.3	37.4 – 40.1	≥ 40.2
12	≤ 37.0	37.1 – 40.0	≥ 40.1
13	≤ 36.6	36.7 – 39.6	≥ 39.7
14	≤ 36.3	36.4 – 39.3	≥ 39.4
15	≤ 36.0	36.1 – 39.0	≥ 39.1
16	≤ 35.8	35.9 – 38.8	≥ 38.9
17	≤ 35.7	35.8 – 38.7	≥ 38.8
17+	≤ 35.3	35.4 – 38.5	≥ 38.6

The Needs Improvement (NI)-Health Risk zone is for students who score below NI.

VO₂Max standards are not available for students ages 5 through 9.

For the Walk Test only, standards are not available for students ages 10, 11, and 12.

VO₂Max calculations are in the Reference Guide on the California Physical Fitness Test Resources Web page at <http://www.pftdata.org/resources.aspx>.

Grade five students age 9 with time or laps reported have a VO₂Max calculated and are compared to the HFZ for students age 10. VO₂Max will not be calculated for students less than age 9, but the student will be reported in the HFZ.

Body Composition

Skinfold Measurements / Bioelectric Impedance Analyzer
percent body fat

Body Mass Index

Age	NI-Health Risk	NI	HFZ	Very Lean
5	≥ 28.4	≥ 20.9	20.8 – 9.8	≤ 9.7
6	≥ 28.4	≥ 20.9	20.8 – 9.9	≤ 9.8
7	≥ 28.4	≥ 20.9	20.8 – 10.1	≤ 10.0
8	≥ 28.4	≥ 20.9	20.8 – 10.5	≤ 10.4
9	≥ 30.8	≥ 22.7	22.6 – 11.0	≤ 10.9
10	≥ 33.0	≥ 24.4	24.3 – 11.6	≤ 11.5
11	≥ 34.5	≥ 25.8	25.7 – 12.2	≤ 12.1
12	≥ 35.5	≥ 26.8	26.7 – 12.7	≤ 12.6
13	≥ 36.3	≥ 27.8	27.7 – 13.4	≤ 13.3
14	≥ 36.8	≥ 28.6	28.5 – 14.0	≤ 13.9
15	≥ 37.1	≥ 29.2	29.1 – 14.6	≤ 14.5
16	≥ 37.4	≥ 29.8	29.7 – 15.3	≤ 15.2
17	≥ 37.9	≥ 30.5	30.4 – 15.9	≤ 15.8
17+	≥ 38.6	≥ 31.4	31.3 – 16.5	≤ 16.4

Age	NI-Health Risk	NI	HFZ	Very Lean
5	≥ 18.5	≥ 16.9	16.8 – 13.6	≤ 13.5
6	≥ 19.2	≥ 17.3	17.2 – 13.5	≤ 13.4
7	≥ 20.2	≥ 18.0	17.9 – 13.6	≤ 13.5
8	≥ 21.2	≥ 18.7	18.6 – 13.7	≤ 13.6
9	≥ 22.4	≥ 19.5	19.4 – 14.0	≤ 13.9
10	≥ 23.6	≥ 20.4	20.3 – 14.3	≤ 14.2
11	≥ 24.7	≥ 21.3	21.2 – 14.7	≤ 14.6
12	≥ 25.8	≥ 22.2	22.1 – 15.2	≤ 15.1
13	≥ 26.8	≥ 23.0	22.9 – 15.7	≤ 15.6
14	≥ 27.7	≥ 23.7	23.6 – 16.2	≤ 16.1
15	≥ 28.5	≥ 24.4	24.3 – 16.7	≤ 16.6
16	≥ 29.3	≥ 24.9	24.8 – 17.1	≤ 17.0
17	≥ 30.0	≥ 25.0	24.9 – 17.5	≤ 17.4
17+	≥ 30.0	≥ 25.0	24.9 – 17.8	≤ 17.7

The NI-Health Risk zone is for students above NI, and the Very Lean zone is for students below the HFZ. Students who fall in the Very Lean zone will be reported in the HFZ.

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≥ The score is greater than or equal to the indicated value

≤ The score is less than or equal to the indicated value

FITNESSGRAM® Healthy Fitness Zone Performance Standards



FEMALES

For each test area, the FITNESSGRAM uses the Healthy Fitness Zone (HFZ) to evaluate fitness performance. The performance goal for all test areas is the HFZ.

	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance			Flexibility	
	Curl-Up # completed	Trunk Lift # of inches	Push-Up # completed	Modified Pull-Up # completed	Flexed-Arm Hang # of seconds	Back Saver Sit & Reach # of inches	Shoulder Stretch
Age	HFZ	HFZ	HFZ	HFZ	HFZ	HFZ	HFZ
5	≥ 2	6 – 12	≥ 3	≥ 2	≥ 2	9	Y*
6	≥ 2	6 – 12	≥ 3	≥ 2	≥ 2	9	Y*
7	≥ 4	6 – 12	≥ 4	≥ 3	≥ 3	9	Y*
8	≥ 6	6 – 12	≥ 5	≥ 4	≥ 3	9	Y*
9	≥ 9	6 – 12	≥ 6	≥ 4	≥ 4	9	Y*
10	≥ 12	9 – 12	≥ 7	≥ 4	≥ 4	9	Y*
11	≥ 15	9 – 12	≥ 7	≥ 4	≥ 6	10	Y*
12	≥ 18	9 – 12	≥ 7	≥ 4	≥ 7	10	Y*
13	≥ 18	9 – 12	≥ 7	≥ 4	≥ 8	10	Y*
14	≥ 18	9 – 12	≥ 7	≥ 4	≥ 8	10	Y*
15	≥ 18	9 – 12	≥ 7	≥ 4	≥ 8	12	Y*
16	≥ 18	9 – 12	≥ 7	≥ 4	≥ 8	12	Y*
17	≥ 18	9 – 12	≥ 7	≥ 4	≥ 8	12	Y*
17+	≥ 18	9 – 12	≥ 7	≥ 4	≥ 8	12	Y*

* Touching fingertips together behind the back on both the right and left sides.

FITNESSGRAM® Healthy Fitness Zone Performance Standards



MALES

For each test area, the FITNESSGRAM uses the Healthy Fitness Zone (HFZ) to evaluate fitness performance. The performance goal for all test areas is the HFZ.

Aerobic Capacity

One-Mile Run / 20m PACER / Walk Test
VO₂Max

Age	NI-Health Risk	NI	HFZ
10	≤ 37.3	37.4 – 40.1	≥ 40.2
11	≤ 37.3	37.4 – 40.1	≥ 40.2
12	≤ 37.6	37.7 – 40.2	≥ 40.3
13	≤ 38.6	38.7 – 41.0	≥ 41.1
14	≤ 39.6	39.7 – 42.4	≥ 42.5
15	≤ 40.6	40.7 – 43.5	≥ 43.6
16	≤ 41.0	41.1 – 44.0	≥ 44.1
17	≤ 41.2	41.3 – 44.1	≥ 44.2
17+	≤ 41.2	41.3 – 44.2	≥ 44.3

The Needs Improvement (NI)-Health Risk zone is for students who score below NI.

VO₂Max standards are not available for students ages 5 through 9.

For the Walk Test only, standards are not available for students ages 10, 11, and 12.

VO₂Max calculations are in the Reference Guide on the California Physical Fitness Test Resources Web page at <http://www.pftdata.org/resources.aspx>.

Grade five students age 9 with time or laps reported have a VO₂Max calculated and are compared to the HFZ for students age 10. VO₂Max will not be calculated for students less than age 9, but the student will be reported in the HFZ.

Body Composition

Skinfold Measurements / Bioelectric Impedance Analyzer
percent body fat

Age	NI-Health Risk	NI	HFZ	Very Lean
5	≥ 27.0	≥ 18.9	18.8 – 8.9	≤ 8.8
6	≥ 27.0	≥ 18.9	18.8 – 8.5	≤ 8.4
7	≥ 27.0	≥ 18.9	18.8 – 8.3	≤ 8.2
8	≥ 27.0	≥ 18.9	18.8 – 8.4	≤ 8.3
9	≥ 30.1	≥ 20.7	20.6 – 8.7	≤ 8.6
10	≥ 33.2	≥ 22.5	22.4 – 8.9	≤ 8.8
11	≥ 35.4	≥ 23.7	23.6 – 8.8	≤ 8.7
12	≥ 35.9	≥ 23.7	23.6 – 8.4	≤ 8.3
13	≥ 35.0	≥ 22.9	22.8 – 7.8	≤ 7.7
14	≥ 33.2	≥ 21.4	21.3 – 7.1	≤ 7.0
15	≥ 31.5	≥ 20.2	20.1 – 6.6	≤ 6.5
16	≥ 31.6	≥ 20.2	20.1 – 6.5	≤ 6.4
17	≥ 33.0	≥ 21.0	20.9 – 6.7	≤ 6.6
17+	≥ 35.1	≥ 22.3	22.2 – 7.0	≤ 6.9

Body Mass Index

Age	NI-Health Risk	NI	HFZ	Very Lean
5	≥ 18.1	≥ 16.9	16.8 – 13.9	≤ 13.8
6	≥ 18.8	≥ 17.2	17.1 – 13.8	≤ 13.7
7	≥ 19.6	≥ 17.7	17.6 – 13.8	≤ 13.7
8	≥ 20.6	≥ 18.3	18.2 – 14.0	≤ 13.9
9	≥ 21.6	≥ 19.0	18.9 – 14.2	≤ 14.1
10	≥ 22.7	≥ 19.8	19.7 – 14.5	≤ 14.4
11	≥ 23.7	≥ 20.6	20.5 – 14.9	≤ 14.8
12	≥ 24.7	≥ 21.4	21.3 – 15.3	≤ 15.2
13	≥ 25.6	≥ 22.3	22.2 – 15.8	≤ 15.7
14	≥ 26.5	≥ 23.1	23.0 – 16.4	≤ 16.3
15	≥ 27.2	≥ 23.8	23.7 – 16.9	≤ 16.8
16	≥ 27.9	≥ 24.6	24.5 – 17.5	≤ 17.4
17	≥ 28.6	≥ 25.0	24.9 – 18.1	≤ 18.0
17+	≥ 29.3	≥ 25.0	24.9 – 18.6	≤ 18.5

The NI-Health Risk zone is for students above NI, and the Very Lean zone is for students below the HFZ. Students who fall in the Very Lean zone will be reported in the HFZ.

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≥ The score is greater than or equal to the indicated value

≤ The score is less than or equal to the indicated value

FITNESSGRAM® Healthy Fitness Zone Performance Standards



MALES

For each test area, the FITNESSGRAM uses the Healthy Fitness Zone (HFZ) to evaluate fitness performance. The performance goal for all test areas is the HFZ.

	Abdominal Strength and Endurance	Trunk Extensor Strength and Flexibility	Upper Body Strength and Endurance			Flexibility	
	Curl-Up # completed	Trunk Lift # of inches	Push-Up # completed	Modified Pull-Up # completed	Flexed-Arm Hang # of seconds	Back Saver Sit & Reach # of inches	Shoulder Stretch
Age	HFZ	HFZ	HFZ	HFZ	HFZ	HFZ	HFZ
5	≥ 2	6 – 12	≥ 3	≥ 2	≥ 2	8	Y*
6	≥ 2	6 – 12	≥ 3	≥ 2	≥ 2	8	Y*
7	≥ 4	6 – 12	≥ 4	≥ 3	≥ 3	8	Y*
8	≥ 6	6 – 12	≥ 5	≥ 4	≥ 3	8	Y*
9	≥ 9	6 – 12	≥ 6	≥ 5	≥ 4	8	Y*
10	≥ 12	9 – 12	≥ 7	≥ 5	≥ 4	8	Y*
11	≥ 15	9 – 12	≥ 8	≥ 6	≥ 6	8	Y*
12	≥ 18	9 – 12	≥ 10	≥ 7	≥ 10	8	Y*
13	≥ 21	9 – 12	≥ 12	≥ 8	≥ 12	8	Y*
14	≥ 24	9 – 12	≥ 14	≥ 9	≥ 15	8	Y*
15	≥ 24	9 – 12	≥ 16	≥ 10	≥ 15	8	Y*
16	≥ 24	9 – 12	≥ 18	≥ 12	≥ 15	8	Y*
17	≥ 24	9 – 12	≥ 18	≥ 14	≥ 15	8	Y*
17+	≥ 24	9 – 12	≥ 18	≥ 14	≥ 15	8	Y*

* Touching fingertips together behind the back on both the right and left sides.

Appendix E

Breakfast

Monday	Tuesday	Wednesday	Thursday	Friday
ational School Breakfast Week arch 4 - 8 		START YOUR ENGINE with a HEALTHY BREAKFAST! Breakfast can help you: - Do better in math and reading - Concentrate better - Be more alert - Be healthier		
1 Egg Croissant Double Chocolate Chip Muffin Cinnamon Toast Crunch Animal Crackers Yogurt Kiwi	5 Bacon, Egg & Cheese Burrito Honey Bun Cinnamon Toast Crunch Animal Crackers Yogurt Applesauce Cup	6 Turkey Sausage Breakfast Square Cinnamon Toast Crunch Peanut Butter Pal Animal Crackers Yogurt Orange	7 Sunrise Bowl w/Biscuit Cinnamon Roll Cinnamon Toast Crunch Animal Crackers Yogurt Peach Cup	8 Pancake and Sausage w/Syrup Double Chocolate Chip Muffin Cinnamon Toast Crunch Animal Crackers Yogurt Fresh Strawberries
1 Egg Croissant Double Chocolate Chip Muffin Cinnamon Toast Crunch Animal Crackers Yogurt Kiwi	12 Bacon, Egg & Cheese Burrito Honey Bun Cinnamon Toast Crunch Animal Crackers Yogurt Applesauce Cup	13 Turkey Sausage Breakfast Square Cinnamon Toast Crunch Peanut Butter Pal Animal Crackers Yogurt Orange	14 Sunrise Bowl w/Biscuit Cinnamon Roll Cinnamon Toast Crunch Animal Crackers Yogurt Peach Cup	15 Pancake and Sausage w/Syrup Double Chocolate Chip Muffin Cinnamon Toast Crunch Animal Crackers Yogurt Fresh Strawberries
3 Egg Croissant Double Chocolate Chip Muffin Cinnamon Toast Crunch Animal Crackers Yogurt Kiwi	19 Bacon, Egg & Cheese Burrito Honey Bun Cinnamon Toast Crunch Animal Crackers Yogurt Applesauce Cup	20 Turkey Sausage Breakfast Square Cinnamon Toast Crunch Peanut Butter Pal Animal Crackers Yogurt Orange	21 Sunrise Bowl w/Biscuit Cinnamon Roll Cinnamon Toast Crunch Animal Crackers Yogurt Peach Cup	22 Pancake and Sausage w/Syrup Double Chocolate Chip Muffin Cinnamon Toast Crunch Animal Crackers Yogurt Fresh Strawberries
5 Egg Croissant Double Chocolate Chip Muffin Cinnamon Toast Crunch Animal Crackers Yogurt Kiwi	26 Bacon, Egg & Cheese Burrito Honey Bun Cinnamon Toast Crunch Animal Crackers Yogurt Applesauce Cup	27 Turkey Sausage Breakfast Square Cinnamon Toast Crunch Peanut Butter Pal Animal Crackers Yogurt Orange	28 Sunrise Bowl w/Biscuit Cinnamon Roll Cinnamon Toast Crunch Animal Crackers Yogurt Peach Cup	29 Pancake and Sausage w/Syrup Double Chocolate Chip Muffin Cinnamon Toast Crunch Animal Crackers Yogurt Fresh Strawberries

BEVERAGES OFFERED:
1% Unflavored Milk
Unflavored Skim Milk
100% Fruit Juices

BREAKFAST PRICES
FREE \$0.00
REDUCED \$0.00
PAID \$1.25

This institution is an equal opportunity provider. This menu is subject to change.

LUNCH

Monday

Tuesday

Wednesday

Thursday

Friday



Fun facts about St. Patrick's Day:

* St. Patrick's Day (March 17) is the national holiday of Ireland

* Corned beef and cabbage are traditional foods eaten on this holiday

* 3 is Ireland's magic number, which is why the 3 petals that make up

Ireland's national flower, the shamrock, are supposed to bring good luck



Mini Corn Dogs
Crispy Chicken Sandwich
Uncrustables
Straw-Ban Yogurt w/Granola
Shredded Lettuce
Tomatoes
Cucumbers
Mixed Fruit
Applesauce Cup
Peach

Beef Nachos
Cheese Quesadilla
Uncrustables
Straw-Ban Yogurt w/Granola
Shredded Lettuce
Fresh Salsa
Jalapeno Slices
Jicama
Spicy Refried Beans
Orange

6 Spicy Chicken Tenders
Goldfish Crackers
Hot Dog
Uncrustables
Straw-Ban Yogurt w/Granola
Celery Sticks
Carrots
Sliced Apples
Peach Cup

7 Pizza Crunchers
Spaghetti w/Meat Sauce
Garlic Roll
Uncrustables
Straw-Ban Yogurt w/Granola
Salad Mix
Carrots
Corn
Broccoli
Peaches
Fresh Strawberries

8 Cheeseburger
Cheese Pizza
Uncrustables
Straw-Ban Yogurt w/Granola
Shredded Lettuce
Tomatoes
Dill Pickle Chips
Sliced Olives
Kiwi
Sidekick Frozen Juice

1 Cheese Pizza
Bean & Cheese Burrito
Uncrustables
Straw-Ban Yogurt w/Granola
Salad Mix
Carrots
Broccoli
Cucumbers
Green Beans
Applesauce Cup
Peach Cup

12 Chipotle Loco Taco
Chicken Taquitos
Uncrustables
Straw-Ban Yogurt w/Granola
Shredded Lettuce
Fresh Salsa
Jalapeno Slices
Jicama
Spicy Refried Beans
Mixed Fruit
Orange

13 Chicken Nuggets
Corn Stars
Corn Dog
Uncrustables
Straw-Ban Yogurt w/Granola
Celery Sticks
Carrots
Sliced Apples
Peach Cup

14 Orange Chicken
Rice
Pepperoni Pizza
Uncrustables
Straw-Ban Yogurt w/Granola
Salad Mix
Carrots
Sliced Olives
Peaches
Fresh Strawberries

15 Hamburger
Popcorn Chicken
Garlic Roll
Uncrustables
Straw-Ban Yogurt w/Granola
Shredded Lettuce
Tomatoes
Dill Pickle Chips
Sidekick Frozen Juice
Kiwi

3 Mini Corn Dogs
Crispy Chicken Sandwich
Uncrustables
Straw-Ban Yogurt w/Granola
Shredded Lettuce
Tomatoes
Cucumbers
Mixed Fruit
Applesauce Cup
Peach

19 Beef Nachos
Cheese Quesadilla
Uncrustables
Straw-Ban Yogurt w/Granola
Shredded Lettuce
Fresh Salsa
Jalapeno Slices
Jicama
Spicy Refried Beans
Orange

20 Spicy Chicken Tenders
Goldfish Crackers
Hot Dog
Uncrustables
Straw-Ban Yogurt w/Granola
Celery Sticks
Carrots
Sliced Apples
Peach Cup

21 Pizza Crunchers
Spaghetti w/Meat Sauce
Garlic Roll
Uncrustables
Straw-Ban Yogurt w/Granola
Salad Mix
Carrots
Corn
Broccoli
Peaches
Fresh Strawberries

22 Cheeseburger
Cheese Pizza
Uncrustables
Straw-Ban Yogurt w/Granola
Shredded Lettuce
Tomatoes
Dill Pickle Chips
Sliced Olives
Kiwi
Sidekick Frozen Juice

5 Cheese Pizza
Bean & Cheese Burrito
Uncrustables
Straw-Ban Yogurt w/Granola
Salad Mix
Carrots
Broccoli
Cucumbers
Green Beans
Applesauce Cup
Peach Cup

26 Chipotle Loco Taco
Chicken Taquitos
Uncrustables
Straw-Ban Yogurt w/Granola
Shredded Lettuce
Fresh Salsa
Jalapeno Slices
Jicama
Spicy Refried Beans
Mixed Fruit
Orange

27 Chicken Nuggets
Corn Stars
Corn Dog
Uncrustables
Straw-Ban Yogurt w/Granola
Celery Sticks
Carrots
Sliced Apples
Peach Cup

28 Orange Chicken
Rice
Pepperoni Pizza
Uncrustables
Straw-Ban Yogurt w/Granola
Salad Mix
Carrots
Sliced Olives
Peaches
Fresh Strawberries

29 Hamburger
Popcorn Chicken
Garlic Roll
Uncrustables
Straw-Ban Yogurt w/Granola
Shredded Lettuce
Tomatoes
Dill Pickle Chips
Sidekick Frozen Juice
Kiwi

Additional Items Offered
Daily:
1% Unflavored Milk
Fat-Free Chocolate Milk
Condiments

Your school is a participant in the Community Eligibility Provision (CEP). CEP sites are able to provide healthy breakfasts and lunches each day at no charge for all enrolled students.

This institution is an equal opportunity provider. This menu is subject to change.



Breakfast

Monday

Tuesday

Wednesday

Thursday

Friday

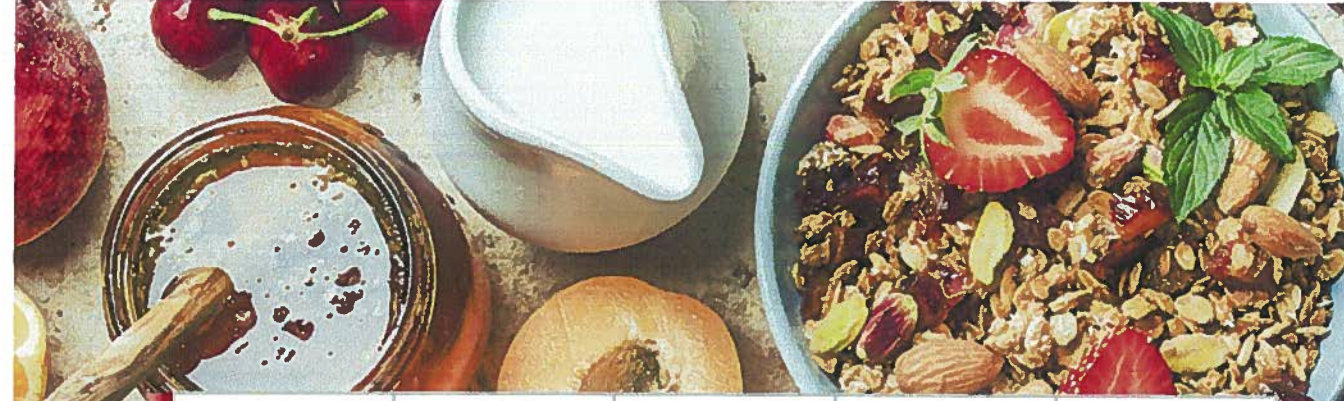
Beverages Offered:

- 1% White Milk
- Skim White Milk
- Orange Juice
- Apple Berry Juice

Your school is a participant in the Community Eligibility Provision (CEP). CEP sites are able to provide healthy breakfasts and lunches each day at no charge for all enrolled students.

Chicken Sausage, Egg & Cheese Croissant Cinnamon Roll Double Chocolate Chip Muffin Peanut Butter Pal Marshmallow Maltys Straw-Ban Yogurt w/Granola Sliced Apples Kiwi	5	Bacon, Egg & Cheese Burrito Double Chocolate Chip Muffin Peanut Butter Pal Marshmallow Maltys Straw-Ban Yogurt w/Granola Applesauce Cup Pears	6	Turkey Sausage Breakfast Square Double Chocolate Chip Muffin Peanut Butter Pal Marshmallow Maltys Straw-Ban Yogurt w/Granola Sliced Apples	7	☞ Sunrise Bowl w/Biscuit Honey Bun Peanut Butter Pal Double Chocolate Chip Muffin Marshmallow Maltys Yogurt Parfait Banana Peach Cup	1	Bagel w/Cream Cheese Cinnamon Roll Double Chocolate Chip Muffin Peanut Butter Pal Marshmallow Maltys Straw-Ban Yogurt w/Granola Fresh Strawberries Mixed Fruit
Chicken Sausage, Egg & Cheese Croissant Cinnamon Roll Double Chocolate Chip Muffin Peanut Butter Pal Marshmallow Maltys Straw-Ban Yogurt w/Granola Sliced Apples Kiwi	12	Bacon, Egg & Cheese Burrito Double Chocolate Chip Muffin Peanut Butter Pal Marshmallow Maltys Straw-Ban Yogurt w/Granola Applesauce Cup Pears	13	Turkey Sausage Breakfast Square Double Chocolate Chip Muffin Peanut Butter Pal Marshmallow Maltys Straw-Ban Yogurt w/Granola Sliced Apples	14	☞ Sunrise Bowl w/Biscuit Honey Bun Peanut Butter Pal Double Chocolate Chip Muffin Marshmallow Maltys Yogurt Parfait Banana Peach Cup	15	Bagel w/Cream Cheese Cinnamon Roll Double Chocolate Chip Muffin Peanut Butter Pal Marshmallow Maltys Straw-Ban Yogurt w/Granola Fresh Strawberries Mixed Fruit
Chicken Sausage, Egg & Cheese Croissant Cinnamon Roll Double Chocolate Chip Muffin Peanut Butter Pal Marshmallow Maltys Straw-Ban Yogurt w/Granola Sliced Apples Kiwi	19	Bacon, Egg & Cheese Burrito Double Chocolate Chip Muffin Peanut Butter Pal Marshmallow Maltys Straw-Ban Yogurt w/Granola Applesauce Cup Pears	20	Turkey Sausage Breakfast Square Double Chocolate Chip Muffin Peanut Butter Pal Marshmallow Maltys Straw-Ban Yogurt w/Granola Sliced Apples	21	☞ Sunrise Bowl w/Biscuit Honey Bun Peanut Butter Pal Double Chocolate Chip Muffin Marshmallow Maltys Yogurt Parfait Banana Peach Cup	22	Bagel w/Cream Cheese Cinnamon Roll Double Chocolate Chip Muffin Peanut Butter Pal Marshmallow Maltys Straw-Ban Yogurt w/Granola Fresh Strawberries Mixed Fruit
Chicken Sausage, Egg & Cheese Croissant Cinnamon Roll Double Chocolate Chip Muffin Peanut Butter Pal Marshmallow Maltys Straw-Ban Yogurt w/Granola Sliced Apples Kiwi	26	Bacon, Egg & Cheese Burrito Double Chocolate Chip Muffin Peanut Butter Pal Marshmallow Maltys Straw-Ban Yogurt w/Granola Applesauce Cup Pears	27	Turkey Sausage Breakfast Square Double Chocolate Chip Muffin Peanut Butter Pal Marshmallow Maltys Straw-Ban Yogurt w/Granola Sliced Apples	28	☞ Sunrise Bowl w/Biscuit Honey Bun Peanut Butter Pal Double Chocolate Chip Muffin Marshmallow Maltys Yogurt Parfait Banana Peach Cup	29	Bagel w/Cream Cheese Cinnamon Roll Double Chocolate Chip Muffin Peanut Butter Pal Marshmallow Maltys Straw-Ban Yogurt w/Granola Fresh Strawberries Mixed Fruit

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Monday

Tuesday

Wednesday

Thursday

Friday

MARCH

Chicken Drumstick
Honey Biscuit
Traveling Taco
Spicy Chicken Sandwich
Uncrustables
Straw-Ban Yogurt w/Granola
Salad Mix
Carrots
Sliced Olives
Peaches
Applesauce Cup
Pears

Pepperoni Pizza
Cheese Pizza
Super Bean & Cheese Burrito
Cheeseburger
Uncrustables
Peach Yogurt w/Granola
Shredded Lettuce
Tomatoes
Dill Pickle Chips
Garlic Fries
Orange
Sliced Apples

Spaghetti w/Meat Sauce
Garlic Roll
Chicken & Cheese Taquitos
Crispy Chicken Sandwich
Uncrustables
Straw-Ban Yogurt w/Granola
Salad Mix
Carrots
Celery Sticks w/Peanut Butter
Cucumbers
Banana
Peach Cup

Pepperoni Pizza
Cheese Pizza
Spicy Chicken Sandwich
Pulled Pork Sandwich
Uncrustables
Peach Yogurt w/Granola
Shredded Lettuce
Tomatoes
Sliced Olives
Fresh Strawberries
Mixed Fruit

Hemet Chicken Bowl
Cheeseburger
Turkey Jalapeno Kaiser
Uncrustables
Straw-Ban Yogurt w/Granola
Salad Mix
Carrots
Spicy Refried Beans
Sliced Apples
Kiwi

1 Chicken Drumstick
Honey Biscuit
Traveling Taco
Spicy Chicken Sandwich
Uncrustables
Straw-Ban Yogurt w/Granola
Salad Mix
Carrots
Sliced Olives
Peaches
Applesauce Cup
Pears

Pepperoni Pizza
Cheese Pizza
Super Bean & Cheese Burrito
Cheeseburger
Uncrustables
Peach Yogurt w/Granola
Shredded Lettuce
Tomatoes
Dill Pickle Chips
Garlic Fries
Orange
Sliced Apples

Spaghetti w/Meat Sauce
Garlic Roll
Chicken & Cheese Taquitos
Crispy Chicken Sandwich
Uncrustables
Straw-Ban Yogurt w/Granola
Salad Mix
Carrots
Celery Sticks w/Peanut Butter
Cucumbers
Banana
Peach Cup

Pepperoni Pizza
Cheese Pizza
Spicy Chicken Sandwich
Pulled Pork Sandwich
Uncrustables
Peach Yogurt w/Granola
Shredded Lettuce
Tomatoes
Sliced Olives
Fresh Strawberries
Mixed Fruit

15 Hemet Chicken Bowl
Cheeseburger
Turkey on Cheese Kaiser
Uncrustables
Straw-Ban Yogurt w/Granola
Salad Mix
Carrots
Spicy Refried Beans
Sliced Apples
Kiwi

3 Chicken Drumstick
Honey Biscuit
Traveling Taco
Spicy Chicken Sandwich
Uncrustables
Straw-Ban Yogurt w/Granola
Salad Mix
Carrots
Sliced Olives
Peaches
Applesauce Cup
Pears

Pepperoni Pizza
Cheese Pizza
Super Bean & Cheese Burrito
Cheeseburger
Uncrustables
Peach Yogurt w/Granola
Shredded Lettuce
Tomatoes
Dill Pickle Chips
Garlic Fries
Orange
Sliced Apples

Spaghetti w/Meat Sauce
Garlic Roll
Chicken & Cheese Taquitos
Crispy Chicken Sandwich
Uncrustables
Straw-Ban Yogurt w/Granola
Salad Mix
Carrots
Celery Sticks w/Peanut Butter
Cucumbers
Banana
Peach Cup

Pepperoni Pizza
Cheese Pizza
Spicy Chicken Sandwich
Pulled Pork Sandwich
Uncrustables
Peach Yogurt w/Granola
Shredded Lettuce
Tomatoes
Sliced Olives
Fresh Strawberries
Mixed Fruit

22 Hemet Chicken Bowl
Cheeseburger
Turkey on Cheese Kaiser
Uncrustables
Straw-Ban Yogurt w/Granola
Salad Mix
Carrots
Spicy Refried Beans
Sliced Apples
Kiwi

5 Chicken Drumstick
Honey Biscuit
Traveling Taco
Spicy Chicken Sandwich
Uncrustables
Straw-Ban Yogurt w/Granola
Salad Mix
Carrots
Sliced Olives
Peaches
Applesauce Cup
Pears

Pepperoni Pizza
Cheese Pizza
Super Bean & Cheese Burrito
Cheeseburger
Uncrustables
Peach Yogurt w/Granola
Shredded Lettuce
Tomatoes
Dill Pickle Chips
Garlic Fries
Orange
Sliced Apples

Spaghetti w/Meat Sauce
Garlic Roll
Chicken & Cheese Taquitos
Crispy Chicken Sandwich
Uncrustables
Straw-Ban Yogurt w/Granola
Salad Mix
Carrots
Celery Sticks w/Peanut Butter
Cucumbers
Banana
Peach Cup

Pepperoni Pizza
Cheese Pizza
Spicy Chicken Sandwich
Pulled Pork Sandwich
Uncrustables
Peach Yogurt w/Granola
Shredded Lettuce
Tomatoes
Sliced Olives
Fresh Strawberries
Mixed Fruit

29 Hemet Chicken Bowl
Cheeseburger
Turkey Jalapeno Kaiser
Uncrustables
Straw-Ban Yogurt w/Granola
Salad Mix
Carrots
Spicy Refried Beans
Sliced Apples
Kiwi

Additional Items Offered

Daily:

100% Fruit Juice

1% White Milk

Fat-Free Chocolate Milk
Whole-Grain Chips
Condiments

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Breakfast

Monday

Tuesday

Wednesday

Thursday

Friday



LIBERTY HIGH SCHOOL

Beverages Offered:

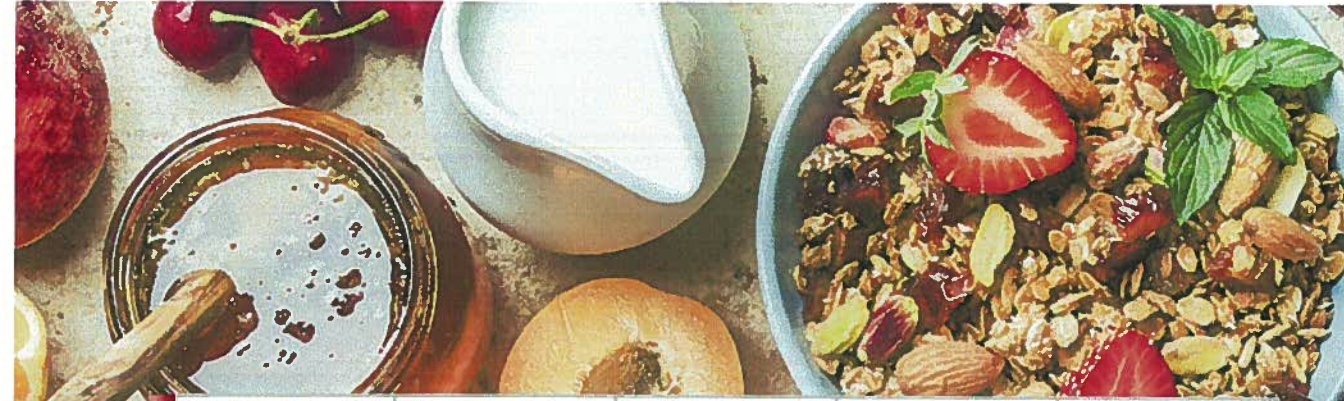
- 1% White Milk
- Skim White Milk
- Orange Juice
- Apple Berry Juice

BREAKFAST PRICES

- FREE \$0.00
- REDUCED \$0.00
- PAID \$1.50

1	Chicken Sausage, Egg & Cheese Croissant Cinnamon Roll Double Chocolate Chip Muffin Peanut Butter Pal Marshmallow Maltys Straw-Ban Yogurt w/Granola Sliced Apples Kiwi	5	Bacon, Egg & Cheese Burrito Double Chocolate Chip Muffin Peanut Butter Pal Marshmallow Maltys Yogurt Parfait Applesauce Cup Pears	6	Turkey Sausage Breakfast Square Cinnamon Roll Double Chocolate Chip Muffin Peanut Butter Pal Marshmallow Maltys Straw-Ban Yogurt w/Granola Sliced Apples	7	☞ Sunrise Bowl w/Biscuit Honey Bun Peanut Butter Pal Double Chocolate Chip Muffin Marshmallow Maltys Yogurt Parfait Banana Peach Cup	8	Bagel w/Cream Cheese Cinnamon Roll Double Chocolate Chip Muffin Peanut Butter Pal Marshmallow Maltys Straw-Ban Yogurt w/Granola Fresh Strawberries Mixed Fruit
1	Chicken Sausage, Egg & Cheese Croissant Cinnamon Roll Double Chocolate Chip Muffin Peanut Butter Pal Marshmallow Maltys Straw-Ban Yogurt w/Granola Sliced Apples Kiwi	12	Bacon, Egg & Cheese Burrito Double Chocolate Chip Muffin Peanut Butter Pal Marshmallow Maltys Yogurt Parfait Applesauce Cup Pears	13	Turkey Sausage Breakfast Square Cinnamon Roll Double Chocolate Chip Muffin Peanut Butter Pal Marshmallow Maltys Straw-Ban Yogurt w/Granola Sliced Apples	14	☞ Sunrise Bowl w/Biscuit Honey Bun Peanut Butter Pal Double Chocolate Chip Muffin Marshmallow Maltys Yogurt Parfait Banana Peach Cup	15	Bagel w/Cream Cheese Cinnamon Roll Double Chocolate Chip Muffin Peanut Butter Pal Marshmallow Maltys Straw-Ban Yogurt w/Granola Fresh Strawberries Mixed Fruit
8	Chicken Sausage, Egg & Cheese Croissant Cinnamon Roll Double Chocolate Chip Muffin Peanut Butter Pal Marshmallow Maltys Straw-Ban Yogurt w/Granola Sliced Apples Kiwi	19	Bacon, Egg & Cheese Burrito Double Chocolate Chip Muffin Peanut Butter Pal Marshmallow Maltys Yogurt Parfait Applesauce Cup Pears	20	Turkey Sausage Breakfast Square Cinnamon Roll Double Chocolate Chip Muffin Peanut Butter Pal Marshmallow Maltys Straw-Ban Yogurt w/Granola Sliced Apples	21	☞ Sunrise Bowl w/Biscuit Honey Bun Peanut Butter Pal Double Chocolate Chip Muffin Marshmallow Maltys Yogurt Parfait Banana Peach Cup	22	Bagel w/Cream Cheese Cinnamon Roll Double Chocolate Chip Muffin Peanut Butter Pal Marshmallow Maltys Straw-Ban Yogurt w/Granola Fresh Strawberries Mixed Fruit
5	Chicken Sausage, Egg & Cheese Croissant Cinnamon Roll Double Chocolate Chip Muffin Peanut Butter Pal Marshmallow Maltys Straw-Ban Yogurt w/Granola Sliced Apples Kiwi	26	Bacon, Egg & Cheese Burrito Double Chocolate Chip Muffin Peanut Butter Pal Marshmallow Maltys Yogurt Parfait Applesauce Cup Pears	27	Turkey Sausage Breakfast Square Cinnamon Roll Double Chocolate Chip Muffin Peanut Butter Pal Marshmallow Maltys Straw-Ban Yogurt w/Granola Sliced Apples	28	☞ Sunrise Bowl w/Biscuit Honey Bun Peanut Butter Pal Double Chocolate Chip Muffin Marshmallow Maltys Yogurt Parfait Banana Peach Cup	29	Bagel w/Cream Cheese Cinnamon Roll Double Chocolate Chip Muffin Peanut Butter Pal Marshmallow Maltys Straw-Ban Yogurt w/Granola Fresh Strawberries Mixed Fruit

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Monday

Tuesday

Wednesday

Thursday

Friday

MARCH



Additional Items Offered

Daily:

100% Fruit Juice

1% White Milk

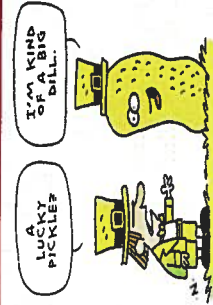
Fat-Free Chocolate Milk
Whole-Grain Chips
Condiments

LUNCH PRICES

FREE \$0.00

REDUCED \$0.00

PAID \$3.00



1	Pepperoni Pizza Cheese Pizza Spicy Chicken Sandwich Chicken Drumstick Garlic Roll Red Salsa Enchilada Uncrustables Salad Mix Carrots Corn Baked Beans Sliced Apples Kiwi Sliced Apples	1	Pepperoni Pizza Cheese Pizza Spicy Chicken Sandwich Chicken Drumstick Garlic Roll Red Salsa Enchilada Uncrustables Salad Mix Carrots Corn Baked Beans Sliced Apples Kiwi Sliced Apples	1	Pepperoni Pizza Cheese Pizza Spicy Chicken Sandwich Chicken Drumstick Garlic Roll Red Salsa Enchilada Uncrustables Salad Mix Carrots Corn Baked Beans Sliced Apples Kiwi Sliced Apples
8	Pepperoni Pizza Cheese Pizza Spicy Chicken Sandwich Chicken Drumstick Garlic Roll Red Salsa Enchilada Uncrustables Salad Mix Carrots Corn Baked Beans Sliced Apples Kiwi Sliced Apples	8	Pepperoni Pizza Cheese Pizza Spicy Chicken Sandwich Chicken Drumstick Garlic Roll Red Salsa Enchilada Uncrustables Salad Mix Carrots Corn Baked Beans Sliced Apples Kiwi Sliced Apples	8	Pepperoni Pizza Cheese Pizza Spicy Chicken Sandwich Chicken Drumstick Garlic Roll Red Salsa Enchilada Uncrustables Salad Mix Carrots Corn Baked Beans Sliced Apples Kiwi Sliced Apples
15	Pepperoni Pizza Cheese Pizza Spicy Chicken Sandwich Chicken Drumstick Garlic Roll Red Salsa Enchilada Uncrustables Salad Mix Carrots Corn Baked Beans Sliced Apples Kiwi Sliced Apples	15	Pepperoni Pizza Cheese Pizza Spicy Chicken Sandwich Chicken Drumstick Garlic Roll Red Salsa Enchilada Uncrustables Salad Mix Carrots Corn Baked Beans Sliced Apples Kiwi Sliced Apples	15	Pepperoni Pizza Cheese Pizza Spicy Chicken Sandwich Chicken Drumstick Garlic Roll Red Salsa Enchilada Uncrustables Salad Mix Carrots Corn Baked Beans Sliced Apples Kiwi Sliced Apples
22	Pepperoni Pizza Cheese Pizza Spicy Chicken Sandwich Chicken Drumstick Garlic Roll Red Salsa Enchilada Uncrustables Salad Mix Carrots Corn Baked Beans Sliced Apples Kiwi Sliced Apples	22	Pepperoni Pizza Cheese Pizza Spicy Chicken Sandwich Chicken Drumstick Garlic Roll Red Salsa Enchilada Uncrustables Salad Mix Carrots Corn Baked Beans Sliced Apples Kiwi Sliced Apples	22	Pepperoni Pizza Cheese Pizza Spicy Chicken Sandwich Chicken Drumstick Garlic Roll Red Salsa Enchilada Uncrustables Salad Mix Carrots Corn Baked Beans Sliced Apples Kiwi Sliced Apples
29	Pepperoni Pizza Cheese Pizza Spicy Chicken Sandwich Chicken Drumstick Garlic Roll Red Salsa Enchilada Uncrustables Salad Mix Carrots Corn Baked Beans Sliced Apples Kiwi Sliced Apples	29	Pepperoni Pizza Cheese Pizza Spicy Chicken Sandwich Chicken Drumstick Garlic Roll Red Salsa Enchilada Uncrustables Salad Mix Carrots Corn Baked Beans Sliced Apples Kiwi Sliced Apples	29	Pepperoni Pizza Cheese Pizza Spicy Chicken Sandwich Chicken Drumstick Garlic Roll Red Salsa Enchilada Uncrustables Salad Mix Carrots Corn Baked Beans Sliced Apples Kiwi Sliced Apples

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