

	<p>VIBRANT MINDS CHARTER SCHOOL TK-6 Grade, Free, Public Education 412 W. Carl Karcher Way Anaheim, California 92801 Office: 714-563-2390 FAX: 714-563-2401</p> <p>https://www.vibrantminds.us/ https://www.facebook.com/VMCharterSchool/</p>
---	---

**VIBRANT MINDS CHARTER SCHOOL
TRIENNIAL ASSESSMENT
July 15, 2024**

In accordance with the [2016 Final Rule](#), schools must complete an assessment of their district wellness policy every three years, at minimum. The assessment must include several components:

1. Comparison of the district's School Wellness Policy to a model policy;
2. Measurement of the extent to which the district is in compliance with the policy;
3. Description of the district's progress toward achieving the goals described in the policy.

Vibrant Minds Charter School used the WellSAT Triennial Assessment tools and worksheets to fulfill the requirements of the Triennial Assessment. Results are detailed below.

PART 1: Comparison to a model School Wellness Policy

- See completed WellSAT 3.0 Scorecard (attached).

PART 2: Local measurement of compliance with School Wellness Policy

- The district performed interviews with district- and school-level personnel, using the WellSAT-I tool. Scores were recorded using the WellSAT-I Scorecard and analyzed using the WellSAT Worksheet 3 (attached).

PART 3: Description of the district's progress toward achieving goals described in the policy

- See completed WellSAT Worksheet 4 (attached).

USDA Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at

(800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: How to File a Complaint, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
(2) fax: (202) 690-7442; or
(3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

WORKSHEET 3: IDENTIFY CONNECTIONS BETWEEN POLICY AND PRACTICE

This worksheet includes four sections that assess the connections between the written wellness policy and the district and school practices.

Instructions: Print out the WellSAT 3.0 Scorecard and Scorecard for the WellSAT-I. With the two scorecards side by side, go through each section and identify the following using Worksheet 3:



All items that received a written policy score of 2 and an interview practice score of 2. These are your district's Strong Policies and Aligned Practices. List items in this section on Worksheet 2, starting with those that are federally required.



All items that received a written policy score of 1 or 2 and an interview practice score of 0 or 1. These are items where you need to Create Practice Implementation Plans. List items in this section on Worksheet 2, starting with those that are federally required.



All items that received a written policy score of 0 or 1 and an interview practice score of 2. These items are where your district should Update Policies. List items in this section on Worksheet 2, starting with those that are federally required.



All items that received a written policy score of 0 or 1 and an interview practice score of 0 or 1. These items represent Opportunities for Growth. List items in this section on Worksheet 2, starting with those that are federally required.

SECTION 1: STRONG POLICIES AND ALIGNED PRACTICES



This document identifies where the district has a strong policy and is fully implementing practices that align with the policy.

- ▶ Describe the items that received a written policy score of 2 and an interview practice score of 2. **Start with the Federal Requirements for each section.**

Item number	Item description
0 Items +	Section 1. Nutrition Education
	This is an area where growth is needed. While nutrition is addressed during school-wide gatherings and in classrooms, it is not systematic. In part, this is due to a lack of guidance as to what should be taught at each grade level, including what materials should be used.
10 Items +	Section 2: Standards for USDA Child Nutrition Programs and School Meals
SM1-9	Although the interviewees were not deeply knowledgeable of all items in the survey since responses were highly reliant upon Vibrant Minds Charter School's Leadership Team (Director, Assistant Director, and 2 Coordinators), we know that our SFA and vendor, the Anaheim Union High School District, runs a strong and compliant meal program in all areas. Additionally, some of the items asked were not reliant in the current system where all scholars have access to breakfast, lunch, and an after-school snack.
3 Items +	Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
NS 9	Most items in Section 3 were not applicable in our elementary school setting since there are no competitive foods and beverages sold on campus. And, class parties are limited to three per school year with the guidance to ensure any treats are healthy and limited in portions.
NS 12	Healthy (or not unhealthy) food is used as a reward on a limited basis. But, this is not a general practice.
NS 13	Water bottle filling stations are easily available for our scholars and staff.

14 Items +	Section 4: Physical Education and Physical Activity
PEPA 1-14	This is an area of strength due in part to our decision to hire a credentialed physical education teacher, which is atypical in the elementary school setting. There were two items where the responses would have been an N/A if this had been offered. We have no physical education exemptions except on a very limited basis based upon a doctor's note due to a temporary physical injury. We also have no physical education substitutions. Both of these items tend to occur at the junior high school and high school levels, and we are an elementary school.
10 Items +	Section 5: Wellness Promotion and Marketing
WPM 3-12	Physical activity is one of the widely most used reward systems on campus, and teachers are aware of the need to provide scholars with both structured and unstructured play time. Additionally, brain breaks are often used during academic time with the support of exercise videos.
8 Items +	Section 6: Implementation, Evaluation & Communication
IEC 1-8	Vibrant Minds Charter School has consistently met the expectations of the developing and implementing the school's Wellness Policy with a yearly review of the plan with the staff, School Site Council, and Board. It has also been consistently posted to the school's website.

SECTION 2: CREATE PRACTICE IMPLEMENTATION PLAN



This document identifies areas where there is a strong or weak policy, but practice implementation is either absent or limited. The Connecticut State Department of Education (CSDE) recommends working with key stakeholders and developing a plan to fully implement the policy as written.

- ▶ Enter the items that received a written policy score of 1 or 2 and an interview practice score of 0 or 1. **Start with the Federal Requirements for each section.**

Item number	Item description
	Section 1. Nutrition Education

NE 1	Goals are included in the VMCS Wellness Plan, but there are limited details. This has resulted in a lack of clarity in the policy's implementation.
NE 2	There is a reliance on telling scholars what to do nutritionally rather than a more experiential approach.
NE 3	Because of a lack of curricular materials, nutrition instruction is not sequential or comprehensive. It will be important to explore a series of lessons per grade level.
NE 4	N/A – VMCS does not serve middle school scholars.
NE 5	N/A – VMCS does not serve high school scholars.
NE 6	There is a limited integration of nutrition lessons into other subjects unless it is part of a driving question with Project-Based Learning.
NE 7	During Morning Gatherings, a healthy lifestyle is addressed with a focus on intellectual, social-emotional, and physical health. Sufficient sleep, eating healthily, and exercising regularly are discussed. Additionally, spontaneous dialogues occur during meal breaks with scholars, showcasing scholars who are eating a healthy snack or lunch.
NE 8	There is limited discussion of agriculture and the food system unless it's in the context of science.
Section 2: Standards for USDA Child Nutrition Programs and School Meals	
N/A	
Section 3: Nutrition Standards for Competitive and Other Foods and Beverages	
NS 9	Birthday parties involving food are not permitted in the classrooms. There are a total of three classroom celebrations per school year (one per trimester) for Thanksgiving, Valentine's Day, and End-of-Year. While there are expectations in place regarding quality and quantity of food, there needs to be better monitoring. Additionally, there is a school-wide celebration prior to the Winter Break and at the end of the school year. This involves a special treat with limited portions.
NS 12	A few of the teachers use food as a reward, and there will be a renewed effort to select from the healthy snack list. Additionally, each trimester a group of scholars are taken to Starbucks for a pastry and drink, with parent input in what should be ordered. This is not a pervasive practice.
Section 4: Physical Education and Physical Activity	
PEPA 4	In California, the expectation has been 100 minutes of physical education on a weekly basis. It was surprising to see the expectation of 150 minutes of physical

	education per week based upon NASPE recommendations. This is not something we will implement at this time. However, in addition to 100 minutes of P.E. each week, the scholars are engaged in physical activities during morning recess, lunch recess, and after-school programming.
Section 5: Wellness Promotion and Marketing	
WPM 1	It will be important to provide greater direction in how the staff can model healthy eating and physical activity behaviors. While it is addressed in the Wellness Policy, there are not sufficient details to provide guidance.
WPM 2	It will be important to offer more wellness activities and resources to the staff. This may be in tandem with what can be offered to the parents. Also, training for a local 5K race may be explored that would involve the school community.
Section 6: Implementation, Evaluation & Communication	
N/A	

SECTION 3: UPDATE POLICIES

This document identifies areas where the LEA is (a) fully implementing practices but there is no or only weak language in the written policy, or (b) partially implementing practices with no policy language. Best practice is to update the policy to match the implementation level.



- ▶ Enter the items that received a written policy score of 0 or 1 **and** an interview practice score of 2. **Start with the Federal Requirements for each section.**

Item number	Item description
	Section 1. Nutrition Education
NE 1-8	Through this Triennial Assessment, it has become apparent that a sequential and comprehensive nutrition education program needs to be determined, which will support NE 1-8. This will be embedded in the Wellness Policy for the school.
	Section 2: Standards for USDA Child Nutrition Programs and School Meals

N/A	
	Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
NS 10	A clearer policy of after-school food needs to be developed.
	Section 4: Physical Education and Physical Activity
N/A	
	Section 5: Wellness Promotion and Marketing
N/A	
	Section 6: Implementation, Evaluation & Communication
N/A	

SECTION 4: OPPORTUNITIES FOR GROWTH

This identifies areas where the district has either not addressed the topic in policy or practice; or has only addressed the topic in a very limited way.



- ▶ Enter the items that received a written policy score of 0 or 1 and an interview practice score of 0 or 1. **Start with the Federal Requirements for each section.**

Item number	Item description
	Section 1. Nutrition Education
NE 1-8	We will develop a clearer policy statement and implementation plan for nutrition education. For it to be both systematic and comprehensive across the grade levels with a developmentally appropriate sequencing of concepts and skills, it will be important to provide curricular materials to the classroom teachers, P.E. teacher, and after-school staff.
	Section 2: Standards for USDA Child Nutrition Programs and School Meals
N/A	
	Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
N/A	
	Section 4: Physical Education and Physical Activity
N/A	
	Section 5: Wellness Promotion and Marketing
N/A	
	Section 6: Implementation, Evaluation & Communication
N/A	

WORKSHEET 4: SUMMARY OF FINDINGS

This worksheet can be used to create narrative descriptions to post alongside sections from **Worksheet 3: Identifying Connections between Policy and Practice**. The purpose of these narratives is to describe the district's progress toward meeting their wellness goals. Not all districts will have information to share in all four sections.



SECTION 1: STRONG POLICIES AND ALIGNED PRACTICES

If applicable, write a narrative below to describe your district's areas of success in meeting its wellness goals.

Vibrant Minds Charter School is a small school of 240 scholars in Central Anaheim. In our Triennial Assessment of the VMCS Wellness Policy, there was a strong alignment between the policies and practices. The determined gaps will be easy to address with the addition of details in expectations and practices.



SECTION 2: CREATE PRACTICE IMPLEMENTATION PLAN

If applicable, write a narrative below to describe how your district will create practice implementation plans to ensure full compliance with all elements of the LSWP.

Vibrant Minds Charter School will take the following actions, which will be reflected in a revised VMCS Wellness Policy for the 2024-2025 school year:

- We will determine Nutrition Education Curriculum for each grade level from TK-6. We will review what is recommended and/or exists through the California Department of Education website, as well as the United States Department of Agriculture (USDA). We will decide whether the classroom teachers and/or physical education teacher will deliver the lessons. Implementation of the systematic and comprehensive nutrition lessons will occur during the

2024-2025 school year. There will be an emphasis on interactive, hands-on lessons. Also, there will be communication with parents so they can support what is being taught in school.

- We will study in greater depth the qualities of an exemplary physical education program, and then refine our program. One area of focus is to ensure the scholars in Grades TK-6 are being provided increasingly more sophisticated physical education activities. There will be communication with parents to encourage them to exercise with their scholars at home.
- We will work on ensuring food rewards are healthy and physical activity is used as an incentive and not taken away as a consequence.
- We will help our staff brainstorm ideas for modeling a healthy lifestyle for their scholars, as well as offer opportunities for the staff and parents to eat healthily and exercise regularly as a school community.



SECTION 3: UPDATE POLICIES

If applicable, write a narrative below to describe how the district will update its policy to include all federally required items. You may also add plans for additional policy updates if desired.

All federally required items were included in the VMCS Wellness Plan. However, there will be the inclusion of the policy regarding not taking away recess as a behavioral consequence to address recent legislation in California.



SECTION 4: OPPORTUNITIES FOR GROWTH

If applicable, write a narrative below to describe how your district will update its policy and practices to include all federally required items. You may also add plans for additional wellness goals if desired.

While the VMCS Wellness Policy is strong, it will be refined based on the results of the Triennial Assessment. A draft will be written prior to the start of the school year with the support of a

team. It will then be presented to the School Site Council and VMCS Board during the month of August.