Results from the 2003 Feasibility Study

THE SAN FRANCISCO FARM-TO-SCHOOL REPORT

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The San Francisco Farm-to-School Report: Results from the 2003 Feasibility Study

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Executive Summary

For the past two years, San Francisco Food Systems has examined pathways to improving regional self-sufficiency in agriculture by investigating and identifying opportunities that allow the City and County of San Francisco to buy and promote regional agriculture. In addition to this, San Francisco Food Systems has explored ways that the City and County can increase local residents' utilization of government food assistance programs such as food stamps, WIC, and the National School Lunch Program. Our farm-to-school project combines these goals and works to understand how we can open urban markets for small and medium sized local farmers and bolster the school meals programs through institutional purchasing of local agricultural products by San Francisco Unified School District (SFUSD).

These efforts reflect our commitment to promoting and reinforcing local food systems and regional agriculture by actively increasing the public's understanding of food systems issues and making explicit the ways in which health, economics and a sustainable environment come together to support and maintain ecologically sound agricultural practices and improve the health and well being of communities. This report reflects San Francisco Food Systems' work for the past year in understanding the feasibility of implementing a farm-to-school program within SFUSD.

The Farm-to-School Concept

"Farm-to-school" is a general term that is used to describe efforts that connect schools and school districts with local agriculture. These projects are appearing in communities across the country including Santa Monica, Berkeley, Sacramento, Hartford, Madison and more, and there is now legislation in the 2002 Farm Bill supporting these projects. While "farm-to-school" can take on a number of different forms, it has typically revolved around the following key components: (1) improved school lunches using fresh produce sourced from local growers; (2) school gardens in which children obtain hands-on experience in growing food; (3) field trips to local farms and classroom visits from food producers; (4) integrated nutrition curriculum that connects experiential learning at the farm and in the garden to healthy choices in the lunchroom; and (5) waste reduction, composting, and recycling strategies.

Elements of farm-to-school initiatives nationally have sought to significantly improve the nutritional quality of food choices for school-age children, develop new markets for local and regional farmers, increase knowledge and awareness of local and regional food systems, and/or help extend the renewed interest in farm-to-consumer or direct marketing strategies, such as farmers' markets. Preliminary data from California has shown that student access to salad bars as part of a comprehensive program involving classroom, staff and community elements improves consumption of fruits and vegetables and has led to improved perception of the school meals program among students, parents and school staff. These projects have also increased incomes for local farmers and several have improved the financial situation of student nutrition services due to increased usage of the school meal program both by students receiving free and reduced meals and students and other adults paying for meals.

Background for the San Francisco Project

In 2002, San Francisco Food Systems began assessing the feasibility of incorporating fresh, locally grown foods into the National School Lunch Program within SFUSD so that children of all income levels could access high quality agricultural products from the Bay Area and so we could support small, sustainable farmers in the region via institutional purchasing. From initial research, staff of San Francisco Food Systems observed that the manner in which farm-to-school initiatives had historically been established was not always equitable or sustainable. While farm-to-school as a concept has earned a great deal of appeal and support, children in low-income urban communities were not necessarily reaping the benefits. In regards to sustainability, most farm-to-school initiatives start out as pilot projects which are dependent on grants and enthusiastic staff and volunteers. While some districts have been able to scale up and institutionalize the farm-to-school program, these districts have been small in scale compared to the City and County of San Francisco. This project was built on the premise that farm-to-school should be as equitable and sustainable as possible.

Approach

San Francisco Food Systems embarked on this project with the purpose of understanding the local school food environment as it would impact the sustainability of a farm-to-school project. Our research included a look at the District's assets and constraints in such areas as food service facilities, labor and training, nutrition policy, school gardens, nutrition education, as well as mechanisms for communication, ordering and delivery. Our primary activities involved: (1) conducting best practices research around farm-to-school projects, (2) building relationships and partnerships within SFUSD administration to understand district-wide food service, (3) conducting a *School Food Environment Survey* in order to explore the school-specific factors that might support and/or inhibit a lasting farm-to-school project, and (4) identifying and evaluating barriers to project implementation and providing recommendations to overcome such barriers.

Some of the difficulties identified in our research included bureaucratic challenges, the scarcity of resources within the District, competitive food sales, lack of integration between District departments, lack of communication and connection with communities, and the lack of poverty level adjustments for the City and County that consider the higher standard of living in San Francisco. Current activities within SFUSD are helping to address these challenges by connecting students to better, more appealing food choices and increasing the capacity of school sites and of Student Nutrition Services to provide healthier food while ensuring financial stability and sustainability. Considering both the district-level and school-specific factors that can help or hinder the creation of an equitable and sustainable farm-to-school project in SFUSD, San Francisco Food Systems has proposed areas of focus for building on the work which has been conducted in the past year. We will continue to work on the supply side (with produce suppliers, and distributors) as well as on the demand side (to garner support from food service personnel, parents, students and staff in the school community) of the farm-to-school equation. We will continue working on local policy and also initiate a pilot farm-to-school salad bar in at least one school. By advancing our project plan in the years ahead, we hope to ensure that our local community, including the San Francisco Unified School District, is vested in food systems activities that support sustainable environments and healthy, sustainable communities.

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Section 1

Introduction and Project Background

The Conventional Food System

The term "food system" is used frequently in discussions about food, nutrition, health, community economic development and agriculture. The food system includes all processes involved in keeping us fed: growing, harvesting, processing, packaging, transporting, marketing, consuming and disposing food. It also includes the inputs needed and outputs generated at each step. The food system operates within and is influenced by social, economic and natural environments.[1]

The conventional food system places a detrimental burden on the world's natural and social resources. Today's agricultural activities ensure large scale productivity and a steady supply of cheap food through the use of chemicals - fertilizers, pesticides and herbicides. At the same time, however, increasing negative outcomes are being reported from these chemically-intensive activities. For instance, the ground water in regions where industrial agriculture is present has become progressively more contaminated with toxic chemicals. In some parts of the United States, the contamination of drinking water from pesticides is so high that by the age of 10, children have been exposed to the maximum allowable "life dose" of such chemicals. In addition, thousands of farm workers experience health problems including acute poisonings, hormone or endocrine disruption, delayed neuropathy and neurobehavioral effects, cancers, birth defects, and even death from the use of these chemicals every year. Between 1997 and 2000, the average number of reported cases of occupational pesticide poisoning in California was 475 each year.[2] Yet this number likely omits a large number of unreported cases as well as cases of chronic illness resulting from pesticide exposure that are not tracked in the state's surveillance program. Experts on agriculture and ecology are realizing that this system of agriculture is unsustainable.[3]

Small farmers have also been feeling the economic crunch of decisions made in the modern-day food system. Small farmers find challenges in competing with agricultural industry. Large, industrial operations have been the recipients of huge government subsidies, not only in the form

1 Definition from Cornell University Cooperative Extension, Agriculture Food and Communities. www.cals.cornell.edu/agfoodcommunity/

2 Pesticide Action Network of North America. Fields of Poison 2002: California Farmworkers and Pesticides

of direct government payments, but also in public services such as government subsidized loans, research and extension services, and export promotion. In 1999, large farms (the 7 percent of farms nationwide with gross agricultural sales of $250,000 or more) received about 45 percent of federal payments. The 17 percent of farms that are medium-sized (gross sales between $50,000 and $249,999) received 41 percent of the payments. The remaining 14 percent of the payments was shared by the 76 percent of farms that are small (gross sales under $50,000). Small farms substantially outnumber medium and large farms, but because payments are generally based on volume of production, the average payment that small farms receive is much less.[4]

Traditional small and medium-sized farms are on the brink of extinction in America. Of all occupations in America, farming has faced the greatest decline.[5] Between 1993 and 1997, our country lost over 74,000 family farms.[6] According to the U.S. Agricultural Census, the "average farm size" in California was 374 acres in 1997. However, of all 74,126 farms surveyed, 75% were less than 180 acres. These two statistics demonstrate that a very small percentage of farms account for a very large percentage of the state's total farm acreage.[7] In order to survive, small and medium-sized farms must find consistent and reliable markets that promise a reasonable return. The average share of every food dollar going back to farmers, however, dropped from 41 cents in 1950 to 20 cents in 1999, with the rest going to brokers, processors, retailers, and for transportation, packaging, and marketing.[8] With increasing globalization and industrialization of the food system, small and medium-sized farmers find fewer and fewer places to sell their products at a fair price.

In 2002, there were nearly 10,000 new food and beverage products introduced in the United States.[9] The top categories in terms of the number of new products have recently included

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3 Physicians and Scientists for Responsible Application of Science and Technology, 2003

4 U.S. General Accounting Office. Farm Programs: Information on Recipients of Federal Payments, June 2001, available at http://www.gao.gov/new.items/d01606.pdf

5 U.S. Department of Labor. Occupational Outlook Quarterly, Winter 1999/2000.

6 U.S. Department of Agriculture. A National Agricultural Statistics Service, "Farm and Land in Farms: Final Estimates, 1993-1997."

7 U.S. Department of Agriculture. National Agricultural Statistics Service, 1997 Agricultural Census, State of California.

8 U.S. Department of Agriculture. Food Review 2000; 23(3): 27-30.

9 The U.S. Food Marketing System, 2002: Competition, Coordination, and Technological Innovations into the 21st Century, June 2002, available at www.ers.usda.gov/publications/aer811/

candy, gum, and snacks; condiments; beverages; bakery products; and dairy. New products aren't necessarily needed or even beneficial for the nation's health – as nutrition guidelines promoting consumption of whole fruits, vegetables, and grains have not noticeably changed in decades. Despite these longstanding nutrition guidelines, it is estimated that 64% of U.S. adults aged 20 years and older are either overweight or obese.[10] Research has shown that obesity rates are higher among individuals of low socioeconomic status, especially women.[11] Resource poor families may come to rely on inexpensive highly processed food products from fast food restaurants, liquor stores, and/or corner stores, if these are the only food outlets in their neighborhoods. Markets that carry fresh and locally grown fruits and vegetables are not always cited in or located near resource poor neighborhoods.

All things considered, the conventional food system described above is inequitable and unsustainable. By prioritizing production and profit over people, it actively destroys natural resources and ecosystems, rural economies, and promotes unhealthy food environments.

A More Sustainable Food System

As written in the U.S. Farm Bill, the term *sustainable agriculture* means "an integrated system of plant and animal production practices having a site-specific application that will, over the long term:

- satisfy human food and fiber needs;
- enhance environmental quality and the natural resource base upon which the agricultural economy depends;
- make the most efficient use of nonrenewable resources and on-farm resources and integrate, where appropriate, natural biological cycles and controls;
- sustain the economic viability of farm operations; and
- enhance the quality of life for farmers and society as a whole." [12]

10 Flegal KM, Carroll MD, Ogden CL, Johnson CL.2002. Prevalence and trends in obesity among US adults, 1999-2000. JAMA 288(14):1723-7.

11 Crawford PB, Townsend MS, Metz DL, Smith D, Espinosa-Hall G, Donohue SS, Olivares A, Kaiser LL. 2004. How can Californians be overweight and hungry? California Agriculture 58(1):12-17.

12 Food, Agriculture, Conservation, and Trade Act of 1990 (FACTA), Public Law 101-624, Title XVI, Subtitle A, Section 1603 (Government Printing Office, Washington, DC, 1990).

According to Dr. John E. Ikerd, Extension Professor at University of Missouri,

> "A sustainable agriculture must be economically viable, socially responsible, and ecologically sound. The economic, social, and ecological are interrelated, and all are essential to sustainability. An agriculture that uses up or degrades its natural resource base, or pollutes the natural environment, eventually will lose its ability to produce. It's not sustainable. An agriculture that isn't profitable, at least over time, will not allow its farmers to stay in business. It's not sustainable. An agriculture that fails to meet the needs of society, as producers and citizens as well as consumers, will not be sustained by society. It's not sustainable. A sustainable agriculture must be all three – ecologically sound, economically viable, and socially responsible. And the three must be in harmony."[13]

Part of the movement away from the vertically-integrated, corporate controlled, environmentally unsustainable food system is the creation of alternative local food systems. Regional self-sufficiency in terms of food production is now virtually nonexistent, as most areas are unable to purchase locally produced food in commercial retail outlets. Still, greater community control over the resources in and decisions related to the food system can bring equity and social sustainability to a society. As an alternative to the conventional food system described above, a *community food system* is "a collaborative effort to promote sustainable food production, processing, distribution and consumption in order to enhance the environmental, economic and social health of a particular place. Farmers, consumers and communities are partnering to create more locally based, self-reliant food economies. One of the most important aspects of these community projects is that they increase resident participation to achieve the following goals:

- Improved access by all community members to an adequate, affordable, nutritious diet;
- A stable base of family farms that uses less chemical and energy-intensive production practices and emphasizes local inputs;
- Marketing and processing practices that create more direct links between farmers and consumers;
- Food and agriculture-related businesses that create jobs and recirculate financial capital within the community;
- Improved living and working conditions for farm and food system labor; and

13 Presentation by John Ikerd at the March 2001 Partnerships for Sustaining California Agriculture: Profit, Environment and Community conference, Woodland, California. http://www.sarep.ucdavis.edu/newsltr/v13n2/sa-5.htm

- Creation of food and agriculture policies that promote local or sustainable food production, processing and consumption."[14]

Driven by a set of values that goes beyond production and profit, a community food system not only generates food for markets, but also contributes to a range of public goods, such as clean water, wildlife preservation, carbon sequestration in soils, flood protection, landscape quality as well as social cohesion in urban environments.

Significance of Institutional Purchasing

One pathway to build and strengthen community food systems is through the support of sustainable agriculture and the establishment of institutional purchasing mechanisms that connect local or regional sustainable agriculture to urban markets and communities. Understanding that small and medium-sized farmers need markets to sell their products and that communities need fresher, more appealing and less processed food, institutional purchasing is an avenue towards creating and supporting a more sustainable food system. Public institutions such as schools, hospitals, and correctional facilities can support small local farmers through the purchase of their agricultural products. Over the course of the past year, San Francisco Food Systems has been examining ways to improve regional self-sufficiency in agriculture by investigating and finding opportunities for San Francisco to buy local agriculture through institutional purchasing.

How Farm-to-School Supports Sustainable Agriculture and School Health

The Farm-to-School Concept

"Farm-to-school" is a general term that is used to describe efforts that connect schools and school districts with local agriculture. While "farm-to-school" can take on a number of different forms, it has typically revolved around the following key components: (1) improved school lunches using fresh produce sourced from local growers; (2) school gardens in which children obtain hands-on experience in growing food; (3) field trips to local farms and classroom visits from food producers; (4) integrated nutrition curriculum that connects experiential learning at the farm

14 UC Sustainable Agriculture Research and Education Program, http://www.sarep.ucdavis.edu/cdpp/cfsoverview.htm

and in the garden to healthy choices in the lunchroom; and (5) waste reduction through composting and recycling strategies.[15]

This kind of collaboration has increasingly gained support and publicity in several different arenas. In 1997 the USDA Food and Nutrition Services Division initiated a "Small Farms/School Meals Initiative" to encourage small farmers to sell fresh fruits and vegetables to schools and to encourage schools to buy wholesome produce from small farmers. More recently, Section 4303 of the 2002 Farm Bill encouraged institutions participating in the school lunch and breakfast programs "to purchase locally produced foods, to the maximum extent practicable."[16] On a state level, former Governor Gray Davis launched a "Buy California" campaign in February of 2002.[17] Included in this $79 million initiative was the goal of boosting consumer awareness and consumption of California agricultural commodities. In the City and County of San Francisco, a local team of 22 key stakeholders came together in 1997 to draft a sustainability plan for the city.[18] As part of the plan's chapter on food and agriculture, one objective stipulated that by the year 2002, 25% of all produce purchased by government institutions, schools, restaurants, and other food-related establishments would come from sustainable Bay Area sources, while at least 70% of the rest would be acquired from other California sources. Until now, this important objective has been completely forgotten.

Elements of farm-to-school initiatives nationally have sought to significantly improve the nutritional quality of food choices for school-age children, develop new markets for local and regional farmers, increase knowledge and awareness of local and regional food systems, and help extend the renewed interest in farm-to-consumer or direct marketing strategies, such as farmers' markets. Preliminary data from California has shown that student access to salad bars as part of a comprehensive program involving classroom, staff and community elements improves consumption of fruits and vegetables and has led to improved perception of the school meals program among students, parents and school staff. These projects have also increased incomes

15 Smart Food: An assessment of Farm-to-School opportunities for schools and the schoolchildren of Monterey County, 2003. Available at http://science.csumb.edu/~watershed/pubs/WI_SmartFoodReport_030604.pdf

16 U.S. Department of Agriculture. Farm Bill 2002. http://www.usda.gov/farmbill/

17 California Department of Food and Agriculture. http://www.cdfa.ca.gov/mkt/mkt/BuyCalif_intro.htm

18 Sustainability Plan for the City of San Francisco, 1997. http://www.sustainable-city.org/

for local farmers and several have improved the financial situation of the school food service department due to increased usage of the school meal program both by students receiving free and reduced meals and students paying full price.

Supporting Sustainable Agriculture

Small farmers are increasingly in need of profitable and stable markets in which to sell their products. Farm-to-school programs support regional agriculture by utilizing the purchasing power of a school system and offering a regular, stable market for agricultural products. In the state of North Carolina, the farm-to-school program generated an additional $289,000 in sales for local farmers in 2002.[19] The New York City Department of Education, by partnering with the Department of Defense (DoD Fresh) Program, contributed over $300,000 to the local farm economy in just a couple months by purchasing a portion of their product from local farmers.[20]

In the conventional food system, small farmers have not been able to benefit from relationships with institutional markets such as schools. First, up to 20% of a typical school food service budget consists of commodities (cheese, meat, butter, canned fruits and vegetables) which are heavily subsidized by the federal government. These items generally support the income of only large agricultural producers and can actually act as a disincentive to purchasing fresh produce for schools. Secondly, there is usually a lack of infrastructure which supports relationships between small farmers and a school or school district. The majority of today's institutions use food obtained through national food distributors. Administrators prefer to deal with one vendor, one order form, and one delivery. Vendors who can supply a high number of value-added products and a dependable delivery system win the contract. Because school food service runs like a business that must conform to state and federal regulations, consistency is valued over seasonality and variability. Small and medium sized farms are at a disadvantage in this environment. Individual farmers do not ordinarily produce adequate quantities to supply a large school district. They generally do not have the capacity to process their products especially for

19 North Carolina Department of Agriculture and Consumer Services. http://www.ncagr.com/fooddist/Farm-to-School.html [Accessed December 9, 2003]

20 Communication with New York State Office of General Services, Food Distribution and Warehousing. November 26, 2003.

institutional food service settings. Finally, they have limited ability to deliver to multiple locations.

According to the USDA Agricultural Census, in 1997 there were 7,413 farms in the nine-county San Francisco Bay Area (Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara, Solano, and Sonoma). Over 2 million acres were used for farming in this region, representing 39% of the total land. The average farm size ranged from 2 acres in San Francisco to 563 acres in Alameda. Branching out to surrounding counties adds substantially to these numbers: Mendocino (1,092 farms and 638,566 acres), Lake (776 farms and 138,482 acres), Yolo (923 farms and 536,595 acres), Sacramento (1,288 farms and 308,035 acres), San Joaquin (3,862 farms and 808,838 acres), Stanislaus (4,009 farms and 732,736 acres), Merced (2,831 farms and 881,696 acres), San Benito (562 farms and 511,571 acres), Santa Cruz (722 farms and 71,115 acres), and Monterey (1,209 farms and 1,544,064 acres). San Francisco sits in an extremely fertile region with a year-long growing season. Taking advantage of this fresh and nutritious abundance and supporting small regional farmers makes sense. If we want to support the sustainability of small and medium-sized farms in our state and region, we need to create and bolster markets that support them, including institutional markets in urban areas.

Supporting Healthy School Food Environments

Children in America today are facing a health crisis. Poor diet and inactivity are resulting in an alarming increase in the rate of childhood obesity and the appearance of health problems in children that used to occur primarily in adults. Overweight in childhood is associated with numerous health risks, including increased stress on weight-bearing joints, high blood pressure and abnormal blood lipids, insulin resistance and type 2 diabetes mellitus, and respiratory problems. Furthermore, overweight during childhood can also have a damaging impact on psychosocial and emotional development, contributing to problems like discrimination, low self-esteem, poor body image, and eating disorders. The prevalence of overweight among 6- to 17-year-old youth has more than tripled since the 1960's. In California, nearly one-third of children (aged 9-11) and youth (aged 12-17) are already overweight or at-risk for overweight.[21,22] This

21 Special Report on the Policy Implications from the 1999 California Children's Eating and Exercise Practices Survey (CalCHEEPS). Public Health Institute. 2000. [http://www.calendow.org/pub/publications/calcheeps050701.pdf]

results in $1.8 billion worth of medical costs in the state of California alone. In the San Francisco Unified School District, 28% of middle school students and 23% of high school students were either overweight or at risk for overweight in 2001, according to data from the Youth Risk Behavior Survey (YRBS).

Schools can play an important role in influencing children's nutrition, health, and academic performance. Many low-income children rely on the USDA sponsored National School Lunch Program and the School Breakfast Program for up to 50% of their daily energy, protein, cholesterol, carbohydrate and sodium needs and 40% of their daily intake of fat. These programs are crucial as the relationship between nutrition and a child's ability to learn is well established. Poorly nourished children are often tired, apathetic, and unable to concentrate. Their cognitive development may even be impaired. The school breakfast and school lunch programs have improved the nutritional quality of low-income children's diets. Over 2 million students (38%) in California participate in free or reduced price meal programs. According to data from the California Department of Education, 59% of children in San Francisco Unified School District were enrolled in free or reduced price meal programs in 2002-03.

In the current climate of severely under funded educational systems, many school districts turn to food sales outside of the USDA sponsored School Breakfast Program and National School Lunch Program as a way to generate extra revenue. They increasingly sign contracts with fast food companies, hospitality services, and soft drink companies. They sell more branded, familiar food items in snack bars, stores, and vending machines to guarantee increased sales and profit. In a survey conducted in 2000, 95% of responding California school districts reported that they sell fast food, the most common of which were sodas, pizza, cookies, chips and burritos.[23] Unfortunately, food options outside of the USDA sponsored school lunch and breakfast (e.g. foods sold à la carte, in school stores, in snack bars or in vending machines) do not currently have to meet any federal standards for nutritional quality. However, the Pupil Nutrition, Health, and Achievement Act of 2001 (SB19) established nutrition guidelines which

22 1998 California Teen Eating, Exercise, and Nutrition Survey: Media Highlights. Public Health Institute. September 2000. [http://www.phi.org/news/Calteen/study.pdf]

23 2000 California High School Fast Food Survey. Public Health Institute. [www.californiaprojectlean.org]

California schools have to enact by 2004. In addition, individual school districts are increasingly writing their own nutrition policies which typically include restrictions or nutrient standards for competitive food sales. SFUSD has also been writing a Student Nutrition and Physical Fitness Plan to improve the SFUSD school food environment.

The distinction between meals in the National School Lunch Program and food and beverages served à la carte (via the snack bar, school store, or vending machines) is progressively widening. This has led to issues of stigma for those participating in USDA sponsored school meal programs, instigating decreased usage of the program and increased desire for more familiar, branded food items. More and more children opt for unhealthy snacks instead of eating nutritionally balanced meals at school. Children from low-income households may not be eating because they are embarrassed to participate in the program and they do not have money to purchase à la carte items. With the underutilization of USDA sponsored meal programs, schools and school districts lose much-needed funding since federal and state dollars are brought in with each meal served. This school food environment does not seem to "safeguard the health and well- being of the nation's children," as promised at the inception of the National School Lunch Program.[24]

Of all the food groups, fruits and vegetables are most likely to be consumed in *inadequate* amounts by children. During an average day in 1999, only 21% of children ate five or more servings of fruits and vegetables.[25] Studies with adolescents reveal similar findings -- almost half of 1,200 teens surveyed in 1998 reported eating no vegetables at all on a typical day.[26] Only about one in ten adolescents reported having eaten green salad on the day preceding the interview. In 1997, only 34.1% of San Francisco youth surveyed by YRBS had eaten five or more servings of fruit and vegetables on the day preceding the survey. Data from the 2001 High School YRBS showed that during the week prior to the survey, 19% of students had eaten fruit, 23% had consumed fruit juice, and 16% had eaten green salad or other vegetables two or more

24 Section 2 of the National School Lunch Act (NSLA), 42 U.S.C. 1751.National School Lunch Program instituted by Congress in 1946.

25 1999 Children's Healthy Eating and Exercise Practices Survey (CalCHEEPS). California DHS, Cancer Prevention and Nutrition Section, Research and Evaluation Unit.

26 1998 California Teen Eating, Exercise, and Nutrition Survey: Media Highlights. Public Health Institute. September 2000. http://www.phi.org/news/Calteen/study.pdf

times per day. Only 4% of students reported eating fruits and 2% reported eating vegetables four or more times a day. Among middle school students 76% had eaten fruit, 67% had consumed fruit juice, 60% had eaten cooked vegetables, and 36% had eaten green salad one or more times on the day before completing the survey. If we expect children to eat fruits and vegetables, these items must be readily available, economically within reach, and socially accessible to them.

Background for the San Francisco Project

In 2002, San Francisco Food Systems began assessing the feasibility of incorporating fresh, locally grown foods into the National School Lunch Program within San Francisco Unified School District so that children of all income levels could access high quality agricultural products from the Bay Area and also to support small and medium-sized, sustainable farmers in the region via the institutional market in San Francisco.

From initial research, staff of San Francisco Food Systems observed that the manner in which farm-to-school initiatives had historically been established was not always equitable or sustainable. While farm-to-school as a concept has earned a great deal of appeal and support, children in low-income urban communities were not necessarily reaping the benefits. A study published by the USDA in 2002 found that schools offering a salad bar lunch at least once per week had a lower percentage of students eligible for free and reduced price lunch compared to schools without a salad bar.[27] Additionally, urban schools were less likely to have a school salad bar than rural schools. In regards to sustainability, most farm-to-school initiatives have started out as pilot projects in just a few select sites. Very often initiatives are dependent on grants and enthusiastic staff and volunteers. While some districts have been able to scale up and institutionalize the farm-to-school program, these districts have been small in comparison to San Francisco. This project was built on the premise that farm-to-school should be as equitable and sustainable as possible. In this regard, the feasibility study was to explore the larger structural issues that might support and/or inhibit a lasting farm-to-school project in San Francisco Unified School District.

Best Practices Research

We began our project with a thorough review of models of farm-to-school projects both in California and across the nation. This process included a review of reports and documents circulated by statewide and national farm-to-school projects as well as participation in numerous meetings and national conferences.

There are several models of farm-to-school projects – everything from doing weekly taste tests in the classroom to receiving a regular produce box from a community supported agriculture (CSA) program, selling local produce à la carte, incorporating fresh local ingredients in the reimbursable USDA sponsored lunch line meal, or starting up a farm-to-school salad bar that is also available to students eating USDA sponsored free and reduced meals. There are also different approaches to procurement and distribution systems including shopping directly at the farmers' market, using the contracted produce vendor but adopting new purchasing and procurement practices, acting as a forager between small farmers in the region and the school district, or setting up a new growers' cooperative or collaborative.

Some of the accomplishments cited among early farm-to-school projects are the following:

- In Santa Monica Malibu Unified School District, the utilization of the lunch program increased among both students and staff with the inception of a farmers' market salad bar. On average, more than three times the number of children selected the Farmers' Market Salad Bar option than the conventional salad bar during the previous year.
- In Ventura Unified School District, when students were presented with the option of the farm fresh salad bar lunch or hot lunch, students chose the salad bar at nearly a two to one ratio. Staff overwhelmingly chose the salad bar over the hot lunch, with an average of fourteen staff choosing the salad bar on days when the option was available, compared to an average of only one staff member choosing the hot lunch option.
- In Ventura Unified School District, the district's food service converted a $231,000 deficit to $80,000 in revenue during the first year of the Healthy Schools Project. The program also reduced food waste by 90%.

27 "School Lunch Salad Bars." Nutrition Assistance Program Report Series. USDA Office of Analysis, Nutrition and Evaluation, April 2002.

- In Davis Joint Unified School District, students eating a *Crunch Lunch* farm-to-school salad bar meal were found to select an average of 3-3.5 servings of fruits and vegetables per meal compared to less than 1 serving from the hot meal.
- In Los Angeles Unified School District, after the implementation of a salad bar lunch option in three elementary schools, the mean frequency of fruit and vegetable consumption among students increased while the mean caloric and fat intake decreased.

Some of the pitfalls identified in previous farm-to-school projects are the following:

- Not paying enough attention to all stakeholder groups (school and district administration, students, food service managers, and frontline cafeteria employees) when planning, implementing, and evaluating programs.
- Using grant funding for the cost of operations instead of planning for and developing the project to be self-sustaining from the beginning.
- Lofty expectations – not being clear with farmers and/or food service directors about the quantities that will be ordered, the duration of the contract relationships, the quality of produce, and/or the prices.
- Lack of trucks and transportation – undeveloped distribution infrastructure for purchasing local produce from small and medium-sized farmers.

What Would It Take?

Research and testimony from other districts reflect the great deal of energy and resources needed to make the transition from a conventional school food service arrangement to a farm-to-school model. A school must have the necessary equipment to handle the ordering, storing, prepping, and cooking of fresh raw ingredients. Schools must have dry and refrigerated storage space, kitchen facilities with sinks and tables, an operational stove and oven. They may need additional equipment like salad bar units, crocks, utensils, salad spinners, cutting boards, knives, and ice makers. Schools must also be able to provide the labor to prepare the food, serve the food, monitor the lunch line, and deal with any additional waste generated. Additionally staff must also be trained and certified to prepare meals from fresh, raw ingredients. Because farmers

generally sell their products unprocessed, farm-to-school projects are almost always more labor intensive than conventional food service models.

Aside from these facility needs, there is a need for a system of regular and effective communication. Growers need to know school district's produce demands and ordering habits in order to plan for the appropriate variety, quantity and specifications (size, value enhancement, packaging, nutrient content, etc.). School districts need to know which growers they can contact in their region, seasonal availability of local and regional produce, and the price ranges for the desired local products. Thinking seasonally is not something food service directors typically have to do. Schools typically prefer to order products that have undergone a bit of processing like washing, peeling, chopping, and/or shredding. They also need high quality products, reasonable costs, easy ordering processes and a dependable delivery system. Many early forms of farm-to-school projects managed to fulfill all these requirements in a contained setting like an individual school site served by a few regional farms. However, an operation involving a large urban school district with centralized production, and high dependence on processed or value-added products has yet to be seen.

San Francisco Unified School District Demographics

San Francisco Unified School District (SFUSD) is the fifth largest school district in California. SFUSD serves nearly 60,000 students through a network of 116 schools. In addition to the K-12 schools, San Francisco Unified School District also oversees 36 Child Development Centers. The overall ethnic breakdown of the student population is roughly 43.7% Asian, 21.4% Latino, 14.7% African American, 10% Caucasian, 6.6% Filipino, 0.9% Pacific Islander, and 0.6% American Indian or Alaska Native.[28] According to the 2002-03 data from the California Department of Education (Educational Demographics Unit), 59% of the children in San Francisco public schools are enrolled in free- or reduced-price meal programs. This number captures the number of students actually enrolled in the program, not necessarily the full population that is eligible to receive free meals nor the number of students actually using the

28 California Department of Education, Educational Demographics Unit. Data for the year 2002-03. http://data1.cde.ca.gov/dataquest/

program. Seventy-five of the 116 schools in the district have a student population in which over 50% qualify for free- or reduced-price meals.

Our Approach

Following recommendations from previous farm-to-school projects, a major emphasis of this project has been on building and sustaining relationships with key players in San Francisco Unified School District, including district administrators and food service management. In November 2002, San Francisco Food Systems signed a Memorandum of Understanding (MOU) with SFUSD Student Nutrition Services (SNS) and with the Occupational and Environmental Health Section of San Francisco Department of Public Health. This MOU outlined the specific goals and the nature of the farm-to-school feasibility project as well as the roles and responsibilities of each party involved. This proved to be very useful for sharing information and accessing data throughout the year. We had regular meetings with SNS to answer questions and map out the operations of SFUSD school food service. (See Section 2.)

Beginning in January of 2003, San Francisco Food Systems coordinated and convened a project Farm-to-School Planning Group. Planning Group membership included representatives from SFUSD SNS, SFUSD School Health Programs, Parents for Public Schools, teachers, and administrators. The Farm-to-School Planning Group shared a vision of incorporating fresh, local produce into the District's schools while acknowledging the need to take a pragmatic approach, and to consider the capacity of SFUSD to build and sustain such a program.

Section 2

Food Service Operations in SFUSD

Operations within Student Nutrition Services

Administration

The SNS Division of SFUSD directs and coordinates meal programs for the entire school district – ensuring the safe handling, storage and preparation of all food for the National School Lunch Program, School Breakfast Program, and After-School Snack Program. The mission of the department is "to support the education of students in the San Francisco Unified School District by providing nutritious and well-balanced meals through compliance with all District, City, State and Federal Regulations….purchasing and providing the highest quality food and services to the students of the San Francisco Unified School District." Throughout the school year, SNS serves an average of 10,000 breakfasts, 30,000 lunches and 5,500 afternoon snacks each day.

Budget

The annual budget for SNS is $15 million. SNS is required to generate enough revenue to sustain itself and is prohibited from drawing money from the District's general fund. Revenue for SNS comes from federal and state reimbursement for the lunches and breakfasts it serves, from payments for meals from "unqualified" students and adults, and from à la carte sales in the school beaneries. During the 2002-03 school year, SNS received USDA reimbursement in the amount of $2.14 per free, $1.74 per reduced, and $0.20 per paid lunch served. Federal reimbursement for the breakfast program was $1.17 per free, $0.87 per reduced, and $0.22 per paid breakfast served. SNS also received reimbursement from the State of California in the amount of $0.1343 per free and reduced meal served. For after school snack programs, the reimbursement rate was $0.58 per free and $0.29 per reduced snack served. These rates are slightly higher in schools that are "especially needy" or serve 60% or more free and/or reduced price lunches. Finally, government commodities such as meat, cheese, and canned vegetables are available to SNS in the amount of $0.1802 per meal. Although these commodities are offered as an entitlement to school districts, SNS must provide for transportation costs, processing fees and the assessment fees in order to receive them. While the aforementioned reimbursement rates increase at an average of approximately 2.3% per year, the costs of labor, food, and transportation typically increase more rapidly. According to the Director of SNS, salaries in San Francisco have risen approximately 5.5% over the past two years. Food costs

have increased approximately 6-8% in the last year. Lastly, food transportation costs rose approximately 20% in the last year.

Aside from government reimbursement, the department generates additional income (about $3 million annually) from food sales at the school beaneries, which are à la carte stands selling (non-reimbursable) snack foods like chips, soda, sandwiches, pizza and cookies. Such beaneries are found in most middle and high schools, but almost no elementary schools. SNS does not receive any income from food and beverages sold on school campuses via vending machines, school stores, fundraising events or concessions at special events. Profit from these sales generally goes to the school site – most often to the principal, student body, the PTA, or to a specific school program like band or athletics.

Free and Reduced Price Meals

On the first day of school, each student in the district receives an application for free and reduced price meals to be filled out by his or her parent or guardian. This application is used to determine if a student is "qualified" for free or reduced price meals through the National School Lunch Program and School Breakfast Program. In SFUSD, the count of students "qualified" for free and reduced price meals is taken within 30 operational days from the first instructional school day. Although applications can be turned in at any time throughout the year, eligible students who do not turn in paperwork by this date (within 30 days) are not captured in the schools' percentage of "qualified" students and therefore do not bring any government reimbursement dollars into the department for these students until their applications are processed.

The procedure by which applications are distributed to students is decentralized and not controlled by SNS. The primary responsibility for organizing and following up on this important application falls on the principals at each school site. In the past, SNS has experienced difficulty in encouraging principals and students to return school meal applications by the due date. Data on free and reduced meal eligibility in SFUSD is used to determine a number of different funding levels including district grant funds, Erate funding, Title I funding, Child Care Food Program reimbursement rates, etc.

Several schools within SFUSD had previously operated under Provision 2, an option in the National School Lunch Program that aims to reduce the application burden and simplify meal counting and claiming procedures. Under Provision 2, schools with populations in which at least 50% of students are eligible for free or reduced meals can serve meals to all students at no charge for a four-year period. These schools are required to pay the difference between Federal reimbursement and the cost of providing all meals at no charge. Large urban school districts like Los Angeles and Long Beach use a combined free and reduced percentage of 90% to register for Provision 2 status for the whole district. On a whole, the San Francisco Unified School District had an average combined free and reduced eligibility percentage of 59.03% in 2002-03, but chose not to exercise this option due to other district priorities.

The District's Provision 2 status expired during the 2001-02 school year. Since it has been discontinued, many parents of children in previous Provision 2 schools have not been paying for lunches because they were accustomed to the former "universal free lunch" policy. SNS cannot deny children these meals according to an unwritten rule within SFUSD. Consequently, following the Superintendent's decision to discontinue Provision 2, SNS has had to bear a substantial financial burden resulting from lack of payment among students from previous Provision 2 schools.

Due to lack of payment, the under enrollment and underutilization of meal programs, and because of a high prevalence of competitive food sales in the district, SNS has had a difficult time of sustaining itself financially. According to the District's Chief Business Officer, SNS's budget shortfall amounted to $514,000 in school year 2001-02 and $439,000 in 2002-03. SNS has cut expenses by minimizing labor costs and providing less costly items on the school menus. It was estimated in August of 2003 that the department budget would experience a shortfall of $381,000 in the 2003-04 school year. As of December 2003, the department was in the black with the district's general fund having paid off the previous deficit.

Purchasing/Suppliers

The meals produced in SFUSD derive many of their ingredients from USDA commodities such as cheese, ground beef, chicken, and canned vegetables. The dollar value of commodities received by SFUSD is tied to the total number of meals served during the previous year and has increased over the last two years. In 2001-02, SFUSD received $815,937 worth of such donated commodities. Each January, SNS receives a commodity order form and entitlement dollar amount for the coming year and must plan its menus and place its order by mid-February. All other foods that are purchased for meal programs must be solicited through a bidding process if the amount of the purchase order is above $1,500. For orders between $1,500 and $59,599 buyers can follow an informal bidding process, soliciting at least three bids but not advertising publicly. However, for orders that surpass the discretionary spending cap of $59,600, SFUSD must go through a formal bidding process, advertising publicly for a period of two weeks and soliciting at least three bids. Vendors who supply the lowest bid must be approved by the school board before purchase orders can be processed. Contracts are for one year. All food, beverages, and food service supplies for SFUSD are on contract and ordered through SYSCO with the exception of dairy and produce orders which are independently contracted through Berkeley Farms and Piranha Produce, respectively.

Produce Ordering

The San Francisco Unified School District's $200,000 produce contract is with Piranha Produce, based in Modesto, California. Piranha Produce first won the district's produce bid in July of 2001 and is due for a re-bid each July. Piranha services Northern California and Nevada and currently holds 52 contracts with school districts. Piranha carries over 1,000 different fruit and vegetable items as well as Odwalla juices and pre-cut/value added products. Some of the produce items Piranha offers are available year-round, but produce availability lists and pricing generally change weekly. The district's only standing order is for petite bananas, while all other items and quantities ordered change from week to week according to the school menus.

When fresh produce is available through the U.S. Department of Defense (DoD), the District acquires it in this way since government subsidies keep the price per case considerably lower than Piranha. The Supply Center for the Department of Defense, located in Philadelphia, PA,

controls the operations of field buying offices throughout the United States. There are 10 regional Produce Buying Offices (PBOs) that handle customers in their geographic area only, the closest office being in Los Angeles. These field offices purchase produce through terminal markets, field growing areas, and from vendors throughout the country and deliver to the U.S. Military, the Defense Commissary Agency, and the National School Lunch Program. In this way, the Defense Supply Center acts essentially as subcontractor with the USDA's Commodity Procurement Program. School districts that choose to utilize the DoD for fresh produce procurement currently pay a straight overhead fee of 5.8% for these services. The Produce Business Unit's field offices provide accounting and billing services for their school food service clients and take responsibility for arranging replacements if their customers are disappointed with the quality of the merchandise they receive. The DoD entitlement for San Francisco Unified School District was $50,630 during the 2002-03 school year. Although the District receives a list of available items at the beginning of the year, it is unclear how much of those items will be available after distribution to other programs throughout the state. DoD only provides SFUSD with extra produce a couple months out of the year. The program gave approximately 4,000 cases of fruit to the District last year, with an average cost of around $14 per case. These products tend to be very popular with students and with food service departments like SNS. In some cases, the regional DoD produce buyer is able to preferentially purchase local produce on behalf of school districts. In the case of California, however, there is no well-established effort to give preference to local produce via DoD.

SNS offers all schools fresh and/or cooked fruits and vegetables every day based upon the entrée that is served. The top produce items ordered fresh by the District (listed in order of total dollars spent) include the following: apples, carrots, bananas, celery, oranges, nectarines, lettuce heads/salad mix, peaches and tomatoes. SNS can offer fresh cut up fruits and/or vegetables when funds are available. However, value-added products like cut fruits and vegetables are consistently costlier. For example, while a whole apple costs approximately 10 cents, the same portion of cut up apples may cost 19 cents. For 25,000 students a variance of 9 cents costs the department approximately $2,250.

Production/Preparation

Several school meal menu items come from approved processors which take USDA commodities like mozzarella cheese and tomato paste and turn them into end products like pizzas or hot pockets. In 2002-03, there were about 60 approved processors according to the CDE Nutrition Services Division. Commodity-based menu items for SFUSD have come from vendors in other cities like Salinas or Los Angeles or from other states such as Arizona, South Carolina, South Dakota or Wisconsin. Most of what is produced within the School District is prepared in one of two central processing stations or production kitchens. The North Center processing station is located at Marina Middle School and produces 13-14,000 lunches per day, while the South Center processing station is based out of Visitation Valley and Denman Middle School, producing 11-12,000 lunches per day. Elementary schools' meals are produced at these sites and are then shipped and reheated at each school site. Several middle and high schools have "scratch kitchens" which are equipped to produce up to 600 total meals per day from raw ingredients. Of all the lunches served in the district, roughly 20% are produced in these "scratch kitchens." According to the SNS Director, schools that have a "scratch kitchen" including a cook manager, cook, and operable kitchen equipment are the following:

- High School: Burton, Galileo, Lincoln, Lowell, Mission, School of the Arts, and Washington
- Middle School: Aptos, Burbank, Denman, Giannini, Hoover, Presidio, and Roosevelt

There are no fast food vendors or commercial caterers in any of the SFUSD schools. The San Francisco School Board voted against commercial food sales in June 1999.[29] The District does outsource some beanery items from neighborhood food producers (e.g. Chinese restaurants) that are able to deliver to some schools following the food service specifications. These sites supply pre-portioned items (e.g. fried rice and noodles) for sale in the school beanery and are inspected by SNS Area Supervisors for food safety and sanitation practices.

Labor

A substantial portion of the budget for SNS ($5,761,385, or over one-third) is used to cover the cost of labor. Food service in the school district is a unionized workforce of about 300 persons,

with about 20 working in administration and the rest working in individual school sites' cafeterias. In order to oversee the full delivery of breakfast, about 2-3 employees are needed per middle and high school and one employee is needed per elementary school. To run the lunch program, 8-13 employees are needed per middle and high school and 1-2 employees are needed per elementary school. Food Service Staff are Local 790 members and must pass a National Safety Exam to ensure food safety. All cook managers and cooks are SERVSAFE Certified. Salaries in SFUSD typically range from $20-33 per hour, including benefits. Although many farm-to-school projects have utilized the labor of volunteers in cafeterias and kitchens, the fact that SFUSD cafeterias are unionized calls into question the use of volunteers for a farm-to-school project in SFUSD school cafeterias.

Distribution/Delivery

Distribution and delivery of food, beverages, and supplies occurs at several different levels within SFUSD. SYSCO delivers a wide variety of products (e.g. dry goods, perishables, meats, cleaning supplies) to all middle and high schools with scratch kitchens that prepare food onsite. SYSCO delivers Monday through Friday in a staggered fashion. Elementary schools, on the other hand, receive pre-fabricated meals from SNS central production kitchens by way of contracted delivery trucks. An independent contractor, J & B Delivery Service, loads pre-packaged foods at production centers and delivers them to school sites.

Menus

There are separate menus for elementary schools and for secondary (middle and high) schools.[30] A vegetarian option is offered each day in elementary, middle, and high schools. These menus must comply with regulations from the U.S. Department of Agriculture. School lunches must provide at least 30% of a child's protein, vitamin, and caloric needs. In addition, they are required to contain 30% or less of calories from fat and 10% or less of calories from saturated fat, when averaged over a week's time. SNS uses a food-based (rather than nutrient-based) menu-planning process. According to the October 2002 CDE audit (Improvement Plan for School Meals) of SFUSD meal programs, San Francisco's school meals were meeting all

29 San Francisco Commercial Free Schools Act. http://www.newrules.org/info/sanfran.html

30 See SFUSD website for sample menus http://portal.sfusd.edu/template/default.cfm?page=ops.nutrition

nutrition standards. The goal for the department was to improve the variety in the elementary school breakfast. The report stated that cold cereal and crackers were offered each day and recommended that the department provide alternative bread/grain items at least twice a week.

There are currently no schools in SFUSD that are offering a salad bar option. In the past, some schools attempted to establish salad bars, but the district was unwilling due to food safety and contamination concerns. Additionally, due to labor constrictions, the management of SNS is not able to inspect regularly. Salads have been offered in prepackaged form (e.g. chef salad, green salad) in the school beanery but not in the National School Lunch Program in any schools. In 2003, students participating in focus groups in two SFUSD schools reported that their school lunch programs provided substandard meals.[31] Participants expressed that the food was "nasty," "unappealing," and that even when salads were available, the lettuce was often brown or soggy. Students commented that they would like the school lunch program to serve more appealing, healthy food choices like seasonal fresh fruit and salads.

Marketing

SNS, due to financial and personnel constraints, has few resources with which to market its meals and à la carte items. Menus are handed out to parents and are available via the SFUSD website, but there is little signage and promotion of the meals and à la carte items sold by the department. The School District has an Office of Public Engagement and Information which became involved in communications regarding school nutrition in the fall of 2003 following the passage of the School Board Resolution. Interestingly, on the point of promoting California-grown produce, some District offices and schools bear promotional signage for "Washington Apples" and "Florida Grapefruit" but nothing around produce from California.

Meal Prices

The price of the school lunch in SFUSD is currently $1.50 in elementary and $1.75 in middle and high schools. The price charged for school breakfast is $0.80. There is no charge for those students qualifying for "reduced price" school meals. These meal prices have not changed for several years. Compared to other school districts in the surrounding Bay Area, it appears that

SFUSD charges substantially lower prices for meals even though the standard of living may be comparable or higher in San Francisco. For example, West Contra Costa Unified charges $1.75 for an elementary school lunch and $2.45 for an adult lunch. Davis Joint Unified and Novato Unified both charge $2.25 for a student lunch. Novato charges $3.50 for an adult lunch and also allows buyers to add an extra entree for $1.00. Lagunitas School District charges $2.75 for a student lunch and $4.00 for an adult lunch. Palo Alto Unified charges $2.75 for the elementary school lunch, $2.85 for the middle school lunch, and $3.00 for the high school lunch. Berkeley Unified charges $2.50 for the elementary school lunch, $3.00 for the middle school lunch, and $3.50 for the high school lunch. Prices charged for breakfast are higher in these districts as well.

Meal Times and Locations

The schedules for breakfast and lunch are decided at the school level by the principal. The cafeteria staff (SNS) runs according to the hours set by the school, however labor costs influence the hours of operation of the meal programs as do the bus schedules. Decisions about open campus and meal locations are also made at the school level. These decisions are largely influenced by the space available for accommodating students in the cafeterias or in other areas of campus.

Waste/Recycling/Composting

Waste management is handled at the individual school sites. SNS is responsible for providing garbage cans and liners to all schools, but the custodial staff at each site handles the emptying and the site administrators are responsible for the garbage expense. The San Francisco Department of the Environment currently has a program called "Food to Flowers!" which collects leftover food and soiled paper from K-12 schools. The Department provides free instructional assemblies, materials, and green carts for collecting leftovers, which are then picked up by the waste hauler with the garbage. Sunset Scavenger, the City's waste management company, and the Department of the Environment meet with individual school site administrators to promote recycling and composting programs in the schools. Decisions around recycling and composting programs are typically made by the principal, so not all schools have these in operation. According to one SNS Area Supervisor, there is not much food waste

31 Focus groups conducted by LEAF grant evaluator in Lowell and Mission High Schools, 2003

generated at the two central production kitchens for the district, since much of what is acquired and served comes in pre-packaged form. All food that remains after preparation and service is thrown out in the same day, i.e. leftovers cannot be retained due to health codes.

Operations within Individual School Sites

Conversations with parents, teachers, school administrators and food service managers revealed that competitive food sales in SFUSD were abundant and largely unregulated. Many middle and high schools have sold snack foods and beverages in vending machines housed in the cafeteria – a direct violation of the federal law regarding competitive food sales. Teachers and parents have sold snacks (e.g. cup of soup, homemade baked goods) to students in classrooms, competing with the school lunch program. Schools stores and kiosks might sell the same food and beverages as the beanery, but the profits would go to the school instead of to SNS, the officially authorized and recognized food service entity. This phenomenon has caused a hemorrhaging from the revenue stream for SNS, inhibiting its abilities to maintain and improve its programs.

Although the school meals within San Francisco Unified School District are under the discretion of SNS, regulated by the USDA, and produced largely in a centralized fashion, there is still a great deal of variability in what food and beverages are offered and sold at each individual school site and in the success of the school meal programs. School administrators are able to make decisions in regards to the process of distributing school meal applications, the number of breakfast and lunch periods, the degree to which food is sold as a fundraiser on campus, the school's interest in starting recycling, composting, and gardening programs, and more. In order to capture the autonomy of each school site in such administrative decisions and practices, San Francisco Food Systems and its project Planning Group developed a *School Food Environment Survey*.

Survey Development and Dissemination

The *School Food Environment Survey* was developed over the course of four months. The Farm-to-School Coordinator worked on the project half-time and solicited regular feedback and

recommendations from the Farm-to-School Planning Group. The final document was a 10-page, 11-section survey that was sent to all school principals within the District. Before distribution, the survey was reviewed through the District's formal approval process and Sponsored Projects Office. This process took approximately three weeks.

On May 6, 2003, San Francisco Food Systems mailed the *School Food Environment Survey* to 113 school principals of San Francisco Unified School District. A cover letter described the project in brief and explained that administrators who completed and returned the survey by May 30, 2003 would receive a gift certificate of appreciation. Principals were given the option of mailing, faxing, or emailing survey responses.

Survey Results

By the May 30th due date, 37 (or 33%) of all surveys were returned. By June, we received 48 (or 42%) of all surveys. Of all schools in the district, 28 elementary schools (40%), 9 middle schools (53%), 11 high schools (55%) and no K-8 schools (0%) responded. The Farm-to-School Coordinator made follow-up calls, faxes, and emails to administrators who turned in surveys in order to get as complete of information as possible. The complete data from the *School Food Environment Survey* questions are provided in Section 6.

Section 3

Key Themes, Current Food Systems Activities and Opportunities

Key Themes Stemming from Research

A number of key themes emerge from the *School Food Environment Survey*, our work with the SNS and outreach efforts with parents, teachers, and students of the San Francisco Unified School District. These themes represent challenges in our work to bring fresh, local and sustainable produce into SFUSD and should be aptly considered when planning next steps.

1. Traditional approach to education: Strong emphasis on academic scores

The main emphasis within the San Francisco Unified School District is on educating students. Concerned with maintaining high test scores and ensuring that student academic performance is held to the maximum standards, the San Francisco Unified School District has stressed academic performance. While academic achievement is important, an overemphasis on numeric outcomes encourages the rejection of pragmatic, comprehensive approaches to education like systems-based, ecological instruction. The conventional approach disregards important connections that can be made between healthy food environments, nutrition education, and academic performance.

2. Federal poverty rate: Unrealistic within local context

The federal poverty rate by which families become qualified for free and reduced meals is inordinately low for families in San Francisco. The California Budget Project estimates that it takes $61,986 for a single mother of two to live in San Francisco Bay Area.[32] The federal poverty level provides only a fraction of what families need to live minimally comfortably in San Francisco. In order for a child to be qualified for free lunches, a family of three (e.g. single mother with two children) cannot earn over $19,838 per year. This leaves a significant gap between what it really takes to live in San Francisco and what the federal government determines as eligibility for this program. Families who are truly in need in San Francisco are not being served due to the federal government's archaic poverty rates.

3. Resources: School District is strapped and scarcity creates competition

Like many other government agencies, the San Francisco Unified School District has been experiencing massive budget cuts and financial shortfalls. Due to scarce resources, hiring freezes, cuts and lack of incoming funds and resources, School District departments have found themselves competing to save programs and sustain projects. Departments such as SNS must ensure that they are financially viable to perform their duties (i.e. providing meals to students) without the option of utilizing the School District General Fund. School sites have also been struggling to maintain school programs while continuing to provide students with diverse educational opportunities and cultural experiences. The scarcity of resources has forced many school clubs and departments (e.g. band, athletics) to rely on outside funds to support their activities. These funds have primarily been generated by food sales which compete with SNS and the National School Lunch Program. Competitive food sales, open campuses, food fundraisers and food activities outside of SNS's jurisdiction contribute to the financial difficulties of this department. If the school food and nutrition environment had the full support of the entire school district, SNS would be better poised to generate more revenue and, in turn, improve its meal programs. If these entities were not in competition and if the District had more money, it could better foster collaborative and integrative activities rather than reinforcing fragmentary, siloed work plans. The Student Nutrition and Physical Fitness Plan currently being drafted begins to address these issues.

4. Politics and Policies: Heavy bureaucratic structure, lack of departmental integration

Like most institutions, San Francisco Unified School District operates under a heavy bureaucratic structure. Departments must operate within established processes which many times slow down efforts towards change. Communications to administrators must be reviewed by appropriate committees before they are permitted to reach administrators. Finding decision makers can be a challenge. Oftentimes decisions are deferred to committees or to supervisors. In order to work within this structure, it is important to identify and utilize established mechanisms for communication and decision making, and allow adequate time for maneuvering within this structure.

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32 California Budget Project. Making Ends Meet: How Much Does it Cost to Raise a Family in California? October 2003.

5. Food Service: Business focused on outcomes

School food service, similar to other institutional food service establishments, runs very much like a business due in part to the scarcity of resources (time, space, and money) for feeding such a large student population. The food service industry (i.e. food producers, suppliers, and distributors) responds to this shortage by streamlining processes in a way that is financially affordable for such institutions. Food service administrators in school districts and other institutions are not typically mandated nor encouraged to think in a seasonal way when ordering for meal programs. Meals must meet rigid federal and state requirements in terms of quantity, nutrient content, food safety, and serving sizes. This increasing standardization fails to recognize the freshness, quality and superior nutrient content of locally-grown produce which is in peak season.

While a number of key themes present challenges in implementing a farm-to-school program, San Francisco Food Systems is working closely with the San Francisco Unified School District in order to find solutions to these challenges. Current food systems activities at SFUSD are helping to address some of these issues by connecting students to better food choices and increasing the capacity of school sites and of SNS to provide access to healthier food while ensuring financial stability and sustainability.

Current Food Systems Activities at SFUSD

San Francisco Unified School District is an especially fertile ground in which to plant the seeds of food system change. Over the course of the last year, several initiatives have been introduced in SFUSD which have collectively begun to revamp the school food environment. There are many initiatives of parents, teachers, administrators, and the larger community that are impacting the District's food system, but we will provide only a sample of them below:

San Francisco Board of Education Resolution

On January 14, 2003 the San Francisco Board of Education passed Resolution 211-12A8, *Healthy School Nutrition and Physical Exercise Policy for San Francisco Unified School District.* (See Section 7) Among other things, this resolution required the phasing out the sale of

sodas and unhealthy snacks by the start of the 2003-04 school year. In addition, the policy recommendations established a cap on competitive food fundraisers on school campuses. While the State has historically regulated the degree to which food could be sold in competition with the National School Lunch Program on campus, most principals had not acknowledged this rule or considered that it might be enforced. Beginning January 2004, all schools are allowed to have only four food fundraisers throughout the entire school year (e.g. bake sales, popcorn sales, candy sales, chow mein bowls, etc.).

Another provision of the policy document required the formation of a School Nutrition and Physical Fitness Advisory Committee charged with gathering information and presenting recommendations to the School Board. The Advisory Committee, made up of a diverse panel of teachers, administrators, doctors, public health professionals, and District employees (SNS and SHPD), was first convened on April 2, 2003. San Francisco Food Systems is actively participating in the drafting of the nutrition policy recommendations serving as chair of one of the working subcommittees - *Food Sales* and actively participating on the *School Meals* subcommittee. Members of the various subcommittees and the larger Advisory Committee met several times over the course of a two month period to write and revise recommendations around food, nutrition, and physical activity for the San Francisco Unified School District.

On May 21, 2003, the final recommendations were presented to Committee co-chairs, Trish Bascom (Director of School Health Programs) and Gwen Chan (Chief Development Officer). Recommendations included language around increasing the offerings of fresh fruits and vegetables in schools, piloting salad bars, and giving preference to California-grown produce. While this language is very much in line with the goals of San Francisco Food Systems, there is no discretionary funding available to initiate these changes. The recommendations were reviewed by the Superintendent and the Board of Education and were scheduled to be phased in throughout the school year 2003-2004. (See Section 8) In October 2003, the SFUSD School Nutrition and Physical Fitness Advisory Committee was reactivated at the direction of Superintendent Arlene Ackerman, in order to lend support to SFUSD as it worked toward implementation of the policy. Chief Academic Officer Elois Brooks is the staff co-chair of the committee and Dana Woldow is the parent co-chair.

Aptos Middle School Model

Aptos Middle School, located in southwestern San Francisco and known as the city's most diverse middle school, is at the forefront of a nationwide movement to provide healthier food at school. Parents and staff at Aptos proposed a pilot project in 2002 to San Francisco Superintendent Arlene Ackerman. Through this pilot project, Aptos Middle School would eliminate junk food from its school beanery and introduce healthier options like sandwiches, soups, and sushi.

The pilot was readily approved and initiated in January 2003 with support from parents and the school administration. Aptos, with 860 students, was the first San Francisco middle school to make such menu revisions. The project's success surprised even its most enthusiastic supporters. The project resulted in better student behavior, less litter, more nutritional savvy among the diverse students - and higher sales for the beanery and vending machine.

Linking Education, Activity and Food (LEAF) Grant

The LEAF (Linking Education, Activity, and Food) project came out of a grant from the California Department of Education with funds from the California Department of Food and Agriculture. LEAF grants were designed to reflect the intent of: *The Pupil Nutrition, Health, and Achievement Act of 2001*, signed by Governor Davis in October 2001, that implements changes in school nutrition and physical activity policies and practices to improve children's lifelong health; and Governor Davis' *Buy California* Initiative, unveiled February 2002, that provides funds from the California Department of Food and Agriculture (CDFA) for public schools to increase the offerings of California's fruits and vegetables.

The San Francisco Unified School District received a two-year, $246,500 LEAF grant to write and implement a school nutrition and physical activity policy and to pilot various activities at two of its school sites: Lowell High School and Mission High School. San Francisco Food Systems partnered with the LEAF project team in 2003. We have shared data and resources with the LEAF project, and have provided resources and technical assistance to project coordinators. The LEAF project hosted a Fall Harvest Day at Lowell High School in November as an event to educate student about local agriculture. The event featured a fruit farmer from the Central

Valley and taste tests of seasonal fruit. Students and faculty overwhelmingly supported the event and were enthusiastic about tasting new produce and meeting a local farmer. Eighty-five percent of Lowell students surveyed at this event said they would like to see more California-grown, pesticide-free produce in their school.

San Francisco Green Schoolyard Alliance (SFGSA)

Formed in March 2001, the San Francisco Green Schoolyard Alliance promotes inclusive, community driven processes that create and maintain healthy, environmentally sustainable learning environments in San Francisco's schools. Since its inception, the SFGSA has advocated for the greening of schoolyards and provided support in their creation, as during their multi-site conference in March. The SFGSA was successful in advocating for $2 million for the greening of schoolyards from the recently passed school bond. This additional revenue will support the building of school gardens in 17 schools in the district.

Farm-to-school Opportunities and Possibilities

From the beginning, San Francisco Food Systems approached the farm-to-school feasibility study with equity and sustainability in mind. In this regard, we have worked closely with key stakeholders in the district to understand their situation and capacity to take on a new project. We have found that there are two key questions when approaching farm-to-school projects in any district. One is how to bring regional farm fresh produce into the district. The other is how to widely distribute it throughout the district. For each of the following possibilities, one has to consider the difficulty or resistance to implementation and weigh these factors against the impact on students and the rest of the school community.

Procurement of farm fresh produce

The first option in procuring farm fresh produce would be to work within the existing channels of a conventional produce distributor (e.g. SYSCO, Piranha Produce, or DoD), advocating for the inclusion of produce from small local/regional farmers in their product mix. This approach has the benefit of working within an already developed infrastructure, which includes such things as an easy ordering system, refrigeration, trucks, and the ability to deliver at any time.

According to a Piranha Produce representative, the company "makes every effort to buy local from California growers whenever possible according to availability and seasonality." However, for some of the District's biggest orders like apples, Piranha is only able to source from California growers for a few months out of the year (August through October). If it so desired, the School District could make the case that locally- and sustainably-grown produce was a priority for students' health, the environment, and for the local farm economy. This could be written into the produce specifications during the next bidding cycle. When asked whether Piranha would be able to give preference to organic or sustainably-grown produce if this was the specification of the school district, a representative responded, "It depends on the time of year. It would have to be cost effective for both Piranha Produce and the School District. We are very respectful of the tight price constraints under which the School District operates and it would have to be in both our interests."

Other procurement strategies involve working more directly with farmers. For example, staff at Santa Monica Malibu Unified School District shop at the local farmers' market for their schools' salad bar needs. The food service director enjoys a strong relationship with several farmers and orders extra cases ahead of time to be picked up at the weekly farmers' market. The district provides a van and a driver who picks up from the market and delivers to each of the district's 15 schools. Although certified farmers' markets are prohibited from selling their produce at wholesale prices, this "shopping at the farmers market" model has worked for some farm-to-school projects.

Some school districts, such as Davis Joint Unified School District, have used a forager to act as a broker between the district and small- to mid-sized farmers in the region. The forager is able to provide the district with the information it needs in regard to what product is available, in what quantity, and in what season. Farmers deliver products to a central production kitchen in the school district. With this model, the forager can reach out to farmers that are not necessarily selling at the farmers' markets and relieve the food service director from doing the ordering process. However, both the food service director and the farmers are dependent on the forager, which has traditionally been a grant-funded, non-sustainable position.

Finally, one other procurement model is to start a consolidation from scratch, i.e. a growers' cooperative or non-profit collaborative. In this scenario, small- to mid-sized farmers work together to ensure that there is enough variability and quantity of product available to supply a school or school district. They may also be able to add value to products collectively, for example, supplying washed, peeled, or chopped produce. This model is helpful for food service directors because it involves one price list, one order, one phone call, and one delivery. There is also a benefit from growers sharing one insurance policy and equipment like trucks and storage space. Examples of such a model are GROWN Locally, Inc. (IA), News North Florida Cooperative (FL), Red Tomato (MA), Ripple Riley Thomas (CA), and most recently a collaborative in Ventura Unified School District (CA) which is supported by Community Alliance with Family Farmers.

Distribution of farm fresh produce

The second question mentioned was the spread of produce throughout the District or the student reach and impact. As mentioned previously, the District could work with the contracted vendor, Piranha Produce, to advocate that all produce be sourced from local, regional, and sustainable sources. If this option was pursued, it would have the widest reach or student impact. Working with Piranha Produce could change the nature of all 30,000 lunches served in the school district, and potentially those of other school districts since the company maintains contracts with over 50 other school districts throughout California and Nevada.

As an alternative to working with the contracted produce vendor, the District could also bring in locally and sustainably grown produce from another supplier to the central level processing centers in the District (Marina and Visitation Valley Middle Schools) so that these fresh produce items get into all the meals that are prepped at one central location, and then are shipped to more satellite elementary school sites, affecting about 24-26,000 lunches per day. This would not interrupt the regular distribution systems that are already in place in the District's food service operations and would use the cooking facilities that are already available. A similar option is to order fresh local produce for the individual scratch kitchens, of which there are about fourteen at the middle and high school level. This could change the nature of about 6,000 lunches served daily and might not require any additional equipment since the change is happening at a cooking

site, although this would require additional labor. In addition, the Child Development Centers are a promising venue to target since all 36 sites are equipped with adequate cooking facilities and enough staff to handle the preparation of meals from fresh ingredients.

Most farm-to-school projects have introduced fresh local produce directly into individual school sites that then prep onsite for their own self-serve salad bar. If adopting this approach, schools that may have the right facilities but are not producing food currently could be included. It is certain, however, that additional equipment (e.g. salad bar units, prepping tools and utensils) and additional labor would be needed. It may be easier to work in an individual school site if there is significant support from faculty, staff, parents and students. However, the reach or spread of impact is significantly smaller, probably influencing about 100-500 lunches.

Another way to educate the school community about local food systems is to work with individual school sites' faculty and staff to encourage them to sign up for a share(s) of Community Supported Agriculture (CSA), meaning they would receive a regular box of local, seasonal produce delivered from a farm or group of farmers to their classroom every week or so. This is great for educational purposes, building relationships with regional farmers, and learning about seasonality. Several CSA programs include materials on nutrition and cooking in their regular delivery box. Some schools have used a mobile produce cart or visits from farmers in the classroom as ways to engage students in taste tests in a fun, interactive way. Joining a CSA program or hosting taste tests in school classrooms are fantastic ways to promote sustainable agriculture and nutritious eating habits. However, these are not strategies for changing institutional purchasing practices.

Section 4

Farm-to-School Project Plan, Needs and Recommendations

Farm-to-School Project Plan

Because San Francisco Food Systems aims to build an equitable and sustainable farm-to-school program, we are looking at multiple approaches or points of entry into altering the school food environment. Specifically, we will continue to work on the supply side or at institutional level (with school food policymakers, food service administrators, produce suppliers, and distributors) as well as on the demand side (to garner support from parents, students and staff in the school community).

The following pages outline our farm-to-school project plan for San Francisco Unified School District. The project plan is multi-faceted and employs methodical approaches in order to help us best understand the institutional purchasing pathways and build a broad baseline of community support for the program.

1. Pilot Phase

San Francisco Food Systems is currently seeking funds to initiate a pilot farm-to-school project in one or two schools. The pilot project will establish farm fresh salad bars as reimbursable meal options in these schools and test the financial impact by weighing food, labor and equipment costs against the revenue brought in from students' payments and federal/state government reimbursements. At the present time, funding is needed to cover the costs of salad bar equipment (i.e. salad bar unit, crocks, utensils, refrigeration matting, and knives), additional labor, and food. If there is adequate funding and support, we will institute this change in both a cooking site as well as one of the satellite elementary schools to test whether there is any difference in quality, freshness, and appeal if a centralized distribution system is used. New recipes and menus will need to be created in order to incorporate fresh, regional, seasonal ingredients. We will extend MOUs and reinforce relationships between San Francisco Food Systems, SFUSD and SFDPH. San Francisco Food Systems will work with the SFUSD Purchasing Department, SNS, School Health Programs, and school site administrators to set up effective and meaningful tracking systems. In order to evaluate the program, we will measure the utilization of the National School Lunch Program over time among both qualified and unqualified students, as well as among faculty and staff. We will also assess the effect on student and staff perceptions of the National

School Lunch Program and of SNS. We expect that significant improvements in revenue for SNS would substantiate the claim to expand the salad bar option into additional school sites and/or to change produce procurement to include fresher, locally- and sustainably-grown items. We also anticipate that a successful salad bar pilot could attract parents' attention throughout the district and generate parental pressure to get fresh and healthy salad bars in additional sites.

2. Program Enhancement and Expansion

In this phase, we will assess the District's capacity to expand the pilot salad bar project into additional school sites. We will further explore the possibility of working with Child Development Centers as an avenue for bringing farm fresh produce into the meals already produced on site. We will investigate and address any problems that arose during the pilot phase such as around labor or food preparation. During this phase, we will also explore ways to enhance the farm-to-school programs in place by considering such things as pilot profit sharing programs, school site collaborations and the creation of curriculum.

3. Purchasing and Distribution Links

After setting up the necessary mechanisms to ensure smooth operations of a pilot farm-to-school project, San Francisco Food Systems will work with SFUSD partners to improve purchasing capabilities, distribution links and food preparation practices around sustainable agriculture. San Francisco Food Systems will assist SFUSD in identifying ways current vendors can buy California, preferably from regional and sustainable sources as well as identifying additional sustainable agriculture producers and distributors in the region. We have already connected with the contract manager at Piranha Produce to inquire about the supplier's ability to meet specifications around California- grown, locally-grown and sustainably-grown. We are considering leveraging the purchasing power of several school districts that are working towards the same goals of supporting California grown. We will investigate ways to simplify ordering and distribution processes so that other San Francisco institutions could also source their produce from regional, sustainable sources.

4. Policy Development

Policy work will be conducted throughout the course of this project. San Francisco Food Systems will maintain positions on the SFUSD Student Nutrition and Physical Fitness Advisory Board (School Meals and Food Sales Subcommittees) in order to lend advice to the recommendations and implementation plans. In addition, we will assist in navigating through policies relevant to institutional purchasing and in creating policies that will advance, promote, and sustain institutional purchasing of farm fresh product at SFUSD. We will incorporate recommendations from the SFUSD Student Nutrition and Physical Fitness Plan (Draft reviewed by Superintendent Ackerman and the Board of Education Curriculum Committee in September 2003) to lend support to our efforts around getting more fresh, locally- and sustainably-grown produce into the school district. Specifically, this plan states that SNS will "increase the incorporation of fresh foods (fruits and vegetables) by a minimum of 10% in the 2003-04 school year, minimize processed foods, select California grown produce and explore the feasibility of implementation of salad bars." This article also states that "fruits and vegetables shall be offered for sale at the school site where foods are sold."

5. *Community Capacity Building and Outreach*

Throughout the next year, San Francisco Food Systems will continue efforts to ensure that community participation, inclusion and capacity are reinforced through education and outreach efforts. San Francisco Food Systems will continue to build relationships within SFUSD while forging new connections with community members such as parents, community based organizations, teachers, and other interested parties. We will disseminate a farm-to-school resource guide to teachers interested in incorporating concepts into their classroom instruction. The guide will include a list of curricula on food, nutrition and sustainable agriculture as well as possible food production/processing/retail field trip sites and funding opportunities.

6. Dissemination

An important phase in this farm-to-school project is the dissemination of information gained from the pilot project. San Francisco Food Systems will assist SFUSD in the circulation and disclosure of any information pertaining to institutional purchasing in the District. We will present our work around farm-to-school to the larger community through meetings of the San

Francisco Food Alliance and the San Francisco Green Schoolyard Alliance. We will publicize our work around farm-to-school with print materials bearing artwork from our "Harvesting Health: Food, Health and the Environment" art contest held in October 2003. We will use testimonial and other data from the LEAF project at Mission and Lowell High School to support our efforts. Students' comments from taste tests surveys, focus groups, and other meetings might make the case that high school students desire fresh fruit and vegetable options at school and are willing to purchase these items. We might ultimately be able to rewrite our produce specifications to include geographic or other criteria, suggesting that produce be sourced from a new produce vendor if evidence from pilots shows that students will eat more of it.

Farm-to-school Needs and Recommendations

Based on San Francisco Food Systems' observations and activities throughout the past year, it appears that a number of things need to happen in order to build an equitable and sustainable farm-to-school project in SFUSD. As detailed in the project plan, San Francisco Food Systems recommends that SFUSD implement and evaluate a farm-to-school pilot project in order to understand how institutional purchasing of farm fresh produce can work and can be meaningful in the local context. After research on the school food environment at the district-level and school-level, San Francisco Food Systems has also identified three main areas of focus for future work. These are areas where support is needed in order to ensure that (1) SNS can continue to do its job effectively and superiorly, (2) the community is active in and aware of decisions around the school food environment, and (3) there is adequate infrastructure to support healthy school food systems in the future.

1. Ensure administrative capacity by working in the following areas:
    - Competitive foods,
    - Federal food programs outreach,
    - School site relationship building.

Based on our work with the San Francisco Unified School District, along with our work on the SFUSD School Nutrition and Physical Fitness Advisory Committee, San Francisco Food

Systems feels that in order to run effective school meal programs and to take on programmatic enhancements like farm-to-school, SNS must have the full support of the District. In assessing the feasibility of farm-to-school in SFUSD, we examined the purchasing practices, labor issues, competitive food sales, and the importance of food assistance programs in SFUSD. San Francisco Food Systems recommends that better integrated and coordinated efforts be established between SFUSD administration, school site administrators, food service workers, community food organizations, and parents to minimize competition around food sales and to maximize a healthy school food environment. SFUSD could support SNS by restricting competitive food sales, promoting the completion of meal program eligibility applications, and building relationships between school site administrators and SNS staff. The School Nutrition and Physical Fitness Advisory Committee has promoted plans which begin to address some of these opportunities.

2. Increase community based participation through:
    - Education,
    - Outreach,
    - Marketing.

For the past year, San Francisco Food Systems has contributed to the active participation of San Francisco residents in food systems research and planning. In the context of SFUSD, it is imperative that parents, guardians, and community advocates be involved in the creation and distribution of food systems information, in educational and outreach activities, and in program planning in order to build a sustainable farm-to-school program. Policies and programs will not be as effective if the larger community is not involved in designing, understanding, and/or promoting them as well as finding relevance to their own lives. San Francisco Food Systems suggests that there be a concerted effort to disseminate information and resources to parents, teachers, and district administrators around school meal programs, school food policy, and relevant pilot projects in order to broaden community understanding of the SFUSD school food environment and to allow for participatory food systems efforts in the future.

3. Invest in the District's infrastructure and ability to prepare/serve better food by providing:

- Better Facilities,
- Equipment,
- Labor,
- Distribution links.

Concurrent to administrative and community building activities at SFUSD, San Francisco Food Systems recommends that resources and actions be funneled toward building infrastructure, including acquiring equipment, increasing labor and establishing effective distribution links that will prepare the District for the more long-term needs of a farm-to-school program as well as other school food environment improvements. Barriers to meal program improvements will continually persist so long as the necessary resources are not provided either from the School District or from outside funders.

Conclusion

Over the course of the past year, San Francisco Food Systems has worked with the San Francisco Unified School District to explore the feasibility of incorporating locally and sustainably grown produce into the school district's meal programs. Establishing an institutional purchasing program in this way holds the potential of supporting sustainable agriculture in the region and supporting healthy school food environments. San Francisco Food Systems has looked at both the district-level and school-specific factors that can help or hinder the creation of an equitable and sustainable farm-to-school project in San Francisco. Through its work with administrators, teachers, students, parents, farmers and food advocates, San Francisco Food Systems has been able to examine and understand how a farm-to-school program could be implemented in San Francisco Unified School District. By advancing our project plan in the years ahead, we hope to ensure that our local community, including the San Francisco Unified School District, is vested in food systems activities that support sustainable environments and sustainable communities.

Section 5

School Food Environment Survey

School Name: **Person(s) Completing:**

Grade Levels: **Phone number(s):**

Date: **Email address(es):**

Please circle or fill in the appropriate response for each question. Write "N/A" for any question that does not apply to your school. If you have questions or need clarification, you may contact us by phone at (415-252-3853 -Paula Jones), (415-252-3932 – Leah Rimkus) or (415-252-3939 – Fernando Ona) or by email at paula.jones@sfdph.org, leah.rimkus@sfdph.org, or Fernando.ona@sfdph.org.

School Programs and Contacts				
1. Does your school have a nutrition or food policy? (if so, please attach)	Fully in place	Partially in place	Under development	No
2. Does your school have a School Nutrition Advisory Council?	Fully in place	Partially in place	Under development	No
	Contact Person:			
3. Please list and describe any active parent groups in your school	Group:			
	Contact Person:			
	Group:			
	Contact Person:			
	Group:			
	Contact Person:			
4. Does the school receive any grant or other non-SFUSD money for health and/or nutrition programs?	Yes	No		
	Describe:			

School Meal Programs						
5.	Are students at your school allowed off campus during the school day?	Yes		No		
6.	Are there businesses near campus (restaurants, fast food, or other vendors) that sell food to students?	Yes		No		
		Describe:				
7.	How many lunch periods does your school have?	0	1	2	3	
8.	How long is each lunch period?	< 20 minutes	20-30 minutes	30-40 minutes	40-50 minutes	> 50 minutes
9.	How many breakfast periods does your school have?	0	1	2	3	
10.	Over what time period(s) is breakfast served?					
11.	Does your school have an after-school snack program?	Yes		No		
12.	What percentage of students *could receive* free or reduced price lunch if they filled out the appropriate forms?	Free %		Reduced %		
13.	What percentage of students *actually completes* the forms necessary to receive free or reduced price lunch?	Free %		Reduced %		
14.	What is the average daily participation in the National School Lunch Program among *students* at your school?	Number:		Percentage of total students: %		
15.	What is the average daily participation in the National School Lunch Program among *staff* at your school?	Number:		Percentage of total staff: %		
16.	On average, what percentages of all lunches served are:	Paid for in full %	Reduced price %	Free %		

17. What is the average daily participation in the breakfast program among students?	Number:	Percentage of total students: %	
18. On average, what percentages of all breakfasts served are:	Paid for in full %	Reduced price %	Free %
19. Is there any segregation between students who pay for meals and those who receive free/reduced price meals?	Yes	No	
	Describe:		
20. What is the process for communicating with families about free/reduced price meals and the application process?			
	Contact Person:		
Suggestions for Improving Meal Programs			
21. Can you identify any barriers to *enrolling in* the free/reduced price lunch and breakfast programs?			
22. Have you received any feedback on how to increase *utilization of* the lunch and breakfast programs?			

23. Do you think that non-payment for school meals among students who do not qualify or complete the necessary forms for free/reduced price meals is a problem at your school?	
24. What, if anything, can be done to encourage payment for school meals among students who do not qualify or complete the forms necessary for free/reduced price meals?	
25. What, if anything, can be done to improve the school lunch program?	
26. What, if anything, can be done to improve the school breakfast program?	
27. What, if anything, can be done to improve the after-school snack program?	

Food Sales on Campus				
28. Does your school purchase food and/or beverages for sale in school-run stores, vending machines, or other fundraisers? (If no, skip to question # 31)	Yes		No	
29. What kinds of food and/or beverages are purchased and sold? (please circle all that apply or specify in empty boxes)	Bagels	Candy	Chips	Cookies
	Doughnuts	Granola bars	Ice cream	Juice
	Milk	Soda	Trail mix	Water
	Yogurt			
30. Which vendors supply these foods?				
31. Are there commercial advertisers on campus (for food or other products)?	Yes		No	
32. Does your school make any effort to serve culturally-diverse foods in school-run stores or vending machines for those with special needs?	Yes		No	
	Describe:			
33. Has your school implemented any pricing strategies to persuade students to purchase healthier foods or dissuade them from purchasing unhealthy foods?	Yes		No	
	Describe:			

School Stores					
34. Do you have a school store? (If no, skip to question # 40)	Yes			No	
35. If so, how many days per week?	1	2	3	4	5
36. What are its hours of operation?					
37. What are the top three items sold in the school store?	1) 2) 3)				

38. How much income is generated through the school store?	Monthly income $				
	Annual income $				
39. Which clubs, departments or programs receive profits from the school store?					
Vending Machines					
40. How many vending machines are on your school campus? (If none, skip to question # 48)	0	1-2	3-4	5-6	7+
41. Are any machines contracted through and managed by *outside* food and/or beverage suppliers (e.g. Coke, Pepsi)?	Yes		No		
42. If so, please list companies contracted, how much contracts are worth, and when they expire					
Company Name:	Contract Amount ($):		Expiration Date:		
43. Which clubs, departments, or programs receive profits from these contracts?					
44. Are any vending machines owned and operated by the school / school groups?	Yes		No		
45. If so, please list the group(s) running each machine and how much profit is earned each month					
School group:	Monthly profit earned ($):				

46. Are there any restrictions on hours of operation/accessibility of vending machines?	Yes	No
	Describe:	
47. What are the top three items sold in vending machines on your school campus?	1) 2) 3)	
Food Fundraisers		
48. Do any clubs, departments, or programs in the school sell food and/or beverages as a fundraiser (besides those profiting from school stores and/or vending machines)? (If no, skip to question # 50)	Yes	No
	Please list them:	
49. If so, please list the items sold and how much profit is earned from each fundraiser		
Items sold:	Profit earned ($):	
50. Does your school sell food and/or beverages at concession stands at sporting and other events? (If no, skip to question # 53)	Yes	No
51. If so, what are the top three items sold at event concession stands?	1) 2) 3)	
52. How much income is generated from concessions or event sales?	Monthly income $	
	Annual income $	
School Food Service Facilities		
53. Does your school have a cafeteria?	Yes	No
54. If no, where do students eat?		

55. Does your school have a kitchen?	Yes		No	
56. If so, what is the size of the kitchen?	Size in square feet =			
57. Are there any plans to expand or improve your school's kitchen facilities?	Yes		No	
58. What is the size of the school's refrigerated storage space?	Size in square feet =			
59. Does your school have a working convection oven?	Fully in place	Partially in place	Under development	No
60. Does your school have a working stove?	Fully in place	Partially in place	Under development	No
61. Does your school have sinks and table space for washing and prepping food?	Fully in place	Partially in place	Under development	No
62. Is any food prepared on site?	Yes		No	
63. What types of facilities and/or equipment does your school lack in order to fully prepare, store, and serve meals on site?				
64. Is there any unused food service equipment that your school has that can be moved, replaced or disposed?				

School Gardens and Recycling

65. Has your school received any grants or outside funding to support a garden?	Yes		No	
	Describe:			
66. Does your school have a garden? (If no, skip to question # 74)	Fully in place	Partially in place	Under development	No
	Contact Person:			
67. What is grown in your garden? (Circle all that apply)	Fruits	Vegetables	Herbs	Flowers	Non-edible Plants

68. What is the size of the garden?				
69. Is the school garden organic?	Yes		No	
70. How many teachers use the garden?				
71. What grade(s) use the garden?				
72. How does the garden fit into the school curriculum?				
73. How regularly are the garden and/or garden curriculum used?	Daily	Weekly	Monthly	Few times a year
74. Is there any interest in starting a garden?	Yes	No	Already have a garden	
75. Does your school have a recycling program?	Fully in place	Partially in place	Under development	No
	Contact Person:			
76. Does your school have an organic waste composting program?	Fully in place	Partially in place	Under development	No
	Contact Person:			
School Field Trips				
77. Do students at your school take (or have they taken) field trips to farms? (If no, skip to question # 81)	Yes		No	
78. What grade(s) take field trips to farms?				
79. How many students does your school send to a farm in an average year?				
80. Which farm(s) have they visited? (Please specify names)				
81. Do students at your school take field trips to other food-production or distribution sites? (e.g. creamery, farmers' market) (If no, skip to question # 83)	Yes		No	
82. Which food related sites have they visited?				

Food and Agriculture Curricula		
83. Are you aware of the California Department of Education's "Child's Garden of Standards?"	Yes	No
84. Does your school have any food, nutrition, and/or agriculture teaching materials available for use?	Yes	No
85. Have any teachers at your school received training in incorporating such materials into their regular curriculum?	Yes	No
86. How many teachers actively incorporate food, nutrition, and/or agriculture teaching materials in their regular curriculum?		
87. Which materials are teachers using? (Please specify names)		
88. Are there any cooking classes at school?	Yes	No
89. What grade(s) participate in cooking classes?		
90. Are cooking classes linked with the school garden (if applicable)?	Yes	No
91. Are there any specific teachers or staff within your school who would be good candidates for implementing farm-to-school related programs and activities?	Names (and Positions):	

Additional comments:

Thank you for completing the School Food Environment Survey!
Please fold and send completed document in the enclosed self-addressed stamped envelope.

The San Francisco Food Systems Council
c/o San Francisco Department of Public Health (EHS)
1390 Market Street, Suite 910 · San Francisco, CA 94102
Phone: 252-3853 · Fax: 252-3959 · Email: paula.jones@sfdph.org

FOR DPH/SFFSC USE ONLY

Receive Date _____ **Incentive Mailed** _____

Section 6

Data Section from the School Food Environment Survey

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Survey Response Rate

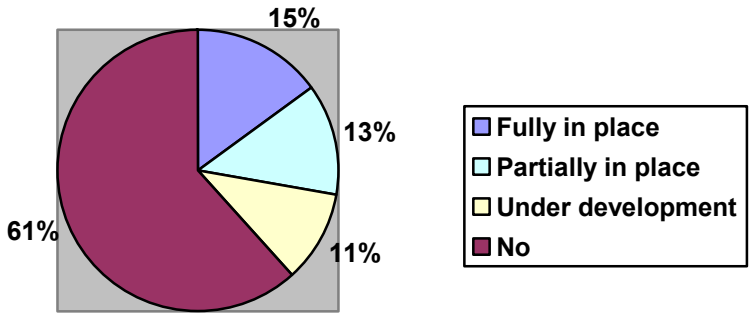
On May 6, 2003, San Francisco Food Systems mailed the *School Food Environment Survey* to 113 school principals in San Francisco Unified School District. By June, 48 (or 42%) of all surveys were returned. Below is the breakdown of responses by grade level:

	Elementary	Middle	High	K-8
Number of schools responding	28	9	11	0
Total number of schools	70	17	20	6
Response Rate	40%	53%	55%	0%

Section 1: School Programs and Contacts

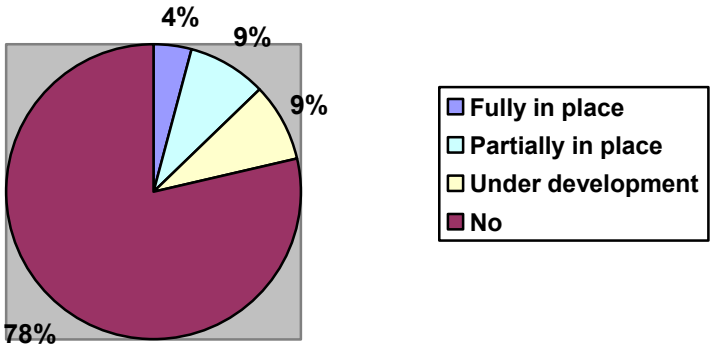
The first series of graphs covers basic programmatic information on schools' leadership and funding in the areas of nutrition and health.

Figure 1: School has a nutrition or food policy (n=47)



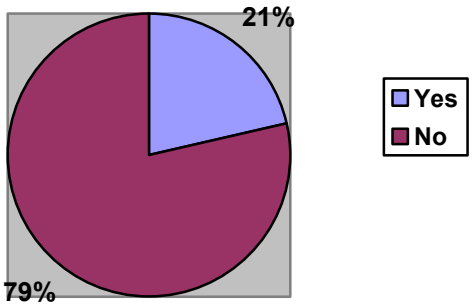
Note: For those that said "yes," it usually referred to the school district policy, not the individual school. No one attached a written policy. One school did not respond to this question.

Figure 2: School has a nutrition advisory council (n=47)



Note: Only Harvey Milk and Aptos Middle School responded that they had a Nutrition Advisory Council fully in place. One school did not respond to this question.

Figure 3: School receives grant funding for health/nutrition programs (n=47)



This question inquired about external (non-SFUSD) sources of funding for health and/or nutrition programs. One school did not respond. Among those schools that responded "yes," some of the sources of funding mentioned were the following: 21st Century Grant, Dental check program, Healthy Start Grant, Healthy Student/Wellness Grant (non-SFUSD but via SHPD), Linking Education Activity and Food (LEAF) grant, Nutrition Education Grant, Tobacco Use Prevention Education (TUPE), Snack budget for after school program, Stanford Asthma Telemedicine, Supplemental meals through Pregnant Minor Funds, and UC Collaboration (on a parent nutrition and health workshop).

Section 2: School Meal Programs

The following series of graphs and tables summarizes information on questions related to the structure and administration of the school meal programs (lunch, breakfast, and after school snacks). The first question inquired about schools' policies in regard to open/closed campuses.

Figure 4: Students allowed to leave campus (n=48)

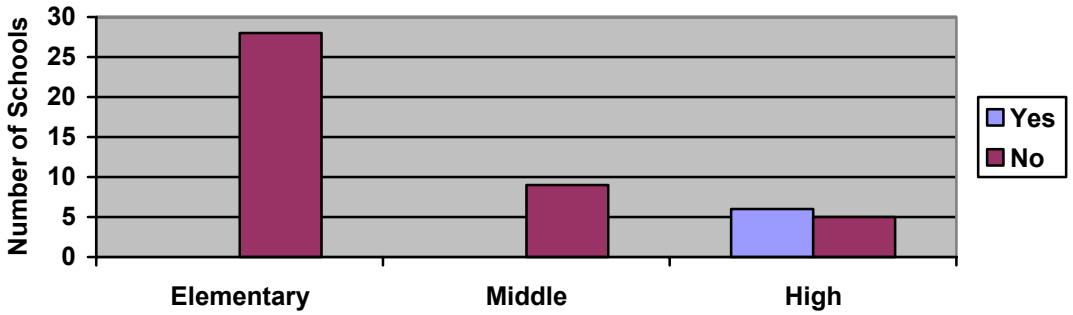


Figure 5: Number of lunch periods (n=48)

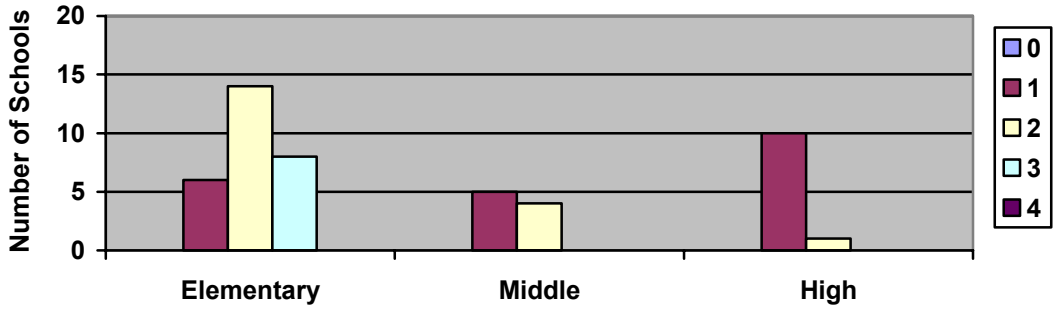
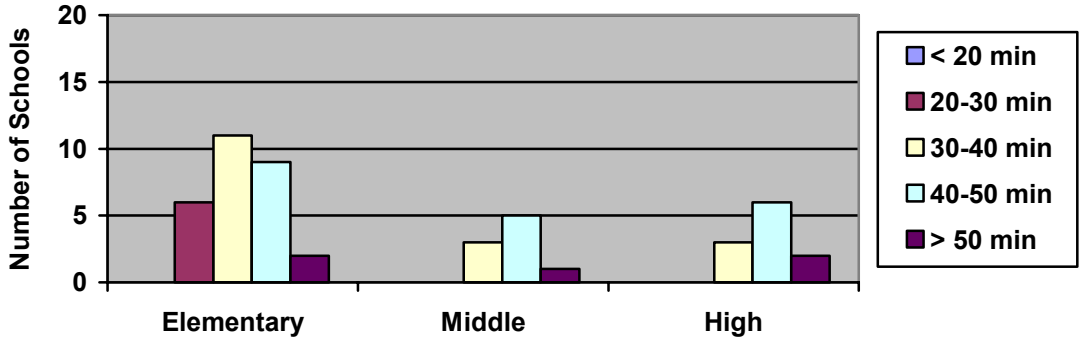
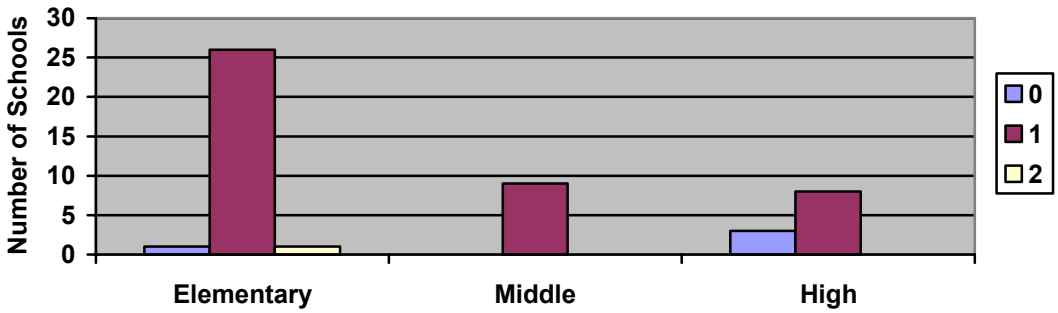


Figure 6: Length of each lunch period (n=48)



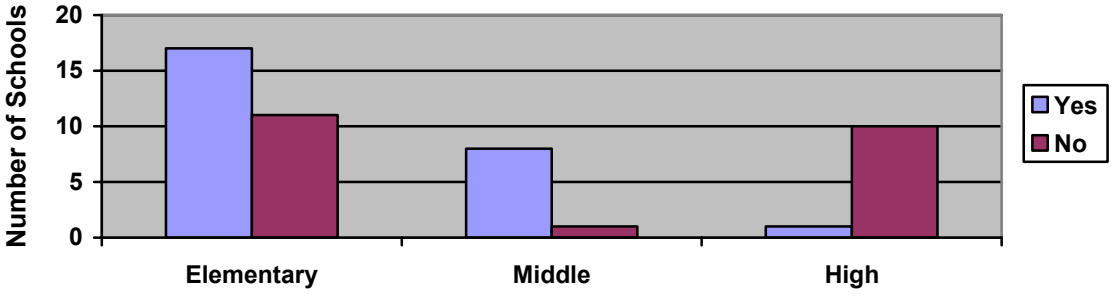
The School Food Environment Survey inquired as to whether each school offered a breakfast program and an after school snack program. Four of the 48 schools responding have no breakfast period. Three of these are high schools (Downtown, Leadership, Wallenberg) and one was an elementary school (Clarendon). Of those that do have breakfast available on campus, all had one breakfast period in the morning, except for Bryant Elementary School, which reported having two periods. As far as times available, breakfast periods started as early as 7:00 am in one school and as late as 9:15 am in another. The shortest breakfast period reported was 15 minutes while the longest was one hour. The majority of schools responding had breakfast periods between 20 and 30 minutes.

Figure 7: Number of breakfast periods (n=48)



Most schools responding to this portion of the survey had low utilization of the School Breakfast Program. These reported that 25% or less of the student body ate the school breakfast. Almost all of the children eating the school breakfast are those who qualify for free meals.

Figure 8: School has an after school snack program (n=48)



Section 3: Suggestions for Improving Meal Programs

The *School Food Environment Survey* asked for comments from administrators on the barriers to enrolling in the free and reduced price meal programs. Responses to this open-ended question are included below.

Making forms available in more languages; Simplifying the forms.

Language, lack of follow-through by parents.

Language barriers - Parents not understanding forms.

Parents (especially undocumented ones) are fearful of drawing attention to themselves. Also, the forms are very "wordy" and many parents get overwhelmed by the forms.

Some parents are not comfortable in giving confidential information.

Some are confused by form. No verification of income. Undocumented workers without SS#.

Parents without social security #'s are reluctant to apply.

Parents are afraid SS#'s will be used against them in an investigation. Kids just don't like the lunches so parents don't waste their money.

Undocumented immigrant parents are often hesitant about enrolling. SS numbers pose a barrier.

Forms do not return to school b/c of language/understanding, lack of trust, no green cards, lack of trust of system, manipulation of info/misinformation.

Processing of who qualifies for free/reduced lunch is tedious and errors are high. There may be children who qualify and don't qualify in the same family. It is riddled with problems.

Income change, Address change not known.

Paperwork! Everybody gets a card, so anonymity precludes embarrassment.

It takes time and effort on the part of our staff, however, doable…

Why must this be done yearly? We do not have person power any longer to do this yearly. However, since # of free lunches is tied to schools' Title I funds, we need to complete forms. This should be done ONCE per school and be good for three years.

Stigma of being "low income kid." Late distribution of lunch form (not available when school opens).

Stigma

The students do not like the food. For some students, there is a stigma to eating free/reduced lunch.

Students want off-campus food

Parents not returning forms.

Only parents forgetting to fill out forms.

Parents do not complete paperwork. No feedback when denied - could be a mistake or omission in paperwork.

No- many want them who actually don't qualify. We have trouble getting everyone to pay who is supposed to.

The *School Food Environment Survey* asked administrators for ideas around the ways to increase utilization of the free and reduced price meal programs. Responses to this open-ended question are included below.

N/A - We have 100% utilization of our breakfast and lunch.

Not needed

Programs aren't being utilized fully by those who are really in need because those who are not really in need have been abusing their right to appeal the free/reduced price decisions.

Pre-ordering is often inaccurate - we frequently run out of lunches.

Only to make sure all parents receive an application

Make the application easier.

Next year we will not give students a locker until they return a completed form.

The process is poor. Letter to parent returned to school, sent to office, list sent back to school, card issued to student. What a hassle! What about on-line registration?

We need a cafeteria! We need a friendlier way to get info! Continue from 8th grade?

Yes. Not always realistic. Lack of time for us to react to suggestions. Lack of personnel.

More fresh food, salads, etc. More variety, choice. Friendlier cafeteria regulation - more welcoming.

A more student-friendly menu. Larger portions especially for growing adolescents.

Yes - improve the entrees

Better choice of menu items.

Improve the selection of food choices, tastes and seasonings. Food is high in fats and limited in menus.

Students tend to like "healthier" food.

Need healthier, more appealing menu - too much cheese. Cheese is served 2-3 times a week.

Making the food more desirable.

Improve food.

Students expressed a need for a better menu of choices.

Change what is served. On the whole, the kids do NOT like the lunch. Breakfast should include more choices every day (hot oatmeal for example).

No! Except for some surveys.

More diversity.

The *School Food Environment Survey* asked administrators whether non-payment for school meals (among unqualified students) was a problem. Out of 48 respondents, 15 responded that "Yes" this was a problem at their school. An additional 5 administrators stated that it was "Sometimes" or "Somewhat" of a problem at their school. Some of the comments (all from elementary schools) are included below.

Even though the majority of students here qualify, the very few who don't have a hard time paying what they owe b/c they know the District will have a hard time enforcing.

It used to be no problem, but increasingly the district is pushing to collect money.

Oh Yes! Without parent cooperation, what can we do - don't feed the children or feed them? We need help in this area.

Yes. It takes too much instruction time and not enough cafeteria staff to manage.

Yes. The process of ticketing students with cards is a waste of instructional time.

Yes. For several years, all our students received free lunches. This is the first year that we have had to implement a procedure and it has not worked very well.

Yes. We're required to serve all students even those who don't qualify for free/reduced. We ask for their payment, and then let them get a free lunch. Definitely a mixed message.

The *School Food Environment Survey* inquired as to what administrators thought could be done to improve the National School Lunch Program. Comments from this open-ended question are included below.

Remove stigma

More variety; provide choices

More variety. Better collection system

More variety

More variety of nutritious food

Higher quality hot entrees

Offer better, healthier food

Improve menu

Since school has no beanery, improve menu choices.

More choice - salads, soups, veggie-burgers, etc.

Salad bar, more choice of foods

A more nutritional selection. Salad bar. Ethnically diverse items besides Latin American choices.

Increase the variety of food/meals. We have a high percentage of Asian students and there are very few meals serving Asian food.

Consider the diversity and culture represented in each school.

Ask students what they would like to eat - yearly.

Food selection that matches students' eating styles (e.g. Our students do NOT eat tuna, beans, cheese).

Certain foods are not eaten i.e. grilled cheese, burritos! And the population should be interviewed.

Better food. Period. Reduce cheese items.

Less cheese

Serve a variety of food. Less emphasis on fatty foods - cheese pizza, cheese sandwich, cheese bagels

Meals with less fat content can be rotated into the menu. Pregnant teens receive the same meals as the District schools.

Less fatty meals. Too many cheese-based meals. Bring back cooks in schools.

Less fat, salt, more flavor, more choices, more variety of foods

The food needs to be more appealing and nutritious. The packaging adds to the lack of appeal. Creating a salad bar or sandwich bar would add appeal.

Serve fresh, healthy tasty meals in decent facilities. The processed and plastic packaged meals are an insult to our students. The facilities and lack of district-provided personnel to serve and prepare on-site is also a grave problem.

Go back to cooking on site. Less plastic.

Cafeteria/Kitchen

Better, more nutritious meals.

Serve more nutritious food - Add additional cafeteria workers to handle money and serving.

Nicer food. More hours for cook staff. Longer lunch period. More money.

Better ingredients; More variety. Higher quality fruit.

Fresh food.

More kid choices like French fries, cheeseburgers, fruit, pudding. More variety of fruit - berries, cherries, kiwi. They get bored. More fresh salad served as choices.

Children do not eat raw vegetables, so it's wasted because they throw it away. Serve cooked vegetables.

Make the food more healthy and nutritious.

Improve entrees. Make it family style. Provide round tables to make it more home-like. Increase the number of supervisors.

Improve the quality of the food.

The quality of food - Our students do not like the lunches provided by school health.

Just about anything would be an improvement.

The *School Food Environment Survey* also asked what, if anything, could be done to improve the School Breakfast Program. Responses to this open-ended question are included below.

Get student input on menu options.

Hot food instead of cold cereal.

A wider selection of breakfast foods that are served HOT.

Actually serve some cooked food - hot food. How about hot water and oatmeal?

Hot items could be offered on some days.

More hot breakfasts (daily) - oatmeal, pancakes, pop tarts, waffles and more variety (bagels and cream cheese, fruit). Not cold cereal every day.

Improve presentation; warm food

Alternatives to pre-sweetened cereals.

Provide more than cold cereal and cookies.

Better breakfast foods - not so sweet.

Less sugar, more options than cold cereal.

No junk - cookies, donuts, etc.

More protein, less items with sugar.

We only receive juice, milk, cold cereal. Add some protein.

More variety of nutritious food

More choice; make it culturally relevant to Chinese community

Section 4: Food Sales on Campus

The following series of graphs summarizes information collected on the sale of foods outside of the school meal programs. The first question in this section asked whether the school purchases food and/or beverages to sell on campus via a school store, snack bar, vending machine, or other fundraiser. Again, this refers to items outside of the cafeteria line.

Figure 9: School sells food/beverages on campus (n=48)

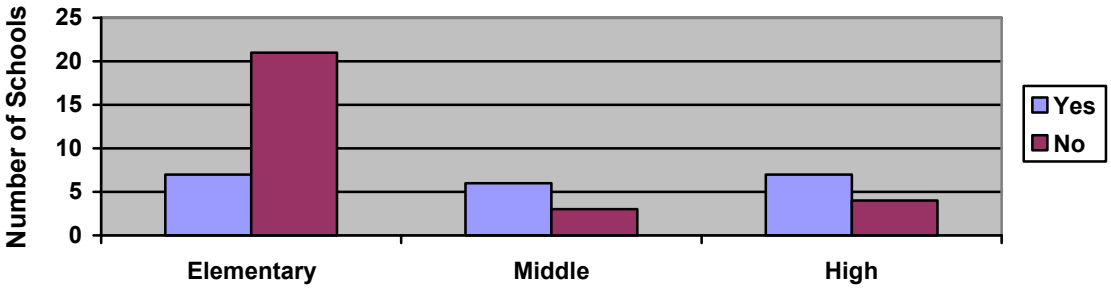
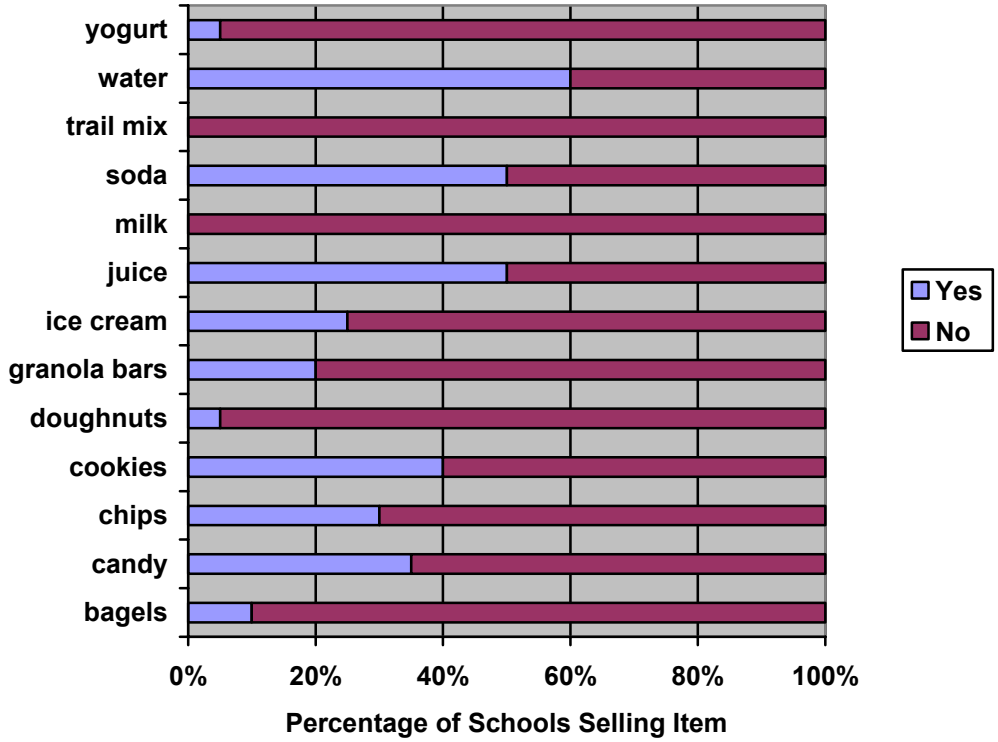
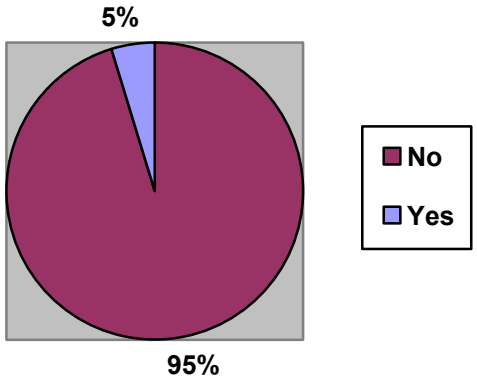


Figure 10: Types of food/beverages sold on campus (n=20)



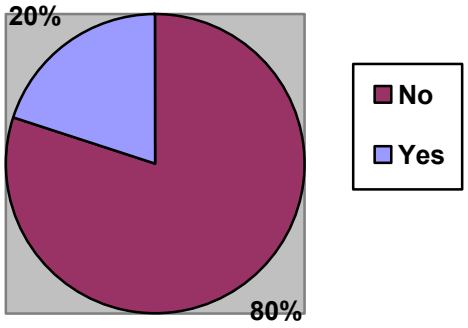
Note: This figure only includes those schools that responded that they do sell food/beverages on campus. Aside from the items included in Figure 9, some schools mentioned selling the following items on campus: pizza, nachos, hot dogs, popcorn, and fruit bars. When asked which vendors supply these foods, some of the responses were the following: Berkeley Farms, Coca-Cola, Costco, Frutti, Grewel Vending, Pepsi, Piranha Produce, Powerade , Safeway, See's Candy, Smart & Final, Store-bought or homemade by parents, SYSCO, Wholesale outlets, Wonderbread, World's Finest, and Wrights Popcorn.

Figure 11: Commercial advertisers on campus (n=43)



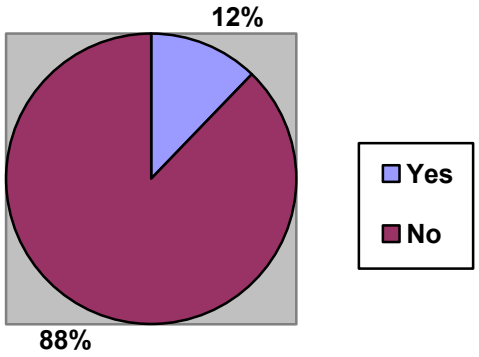
When asked whether there were any commercial advertisers on campus, Galileo High School and Bret Harte Elementary School were the only two schools to respond with a "yes." Five schools did not respond to this question. *The School Food Environment Survey* asked whether the school made any special effort to serve culturally diverse food items to students. This refers to items outside of the cafeteria line and not under the discretion of Student Nutrition Services.

Figure 12: Culturally diverse foods offered (n=35)



Thirteen schools did not respond to this question. Most of these schools reported that it was not applicable to their situation (i.e. if they did not have a store or vending machines on campus). Of the five schools that responded "yes," some of the foods they stated that they offered were burritos, chow mein, curry (during bake sales), fried rice, items for dairy-sensitive consumers, spaghetti, stir-fry, sushi, and vegetarian meals.

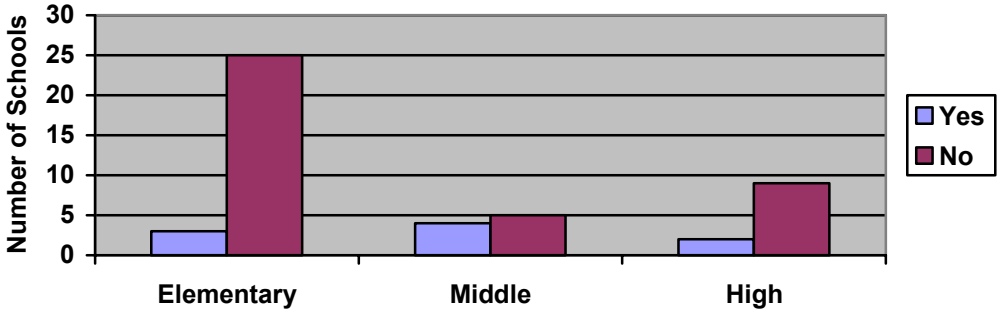
Figure 13: Pricing strategies to encourage healthy eating (n=33)



The School Food Environment Survey asked whether the school had implemented any pricing strategies to encourage healthy eating among its student clientele. Fifteen schools did not respond to this question. Most of these schools reported that it was not applicable to their situation (i.e. if they did not have store or vending machines on campus). Of the four that responded "Yes" their follow-up comments were "Brought in a vendor" (Leadership High School), "Through health education units" (Hillcrest Elementary School), "Slightly higher prices for unhealthy snacks" (Gloria Davis Middle School) and "Beanery offers lowest cost possible on new healthy items" (Presidio Middle School).

Section 5: School Stores

Figure 14: School has a store (n=48)



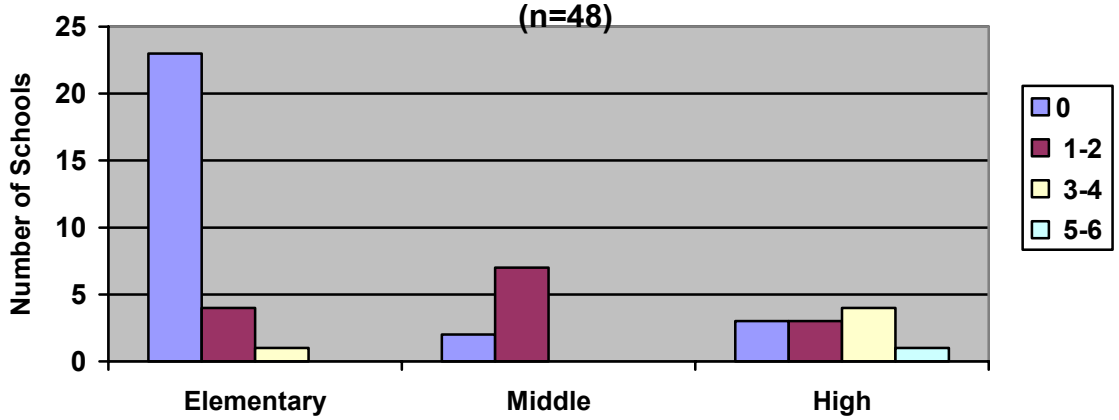
Nine schools reported having a store on campus. For these schools, we asked what were the most popular items sold and how much income was generated no a monthly and/or annual basis.

Table 1: School store: items sold and profit realized

School Name	Top item sold	Second top item	Monthly Income	Annual Income
Aptos Middle School	pizza	sandwiches		$3,000
Enola D. Maxwell Middle School	pencils	erasers	$100	$1,000
Galileo Academy of Science and Technology	Coca-cola	chips	$500	
Herbert Hoover Middle School	School supplies [no food]		$100	
Hillcrest Elementary School	pencils, key chains, notebooks [no food]		$100	$800
Leonard R. Flynn Elementary School	pencils	erasers	$50	$500
Mission High School	chips	candy	$2,000	
Presidio Middle School	gel pens	rulers, small staplers, pencils	$50	$400
Tenderloin Community	hot dog	ice cream	$20	$180

Section 6: Vending Machines

Figure 15: Number of vending machines on campus (n=48)



Of the 48 schools which responded to our survey, 20 reported having vending machines on campus. Elementary schools typically do not and two elementary schools should be excluded from the 20 count because the machines are available only to staff and adults. All of the vending machines are said to be owned and operated by outside vendors, rather than by the school or student body. The vendors named most frequently on our survey were Pepsi and Coke. The most popular items in these vending machines were beverages: soda, water, juice, and Powerade. The profit from the vending machines most frequently went to the general student body, physical education or athletics. Most administrators did not provide much concrete information on the amount of profit realized or expiration date for vending machine contracts.

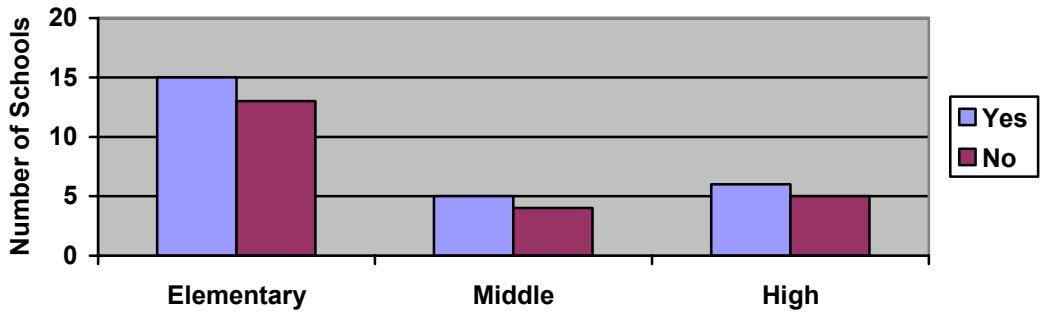
Table 2: Vending machines: items sold and contract details

School Name	# Vending machines	Company name	Contract amount	Expiration date	Who is getting profit	#1 item sold	# 2 item sold	# 3 item sold
A. P. Giannini Middle School	1-2	Coke	N/A	N/A	School Social Committee	soda only		
Aptos Middle School	1-2	Coke (2 machines)	$200 per month		PE Department	water		
Argonne Elementary School	1-2	Do not have this information			PTO			
Bret Harte Elementary School	3-4				PTA	juice	water	

School Name	# Vending machines	Company name	Contract amount	Expiration date	Who is getting profit	#1 item sold	# 2 item sold	# 3 item sold
Downtown High School	1-2	J & J	?	December 11, 2004	Student Body funds	soda	chips	
Galileo Academy of Science and Technology	3-4	Don't know			ROTC, PE/Athletic			
Gloria Davis Middle School	1-2	7up	?	?	Student Activities	fruit drinks lemonade	water	
Harvey Milk Civil Rights Academy	1-2	Coke	We pay nothing - they collect all money	Ongoing	None - machine is for adults only!	Diet Coke	Coke	Root Beer
Herbert Hoover Middle School	1-2	Bujan Vending	No contract	N/A	PE	sodas	snacks	
Horace Mann Middle School	1-2	Pepsi	?	Whenever we choose	PE Department	juice	water	
International Studies Academy	3-4	Grewel Vending Co.	No written contract - 10% of proceeds	N/A	Proceeds go to ISA Student Body	water, juice	chips	soda
Leadership High School	1-2	?	?	?	None	?		
Leonard R. Flynn Elementary School	1-2					chips	candy	beverages
Mission High School	3-4	Powerade	?	?	All vending to JROTC & Athletics	Powerade	water	
Newcomer High School	3-4	Bayco Vending Machine	No contract but 10% profit	N/A	Student body	soda and snacks		
Paul Revere Elementary School	1-2	Coffee machine - staff only	N/A	N/A	PTA	coffee versions only choice		
Presidio Middle School	1-2				PE/Sports programs	water	apple juice	orange juice
School of the Arts	5-6	Pepsi	? We inherited these.	?	General Student Body	water	snacks	soda
Visitation Valley Middle School	1-2	Coke	?	?	Student Body	water	juice	
Wallenberg High School	1-2	Pepsi	$120/month	June 2004	Sports and Senior Class	juices	Pepsi	water

Section 7: School Food Fundraisers:

Figure 16: School has food fundraisers (n=48)



Twenty-six schools reported that they have food fundraisers. We asked these schools about the specific food and beverages sold, the profit realized, and the clubs or organizations that are receiving the profit from such sales.

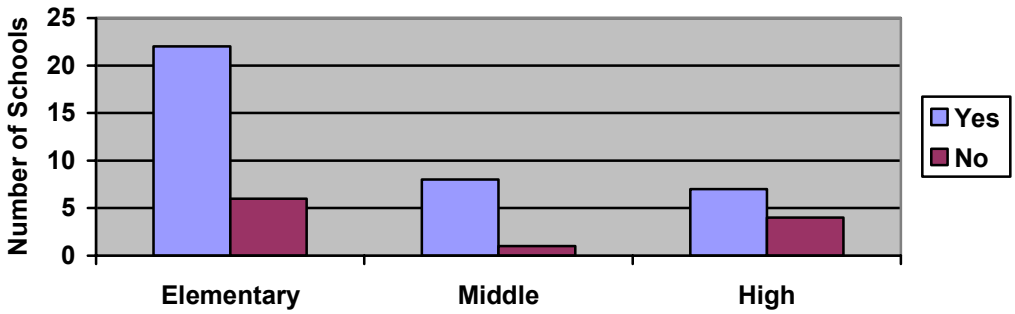
Table 3: Food fundraisers: items sold and profit realized

School Name	Clubs doing food fundraisers	Items sold	Profit earned
A. P. Giannini Middle School	Music, Art programs	Candy	About $4,000 per year
Alvarado Elementary School		cookies, cupcakes, brownies	About $100
Argonne Elementary School		Juice bars	$250
Buena Vista Alternative Elementary School		Jell-O, desserts, tamales	About $2,000 per year
Clarendon Elementary School	Each class has one bake sale	Sushi, curry, doughnuts, cookies, cupcakes, salad, coffee and non-food items	About $1,000
Galileo Academy of Science and Technology	Class field trips, clubs and student government	Candies, Chinese food	?
Gloria Davis Middle School	Band, China field trip	crackers, cookies, baked chips, fruit, pickles, nachos, hot dogs	?
Grattan Elementary School		Nachos and cheese	$200
Guadalupe Elementary School	classroom and after-school bake sales for	cookies, cakes, cupcakes, Rice Krispy treats	$500 annually

School Name	Clubs doing food fundraisers	Items sold	Profit earned
	PTA		
Harvey Milk Civil Rights Academy	4th and 5th grades on Fridays	Hot dogs and water	$600 per year
Herbert Hoover Middle School	Chorus Department	Chocolate Bars (See's)	About $1,500 annual (50% of gross)
Ida B. Wells High School	Senior class, African American Achievers	Hot meals (each group conducted one fundraiser)	$150
International Studies Academy	Several food sales per year - clubs can volunteer to sell food	Chow mein, pizza, baked goods	$1,000 per year is a rough guess
John Yehall Chin Elementary School	Parents Teachers Club	See's Candies	$750
Leadership High School	Too many		
Marshall Elementary School	After school	Discontinued. We will not be doing this in the future.	
McKinley Elementary School	PTA	Chocolate	$800
Mission High School	Over 40 clubs	Various - Impossible to determine how much from food sales	About $78,000 total this year
Paul Revere Elementary School	grade levels, PTA	Nachos sale Bake sale	$100-200 $75-100
Presidio Middle School	Drama, 8th grade class	Chocolate Cookie dough	?
Robert Louis Stevenson Elementary School	PTA	Catalog gift wrap Candy (QSP)	$5,000 $5,000
Roosevelt Middle School	Student Government, grade levels	See's Candy World's Finest	$1,800 $1,200
Sheridan Elementary School	5th grade students	Cookies, seeds, chips, licorice	$125 yearly
Sutro Elementary School	PTA and individual classrooms	nachos and ice cream	$50
Wallenberg High School		World's Finest Candy	$2,000 per year
William L. Cobb Elementary School		Occasionally nachos, bake sale	$100 per year

Section 8: School Food Service Facilities

Figure 17: School has a kitchen (n=48)



Even though the majority of schools have kitchens, not all of these facilities are of an adequate size or in adequate condition to actually produce food. *The School Food Environment Survey* asked about the size of the kitchen and responses ranged from 20 square feet up to 1,000 square feet. Summarizing all of the responses gives a median of 490 square feet and a mean of 408 square feet. Out of 44 schools that responded to this question, only one had plans to expand or improve their school kitchen (Robert Louis Stevenson Elementary).

In order to gauge the appropriateness of the facilities for preparing food from fresh/raw ingredients, we asked whether each school had operational sinks and tables, convection ovens, and stoves. Schools were asked to respond whether these items were "fully in place," "partially in place," "under development" or "no" for not available. Of the 48 respondents, there were 10 schools that have fully operational kitchens in that they had a kitchen with fully functioning sinks, tables, ovens, and stoves. Most of the ten were middle and high schools that are already cooking on-site, but some were schools that had the facilities but still did no cooking on site.

Table 4: Condition of kitchen facilities

School Name	Kitchen	Oven	Stove	Sinks and tables	Any food prepared on site
A. P. Giannini Middle School	yes	fully	fully	fully	yes
Alvarado Elementary School	no	no	no	no	no
Aptos Middle School	yes	no	fully	fully	yes

School Name	Kitchen	Oven	Stove	Sinks and tables	Any food prepared on site
Argonne Elementary School	yes	no	fully	partially	no
Bret Harte Elementary School	yes	no	no	partially	no
Bryant Elementary School	yes	fully	fully	no	no
Buena Vista Alternative Elementary School	yes	fully	fully	fully	no
Clarendon Elementary School	yes	no	no	no	yes
Commodore Sloat Elementary School	yes	no	no	no	no
Downtown High School	no	no	fully	no	yes
Enola D. Maxwell Middle School	yes	fully	fully	fully	yes
Galileo Academy of Science and Technology	yes	fully	fully	fully	yes
George Peabody Elementary School	no	no	no	no	no
Gloria Davis Middle School	no	no	no	fully	no
Grattan Elementary School	yes	fully	fully	fully	no
Guadalupe Elementary School	no	no	no	fully	no
Harvey Milk Civil Rights Academy	yes	fully	fully	fully	no
Herbert Hoover Middle School	yes	fully	fully	fully	yes
Hillcrest Elementary School	yes	fully	no	fully	no
Hilltop School	no	no	fully	fully	yes
Horace Mann Middle School	yes	fully		fully	no
Ida B. Wells High School	yes	no	fully	partially	no
International Studies Academy	yes	fully	no	partially	no
Jefferson Elementary School	yes	no	no	no	no
John Yehall Chin Elementary School	yes	fully	no	fully	no
Leadership High School	no	no	no	no	no
Leonard R. Flynn Elementary School	no	no	no	no	no
Life Learning Academy	yes	no	fully	fully	yes
Marshall Elementary School	no	fully	no	no	no
McKinley Elementary School	yes	no	fully	fully	no
Mission Education Center Elementary School	yes	fully	partially	fully	yes
Mission High School	yes				yes

School Name	Kitchen	Oven	Stove	Sinks and tables	Any food prepared on site
Newcomer High School	no	fully	no	no	no
Paul Revere Elementary School	yes	fully	no	fully	no
Presidio Middle School	yes	fully	fully	fully	yes
Redding Elementary School	no	no	no	no	no
Robert Louis Stevenson Elementary School	yes	fully	fully	partially	no
Roosevelt Middle School	yes	no	fully	fully	yes
School of the Arts	yes	no	fully	fully	yes
Sheridan Elementary School	yes	no	fully	fully	no
Sherman Elementary School	yes	fully	fully	fully	no
Sunnyside Elementary	yes	fully	no	fully	no
Sunset Elementary School	yes	no	no	no	no
Sutro Elementary School	yes	fully	no	fully	yes
Tenderloin Community	yes	no	no	partially	no
Visitation Valley Middle School	yes	fully	fully	fully	yes
Wallenberg High School	yes	partially	no	fully	yes
William L. Cobb Elementary School	yes	no	fully	fully	no

The School Food Environment Survey also asked the questions, **"**What types of facilities and/or equipment does your school lack in order to fully prepare, store, and serve meals on site?" and "Is there any unused food service equipment that your school has that can be moved, replaced or disposed?"

Table 5: Facilities and equipment lacking or standing unused

School Name	Facilities and equipment lacking	Unused food service equipment
Alvarado Elementary School	We have nothing but a fridge.	No
Argonne Elementary School	Industrial kitchen and freezer needed. Kitchen is not used for cooking.	No
Bret Harte Elementary School	Refrigeration, working stove, preparation space. Kitchen is not operable.	Yes. Dishwasher units.

School Name	Facilities and equipment lacking	Unused food service equipment
Bryant Elementary School	Tables, counters, sinks	No
Clarendon Elementary School	Stove is not connected	No
Commodore Sloat Elementary School	Stove, table, space for washing and storing food	
Downtown High School	Sanitizer for dishes, large pots, pans, dishes, etc. The stove and sink are in a classroom, not in the café, so we don't have access to prepare and distribute food.	No
George Peabody Elementary School	A genuine kitchen. There is a working stove in staff room for adults.	No
Gloria Davis Middle School	Stove, refrigerator for food, storage for prepared food	No
Guadalupe Elementary School	A fully working stove is needed with an oven.	
Harvey Milk Civil Rights Academy	None - we would LIKE to cook our own.	Yes - an old meat grinder and an old steam table serving counter
Hillcrest Elementary School	Regular refrigerator needed. Repair oven and burners. Everything else is perfect. Kitchen is not used as a kitchen.	Yes. 1 large mixer.
Hilltop School	Food prep is for the home ec class, not for food sales. To have a large kitchen for sales is not practical because of high cost of labor and no space.	No
Horace Mann Middle School	They took all of our cooking pieces away. We were once a full cooking school.	Most of it has already been moved.
Ida B. Wells High School	Better refrigeration needed	Yes - One refrigerator is no longer working
International Studies Academy	Food is just heated onsite. Stove.	Don't know
Jefferson Elementary School	Stove, utensils	No
John Yehall Chin Elementary School	Our school's kitchen is only used to heat up food that have been prepared elsewhere. As for storing and serving the food that have been delivered to us, we have no immediate needs.	No
Leadership High School	Kitchen! Cafeteria!	No
Leonard R. Flynn Elementary School	Stove, regular refrigerator	No
Marshall Elementary School	Stove, dishwasher, etc.	N/A

School Name	Facilities and equipment lacking	Unused food service equipment
McKinley Elementary School	Warming oven and coolers are in the cafeteria. Kitchen is just a delivery kitchen with a sink. Not enough staff.	No
Mission Education Center Elementary School	Stove works, but oven needs repair	No
Newcomer High School	Lacking full kitchen. Oven is for warming only.	N/A
Paul Revere Elementary School	No stove, gas was shut off	No
Presidio Middle School	We need modern equipment	Old (e.g. stove) needs replacing with new.
Redding Elementary School	A fully equipped kitchen. Packaged food is delivered from nearby cooking school.	No
Roosevelt Middle School	More staff!	No
Sheridan Elementary School	We would welcome the opportunity to upgrade our kitchen and to prepare warm food. Microwave, freezer, utensils to cook with, pots, pans, serving and storage containers. Kitchen is DIRTY.	No
Sherman Elementary School	PERSONNEL. Yes, have kitchen and equipment but it is not used.	No
Sunset Elementary School	We only serve the food and have a warming oven. We do not prepare food on site. All meals are pre-packaged.	Not sure.
Sutro Elementary School	Better cooler	No
Tenderloin Community	School does not cook its food. No stove and not a convection oven but a warming oven. All food is brought in pre-cooked and food is kept warm for students.	No
William L. Cobb Elementary School	Functioning stove in cafeteria, all equipment. Stove, sinks, etc. are not in same place.	No

Section 9: School Gardens and Recycling

The following series of graphs and tables summarizes information on school garden, compost, and recycling programs. For each of these programs, we asked whether the school had one "fully in place," "partially in place," "under development," or "no" for not available.

Figure 18: School has compost program (n=47)

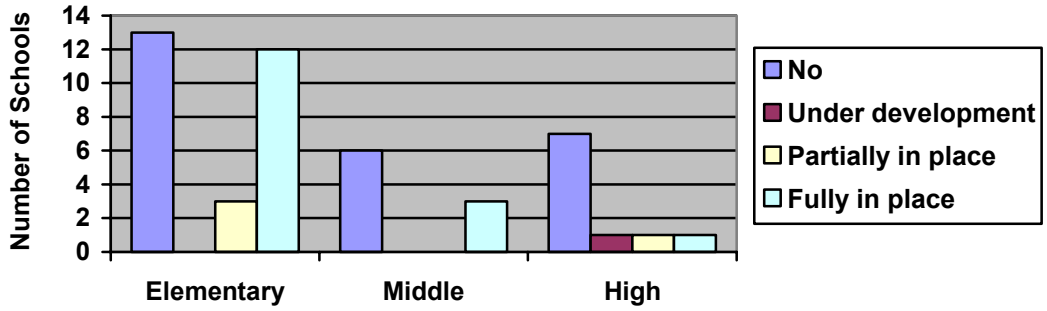


Figure 19: School has recycling program (n=47)

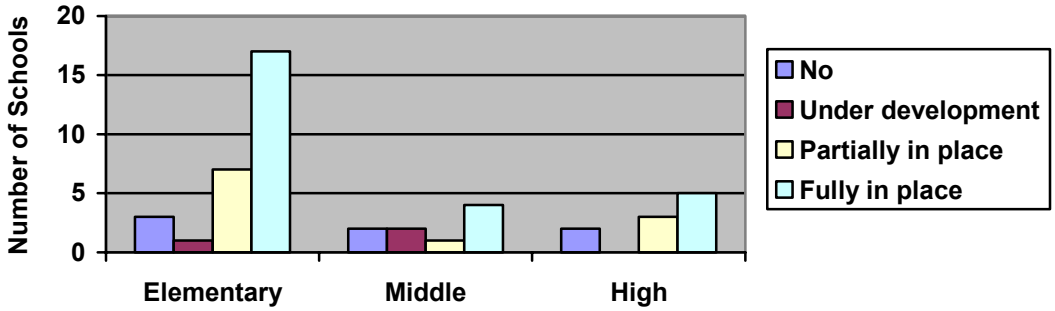


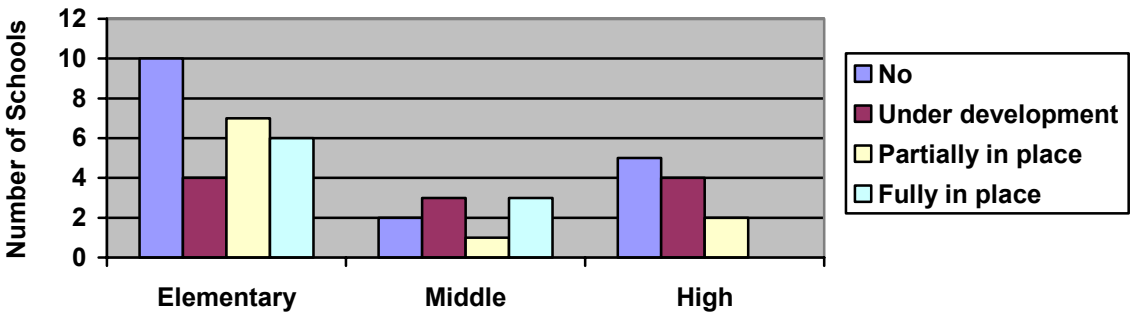
Table 6: Availability of compost and recycling programs

School Name	Compost program	Recycling program
A. P. Giannini Middle School	fully	fully
Alvarado Elementary School	no	no
Aptos Middle School	no	partially
Argonne Elementary School	fully	fully

School Name	Compost program	Recycling program
Bret Harte Elementary School	fully	fully
Bryant Elementary School	no	fully
Buena Vista Alternative Elementary School	fully	fully
Clarendon Elementary School	fully	fully
Commodore Sloat Elementary School	partially	partially
Downtown High School	under development	no
Enola D. Maxwell Middle School	no	no
Galileo Academy of Science and Technology		
George Peabody Elementary School	no	fully
Gloria Davis Middle School	no	under development
Grattan Elementary School	fully	fully
Guadalupe Elementary School	partially	fully
Harvey Milk Civil Rights Academy	partially	partially
Herbert Hoover Middle School	fully	fully
Hillcrest Elementary School	fully	fully
Hilltop School	no	fully
Horace Mann Middle School	no	under development
Ida B. Wells High School	no	partially
International Studies Academy	no	no
Jefferson Elementary School	no	fully
John Yehall Chin Elementary School	no	partially
Leadership High School	no	partially
Leonard R. Flynn Elementary School	no	partially
Life Learning Academy	fully	fully
Marshall Elementary School	fully	fully
McKinley Elementary School	no	partially
Mission Education Center Elementary School	fully	fully
Mission High School	no	fully
Newcomer High School	no	fully
Paul Revere Elementary School	no	partially

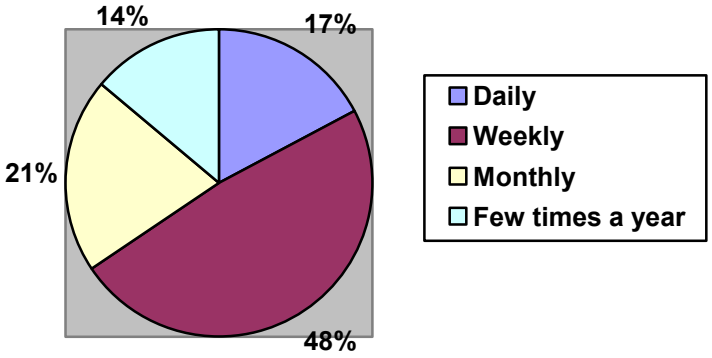
School Name	Compost program	Recycling program
Presidio Middle School	no	fully
Redding Elementary School	no	partially
Robert Louis Stevenson Elementary School	fully	fully
Roosevelt Middle School	fully	fully
School of the Arts	partially	partially
Sheridan Elementary School	no	no
Sherman Elementary School	no	fully
Sunnyside Elementary	no	under development
Sunset Elementary School	fully	fully
Sutro Elementary School	no	no
Tenderloin Community	fully	fully
Visitation Valley Middle School	no	no
Wallenberg High School	no	fully
William L. Cobb Elementary School	fully	fully

Figure 20: School has a garden (n=48)



Of the nine schools reporting that they had a garden "fully in place," all but one grew a fruit, vegetable, or herb – presumably items which children could taste and relate to the food they eat. The school gardens range in size from a few planter boxes (6' x 3') to a plot as large as a half-acre (21,825 square feet) at Visitation Valley Middle School. Most are less than 1000 square feet. School gardens are developed in various forms such as raised beds, in planter boxes, on rooftops, in tires, and terraced.

Figure 21: Frequency of use of school garden (n=30)



Section 10: School Field Trips

The next two graphs illustrate whether schools take (or have taken) field trips to farms or other food production/processing sites in the area. Fifteen of 48 survey respondents said that their students had taken field trips to farms in the past. Most frequently mentioned were Slide Ranch, Hidden Villa, and a pumpkin patch in Petaluma. In some cases, the farm animals had come to visit students on campus. Eleven schools had also taken field trips to other food production or processing sites like the Jelly Belly factory, Dreyer's ice cream, the farmers' market, grocery stores, bakeries, bread factories, and the St. Anthony Foundation Homeless Program.

Figure 22: Field trips to farms (n=48)

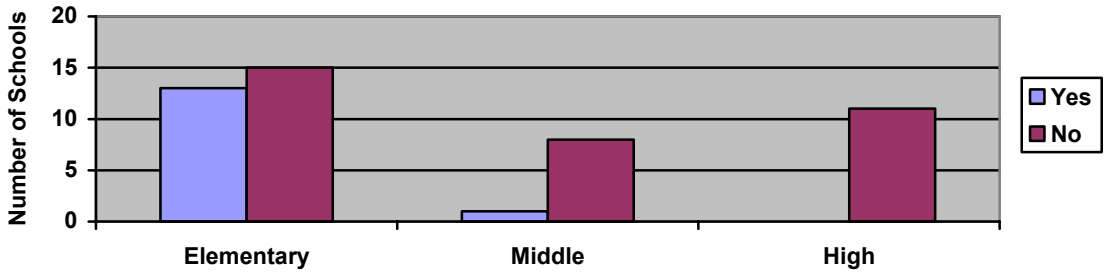
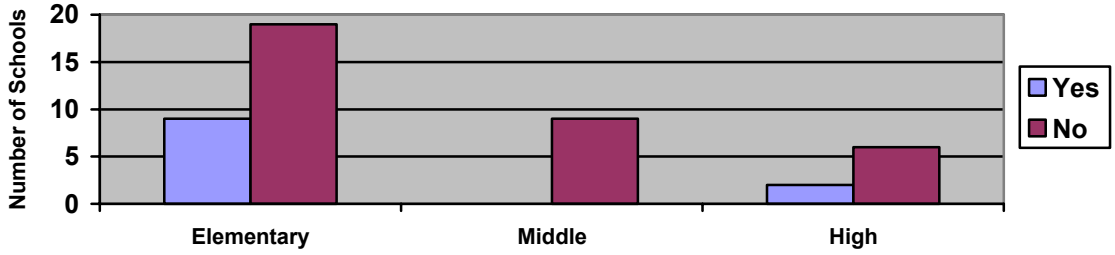


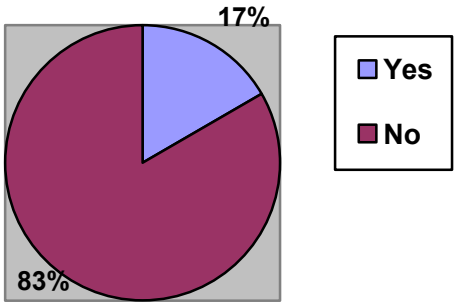
Figure 23: Field trips to other food production sites (n=45)



Section 11: Food and Agriculture Curricula

The next series of questions asked about school awareness and utilization of food, nutrition and agriculture curricula/materials. Only eight of 48 survey respondents were aware of "A Child's Garden of Standards: Linking School Gardens to California Education Standards" – a new document which demonstrates how garden-based education fits into the California academic standards (grades two through six) in history-social science, English-language arts, science, and mathematics. The California Department of Education published this book in December 2002 to articulate the relationship between garden-based activities and content areas, from math, science, and language arts to nutrition, as well as what it means to eat locally and seasonally.

Figure 24: Aware of "A Child's Garden of Standards" (n=48)



The School Food Environment Survey inquired as to whether the school had teaching materials on food, nutrition and agriculture available on campus and further, whether teachers had received any special training in incorporating such materials.

Figure 25: Food, nutrition, agriculture teaching materials available (n=48)

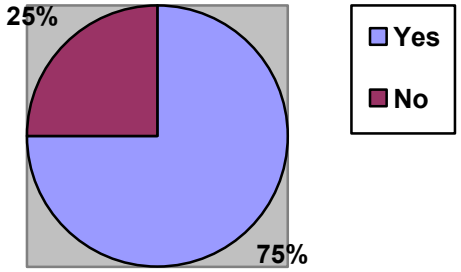
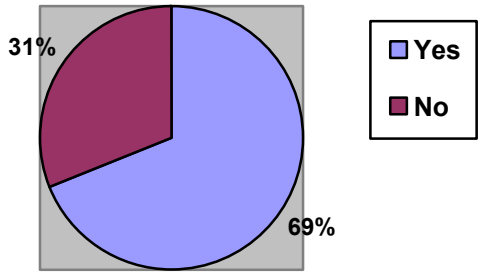
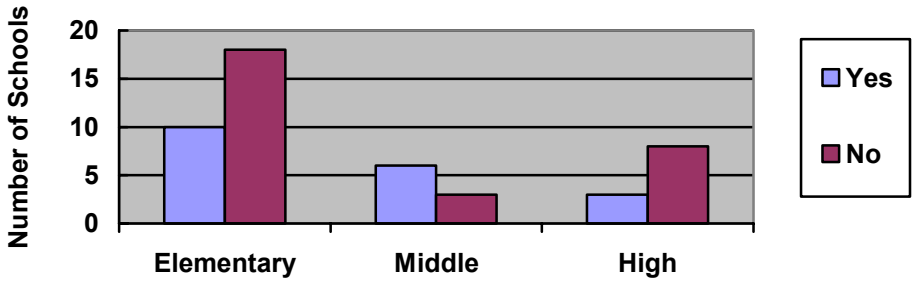


Figure 26: Teachers trained to use food, nutrition, agricultural materials (n=48)



When asked which materials teachers are using, some of the names specified were the following: Actions for Health, (California) Dairy Council, Diet for a New America, district curriculum, district Health Kits, ETS. Assoc., Exercise your Options curriculum, Fast Food Nation, Five-A-Day Power Play, Food Guide Pyramid, Food, Land and People, Golden Gate summer training program, health book, Health in Action, Healthy Kids Lessons, Heart Healthy, Heart Power, info from nutritionist (Judith Levine), info from School Health Programs Department (SHPD), newspapers and magazines, science text, Slide Ranch and Hidden Villa materials, Student Nutrition Materials, UC Davis materials, and UCSF nutritionists. The most common responses by far were materials from the Dairy Council, Five a Day, and the School Health Programs Department. One administrator said, "We would like to take field trips and start a 4-H Program but we don't know who to contact."

Figure 27: School has cooking classes (n=48)



Nineteen schools offer cooking classes to students. Five of these also responded that "yes" cooking classes were linked with the school garden (Clarendon Elementary, Tenderloin Community, Life Learning Academy, Cobb Elementary, and Guadalupe Elementary).

Table 7: Activities around food, nutrition and agriculture

School Name	Field trips to farms	Field trips to other food sites	Cooking classes	Food, nutrition and agr materials
A. P. Giannini Middle School	no	no	yes	no
Alvarado Elementary School	no	no	yes	no
Aptos Middle School	no	no	no	no
Argonne Elementary School	yes	no	yes	yes
Bret Harte Elementary School	no	yes	yes	yes
Bryant Elementary School	yes	no	no	yes
Buena Vista Alternative Elementary School	no	yes	no	no
Clarendon Elementary School	yes	no	yes	yes
Commodore Sloat Elementary School	no	no	no	yes
Downtown High School	no	yes	no	yes
Enola D. Maxwell Middle School	no	no	no	yes
Galileo Academy of Science and Technology	no		yes	yes
George Peabody Elementary School	yes	yes	no	yes
Gloria Davis Middle School	no	no	yes	yes
Grattan Elementary School	yes	yes	no	yes
Guadalupe Elementary School	yes	no	yes	yes
Harvey Milk Civil Rights Academy	no	no	yes	yes
Herbert Hoover Middle School	no	no	yes	yes
Hillcrest Elementary School	yes	no	yes	no
Hilltop School	no	no	yes	yes
Horace Mann Middle School	yes	no	no	yes
Ida B. Wells High School	no		no	no
International Studies Academy	no	no	no	yes
Jefferson Elementary School	no	no	no	yes
John Yehall Chin Elementary School	yes	yes	no	yes
Leadership High School	no	no	no	yes

School Name	Field trips to farms	Field trips to other food sites	Cooking classes	Food, nutrition and agr materials
Leonard R. Flynn Elementary School	no	no	no	yes
Life Learning Academy	no	yes	yes	no
Marshall Elementary School	no	no	yes	yes
McKinley Elementary School	yes	yes	no	yes
Mission Education Center Elementary School	yes	yes	no	yes
Mission High School	no	no	no	yes
Newcomer High School	no	no	no	yes
Paul Revere Elementary School	yes	yes	no	no
Presidio Middle School	no	no	yes	yes
Redding Elementary School	no	no	no	yes
Robert Louis Stevenson Elementary School	yes	yes	no	yes
Roosevelt Middle School	no	no	yes	yes
School of the Arts	no		no	no
Sheridan Elementary School	yes	no	no	yes
Sherman Elementary School	no	no	no	no
Sunnyside Elementary	no	no	no	no
Sunset Elementary School	no	no	no	yes
Sutro Elementary School	no	no	no	yes
Tenderloin Community	yes	no	yes	yes
Visitation Valley Middle School	no	no	yes	yes
Wallenberg High School	no	no	no	no
William L. Cobb Elementary School	no		yes	yes

Section 7

Board of Education Resolution No. 211-12A8

Resolution No. 211 – 12A8
Adopted January 14, 2003

HEALTHY SCHOOL NUTRTION AND PHYSICAL EXERCISE POLICY FOR SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Commissioners Jill Wynns and Dan Kelly

WHEREAS: The Board of Education of the San Francisco Unified School District is committed to the health and well-being of all students of the City and the District; and

WHEREAS: Being overweight and physically unfit has become a major health problem for children throughout the country, a problem that is of grave concern to the Surgeon General, health professionals, parents, policymakers, and children themselves; and

WHEREAS: Many concerned San Franciscans have testified to both the Board of Education and the Board of Supervisors about the high incidence of the problem in our city, and the Board of Supervisors is currently considering action about childhood overweight and physical fitness; and

WHEREAS: The Board is interested in providing our students with the most healthy and appealing food choices possible, and in diminishing the dependence of schools and school-related organizations on selling products of questionable nutritional value; and

WHEREAS: The Board of Education in 1999 passed the *Commercial-Free Schools Act*, which put in place the policy environment for decreased consumption of unhealthy snacks and beverages as well as reduced commercialism in the schools; and

WHEREAS: Whereas the problem of overweight and obesity is further exacerbated by students today having far fewer opportunities for physical exercise than students in decades past due to cutbacks in funding for physical education and intramural sports, and time spent getting physical exercise.

THEREFORE BE IT RESOLVED: That a School Nutrition and Physical Fitness Advisory Committee will be formed by the Superintendent to gather information on this issue and bring recommendations to the administration and the Board of Education on possible actions to begin to address the issues of childhood obesity, physical fitness and related health concerns; and

BE IT FURTHER RESOLVED: That the administration and the committee will develop a plan to improve the nutritional quality of breakfasts, lunches, snacks and beverages served in our schools, as well as a plan to phase out the sale of sodas and unhealthy snacks by the beginning of the 2003-04 school year, including suggestions for replacing revenues currently secured through the sale of these items; and

FURTHER BE IT RESOLVED: That the administration and the committee will also develop a plan to expand and improve opportunities for physical activity in our schools; and

BE IT FURTHER RESOLVED: That the Committee will work with the Board of Supervisors, city departments, youth groups, students and parents and others to develop recommended strategies, and coordinate its recommendations with related strategies being developed throughout the city on such things as access to appropriate health care, potential funding sources, community education and outreach; and

FURTHER BE IT RESOLVED: That representatives from the Student Advisory Council and other youth groups be involved in the committee; and

BE IT FURTHER RESOLVED: That periodic reports will be made to the Board of Education during the spring of 2003 and beyond, as needed.

Section 8

SFUSD Student Nutrition and Physical Fitness Plan

San Francisco Unified School District
Student Nutrition & Physical Fitness Plan
Adopted as revised on January 21, 2004

[This plan will be in effect for the school year 2003-2004, with the exception of the section on Physical Activities, which is under review due to budget implications. Assessment will be ongoing and parts of the plan may be subject to change at the end of the school year, particularly those aspects that have major fiscal implications.]

1) Increase the return of the Meal Eligibility Application.

   a) Implement the Student Nutrition Service Student Application/Cash Collection Plan.

   b) School Principals will make participation and return of applications a high priority for their sites. High schools can utilize Lowell High School as a successful model for obtaining high returns. Individual school sites may provide rewards/incentives for application return.

- ***Student Nutrition Services and Instructional Support & Operations will take point/lead on this strategy.***

2) The Food Minimal Nutrition Value (FMNV) is the Federal Nutrition Standard. SFUSD is recommending a more rigid standard to be phased in for school year 2003-2004.

   a) The FMNV: Elimination of all foods at or below Food Minimal Nutritional Value (FMNV) as defined by the USDA. "Foods of minimal nutritional value" means (i) in the case of artificially sweetened foods, a food which provides less than five percent of the Reference Daily Intakes (RDI) for each of eight specified nutrients per serving; and (ii) in case of all other foods, a food which provides less than five percent of the RDI for each of eight specified nutrients per 100 calories and less than five percent of the RDI for each of eight specified nutrients per serving. The eight nutrients to be assessed for this purpose are protein, vitamins A, C, niacin, riboflavin, thiamin, calcium and iron.
   b) The SFUSD Nutrition standards**: See section 3 below.

- ***Student Nutrition Services will take point/lead on this strategy.***

3) **The SFUSD Nutrition Standards:**

Beverages

Water: plain or carbonated; no added sweeteners (natural or artificial, including sucralose and aspartame); no added vitamins, caffeine, or herbal supplements; may be any size

Juice: 100% fruit juice, plain or carbonated; no added sweeteners (natural or artificial); no caffeine or herbal supplements; maximum size 12 oz.

Juice/water blends: no added sweeteners (natural or artificial); no caffeine or herbal supplements; maximum size 12 oz.

Milk: 1% or fat free (skim) milk; enriched rice, nut or soy milk (may be "lowfat"); flavored milk may contain no more than 40 grams of sugar total per 12 oz. (27grams of sugar total per 8 oz), including both naturally-occurring and added sweetener; preferably no Bovine Growth Hormone; maximum size 12 oz. Rice, soy or nut milks must be enriched with calcium to at least 30% of the RDA per 8 oz. serving, or 40% of the RDA per 11 oz serving; maximum size 12 oz.

The following beverages are not approved for sale: sports drinks, electrolyte-replacement drinks, "vitamin water," "energy water," "smart water," "fruit water."

Implement one nutrition standard for all currently unregulated school food sales, Beanery sales, and vending machines to meet the following criteria:

a) Have 30 percent or less of its total calories from fat (excluding seeds and nuts.)

b) Have 10 percent or less of its total calories from saturated plus trans fat;

c) Have no more than 35% total sugar by weight.

d) Snack foods and side dishes must meet USDA standards for minimal nutritional value; specifically, must contain no less than 5% of all of the following 8 nutrients: protein, calcium, vitamin A, vitamin C, riboflavin, niacin, thiamin and iron (excluding fruits, vegetables, seeds, and nuts.)

e) Be limited to the following maximum portion sizes:

i) One and one-quarter ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, or jerky;

ii) Two ounces for cookies or cereal bars;

iii) Three ounces for bakery items;

iv) Three fluid ounces for frozen desserts, including, but not limited to, ice cream;

v) Eight ounces for non-frozen yogurt;

vi) Twelve ounces for beverages, excluding water.

f) Fruits and vegetables shall be offered for sale at the school site where foods are sold.

g) Preference will be given to products that contain no trans fat and are labeled as such. Preference will also be given to products grown, processed, and/or packaged in California and to products which are certified organic.

h) No products containing peanuts or peanut residue may be sold or offered in the school meal program. Vending machines stocked with peanut products will carry a warning label on the machine or on the wall immediately adjacent to the machine.

i) Exceptions to these guidelines may be made for individual products, which have sufficient nutritional value to offset sugar or fat content, or other requirements, or to prohibit the sale of individual products which are deemed inappropriate for sale to students despite meeting these guidelines. Nutritional information, along with actual samples of the product in question (when possible) shall be provided to Student Nutrition Services for approval before products are placed in schools.

➢ ***Student Nutrition Services will take point/lead on this strategy***.

4) Student Nutrition Services will improve menu choices by increasing foods that students like, based upon feedback from students and student advisory groups, by 40% and conduct research for working towards 100%, contingent on budget implications (e.g. chicken teriyaki over noodles, rice dishes and vegetables). Increase the incorporation of fresh foods (fruits and vegetables). Student Nutrition Services will minimize processed foods, select California grown produce and explore the feasibility of implementation of salad bars. The Student Advisory Council will be involved in the selection of new food choices in meals served by Student Nutrition Services and choices of qualified products in vending machines. The Student Advisory Council will involve student councils and leadership groups to ensure that a representative cross section of SFUSD students are involved.

➢ ***Student Nutrition Services and Student Advisory Council will assume leadership.***

5) School Health Programs' California Nutrition Network Project (CNNP) will provide nutrition education to the staff of Student Nutrition Services to increase their awareness of current programs/education and best practices being implemented/adopted within SFUSD and the state, including the continued implementation of funded projects within SFUSD (e.g., Linking Education with Activities and Food (LEAF) and the California Nutrition Network Project).

➢ ***School Health Programs and Student Nutrition Services will assume leadership.***

6) School Health Programs will work with the Chief Academic Office to integrate nutrition education into the comprehensive education programs. School Health Programs will provide examples of content integration related to nutrition education to increase the incorporation of nutrition education into the regular teaching plan. (Examples will be counting calories, categorizing quantities, reading labels, etc.) Site administrators and staff will promote a school environment which is supportive of Board Resolution 211-12A8. Staff are encouraged to model healthy eating by offering healthier choices at school meetings and events, and to refrain from using candy and snacks of minimal nutritional value as rewards to students.

➢ ***Chief Academic Office and School Health Programs will assume leadership.***

7) Vending machines within SFUSD school sites will comply with the nutritional standards recommended by the Student Nutrition and Physical Fitness Advisory Committee immediately (pending contract obligations). Vending machines will be stocked with products that meet the requirements (an approved list will be provided to school site administrators and vending machine contractors, and is available online at: http://sfusd_foods.tripod.com/). School site administrators will monitor vending machines to ensure compliance with the requirements. The Chief Business Office and Legal departments will continue to work with site administrators on contracts, modifying them when possible to comply with SFUSD Nutrition Standards.

➢ ***Site Administrators, Instructional Support & Operations, Legal Office, and Chief Business Office will assume responsibility.***

8) Explore Profit Sharing:

i) Expand pilot profit sharing programs starting with Lowell and Mission High Schools in 2003-2004.

ii) Develop a model for profit sharing to be implemented in all middle and high schools 2004-2005.

➢ ***Student Nutrition Services and Instructional Support & Operations will take responsibility.***

9) Begin phasing out on-campus food and beverages sales to students that do not meet SFUSD Nutrition Standards:

i) *Fall Semester 2003:* increase the awareness of California Code of Regulations governing the sales of food on campus to the Chief Academic Office, Instructional Support & Operations, and site-level administrators:

CODE OF REGULATIONS--TITLE V
15500 Food Sales in Elementary Schools
15501 Sales in High Schools and Junior High Schools

Sites will be responsible for adherence to Title V of Regulations including the restriction of the number of food sales by student organizations to four per school year.

ii) January 2004: The sale of any type of candy and foods of a minimal nutritional value, as recommended by the Student Nutrition and Physical Fitness Advisory Committee, will be restricted on all school campuses beginning January 2004.

i) Foods sold must meet the nutrition standards spelled out in Section 3, 'The SFUSD Nutrition Standard', except as detailed in section c) "Food fundraising sales" (below).

a. Beginning Fall 2003: School Site Councils will identify foods/beverages that meet the SFUSD minimum nutrition requirements that their site will sell.

b. The sale of any type of candy, foods and beverages below SFUSD Nutrition Standards will be prohibited on all school campuses during the school day beginning Spring Semester January 2004.

c. Food fundraising sales

i) Student-run fundraising food sales are limited to 4 days total per year, per California Code of Regulation. Food sold may be prepared at home or brought in from a restaurant; beverages and snack items must meet district nutrition standards (this means no soda, chips, candy, etc.). See list of district-approved products for vending at: http://sfusd_foods.tripod.com/

ii) Parents may hold an unlimited number of sales if the food they are selling meets district nutrition standards; such sales must be held before school starts or after the end of the school day, so as not to compete with the school lunch program. See list of district-approved products for vending at: http://sfusd_foods.tripod.com/

iii) Healthy food choices are recommended for all parent-run food sales. In elementary and middle school, sales by parents of food which does not meet district nutrition standards are limited to 10 times per school year, and must take place after 5:00 pm weekdays or anytime on a weekend or school holiday. The 10-times per school year rule includes all parent groups (ie - only 10 sales, but any number of groups may sell on each sale day). Food for these 10 sale days may be homemade or come from restaurants, and the beverages and snacks sold do NOT have to meet district nutrition standards. In high schools, an unlimited number of sales by parents of food which does not meet district nutrition standards may be held at school events including sports and performances, but must take place after 4pm weekdays or anytime on weekends or school holidays.

iv) Sale of food at events which are not school-related (ie – an outside agency rents the school property and holds an event featuring a food sale) are not subject to district nutrition policy.

v) District nutrition standards apply only to food sold, not food served. Food provided free as refreshments for potlucks, parties, picnics, teacher appreciation luncheons or breakfasts, etc. is not subject to district nutrition standards. Healthy food choices are highly recommended.

vi) Sales of candy or other food outside of school as a fundraiser, such as catalog order sales, are at the discretion of the Principal. All other sale of candy at school is prohibited, except as outlined in sections iii and iv. However, healthy food choices or non-food based fundraising are highly recommended.

ii) ISO's will increase their capacity to offer technical assistance and monitoring to assist sites in coming into compliance by January 2004.

iii) The Student Advisory Council will identify/develop/enhance the list of non-food based fundraising ideas to be distributed to schools by January 2004. The SAC will assume the leadership role and involve middle and elementary school students.

- ***Site Administrators, Instructional Support & Operations, the Student Advisory Council, and Student Nutrition Services will assume leadership.***

10) Increase physical activity for students:

a) The Chief Academic Office will

i) Review and develop implementation plans for physical activities as recommended by the Physical Activities Subcommittee. Instructional Support & Operations will work with site administrators to ensure monitoring and compliance.

ii) The CAO will incorporate physical fitness activities/physical education professional development into one of the three professional development days.

b) The Teacher on Special Assignment (TSA) for Physical Education will ensure the implementation of the President's Physical Fitness Standards and Practices at all K-12 schools. Professional development will be made available to all SFUSD staff on best practices and strategies to enhance physical activities and physical education, developed in collaboration with American Heart Association, the American Cancer Society, S.F. Recreation and Parks Department and Community Based Organizations currently providing physical activities within San Francisco.

c) The TSA will collaborate with Research Planning and Accountability Department to gather pertinent data.

- ***Chief Academic Office, Instructional Support & Operations, School Health Programs, and Community-Based Organizations will support this effort.***

11) The Office of Research, Planning & Accountability will design an evaluation model to monitor the implementation of the recommendations and adherence to the criteria.

- ***Research, Planning & Accountability and the Chief Development Office will be coordinating this assessment process to be shared with the Superintendent.***

12) Student Nutrition Services will work with the Office of Public Engagement & Information to promote these healthy changes to school meals to district staff, students, parents and the public beginning 2003-2004 school year.

- **Student Nutrition Services and the Office of Public Engagement & Information will publicize information regarding these healthy changes to the school communities and general public.**