

LOUISIANA

Section 1: School Demographics

School Name

Acadiana High School

Principal's name

David Lejuene

School Address

315 Rue du Belier
Lafayette, Louisiana 70506
United States

[Map It](#)

Number of students (total enrollment)

1827

Lowest grade

9

Highest grade

12

This school is:

- A public school

Please explain:

Number of students by grade level

Elementary or lower	Middle grades	High or upper school
0	0	1827

Number (or percent) of students eligible for free or reduced lunch

Free lunch	Reduced lunch	Neither free nor reduced lunch
100%		

Section 2: Background about school lunch

How many students buy lunch in the school's cafeteria?

Less than 10 percent

How many minutes do students have to eat lunch?

30

Are students allowed to eat lunch in rooms/buildings other than the cafeteria?

Yes

Are students allowed to leave campus for lunch?

No

Which students are allowed to leave campus for lunch?

Are there any times during the school year when breakfast or lunch is free to all students?

Yes

Please explain:

Everyday; Federal Government pays for everyone's lunch

Who controls the portions and servings students receive?

Cafeteria staff plate lunch items, students do not choose serving size

Please explain:

Does the school serve set meals (e.g. chicken nuggets with potatoes and carrots) or can students choose what they want from the menu?

The students can pick which sides they would like, if any

Please explain:

Are fruits/vegetables required with every meal?

Yes, fruits/vegetables are included in the price

In your teams' opinion, are students content with the meal options at school?

No, somewhat dissatisfied

Please explain:

Besides pizza, burgers, and chicken, students usually are not happy with the meal options because they believe it doesn't taste the same as at home.

What type of utensils do students use to eat?

Other

Please explain:

Both reusable and disposable are used.

What type of plates/trays are used to serve the food?

Other

Please explain:

Both plastic and Styrofoam trays are used

Section 3: Food waste activities at the school

Does the school use any of the following waste reduction activities?

Please explain:

Has the school performed a food waste audit previously?

No, a waste audit has not been considered

Please explain:

Which of the following generates the majority of food waste at your school?

Student food waste

Please explain:

On average, do you think food waste is an issue at your school?

Yes, very important

Section 4: School Waste Data Form

School name

Acadiana High School

Date of audit

03/29/2017

Students in attendance on day of audit

1608

Numbers of lunches served on day of audit

838

Menu served on day of audit

Red beans and sausage, Steamed Rice, Mustard Greens, Cornbread Muffins, Mixed Fruit cup, Milk and Juice choices.

Waste type: Unopened food

A: Type of food	B: Number of items	C: Weight of empty bin	D: Total weight	E: Net weight (Total - Empty)
Yogurt/dairy	4	2.375 lbs	2.75 lbs	0.375 lbs
Milk cartons	32	2.375 lbs	21.1875 lbs	18.8125 lbs
Juice Cartoons	24	2.375 lbs	9.375 lbs	7 lbs

Total net weight of unopened food

26.1875

Notes regarding unopened food

Waste type: Food waste

A: Bin/Bag Number	B: Weight of empty bin	C: Total weight	D: Net weight (Total - Empty)	E: Picture taken of the bin? (Y/N)	F: Percent full
1	2.375 lbs	47.5625 lbs	45.1875 lbs	Y	100
2	2.375 lbs	52.3125 lbs	49.9375 lbs	Y	100
3	2.375 lbs	29.625 lbs	27.25 lbs	Y	60
4	2.375 lbs	35.5 lbs	33.125 lbs	Y	80
5	2.375 lbs	45.125 lbs	42.75 lbs	N	100
6	2.375 lbs	43.375 lbs	41 lbs	Y	100
7	2.375 lbs	49.5625 lbs	47.1875 lbs	N	100
8	2.375 lbs	37.75 lbs	35.375 lbs	N	80

Total net weight of food waste

321.813

Waste type: Liquid waste

A: Bin/Bag Number	B: Weight of empty bin	C: Total weight	D: Net weight (Total - Empty)	E: Picture taken of the bin? (Y/N)	F: Percent full
1	2.375 lbs	35.9375 lbs	33.5625 lbs	Y	70
2	2.375 lbs	23.625 lbs	21.25 lbs	Y	50

Total net weight of liquid waste

54.8125

Waste type: Recycling

A: Bin/Bag Number	B: Weight of empty bin	C: Total weight	D: Net weight (Total - Empty)	E: Picture taken of the bin? (Y/N)	F: Percent full
1	2.375 lbs	4.5625 lbs	1.1875 lbs	Y	100
2	2.375 lbs	5.375 lbs	3 lbs	y	100
3	2.375 lbs	4.875 lbs	2.5 lbs	Y	100
4	2.375 lbs	3.625 lbs	1.25 lbs	Y	90
5	2.375 lbs	7.5 lbs	5.125 lbs	Y	100
6	2.375 lbs	2.875 lbs	0.5 lbs	Y	100
7	2.375 lbs	4.5625 lbs	2.1875 lbs	N	100
8	2.375 lbs	4.375 lbs	2 lbs	N	100
9	2.375 lbs	4.25 lbs	1.875 lbs	N	100

Total net weight of recycling

51.75

Waste type: Other (Landfill)

A: Bin/Bag Number	B: Weight of empty bin	C: Total weight	D: Net weight (Total - Empty)	E: Picture taken of the bin? (Y/N)	F: Percent full
1	2.375 lbs	3.5625 lbs	1.1875 lbs	Y	100
2	2.375 lbs	5.375 lbs	3 lbs	Y	100
3	2.375 lbs	4.875 lbs	2.5 lbs	N	100
4	2.375 lbs	3.625 lbs	1.25 lbs	Y	90
5	2.375 lbs	7.5 lbs	5.125 lbs	N	100
6	2.375 lbs	2.875 lbs	0.5 lbs	Y	20

Total net weight of other wastes (landfill)

13.5625

Notes regarding food, recycling, and other (landfill) wastes

For recycling, it would only allow 9 entries, while we had 16 entries, making our total net weight larger than those presented. For landfill, the weight might be lower even if it is 100% because of the types of trash put into each bucket.

Describe the process you used to establish clear guidelines for students to follow to sort their food waste.

Our team and a class of students set up the buckets for each category of waste and sorted through the students' leftovers. The students ate lunch themselves had no involvement.

Upload photos

- [20170329_062615.jpg](#)
- [20170329_062602.jpg](#)
- [20170329_062554.jpg](#)
- [20170329_060346.jpg](#)
- [20170329_055649.jpg](#)
- [20170329_055532.jpg](#)
- [20170329_055520.jpg](#)
- [20170329_055515.jpg](#)
- [20170329_054332.jpg](#)
- [20170329_054258.jpg](#)
- [20170329_054100.jpg](#)
- [20170329_053917.jpg](#)
- [20170329_053907.jpg](#)
- [20170329_053858.jpg](#)
- [20170329_053731.jpg](#)
- [20170329_053722.jpg](#)
- [20170329_053647.jpg](#)
- [20170329_053440.jpg](#)
- [20170329_052917.jpg](#)
- [20170329_052842.jpg](#)
- [20170329_052737.jpg](#)

- [20170329_051521.jpg](#)

Link to files unable to upload

Would your team be interested in being part of the food waste panel at Nationals?

No

Section 5: Critical Thinking

Based on your observations during the food waste audit, make three recommendations to your School Board to reduce food waste.

Get student input on foods choices so that they eat more, let students choose the size of their servings so that they can reduce the amount of waste they have, spread awareness about the importance of food waste by putting up signs, etc.

Justify a school's role in teaching children about food waste and the impact food waste has on school budgets, the environment, and hunger in the community.

The US Environmental Protection Agency has set a goal to reduce food waste by 50% by the year 2030. Based upon your experience conducting this food waste audit, will the US meet this goal? Explain why or why not.

No, because people aren't aware of the problem of food waste and those that are don't care about food waste.

Detail two or three findings or observations that surprised you. Describe how conducting this food waste audit has impacted you and your team, and the way you think about food in America.

We were shocked by the amount of food wasted by students. Also, the untouched food and drinks thrown away after each lunch aren't used for another day. We are now more conscious about the food that we waste; we realized how much food is taken for granted in America.

What is one obstacle your team faced during the audit and how did you work to resolve it? If the issue went unresolved, what steps would you take to reevaluate your approach?

Bonus Question

Should all schools be required to do food waste audits on a regular basis? Why or why not?

Support your answer.

Yes; wasted food likely accounts for a sizable expense for schools. In order to reduce this issue, schools would need to find the cost of the wasted food, then reduce the amount of food made on a daily basis. Lastly, it gives schools a way to set a goal and measure how close they are to obtaining it.