



THE TRIENNIAL ASSESSMENT TEMPLATE FOR LOCAL EDUCATIONAL AGENCIES

Presented by the California Local School
Wellness Policy Collaborative



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Introduction

Introduction to Triennial Assessments

According to the USDA Final Rule, Local Educational Agencies (LEAs) must conduct a comprehensive assessment of the Local School Wellness Policy (LSWP) a minimum of once every three years, beginning no later than June 30, 2021. The Triennial Assessment requires LEAs to assess compliance with their LSWP and to make this assessment available to the public. The Triennial Assessment is comprised of four components:

1. [Comparison to a model LSWP](#)
2. [Extent of compliance for all schools with the District LSWP](#)
3. [Progress made in attaining the goals of the wellness policy](#)
4. [Triennial Assessment report to the public](#)

Introduction to the Template

The California LSWP (CA LSWP) Collaborative, in collaboration with the California Department of Education (CDE) developed this template to assist LEAs with conducting the required Triennial Assessment. LEAs are strongly encouraged, but not required, to use this template when conducting Triennial Assessments. To align closely with the Final Rule Requirements, the Triennial Assessment Template includes four sections- one for each component. **For more information on the Final Rule Requirements, please refer to [Appendix A](#).**

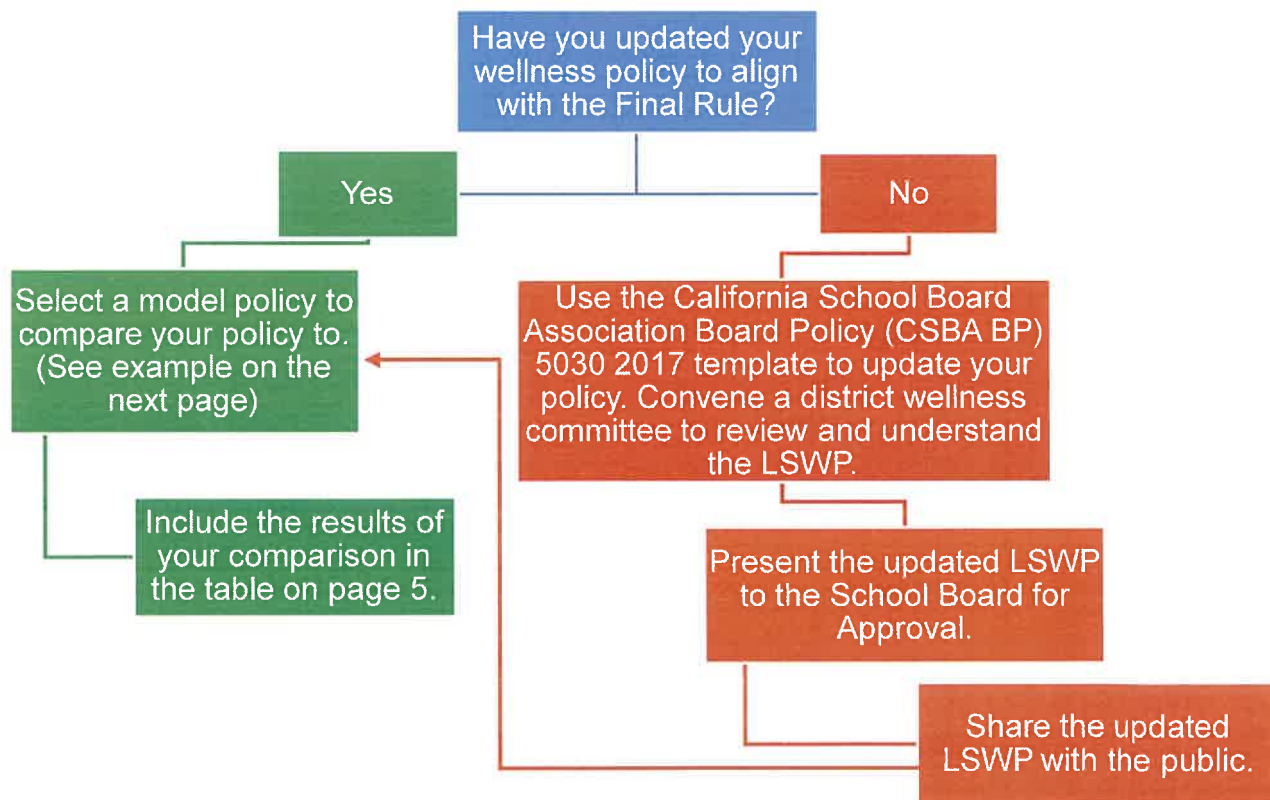
Component #1: Comparison to Model LSWP

Introduction

The first step LEAs must take in conducting their Triennial Assessment is to compare their written LSWP to a model policy. The purpose of comparing a LEA’s school wellness policy to a model policy is to identify areas of strength, opportunities for improvement, and to identify where LEAs could adopt language to make their wellness policy stronger. This is a useful exercise for school wellness committees to complete together, if possible.

Before you Begin

Before LEAs begin completing this component, they should make sure their LSWP is up-to-date and conforms to the [USDA Final Rule Requirements of 2017](#). LEAs should use the flowchart below to determine their first step in completing their wellness policy comparison.



Complete your Comparison

There are a variety of model wellness policies available for districts to use when completing their comparison. The CA LSWP Collaborative has outlined a few of the most common tools below, including:

- [The Alliance for a Healthier Generation \(AHG\) Model Policy](#)
- [The WellSAT 3.0 School Assessment Tool](#)
- [California School Board Association \(CSBA\) BP 5030](#)

The CA LSWP has also created comparison tool templates for each of these model wellness policies. The comparison tools make the process of comparing your School Wellness Policy to a model policy simple and streamlined. **You can find links to the comparison tools at the bottom of each model policy's section.**

Alliance for a Healthier Generation Model Wellness Policy

The [Alliance for a Healthier Generation \(AHG\) Model Wellness Policy](#) includes language that meets the minimum federal standards for LSWP implementation under the Healthy, Hunger-Free Kids Act of 2010. The AHG's Healthy Schools Program Framework sets higher standards for schools and represents best practices in school nutrition and physical activity, as well as health education (HE) and physical education (PE).

Pros of the AHG Model Wellness Policy:

- Exceeds minimum requirements for the Final Rule
- Includes Whole School, Whole Community, Whole Child (WSCC) language with a focus on:
 - Social Emotional Learning
 - Health Services
 - Employee Wellness
 - Family Engagement/Community Involvement

Cons of the AHG Model Wellness Policy:

- Does not include some California-specific requirements for Smart Snack Standards

[Download the \(Link\) AHG Comparison tool \(XLS\) \(Link\) to compare your policy language](#)

WellSAT 3.0 Model Wellness Policy

The [WellSAT 3.0 Wellness School Assessment Tool](#) allows districts to assess their policy language strength and comprehensiveness by allocating a score for each topic within required components. The tool also provides sample language to consider incorporating into the policy that could assist with increasing the overall score.

Pros of the WellSAT 3.0:

- Exceeds the minimum requirements for the Final Rule
- Uses a scoring system, making it easy to set goals for strengthening language
- Includes sample language to improve score and strengthen wellness policy

Cons of the WellSAT 3.0:

- Does not include language on the WSSC model

[Download the \(Link\) WellSAT 3.0 Comparison tool \(XLS\) \(Link\) to compare your policy language](#)

California School Board Association Board Policy 5030

[California School Board Association Board Policy 5030 \(CSBA BP 5030\)](#) is a template wellness policy created by the CSBA. Many districts used this template to create their current School Wellness Policy.

Pros of CSBA BP 5030

- Meets the minimum requirements for the Final Rule

Cons of CSBA BP 5030:

- Does not exceed minimum requirements
- Does not include language on the WSSC Model
- If you used CSBA BP 5030 to create your school wellness policy, your comparison will not show opportunities to strengthen language

[Download the \(Link\) CSBA BP 5030 Comparison tool \(XLS\) \(Link\) to compare your policy language](#)

Document your Comparison

After completing the comparison of your LSWP to a model LSWP, complete the Model School Wellness Policy Comparison Results in the template on the next page to document your comparison. **A sample Model Wellness Policy Comparison Results table can be found in [Appendix B](#).**

Model Wellness Policy Comparison Results Template

Component	Description
Tool used for Model LSWP Comparison:	CSBA Policy 5030
Areas of Strength:	1. PVUSD Policy 5030 matches CSBA.
	2. Meets the minimum requirement for the Final Rule.
	3. WSCC Model not included.
Opportunities for Improvement	1. Consider opportunities to strengthen policy language.
	2.
	3.
As a result of the comparison, was new language adopted in the LSWP?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
If yes, briefly describe what was adopted (include page numbers for new language if possible)	
Describe next steps for strengthening your LSWP	Review and discuss with PVUSD Cabinet for cross-departmental perspective.

Component #2: Extent of Compliance for All Schools with the LSWP

Introduction

The second component of the Triennial Assessment is identifying the extent to which schools within your district are compliant with the LSWP as it is written. The purpose of this is to determine whether schools within the district are following the LSWP. This helps districts identify where to provide additional support to reach the requirements included in the LSWP.

Before you Begin

To assess the extent of compliance for schools within your district, examine your LSWP as it is written, to ensure you understand the details of the policy. Identify key stakeholders from each school site to assist you, and work together to determine the best approach for conducting your assessment.

Complete your Assessment

Every school and district wellness policy will look different, so it is up to the LSWP committee to determine the best approach for assessing school compliance. However, the examples listed below are common methods of assessment.

Survey

Create a survey to send to key school stakeholders to assess compliance. Include language from your LSWP as part of the assessment. For example, if you have specific language in your policy regarding competitive food standards, consider including a question in your survey asking school principals whether the competitive food standards are being followed in the classrooms on their campus.

Assessment Tool

Use an existing assessment tool to assess compliance. The LSWP collaborative recommends using one of the following:

- [AHG Healthy Schools Program Assessment Guide](#)
- [The School Health Index](#)
- [Action for Healthy Kids School Health Index](#)
- [The Site Level Assessment Questionnaire](#) for schools working with SNAP-Ed local implementing agencies.

Key Informant Interviews

Conduct interviews with key stakeholders at school sites to assess compliance. Similar to the survey option, try using language directly from your LSWP to form your questions.

School Site Wellness Committee Reports

Some districts have school site wellness committees. These are often comprised of key school stakeholders. Work with these committees to assess compliance within their respective school sites.

Document your Assessment of School Compliance

Use the table on the next page to document the extent to which schools within your district are in compliance with your LSWP. **A sample completed table is provided in [Appendix C](#).**

Extent of Compliance for All Schools with the LSWP Template

Policy Area (Write the requirements included in your LSWP in the column below)	Not Met (Number of Schools)	Partial Compliance (Number of Schools)	Full Compliance (Number of Schools)
Nutrition Education Requirements(s)		5/5	
Nutrition Promotion Requirements(s)		5/5	
Physical Activity Requirement(s)		5/5	
Other Student Wellness Requirements(s)			5/5
Federal/State Meal Standards			5/5
Foods Offered but Not Sold Standards		5/5	
Food and Beverage Marketing		5/5	

District LSWP Components	For the components below, indicate whether the district is in compliance.
Public Involvement	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Public Notification	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Triennial Assessment	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Component #3: Progress Made in Reaching LSWP Goals

Introduction

The third component of the Triennial Assessment is to assess and document progress made in reaching the goals outlined in your LSWP. The purpose of assessing and documenting your progress is to demonstrate that your LSWP is being implemented. This is an important step in ensuring your policy is moving from paper to practice.

The Final Rule requires LEAs to provide a “description of the plan for measuring LSWP implementation”. To meet this requirement, LEAs are encouraged to develop an action plan for implementing their LSWP.

Monitor your Progress

Multiple tools exist to assess progress in achieving your LSWP goals. You can use any tool to assess the extent to which your district is compliant with your LSWP. The CA LSWP Collaborative recommends using one of the following tools:

- [District Action Plan](#)
- [AHG Healthy Schools Program Assessment Guide](#)
- [The School Health Index](#)
- [Action for Healthy Kids School Health Index](#)
- [The Site Level Assessment Questionnaire-](#) *for schools working with SNAP-Ed local implementing agencies.*

Document Progress Made in Reaching your LSWP Goals

After completing your assessment, complete the Progress Made in Reaching LSWP Goals Results Table on the next page to document your progress. **A sample completed Progress in Reaching LSWP Goals is provided in [Appendix E](#).**

Progress in Reaching LSWP Goals Template

Goal As defined by your LSWP	Was the Goal Met? Yes/ Partially/ No	What Was Achieved? Describe how you achieved this goal	Documentation Share documents (as links or attachments) used to measure LSWP implementation
Nutrition Education Goal(s)	Partially met	Nutrition taught in Health Ed	Baseline year – conduct alignment of Health Ed curriculum with National Health Education Standards
Nutrition Promotion Goal(s)	Partially met	Promote nutrition that include all grade-levels	Baseline year – create nutrition promotion goals to be implemented
Physical Activity Goal(s)	Partially met	Provide training for staff on Physical Activities education for students	Baseline year – research evidence-based PA and staff training
Other student wellness Goal(s)	Met	Health services offered at all school sites as well as collaboration with community health partners	RC Public Health and Vo Health Clinic expanding student and staff health services and health service staff serving each school
Additional Goal(s) <i>Add more rows as needed</i>			

Component #4: Triennial Assessment Report to the Public

Introduction

Once you have completed your Triennial Assessment, the final step is to share your results with the public. The purpose of this step is to ensure the school community is aware of the LSWP work. It is also a great opportunity to recruit new LSWP Committee Members. LEAs are not required to submit the report with CDE but should keep the report on file in their records.

Methods for Sharing your Results with the Public

You can use a variety of methods to share your report with the public including presentations, newsletters, and social media. It is up to you to determine how best to share this information. Complete the table below to indicate how and when you shared your results with the public:

TEA Report to the Public Template

Target Audience(s)	Method	Date
The general public	Access to participation with PVUSD BP 5030 through the District's Website	6/26/23
The school community	Access to participation with PVUSD BP 5030 through the District's Website	6/26/23

For a sample Sharing Results with the Public table, refer to [Appendix F](#).

LSWP Report Template

Use the template in [Appendix G](#) to create a one-page report of your LSWP work to share with the public. This template was adapted from the Arizona Department of Education.