



# Local School Wellness Policy (LSWP) Triennial Assessment

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## **Introduction to Triennial Assessment**

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

The SHPS Wellness Committee reviewed the SHPS Local School Wellness Policy in two meetings March 10, 2020 and April 21, 2020. The Wellness Committee approved the revised policy with noted changes at the April 21, 2020 meeting. The revised LSWP was approved by the SHPS Board of Directors on June 18, 2020.

## 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.

### Model Wellness Policy Comparison Results

Component	Description
<b>Tool used for Model LSWP Comparison:</b>	<a href="#">CDE Outline of LSWP Requirements</a> (similar to the CSBA sample Wellens Policy 5030) and the LSWP requirements as outlined on the <a href="#">USDA Summary</a>
<b>Areas of Strength:</b>	1. Schools follow lunch and breakfast nutritional standards and efforts are made to be appealing and attractive and served in a pleasant setting.
	2. LSWP outlines in detail SHPSs areas of priority for food quality and nutrition standards
	3. The Wellness Committee has been created as stand alone committee (rather than under another committee)
<b>Opportunities for Improvement</b>	1. Health subjects have been subsumed into PE and could be expanded
	2. Overall student/staff wellness is not directly addressed in the culture (i.e., providing education beyond what is served and PE such as how to read food labels/nutritional facts)
	3. Revised food service processes (ongoing) including more opportunities for students to get meals (i.e., in the classroom)
<b>As a result of the comparison, was new language adopted in the LSWP?</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>If yes, briefly describe what was adopted</b> (include page numbers for new language if possible)	Section III was rewritten based on comments to talk about overall wellness, not just nutrition and PE. Such as “teaches students healthy living and promotes prevention”
<b>Describe next steps for strengthening your LSWP</b>	Review school policies for health education and ensure it matches the LSWP. Goals are not specifically identified.

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

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### 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.

The SHPS Wellness Committee, which represents both Sacramento Charter High School and St. HOPE Public School 7, conducted the review of this component as part of its triennial review conducted over two meetings March 10, 2020 and April 21, 2020.

### Extent of Compliance for All Schools with the LSWP

Policy Area	Not Met (Number of Schools)	Partial Compliance (Number of Schools)	Full Compliance (Number of Schools)
<b>Nutrition/Wellness Education Requirements(s)</b> (Health/Wellness Education and Promotion) is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health; is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects)		2/2	
<b>Nutrition Promotion Requirements(s)</b> (promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices; emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);		2/2	

Policy Area	Not Met (Number of Schools)	Partial Compliance (Number of Schools)	Full Compliance (Number of Schools)
<p><b>Physical Activity Requirement(s)</b> (All students in grades K-9, including students with disabilities, special health-care needs, and in alternative educational settings, will receive physical education in compliance with state requirements. Elementary students will receive a minimum of 200 minutes of physical education every 10 days; high school students will receive at least 400 minutes every 10 days and must complete two year-long physical education classes as outlined in the graduation requirements.)</p>			2/2
<p><b>Federal/State Meal Standards</b> (Meals served through the National School Lunch and Breakfast Programs will meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations)</p>			2/2
<p><b>Foods Offered but Not Sold Standards</b> (Elementary Schools. The school food service program will approve and provide all food and beverage sales to students in elementary schools. Given young children’s limited nutrition skills, food in elementary schools should be sold as balanced meals. If available, foods and beverages sold individually should be limited to low-fat and non-fat milk, fruits, and non-fried vegetables. Middle/Junior High and High Schools. In middle/junior high and high schools, all food sold on school campuses outside the reimbursable school meal programs, should meet the nutrition standards as set forth in the California Education Code and the HHFKA. This includes those individual items sold through a la carte [snack] lines, student stores, or fundraising activities.)</p>		2/2	
<p><b>Food and Beverage Marketing</b></p>			2/2

Policy Area	Not Met (Number of Schools)	Partial Compliance (Number of Schools)	Full Compliance (Number of Schools)
(Schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually.)			

District LSWP Components	For the components below, indicate whether the district is in compliance.
<b>Public Involvement</b> Wellness Committee comprised of: <ul style="list-style-type: none"> <li>• Food Service Director (SHPS designee to ensure compliance with the LWP)</li> <li>• Students from Sacramento Charter High School (and other SHPS schools as practical)</li> <li>• Representative from SHPS food service provider</li> <li>• Parent(s)</li> <li>• School administrator(s)/staff</li> <li>• Physical education teacher(s)</li> <li>• SHPS Board of Directors member</li> <li>• Other community member(s)</li> </ul>	<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No
<b>Public Notification</b>	<input checked="" type="checkbox"/> Yes (updated April 2022)  <input type="checkbox"/> No
<b>Triennial Assessment</b> Spring 2020	<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.

### Progress in Reaching LSWP Goals Template

<b>Goal As defined by your LSWP</b>	<b>Was the Goal Met? Yes/ Partially/ No</b>	<b>Documentation Share documents (as links or attachments) used to measure LSWP implementation</b>
<b>Nutrition/Wellness Education Goal(s)</b> SHPS aims to teach, encourage, and support healthy eating by students. SHPS schools will provide nutrition education and engage in nutrition promotion that: is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health; is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects; includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food	partially	Qualitative review by Wellness Committee: Health education is subsumed within PE or other courses and does not stand alone at all grade levels; overall wellness education (i.e, how to read a nutrition label) is not part of nutrition education; Nutrition information is not provided with menu information as a standard practice. One PE teacher provides a newsletter on PE which includes health/wellness.

Goal As defined by your LSWP	Was the Goal Met? Yes/ Partially/ No	Documentation Share documents (as links or attachments) used to measure LSWP implementation
preparation methods, and health-enhancing nutrition practices		
<b>Nutrition Promotion Goal(s)</b> Promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices; emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise)	partially	Qualitative review by Wellness Committee: The schools comply with minimum requirements for nutrition, but while menus are posted, nutritional information is not.
<b>Physical Activity Goal(s)</b> All students in grades K-9, including students with disabilities, special health-care needs, and in alternative educational settings, will, to the extent practicable, receive daily physical education (or its equivalent of 100 minutes/week for elementary school students grades K-6 and 200 minutes/week for middle and high school students grades 7- 12) for the entire school year.	yes	The schools meet the PE requirements for students and additional clubs/sports are offered for additional activity opportunities

## **Component #4: Triennial Assessment Report to the Public**

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### **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.

Posted to the SHPS website April 2022.