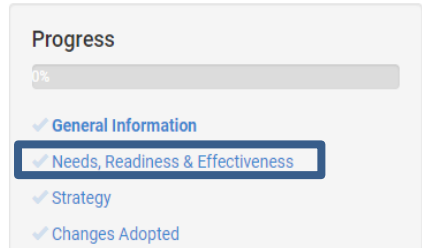
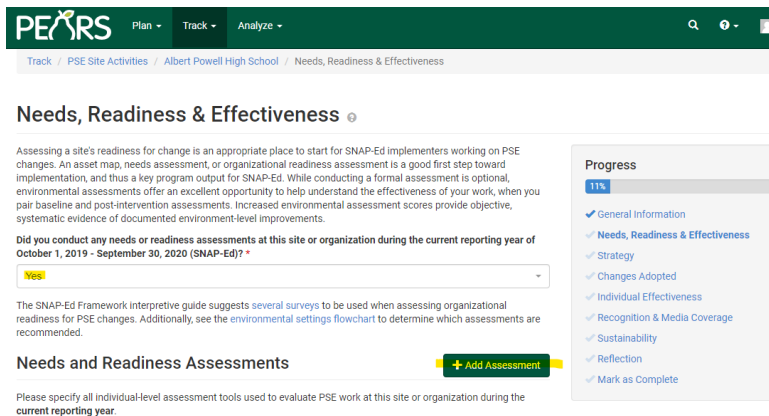


## Reporting Results for Needs Assessments/Environmental Scans in the PEARS PSE Module

1. Report on each assessment conducted for your PSE intervention sites in the “Needs, Readiness & Effectiveness” section of the PSE module.



2. Select “Yes” to “Did you conduct any needs or readiness assessments ...”



When you click ‘Add Assessment’, the following prompts will appear.

- **Assessment type:**
  - Select ‘needs assessment/environmental scan’ from the first drop-down box.
- **Survey instrument:**
  - Select the assessment survey completed.
  - *If you don’t see your instrument listed, select “Other” and type in the name of your survey/assessment.*
- **Baseline assessment date, results, and score:**
  - Enter the date (approximate is fine) of the baseline or first time this assessment was completed during the reporting year.
  - Include a brief description of the assessment results and the total score (if applicable to the instrument you’re using). For baseline assessments, the brief description should focus on what areas you have identified as opportunities for improvement.
- **Follow-up assessment date, results, and score:**
  - If you conduct a follow-up or second assessment within the same fiscal year, add the date, results, and score as described above. For follow-up, the brief description should focus on improvements in scores and what changes were made.
  - If more than two of the same assessment are conducted in the reporting year, you will need to again select “Add Assessment” and enter the information as described above.

## Assessment Reporting Examples:

### Site-Level Assessment Questionnaire (SLAQ)

- Available for Schools, ECE, Out-of-School Time (a.k.a., before/after schools), and Small Food Store Retail
- For FFY 2020, can be found in the needs assessment dropdown menu with the prefix “PILOT”

### Add Readiness Assessments ✕


**Assessment type \***

Needs assessment/environmental scan

**Survey Instrument \***

PILOT - Elementary School Site-level Assessment Questionnaire (SLAQ)

Approximate date baseline assessment administered

11/01/2019 

**Brief description of baseline assessment results**

250 out of 379  
Things to work on include improving PA around the school by increasing the amount of portable play equipment, working with staff on facilitating PA during recess, and organizing some PA clubs or other sports programs that are accessible to all students.

**Assessment Score**

250

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*For UCCE teams collecting only a few sections of the SLAQ, please indicate the specific sections administered in the brief description of results: e.g., “Administered ECE SLAQ Section 5: Physical Activity and Entertainment Screen Time and Section 6: Parent/Family Involvement”*

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## Smarter Lunchroom Self-Assessment Scorecard – (included in the drop down menu)

**SMARTER LUNCHROOMS SCORECARD**

Date: \_\_\_\_\_ School Name: \_\_\_\_\_ Completed by: \_\_\_\_\_

The Smarter Lunchrooms Scorecard is a tool of simple, no-cost or low-cost strategies that can increase participation, reduce food waste, and increase selection and consumption of healthy school food.

**INSTRUCTIONS**

- Review the scorecard before beginning.
- Observe lunch periods. Check off assessments that reflect the lunchroom.
- Ask other school nutrition staff, teachers, or administration about items that have an asterisk.\*
- tally the scores.
- Choose the results with stakeholders. Choose unmet goals to implement in the lunchroom.

[SmarterLunchrooms.org](http://SmarterLunchrooms.org)

**FOCUS ON FRUIT**

- All fruit (not just apples) are offered.
- Sliced or cut fruit is offered.
- A variety of fresh whole fruits are displayed in attractive bowl-top baskets (instead of canned fruit packs).
- Fruit is offered in at least two locations on all service lines, one of which is right before each point of sale.
- At least one fruit is identified as the featured fruit-of-the-day and is labeled with a creative, descriptive name at the point of selection.
- A fruit taste test is offered at least once a year.\*

**Focus on Fruit Subtotal** \_\_\_\_\_ of 6

**VARY THE VEGETABLES**

- All non-leafy greens are offered.
- Vegetables are offered on all service lines.
- Both hot and cold vegetables are offered.
- At least one vegetable is offered with a low-fat dip (such as ranch, hummus, or salsa).
- A variety of vegetables is incorporated into at least one menu item at least once a month (eg, beef and broccoli bowl, spaghetti, black bean burrito).
- Self-serve options and seasonings are available for students to add flavor to vegetables.
- At least one vegetable is identified as the featured vegetable-of-the-day and is labeled with a creative, descriptive name at the point of selection.
- A vegetable taste test is offered at least once a year.\*

**Vary the Vegetables Subtotal** \_\_\_\_\_ of 8

**HIGHLIGHT THE SALAD**

- The packaged salads or a salad bar is on a high-traffic area.
- Self-serve salad bar toppings, seasonings, and dressings are labeled for vegetables and smaller for condiments, dressings, and other non-vegetable items.
- Pre-packaged salads or salad bar choices are labeled with creative, descriptive names and displayed next to each choice.

**Highlight the Salad Subtotal** \_\_\_\_\_ of 4

**MOVE MORE WHITE MILK**

- Milk containers are kept full throughout most service.
- White milk is offered in all beverage stations.
- White milk is incorporated and emphasized in at least 1/3 of all milk or each doughnut milk cookie.
- White milk is displayed next to other beverages in all stations.
- 100% non-fat white milk is identified as the featured milk and is labeled with a creative, descriptive name.

**Move More White Milk Subtotal** \_\_\_\_\_ of 5

**BOOST REIMBURSABLE MEALS**

- Cafeteria staff politely prevent students who do not have a full reimbursement from selecting fruit or vegetable.
- One entrée is identified as the featured entrée-of-the-day in labeled with a creative name near the point of selection, and is the best entrée offered.
- Creative, descriptive names are used for featured items on the monthly menu.
- One reimbursable meal is identified as the featured combo meal and is labeled with a creative name.
- One reimbursable meal is identified as the featured entrée-of-the-day is displayed on a complete top-of-plate photograph.
- A reimbursable combo meal is offered as a grab-and-go meal.
- Signs show students how to make a reimbursable meal using service line (eg, a sign that says "Add milk, fruit and vegetables to your grab-and-go meal from the Brown Plate Stand").
- Students can provide lunch in the morning or the before.
- Students must not ask for purchase to come inside lunch if available.
- Students have to ask a food service worker to select a combo small item available.
- Students are offered a taste test of a new entrée at least once a year.\*

**Reimbursable Meals Subtotal** \_\_\_\_\_ of 11

- Brief Description of baseline assessment results:**  
*Areas Identified for Improvement: 1) Promoting Vegetables – offer individual salads or a salad bar to all students, 2) Signage – use creative and descriptive names, 3) Student Involvement – will involve students in naming and signage.*

**Assessment Score: 32**

- Brief Description of follow-up assessment results:**  
*Changes Made to Cafeteria: 1) A salad bar was offered two days a week, 2) Creative names were added to fruit and vegetable items, 3) The 5th grade art classes were involved in the selection of creative names and making posters for display in the cafeteria. Score increased by 12 points.*

**Follow Up Assessment Score: 44**

**Note:** If more than 2 scorecards are collected in a reporting year, add 3rd and greater as an additional **Follow-up Assessment** in PEARS with **Baseline Assessment** fields left blank.

## School Garden Assessment Tool – (not included in drop down, select “other” and specify name)

	1	2	3	4	5	6	7	8	9	10	Improvement Score
<b>INSTITUTIONAL SUPPORT AND PARTNERSHIPS</b>											.....
<b>GARDEN PLANNING, MAINTENANCE, AND SUPPORT</b>											.....
<b>STUDENT EXPERIENCE</b>											.....
<b>PARENT AND COMMUNITY ENGAGEMENT AND SUPPORT</b>											.....
<b>TOTAL SCORE</b>											
<b>GOALS for next academic year</b>	1. We will have a garden committee that meets regularly for planning, maintenance, and support. 2. We will have a garden update in the school newsletter every 2 weeks. 3. We will have a garden tour for the school garden.										
<b>TECHNICAL SUPPORT NEEDED (SNAP or State or Local)</b>	Indicate what type of technical support you need from the California Healthy Living Initiative: California State Office.										
<b>TECHNICAL SUPPORT NEEDED (School Site Based)</b>	Indicate what type of technical support you need from the California Healthy Living Initiative: California State Office.										
<b>CHALLENGES TO YOUR WORK AND THE SUCCESS OF THE GARDEN</b>	Indicate what challenges you work with this school garden. You may check multiple technical support needs to equal the total for California Healthy Living Initiative: California State Office.										
<b>FACILITATORS OF YOUR WORK AND THE SUCCESS OF THE GARDEN</b>	Indicate what factors have facilitated your work with this school garden. This information can be helpful to share with other schools within your county. Indicate the California Healthy Living Initiative: California State Office.										

- Brief Description of baseline assessment results:**  
*Areas Identified for Improvement: 1) Institutional Support and Partnerships – will form a school garden committee that meets regularly, 2) Garden Planning, Maintenance, and Support – will encourage and increase involvement of students, teachers, school staff, and parents in preparation of the garden for next year, 3) Student Experience – will work with the teachers and school authorities to allow students to access to the garden outside of instruction or planned activities, 4) Parent and Community Engagement and Support – will start including a ‘garden update’ in the school newsletter on a regular basis.*

**Assessment Score: 160**

- Brief Description of follow-up assessment results:**  
*Changes Made to Garden: A school garden committee was formed and meets regularly (10pts), 2) Students, teachers, school staff and parents were involved in garden preparation, led by a garden coordinator (10pts), 3) Students are allowed access to the garden outside of instruction or planned activities (10pts), 4) A ‘garden update’ is regularly included in the school newsletter (10 pts). Score increased by 40 points.*

**Follow-up Assessment Score: 200**

## Playground Stencil Assessment – (included in the drop down menu)

UNIVERSITY OF CALIFORNIA  
 COUNTY OFFICE OF EDUCATION  
 Playground Stencil Assessment  
 (pre-2018-2019)

Observation:  PRE  POST County: \_\_\_\_\_ Form Completed By: \_\_\_\_\_

Date: \_\_\_\_\_ Site: \_\_\_\_\_ Day of the Week: \_\_\_\_\_

Time: \_\_\_\_\_ am/pm Number of Classes: \_\_\_\_\_ Grade Levels: \_\_\_\_\_

**Total Reach** (Unduplicated number of students that use the stencils during the reporting year): \_\_\_\_\_

**INSTRUCTIONS FOR COUNTING STUDENTS AND ADMINISTRATION:**  
 For counting students in the questions below, always scan from LEFT to RIGHT. Observe each student in the area once. If an observed student reappears in the scan area, do not record a second time. Do not back-track to count new children entering the scan area. Administer the PRE assessment 2-3 weeks before you paint the playground stencils. The POST assessment should be conducted at least 2 weeks following but within a month of the unweeding of the painted stencils at the site. Observations can be conducted at multiple times during the day (recess, lunch, after-school, etc.) and with multiple teaching staff to achieve a more robust assessment. Observations should be conducted during the same day, at the same time, and at the same time(s) of day for the PRE and POST assessments. NOTE: Please do not complete the assessment on a day with extreme temperatures, poor weather conditions, or poor air quality limiting students' physical activity.

**PRE and POST – PLAYGROUND SCALE**

1. How many total students are playing in the play space? (stand where you can see the entire play space)	_____ STUDENTS
2. How many students are sedentary? (sitting down, not walking or very inactive)	_____ STUDENTS
3. Do teaching staff encourage students to be physically active? If YES, describe how:	<input type="checkbox"/> YES <input type="checkbox"/> NO
4. How many students are playing on the playground stencils (or playground space where the stencils will be painted)?	_____ STUDENTS
5. Please check the types of stencils painted on the playground:	

**ADDITIONAL OBSERVATIONS:** (Note any physical activity modifications used on the assessment day - along for posts, hula hoops, etc.) (Note any physical activity modifications used on the assessment day - along for posts, hula hoops, etc.) (Note any physical activity modifications used on the assessment day - along for posts, hula hoops, etc.)

### Brief Description of baseline assessment results:

**Total Stencils:** 0 (Report the number of stencils marked or report 0 for “none/NA”)

**List % of PRE/POST Teaching Staff Supports:** (Report % of teachers reporting “YES” to Q1-Q2, Q4)

- 20% Provided with Support Materials [Q1]
- 10% Trained on CATCH facilitation method [Q2]
- 10% Trained on “Other” PA facilitation method (i.e. specify method such as SPARK or Peaceful Playground) [Q2]
- 25% Teach academic concepts through movement [Q4]

**Assessment Score:** 2 (Report PRE score from stencil site summary report provided by CFHL, UC state offices)

### Brief Description of follow-up assessment results:

**Total Stencils:** 10 (Report the number of stencils marked)

**List % of PRE/POST Teaching Staff Supports:** (Report % of teachers reporting “YES” to Q1-Q2, Q4)

- 20% Provided with Support Materials [Q1]
- 10% Trained on CATCH facilitation method [Q2]
- 10% Trained on “Other” PA facilitation method (i.e. specify method such as SPARK or Peaceful Playground) [Q2]
- 25% Teach academic concepts through movement [Q4]

**List % of POST-ONLY Teaching Staff Supports:** (Report % of teachers reporting “YES” to Q5-Q8)

- 80% Encourage students to use stencils [Q5]
- 90% Facilitate PA for students using stencils [Q6]
- 50% Participate in PA with students using stencils [Q7]
- 85% Use stencils to infuse PA into school day outside of set outdoor break times [Q8]

**Follow-up Assessment Score:** 8 (Report POST score from stencil site summary report)