

# URBAN SCHOOL FOOD ALLIANCE (USFA)

*“Measuring Success, Key Performance Indicators for  
Large Urban School Nutrition Program*



# **“MEASURING SUCCESS”**

## **Key Performance Indicators for Large Urban School Nutrition Programs**

### **KPI Project Sponsored by**

Urban School Food Alliance

### **Authored By**

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in collaboration with Review Teams and Content experts

## REVIEW TEAMS

Select **USFA** member districts were actively involved in assisting as content development experts and document reviewers. Their expertise and experience were invaluable in developing a document that will serve as a tool for providing progressive and high standards of service to the nation's children.

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## ACKNOWLEDGMENTS

Dr. Katie Wilson, Executive Director of the Urban School Food Alliance contacted Dora Rivas, M.S.,RDN, SNS, Sole Proprietor of School Food Systems Solutions to develop the Key Performance Indicators and an Assessment Tool for the USFA. As a past director of a large school district (Dallas), past USFA founding member, and past president of the School Nutrition Association who promoted “Keys to Excellence” in 2009-2010, it was an honor to be asked to apply my over 45 years of proven experience (IFMA Silver Plate) to develop KPI’s and an Assessment Tool that could help districts set standards for future planning. I am very appreciative of the input provided by the Review Team (select group of school food authority Alliance members) whose excellent feedback were key in keeping the KPI’s both practical and aspirational. The USFA sponsored the project and Dr. Wilson provided advice and guidance staying true to the values in the USFA Strategic Plan. Dr. Wilson’s leadership in setting perimeters and maintaining the USFA Vision was invaluable in making this document a reality.

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## **URBAN SCHOOL FOOD ALLIANCE/OBJECTIVE**

“The Urban School Food Alliance is a nonprofit 501(c)(3) organization created by school food service professionals in 2012 to address the unique needs of the nation’s largest school districts. Our members collaborate to share best practices, develop procurement standards, and advocate for the health and wellness of students.”

## **URBAN SCHOOL FOOD ALLIANCE (USFA) PROFILE**

18 School Districts

6461 Schools

4.2 Million Students

715 Million Meals served

\$ 926 Millions Spent on Procurement

## **USFA STRATEGIC PLAN AND DEVELOPMENT OF USFA KEY PERFORMANCE INDICATORS**

The USFA Strategic Plan was designed to provide direction for the USFA members. The Plan includes priority areas for the largest urban districts to be able to make the biggest impact in school nutrition based on USFA value statements. The USFA has identified priority key performance indicators based on Priority Area 3 in the USFA Strategic Plan. The Plan’s emphasis is that “it will amplify the districts’ work by analyzing the impact and reach of USFA work.” To accomplish this, the USFA will “measure it’s impact and share organizational success.” (EXHIBIT 1)

The USFA district schools will maintain assessment tools with metrics (benchmarks) that will promote goals (targets) that amplify innovative performance trends. Districts will use results to set their future strategic planning to achieve greater success. USFA target benchmarks will be used to set district goals, objectives, action plans, and monitor progress for improving their District’s performance and to compare themselves to similar large urban districts, as necessary.

# KEY PERFORMANCE INDICATOR (KPI) CATEGORY DESCRIPTIONS

The United States Department of Agriculture (USDA) professional standards, School Nutrition Association (SNA) “Standards of Excellence” (SOE), the Institute of Child Nutrition (ICN) “Essential KPIs for School Nutrition Success”, and the “Center for Good Food Purchasing” (CGFFP) among other resources were used to categorize KPI’s in Topic Areas, Key Achievement Areas, Best Practice for purpose of developing key performance indicators (KPI’s) that could be used by member districts to amplify the impact of their work. The format used to categorize the indicators is familiar to school nutrition community and in line with USDA professional standards Key Area categories. USFA effort was made to create NEW KPI’s that enhance excellence and avoided duplication to already existing key performance indicators in other resources while acknowledging the uniqueness of operations in large, urban districts.

**Key Areas-** SNA and ICN used a more comprehensive approach to topic areas in their development of KPI’s. (“Nutrition, Nutrition Education, and Physical Activity; Operations; Administration; and Marketing/Communications”) to identify and develop KPIs, and assessment areas in their resources. USFA did not explore KPI’s in the areas of “Physical Activity and Marketing/Communications” currently. Their focus was on the specific areas of “Nutrition; Operations; and Administration which would reflect the current USFA organizational values. The Key Achievement Areas, Best Practices, and KPI’s were designed to challenge member districts on existing indicators and elevate their standards of practice.

**Key Achievement Areas-** Describes USFA achievement areas based on USFA Strategic Plan

**Best Practice-** USFA standard of practices exceed regulatory guidelines and are guided by USFA organizational values. Standards set are aspirational and realistic despite the complex logistics and challenges typical of large urban districts.

**Key Performance Indicators (KPI’s)-** USFA Indicators describe activities that exceed general standards of practice and deemed achievable in a complex urban system.



## USFA ORGANIZATIONAL VALUES

The USFA utilized the USFA Mission Statement, Vision, and Values to develop KPI's that further reflect the progressive needs of its members (EXHIBIT 2). The KPI's developed were designed to go beyond existing indicators to address the expectations of large urban districts.

- Elevate Environmental Stewardship
- Partner with Purpose
- Promote Equity
- Remain Visionary
- Prioritize Student Health
- Lead with Influence
- Nourish Children

# Proposed USFA KPI's

## By Key Topic Area, Key Topic, Key Achievement, and Best Practice and Key Indicator

### Key Topic Area: Nutrition, Nutrition Education

#### Key Topic: Nutrition

#### Key Achievement A.1

The SNP celebrates its cultural diversity and plans menus to meet the culturally diverse school population

#### Best Practice

A.1.1 School Nutrition Program (SNP) gets feedback from diverse student and/or parent focus groups to plan culturally diverse menus

#### Key Indicator

##### A.1.1.1

Menus planned reflect a culturally diverse menu based on student satisfaction measures

##### A.1.1.2

Recipes are developed to provide culturally authentic dishes for student populations that are reviewed and tested by students

##### A.1.1.3

SNP engages manufacturers, parents/guardians, community leaders and/or other stakeholders to obtain authentic dish recipes

##### A.1.1.4

A variety of seasonings, herbs, fruits and vegetables or products through manufacturers are procured to provide and/or produce a variety of culturally authentic dishes

#### Best Practice

A.1.2 Menu planner provides opportunities to celebrate cultural diversity

#### Key Indicator

##### A.1.2.1

Student ethnic cultures are incorporated and celebrated into school menus throughout the school year

#### A.1.2.2

School Nutrition personnel encourage student participation in cultural activities through food tasting opportunities (i.e., samples, menu specials)

#### A.1.2.3

School Nutrition personnel engage parents/guardians, community leaders and other Stakeholders in celebrating cultural diversity. (i.e., share recipes, traditions, etc. and follow procedures making necessary accommodations to assure safety of students through adherence of CDC recommendations)

### **Best Practice**

A.1.3 The SNP promotes a healthy lifestyle by planning lean proteins and considering Plant-Forward based recipes/menus as a part of initiatives to promote optimal health through research-based nutrition practices

### **Key Indicator**

A.1.3.1 A variety of NEW recipes developed with lean proteins and plant-based entrees and sides are available as part of daily student menu

A.1.3.2 Plant-based menus are planned as a daily option to meet cultural, religious, and plant-forward preferences

## **Key Achievement A.2 SNP expands maximum number of nutrition programs and innovative initiatives to expand good nutrition to maximum number of students**

### **Best Practice**

A.2.1 SNP expands access to good nutrition supporting expansion and growth of anti-hunger initiatives through maximum participation in nutrition programs to reduce childhood hunger and maximize opportunities to meal service for all children.

### **Key Indicator**

#### A.2.1.1

SNP annually increases the total meals served by measuring meals served compared to enrollment growth.

#### A.2.1.2

SNP annually increases participation in a maximum number of programs and measures total meals to a maximum number of students by % of increase in meals served to % percent increase of enrollment Breakfast in the Classroom (BIC), Afterschool programs,

### A.2.1.3

Schools offer multiple lunch lines and/or lunch stations (I.e., mobile food carts) to maximize students' access to meals.

## **Key Topic Area: Operations**

### **Key Topic: Environmental Practices**

#### **Key Achievement B.1**

**SNP makes decisions in menu planning and procurement with environmental sustainability as a high priority**

#### **Best Practice**

B.1.1. SNP manages food waste reduction efforts by utilizing safe and approved practices that focus on source reduction, food recovery and donation, and organics diversion for composting (Follows EPA's general [Food Recovery Hierarchy](#))

Key Indicator (In order of Food Recovery Hierarchy)

##### B.1.1.1

SNP plans menus that allow for cross-utilization of food products across multiple menus to reduce food waste.

##### B.1.1.2

SNP provides specific SOP's and training on forecasting and batch cooking to handle and reduce leftovers. Include coordination with school staff administration on attendance to impact and produce more accurate forecasting models.

##### B.1.1.3

SNPs implements effective inventory control (I.e., first in, first out) and purchasing practices to reduce food waste (I.e., packaging size that allows for full product utilization before spoilage occurs, etc.)

##### B.1.1.4

SNP participates in food scrap/organic collection programs that support campus and/or community organic diversion efforts I.e., Café to Compost programs on campus (school agricultural programs) or commercial organic collection programs, etc.

##### B.1.1.5

SNP offers nutrition education to students and the school community that incorporates environmental sustainability topics (I.e., benefits of plant-based foods as it relates to the environment, choosing and consuming components of healthy school meals to reduce food waste, effects of food waste on climate change, Farm to School purchasing reduces carbon footprint, etc.)

## **Best Practice**

### B.1.2 SNP procures environmentally friendly compostable and/or recyclable products

#### Key Indicators

##### B.1.2.1

SNP procures environmentally friendly cleaning products

##### B.1.2.2

SNP procures biodegradable or compostable trays and/or utensils to reduce carbon footprint and/or utilize most cost-effective recyclable trays/utensils

##### B.1.2.3

School Nutrition Program initiates strategies in meal service that reduce waste and measures volume reduction in waste containers. (I.e., use of milk dispensers to reduce/eliminate disposables, use of recyclable containers.

## **Best Practice**

B.1.3. NP manages food waste by establishes SOPs an Offer Vs Serve program that reduces waste by providing training to staff, reducing student food waste, and managing overproduction of food.

##### B.1.3.1

SNP utilizes Standard Operating Procedures (SOPs) to provide Offer vs Serve in all K-12 meal service and includes on-going staff training on proactive implementation and communication for students, parents, and teachers regarding benefits of food waste reduction.

##### B.1.3.2

SNP maintains a SOP to reduce student food waste by helping students to learn how to select nutritional meal choices and encourage students to eat what they choose.

##### B.1.3.3

SOP to also include efforts to reduce waste through safe distribution of non-consumed foods (Share Tables) and allows, as appropriate, for students to save certain food items for consumption later. (<https://fnsprod.azureedge.net/sites/default/files/cn/SP41-2014os.pdf>)

##### B.1.3.4

SNP maintains SOP that provides training on proper food forecasting to reduce overproduction. SNP coordinates as feasible the SNP donations of surplus inventory and/or pre-prepared food to government entities and/or approved Supplemental Anti-hunger programs

## **Key Topic: Procurement and Inventory**

### **Key Achievement B.2**

**SNP increases Farm to School Program by regularly assessing local procurement**

#### **Best Practice**

B.2.1 The SNP expands Farm to School procurement and measures increases by collecting local farm to school procurement data

#### **Key Indicator**

##### **B.2.1.1**

SNP attains a 25% overall locally sourced food (Farm to School) on their velocity reports compared to overall food purchases with a target of 5% annual increase over time.

##### **B.2.1.2**

Identify, utilize, and measure purchase of Farm to School food from innovative farming practices (i.e., hydroponic sources, greenhouses, etc.) to expand local procurement

### **Key Achievement B.3**

**SNP incorporates value statements that deal with climate, animal care, employee practices of companies, etc. into procurement documents and/or Requests for Proposals (RFPs)**

#### **Best Practice**

B.3.1 SNP food procurement documents include requirements to promote environmental sustainability, humane treatment of animals, and positive employee practices

#### **Key Indicator**

##### **B.3.1.1**

Procurement documents are written, updated and SN maintains system to ensure that each kitchen or the warehouse is receiving what was bid

##### **B3.1.2**

System is in place to monitor domestically produced products, priced correctly and received according to bid specifications.

## **Key Topic Area: Administration**

### **Key Topic: Human Resources**

**Key Achievement C.1: SNPs collaborate with district initiatives on Diversity, Equity, and Inclusion (DEI) Programs and seek ways to promote them in their departments**

#### **Best Practices**

C.1.1 The SNP conducts annual organizational assessments to determine if employee staffing, committee assignments, and employee recognition programs reflect DEI integration into department system planning

#### **Key Indicators**

##### C.1.1.1

Leadership staffing data reflects the diversity of employees being supervised and that of diversity of community they serve

##### C.1.1.2

SNP utilizes a DEI organizational assessments tool (i.e., employee satisfaction survey) and measures success of initiatives that promote a positive environment of diversity, equity, and inclusivity

##### C.1.1.3

SNP Strategic Plan incorporates department initiatives that support implementation of a DEI program

##### C.1.1.4

SNP conducts survey to identify employee demographics and language preferences to assess need for translation of employee training materials in other languages

## **KEY TOPIC: Training Standards**

### **Key Achievement D.1**

**School Nutrition Training Program is measured by % hours exceeded over USDA Professional Standards in required areas for directors, managers, and food service specialist and is based on employee needs assessment**

## **Best Practice**

D.1.1 SNP meets/exceeds USDA professional standards in required areas for directors, managers, and food service specialists.

### Key Indicator

#### D.1.1.1

SNP Training Plan is designed to exceed hours of paid training opportunities for each area of Professional Standards for staff. (Exceed USDA minimum hour requirements in each required of area)

#### D.1.1.2

SNP updates training program that supports achievement of SNP Best practices.

## **Key Achievement E.2 Training incorporates the diverse employee needs assessment into Annual Training Plan**

### **Best Practice**

E.2.1 Employee assessments are utilized to design a Training Plan each year that will provide training that supports employee professional development.

### Key Indicator

E.2.1.1 SNP surveys employees to determine training topics using multi-language training program materials and media to meet diverse needs of employees.

#### E.2.1.2

Train employees on topics that support progressive department goals:

The following topics are incorporated into training plan:

- Cultural Diversity - Strategies to increase meals to students
- Environmental Practices (EPA's general Food Recovery Hierarchy)
- Culinary Training
- Plant-Forward menu planning
- Farm to School strategies to increase

E.3.1.1 A variety of multi-language and pictorial materials are utilized by employees in posters in kitchen, training program materials including new employee orientation, recipe instructions, safety instructions, etc.

### **Best Practice**

E.3.2 SNP encourages career path professional advancement of diverse internal candidates by promoting and rewarding employees who participate in education programs that increase eligibility for department positions (English literacy, GED, certifications, higher education, etc.)



Key Indicator

E.3.2.1

Clear communication) is shared with all employees on career advancement opportunities

E.3.2.2

Employees are surveyed annually for their input on training opportunities that they value most (job advancement training, GED, multiple language classes, etc.)

E.3.2.3

SNP reviews percent of employee hired annually through inhouse promotions to measure effectiveness of internal training initiatives

E3.2.4

SNP tracks inhouse promotions and measures success of internal training programs to increase % of diverse profile of employee advancements annually (I.e., Invitations to prospective employees to apply and participate in training programs that lead to advancement)

## Self-Assessment Tool

The USFA Self-Assessment Tool can be used to evaluate the member district's performance based on the set of KPI's in each Key Topic Category. The author and review team developed KPI's to be both practical and aspirational based on USFA Standard & Best Practices. Once a district performs their own self-assessment, they can determine their own set of target goals to challenge themselves for continued improvement. The Self-Assessment Tool is categorized in the following Key Areas:

- Nutrition/Nutrition Education
- Operations
- Administration

## SUMMARY WORKSHEET

Each Key Topic in the **Summary Worksheet** is given number of points depending on number of KPI's in each Key Topic Area.

Sheet 1- USFA KPI Assessment Worksheet-

After reading all the worksheets, the district may perform a quick self-assessment. The USFA KPI Assessment Worksheet is a one-page summary for quick self-assessment of District's current status related to KPIs. Each KPI is given a score of 1- for meeting the KPI or 0 for not meeting the KPI. The District can fill out Sheet 1 and determine their rating in each category. The Assessment Tool will automatically calculate the District's rating for percent of KPI's met.

Self-Assessment  
Tool

# of Pts for each  
Topic Area

USFA KPI SELF-ASSESSMENT TOOL			
DISTRICT	DATE	SELF-ASSESSMENT	CONDUCTED BY:
<b>KEY TOPIC: NUTRITION/NUTRITION EDUCATION</b>		<b>KEY TOPIC: ADMINISTRATION</b>	
<b>KEY TOPIC AREA: NUTRITION (12 PTS)</b>		<b>KEY TOPIC AREA: HUMAN RESOURCES (13 PTS)</b>	
<b>A-1 Key Achievement Area: Culture, Diversity, &amp; Inclusion in Menu Planning</b>	IF YES, 1 PT IF NO, 0 PT	<b>Key Topic: Human Resources</b> <b>Key Achievement C.1: SNPs collaborate with district initiatives on Diversity, Equity, and Inclusion (DEI) Programs and seek ways to promote them in their departments</b>	IF YES, 1 PT IF NO, 0 PT
<b>A.1.1 Best Practice: SNP gets Feedback from diverse students &amp; parents</b>		<b>Best Practices</b> <b>C.1.1 The SNP conducts annual organizational assessments to determine if employee staffing, committee assignments, and employee recognition programs reflect DEI integration into department system planning</b>	
A.1.1.1 SNP measures student satisfaction of menu diversity based on student survey	1	C.1.1.1 Leadership staffing data reflects the diversity of employees being supervised that of diversity of community they serve	1
A.1.1.2 Recipes are developed to provide culturally authentic dishes fare reviewed and tested by students	0	C.1.1.2 SNP utilizes a DEI organizational assessments tool (i.e., employee satisfaction survey) and measures success of initiatives that promote a positive environment of diversity, equity, and inclusivity	1
A.1.1.3 SNP engages manufacturers, parents/guardians, community leaders and/or other stakeholders to obtain authentic dish recipes	1	C.1.1.3 SNP Strategic Plan incorporates department initiatives that support implementation of a DEI program	1
A.1.1.4 A variety of seasonings/herbs, fruits/vegetables, etc. are procured to produce authentic or inspired dishes	1	C.1.1.4 SNP conducts survey to identify employee demographics and language preferences to assess need for translation of employee training materials in other languages	1
<b>Best Practice</b> <b>A.1.2. Opportunities for Celebrating Cultural Diversity</b>		<b>KEY TOPIC: TRAINING STANDARDS</b>	

USFA KPI ASSESSMENT SUMMARY
USFA KPI NUTRITION PLAN WKST
USFA KPI OPERATIONS PLAN WKST
USFA KPI ADMINISTRATION PLAN

Based on the number of KPI's (in green section) that are met, the tool will calculate the percent of KPI's met in Self-Assessment.

Percent of KPI's met in each category

<b>Key Achievement A.2</b> SNP expands maximum number of nutrition programs and innovative initiatives		E.2.1.1 SNP surveys employees to determine training topics using multi-language training program materials and media to meet diverse needs of employees.	1
<b>Best Practice</b> A.2.1 SNP expands access to good nutrition supporting expansion and growth of anti-hunger initiatives through maximum participation in nutrition programs		E.2.1.2 Train employees on topics that support progressive department goals: The following topics are incorporated into training plan: (6 pts) Cultural Diversity Strategies to increase meals to students - Environmental Practices (EPA's general Food Recovery Hierarchy*) - Culinary Training - Plant-Forward menu planning - Farm to School strategies to increase	1
A.2.1.1 SNP annually increases the total meals served by measuring meals served compared to enrollment growth.	1	3.1.1 A variety of multi-language and pictorial materials are utilized by employees in posters in kitchen, training program materials including new employee orientation, recipe instructions, safety instructions, etc.	1
A.2.1.2 SNP annually increases participation in a maximum number of programs and measures total meals to a maximum number of students by % of increase in meals served to % percent increase of enrollment Breakfast in the Classroom (BIC), Afterschool programs, Early Childhood, Community Eligibility Program (CEP), and/or Provision II)	0	<b>Best Practice</b> E.3.2 SNP encourages career path professional advancement of diverse internal candidates by promoting and rewarding employees who participate in education programs that increase eligibility for department positions (English literacy, GED, certifications, higher education, etc.)	
A.2.1.3 SNP schools offer multiple lunch lines and/or lunch stations (i.e., mobile food carts) to maximize students' access to meals.	0	E.3.2.1 Clear communication) is shared with all employees on career advancement opportunities	0
<b>NUTRITION</b>	<b>PERCENT (%) OF 12 KPI'S</b>		<b>75%</b>
<b>KEY TOPIC AREA: OPERATIONS</b> (17 pts)		E.3.2.2 Employees are surveyed annually for their input on training opportunities that they value most (job advancement training, GED, multiple language classes, etc.)	1
<b>KEY TOPIC: ENVIRONMENTAL PRACTICES</b>		E.3.2.3 SNP reviews percent of employee hired annually through inhouse promotions to measure effectiveness of internal training initiatives	1
		E.3.2.4 SNP tracks inhouse promotions and measures success of internal training programs to increase % of diverse profile of employee advancements annually (i.e., Invitations to prospective employees to apply and participate in training programs that lead to advancement)	1
<b>Key Achievement B.1</b> SNP makes decisions in menu planning and procurement with environmental sustainability as a high priority		<b>ADMINISTRATION</b>	<b>PERCENT (%) OF 18 KPI'S</b>
<b>Best Practice</b> B.1.1 SNP manages food waste reduction efforts by utilizing safe and approved practices		<b>ACHIEVEMENT</b>	<b>92%</b>
B.1.1.1 SNP plans menus that allow for cross-utilization of food products across multiple menus to reduce food waste	1	<b>NUTRITION    OPERATIONS    ADMINISTRATION</b>	
B.1.1.2 SNP provides specific SOP's and training on forecasting and batch cooking. Include coordination with school staff administration	1	☆ 75%    ☆ 82%    ★ 92%	
B.1.1.3 SNPs implements effective inventory control (i.e., FIFO) and purchasing practices to reduce food waste	1	70% = YELLOW STAR	★
B.1.1.4 SNP participates in food scrap/organic collection programs that support campus and/or community organic diversion efforts	1	80% = RED STAR	★
B.1.1.5 SNP offers nutrition education to students and the school community that incorporates environmental sustainability topics	1	90% = BLUE STAR	★
<b>Best Practice B.1.2 SNP procures environmentally friendly compostable and/or recyclable products</b>			
B.1.2.1- SNP procures environmentally friendly cleaning products	1		

### KEY TOPIC CATEGORY WORKSHEETS

The District should review all sheets on the Assessment Tool to become familiar with metric that meets Best Practice/KPI's. Sheet 2 is the Nutrition/Nutrition Plan Worksheet, Sheet 3 is the Operations KPI Worksheet, and Sheet 4 is the Administration KPI Worksheet.

The tool will automatically determine the percent of completed KPI's in each category in the Summary Worksheet. The higher the percent the more golden the STARS!

The format is the same for all worksheets. The Columns B through E will assist the District in determining where improvement is needed to achieve the USFA values (EXHIBIT 2)

Column B for each worksheet indicates the Best Practice measure that can be used as a goal for the district to achieve.

Column C is for the District to enter their actual status for the KPI.

Column D is for the District Target Goal to incorporate into their district Strategic Plan/Goals.

Column E is for the District to enter date of completion of their Target Goal.

**EXAMPLE:**

The screenshot shows a spreadsheet titled "USFA KPI SELF-ASSESSMENT TOOL" with columns A through E. Callout boxes point to specific cells:

- Box 1: "KPI metric to achieve" points to cell A1 (Key Achievement A.1).
- Box 2: "KPI metric measure for current time" points to cell B1 (Best Practice).
- Box 3: "KPI metric to achieve" points to cell C1 (Actual).
- Box 4: "Date KPI is achieved" points to cell E1 (Achieved).

A	B	C	D	E
<b>USFA KPI SELF-ASSESSMENT TOOL</b>				
<b>DISTRICT</b>	<b>DATE</b> / /	<b>DATE</b> <u>09 / 20 / 21</u>	<b>DATE</b> <u>04 / 20 / 22</u>	<b>DATE</b> <u>05 / 20 / 22</u>
<b>USFA KPI TARGET PLANNING WORKSHEET</b>	<b>BEST PRACTICE</b>	<b>ACTUAL</b>	<b>DISTRICT TARGET</b>	<b>ACHIEVED</b>
<b>KEY TOPIC: NUTRITION</b>				
<b>Key Achievement A.1</b>				
The SNP celebrates its cultural diversity and plans menus to meet the culturally diverse school population				
<b>Best Practice</b>				
A.1.1 School Nutrition Program (SNP) gets feedback from diverse student and/or parent focus groups to plan culturally diverse menus				
<b>KEY PERFORMANCE INDICATORS</b>				
A.1.1.1 Menus planned reflect a culturally diverse menu based on student satisfaction measures based on student surveys	80%	75%	80%	5/20/22
A.1.1.2 Recipes are developed to provide culturally authentic dishes for student populations that are reviewed and tested by students	100%	80%	90%	
A.1.1.3 SNP engages manufacturers, parents/guardians, community leaders and/or other stakeholders to obtain authentic dish recipes	100%	90%	95%	
A.1.1.4 A variety of seasonings, herbs, fruits and vegetables or products through manufacturers are procured to provide and/or produce a variety of culturally authentic or inspired dishes				
<b>Best Practice</b>				
A.1.2 Menu planner provides opportunities to celebrate cultural diversity				
A.1.2.1 Student ethnic cultures are incorporated and celebrated into school menus throughout the	Minimum 6 times a	4 times a year	6 times a year	

# EXHIBIT 1

## STRATEGIC PLANNING OBJECTIVE

	Objectives:	Tactics:		Measurements + Timing:
<b>Priority Area 3:</b>  <b>Amplify the Impact of Our Work</b>  <i>The Urban School Food Alliance will measure its impact and share organizational success.</i>	<b>Objective 3.1:</b>  Analyze the impact and reach of USFA work.	3.1.1	Evaluate USFA programs for impact.	Create a system to track program progress with quantifiable outcomes by December 2020; maintain regularly.
		3.1.2	Assess member and non-member engagement and participation in USFA programs and initiatives.	Create a system to track programmatic engagement by December 2020; maintain regularly.
	<b>Objective 3.2:</b>  Optimize USFA brand presence.	3.2.1	Define USFA audiences, messaging and organizational "voice".	Identify core audiences and define brand assets by December 2020.
		3.2.2	Increase brand positioning & recognition.	Establish an annual organizational marketing plan with related metrics by June 2021.  Hire PR Firm to support work by December 2021.

## EXHIBITS 2

### MISSION, VISION, AND VALUES

#### Mission Statement

Leveraging our collective voice to transform school meals

#### Vision Statement

All students have access to no-cost, high-quality, healthy meals

#### Values

- Elevate Environmental Stewardship: We strive to keep sustainability at the forefront of our decision-making
- Partner with Purpose: We believe that partnership and collaboration are key to systems change success
- Promote Equity: We are tenacious about ensuring that all students have access to the food they need
- Remain Visionary: We strive to set an innovative standard for what a positive school meal experience should be
- Prioritize Student Health: We are dedicated to keeping the wellbeing of our students at the forefront of every decision
- Lead with Influence: We responsibly use our expertise and experience to strengthen school meals
- Nourish Children: We believe that all students deserve high-quality, healthy meals to learn and grow

## EXHIBITS 3

### USFA ASSESSMENT TOOL

USFA Self-Assessment Tool will be accessible online via link provided to member Districts. District may keep their information private and be able to:

- Self-assess themselves against set best practices
- Set their own Target Goals
- Check off when their own Targets are completed.
- Monitor their own progress on performance.

### LIST OF ACRONYMS AND ABBREVIATIONS

CACFP	Child and Adult Care Food Program	CN	Child Nutrition
CGFFP	Center for Good Food Purchasing		
EPA	Environmental Protection Agency		
FNS	Food and Nutrition Service	m/ma	meat/meat alternate
GED	General Education Diploma or Graduate Equivalency Degree		
ICN	Institute of Child Nutrition		Institute
KPI	Key Performance Indicator		
NSLP	National School Lunch Program		
OVS	Offer Versus Serve		
SOE	Standards of Excellence		
SBP	School Breakfast Program		
SFA	School Food Authority		
SFSP	Summer Food Service Program		

SNA	School Nutrition Association
SNP	School Nutrition Program
SNS	School Nutrition Specialist
SOP	Standard Operating Procedure
SSO	Seamless Summer Option
USDA	United States Department of Agriculture V Vegetable
USFA	Urban School Food Alliance

## GLOSSARY

**Best Practices-** USFA standard of practices meet or exceed regulatory guidelines and are guided by USFA organizational values. Standards set are realistic despite the complex logistics and challenges typical of large urban districts. Best practices in document were reviewed by professionals considered experts in the field of school nutrition in large urban districts.

**Diversity-** Acknowledges all the ways people differ: race, sex, gender, age, sexual orientation, disability, socioeconomic status, religious beliefs, and more.

<https://www.inclusionhub.com/articles/what-is-dei>

**Equity-** Is often used interchangeably with equality, but there's a core difference: Where equality is a system in which each individual is offered the same opportunities regardless of circumstance, equity distributes resources based on needs. We live in a disproportionate society, and equity tries to correct its imbalance by creating more opportunities for people who have historically had less access.

<https://www.inclusionhub.com/articles/what-is-dei>

**Inclusion-** Is about diversity in practice. It's the act of welcoming, supporting, respecting, and valuing *all* individuals and groups.

<https://www.inclusionhub.com/articles/what-is-dei>

**Key Achievement Areas-** Describes USFA achievement areas based on USFA Strategic Plan values

**Key Performance Indicators (KPI's)-** USFA KPI's Indicators describe activities that meet or exceed general standards of practice and deemed achievable in a complex urban system. Identifying the Indicators to measure will help the organization reach their desired outcome



**Key Performance Indicator Metric-** A performance metric measures the key performance indicator activities that lead to successful outcomes and improvement. Performance metrics are tracked on an ongoing basis to make sure the goal is on track to hit the target set by organization.

**Self-Assessment-** Performing a self-assessment or review of District’s current performance in Key Areas against set of metric helps an organization determine plans for improvement

**Standards of Excellence-** Excellence is defined as “the quality of being outstanding or extremely good” or performing at the top of one’s abilities. *KPI metrics used as standards of performance in this document were set as operating at a level of performance that is considered at a quality that is outstanding or extremely good.*

*Definition of Excellence.* <https://www.lexico.com/en/definition/excellence> (Accessed June 4, 2022)

**Strategic Planning-** Strategic planning in management is the process of documenting and establishing the direction of your small business—by assessing both where you are and where you’re going. *Published: November 19, 2018 (Updated: May 10, 2022)*

<https://sba.thehartford.com/business-management/what-is-strategic-planning/>

**Urban- Urbanized Areas (UAs)** A UA is a continuously built-up area with a population of 50,000 or more. It comprises one or more places—central place(s)—and the adjacent densely settled surrounding area—urban fringe—consisting of other places and nonplace territory.

<https://www2.census.gov/geo/pdfs/reference/GARM/Ch12GARM.pdf>

**Urban School Food Alliance District (USFA)-** USFA- The Urban School Food Alliance is a nonprofit 501(c)(3) organization created by school food service professionals in 2012.

<https://urbanschoolfoodalliance.org/>

**USFA KPI Standard-** a good practice, benchmark, or level of performance in the process of executing meals to school children

## RESOURCES

1. Center for Good Food Purchasing  
<https://goodfoodpurchasing.org/about-the-center/>
2. Diversity, Equity, and Inclusion Definition  
<https://www.washington.edu/research/or/office-of-research-diversity-equity-and-inclusion/dei-definitions/>
3. Eight Ways to Create a More Culturally Responsive Organization. September 15, 2021  
*Juan Amador, CAE, Danielle Duran Baron, CAE, and Diana Dabdub*  
[https://www.asaecenter.org/en/resources/articles/an\\_plus/2021/september/eight-ways-to-create-a-more-culturally-responsive-organization](https://www.asaecenter.org/en/resources/articles/an_plus/2021/september/eight-ways-to-create-a-more-culturally-responsive-organization)
4. “Essential KPIs for School Nutrition Success”. Institute of Child Nutrition.  
<https://theicn.org/icn-resources-a-z/kpi>
5. Food Recovery Hierarchy  
<https://www.epa.gov/sustainable-management-food/food-recovery-hierarchy>
6. Keys to Excellence. School Nutrition Association.  
<https://schoolnutrition.org/learning-center/usda-professional-standards/keys-to-excellence/>
7. Labor force characteristics by race and ethnicity, BLS Reports October 2019  
<https://www.bls.gov/opub/reports/race-and-ethnicity/2018/home.htm>
8. Latinos at Work, Unleashing the Power of Culture. COQUAL.org (formerly Center for Talent and Innovation)  
<https://coqual.org/wpcontent/uploads/2020/09/CoqualLatinosatWorkInfographic090720.pdf>
9. Reducing Sodium Intake in Children: A Public Health Investment  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5034752/>
10. SNA’s Professional Development Series: Diversity, Equity and Inclusion  
<https://schoolnutrition.org/learning-center/de/>
11. Urban School Food Service Alliance. “The Urban School Food Alliance is a nonprofit 501(c)(3) organization created by school food service professionals in 2012.  
<https://urbanschoolfoodalliance.org>
12. USFA Strategic Plan  
<https://urbanschoolfoodalliance.org/wp-content/uploads/USFA-Strategic-Plan.pdf>
13. What is Diversity, Equity, and Inclusion?(DEI)  
<https://www.inclusionhub.com/articles/what-is-dei>
14. Vegetarian Nutrition for Toddlers and Preschoolers  
<https://higherlogicdownload.s3.amazonaws.com/THEACADEMY/859dd171-3982-43db-8535-56c4fdc42b51/UploadedImages/VN/Documents/Resources/Toddlers-Preschoolers-Consumer.pdf>