

Local School Wellness Policy (BP 5030)

Triennial Assessment Report



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School Year 2024-2025**

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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 called the Triennial Assessment. The Triennial Assessment requires LEAs to assess compliance with its board-approved Wellness Policy BP 5030, 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

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1. BP 5030 Triennial Assessment Timeline School Year 2024-25

Members of the SLCUSD Wellness Committee (WC) started the Triennial Assessment (TEA) in School Year 2024-2025. The WC provided input regarding the implementation, and assessment of wellness policy BP 5030. This was taken into consideration for making updates and revisions to the BP 5030. The draft revisions were then reviewed by the District's Board policy sub-committee, prior to being submitted to the Board for approval and adoption.

Triennial Assessment Timeline

Participants	Action	Date
WC members	Compare BP 5030 to the Alliance for a Healthier Generation Model Policy and CSBA BP 5030 Template.	School Year 2024-25
WC members/School Community	Complete WellSAT Practice Tool	School Year 2024-25
WC leadership	Draft recommendations for revision of BP 5030	School Year 2024-25
WC leadership	Complete Board review process of BP 5030 and TEA Report	School Year 2024-25/26

2. BP 5030 Comparison to Model LSWP

The first step in conducting the Triennial Assessment was to compare the Board approved wellness policy BP 5030 to a model policy. The purpose of comparing SLCUSD’s wellness policy BP 5030 to a model policy was to identify areas of strength and comprehensiveness, opportunities for improvement.

The WellSAT Policy tool was used to measure the strength and comprehensiveness of the BP 5030. The required Federal components, as well as those of the [California School Board Association \(CSBA\) BP 5030](#), and the [Alliance for a Healthier Generation \(AHG\) Model Policy](#) were also used in comparison.

Model Wellness Policy Comparison Results Template

Component	Description
Tool used for Model LSWP Comparison:	WellSAT tool, Alliance for a Healthier Generation Model Wellness Policy, CSBA BP 5030
Areas of Strength:	1. Assures compliance with USDA nutrition standards for reimbursable school meals.
	2. The written physical education curriculum for each grade is aligned with national and/or state physical education standards.
	3. Addresses using physical activity as a reward.
Opportunities for Improvement	1. Including goals for nutrition education that are designed to promote student wellness.
	2. Ensuring that free drinking water is available during school meals.
	3. Evaluating implementation of the BP 5030 at least once every three years.
As a result of the comparison, was new language adopted in the BP 5030?	Yes

Component	Description
<p>If yes, briefly describe what was adopted</p>	<p>Revisions of BP 5030:</p> <ul style="list-style-type: none"> • Nutrition Education Goals Nutrition education will be provided as part of the health education program in grades K-9 and, as appropriate, shall be integrated into core academic subjects, and included in summer learning programs and before-and-after-school programs. • Nutrition Promotion Goals The District promotes student wellness by ensuring consistent nutrition messaging, integrating nutrition education, and encouraging the consumption of nutritious foods. All food marketing will meet federal standards, and students will have access to free drinking water. Staff training and community engagement will support the ongoing success of these efforts. To reinforce the District's nutrition education program, the Board prohibits the marketing and advertising of foods and beverages that do not meet nutrition standards for the sale of foods and beverages on campus during the school day. (Education Code 49431.9 7 CFR 210.31) • Nutrition Guidelines for Foods Available at School For all foods and beverages available on each campus during the school day, (school day begins at midnight the night before and goes until 30 minutes after the final bell), the District shall adopt nutrition guidelines which are consistent with 42 USC 1758, 1766, 1773, and 1779 and federal regulations and which support the objectives of promoting student health and reducing childhood obesity. (42 USC 1758b). • Fundraising All food fundraising records must be kept on file at each school site to ensure compliance. Food fundraisers must meet or exceed state and federal regulation standards when on campus during the school day with students present. The Board encourages physical activity and nonfood fundraisers where appropriate. • The Board prohibits school staff from using foods and beverages with minimal nutritional value as a reward for students' academic performance, accomplishments, or classroom behavior. Exceptions shall be made per student's Individualized Education Plan (IEP) or behavior support plan. Food and beverages provided in the classroom by school staff must

Component	Description
	<p>meet or exceed state and federal nutrition standards.</p> <ul style="list-style-type: none"> • Water The Superintendent or designee(s) shall provide access to free, potable water in the food service area during meal times in accordance with Education Code 38086 and 42 USC 1758, and shall encourage students' consumption of water by educating them about the health benefits of water and by serving water in an appealing manner. Water fountains or water filling stations are available in all cafeterias. To promote hydration, free, safe, drinking water will be available to all students and staff throughout the school day and throughout every school campus. • School Nutrition Staff Professional Development The USDA Professional Standards for State and Local Nutrition Programs are followed to ensure that professional development in the area of food and nutrition is provided for food service directors, managers and staff. • Program Implementation and Evaluation The Superintendent or designee(s) shall assess the implementation and effectiveness of this policy at least once every three years. (42 USC 1758b; 7 CFR 210.31) • Posting and Annual Notification Requirements The Superintendent or designee(s) shall inform the public about the content and implementation of the District's wellness policy and shall make the policy, and any updates to the policy, available to the public on an annual basis. They shall also inform the public of the District's progress towards meeting the goals of the wellness policy, including the availability of the triennial district assessment. • Addition of the required Non-Discrimination Statement
<p>Opportunities for Future Improvements</p>	<ul style="list-style-type: none"> • Addressing access to the USDA School Breakfast Program. • Instituting specifies strategies such as Smarter Lunchroom Movement strategies to increase participation in school meal programs. • Addressing the amount of "seat time" students have to eat school meals.

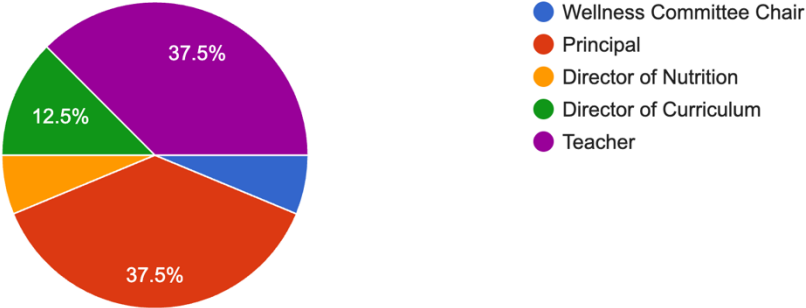
Component	Description
	<ul style="list-style-type: none"> • California Competitive Food Rules are easily accessed by the school community • Highlighting links nutrition education with the food environment.

3. Compliance for All Schools with the BP 5030

The second component of the Triennial Assessment is identifying the extent to which SLCUSD schools are compliant with the BP 5030 as it is written. The purpose of this is to determine whether schools within the district are following the BP 5030. This helps our district identify where to provide additional support to reach the requirements included in the BP 5030. Most importantly, during the review of the BP 5030, school staff and administrators measured the connection between policy and practice in the district schools.

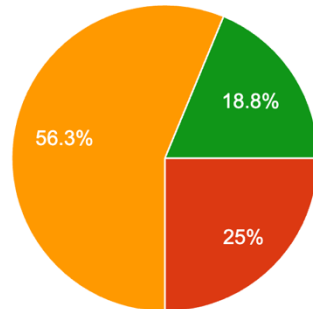
The WellSAT Practice tool was completed during the school 2024-25. The WellSAT Practice tool was completed by members of the WC and school community. See sample data below.

Position Title
16 responses



FR1 federal requirement: Includes goals for nutrition education that are designed to promote student wellness. Does the school district have sp... a standards-based nutrition education curriculum?

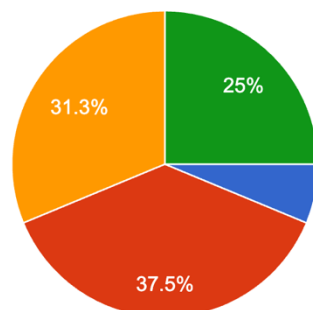
16 responses



- 0 - Nutrition education is not provided.
- 1 - There is some guidance about nutrition lessons, though there may not be a standards-based curriculum that includes specific goals to promote student wellness.
- 2 - The district uses a standards-based curriculum with specific goals to promote student wellness.
- Not known

NE1: Nutrition education teaches skills that are behavior focused, interactive, and/or participatory. Are skills-based, behavior focused, and interactiv...rticipatory methods used to develop student skills?

16 responses



- 0 - Nutrition education is not provided.
- 1 - Nutrition education is provided, though there may not be skills-based, behavior focused and interactive methods used.
- 2 - Nutrition education is primarily provided through skills-based, behavior focused, and interactive methods. Specific examples are provided below.
- Not known

NE1 (continued): Please provide some examples of methods used to increase student nutrition knowledge. 10 responses

As a coach I often discuss nutrition and eating healthy to maximize performance.

Visuals and demonstrations

CTE culinary, SE culinary, lunchroom marketing

Food services site visits and presentations of novel healthy foods.

The best example is what they serve at breakfast and lunch. If there is a curriculum, I am not really sure about it!

Secondary students in Health classes learn about what makes foods health and unhealthy as well as how to monitor what foods they are consuming. Additionally, they learn how to read nutrition labels.

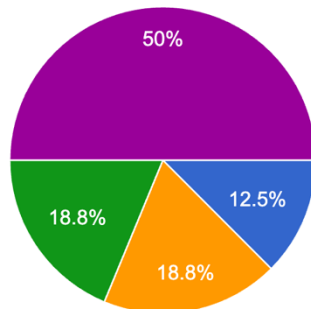
Our garden lessons through One Cool Earth provide some nutrition education as we learn about healthy foods and habits.

Nutrition education guidance is provided to teachers and staff regularly. Many of our teachers can request to have food and nutrition services

NE2: All elementary school students receive sequential and comprehensive nutrition education.

Do all elementary school students receive sequential and comprehensive nutrition education?

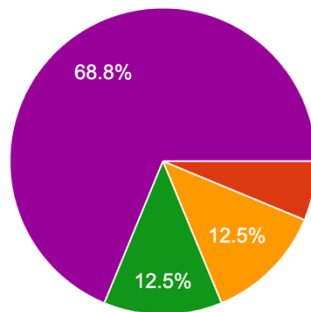
16 responses



- N/A - No elementary school in district / not at an elementary school.
- 0 - Nutrition education is not provided.
- 1 - Nutrition education is provided to in only some elementary school grade levels.
- 2 - Sequential and comprehensive nutrition education is provided to all elementary school grade levels.
- Not known

NE3: All middle school students receive sequential and comprehensive nutrition education. Do all middle school students receive sequential and comprehensive nutrition education?

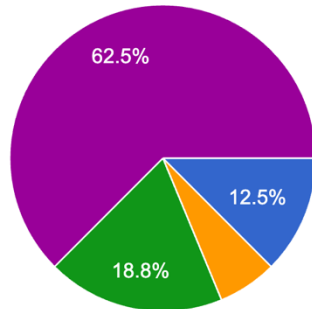
16 responses



- N/A - No middle school in district / interview not at a middle school.
- 0 - Nutrition education is not provided.
- 1 - Nutrition education is provided to only some middle school grade levels.
- 2 - Sequential and comprehensive nutrition education is provided to all middle school grade levels.
- Not known

NE4: All high school students receive sequential and comprehensive nutrition education. Do all high school students receive sequential and comprehensive nutrition education?

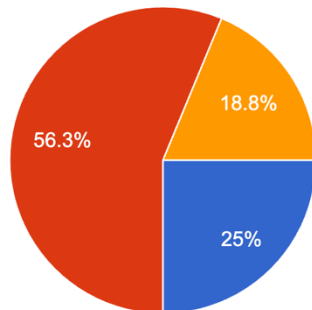
16 responses



- N/A - No high school in district / interview not at a high school
- 0 - Nutrition education is not provided.
- 1 - Nutrition education is provided to only some high school grades.
- 2 - Sequential and comprehensive nutrition education is provided to all high school grade levels.
- Not known

NE5: Nutrition education is integrated into other subjects beyond health education. Is nutrition education integrated into other subjects beyond health education?

16 responses

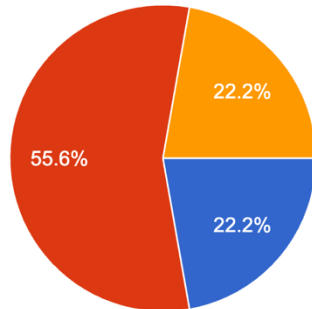


- 0 Nutrition education is not integrated into other subjects.
- 1 Instructional staff are encouraged to integrate nutritional themes into lessons when appropriate, but there are no specific examples.
- 2 Instructional staff integrate nutrition into other lessons, and specific examples are provided below.

NES8: CDE Competitive Foods and Beverages Nutrition Standards are easily accessed in the policy.

Do you know where to access the CDE Competitiv...e school day? Can you tell me how you do this?

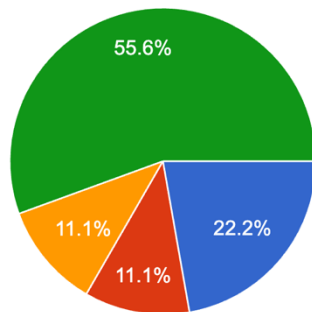
9 responses



- 0 - I do not know where to look to access the CDE Competitive Foods and Beverages Nutrition Standards.
- 1 - I have an idea of where to find the CDE Competitive Foods and Beverages Nutrition Standards, but I'm not completely sure.
- 2 - Yes, I can describe exactly where to find the CDE Competitive Foods and Beverages Nutrition Standards.

NES9: Exemptions for infrequent school-sponsored fundraisers. If 0 exemptions, item is n/a).

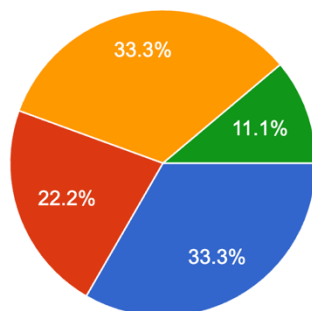
9 responses



- N/A- California does not permit any non-compliant fundraisers during the school day.
- 0 - We have non-compliant fundraisers up to or beyond the state maximum.
- 1 - We are more stringent than the state, but allow some exemptions for infrequent non-compliant fundraisers.
- 2 - We are confident that there are no non-compliant food or beverage fundraisers.

FR11: Regulates food and beverages served at class parties and other school celebrations in elementary schools. Use N/A if no elementary schoo..., how confident are you that they do not occur?

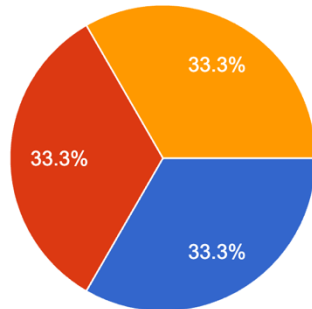
9 responses



- N/A There are no elementary schools in the district, or I am not at an elementary school site.
- 0 - There are no restrictions on the types of foods and beverages served at celebrations, or there are restrictions...
- 1 - There are district nutrition standards and I am confident that all foods served...
- 2 - I am confident that there are no food-based celebrations.

NES12: Addresses nutrition standards for all foods and beverages sold to students after the school day, including before/after care on school grounds, clubs, and after school programming.

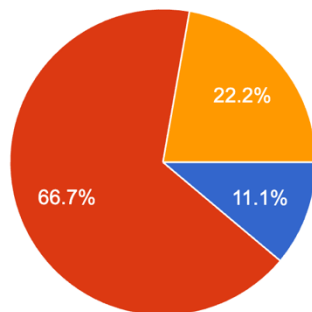
9 responses



- 0 - There are no restrictions on the types of foods and beverages sold after school on school grounds.
- 1 - The school sells foods/beverages after the school day, and I am somewhat confident that all items meet the CDE Competitive Foods and Beverages Nu...
- 2 - I am confident that there are no foods sold after the school day, or all items sold meet the CDE Competitive Foods and Beverages Nutrition Stand...

NES13: Addresses food not being used as a reward. Do teachers use food as a reward in the classroom for good student behavior (e.g., giving out...aving a pizza party when students finish a unit).

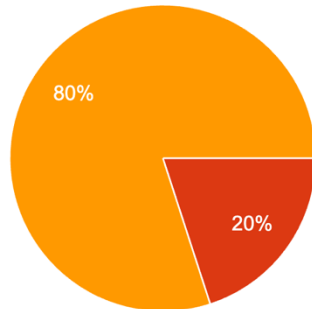
9 responses



- 0 - I believes that many teachers do use food as a reward in the classroom.
- 1 - I believe that a few, but not all, teachers use food as a reward in the classroom.
- 2 - I am very confident that none of the teachers use food as a reward in the classroom

PEPA1: There is a written physical education curriculum for grades K-12. Does the District have a written physical education curriculum that is implemented consistently for every grade level?

10 responses



- 0 - There is not a written physical activity curriculum.
- 1 - There is a written physical education curriculum, but it is implemented for only some grade levels.
- 2 - There is a written physical education curriculum and it is implemented for every grade level.

PEPA1 (continued): What physical education curriculum has been adopted by the District? 4 responses

Teacher-created curriculum.

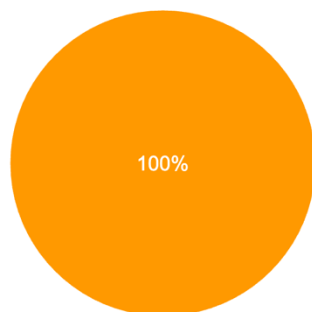
Unsure

I do not know.

SPARK for TK / K

PEPA2: The written physical education curriculum for each grade level is aligned with national and/or state physical education standards. Does th... is aligned with national and/or state standards?

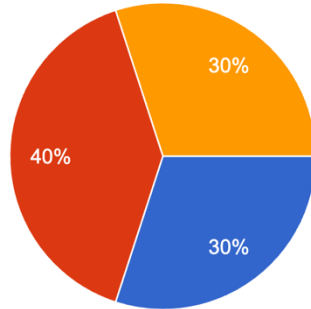
10 responses



- 0 There is not a written physical education curriculum. Note: If PEPA1 is 0, code 0.
- 1 There is a written physical education curriculum, but it is not aligned with national/state standards.
- 2 There is a written physical education curriculum that is aligned with national/state standards.

PEPA11: Addresses family and community engagement in physical activity opportunities at all district school sites. Are there opportunities for ...bers to engage in physical activity at school sites?

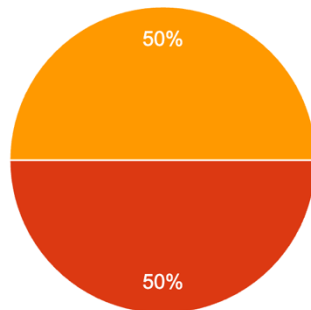
10 responses



- 0 - There are not opportunities for families and community members to engage in physically activity at school sites.
- 1 - There are opportunities for families and community members to engage in physically activity at school sites a few times a year.
- 2 - There are opportunities for families and community members to engage in physically activity at school sites at least once a year.

PEPA16: District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance. What proportion of students regularly walk or bike to school? How frequently do they do that?

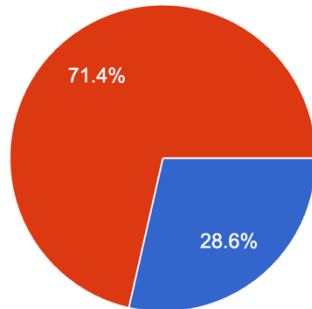
10 responses



- 0 - It is rare for a student to walk or bike to school.
- 1 - Some (more than 5%, less than 20%) students regularly walk or bike to school.
- 2 - More than 20% of the students regularly walk or bike to school.

EW2: Encourages staff to model healthy eating and physical activity behaviors. Are school staff encouraged to model healthy eating and physical activity behaviors in front of students?

7 responses



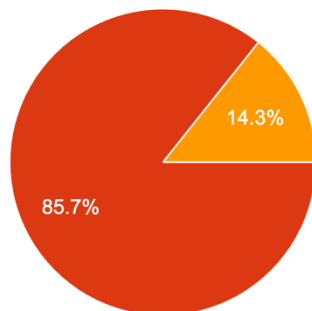
- 0 - School staff are not encouraged to model healthy nutritional behaviors.
- 1 - I believe school staff are encouraged to model healthy eating and physical activity behaviors but cannot provide specific examples of how this is done.
- 2 - I can describe ways school staff are encouraged to model healthy eating and physical activity behaviors in front of students and they are listed below.

EW2 (continued): List specific examples of how school staff model healthy eating and physical activity behaviors in front of students. Examples include: Provides staff with opportunities to eat healthfully such as subsidized fruits, vegetables, and water in the cafeteria or lounge; Advises staff not to consume sugary drinks at school; Encourages teachers to be active with students. 1 response

I feel like we are encouraged, but I don't see any examples. Our principal often plays with students, but most staff feel like they have to watch during supervision time, like supervise, not play to have a good overview of student behavior.

EW1: Addresses strategies to support employee wellness. Are there strategies used by the District/school site to support employee wellness?

7 responses



- 0 - There are no employee wellness activities.
- 1 - I believe the District/school site supports employee wellness but cannot provide specific examples.
- 2 - I can describe specific strategies used by the District/school site to support employee wellness and they are listed below.

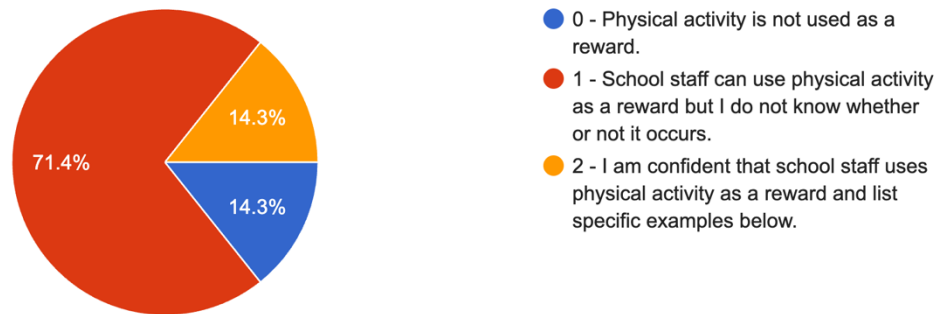
EW1 (continued): List specific strategies used to support employee wellness.1

response

I think there are a lot of resources that most teachers don't know about.

PEPA17: Addresses using physical activity as a reward. Are school staff encouraged to use physical activity as a reward for students?

7 responses



PEPA17 (continued): List specific examples of how school staff uses physical activity as a reward for students.7 responses

Early recess

Some classes get extra recess or go on hikes or walks.

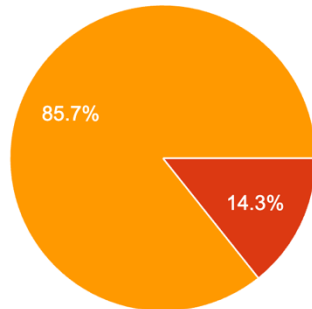
Extra recess is frequently used as a reward.

Athletics is part of our school day, and our staff frequently engage in fun activities with our students that are physical. We also host intramural tournaments, and staff teams participate, and students love this. There are also learning experiences that are created that involve physical activity in a range of classes, and these are rewarding to students.

outside movement games

PEPA19: Addresses physical activity not being withheld as a punishment. Does school staff ever withhold physical activity as a classroom management tool?

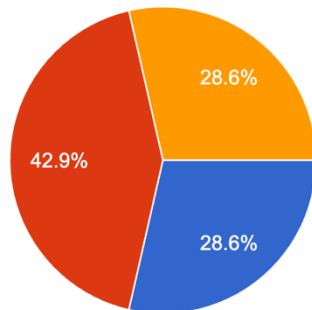
7 responses



- 0 - I believe that teachers sometimes withhold physical activity as a classroom management tool.
- 1 - I am somewhat confident that teachers do not withhold physical activity as a classroom management tool.
- 2 - I am very confident that teachers do not ever withhold physical activity as a classroom

NES5: Specifies marketing to promote healthy food and beverage choices. Are marketing strategies used to promote healthy food and beverage choices in school?

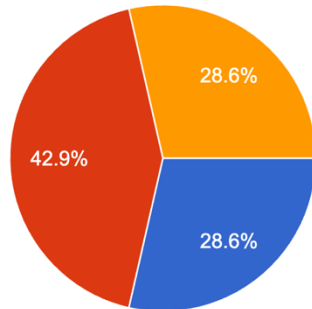
7 responses



- 0 - No specific efforts are made to promote healthy food or beverage choices.
- 1 - Limited efforts are made to promote healthy food and beverage choices, but they are not employed consistently.
- 2 - Multiple strategies are used consistently to promote healthy food and beverage choices.

FR12: Specifically addresses marketing on fundraisers and corporate-incentive programs (e.g., fundraising programs that encourage students and t...itive Foods and Beverages nutrition standards?

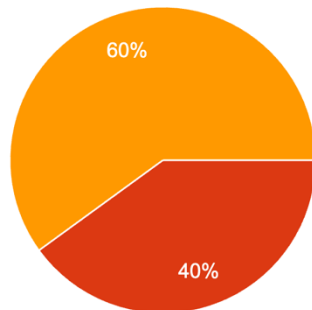
7 responses



- 0 - There are food fundraisers or corporate-sponsored programs that do not meet California Department of Education Competitive Foods and Bev...
- 1 - There are food fundraisers or corporate-sponsored programs and I am fairly confident that they meet California Department of Education Competitive...
- 2 - There are no food fundraisers or corporate-sponsored programs or I am very confident that any foods associat...

FR13: Addresses how all relevant school community members (district administrators, site administrators, teachers, school health professiona...esented on the District-level wellness committee?

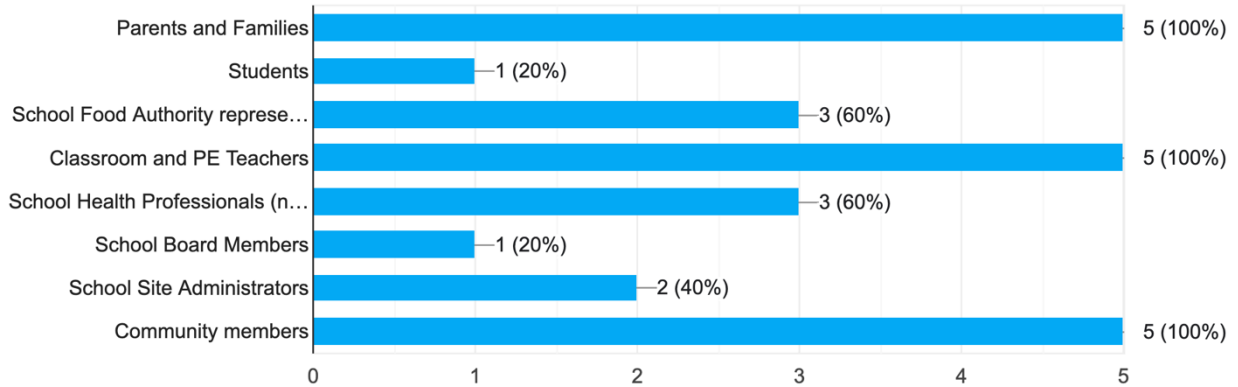
5 responses



- 0 There is no District-level wellness committee, or it has 3 or fewer of the listed roles represented.
- 1 The District-level wellness committee has 4 or 5 of the listed roles represented.
- 2 The District-level wellness committee has 6 to 8 of the roles represented.

FR13 (continued): Select all individuals on the District-level wellness committee. * Note an individual can represent more than one role.

5 responses



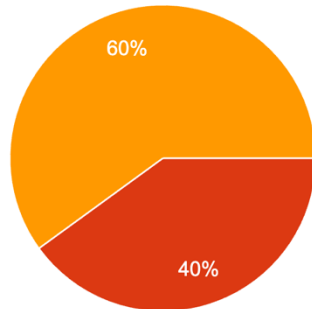
FR14: Identifies the District official(s) who has the authority and responsible for the implementation and compliance of the local school wellness policy...ose individuals? How do they ensure compliance?

5 responses



FR16: Addresses the assessment of district implementation of the local school wellness policy (BP 5030) at least once every three years. Federal Rule [...plementation checklists, or the current interview.]

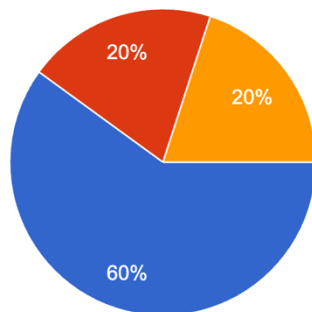
5 responses



- 0 - District compliance with the wellness policy (BP 5030) has not been assessed.
- 1 - District compliance with the wellness policy (BP 5030) has been assessed, but not within the last three years and/or not using a systematic process.
- 2 - District compliance with the wellness policy (BP 5030) has been systematically assessed within the last three years.

IC2: Addresses the establishment of an ongoing school site-level wellness council. This may also be called a school health team, school health advis... If yes, how frequently does the committee meet?

5 responses



- 0 - A school site-level wellness council has not been established.
- 1 - There is a school-site council, but it has not met more than once in the past year.
- 2 - There is a school-site council that has met at least twice in the past year.

Extent of Compliance for All Schools

Policy Area	Not Met	Partial Compliance	Full Compliance
Nutrition Education Requirements(s)		✓	
Nutrition Promotion Requirements(s)			✓
Physical Activity Requirement(s)		✓	

Policy Area	Not Met	Partial Compliance	Full Compliance
Other Student Wellness Requirements(s)		✓	
Federal/State Meal Standards			✓
Foods Offered but Not Sold Standards			✓
Food and Beverage Marketing			✓

District LSWP Components	For the components below, indicate whether the district is in compliance.
<p>Public Involvement SLCUSD will actively communicate the ways in which the district Wellness Committee, school site wellness councils, and members of the public can participate in the development, implementation and periodic review and update of the BP 5030.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>Public Notification SLCUSD will actively inform members of the school community including staff, families, caregivers and the public each year of basic information about the BP 5030.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>Triennial Assessment Once every three years, SLCUSD will assess the BP 5030 by completing the following: Comparing district BP 5030 to a model LSWP; Assessing the extent of compliance for all schools with the BP 5030; Assessing the progress made in attaining the goals of the BP 5030.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Progress in Reaching BP 5030 Goals

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	<p>Nutrition education guidance is provided to teachers and staff regularly. Many of our teachers can request to have food and nutrition services out to teach lessons within their classrooms.</p> <p>Secondary students in Health classes learn about what makes foods health and unhealthy as well as how to monitor what foods they are consuming. Additionally, they learn how to read nutrition labels.</p> <p>Our garden lessons through One Cool Earth provide some nutrition education as we learn about healthy foods and habits.</p>	WellSAT Practice Tool
Nutrition Promotion Goal(s)	Partially	<p>adherence to our policies; vegetables and fruit; no sodas/candy</p> <p>Our Food Services periodically sends out messages to the school community about the healthy foods provided in the cafeteria, and some ideas about how to promote healthy eating and wellness at home.</p>	WellSAT Practice Tool
Physical Activity Goal(s)	Partially	Walk a thon- the class with the winning class getting extra recess minutes with the Principal.	WellSAT Practice Tool

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
		<p>We hold a yearly jog a thon which volunteers and family members can volunteer for and participate in.</p> <p>Open playground time before bell.</p> <p>Elementary Athletics for Achievement, seasons vary throughout the year.</p> <p>Both athletic programs that have practices and competitions that an occur before or after school.</p> <p>Open playground time before bell</p> <p>Movement breaks within the classroom, movement breaks outside the room (jogging, walking, stretching, dancing)</p>	
Other student wellness Goal(s)	No specific goals listed in BP 5030		

4: BP 5030 Triennial Assessment Report to the Public SY 2024-25

The final step is to share the Triennial Assessment results with the public. The purpose of this step is to ensure the school community is aware of the BP 5030 implementation and evaluation. SLCUSD will keep the report on file for review and as required for the administrative review of the district's BP 5030 conducted by the California Department of Education (CDE). The next Triennial Assessment will be completed during the school year 2027-28. SLCUSD will inform the public about the content and implementation of the district's BP 5030 and shall make the policy, and any updates to the policy, available the public on an annual basis.

Target Audience(s)	Method	Date
SLCUSD School Board	Presentation during School Board meeting	October 2025
SLCUSD Community	Posted on district website	SY 2025-26
School Site Administrators	Presentation	November 2025
Students and Families	Presentation	November-December 2025
District Staff	Email, District Website	SY 2025-26

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