



Santa Maria Joint Union
HIGH SCHOOL DISTRICT

Local School Wellness Policy (BP 5030)
Triennial Assessment Report School Year 2025-2026



[Link to Board Policy 5030](#)

Original Adopted Date: 03/12/2019

Last Reviewed Date: 03/12/2019

**Wellness Policy Council Members
School Year 2025-2026**

Jose E. Pereyra

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Introduction

Final Rule: Local School Wellness Policy Implementation Under the HHFKA of 2010

[According to the USDA Final Rule](#), all local educational agencies (LEAs) that participate in the National School Lunch and School Breakfast Programs are required to meet expanded local school wellness policy (LSWP) requirements consistent with the requirements set forth in section 204 of the Healthy, Hunger- Free Kids Act of 2010.

The final rule requires each local educational agency to establish minimum content requirements for the local school wellness policies, ensure partner participation in the development and updates of such policies, and periodically assess and disclose to the public schools' compliance with the local school wellness policies.

These regulations are expected to result in local school wellness policies that strengthen the ability of a local educational agency to create a school nutrition environment that promotes students' health, well-being, and ability to learn. In addition, these regulations will increase transparency for the public with regard to school wellness policies and contribute to integrity in the school nutrition program.

Introduction to Triennial Assessments

[According to the USDA Final Rule](#), LEAs must conduct a comprehensive assessment of 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

The California Department of Education (CDE) monitors compliance with the Local School Wellness Policy (LSWP) during the administrative review (AR), which occur every three years.

A copy of the triennial assessment, as well as the current wellness policy, must be made available to the public.

Program Implementation and Evaluation

The Superintendent designates the individual(s) identified below as the individual(s) responsible for ensuring that each school site complies with the district's wellness policy. (42 USC 1758b; 7 CFR 210.31)

Assistant Superintendent of Curriculum and Instruction
(805) 922-4573, extension 4211

The Superintendent or designee shall assess the implementation and effectiveness of this policy at least once every three years. (42 USC 1758b; 7 CFR 210.31)

The assessment shall include the extent to which district schools are in compliance with this policy, the extent to which this policy compares to model wellness policies available from the U.S. Department of Agriculture, and a description of the progress made in attaining the goals of the wellness policy. (42 USC 1758b)

The Superintendent or designee may invite feedback on district and school wellness activities from food service personnel, school administrators, the wellness council, parents/guardians, students, teachers, before- and after-school program staff, and/or other appropriate persons.

The Superintendent or designee shall establish indicators that will be used to measure the implementation and effectiveness of the district activities related to student wellness.

As feasible, the assessment report may include a comparison of results across multiple years, a comparison of district data with county, statewide, or national data, and/or a comparison of wellness data with other student outcomes such as academic indicators or student discipline rates.

In addition, the Superintendent or designee shall prepare and maintain the proper documentation and records needed for the administrative review of the district's wellness policy conducted by the California Department of Education (CDE) every three years.

The assessment results of both the district and state evaluations shall be submitted to the Board for the purposes of evaluating policy and practice, recognizing accomplishments, and making policy adjustments as needed to focus district resources and efforts on actions that are most likely to make a positive impact on student health and achievement.

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1. BP 5030 Triennial Assessment Timeline School Year 2025-26

Leadership and members of the Santa Maria Joint Union High School District Wellness Policy Council (WPC) began the Triennial Assessment (TEA) in the 2025–2026 school year. The WPC provided input regarding the implementation and assessment of wellness policy BP 5030. This input was considered in developing recommended updates and revisions to BP 5030. The draft revisions will be reviewed by the WPC before being submitted to the Board for approval and adoption.

Triennial Assessment Timeline

Participants	Action	Date
WC members/School Community	Compare BP 5030 to the Alliance for a Healthier Generation Model Policy and CSBA BP 5030 Template.	School Year 2025-26
WC members/School Community	Complete WellSAT Policy and Practice Tools	School Year 2025-26
WC leadership	Draft recommendations for revision of BP 5030	School Year 2025-26
WC leadership	Complete Board review process of BP 5030 and TEA Report	School Year 2025-26

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. This comparison aimed to identify areas of strength and comprehensiveness, as well as opportunities for improvement.

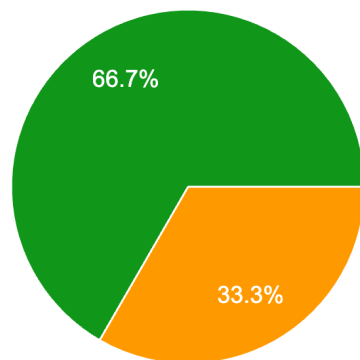
The CDE tool, *Does Your Local School Wellness Policy Measure Up?*, and the WellSAT Policy tool were used to measure the strength and comprehensiveness of the BP 5030. The WellSAT Policy tool assesses the written content of the district's wellness policy (BP 5030) against best practice standards. It measures the **strength** and **comprehensiveness** of the policy, identifying areas that are well-defined and areas that may need improvement.

The comparison also incorporated the required federal components, the CSBA BP 5030 sample policy, and the Alliance for a Healthier Generation (AHG) model policy.

See sample data from the CDE and WellSAT Policy tools below. (6 Responses)

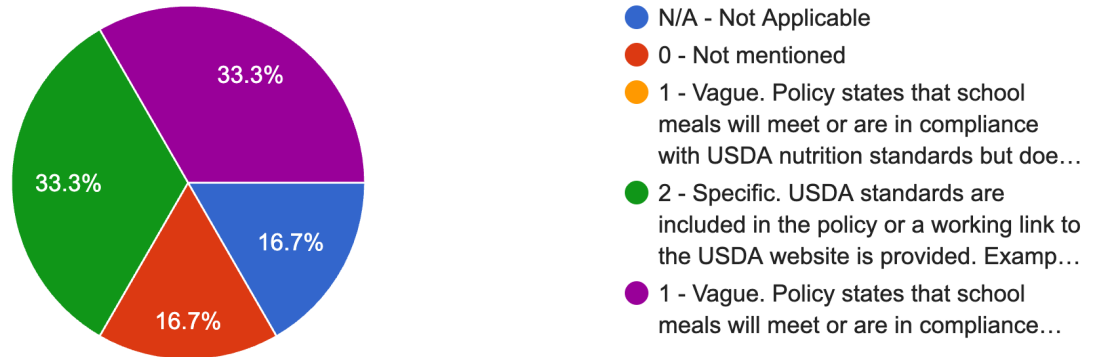
FR1 - Includes goals for nutrition education that are designed to promote student wellness. Federal Rule language states that policies must include "school-based activities that promote student wellness."

6 responses



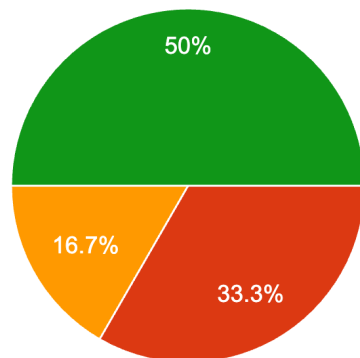
- N/A - Not Applicable
- 0 - Either no goals for nutrition education are mentioned or policy clearly detracts from requirement
- 1 - Vague. Any of the following: Nutrition education goal is implied; Policy only repeats the language of the federal w...
- 2 - Clear that there are specific goals for nutrition education. (Example: "Nutrition lessons are integrated into the curricul...

FR2 - Assures compliance with USDA nutrition standards for reimbursable school meals.
(Reimbursable school meal: A single priced meal un... guidance issued by the Secretary of Agriculture."
6 responses



FR3 - District takes steps to protect the privacy of students who qualify for free or reduced priced meals. The National School Lunch Act puts restricti...f meals in the cafeteria, and the point of service."

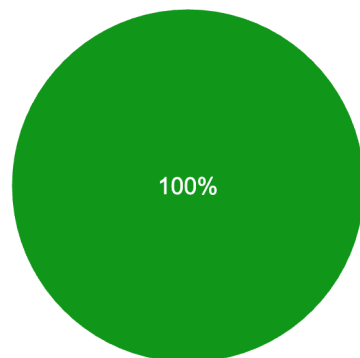
6 responses



- N/A - Not applicable
- 0 - Not mentioned
- 1 - Vague/suggested. Example: "The district should take steps to ensure that students qualifying for free or reduced priced meals are not overtly identified..."
- 2 - Specific. District has implemented plans to protect student privacy which include methods used (in addition to following relevant regulations) OR dist...

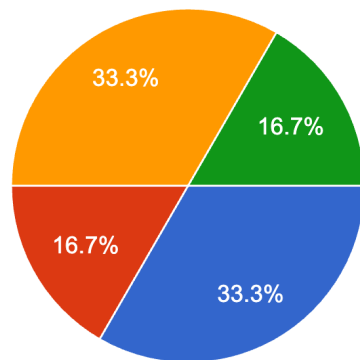
FR4 - Free drinking water is available during meals. Federal Rule language states that schools must make potable water available to children at no c...ith amendments made by section 203 of the HHFKA.

6 responses



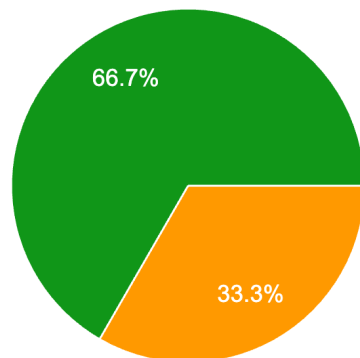
- N/A - Not Applicable
- 0 - Not mentioned
- 1 - Vague. Drinking water is available, but accessibility is unclear. Examples: "Drinking water is available in the cafeteria upon request." • "Water shou..."
- 2 - Specific. Free drinking water is available for self-service in the cafeteria. Examples: "Water fountains or water filling stations are available in all cafet..."

FR5 - Ensures annual training for food and nutrition services staff in accordance with USDAProfessional Standards. Training requireme...gov/fdsys/pkg/FR-2015-03-02/pdf/2015-04234.pdf.
6 responses



- N/A - Not applicable
- 0 - Not mentioned
- 1 - Training suggested, but unclear if USDA requirement is met. Examples: "All food service personnel will have adequate training in food service oper..."
- 2 - It is clear that USDA requirement for training and/or continuing education is being met. Examples: "All school nutrition program directors, managers..."

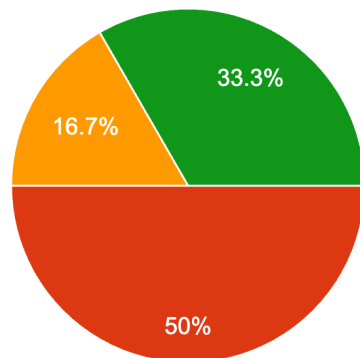
FR6 - Addresses compliance with USDA nutrition standards (Smart Snacks) for all food and beverages sold to students during the school day. ...6) rules to follow. Reference: 5 CCR Section 15501
6 responses



- N/A -Not Applicable
- 0 - Not mentioned
- 1 - Vague and/or suggested. Any of the following: Specifies meeting nutrition standards for competitive foods, but does not show: specific standards that...
- 2 - Specific. All foods and beverages sold to students during the school day are required to meet or are in compliance with USDA Smart Snacks...

FR7 - Regulates food and beverages sold in a la carte. (A la carte means a single food or beverage item.)

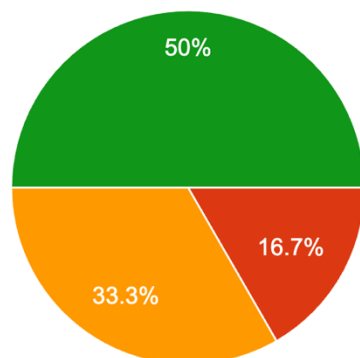
6 responses



- N/A - Not applicable.
- 0 - Not mentioned OR language such as "The district shall monitor all food and beverages sold or served to students,..."
- 1 - Recommended/limited to either of the following: A la carte regulations or umbrella statement regulating "all (co..."
- 2 - Requires Smart Snacks and CDE Competitive Foods and Beverages Rules apply or competitive food and b...

FR8 - Regulates food and beverages sold in vending machines.

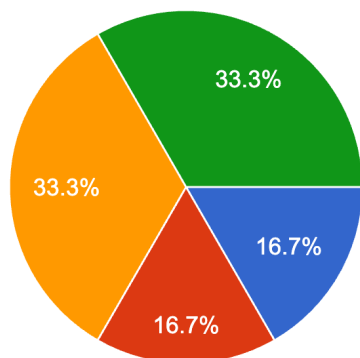
6 responses



- N/A - Not applicable.
- 0 - Not mentioned OR language such as "The district shall monitor all food and beverages sold or served to students,..."
- 1 - Recommended/limited to either of the following: Vending machine regulations or umbrella statement reg...
- 2 - Requires Smart Snacks and CDE Competitive Foods and Beverages Rules apply or competitive food and b...

FR9 - Regulates food and beverages sold in school stores.

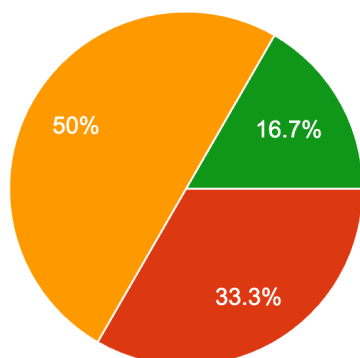
6 responses



- N/A - Not applicable.
- 0 - Not mentioned OR language such as "The district shall monitor all food and beverages sold or served to students,..."
- 1 - Recommended/limited to either of the following: School stores regulations or umbrella statement regulating "all (..."
- 2 - Requires Smart Snacks and CDE Competitive Foods and Beverages Rules apply or competitive food and b...

FR10 - Addresses fundraising with food to be consumed during the school day. Federal Smart Snacks and CDE Competitive Foods and Beverages R...nt for infrequent school-sponsored fundraisers.

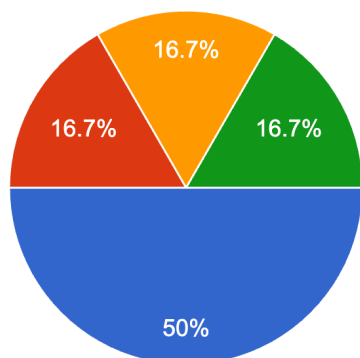
6 responses



- N/A - Not applicable
- 0 - Not mentioned or language such as "The district shall monitor all food and beverages sold or served to students,..."
- 1 - Recommended or limited to either of the following: Fundraiser regulations or umbrella statement regulating "all (co..."
- 2 - Requires Smart Snacks and CDE Competitive Foods and Beverages Rules apply or competitive food and b...

FR11 - Regulates food and beverages served at class parties and other school celebrations in elementary schools. Use N/A if no elementary schools in district.

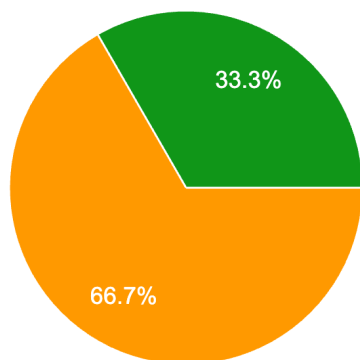
6 responses



- N/A - Not applicable
- 0 - Not mentioned
- 1 - Regulations for class parties are required but weakened. "The district will regulate all food and beverages served during classroom activities."
- 2 - Specific. NO FOOD IS SERVED OR OFFERED to students during the school day outside of meal times. Birthday parties, holiday parties, and other sch...

FR12 - Restricts MARKETING on the school campus during the school day to only those foods and beverages that meet CDE Competitive Foods and Be...ents on the public announcement (PA) system

6 responses



- N/A - Not applicable
- 0 - Not mentioned
- 1 - Vague or suggested or restricts marketing to district nutrition standards that do not rise to the level of CDE Competitive Foods and Beverages Ru...
- 2 - Specific. Restricts marketing of foods and beverages on the school campus, during the school day to those items that meet the CDE Competitive Foods and...

FR13 - Addresses how all relevant groups will participate. The Federal Rule language states that the policy must include "a description of the manner in...ew and update of the local school wellness policy."

6 responses



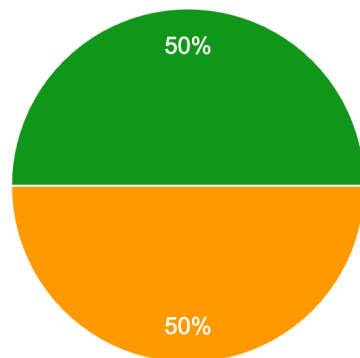
FR14 - Identifies the officials responsible for compliance with all components of the localwellness policy in each school. Federal Rule language state...ool complies with the local school wellness policy.

6 responses



FR15 - Addresses making the wellness policy available to the public. Federal Rule language states that local educational agencies must "inform the pu...policy available to the public on an annual basis."

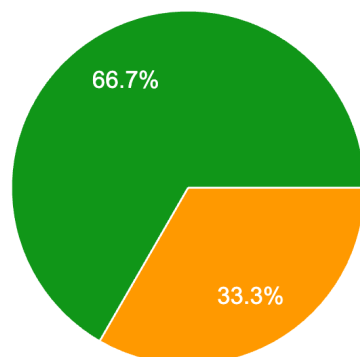
6 responses



- N/A - Not applicable
- 0 - Not mentioned
- 1 - Vague and/or suggested. The wellness policy is available upon request.
- 2 - Specific. Requires district to post its wellness policy on the website or distribute the wellness policy to the school and community on an annual basis at a minimum. Example: "All pub..."

FR16 - Addresses the assessment of district implementation of the local wellness policy at least once every three years. Federal Rule language stat... make assessment results available to the public."

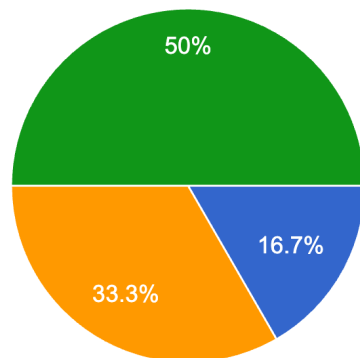
6 responses



- N/A - Not applicable
- 0 - Not mentioned
- 1 - Vague. It is suggested that policy implementation will be assessed. Implementation will be assessed, but less than triennially
- 2 - Specific. There is a specific plan to assess implementation compliance at least once every three years. Example: "The Advisory Council shall conduct a..."

FR17 – Addresses making triennial assessment results available to the public and specifies what will be included. When shared with the public, triennial assessment results are aligned with the goals of the local school wellness policy.

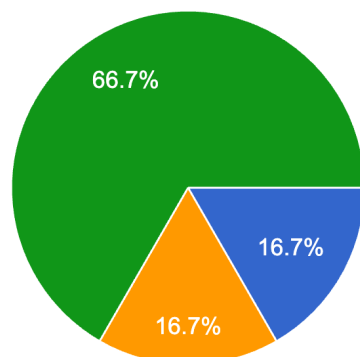
6 responses



- N/A - Not applicable
- 0 - Not mentioned
- 1 - Vague. Specifies inclusion of some, but not all, triennial progress report elements.
- 2 - Specific. Includes a statement making it clear that all three elements listed above will be included in the triennial progress report. Example: "The triennial progress report will be posted..."

FR18 - Addresses a plan for updating policy based on results of the triennial assessment. Federal Rule language states that districts must "make appropriate updates to the wellness policy, based on the triennial assessment."

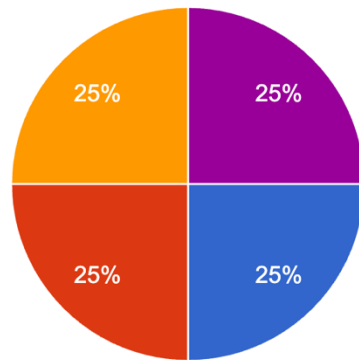
6 responses



- N/A - Not applicable
- 0 - Not mentioned
- 1 - Vague. Plans for updating policy are implied, but not certain, OR timing is unclear.
- 2 - Specific. The need for policy revisions is assessed and completed at specified intervals. Example: "Every three years, the wellness committee will review the latest national recommend..."

School Represented

4 responses



- Ernest Righetti High School
- Pioneer Valley High School
- Santa Maria High School
- District
- Delta High School
- Mark Richardson Center (Career Technical Education & Agricultural Farm)
- Community Partner

Comments

I believe the lunch menu is an area where we need to take a closer look. Students throughout my career have always complained about the food offered during lunch. That's not a surprise, but now, for the first time, I have heard from several students this year that they opt not to eat at all. Never heard that before.



Does Your Local School Wellness Policy Measure Up?

A local school wellness policy (LSWP) is a written document that guides a local educational agency (LEA) or school district's efforts to establish a school environment that promotes students' health, well-being, and ability to learn. Use this checklist to review and update your wellness policy and ensure it meets all requirements written in SEC. 204 of Public Law 111-296 Local School Wellness Policy Implementation and the Code of Federal Regulation 210.30 and 220.7 and all Final Rule guidance.

How the Required Elements for Local School Wellness Policy (LSWP)	
Policy Includes:	Page(s)
☐ Goals for Student Wellness that are specific (measurable) and review and consider evidence-based strategies and techniques	Not clearly defined in BP 5030.
☐ nutrition promotion (Expanding connections with (1) the cafeteria; (2) Farm to School programs and instructional gardens; (3) food tasting activities; (4) cooking experiences; and (5) core curricula. Nutrition Education lessons, paired with garden experiences, and taste-testing can help increase student participation in the Child Nutrition Programs.)	Not in clearly defined in BP 5030.
☐ nutrition education (Ideally, educators would teach Nutrition Education(NE) as a separate subject to ensure that nutrition is taught in a sequential and comprehensive way. When nutrition is the focus, teachers can adequately prepare, schedule instructional time, work on skill building, and behavior change. Then, educators can reinforce NE in other content areas giving children more consistent exposure to nutrition concepts and messages.)	Vague in BP 5030. No district-wide curriculum identified/listed, with corresponding staff PD, or evaluation.
☐ physical activity (Safe Routes to School, Roll & Bike to School, Walking School Bus, Classroom Activity breaks, Active Classroom, Walking Classroom)	Vague in BP 5030.
☐ other school-based activities (Social Emotional Well-Being, Mindfulness and Relaxation Techniques)	Not found and/or clearly defined in BP 5030.
☐ School Meals: Meet, at minimum, the federal and state standards for meals provided by all LEA schools during the school day (from midnight to 30 minutes after school day)	Found in BP 5030
☐ Competitive Foods and Beverages: CDE Competitive Food & Beverage standards for other foods and beverages sold at school during the school day (from midnight to 30 minutes after school day)	Vague in BP 5030; Recommended to link to CDE (best practice)
☐ Foods and Beverages Not Sold: Nutrition standards outlined for foods and beverages available throughout the school day (classroom parties and snacks, foods rewards, fundraising on campus)	Vague in BP 5030; recommended to clearly align and link with CDE standards
☐ Foods and Beverages Marketing Policies for items marketed or advertised on campus, which must meet CDE Competitive Food & Beverage standards (if you can't sell it, you can't market it)	Found in BP 5030; recommended to add link to CDE standards
☐ Public Involvement: Permit participation of the general public and the school community in the development, implementation and monitoring of the LSWP	Vague in BP 5030; federal rule requires that district permit participation
☐ Description of Plan included in the written policy for:	

☐ Public Involvement in the development, implementation, and review and periodic update, of the LSWP-allowing broad participation of stakeholders and encouraging actively seeking members	No clear description of plan in BP 5030
☐ Annual Public Notification/Updates –about the content of the policy and any updates	Mentioned in BP 5030; recommended to include how the public will be notified
☐ Evaluation plan- how implementation will be measured including triennial assessment	Mentioned in BP 5030; recommended to include description of evaluation plan including what indicators will be used
☐ LSWP Leadership: LEA has designated at least one school official by position or title who has the authority and responsibility to ensure each school complies with the policy.	Assistant Superintendent of Curriculum and Instruction
☐ Date policy was updated	3.12.2019
☐ Non-discrimination Statement -full statement on complete policy; abbreviated version-shorter documents	Not in BP 5030
Compliance with Implementation-Questions (Q) on the Administrative Review:	Documentation
☐ Q1000-Please explain how the required elements of the LSWP are being met	
<i>Documentation Examples:</i> dated hard copy or provide copy of web posting or link	<i>Not found on website</i>
☐ Q1001-How does the public know about the Local School Wellness Policy?	
☐ Annual public notification of the content of the LSWP and any updates if needed	<i>Not found on website</i>
☐ How the public can be involved in the LSWP -typically method of solicitation for a wellness committee	<i>Info not updated on District website; recommendation to include Assistant Superintendent of Curriculum and Instruction contact information and links to meeting schedules (including Zoom links), agendas, minutes</i>
☐ The position and/or title of the designated official who has the authority and responsibility to ensure each school complies with the public	Included in BP; not included on District website
Documentation Examples: <i>web page, letters, e-mails, newsletters, student handbooks, flyers</i>	
☐ Q1002 -Who is involved in reviewing and updating the LSWP? What is their relationship with SFA?	
Public Involvement: LEA permits involvement of the following people in the development, implementation, review, and modification of the LSWP:	Documentation not included for latest revision;
☐ Parents ☐ Students ☐ School Food Service ☐ Teachers of Physical Education ☐ School Health Professionals ☐ School Board Members ☐ School Administrators ☐ General Public and Community Members	Cannot find list of members

Documentation Examples: <i>committee roster, agendas/minutes, meetings announcements, work plan</i>	Cannot locate meeting minutes, agendas, at a minimum
☐ Q1003-When and how does the review and update of the LSWP occur?	
Documentation Examples: <i>committee agendas/minutes, work plan, related documents</i>	Cannot find documentation of last Triennial Assessment on website
☐ Q1004-How are potential stakeholders made aware of their ability to participate in the development, review, update, and implementation of the LSWP?	
Documentation Examples: <i>letters, e-mails, newsletters, web page, student handbooks, flyers</i>	Not found on website
☐ Q1005-Provide a copy of your SFA's most recent assessment on the implementation of the LSWP.	
Triennial Assessment: At least every three years , beginning no later than June 30, 2020, assessment to include compliance with the LSWP, comparison to model policies, and progress in attaining LSWP goals.	Cannot find documentation of last Triennial Assessment on website; unsure if initial assessment has been completed
Documentation Examples: <i>Comparison to Model Policy-dated policy review tools such as the WellSAT Policy and Practice tools; Compliance with the LSWP and Progress Attaining Goals-School Health Index and/or district generated checklists, updated implementation plans, board reports</i>	Cannot locate any documentation on website
☐ Q1006. How does the public know about the results of the most recent assessment on the implementation of the LSWP?	
Documentation Examples: <i>letters, e-mails, newsletters, board reports, web page, student handbooks, flyers</i>	Not found on website

Model Wellness Policy Comparison Results

Component	Description
Tool used for Model LSWP Comparison:	CDE tool <i>Does Your Local School Wellness Policy Measure Up?</i> , the WellSAT Policy tool, Alliance for a Healthier Generation Model Wellness Policy, and CSBA sample BP 5030
Areas of Strength of BP 5030: The district will prioritize health equity, ensuring all students and staff have equitable access to wellness initiatives.	1. The Superintendent or designee shall provide access to free, potable water in the food service area during mealtimes 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. 2. The nutrition education program shall include, but is not limited to, information about the benefits of healthy eating for learning, disease prevention, weight management, and oral health. The written physical education curriculum for each grade is aligned with national and/or state physical education standards. 3. He/she also shall encourage school staff to avoid the use of non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior. 4. The Superintendent or designee shall encourage school organizations to use healthy food items or non-food items for fundraising purposes. 5. The assessment results of both the district and state evaluations shall be submitted to the Board for the purposes of evaluating policy and practice, recognizing accomplishments, and making policy adjustments as needed to focus district resources and efforts on actions that are most likely to make a positive impact on student health and achievement. 6. The Superintendent designates the individual(s) identified below as the individual(s) responsible for ensuring that each school site complies with the district's wellness policy. (42 USC 1758b; 7 CFR 210.31) Assistant Superintendent of Curriculum and Instruction (805) 922-4573, extension 4211 7. The Superintendent or designee shall encourage staff to serve as positive role models for healthy eating and physical fitness. He/she may promote work-site wellness programs and may provide opportunities for regular physical activity among employees. 8. Professional development may be regularly offered to the nutrition program director, managers, and staff, as well as health education teachers, physical education teachers, coaches, activity supervisors, and other staff as appropriate to enhance their knowledge and skills related to student health and wellness.
Opportunities for Improvement	1. As required by USDA final rule, include, at a minimum, specific and measurable goals for: (1) nutrition education, (2) nutrition promotion, (3) physical activity and, (4) other school-based activities that promote student wellness

Component	Description
	2. Include specific language around CDE Competitive Foods and Beverages Rules: CDE Competitive Food & Beverage standards for other foods and beverages served and sold at school during the school day (from midnight to 30 minutes after) 3. As required by USDA final rule, description of plan included in the written policy for: (1) public involvement (2) required public updates; annual and triennial (3) evaluation plan- how implementation of the BP 5030 will be measured, including during the required triennial assessment
As a result of the comparison, was new language adopted in the BP 5030?	In progress throughout SY 2025–26. The Wellness Policy Council will provide recommendations for updating BP 5030 to the Board for review and approval.
Recommendations for BP 5030 revisions	Addition of the required USDA Non-Discrimination Statement As required by USDA final rule, add Nutrition Education Goals that are specific and measurable. Nutrition education is a vital part of a comprehensive health education program and empowers children with knowledge and skills to make healthy food and beverage choices. In order to be compliant with the USDA final rule, the district will teach, model, encourage and support healthy eating among students. Schools will provide nutrition education integrated into other subjects, as part of health education and/or offer stand-alone classes at each grade level. As required by USDA final rule, add Nutrition Promotion Goals that are specific and measurable. The district is committed to teaching students to make informed choices about nutrition, health and physical activity and to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors. • <i>Nutrition promotion using evidence-based strategies, such as Smarter Lunchroom techniques and nutrition messaging, helps create healthy food environments and supports lifelong healthy eating behaviors. It also encourages greater participation in school meal programs.</i> • <i>To comply with the USDA final rule, the district will ensure that students and staff receive consistent nutrition messages throughout the school campus, including classrooms, gymnasiums, and cafeterias.</i> • <i>The district and all schools will promote healthy food and beverage choices for all students across campuses and encourage participation in school meal programs.</i> As required by the USDA final rule, the district will establish physical activity goals that are specific and measurable. To ensure compliance, the district will offer students a combination of physical activity opportunities, including but not limited to: • Classroom physical activity • Active academics • Daily recess • Before- and after-school activities, including sports • Support for and promotion of active transportation

Component	Description
Recommendations for BP 5030 revisions	Classroom physical activity can benefit students by: • improving their concentration and ability to stay on-task in the classroom • reducing disruptive behavior, such as fidgeting, in the classroom • improving their motivation and engagement in the learning process • helping to improve their academic performance (higher grades and test scores) • increasing their amount of daily physical activity <i>Teachers receive resources and yearly training to incorporate and promote physical activity in the classroom.</i> <i>Walking and bicycling to school can play an important role in helping students and staff meet daily physical activity requirements. The district will actively support walking, bicycling, and other forms of active transportation through education, encouragement, enforcement, and infrastructure improvements. The district is committed to promoting safe walking and bicycling for students and staff and implementing measures to ensure secure access around school campuses.</i> The district will, at a minimum, support active transportation in the following ways: • Communicating broadly their support for walking and bicycling to school. • Publicizing tools and resources for active transportation on the district website and through new student and staff communications, including handbooks and other materials. • Promoting participation in International Walk to School Day, National Bike to School Day, and other active transportation initiatives. • Providing secure, accessible storage for bicycles and other transportation modes, such as skateboards and scooters (e.g., sheltered bicycle parking, sheds, cages, or fenced areas). • Providing instruction on walking and bicycling safety to students. • Improving safe access to school entrances for students and staff arriving on foot or by bicycle by ensuring designated routes through driveways, parking lots, and to bicycle parking, prioritizing sidewalks and crosswalks, and separating modes of arrival. • Collaborating with local jurisdictions to encourage installation of high-visibility crosswalks and other infrastructure that improves walking and bicycling safety on streets leading to schools. • Establishing monthly or weekly walk and bicycle-to-school events (e.g., “Walking Wednesdays”). • Designating safe or preferred routes to school. • Appointing a Safe Routes to School coordinator to lead district and school activities. As required by USDA final rule, add Other school-based activities that are specific and measurable. Schools play a key role in promoting healthy behaviors, providing numerous opportunities to educate students about healthy habits. <i>Social-emotional climate refers to the aspects of students’ school experience that affect their social-emotional development. It influences student engagement, relationships with peers, staff, families, and the community, as well as academic performance. A positive social-emotional climate supports effective teaching and learning. The district is committed to fostering a positive social-emotional climate across all school campuses.</i>

Component	Description
Recommendations for BP 5030 revisions	The district will promote a positive social-emotional climate by: • Conducting school climate surveys, sharing results, and using data to inform improvements. • Implementing anti-bullying policies and school-wide strategies to prevent harassment, bullying, and cyberbullying. • Aligning social-emotional learning with academic standards. The district will coordinate and integrate wellness activities to ensure that all efforts are complementary rather than duplicative and aligned with the same goals and objectives. These initiatives will be culturally inclusive, accessible to all students and staff, and age-appropriate. Examples of district wellness activities include: • Wellness Wednesday messages • Intramurals at lunch (multiple sports) throughout the school year • 100 Mile Club challenge • Hand sanitizing stations at school meal service areas Standards and nutrition guidelines for all foods and beverages sold to students on the school campus during the school day that are consistent with federal regulations. To comply with the USDA final rule, all schools within the district will participate in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and provide meals that meet federal nutrition standards. School meals will include: • Fruits and vegetables, including a variety of vegetable subgroups (dark green, red and orange, dry beans, and peas and legumes) • Grains, with an emphasis on whole grain-rich options • Meats and meat alternates • Fat-free and low-fat milk • Access to free drinking water • Accommodations for special dietary needs and food allergies, as required by federal regulations • Adequate time to eat meals, with at least 10 minutes for breakfast and 20 minutes for lunch from the time students receive their meal and are seated Federal Rule language states that local educational agencies must set "standards and nutrition guidelines for all food and beverages sold to students during the school day" that "are consistent with applicable requirements set forth under 210.10." Additionally, the WIC Reauthorization Act of 2004 states that all wellness policies must "provide an assurance that guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture." Nutrition Guidelines for Foods Available at School For --all foods and beverages available served or sold 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). Competitive foods and beverages include those items sold as à la carte and in vending machines, school stores and snack or food carts, as well as any food-based fundraising meant for consumption during the school day. These foods are called competitive foods because students may choose to eat them instead of healthier foods offered through the school meal programs.

Component	Description
Recommendations for BP 5030 revisions	In order to be compliant with the USDA final rule, the district will ensure that all foods and beverages sold to students on the school campus during the school day support healthy eating, including those provided outside of the school meal programs. All foods and beverages sold outside of the school meal programs, during the school day will, at a minimum, meet the CDE Competitive Foods and Beverages Rules. These standards will apply in all locations and through all services where foods and beverages are sold, which may include but are not limited to à la carte, vending machines, school stores and snack or food carts, as well as any food-based fundraising meant for consumption during the school day. All food fundraising records must be kept on file at each school site to ensure compliance with the CDE Competitive Foods and Beverages Rules. Food and beverage fundraisers on campus during the school day, when students are present, must meet or exceed CDE Competitive Foods and Beverage Rules and federal regulations. The district will provide a list of healthy fundraising ideas for site administrators to distribute to their school community. The Board prohibits school staff from using foods or beverages of minimal nutritional value as rewards for students' academic performance, achievements, or classroom behavior. The district requires that all foods and beverages served or offered on campus outside of the school meal programs—during the school day and extended school day, including out-of-school time and before- and after-school programs—meet, at a minimum, the CDE Competitive Foods and Beverages Rules to ensure consistency. The district will provide the school community and all school staff with: • A list of healthy and non-food party ideas • A sample list of foods and beverages that comply with CDE Competitive Foods and Beverages Rules • A list of healthy and non-food rewards School Nutrition Staff Professional Development The U.S. Department of Agriculture (USDA) established professional standards with minimum requirements for hiring and annual training hours for School Nutrition Programs (SNP) personnel. The standards apply to all school food authority (SFA) personnel who manage or work in the National School Lunch Program (NSLP) and the School Breakfast Program (SBP) in public, charter, and private schools; residential child care institutions (RCCI); and food service management companies (FSMC) that have a contract with SFAs. 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. District takes steps to protect the privacy of students who qualify for free or reduced priced meals. The National School Lunch Act restricts the sharing of information about participants. The United States Department of Agriculture states that “school food authorities must assure that a child's eligibility status is not disclosed at any point in the process of providing free or reduced-price meals, including notification of benefits, certification, provision of meals, and point of service.” The district takes steps to protect the privacy of students who qualify for free or reduced-price meals.

Component	Description
Recommendations for BP 5030 revisions	Addresses making the wellness policy available to the public. Federal regulations require that the wellness policy include a description of how parents, students, representatives of the school food authority, physical education teachers, school health professionals, the school board, school administrators, and the general public are given opportunities to participate in the development, implementation, and periodic review and update of the local school wellness policy. Addresses how all relevant groups will participate. To comply with the USDA final rule, the district is committed to ensuring that the community is informed and engaged in the development and implementation of BP 5030. The district will actively communicate how members of the district Wellness Policy Council, school site wellness committees, and other partners can participate in the development, implementation, and periodic review and update of BP 5030. Under USDA regulations for Local School Wellness Policies (LSWP), the District must meet an annual public notification requirement. This is separate from (though related to) the triennial assessment. Citation: 7 CFR §210.31(d)(2) To comply with the USDA final rule, the district will actively inform the public each year about key information regarding BP 5030, including but not limited to: • The current BP 5030, so the public can review the district's adopted policy • District- and school-level implementation status • Information on whether BP 5030 has been revised, updated, or reaffirmed during the current year • An explanation of any updates, who was involved, and how the public was notified of opportunities to participate • The effective dates of any policy changes • Names and contact information of district and school officials leading and coordinating BP 5030 • Information on how the public can participate in the District Wellness Policy Council • District Wellness Policy Council meetings, including dates, times, locations, agendas, and meeting minutes • Mechanisms for the public to provide feedback and comments <i>To comply with the USDA final rule, the district will provide culturally and linguistically appropriate communications and use multiple methods to ensure public access, including email, website notices, and public presentations.</i> <i>In order to be compliant with the USDA final rule, the district will convene a representative District Wellness Policy Council that meets at least four times per year to establish goals and oversee the development, implementation, and periodic review and update of BP 5030.</i> <i>Federal regulations require that the wellness policy include a description of how the district will update the public annually about the policy, including any revisions or updates, as well as the results of the triennial assessment and progress toward achieving the policy's goals. The district will post an annual wellness report on the district website, share updates through newsletters or emails to families and staff, and present key findings at a school board meeting.</i>

Component	Description
	Federal regulations require that the wellness policy include a description of the implementation and evaluation plan. The district will develop and annually update an action plan for implementing BP 5030. This plan will specify who is responsible for each component and outline actions and timelines for completing activities and achieving goals. The district's annual action plan for BP 5030 will include, at a minimum, the following elements: 1. BP 5030 Policy Monitoring (Required Component) Goal: Monitor progress toward wellness goals and collect campus data and reports annually. Responsible Party: Wellness Policy Council Timeline: Annually during the spring semester 2. BP 5030 Required Annual Policy Communication (Required Component) Goal: Meet the annual public notification requirement; post policy, updates, and participation information on the district website. Responsible Party: District Communication Department Timeline: Annually by June 1 3. Wellness Policy Council Engagement (Required Component) Goal: Increase partner participation and inform the public of opportunities to participate in the wellness policy process. Responsible Party: Superintendent or district official with authority and responsibility for BP 5030 implementation and evaluation Timeline: Ongoing, with additional efforts during back-to-school in the fall and open house in the spring 4. Physical Activity Goals (Required Component) Goal: Increase daily activity opportunities for students and staff; schedule classroom activity breaks and support additional opportunities such as active transportation, 100 Mile Club, community park runs, and physical activity clubs. Responsible Party: School Site Administrators Timeline: Ongoing 5. Nutrition Standards (Required Component) Goal: Maintain 100% compliance with CDE Competitive Foods and Beverages Rules; review items quarterly; provide guidance to site administrators, activity directors, advisors, and campus communities. Responsible Party: School Site Administrators and Wellness Policy Council Timeline: Ongoing
Opportunities for Future Improvements	The district will look to expand options for accessing the USDA School Breakfast Program to provide all students with additional opportunities to eat a healthy breakfast. Strategies may include Breakfast Before the Bell, Breakfast in the Classroom, and Grab-n-Go Nutrition Breaks. These initiatives ensure students have convenient access to nutritious meals, supporting their wellness, academic performance, and readiness to learn. The district will implement specific strategies, such as those from the Smarter Lunchroom Movement, to increase participation in school meal programs. The district will ensure that students have adequate time to eat school meals, providing at least 10 minutes for breakfast and 20 minutes for lunch from the time they receive their meal and are seated. The district will highlight and reinforce the connection between nutrition education and the school food environment, ensuring that lessons about nutritious eating are supported by all foods and beverages on campus—served, provided, offered, and sold. Identifying a specific nutrition education curriculum to be taught district wide.

Component	Description
	The district will identify and implement a specific physical education curriculum to be taught consistently across all schools, ensuring that all students receive a comprehensive, standards-aligned program that promotes lifelong physical activity and fitness. Marketing and Advertising Policy Health and wellness efforts can be undermined when students are exposed to advertising that promotes unhealthy foods and beverages on district property. The marketing of products that do not meet CDE Competitive Foods and Beverages Rules is strictly prohibited in any and all of the following ways: • Branding and Logos: Use of brand names, trademarks, logos, or tags on cups used for beverage dispensing, menu boards, coolers, trash cans, vending machines, and other foodservice equipment; posters; book covers; pupil assignment books or school supplies; uniforms; school buses and other vehicles; athletic fields or school equipment, including marquees, message boards, scoreboards, and backboards. • Media and Publications: Advertisements in school publications and mailings, during broadcasts on school radio stations or in-school television, through digital media such as computer screensavers, school-operated or school-sponsored websites and servers, or via the school public announcement system. • Promotions and Samples: Free samples, taste tests, or coupons for products. • Incentive Programs: Educational incentive programs (such as contests using foods or beverages as rewards), including programs that provide schools with supplies or funds when caregivers or participants purchase specific food products. Employee Wellness Initiatives Schools are both worksites and places of learning. Ensuring that school employees' physical, social-emotional, and mental health needs are supported is essential for their well-being and has a direct impact on students' health and learning outcomes. Employee wellness programs and healthy work environments can help reduce health insurance costs, absenteeism, and staff turnover. The district is committed to supporting the physical, mental, and social-emotional health of all employees. Strategies include: • Designating employee wellness as a priority within the district organizational structure • Conducting employee wellness and health promotion activities, addressing both physical and mental health, at least once per year These efforts aim to foster a healthy, supportive work environment that benefits both staff and students.

3. Compliance for All Schools with the BP 5030

The second component of the Triennial Assessment is to identify the extent to which district schools are compliant with **BP 5030** as written. The purpose of this review is to determine whether schools are implementing the policy and to identify areas where additional support may be needed to meet the requirements of BP 5030.

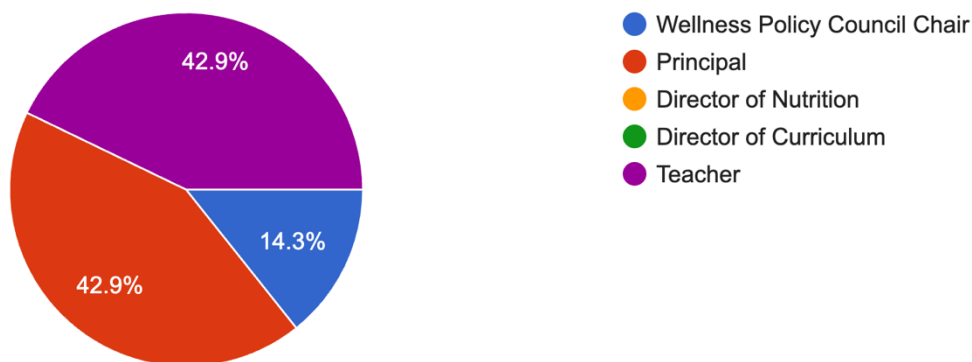
During this review, school staff and administrators evaluated the connection between **policy and practice** across district schools, ensuring that the intent of BP 5030 aligns with daily operations and student experiences.

As part of this process, the **WellSAT Practice tool** was completed during the 2025–26 school year by members of the Wellness Policy Council and the school community. The **WellSAT Practice tool** evaluates the actual implementation of wellness practices at the school level. It measures how effectively the BP 5030 is translated into daily practices, programs, and initiatives that promote student and staff wellness. Sample data are provided below.

(1) Section WellSAT Practice Nutrition Education (SY25-26)

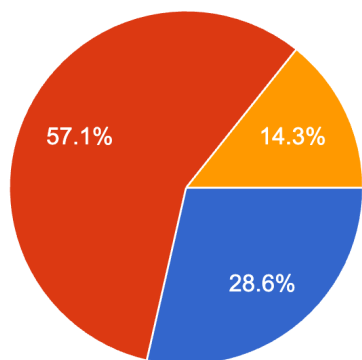
Position Title

7 responses



FR1 Federal Requirement: Includes specific and measurable goals for nutrition education that are designed to promote student wellness. Does the sc... standards-based nutrition education curriculum?

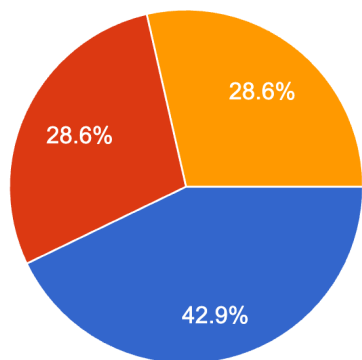
7 responses



- 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 and measurable goals to promote student wellness.
- 2 - The district uses a standards-based curriculum with specific and measurable goals to promote student wellness.
- N/A - Not applicable

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?

7 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, and I can list specific examples of this (e.g.,...
- N/A -Not applicable

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

4 responses

Comprehensive health and PE education.

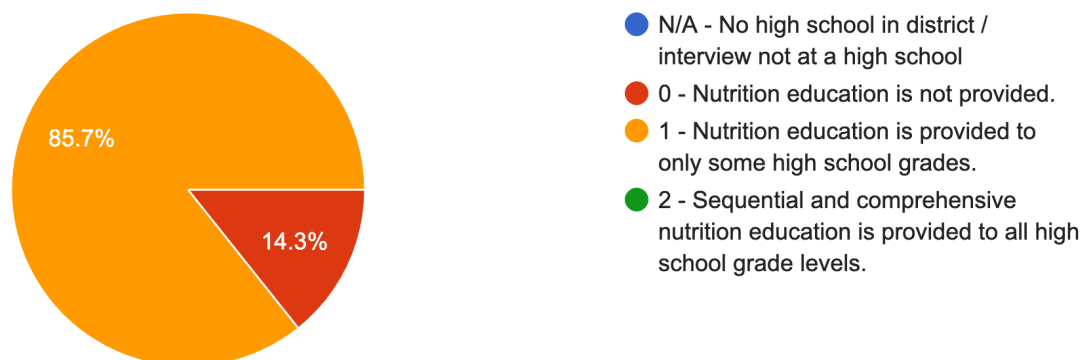
Nutrition information is not consistent across at each site and even between teachers. It is not in the physical education curriculum however some teachers are incorporating it.

CAPSLO educators, 9th grade PE classes during State Fitness Testing, 10th grade Fitness Units Beginning of each semester, Course 3 Weights and Lifelong Fitness all year long.

PE does a lot of this during their lessons with 9th graders.

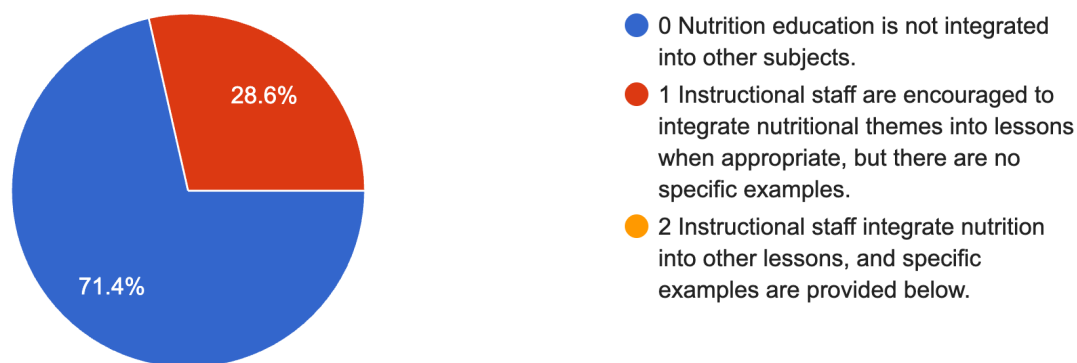
NE4: All high school students receive sequential and comprehensive nutrition education. Do all high school students receive sequential and comprehensive nutrition education?

7 responses



NE5: Nutrition education is integrated into other subjects beyond health education. Is nutrition education integrated into other subjects beyond health education to teach plant biology, chemistry, math, history.)

7 responses



NE5(continued): List specific examples of how nutrition education is integrated into other subjects beyond health education. (Examples include: using nutrition facts labels to learn percentages, ratios, graphing; using school garden learning labs to teach plant biology, chemistry, math, history.)4 responses
Expository writing includes nutrition writing topics.

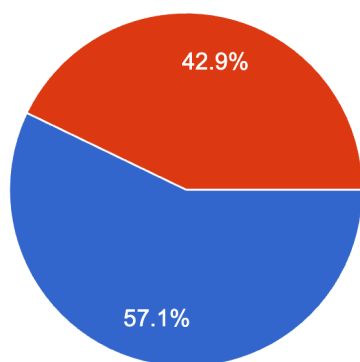
There is no Health Education. They may do a bit of nutrition in AG but unless the PE teacher is providing this it may not be happening

Label reading, learning what is in processed foods!

Not a focused effort.

NE6: Links nutrition education with the food environment. Is nutrition education linked with the school food environment? Do school nutrition services or meet and greet with School Nutrition staff.)

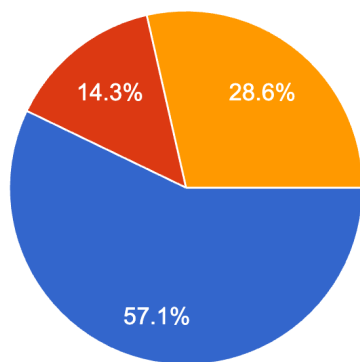
7 responses



- 0 - Nutrition education is not linked with the school food environment.
- 1 - Nutrition education is linked with the school food environment, but there are no specific examples.
- 2 - Nutrition education is integrated into the school food environment in concrete ways and specific examples are listed below.
- N/A - Not applicable

NE7: Nutrition education addresses agriculture and the food system. Does nutrition education address agriculture and the food system?

7 responses



- 0 - Agriculture and the food system are not included in nutrition education.
- 1 - I believe agriculture and the food system are addressed in nutrition education, but no specific examples are provided.
- 2 - Students receive education about agriculture and the food system, and specific examples are listed below.
- N/A - Not applicable

NE7 (continued): List specific examples of how nutrition education addresses agriculture and the food system.3 responses

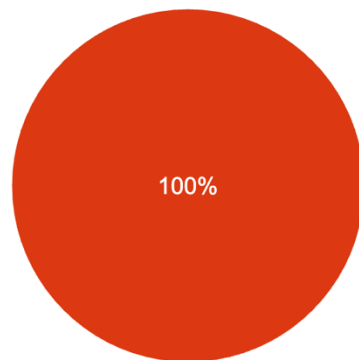
In AG Classes this is well integrated.

AG class maybe connecting this, but it is not happening in PE

(2) Section WellSAT Practice Standards for USDA School Meals (SY25-26)

Position Title

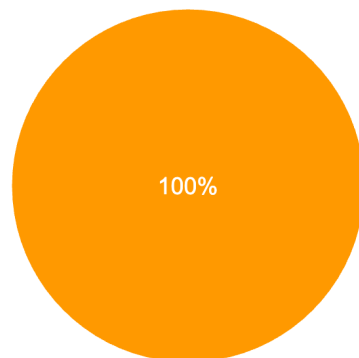
1 response



- Wellness Policy Council Chair
- Director of Nutrition

*FR2 federal requirement: Assures compliance with USDA nutrition standards for reimbursable school meals. Does the District National School Lunch Program meet the minimum calorie requirements for the grade levels served?

1 response

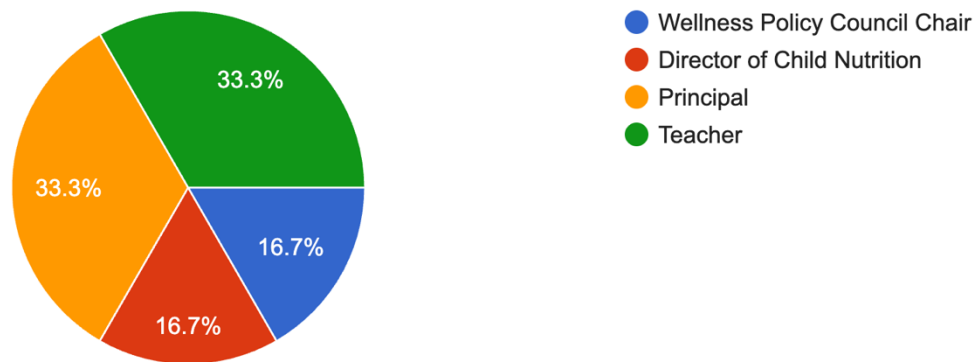


- 0 - School meals do not meet the nutrition standards and meal pattern requirements.
- 1 - School meals meet most of the nutrition standards and meal pattern requirements but not all (e.g. sodium,...
- 2 - Yes, school meals meet ALL nutrition standards and meal pattern requirements.
- N/A - Not applicable

(3) Section WellSAT Practice Nutrition Standards (SY25-26)

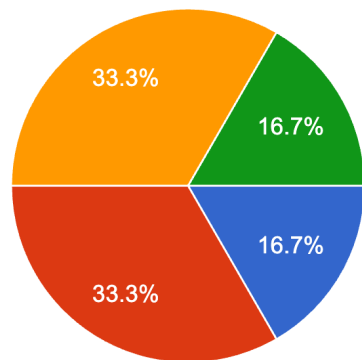
Position Title

6 responses



FR6: Addresses compliance with USDA nutrition standards (federal standards commonly referred to as Smart Snacks.) Though in California, schools m...titive Foods and Beverages Nutrition Standards?

6 responses

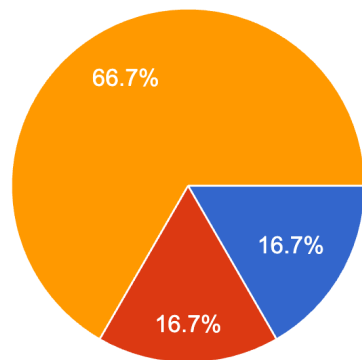


- 0 - There are competitive foods and beverages sold to students during the school day, and I am not confident tha...
- 1 - There are competitive foods and beverages sold to students during the school day, and I am somewhat confid...
- 2 - There are no competitive foods or beverages sold to students during the school day, or I am fully confident that...
- N/A - Not applicable

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?

6 responses



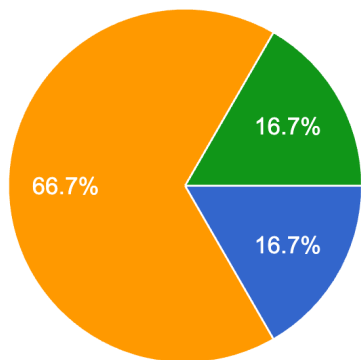
- 0 - I do not know where to look to access the CDE Competitive Foods and Beverages Nutrition Standards.
- 1 - I have an idea of where to find the CDE Competitive Foods and Beverages Nutrition Standards, but I'm not compl...
- 2 - Yes, I can describe exactly where to find the CDE Competitive Foods and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

NES8 (continued): Where can you find the CDE Competitive Foods and Beverages Nutrition Standards? 5 responses

N/A
I have a copy available
Director of Food Services
49430
California Department of Schools website

FR7: Regulates food and beverages sold a la carte - refers to any food or beverage item that is sold separately from a complete, reimbursable meal. The...etitive Foods and Beverages Nutrition Standards?

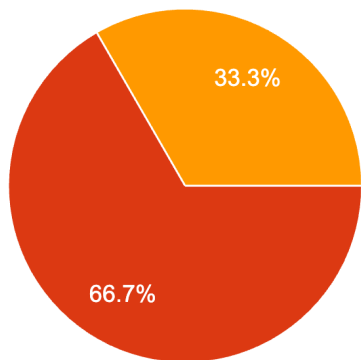
6 responses



- 0 - I am not confident that all a la carte food items sold through the school nutrition department meet CDE Comp...
- 1 - I am mostly confident that all a la carte items sold through the school nutrition department meet CDE Comp...
- 2 - There are no competitive a la carte foods sold by the school nutrition department, or there are a la carte foo...
- N/A - Not applicable

FR8: Regulates food and beverages sold in vending machines. Are there food or beverage vending machines on school property accessible to...etitive Foods and Beverages Nutrition Standards?

6 responses



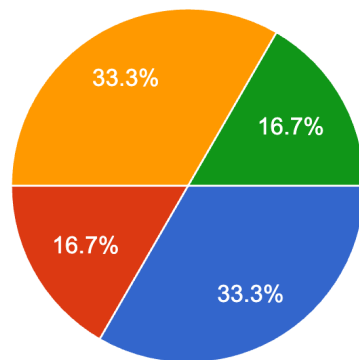
- 0 - There are vending machines on school property accessible to students and I am not confident that all of the it...
- 1 - There are vending machines on school property and I mostly confident that all items sold meet CDE Competit...
- 2 - There are no vending machines, or there are vending machines on school property and I am fully confident that a...
- N/A - Not applicable

FR8 (continued): If there are vending machines on school that are accessible to students, who receives the money from the vending machines? Who is responsible for ensuring all items in the vending machines meet CDE Competitive Foods and Beverages Nutrition Standards regulations?

- 3 responses
- Athletics.
- Water is available
- Athletic Dept.

FR9: Regulates food and beverages sold in school stores. Are there food or beverages sold in school stores during the school day? If yes, how c...ds and Beverages Nutrition Standards regulations?

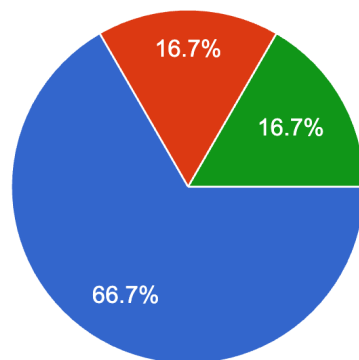
6 responses



- 0 - There are school stores and I am not confident that all food/beverages sold in the school stores meet CDE Competiti...
- 1 - There are school stores and I am mostly confident that all items sold meet CDE Competitive Foods and Beverag...
- 2 - There are no school stores, or there are school stores and I fully confident that all items sold meet CDE Competit...
- N/A - Not applicable

FR10: Addresses fundraising with food to be consumed during the school day. Are there food or beverage fundraisers that sell items to be consumed... not allowed during the school day in California.)

6 responses

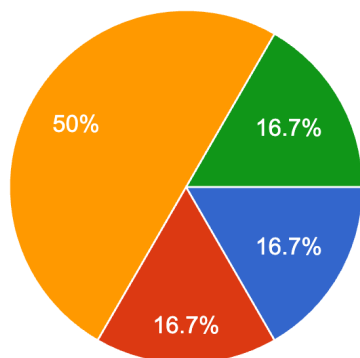


- 0 - The school has food and beverage fundraisers during the school day, and I am not confident that all items sold m...
- 1 - The school has food and beverage fundraisers during the school day, and I am mostly confident that all items sold...
- 2 - There are no food or beverage fundraisers during the school day, or there are fundraisers during the schoo...
- N/A - Not applicable

Note: California requires that all competitive foods and beverages meet applicable standards; therefore, **California does not allow any exempted food or beverage fundraisers during the school day.** Section 15575 of 5 CCR does not allow any competitive food and beverage sales (including fundraisers) to be exempt from the standards established by state and federal law. Exempt fundraisers are not allowed during the school day in California.

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

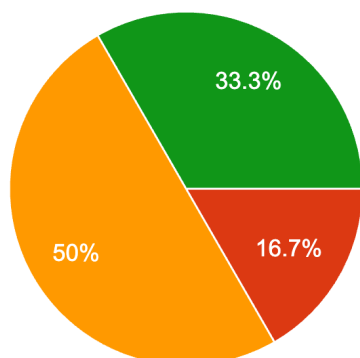
6 responses



- 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.

NES10: Addresses foods and beverages containing caffeine at the high school level. Are foods or beverages containing caffeine sold at the high school level?

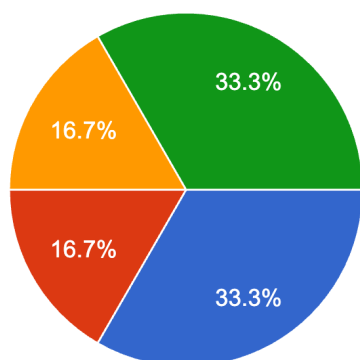
6 responses



- N/A - There is not a high school in the district / this is not at a high school.
- 0 - Products containing caffeine are sold at the high school level.
- 1 - I am somewhat confident that there are no products with caffeine sold at the high school level.
- 2 - I am fully confident that there are no products with caffeine sold at the high school level.

NES11: Addresses nutrition standards for all foods and beverages served (not sold) to students after the school day, including, before/after care on...ou that the regulations are followed consistently?

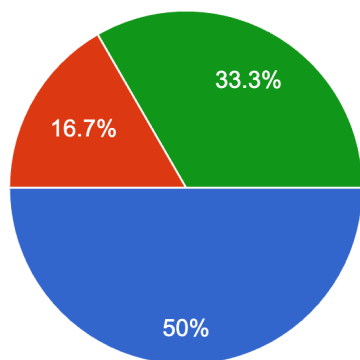
6 responses



- 0 - I am not confident that all foods and beverages served, offered or provided after school, to students, on school grounds, clubs, and after school programming.
- 1 - The school serves foods and beverages to students, on campus, after the school day, and I am mostly confident that the regulations are followed consistently.
- 2 - I am fully confident that there are no foods served to students, on campus, after the school day, or all items served meet federal nutrition standards.
- N/A - Not applicable

NES12: Addresses nutrition standards for all foods and beverages SOLD (not served, offered, or provided) to students after the school day, including, before/after care on school grounds, clubs, and after school programming.

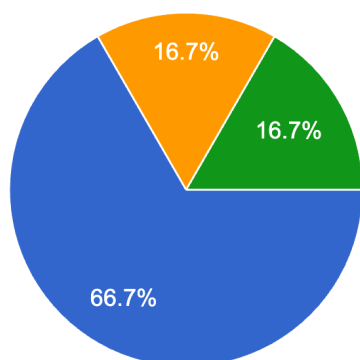
6 responses



- 0 - I am not confident that ALL foods and beverages sold after the school day meet federal nutrition standards.
- 1 - I am mostly confident that ALL foods and beverages sold after the school day meet federal nutrition standards.
- 2 - I am fully confident that ALL foods and beverages that are sold after the school day meet the federal nutrition standards.
- N/A - Not applicable

NES13: Addresses food not being used as a reward. Does district/school staff, administrators, coaches, teachers use food as a reward for good stu... a unit, read the most books, accomplish tasks).

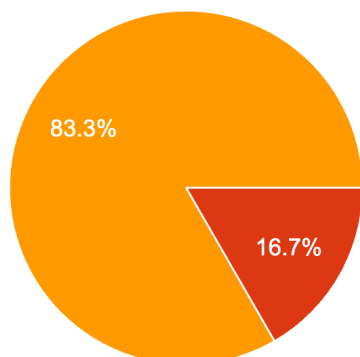
6 responses



- 0 - I believe that some district/school staff may use food as a reward for students.
- 1 - I am mostly confident that none of district/school staff use food as a reward for students.
- 2 - I am fully confident that none of the district/school staff use food as a reward for students.
- N/A - Not applicable

NES14: Addresses availability of free drinking water throughout the school day. Do students (and staff) have consistent and easy access to water throughout the school day?

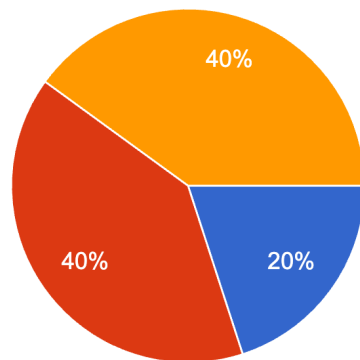
6 responses



- 0 - No, students do not have access to free drinking water throughout the school day outside of meal times.
- 1 - Students have limited access to free drinking water outside the cafeteria (limited due to few locations of water fountains).
- 2 - Yes, students have consistent and easy access to free drinking water throughout the school day at water fountains.
- N/A - Not applicable

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?

5 responses



- 0 - There is not a written physical education 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.
- N/A - Not applicable

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

3 responses

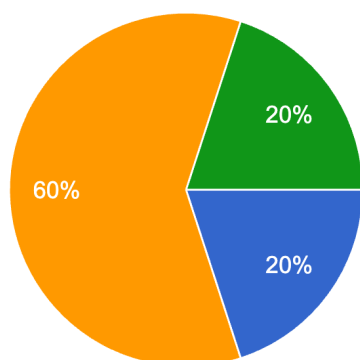
Only what is in the State Standards for Course 1, 2, 3, & 4

9-10. CA & SMJUHSD does not require more than 2 years of PE.

PE can respond

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?

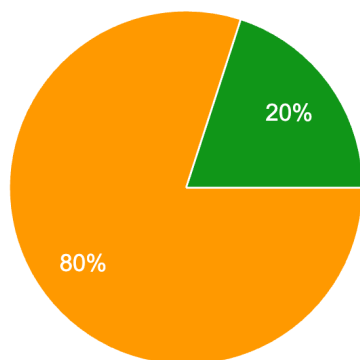
5 responses



- 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.
- N/A - Not applicable

PEPA3: Physical education promotes a physically active lifestyle. How does your physical education program promote a physically active lifestyle...ches skills needed for lifelong physical fitness.]

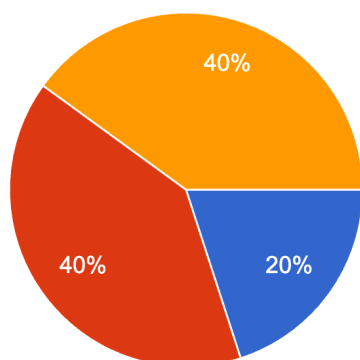
5 responses



- 0 - The District PE program does not promote a physically active lifestyle (e.g., the program focuses primarily on teaching rules for different sports). Score 0 if there is no PE.
- 1 - The District PE program that teaches limited lifetime physical activities.
- 2 - The District PE program that teaches lifetime physical activities;
- N/A - Not applicable

PEPA8: Addresses providing physical education training for physical education teachers. Is ongoing professional development offered every year...t is relevant and specific to physical education?

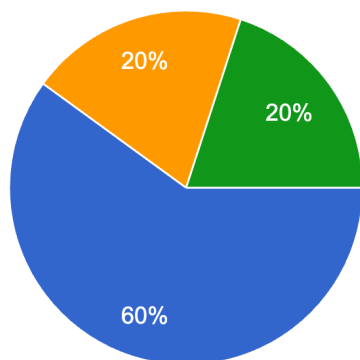
5 responses



- 0 - Relevant professional development has not been offered to PE teachers in over 3 years.
- 1 - Relevant professional development has been offered to PE teachers within the past 2 or three years.
- 2 - Relevant professional development is offered to PE teachers every year.
- N/A - Not applicable

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?

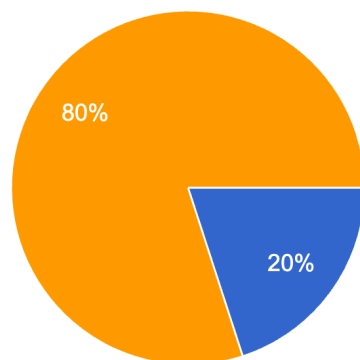
5 responses



- 0 - There are not opportunities for families and community members to engage in physically activity at school...
- 1 - There are opportunities for families and community members to engage in physically activity at school sites a few...
- 2 - There are opportunities for families and community members to engage in physically activity at school sites at lea...
- N/A - Not applicable

PEPA12: Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities. Are there...age in physical activity before and/or after school?

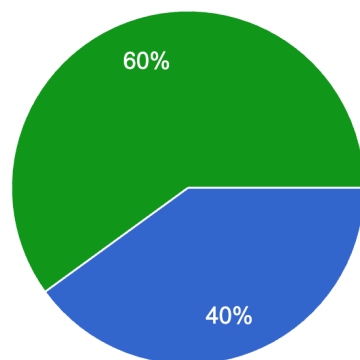
5 responses



- 0 - Before or after school physical activity is not offered.
- 1 - Before and after school physical activity is offered some days / for some students.
- 2 - Before and after school physical activity is offered most days for most students.
- N/A - Not applicable

PEPA14: Addresses physical activity breaks during school. Do teachers provide regular physical activity breaks for students in the classroom? How fr...uct physical activity breaks with their students?

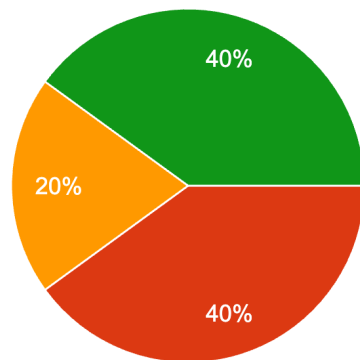
5 responses



- 0 - Most teachers do not provide regular physical activity breaks for students.
- 1 - Some teachers provide physical activity breaks for students.
- 2 - Most teachers do provide regular physical activity breaks for students.
- N/A - Not applicable

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

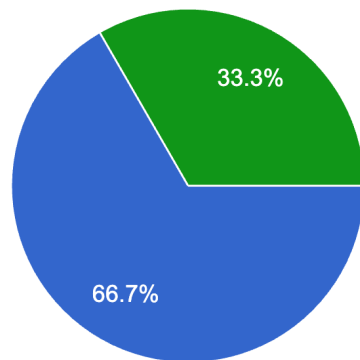
5 responses



- 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.
- N/A - Not applicable

EW2: Encourages staff to model healthy eating and physical activity behaviors. Examples include: Provides staff with opportunities to eat healthfully and physical activity behaviors in front of students?

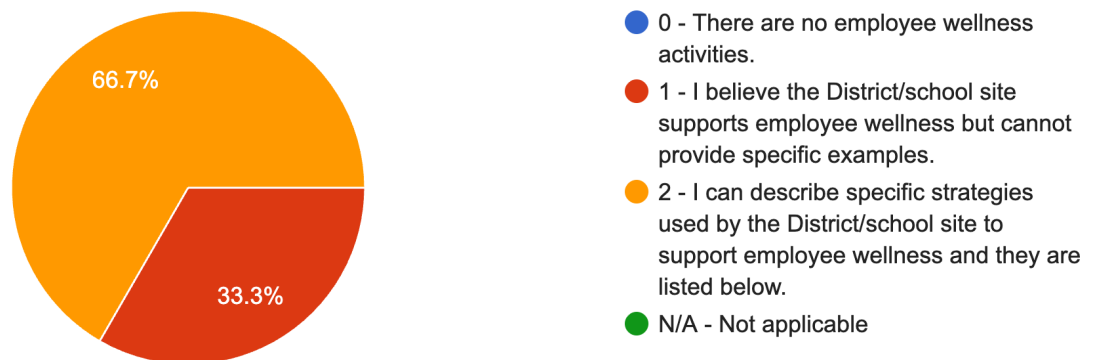
3 responses



- 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.
- N/A - Not applicable

EW1: Addresses strategies to support employee wellness. Examples include: "Health and wellness classes are offered to all district staff." ...e District/school site to support employee wellness?

3 responses



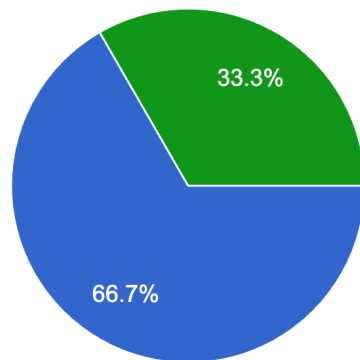
EW1 (continued): List specific strategies used to support employee wellness.

1 response

There is a Wellness Activity available for all staff on a regular basis.

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

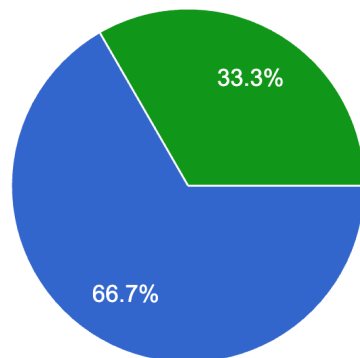
3 responses



- 0 - Physical activity is not used as a reward.
- 1 - School staff can use physical activity as a reward but I do not know whether or not it occurs.
- 2 - I am confident that school staff uses physical activity as a reward and can provide specific examples below.
- N/A - Not applicable

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

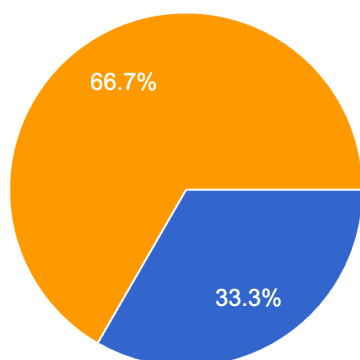
3 responses



- 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, OR they are not employed consistently.
- 2 - Multiple strategies are used consistently to promote healthy food and beverage choices.
- N/A - Not applicable

FR12: Restricts marketing on the school campus during the school day to only those foods and beverages that meet California Department of Educa...tive Foods and Beverages nutrition standards?

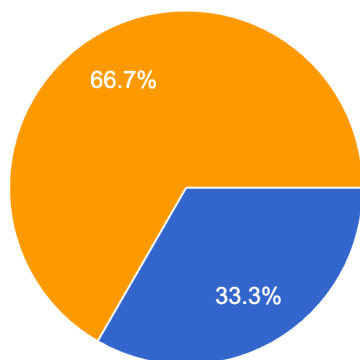
3 responses



- 0 - There are foods marketed on campus during the school day that do not meet California Department of Education Competitive Foods and Beverages nutrition standards
- 1 - There are foods marketed on campus during the school day and I am mostly confident that they meet California Department of Education Competitive Foods and Beverages nutrition standards
- 2 - There are no foods marketed on campus during the school day, and/or I am fully confident that any marketed foods and beverages meet California Department of Education Competitive Foods and Beverages nutrition standards
- N/A - Not applicable

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

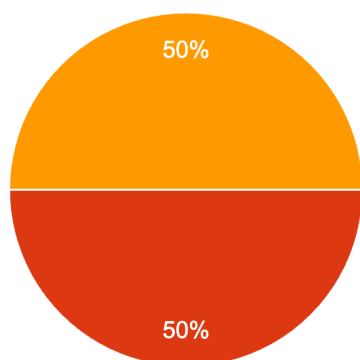
3 responses



- 0 - There are food fundraisers or corporate-sponsored programs that do not meet California Department of Education Competitive Foods and Beverages nutrition standards
- 1 - There are food fundraisers or corporate-sponsored programs and I am fairly confident that they meet California Department of Education Competitive Foods and Beverages nutrition standards
- 2 - There are no food fundraisers or corporate-sponsored programs or I am very confident that any foods associated with fundraisers and corporate-incentive programs meet California Department of Education Competitive Foods and Beverages nutrition standards

IC1: Addresses the establishment of an ongoing District-level wellness committee. Is there an active District-level wellness committee? If yes, how frequently does the committee meet?

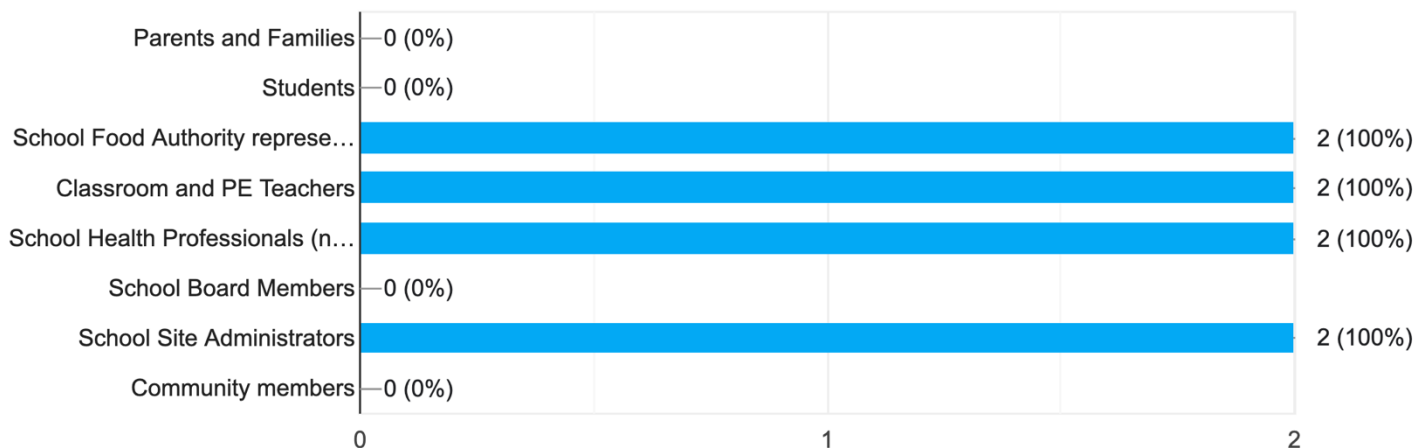
2 responses



- 0 - A District-level wellness committee has not been established.
- 1 - There is a District-level wellness committee, but has not met in the current school year and has no planned meetings.
- 2 - There is a District-level wellness committee and it has or is planning to meet at least twice in the current school year.

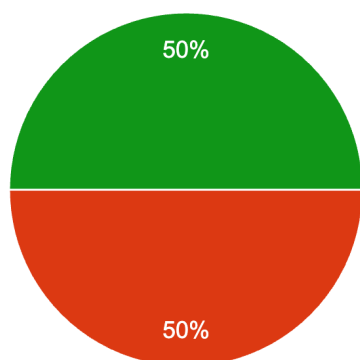
FR13 (continued): Select all individuals on the District-level wellness committee. * Note an individual can represent more than one role.

2 responses



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

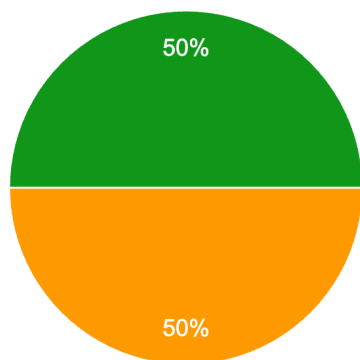
2 responses



- 0 - I am not sure who the District official is who has the authority and responsible for the implementation and complianc...
- 1 - I believe that there are District officials who has the authority and responsible for the implementation an...
- 2 - It is clear that a District-level official is named in the wellness policy (BP 5030) and is in charge of ensuring wel...
- N/A - Not applicable

FR16: Addresses the assessment of district implementation of the local school wellness policy (BP 5030) at least once every three years. Federal Rule l...evaluated, as federally required, every three years?

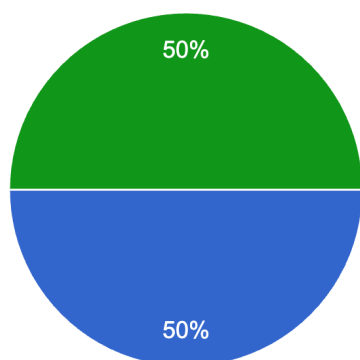
2 responses



- 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/...
- 2 - District compliance with the wellness policy (BP 503) has been systematically assessed within the last three years.
- N/A - Not applicable

FR17: Wellness Policy (BP 5030) Triennial Assessment (TEA) results will be made available to the public and will include: 1) The extent to which each...ss) of the local school wellness policy (BP 5030).

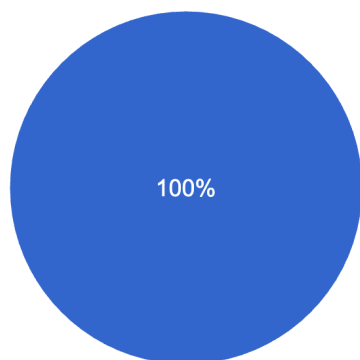
2 responses



- 0 - There has not been a triennial assessment.
- 1 - There is a triennial assessment but it does not include all three progress report elements.
- 2 - The triennial assessment includes all three progress report elements.
- N/A - Not applicable

FR18: Addresses an action plan for updating the wellness policy (BP 5030) based on results of the Triennial Assessment. Federal Rule language state... based on the most recent Triennial Assessment?

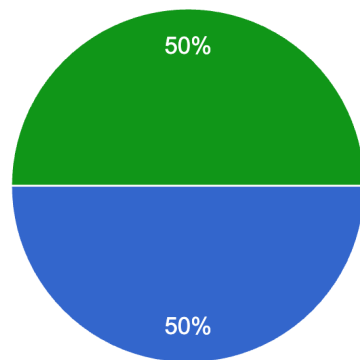
2 responses



- 0 - The wellness policy (BP 5030) has not been revised or there has not been a triennial assessment.
- 1 - The wellness policy (BP 5030) has been revised but I cannot describe how the triennial assessment results were...
- 2 - I can describe how the triennial assessment was used to revise the wellness policy (e.g., the wellness poli...
- N/A - Not applicable

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?

2 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.
- N/A - Not applicable

Extent of Compliance for All Schools

Policy Area	Not Met	Partial Compliance	Full Compliance
Nutrition Education Federal Requirement: <i>Includes specific and measurable goals for nutrition education that are designed to promote student wellness.</i> Does the school district have specific and measurable goals for nutrition education designed to promote student wellness? Does this include a standards-based nutrition education curriculum ?	(NE1) 42.9% responded Nutrition education is not provided. 28.6% responded Nutrition education is provided, though there may not be skills-based, behavior focused and interactive methods used. 71.4% responded Nutrition education is not integrated into other subjects. Comments: <i>There is no Health Education. They may do a bit of nutrition in AG but unless the PE teacher is providing this it may not be happening</i>	(FR1) 57.1% responded There is some guidance about nutrition lessons, though there may not be a standards-based curriculum that includes specific and measurable goals to promote student wellness. Comments: <i>Nutrition information is not consistent across at each site and even between teachers. It is not in the physical education curriculum however some teachers are incorporating it.</i>	

Policy Area	Not Met	Partial Compliance	Full Compliance
Nutrition Promotion <i>Federal Requirement: Includes specific and measurable goals for nutrition promotion that are designed to promote student wellness.</i>	57.1% responded Nutrition education is not linked with the school food environment. 66.7% responded No specific efforts are made to promote healthy food or beverage choices.		
Physical Activity <i>Federal Requirement: Includes specific and measurable goals for physical activity that are designed to promote student wellness.</i>	20% responded There is not a written physical education curriculum. 20% responded Relevant professional development <u>has not been offered</u> to PE teachers in over 3 years. 40% responded Most teachers do not provide regular physical activity breaks for students. 40% responded Some (more than 5%, less than 20%) students regularly walk or bike to school 60% responded There are not opportunities for families and community members to engage in physically activity at school sites.	40% responded There is a written physical education curriculum, but it is implemented for only some grade levels. 40% responded Relevant professional development has been offered to PE teachers within the past 2 or three years.	40% responded There is a written physical education curriculum, and it is implemented for every grade level. 40% responded Relevant professional development is offered to PE teachers every year.
Other Student Wellness <i>Federal Requirement: Includes specific and measurable goals for other school-based activities that are designed to promote student wellness.</i>	66.7% responded School staff are not encouraged to model healthy nutritional behaviors.		

Policy Area	Not Met	Partial Compliance	Full Compliance
Are school staff encouraged to model healthy eating and physical activity behaviors in front of students?			
Federal/State Meal Standards Federal Requirement: <i>Addresses compliance with USDA nutrition standards (federal standards commonly referred to as Smart Snacks.) Though in California, schools must follow the California Department of Education (CDE) Competitive Foods and Beverages Nutrition Standards for all food and beverages sold to students on campus during the school day. The school day begins at midnight the night before and goes until 30 minutes after the final bell.</i>	16.7% responded There are competitive foods and beverages sold to students during the school day, and <u>I am not confident</u> that they meet CDE Competitive Foods and Beverages Nutrition Standards 66.7% responded Yes, I can describe exactly where to find the CDE Competitive Foods and Beverages Nutrition Standards.	33.3% responded There are competitive foods and beverages sold to students during the school day, and <u>I am somewhat confident</u> that all items meet CDE Competitive Foods and Beverages Nutrition Standards 16.7% responded I have an idea of where to find the CDE Competitive Foods and Beverages Nutrition Standards, but <u>I'm not completely sure.</u>	33.3% responded There are no competitive foods or beverages sold to students during the school day, or <u>I am fully confident</u> that all items meet or exceed CDE Competitive Foods and Beverages Nutrition Standards 16.7% responded <u>I do not know</u> where to look to access the CDE Competitive Foods and Beverages Nutrition Standards.
Foods Offered but Not Sold Standards <i>NES13: Addresses food not being used as a reward.</i> Does district/school staff, administrators, coaches, teachers use food as a reward for good student behavior (e.g., giving out candy for a right answer; having a pizza party when students finish a unit, read the most books, accomplish tasks).	66.7% responded I believe that some district/school staff may <u>use food as a reward for students.</u>		16.7% responded I am fully confident that none of the district/school staff use food as a reward for students.
Food and Beverage Marketing Federal Requirement: <i>Restricts marketing on the school campus during the school day to only those foods and beverages that meet California Department of Education Competitive Foods and Beverages nutrition standards.</i>	33.3% responded There are foods marketed on campus during the school day <u>that do not meet</u> California Department of Education		66.7% responded There are no foods marketed on campus during the school day, and/or <u>I am fully confident</u> that any marketed foods meet California Department of Education Competitive Foods and Beverages nutrition standards.

Policy Area	Not Met	Partial Compliance	Full Compliance
<i>Is there food or beverage marketing on the school campus during the school day from midnight to 30 minutes after the final bell? If yes, do the marketed items meet California Department of Education Competitive Foods and Beverages nutrition standards?</i>	Competitive Foods and Beverages nutrition standards.		

District LSWP Components	For the components below, indicate whether the district is in compliance.
Public Involvement The district will actively communicate the ways in which the district Wellness Policy Council, school site wellness committees, and members of the public can participate in the development, implementation and periodic review and update of the BP 5030.	☐ Yes ☒ No No specific plan described, as required, in the BP 5030.
Public Notification The district will actively inform members of the school community including staff, families, caregivers and the public on an annual basis information about the BP 5030.	☐ Yes ☒ No No SY24-25 annual notification was found on the district and/or school site websites.
Triennial Assessment (TEA) Once every three years, the district 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; Reporting the results to the school community.	☒ Yes TEA was previously completed though not posted and made available to the public on the district website and/or presented to the public, as required by final rule. ☐ 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)	No specific and measurable goals listed in BP 5030		
Nutrition Promotion Goal(s)	No specific and measurable goals listed in BP 5030		
Physical Activity Goal(s)	No specific and measurable goals listed in BP 5030		
Other student wellness Goal(s)	No specific and measurable goals listed in BP 5030		

4: BP 5030 Triennial Assessment Report to the Public SY 2025-26

The final step of the Triennial Assessment process is to share the results with the public. The purpose of this step is to ensure that the school community is informed about the implementation and evaluation of BP 5030. The district will maintain the report on file for review and to meet requirements for the administrative review of BP 5030 conducted by the California Department of Education (CDE).

The next Triennial Assessment will be completed during the **2028–29 school year**. The district will continue to inform the public annually about the content and implementation of BP 5030, and will make the policy and any updates available for public review.

Target Audience(s)	Method	Date
School Board	Presentation during School Board meeting	In progress SY 2025-2026 goal to be completed by June 30, 2026
Wellness Committee	Presentation	In progress SY 2025-2026 goal to be completed by June 30, 2026
School Site Administrators	Presentation	In progress SY 2025-2026 goal to be completed by June 30, 2026
School Community, Students and Families	Posted on district website	In progress SY 2025-2026 goal to be completed by June 30, 2026
District Staff	Email, District Website	In progress SY 2025-2026 goal to be completed by June 30, 2026

Summary

The following are the combined responses from the WellSAT Policy and Practice tools. Together, these tools provide a comprehensive picture of both the policy framework and actual practices, helping the district identify strengths, gaps, and opportunities for improvement in implementing BP 5030.

Triennial Assessment Report: SY2025-26.SMJUHSD.WellSAT (8/2025) District: SANTA MARIA JOINT UNION HIGH

Strong Policies and Aligned Practices

		Policy Score	Practice Score	
FR4	Is free (i.e., no cost to students) drinking water available to students during meals?	2	2	★

Create Practice Implementation Plan

		Policy Score	Practice Score	
FR6	Do all competitive foods and beverages sold to students during the school day meet or exceed the USDA's nutrition standards, commonly called Smart Snacks?	1	0	
FR9	Do all foods and beverages sold in school stores during the school day meet Smart Snack standards?	1	0	
FR14	Is there an official who is responsible for the implementation and compliance with the wellness policy at the building level for each school?	2	0	
FR16	Is wellness policy implementation evaluated every three years?	2	1	
FR17	What is included in the triennial assessment report to the public?	2	0	
FR18	Has the wellness policy been revised based on the previous triennial assessment?	2	0	
NES13	Do teachers or school staff give students food as a reward?	1	0	
NE1	Are skills-based, behavior-focused, and interactive/participatory methods used in nutrition education to develop student skills?	2	1	
NES	Is nutrition education integrated into other subjects beyond health education?	1	0	
PEPA14	 Do teachers provide regular physical activity breaks for students in the classroom?	1	0	

Update Policies

Triennial Assessment Report: SY2025-26.SMJUHSD.WellSAT (8/2025)
District: SANTA MARIA JOINT UNION HIGH

		Policy Score	Practice Score	
FR2	Do your National School Lunch Program meals (and, if applicable, School Breakfast Program meals) meet all federal standards for meal patterns, nutrient levels, and calorie requirements for the grade levels served?	1	2	
FR3	Does your school take steps to protect the privacy of students who qualify for free or reduced-price meals?	0	2	
FR5	Do all school nutrition program directors, managers, and staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements?	1	2	
FR7	Do all a la carte foods and beverages sold in the cafeteria meet Smart Snacks standards?	0	2	
FR15	How is the wellness policy made available to the public?	1	2	
NES1	Does the district offer breakfast every day to all students?	1	2	
NES2	Does your school take steps to address feeding students with unpaid meal balances without stigmatizing them?	0	2	
NES4	Does your school use strategies to maximize participation in the school breakfast program and/or school lunch program?	0	2	
NES14	Do students have consistent and easy access to free drinking water throughout the school day?	0	2	
PEPA2	Does the district have a written physical education curriculum that is aligned with national and/or state standards?	1	2	
PEPA3	How does your physical education program promote a physically active lifestyle?	1	2	
PEPA6	How many minutes per week of PE does each grade in high school receive?	0	2	
PEPA7	Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?	0	2	
PEPA9	What percentage of students do you estimate do not take PE each year due to exemptions?	0	2	
PEPA12	 Are there opportunities for all students to engage in physical activity before and after school?	1	2	

Triennial Assessment Report: SY2025-26.SMJUHS.D.WellSAT (8/2025)
District: SANTA MARIA JOINT UNION HIGH

PEPA18	Do teachers ever use physical activity as a punishment?	0	2	
PEPA19	Do teachers ever withhold physical activity as a classroom management tool?	0	2	
IC1	Is there an active district-level wellness committee?	1	2	

Opportunities for Growth

		Policy Score	Practice Score	
FR1	Does the district have specific goals for nutrition education designed to promote student wellness?	1	1	
FR8	Do all foods and beverages sold in vending machines meet Smart Snack standards?	1	1	
FR10	Are there fundraisers that sell foods or beverages to be consumed during the school day? If yes, do the foods and beverages sold meet Smart Snacks standards?	0	0	
FR12	Is there food or beverage marketing on the school campus during the school day? If yes, do the marketed items meet Smart Snacks criteria?	1	1	
FR13	Which groups are represented on the district-level wellness committee?	1	1	
NES5	Are marketing strategies used to promote healthy food and beverage choices in school?	0	1	
NES6	Do students have at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they are seated?	0	1	
NES7	In your district, is it a priority to procure locally produced foods for school meals?	0	1	
NES8	Do you know where to access the USDA Smart Snacks nutrition standards to check and see if an item can be sold in school during the school day?	0	1	
NES10	Are foods or beverages containing caffeine sold at the high school level?	0	1	
NES11	Do all foods or beverages SERVED (not sold) to students after the school day on school grounds (including aftercare, clubs, and afterschool programming) meet federal nutrition standards (e.g., CACFP or Smart Snacks)?	0	0	

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NES12	Do all foods or beverages SOLD (not served) to students after the school day on school grounds (including aftercare, clubs, and afterschool programming) meet federal nutrition standards (e.g., CACFP or Smart Snacks)?	0	0	
NE4	Do all high school students receive sequential and comprehensive nutrition education?	1	1	
NE6	Do school nutrition services staff members use the following methods to collaborate with teachers to reinforce nutrition education lessons taught in the classroom?	0	0	
NE7	Does nutrition education address agriculture and the food system?	0	0	
PEPA1	Does the district have a written physical education curriculum that is implemented consistently for every grade?	1	1	
PEPA8	Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?	1	1	
PEPA10	What percentage of students do you estimate do not take PE each year due to substitutions?	0	1	
PEPA11	Are there opportunities for families and community members to engage in physical activity at school?	0	0	
PEPA15	Does the district have "joint-use" or "shared-use" agreements?	1	1	
PEPA16	What proportion of students walk or bike to school?	1	1	
PEPA17	Are teachers encouraged to use physical activity as a reward for students?	0	0	
EW1	Are there strategies used by the school to support employee wellness?	1	1	
EW2	Are school staff encouraged to model healthy eating and physical activity behaviors in front of students?	1	1	
IC2	Is there an active school-level wellness committee?	0	0	

Conclusion

Key

Strong Policies and Aligned Practices - District has a strong policy and is fully implementing practices that align with the policy

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Create Practice Implementation Plan - District has a strong or weak policy, but practice implementation is either absent or limited

Update Policies Update Policies - District is fully implementing a practice but there is no or only weak language in the written policy, or the district is partially implementing practices and there is no language in the policy

Opportunities for Growth - District has either not addressed the topic in policy or practice; or has only addressed the topic in a very limited way

The District remains committed to maintaining full compliance with **BP 5030** and to continuously improving its implementation. The District will update BP 5030 as needed to ensure alignment with all **USDA requirements**, including elements that are not currently included. The following required components are currently not incorporated in the BP 5030:

Non-discrimination statement: The USDA requires all Child Nutrition Programs (like the National School Lunch Program and School Breakfast Program) to include the non-discrimination statement on all publicly available materials, **including school wellness policies**, menus, applications, letters to parents, websites, and outreach materials.

A Plan for Public Involvement: The District BP 5030 must include a clear, written description of public involvement in the policy itself to meet federal requirements. The BP 5030 must explain how the public can participate in the development, implementation, review, and update of the wellness policy, as well as provide input — through meetings, surveys, Wellness Policy Council participation, or other means. It cannot just exist; the District has to document how the public can be involved. 7 CFR § 210.31 and § 220.7

Specific and Measurable Goals for Nutrition Education and Promotion, Physical Activity and Other School-based Activities that Promote Student Wellness: The Healthy, Hunger-Free Kids Act of 2010 (HHFKA) and USDA regulations (7 CFR § 210.31) require that wellness policies include goals for nutrition education and promotion, physical activity, and other school-based activities that promote student wellness. Goals must be **specific** and clearly define what the District is trying to achieve for all students. Goals must be **measurable** and include a way to track progress. The purpose is to allow the district to **assess progress during implementation and triennial review**.

Based on the results of the **Triennial Assessment (TEA)** and the **WellSAT tools**, the District has identified additional areas for improvement in BP 5030. These areas will guide updates to the BP 5030 and support ongoing efforts to ensure full compliance with USDA requirements and best practices in student wellness. Areas for improvement may include, but are not limited to:

FR3: Does your school take steps to protect the privacy of students who qualify for free or reduced-price meals? The BP 5030 should clearly state that students' eligibility status is confidential and that the district follows federal privacy rules to protect that information. The District has the responsibility protects the privacy of students who qualify for free or reduced-price meals, and that eligibility information is kept confidential in accordance with federal law.

FR5: Do all school nutrition program directors, managers, and staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements? USDA Professional Standards set minimum training hours and competencies for staff who manage or operate school nutrition programs (e.g., food service directors, managers, and personnel). The BP 5030 must reference the District's commitment to ensuring staff meet USDA Professional Standards training requirements.

FR7: Do all a la carte foods and beverages sold in the cafeteria meet Smart Snacks standards? California has its own **competitive food and beverage requirements** in the *California Education Code* and the *California Code of Regulations*. These rules apply to public, non-charter schools and may include **additional or stricter criteria** than the federal Smart Snacks standards. In situations where the **state rule is stricter than the federal rule**, the state standard takes precedence. The District must ensure compliance with *both* sets of rules, following whichever is stricter. California rules specifically apply to all foods and beverages sold on public school campuses during the school day, leaving less flexibility than federal standards.

FR 10: Addresses fundraising with food to be consumed during the school day.

California explicitly restricts or prohibits fundraisers selling foods that don't meet competitive food standards; federal rules allow some exemptions. California does NOT allow exemptions for food fundraisers during the school day. All foods sold as part of a fundraiser during the school day must meet California competitive food standards, and must also meet USDA Smart Snacks standards (with the stricter rule applying). This applies to club, organization or student group sales, classroom fundraisers, parent and teacher organizations, any and all food and beverage sales anywhere on campus to students, during the school day.

Under the federal regulation 7 CFR 210.31(c)(4) and USDA guidance states that Local Education Authorities (LEAs) must establish “wellness policy leadership” of one or more LEA and/or school official(s) who have the *authority and responsibility* to ensure compliance with the board policy BP 5030. The policy should name a specific position or official (e.g., superintendent, assistant superintendent, wellness coordinator, school site administrator) to ensure clear accountability for the implementation, monitoring, and evaluation of BP 5030. This designated official is responsible not only for ensuring that the policy is formally adopted, but also for overseeing its effective implementation and evaluation through the required triennial assessment process.

BP 5030 (Last Reviewed Date: 03/12/2019) currently identifies the Assistant Superintendent of Curriculum and Instruction as the individual with the authority and responsibility to ensure compliance with this Board Policy. Through the triennial assessment process, it has been recommended that the next revision of BP 5030 designate the Director of Wellness Services as the District official with authority and responsibility for the implementation, monitoring, and ongoing compliance of this policy.

California public school districts must maintain and be able to produce records documenting that competitive food and beverage sales comply with applicable nutrition standards. This applies to all entities selling foods to students on campus during the school day. The District is required to keep records showing compliance with competitive food and beverage sales (including a la carte, fundraisers, student stores, etc.). Federal and State rules state that the District is responsible for ensuring that each group or individual selling competitive foods maintains documentation demonstrating compliance with competitive food and beverage standards. These records allow the District (and the California Department of Education during Administrative Review monitoring) to verify that all competitive foods and beverages sold to students during the school day meet state and federal nutrition standards. At a minimum, records must include:

- ☐ Receipts showing what was sold,
- ☐ Nutrition labels and/or product specifications, and
- ☐ Other documentation such as ingredient lists or nutrient analysis, if needed, to prove compliance.

NOTE: At the time of this report, school sites did not provide records demonstrating compliance with state and federal competitive food and beverage standards. This included documentation for sales by clubs, student organizations, classroom fundraisers, and parent and teacher organizations. As part of the District's responsibility to ensure compliance with state and federal competitive food and beverage regulations, it will continue to compile documentation demonstrating compliance for all food and beverage sales conducted at the school sites to students during the school day.

The District will keep the following supporting documents on file:

- ☐ A copy of the current local school wellness policy.
- ☐ Documentation demonstrating the local school wellness policy has been made available to the public.
- ☐ The name and title of the school official responsible for developing, implementing, and monitoring the wellness policy.
- ☐ Documentation of the district's efforts to review and update the local school wellness policy, including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate.
- ☐ A copy of the district's most recent assessment on the implementation of the local school wellness policy.
- ☐ Documentation demonstrating the district's most recent assessment on the implementation of the local school wellness policy has been made available to the public.
- ☐ Documents that demonstrate compliance with CDE Competitive Foods and Beverage Rules

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