Healthy Choices for a Wellness Campus

The L.A. Trust for Children’s Health
An Obesity Prevention Toolkit for Schools
August 2016
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# Acknowledgements

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These following individuals support, time and expertise were critical to the development of this toolkit.

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Position</th>
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<tbody>
<tr>
<td>Maryjane Puffer, BSN, MPA</td>
<td>Executive Director</td>
<td>The L.A. Trust for Children’s Health</td>
</tr>
<tr>
<td>Deborah Ebrahemi, MSW</td>
<td>HEAL Program Manager</td>
<td>The L.A. Trust for Children’s Health</td>
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<tr>
<td>Waldo Gonzalez, MA</td>
<td>Student Engagement Program Coordinator</td>
<td>The L.A. Trust for Children’s Health</td>
</tr>
<tr>
<td>Lucy Montoya, MPH</td>
<td>Project Coordinator</td>
<td>Community Health Councils</td>
</tr>
<tr>
<td>Tatiana Diacova, BS 2016</td>
<td>HEAL 2015 Summer Intern</td>
<td>The L.A. Trust for Children’s Health</td>
</tr>
<tr>
<td>Cassidy Meehan, BS 2015</td>
<td>HEAL 2015 Summer Intern</td>
<td>The L.A. Trust for Children’s Health</td>
</tr>
<tr>
<td>Emily Rozema, MPH 2016</td>
<td>2015 Summer Intern</td>
<td>The L.A. Trust for Children’s Health</td>
</tr>
<tr>
<td>Ashley Lewis, MPH 2016</td>
<td>2015 Summer Intern</td>
<td>The L.A. Trust for Children’s Health</td>
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Linked Learning Summer 2015 Cohort
Overview

What is the purpose of this toolkit?
The Los Angeles Trust for Children’s Health created this obesity prevention toolkit to support the efforts of leaders among LAUSD Wellness Center school sites, in creating a Wellness Campus that aligns with LAUSD Blueprint for Wellness’ Nutrition and Physical Education sections (link).

The Healthy Choices for a Wellness Campus toolkit contains best practices from Hollywood High School as a Southern California Kaiser Permanente HEAL (Healthy Eating, Active Living) Zone Healthy School Partnership grantee. It provides practical, field-tested strategic guidelines to help schools be more proactive and effective in obesity prevention and treatment interventions for students, parents and school staff through “environmental changes, sustained by policy and supported by promotion and education.”

Working in a complex system, a system filled with hundreds of moving parts, regulatory barriers, cultural norms, limited resources, scores of players of varied expertise within an ever changing political, economic, and societal environment, means adapting to changes, resolving conflicts, and constant adaptations in design and action in a comprehensive school based obesity prevention model.

Who is this toolkit designed for?
This toolkit is designed for LAUSD Wellness Center school sites and/or for schools that wish to increase healthy behaviors amongst students, parents and school staff in the campaign to end obesity.

Organization, Content, Use
This toolkit is organized into sections that address information relevant to implementing preventative measures and treatment of overweight and obesity among students with the focus on primary prevention and early intervention. A 7 Steps to A Healthier School Model is introduced. The model consists of strategies, best practices and resources that your Wellness Champions can effectively use to contribute to the development of a campus wide environment that supports the link between student wellness and student academic achievement.

Scope of the Problem
Childhood obesity is a very serious U.S. public health concern. According to National Collaborative on Childhood Obesity Research (NCCOR) in 2015 nearly a third of youths were overweight or obese –more than 23 million children and teenagers.\(^1\) Childhood obesity rates have more than doubled in the past 30 years. The percentage of obese adolescents aged 12 - 19 increased from 5% to approximately 21% over the same period of time.\(^2\)

To measure overweight and obesity, researchers commonly use a scale known as the body mass
index (BMI). BMI is calculated by dividing a person’s weight (in kilograms) by their height (in meters) squared and indicates whether a person is underweight, at a healthy weight, overweight, or obese. Although this formula has been extensively used among healthcare professionals, it is not completely accurate since it does not take into consideration one’s bone density, muscle mass or water weight.

Unfortunately, more and more children are being diagnosed with obesity contributing to related conditions, that were traditionally seen only in adults, such as:
- Type 2 diabetes
- High blood pressure
- Heart disease
- Asthma
- Some types of cancer
- Osteoarthritis

Moreover, overweight or obese teens are at higher risk for:
- Joint and bone problems
- Sleep apnea
- Psychological distress due to stigmatization
- Low self-esteem
- Decreased academic achievement.

But the impact of obesity reaches far beyond the individual level - it costs us as a nation. It is estimated that the Nation spends between $147 and $210 billion dollars annually, with California having the highest obesity-related costs in the nation, at approximately $15 billion annually.

Contributing factors to obesity include:
- Excess TV & Media
- Marketing of unhealthy foods
- Celebrity & Athlete Endorsements
- Limited access to healthy, affordable foods
- Lack of daily physical activity
- Increased portion sizes
- Higher consumption of sugary beverages
- Lack of a positive role model

LAUSD Obesity-Related Rates and Statistics include:
- 40% of the 5th, 7th and 9th graders are overweight or at risk of becoming overweight
- 14% of high school students are obese
- Fewer than 40% passed all 6 areas of Fitnessgram
- 520,000 are eligible for free or reduced school meals
- For School Specific Statistics visit: http://www.laschools.org/new-site/my-school/

Benefits of a Healthier School

Numerous studies published during the last few decades have demonstrated that wellbeing-enhancing programs are effective treatments for mental health problems, effective in improving academic scores, and support all students in living lives of optimal mental and physical health.

The HEAL Program puts this research into practice by providing services to increase all students’ resiliency; social connections; optimal health and wellness; and overall knowledge of healthy habits and practices.
Defining Key Terms

**Best Practices** – the means or techniques that, when implemented or utilized, have been proven to reliably lead to the desired results.

**BMI** – Body Mass Index (BMI) is a measure of overweight and obesity that researchers commonly use to identify a person’s body fat composition. BMI is calculated by dividing a person’s weight (in kilograms) by their height (in meters) squared and indicates whether a person is underweight, at a healthy weight, overweight or obese.

**Fitnessgram** – The State Board of Education designated the Fitnessgram as the Physical Fitness Test (PFT) mandatory for California students in 5th, 7th and 9th grade. The Fitnessgram is composed of the following six fitness areas: 1) Aerobic Capacity; 2) Abdominal Strength and Endurance; 3) Upper Body Strength and Endurance; 4) Body Composition; 5) Trunk Extensor Strength and Flexibility; and 6) Flexibility. The primary goal is to assist students in establishing lifetime habits of regular physical activity.

**Health Disparities** – differences in health that are tightly linked to social or economic disadvantages. Health disparities have a negative effect on people that are constantly encountering social or economic barriers to health. Many of these barriers are based on race/ethnicity, religion, socioeconomic status, gender, mental health, sexual orientation, geographic location and cognitive/sensory/physical disability.

**Health Equity** – the state when all people have the equal opportunity to reach their full health potential.

**Logic Model** – a layout of how a certain effort or program is supposed to work. Its goal is to explain why the proposed plan or strategy is an effective solution to the problem.

**Obesity** – a condition in which a person has an abnormally high and unhealthy proportion of body fat resulting in a negative effect on health, leading to reduced life expectancy and/or increased physical and mental health problems.

**Qualitative Method** – a subjective measuring method that uses open-ended explanatory questions to collect data. The results of this method heavily rely on the skills, competence and personal opinions of the participants. Gathering of the data and its analysis in some cases may be very time-consuming.

**Quantitative Method** – an objective measuring method that uses closed-ended questions to collect numerical data. The data collected is usually analyzed by the means of mathematically based concepts. This method allows for efficient collection of data from a large number of people at once.

**Socio-Ecological Model** – a theoretical model that emphasizes the multi-layered approach to prevention. It represents a system with multiple layers of influence (interpersonal, organizational, community and policy) that collectively shape a unique environment for every individual.

**Wellness Center** – a clinic located on a school campus that delivers healthcare to students, their families and often the community. When delivering services, Wellness Center clinicians are mainly focusing on prevention, education, early intervention and screening. Aside from delivering health care, Wellness Centers communicate the importance of school-based healthcare and the linkage between student health and academic achievement to the schools they serve. Services provided at Wellness Centers include: medical/nursing exams, mental health sessions, oral and reproductive health.

**Wellness Council** – an advisory group focused on the health and wellbeing of students and staff comprised of diverse stakeholders representing a school community on a variety of health issues. The Wellness Council’s role is to assess the needs of students and staff and implement programs and activities to meet those needs.
7 Steps to a Wellness Campus

1. HEAL Overview

The Healthy Eating, Active Living (HEAL) Healthy School Partnership Program is a school-based program designed to prevent and treat childhood obesity through full integration between the school and the Wellness Center. Figure 1 below outlines the HEAL Zone Framework which targets both places and people utilizing environmental strategies, that are supported by policy and reinforced by aligned/coordinated education and promotion.

Schools are an ideal setting for promoting, engaging and modeling life-long healthy eating and physical activity behaviors that could lead to the prevention of obesity and type 2 diabetes in children and their families. There is no other setting where:

- A large number of children are present approximately 6 – 8 hours a day.
- A large number of children consume meals regularly.
- Parents are encouraged to be involved.
- Resources such as a school nurse and health and physical education programs are already in place.
- Obesity and diabetes prevention programs can be delivered at little or no cost to families who might not otherwise receive treatment.

Figure 1: HEAL Zone Framework
Several school-based interventions have been designed for preventing and treating childhood obesity. However, successful interventions are not “one size fits all” programs. They may need to:

- Be tailored to specific ages and/or cultural groups.
- Intervene in a number of school settings (i.e. PE and school meals).
- Require family and community involvement.
- Integrate with classroom programs.
- Require policy and environmental changes.

Above all, school-based obesity interventions need to be flexible and innovative in order to create and sustain a school environment that encourages healthful choices, nutrition education, physical activity, and a reduction in sedentary behaviors all of which contribute to positive academic achievement.

Kaiser Permanente states that schools play a critical role in promoting the health of young people and helping them establish lifelong patterns of healthy behavior. Schools can provide a supportive, healthy environment where youth are given the opportunity to develop to their full potentials. Schools that serve healthy and nutritious food, provide ample time for physical activity and education, and provide consistent and repeated health messages by teachers, school staff, peers and families can be more effective in promoting the health and academic success of its students. Furthermore, good health is essential for learning and cognitive ability. Ensuring good health in students can have a positive impact on attendance and academic achievement, ultimately benefiting the school and school district with reduced costs.

The HEAL Action Plan in Figure 2 outlines all the necessary resources or Inputs that a Wellness Center site might need to utilize in order to successfully implement the 5 HEAL strategies. It also identifies the specific steps, labeled as Outcomes or Impacts, which are expected to be taken by the Wellness Center sites over the periods of 1 year, 2-3 years and 5 years. The Outcomes/Impacts are divided into short-term, mid-term and long-term, respectively.

Our assumption is that HEAL is a very successful model of creating a Wellness Campus that provides the needed services to prevent and treat childhood obesity and promote healthy eating and active living lifestyles for students, parents and school faculty. Despite this assumption, we also understand that many of the Wellness Center sites have other challenges that need to be addressed and we acknowledge the multiple external factors that might be a barrier to the successful implementation of the HEAL Program. Some of those factors are: school readiness; availability of staff, faculty, parents, students and funding; time management; willingness to participate, etc.
**Figure 2: HEAL (Healthy Eating, Active Living) Obesity Prevention Action Plan**

**Issue:** 1 in 3 LAUSD students are overweight or obese. The HEAL program, targeted at LAUSD Wellness Center sites, aims to prevent and treat childhood obesity as well as increase healthy lifestyles amongst students, parents and faculty.

**Goal:** All Wellness Center’s in the Wellness Network will implement at least 2 HEAL strategies

<table>
<thead>
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<th>Strategies</th>
<th>Outcomes - Impact</th>
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<tr>
<td></td>
<td>Short-term (1 yr)</td>
<td>Mid-term (2 - 3 yrs)</td>
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<tr>
<td>School Staff, Wellness Center Staff, Wellness Council members, Students and Parents, The L.A. Trust, Kaiser Permanente support</td>
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<tr>
<td>1. Create School Wellness Council</td>
<td>1. Elect Wellness Council members, establish regular meetings and work towards goals</td>
<td>1. Sustain Wellness Council</td>
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<td>2. Improve student access to obesity prevention services at the Wellness Center</td>
<td>2. Implement and set protocol for Wellness Rx at WC &amp; provide training to providers</td>
<td>2. Begin tracking, follow-up and ongoing evaluation and training of Wellness Rx</td>
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<td>3. Increase healthy food and beverage options offered on campus</td>
<td>3. Replace 50% of LAUSD non-compliant snacks sold on campus</td>
<td>3. Draft and implement school specific healthy snack &amp; healthy fundraiser policy</td>
</tr>
<tr>
<td>4. Improve and increase physical activity opportunities</td>
<td>4. Introduce healthy food &amp; non-food fundraising activities</td>
<td>4. Track and evaluate healthy fundraisers.</td>
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<tr>
<td>5. Improve learning opportunities about healthy eating and active living</td>
<td>5. Extend physical activity facility hours for students</td>
<td>5. Track and evaluate physical activity usage</td>
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<td></td>
<td>6. Build partnerships with on and off campus resources for HEAL learning opportunities</td>
<td>6. Provide training opportunities, workshops, support events and/or promotional activities.</td>
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**Assumptions**
A very successful model of creating a Wellness Campus that provides the needed services to prevent and treat childhood obesity and that promotes healthy eating and active living lifestyles for students, parents and school faculty.

**External Factors**
School readiness; availability of staff, faculty, parents, students and funding; time management; willingness to participate
The outcomes identified in Figure 2 are used to track progress for HEAL goals and could be categorized as **Environmental and Policy Outcomes**, which are relatively easily measured and tracked by the means of observations of changes and tracking tools.

**Population Health Outcomes** are another type of measurement used to reflect a population's state of physical, mental and social well-being. This includes knowledge and attitude changes such as increased school performance; students, parents and staff lower stress levels through physical activity; and an increased consumption of healthy eating. Population Health Outcomes are measured using surveys, questionnaires, interviews and databases.

Figure 3 below depicts the correlation between **Student Health and Academic Achievement** that will naturally follow after the implementation of the strategies in our action plan. According to a Center for Disease Control (CDC) report in 2010, studies have shown that while eating healthy and staying active can lead to higher GPAs and lower drop-out rates, inadequate food intake and sedentary lifestyles are consistently linked to poor grades, test scores and higher rates of absenteeism.10

**Figure 3: Student Health and Academic Achievement**

**Physical Activity**
- Better Grades
- Improved Cognitive Performance
- Improved Classroom Behavior
- Higher GPA
- Lower Drop-Out Rate
- Better School Attendance Rate

**Nutrition**
- Eating Breakfast $\rightarrow$ Increased Cognitive Performance
- Adequate Intake of Fruits/Veggies/Dairy $\rightarrow$ Higher Grades
- Adequate Vitamin/Mineral $\rightarrow$ Higher Grades + Lower Rates of Absenteeism
- Adequate Food Intake $\rightarrow$ Improved Ability to Focus

**Healthy Staff**
- Lower Stress Levels
- Better Knowledge about Healthy Lifestyles
- Positive Role Models for Students
- Higher Levels of Job Satisfaction
- Lower Rates of Absenteeism Among Staff
- Higher Staff Performance
- Increase Promotion of Wellness Center

**Wellness Center**
- Better Grades
- Higher GPA
- Lower Rates of Absenteeism
- Better Knowledge About Healthy Lifestyles
- Lower Stress Levels
- Better Overall Health
2. Identify Wellness Champions

We have adopted the Socio-Ecological Theoretical Model emphasizing that a student does not exist in isolation, but rather surrounded by a complex environment that heavily affects student eating habits and overall health. This model is a useful tool used extensively in the public health field to address diet-related issues, such as environmental conditions that contribute to student behaviors related to chronic conditions like obesity. Figure 4 below breaks the environment into five layers: student, interpersonal, organizational, community and public policy. Each layer consists of factors influencing student health as well as potential partners and wellness champions that can assist students with acquiring healthier lifestyles.

Figure 4: Socio Ecological Model
3. Develop a School Wellness Council

When creating a Wellness Council use the Socio-Ecological Model in Figure 4 above to identify the potential partners in all the five environmental layers that surround every student. Building environmental support results in shared resources and assets, improved power and strength, increased likelihood of sustainability and flexibility.

Wellness Council Purpose
A School Wellness Council is an advisory group consisting of diverse stakeholders representing your school’s community on various health issues such as school nutrition, physical activity, etc. Wellness Council members work as a team to advise the school (or district) on:

- School wellness policy;
- Plan and promote wellness programs and events; and
- Advocate for the health and wellness of students, parents, and school faculty.

Wellness Council Role
- Support the school in developing a healthier school environment
- Support the vision and goals for the local Healthy Schools Program
- Partnership in fulfillment of the Wellness Campus vision
- Assist with policy development or revision to support a healthy school environment
- Promote parent, community, and professional involvement in developing a healthier school environment
- Advocate for school health programs and policies within the broader school community
- Identify funding and leverage resources for student and staff wellness
- Plan and implement programs for students and staff
- Monitor & evaluate program and policy shifts
- Provide feedback to the district regarding progress on the implementation of the local wellness policy

Wellness Council Members
- Principal
- Teachers (health teacher)
- Students
- Parents
- Parent center representative(s)
- Administrator(s)
- Wellness Center providers
- School nurse
- Food services professionals
- Athletic director
- P.E. teachers
- After-school provider
- Community partners
- Other community members who are committed and interested in making the school environment healthier for students and staff.

TIP: Task Principal or Wellness Champion with sending an invitation letter to all chosen members (PDF)
Wellness Council Structure
The Wellness Council structure and format is flexible dependent on your Wellness Center site. The example in Figure 5 is the structure utilized at Hollywood High School. For a more efficient process, select 2-3 Co-Chairs to support the school in developing a Wellness Campus by:

☑ Acting as school champions
☑ Working together to distribute meeting invites
☑ Collaborating to create agendas
☑ Co-facilitating meetings
☑ Keeping Wellness Council groups focused on HEAL goals
☑ Acting as a liaison between the subcommittees, Wellness Council and school Principal
☑ Reporting updates
☑ Recruiting more members during faculty meetings

Wellness Council Subcommittees
Subcommittees are created amongst Wellness Council members to concentrate on school specific goals (Wellness Center, Physical Activity, Reproductive Health, etc.)

Spend time with the Wellness Council members to create and divide into subcommittees with representation of students, teachers, parents, and community members and to define a collective vision and goal for the work.

Have Wellness Council members create and divide themselves into subcommittees focused on various health topics pertinent to the student population (Physical Activity, Wellness Center, Food/Beverage, etc.).

Work collectively to define an overarching goal for each subcommittee.

Meeting Timeline
The Hollywood High School Wellness Council has monthly working meetings while the four subcommittees meet throughout the month to plan and execute activities, events, campaigns, etc. The 2 Co-Chairs meet bi-weekly with School Principal to share updates and gain approval.

Wellness Council Resources
☑ Visioning Agenda
☑ Meeting Agenda
☑ 7List
☑ Invite Letter
☑ Sign-In Sheet PDF
☑ Calendar PDF
4. Creating Wellness Council Goals, Priorities & Next Steps

Once Wellness Council members are selected and confirmed, schedule an orientation meeting or retreat to discuss a collective vision, goals, purpose, and roles and to set regular meeting days/time that will enable members to stay engaged, excited and effective.

**Figure 6: Example Wellness Council Goals**

**Visioning Exercise**
Have subcommittees creatively express (draw, write, act, etc.) what their ideal school/wellness campus would look like if there were no restrictions – take students, faculty parents and community members into account. The purpose is to collect as many ideas as possible – nothing is too small, too big, or too crazy for consideration. (PDF example)

**Set Priorities**
Have subcommittees select 3 priorities to focus their efforts on, grouping of common themes will most likely occur at this time.

**SWOT Analysis**
SWOT Analysis is a useful tool for understanding your school and communities strengths and weaknesses and for identifying both the opportunities and threats you face. Have subcommittees conduct a SWOT (Strengths, Weaknesses, Opportunities and Threats) Analysis for each priority (PDF).
### Helpful

#### Strengths

*Areas you do well or advantage of your organization.*

- Faculty, Students, Parents, Community, Providers, etc.
- Programs:
- Partners & Funding:
- Education and Promotional:
- Physical Environment: Fitness facilities, cafeteria, break rooms, etc.

Which one of your obesity prevention efforts has been the most successful?

### Challenging

#### Weakness

*Areas to be improved.*

- Faculty, Students, Parents, Community, Providers, etc.
- Programs:
- Partners & Funding:
- Education and Promotional:
- Physical Environment: Fitness facilities, cafeteria, break rooms, etc.

Which one of your obesity prevention efforts have been the most challenging? How can it be improved?

### External

#### Opportunities

*External factors that may contribute to a Wellness Campus.*

- What would you like to see at your site?
- Who can help lead the efforts?
- Have LAUSD wellness policies improved obesity prevention efforts at your site? How so?
- How can the site expand on educational and promotional opportunities during advisory, class time, lunchtime, after-school, and other?
- What are external funding sources?

#### Threats

*Potential problems and risks caused by external factors that your school may face.*

- Resources:
- Policies:
- Physical Environment:
- Community Trends:
- Obstacles:
Create a Plan of Action

- In the first column: write each priority in order of importance
- In the second column: list the specific steps that need to be taken to implement each action
- In the third column: list the people who will be responsible for each step and set a timeline for each step

**Figure 8: Sample Action Plan**

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Steps</th>
<th>Lead(s) &amp; Timeline</th>
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<tbody>
<tr>
<td>example</td>
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Assess Your School Environment

Once goals and priorities are identified, utilize the below Environmental Assessment as it pertains to each subcommittee's goal to guide discussion. Engage students, parents, and school staff in the assessment process by completing, analyzing, and presenting data.

**What is an environmental health assessment?**

It helps identify factors in the environment that affect student health.

**Why complete an environmental health assessment?**

To identify the strengths and weaknesses within schools and their surroundings regarding healthy lifestyle choices.

**Why are there different school assessments?**

Schools and communities have different challenges that need to be addressed.

**Why is the Healthy Eating, Active Living assessment important?**

- The rates of obesity among LAUSD students are high - 1 in 3 overweight or obese.
- Schools can promote health inside AND outside of the classroom by surrounding students with opportunities to eat healthy and stay active throughout the school day.
- To improve nutrition, schools can include healthy and delicious food in the cafeteria and promote it through healthy marketing while eliminating unhealthy food marketing.
- To increase physical activity, schools can expand facilities such as the weight room or track to be utilized during lunchtime and/or after school.
**HEAL Environmental Assessment (PDF)**

**Instructions:** Carefully read & circle the number that relates to the statements and score the description for each item listed in the Score Card. After all statements have been scored, calculate the score on to the Overall Score-Card.

### Access to Healthy Food and Clean Water

<table>
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<th>Description</th>
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<th>Partially in Place</th>
<th>Under Development</th>
<th>Not in Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Fresh fruits and vegetables are available in the cafeteria</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2) Healthy options are available outside the cafeteria (student store,</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>vending machines, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3) Students have access to free, clean and fresh water during the school</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
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<tr>
<td>day</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4) Nutrition information is available for foods offered on campus</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>5) Programs addressing nutrition, cooking, food label reading, etc. are</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>offered on campus</td>
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**NOTES:**

**TOTAL POINTS:**

### Physical Activity

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<tbody>
<tr>
<td>1) Students have access to the school gym before school, during lunch</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>and/or after school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Other physical activity areas are open to students, parents, and/or</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>community member (school field, pool, weight room, etc.)</td>
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<td></td>
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<tr>
<td>3) Physical activity classes besides P.E. are available to students on</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>campus</td>
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<tr>
<td>4) Physical activity is promoted at school</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>5) School has sports teams for students to join</td>
<td>3</td>
<td>2</td>
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**NOTES:**

**TOTAL POINTS:**
### Access to Health-Related Information

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<th></th>
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<th>Partially in Place</th>
<th>Under Development</th>
<th>Not in Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Students can easily access health-related information at your school</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2) Students can easily access the Wellness Center</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3) Healthy eating/physical activity/obesity prevention campaigns are seen on your campus</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>4) Consent forms for the Wellness Center are easily accessible</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>5) Students know who/where to go for confidential health information.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**NOTES:**

**TOTAL POINTS:**

### Policy

<table>
<thead>
<tr>
<th></th>
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<th>Partially in Place</th>
<th>Under Development</th>
<th>Not in Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Lunch break is long enough for students to eat</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2) Students are knowledgeable about the Fitnessgram and its importance</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3) Students are knowledgeable about the healthy fundraiser policy</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>4) School follows healthy snack guidelines</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>5) Students have repercussions for underground market snack sales</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**NOTES:**

**TOTAL POINTS:**

### Overall Score Card

**For each topic write an X in the column where the topic score falls:**

<table>
<thead>
<tr>
<th></th>
<th>High Need 0-5 points</th>
<th>Medium Need 6-10 points</th>
<th>Low Need 10-15 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Access to Healthy Food &amp; Clean Water</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Physical Activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Access to health-related information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) Policy</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Take Action with Youth

What is Youth Engagement?
Youth engagement is the process by which students become change agents and advocates in their schools and communities.

Why is Youth Engagement important?
Youth are the experts; they know more about themselves than anyone else will ever know. Youth engagement is a central principle of youth development, involving youth in the planning and decision-making regarding their own lives and environment leads to positive benefits all around. The success of the HEAL Program is no exception. The following best practices depict the array of student involvement and expertise from planning and promoting workshops, events and campaigns to advocating for policy shifts which ultimately leads to increased healthy behaviors.

Who benefits from Youth Engagement?

**Youth**
- New skills and knowledge
- Higher self-esteem
- Feeling of being connected with school staff, community and peers

**Adults**
- Increased competence
- Better understanding of youth
- Increased commitment and energy

**Organizations**
- Improved programs
- Community recognition
- New funders

**Community**
- Improved quality of life
- Embraced diversity by representing youth
- Coordinated youth services

“Students are the ultimate experts when it comes to providing advice or suggestions on services essential to support their peers.”

~ Krystle Gupilan (The L.A. Trust)
Case Study:
An example of a very successful and dedicated school club focused on obesity prevention is F.A.M.E. (Fit, Active, Motivated, and Empowered) Health Club at Hollywood High School. F.A.M.E. consists of approximately 12 members and began as an initiative to promote Healthy Eating, Active Living but members quickly expanded their scope to sexual and mental health as well as increasing awareness of on campus Wellness Center services. Club members meet once a week to discuss the challenges on their campus and create an action plan with activities, timelines and roles to address those challenges.

**Efforts F.A.M.E. members have thus far include:**
- Organized an assembly to promote the Wellness Center and HEAL Program
- Led lunchtime discussion with fellow peers on health and wellness
- Participated in a variety of knowledge and skill building trainings (sexual health, leadership, advocacy, etc.)
- Traveled to Sacramento and lobbied on behalf of school wellness and obesity prevention efforts
- Opened The Stand, which provides free healthy snacks
- Added a salad bar to the school cafeteria
- Removed unhealthy food from the vending machines and the student store
- Provided students with smoothies via a bicycle with a blender
- Opened the weight room for students to use during lunch
- Organized and led the ‘Caught Red-Handed’ campaign encouraging students to give up Hot Cheetos
- Conducted a Teen Town Hall
- Organized and led the ‘Winter Olympics’ and the ‘Sheik-a-Thon’ as healthy fundraisers
- Painted a positive HEAL mural by the school cafeteria
- Promoted Project U, an HIV/STD prevention program
- Taught adults about health insurance and Covered California
- Recruited more students for the club
- Encouraged more students to attend events
- Made the larger student body more aware of what the club is doing
- Increased awareness of HEAL to student body
- Collaborated with Leadership, Environmental Club, School Administration, and external organizations to put on lunchtime events for peers
- Brought a Farmers Market to campus and provided students with healthy samples.
Additional Resources
Obesity Prevention Programs across Wellness Center sites & LAUSD (Links)

Benefits Club Members Reported
- Increased public speaking skills
- Increased health behaviors for themselves and family members
- Increased community involvement and leadership
- Improved relationships between students
- Increased learning opportunities about health-related issues
- Connection with larger movement and change efforts
- Exposure to health policy, leadership and advocacy career opportunities

Challenges Club Members Reported
- Difficulty recruiting club members
- Difficulty increasing student attendance at events/activities
- Difficulty getting students to change their behavior
- Insufficient level of engagement from teachers/administrators

“...even if we make an impact in one person’s life, that’s already one out of everyone...we’re taking baby steps and we always push each other, let’s always keep that positive mentality and let’s not give up...I see the change we make and that pushes me, we did one little thing, we can keep going.” – HHS student

“When you’re in this club or when you’re around this club you’re either changing yourself as person or you’re changing other people...you change yourself as person because you learn more skills like responsibility, event planning, public speaking, and you learn facts about health and the world around you, and other people change because they learn these facts through you, through the events that you make, through the activities that are planned through this club, that affect the whole student body, so that’s pretty amazing.” – HHS student

“I’m really going to miss the F.A.M.E. Health Club, we’ve got two more weeks left and I’m so scared to leave the club. And, I love it because, just the people I’m surrounded with, we push each other and that’s what makes it even more fun, you’re with friends and you’re doing what you love, you’re promoting for healthy eating. I’m just going to say, don’t give up, keep on pushing the issue, like we said before, even if it’s one student out of a thousand, it’s really that one person you change then. We’re young, we’re Latinas, we’re underclassmen, they see us as weak, that we don’t have a voice, but we got to show them wrong and show them that we got power and we’re strong enough too, we’ve got potential.” – HHS student

“I love F.A.M.E. Health Club, I love my team, I’m happy that I get to leave with the experience we have created, the things we’ve done on campus, I feel it takes a lot of courage to do what we’ve done.” – HHS student
6. Measure Outcomes

Measuring the outcomes of your efforts is crucial. This will help you identify which implementation measures have worked and should continue to be utilized; and which ones haven’t worked and need to be discontinued or improved. Measuring outcomes will also give you the opportunity to showcase your successes and the difference you are making to address the identified challenges.

The L.A. Trust has developed the following set of outcomes for our Wellness Network:
1. Sustain and evaluate Wellness Council outcomes
2. 100% student utilization of Wellness Rx.
3. 100% healthy snacks aligned with Blueprint for Wellness
4. 50% of WC sites implement healthy fundraisers
5. 15% increase in Fitnessgram passage rates at WC sites.
6. Develop a sustainable model utilizing Student Advisory Boards, Wellness Center and external partners.
7. 100% of WC sites implement 2 HEAL campaigns yearly

As mentioned above in the HEAL Overview section, there are two main types of outcomes: Environmental & Policy and Population Outcomes. These outcomes can be measured using various methods that are grouped into 2 categories: Quantitative and Qualitative. Figure 9 explains each measuring method.

Figure 9: Comparison of Measuring Methods

<table>
<thead>
<tr>
<th>Method</th>
<th>Format Options</th>
<th>Quantitative or Qualitative</th>
<th>Advantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surveys</td>
<td>Online, Mail, Phone and In-person</td>
<td>Primarily quantitative</td>
<td>• Data collection and analysis are less time-consuming</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Opportunity to collect data from a large number of people at once</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• The results are easily generalizable</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• There is no interviewer/facilitator/observer bias</td>
</tr>
<tr>
<td>Focus Groups</td>
<td>Online, Phone and In-person</td>
<td>Primarily qualitative</td>
<td>• Opportunity to gather data from a large number of people (vs. interviews)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Opportunity for participants to answer questions in their own words</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Interaction between participants may contribute to the findings</td>
</tr>
<tr>
<td>Interviews</td>
<td>Online, Phone and In-person</td>
<td>Primarily qualitative</td>
<td>• Opportunity for participants to answer questions in their own words</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• One-on-one set up may help participants get more comfortable and more likely open up</td>
</tr>
<tr>
<td>Observations</td>
<td>Online and In-person</td>
<td>Primarily qualitative</td>
<td>• Opportunity to observe people and programs in natural settings</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Opportunity to collect data about various aspects of a program at once</td>
</tr>
</tbody>
</table>
After you have selected the outcomes that you would like to measure and the specific methods that would work best to measure those outcomes you also need to think about certain things, like who is going to provide the data for you and when the data is going to be collected. To keep all this crucial information organized and to ensure a successful outcome evaluation you can create an Evaluation Plan. The figure below is an example of such a plan.

**Figure 10: Evaluation Planning Worksheet**

<table>
<thead>
<tr>
<th>What change are you expecting?</th>
<th>What data can you collect and how you can collect it?</th>
<th>Who can help provide the data?</th>
<th>When the data is going to be collected?</th>
</tr>
</thead>
</table>
| 15% Increase in Fitnessgram passage rate between 2015 and 2018 | The school’s Fitnessgram results | • School Administration  
• PE Department Chair | In June of each year |
| Increase in healthy fundraisers | Fundraiser tracking sheet | • Leadership  
• School Fiscal Manager  
• Student Clubs  
• Coaches  
• After-School Provider | End of each semester |
| Increase the number of students utilizing the Wellness Center | Database | • Wellness Center Staff | Monthly |
| Increase in knowledge of healthy eating, active living | Surveys | • Teachers  
• Student Advisory Boards | Pre-Test - September  
Post-Test - June |
7. Celebrate Success

Celebrating success is as important as assessing your school, engaging youth, taking action or any other step from our 7 Step Program! It’s an absolute must to recognize and thank all the people that dedicated their time and energy to promoting Healthy Eating, Active Living.

Ideas for healthy success celebrations include:

- Host a healthy school/classroom party
- Organize an assembly, provide certificates or photo scrapbooks to recognize all the students/parents/staff that participated in promoting Healthy Eating, Active Living
- Provide the most active participants with certificates/incentives
- Present your success at the PTA/School Board Meeting
- Publish your success in the school newspaper/website/faculty or staff newsletter
Best Practices and Case Studies
From Hollywood High School

The figures below showcase best practices and case studies in achieving HEAL goals.

Make sure to carefully take testing dates, holidays, athlete's schedules and games into account when planning an event. Collaborating with the school during planned events, assembly's, etc. will result in greater success.

Consider leveraging the following groups:
✔️ School Site Council
✔️ Local Control Accountability Funding Formula Group
✔️ Union Leads – Teachers, Administrators, Cafeteria
✔️ ELAC
✔️ SBM (School Based Management)

Consider leveraging the following events and holidays:
✔️ 9th Grade Orientation
✔️ Back to School Night
✔️ Club Rush Week
✔️ Open House
✔️ Spirit Days
✔️ Halloween
  - Zombie Run Fundraiser
  - Monster Dance Off
  - Fruit Pie Eating Contest
  - Wellness Center Haunted House of health
✔️ Thanksgiving
  - Harvest of the month
  - Turkey Trot
✔️ Valentine’s Day – I <3 Wellness

Consider leveraging the following meetings:
✔️ Coffee with the Principal
✔️ Faculty Meetings
✔️ Wellness Coordinating Council

<table>
<thead>
<tr>
<th>Health Awareness Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
</tr>
<tr>
<td>• National Oatmeal Month</td>
</tr>
<tr>
<td>February</td>
</tr>
<tr>
<td>• Eating Disorders Awareness Week (last week)</td>
</tr>
<tr>
<td>• National Girls and Women in Sports Day (2nd)</td>
</tr>
<tr>
<td>March</td>
</tr>
<tr>
<td>• National Nutrition Month</td>
</tr>
<tr>
<td>• World Water Day (22nd)</td>
</tr>
<tr>
<td>April</td>
</tr>
<tr>
<td>• National Garden Month</td>
</tr>
<tr>
<td>• Every Kid Healthy Week (last week)</td>
</tr>
<tr>
<td>• World Health Day (7th)</td>
</tr>
<tr>
<td>• Earth Day (22nd)</td>
</tr>
<tr>
<td>May</td>
</tr>
<tr>
<td>• National Physical Fitness and Sports Month</td>
</tr>
<tr>
<td>• National Bike to School Day (6th)</td>
</tr>
<tr>
<td>• Tap Water Day (anyday 1st week of May)</td>
</tr>
<tr>
<td>• Youth Yoga Week (16th – 20th)</td>
</tr>
<tr>
<td>June</td>
</tr>
<tr>
<td>• National Safety Month</td>
</tr>
<tr>
<td>• National Hunger Awareness Month</td>
</tr>
<tr>
<td>July</td>
</tr>
<tr>
<td>• National Picnic Month</td>
</tr>
<tr>
<td>August</td>
</tr>
<tr>
<td>• National Health Center Week (2nd week)</td>
</tr>
<tr>
<td>September</td>
</tr>
<tr>
<td>• National Childhood Obesity Awareness Month</td>
</tr>
<tr>
<td>• Fruit and Veggies – More Matters Month</td>
</tr>
<tr>
<td>• National Yoga Month</td>
</tr>
<tr>
<td>October</td>
</tr>
<tr>
<td>• National Health Education Week (3rd week)</td>
</tr>
<tr>
<td>• International Walk to School Day (7th)</td>
</tr>
<tr>
<td>• World Food Day (16th)</td>
</tr>
<tr>
<td>November</td>
</tr>
<tr>
<td>• American Diabetes Month</td>
</tr>
<tr>
<td>• National Healthy Skin Month</td>
</tr>
<tr>
<td>December</td>
</tr>
<tr>
<td>• World Aids Day (1st)</td>
</tr>
<tr>
<td>Strategies</td>
</tr>
<tr>
<td>------------------</td>
</tr>
</tbody>
</table>
| Environmental    | School Based Wellness Center                        | ● Provide primary prevention and early intervention services for students and community members | - Lower rates of absenteeism among students  
- Better overall health  
- Better academic performance |
| Educational      | Pre & Post Wellness Center Surveys (PDF)            | ● Assess Wellness Center knowledge with surveys                             | - Better awareness of Wellness Centers and services provided  
- Increase in the number of student visits to the Wellness Center |
|                  | Student, Parent, and Faculty Health Clubs           | ● Work with Wellness Champions to create clubs for student and community health | - Promotion of Wellness activities  
- Creation of new Wellness events |
| Promotional      | Wellness Center Tours                                | ● Minimum days and Professional Development days are ideal opportunities for faculty  
- Health & PE classes for students  
- Work with Parent Center for parents | - Increased awareness of services, referrals, etc. through tours for students, faculty and parents |
|                  | Wellness Treasure Hunt (PDF)                        | ● Explore all on-campus health resources (cafeteria, school garden, Wellness Council, etc.) through a Treasure Hunt and incentivize winners. | - Students are encouraged to explore wellness opportunities and resources on campus |
|                  | Wellness Assembly                                    | ● Organize with students to lead an all-school assembly focused on Wellness Center services, HEAL, programs, etc. with the partnership of clinicians and other school partners. | - Increased awareness of the Wellness Center and HEAL programs |
|                  | Lunchtime Tabling                                   | ● Peer to Peer student outreach and awareness around WC services through promotional items, activities, etc.  
TIP: work with providers, organizations, etc. to spread the word. | - Increased awareness of the services available at the WC  
- Removing stigma  
- Increased number of WC visits by students |
| Policy           | Wellness Prescription                               | ● Clinical providers adopt Wellness Prescription                             | - Students at or above 85% BMI set healthy lifestyle goals with |
### Case Study: Wellness Treasure Hunt

The following case study illustrates how Hollywood High School’s Wellness Center subcommittee of the school Wellness Council focused their efforts on raising awareness of the Wellness Center and all other wellness resources on campus.

#### The members created a ‘Wellness Treasure Hunt’ for students and faculty

1. The group mapped out and listed all wellness related components happening on campus --- they found that looking at a physical school map helped as they were more likely not to miss anything. Items on the list include: Wellness Center, school garden, cafeteria, school hash-house, Healthy Eating, Active Living Mural, student health clubs, after-school program, and PE & it’s facilities.

2. The group then split up the categories amongst members and tasked each member to create questions for the Treasure Hunt (ie: Which physical activity facility is open for student use during lunchtime?)

3. The group then discussed activities to finalize prior to launching the Treasure Hunt such as: school administration approval, verifying dates, promotional strategies, gathering prizes for winners, methods of distribution and collection, method/location of distribution, etc. A timeline was assigned and roles were split amongst members.

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>-- (Clinical Implementation Guide &amp; Example PDF)</td>
<td>Wellness Center clinicians and get referrals to on campus or community resources for obesity prevention.</td>
<td></td>
</tr>
<tr>
<td>Wellness Resource Guide (PDF)</td>
<td>A resource in school Wellness Center and in conjunction with Wellness Prescription</td>
<td>Raised awareness of on-campus and external community resources for obesity prevention.</td>
</tr>
<tr>
<td>School Wellness Calendar (PDF)</td>
<td>Establish annual school Wellness Calendar (assemblies, events, healthy fundraisers, workshops, and campaigns)</td>
<td>A set schedule of healthy event for the whole year.</td>
</tr>
<tr>
<td>Collecting Consent Forms</td>
<td>Incentivize submission of consent forms via – stress balls, t-shirts, etc.</td>
<td>Elimination of the main barrier to providing efficient healthcare services to students.</td>
</tr>
</tbody>
</table>
## Goal #2: Improve and Increase Access to Physical Activity Opportunities

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Best Practices</th>
<th>Description</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| Environmental  | Utilize Physical Activity Facilities    | • Explore on campus facilities (school field, weight room, fitness center, etc.) to expand hours for students, parents and faculty before school, during lunch, and after school. | • More frequent usage of on campus physical activity facilities  
• Improved academic performance  
• Improved health overall  
• Higher rates of Fitnessgram passage |
|                | Bicycle Racks                          | • Have bicycle racks on campus for students and faculty                                                                                                                                                      | • More active students and staff                                                                    |
| Educational    | Healthy Active Fundraisers              | • Partner with your local Councilmember, Parks, community organizations, etc. and utilize the school or community to raise funds for your school!  
• Sheik-A-Thon(PDF)  
• Winter Olympics(PDF)  
• All School Fun Run  
• Mud Run (PDF)  
• Winter Olympics — Split up your school field and have some fun being active playing sports like soccer, ultimate frisbee, dodgeball, and capture the flag! Invite your Wellness Center and local community resources for a mini | • Increased physical activity level  
• Building partnerships with the community  
• Improved relationships between students, staff and community  
• Increased awareness of the community resources and Wellness Center services  
• Raised funds for future events/activities |

| Fitness classes | • Collaborate with your after-school provider to bring more healthy programming to students -nutrition/cooking classes, martial arts, etc. -conduct needs assessment to determine interests (PDF)  
• Get your parents involved and dancing by partnering with local agencies and providing Zumba at school  
• How about a walking club on campus?  
• How about a dance party, student v. parent, student v. faculty, sports tournaments during lunchtime? | - Increased learning opportunities about Healthy Eating, Active Living  
- Building partnerships with parents, after-school providers, faculty, local agencies  
- Increased physical activity level  
- Improved relationships between students, parents, and faculty |
| Needs Assessment Surveys | • Gage interests and needs through surveys for different populations based on resources. | - Improved and increased awareness of on-campus challenges that need to be addressed |
| Instant Recess (PDF) | • Quick energizer boost during class-time, meetings, etc. - conduct training with teachers | - More energized and productive students, staff  
- Opportunity of being physically active  
- Improved relationships between students and staff |
| Promotional Fundraisers (Guide – PDF) | • Use the PDF as a guide to help develop fundraisers! | - Opportunity to promote Healthy eating, Active Living  
- Opportunity to be physically active  
- Raised funds for future events and activities |
| Social Media | • Utilize Facebook, Instagram, Twitter, Snapchat, etc. | - Increased awareness of Healthy Eating, Active Living  
- Promotion of events/campaigns/pledges |
| Print Media | • School newspaper, posters, banners, mailers, etc. | - Increased awareness of Healthy Eating, Active Living  
- Promotion of events/campaigns/pledges |
| Healthy PA announcements and tips weekly (PDF) | • Take advantage of your PA system and create fun contests, spread facts, and get everyone involved! | - Increased awareness of Healthy Eating, Active Living  
- Promotion of |
| Healthy tips on school marquee | • Upload wellness events & tips onto school marquee | Improved student/staff engagement
| Community Resources | • Promote community resources for physical activity throughout school: 5k’s, Mud Runs, Skateboard parks, Rock Climbing, Skating Rinks, etc. | Improved learning opportunity about Healthy Eating, Active Living, Improved student engagement
| Friendly Health Competitions | • Promote competitions amongst SLC’s include teachers and students and provide incentives (gift cards are always a plus)! | Promotion of physical activity, Opportunity to be physically active, Improved relationships between teachers/students
| Policy | Joint Use Agreements | • Work with administrators to open up school facilities to community for recreation or other civic uses
• Integrate Physical Activity into before and after school programs | Promotion of physical activity, Building support in the community, Building partnerships with administrators, Removal of possible environmental barriers (lack of safe places to exercise), Opportunity for students to engage family/friends in being physically active
| | Professional Development around FITNESSGRAM | • Annual professional development requirement for PE teachers on Fitnessgram Administration and follow-up | Increase test scores and awareness of test, Promotion of physical activity

**Case Study: Healthy Event, Fundraisers**

Walk-a-Thons, Fun Runs, 5Ks, dance-a-thon, basketball, capture the flag, or soccer events can be fun and profitable all while promoting physical activity and building school community. The following case study illustrates how Hollywood High School’s students of Healthy Athletes Committee planned, promoted and put on a healthy active fundraiser in response to their school specific Healthy Fundraiser Policy.

The Hollywood High School Sheik-A-Thon was born consisting of 120 participants and $600
raised.

1. Consider available and no-cost locations – Hollywood High School benefits of having nearby access to many local hiking trails including the famous Hollywood Sign hike. A partnership was formed with Councilmember Tom LaBonge and planning began.
2. Choose a theme – get active and raise funds!
3. Pinpoint cause and fundraising goals – The Healthy Athletes Committee wanted to raise funds to sustain their club and get their athletic peers involved by allocating a certain percentage of funds raised to the athletic teams.
4. Create a planning timeline, chart and checklist of all activities that need to be done
5. Recruit Volunteers – parents, teachers and other students were recruited to assist with promotion, creating posters and setting up the event the day of.
6. Promote, recruit, promote – participants collected pledges from family and friends to participate and receive a t-shirt.
The Hollywood High School Winter Olympics was born!

1. Consider available and no-cost locations
2. Think about a theme
3. Pinpoint cause and fundraising goals
4. Create a planning timeline, chart and checklist of all activities that need to be done
5. Recruit Volunteers
6. Promote, recruit, promote!
<table>
<thead>
<tr>
<th>Strategies</th>
<th>Best Practices</th>
<th>Description</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| Environmental                    | Healthy Student Stores                                                         | • Collaborate with campus school food personnel to offer healthier food and/or non-food options, raise awareness, and increase education regarding healthy options.  
• Consider:  
  o Student Store  
  o Vending Machines  
  o School Leadership  
  o Athletic Teams  
  o After-School Programming  

  TIP: lower prices for healthier options | – Healthier school environment  
  – Building partnerships with campus food personnel  
  – Raised awareness of the variety of healthy food options | | |
| Increase Cafeteria Participation | Smarter Lunchroom Movement                                                    | • Collaborate with cafeteria manager to participate in Smarter Lunchroom Training, conduct taste testing’s, promote cafeteria, and distribute free healthy options to students during lunch (ie: fruits, vegetables, nuts, and salad).  

  TIP: Work with student health club & leadership | – Building partnerships with campus food personnel  
  – Increased and improved availability of healthy food choices on campus  
  – Raised awareness of the variety of healthy food options  
  – Opportunity for student engagement  
  – Increased and improved learning opportunity about healthy eating | | |
| Water Stations                    |                                                                               | • Provide free and cold water to students during lunchtime through cafeteria water dispensers  

  TIP: Put mint, cucumbers, berries to add some flavor! | – Improved and increased access to clean drinking water  
  – Raised awareness of the importance of staying hydrated  
  – Opportunity for student engagement | | |
| School Garden                     |                                                                               | • Advocate for a school garden or partner with your school garden and/or environmental club to provide trainings, cooking demonstrations on food cultivation, horticulture, nutrition, fitness, community leadership, and instructional practices in the  

  | – Building partnerships with school staff/environmental club/families/community  
  – Opportunity for student engagement  
  – Increased and improved learning opportunity about healthy eating  
  – Healthier school environment  
  – Possibly creation of a healthier home environment for students | | |
| Educational | Healthy Eating & Drinking Campaigns | • Don’t Get Caught Red-Handed  
• Ban the Bag  
• PINO -- Positive In, Negative Out  
• Traffic Light Eating  
• Rethink Your Drink  
• Drink Up | – Increased and improved learning opportunity about Healthy Eating, Active Living  
– Building partnerships with school staff  
– Opportunity for student engagement  
– Healthier school environment |
| Outreach Events and Activities | • Farmers Market  
• Rock the Bike – Make smoothies while pedaling on a bike!  
• Taste Testing’s  
• Healthy Food Carts  
• Lunchtime Tabling  
• Nutrition Classes - LA Care | – Increased and improved learning opportunity about Healthy Eating, Active Living  
– Healthier school environment  
– Increased awareness of the variety of healthy food options  
– Building partnerships with staff/community/local organizations  
– Improved relationships between students |
| Food Desert Lesson | • Showcase your favorite healthy living documentary to students as an after-school gathering, assembly, etc. (Fast Food Nation, Fed Up, Forks over Knives, Supersize Me) | – Opportunity to learn about barriers to healthy eating in the community  
– Raised awareness about health disparities in LA  
– Some students will possibly get interested in advocating for elimination of food deserts in LA  
– Opportunity for student engagement  
– Building partnerships with local organizations/community |
| Movie/Documentary Screening | • Fundraising provides a great opportunity to promote fun physical activity and healthy eating for students and staff.  
TIP: use the PDF as a guide to help develop fundraisers! | – Increased and improved learning opportunity about Healthy Eating, Active Living |
| Promotional | Healthy Food Fundraisers (Guide — PDF) | – Opportunity to promote fun physical activity and healthy eating for students and staff |
| Social Media | • Utilize Facebook, Instagram, Twitter, Snapchat, etc. to spread awareness and promote | – Promotion of Healthy Eating, Active Living  
– Opportunity for student engagement |
<table>
<thead>
<tr>
<th><strong>Print Media</strong></th>
<th><strong>Healthy PA Announcements and Tips Weekly (PDF)</strong></th>
<th><strong>Healthy Tips on School Marquee</strong></th>
<th><strong>Policy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>events, campaigns and pledges</strong> – create fun trending memes – Kylie Jenner with bottle of water on lips.</td>
<td><strong>School newspaper, posters, banners, mailers, etc.</strong></td>
<td><strong>Upload wellness events &amp; tips onto school marquee</strong></td>
<td><strong>School Specific Policies</strong></td>
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<tr>
<td></td>
<td><strong>Promotion of Healthy Eating, Active Living</strong></td>
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<td><strong>Classroom Food Policy</strong></td>
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<td></td>
<td><strong>Opportunity for student engagement</strong></td>
<td></td>
<td><strong>Draft and implement policies prohibiting competitive food sales &amp; sugar-sweetened beverages for students and staff and create tracking system for them to gauge progress!</strong></td>
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<td><strong>Promotion of Healthy Eating, Active Living</strong></td>
<td></td>
<td><strong>Create policy prohibiting “underground” snack sales</strong></td>
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<td></td>
<td><strong>Opportunity for students/parents/community engagement</strong></td>
<td></td>
<td><strong>Ensure that free, clean water is available at meal times</strong></td>
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<td><strong>Promotion of Healthy Eating, Active Living</strong></td>
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<td><strong>Creating healthier school environment</strong></td>
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<td><strong>Opportunity for student engagement</strong></td>
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<td><strong>Building partnerships with community/authorities</strong></td>
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<td><strong>Leadership/advocacy skills learning opportunity for students</strong></td>
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</table>

**Food Policy Workshops**  
**Partner with organizations such as: Healthy School Food Coalition and CA Food Policy Advocates to provide workshops for students, parents, and/or staff on food policy and advocacy!**

**Create School Health Club**  
**F.A.M.E. (Fit, Active, Motivated and Empowered) Health Club was created for students to advocate on behalf of Wellness Center and nutrition.**

**Policy**  
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- **School Specific Policies**
  - **Healthy Fundraiser Policy (PDF)**
  - **Healthy Snack Policy (PDF)**
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**Opportunity for student engagement**

- **Building partnerships with students/parents/staff/local organizations/authorities**
- **Opportunity for student engagement**
- **Leadership/advocacy skills learning opportunity for students**

- **Opportunity for student engagement**
- **Improved relationships between students**
- **Leadership skills learning opportunity for students**
- **Increased and improved learning opportunity about Healthy Eating, Active Living**
- **Public speaking learning opportunity for students**
Case Study: Don’t Get Caught Red-Handed Campaign

The following case study illustrates how Hollywood High School’s F.A.M.E. Club students responded to the black market sale of unhealthy snacks, specifically hot Cheetos!

Hollywood High School’s Healthy Snack Policy resulted in entrepreneurship for Hollywood High School students looking to make a profit from black market sells of hot Cheetos and other unhealthy snacks. Knowing the amount of carcinogenic chemicals and its effects on health and academic achievement, the F.A.M.E. club said enough is enough by organizing the infamous two-week long “Don’t Get Caught Red-Handed” Campaign.

In preparation and to raise awareness of the forthcoming campaign, F.A.M.E. collaborated with journalism to write an article in the school newspaper depicting the importance of eating healthy and supporting schools efforts in wellness policies. Next, they collaborated with art students to create shocking posters of the chemicals in a bag of hot Cheetos, lastly catchy pledges were created for their peers to sign and declare the duration of time that they will commit to not eating chips.

“I pledge that I will not consume chips. It is a change I am willing to make because it will better my health. I understand the consumption of chips will affect me physically. Through knowledge, I will be mentally and physically capable of taking this challenge. To the F.A.M.E. Gods, the fruits and the vegetables. Amen.”

The campaign was promoted via posters, PA announcements, collaboration with Health and PE teachers, social media and more! It kicked off with a tabling event showcasing the actual amount of salt in a bag of hot Cheetos, pledges for students to sign and a drop box for students to turn in their bag of hot Cheetos which in exchange were given spa water or a smoothie prepared by various students on Rock the Bike!

The Don’t Get Caught Campaign was highly successful and impactful with students expressing that they felt more alert and school staff expressing that the amount of bagged chips were noticeably decreasing. Approximately 220 students, teachers, and administrators signed the pledge during the two-week long campaign.
<table>
<thead>
<tr>
<th>Strategies</th>
<th>Best Practices</th>
<th>Description</th>
<th>Outcomes</th>
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</thead>
<tbody>
<tr>
<td>Environmental</td>
<td>HEAL Mural</td>
<td>- Decorate your campus walls with healthy living messages</td>
<td>- Promotion of Healthy Eating, Active Living</td>
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<td>- Opportunity for student engagement</td>
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<td>- Opportunity for offering fun service learning hours to students</td>
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<tr>
<td>Faculty Lounge</td>
<td>Makeover</td>
<td>- Refresh your faculty lounge with yoga mats, plants, colorful walls to</td>
<td>- Promotion of physical activity</td>
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<td>contribute to a wellness environment of self-care and relaxation</td>
<td>- Creation of a healthier school environment</td>
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<td>- Healthier and happier staff</td>
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<td>- Improved staff performance</td>
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<td>- Raised awareness of the importance of self-care</td>
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<td>- Positive modeling opportunity for staff</td>
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<tr>
<td>Educational</td>
<td>Culturally Appropriate Cookbook</td>
<td>- Having a cookbook project for parents and students</td>
<td>- Increased and improved learning opportunity about healthy eating</td>
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<td>- Promotion of healthy eating</td>
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<td>- Learning opportunity of the importance of cultural sensitivity in food</td>
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<td>- Student/parent engagement opportunity</td>
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<td>- Possibility of creating a healthier home environment for students</td>
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<tr>
<td>Teen Town Hall</td>
<td>Meeting</td>
<td>- Gather students, parents, and community members after school for a</td>
<td>- Increased and improved learning opportunity about healthy eating</td>
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<td>discussion around health: overcoming challenges and how to live a balanced</td>
<td>- Healthy eating, Active Living</td>
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<td>life. Partner with teachers to provide students with extra credit for</td>
<td>- Building partnerships with parents/teachers</td>
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<td></td>
<td></td>
<td>participation.</td>
<td>- Possibility of creating a healthier home environment for students</td>
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<td>- Opportunity for student engagement</td>
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<tr>
<td>Obesity Prevention</td>
<td>Curriculum (PDF)</td>
<td>- Need to train your school on the obesity epidemic, reading food labels,</td>
<td>- Increased and improved learning opportunity about Healthy eating, Active</td>
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<td></td>
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<td>advertising, physical activity, environmental and policy advocacy? Utilize</td>
<td>Living</td>
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<td></td>
<td>our Curriculum!</td>
<td>- Opportunity for student engagement</td>
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<tr>
<td>PhotoVoice</td>
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<td>- Get students, parents, faculty involved in capturing and identifying</td>
<td>- Improved and increased learning opportunity about healthy eating</td>
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<td></td>
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<td>healthy and unhealthy throughout campus and their communities</td>
<td>- Opportunity for student, parent and staff engagement</td>
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<td>- Raised awareness of the environment on/around campus</td>
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<tr>
<td><strong>Wellness Wednesday</strong></td>
<td>• Disseminate health tips weekly via email to faculty and staff</td>
<td>– Improved and increased learning opportunity about Healthy Eating, Active Living&lt;br&gt;– Healthier staff</td>
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<tr>
<td><strong>Promotional Lunchtime Tabling</strong></td>
<td>• Take the opportunity to capture your audience during lunchtime with table presentations, rallies, dances, competitions, workshops, etc.</td>
<td>– Opportunity for student/faculty/Wellness Center staff engagement&lt;br&gt;– Increased and improved learning opportunity about Healthy Eating, Active Living&lt;br&gt;– Improved relationships between students/staff&lt;br&gt;– Opportunity to raise awareness about the services offered at the Wellness Center</td>
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<td><strong>Social Media</strong></td>
<td>• Utilize Facebook, Instagram, Twitter, Snapchat, etc. to spread awareness and promote events, campaigns and pledges.</td>
<td>– Promotion of Healthy eating, Active Living&lt;br&gt;– Opportunity for student engagement</td>
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<tr>
<td><strong>Texting Health Tips</strong></td>
<td>• Get a sign in sheet for students, parents and faculty for weekly health tips through text or email -- utilize GroupMe app</td>
<td>– Promotion of Healthy eating, Active Living&lt;br&gt;– Opportunity to learn about healthy lifestyles in a fun way&lt;br&gt;– Opportunity for student engagement</td>
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</tr>
<tr>
<td><strong>Print Media</strong></td>
<td>• School newspaper, posters, banners, mailers, etc.</td>
<td>– Increased and improved learning opportunity about Healthy Eating, Active Living&lt;br&gt;– Opportunity for student engagement</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation at Faculty and Parent Meetings</strong></td>
<td>• Wellness presentations by students, wellness council, administrators, clinicians, etc</td>
<td>– Increased and improved learning opportunity about Healthy Eating, Active Living&lt;br&gt;– Opportunity for student, parents, teachers, Wellness Center staff engagement&lt;br&gt;– Building partnerships with students/wellness council/clinicians</td>
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<tr>
<td><strong>Policy Advocacy</strong></td>
<td>• Advocate for school wellness and present challenges to LAUSD Board Members, city officials,</td>
<td>– Opportunity for student engagement&lt;br&gt;– Public speaking, policy, advocacy skills learning opportunity for students&lt;br&gt;– Building partnerships with local authorities</td>
<td></td>
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</tbody>
</table>
References


Additional Resources

**Obesity Overview**
A Guide To Healthy Adolescent Development
LAUSD: Facilities Services Division
Healthy Eating and Active Living: For ages 13 to 18 years
Take Charge of Your Health: A Guide For Teenagers
Obesity Spreadsheet (PDF)

**Advertising**
Captive Kids: Selling Obesity At Schools

**HEAL Program**
Obesity Prevention Programs across Wellness Center sites & LAUSD (Links)
SOS Mentor
A World Fit For Kids
Policies relevant to HEAL

**Wellness Council**
Wellness Council Invite Letter (PDF)
Wellness Council Attendee List (PDF)
Wellness Council Sign-In Sheet (PDF)
Wellness Council Calendar (PDF)

**Assessment**
CDC: School Health Assessments
CDC: School Health Index
SPARK: School Health Assessments

**Student/Parent Engagement**
Student Engagement Toolkit
Student Engagement: Resource Roundup
The Glossary of Education Reform: Student Engagement
Collaborating for Success: Parent Engagement Toolkit

**Healthy Fundraising and Campaign Ideas**
Community Health Initiatives: Photovoice
Healthy Fundraising Guidelines
Healthy Fundraisers: Promote Family Health and Well-Being
Just Keep Livin Foundation
Sweet Deals: School Fundraising Can Be Healthy and Profitable
Smarter Lunchrooms Movement
School Wellness Resource Kit: Kids Can Do It!

**Celebrating Success**
Dairy Council of California: Healthier Classroom Parties
Healthy Alternative for School Celebrations, Rewards, Fundraisers and Snacks
Measuring Outcomes
HEAL HHS Teacher Survey Results Summary
HEAL Youth Food and Physical Activity Survey
HEAL Zone Staff Survey
California Healthy Kids Survey
Network for a Healthy California Youth Survey