



## FoodCorps Healthy School Progress Report



**Instructions:** Complete the FoodCorps Healthy School Progress Report (Progress Report) with your school team. Your school team might be a brand new “healthy school team,” or it might be an existing group, like a school wellness committee, farm to school team, or a parent teacher group. Ideally this team will include a decision-maker from school leadership, teacher, food service staff, school community member, and the FoodCorps service member and their supervisor. You will be able to make notes and explain how confident you are in each response. Then, use your responses to set goals and create an Action Plan for the year to come.

During the school year, school teams will complete the Progress Report twice:

- **Fall:** Record what happened at the school during the past school year (2014-15). Due to FoodCorps by October 31, 2015.
- **Spring:** Record what happened at the school over the current school year (2015-16). Due to FoodCorps by June 1, 2016.

FoodCorps serves to connect kids to real food and help them grow up healthy. The FoodCorps Progress Report is a tool that can be used to help school teams, with the assistance of their FoodCorps service member, plan for and track what changes are happening across their schools and which program components contribute the most to healthy eating behaviors, in particular, fruit and vegetable consumption. Because the various components of the Progress Report are evidence-based, we believe that if a school increases their Progress Report score by making a conscious effort to add food-based educational activities, experiences, and practices, students will eat more fruits and vegetables. This hypothesis will be tested in an evaluation that will look at the association between Progress Report scores and students’ fruit and vegetable consumption at school lunch.

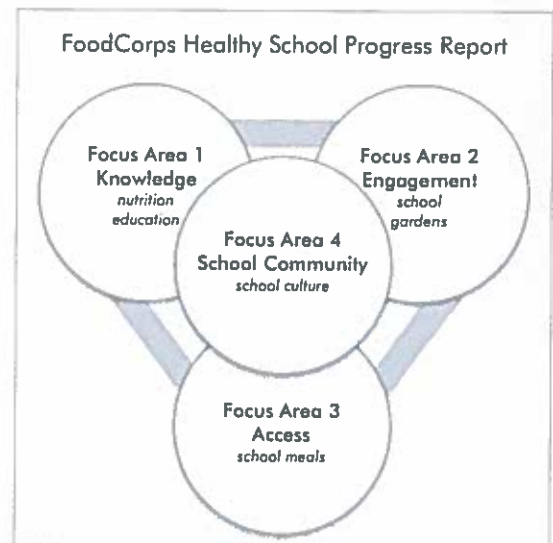
The Progress Report has four sections:

**SECTION 1** of the Progress Report is general information about the FoodCorps school, service site, and service member.

**SECTION 2** assesses four focus areas. Three of the focus areas are the FoodCorps pillars (Knowledge, Engagement, Access). **Knowledge (nutrition education)** questions ask whether there are lessons for students to learn about food, nutrition, and cooking and, if so, if the lessons are grounded in theory. **Engagement (school gardens)** questions ask about students’ experiences in school gardens. **Access (school meals)** questions ask if healthy, local foods are served at school meals and if the cafeteria is designed to promote increased fruit and vegetable consumption. A fourth focus area, **School Community (school culture)**, intersects the other focus areas and includes questions that capture if the school environment and culture is supportive of wellness. This section provides schools information about how they are progressing toward becoming a healthy school with staying power.

**SECTION 3** is on “staying power.” These questions ask about supports and practices that indicate how much the school has institutionalized work in the four focus areas covered in section 2.

**SECTION 4** is the policy section, which captures what school, district, and state-level policies support this work.



## FOUR FOCUS AREAS FOR MAKING PROGRESS TOWARD A HEALTHY SCHOOL FOOD ENVIRONMENT

Focus Area 1: Knowledge (nutrition education)	Focus Area 2: Engagement (school gardens)	Focus Area 3: Access (school meals)	Focus Area 4: School Community (school culture)
<p>There are many factors that make nutrition education more likely to be effective at changing behavior. First, the education has to be targeted to the behavior the educator wants to change, which for FoodCorps is to eat more fruits and vegetables along with other healthy food. Second, the education has to be of adequate intensity (number of sessions) and duration (amount of time, across multiple weeks and months). Third, there is strong evidence that nutrition education needs to contain three components to be effective. It needs to: <i>a)</i> increase students' personal desire to want to do the targeted behavior (e.g., opportunities to taste and eat healthy foods have been shown to increase desire to eat them); <i>b)</i> teach knowledge and skills that will help students be able to do the targeted behavior; and <i>c)</i> create an environment that is supportive of the targeted behavior (these factors are covered in the Access and School Community focus areas).</p>	<p>When students spend adequate time engaged in garden-based activities, they are more likely to eat fruits and vegetables. Similar to nutrition education (Focus Area 1) there needs to be adequate intensity (number of sessions) and duration (amount of time, e.g., amount of time, across multiple weeks and months) of garden-based activities and they need to be done in ways that increase desire to eat fruits and vegetables and teach appropriate knowledge and skills. Additionally, when garden education is part of core subjects, students see these connections and are more likely to make the desired change. School administrators and teachers more fully embrace garden-based activities when they are tied to core subjects, which also helps students to change behavior.</p>	<p>School meals are the most consistent experience that students have with food in schools. Students learn a lot about eating, food, meal etiquette, and the value of health during school meals — whether this learning is intentionally planned or not. Many practices can create a cafeteria atmosphere conducive to eating fruits and vegetables. Evidence shows that: 1) having a meal line that is set up to make eating fruits and vegetables the easy and default option; 2) having a salad bar; 3) having a cafeteria atmosphere conducive to eating can increase fruit and vegetable consumption; 4) having opportunities for students to taste fruits and vegetables served in school meals; and 5) serving and promoting local/seasonal foods.</p>	<p>For students to eat fruits and vegetables, they need an environment in which fruits and vegetables, as well as other healthy foods are available, valued, and encouraged. This means fruits and vegetables are available at school meals, classroom events, and school events. Additionally, teachers, administrators, school staff, other students, families and special guests can encourage students to eat fruits and vegetables — and the combination of encouragement from many sources is powerful. Finally, a healthy school food environment goes beyond just adding fruits and vegetables and other healthy foods. A conscious effort must also be made to decrease access to unhealthy foods and create an environment and culture where whenever and wherever food is offered in school, the healthy choices are easy, accessible, celebrated, respected, and most importantly normative.</p>

### Definitions for common terms used in the Progress Report

- **Nutrition education:** Nutrition education provides experiences that empower people to understand and navigate their food environment and champion change on a personal level and beyond. It provides hands-on and minds-on (meaning activities that have students critically think about, analyze or synthesize what is being covered) experiences that are culturally responsive and investigates issues related to food system sustainability and social justice. It includes experiences gardening (*for this tool, garden-based activities are so important they are pulled out and represented in the Engagement Focus Area*), cooking, eating, and critically analyzing food issues. It is directed at specific behaviors (such as eating more fruits and vegetables). Finally, it is grounded in theory from the fields of psychology and social sciences to include activities to motivate and inspire change, appropriately teach how-to skills, and create a supportive environment in which it is easy for people to make the healthy choice the easy choice.
- **Garden-based activities:** Garden-based activities include everything related to growing food, from planting seeds to harvesting. In the school context, garden-based activities should be connected to the curriculum to help teachers meet educational standards and to help students feel like gardening is interwoven into the school experience.
- **Meal line:** The meal line is the line where students get school meals. This can include food that is part of the United States Department of Agriculture (USDA) reimbursable school meals program, as well as foods that are offered a la carte to students.
- **Salad bar:** Salad bar is a specific addition to the meal line where vegetables (and maybe some fruits) are served in addition to the reimbursable school meal.

## SECTION 1: GENERAL INFORMATION

This section contains background facts about your school and FoodCorps program. If there is information you do not know, please write "DK" for "don't know."

1. School Name: **Kamaile Academy PCS** 2. School City: **Waianae** State: **HI**  
 3. Service Member Name: **Jameil Saez** 4. Service Site Name: **HI: Kamaile Academy Public Charter School**  
 5. # Years Service Site with FoodCorps: **1** 6. # Years School with FoodCorps: **1** 7. School Total Enrollment: **960**

	Total	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	After-school*
8. What grades are in the school?		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
9. How many classes in each grade?	43.00	5	5	3	5	4	4	4	2	2	2	2	2	2	1

10. Minutes students have to eat school lunch: **30** If varies by grade, please explain:

11. Recess before lunch: **All grades** If varies by grade, please explain: **15 minutes each grade**

12. Please list and briefly describe food, nutrition, gardening, and wellness programs in the school besides FoodCorps:

FFVP  
 Health Aides  
 Art work that promotes wellness  
 Mala'ai- garden  
 Dental Trailer  
 Navigator Center- Wellness, Community and Student Activity  
 Vision Screening  
 Mini Docs  
 Salad BAR  
 Free Lunch and Breakfast

13. Does your school participate in any of the following programs? (check all that apply)

- |   |  |
|---|--|
| <input type="checkbox"/> Breakfast in the classroom                                   | <input type="checkbox"/> Coordinated School Health                                   |
| <input checked="" type="checkbox"/> Fresh Fruit & Vegetable Program (FFVP)            | <input type="checkbox"/> USDA Farm to School Grant Program                           |
| <input type="checkbox"/> Team Nutrition   | <input type="checkbox"/> Alliance for a Healthier Generation Healthy Schools Program |
| <input checked="" type="checkbox"/> HealthierUS Schools Challenge: Smarter Lunchrooms |  |

\* After-school programs are configured differently in each school. Do the best you can of filling in the total number of different afterschool "groups" that meet, which may be by grade, clubs, topic area classes, etc.

## SECTION 2: HEALTHY SCHOOL PROGRESS REPORT

### FOCUS AREA 1: KNOWLEDGE (Nutrition Education)

For each question, answer for each grade that is in your school. Leave the rest of the grades blank.

	Total	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	After-school	Confidence
<b>A. How many <u>classes</u> in each grade received nutrition education lessons focused on fruits and vegetables?</b> (if the answer is "0" (zero) for all grades, skip to Question E) <i>For these questions lessons are at least 20 minutes and focused means at least part of the lesson.</i>	8.00	0	0	0	5	2	0	0	0	0	0	0	0	0	1	<input type="radio"/> very confident <input checked="" type="radio"/> confident <input type="radio"/> somewhat confident <input type="radio"/> not confident
<b>B. Among the classes in each grade that received fruit and vegetable-focused nutrition education lessons, how many <u>lessons</u> did each class get (on average)?</b>					2	2									1	<input type="radio"/> very confident <input checked="" type="radio"/> confident <input type="radio"/> somewhat confident <input type="radio"/> not confident
<b>C. How many of these lessons (Question B) had opportunities for eating fruits and vegetables, either through tastings or cooking (e.g., chopping, mixing, adding ingredients)?</b>					1	1									2	<input type="radio"/> very confident <input checked="" type="radio"/> confident <input type="radio"/> somewhat confident <input type="radio"/> not confident
<b>D. Did any of these lessons (Question B) have activities on:</b>																<input type="radio"/> very confident <input checked="" type="radio"/> confident <input type="radio"/> somewhat confident <input type="radio"/> not confident
1. increasing social desirability of fruits and vegetables (e.g., students shared favorites)?					No	No									No	<input type="radio"/> very confident <input checked="" type="radio"/> confident <input type="radio"/> somewhat confident <input type="radio"/> not confident
2. health benefits of eating fruits and vegetables (e.g., some help the brain to think better, red ones good for heart)?					Yes	Yes									Yes	<input type="radio"/> very confident <input checked="" type="radio"/> confident <input type="radio"/> somewhat confident <input type="radio"/> not confident
3. learning about eating for a healthy environment and/or about food justice?					No	No									Yes	<input type="radio"/> very confident <input checked="" type="radio"/> confident <input type="radio"/> somewhat confident <input type="radio"/> not confident
4. decreasing fears of trying new fruits and vegetables (e.g., stories about kids liking items they didn't before)?					No	No									No	<input type="radio"/> very confident <input checked="" type="radio"/> confident <input type="radio"/> somewhat confident <input type="radio"/> not confident
5. MyPlate's recommendation to make half their plate fruits and vegetables at every meal?					No	No									No	<input type="radio"/> very confident <input checked="" type="radio"/> confident <input type="radio"/> somewhat confident <input type="radio"/> not confident

6. <b>skills for including more fruits and vegetables</b> at school meals (e.g., making a colorful salad at the salad bar)?	No	No																		No
7. <b>comparing the nutritional value</b> of fruits and vegetables versus snack foods?	Yes	Yes																		Yes
8. <b>setting goals</b> (personal or group) for increasing consumption of fruits and vegetables?	No	No																		No
9. <b>monitoring progress</b> toward goals for eating more fruits and vegetables?																				
10. <b>encouraging students to ask their families</b> to buy more fruits and vegetables?	Yes	Yes																		No

<sup>b</sup>For after-school programs—**Question A:** Fill in how many of the afterschool “groups” (from the General Information section, above) had nutrition education focused on fruits and vegetables. **Question B:** Fill in how many lessons, on average, each of these afterschool groups got. **Question C:** Fill in how many lessons, on average, had an opportunity to eat fruits and vegetables (either through tastings or cooking) for each of these afterschool groups.

**Please share explanations or other important context for Focus Area 1**

Besides all the programs focused on wellness Kamaile have, they also have a summer program where health and nutrition aspects are sometimes discussed. The USDA “My Plate” website was shared with the participants.

The school theme is “Aloha Aina”, which means love/take care of the earth. With this vision in mind, the school tries to promote as many ways as they can for students to work the land, protect it and eat the abundance that land provides. They strengthen this philosophy by providing field trips to near by farms that are vocal in the farm2school movement ( and where previous FoodCorps service sites) such as Ma’O Farms and Ho o aina.

**How did you obtain these answers?**  
(check all that apply)

Team members:

- Conducted this education ourselves
- Directly observed others doing this education
- Talked to one or more teachers, administrator, staff or parents
- Surveyed all teachers
- Reviewed curriculum/lesson plans used
- Other:

**FOCUS AREA 2: ENGAGEMENT (School Gardens)**

For each question, answer for each grade that is in your school. Leave the rest of the grades blank.

	Total	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	After-school	Confidence
<b>E. How many classes</b> in each grade received garden-based activities? (if the answer is "0" (zero) for all grades, skip to Question I) Garden-based activities are any activities related to growing food. For these questions garden-based activities are at least 20 minutes.	31.00	5	5	3	5	4	4	4	0	0	0	0	0	0	1	<input checked="" type="radio"/> very confident <input type="radio"/> confident <input type="radio"/> somewhat confident <input type="radio"/> not confident
<b>F. Among the classes</b> in each grade that received garden-based activities, how many garden-based activities did each class get (on average)?		30	30	30	30	30	30	30							8	<input checked="" type="radio"/> very confident <input type="radio"/> confident <input type="radio"/> somewhat confident <input type="radio"/> not confident
<b>G. How many of these garden-based activities</b> (Question F) had opportunities for eating fruits and vegetables, either through tastings or cooking (e.g., chopping, mixing, adding ingredients)?		8	8	8	8	8	8	8							4	<input checked="" type="radio"/> very confident <input type="radio"/> confident <input type="radio"/> somewhat confident <input type="radio"/> not confident
<b>H. Did any of these garden-based activities</b> (Question F) have activities on:																<input checked="" type="radio"/> very confident <input type="radio"/> confident <input type="radio"/> somewhat confident <input type="radio"/> not confident
1. increasing social desirability of fruits and vegetables (e.g., students shared favorite fruits and vegetables)?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes							Yes	<input checked="" type="radio"/> very confident <input type="radio"/> confident <input type="radio"/> somewhat confident <input type="radio"/> not confident
2. increasing appreciation about plants (e.g., what plants need to grow, life cycle, photosynthesis)?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes							Yes	
3. benefits of eating fruits and vegetables grown in the garden (e.g., healthy, local, good for the environment)?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes							Yes	
4. working in the garden (e.g., planting, weeding, watering, checking plant growth)?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes							Yes	
5. harvesting what was grown in the garden?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes							Yes	

6. decreasing fears of trying new fruits and vegetables (e.g., have students smell herbs before trying them)?	Yes	Yes	Yes	Yes	Yes	Yes	Yes													Yes
7. MyPlate's recommendation to make half their plate fruits and vegetables at every meal?	No	No	No	No	No	No	No													No
8. increasing appreciation for how different cultures traditionally cook various fruits and vegetables?	No	No	No	No	No	No	No													Yes
9. setting goals (personal or group) for increasing consumption of fruits and vegetables?	No	No	No	No	No	No	No													No
10. monitoring progress toward personal or group goals for eating more fruits and vegetables?																				

\*For afterschool – Question E: Fill in how many of the afterschool "groups" (from the General Information section, above) had garden-based activities. Question F: Fill in how many garden-based activities, on average, each of these afterschool groups got. Question G: Fill in how many garden-based activities, on average, had an opportunity to eat fruits and vegetables (either through tastings or cooking) for each of these afterschool groups.

**Please share explanations or other important context for Focus Area 2**

The engagement pillar is one of the strongest Kamaile currently has. The garden has been in place since 2008 and over 700 students visit the garden on a weekly basis. Garden Class (Papa Mala) is required for all K-6 students. With FoodCorps this year, Kamaile has expanded the student outreach by providing garden class to a group of 7-12 students on Wednesday and an after-school program on Thursdays.

**How did you obtain these answers? (check all that apply)**

- Team members:
- Team members conducted these garden-based activities themselves
  - Directly observed others doing these garden-based activities
  - Talked to one or more teachers, administrator, staff or parents
  - Surveyed all teachers
  - Reviewed curriculum/lesson plans used
  - Other:

**FOCUS AREA 3: ACCESS (School Meals)**

**I. Did the school serve lunch to students?**

- Yes
- No (if No, skip to Question Q)

**J. Was the lunch line set up so that: (choose 1 answer per row)**

1. fruits and vegetables (excluding those on salad bar) were appealing (e.g., brightly colored, not wilted)?	<input type="radio"/> Never	<input type="radio"/> Seldom	<input type="radio"/> Often	<input checked="" type="radio"/> Most or all days	<input checked="" type="radio"/> very confident <input type="radio"/> confident <input type="radio"/> somewhat confident <input type="radio"/> not confident
2. trays had pre-plated vegetables to help establish vegetables as a social norm?	<input type="radio"/> Never	<input type="radio"/> Seldom	<input type="radio"/> Often	<input checked="" type="radio"/> Most or all days	
3. fruit was displayed nicely (e.g., in bowls or baskets)?	<input type="radio"/> Never	<input type="radio"/> Seldom	<input type="radio"/> Often	<input checked="" type="radio"/> Most or all days	
4. fruit was made easier to eat by cutting into halves or quarters (as appropriate, e.g., oranges)?	<input type="radio"/> Never	<input type="radio"/> Seldom	<input type="radio"/> Often	<input checked="" type="radio"/> Most or all days	
5. fruit and vegetable recipes were given creative or descriptive names that were posted on menu boards or signs?	<input checked="" type="radio"/> Never	<input type="radio"/> Seldom	<input type="radio"/> Often	<input type="radio"/> Most or all days	

**K. Did the school offer a salad bar at lunch?**

- Yes
- No (if No, skip to Question M)

**L. Was the salad bar: (choose 1 answer per row)**

1. highly visible (e.g., part of lunch line, high traffic area)?	<input type="radio"/> Never	<input type="radio"/> Seldom	<input type="radio"/> Often	<input checked="" type="radio"/> Most or all days	<input checked="" type="radio"/> very confident <input type="radio"/> confident <input type="radio"/> somewhat confident <input type="radio"/> not confident
2. a proper height for students?	<input type="radio"/> Never	<input type="radio"/> Seldom	<input type="radio"/> Often	<input checked="" type="radio"/> Most or all days	
3. structured so that students could put down their tray while taking salad?	<input type="radio"/> Never	<input type="radio"/> Seldom	<input type="radio"/> Often	<input checked="" type="radio"/> Most or all days	
4. filled with at least three different fruits and vegetables?	<input type="radio"/> Never	<input type="radio"/> Seldom	<input type="radio"/> Often	<input checked="" type="radio"/> Most or all days	
5. appealing (e.g., kept neat, filled with fresh-looking fruits and vegetables)?	<input type="radio"/> Never	<input type="radio"/> Seldom	<input type="radio"/> Often	<input checked="" type="radio"/> Most or all days	
6. supplied with serving utensils that were appropriate size and type for students?	<input type="radio"/> Never	<input type="radio"/> Seldom	<input type="radio"/> Often	<input checked="" type="radio"/> Most or all days	
7. replenished as needed?	<input type="radio"/> Never	<input type="radio"/> Seldom	<input type="radio"/> Often	<input checked="" type="radio"/> Most or all days	
8. manned with an adult to encourage and help students to take salad?	<input checked="" type="radio"/> Never	<input type="radio"/> Seldom	<input type="radio"/> Often	<input type="radio"/> Most or all days	
9. encouraged by having an adult put salad bar items on a plate & bring around to students as they ate?	<input checked="" type="radio"/> Never	<input type="radio"/> Seldom	<input type="radio"/> Often	<input type="radio"/> Most or all days	
10. used by adults (e.g., teachers, principals, staff, etc.) to model salad eating behavior?	<input type="radio"/> Never	<input checked="" type="radio"/> Seldom	<input type="radio"/> Often	<input type="radio"/> Most or all days	

Several of the indicators and answer options in "Focus Area 3: Access" and a few of the cafeteria-related questions in "Focus Area 4: School Community" are adapted from the Smarter Lunchroom Self Assessment (2014), developed by Food & Brand Lab, The Cornell Center for Behavioral Economics, Child Nutrition Program.



**FOCUS AREA 3: ACCESS (School Meals), continued**

**M. The cafeteria was: (choose 1 answer per row)**

1. clean (e.g., tables and floors clear, garbage cans were not overflowing).	<input type="radio"/> Never	<input type="radio"/> Seldom	<input type="radio"/> Often	<input checked="" type="radio"/> Most or all days	<input checked="" type="radio"/> very confident <input type="radio"/> confident <input type="radio"/> somewhat confident <input type="radio"/> not confident
2. decorated to make the cafeteria and serving line inviting (e.g., student artwork, colorful posters, colorful paint on walls).	<input type="radio"/> Never	<input checked="" type="radio"/> Seldom	<input type="radio"/> Often	<input type="radio"/> Most or all days	
3. at a reasonable noise level (e.g., no fighting, yelling, whistle blowing).	<input type="radio"/> Never	<input type="radio"/> Seldom	<input checked="" type="radio"/> Often	<input type="radio"/> Most or all days	
4. staffed by food service workers who encouraged students to take and eat fruits and vegetables.	<input type="radio"/> Never	<input checked="" type="radio"/> Seldom	<input type="radio"/> Often	<input type="radio"/> Most or all days	
5. staffed by one or more adults (not including food service staff) who encouraged students to take and eat fruits and vegetables.	<input checked="" type="radio"/> Never	<input type="radio"/> Seldom	<input type="radio"/> Often	<input type="radio"/> Most or all days	

**N. Does the school have tastings of fruits and vegetables offered at school meals?**

- Yes  
 No (if No, skip to Question P)

**O. Tastings of fruits and vegetables in school meals: (choose 1 answer per row)**

1. were offered by having tastings in high traffic areas of the cafeteria.	Never	1–5 times total	6–9 times total	10 times or more	<input type="radio"/> very confident <input type="radio"/> confident <input type="radio"/> somewhat confident <input type="radio"/> not confident
2. were offered through students preparing and eating recipes from the school lunch menu (count total, for example if 5 classes each prepared 2 different recipes that would be 10 times).	Never	1–5 times total	6–9 times total	10 times or more	
3. were offered by providing families opportunities to taste fruits and vegetables served in school meals (e.g., before school, after school, or at school events).	Never	1–5 times total	6–9 times total	10 times or more	
4. involved teacher, principal, school staff, or other students offering fruits and vegetables to students.	Never	1–5 times total	6–9 times total	10 times or more	
5. were summarized based on who liked and didn't like the fruits and vegetables and results were posted for the school community (e.g., bulletin board, school website, newsletter, email blast).	Never	1–5 times total	6–9 times total	10 times or more	

P. How many times was **local food served** in school lunch (exclude milk)? (choose 1 answer)

*"Local food" (in general) does not have an established definition. Some base it on number of miles, others on state boundaries, etc. For this question, use whatever your school defines as "local food." Please add a comment on how your school defines local foods and what local foods were primarily served on the explanation page for this focus area.*

<input type="radio"/> No local food was served.	<input checked="" type="radio"/> very confident
<input type="radio"/> Local food was served 1–2 times during the year (e.g., as part of a harvest celebration).	<input type="radio"/> confident
<input type="radio"/> Local food was served 3–9 times during the year (e.g., once a week through the harvest season or every day during a week-long harvest celebration).	<input type="radio"/> somewhat confident
<input type="radio"/> Local food was served about 10–20 times during the school year (e.g., once or twice a month throughout the school year, or many harvest celebrations).	<input type="radio"/> not confident
<input type="radio"/> Local food was served about 21–39 times during the school year (e.g., several times a month or once a week or more during a long harvest season).	
<input checked="" type="radio"/> Local food was served at least 40 times during the school year (e.g., at least once a week).	

**Please share explanations or other important context for Focus Area 3**

Kamaile does serve at least one local produce every week. They have a procurement preference on local produce (such as the tomatoes they serve regularly) but there is no local beef preference. The salad bar is located on a great location in the cafeteria and I have first-hand experience the salad bar. It offers a wide selection of fruits and vegetables and since all the school children eat for free they have more opportunities to try them. The Food Service Manager has vocally acknowledge that he would utilize all the herbs and spices that the garden can produce especially basil, thyme and oregano.

**How did you obtain these answers?**  
(check all that apply)

Team members:

- Spent time in the cafeteria helping with school meals and observing
- Talked to school food service staff
- Talked to one or more teachers, school administrators or other school staff
- Surveyed school food service staff
- Other:

**FOCUS AREA 4: SCHOOL COMMUNITY (School Culture)**

**Q. The school made a conscious effort to have fruits and vegetables and other healthy foods as the dominant choice: (choose 1 answer per row)**

1. at <b>classroom snacks, celebrations, or rewards.</b>	<input type="radio"/> Never	<input checked="" type="radio"/> Sometimes	<input type="radio"/> Most of the time	<input type="radio"/> Does not have these	<input checked="" type="radio"/> very confident <input type="radio"/> confident <input type="radio"/> somewhat confident <input type="radio"/> not confident
2. at <b>school events.</b>	<input type="radio"/> Never	<input checked="" type="radio"/> Sometimes	<input type="radio"/> Most of the time	<input type="radio"/> Does not have these	
3. at <b>bake sales</b> (healthy foods can include healthier, homemade baked goods such as carrot cake or apple bread).	<input type="radio"/> Never	<input type="radio"/> Sometimes	<input type="radio"/> Most of the time	<input checked="" type="radio"/> Does not have these	
4. as part of <b>fundraisers</b> (e.g., selling oranges, seed packets, healthy recipe cookbooks instead of candy bars).	<input checked="" type="radio"/> Never	<input type="radio"/> Sometimes	<input type="radio"/> Most of the time	<input type="radio"/> Does not have these	
5. in <b>vending machines</b> (this can also include nuts, seeds, healthy bars).	<input type="radio"/> Never	<input type="radio"/> Sometimes	<input type="radio"/> Most of the time	<input checked="" type="radio"/> Does not have these	

**R. The school respected healthy eating by: (choose 1 answer per row)**

1. having school meals integrated into the school day (e.g., same student behavior expectations and style of discipline during school meals as other times of day, teachers and administrators present during school meals).	<input type="radio"/> Yes	<input checked="" type="radio"/> No	<input checked="" type="radio"/> very confident <input type="radio"/> confident <input type="radio"/> somewhat confident <input type="radio"/> not confident
2. getting student groups involved in developing creative and descriptive names for school meal menu items.	<input type="radio"/> Yes	<input checked="" type="radio"/> No	
3. having older students serve as mentors or role models to encourage younger students to eat fruits and vegetables (e.g., helping with salad bar in the cafeteria, teaching lessons in the classroom).	<input type="radio"/> Yes	<input checked="" type="radio"/> No	
4. providing announcements (e.g., over loudspeaker or as students lined up to get lunch) about what was being served for lunch and encouraged students to eat fruits and vegetables.	<input checked="" type="radio"/> Yes	<input type="radio"/> No	
5. hosting local celebrities (e.g., farmers, chefs, politicians, sports heroes, media personalities) to dine (at least once) with students in the cafeteria.	<input type="radio"/> Yes	<input checked="" type="radio"/> No	

**S. The school encouraged families to eat more fruits and vegetables by: (choose 1 answer per row)**

1. improving access to healthy foods (e.g., providing information about where to sign up for Supplemental Nutrition Assistance Program (SNAP), SNAP-based incentives such as double bucks at farmers markets, and/or locations of food pantries).	<input type="radio"/> Yes	<input checked="" type="radio"/> No	<input type="radio"/> very confident <input checked="" type="radio"/> confident <input type="radio"/> somewhat confident <input type="radio"/> not confident
2. offering at least two workshops or events for families that focused on eating more fruits and vegetables (e.g., cooking, gardening, eating on a budget, healthy eating, sharing foods from families' cultural backgrounds).	<input checked="" type="radio"/> Yes	<input type="radio"/> No	
3. actively promoting farmers market, CSAs, or other places where local foods are available.	<input type="radio"/> Yes	<input checked="" type="radio"/> No	
4. sending home newsletters with motivational and inspirational messages about eating fruits and vegetables, simple fruit and vegetable recipes, and/or shopping tips.	<input checked="" type="radio"/> Yes	<input type="radio"/> No	
5. providing opportunities for adult family members to volunteer in the cafeteria during meals and/or during nutrition education lessons, school garden lessons, and/or during school-wide food-related events.	<input checked="" type="radio"/> Yes	<input type="radio"/> No	

**FOCUS AREA 4: SCHOOL COMMUNITY (School Culture), continued**

**T. Students had opportunities to learn about food production, local farms, or composting by: (choose 1 answer per row)**

1. having several classes interacting with local farmers (e.g., local farmers visiting schools, exchanging letters with local farmers).	<input checked="" type="radio"/> Yes	<input type="radio"/> No	<input checked="" type="radio"/> very confident <input type="radio"/> confident <input type="radio"/> somewhat confident <input type="radio"/> not confident
2. providing field trips for at least several classes that were related to learning about food and the food system (e.g., farm or community gardens, farmers markets, local food processors, restaurants that use local foods).	<input checked="" type="radio"/> Yes	<input type="radio"/> No	
3. hosting school events (either food related or other such as students reading poetry, singing, or displaying art) in school garden or at close-by community gardens or farms.	<input type="radio"/> Yes	<input checked="" type="radio"/> No	
4. providing opportunities for students to learn about what foods are locally available through different seasons (e.g., Harvest of the Month).	<input checked="" type="radio"/> Yes	<input type="radio"/> No	
5. having a composting program (e.g., compost school meal waste, families bring scraps from home to school garden compost).	<input checked="" type="radio"/> Yes	<input type="radio"/> No	

**U. The school's physical space was set up to support eating fruits and vegetables and other healthy foods by: (choose 1 answer per row)**

1. posting student work from nutrition education or garden-based activities (e.g., writing projects, poems, science projects) on bulletin boards or other prominent places.	<input type="radio"/> Yes	<input checked="" type="radio"/> No	<input type="radio"/> very confident <input checked="" type="radio"/> confident <input type="radio"/> somewhat confident <input type="radio"/> not confident
2. having photos of gardens, farms or fruits and vegetables in stairwells, hallways and other places.	<input type="radio"/> Yes	<input checked="" type="radio"/> No	
3. posting signs with what is served in school meals around the school.	<input type="radio"/> Yes	<input checked="" type="radio"/> No	
4. having a dedicated space for providing food-related resources for families (e.g., SNAP info, fruit and vegetable recipes).	<input checked="" type="radio"/> Yes	<input type="radio"/> No	
5. having a dedicated room for nutrition ed and/or garden-based activities (e.g., cooking classroom, indoor garden room).	<input checked="" type="radio"/> Yes	<input type="radio"/> No	

**Please share explanations or other important context for Focus Area 4**

N/A

**How did you obtain these answers?**  
(check all that apply)

Team members:

- Participated in making these activities happen
- Directly observed these activities happen
- Talked to school administrators, teachers or, other school staff
- Surveyed school administrators, teachers, or other school staff
- Other:

## SECTION 3: STAYING POWER

This section asks questions about the process of institutionalizing activities across the four focus areas.

### Focus Area 1: Knowledge (nutrition education)

1. The **school administration** supports nutrition education by: (check all that apply)

- providing time for professional development for teachers to learn about teaching nutrition lessons.
- providing supports (e.g., additional pay, class release time, time and support to write grants) for nutrition education lesson development.
- participating in nutrition education activities (e.g., visiting classrooms during lessons).
- none of these.

2. The **teachers** support nutrition education by: (check all that apply)

- using their "prep periods" to plan for teaching nutrition education lessons.
- making classroom time to teach nutrition lessons.
- sharing successes and challenges with other teachers (e.g., discussing nutrition education at grade level meetings).
- none of these.

3. How was nutrition education connected to the curriculum? (choose 1 answer)

- no nutrition education.
- nutrition education not connected to curriculum.
- actively working to connect nutrition education to the curriculum (but not connected now).
- nutrition education connected to curriculum (but were not specifically designed to meet standards).
- nutrition education connected to curriculum and specifically designed to meet standards in **one core subject** (e.g., National Common Core Standards [English and Math], Next Generation Science Standards, state level standards, or local "scope and sequence").
- nutrition education connected to curriculum and specifically designed to meet standards in **2+ core subjects** (same standard examples as above).

4. **Parents** support nutrition education by: (check all that apply)

- raising funds to support nutrition education.
- encouraging administration and teachers to make time for nutrition education.
- assisting during nutrition education activities (during the school day).
- assisting students doing nutrition education homework, particularly setting and monitoring goals for behavior change (this can be tracked by having goal sheets parents sign and return).
- none of these.

### Focus Area 2: Engagement (school garden)

5. The **school administration** supports the school garden by: (check all that apply)

- providing time for professional development for teachers to learn about conducting garden-based activities.
- providing supports (e.g., additional pay, class release time, time and support to write grants) for teachers to develop garden-based activities and/or maintain the school garden.
- participating in garden-based activities (e.g., visiting garden or classroom during garden-based activities).
- none of these.

6. The **teachers** support the school garden by: (check all that apply)

- using their "prep periods" to plan for conducting garden-based activities.
- making classroom time for conducting garden-based activities.
- working together (e.g., at grade level meetings) to share successes and challenges with conducting garden-based activities.
- maintaining the garden and/or being member of the school garden committee or club.
- none of these.

7. How were garden-based activities connected to the curriculum? (choose 1 answer)

- no garden-based activities.
- garden-based activities not connected to the curriculum.
- actively working to connect garden-based activities to the curriculum (but not connected now).
- garden-based activities connected to curriculum (but were not specifically designed to meet standards).
- garden-based activities connected to curriculum and specifically designed to meet standards in **one core subject** (e.g., National Common Core Standards (English and Math), Next Generation Science Standards, state level standards, or local "scope and sequence").
- garden-based activities connected to curriculum and specifically designed to meet standards in **2+ core subjects** (same standard examples as above).

8. **Parents** support nutrition education by: (check all that apply)

- raising funds to support the school garden.
- encouraging administration and teachers to institutionalize the school garden.
- maintaining the garden program (e.g., work in the garden, participate in garden committee/club, help when classes are in the garden doing garden-based activities).
- none of these.

**Focus Area 3: Access (school meals)**

**9. The school administration supports healthy school meals by:**

(check all that apply)

- supporting the food service director in making changes (e.g., procuring local food, tweaking line design to nudge students to healthier options).
- providing ample staff in the lunchroom for managing students so they focus on eating lunch.
- being a positive presence in the cafeteria (e.g., encouraging students to eat, eating with students).
- none of these.

**10. The school food service director supports healthy meals by:**

(check all that apply)

- dedicating time and effort to procuring food from local sources.
- preparing recipes from scratch for school meal items.
- avoiding use of prepared, processed food items.
- supporting a salad bar with a wide variety of items.
- supporting use of food grown in the school garden in school meals.
- being receptive to making changes that will nudge students toward healthy options (e.g., changing line arrangement and placement, decorations, creative names for fruit and vegetable dishes).
- providing encouragement to all food service staff to get students excited about eating school meals (e.g., use the creative names of fruit and vegetable dishes, remind students what food is local or from the garden, encourage students to try new foods).
- none of these.

**11. Teachers support healthy meals by:**

(check all that apply)

- reminding students what is being served for lunch and encouraging them to eat fruits and vegetables.
- asking students about what they thought of lunch when they return to the classroom.
- being with their students at least once in a while during school lunch.
- none of these.

**12. Parents support healthy meals by:**

(check all that apply)

- working with food service staff on how to create healthy meals (e.g., being on nutrition committee, reviewing menus)
- volunteering to help during school meals (at least a few parents).
- none of these.

**Focus Area 4: School Community (culture)**

**13. School administration implements practices around healthy eating by:**

(check all that apply)

- providing resources to teachers and parents about what healthy foods are acceptable and unhealthy foods are not acceptable for serving in the class and at school events.
- enforces that only healthy foods are served in the classroom and at school events.
- avoids having fundraisers that sell unhealthy food (e.g., candy bars).

**14. The school staff, besides teachers and administrators, (e.g., school nurse, office staff, security guards, custodians) supports a healthy school food environment and/or the school's gardening program.**

(choose 1 answer)

- no, school staff not supportive.
- yes, school staff supportive, but not actively involved.
- yes, school staff are supportive and actively involved.

**15. How many healthy food, nutrition, and gardening "champions" (e.g., a person who promotes healthy food issues and gets others excited) does the school have (could be teacher, staff or parent; don't count the FoodCorps member)?**

(choose 1 answer)

- one champion.
- two champions.
- three or more champions.

**16. Did the school have a wellness committee or club?**

(choose 1 answer)

- no known wellness committee/club.
- yes, but meets irregularly and/or distributes health-related resources (no planning or implementing activities).
- yes, meets regularly to plan and implement healthy food-related activities for the school.

**17. If there is an active wellness committee or club, who were the active members?**

(check all that apply)

- not applicable, no committee or not active.
- students.
- parents.
- food service staff.
- other school staff.
- teachers.
- administrators.
- other: \_\_\_\_\_

**For all Staying Power Section questions, how did you obtain the answers?**

(check all that apply)

Team members:

- Talked to one or more school administrators
- Talked to one or more teachers
- Attended teacher meeting(s)
- Talked to one or more parents
- Attended parent association meeting(s)
- Talked to other school staff
- Reviewed school "handbook" (paper or online)
- Observed supportive practices (e.g., healthy foods being served at school events, healthy fundraisers, administrator visiting garden during garden-based activities)
- Attended wellness or garden committee/club meetings
- Other: \_\_\_\_\_

## SECTION 4: POLICY

This section asks questions about the policies on the state, district, and school level that could support a healthy school. Please note that FoodCorps service members are limited in their ability to engage in policy-related activities.

**1. Were there state-level or district-level nutrition education standards<sup>c</sup>?**

(check all that apply)

- the state had nutrition education standards.
- the district had nutrition education standards.
- no known nutrition education standards.

**2. If there were nutrition education standards, was support given to implement them?**

(check all that apply)

- yes, standards and school district had staff to offer guidance and monitor compliance.
- yes, standards and school had a teacher or other staff to offer guidance and monitor compliance.
- yes, standards but no support offered.
- not applicable, no known nutrition education standards.

**3. If there were nutrition education standards, were they met?**

(check all that apply)

- met (fully or mostly) by all grades.
- met (fully or mostly) by some grades.
- met (fully or mostly) by one grade.
- partially met by one or more grades.
- not met.
- no way to know if they were met.
- not applicable, no known nutrition ed standards.

**4. Does the district have a preferred nutrition curriculum?**

(choose 1 answer)

- yes, curriculum
- no known preferred curriculum.

<sup>c</sup> As an example, California has Nutrition Education Standards that can be found at: <http://www.cde.ca.gov/ls/nu/he/documents/nergch1.pdf>

**5. If there is a preferred nutrition curriculum, is it used at your school?**

(choose 1 answer)

- all grades use preferred curriculum and fully implement it.
- all grades use preferred curriculum but not all fully implemented.
- some grades use preferred curriculum (fully or partially).
- one grade uses preferred curriculum (fully or partially).
- preferred curriculum not used.
- unknown how much preferred curriculum used.
- no known preferred curriculum.

**6. Did the district have a wellness plan or policy?**

(choose 1 answer)

- yes.
- no known wellness plan or policy.

**7. If there was a district wellness plan or policy, did it follow a template (e.g., National Alliance for Nutrition and Activity)?**

(choose 1 answer)

- yes, template followed exactly
- yes, template modified
- no known template used

**8. If a district wellness plan or policy existed, what content was included?**

(check all that apply)

- healthy eating and nutrition.
- school gardens.
- food policies (e.g., for celebrations, rewards, bake sales, fundraisers).
- promoting local foods.
- unknown what content was in the policy or plan.
- not applicable, no known wellness plan or policy.

**9. If a district wellness plan or policy existed, who was it communicated to?**

(check all that apply)

- school administrators.
- teachers.
- school staff.
- food service workers.
- parents.
- students.
- don't know or not communicated to anyone.

Share what you know about how the wellness policy was communicated (e.g., newsletters, at meetings, bulletin boards, etc.)

**10. Does the district have a preferred garden education curriculum?**

(choose 1 answer)

- yes: curriculum
- no known preferred curriculum.

**11. If there is a preferred garden education curriculum, is it used at your school?**

(choose 1 answer)

- all grades use preferred curriculum and fully implement it.
- all grades use preferred curriculum but not all fully implemented.
- some grades use preferred curriculum (fully or partially).
- one grade uses preferred curriculum (fully or partially).
- preferred curriculum not used.
- unknown how much preferred curriculum used.
- no known preferred curriculum.

**12. Did the state and/or school district have a policy about geographic preference for local food procurement?**

(check all that apply)

*A geographic preference provides a competitive advantage to local, minimally processed foods.*

Yes for state, please share what you know:

Yes for district, please share what you know:

No known geographic preference policy.

**13. If there was a state, and/or district policy for geographic preference to what extent was the policy implemented?**

(choose 1 answer)

- products from local growers or distributors were regularly requested or sought out in bids or orders.
- products from local growers or distributors were sometimes requested or sought out in bids or orders.
- local products may be supplied but were not specified in bids or orders.
- even though policy existed, it was not implemented.
- no known geographic preference policy.

**14. Was school garden produce allowed to be used in school meals?**

(choose 1 answer)

- yes.
- no.
- unsure.

**For all Policy Section questions, how did you obtain the answers?**

(check all that apply)

Team members:

- Talked with school administrator
- Talked with district curriculum administrator
- Talked with district food service administrator
- Talked with state level administrator (e.g., State Department of Education)
- Talked with host site staff
- Talked with state FoodCorps fellow
- Reviewed state level policy (paper or online)
- Reviewed district level policy (paper or online)
- Attended a district level policy meeting
- Attended a different meeting (describe):

Other:





## Healthy School Action Plan

Plan the steps your school team will take and how you will define success



### The Healthy School Action Plan is designed to:

- Be a process that helps schools improve the school food environment over time
- Help your school team set key school-wide goals
- Define success for improving the school food environment during the school year
- Plan the steps your team will take this year and into the future
- Decide who will be responsible for leading and supporting each project

**Instructions:** The Healthy School Action Plan should be completed by the school team working to improve the school food environment. Using your Healthy School Progress Report, identify the goals your team would like to achieve this school year.

- Choose goals that are SMART: Specific, Measurable, Attainable, Relevant, and Time-Bound.
- For each goal, identify how your team plans to achieve it.
- Identify which individuals or teams are responsible for working on it. Please make special note if the FoodCorps service member is responsible for leading or playing a major role in accomplishing a goal.
- Identify resources you need to achieve each goal.

At the end of the Action Plan, you will find a space to record your long-term goals. Here you can capture goals your team expects to work on in the future or that span multiple years. It is important to revisit these goals on a regular basis to check progress and make adjustments as necessary. You can record your team updates in the Status column.

### SCHOOL YEAR GOALS

SCHOOL YEAR GOALS					
Healthy School Progress Report Area	Goal	Action Steps & Timeline	Role	Resources Needed	Status
e.g., "Access-L: Salad Bar"	What progress does the team want to make? What does success look like?	What needs to be done? What are the key milestones?	Who is the lead? Who else will be involved?	What contacts, materials, or resources does the team need?	What progress has been made? Did you complete the goal?
1 Knowledge - D: I	Expanding the nutritional education throughout the school. This will be focus on the consumption of water and the decrease of sugary drinks among students and staff	Kick-Off assembly to promote the consumption of water and discuss diabetes and other health issues that our community is facing. Provide water bottle for all the students. Teachers design lessons and activities around water and the health benefits of consuming water.	FoodCorps service member leading No Mr. Kepka		The school already had their assembly plus is in the process of distributing water bottles to all the students.  Completed!



Signature:   
Jameil Saez (Nov 9 2015)

Email: [jameil.saez@foodcorps.org](mailto:jameil.saez@foodcorps.org)