

# Development and Implementation of the LAUSD “Soda Ban” and “Junk Food Ban”



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# Presentation Outline



- Review LAUSD nutrition policies
- Review of Literature
- Study Methods
- Study Results
- Conclusions

# LAUSD Healthy Beverage Resolution

Passed August 27, 2002 and effective January 2004:

- ◆ only authorized beverages are available to students for sale. The list of authorized beverages includes: fruit drinks with no less than 50% fruit juice; drinking water; milk; and electrolyte replacement beverages;
- ◆ prohibits the District and schools from entering into any new contracts, or renew or extend existing contracts with beverage companies;
- ◆ a monitoring system for compliance with this resolution;
- ◆ dissemination of information related to healthy beverage resources;
- ◆ the establishment of a working committee to review current nutrition policies.



# LAUSD Obesity Prevention Motion



Passed October 28, 2003 and includes:

- ◆ standards for foods sold outside of the Federal School Meal Programs including a la carte sales, student store sales, vending machines, and fundraising starting **July 1, 2004**;
- ◆ standards for portion sizes for all foods not included in the Federal School Meal Programs including snacks, entrée items, and side dishes starting **July 1, 2004**;
- ◆ increasing the variety and accessibility of fresh fruits and vegetables at school sites;

# LAUSD Obesity Prevention Motion



- ◆ providing fruit and vegetable bars at all District schools within a 6-year period;
- ◆ broadening and improving nutrition education within all District schools and District programs;
- ◆ creating an enforcement mechanism for vending and student body sales;
- ◆ eliminating branded fast food product contracts within 3 years; and
- ◆ providing information to school regarding alternative fundraising

# Why Nutrition Policies?



- ◆ Student academics
- ◆ Student health
- ◆ School environment

# Student Academics and Health



- ◆ Good nutrition, particularly eating breakfast, is associated with improved student achievement, attendance, and behavior.
- ◆ Few children or adolescents eat a healthy diet, most notably in meeting the United States Department of Agriculture's (USDA) recommendation of eating five fruits and vegetables (FV) per day.
- ◆ Children and adolescents consume high amounts of low-nutrient density foods.
- ◆ Poor dietary contribute to rising rates of overweight children and adolescents.

# School Nutrition Environment



- ◆ Easy access to junk foods through a la carte lines, vending machines, and student stores.
- ◆ Few healthy food options including salad bars and low-fat snacks.
- ◆ Branded food contracts.
- ◆ Sending mixed messages to students.

# Nutrition Policies as Intervention



- ◆ Being developed throughout country.
- ◆ Most focus on two areas:
  - ◆ Improving quality of school meals
  - ◆ Competitive foods
- ◆ Little is known about implementation.
- ◆ Focus on environment, not just individual change. Individual interventions success dissipates over time.
- ◆ Policies have successfully been used as prevention/intervention for smoking, seat belts, drinking.

# Research Questions



- ◆ How were district wide nutrition policies developed and implemented on a District level including the rationale, dissemination, and compliance monitoring?
- ◆ How were district wide nutrition policies implemented on a school level including barriers and facilitators to implementation?
- ◆ What do students and staff know about the nutrition policies based on student and staff self reports?
- ◆ What impact does implementing a district wide nutrition policy have on high school student dietary behaviors both at school and home as self-reported by students?
- ◆ What are student and staff attitudes towards the school nutrition environment and District nutrition policies based on student and staff reports? Being developed throughout country.

# Methods

- ◆ Interviews with District level staff and community organization staff who developed and implemented the LAUSD policies – 9 total
- ◆ Interviews with administrator, cafeteria manager, and financial manager at each school – 6 total
- ◆ Student questionnaire – 12<sup>th</sup> grade Language Arts/English classes
- ◆ Staff questionnaire during staff meeting.
- ◆ School observation
- ◆ Data documentation – meeting minutes, policies



# Results

- ◆ Development and implementation of policies based on interviews.
- ◆ Student and staff questionnaire
- ◆ Conclusions
- ◆ Limitations



# Development of LAUSD Nutrition Policies

- ◆ Impetus to develop policies came from student health and lack of oversight of vending contracts.
- ◆ Group already working on developing guidelines collaborated/merged with board member.
- ◆ Used SB19 and National Consensus Panel recommendations.
- ◆ LEAF and Project LEAN.
- ◆ Vetted through District staff and work group.
- ◆ Crafted into acceptable language.
- ◆ Approved by Board of Education.



# Facilitators and Barriers

## ◆ Facilitators

- ◆ Collaboration

- ◆ Lists of approved and unapproved beverages.

## ◆ Barriers

- ◆ Financial loss

- ◆ “Black market”

- ◆ Lack of buy-in

## ◆ District Addressing Barriers

- ◆ District-wide healthy beverage contract

- ◆ Vendor fairs



# Dissemination

- ◆ District bulletins – none for Obesity Prevention Motion
- ◆ Student Body Fiscal Services and Food Services specific memos and staff meetings.



# Implementation



- ◆ Essentially, food service staff were cut off from buying unapproved beverages and snacks and all open orders of these items were cancelled.
- ◆ Any remaining supplies could be sold to staff.

# Compliance

- ◆ Mechanism to be developed written into Obesity Prevention Motion, but nothing in the Healthy Beverage Resolution.
- ◆ Staff who were interviewed identified their supervisors in Food Services and Student Body Fiscal Services and Office of Inspector General (OIG).
- ◆ OIG does not have enough staff to monitor, so places responsibility on Student Body Fiscal Services and Food Services staff.





## ◆ Strengths

- ◆ including several stakeholders in the development of both policies;
- ◆ developing clear criteria for the types of beverages and snacks that are allowed;
- ◆ developing lists of approved beverages and snacks for schools to use when ordering; and
- ◆ soliciting bids for a District wide beverage contract to offset the financial loss by schools.

## ◆ Opportunities for improvement

- ◆ lack of buy-in from a wide range of school community stakeholders;
- ◆ lack of widespread dissemination;
- ◆ failure to adequately address the financial concerns; and
- ◆ lack of clear mechanism for compliance, which has led to a black market.

# Study Schools



Mountain High School (MHS)	Ocean View High School (OVHS)
Year round, 4759 students	Traditional calendar, 4033 students
0.2% American Indian/Alaskan Native, 2.8% Asian, 5.6% Filipino, 0.2% Pacific Islander, 4.0% Black/African American, 81.9% Hispanic, and 5.3% White	0.4% American Indian/Alaskan Native, 11.5% Asian, 3.1% Filipino, 0.2% Pacific Islander, 8.0% Black/African American, 26.0% Hispanic, and 50.8% White
75% free/reduced meals	26% free/reduced meals
22 vending machines; students have access to the vending machines before, during, and after school; student store is open during breakfast, "nutrition" break, and during lunch.	13 vending machines; students have access to the vending machines before, during, and after school; student store is open before school, during meal times, and after school.
12 <sup>th</sup> graders allowed to leave campus for lunch	11 <sup>th</sup> and 12 <sup>th</sup> graders allowed to leave campus for lunch
Received LEAF grant	Did not receive LEAF grant

# Student Sample



<b>Demographic Characteristic</b>	<b>% Total Sample</b>	<b>% MHS</b>	<b>% OVHS</b>
Total #	398	101 (25.4)	297 (74.6)
Female	50.5	46.4	48.5
Male	49.5	43.6	51.5
American Indian/ Alaskan	0	0	0
Asian	9.3	10.2	9.00
African	6.2	3.0	7.2
Hispanic	33.8	78.6	18.6
Pacific Islander	2.3	2.0	2.4
White	31.7	2.0	41.7
Other	7.7	1.0	10.0
Multiracial	9.0	3.1	11.0

# Staff Demographics



Demographic Characteristics	% of Staff
Total (n)	102
MHS	47.1
OVHS	52.9
Female	62.2
Male	37.8
Asian	6.7
Black or African American	4.4
Hispanic	11.1
Pacific Islander	1.1
White	72.2
Multiracial	4.4
Teacher	81.4*
Counselor, psychologist	5.9
Classified staff such as janitor,	5.9
Certificated staff such as librarian	4.9
Other staff including health,	2.9
Less than 1 year	10.2
1-2 years	12.2
3-5 years	21.4
6-10 years	20.4
10+ years	35.7

# Student and Staff Knowledge of Policies



- 85.6% of the students knew about the soda ban and 83.1% knew about the junk food ban.
- Students identified friends, teachers, and announcements at school as the top methods of dissemination of the soda ban and junk food ban.
- 94.0% of staff knew about the soda ban and 78.6% knew about the junk food ban.
- Media, memos from the school and district, verbal announcements at school, co-workers, and students were the methods of dissemination most identified by staff.

# Knowledge of Policies

- ◆ Most students and staff knew about soda ban and junk food ban.
- ◆ 8.3% of students and 4.1% of staff did not know about either policy
- ◆ No District wide communication to students or parents regarding either policy. Information was to be included in new 2005-2006 Student Handbook, but was not.



# Policy Impact on Student Dietary Behaviors



- 85.1% of students indicated the soda ban had an impact on beverages they consumed at school; 16.6% soda impact at home or outside of school; 52.6% junk food impact at school; 20.2% junk food impact at home or outside of school.
- 80.4% of staff indicated the soda ban impacted the beverages students consumed at school; 22.3% soda impact at home or outside of school; 59.0% junk food impact at school; 20.6% junk food impact at home or outside of school.
- For impact at school, most students and staff indicated students consumed fewer beverages and snacks. At home or outside of school, most students and staff indicated students consumed about the same amount of beverages and snacks.

# Impact on Dietary Behaviors



◆ More staff than students indicated policies had an impact and that the impact was positive with students consuming fewer of the beverages and snacks.



◆ More MHS students (60.4%) than OVHS students (50.0%) indicated the junk food ban impacted the foods they ate at school.



◆ More MHS students (43.4%) than OVHS students (16.2%) indicated they ate fewer snacks at home or outside of school.



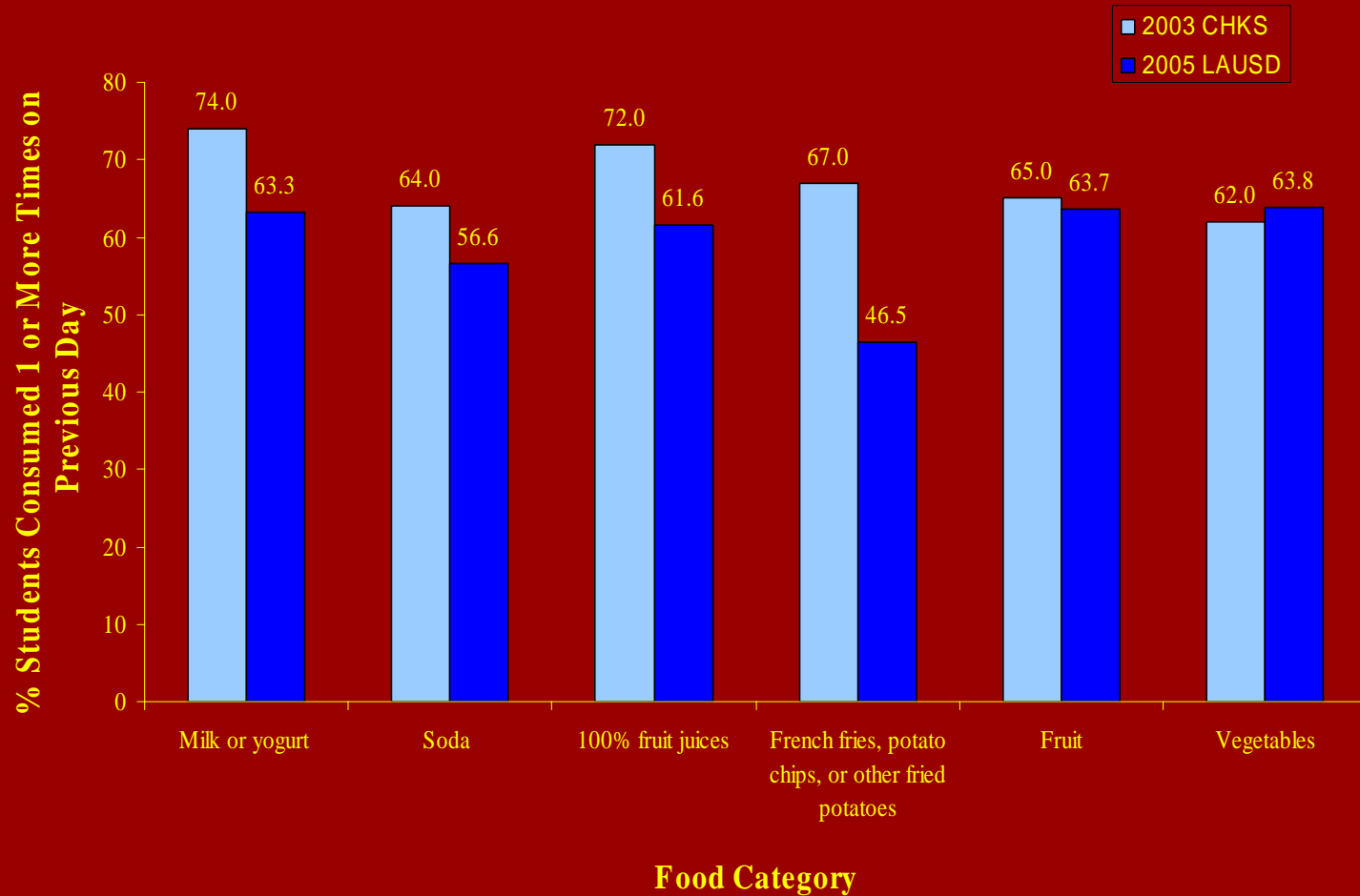
# Student Dietary Behaviors

Students were asked how many times they had consumed food or beverages at school and for the entire day. The results include:

Food	Entire Day %	School %
Drank milk or ate yogurt 1 or more times	63.3	29.3
Drank soda 1 or more times	56.6	7.4
Ate junk food 2 or more times	81.7	23.4
Ate fruits and vegetables 2 or more times	75.1	18.6



# Student Dietary Behaviors



# Attention Paid to Dietary Behaviors



◆ Students were asked if they paid more attention to what they ate and drank since the implementation of the policies.



◆ Most students indicated they paid the same amount of attention to what they ate and drank.



◆ More MHS students than OVHS students indicated they paid more attention to what they drank (22.8% vs. 11.5%) and to what they ate (25.7% vs. 13.4%).



# Where Students Get Food



During a school week, how many days a week do you usually...	0 days %	1 or more days %
Bring your lunch to school	79.0	21.0
Get your lunch from the cafeteria line?	53.1	47.0
Buy fast food at school (e.g. prepared by Taco Bell)	80.2	19.8
Buy a la carte snacks in the cafeteria?	69.6	30.4
Buy food from vending machines at school?	60.4	39.6
Buy food from the school store?	73.0	27.0
Skip lunch completely?	37.1	62.9
Get lunch or school snacks elsewhere?	50.8	49.2

# Student and Staff Attitudes Towards Policies



- 45.8% of students agreed or partially agreed with the soda ban and 42.6% agreed or partially agreed with the junk food ban.
- On a scale from 1 to 7 with 7 being a model school environment, students rated their school environment a 3.9.
- 16.0% of students agreed with the statement that their school environment helps students eat healthy
- 85.7% of staff agreed or partially agreed with the soda ban and 84.0% of staff agreed or partially agreed with the junk food ban.
- Staff rated the school environment 4.6 out of 7.
- 50.5% of staff agreed with the statement that their school environment helps students eat healthy.

# Agreement with Policies

◆ Most students did not agree with either policy. More MHS students than OVHS students agreed with both the soda ban (58.0% vs. 37.3%) and the junk food ban (63.4% vs. 39.9%).

◆ Most staff agreed with both policies.

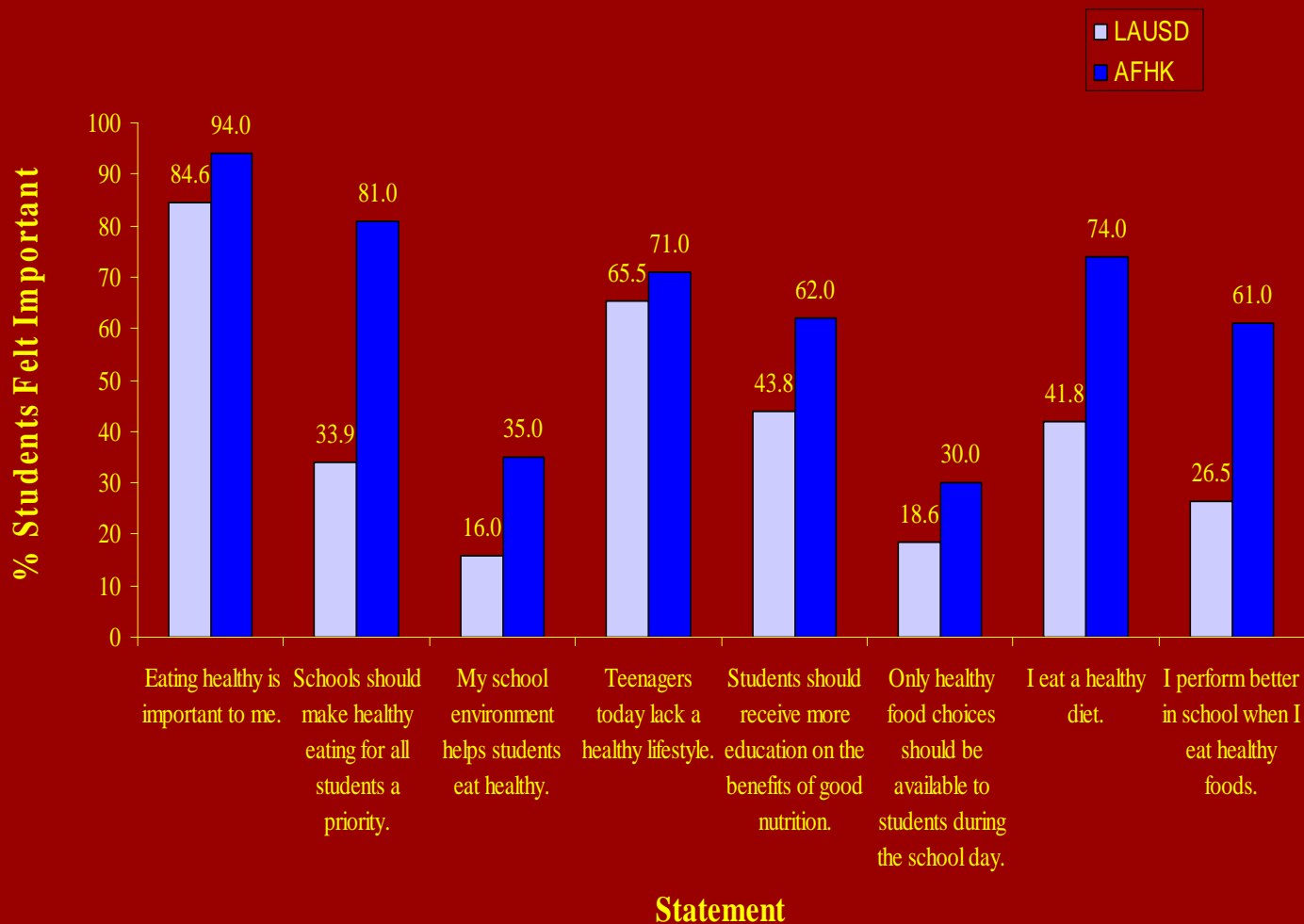


# Attitudes Toward School Nutrition Environment



Statement	Student Agree %	Staff Agree %
Eating healthy is important to me.	84.6	97.0
Teenagers today lack a healthy lifestyle.	65.5	86.0
Students should receive more education on the benefits of good nutrition.	43.8	91.9
I eat a healthy diet.	41.8	83.0
Schools should make healthy eating for all students a priority.	33.9	85.8
I perform better in school when I eat healthy foods.	26.5	79.0
Only healthy food choices should be available to students during the school day.	18.6	77.0
My school environment helps students eat healthy.	16.0	50.5

# Comparison of Student Attitudes Towards School Nutrition Environment



# Changes in School Environment



Action	Important Student %	Important Staff %
Provide longer lunch periods	66.0	47.4
Provide more healthier food options in the school cafeteria.	59.4	90.8
Have more educator role models for healthier	27.8	69.7
Spend more class time teaching about the benefits of good nutrition.	23.6	59.2
Eliminate junk food in vending machines.	15.6	73.7

# Conclusions

- ◆ Buy-in and communication of policies
- ◆ Multi-level approach
- ◆ Presence of banned foods on campus
- ◆ Quality of approved beverages and snacks



# Buy-in and communication of policies



- ◆ Small group developed policies. There was not enough student, parent, and staff involvement in development of policies for buy-in from these stakeholders.
- ◆ Some schools had active student groups. In this study, MHS did because of LEAF grant and students and staff had more favorable attitudes towards the school nutrition environment. Not widely disseminated to students and parents.
- ◆ Participants in this study knew about policy, but most did not find out through District or school communication.
- ◆ OIG report found that staff knew of policies, but little about the specifics. No communication about why policies were developed.

# Multi-level Approach

- ◆ Removing unhealthy foods not enough.
- ◆ Need coordinated, multi-level approach that includes:
  - ◆ physical activity;
  - ◆ nutrition education;
  - ◆ parents;
  - ◆ policies; and
  - ◆ healthy foods.



# Multi-level Approach

- ◆ Number of students participating in P.E. at school is on decline.
- ◆ P.E. policies not pursued because of focus on academics.
- ◆ Both students and staff in this study felt students needed more nutrition education.
- ◆ How is District addressing these areas?



# Banned Items on Campus

- ◆ Students are allowed to bring junk food on campus.
- ◆ Students, staff, and parents sell junk food on campus.
- ◆ There is nothing in either policy to prevent this from happening.
- ◆ There is nothing done on campuses to prevent this from happening.
- ◆ Policies prevent students from bringing alcohol, tobacco, and other drugs.
- ◆ Existing policies require students to wear uniforms.
- ◆ Have to take a firmer stand.



# Quality of Foods



- ◆ Snack foods are healthier, but many are still low-nutrient dense foods, “empty calories”.
- ◆ Need healthier, affordable options including salad bars.
- ◆ Few states or districts have policies that require healthy food options.
- ◆ Offering junk foods undermines food service and sends mixed message to students.

# Next Steps

- ◆ Programmatic

- ◆ involve students, staff, and parents in future decisions regarding nutrition policies

- ◆ educate students, staff, and parents about the importance of healthy eating

- ◆ fund physical education programs

- ◆ provide healthier foods

- ◆ closed campuses



# Next Steps

- ◆ Research

- ◆ track student dietary behaviors

- ◆ track food sales

- ◆ track participation in school meal programs



# Limitations

- ◆ Length of policy implementation may not be long enough to see significant changes.
- ◆ Convenience sample, results not generalizable to LAUSD.
- ◆ Self-selection bias.
- ◆ Differences in school characteristics.
- ◆ Difficult to determine direct impact of policies on behavior – other mediating variables.





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