

# LCFF and LCAP



Through a student health lens

The two main Local Control and Accountability Plan (LCAP) priorities related to health are student engagement and school climate.



## STUDENT ENGAGEMENT



## SCHOOL CLIMATE

### What is student engagement?

Student engagement is providing students with engaging programs and course work that work that keeps them in school, as measured in part by attendance rates, dropout rates and graduation rates.

### What is school climate?

School climate means factors both inside and outside the classroom that impact student success such as health, safety, student discipline and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers and parents.

### Questions I can ask my school leaders now:

- What is our school doing to prevent or reduce drop outs, suspensions and expulsions?
- How does our school count an absence? Where can I find out the rates of absenteeism at our school? Is health a factor in our student absences?
- Does our school participate in statewide surveys that measure school climate such as the California Healthy Kids Survey, the California School Climate Survey or the California School Parent survey? How are staff, teachers and students working to create a safe, respectful and inclusive campus?



**THE INITIATIVE:** Research confirms the clear connection between health, learning, and attendance. In support of this, State Superintendent of Public Instruction Tom Torlakson has initiated **Team California for Healthy Kids (TCHK)** to promote healthy foods and physical activity throughout the day, every day, in schools, before and after school programs, early childhood programs, and communities. The campaign focuses on making healthy choices the easy choices.



### HEALTHY STUDENTS LEARN BETTER

- Health is critical to academic success. Active and well nourished children/youth have better attendance, stay in school, and are ready to learn.
- Research demonstrates that regular physical activity and physical fitness are associated with higher levels of academic performance. Giving students breaks for physical activity throughout the school day can significantly increase on task behavior.<sup>1</sup>

### The Costs of Poor Health to Students and Schools

- Adolescents with poorer general health are less likely to graduate from high school on time or attend college or post-secondary education.
- Chronic diseases such as asthma, diabetes, obesity, and tooth decay affect about 20 to 30% of children and adolescents in California, which leads to more absenteeism and lower school performance.
- Children with poor oral health and poor general health are more than twice as likely to report poorer school performance as those with good oral health.
- Students who experience high levels of stress or depression tend to do poorly in school.
- Health-risk behaviors such as substance use, violence, and physical inactivity are consistently linked to academic failure and often affect students' attendance, grades, test scores, and ability to pay attention.<sup>2</sup>

## Health, Academic Achievement and Attendance

<sup>1</sup> Trost, SG and van der Mars H. Why We Should Not Cut P.E., Educational Leadership, Health and Learning, 2009/2010:67(4):60-65. -

<sup>2</sup> Dewey JD. Reviewing the relationship between school factors and substance use for elementary, middle, and high school students. Journal of Primary Prevention 1999: 19(3):1777-225. Swingle CA. The relationship between health of school-age children and learning implications for schools. Lansing, MI; Michigan Department of School Health; 19997

# Health, Academic Achievement and Attendance

## Attendance is a Risk Factor for Other Problems

- Almost 18 percent of California adolescents have asthma, which was responsible for an estimated 1.9 million missed days of school in California in 2005. Asthma is the leading cause of absenteeism.
- Children who miss 20 or more days of school in kindergarten through grade three do poorly in school, and have future problems with truancy, delinquency, substance abuse, and drop out of school.
- For low income students in urban areas, each additional day absent from school in elementary grades is associated with a seven percent lower probability of graduating from high school.
- Truancy is a 97 percent predictor of first time drug use. The greater the number of truant days, the greater the use.<sup>1</sup>

## The Difference that Schools Can Make

Schools are crucial players in helping to ensure the health of their students. They can take steps – many of which have no or little cost – to help their students be healthy. These “education supports” are resources, services, strategies, and practices within and outside of school that ensure that all students are physically, socially, emotionally and intellectually ready to succeed in school.

## What Can School, Health and Community Leaders Do?

1. Work together as partners towards a continuum of support for students' physical, social, and emotional needs.
2. Participate in a school health advisory committee, evaluate the local school wellness plan on a regular basis; schools should designate a coordinator.
3. Work together to conduct an assessment and review data utilizing resources such as the California Healthy Kids Survey, California School Climate Survey, and local school attendance records.
4. Create and implement policies that support school health.
5. Identify sufficient resources to succeed.



### Resources

- The California Endowment, The Critical Connection Between Health and Academic Achievement: How Schools and Policymakers Can Achieve a Positive Impact
- Centers for Disease Control and Prevention, Student Health and Academic Achievement
- California Department of Education, Team California for Healthy Kids
- California Department of Education, Coordinated School Health

This document is adapted from The Critical Connection Between Student Health and Academic Achievement: How Schools and Policymakers Can Achieve a Positive Impact, The California Education Supports Project, 2011.

<sup>1</sup> U.S. Department of Health and Human Services, Youth Violence: A Report of the Surgeon General, Rockville, MD: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Injury Prevention and Control; Substance Abuse and Mental Health Services Administration, Center for Mental Health Services; and National Institutes of Health, National Institute of Mental Health, 2001







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A major campaign goal is to increase physical activity, especially moderate-to-vigorous physical activity (MVPA) throughout the day, every day, in schools, and communities.

### WHY PHYSICAL ACTIVITY?



Research supports the importance of regular physical activity (PA) in:

- preventing obesity and reducing diabetes, heart disease, high blood pressure, and other chronic diseases.
- improving brain development, academic performance, attentiveness, concentration, and social emotional wellness.

### MAKE IT HAPPEN!

Everyone, whether children, family members, school administrators, or local advocates, can play a role in helping children and youths be more physically active.

#### Schools and After School Programs:

- Provide physical activity breaks for students and staff when seat time exceeds one hour. This is in addition to recess and physical education classes.
- Integrate physical activity into traditional classroom subjects.
- Offer physical activity at or near the beginning of the after school session.
- Work with communities to implement walk/bike-to-school programs.
- Maintain and support quality physical education programs. These will build essential skills, knowledge, and physical fitness so that students will be active for life.
- Support training and professional development for those who teach physical education and after school staff.
- Ensure that physical education and physical activity are incorporated in the school wellness policy.

# Physical Activity

# Physical Activity

## Active Families:

- Model physical activity habits for children by staying physically active yourself.
- Decrease kids' sedentary time (e.g., watching television, texting, playing video games, or using the computer for recreational purposes).
- Schedule regular times for the family to do fun physical activities together such as biking, hiking, and swimming.
- Participate in more vigorous physical activity.
- Get kids active by moving to music, climbing on playground equipment, playing interactive games and other large motor play.

## Active Communities:

- Work with schools, park and recreation districts, political and business leaders, and community-based organizations to create or enhance expanded day and after school programs that incorporate physical activity.
- Provide and maintain safe parks, playgrounds, and bike paths that give families opportunities to walk, run, bike, play, and engage in other recreational activities.

## Active Early Childhood Programs:

- Provide an inviting environment and frequent opportunities for daily vigorous age-appropriate physical activities and play, indoors and outside.
- Provide 10 minute bursts of moderate-to-vigorous physical activity when seat time exceeds 30 minutes.
- Integrate physical movement into planned learning activities.
- Remember that infants can also be physically active. Supervised tummy time is the opportunity to explore, build strength and increase body awareness.



## Resources

- Physical activity breaks
  - Instant Recess Activity Library
  - JAMmin' Minutes
  - Active Play
  - Energizers: Classroom based Physical Activity Breaks for **Elementary Schools**
  - Energizers: Classroom based Physical Activity Breaks for **Middle Schools**
- Integrating Physical Activity into the Complete School Day
- Walk and Bike to School
  - <http://www.caactivecommunities.org/w2s>
  - <http://www.walkingschoolbus.org>
  - <http://www.cdc.gov/nccdphp/dnpa/kidswalk>
- California After School Physical Activity Guidelines
- Active Play in Child Care
- California State Parks
- Team California for Healthy Kids





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A major campaign goal is to increase access to drinking water.

### WHY WATER?



Water is a great drink when you are thirsty. It is Superintendent Torlakson's favorite! Plus, for many people, water is a healthier option than sweetened beverages, because it does not have the unnecessary extra calories that can lead to excessive weight gain.

### MAKE IT HAPPEN!

Everyone, whether children, parents, school administrators, or local advocates, can play a role in making water more available in schools, after school programs, and childcare. Be a role model – drink water!

#### Get the Community Involved!

- In schools, partner with the Child Nutrition Director, parent teacher association, and Associated Student Body. In early childhood programs, partner with food service and parent groups
- Develop an implementation plan to make water accessible in your school, after school, and early childhood program.
- Survey staff, parents, and students for innovative ways to encourage children to drink more water.

#### Provide Access to Water in the Places Where Children/Students Eat and Play.

- Install water stations or dispensers that can easily fill cups or reusable bottles. Children and youths need more than a "sip."
- Provide access to free, fresh drinking water. It is required under state and federal law.
- Include access/availability of water in school wellness policies.

# Water

## Start up a Campaign for Drinking Water.

- Address the importance of drinking water in science, health, nutrition, and physical education classes.
- Partner with others at the state, local, and regional levels for resources and funding opportunities.
- Identify strategies on how to make water available in schools, after school, and child care programs.
- Educate staff, families, and the community about the importance of making fresh drinking water available.
- Put up signs and posters in schools, after school programs, early childhood programs and the community to promote the health benefits of water consumption.
- Look at how other schools and agencies have increased access to water.

## Maintain Drinking Water in Schools:

- Work with district facility staff on plans for new schools to be sure that adequate water sources are located throughout the school. This is especially important in areas where food is served and where students participate in physical education and activity.
- If your district is modernizing existing schools, work with your district facility staff early in the planning process to identify innovative ways to provide drinking water, such as water stations.

*This fact sheet was adapted from information from the "Water in Schools" Tool Kit and the Institute of Medicine website.*



### Resources

- "Water in Schools" Toolkit
- California Department of Education
- Guidance for changing your wellness policy
- Ideas for healthy fundraising
- Child Care Toolkit
- State funds for the construction and modernization of school facilities for qualifying school districts





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A major campaign goal is to increase access to fresh fruits and vegetables, particularly salad bars in schools.



#### WHY SALAD BARS IN SCHOOLS?

Children respond to variety by:

- Trying new foods
- Eating more fruits and vegetables every day

#### SALADS...WITHOUT BARS!

Incorporate more fresh fruits and vegetables into popular meals and snacks!

- Seasonal veggie pizzas
- Sandwiches
- Cut up fruits and veggies
- Burritos and wraps

### MAKE IT HAPPEN IN SCHOOLS!

#### 1. Create Support for The Program

- Build relationships between the school board, administrators, teachers, staff, parents, parent teacher association, and nutrition services staff/director to gain support and approval
- Incorporate salad bars and Farm-to-School strategies into the school wellness policy

#### 2. Identify Funding for a Salad Bar Grant

- Apply for a grant to fund your salad bar (for K-12 school districts participating in the National School Lunch Program)
- Talk to the school business manager or purchasing director
- Ask community partners to raise start-up funds

#### 3. Get Your Program Going!

- Revamp menus to incorporate a salad bar
- Host promotional activities
- Educate students and staff on nutrition and local fresh produce

#### 4. Locate the Nearest Farmer's Market

- Create partnerships with local produce growers and providers
- Implement Farm-to-School events on campus



# Fresh Foods

## MAKE IT HAPPEN IN AFTER SCHOOL AND EARLY CHILDHOOD SETTINGS!

### 1. Create Support for The Program

- Participate in the federal snack/meal program, including the supper program.
- Develop policies for staff, students and parents to ensure consistency with the school day

### 2. Create a Healthy Environment and Incorporate Nutrition Education

- Plant a garden to teach young children and students about fresh fruits and vegetables.
- Add cooking classes, demonstrations, and nutrition lessons focusing on seasonal fruits and vegetables.
- Include fresh fruits and vegetables as part of healthy meals, snacks, and suppers.
- For young children: Include a wide variety of age-appropriate fresh fruits and vegetables, cut in bite-sized pieces. Serve foods “family style,” and let children decide how much to eat.

### 3. Link Up with Organizations in The Community!

- Connect with local farmers, supermarkets and farmer's markets to arrange tours for children and students.
- Contact the food bank to find out if produce is available for students and their families. Other after school programs have found this to be a successful strategy.

### 4. After-School Programs - Connect with The Food Service Department

- Advocate for fresh fruits and vegetables as part of a nutritious snacks and meals.



#### Resources FOR SCHOOLS

- Team California for Healthy Kids
- The HealthierUS School Challenge
- Riverside Unified School District Farmers' Market Salad Bar Program

#### Resources FOR AFTER SCHOOL

- California After School Network
- California After School Resource Center

#### Resources FOR EARLY CHILDHOOD PROGRAMS

- Child Care Nutrition and Physical Activity Toolkit
- Healthy and Active Preschoolers

*This fact sheet was adapted from information from the Riverside Unified School District Farmer's Market Salad Bar Program overview and flier.*

# - Sample Healthy Kids Survey -

C A L I F O R N I A

healthy kids

S U R V E Y

## Elementary School Survey

### Bilingual 2013–2014

- This survey is voluntary. You do not have to complete this survey, but we hope that you will. We need your help!
- Your answers will improve health programs.
- Please do not write your name on this form or the answer sheet. No one but you will know how you answer these questions.
- Please mark only one answer for each question on the answer sheet. Fill in the bubbles neatly with a #2 pencil. Please do not write on the survey questionnaire.
- Please read every question carefully. Mark one choice on your answer sheet for each question.
- Esta encuesta es voluntaria. No tienes que participar, pero esperamos que nos ayudes. ¡Necesitamos tu ayuda!
- Tus respuestas ayudarán a mejorar programas de salud.
- No escribas tu nombre en este papel ni en la hoja de respuestas. Nadie más que tú sabrá cómo contestaste las preguntas.
- Por favor marque solo una respuesta por cada pregunta en la hoja de respuestas. Llena bien las casillas redondas con un lápiz #2. No escribas en el cuestionario de la encuesta.
- Lea cada pregunta con cuidado. Marque una respuesta por cada pregunta en la hoja de respuestas.

**Thank you for taking this survey!**

**¡Gracias por participar en esta encuesta!**

**First, write your SCHOOL NAME on the top of the answer sheet.**

1. Fill in the bubble for number “5.”
2. How old are you?
  - A) 7 years old, or younger than 7
  - B) 8 years old
  - C) 9 years old
  - D) 10 years old
  - E) 11 years old
  - F) 12 years old
  - G) 13 years old, or older than 13

3. Are you female or male?
  - A) Female
  - B) Male

4. What grade are you in?
  - A) 3rd grade
  - B) 4th grade
  - C) 5th grade
  - D) 6th grade

5. During the past year, how many times have you moved (changed where you live)?
  - A) 0 times
  - B) 1 time
  - C) 2 or more times

6. Did you eat breakfast this morning?
  - A) No
  - B) Yes

**Primero escriba el nombre de tu escuela en la parte superior de la hoja de respuestas.**

1. Llena la casilla redonda del número “5.”
2. ¿Cuántos años tienes?
  - A) 7 años de edad, o menos de 7 años
  - B) 8 años
  - C) 9 años
  - D) 10 años
  - E) 11 años
  - F) 12 años
  - G) 13 años o mayor de 13 años

3. ¿Eres niña o niño?
  - A) Niña
  - B) Niño

4. ¿En qué grado estás?
  - A) 3
  - B) 4
  - C) 5
  - D) 6

5. ¿Cuántas veces has cambiado de domicilio (cambiado de casa) durante el año pasado?
  - A) 0 veces
  - B) 1 vez
  - C) 2 o más veces

6. ¿Desayunaste hoy?
  - A) No
  - B) Sí



7. When you ride in a car, do you wear a seat belt?

A) No, never  
B) Yes, some of the time  
C) Yes, most of the time  
D) Yes, all of the time

8. When you ride a bicycle, do you wear a helmet?

A) No, never  
B) Yes, some of the time  
C) Yes, most of the time  
D) Yes, all of the time  
E) I do not ride a bicycle

**The next questions ask about your school.**

9. Do you feel close to people at school?

A) No, never  
B) Yes, some of the time  
C) Yes, most of the time  
D) Yes, all of the time

10. Are you happy to be at this school?

A) No, never  
B) Yes, some of the time  
C) Yes, most of the time  
D) Yes, all of the time

7. Cuando viajas en un auto, ¿usas el cinturón de seguridad?

A) No, nunca  
B) Sí, a veces  
C) Sí, casi siempre  
D) Sí, siempre

8. ¿Cuándo montas en bicicleta, ¿usas casco?

A) No, nunca  
B) Sí, a veces  
C) Sí, casi siempre  
D) Sí, siempre  
E) No monto en bicicleta

**Las próximas son preguntas acerca de tu escuela.**

9. ¿Te sientes en confianza con personas en la escuela?

A) No, nunca  
B) Sí, a veces  
C) Sí, casi siempre  
D) Sí, siempre

10. ¿Estas feliz de estar en esta escuela?

A) No, nunca  
B) Sí, a veces  
C) Sí, casi siempre  
D) Sí, siempre

11. Do you feel like you are part of this school?

- A) No, never
- B) Yes, some of the time
- C) Yes, most of the time
- D) Yes, all of the time

12. Do teachers treat students fairly at school?

- A) No, never
- B) Yes, some of the time
- C) Yes, most of the time
- D) Yes, all of the time

13. Do you help make class rules or choose things to do at school?

- A) No, never
- B) Yes, some of the time
- C) Yes, most of the time
- D) Yes, all of the time

14. Do the teachers and other grown-ups at school care about you?

- A) No, never
- B) Yes, some of the time
- C) Yes, most of the time
- D) Yes, all of the time

15. Do the teachers and other grown-ups at school tell you when you do a good job?

- A) No, never
- B) Yes, some of the time
- C) Yes, most of the time
- D) Yes, all of the time

11. ¿Te sientes que formas parte de esta escuela?

- A) No, nunca
- B) Sí, a veces
- C) Sí, casi siempre
- D) Sí, siempre

12. ¿Los maestros son justos con los estudiantes en esta escuela?

- A) No, nunca
- B) Sí, a veces
- C) Sí, casi siempre
- D) Sí, siempre

13. ¿Ayudas a decidir las reglas en tu clase o a escoger las actividades en la escuela?

- A) No, nunca
- B) Sí, a veces
- C) Sí, casi siempre
- D) Sí, siempre

14. ¿Te aprecian los maestros y los otros adultos en la escuela?

- A) No, nunca
- B) Sí, a veces
- C) Sí, casi siempre
- D) Sí, siempre

15. Cuando haces un trabajo bien, ¿te felicitan los maestros y otros adultos en la escuela?

- A) No, nunca
- B) Sí, a veces
- C) Sí, casi siempre
- D) Sí, siempre