



LCAP: The School Nutrition Connection



CSNA's 64th Annual Conference
November, 2016
Anaheim, CA



LCAP: The School Nutrition Connection

1. LCFF and LCAP overview
2. Is there a role for the school nutrition programs?
3. LCAP scan and interview findings
4. An introduction to CFPA's advocacy resources
5. Q and A session with Miguel Villarreal



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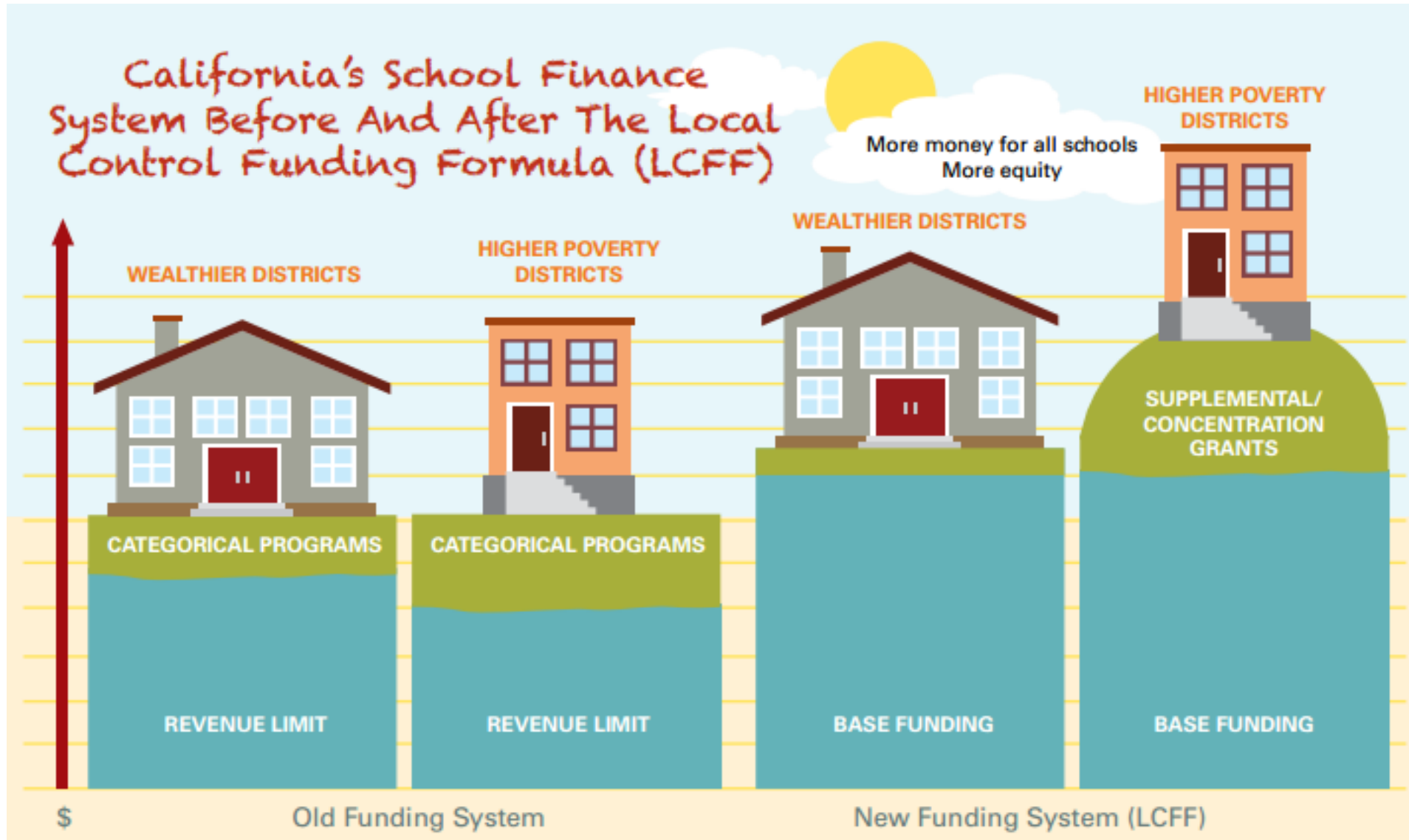
LCFF and LCAP Overview



LCFF changed CA's school funding structure

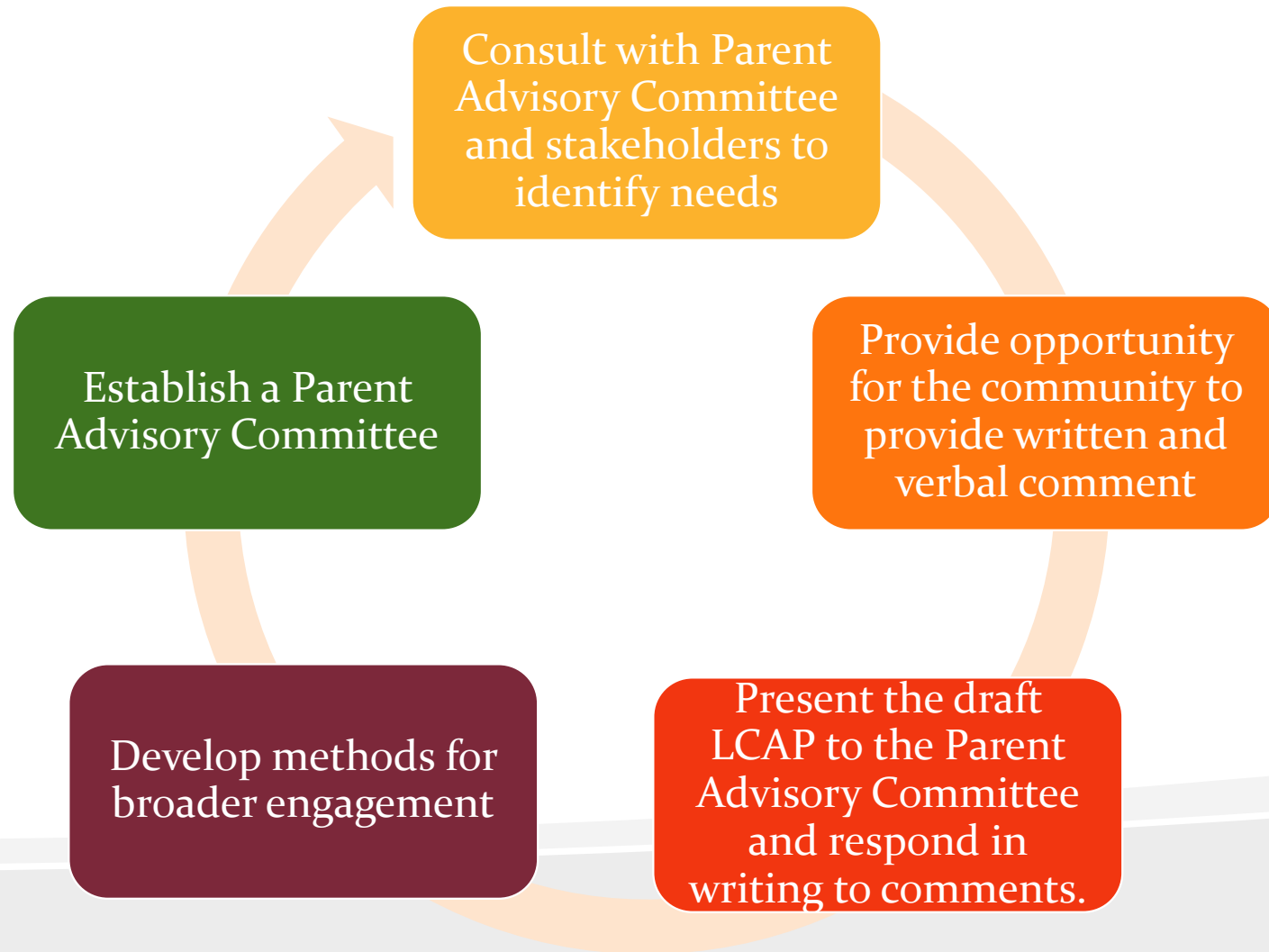
- More funding for districts serving 'high needs' students
 - Supplemental grants
 - Concentration grants
- Transitions more control to a local level
 - Moved away from categorical programs

California's School Finance System Before And After The Local Control Funding Formula (LCFF)





LCFF requires stakeholder engagement





LCFF requires districts to adopt funding plans that address state ‘priority’ areas

- Student achievement
- Student engagement
- School climate
- Common Core Standards
- Parental involvement
- Broad course of study
- Pupil outcomes
- Local priorities



Districts are held accountable to meeting metrics

- Student achievement
 - English learner reclassification rate; performance on standardized test; students passing AP exam with 3 or higher
- Student engagement
 - School attendance rate; chronic absenteeism; high school dropout rate; middle school dropout rate; high school graduation rate.
- School climate
 - Suspension rate, expulsion rate, student connectedness to the school environment
- Basic services
 - Rate of teacher misassignments, facilities in good repair, access to standards aligned materials
- Implementation of Common Core Standards
- Parental involvement
- Course access
- Other student outcomes



LCFF requires districts to share their plan publicly using the LCAP template

GOAL:				Related State and/or Local Priorities:
				1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__
				COE only: 9__ 10__
				Local : Specify _____
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: <u>xxxx-xx</u>				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		



The LCAP publicly displays...

- How stakeholders were engaged in developing the plan;
- What the district's overarching goals are;
- What actions the district is taking to support students in achieving academic success;
- How districts measure success;
- How LCFF funds are being spent to meet the needs of high-needs students.

A new LCAP is under development

- Will be presented for adoption to the SBE in November.
- Adopted LCAP will become effective in 2017-18 for the three year period 2017/18 – 2019/20.

Annual Update

Annual Update
Duplicate this page for each Goal.

Goal 1

State and/or Local Priorities Addressed by this goal: STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES


EXPECTED	ACTUAL
1.	1.

PLANNED ACTIONS / SERVICES
Duplicate the following for each Action/Service or group of Action/Services.

Action	1.0	PLANNED	ACTUAL
Actions/Services			
Expenditures			

17

Local Control Funding Formula



WestEd



Is there a role for the school
nutrition programs?



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Student achievement

- Participation in school nutrition programs is associated with: improved academic grades; GPA; Academic Performance Index (API); and standardized test scores.
- Breakfast consumption has a positive impact on student literacy and both mathematics and arithmetic scores in low-income students.
- Children with a lower score for diet quality performed poorly on the academic assessment when compared to students having a higher score for diet quality.



Student engagement

- Implementation of universal classroom breakfast has been shown to improve class attendance and reduce tardiness. On average, school breakfast reduces absenteeism by 1.5 days per child.
- Children who are overweight or obese are more likely to be absent more often.



School Climate

- Hungry teens are more likely to be suspended from school and more likely not to get along with other children.
- Students who attend class hungry are more likely to exhibit behavioral problems, which not only detracts from their own school experience, but the experiences of their classmates.
- Studies have found that access to nutrition can reduce aggression, school suspensions, and decrease discipline problems.



70%

Of eligible students participate in
free or reduced price school lunch

38%

Of students who participated in free or reduced price school lunch also participated in school breakfast

15%

Of students who participated in free or reduced price school lunch also participated in summer meals



LCAP Scan and Interviews with School Food Service Directors



Scan Findings

- Large districts were more likely to mention nutrition programs
- Districts with a high percentage of high FRP eligible districts were more likely to mention nutrition programs
- Not always tied to actions or goals
- Student achievement, engagement, and school climate most often tied to nutrition programs
- Some tied to additional funding but most often linked to cafeteria funds



Novato Unified

Covered the cost of reduced-price meals for qualifying low-income students.





Encinitas Union

Funded efforts to bring farm-to-cafeteria produce and innovative educational activities to all nine schools within the district.





Pittsburg Unified

Funded a garden coordinator as part of an action tied to focusing on NGSS and STEAM opportunities for students.



Amaya Leta-Pombo, 7, of Pittsburg, looks over the carrots her class at Willow Cove Elementary is growing in Pittsburg on Dec. 11, 2013. (Dan Rosenstrauch/Staff)

IMAGE SOURCE: <http://www.eastbaytimes.com/>



Other districts included...

- Provide more substantial snacks during extended days
- Update cafeteria facilities and equipment
- Improve the quality of school meals
- Ensure access to nutrition and food services for all students
- Hire additional staff to assist families with applying for free and reduced priced meals
- Offer breakfast at no cost to all students and 2nd chance breakfast



Interview Findings

- Engagement by administration varies from one school district to the next.
- Each school district's method for incorporating actions into the LCAP is different and unique
- The reason for successful inclusion of nutrition varied across districts
 - Parent Advisory Committees
 - An engaged supervisor
 - Presentations at board meetings
 - District support of existing programs



Interview Findings

What would you have liked to have seen included in the LCAP?

- Breakfast in the Classroom
- More than one lunch at high schools
- Closed campus
- Community eligibility
- Lunch before recess
- Prioritizing time to eat
- Funding for school gardens
- Funding for school wellness programs



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An introduction to CFPA's advocacy resources

EXAMPLE: Increased General Support of the School Nutrition Programs

District Goal	Outcomes	ACTION	METRICS
All schools understand and support the social, emotional, and physical needs of all students to fully engage in learning.	Decreased middle school and high school dropout rates.	Because children experiencing hunger are more likely to repeat a grade or be suspended the school district will increase support for school nutrition services in order to maximize all available nutrition programs to combat food insecurity (school breakfast, school lunch, summer nutrition, after school meals).	Percent of eligible students participating in school meal programs.

EXAMPLE: Providing Adequate Time to Eat

District Goal	Outcomes	ACTION	METRICS
The school environment supports the social, emotional, and physical needs of all students and reinforces good health and well-being.	Decreased pupil suspension rates, decreased expulsion rates, and improved student behavior.	The district will ensure all students have at least 20 minutes to eat after receiving lunch in order to decrease food insecurity and reduce the disciplinary problems associated with inadequate time to eat.	Percent of schools providing students at least 20 minutes to eat after receiving lunch.

EXAMPLE: Recess Before Lunch

District Goal	Outcomes	ACTION	METRICS
The school environment supports the social, emotional, and physical needs of all students and reinforces good health and well-being.	Decreased pupil suspension rates, decreased expulsion rates, and improved student behavior.	The district will support recess before lunch at all elementary schools in order to reduce disciplinary problems and better prepare all students to fully participate in learning.	Percent of elementary schools providing recess before lunch.



Q & A with Miguel Villarreal



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