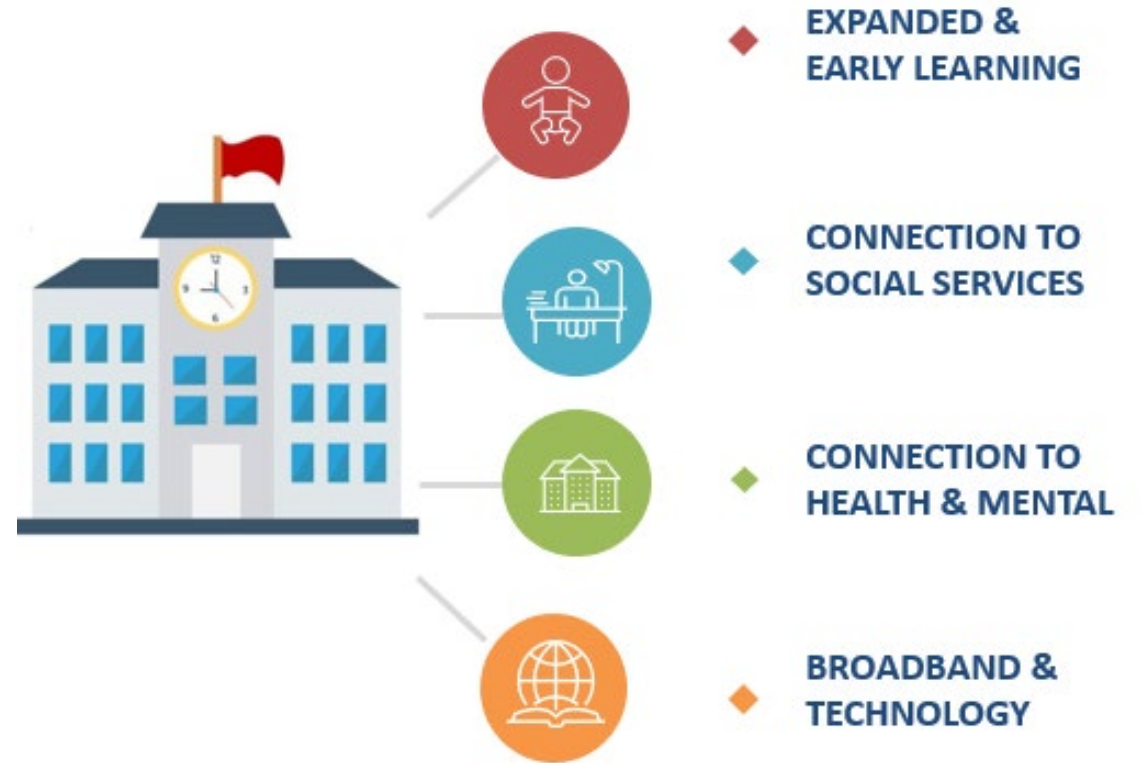


DEFINING THE “WHOLE CHILD, WHOLE FAMILY” APPROACH...

- Supports children's developmental needs
- Acknowledges that health, social emotional development, trauma, nutrition, etc (i.e. whole child needs) impact children's ability to learn and succeed
- Centers schools as hubs of the community and connectors to social, health, and other supportive services
- Advances educational equity

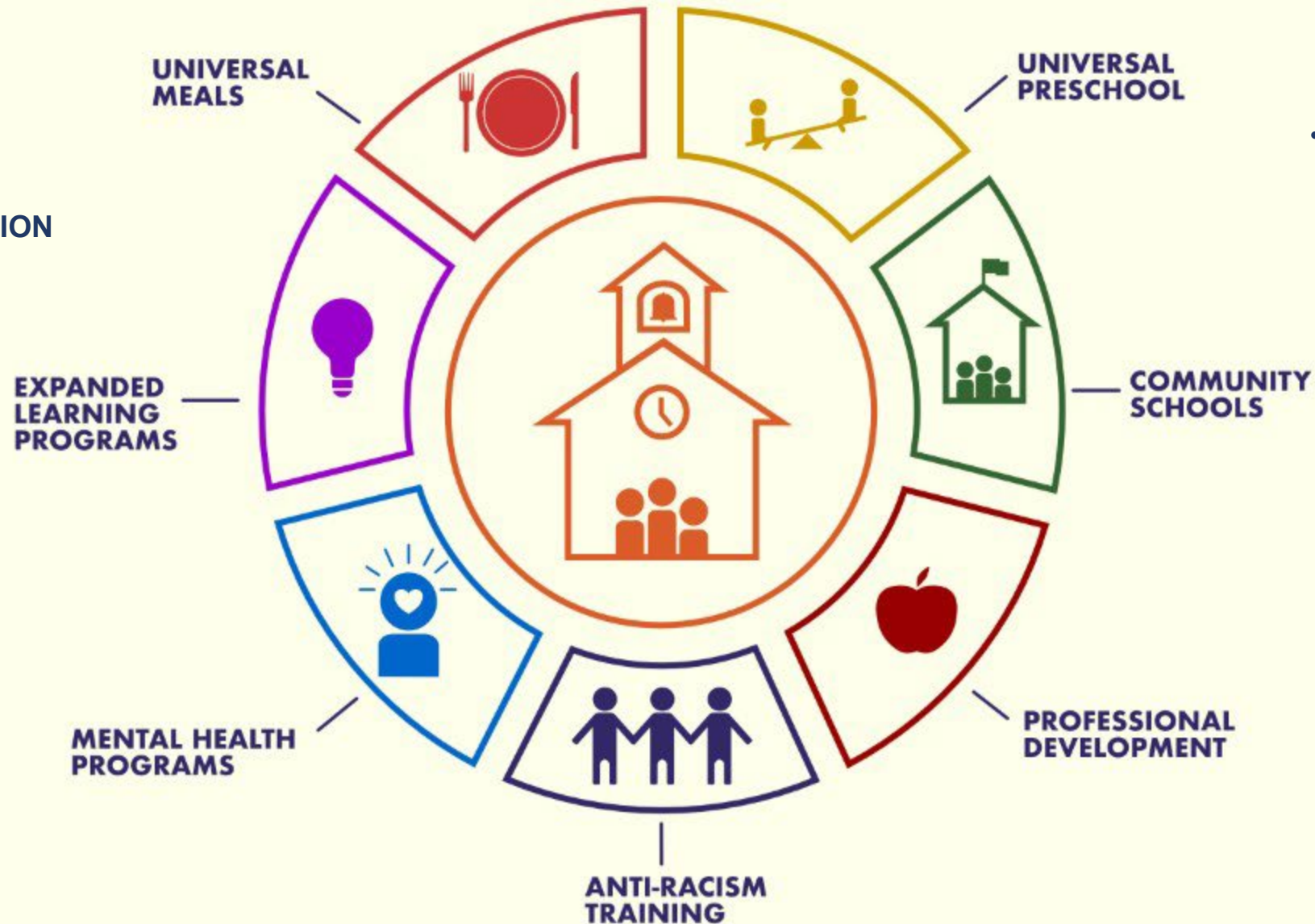




TRANSFORMING CALIFORNIA SCHOOLS

- SCHOOL TRANSPORTATION

- BEHAVIORAL HEALTH WORKFORCE



- CHILDREN & YOUTH BEHAVIORAL HEALTH INITIATIVE



RESEARCH: “WHOLE CHILD” FACTORS ARE THE STRONGEST PREDICTORS OF ACADEMIC SUCCESS



MENTAL HEALTH

- There is a significant causal relationship between student mental health and dashboard indicators (chronic absenteeism, suspension/ expulsion, and graduation rates)
- Research demonstrates that trauma impedes the brain’s ability to absorb and process information.



EARLY LEARNING

- Early learning is, dollar for dollar, the most effective investment to close the socio-economic achievement gap.
- Students who attend a high-quality full-day early learning program are 40% more likely to read at grade level.*



SOCIO-ECONOMIC FACTORS

- The two strongest indicators of academic success are family income and parent educational attainment.
- When schools help to meet the needs of the family, families are able to free up time and resources to support students’ academic achievement.



PHYSICAL WELL-BEING

- Students experiencing hunger and pain perform less well academically.
- Children’s basic needs (food, housing, nurture) must be met before they can meaningfully engage in learning.**