California

WHOLE CHILD SNAPSHOT

To be prepared for well-paying jobs and lifelong learning, California’s children need personalized support, safe environments, good health, and challenging learning opportunities. The following data highlight how well the comprehensive needs of California’s children are being met and show how the state compares with all other states. The action steps present initial ideas for how California citizens can make targeted and innovative improvements that equip the state’s students with the knowledge and skills they need to become productive, tax-paying adults who help California create a robust economy.

HEALTHY

30% of children ages 10-17 are overweight or obese.\(^2\)
U.S. Average: 31%

65% of children had both medical and dental preventive care visits in the past year.\(^2\)
U.S. Average: 68%

SAFE

7th grade students who were bullied at school four or more times in the past year.\(^1\)
17%

11th grade students who were bullied at school four or more times in the past year.\(^1\)
12%

67% of children live in a neighborhood with sidewalks, a library, a recreation center, and a park.\(^2\)
U.S. Average: 54%

ENGAGED

51% of 18- to 24-year-old citizens were registered to vote in the November 2012 elections.\(^4\)
U.S. Average: 54%

42% of 18- to 24-year-old citizens voted in those elections.\(^4\)
U.S. Average: 41%

11th grade students who were bullied at school four or more times in the past year.\(^1\)

Children in poverty by race\(^1\)

- Black: 36%
  - U.S. Average: 40%
- Hispanic: 32%
  - U.S. Average: 34%
- American Indian: 32%
  - U.S. Average: 37%
- Multi-racial: 18%
  - U.S. Average: 24%
- Asian: 13%
  - U.S. Average: 15%
- White: 11%
  - U.S. Average: 14%

SEE ALL 50 STATE SNAPSHTS AT WWW.ASCD.ORG/WHOLECHILDSNAPSHOTS.

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What You Can Do

HEALTHY

☐ Establish school health advisory councils with students, family, community, and business members.

☐ Connect free and low-cost physical and mental health services with the students and families who need them.

SAFE

☐ Regularly assess and report on school climate—including staff, family, and student perceptions—and use the data to establish positive learning environments.

☐ Support social-emotional learning and character development.

ENGAGED

☐ Offer students an array of extracurricular activities and extended-day learning opportunities, and provide students with academic credit for experiential learning, such as internships, service learning, and apprenticeships with local businesses.

☐ Measure and report student and family engagement activities and outcomes (e.g., volunteer rates, community-based learning participation, and parent involvement data).

SUPPORTED

☐ Support parent education and family literacy programs in addition to individualized, ongoing, and job-embedded professional development for educators.

☐ Develop individualized learning plans for all students that connect to their academic and career goals and interests.

CHALLENGED

☐ Provide relevant and challenging coursework through multiple pathways (e.g., Advanced Placement, International Baccalaureate, dual-enrollment programs) to all interested students.

☐ Use accountability systems with multiple metrics that take into account student performance and growth across all core academic subjects, efforts to increase student engagement, and access to varied learning opportunities; publicly report this information.


SOURCES


Percentage of public school students scoring proficient or higher on the 2013 National Assessment of Educational Progress (NAEP)

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<thead>
<tr>
<th></th>
<th>4th Grade Reading</th>
<th>8th Grade Math</th>
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<tbody>
<tr>
<td>California</td>
<td>27%</td>
<td>28%</td>
</tr>
<tr>
<td>United States</td>
<td>34%</td>
<td>34%</td>
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