

# CALIFORNIA HEALTHY KIDS SURVEY



## Robert Down Elementary Elementary 2020-2021 Main Report

This report was prepared by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education School Health Office. For contract information, contact:

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# PREFACE

## HYPERLINK FEATURE

The digital version of this report has been hyperlinked. Click on the title of a section or a table in the List of Tables and you will be automatically directed to the actual content section or table in the report.

This report provides the detailed results for each question from the 2020-21 *California Healthy Kids Survey* (CHKS) for schools within the district. The CHKS, along with its two companion surveys—the *California School Staff Survey* (CSSS) and the *California School Parent Survey* (CSPS)—form the California Department of Education’s *California School Climate, Health, and Learning Survey* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive effort in the nation to regularly assess students, staff, and parents at the local level to provide key data on school climate and safety, learning supports and barriers, stakeholder engagement, and youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major school-related domains and constructs assessed by CalSCHLS.

These surveys grew out of the California Department of Education’s (CDE) commitment to helping schools promote the successful cognitive, social, emotional, and physical development of all students; create more positive, engaging school environments; and ensure college and career readiness. They provide a wealth of information to guide school improvement and **Local Control and Accountability Plan** (LCAP) efforts, particularly in regard to the state priorities of enhancing school climate, pupil engagement, parent involvement, and addressing the needs of vulnerable groups.

Factsheets, guidebooks, and other resources to help in understanding and using CHKS results are available for downloading from the CalSCHLS website ([calschls.org](http://calschls.org)), including *Helpful Resources for Local Control and Accountability Plans* ([calschls.org/docs/lcap\\_cal\\_schls.pdf](http://calschls.org/docs/lcap_cal_schls.pdf)). The California Safe and Supportive Schools website ([ca-safe-supportive-schools.wested.org](http://ca-safe-supportive-schools.wested.org)) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

The CalSCHLS Regional Centers offer a Data Workshop to help identify local needs and develop action plans to meet those needs, including a *Listening to Students Workshop* for involving student voice in the process (see below).

## THE SURVEY

CDE has funded the CHKS since 1997 to provide data to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs.

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The elementary school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules, including a Social Emotional Health Module (SEHM), that districts can elect to administer. Districts may also add their own

questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

## **Core Module**

As outlined in Exhibit 1, the Core Module consists of key questions that are considered most important for schools to guide improvement of academic, health, and prevention programs and promote student achievement, positive development, and well-being. The primary focus of the survey is assessing student perceptions and experiences related to:

- students' home educational routines, engagement and motivation in educational activities, quality of relationships with teachers and peers, and social-emotional well-being;
- school climate, connectedness, and learning engagement;
- perceived school safety and frequency of, and reasons for, harassment and bullying at school;
- developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;
- supports for social-emotional learning and positive behavior; and
- health-related and behavioral learning barriers (e.g., substance use, violence at school, physical health, mental health).

**What's New?** With school buildings throughout much of California closed due to the pandemic and many districts shifting to remote and/or hybrid instructional models in 2020-21, the Core Modules have expanded this year to help districts better understand the impacts of COVID-19 and how best to support students' social, emotional, and academic needs. The first question on the Core Module asks students if they attend school in person every weekday (in-person instructional model), they participate in school remotely from home (remote instructional model), or they participate in school both remotely and in-person (hybrid instructional model). Based on responses to this question, students are directed to questions only relevant to their instructional model. Questions asking about experiences in school buildings are only available for students who attend school in-person (100% in-person and hybrid instructional models). The expanded student Core Module measures students' home educational routines, engagement and motivation in educational activities, quality of relationships with teachers and peers, and social-emotional well-being. The new content assessed by the Core Module includes the following:

- school schedules and attendance (remote and in-school), whether students participate in school in-person or remotely, and participation in synchronous learning activities;
- sleep hygiene and physical exercise;
- students' interest in and ability to focus on schoolwork;
- teacher support while learning remotely;
- virtual interactions with peers and cyberbullying; and
- social and emotional health.

In addition, several items have been modified slightly to be applicable to all students, regardless of instructional model. The question asking about perceived harmfulness of using e-cigarettes was simplified so that it just asks about vaping.

## **Social Emotional Health Module (Supplementary)**

The Social Emotional Health Module (SEHM) greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional competencies linked to student mental health and well-being, academic success, and college and career readiness. It includes 26 items that capture core adolescent psychological assets. The combination of the SEHM and Core Module yields a comprehensive set of data to inform decisions about mental health and social-emotional learning programs.

## **SURVEY ADMINISTRATION AND SAMPLE**

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to maintain confidentiality. Students were surveyed only with the consent of parents or guardians. Student participation was voluntary, anonymous, and confidential.

- Table A1.1 gives the target sample of students and the final number and percent of students who completed the survey (the participation response rate).

## **PUBLIC ONLINE DATA DASHBOARD**

The most recent state and district CHKS results can be examined on the CalSCHLS Data Dashboard ([calschls.org/reports-data/public-dashboards](https://calschls.org/reports-data/public-dashboards)). The dashboard can be used to graphically display statewide and district key indicators from the Core Module, trends over time, and differences in survey outcomes by gender and afterschool program participation. In addition to displaying results interactively on the web, dashboard results can be exported as Image and PDF files for dissemination. District data are publicly posted on the dashboard by the end of November of the year following survey administration.

## ***New in 2019!* EXPLORE RESULTS ON THE DISTRICT CALSCHLS DATA DASHBOARD**

Districts may purchase a two-year subscription to a password protected, private data dashboard that displays up to seven years of CalSCHLS data at the district level and individual school level. The dashboard provides designated staff with graphical data displays for the district as a whole, for all schools in the district on the same page to enable comparisons across schools, and for a single, individual school. At both the district and school level, viewers can:

- compare their data with district and state averages;
- make comparisons by gender and afterschool participation; and
- examine data trends over time overall and by subgroup.

New in 2020 is the ability to make comparisons across students who participate in school via different instructional models (in-person, remote, and hybrid).

Viewers at both the district level and the school level have the option to download data displays as a PDF document which can be shared with stakeholders.



## THE REPORT

The report tables, organized by topic, provide the percentage of students that responded to each question response option. Percentages are rounded to the nearest whole number.

## UNDERSTANDING AND USING THE DATA

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results. These include changes that occur in survey content, administration, and/or sample characteristics between administrations. The following are a few of the key issues that should be kept in mind.

### Representativeness

Among the most important factors affecting the quality of survey results is the level of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 70 percent. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

### Changes Between Survey Administrations

Many factors besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of students who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase during holidays or social events).

## RESOURCES

[CalSCHLS.org](http://CalSCHLS.org) contains numerous guidebooks and other resources for using and understanding survey results.

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level ([calschls.org/resources/factsheets](http://calschls.org/resources/factsheets)).
- *Assessing School Climate* describes the value of the CalSCHLS student, staff, and parent surveys for assessing school climate, listing constructs and individual indicators ([data.calschls.org/resources/Cal-SCHLS\\_AssessingClimate2013-14.pdf](http://data.calschls.org/resources/Cal-SCHLS_AssessingClimate2013-14.pdf)).
- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate ([data.calschls.org/resources/S3\\_schoolclimateguidebook\\_final.pdf](http://data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf)).
- *Using CalSCHLS to Assess Social-Emotional Learning and Health* describes how the CHKS Core and SEHM module provide a comprehensive profile of student social-emotional competency (learning) and health, and the related supports schools provide, including questions aligned with the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) ([data.calschls.org/resources/CalSCHLS\\_AssessSELH.pdf](http://data.calschls.org/resources/CalSCHLS_AssessSELH.pdf)). The staff survey provides data on the perception of adults in the school on social-emotional service needs and provision.

- **Helpful Resources for Local Control and Accountability Plans** describes how survey items align with LCAP priorities and indicators ([calschls.org/docs/lcap\\_cal\\_schls.pdf](https://calschls.org/docs/lcap_cal_schls.pdf)). Also available is an LCAP-related PowerPoint presentation ([calschls.org/site/assets/files/1036/cal-schls-lcap\\_schoolclimatev6-1.pptx](https://calschls.org/site/assets/files/1036/cal-schls-lcap_schoolclimatev6-1.pptx)).
- The **California Safe and Supportive Schools Newsletter** provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on [calschls.org/resources](https://calschls.org/resources).
- CDE's **California Safe and Supportive Schools** website ([ca-safe-supportive-schools.wested.org](https://ca-safe-supportive-schools.wested.org)) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.
- The **CalSCHLS Item Crosswalk** ([calschls.org/docs/calschls-2019-20-crosswalk.pdf](https://calschls.org/docs/calschls-2019-20-crosswalk.pdf)) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

## NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process of continuous improvement. The following describes some additional steps you should take and some custom services (additional fees apply) available from the CalSCHLS Regional Centers. These will help in fostering effective use of the results and provide additional information to support school and program improvement efforts and the LCAP process.

### Engage Students, Staff, and Parents in Reviewing the Results and Action Planning

Engage students, parents, and school/community stakeholders in reviewing and exploring the meaning of the results. Obtain their input into how the school might better meet the identified needs. Engage them in developing a detailed action plan to guide school/community collaborative efforts. This communicates to stakeholders that you value their input into how to improve the school/community and gives them an opportunity for meaningful participation.

WestEd staff can conduct a *Data Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center 888.841.7536 or email [calschls@wested.org](mailto:calschls@wested.org).

### Compare Results with Other Data

The value of your CHKS results will be greatly enhanced if examined in the context of the following sources of related data.

- **Staff and Parent Surveys.** If your school district has administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Item Crosswalk ([calschls.org/docs/calschls-2019-20-crosswalk.pdf](https://calschls.org/docs/calschls-2019-20-crosswalk.pdf)) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer these companion surveys, urge them to do so next time.

- **Secondary CHKS Results.** Examine how the results for 5<sup>th</sup> graders compare with those for 7<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> graders if your district also administered the CHKS at these school levels. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle school levels might help mitigate problems that are evident among older students.
- **Other Data.** Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.
- **Similar District and Statewide Results.** The aggregated results from the 2017-2019 statewide CHKS elementary survey administration can be downloaded from the CalSCHLS website ([calschls.org/docs/statewide\\_1719\\_elem\\_chks.pdf](https://calschls.org/docs/statewide_1719_elem_chks.pdf)) to help interpret your results. If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison ([calschls.org/reports-data/search-lea-reports](https://calschls.org/reports-data/search-lea-reports)). How you compare to state and district results can provide some context for your results, but the most important consideration is what your own results say about the students in your school/community.

## Data Workshop

To assist in your review of the survey results, you can request your CalSCHLS Regional Center to conduct a structured, customized Data Workshop. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center (888.841.7536) or email [calschls@wested.org](mailto:calschls@wested.org).

## Request Additional Reports and Data

As you review your data with stakeholders, you may find that additional data needs emerge. The following custom services are available through the CalSCHLS Regional Centers to help delve more deeply into your survey results and foster more effective use of the results in support of school and program improvement efforts and the LCAP process.

## School Reports and School Climate Report Cards

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school. Two types of reports are available:

- A full report with all the survey results
- A short, user-friendly, graphic **School Climate Report Card** that provides results across seven domains of school climate and provides an overall **School Climate Index** score based on those domains ([calschls.org/reports-data](https://calschls.org/reports-data))

## District School Climate Report Card

For districts that survey all their schools, a district-level School Climate Report Card can be requested. This is a powerful, useful tool for guiding efforts to meet the school climate and pupil engagement priorities for the Local Control and Accountability Plan.

## **Disaggregated Reports**

The staff of the CalSCHLS Regional Centers can produce reports that show how results vary by subgroups. For example, what are the characteristics of youth who are low in perceived safety, school connectedness, or academic motivation compared to those who are high? This is particularly important given the LCAP requirements to address these needs. This helps in understanding the meaning of the results and developing interventions that target groups most in need.

## **Additional Analysis of Data**

The complete dataset is available electronically for additional analysis ([calschls.org/reports-data](https://calschls.org/reports-data)). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of students and across schools within a district. You can also request an analysis by WestEd staff of any topic of interest.

## **Add Questions to Your Next Surveys**

Determine what additional information is needed to guide school improvement efforts and add questions to your next CHKS, staff, or parent surveys. All three surveys are designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

For more information about survey planning or technical assistance in understanding survey results and developing effective action plans to address identified needs, call the CalSCHLS helpline (888.841.7536) or email [calschls@wested.org](mailto:calschls@wested.org).

**Exhibit 1**

***Major School-Related Domains and Constructs Assessed by CalSCHLS in Elementary Schools***

	Student Core	Student Social Emotional Health	Staff Survey	Parent Survey
<b>Student Well-Being</b>				
Academic mindset		✓		
Academic motivation	✓		✓	✓
Academic performance	✓			
Alcohol, tobacco, and drug use	✓		✓	✓
Attendance	✓		✓	
Collaboration		✓		
Empathy		✓		
Gratitude		✓		
Optimism		✓		
Perceived safety	✓		✓	✓
Persistence		✓		
Problem solving	✓			
School connectedness	✓			
Self-efficacy	✓			
Sleep duration (bedtime and waketime)	✓			
Social-emotional competencies and health		✓	✓	
Violence and victimization (bullying)	✓		✓	✓
Zest		✓		
<b>School Climate</b>				
Academic rigor and norms			✓	✓
High expectations	✓		✓	✓
Meaningful participation and decision-making	✓		✓	✓
Parent involvement	✓		✓	✓
Quality of physical environment			✓	✓
Relationships among staff			✓	
Relationships among students		✓	✓	✓
Relationships between students and staff	✓		✓	✓
Respect for diversity and cultural sensitivity			✓	✓
Teacher and other supports for learning	✓		✓	✓
<b>School Climate Improvement Practices</b>				
Bullying prevention	✓		✓	✓
Discipline and order (policies, enforcement)	✓		✓	✓
Services and policies to address student needs			✓	
Social-emotional/behavioral supports	✓		✓	✓
Staff supports			✓	

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# Survey Module Administration

**Table 1**

***CHKS Survey Modules Administered***

Survey Module	Administered
A. Core (Required)	X
B. District Afterschool Module (DASM)	
C. Gang Risk Awareness Module (GRAM)	
D. Mental Health Supports Module	
E. Military-Connected School Module	
F. Social Emotional Health Module (SEHM)	
G. Supplemental Health Module	
H. Tobacco-Use Prevention Education (TUPE) Module	
Z. Custom Questions	

# Core Module Results

## 1. Survey Sample

**Table A1.1**

*Student Sample Characteristics*

	Grade 5
<i>Student Sample Size</i>	
Target sample	65
Final number	46
<b>Response Rate</b>	71%

**Table A1.2**

*Number of Respondents by Instructional Model*

	Grade 5
In-school learning only	0
Remote learning only	46
Hybrid learning	0



## 2. Summary of Key Indicators

**Table A2.1**

**Key Indicators of School Climate and Substance Use**

	Grade 5 %	Table
<b>School Engagement and Supports</b>		
School connectedness <sup>†Φ</sup>		A6.4
Academic motivation <sup>†</sup>	91	A6.4
Caring adults in school <sup>†</sup>	80	A6.4
High expectations-adults in school <sup>†</sup>	93	A6.4
Meaningful participation <sup>†Φ</sup>		A6.4
Interest in schoolwork done at school <sup>†Φ</sup>		A6.10
Facilities upkeep <sup>†Φ</sup>		A6.12
Parent involvement in schooling <sup>†</sup>	79	A11.2
Social and emotional learning supports <sup>†Φ</sup>		A7.1
Anti-bullying climate <sup>†Φ</sup>		A9.6
<b>School Safety</b>		
Feel safe at school <sup>†Φ</sup>		A9.1
Feel safe on way to and from school <sup>†Φ</sup>		A9.1
Been hit or pushed <sup>Φ</sup>		A9.2
Mean rumors spread about you <sup>Φ</sup>		A9.2
Called bad names or target of mean jokes <sup>Φ</sup>		A9.2
Saw a weapon at school <sup>¶Φ</sup>		A9.5
<b>School Disciplinary Environment</b>		
Rule clarity <sup>†Φ</sup>		A8.2
Students well behaved <sup>†Φ</sup>		A8.4
Students treated fairly when break rules <sup>†Φ</sup>		A8.1
Students treated with respect <sup>†Φ</sup>		A8.1
<b>Substance Use</b>		
Alcohol or drug use <sup>Φ</sup>		A12.1
Marijuana use <sup>Φ</sup>		A12.1
Cigarette use		A13.1
Vaping		A13.1

Notes: Cells are empty if there are less than 10 respondents.

<sup>†</sup>Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”

<sup>Φ</sup>In-School and Hybrid Models only.

<sup>¶</sup>Past 12 months.

**Table A2.2****Key Indicators of Student Well-Being, Remote Learning, and Social and Emotional Health**

	Grade 5 %	Table
<b>Routines</b>		
Late bedtime (after 10 pm)	26	A4.1
Sleep duration (8 hours or more)	100	A4.1
Eating of breakfast <sup>l</sup>	91	A14.1
Physical exercise (4 days or more) <sup>ll</sup>	78	A4.4
<b>Learning from Home</b>		
Average days worked on schoolwork ( $\geq 5$ ) <sup>lll</sup> $\delta$	85	A5.1
Synchronous instruction (4 days or more) <sup>ll</sup> $\delta$	98	A5.1
Interest in schoolwork done from home <sup>†</sup> $\delta$	43	A6.10
Meaningful opportunities <sup>†</sup> $\delta$	65	A5.2
<b>Peer Relationships</b>		
Peer supports <sup>†</sup>	69	A10.3
Virtual peer interactions (4 days or more) <sup>ll</sup>	50	A4.3
Cyberbullying <sup>ll</sup>	18	A9.3
<b>Social and Emotional Health</b>		
Frequent sadness <sup>†</sup>	9	A14.2
Self-efficacy <sup>†</sup>	90	A10.1
Problem solving <sup>†</sup>	67	A10.2
Wellness <sup>†</sup>	77	A10.4

Notes: Cells are empty if there are less than 10 respondents.

<sup>l</sup>This morning.

<sup>ll</sup>Past 7 days.

<sup>lll</sup>Past 30 days.

$\delta$ Remote and Hybrid Models only.

<sup>†</sup>Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”

### 3. Demographics

**Table A3.1**

***School Schedule, Past 30 Days***

	Grade 5 %
In-School Model	0
Remote Learning Model	100
Hybrid Model (in school on alternate days)	0
Hybrid Model (in school half days)	0

*Question ES A.1: Which of the following best describes your school schedule during the past 30 days?*

*Notes: Cells are empty if there are less than 10 respondents.*

*In-School Model - Respondents selecting “I went to school in person at my school building for the entire day, Monday through Friday.”*

*Remote Learning Model - Respondents selecting “I participated in school from home for the entire day on most or all weekdays and did not go to school in person.”*

*Hybrid Model (in school on alternate days) - Respondents selecting “I went to school in person at my school building for the entire day on some weekdays and participated in school from home on other weekdays.”*

*Hybrid Model (in school half days) - Respondents selecting “I went to school in person at my school building for half of the day and participated in classes from home during the other half of the day on most or all weekdays.”*

**Table A3.2**

***Gender of Sample***

	Grade 5 %
Female	48
Male	52

*Question ES A.2: Are you female or male?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A3.3**

***Number of Days Attending Afterschool Program (In-School and Hybrid Only)***

	Grade 5 %
0 days	
1 day	
2 days	
3 days	
4 days	
5 days	

*Question ES A.5: How many days a week do you usually go to your school's afterschool program?*

*Note: Cells are empty if there are less than 10 respondents.*

## 4. Routines

**Table A4.1**  
***Sleep Schedule***

	Grade 5 %
<b>What time did you go to bed last night?</b>	
Before 7:00 pm	0
7:00-7:59 pm	4
8:00-8:59 pm	26
9:00-9:59 pm	43
10:00-10:59 pm	22
11:00-11:59 pm	4
After 12:00 am	0
<b><i>Late bedtime (after 10 pm)</i></b>	<b>26</b>
<b>What time did you wake up this morning?</b>	
Before 5:00 am	2
5:00-5:59 am	0
6:00-6:59 am	11
7:00-7:59 am	50
8:00-8:59 am	37
9:00-9:59 am	0
10:00-10:59 am	0
After 11:00 am	0
<b>Sleep duration</b>	
Less than 8 hours	0
8-9 hours	26
10-11 hours	63
12 hours or more	11

*Question ES A.8, 9: What time did you go to bed last night?... What time did you wake up this morning?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A4.2****School Schedule (Hybrid Only)**

	Grade 5 %
<b>Are you attending school in person today?</b>	
No	
Yes	
<b>In the past 30 days, how many days in an average week did you go to school in person?</b>	
0 days	
1 day	
2 days	
3 days	
4 days	
5 days	

*Question ES A.11, 12: In the past 30 days, how many days in an average week did you go to school in person?... Are you attending school in person today?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A4.3****Peer Interactions (Virtual), Past 7 Days**

	Grade 5 %
0 days	24
1 day	4
2 days	13
3 days	9
4 days	11
5 days	11
6 days	0
7 days	28

*Question ES A.7: On how many of the past 7 days did you talk to your friends by phone, computer, or tablet (iPad)?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A4.4**  
***Number of Days Exercising, Past 7 Days***

	Grade 5 %
0 days	0
1 day	7
2 days	9
3 days	7
4 days	15
5 days	13
6 days	4
7 days	46

*Question ES A.6: On how many of the past 7 days did you exercise, dance, or play sports for 20 minutes or more?*

*Note: Cells are empty if there are less than 10 respondents.*

## 5. Learning from Home

**Table A5.1**

***Remote Learning Schedule and Instructional Time (Remote and Hybrid Only)***

	Grade 5 %
<b>Time started schoolwork from home today<sup>#</sup></b>	
Before 7:00 am	2
7:00-7:59 am	7
8:00-8:59 am	67
9:00-9:59 am	17
10:00-10:59 am	2
11:00-11:59 am	2
12 pm or later	2
<b>Time spent on learning and/or completing schoolwork from home on the average weekday</b>	
Less than 1 hour	4
Between 1 and 2 hours	2
Between 2 and 3 hours	22
Between 3 and 4 hours	30
Between 4 and 5 hours	30
More than 5 hours	11
<b>Number of days in the past week participating in an online class from home where your teacher talked to students</b>	
0 days	0
1 day	0
2 days	0
3 days	2
4 days	4
5 days	93

*Question ES A.16-19: On the weekdays you participated in school from home, how much of your day did you spend learning or completing schoolwork on the average day? [Hybrid only]... On the average weekday, how much of your day did you spend learning and completing schoolwork from home? [Remote only]... What time did you start your schoolwork from home today?... How many days in the past week did you participate in an online class from home where your teacher talked to students from a computer, phone, or tablet (iPad)?*

*Notes: Cells are empty if there are less than 10 respondents.*

*<sup>#</sup>Based on respondents selecting “I participated in school from home for the entire day on most or all weekdays and did not go to school in person” to question “Which of the following best describes your school schedule during the past 30 days?” and “No” to question “Are you attending school in person today?”*



**Table A5.1****Remote Learning Schedule and Instructional Time – Continued (Remote and Hybrid Only)**

	Grade 5 %
<b>Number of weekdays participating in school from home for the entire school day</b>	
0 days	4
1 day	0
2 days	0
3 days	2
4 days	9
5 days	85

*Question ES A.15: In the past 30 days, how many weekdays in an average week did you participate in school from home for the entire school day?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A5.2****Interesting Activities Provided for Student in Remote Learning (Remote and Hybrid Only)**

	Grade 5 %
No, never	2
Yes, some of the time	33
Yes, most of the time	37
Yes, all of the time	28

*Question ES A.22: Do the teachers and other grown-ups from your school provide you with interesting activities to do while you are learning from home?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A5.3**

***Interests in Schoolwork Done from Home (Remote and Hybrid Only)***

	Grade 5 %
No, never	7
Yes, some of the time	50
Yes, most of the time	39
Yes, all of the time	4

*Question ES A.21: Are you interested in the schoolwork you do from home?*

*Note: Cells are empty if there are less than 10 respondents.*

## 6. School Performance, Supports, and Engagements

**Table A6.1**

***Perceived School Performance***

	Grade 5 %
One of the best students	20
Better than most students	30
About the same as others	50
Don't do as well as most others	0

*Question ES A.39: How well do you do in your schoolwork?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A6.2**

***Truancy, Past 30 Days (In-School and Hybrid Only)***

	Grade 5 %
I did not miss any days of school in the past 30 days	
1 day	
2 days	
3 or more days	

*Question ES A.10, 13: In the past 30 days, how often did you miss an entire day of school for any reason? [In-school only]... In the past 30 days, how often did you miss an entire day of in-person school for any reason? [Hybrid only]*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A6.3**

***Missing School from Home, Past 30 Days (Remote and Hybrid Only)***

	Grade 5 %
I did not miss any days of school from home in the past 30 days	91
1 day	0
2 days	2
3 or more days	7

*Question ES A.20: In the past 30 days, how often did you miss an entire day of school from home for any reason?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A6.4*****School Environment, School Connectedness, and Academic Motivation Scales***

	Grade 5 %	Table
Total school supports <sup>Φ</sup>		
Caring adults in school	80	A6.5
High expectations-adults in school	93	A.6.6
Meaningful participation at school <sup>Φ</sup>		A6.7
School connectedness <sup>Φ</sup>		A6.8
Academic motivation	91	A6.9

*Notes: Cells are empty if there are less than 10 respondents.*

*Table numbers refer to tables with item-level results for the survey questions that comprise each scale.*

*Scales are based on average of students reporting “Yes, most of the time” or “Yes, all of the time.”*

*<sup>Φ</sup>In-School and Hybrid Models only.*

**Table A6.5*****Caring Adults in School Scale Questions***

	Grade 5 %
<b>Caring adults in school</b>	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	80
<b><i>Do the teachers and other grown-ups at school... care about you?</i></b>	
No, never	0
Yes, some of the time	7
Yes, most of the time	35
Yes, all of the time	59
<b><i>listen when you have something to say?</i></b>	
No, never	2
Yes, some of the time	20
Yes, most of the time	39
Yes, all of the time	39
<b><i>make an effort to get to know you?</i></b>	
No, never	7
Yes, some of the time	24
Yes, most of the time	33
Yes, all of the time	37

*Question ES A.32, 40, 43: Do the teachers and other grown-ups at school care about you?... Do the teachers and other grown-ups at school listen when you have something to say?... Do the teachers and other grown-ups at school make an effort to get to know you?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A6.6*****High Expectations-Adults in School Scale Questions***

	Grade 5 %
<b>High expectations-adults in school</b>	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	93
<b><i>Do the teachers and other grown-ups at school... tell you when you do a good job?</i></b>	
No, never	4
Yes, some of the time	13
Yes, most of the time	39
Yes, all of the time	43
<b><i>believe that you can do a good job?</i></b>	
No, never	0
Yes, some of the time	2
Yes, most of the time	28
Yes, all of the time	70
<b><i>want you to do your best?</i></b>	
No, never	0
Yes, some of the time	0
Yes, most of the time	11
Yes, all of the time	89

*Question ES A.33, 41, 44: Do the teachers and other grown-ups at school tell you when you do a good job?... Do the teachers and other grown-ups at school believe that you can do a good job?... Do the teachers and other grown-ups at school want you to do your best?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A6.7****Meaningful Participation at School Scale Questions**

	Grade 5 %
<b>Meaningful participation at school (<i>In-School and Hybrid Only</i>)</b>	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	
<b>Are you given a chance to help decide school activities or rules? (<i>In-School and Hybrid Only</i>)</b>	
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	
<b>Do the teachers and other grown-ups at school ask you about your ideas?</b>	
No, never	15
Yes, some of the time	39
Yes, most of the time	35
Yes, all of the time	11
<b>Do the teachers and other grown-ups give you a chance to solve school problems? (<i>In-School and Hybrid Only</i>)</b>	
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	
<b>Do you get to do interesting activities at school? (<i>In-School and Hybrid Only</i>)</b>	
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	

*Question ES A.31, 34-36: Are you given a chance to help decide school activities or rules?... Do the teachers and other grown-ups at school ask you about your ideas?... Do the teachers and other grown-ups give you a chance to solve school problems?... Do you get to do interesting activities at school?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A6.7*****Meaningful Participation at School Scale Questions – Continued***

	Grade 5 %
<b>Are you given a chance to help decide class activities or rules?</b> <i>(In-School and Hybrid Only)</i>	
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	
<b>Do your teachers ask you what you want to learn about?</b>	
No, never	50
Yes, some of the time	39
Yes, most of the time	11
Yes, all of the time	0
<b>Do you do things to be helpful at school? <i>(In-School and Hybrid Only)</i></b>	
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	

*Question ES A.37, 38, 42: Are you given a chance to help decide class activities or rules?... Do your teachers ask you what you want to learn about?... Do you do things to be helpful at school?*

*Note: Cells are empty if there are less than 10 respondents.*



**Table A6.8**

**School Connectedness Scale Questions (In-School and Hybrid Only)**

	Grade 5 %
<b>School connectedness</b>	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	
<b>Do you feel close to people at school?</b>	
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	
<b>Are you happy to be at this school?</b>	
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	
<b>Do you feel like you are part of this school?</b>	
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	
<b>Do teachers treat students fairly at school?</b>	
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	
<b>Do you feel safe at school?</b>	
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	

*Question ES A.23-25, 28, 72: Do you feel close to people at school?... Are you happy to be at this school?... Do you feel like you are part of this school?... Do teachers treat students fairly at school?... Do you feel safe at school?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A6.9****Academic Motivation Questions**

	Grade 5 %
<b>Academic motivation</b>	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	91
<b>Do you finish all your class assignments?</b>	
No, never	0
Yes, some of the time	2
Yes, most of the time	44
Yes, all of the time	53
<b>Do you keep working and working on your schoolwork until you get it right?</b>	
No, never	0
Yes, some of the time	20
Yes, most of the time	33
Yes, all of the time	47
<b>Do you keep doing your schoolwork even when it’s really hard for you?</b>	
No, never	0
Yes, some of the time	4
Yes, most of the time	36
Yes, all of the time	60
<b>When you get a bad grade, do you try even harder the next time?<sup>ø</sup> (<i>In-School and Hybrid Only</i>)</b>	
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	

*Question ES A.58-61: Do you finish all your class assignments?... When you get a bad grade, do you try even harder the next time?... Do you keep working and working on your schoolwork until you get it right?... Do you keep doing your schoolwork even when it’s really hard for you?*

*Notes: Cells are empty if there are less than 10 respondents.*

*<sup>ø</sup>Item not included in the scale.*

**Table A6.10**

***Interests in Schoolwork Done at School (In-School and Hybrid Only)***

	Grade 5 %
<b>Are you interested in the schoolwork you do at school?</b>	
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	

*Question ES A.14, 57: Are you interested in the schoolwork you do at school? [Hybrid only]... Are you interested in the schoolwork you do at school? [In-school only]*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A6.11**

***School Pride (In-School and Hybrid Only)***

	Grade 5 %
<b>Do you feel proud to belong to your school?</b>	
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	

*Question ES A.26: Do you feel proud to belong to your school?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A6.12**

***Quality of School Physical Environment (In-School and Hybrid Only)***

	Grade 5 %
<b>Is your school building neat and clean?</b>	
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	

*Question ES A.29: Is your school building neat and clean?*

*Note: Cells are empty if there are less than 10 respondents.*

## 7. Supports for Learning at School

**Table A7.1**

*Social and Emotional Learning Supports Scale Questions*

	Grade 5 %
<b>Social and emotional learning supports (<i>In-School and Hybrid Only</i>)</b>	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	
<b>Does your school...</b>	
<b>help students resolve conflicts with one another? (<i>In-School and Hybrid Only</i>)</b>	
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	
<b>teach students to understand how other students think and feel?</b>	
No, never	4
Yes, some of the time	26
Yes, most of the time	37
Yes, all of the time	33
<b>teach students to feel responsible for how they act? (<i>In-School and Hybrid Only</i>)</b>	
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	
<b>teach students to care about each other and treat each other with respect? (<i>In-School and Hybrid Only</i>)</b>	
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	

*Question ES A.50-53: Does your school help students resolve conflicts with one another?... Does your school teach students to understand how other students think and feel?... Does your school teach students to feel responsible for how they act?... Does your school teach students to care about each other and treat each other with respect?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A7.2*****Teachers Checking on Student Progress***

	Grade 5 %
No, never	4
Yes, some of the time	41
Yes, most of the time	30
Yes, all of the time	24

*Question ES A.30: Do the teachers and other grown-ups from your school check on how you are doing?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A7.3*****Students at School Motivated to Learn (In-School and Hybrid Only)***

	Grade 5 %
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	

*Question ES A.27: Are the students at your school motivated to learn?*

*Note: Cells are empty if there are less than 10 respondents.*

## 8. Fairness, Rule Clarity, and Positive Student Behavior

**Table A8.1**

*Fairness Scale Questions (In-School and Hybrid Only)*

	Grade 5 %
<b>Fairness</b>	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	
<b>Do teachers treat students fairly at school?</b>	
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	
<b>Are the school rules fair?</b>	
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	
<b>Do teachers and other grown-ups at school treat students with respect?</b>	
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	
<b>Are students treated fairly when they break school rules?</b>	
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	

*Question ES A.28, 45-47: Do teachers treat students fairly at school?... Are the school rules fair?... Do teachers and other grown-ups at school treat students with respect?... Are students treated fairly when they break school rules?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A8.2**

***Clarity of Rules (In-School and Hybrid Only)***

	Grade 5 %
<b>Do students know what the rules are?</b>	
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	

*Question ES A.49: Do students know what the rules are?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A8.3**

***Positive Behavior Scale Questions (In-School and Hybrid Only)***

	Grade 5 %
<b>Positive behavior</b>	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	
<b>Do you follow the classroom rules?</b>	
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	
<b>Do you follow the playground rules at recess and lunch times?</b>	
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	
<b>Do you listen when your teacher is talking?</b>	
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	
<b>Are you nice to other students?</b>	
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	

*Question ES A.62-65: Do you follow the classroom rules?... Do you follow the playground rules at recess and lunch times?... Do you listen when your teacher is talking?... Are you nice to other students?*

*Note: Cells are empty if there are less than 10 respondents.*



**Table A8.4**

***Students at School Well Behaved (In-School and Hybrid Only)***

	Grade 5 %
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	

*Question ES A.48: Are students at this school well behaved?*

*Note: Cells are empty if there are less than 10 respondents.*

## 9. School Violence, Victimization, and Safety

**Table A9.1**

*Perceived Safety at or Outside of School (In-School and Hybrid Only)*

	Grade 5 %
<b>Do you feel safe at school?</b>	
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	
<b>Do you feel safe on your way to and from school?</b>	
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	

*Question ES A.72, 73: Do you feel safe at school?... Do you feel safe on your way to and from school?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A9.2**

**Violence Victimization Scale Questions (In-School and Hybrid Only)**

	Grade 5 %
<b>Violence victimization</b>	
<i>Average reporting "Yes"</i>	
<b>Do other kids hit or push you at school when they are not just playing around?</b>	
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	
<b>Do other kids at school spread mean rumors or lies about you?</b>	
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	
<b>Do other kids at school call you bad names or make mean jokes about you?</b>	
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	

*Question ES A.67, 68, 70: Do other kids hit or push you at school when they are not just playing around?... Do other kids at school spread mean rumors or lies about you?... Do other kids at school call you bad names or make mean jokes about you?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A9.3**  
**Cyberbullying, Past 30 days**

	Grade 5 %
No, never	82
Yes, some of the time	13
Yes, most of the time	0
Yes, all of the time	4

*Question ES A.66: During the past 30 days, did kids spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A9.4**  
**Been Teased About Body Image (In-School and Hybrid Only)**

	Grade 5 %
No	
Yes	

*Question ES A.74: Have other kids at school ever teased you about what your body looks like?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A9.5**  
**Weapons (Gun or Knife) on School Property, Past Year (In-School and Hybrid Only)**

	Grade 5 %
<b>Brought a gun or knife to school</b>	
No	
Yes	
<b>Saw another kid with a gun or knife at school</b>	
No	
Yes	

*Question ES A.69, 71: During the past year, did you ever bring a gun or knife to school?... During the past year, have you ever seen another kid with a gun or knife at school?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A9.6**

***Anti-Bullying Climate Scale Questions (In-School and Hybrid Only)***

	Grade 5 %
<b>Anti-bullying climate</b>	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	
<b>Teachers and other grown-ups make it clear that bullying is not allowed.</b>	
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	
<b>If you tell a teacher that you’ve been bullied, the teacher will do something to help.</b>	
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	
<b>Students at your school try to stop bullying when they see it happening.</b>	
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	

*Question ES A.54-56: Do the teachers and other grown-ups make it clear that bullying is not allowed?... If you tell a teacher that you’ve been bullied, will the teacher do something to help?... Do students at your school try to stop bullying when they see it happening?*

*Note: Cells are empty if there are less than 10 respondents.*

## 10. Social Emotional Supports

**Table A10.1**

***Self-Efficacy Scale Questions***

	Grade 5 %
<b>Self-efficacy</b>	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	90
<b>Can you do most things if you try?</b>	
No, never	0
Yes, some of the time	11
Yes, most of the time	40
Yes, all of the time	49
<b>Do you try to work out your problems?</b>	
No, never	0
Yes, some of the time	11
Yes, most of the time	42
Yes, all of the time	47
<b>Are there many things you do well?</b>	
No, never	0
Yes, some of the time	9
Yes, most of the time	44
Yes, all of the time	47

*Question ES A.75, 77, 78: Can you do most things if you try?... Do you try to work out your problems?... Are there many things you do well?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A10.2*****Problem Solving Scale Questions***

	Grade 5 %
<b>Problem solving</b>	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	67
<b>Do you know where to go for help with a problem?</b>	
No, never	0
Yes, some of the time	13
Yes, most of the time	24
Yes, all of the time	62
<b>Do you try to work out your problems by talking or writing about them?</b>	
No, never	13
Yes, some of the time	40
Yes, most of the time	24
Yes, all of the time	22
<b>When you need help, do you find someone to talk with about it?</b>	
No, never	4
Yes, some of the time	27
Yes, most of the time	36
Yes, all of the time	33

*Question ES A.80-82: Do you know where to go for help with a problem?... Do you try to work out your problems by talking or writing about them?... When you need help, do you find someone to talk with about it?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A10.3*****Peer Supports Scale Questions***

	Grade 5 %
<b>Peer supports</b>	
<i>Average reporting “Pretty much true” or “Very much true”</i>	69
<b>I have a friend my age who really cares about me.</b>	
Not at all true	2
A little true	16
Pretty much true	29
Very much true	53
<b>I have a friend my age who helps me when I am having a hard time.</b>	
Not at all true	9
A little true	24
Pretty much true	29
Very much true	38
<b>I have a friend my age who talks with me about my problems.</b>	
Not at all true	20
A little true	22
Pretty much true	24
Very much true	33

*Question ES A.101-103: I have a friend my age who really cares about me... I have a friend my age who helps me when I am having a hard time... I have a friend my age who talks with me about my problems.*

*Note: Cells are empty if there are less than 10 respondents.*



**Table A10.4**

***Wellness***

	Grade 5 %
<b>Do you feel good and happy?</b>	
No, never	2
Yes, some of the time	20
Yes, most of the time	50
Yes, all of the time	27

*Question ES A.76: Do you feel good and happy?*

*Note: Cells are empty if there are less than 10 respondents.*

## 11. Home Supports and Involvement in Schooling

**Table A11.1**

***High Expectations-Adults at Home Scale Questions***

	Grade 5 %
<b>High expectations-adults at home</b>	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	100
<b><i>Does a parent or some other grown-up at home... believe that you can do a good job?</i></b>	
No, never	0
Yes, some of the time	0
Yes, most of the time	9
Yes, all of the time	91
<b><i>want you to do your best?</i></b>	
No, never	0
Yes, some of the time	0
Yes, most of the time	2
Yes, all of the time	98

*Question ES A.93, 94: Does a parent or some other grown-up at home believe that you can do a good job?... Does a parent or some other grown-up at home want you to do your best?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A11.2*****Parent Involvement in Schooling Scale Questions***

	Grade 5 %
<b>Parent involvement in schooling</b>	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	79
<b><i>Does a parent or some other grown-up at home... care about your schoolwork?</i></b>	
No, never	0
Yes, some of the time	2
Yes, most of the time	20
Yes, all of the time	78
<b><i>ask if you did your homework/schoolwork?</i></b>	
No, never	0
Yes, some of the time	13
Yes, most of the time	27
Yes, all of the time	60
<b><i>check your homework/schoolwork?</i></b>	
No, never	9
Yes, some of the time	40
Yes, most of the time	24
Yes, all of the time	27
<b><i>ask you about school?</i></b>	
No, never	0
Yes, some of the time	18
Yes, most of the time	38
Yes, all of the time	44
<b><i>ask you about your grades?</i></b>	
No, never	9
Yes, some of the time	36
Yes, most of the time	27
Yes, all of the time	29

*Question ES A.92, 95-100: Does a parent or some other grown-up at home care about your schoolwork?... Does a parent or some other grown-up at home ask if you did your homework? [In-school and Hybrid only]... Does a parent or some other grown-up at home check your homework? [In-school and Hybrid only]... Does a parent or some other grown-up at home ask if you did your schoolwork? [Remote only]... Does a parent or some other grown-up at home check your schoolwork? [Remote only]... Does a parent or some other grown-up at home ask you about school?... Does a parent or some other grown-up at home ask you about your grades?*

*Note: Cells are empty if there are less than 10 respondents.*

## 12. Alcohol and Other Drug (AOD) Use

**Table A12.1**

*Use of Alcohol or Other Drugs, Lifetime (In-School and Hybrid Only)*

	Grade 5 %
Alcohol, one or two sips	
Alcohol, a full glass	
Inhalants (to get high)	
Marijuana (smoke, vape, eat, or drink)	
<i>None of the above</i>	
<i>Any of the above</i>	

*Question ES A.85-87: Have you ever drunk beer, wine, or other alcohol?... Have you ever sniffed something through your nose to get “high”?... Have you ever used any marijuana (smoke, vape, eat, or drink)?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A12.2**

*Perception of Health Risk of Alcohol and Marijuana Use (In-School and Hybrid Only)*

	Grade 5 %
<b>Alcohol</b>	
No, not bad	
Yes, a little bad	
Yes, very bad	
<b>Marijuana (smoke, vape, eat, or drink)</b>	
No, not bad	
Yes, a little bad	
Yes, very bad	
I don't know what marijuana is	

*Question ES A.90, 91: Do you think drinking alcohol (beer, wine, liquor) is bad for a person's health?... Do you think using marijuana (smoke, vape, eat, or drink) is bad for a person's health?*

*Note: Cells are empty if there are less than 10 respondents.*

## 13. Tobacco Use and Vaping

**Table A13.1**

***Cigarette Use and Vaping, Lifetime***

	Grade 5 %
Ever smoked a cigarette	
Part of a cigarette, like one or two puffs	
A whole cigarette	
Ever vaped	

*Question ES A.83, 84, H.1, 2: Have you ever smoked a cigarette? [In-school and Hybrid only]... Have you ever vaped (used JUUL, Suorin, SMOK)? [In-school and Hybrid only]... Have you ever smoked a cigarette? [Remote only]... Have you ever vaped (used JUUL, Suorin, SMOK)? [Remote only]*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A13.2**

***Perception of Health Risk of Cigarette Use and Vaping***

	Grade 5 %
<b>Do you think smoking cigarettes is bad for a person's health?</b>	
No, not bad	
Yes, a little bad	
Yes, very bad	
<b>Do you think vaping is bad for a person's health?</b>	
No, not bad	
Yes, a little bad	
Yes, very bad	

*Question ES A.88, 89, H.3, 4: Do you think smoking cigarettes is bad for a person's health? [In-school and Hybrid only]... Do you think vaping is bad for a person's health? [In-school and Hybrid only]... Do you think smoking cigarettes is bad for a person's health? [Remote only]... Do you think vaping is bad for a person's health? [Remote only]*

*Note: Cells are empty if there are less than 10 respondents.*

## 14. Other Physical and Mental Health Risks

**Table A14.1**

***Breakfast Consumption***

	Grade 5 %
No	9
Yes	91

*Question ES A.4: Did you eat breakfast this morning?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A14.2**

***Frequent Sadness***

	Grade 5 %
No, never	24
Yes, some of the time	67
Yes, most of the time	9
Yes, all of the time	0

*Question ES A.79: Do you feel sad?*

*Note: Cells are empty if there are less than 10 respondents.*

## 15. Gender Breakdowns

**Table A15.1**

**Key Indicators of School Climate and Substance Use by Gender**

	Grade 5	
	Female	Male
	%	%
<b>School Engagement and Supports</b>		
School connectedness <sup>†Φ</sup>		
Academic motivation <sup>†</sup>	97	86
Caring adults in school <sup>†</sup>	76	85
High expectations-adults in school <sup>†</sup>	91	96
Meaningful participation at school <sup>†Φ</sup>		
Interest in schoolwork done at school <sup>†Φ</sup>		
Facilities upkeep <sup>†Φ</sup>		
Parent involvement in schooling <sup>†</sup>	85	72
Social and emotional learning supports <sup>†Φ</sup>		
Anti-bullying climate <sup>†Φ</sup>		
<b>School Safety</b>		
Feel safe at school <sup>†Φ</sup>		
Feel safe on way to and from school <sup>†Φ</sup>		
Been hit or pushed <sup>Φ</sup>		
Mean rumors spread about you <sup>Φ</sup>		
Called bad names or target of mean jokes <sup>Φ</sup>		
Saw a weapon at school <sup>¶Φ</sup>		

Notes: Cells are empty if there are less than 10 respondents.

<sup>†</sup>Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”

<sup>Φ</sup>In-School and Hybrid Models only.

<sup>¶</sup>Past 12 months.

**Table A15.1****Key Indicators of School Climate and Substance Use by Gender – Continued**

	Grade 5	
	Female %	Male %
<b>School Disciplinary Environment</b>		
Rule clarity <sup>†Φ</sup>		
Students well behaved <sup>†Φ</sup>		
Students treated fairly when break rules <sup>†Φ</sup>		
Students treated with respect <sup>†Φ</sup>		
<b>Substance Use</b>		
Alcohol or drug use <sup>Φ</sup>		
Marijuana use <sup>Φ</sup>		
Cigarette use		
Vaping		

Notes: Cells are empty if there are less than 10 respondents.

<sup>†</sup>Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”

<sup>Φ</sup>In-School and Hybrid Models only.



**Table A15.2****Key Indicators of Routines and Remote Learning by Gender**

	Grade 5	
	Female %	Male %
<b>Routines</b>		
Late bedtime (after 10 pm)	27	25
Sleep duration (8 hours or more)	100	100
Eating of breakfast <sup>†</sup>	91	92
Physical exercise (4 days or more) <sup>‡</sup>	82	75
<b>Learning from Home</b>		
Average days worked on schoolwork (5 or more) <sup>§</sup> <sup>δ</sup>	82	88
Synchronous instruction (4 days or more) <sup>‡</sup> <sup>δ</sup>	95	100
Interest in schoolwork done from home <sup>†</sup> <sup>δ</sup>	41	46
Meaningful opportunities <sup>†</sup> <sup>δ</sup>	59	71

Notes: Cells are empty if there are less than 10 respondents.

<sup>†</sup>This morning.

<sup>‡</sup>Past 7 days.

<sup>§</sup>Past 30 days.

<sup>δ</sup>Remote and Hybrid Models only.

<sup>†</sup>Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”

**Table A15.3*****Key Indicators of Social and Emotional Health by Gender***

	Grade 5	
	Female %	Male %
<b>Peer Relationships</b>		
Peer supports <sup>†</sup>	79	59
Virtual peer interactions (4 days or more) <sup>‡</sup>	50	50
Cyberbullying <sup>§</sup>	27	9
<b>Social and Emotional Health</b>		
Frequent sadness <sup>†</sup>	9	9
Self-efficacy <sup>†</sup>	86	93
Problem solving <sup>†</sup>	70	65
Wellness <sup>†</sup>	76	78

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>†</sup>*Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”*

<sup>‡</sup>*Past 7 days.*

<sup>§</sup>*Past 30 days.*