CALIFORNIA HEALTHY KIDS SURVEY

Pleasanton Unified
Elementary
2019-2020
Main Report

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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.

ALERT

Categories "High," "Moderate," and "Low" for scales are no longer included on the report. If districts or schools need results on these categories, please contact your Technical Advisor.

This report provides results for each question from the 2019-20 *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). The CalSCHLS system 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 the CalSCHLS system. The Appendix lists the schools that administered the survey in the district and their response rates.

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), including *Helpful Resources for Local Control and Accountability Plans* (calschls.org/docs/lcap_cal_schls.pdf). The California Safe and Supportive Schools website (californiaS3.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 these 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, identified by an expert advisory committee, 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:

- 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? For 2018-19, the only changes to the survey are the following improvements:

- a new question asking about usual bedtime to assess nighttime sleep quality;
- added a question asking about how often the student feels sad as an indicator of psychological problems ; and
- included a new question asking about the upkeep of school facilities.

In 2019-20, the e-cigarette item was simplified so that it just asks about vaping.

Supplementary 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 35 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).
- The Appendix lists all the elementary schools in the district that were eligible to participate in the survey and the percentage of students enrolled in each of them that completed the survey.

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/). 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.

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 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/).

- *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).

- *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).

- *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). 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). Also available is an LCAP-related PowerPoint presentation (calschls.org/site/assets/files/1036/cal-schls-lcap_schoolclimatev6-1.pptx).

- The *School Climate Connection Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/about.

- CDE's **California Safe and Supportive Schools** website (CaliforniaS3.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/resources/#resources_and_tools) 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.

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/resources/#resources_and_tools) 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 5th graders compare with those for 7th, 9th, and 11th 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 2015-2017 statewide CHKS elementary survey administration can be downloaded from the CalSCHLS website (calschls.org/docs/statewide_1517_elem_chks1.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/). 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.

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/#slcr)

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 Report

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). 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 survey. 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.

Exhibit 1

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

	Student Core	Student Social Emotional Health	Staff Survey	Parent Survey
Student Well-Being				
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)	✓			
Social-emotional competencies and health		✓	✓	
Violence and victimization (bullying)	✓		✓	✓
Zest		✓		
School Climate				
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	✓		✓	✓
School Climate Improvement Practices				
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. Cal-Well Module	
C. District Afterschool Module (DASM)	
D. Gang Risk Awareness Module (GRAM)	
E. Military-Connected School Module	
F. Social Emotional Health Module (SEHM)	
G. Supplemental Health Module	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample Characteristics

	Grade 5
Student Sample Size	
Target sample	1,086
Final number	815
Response Rate	*75%*

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 5 %	Table
School Engagement and Supports		
School connectedness[†]	80	A4.3
Academic motivation[†]	92	A4.3
Caring adults in school[†]	78	A4.3
High expectations-adults in school[†]	87	A4.3
Meaningful participation[†]	43	A4.3
Facilities upkeep[†]	81	A4.10
Parent involvement in schooling[†]	80	A8.2
Social and emotional learning supports[†]	82	A5.1
Anti-bullying climate[†]	79	A7.6
School Safety		
Feel safe at school[†]	89	A7.1
Feel safe on way to and from school[†]	92	A7.1
Been hit or pushed	34	A7.2
Mean rumors spread about you	36	A7.2
Called bad names or target of mean jokes	40	A7.2
Saw a weapon at school[¶]	8	A7.5
School Disciplinary Environment		
Rule clarity[†]	92	A6.2
Students well behaved[†]	71	A6.4
Students treated fairly when break rules[†]	67	A6.1
Students treated with respect[†]	91	A6.1
Substance Use and Physical/Mental Health		
Alcohol or drug use	14	A9.1
Marijuana use	0	A9.1
Cigarette use	1	A10.1
Vaping	0	A10.1
Late bedtime (after 10 pm)	19	A11.2
Experienced sadness[†]	11	A11.4

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

[†]*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

[¶]*Past 12 months.*

3. Demographics

Table A3.1

Gender of Sample

	Grade 5 %
Female	49
Male	51

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

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

Table A3.2

Number of Days Attending Afterschool Program

	Grade 5 %
0 days	70
1 day	8
2 days	5
3 days	4
4 days	3
5 days	10

Question ES A.6: 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. School Performance, Supports, and Engagements

Table A4.1

Perceived School Performance

	Grade 5 %
One of the best students	20
Better than most students	33
About the same as others	41
Don't do as well as most others	7

Question ES A.23: How well do you do in your schoolwork?
Note: Cells are empty if there are less than 10 respondents.

Table A4.2

Truancy, Past 30 Days

	Grade 5 %
I did not miss any days of school	69
1 day	16
2 days	8
3 or more days	7

Question ES A.4: In the past 30 days, how often did you miss an entire day of school for any reason?
Note: Cells are empty if there are less than 10 respondents.

Table A4.3

School Environment, School Connectedness, and Academic Motivation Scales

	Grade 5 %	Table
Total school supports	70	
Caring adults in school	78	A4.4
High expectations-adults in school	87	A4.5
Meaningful participation at school	43	A4.6
School connectedness	80	A4.7
Academic motivation	92	A4.8

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."

Table A4.4
Caring Adults in School Scale Questions

	Grade 5 %
Caring adults in school	
Average reporting "Yes, most of the time" or "Yes, all of the time"	78
Do the teachers and other grown-ups at school...	
care about you?	
No, never	1
Yes, some of the time	11
Yes, most of the time	25
Yes, all of the time	62
listen when you have something to say?	
No, never	2
Yes, some of the time	18
Yes, most of the time	37
Yes, all of the time	43
make an effort to get to know you?	
No, never	5
Yes, some of the time	27
Yes, most of the time	37
Yes, all of the time	31

Question ES A.16, 24, 27: 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 A4.5

High Expectations-Adults in School Scale Questions

	Grade 5 %
High expectations-adults in school	
Average reporting "Yes, most of the time" or "Yes, all of the time"	87
Do the teachers and other grown-ups at school...	
tell you when you do a good job?	
No, never	2
Yes, some of the time	23
Yes, most of the time	39
Yes, all of the time	35
believe that you can do a good job?	
No, never	1
Yes, some of the time	8
Yes, most of the time	26
Yes, all of the time	65
want you to do your best?	
No, never	1
Yes, some of the time	3
Yes, most of the time	9
Yes, all of the time	88

Question ES A.17, 25, 28: 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 A4.6

Meaningful Participation at School Scale Questions

	Grade 5 %
Meaningful participation at school	
Average reporting "Yes, most of the time" or "Yes, all of the time"	43
Are you given a chance to help decide school activities or rules?	
No, never	36
Yes, some of the time	43
Yes, most of the time	16
Yes, all of the time	5
Do the teachers and other grown-ups at school ask you about your ideas?	
No, never	11
Yes, some of the time	43
Yes, most of the time	34
Yes, all of the time	12
Do the teachers and other grown-ups give you a chance to solve school problems?	
No, never	16
Yes, some of the time	34
Yes, most of the time	28
Yes, all of the time	22
Do you get to do interesting activities at school?	
No, never	3
Yes, some of the time	28
Yes, most of the time	42
Yes, all of the time	27

Question ES A.15, 18-20: 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 A4.6

Meaningful Participation at School Scale Questions – Continued

	Grade 5 %
Are you given a chance to help decide class activities or rules?	
No, never	25
Yes, some of the time	50
Yes, most of the time	19
Yes, all of the time	7
Do your teachers ask you what you want to learn about?	
No, never	45
Yes, some of the time	41
Yes, most of the time	11
Yes, all of the time	4
Do you do things to be helpful at school?	
No, never	1
Yes, some of the time	22
Yes, most of the time	47
Yes, all of the time	30

Question ES A.21, 22, 26: 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 A4.7
School Connectedness Scale Questions

	Grade 5 %
School connectedness	
Average reporting "Yes, most of the time" or "Yes, all of the time"	80
Do you feel close to people at school?	
No, never	7
Yes, some of the time	35
Yes, most of the time	39
Yes, all of the time	20
Are you happy to be at this school?	
No, never	2
Yes, some of the time	16
Yes, most of the time	40
Yes, all of the time	42
Do you feel like you are part of this school?	
No, never	2
Yes, some of the time	16
Yes, most of the time	30
Yes, all of the time	52
Do teachers treat students fairly at school?	
No, never	1
Yes, some of the time	8
Yes, most of the time	28
Yes, all of the time	63
Do you feel safe at school?	
No, never	1
Yes, some of the time	10
Yes, most of the time	36
Yes, all of the time	53

Question ES A.8-10, 13, 58: 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 A4.8

Academic Motivation Scale Questions

	Grade 5 %
Academic motivation	
Average reporting "Yes, most of the time" or "Yes, all of the time"	92
Do you finish all your class assignments?	
No, never	0
Yes, some of the time	7
Yes, most of the time	40
Yes, all of the time	53
When you get a bad grade, do you try even harder the next time?	
No, never	0
Yes, some of the time	4
Yes, most of the time	17
Yes, all of the time	78
Do you keep working and working on your schoolwork until you get it right?	
No, never	2
Yes, some of the time	11
Yes, most of the time	37
Yes, all of the time	50
Do you keep doing your classwork even when it's really hard for you?	
No, never	0
Yes, some of the time	8
Yes, most of the time	33
Yes, all of the time	58

Question ES A.41-44: 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 classwork even when it's really hard for you?

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

Table A4.9

School Pride

	Grade 5 %
Do you feel proud to belong to your school?	
No, never	5
Yes, some of the time	14
Yes, most of the time	28
Yes, all of the time	53

Question ES A.11: Do you feel proud to belong to your school?
Note: Cells are empty if there are less than 10 respondents.

Table A4.10

Quality of School Physical Environment

	Grade 5 %
Is your school building neat and clean?	
No, never	2
Yes, some of the time	17
Yes, most of the time	52
Yes, all of the time	29

Question ES A.14: Is your school building neat and clean?
Note: Cells are empty if there are less than 10 respondents.

5. Supports for Learning at School

Table A5.1

Social and Emotional Learning Supports Scale Questions

	Grade 5 %
Social and emotional learning supports	
Average reporting "Yes, most of the time" or "Yes, all of the time"	82
Does your school...	
help students resolve conflicts with one another?	
No, never	4
Yes, some of the time	18
Yes, most of the time	37
Yes, all of the time	41
teach students to understand how other students think and feel?	
No, never	5
Yes, some of the time	20
Yes, most of the time	35
Yes, all of the time	40
teach students to feel responsible for how they act?	
No, never	3
Yes, some of the time	12
Yes, most of the time	33
Yes, all of the time	52
teach students to care about each other and treat each other with respect?	
No, never	1
Yes, some of the time	8
Yes, most of the time	23
Yes, all of the time	69

Question ES A.34-37: 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 A5.2

**Students at School Motivated to Learn**

	Grade 5 %
No, never	1
Yes, some of the time	32
Yes, most of the time	56
Yes, all of the time	11

Question ES A.12: Are the students at your school motivated to learn?

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

6. Fairness, Rule Clarity, and Positive Student Behavior

Table A6.1

Fairness Scale Questions

	Grade 5 %
Fairness	
Average reporting "Yes, most of the time" or "Yes, all of the time"	82
Do teachers treat students fairly at school?	
No, never	1
Yes, some of the time	8
Yes, most of the time	28
Yes, all of the time	63
Are the school rules fair?	
No, never	5
Yes, some of the time	16
Yes, most of the time	39
Yes, all of the time	39
Do teachers and other grown-ups at school treat students with respect?	
No, never	2
Yes, some of the time	8
Yes, most of the time	30
Yes, all of the time	60
Are students treated fairly when they break school rules?	
No, never	9
Yes, some of the time	24
Yes, most of the time	38
Yes, all of the time	28

Question ES A.13, 29-31: 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 A6.2

Clarity of Rules

	Grade 5 %
Do students know what the rules are?	
No, never	0
Yes, some of the time	7
Yes, most of the time	39
Yes, all of the time	53

Question ES A.33: Do students know what the rules are?

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

Table A6.3
Positive Behavior Scale Questions

	Grade 5 %
Positive behavior	
Average reporting "Yes, most of the time" or "Yes, all of the time"	97
Do you follow the classroom rules?	
No, never	0
Yes, some of the time	2
Yes, most of the time	31
Yes, all of the time	68
Do you follow the playground rules at recess and lunch times?	
No, never	0
Yes, some of the time	5
Yes, most of the time	32
Yes, all of the time	63
Do you listen when your teacher is talking?	
No, never	0
Yes, some of the time	3
Yes, most of the time	39
Yes, all of the time	58
Are you nice to other students?	
No, never	0
Yes, some of the time	2
Yes, most of the time	33
Yes, all of the time	65

Question ES A.45-48: 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 A6.4

Students at School Well Behaved

	Grade 5 %
Are students at this school well behaved?	
No, never	1
Yes, some of the time	28
Yes, most of the time	66
Yes, all of the time	5

Question ES A.32: Are students at this school well behaved?

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

7. School Violence, Victimization, and Safety

Table A7.1

Perceived Safety at or Outside of School

	Grade 5 %
Do you feel safe at school?	
No, never	1
Yes, some of the time	10
Yes, most of the time	36
Yes, all of the time	53
Do you feel safe on your way to and from school?	
No, never	1
Yes, some of the time	6
Yes, most of the time	23
Yes, all of the time	69

Question ES A.58, 59: 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 A7.2

Violence Victimization Scale Questions

	Grade 5 %
Violence victimization	
Average reporting "Yes"	36
Do other kids hit or push you at school when they are not just playing around?	
No, never	66
Yes, some of the time	28
Yes, most of the time	4
Yes, all of the time	2
Do other kids at school spread mean rumors or lies about you?	
No, never	64
Yes, some of the time	30
Yes, most of the time	4
Yes, all of the time	2
Do other kids at school call you bad names or make mean jokes about you?	
No, never	60
Yes, some of the time	33
Yes, most of the time	4
Yes, all of the time	3

Question ES A.52, 53, 55: 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 A7.3

Been Teased About Body Image

	Grade 5 %
No	79
Yes	21

Question ES A.61: 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 A7.4

Violence Perpetration Scale Questions

	Grade 5 %
Violence perpetration	
Average reporting "1 or more times"	22
Have hit or pushed other kids	
0 times	79
1 time	13
2 times	4
3 or more times	3
Have said mean things about other students or called them bad names	
0 times	68
1 time	23
2 times	5
3 or more times	4
Have spread mean rumors or lies about other kids	
0 times	88
1 time	10
2 times	1
3 or more times	1

Question ES A.49-51: During the past year, how many times have you hit or pushed other kids at school when you were not playing around?... During the past year, how many times have you spread mean rumors or lies about other kids at school?... During the past year, how many times at school have you said mean things about other students or called them bad names?
Note: Cells are empty if there are less than 10 respondents.

Table A7.5

Weapons (Gun or Knife) on School Property, Past Year

	Grade 5 %
Brought a gun or knife to school	
No	100
Yes	0
Saw another kid with a gun or knife at school	
No	92
Yes	8

Question ES A.54, 56: 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 A7.6
Anti-Bullying Climate Scale Questions

	Grade 5 %
Anti-bullying climate	
Average reporting "Yes, most of the time" or "Yes, all of the time"	79
Teachers and other grown-ups make it clear that bullying is not allowed.	
No, never	1
Yes, some of the time	5
Yes, most of the time	12
Yes, all of the time	83
If you tell a teacher that you've been bullied, the teacher will do something to help.	
No, never	3
Yes, some of the time	7
Yes, most of the time	28
Yes, all of the time	63
Students at your school try to stop bullying when they see it happening.	
No, never	12
Yes, some of the time	36
Yes, most of the time	34
Yes, all of the time	17

Question ES A.38-40: 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.

8. Home Supports and Involvement in Schooling

Table A8.1

High Expectations-Adults at Home Scale Questions

	Grade 5 %
High expectations-adults at home	
Average reporting "Yes, most of the time" or "Yes, all of the time"	98
Does a parent or some other grown-up at home...	
believe that you can do a good job?	
No, never	1
Yes, some of the time	3
Yes, most of the time	10
Yes, all of the time	86
want you to do your best?	
No, never	0
Yes, some of the time	0
Yes, most of the time	5
Yes, all of the time	95

Question ES A.72, 73: 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 A8.2

Parent Involvement in Schooling Scale Questions

	Grade 5 %
Parent involvement in schooling	
Average reporting "Yes, most of the time" or "Yes, all of the time"	80
Does a parent or some other grown-up at home...	
care about your schoolwork?	
No, never	1
Yes, some of the time	5
Yes, most of the time	18
Yes, all of the time	76
ask if you did your homework?	
No, never	3
Yes, some of the time	8
Yes, most of the time	22
Yes, all of the time	67
check your homework?	
No, never	14
Yes, some of the time	31
Yes, most of the time	29
Yes, all of the time	26
ask you about school?	
No, never	2
Yes, some of the time	11
Yes, most of the time	25
Yes, all of the time	62
ask you about your grades?	
No, never	8
Yes, some of the time	17
Yes, most of the time	22
Yes, all of the time	53

Question ES A.71, 74-77: 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?... Does a parent or some other grown-up at home check your homework?... 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.

9. Alcohol and Other Drug (AOD) Use

Table A9.1

Use of Alcohol or Other Drugs, Lifetime

	Grade 5 %
Alcohol, one or two sips	13
Alcohol, a full glass	0
Inhalants (to get high)	2
Marijuana (smoke, vape, eat, or drink)	0
None of the above	86
Any of the above	14

Question ES A.64-66: 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 A9.2

Perception of Health Risk of Alcohol and Marijuana Use

	Grade 5 %
Alcohol	
No, not bad	3
Yes, a little bad	40
Yes, very bad	57
Marijuana (smoke, vape, eat, or drink)	
No, not bad	0
Yes, a little bad	2
Yes, very bad	52
I don't know what marijuana is	46

Question ES A.69, 70: 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.

10. Tobacco Use

Table A10.1

Cigarette Use and Vaping, Lifetime

	Grade 5 %
Ever smoked a cigarette	1
Part of a cigarette, like one or two puffs	0
A whole cigarette	0
Ever vaped	0

Question ES A.62, 63: Have you ever smoked a cigarette?... Have you ever ever vaped (used JUUL, Vuse, Suorin, MarkTen)?
Note: Cells are empty if there are less than 10 respondents.

Table A10.2

Perception of Health Risk of Cigarette and Electronic Cigarette Use

	Grade 5 %
Do you think smoking cigarettes is bad for a person's health?	
No, not bad	1
Yes, a little bad	2
Yes, very bad	97
Do you think using an electronic cigarette, e-cigarette, hookah pen, or other vaping device is bad for a person's health?	
No, not bad	0
Yes, a little bad	4
Yes, very bad	96

Question ES A.67, 68: Do you think smoking cigarettes is bad for a person's health?... Do you think using an electronic cigarette, e-cigarette, hookah pen, or other vaping device is bad for a person's health?
Note: Cells are empty if there are less than 10 respondents.

11. Other Physical and Mental Health Risks

Table A11.1

Frequency of Being Home Alone

	Grade 5 %
No, never	60
Yes, some of the time	32
Yes, most of the time	6
Yes, all of the time	2

Question ES A.57: Are you home alone after school?
Note: Cells are empty if there are less than 10 respondents.

Table A11.2

Bedtime

	Grade 5 %
Before 7:00 pm	0
7:00-7:59 pm	3
8:00-8:59 pm	30
9:00-9:59 pm	48
10:00-10:59 pm	15
11:00-11:59 pm	4
After 12:00 am	0
Late bedtime (after 10 pm)	19

Question ES A.7: What time do you usually go to bed on nights before you go to school?
Note: Cells are empty if there are less than 10 respondents.

Table A11.3

Breakfast Consumption

	Grade 5 %
No	10
Yes	90

Question ES A.5: Did you eat breakfast this morning?
Note: Cells are empty if there are less than 10 respondents.

Table A11.4
Experienced Sadness

	Grade 5 %
No, never	27
Yes, some of the time	62
Yes, most of the time	9
Yes, all of the time	3

Question ES A.60: Do you feel sad?

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

12. Gender Breakdowns

Table A12.1

Key Indicators of School Climate and Student Well-Being by Gender

	Grade 5	
	Female %	Male %
School Engagement and Supports		
School connectedness[†]	83	78
Academic motivation[†]	91	92
Total school supports[†]	73	67
Caring adults in school[†]	82	75
High expectations-adults in school[†]	89	86
Meaningful participation at school[†]	47	39
Facilities upkeep[†]	84	78
Parent involvement in schooling[†]	81	79
Social and emotional learning supports[†]	83	81
Anti-bullying climate[†]	80	77
School Safety		
Feel safe at school[†]	91	88
Feel safe on way to and from school[†]	92	92
Been hit or pushed	26	40
Mean rumors spread about you	34	37
Called bad names or target of mean jokes	33	47
Saw a weapon at school[§]	6	10

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

[†]*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

[§]*Past 12 months.*

Table A12.1

Key Indicators of School Climate and Student Well-Being by Gender – Continued

	Grade 5	
	Female %	Male %
School Disciplinary Environment		
Rule clarity[†]	90	94
Students well behaved[†]	68	73
Students treated fairly when break rules[†]	75	59
Students treated with respect[†]	93	89
Substance Use and Physical/Mental Health		
Alcohol or drug use	10	18
Marijuana use	0	0
Cigarette use	0	1
Vaping	0	0
Late bedtime (after 10 pm)	21	17
Experienced sadness[†]	10	13

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

[†]*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

Table A12.2
Student Positive Behavior by Gender

	Grade 5 Female %	Male %
Positive behavior†	98	96
Follow classroom rules†	99	97
Follow playground rules†	97	93
Listen when teacher is talking†	97	96
Nice to other students†	99	97

Notes: Cells are empty if there are less than 10 respondents.
†*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

Table A12.3
Selected Alcohol and Drug Use Measures by Gender

	Grade 5 Female %	Male %
Lifetime AOD Use		
Alcohol, one or two sips	9	16
Alcohol, a full glass	0	0
Inhalants (to get high)	1	3
Marijuana	0	0
Any of the above	10	18
Perceived Health Risk[A]		
Alcohol	98	96
Marijuana[B]	99	99

Notes: Cells are empty if there are less than 10 respondents.
[A]*Combines "A little bad" and "Very bad."*
[B]*Students who responded that they didn't know what marijuana was were excluded from calculation.*

Table A12.4

Selected Tobacco Measures by Gender

	Grade 5	
	Female %	Male %
Ever smoked a cigarette	0	1
Part of a cigarette, like one or two puffs	0	0
A whole cigarette	0	0
Ever vaped	0	0
Perceived health risk of cigarette smoking[A]	99	100
Perceived health risk of electronic cigarette use[A]	100	100

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

[A]*Combines "A little bad" and "Very bad."*

Appendix

2019-20 CHKS Elementary Survey Response Rates

Eligible Schools	5th %
Alisal Elementary	71
Donlon Elementary	81
Fairlands Elementary	69
Henry P. Mohr Elementary	89
Lydiksen Elementary	49
Phoebe Apperson Hearst Elementary	71
Valley View Elementary	89
Vintage Hills Elementary	80
Walnut Grove Elementary	77

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2019-20 public school and enrollment data files. Directly funded charter schools have been excluded from the list.