

CALIFORNIA HEALTHY KIDS SURVEY



San Mateo-Foster City Elementary 2022-2023 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.

This report provides the detailed results for each question from the 2022-23 *California Healthy Kids Survey* (CHKS) for schools within this school 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 state effort in the nation to regularly assess students, staff, and parents 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 domains and constructs assessed by CalSCHLS. 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 create more positive, safe, supportive, and engaging environments and to promoting the successful cognitive, social, emotional, and physical development of all students. 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). The California Safe and Supportive Schools website (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 data workshops and coaching to help identify local needs and develop action plans to meet those needs.

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:

- 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;
- mental health, 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).

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 life satisfaction. It includes 39 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, including questions assessing emotional difficulties and life satisfaction.

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.

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.

Race/Ethnic and Gender Results

Summary tables provide key findings (e.g., safety, harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories and gender. Districts can subscribe to the

District CalSCHLS data dashboard to disaggregate their CHKS results by the race/ethnicity or gender of students or by other demographic categories.

ONLINE DATA DASHBOARDS

Public Dashboard. Anyone can examine online key state and district CHKS results on the public CalSCHLS Data Dashboard (calschls.org/reports-data/public-dashboards). The dashboard can be used to graphically display statewide, county, 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.

The District Dashboard Option. Districts may also purchase a two-year subscription to a password protected, private data dashboard that displays up to eight years of CalSCHLS data at not only the district level but also the 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, race/ethnicity, and afterschool participation; and
- examine data trends over time overall and by different demographic groups.

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.

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 (see Table A1.1 and Appendix I for student response rates). 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](https://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).
- ***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).
- The **California Center for School Climate** (ca-safe-supportive-schools.wested.org/california-center-for-school-climate/) provides free support and trainings on school climate and data use to LEAs in California. The website provides archived virtual events and other school climate improvement resources.
- The ***California Safe and Supportive Schools Newsletter*** provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/resources.
- CDE's **California Safe and Supportive Schools** website (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/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 school and student needs and into 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. By enlisting their collaboration, you also increase the prospect that the identified needs will be successfully addressed.

As part of this process, WestEd staff can facilitate 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 562.799.5164 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 Survey 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 2019-2021 statewide CHKS elementary survey administration can be downloaded from the CalSCHLS website (calschls.org/docs/statewide_1921_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). 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 (562.799.5164) 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 trends across key indicators of school climate and provides two-year state averages on those indicators (calschls.org/reports-data/#scrc).

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). 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 (562.799.5164) 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 Learning Engagement				
Academic mindset		✓		
Academic motivation	✓		✓	✓
Academic performance	✓			
Attendance	✓		✓	
School boredom	✓			
School connectedness	✓			
Student Social-Emotional and Physical Well-being				
Alcohol, tobacco, and drug use	✓		✓	✓
Bedtime	✓			
Collaboration		✓		
Empathy		✓		
Gratitude		✓		
Life satisfaction		✓		
Optimism		✓		
Perceived safety	✓		✓	✓
Persistence		✓		
Problem solving		✓		
Self-efficacy		✓		
Social-emotional competencies and health		✓	✓	
Social-emotional distress		✓		
Violence and victimization (bullying)	✓		✓	✓
Zest		✓		
School Climate Conditions				
Academic rigor and norms			✓	✓
High expectations	✓		✓	✓
Meaningful participation and decision-making	✓		✓	✓
Parent involvement	✓		✓	✓
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. 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)	X
G. Supplemental Health Module	
H. Tobacco-Use Prevention Education (TUPE) Module	X
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample Characteristics

	Grade 3	Grade 4	Grade 5	Grade 6
<i>Student Sample Size</i>				
Target sample	1,088	1,151	1,168	–
Final number	622	659	753	–
Response Rate	57%	57%	64%	–

Table A1.2

Number of Respondents by Instructional Model

	Grade 3	Grade 4	Grade 5	Grade 6
In-school learning only	600	648	744	–
Remote learning only	22	11	9	–

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %	Table
School Engagement and Supports					
School connectedness ^{†#} (<i>In-School Only</i>)	76	77	75	–	A6.3
School connectedness ^{†ψ} (<i>Remote Only</i>)	74	63		–	A6.3
Academic motivation [†]	84	87	85	–	A6.3
School boredom [†]	23	31	33	–	A6.9
Caring adults in school [†]	76	75	73	–	A6.3
High expectations-adults in school [†]	85	88	85	–	A6.3
Meaningful participation [†]	45	44	41	–	A6.3
Facilities upkeep ^{†Φ}	76	74	71	–	A6.11
Parent involvement in schooling [†]	72	75	73	–	A10.2
Social and emotional learning supports [†]	79	79	78	–	A7.1
Anti-bullying climate [†]	77	75	73	–	A9.6
School Safety and Cyberbullying					
Feel safe at school ^{†Φ}	84	84	81	–	A9.1
Feel safe on way to and from school ^{†Φ}	86	86	87	–	A9.1
Been hit or pushed ^Φ	51	38	36	–	A9.2
Mean rumors spread about you	37	32	36	–	A9.2
Called bad names or target of mean jokes	47	46	47	–	A9.2
Saw a weapon at school ^{§Φ}	8	5	8	–	A9.5
Cyberbullying [¶]	21	17	21	–	A9.3
School Disciplinary Environment					
Rule clarity [†]	85	86	80	–	A8.2
Students well behaved [†]	59	59	48	–	A8.4
Students treated fairly when break rules [†]	53	63	57	–	A8.1
Students treated with respect [†]	90	88	86	–	A8.1

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.”

[#] The scale was based on five survey questions for in-school respondents.

^ψ The scale was based on four questions for remote respondents.

^Φ In-school only.

[§] Past year.

[¶] Past 30 days.

Table A2.2**Key Indicators of Substance Use, Routines, Remote Learning, and Student Well-Being**

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %	Table
Substance Use					
Alcohol or drug use ^φ			17	–	A11.1
Marijuana use ^φ			1	–	A11.1
Cigarette use ^φ			1	–	A12.1
Vaping ^φ			2	–	A12.1
Routines					
Eating of breakfast [‡]	84	83	80	–	A4.1
Late bedtime (at 10 pm or later)	19	20	25	–	A4.2
Learning from Home					
Weekdays worked on schoolwork (5 days) ^{¶δ}	24	50		–	A5.1
Synchronous instruction (4 days or more) ^{¶δ}	9	10		–	A5.1
Meaningful opportunities ^{‡δ}	32	40		–	A5.2
Mental Health					
Frequent sadness [‡]	14	15	15	–	A13.1
Wellness [‡]	81	80	76	–	A13.2

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

^φLifetime.

[‡]This morning.

[¶]Past 7 days.

[¶]Past 30 days.

^δRemote only.

[‡]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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
In-School Model	96	98	99	–
Remote Learning Model	4	2	1	–

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.”

Table A3.2

Gender of Sample

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Female	52	48	50	–
Male	48	52	50	–

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

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

Table A3.3***Race or Ethnicity***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
American Indian or Alaska Native, non-Hispanic	4	3	1	–
Asian or Asian American, non-Hispanic	31	33	30	–
Black or African American, non-Hispanic	1	1	2	–
Hispanic or Latinx	17	18	28	–
Native Hawaiian or Pacific Islander, non-Hispanic	2	1	1	–
White, non-Hispanic	14	19	14	–
Multiracial, non-Hispanic	10	12	13	–
Something else, non-Hispanic	21	13	11	–

Question ES A.4: What is your race or ethnicity? (Mark All That Apply.)... American Indian or Alaska Native... Asian or Asian American... Black or African American... Hispanic or Latinx... Native Hawaiian or Pacific Islander... White... Something else.

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

Table A3.4***Number of Days Attending Afterschool Program (In-School Only)***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
0 days	62	65	70	–
1 day	3	5	5	–
2 days	2	3	3	–
3 days	2	3	2	–
4 days	3	4	2	–
5 days	28	21	18	–

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. Routines

Table A4.1

Eating of Breakfast

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
No	16	17	20	–
Yes	84	83	80	–

Question ES A.5: Did you eat breakfast this morning?

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

Table A4.2

Bedtime

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Before 9:00 pm	44	31	22	–
Between 9:00 pm and 10:00 pm	37	50	53	–
Between 10:00 pm and 11:00 pm	14	14	17	–
Between 11:00 pm and midnight	3	2	5	–
After 12:00 am	2	3	3	–
<i>Late bedtime (at 10 pm or later)</i>	19	20	25	–

Question ES A.7: What time did you go to bed last night?

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 Only)

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Time spent on learning and/or completing schoolwork from home on the average weekday				
Less than 1 hour	33	10		—
Between 1 and 2 hours	33	30		—
Between 2 and 3 hours	10	20		—
Between 3 and 4 hours	14	10		—
Between 4 and 5 hours	10	0		—
More than 5 hours	0	30		—
Number of days in the past week participating in an online class from home where your teacher talked to students				
0 days	68	60		—
1 day	5	0		—
2 days	9	10		—
3 days	9	20		—
4 days	0	0		—
5 days	9	10		—
Number of weekdays participating in school from home for the entire school day				
0 days	52	20		—
1 day	10	10		—
2 days	5	0		—
3 days	0	0		—
4 days	10	20		—
5 days	24	50		—

Question ES A.9-11: In the past 30 days, how many weekdays in an average week did you participate in school from home for the entire school day?... On the average weekday, how much of your day did you spend learning and completing schoolwork from home?... 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)?

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

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

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
No, never	50	10		–
Yes, some of the time	18	50		–
Yes, most of the time	18	10		–
Yes, all of the time	14	30		–

Question ES A.14: 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.

6. School Performance, Supports, and Engagements

Table A6.1

Perceived School Performance

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
One of the best students	22	19	20	–
Better than most students	28	30	33	–
About the same as others	40	42	38	–
Don't do as well as most others	10	8	9	–

Question ES A.38: 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

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
I did not miss any days of school in the past 30 days	58	56	57	–
1 day	16	19	19	–
2 days	13	12	11	–
3 or more days	13	13	12	–

Question ES A.8, 12: 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 school from home for any reason? [Remote only]

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

Table A6.3***School Environment, School Connectedness, and Academic Motivation Scales***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %	Table
Total school supports	69	69	67	–	
Caring adults in school	76	75	73	–	A6.4
High expectations-adults in school	85	88	85	–	A6.5
Meaningful participation at school	45	44	41	–	A6.6
School connectedness [#] <i>(In-School Only)</i>	76	77	75	–	A6.7
School connectedness ^ψ <i>(Remote Only)</i>	74	63		–	A6.7
Academic motivation	84	87	85	–	A6.8

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.”

[#]*The scale was based on five survey questions for in-school respondents.*

^ψ*The scale was based on four questions for remote respondents.*

Table A6.4
Caring Adults in School Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Caring adults in school				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	76	75	73	–
<i>Do the teachers and other grown-ups at school... care about you?</i>				
No, never	1	3	1	–
Yes, some of the time	14	15	18	–
Yes, most of the time	26	28	27	–
Yes, all of the time	59	55	53	–
<i>listen when you have something to say?</i>				
No, never	2	3	2	–
Yes, some of the time	20	18	21	–
Yes, most of the time	35	36	42	–
Yes, all of the time	43	42	35	–
<i>make an effort to get to know you?</i>				
No, never	7	8	7	–
Yes, some of the time	29	29	31	–
Yes, most of the time	32	35	36	–
Yes, all of the time	33	29	25	–

Question ES A.29, 39, 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 A6.5***High Expectations-Adults in School Scale Questions***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
High expectations-adults in school				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	85	88	85	–
<i>Do the teachers and other grown-ups at school... tell you when you do a good job?</i>				
No, never	3	4	3	–
Yes, some of the time	23	18	24	–
Yes, most of the time	34	39	39	–
Yes, all of the time	40	39	34	–
<i>believe that you can do a good job?</i>				
No, never	1	3	1	–
Yes, some of the time	11	9	11	–
Yes, most of the time	28	25	26	–
Yes, all of the time	60	63	62	–
<i>want you to do your best?</i>				
No, never	1	0	1	–
Yes, some of the time	6	3	6	–
Yes, most of the time	13	11	13	–
Yes, all of the time	81	86	81	–

Question ES A.30, 40, 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 A6.6***Meaningful Participation at School Scale Questions***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Meaningful participation at school				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	45	44	41	–
Are you given a chance to help decide school activities or rules?				
No, never	34	31	33	–
Yes, some of the time	38	45	45	–
Yes, most of the time	16	16	14	–
Yes, all of the time	12	8	7	–
Do the teachers and other grown-ups at school ask you about your ideas?				
No, never	16	11	12	–
Yes, some of the time	39	41	42	–
Yes, most of the time	29	33	33	–
Yes, all of the time	16	14	13	–
Do the teachers and other grown-ups give you a chance to solve school problems?				
No, never	15	15	13	–
Yes, some of the time	31	30	33	–
Yes, most of the time	26	31	32	–
Yes, all of the time	27	24	22	–
Do you get to do interesting activities at/when you participate in school?				
No, never	3	4	4	–
Yes, some of the time	28	32	36	–
Yes, most of the time	34	39	38	–
Yes, all of the time	35	26	22	–

Question ES A.27, 28, 31-34: Are you given a chance to help decide school activities or rules? [In-school only]... Are you given a chance to help decide school activities or rules when you participate in school? [Remote only]... 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? [In-school only]... Do you get to do interesting activities when you participate in school? [Remote only]

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

Table A6.6***Meaningful Participation at School Scale Questions – Continued***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Are you given a chance to help decide class activities or rules?				
No, never	28	23	23	–
Yes, some of the time	44	47	46	–
Yes, most of the time	18	19	23	–
Yes, all of the time	10	11	9	–
Do your teachers ask you what you want to learn about?				
No, never	43	46	49	–
Yes, some of the time	38	38	40	–
Yes, most of the time	13	11	8	–
Yes, all of the time	6	5	3	–
Do you do things to be helpful at school?				
No, never	2	1	3	–
Yes, some of the time	27	28	32	–
Yes, most of the time	39	44	43	–
Yes, all of the time	32	26	22	–

Question ES A.35-37, 41, 42: Are you given a chance to help decide class activities or rules? [In-school only]... Are you given a chance to help decide class activities or rules when you participate in school? [Remote only]... Do your teachers ask you what you want to learn about?... Do you do things to be helpful at school? [In-school only]... Do you do things to be helpful when you participate in school? [Remote only]

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

Table A6.7***School Connectedness Scale Questions***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
School connectedness[#] (<i>In-School Only</i>)				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	76	77	75	–
School connectedness^ψ (<i>Remote Only</i>)				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	74	63		–
Do you feel close to people at/from this school?				
No, never	10	6	5	–
Yes, some of the time	36	35	34	–
Yes, most of the time	35	38	42	–
Yes, all of the time	19	22	19	–
Are you happy to be at/with this school?				
No, never	2	2	2	–
Yes, some of the time	16	18	24	–
Yes, most of the time	32	40	43	–
Yes, all of the time	50	40	30	–
Do you feel like you are part of this school?				
No, never	5	6	3	–
Yes, some of the time	19	18	22	–
Yes, most of the time	26	29	31	–
Yes, all of the time	50	48	44	–
Do teachers treat students fairly?				
No, never	3	3	2	–
Yes, some of the time	12	11	15	–
Yes, most of the time	28	30	34	–
Yes, all of the time	57	56	50	–

Question ES A.15-19, 23, 24: Do you feel close to people at school? [In-school only]... Do you feel close to people from this school? [Remote only]... Are you happy to be at this school? [In-school only]... Are you happy with this school? [Remote only]... Do you feel like you are part of this school?... Do teachers treat students fairly at school? [In-school only]... Do teachers treat students fairly? [Remote only]

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

[#]*The scale was based on five survey questions for in-school respondents.*

^ψ*The scale was based on four questions for remote respondents.*

Table A6.7***School Connectedness Scale Questions – Continued***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Do you feel safe at school? (<i>In-School Only</i>)				
No, never	5	4	4	–
Yes, some of the time	11	12	15	–
Yes, most of the time	38	40	42	–
Yes, all of the time	46	44	39	–

Question ES A.76: Do you feel safe at school? [In-school only]

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

Table A6.8***Academic Motivation Scale Questions***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Academic motivation				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	84	87	85	–
Do you finish all your school assignments?				
No, never	2	1	2	–
Yes, some of the time	19	9	11	–
Yes, most of the time	36	42	40	–
Yes, all of the time	43	48	48	–
When you get a bad grade, do you try even harder the next time?				
No, never	3	3	3	–
Yes, some of the time	10	7	9	–
Yes, most of the time	22	23	24	–
Yes, all of the time	66	67	63	–
Do you keep working and working on your schoolwork until you get it right?				
No, never	4	3	3	–
Yes, some of the time	14	13	20	–
Yes, most of the time	31	35	39	–
Yes, all of the time	51	49	39	–
Do you keep doing your schoolwork even when it’s really hard for you?				
No, never	2	2	2	–
Yes, some of the time	12	13	12	–
Yes, most of the time	24	26	35	–
Yes, all of the time	63	59	51	–

Question ES A.60-63: Do you finish all your school 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?

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

Table A6.9***School Boredom***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
No, never	29	20	15	–
Yes, some of the time	48	49	51	–
Yes, most of the time	14	16	17	–
Yes, all of the time	9	15	16	–

Question ES A.13, 59: Do you get really bored participating in school from home? [Remote only]... Do you get really bored at school? [In-school only]

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

Table A6.10***School Pride***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Do you feel proud to belong to your school?				
No, never	4	7	6	–
Yes, some of the time	19	20	22	–
Yes, most of the time	28	29	32	–
Yes, all of the time	49	44	40	–

Question ES A.20: Do you feel proud to belong to your school?

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

Table A6.11***Quality of School Physical Environment (In-School Only)***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Is your school building neat and clean?				
No, never	3	4	5	–
Yes, some of the time	21	22	24	–
Yes, most of the time	51	51	49	–
Yes, all of the time	25	23	22	–

Question ES A.25: 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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Social and emotional learning supports				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	79	79	78	–
<i>Does your school...</i>				
help students resolve conflicts with one another?				
No, never	5	4	3	–
Yes, some of the time	18	19	22	–
Yes, most of the time	37	37	39	–
Yes, all of the time	40	39	35	–
teach students to understand how other students think and feel?				
No, never	5	4	4	–
Yes, some of the time	20	21	21	–
Yes, most of the time	38	36	37	–
Yes, all of the time	37	38	38	–
teach students to feel responsible for how they act?				
No, never	4	4	5	–
Yes, some of the time	17	18	20	–
Yes, most of the time	35	33	35	–
Yes, all of the time	44	45	39	–
teach students to care about each other and treat each other with respect?				
No, never	3	2	2	–
Yes, some of the time	10	11	12	–
Yes, most of the time	25	21	26	–
Yes, all of the time	62	65	60	–

Question ES A.51-54: 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 how Students are Feeling***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
No, never	9	9	8	–
Yes, some of the time	35	36	41	–
Yes, most of the time	23	30	29	–
Yes, all of the time	32	24	22	–

Question ES A.26: Do the teachers and other grown-ups from your school check on how you are feeling?

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

Table A7.3***Students at School Motivated to Learn***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
No, never	3	2	5	–
Yes, some of the time	30	35	42	–
Yes, most of the time	44	49	44	–
Yes, all of the time	22	14	9	–

Question ES A.21, 22: Are the students at your school motivated to learn? [In-school only]... Are the students from your school motivated to learn? [Remote only]

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

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Fairness				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	77	79	74	–
Do teachers treat students fairly?				
No, never	3	3	2	–
Yes, some of the time	12	11	15	–
Yes, most of the time	28	30	34	–
Yes, all of the time	57	56	50	–
Are the school rules fair?				
No, never	6	5	8	–
Yes, some of the time	16	17	24	–
Yes, most of the time	31	42	39	–
Yes, all of the time	47	36	29	–
Do teachers and other grown-ups at school treat students with respect?				
No, never	2	1	2	–
Yes, some of the time	8	11	12	–
Yes, most of the time	31	28	35	–
Yes, all of the time	59	60	50	–
Are students treated fairly when they break school rules?				
No, never	18	11	11	–
Yes, some of the time	29	26	32	–
Yes, most of the time	29	33	35	–
Yes, all of the time	23	30	22	–

Question ES A.23, 24, 45-47: Do teachers treat students fairly at school? [In-school only]... Do teachers treat students fairly? [Remote only]... 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***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Do students know what the rules are?				
No, never	2	2	2	–
Yes, some of the time	13	12	19	–
Yes, most of the time	40	45	42	–
Yes, all of the time	45	41	38	–

Question ES A.50: 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

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Positive behavior[^] (<i>In-School Only</i>)				
Average reporting “Yes, most of the time” or “Yes, all of the time”	94	94	93	–
Positive behavior[^] (<i>Remote Only</i>)				
Average reporting “Yes, most of the time” or “Yes, all of the time”	74	73		–
Do you follow the classroom rules?				
No, never	1	1	0	–
Yes, some of the time	5	5	4	–
Yes, most of the time	32	37	41	–
Yes, all of the time	62	57	55	–
Do you follow the playground rules at recess and lunch times? (<i>In-School Only</i>)				
No, never	2	1	2	–
Yes, some of the time	6	6	8	–
Yes, most of the time	32	33	36	–
Yes, all of the time	61	60	54	–
Do you listen when your teacher is talking?				
No, never	1	1	1	–
Yes, some of the time	6	5	6	–
Yes, most of the time	32	40	42	–
Yes, all of the time	60	54	51	–
Are you nice to other students?				
No, never	1	0	1	–
Yes, some of the time	6	6	6	–
Yes, most of the time	31	37	41	–
Yes, all of the time	62	57	53	–

Question ES A.64-67: 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?

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

[^]The scale was based on four survey questions for in-school respondents.

[^]The scale was based on three questions for remote respondents.

Table A8.4***Students at School Well Behaved***

	Grade 3	Grade 4	Grade 5	Grade 6
	%	%	%	%
No, never	4	4	8	–
Yes, some of the time	37	37	44	–
Yes, most of the time	49	53	44	–
Yes, all of the time	10	6	4	–

Question ES A.48, 49: Are students at this school well behaved? [In-school only]... Are students from this school well behaved? [Remote only]

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 Only)

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Do you feel safe at school?				
No, never	5	4	4	–
Yes, some of the time	11	12	15	–
Yes, most of the time	38	40	42	–
Yes, all of the time	46	44	39	–
Do you feel safe on your way to and from school?				
No, never	4	3	3	–
Yes, some of the time	9	11	10	–
Yes, most of the time	24	24	29	–
Yes, all of the time	63	63	58	–

Question ES A.76, 77: 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***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Violence victimization (<i>In-School Only</i>)				
<i>Average reporting “Yes”</i>	45	39	40	–
Do other kids hit or push you at school when they are not just playing around? (<i>In-School Only</i>)				
No, never	49	62	64	–
Yes, some of the time	36	27	27	–
Yes, most of the time	8	8	4	–
Yes, all of the time	7	4	4	–
Do other kids at/from school spread mean rumors or lies about you?				
No, never	63	68	64	–
Yes, some of the time	25	24	27	–
Yes, most of the time	6	5	5	–
Yes, all of the time	6	4	4	–
Do other kids at/from school call you bad names or make mean jokes about you?				
No, never	53	54	53	–
Yes, some of the time	34	36	35	–
Yes, most of the time	7	6	8	–
Yes, all of the time	6	4	4	–

Question ES A.69-71, 73, 74: Do other kids hit or push you at school when they are not just playing around? [In-school only]... Do other kids at school spread mean rumors or lies about you? [In-school only]... Do other kids from your school spread mean rumors or lies about you? [Remote only]... Do other kids at school call you bad names or make mean jokes about you? [In-school only]... Do other kids from your school call you bad names or make mean jokes about you? [Remote only]

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

Table A9.3
Cyberbullying, Past 30 Days

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
No, never	79	83	79	–
Yes, some of the time	13	11	14	–
Yes, most of the time	4	3	5	–
Yes, all of the time	4	3	3	–

Question ES A.68: 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

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
No	77	76	71	–
Yes	23	24	29	–

Question ES A.78, 79: Have other kids at school ever teased you about what your body looks like? [In-school only]... Have other kids from your school ever teased you about what your body looks like? [Remote only]

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 Only)

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Brought a gun or knife to school				
No	98	99	99	–
Yes	2	1	1	–
Saw another kid with a gun or knife at school				
No	92	95	92	–
Yes	8	5	8	–

Question ES A.72, 75: 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

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Anti-bullying climate				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	77	75	73	–
Teachers and other grown-ups make it clear that bullying is not allowed.				
No, never	5	3	2	–
Yes, some of the time	7	8	9	–
Yes, most of the time	13	14	13	–
Yes, all of the time	74	75	76	–
If you tell a teacher that you’ve been bullied, the teacher will do something to help.				
No, never	3	5	4	–
Yes, some of the time	11	11	13	–
Yes, most of the time	26	26	25	–
Yes, all of the time	61	58	58	–
Students at/from your school try to stop bullying when they see it happening.				
No, never	12	15	17	–
Yes, some of the time	31	34	36	–
Yes, most of the time	33	34	31	–
Yes, all of the time	23	17	17	–

Question ES A.55-58: 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? [In-school only]... Do students from your school try to stop bullying when they see it happening? [Remote only]

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

10. Home Supports and Involvement in Schooling

Table A10.1

High Expectations-Adults at Home Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
High expectations-adults at home				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	94	97	96	–
<i>Does a parent or some other grown-up at home... believe that you can do a good job?</i>				
No, never	2	1	1	–
Yes, some of the time	5	4	4	–
Yes, most of the time	17	10	18	–
Yes, all of the time	76	85	76	–
<i>want you to do your best?</i>				
No, never	2	0	1	–
Yes, some of the time	3	2	2	–
Yes, most of the time	10	8	10	–
Yes, all of the time	85	89	87	–

Question ES A.92, 93: 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 A10.2***Parent Involvement in Schooling Scale Questions***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Parent involvement in schooling				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	72	75	73	–
<i>Does a parent or some other grown-up at home... care about your schoolwork?</i>				
No, never	4	2	2	–
Yes, some of the time	10	7	7	–
Yes, most of the time	21	22	26	–
Yes, all of the time	65	68	65	–
<i>ask if you did your homework/schoolwork?</i>				
No, never	8	7	4	–
Yes, some of the time	14	11	12	–
Yes, most of the time	24	25	27	–
Yes, all of the time	54	57	56	–
<i>check your homework/schoolwork?</i>				
No, never	16	18	20	–
Yes, some of the time	20	27	32	–
Yes, most of the time	23	25	23	–
Yes, all of the time	40	30	25	–
<i>ask you about school?</i>				
No, never	3	2	2	–
Yes, some of the time	15	12	13	–
Yes, most of the time	27	26	23	–
Yes, all of the time	55	60	61	–
<i>ask you about your grades?</i>				
No, never	26	18	15	–
Yes, some of the time	26	21	27	–
Yes, most of the time	21	26	24	–
Yes, all of the time	27	35	35	–

Question ES A.91, 94-99: 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 only]... Does a parent or some other grown-up at home check your homework? [In-school 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.

11. Alcohol and Other Drug (AOD) Use

Table A11.1

Use of Alcohol or Other Drugs, Lifetime

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Alcohol, one or two sips			15	–
Alcohol, a full glass			1	–
Inhalants (to get high)			2	–
Marijuana (smoke, vape, eat, or drink)			1	–
<i>None of the above</i>			83	–
<i>Any of the above</i>			17	–

Question ES A.84-86: 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 A11.2

Perception of Health Risk of Alcohol and Marijuana Use

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Alcohol				
No, not bad			4	–
Yes, a little bad			44	–
Yes, very bad			52	–
Marijuana (smoke, vape, eat, or drink)				
No, not bad			1	–
Yes, a little bad			6	–
Yes, very bad			61	–
I don’t know what marijuana is			33	–

Question ES A.89, 90: 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.

12. Tobacco Use and Vaping

Table A12.1

Cigarette Use and Vaping, Lifetime

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Ever smoked a cigarette			1	–
Part of a cigarette, like one or two puffs			1	–
A whole cigarette			0	–
Ever vaped			2	–

Question ES A.82, 83: Have you ever smoked a cigarette?... Have you ever vaped?

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

Table A12.2

Perception of Health Risk of Cigarette Use and Vaping

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Do you think smoking cigarettes is bad for a person's health?				
No, not bad			1	–
Yes, a little bad			5	–
Yes, very bad			94	–
Do you think vaping is bad for a person's health?				
No, not bad			0	–
Yes, a little bad			8	–
Yes, very bad			92	–

Question ES A.87, 88: Do you think smoking cigarettes is bad for a person's health?... Do you think vaping is bad for a person's health?

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

13. Other Physical and Mental Health Risks

Table A13.1

Frequent Sadness

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
No, never	23	24	24	–
Yes, some of the time	63	61	61	–
Yes, most of the time	8	11	12	–
Yes, all of the time	5	4	4	–

Question ES A.81: Do you feel sad?

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

Table A13.2

Wellness

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Do you feel good and happy?				
No, never	2	3	3	–
Yes, some of the time	16	17	21	–
Yes, most of the time	49	55	53	–
Yes, all of the time	32	24	22	–

Question ES A.80: Do you feel good and happy?

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

14. Race/Ethnic Breakdowns

Table A14.1

School Engagement and Supports by Race/Ethnicity

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
School Connectedness^{†#} (<i>In-School Only</i>)				
American Indian or Alaska Native	76	78	64	—
Asian or Asian American	78	81	79	—
Black or African American			69	—
Hispanic or Latinx	72	69	70	—
Native Hawaiian or Pacific Islander				—
White	78	81	79	—
Mixed (two or more) ethnics	73	76	76	—
Something else	76	71	74	—
School Connectedness^{†ψ} (<i>Remote Only</i>)				
American Indian or Alaska Native				—
Asian or Asian American				—
Black or African American				—
Hispanic or Latinx				—
Native Hawaiian or Pacific Islander				—
White				—
Mixed (two or more) ethnics				—
Something else				—
Academic motivation[†]				
American Indian or Alaska Native	78	89	85	—
Asian or Asian American	88	92	93	—
Black or African American			83	—
Hispanic or Latinx	79	73	76	—
Native Hawaiian or Pacific Islander				—
White	83	90	87	—
Mixed (two or more) ethnics	86	90	86	—
Something else	81	86	79	—

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.”

[#]The scale was based on five survey questions for in-school respondents.

^ψThe scale was based on four questions for remote respondents.

Table A14.1***School Engagement and Supports by Race/Ethnicity – Continued***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
School boredom[†]				
American Indian or Alaska Native	17	33	40	–
Asian or Asian American	13	22	20	–
Black or African American			47	–
Hispanic or Latinx	38	49	45	–
Native Hawaiian or Pacific Islander	30			–
White	24	28	28	–
Mixed (two or more) ethnics	19	28	33	–
Something else	30	38	44	–
Caring adults in school[†]				
American Indian or Alaska Native	77	70	73	–
Asian or Asian American	71	78	74	–
Black or African American			80	–
Hispanic or Latinx	84	73	71	–
Native Hawaiian or Pacific Islander	70			–
White	78	77	82	–
Mixed (two or more) ethnics	77	70	70	–
Something else	72	71	72	–
High expectations-adults in school[†]				
American Indian or Alaska Native	76	90	75	–
Asian or Asian American	83	90	86	–
Black or African American			96	–
Hispanic or Latinx	91	82	83	–
Native Hawaiian or Pacific Islander	93			–
White	86	90	87	–
Mixed (two or more) ethnics	87	83	85	–
Something else	82	90	83	–

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 A14.1***School Engagement and Supports by Race/Ethnicity – Continued***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Meaningful participation[†]				
American Indian or Alaska Native	44	45	37	–
Asian or Asian American	39	44	41	–
Black or African American			49	–
Hispanic or Latinx	60	46	42	–
Native Hawaiian or Pacific Islander	63			–
White	42	47	44	–
Mixed (two or more) ethnics	42	38	36	–
Something else	47	40	41	–
Facilities upkeep[†] (<i>In-School Only</i>)				
American Indian or Alaska Native	71	86	70	–
Asian or Asian American	80	78	76	–
Black or African American			53	–
Hispanic or Latinx	77	71	68	–
Native Hawaiian or Pacific Islander				–
White	79	75	77	–
Mixed (two or more) ethnics	85	76	69	–
Something else	68	63	68	–
Parent involvement in schooling[†]				
American Indian or Alaska Native	73	78	74	–
Asian or Asian American	72	74	72	–
Black or African American			75	–
Hispanic or Latinx	78	71	72	–
Native Hawaiian or Pacific Islander				–
White	69	81	75	–
Mixed (two or more) ethnics	68	75	69	–
Something else	70	73	79	–

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 A14.1***School Engagement and Supports by Race/Ethnicity – Continued***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Social and emotional learning supports[†]				
American Indian or Alaska Native	76	87		–
Asian or Asian American	78	82	78	–
Black or African American			77	–
Hispanic or Latinx	81	77	79	–
Native Hawaiian or Pacific Islander	83			–
White	81	80	83	–
Mixed (two or more) ethnics	76	77	72	–
Something else	79	72	76	–
Anti-bullying climate[†]				
American Indian or Alaska Native	78	78	73	–
Asian or Asian American	77	76	73	–
Black or African American			82	–
Hispanic or Latinx	81	76	74	–
Native Hawaiian or Pacific Islander	90			–
White	76	75	74	–
Mixed (two or more) ethnics	75	71	70	–
Something else	75	74	74	–

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 A14.2***School Safety by Race/Ethnicity (In-School Only)***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Feel safe at school[†]				
American Indian or Alaska Native	86	95	80	–
Asian or Asian American	87	89	87	–
Black or African American			80	–
Hispanic or Latinx	84	79	74	–
Native Hawaiian or Pacific Islander				–
White	85	85	81	–
Mixed (two or more) ethnics	83	84	84	–
Something else	79	75	77	–
Feel safe on way to and from school[†]				
American Indian or Alaska Native	95	74	100	–
Asian or Asian American	90	92	93	–
Black or African American			87	–
Hispanic or Latinx	74	81	82	–
Native Hawaiian or Pacific Islander				–
White	88	93	88	–
Mixed (two or more) ethnics	85	86	90	–
Something else	88	72	78	–
Been hit or pushed				
American Indian or Alaska Native	67	25	50	–
Asian or Asian American	52	30	32	–
Black or African American			47	–
Hispanic or Latinx	54	53	39	–
Native Hawaiian or Pacific Islander				–
White	45	35	29	–
Mixed (two or more) ethnics	55	40	32	–
Something else	50	38	42	–

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 A14.2***School Safety by Race/Ethnicity – Continued***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Mean rumors spread about you				
American Indian or Alaska Native	59	24	50	–
Asian or Asian American	32	22	30	–
Black or African American			40	–
Hispanic or Latinx	44	41	36	–
Native Hawaiian or Pacific Islander				–
White	28	33	35	–
Mixed (two or more) ethnics	42	41	39	–
Something else	33	36	46	–
Called bad names or target of mean jokes				
American Indian or Alaska Native	74	24	40	–
Asian or Asian American	43	35	47	–
Black or African American			47	–
Hispanic or Latinx	43	56	45	–
Native Hawaiian or Pacific Islander				–
White	41	52	49	–
Mixed (two or more) ethnics	52	55	52	–
Something else	50	50	45	–
Saw a weapon at school[§] (<i>In-School Only</i>)				
American Indian or Alaska Native	14	10	10	–
Asian or Asian American	3	3	8	–
Black or African American			7	–
Hispanic or Latinx	17	4	9	–
Native Hawaiian or Pacific Islander				–
White	7	8	8	–
Mixed (two or more) ethnics	7	4	7	–
Something else	5	4	10	–

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

[§]Past year.

Table A14.3***Cyberbullying by Race/Ethnicity***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Cyberbullying[¶]				
American Indian or Alaska Native	30	14	20	–
Asian or Asian American	16	11	20	–
Black or African American			13	–
Hispanic or Latinx	33	29	24	–
Native Hawaiian or Pacific Islander				–
White	14	16	21	–
Mixed (two or more) ethnics	22	17	16	–
Something else	17	17	26	–

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

[¶]Past 30 days.

Table A14.4
School Disciplinary Environment by Race/Ethnicity

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Rule clarity[†]				
American Indian or Alaska Native	92	90	70	–
Asian or Asian American	85	85	79	–
Black or African American			73	–
Hispanic or Latinx	80	85	81	–
Native Hawaiian or Pacific Islander	90			–
White	91	89	86	–
Mixed (two or more) ethnics	80	88	75	–
Something else	86	84	82	–
Students well behaved[†]				
American Indian or Alaska Native	57	57	60	–
Asian or Asian American	56	64	50	–
Black or African American			47	–
Hispanic or Latinx	57	56	43	–
Native Hawaiian or Pacific Islander	70			–
White	68	59	48	–
Mixed (two or more) ethnics	59	53	55	–
Something else	58	61	49	–
Students treated fairly when break rules[†]				
American Indian or Alaska Native	38	57	60	–
Asian or Asian American	55	69	60	–
Black or African American			40	–
Hispanic or Latinx	59	53	48	–
Native Hawaiian or Pacific Islander	40			–
White	51	67	63	–
Mixed (two or more) ethnics	51	68	61	–
Something else	47	56	60	–

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 A14.4***School Disciplinary Environment by Race/Ethnicity – Continued***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Students treated with respect[†]				
American Indian or Alaska Native	78	90	70	–
Asian or Asian American	91	91	87	–
Black or African American			87	–
Hispanic or Latinx	89	82	84	–
Native Hawaiian or Pacific Islander	90			–
White	93	91	88	–
Mixed (two or more) ethnics	91	89	85	–
Something else	90	80	85	–

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 A14.5***Substance Use by Race/Ethnicity***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Alcohol or drug use^φ				
American Indian or Alaska Native			20	–
Asian or Asian American			11	–
Black or African American			13	–
Hispanic or Latinx			16	–
Native Hawaiian or Pacific Islander				–
White			30	–
Mixed (two or more) ethnics			24	–
Something else			10	–
Marijuana use^φ				
American Indian or Alaska Native			0	–
Asian or Asian American			0	–
Black or African American			0	–
Hispanic or Latinx			3	–
Native Hawaiian or Pacific Islander				–
White			0	–
Mixed (two or more) ethnics			0	–
Something else			1	–
Cigarette use^φ				
American Indian or Alaska Native			10	–
Asian or Asian American			0	–
Black or African American			0	–
Hispanic or Latinx			3	–
Native Hawaiian or Pacific Islander				–
White			1	–
Mixed (two or more) ethnics			0	–
Something else			1	–

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

^φLifetime.

Table A14.5***Substance Use by Race/Ethnicity – Continued***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Vaping^φ				
American Indian or Alaska Native			0	–
Asian or Asian American			0	–
Black or African American			7	–
Hispanic or Latinx			6	–
Native Hawaiian or Pacific Islander				–
White			2	–
Mixed (two or more) ethnics			0	–
Something else			1	–

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

^φLifetime.

Table A14.6***Routines by Race/Ethnicity***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Eating of breakfast¹				
American Indian or Alaska Native	88	86	90	—
Asian or Asian American	88	89	86	—
Black or African American			60	—
Hispanic or Latinx	76	67	74	—
Native Hawaiian or Pacific Islander	40			—
White	81	89	84	—
Mixed (two or more) ethnics	87	89	77	—
Something else	88	78	82	—
Late bedtime (at 10 pm or later)				
American Indian or Alaska Native	16	9	20	—
Asian or Asian American	18	23	22	—
Black or African American			33	—
Hispanic or Latinx	28	28	30	—
Native Hawaiian or Pacific Islander	50			—
White	19	10	20	—
Mixed (two or more) ethnics	22	20	23	—
Something else	15	18	22	—

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

¹This morning.

Table A14.7***Learning from Home by Race/Ethnicity (Remote Only)***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Weekdays worked on schoolwork (5 days)[¶]				
American Indian or Alaska Native				—
Asian or Asian American				—
Black or African American				—
Hispanic or Latinx				—
Native Hawaiian or Pacific Islander				—
White				—
Mixed (two or more) ethnics				—
Something else				—
Synchronous instruction (4 days or more)[¶]				
American Indian or Alaska Native				—
Asian or Asian American				—
Black or African American				—
Hispanic or Latinx				—
Native Hawaiian or Pacific Islander				—
White				—
Mixed (two or more) ethnics				—
Something else				—
Meaningful opportunities[†]				
American Indian or Alaska Native				—
Asian or Asian American				—
Black or African American				—
Hispanic or Latinx				—
Native Hawaiian or Pacific Islander				—
White				—
Mixed (two or more) ethnics				—
Something else				—

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

[¶] Past 7 days.

[¶] Past 30 days.

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

Table A14.8***Mental Health by Race/Ethnicity***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Frequent sadness[†]				
American Indian or Alaska Native	9	19	10	–
Asian or Asian American	9	8	11	–
Black or African American			13	–
Hispanic or Latinx	25	25	20	–
Native Hawaiian or Pacific Islander				–
White	13	15	12	–
Mixed (two or more) ethnics	11	9	16	–
Something else	15	24	19	–
Wellness[†]				
American Indian or Alaska Native	100	95	80	–
Asian or Asian American	81	86	82	–
Black or African American			80	–
Hispanic or Latinx	77	70	72	–
Native Hawaiian or Pacific Islander				–
White	87	77	79	–
Mixed (two or more) ethnics	80	79	69	–
Something else	81	76	72	–

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.”

15. Gender Breakdowns

Table A15.1

Key Indicators of School Climate and Substance Use by Gender

	Grade 3		Grade 4		Grade 5		Grade 6	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
School Engagement and Supports								
School connectedness ^{†#} <i>(In-School Only)</i>	79	74	79	75	75	75	—	—
School connectedness ^{†ψ} <i>(Remote Only)</i>		69					—	—
Academic motivation [†]	84	83	88	86	84	86	—	—
School boredom [†]	19	28	25	36	32	35	—	—
Caring adults in school [†]	75	77	79	71	73	74	—	—
High expectations-adults in school [†]	86	84	91	84	86	84	—	—
Meaningful participation at school [†]	46	45	49	40	43	40	—	—
Facilities upkeep ^{†Φ}	76	76	79	70	73	70	—	—
Parent involvement in schooling [†]	72	72	76	75	72	74	—	—
Social and emotional learning supports [†]	79	80	82	76	78	77	—	—
Anti-bullying climate [†]	76	78	77	73	73	74	—	—

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.”

[#]The scale was based on five survey questions for in-school respondents.

^ψThe scale was based on four questions for remote respondents.

^ΦIn-school only.

Table A15.1

Key Indicators of School Climate and Substance Use by Gender – Continued

	Grade 3		Grade 4		Grade 5		Grade 6	
	Female	Male	Female	Male	Female	Male	Female	Male
	%	%	%	%	%	%	%	%
School Safety and Cyberbullying								
Feel safe at school ^{†Φ}	85	83	83	85	80	82	—	—
Feel safe on way to and from school ^{†Φ}	86	87	86	86	85	89	—	—
Been hit or pushed ^Φ	44	58	35	41	30	41	—	—
Mean rumors spread about you	32	42	30	35	37	35	—	—
Called bad names or target of mean jokes	37	57	42	50	46	49	—	—
Saw a weapon at school ^{§Φ}	6	10	4	5	9	8	—	—
Cyberbullying [¶]	18	23	16	18	22	20	—	—
School Disciplinary Environment								
Rule clarity [†]	86	84	87	85	78	81	—	—
Students well behaved [†]	58	60	59	59	44	53	—	—
Students treated fairly when break rules [†]	57	47	66	61	63	51	—	—
Students treated with respect [†]	91	89	90	85	88	83	—	—
Substance Use								
Alcohol or drug use ^φ					17	17	—	—
Marijuana use ^φ					2	0	—	—
Cigarette use ^φ					2	1	—	—
Vaping ^φ					3	2	—	—

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

^Φ In-school only.

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

[§] Past year.

[¶] Past 30 days.

^φ Lifetime.

Table A15.2

Key Indicators of Routines, Remote Learning, and Mental Health by Gender

	Grade 3		Grade 4		Grade 5		Grade 6	
	Female	Male	Female	Male	Female	Male	Female	Male
	%	%	%	%	%	%	%	%
Routines								
Eating of breakfast	85	82	84	82	79	81	—	—
Late bedtime (after 10 pm)	18	21	20	19	26	23	—	—
Learning from Home								
Weekdays worked on schoolwork (5 days) [¶] ^δ		27					—	—
Synchronous instruction (4 days or more) [¶] ^δ		17					—	—
Meaningful opportunities [†] ^δ		25					—	—
Mental Health								
Frequent sadness [†]	14	13	14	16	19	11	—	—
Wellness [†]	81	82	80	79	73	80	—	—

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

[|]*This morning.*

[¶]*Past 30 days.*

^δ*Remote only.*

[¶]*Past 7 days.*

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

Social Emotional Health Module

1. Module Sample

Table F1.1

Student Sample for Social Emotional Health Module

	Grade 3	Grade 4	Grade 5	Grade 6
<i>Student Sample Size</i>				
Target sample	1,088	1,151	1,168	–
Final number	548	628	725	–
Response Rate	50%	55%	62%	–

2. Summary of Key Indicators

Table F2.1

Key Indicators of Social Emotional Health

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %	Table
Covitality^{†‡}	77	77	75	–	
Belief in self [†]	83	85	82	–	F2.2
Belief in others ^{†‡}	77	78	78	–	F2.2
Empathy [†]	77	79	77	–	F5.1
Engaged living [†]	72	67	61	–	F2.2
Growth mindset^Γ	77	81	84	–	F7.1
Collaboration[†]	78	83	79	–	F8.1
Problem solving[†]	67	63	62	–	F9.1
Social emotional distress[⌘]	18	17	18	–	F10.1
Life satisfaction[⌘]	72	74	72	–	F10.2

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

Table numbers refer to tables for domains or subdomains, or item-level results for the survey questions that comprise each scale.

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

[‡]Average percent of respondents reporting “Pretty much true” or “Very much true.”

^ΓAll survey questions that comprise the scale were reverse-coded in computing the scale score.

[⌘]Average percent of respondents reporting “Often” or “Always.”

[⌘]Average percent of respondents reporting “Satisfied” or “Very satisfied.”

Table F2.2***Covitality Domain and Subdomains***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %	Table
Belief in self[†]	83	85	82	–	
Self-efficacy [†]	82	82	80	–	F3.1
Persistence [†]	84	87	85	–	F3.2
Belief in others^{†‡}	77	78	78	–	
School supports [†]	80	82	80	–	F4.1
Peer supports [‡]	74	75	76	–	F4.2
Emotional competence					
Empathy [†]	77	79	77	–	F5.1
Engaged living[†]	72	67	61	–	
Optimism [†]	75	71	66	–	F6.1
Gratitude [†]	89	84	82	–	F6.2
Zest [†]	52	44	35	–	F6.3

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

Table numbers refer to tables for domains or subdomains, or item-level results for the survey questions that comprise each scale.

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

[‡]Average percent of respondents reporting “Pretty much true” or “Very much true.”

3. Belief in Self

Table F3.1

Self-Efficacy Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Self-efficacy				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	82	82	80	–
Can you do most things if you try?				
No, never	3	2	1	–
Yes, some of the time	13	13	15	–
Yes, most of the time	45	49	54	–
Yes, all of the time	39	36	30	–
Can you work out your problems?				
No, never	4	3	4	–
Yes, some of the time	18	19	21	–
Yes, most of the time	48	49	51	–
Yes, all of the time	30	28	25	–
Are there many things you do well?				
No, never	2	1	3	–
Yes, some of the time	15	15	16	–
Yes, most of the time	45	51	48	–
Yes, all of the time	37	33	32	–

Question F.8-10: Can you do most things if you try?... Can you work out your problems?... Are there many things you do well?

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

Table F3.2***Persistence Scale Questions***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Persistence				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	84	87	85	–
Do you finish all your school assignments?				
No, never	2	1	1	–
Yes, some of the time	18	9	11	–
Yes, most of the time	37	41	40	–
Yes, all of the time	43	48	48	–
When you get a bad grade, do you try even harder the next time?				
No, never	3	3	3	–
Yes, some of the time	10	7	9	–
Yes, most of the time	21	23	25	–
Yes, all of the time	66	67	63	–
Do you keep working and working on your schoolwork until you get it right?				
No, never	4	3	3	–
Yes, some of the time	13	13	20	–
Yes, most of the time	31	35	39	–
Yes, all of the time	51	49	39	–
Do you keep doing your schoolwork even when it’s really hard for you?				
No, never	2	2	2	–
Yes, some of the time	12	13	12	–
Yes, most of the time	23	26	35	–
Yes, all of the time	63	59	51	–

Question ES A.60-63: Do you finish all your school 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?

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

4. Belief in Others

Table F4.1

School Supports Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
School supports				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	80	82	80	–
<i>Do the teachers and other grown-ups at school... tell you when you do a good job?</i>				
No, never	4	4	3	–
Yes, some of the time	23	17	24	–
Yes, most of the time	34	39	40	–
Yes, all of the time	40	40	34	–
<i>listen when you have something to say?</i>				
No, never	2	3	2	–
Yes, some of the time	19	19	21	–
Yes, most of the time	35	36	42	–
Yes, all of the time	43	43	35	–
<i>believe that you can do a good job?</i>				
No, never	1	3	1	–
Yes, some of the time	11	9	11	–
Yes, most of the time	28	25	26	–
Yes, all of the time	60	63	62	–

Question ES A.30, 39, 40: 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 listen when you have something to say?... Do the teachers and other grown-ups at school believe that you can do a good job?

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

Table F4.2***Peer Supports Scale Questions***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Peer supports				
<i>Average reporting “Pretty much true” or “Very much true”</i>	74	75	76	–
I have a friend my age who really cares about me.				
Not at all true	5	3	3	–
A little true	10	9	10	–
Pretty much true	31	33	30	–
Very much true	53	55	57	–
I have a friend my age who helps me when I am having a hard time.				
Not at all true	6	7	5	–
A little true	15	14	17	–
Pretty much true	31	33	27	–
Very much true	48	46	52	–
I have a friend my age who talks with me about my problems.				
Not at all true	16	19	13	–
A little true	25	24	24	–
Pretty much true	29	28	28	–
Very much true	30	30	35	–

Question F.23-25: 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.

5. Emotional Competence

Table F5.1

Empathy Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Empathy				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	77	79	77	–
Do you try to understand how other people feel?				
No, never	3	1	4	–
Yes, some of the time	18	19	17	–
Yes, most of the time	33	40	41	–
Yes, all of the time	45	39	37	–
Do you feel bad when someone else gets their feelings hurt?				
No, never	3	2	4	–
Yes, some of the time	13	13	15	–
Yes, most of the time	28	27	28	–
Yes, all of the time	56	58	53	–
Do you try to understand what other people go through?				
No, never	6	3	5	–
Yes, some of the time	26	24	23	–
Yes, most of the time	33	42	37	–
Yes, all of the time	35	31	35	–

Question ES F.3-5: Do you try to understand how other people feel?... Do you feel bad when someone else gets their feelings hurt?... Do you try to understand what other people go through?

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

6. Engaged Living

Table F6.1

Optimism Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Optimism				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	75	71	66	—
When you have a problem at school, do you think it will get better in the future?				
No, never	7	8	8	—
Yes, some of the time	21	24	30	—
Yes, most of the time	41	38	41	—
Yes, all of the time	31	30	21	—
Do you expect that you will feel happy during class time?				
No, never	5	8	10	—
Yes, some of the time	19	24	28	—
Yes, most of the time	38	41	40	—
Yes, all of the time	38	27	22	—
Do you feel positive that good things will happen to you at school?				
No, never	8	9	10	—
Yes, some of the time	23	27	32	—
Yes, most of the time	37	38	36	—
Yes, all of the time	32	26	21	—
Do you feel positive that you will have fun with your friends at school?				
No, never	3	2	3	—
Yes, some of the time	13	12	14	—
Yes, most of the time	29	29	33	—
Yes, all of the time	56	56	50	—

Question ES F.16, 18, 20, 22: When you have a problem at school, do you think it will get better in the future?... Do you expect that you will feel happy during class time?... Do you feel positive that good things will happen to you at school?... Do you feel positive that you will have fun with your friends at school?

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

Table F6.2***Gratitude Scale Questions***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Gratitude				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	89	84	82	–
Do you feel thankful to go to your school?				
No, never	3	4	4	–
Yes, some of the time	9	15	17	–
Yes, most of the time	24	28	32	–
Yes, all of the time	64	53	46	–
Are you thankful when you get to learn new things at school?				
No, never	3	3	4	–
Yes, some of the time	12	18	20	–
Yes, most of the time	28	29	35	–
Yes, all of the time	57	50	41	–
Are you thankful to have nice teachers at your school?				
No, never	2	1	1	–
Yes, some of the time	5	6	8	–
Yes, most of the time	15	17	23	–
Yes, all of the time	78	75	68	–

Question ES F.6, 14, 17: Do you feel thankful to go to your school?... Are you thankful when you get to learn new things at school?... Are you thankful to have nice teachers at your school?

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

Table F6.3
Zest Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Zest				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	52	44	35	–
Do you get really excited when you learn something new at school?				
No, never	8	9	12	–
Yes, some of the time	26	35	42	–
Yes, most of the time	34	29	32	–
Yes, all of the time	31	26	14	–
Do you wake up in the morning excited to go to school?				
No, never	14	19	24	–
Yes, some of the time	34	39	41	–
Yes, most of the time	31	30	28	–
Yes, all of the time	21	12	8	–
Do you get excited about your schoolwork?				
No, never	27	27	35	–
Yes, some of the time	35	39	42	–
Yes, most of the time	23	23	17	–
Yes, all of the time	15	11	6	–

Question ES F.15, 19, 21: Do you get really excited when you learn something new at school?... Do you wake up in the morning excited to go to school?... Do you get excited about your schoolwork?

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

7. Growth Mindset

Table F7.1

Growth Mindset Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Growth mindset[†]				
<i>Average reporting “A little true” or “Not at all true”</i>	77	81	84	–
Challenging myself won’t make me any smarter.				
Not at all true	53	59	57	–
A little true	17	20	25	–
Pretty much true	17	12	9	–
Very much true	12	9	9	–
There are some things I am not capable of learning.				
Not at all true	38	43	41	–
A little true	38	34	40	–
Pretty much true	14	11	12	–
Very much true	11	12	7	–
If I am not naturally smart in a subject, I will never do well in it.				
Not at all true	65	68	69	–
A little true	20	18	20	–
Pretty much true	9	6	6	–
Very much true	6	7	4	–

Question ES F.26-28: Challenging myself won’t make me any smarter... There are some things I am not capable of learning... If I am not naturally smart in a subject, I will never do well in it.

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

[†]*All survey questions that comprise the scale were reverse-coded in computing the scale score.*

8. Collaboration

Table F8.1

Collaboration Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Collaboration				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	78	83	79	–
Do you get along or work well with students who are different from you?				
No, never	5	2	3	–
Yes, some of the time	21	16	18	–
Yes, most of the time	40	48	46	–
Yes, all of the time	35	34	34	–
Do you enjoy working with other students?				
No, never	5	4	4	–
Yes, some of the time	17	19	26	–
Yes, most of the time	34	41	37	–
Yes, all of the time	44	37	33	–
Do you listen to other students’ ideas?				
No, never	5	2	2	–
Yes, some of the time	14	11	12	–
Yes, most of the time	38	43	47	–
Yes, all of the time	43	44	39	–

Question ES F.1, 2, 7: Do you get along or work well with students who are different from you?... Do you enjoy working with other students?... Do you listen to other students’ ideas?

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

9. Problem Solving

Table F9.1

Problem Solving Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Problem solving				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	67	63	62	–
Do you know where to go for help with a problem?				
No, never	3	4	3	–
Yes, some of the time	10	10	13	–
Yes, most of the time	31	33	32	–
Yes, all of the time	55	53	51	–
Do you try to work out your problems by talking or writing about them?				
No, never	21	21	19	–
Yes, some of the time	26	32	33	–
Yes, most of the time	28	28	30	–
Yes, all of the time	24	19	17	–
When you need help, do you find someone to talk with about it?				
No, never	12	12	12	–
Yes, some of the time	26	34	32	–
Yes, most of the time	32	31	31	–
Yes, all of the time	30	24	24	–

Question ES F.11-13: 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.

10. Social and Emotional Health

Table F10.1

Social Emotional Distress Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Social emotional distress				
<i>Average reporting “Often” or “Always”</i>	18	17	18	–
I feel lonely.				
Never	30	29	29	–
Sometimes	54	55	54	–
Often	10	11	13	–
Always	5	5	4	–
I am unhappy.				
Never	21	23	21	–
Sometimes	63	64	62	–
Often	9	9	14	–
Always	6	5	3	–
Nobody likes me.				
Never	59	58	56	–
Sometimes	29	31	33	–
Often	7	8	8	–
Always	6	3	3	–
I worry a lot.				
Never	22	20	17	–
Sometimes	52	53	48	–
Often	14	17	23	–
Always	12	11	12	–
I have problems sleeping.				
Never	35	36	37	–
Sometimes	37	40	41	–
Often	16	12	13	–
Always	12	12	9	–

Question ES F.33-37: I feel lonely... I am unhappy... Nobody likes me... I worry a lot... I have problems sleeping.

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

Table F10.1
Social Emotional Distress Scale Questions – Continued

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
I feel scared.				
Never	31	36	37	–
Sometimes	52	49	51	–
Often	10	9	9	–
Always	7	6	4	–
I worry when I am at school.				
Never	53	52	48	–
Sometimes	34	36	39	–
Often	8	6	9	–
Always	5	6	5	–

Question ES F.38, 39: I feel scared... I worry when I am at school.

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

Table F10.2***Life Satisfaction Scale Questions***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Life satisfaction				
<i>Average reporting “Satisfied” or “Very satisfied”</i>	72	74	72	–
<i>I would describe my satisfaction with...</i>				
my family life as...				
Very dissatisfied	2	2	2	–
Dissatisfied	2	2	2	–
A little dissatisfied	6	5	3	–
A little satisfied	14	7	7	–
Satisfied	28	35	36	–
Very satisfied	48	49	49	–
my friendships as...				
Very dissatisfied	3	1	2	–
Dissatisfied	3	2	3	–
A little dissatisfied	7	5	4	–
A little satisfied	11	14	13	–
Satisfied	32	37	41	–
Very satisfied	45	41	37	–
my school experience as...				
Very dissatisfied	5	3	2	–
Dissatisfied	4	4	5	–
A little dissatisfied	9	8	10	–
A little satisfied	19	22	25	–
Satisfied	36	42	42	–
Very satisfied	28	21	15	–

Question ES F.29-31: I would describe my satisfaction with my family life as... I would describe my satisfaction with my friendships as... I would describe my satisfaction with my school experiences as...

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

Table F10.2***Life Satisfaction Scale Questions – Continued***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
<i>I would describe my satisfaction with...</i>				
<i>my myself as...</i>				
Very dissatisfied	5	4	5	–
Dissatisfied	3	3	4	–
A little dissatisfied	8	6	7	–
A little satisfied	12	16	16	–
Satisfied	28	34	34	–
Very satisfied	44	38	33	–

Question ES F.32: I would describe my satisfaction with myself as.

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

Tobacco-Use Prevention Education Module

1. Module Sample

Table H1.1

Student Sample for Tobacco-Use Prevention Education Module

	Grade 3	Grade 4	Grade 5	Grade 6
<i>Student Sample Size</i>				
Target sample	1,088	1,151	1,168	–
Final number	0	0	711	–
Response Rate	0%	0%	61%	–

2. Tobacco Use and Vaping

Table H2.1

Use of Cigarettes and Vape Products, Past 30 Days

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
<i>In the last 30 days, have you...</i>				
smoked a cigarette?				
No			99	–
Yes			1	–
vaped?				
No			99	–
Yes			1	–

Question ES H.1, 2: Have you smoked a cigarette in the last 30 days?... Have you vaped in the last 30 days?

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

3. Peer Smoking/Vaping Behavior and Attitudes

Table H3.1

Peer Smoking and Vaping Behavior

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Do any of your friends smoke cigarettes?				
No			97	—
Yes			3	—
Do any of your friends vape?				
No			94	—
Yes			6	—
<i>In the last 30 days, have you seen any students...</i>				
smoke cigarettes at school? <i>(In-School Only)</i>				
No			98	—
Yes			2	—
vape at school? <i>(In-School Only)</i>				
No			94	—
Yes			6	—

Question ES H.5-8: Do any of your friends smoke cigarettes?... Do any of your friends vape?... In the last 30 days, have you seen any students smoke cigarettes at school?... In the last 30 days, have you seen any students vape at school?

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

Table H3.2***Peer Disapproval of Tobacco Use and Vaping***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
<i>How wrong would your close friends feel it would be if you...</i>				
smoked cigarettes?				
Very wrong			79	–
Wrong			17	–
A little wrong			3	–
Not at all wrong			1	–
vaped?				
Very wrong			79	–
Wrong			17	–
A little wrong			3	–
Not at all wrong			1	–

Question ES H.9, 10: How wrong would your close friends feel it would be if you smoked cigarettes?... How wrong would your close friends feel it would be if you vaped?

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

4. Household Smoking and Vaping Rules

Table H4.1

Rules About Cigarette Smoking and Vaping in the Home

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Is smoking cigarettes allowed inside your home?				
No			88	–
Yes			2	–
Don't know			9	–
Is vaping allowed inside your home?				
No			87	–
Yes			3	–
Don't know			10	–

Question ES H.3, 4: Is smoking cigarettes allowed inside your home?... Is vaping allowed inside your home?

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

5. Perceived Accessibility and Intention to Use

Table H5.1

Perceived Difficulty of Obtaining Cigarettes and Vape Products

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
<i>How easy or difficult would it be if you wanted to...</i>				
get a cigarette?				
Very easy			2	–
Fairly easy			5	–
Fairly difficult			18	–
Very difficult			75	–
get a vape?				
Very easy			2	–
Fairly easy			4	–
Fairly difficult			17	–
Very difficult			76	–

Question ES H.13, 14: If you wanted to get a cigarette, how easy or difficult would it be?... If you wanted to get a vape, how easy or difficult would it be?

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

Table H5.2***Intentions to Smoke and Vape***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
<i>Do you think you will...</i>				
smoke a cigarette at any time during the next year?				
Definitely not			94	–
Probably not			5	–
Probably yes			1	–
Definitely yes			0	–
vape at any time during the next year?				
Definitely not			93	–
Probably not			5	–
Probably yes			1	–
Definitely yes			1	–

Question ES H.11, 12: Do you think you will smoke a cigarette at any time during the next year?... Do you think you will vape at any time during the next year?

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

6. Tobacco-Use Prevention Education Activities

Table H6.1

Dangers of Smoking and Vaping Discussed

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
<i>In the last 12 months, did any of your classes or school activities talk about...</i>				
how smoking cigarettes is bad for a person's health?				
No			43	–
Yes			57	–
how vaping is bad for a person's health?				
No			45	–
Yes			55	–

Question ES H.15, 16: In the last 12 months, did any of your classes or school activities talk about how smoking cigarettes is bad for a person's health?... In the last 12 months, did any of your classes or school activities talk about how vaping is bad for a person's health?

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

Appendix

2022-23 CHKS Elementary Survey Response Rates

Eligible Schools	3rd %	4th %	5th %	6th %
Audubon Elementary	68	73	56	
Bayside Academy	64	35	67	
Baywood Elementary	54	78	63	
Beach Park Elementary	100	60	89	
Beresford Elementary	49	56	64	
Brewer Island Elementary	51	66	81	
College Park Elementary	81	75	78	
Fiesta Gardens International Elementary			61	
Foster City Elementary	65	67	77	
George Hall Elementary	65	63	74	
Highlands Elementary	18	44	49	
LEAD Elementary	73	69	92	
Laurel Elementary	51	34	34	
Meadow Heights Elementary	82	63	84	
North Shoreview Montessori	85	89	80	
Parkside Montessori	67	61	35	
San Mateo Park Elementary	77	74	64	
Sunnybrae Elementary	54	19	46	

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2022-23 public school and 2021-22 enrollment data files. Directly funded charter schools have been excluded from the list.