

CALIFORNIA HEALTHY KIDS SURVEY



Barnard Elementary Elementary 2018-2019 Main Report

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

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PREFACE

HYPERLINK FEATURE

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

ALERT

Categories “High,” “Moderate,” and “Low” are included for some scales on the report for districts or schools to compare results to those from prior years. This is the last year these “High,” “Moderate,” and “Low” categories are provided in reports.

This report provides the detailed results for each question from the 2018-19 *California Healthy Kids Survey* (CHKS) for schools within the district. The CHKS, along with its two companion surveys—the *California School Staff Survey* (CSSS) and the *California School Parent Survey* (CSPS)—form the California Department of Education’s *California School Climate, Health, and Learning Survey* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive effort in the nation to regularly assess students, staff, and parents at the local level to provide key data on school climate and safety, learning supports and barriers, stakeholder engagement, and youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major school-related domains and constructs assessed by CalSCHLS. The Appendix lists the schools that administered the survey in the district and their response rates.

These surveys grew out of CDE’s 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

The California Department of Education (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 and 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 to assess mental health; and
- included a new question asking about the upkeep of school facilities.

Supplementary Social Emotional Health Module (SEHM)

The 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 the totality of 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.

THE REPORT

The survey results are reported in tables, organized by topic, that provide the percentages responding to each question response option by grade level. Because it is just as important to identify the positive behaviors of youth as it is to identify the risks they face, the tables reporting risk-behavior data include the percentages of youth who responded negatively (did not engage in the behavior). 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. A more detailed discussion of these topics can be found in the *CHKS Guidebook to Data Use and Dissemination* (data.calschls.org/resources/chks_guidebook_3_datause.pdf).

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 Guidebook to Data Use and Dissemination* provides step-by-step instructions on how to interpret survey results and effectively disseminate them (data.calschls.org/resources/chks_guidebook_3_datause.pdf).
- 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 Social Emotional Health Module (SEHM) 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/#survey_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 Use Action Planning 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(s) have 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/#survey_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 the district(s) 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(s) 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 TA 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 eight 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 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)	X
G. Supplemental Health Module	X
Z. Custom Questions	X

Core Module Results

1. Survey Sample

Table A1.1

Student Sample Characteristics

	Grade 5
<i>Student Sample Size</i>	
Target sample	47
Final number	39
Response Rate	83%

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 [†]	57	A4.4
Academic motivation [†]	86	A4.4
Caring adults in school [†]	61	A4.3
High expectations-adults in school [†]	75	A4.3
Meaningful participation [†]	35	A4.3
Facilities upkeep [†]	46	A4.11
Parent involvement in schooling [†]	71	A8.2
Social and emotional learning supports [†]	65	A5.1
Anti-bullying climate [†]	65	A7.6
School Safety		
Feel safe at school [†]	60	A7.1
Been hit or pushed	43	A7.2
Mean rumors spread about you	54	A7.2
Called bad names or target of mean jokes	66	A7.2
Saw a weapon at school [¶]	26	A7.5
School Disciplinary Environment		
Students well behaved [†]	38	A6.4
Students treated fairly when break rules [†]	40	A6.1
Students treated with respect [†]	80	A6.1
Substance Use and Mental Health		
Alcohol or drug use	14	A9.1
Marijuana use	0	A9.1
Cigarette use	0	A10.1
E-cigarette use	0	A10.1
Experienced sadness [†]	26	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	39
Male	61
Transgender/Non-binary/Questioning/Other	0

Question ES Z.1: What is your gender?

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

Table A3.2
Number of Days Attending Afterschool Program

	Grade 5 %
0 days	26
1 day	13
2 days	8
3 days	15
4 days	5
5 days	33

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	18
Better than most students	28
About the same as others	38
Don't do as well as most others	15

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	56
1 day	15
2 days	10
3 or more days	18

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 Scales***

	Grade 5 %	Table
Total school supports		
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	57	
High	32	
Moderate	51	
Low	16	
Caring adults in school		
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	61	A4.5
High	35	
Moderate	54	
Low	11	
High expectations-adults in school		
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	75	A4.6
High	57	
Moderate	43	
Low	0	
Meaningful participation at school		
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	35	A4.7
High	8	
Moderate	55	
Low	37	

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.

Respondents were categorized as being “High,” “Moderate,” and “Low” based on the averages of the questions that comprise each scale. The response options for the survey questions that make up each scale range from “No, never” (1), “Yes, some of the time” (2), “Yes, most of the time” (3), and “Yes, all of the time” (4). Students were classified as “High” if their average question response was greater than 3; “Moderate” if their average question response was greater than or equal to 2 and less than or equal to 3; and “Low” if their average question response was less than 2.

Table A4.4***School Connectedness and Academic Motivation Scales***

	Grade 5 %	Table
School connectedness		
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	57	A4.8
High	41	
Moderate	56	
Low	3	
Academic motivation		
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	86	A4.9
High	37	
Moderate	43	
Low	20	

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.

Respondents were categorized as being “High,” “Moderate,” and “Low” based on the averages of the questions that comprise each scale. The response options for the survey questions that make up each scale range from “No, never” (1), “Yes, some of the time” (2), “Yes, most of the time” (3), and “Yes, all of the time” (4). The following thresholds were used to classify question averages into “High,” “Moderate,” and “Low” categories:

School Connectedness (High: >3 ; Moderate: ≥ 2 and ≤ 3 ; Low: < 2).

Academic Motivation (High: > 3.5 ; Moderate: ≥ 3 and ≤ 3.5 ; Low: < 3).

Table A4.5***Caring Adults in School Scale Questions***

	Grade 5 %
Caring adults in school	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	61
<i>Do the teachers and other grown-ups at school... care about you?</i>	
No, never	0
Yes, some of the time	23
Yes, most of the time	49
Yes, all of the time	28
<i>listen when you have something to say?</i>	
No, never	5
Yes, some of the time	38
Yes, most of the time	35
Yes, all of the time	22
<i>make an effort to get to know you?</i>	
No, never	14
Yes, some of the time	37
Yes, most of the time	26
Yes, all of the time	23

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 A4.6***High Expectations-Adults in School Scale Questions***

	Grade 5 %
High expectations-adults in school	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	75
<i>Do the teachers and other grown-ups at school... tell you when you do a good job?</i>	
No, never	5
Yes, some of the time	36
Yes, most of the time	38
Yes, all of the time	21
<i>believe that you can do a good job?</i>	
No, never	0
Yes, some of the time	27
Yes, most of the time	24
Yes, all of the time	49
<i>want you to do your best?</i>	
No, never	0
Yes, some of the time	3
Yes, most of the time	20
Yes, all of the time	77

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 A4.7***Meaningful Participation at School Scale Questions***

	Grade 5 %
Meaningful participation at school	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	35
Are you given a chance to help decide school activities or rules?	
No, never	55
Yes, some of the time	29
Yes, most of the time	13
Yes, all of the time	3
Do the teachers and other grown-ups at school ask you about your ideas?	
No, never	18
Yes, some of the time	47
Yes, most of the time	26
Yes, all of the time	8
Do the teachers and other grown-ups give you a chance to solve school problems?	
No, never	21
Yes, some of the time	41
Yes, most of the time	26
Yes, all of the time	13
Do you get to do interesting activities at school?	
No, never	8
Yes, some of the time	36
Yes, most of the time	36
Yes, all of the time	21

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 A4.7***Meaningful Participation at School Scale Questions – Continued***

	Grade 5 %
Are you given a chance to help decide class activities or rules?	
No, never	39
Yes, some of the time	39
Yes, most of the time	16
Yes, all of the time	5
Do your teachers ask you what you want to learn about?	
No, never	44
Yes, some of the time	36
Yes, most of the time	13
Yes, all of the time	8
Do you do things to be helpful at school?	
No, never	11
Yes, some of the time	30
Yes, most of the time	35
Yes, all of the time	24

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 A4.8
School Connectedness Scale Questions

	Grade 5 %
School connectedness	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	57
Do you feel close to people at school?	
No, never	5
Yes, some of the time	49
Yes, most of the time	31
Yes, all of the time	15
Are you happy to be at this school?	
No, never	8
Yes, some of the time	38
Yes, most of the time	31
Yes, all of the time	23
Do you feel like you are part of this school?	
No, never	13
Yes, some of the time	36
Yes, most of the time	21
Yes, all of the time	31
Do teachers treat students fairly at school?	
No, never	8
Yes, some of the time	18
Yes, most of the time	31
Yes, all of the time	44
Do you feel safe at school?	
No, never	6
Yes, some of the time	34
Yes, most of the time	31
Yes, all of the time	29

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 A4.9***Academic Motivation Scale Questions***

	Grade 5 %
Academic motivation	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	86
Do you finish all your class assignments?	
No, never	0
Yes, some of the time	11
Yes, most of the time	43
Yes, all of the time	46
When you get a bad grade, do you try even harder the next time?	
No, never	9
Yes, some of the time	3
Yes, most of the time	26
Yes, all of the time	63
Do you keep working and working on your schoolwork until you get it right?	
No, never	3
Yes, some of the time	14
Yes, most of the time	49
Yes, all of the time	34
Do you keep doing your classwork even when it’s really hard for you?	
No, never	3
Yes, some of the time	14
Yes, most of the time	17
Yes, all of the time	66

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 A4.10***School Pride***

	Grade 5 %
Do you feel proud to belong to your school?	
No, never	21
Yes, some of the time	33
Yes, most of the time	23
Yes, all of the time	23

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 A4.11***Quality of School Physical Environment***

	Grade 5 %
<i>Is your school building neat and clean?</i>	
No, never	15
Yes, some of the time	38
Yes, most of the time	41
Yes, all of the time	5

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	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	65
<i>Does your school...</i>	
help students resolve conflicts with one another?	
No, never	15
Yes, some of the time	26
Yes, most of the time	38
Yes, all of the time	21
teach students to understand how other students think and feel?	
No, never	26
Yes, some of the time	29
Yes, most of the time	17
Yes, all of the time	29
teach students to feel responsible for how they act?	
No, never	11
Yes, some of the time	14
Yes, most of the time	31
Yes, all of the time	43
teach students to care about each other and treat each other with respect?	
No, never	3
Yes, some of the time	17
Yes, most of the time	26
Yes, all of the time	54

*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	5
Yes, some of the time	38
Yes, most of the time	46
Yes, all of the time	10

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	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	61
Do teachers treat students fairly at school?	
No, never	8
Yes, some of the time	18
Yes, most of the time	31
Yes, all of the time	44
Are the school rules fair?	
No, never	20
Yes, some of the time	31
Yes, most of the time	31
Yes, all of the time	17
Do teachers and other grown-ups at school treat students with respect?	
No, never	6
Yes, some of the time	14
Yes, most of the time	43
Yes, all of the time	37
Are students treated fairly when they break school rules?	
No, never	23
Yes, some of the time	37
Yes, most of the time	29
Yes, all of the time	11

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	14
Yes, most of the time	57
Yes, all of the time	29

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	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	94
Do you follow the classroom rules?	
No, never	0
Yes, some of the time	11
Yes, most of the time	40
Yes, all of the time	49
Do you follow the playground rules at recess and lunch times?	
No, never	0
Yes, some of the time	9
Yes, most of the time	34
Yes, all of the time	57
Do you listen when your teacher is talking?	
No, never	0
Yes, some of the time	3
Yes, most of the time	51
Yes, all of the time	46
Are you nice to other students?	
No, never	0
Yes, some of the time	3
Yes, most of the time	43
Yes, all of the time	54

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?

Notes: 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	6
Yes, some of the time	56
Yes, most of the time	38
Yes, all of the time	0

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	6
Yes, some of the time	34
Yes, most of the time	31
Yes, all of the time	29
Do you feel safe on your way to and from school?	
No, never	6
Yes, some of the time	9
Yes, most of the time	26
Yes, all of the time	60

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	
<i>Average reporting “Yes”</i>	54
Do other kids hit or push you at school when they are not just playing around?	
No, never	57
Yes, some of the time	29
Yes, most of the time	11
Yes, all of the time	3
Do other kids at school spread mean rumors or lies about you?	
No, never	46
Yes, some of the time	31
Yes, most of the time	9
Yes, all of the time	14
Do other kids at school call you bad names or make mean jokes about you?	
No, never	34
Yes, some of the time	49
Yes, most of the time	11
Yes, all of the time	6

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	68
Yes	32

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	
<i>Average reporting “1 or more times”</i>	30
Have hit or pushed other kids	
0 times	66
1 time	14
2 times	9
3 or more times	11
Have said mean things about other students or called them bad names	
0 times	63
1 time	14
2 times	11
3 or more times	11
Have spread mean rumors about other kids	
0 times	83
1 time	11
2 times	3
3 or more times	3

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	74
Yes	26

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	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	65
Teachers and other grown-ups make it clear that bullying is not allowed.	
No, never	3
Yes, some of the time	14
Yes, most of the time	14
Yes, all of the time	69
If you tell a teacher that you’ve been bullied, the teacher will do something to help.	
No, never	6
Yes, some of the time	23
Yes, most of the time	23
Yes, all of the time	49
Students at your school try to stop bullying when they see it happening.	
No, never	26
Yes, some of the time	34
Yes, most of the time	34
Yes, all of the time	6

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	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	99
<i>Does a parent or some other grown-up at home... believe that you can do a good job?</i>	
No, never	0
Yes, some of the time	3
Yes, most of the time	23
Yes, all of the time	74
<i>want you to do your best?</i>	
No, never	0
Yes, some of the time	0
Yes, most of the time	11
Yes, all of the time	89

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	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	71
<i>Does a parent or some other grown-up at home... care about your schoolwork?</i>	
No, never	0
Yes, some of the time	6
Yes, most of the time	26
Yes, all of the time	69
<i>ask if you did your homework?</i>	
No, never	6
Yes, some of the time	20
Yes, most of the time	29
Yes, all of the time	46
<i>check your homework?</i>	
No, never	29
Yes, some of the time	34
Yes, most of the time	29
Yes, all of the time	9
<i>ask you about school?</i>	
No, never	0
Yes, some of the time	17
Yes, most of the time	14
Yes, all of the time	69
<i>ask you about your grades?</i>	
No, never	0
Yes, some of the time	31
Yes, most of the time	23
Yes, all of the time	46

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	14
Alcohol, a full glass	0
Inhalants (to get high)	0
Marijuana (smoke, vape, eat, or drink)	0
<i>None of the above</i>	86
<i>Any of the above</i>	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	0
Yes, a little bad	50
Yes, very bad	50
Marijuana (smoke, vape, eat, or drink)	
No, not bad	0
Yes, a little bad	9
Yes, very bad	51
I don't know what marijuana is	40

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

Use of Cigarettes and E-Cigarettes, Lifetime

	Grade 5 %
Ever smoked a cigarette	0
Part of a cigarette, like one or two puffs	0
A whole cigarette	0
Ever used an electronic cigarette, e-cigarette, or other vaping device	0

Question ES A.62, 63: Have you ever smoked a cigarette?... Have you ever used an electronic cigarette, e-cigarette, hookah pen, or other vaping device?

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	0
Yes, a little bad	0
Yes, very bad	100
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	6
Yes, very bad	94

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	54
Yes, some of the time	43
Yes, most of the time	3
Yes, all of the time	0

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	18
8:00-8:59 pm	38
9:00-9:59 pm	28
10:00-10:59 pm	13
11:00-11:59 pm	3
After 12:00 am	0

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	3
Yes	97

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	20
Yes, some of the time	54
Yes, most of the time	14
Yes, all of the time	11

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
	%	%
<i>School Engagement and Supports</i>		
School connectedness [†]	60	50
Academic motivation [†]	84	89
Total school supports [†]	56	57
Caring adults in school [†]	59	64
High expectations-adults in school [†]	75	73
Meaningful participation at school [†]	34	36
Facilities upkeep [†]	43	47
Parent involvement in schooling [†]	66	87
Social and emotional learning supports [†]	61	73
Anti-bullying climate [†]	62	73
<i>School Safety</i>		
Feel safe at school [†]	57	64
Been hit or pushed [†]	30	64
Mean rumors spread about you [†]	57	45
Called bad names or target of mean jokes [†]	61	73
Saw a weapon at school [§]	22	36

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 %
<i>School Disciplinary Environment</i>		
Students well behaved [†]	32	55
Students treated fairly when break rules [†]	39	36
Students treated with respect [†]	74	91
<i>Substance Use and Mental Health</i>		
Alcohol or drug use	9	27
Marijuana use	0	0
Cigarette use	0	0
E-cigarette use	0	0
Experienced sadness [†]	22	27

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 [†]	93	93
Follow classroom rules [†]	87	91
Follow playground rules [†]	91	91
Listen when teacher is talking [†]	96	100
Nice to other students [†]	100	91

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
School Safety-Related Indicators by Gender

	Grade 5	
	Female %	Male %
<i>Been harassed on school property^B</i>		
Been hit or pushed	30	64
Mean rumors spread about you	57	45
Been called bad names/mean jokes made about you	61	73
Feels safe at school most/all of the time	57	64

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

^BCombines “Some of the time,” “Most of the time,” and “All of the time.”

Table A12.4
Selected Alcohol and Drug Use Measures by Gender

	Grade 5	
	Female %	Male %
Lifetime AOD Use		
Alcohol, one or two sips	9	27
Alcohol, a full glass	0	0
Inhalants (to get high)	0	0
Marijuana	0	0
<i>Any of the above</i>	9	27
Perceived Health Risk^C		
Alcohol	100	100
Marijuana ^D	100	

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

^C*Combines “A little bad” and “Very bad.”*

^D*Students who responded that they didn’t know what marijuana was were excluded from calculation.*

Table A12.5
Selected Tobacco Measures by Gender

	Grade 5	
	Female %	Male %
Ever smoked a cigarette	0	0
Part of a cigarette, like one or two puffs	0	0
A whole cigarette	0	0
Electronic cigarette, e-cigarette, or other vaping device	0	0
Perceived health risk of cigarette smoking ^C	100	100
Perceived health risk of electronic cigarette use ^C	100	100

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

^C*Combines “A little bad” and “Very bad.”*

Social Emotional Health Module

1. Module Sample

Table F1.1

Student Sample for Social Emotional Health Module

	Grade 5
<i>Student Sample Size</i>	
Target sample	47
Final number	35
Response Rate	74%

2. Summary of Key Indicators

Table F2.1

Key Indicators of Social Emotional Health

	Grade 5 %	Table
Covitality[†]	73	F3.1
Belief in self [†]	85	F4.1
Belief in others [†]	68	F5.1
Engaged living [†]	60	F7.1
Empathy [†]	81	F6.1
Growth mindset[‡]	84	F8.1
Collaboration[†]	82	F9.1
Problem solving[†]	54	F10.1

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

Table numbers refer to tables with average percent of students reporting “Yes, all of the time” or “Not at all true” for domains or subdomains, or item-level results for the survey questions that comprise each scale.

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

[‡]Average percent reporting “A little true” or “Not at all true.”

3. Covitality

Table F3.1

Covitality and Subscales

	Grade 5 %	Table
Covitality		
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	73	
High	14	
Moderate	77	
Low	9	
Belief in self		
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	85	F4.1
High	29	
Moderate	69	
Low	3	
Belief in others		
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	68	F5.1
High	14	
Moderate	71	
Low	14	
Engaged living		
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	60	F7.1
High	14	
Moderate	60	
Low	26	
Empathy		
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	81	F6.1
High	29	
Moderate	66	
Low	6	

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.

The response options for the survey questions that make up each scale range from “No, never” (1), “Yes, some of the time” (2), “Yes, most of the time” (3) and “Yes, all of the time” (4). Students were classified as “High” if their average question response was greater than 3; “Moderate” if their average question response was greater than or equal to 2 and less than or equal to 3; and “Low” if their average question response was less than 2.

4. Belief in Self

Table F4.1
Belief in Self Domain and Subdomains

	Grade 5 %	Table
Belief in self		
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	85	
High	29	
Moderate	69	
Low	3	
Self-efficacy		
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	84	F4.2
High	29	
Moderate	69	
Low	3	
Persistence		
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	86	F4.3
High	37	
Moderate	51	
Low	11	

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.

Respondents were categorized as being “High,” “Moderate,” and “Low” based on the averages of the questions that comprise each scale. The response options for the survey questions that make up each scale range from “No, never” (1), “Yes, some of the time” (2), “Yes, most of the time” (3) and “Yes, all of the time” (4). Students were classified as “High” if their average question response was greater than 3; “Moderate” if their average question response was greater than or equal to 2 and less than or equal to 3; and “Low” if their average question response was less than 2.

Table F4.2***Self-Efficacy Scale Questions***

	Grade 5 %
Self-efficacy	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	84
Can you do most things if you try?	
No, never	0
Yes, some of the time	9
Yes, most of the time	63
Yes, all of the time	29
Do you try to work out your problems?	
No, never	0
Yes, some of the time	20
Yes, most of the time	43
Yes, all of the time	37
Are there many things you do well?	
No, never	0
Yes, some of the time	20
Yes, most of the time	43
Yes, all of the time	37

Question ES F.86-88: Can you do most things if you try?... Do you try to work out your problems?... Are there many things you do well?

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

Table F4.3**Persistence Questions**

	Grade 5 %
Persistence	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	86
Do you finish all your class assignments?	
No, never	0
Yes, some of the time	11
Yes, most of the time	43
Yes, all of the time	46
When you get a bad grade, do you try even harder the next time?	
No, never	9
Yes, some of the time	3
Yes, most of the time	26
Yes, all of the time	63
Do you keep working and working on your schoolwork until you get it right?	
No, never	3
Yes, some of the time	14
Yes, most of the time	49
Yes, all of the time	34
Do you keep doing your classwork even when it’s really hard for you?	
No, never	3
Yes, some of the time	14
Yes, most of the time	17
Yes, all of the time	66
Do you keep trying to solve math problems, even when they are really hard?^A	
No, never	3
Yes, some of the time	11
Yes, most of the time	34
Yes, all of the time	51

Question ES A.41-44, F.85: 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?... Do you keep trying to solve math problems, even when they are really hard?

Notes: Cells are empty if there are less than 10 respondents. ^AItem not included in the persistence scale.

5. Belief in Others

Table F5.1

Belief in Others Domain and Subdomains

	Grade 5 %	Table
Belief in others		
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	68	
High	14	
Moderate	71	
Low	14	
School supports		
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	61	F5.2
High	26	
Moderate	54	
Low	20	
Peer supports		
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	74	F5.3
High	43	
Moderate	40	
Low	17	

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.

Respondents were categorized as being “High,” “Moderate,” and “Low” based on the averages of the questions that comprise each scale. The response options for the survey questions that make up each scale range from “No, never” (1), “Yes, some of the time” (2), “Yes, most of the time” (3) and “Yes, all of the time” (4). Students were classified as “High” if their average question response was greater than 3; “Moderate” if their average question response was greater than or equal to 2 and less than or equal to 3; and “Low” if their average question response was less than 2.

Table F5.2***School Supports Scale Questions***

	Grade 5 %
School supports	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	61
Do the teachers and other grown-ups at school tell you when you do a good job?	
No, never	6
Yes, some of the time	37
Yes, most of the time	37
Yes, all of the time	20
Do the teachers and other grown-ups at school listen when you have something to say?	
No, never	6
Yes, some of the time	40
Yes, most of the time	31
Yes, all of the time	23
Do the teachers and other grown-ups at school believe that you can do a good job?	
No, never	0
Yes, some of the time	29
Yes, most of the time	23
Yes, all of the time	49

Question ES A.17, 24, 25: 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 F5.3***Peer Supports Scale Questions***

	Grade 5 %
Peer supports	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	74
I have a friend my age who really cares about me.	
Not at all true	3
A little true	17
Pretty much true	34
Very much true	46
I have a friend my age who helps me when I am having a hard time.	
Not at all true	6
A little true	14
Pretty much true	29
Very much true	51
I have a friend my age who talks with me about my problems.	
Not at all true	11
A little true	26
Pretty much true	26
Very much true	37

Question ES F.107-109: 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.

6. Emotional Competence

Table F6.1

Empathy Questions

	Grade 5 %
Empathy	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	81
Do you try to understand how other people feel?	
No, never	3
Yes, some of the time	14
Yes, most of the time	34
Yes, all of the time	49
Do you feel bad when someone else gets their feelings hurt?	
No, never	3
Yes, some of the time	9
Yes, most of the time	49
Yes, all of the time	40
Do you try to understand what other people go through?	
No, never	6
Yes, some of the time	23
Yes, most of the time	46
Yes, all of the time	26
Do you try to help other students who feel lonely at school?^A	
No, never	6
Yes, some of the time	23
Yes, most of the time	37
Yes, all of the time	34

Question ES F.80-82, 93: 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?... Do you try to help other students who feel lonely at school?

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

^A*Item not included in the empathy scale.*

7. Engaged Living

Table F7.1

Engaged Living Domain and Subdomains

	Grade 5 %	Table
Engaged living		
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	60	
High	14	
Moderate	60	
Low	26	
Optimism		
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	64	F7.2
High	11	
Moderate	60	
Low	29	
Gratitude		
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	80	F7.3
High	40	
Moderate	51	
Low	9	
Zest		
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	36	F7.4
High	9	
Moderate	29	
Low	63	

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.

Respondents were categorized as being “High,” “Moderate,” and “Low” based on the averages of the questions that comprise each scale. The response options for the survey questions that make up each scale range from “No, never” (1), “Yes, some of the time” (2), “Yes, most of the time” (3) and “Yes, all of the time” (4). Students were classified as “High” if their average question response was greater than 3; “Moderate” if their average question response was greater than or equal to 2 and less than or equal to 3; and “Low” if their average question response was less than 2.

Table F7.2***Optimism Scale Questions***

	Grade 5 %
Optimism	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	64
When you have a problem at school, do you think it will get better in the future?	
No, never	20
Yes, some of the time	23
Yes, most of the time	31
Yes, all of the time	26
Do you expect that you will feel happy during classtime?	
No, never	17
Yes, some of the time	26
Yes, most of the time	43
Yes, all of the time	14
Do you feel positive that good things will happen to you at school?	
No, never	14
Yes, some of the time	23
Yes, most of the time	43
Yes, all of the time	20
Do you feel positive that you will have fun with your friends at school?	
No, never	3
Yes, some of the time	17
Yes, most of the time	29
Yes, all of the time	51

Question ES F.95, 97, 100, 103: 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 classtime?... 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 F7.3**Gratitude Questions**

	Grade 5 %
Gratitude	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	80
Do you feel thankful to go to your school?	
No, never	6
Yes, some of the time	29
Yes, most of the time	40
Yes, all of the time	26
Are you thankful when you get to learn new things at school?	
No, never	3
Yes, some of the time	17
Yes, most of the time	29
Yes, all of the time	51
Are you thankful to have nice teachers at your school?	
No, never	6
Yes, some of the time	11
Yes, most of the time	31
Yes, all of the time	51
Do you feel thankful that you have friends at your school?	
No, never	0
Yes, some of the time	9
Yes, most of the time	20
Yes, all of the time	71
Do you say “thank you” when someone helps you at school?^A	
No, never	0
Yes, some of the time	6
Yes, most of the time	37
Yes, all of the time	57

Question ES F.83, 92, 96, 99, 104: 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?... Do you feel thankful that you have friends at your school?... Do you say “thank you” when someone helps you at school?

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

^A*Item not included in the gratitude scale.*

Table F7.4
Zest Questions

	Grade 5 %
Zest	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	36
Do you get really excited when you learn something new at school?	
No, never	14
Yes, some of the time	43
Yes, most of the time	20
Yes, all of the time	23
Do you wake up in the morning excited to go to school?	
No, never	34
Yes, some of the time	31
Yes, most of the time	26
Yes, all of the time	9
Do you get excited about your schoolwork?	
No, never	40
Yes, some of the time	31
Yes, most of the time	20
Yes, all of the time	9
Do you get excited when you are doing your classwork?	
No, never	37
Yes, some of the time	26
Yes, most of the time	34
Yes, all of the time	3

Question ES F.94, 98, 102, 106: 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?... Do you get excited when you are doing your classwork?

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

Table F7.4***Zest Questions - Continued***

	Grade 5 %
Are you full of energy and excitement when doing physical activities at school?^A	
No, never	6
Yes, some of the time	29
Yes, most of the time	31
Yes, all of the time	34
Are you full of energy and excitement during recess or free time at school?^A	
No, never	9
Yes, some of the time	23
Yes, most of the time	23
Yes, all of the time	46

Question ES F.101, 105: Are you full of energy and excitement when doing physical activities at school?... Are you full of energy and excitement during recess or free time at school?

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

^A*Item not included in the zest scale.*

8. Growth Mindset

Table F8.1

Growth Mindset Scale Questions

	Grade 5 %
Growth mindset[§]	
<i>Average reporting “A little true” or “Not at all true”</i>	84
High	49
Moderate	49
Low	3
Challenging myself won’t make me any smarter.	
Not at all true	57
A little true	29
Pretty much true	6
Very much true	9
There are some things I am not capable of learning.	
Not at all true	31
A little true	46
Pretty much true	14
Very much true	9
If I am not naturally smart in a subject, I will never do well in it.	
Not at all true	46
A little true	43
Pretty much true	11
Very much true	0

Question ES F.110-112: 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 and defining scale categories (high, moderate, and low).*

Respondents were categorized as being “High,” “Moderate,” and “Low” based on the averages of the questions that comprise each scale. The response options for the survey questions that make up each scale range from “Very much true” (1), “Pretty much true” (2), “A little true” (3) and “Not at all true” (4). Students were classified as “High” if their average question response was greater than 3; “Moderate” if their average question response was greater than or equal to 2 and less than or equal to 3; and “Low” if their average question response was less than 2.

9. Collaboration

Table F9.1

Collaboration Scale Questions

	Grade 5 %
Collaboration	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	82
High	57
Moderate	43
Low	0
Do you get along or work well with students who are different from you?	
No, never	0
Yes, some of the time	17
Yes, most of the time	43
Yes, all of the time	40
Do you enjoy working with other students?	
No, never	6
Yes, some of the time	20
Yes, most of the time	29
Yes, all of the time	46
Do you listen to other students’ ideas?	
No, never	0
Yes, some of the time	11
Yes, most of the time	37
Yes, all of the time	51

Question ES F.78, 79, 84: 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?

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

Respondents were categorized as being “High,” “Moderate,” and “Low” based on the averages of the questions that comprise each scale. The response options for the survey questions that make up each scale range from “No, never” (1), “Yes, some of the time” (2), “Yes, most of the time” (3) and “Yes, all of the time” (4). Students were classified as “High” if their average question response was greater than 3; “Moderate” if their average question response was greater than or equal to 2 and less than or equal to 3; and “Low” if their average question response was less than 2.

10. Problem Solving

Table F10.1

Problem Solving Scale Questions

	Grade 5 %
Problem solving	
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	54
High	34
Moderate	49
Low	17
Do you know where to go for help with a problem?	
No, never	9
Yes, some of the time	23
Yes, most of the time	14
Yes, all of the time	54
Do you try to work out your problems by talking or writing about them?	
No, never	29
Yes, some of the time	26
Yes, most of the time	29
Yes, all of the time	17
When you need help, do you find someone to talk with about it?	
No, never	14
Yes, some of the time	37
Yes, most of the time	29
Yes, all of the time	20

Question ES F.89-91: 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?

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

Respondents were categorized as being “High,” “Moderate,” and “Low” based on the averages of the questions that comprise each scale. The response options for the survey questions that make up each scale range from “No, never” (1), “Yes, some of the time” (2), “Yes, most of the time” (3) and “Yes, all of the time” (4). Students were classified as “High” if their average question response was greater than 3; “Moderate” if their average question response was greater than or equal to 2 and less than or equal to 3; and “Low” if their average question response was less than 2.

Supplemental Health Module

1. Module Sample

Table G1.1

Student Sample for Supplemental Health Module

	Grade 5
<i>Student Sample Size</i>	
Target sample	47
Final number	33
Response Rate	70%

2. Physical Activity and Weight

Table G2.1

Frequency of Weekly Physical Activity

	Grade 5 %
0 days	6
1 day	6
2 days	6
3 days	27
4 days	12
5 days	27
6 or 7 days	15

Question ES G.80: How many days each week do you exercise, dance, or play sports?

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

Table G2.2

Hours Spent on TV or Video Games, Past 24 Hours

	Grade 5 %
None, I didn't watch TV yesterday	33
Less than 1 hour	30
About 1 hour	12
About 2 hours	9
3 or more hours	15

Question ES G.83: Yesterday, how much time did you spend watching TV or playing video games?

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

Table G2.3
Perception of Weight

	Grade 5 %
Too skinny	6
About right	73
Too fat	21

Question ES G.78: Do you think you are too skinny, about right, or too fat?

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

Table G2.4
Attempt to Lose Weight

	Grade 5 %
No	58
Yes	42

Question ES G.79: Are you doing anything to try to lose weight?

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

3. Injury-Related Behavior

Table G3.1

Seat Belt Use

	Grade 5 %
No, never	3
Yes, some of the time	0
Yes, most of the time	6
Yes, all of the time	91

Question ES G.84: When you ride in a car, do you wear a seat belt?

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

Table G3.2

Bike Helmet Use

	Grade 5 %
No, never	3
Yes, some of the time	12
Yes, most of the time	18
Yes, all of the time	48
I do not ride a bicycle	18

Question ES G.85: When you ride a bicycle, do you wear a helmet?

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

4. Asthma Symptoms

Table G4.1

Students with Asthma

	Grade 5 %
No	85
Yes	15

Question ES G.82: Has a parent or some other adult ever told you that you have asthma?

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

Table G4.2

Experience of Having Trouble Breathing

	Grade 5 %
No	91
Yes	9

Question ES G.81: When not exercising, do you ever have trouble breathing (for example, shortness of breath, wheezing, or a sense of tightness in your chest)?

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

5. Other Health Risks

Table G5.1
Cyber Bullying

	Grade 5 %
No, never	79
Yes, some of the time	18
Yes, most of the time	0
Yes, all of the time	3

Question ES G.86: Do other kids at school 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 G5.2
Perception of Safety Outside of School

	Grade 5 %
No, never	3
Yes, some of the time	27
Yes, most of the time	36
Yes, all of the time	33

Question ES G.87: Do you feel safe outside of school?

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

Z. San Diego Unified Custom Questions

1. Module Sample

Table Z1.1

Student Sample for Custom Questions

		Grade 5
<i>Student Sample Size</i>		
Target sample		47
Final number		39
Response Rate		83%

2. Custom Questions

Table Z.2.1

What is your gender? (Check all that apply.)

	Grade	
	5th %	Total %
Boy	31	31
Girl	69	69

Question ES Z.2.

Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for “mark all that apply” items.