

# CALIFORNIA HEALTHY KIDS SURVEY



## Potter Valley Community Unified Elementary 2021-2022 Main Report

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

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# PREFACE

## HYPERLINK FEATURE

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

This report provides the detailed results for each question from the 2021-22 *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](https://calschls.org)), including *Helpful Resources for Local Control and Accountability Plans* ([calschls.org/docs/lcap\\_cal\\_schls.pdf](https://calschls.org/docs/lcap_cal_schls.pdf)). The California Safe and Supportive Schools website ([ca-safe-supportive-schools.wested.org](https://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).

**What's New?** Although most school buildings have re-opened in 2021-22 for in-person instruction in California, the CHKS still contains skip logic to direct students to some questions relevant to remote instruction for students participating in school remotely via the California's Independent Study option. The new content assessed by the Core Module includes:

- a new question asking about race/ethnicity and
- the addition of questions about school connectedness, meaningful participation, harassment, and bullying for respondents learning remotely.

To reduce survey burden, items assessing self-efficacy, problem solving, and peer supports have been moved back to the Social Emotional Health Module (SEHM).

### **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 41 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](https://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 now 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](http://CalsCHLS.org) contains numerous guidebooks and other resources for using and understanding survey results.

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level ([calschls.org/resources/factsheets](http://calschls.org/resources/factsheets)).
- *Assessing School Climate* describes the value of the CalSCHLS student, staff, and parent surveys for assessing school climate, listing constructs and individual indicators ([data.calschls.org/resources/Cal-SCHLS\\_AssessingClimate2013-14.pdf](http://data.calschls.org/resources/Cal-SCHLS_AssessingClimate2013-14.pdf)).
- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate ([data.calschls.org/resources/S3\\_schoolclimateguidebook\\_final.pdf](http://data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf)).
- *Using CalSCHLS to Assess Social-Emotional Learning and Health* describes how the CHKS Core and SEHM module provide a comprehensive profile of student social-emotional competency (learning) and health, and the related supports schools provide, including questions aligned with the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) ([data.calschls.org/resources/CalSCHLS\\_AssessSELH.pdf](http://data.calschls.org/resources/CalSCHLS_AssessSELH.pdf)). The staff survey provides data on the perception of adults in the school on social-emotional service needs and provision.
- *Helpful Resources for Local Control and Accountability Plans* describes how survey items align with LCAP priorities and indicators ([calschls.org/docs/lcap\\_cal\\_schls.pdf](http://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](http://calschls.org/site/assets/files/1036/cal-schls-lcap_schoolclimatev6-1.pptx)).
- The *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on [calschls.org/resources](http://calschls.org/resources).
- CDE's **California Safe and Supportive Schools** website ([ca-safe-supportive-schools.wested.org](http://ca-safe-supportive-schools.wested.org)) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

- The **CalSCHLS Item Crosswalk** ([calschls.org/docs/calschls-crosswalk.pdf](https://calschls.org/docs/calschls-crosswalk.pdf)) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

## NEXT STEPS

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

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

Engage students, parents, and school/community stakeholders in reviewing and exploring the meaning of the results. Obtain their input into how the school might better meet the identified 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 888.841.7536 or email [calschls@wested.org](mailto:calschls@wested.org).

### Compare Results with Other Data

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

- **Staff and Parent Surveys.** If your school district has administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Survey Item Crosswalk ([calschls.org/docs/calschls-crosswalk.pdf](https://calschls.org/docs/calschls-crosswalk.pdf)) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer these companion surveys, urge them to do so next time.
- **Secondary CHKS Results.** Examine how the results for 5<sup>th</sup> graders compare with those for 7<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> graders if your district also administered the CHKS at these school levels. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle school levels might help mitigate problems that are evident among older students.
- **Other Data.** Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

- **Similar District and Statewide Results.** The aggregated results from the 2017-2019 statewide CHKS elementary survey administration can be downloaded from the CalSCHLS website ([calschls.org/docs/statewide\\_1719\\_elem\\_chks.pdf](https://calschls.org/docs/statewide_1719_elem_chks.pdf)) to help interpret your results. If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison ([calschls.org/reports-data/search-lea-reports](https://calschls.org/reports-data/search-lea-reports)). How you compare to state and district results can provide some context for your results, but the most important consideration is what your own results say about the students in your school/community.

## **Data Workshop**

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

## **Request Additional Reports and Data**

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

## **School Reports and School Climate Report Cards**

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

- A full report with all the survey results
- A short, user-friendly, graphic **School Climate Report Card** that provides results across key indicators of school climate and provides two-year state averages on those indicators ([calschls.org/reports-data](https://calschls.org/reports-data))

## **District School Climate Report Card**

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

## **Disaggregated Reports**

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

## **Additional Analysis of Data**

The complete dataset is available electronically for additional analysis ([calschls.org/reports-data](https://calschls.org/reports-data)). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by

different subgroups of students and across schools within a district. You can also request an analysis by WestEd staff of any topic of interest.

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

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

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

**Exhibit 1*****Major School-Related Domains and Constructs Assessed by CalSCHLS in Elementary Schools***

	Student Core	Student Social Emotional Health	Staff Survey	Parent Survey
<b>Student Learning Engagement</b>				
Academic mindset		✓		
Academic motivation	✓		✓	✓
Academic performance	✓			
Attendance	✓		✓	
School connectedness	✓			
<b>Student Social-Emotional and Physical Well-being</b>				
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		✓		
<b>School Climate Conditions</b>				
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	✓		✓	✓
<b>School Climate Improvement Practices</b>				
Bullying prevention	✓		✓	✓
Discipline and order (policies, enforcement)	✓		✓	✓
Services and policies to address student needs			✓	
Social-emotional/behavioral supports	✓		✓	✓
Staff supports			✓	



## **ACKNOWLEDGMENTS**

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California Department of Education

# 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	X
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
<b><i>Student Sample Size</i></b>				
Target sample	21	20	17	34
Final number	21	18	11	34
<b>Response Rate</b>	100%	90%	65%	100%

**Table A1.2**

***Number of Respondents by Instructional Model***

	Grade 3	Grade 4	Grade 5	Grade 6
In-school learning only	19	17	11	34
Remote learning only	2	1	0	0

## 2. Summary of Key Indicators

**Table A2.1**

**Key Indicators of School Climate**

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %	Table
<b>School Engagement and Supports</b>					
School connectedness <sup>†#</sup> <i>(In-School Only)</i>	73	60	91	59	A6.3
School connectedness <sup>†ψ</sup> <i>(Remote Only)</i>					A6.3
Academic motivation <sup>†</sup>	92	70	66	62	A6.3
School boredom <sup>†</sup>	26	53	18	76	A6.9
Caring adults in school <sup>†</sup>	72	61	91	53	A6.3
High expectations-adults in school <sup>†</sup>	86	82	97	74	A6.3
Meaningful participation <sup>†</sup>	38	35	40	28	A6.3
Facilities upkeep <sup>†Φ</sup>	72	82	73	79	A6.11
Parent involvement in schooling <sup>†</sup>	63	55	73	74	A10.2
Social and emotional learning supports <sup>†</sup>	64	76	77	61	A7.1
Anti-bullying climate <sup>†</sup>	95	86	82	56	A9.6
<b>School Safety and Cyberbullying</b>					
Feel safe at school <sup>†Φ</sup>	88	59	82	65	A9.1
Feel safe on way to and from school <sup>†Φ</sup>	82	65	100	88	A9.1
Been hit or pushed <sup>Φ</sup>	24	71	45	29	A9.2
Mean rumors spread about you	42	59	27	82	A9.2
Called bad names or target of mean jokes	37	47	55	59	A9.2
Saw a weapon at school <sup>§Φ</sup>	6	0	18	6	A9.5
Cyberbullying <sup>¶</sup>	16	53	27	19	A9.3
<b>School Disciplinary Environment</b>					
Rule clarity <sup>†</sup>	68	88	73	74	A8.2
Students well behaved <sup>†</sup>	72	69	73	22	A8.4
Students treated fairly when break rules <sup>†</sup>	47	53	64	48	A8.1
Students treated with respect <sup>†</sup>	79	82	82	52	A8.1

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

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

<sup>#</sup> The scale was based on five survey questions for in-school respondents.

<sup>ψ</sup> The scale was based on four questions for remote respondents.

<sup>Φ</sup> In-school only.

<sup>§</sup> Past year.

<sup>¶</sup> 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
<b>Substance Use</b>					
Alcohol or drug use <sup>φ</sup>			36	24	A11.1
Marijuana use <sup>φ</sup>			0	0	A11.1
Cigarette use <sup>φ</sup>			9	0	A12.1
Vaping <sup>φ</sup>			0	0	A12.1
<b>Routines</b>					
Eating of breakfast <sup>‡</sup>	84	56	70	55	A4.1
Late bedtime (at 10 pm or later)	35	50	27	58	A4.2
<b>Learning from Home</b>					
Weekdays worked on schoolwork (5 days) <sup>¶δ</sup>					A5.1
Synchronous instruction (4 days or more) <sup>‖δ</sup>					A5.1
Meaningful opportunities <sup>†δ</sup>					A5.2
<b>Mental Health</b>					
Frequent sadness <sup>†</sup>	16	24	9	24	A13.1
Wellness <sup>†</sup>	89	41	82	47	A13.2

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

<sup>φ</sup>Lifetime.

<sup>‡</sup>This morning.

<sup>‖</sup>Past 7 days.

<sup>¶</sup>Past 30 days.

<sup>δ</sup>Remote only.

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

### 3. Demographics

**Table A3.1**

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

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
In-School Model	90	94	100	100
Remote Learning Model	10	6	0	0

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

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

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

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

**Table A3.2**

***Gender of Sample***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Female	38	50	64	47
Male	62	50	36	53

*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	11	6	9	6
Asian or Asian American, non-Hispanic	0	0	0	0
Black or African American, non-Hispanic	0	0	0	0
Hispanic or Latinx	11	22	27	24
Native Hawaiian or Pacific Islander, non-Hispanic	0	0	0	0
White, non-Hispanic	61	61	18	48
Multiracial, non-Hispanic	11	6	45	15
Something else, non-Hispanic	6	6	0	6

*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	33	59	45	73
1 day	0	0	9	0
2 days	0	0	9	0
3 days	6	0	9	0
4 days	11	6	0	9
5 days	50	35	27	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	44	30	45
Yes	84	56	70	55

*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	30	22	18	15
Between 9:00 pm and 10:00 pm	35	28	55	27
Between 10:00 pm and 11:00 pm	15	22	18	30
Between 11:00 pm and midnight	15	17	0	12
After 12:00 am	5	11	9	15
<b><i>Late bedtime (at 10 pm or later)</i></b>	35	50	27	58

*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 %
<b>Time spent on learning and/or completing schoolwork from home on the average weekday</b>				
Less than 1 hour				
Between 1 and 2 hours				
Between 2 and 3 hours				
Between 3 and 4 hours				
Between 4 and 5 hours				
More than 5 hours				
<b>Number of days in the past week participating in an online class from home where your teacher talked to students</b>				
0 days				
1 day				
2 days				
3 days				
4 days				
5 days				
<b>Number of weekdays participating in school from home for the entire school day</b>				
0 days				
1 day				
2 days				
3 days				
4 days				
5 days				

*Question ES A.11, 13, 14: 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				
Yes, some of the time				
Yes, most of the time				
Yes, all of the time				

*Question ES A.17: 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	26	24	9	4
Better than most students	26	18	18	33
About the same as others	37	41	55	37
Don't do as well as most others	11	18	18	26

*Question ES A.41: 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	45	24	45	33
1 day	30	18	18	30
2 days	20	24	18	15
3 or more days	5	35	18	21

*Question ES A.8, 15: 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	66	59	76	52	
Caring adults in school	72	61	91	53	A6.4
High expectations-adults in school	86	82	97	74	A6.5
Meaningful participation at school	38	35	40	28	A6.6
School connectedness <sup>#</sup> <i>(In-School Only)</i>	73	60	91	59	A6.7
School connectedness <sup>ψ</sup> <i>(Remote Only)</i>					A6.7
Academic motivation	92	70	66	62	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.”*

<sup>#</sup>*The scale was based on five survey questions for in-school respondents.*

<sup>ψ</sup>*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 %
<b>Caring adults in school</b>				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	72	61	91	53
<b><i>Do the teachers and other grown-ups at school... care about you?</i></b>				
No, never	0	18	0	16
Yes, some of the time	26	6	9	19
Yes, most of the time	16	18	18	23
Yes, all of the time	58	59	73	42
<b><i>listen when you have something to say?</i></b>				
No, never	16	6	0	19
Yes, some of the time	11	35	0	30
Yes, most of the time	26	18	55	26
Yes, all of the time	47	41	45	26
<b><i>make an effort to get to know you?</i></b>				
No, never	22	6	0	15
Yes, some of the time	17	50	18	50
Yes, most of the time	22	31	64	19
Yes, all of the time	39	13	18	15

*Question ES A.32, 42, 46: 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 %
<b>High expectations-adults in school</b>				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	86	82	97	74
<b><i>Do the teachers and other grown-ups at school... tell you when you do a good job?</i></b>				
No, never	10	6	0	6
Yes, some of the time	15	24	9	26
Yes, most of the time	30	35	36	39
Yes, all of the time	45	35	55	29
<b><i>believe that you can do a good job?</i></b>				
No, never	16	6	0	7
Yes, some of the time	0	12	0	30
Yes, most of the time	16	24	55	26
Yes, all of the time	68	59	45	37
<b><i>want you to do your best?</i></b>				
No, never	5	0	0	4
Yes, some of the time	0	6	0	12
Yes, most of the time	32	6	9	15
Yes, all of the time	63	88	91	69

*Question ES A.33, 43, 47: 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 %
<b>Meaningful participation at school</b>				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	38	35	40	28
<b>Are you given a chance to help decide school activities or rules?</b>				
No, never	25	29	18	35
Yes, some of the time	55	53	64	48
Yes, most of the time	10	6	18	10
Yes, all of the time	10	12	0	6
<b>Do the teachers and other grown-ups at school ask you about your ideas?</b>				
No, never	25	24	9	30
Yes, some of the time	45	47	45	40
Yes, most of the time	20	18	45	23
Yes, all of the time	10	12	0	7
<b>Do the teachers and other grown-ups give you a chance to solve school problems?</b>				
No, never	20	12	18	30
Yes, some of the time	30	18	27	33
Yes, most of the time	35	47	18	30
Yes, all of the time	15	24	36	7
<b>Do you get to do interesting activities at/when you participate in school?</b>				
No, never	15	6	0	3
Yes, some of the time	40	47	27	62
Yes, most of the time	5	24	55	21
Yes, all of the time	40	24	18	14

*Question ES A.30, 31, 34-37: 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 %
<b>Are you given a chance to help decide class activities or rules?</b>				
No, never	25	18	0	34
Yes, some of the time	55	53	73	45
Yes, most of the time	20	24	9	17
Yes, all of the time	0	6	18	3
<b>Do your teachers ask you what you want to learn about?</b>				
No, never	32	29	27	44
Yes, some of the time	47	65	73	44
Yes, most of the time	11	0	0	11
Yes, all of the time	11	6	0	0
<b>Do you do things to be helpful at school?</b>				
No, never	5	6	9	8
Yes, some of the time	11	47	27	62
Yes, most of the time	53	24	18	19
Yes, all of the time	32	24	45	12

*Question ES A.38-40, 44, 45: 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 %
<b>School connectedness<sup>#</sup> (<i>In-School Only</i>)</b>				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	73	60	91	59
<b>School connectedness<sup>ψ</sup> (<i>Remote Only</i>)</b>				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>				
<b>Do you feel close to people at/from this school?</b>				
No, never	20	6	0	9
Yes, some of the time	25	47	9	48
Yes, most of the time	35	24	55	21
Yes, all of the time	20	24	36	21
<b>Are you happy to be at/with this school?</b>				
No, never	10	6	0	6
Yes, some of the time	5	29	9	36
Yes, most of the time	35	29	64	45
Yes, all of the time	50	35	27	12
<b>Do you feel like you are part of this school?</b>				
No, never	5	12	0	6
Yes, some of the time	25	41	0	30
Yes, most of the time	25	29	36	21
Yes, all of the time	45	18	64	42
<b>Do teachers treat students fairly?</b>				
No, never	15	6	9	6
Yes, some of the time	15	12	0	24
Yes, most of the time	15	6	18	36
Yes, all of the time	55	76	73	33

*Question ES A.18-22, 26, 27: 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.*

<sup>#</sup>*The scale was based on five survey questions for in-school respondents.*

<sup>ψ</sup>*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 %
<b>Do you feel safe at school? (<i>In-School Only</i>)</b>				
No, never	0	6	0	12
Yes, some of the time	12	35	18	24
Yes, most of the time	29	41	27	41
Yes, all of the time	59	18	55	24

*Question ES A.79: 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 Questions***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
<b>Academic motivation</b>				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	92	70	66	62
<b>Do you finish all your school assignments?</b>				
No, never	5	0	0	6
Yes, some of the time	5	18	27	25
Yes, most of the time	58	53	55	63
Yes, all of the time	32	29	18	6
<b>When you get a bad grade, do you try even harder the next time?</b>				
No, never	0	0	0	12
Yes, some of the time	5	18	27	24
Yes, most of the time	5	35	18	35
Yes, all of the time	89	47	55	29
<b>Do you keep working and working on your schoolwork until you get it right?</b>				
No, never	0	0	0	6
Yes, some of the time	5	50	55	41
Yes, most of the time	26	25	27	29
Yes, all of the time	68	25	18	24
<b>Do you keep doing your schoolwork even when it’s really hard for you?</b>				
No, never	5	0	0	6
Yes, some of the time	5	35	27	29
Yes, most of the time	21	35	27	35
Yes, all of the time	68	29	45	29

*Question ES A.63-66: 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	32	12	9	6
Yes, some of the time	42	35	73	18
Yes, most of the time	16	12	18	18
Yes, all of the time	11	41	0	59

*Question ES A.16, 62: 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 %
<b>Do you feel proud to belong to your school?</b>				
No, never	5	0	9	12
Yes, some of the time	10	41	0	30
Yes, most of the time	20	35	27	21
Yes, all of the time	65	24	64	36

*Question ES A.23: 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 %
<b>Is your school building neat and clean?</b>				
No, never	6	0	0	0
Yes, some of the time	22	18	27	21
Yes, most of the time	50	59	27	61
Yes, all of the time	22	24	45	18

*Question ES A.28: 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 %
<b>Social and emotional learning supports</b>				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	64	76	77	61
<b><i>Does your school...</i></b>				
<b>help students resolve conflicts with one another?</b>				
No, never	16	0	18	29
Yes, some of the time	11	18	9	5
Yes, most of the time	42	53	27	48
Yes, all of the time	32	29	45	19
<b>teach students to understand how other students think and feel?</b>				
No, never	21	0	18	19
Yes, some of the time	32	41	36	24
Yes, most of the time	16	29	18	33
Yes, all of the time	32	29	27	24
<b>teach students to feel responsible for how they act?</b>				
No, never	6	6	0	19
Yes, some of the time	22	24	9	29
Yes, most of the time	44	47	45	19
Yes, all of the time	28	24	45	33
<b>teach students to care about each other and treat each other with respect?</b>				
No, never	21	0	0	14
Yes, some of the time	16	6	0	19
Yes, most of the time	21	47	36	29
Yes, all of the time	42	47	64	38

*Question ES A.54-57: 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	10	12	0	26
Yes, some of the time	25	35	64	29
Yes, most of the time	35	18	9	26
Yes, all of the time	30	35	27	19

*Question ES A.29: 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	0	0	9	3
Yes, some of the time	25	53	27	42
Yes, most of the time	60	29	64	48
Yes, all of the time	15	18	0	6

*Question ES A.24, 25: 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 %
<b>Fairness</b>				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	69	72	75	54
<b>Do teachers treat students fairly?</b>				
No, never	15	6	9	6
Yes, some of the time	15	12	0	24
Yes, most of the time	15	6	18	36
Yes, all of the time	55	76	73	33
<b>Are the school rules fair?</b>				
No, never	16	0	9	35
Yes, some of the time	11	29	27	23
Yes, most of the time	32	29	27	27
Yes, all of the time	42	41	36	15
<b>Do teachers and other grown-ups at school treat students with respect?</b>				
No, never	16	0	0	17
Yes, some of the time	5	18	18	30
Yes, most of the time	26	29	36	26
Yes, all of the time	53	53	45	26
<b>Are students treated fairly when they break school rules?</b>				
No, never	29	18	9	22
Yes, some of the time	24	29	27	30
Yes, most of the time	12	29	36	30
Yes, all of the time	35	24	27	17

*Question ES A.26, 27, 48-50: 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 %
<b>Do students know what the rules are?</b>				
No, never	5	0	0	4
Yes, some of the time	26	12	27	22
Yes, most of the time	11	41	27	30
Yes, all of the time	58	47	45	43

*Question ES A.53: 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 %
<b>Positive behavior<sup>^</sup> (<i>In-School Only</i>)</b>				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	96	93	89	87
<b>Positive behavior<sup>^</sup> (<i>Remote Only</i>)</b>				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>				
<b>Do you follow the classroom rules?</b>				
No, never	0	0	0	12
Yes, some of the time	0	12	18	6
Yes, most of the time	26	35	55	59
Yes, all of the time	74	53	27	24
<b>Do you follow the playground rules at recess and lunch times? (<i>In-School Only</i>)</b>				
No, never	6	0	0	6
Yes, some of the time	0	0	18	12
Yes, most of the time	41	59	55	59
Yes, all of the time	53	41	27	24
<b>Do you listen when your teacher is talking?</b>				
No, never	0	0	0	6
Yes, some of the time	0	0	0	6
Yes, most of the time	32	38	73	69
Yes, all of the time	68	63	27	19
<b>Are you nice to other students?</b>				
No, never	0	0	0	0
Yes, some of the time	11	18	9	6
Yes, most of the time	0	41	64	41
Yes, all of the time	89	41	27	53

*Question ES A.67-70: 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.*

<sup>^</sup>*The scale was based on four survey questions for in-school respondents.*

<sup>^</sup>*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	11	6	9	17
Yes, some of the time	17	25	18	61
Yes, most of the time	56	69	73	22
Yes, all of the time	17	0	0	0

*Question ES A.51, 52: 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 %
<b>Do you feel safe at school?</b>				
No, never	0	6	0	12
Yes, some of the time	12	35	18	24
Yes, most of the time	29	41	27	41
Yes, all of the time	59	18	55	24
<b>Do you feel safe on your way to and from school?</b>				
No, never	0	18	0	6
Yes, some of the time	18	18	0	6
Yes, most of the time	35	29	45	41
Yes, all of the time	47	35	55	47

*Question ES A.79, 80: Do you feel safe at school?... Do you feel safe on your way to and from school?*

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

**Table A9.2****Violence Victimization Scale Questions (In-School Only)**

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
<b>Violence victimization</b>				
<i>Average reporting “Yes”</i>	35	59	42	57
<b>Do other kids hit or push you at school when they are not just playing around? (In-School Only)</b>				
No, never	76	29	55	71
Yes, some of the time	0	47	36	29
Yes, most of the time	18	6	0	0
Yes, all of the time	6	18	9	0
<b>Do other kids at/from school spread mean rumors or lies about you?</b>				
No, never	58	41	73	18
Yes, some of the time	32	47	27	47
Yes, most of the time	0	0	0	18
Yes, all of the time	11	12	0	18
<b>Do other kids at/from school call you bad names or make mean jokes about you?</b>				
No, never	63	53	45	41
Yes, some of the time	21	12	36	47
Yes, most of the time	0	24	0	0
Yes, all of the time	16	12	18	12

*Question ES A.72-74, 76, 77: 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	84	47	73	81
Yes, some of the time	5	41	18	6
Yes, most of the time	5	12	9	6
Yes, all of the time	5	0	0	6

*Question ES A.71: 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	79	71	55	41
Yes	21	29	45	59

*Question ES A.81, 82: 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 %
<b>Brought a gun or knife to school</b>				
No	100	94	91	100
Yes	0	6	9	0
<b>Saw another kid with a gun or knife at school</b>				
No	94	100	82	94
Yes	6	0	18	6

*Question ES A.75, 78: 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 %
<b>Anti-bullying climate</b>				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	95	86	82	56
<b>Teachers and other grown-ups make it clear that bullying is not allowed.</b>				
No, never	0	0	0	6
Yes, some of the time	5	0	9	24
Yes, most of the time	26	24	18	6
Yes, all of the time	68	76	73	65
<b>If you tell a teacher that you’ve been bullied, the teacher will do something to help.</b>				
No, never	0	6	9	29
Yes, some of the time	5	6	18	24
Yes, most of the time	0	24	9	24
Yes, all of the time	95	65	64	24
<b>Students at/from your school try to stop bullying when they see it happening.</b>				
No, never	5	0	9	27
Yes, some of the time	0	29	9	27
Yes, most of the time	53	18	45	33
Yes, all of the time	42	53	36	13

*Question ES A.58-61: 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 %
<b>High expectations-adults at home</b>				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	97	79	95	97
<b><i>Does a parent or some other grown-up at home... believe that you can do a good job?</i></b>				
No, never	0	0	0	6
Yes, some of the time	0	24	9	0
Yes, most of the time	6	35	9	24
Yes, all of the time	94	41	82	71
<b><i>want you to do your best?</i></b>				
No, never	0	0	0	0
Yes, some of the time	6	18	0	0
Yes, most of the time	11	18	0	29
Yes, all of the time	83	65	100	71

*Question ES A.95, 96: 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 %
<b>Parent involvement in schooling</b>				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	63	55	73	74
<b><i>Does a parent or some other grown-up at home... care about your schoolwork?</i></b>				
No, never	0	12	0	0
Yes, some of the time	17	12	0	12
Yes, most of the time	28	24	9	35
Yes, all of the time	56	53	91	53
<b><i>ask if you did your homework/schoolwork?</i></b>				
No, never	22	18	0	0
Yes, some of the time	17	18	9	18
Yes, most of the time	28	24	18	24
Yes, all of the time	33	41	73	59
<b><i>check your homework/schoolwork?</i></b>				
No, never	33	35	27	24
Yes, some of the time	28	18	36	24
Yes, most of the time	28	24	27	18
Yes, all of the time	11	24	9	35
<b><i>ask you about school?</i></b>				
No, never	0	18	0	0
Yes, some of the time	11	35	9	18
Yes, most of the time	22	6	27	29
Yes, all of the time	67	41	64	53
<b><i>ask you about your grades?</i></b>				
No, never	22	35	9	6
Yes, some of the time	33	24	45	29
Yes, most of the time	28	24	45	12
Yes, all of the time	17	18	0	53

*Question ES A.94, 97-102: 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			36	24
Alcohol, a full glass			0	0
Inhalants (to get high)			9	0
Marijuana (smoke, vape, eat, or drink)			0	0
<i>None of the above</i>			64	76
<i>Any of the above</i>			36	24

*Question ES A.87-89: 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 %
<b>Alcohol</b>				
No, not bad			18	0
Yes, a little bad			36	47
Yes, very bad			45	53
<b>Marijuana (smoke, vape, eat, or drink)</b>				
No, not bad			9	6
Yes, a little bad			18	18
Yes, very bad			64	65
I don’t know what marijuana is			9	12

*Question ES A.92, 93: 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			9	0
Part of a cigarette, like one or two puffs			9	0
A whole cigarette			0	0
Ever vaped			0	0

*Question ES A.85, 86: 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 %
<b>Do you think smoking cigarettes is bad for a person's health?</b>				
No, not bad			0	0
Yes, a little bad			18	6
Yes, very bad			82	94
<b>Do you think vaping is bad for a person's health?</b>				
No, not bad			9	0
Yes, a little bad			9	0
Yes, very bad			82	100

*Question ES A.90, 91: 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	53	18	18	12
Yes, some of the time	32	59	73	65
Yes, most of the time	11	12	9	12
Yes, all of the time	5	12	0	12

*Question ES A.84: 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 %
<b>Do you feel good and happy?</b>				
No, never	5	6	0	12
Yes, some of the time	5	53	18	41
Yes, most of the time	42	29	73	29
Yes, all of the time	47	12	9	18

*Question ES A.83: 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 %
<b>School Connectedness<sup>†#</sup> (<i>In-School Only</i>)</b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White	80	53		62
Mixed (two or more) ethnics				
Something else				
<b>School Connectedness<sup>†ψ</sup> (<i>Remote Only</i>)</b>				
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				
<b>Academic motivation<sup>†</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White	89	64		
Mixed (two or more) ethnics				
Something else				

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

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

<sup>#</sup>*The scale was based on five survey questions for in-school respondents.*

<sup>ψ</sup>*The 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 %
<b>School boredom<sup>†</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White	0	45		
Mixed (two or more) ethnics				
Something else				
<b>Caring adults in school<sup>†</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White	87	58		69
Mixed (two or more) ethnics				
Something else				
<b>High expectations-adults in school<sup>†</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White	94	82		85
Mixed (two or more) ethnics				
Something else				

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

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

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

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
<b>Meaningful participation<sup>†</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White	39	36		25
Mixed (two or more) ethnics				
Something else				
<b>Facilities upkeep<sup>†</sup> (<i>In-School Only</i>)</b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White	80	82		88
Mixed (two or more) ethnics				
Something else				
<b>Parent involvement in schooling<sup>†</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White	62	62		
Mixed (two or more) ethnics				
Something else				

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

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

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

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
<b>Social and emotional learning supports<sup>†</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White	73	73		60
Mixed (two or more) ethnics				
Something else				
<b>Anti-bullying climate<sup>†</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White	94	85		
Mixed (two or more) ethnics				
Something else				

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

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

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

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
<b>Feel safe at school<sup>†</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White	80	55		
Mixed (two or more) ethnics				
Something else				
<b>Feel safe on way to and from school<sup>†</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White	80	64		
Mixed (two or more) ethnics				
Something else				
<b>Been hit or pushed</b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White	20	73		
Mixed (two or more) ethnics				
Something else				

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

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



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

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
<b>Mean rumors spread about you</b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White	27	64		
Mixed (two or more) ethnics				
Something else				
<b>Called bad names or target of mean jokes</b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White	18	45		
Mixed (two or more) ethnics				
Something else				
<b>Saw a weapon at school<sup>§</sup> (<i>In-School Only</i>)</b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White	10	0		
Mixed (two or more) ethnics				
Something else				

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

<sup>§</sup>Past year.

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

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
<b>Cyberbullying<sup>¶</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White	9	55		
Mixed (two or more) ethnics				
Something else				

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

*<sup>¶</sup>Past 30 days.*

**Table A14.4**  
***School Disciplinary Environment by Race/Ethnicity***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
<b>Rule clarity<sup>†</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White	82	82		91
Mixed (two or more) ethnics				
Something else				
<b>Students well behaved<sup>†</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White	82	70		9
Mixed (two or more) ethnics				
Something else				
<b>Students treated fairly when break rules<sup>†</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White		55		64
Mixed (two or more) ethnics				
Something else				

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

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

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

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
<b>Students treated with respect<sup>†</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White	91	82		64
Mixed (two or more) ethnics				
Something else				

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

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

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

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
<b>Alcohol or drug use<sup>φ</sup></b>				
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				
<b>Marijuana use<sup>φ</sup></b>				
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				
<b>Cigarette use<sup>φ</sup></b>				
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.*

<sup>φ</sup>*Lifetime.*

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

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
<b>Vaping<sup>φ</sup></b>				
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.*

*<sup>φ</sup>Lifetime.*

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

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
<b>Eating of breakfast<sup>1</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White	91	64		63
Mixed (two or more) ethnics				
Something else				
<b>Late bedtime (at 10 pm or later)</b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White	27	36		44
Mixed (two or more) ethnics				
Something else				

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

<sup>1</sup>This morning.

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

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
<b>Weekdays worked on schoolwork (5 days)<sup>¶</sup></b>				
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				
<b>Synchronous instruction (4 days or more)<sup>¶</sup></b>				
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				
<b>Meaningful opportunities<sup>†</sup></b>				
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.

<sup>¶</sup>Past 7 days.

<sup>¶</sup>Past 30 days.



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

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
<b>Frequent sadness<sup>†</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White	9	36		
Mixed (two or more) ethnics				
Something else				
<b>Wellness<sup>†</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White	100	36		
Mixed (two or more) ethnics				
Something else				

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

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

## 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
	%	%	%	%	%	%	%	%
<b>School Engagement and Supports</b>								
School connectedness <sup>†#</sup> <i>(In-School Only)</i>		73					63	56
School connectedness <sup>†ψ</sup> <i>(Remote Only)</i>								
Academic motivation <sup>†</sup>		91						76
School boredom <sup>†</sup>		18						
Caring adults in school <sup>†</sup>		80					47	58
High expectations-adults in school <sup>†</sup>		88					64	82
Meaningful participation at school <sup>†</sup>		38					30	26
Facilities upkeep <sup>†Φ</sup>		70					87	72
Parent involvement in schooling <sup>†</sup>		62						78
Social and emotional learning supports <sup>†</sup>		66						60
Anti-bullying climate <sup>†</sup>		94						65

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

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

<sup>#</sup>The scale was based on five survey questions for in-school respondents.

<sup>ψ</sup>The scale was based on four questions for remote respondents.

<sup>Φ</sup>In-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
	%	%	%	%	%	%	%	%
<b>School Safety and Cyberbullying</b>								
Feel safe at school <sup>†Φ</sup>								70
Feel safe on way to and from school <sup>†Φ</sup>								90
Been hit or pushed <sup>Φ</sup>								30
Mean rumors spread about you		18						90
Called bad names or target of mean jokes		27						50
Saw a weapon at school <sup>§Φ</sup>								10
Cyberbullying <sup>¶</sup>		0						
<b>School Disciplinary Environment</b>								
Rule clarity <sup>†</sup>		64					60	85
Students well behaved <sup>†</sup>		73					20	23
Students treated fairly when break rules <sup>†</sup>		50					40	54
Students treated with respect <sup>†</sup>		82					50	54
<b>Substance Use</b>								
Alcohol or drug use <sup>φ</sup>								20
Marijuana use <sup>φ</sup>								0
Cigarette use <sup>φ</sup>								0
Vaping <sup>φ</sup>								0

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

<sup>Φ</sup>*In-school only.*

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

<sup>§</sup>*Past year.*

<sup>¶</sup>*Past 30 days.*

<sup>φ</sup>*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
	%	%	%	%	%	%	%	%
<b>Routines</b>								
Eating of breakfast <sup> </sup>		75					67	44
Late bedtime (after 10 pm)		42					53	61
<b>Learning from Home</b>								
Weekdays worked on schoolwork (5 days) <sup>¶</sup> <sup>δ</sup>								
Synchronous instruction (4 days or more) <sup>  </sup> <sup>δ</sup>								
Meaningful opportunities <sup>†</sup> <sup>δ</sup>								
<b>Mental Health</b>								
Frequent sadness <sup>†</sup>		9						30
Wellness <sup>†</sup>		91						40

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

<sup>|</sup>*This morning.*

<sup>¶</sup>*Past 30 days.*

<sup>δ</sup>*Remote only.*

<sup>||</sup>*Past 7 days.*

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

# Mental Health Supports Module

## 1. Module Sample

**Table D1.1**

*Student Sample for Mental Health Supports Module*

	Grade 3	Grade 4	Grade 5	Grade 6
<i><b>Student Sample Size</b></i>				
Target sample	21	20	17	34
Final number	14	17	10	17
<b>Response Rate</b>	67%	85%	59%	50%

## 2. Perceptions of Depression

**Table D2.1**

***Feeling Stressed or Lonely, Past Month***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
<b>In the past month, how often did you feel very stressed?</b>				
Never	43	6	0	12
Sometimes	21	35	60	65
Most of the time	29	41	20	12
All of the time	7	18	20	12
<b>In the past month, how often did you feel very lonely?</b>				
Never	57	29	10	53
Sometimes	36	35	80	24
Most of the time	0	35	10	24
All of the time	7	0	0	0

*Question ES D.1, 2: In the past month, how often did you feel very stressed?... In the past month, how often did you feel very lonely?*

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

### 3. Supports and Perceptions about Depression Help

**Table D3.1**

***Knowledge of Supports for Depression***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
No	7	29	20	35
Yes	93	71	80	65

*Question ES D.3: Do you know who to get help from at school when you feel very sad, stressed, lonely, or depressed?*

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

**Table D3.2**

***Personal Help-Seeking Attitudes***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
<b>If you felt very sad, stressed, lonely, or depressed, would you... (Mark All That Apply.)</b>				
Talk to a teacher or another adult from your school	79	47	20	24
Talk to your parents or someone in your family	64	47	50	71
Get help from a counselor or therapist	14	0	30	24
Talk to your friends	57	88	80	53
Be afraid to get help	7	24	40	12
Not know what to do	14	41	40	41

*Question ES D.8: If you felt very sad, stressed, lonely, or depressed, would you... (Mark All That Apply.)... Talk to a teacher or another adult from your school?... Talk to your parents or someone in your family?... Get help from a counselor or therapist?... Talk to your friends?... Be afraid to get help?... Not know what to do?*

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

*Total percentages may exceed 100% for “mark all that apply” items.*

**Table D3.3*****Positive Perceptions about Seeking Help for Depression***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
<b><i>If you felt very sad, stressed, lonely, or depressed,...</i></b>				
<b>could talking to an adult help you feel better?</b>				
No	0	35	40	24
Yes	79	18	30	53
I don't know	21	47	30	24
<b>would kids at your school be nice to you?</b>				
No	0	12	10	6
Yes	71	41	40	47
I don't know	29	47	50	47

*Question ES D.6, 7: If you felt very sad, stressed, lonely, or depressed, could talking to an adult help you feel better?... If you felt very sad, stressed, lonely, or depressed, would kids at your school be nice to you?*

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

**Table D3.4*****Attitudes Toward Seeking Help for Depression Among Peers***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
<b><i>If someone your age felt very sad, stressed, lonely, or depressed,...</i></b>				
<b>could talking to an adult help them feel better?</b>				
No	0	6	20	12
Yes	64	35	30	29
I don't know	36	59	50	59
<b>would kids at your school be nice to them?</b>				
No	7	0	10	6
Yes	64	53	50	71
I don't know	29	47	40	24

*Question ES D.4, 5: If someone your age felt very sad, stressed, lonely, or depressed, could talking to an adult help them feel better?... If someone your age felt very sad, stressed, lonely, or depressed, would kids at your school be nice to them?*

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



## 4. Professional Help-Seeking for Depression

**Table D4.1**

***Seeking Professional Help for Depression, Past Year***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
<b><i>In the past year,...</i></b>				
<b>did you want to talk to a counselor or therapist about your feelings?</b>				
No	64	53	60	76
Yes	7	24	30	12
I don't know	29	24	10	12
<b>did you get help from a counselor or therapist when you needed it?</b>				
No, because I didn't need help	62	59	40	76
No, I didn't get help when I needed it	15	24	20	6
Yes, I got help when I needed it	23	18	40	18
<b>where did you get help from a counselor or therapist? (Mark All That Apply.)</b>				
Nowhere	62	59	50	59
At school	0	6	20	12
From a counselor or therapist not from my school	8	6	10	12
Somewhere else	23	12	10	12
I don't know	54	29	10	35

*Question ES D.9-11: In the past year, did you want to talk to a counselor or therapist about your feelings?... In the past year, did you get help from a counselor or therapist when you needed it?... In the past year, where did you get help from a counselor or therapist? (Mark All That Apply.)... Nowhere... At school (in person, by phone, or online)... From a counselor or therapist not from my school (in person, by phone, or online)... Somewhere else... I don't know.*

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

*Total percentages may exceed 100% for "mark all that apply" items.*

**Table D4.2*****School Referral to a Counselor or an Adult Professional***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
No	46	82	70	59
Yes	15	6	20	12
I don't know	38	12	10	29

*Question ES D.12: In the past year, did an adult at school refer or connect you to a counselor or therapist outside of school to talk about your feelings?*

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

# 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><b>Student Sample Size</b></i>				
Target sample	21	20	17	34
Final number	18	17	11	17
<b>Response Rate</b>	86%	85%	65%	50%

## 2. Summary of Key Indicators

**Table F2.1**

***Key Indicators of Social Emotional Health***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %	Table
<b>Covitality<sup>†‡</sup></b>	80	68	70	58	
Belief in self <sup>†</sup>	91	70	72	69	F2.2
Belief in others <sup>†‡</sup>	78	70	86	60	F2.2
Empathy <sup>†</sup>	76	82	63	63	F5.1
Engaged living <sup>†</sup>	73	48	57	41	F2.2
<b>Growth mindset<sup>Γ</sup></b>	58	49	76	76	F7.1
<b>Collaboration<sup>†</sup></b>	81	67	87	65	F8.1
<b>Problem solving<sup>†</sup></b>	82	59	52	45	F9.1
<b>Social emotional distress<sup>†</sup></b>	22	37	25	20	F10.1
<b>Life satisfaction<sup>⊞</sup></b>	81	58	66	52	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.*

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

<sup>‡</sup>Average percent reporting “Pretty much true” or “Very much true.”

<sup>Γ</sup>All survey questions that comprise the scale were reverse-coded in computing the scale score.

<sup>⊞</sup>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
<b>Belief in self<sup>†</sup></b>	91	70	72	69	
Self-efficacy <sup>†</sup>	89	71	79	76	F3.1
Persistence <sup>†</sup>	93	70	66	62	F3.2
<b>Belief in others<sup>†‡</sup></b>	78	70	86	60	
School supports <sup>†</sup>	78	71	97	55	F4.1
Peer supports <sup>‡</sup>	81	69	76	65	F4.2
<b>Emotional competence</b>					
Empathy <sup>†</sup>	76	82	63	63	F5.1
<b>Engaged living<sup>†</sup></b>	73	48	57	41	
Optimism <sup>†</sup>	77	47	66	43	F6.1
Gratitude <sup>†</sup>	83	71	88	58	F6.2
Zest <sup>†</sup>	59	27	18	24	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.*

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

<sup>‡</sup>Average percent 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 %
<b>Self-efficacy</b>				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	89	71	79	76
<b>Can you do most things if you try?</b>				
No, never	0	6	0	0
Yes, some of the time	11	24	9	24
Yes, most of the time	39	41	55	29
Yes, all of the time	50	29	36	47
<b>Can you work out your problems?</b>				
No, never	6	6	9	6
Yes, some of the time	6	24	27	25
Yes, most of the time	50	53	64	38
Yes, all of the time	39	18	0	31
<b>Are there many things you do well?</b>				
No, never	6	6	0	0
Yes, some of the time	6	24	18	18
Yes, most of the time	33	29	45	47
Yes, all of the time	56	41	36	35

*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 %
<b>Persistence</b>				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	93	70	66	62
<b>Do you finish all your school assignments?</b>				
No, never	6	0	0	6
Yes, some of the time	6	18	27	25
Yes, most of the time	56	53	55	63
Yes, all of the time	33	29	18	6
<b>When you get a bad grade, do you try even harder the next time?</b>				
No, never	0	0	0	12
Yes, some of the time	6	18	27	24
Yes, most of the time	6	35	18	35
Yes, all of the time	89	47	55	29
<b>Do you keep working and working on your schoolwork until you get it right?</b>				
No, never	0	0	0	6
Yes, some of the time	6	50	55	41
Yes, most of the time	22	25	27	29
Yes, all of the time	72	25	18	24
<b>Do you keep doing your schoolwork even when it’s really hard for you?</b>				
No, never	6	0	0	6
Yes, some of the time	0	35	27	29
Yes, most of the time	22	35	27	35
Yes, all of the time	72	29	45	29

*Question ES A.63-66: 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 %
<b>School supports</b>				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	78	71	97	55
<b>Do the teachers and other grown-ups at school tell you when you do a good job?</b>				
No, never	11	6	0	12
Yes, some of the time	11	24	9	24
Yes, most of the time	28	35	36	41
Yes, all of the time	50	35	55	24
<b>Do the teachers and other grown-ups at school listen when you have something to say?</b>				
No, never	17	6	0	24
Yes, some of the time	11	35	0	29
Yes, most of the time	22	18	55	29
Yes, all of the time	50	41	45	18
<b>Do the teachers and other grown-ups at school believe that you can do a good job?</b>				
No, never	17	6	0	12
Yes, some of the time	0	12	0	35
Yes, most of the time	11	24	55	24
Yes, all of the time	72	59	45	29

*Question ES A.33, 42, 43: 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 %
<b>Peer supports</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	81	69	76	65
<b>I have a friend my age who really cares about me.</b>				
Not at all true	6	6	0	6
A little true	6	18	0	12
Pretty much true	6	41	45	24
Very much true	81	35	55	59
<b>I have a friend my age who helps me when I am having a hard time.</b>				
Not at all true	13	0	0	6
A little true	6	35	9	29
Pretty much true	31	29	27	29
Very much true	50	35	64	35
<b>I have a friend my age who talks with me about my problems.</b>				
Not at all true	13	6	18	18
A little true	13	29	45	35
Pretty much true	44	35	27	18
Very much true	31	29	9	29

*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 %
<b>Empathy</b>				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	76	82	63	63
<b>Do you try to understand how other people feel?</b>				
No, never	6	0	20	6
Yes, some of the time	11	18	30	29
Yes, most of the time	33	41	10	35
Yes, all of the time	50	41	40	29
<b>Do you feel bad when someone else gets their feelings hurt?</b>				
No, never	0	0	20	6
Yes, some of the time	11	18	10	41
Yes, most of the time	28	18	30	24
Yes, all of the time	61	65	40	29
<b>Do you try to understand what other people go through?</b>				
No, never	6	6	0	6
Yes, some of the time	39	12	36	24
Yes, most of the time	22	41	27	29
Yes, all of the time	33	41	36	41

*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 %
<b>Optimism</b>				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	77	47	66	43
<b>When you have a problem at school, do you think it will get better in the future?</b>				
No, never	18	24	0	24
Yes, some of the time	12	41	36	35
Yes, most of the time	53	12	36	35
Yes, all of the time	18	24	27	6
<b>Do you expect that you will feel happy during class time?</b>				
No, never	6	12	9	35
Yes, some of the time	18	47	45	35
Yes, most of the time	47	24	18	24
Yes, all of the time	29	18	27	6
<b>Do you feel positive that good things will happen to you at school?</b>				
No, never	13	6	0	25
Yes, some of the time	19	47	45	50
Yes, most of the time	44	29	27	19
Yes, all of the time	25	18	27	6
<b>Do you feel positive that you will have fun with your friends at school?</b>				
No, never	6	0	0	12
Yes, some of the time	0	35	0	18
Yes, most of the time	18	24	55	35
Yes, all of the time	76	41	45	35

*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 %
<b>Gratitude</b>				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	83	71	88	58
<b>Do you feel thankful to go to your school?</b>				
No, never	6	6	0	18
Yes, some of the time	0	41	9	24
Yes, most of the time	29	6	36	29
Yes, all of the time	65	47	55	29
<b>Are you thankful when you get to learn new things at school?</b>				
No, never	6	0	0	6
Yes, some of the time	12	29	18	53
Yes, most of the time	29	59	45	12
Yes, all of the time	53	12	36	29
<b>Are you thankful to have nice teachers at your school?</b>				
No, never	12	0	0	6
Yes, some of the time	12	12	9	19
Yes, most of the time	6	18	18	19
Yes, all of the time	71	71	73	56

*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 %
<b>Zest</b>				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	59	27	18	24
<b>Do you get really excited when you learn something new at school?</b>				
No, never	0	29	18	29
Yes, some of the time	35	35	55	24
Yes, most of the time	35	18	18	35
Yes, all of the time	29	18	9	12
<b>Do you wake up in the morning excited to go to school?</b>				
No, never	12	29	18	59
Yes, some of the time	18	53	64	29
Yes, most of the time	47	18	18	12
Yes, all of the time	24	0	0	0
<b>Do you get excited about your schoolwork?</b>				
No, never	12	41	36	71
Yes, some of the time	47	29	55	18
Yes, most of the time	6	24	9	12
Yes, all of the time	35	6	0	0

*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 %
<b>Growth mindset<sup>†</sup></b>				
<i>Average reporting “A little true” or “Not at all true”</i>	58	49	76	76
<b>Challenging myself won’t make me any smarter.</b>				
Not at all true	44	24	27	53
A little true	13	12	45	35
Pretty much true	19	29	27	12
Very much true	25	35	0	0
<b>There are some things I am not capable of learning.</b>				
Not at all true	19	18	27	6
A little true	25	35	45	59
Pretty much true	25	29	9	24
Very much true	31	18	18	12
<b>If I am not naturally smart in a subject, I will never do well in it.</b>				
Not at all true	56	24	36	41
A little true	19	35	45	35
Pretty much true	19	35	18	12
Very much true	6	6	0	12

*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.*

<sup>†</sup>*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 %
<b>Collaboration</b>				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	81	67	87	65
<b>Do you get along or work well with students who are different from you?</b>				
No, never	6	6	0	0
Yes, some of the time	11	35	0	47
Yes, most of the time	50	24	60	24
Yes, all of the time	33	35	40	29
<b>Do you enjoy working with other students?</b>				
No, never	6	6	10	0
Yes, some of the time	11	41	10	29
Yes, most of the time	39	24	30	41
Yes, all of the time	44	29	50	29
<b>Do you listen to other students’ ideas?</b>				
No, never	11	0	0	0
Yes, some of the time	11	12	18	29
Yes, most of the time	28	47	45	29
Yes, all of the time	50	41	36	41

*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 %
<b>Problem solving</b>				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	82	59	52	45
<b>Do you know where to go for help with a problem?</b>				
No, never	6	0	0	6
Yes, some of the time	0	24	18	18
Yes, most of the time	35	18	27	35
Yes, all of the time	59	59	55	41
<b>Do you try to work out your problems by talking or writing about them?</b>				
No, never	6	29	45	59
Yes, some of the time	24	24	18	18
Yes, most of the time	41	29	27	0
Yes, all of the time	29	18	9	24
<b>When you need help, do you find someone to talk with about it?</b>				
No, never	6	6	36	35
Yes, some of the time	12	41	27	29
Yes, most of the time	53	6	18	6
Yes, all of the time	29	47	18	29

*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 %
<b>Social emotional distress</b>				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	22	37	25	20
<b>I feel lonely.</b>				
Never	44	12	0	41
Sometimes	38	41	50	41
Often	6	41	50	18
Always	13	6	0	0
<b>I cry a lot.</b>				
Never	38	18	20	47
Sometimes	38	53	50	41
Often	19	12	30	6
Always	6	18	0	6
<b>I am unhappy.</b>				
Never	38	12	0	24
Sometimes	44	59	80	53
Often	6	24	20	24
Always	13	6	0	0
<b>Nobody likes me.</b>				
Never	56	24	50	53
Sometimes	19	29	40	29
Often	13	29	10	12
Always	13	18	0	6
<b>I worry a lot.</b>				
Never	13	0	0	6
Sometimes	47	56	50	53
Often	13	25	30	12
Always	27	19	20	29

*Question ES F.34-38: I feel lonely... I cry a lot... I am unhappy... Nobody likes me... I worry a lot.*

*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 %
<b>I have problems sleeping.</b>				
Never	47	29	40	41
Sometimes	33	35	40	47
Often	13	12	0	6
Always	7	24	20	6
<b>I feel scared.</b>				
Never	47	35	30	56
Sometimes	40	41	70	38
Often	7	18	0	6
Always	7	6	0	0
<b>I worry when I am at school.</b>				
Never	53	24	10	41
Sometimes	27	41	70	35
Often	13	29	20	18
Always	7	6	0	6

*Question ES F.39-41: I have problems sleeping... 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 %
<b>Life satisfaction</b>				
<i>Average reporting “Satisfied” or “Very satisfied”</i>	81	58	66	52
<b><i>I would describe my satisfaction with...</i></b>				
<b>my family life as...</b>				
Very dissatisfied	0	0	0	0
Dissatisfied	0	6	10	0
A little dissatisfied	6	0	0	6
A little satisfied	0	24	20	18
Satisfied	13	35	50	41
Very satisfied	81	35	20	35
<b>my friendships as...</b>				
Very dissatisfied	6	0	0	6
Dissatisfied	6	0	0	0
A little dissatisfied	13	6	10	12
A little satisfied	6	18	10	29
Satisfied	38	24	40	18
Very satisfied	31	53	40	35
<b>my school experience as...</b>				
Very dissatisfied	13	0	0	12
Dissatisfied	0	0	0	12
A little dissatisfied	0	6	0	24
A little satisfied	25	59	70	29
Satisfied	38	24	20	24
Very satisfied	25	12	10	0

*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 %
<b><i>I would describe my satisfaction with...</i></b>				
<b>my myself as...</b>				
Very dissatisfied	6	6	0	12
Dissatisfied	0	0	0	0
A little dissatisfied	0	12	20	6
A little satisfied	6	35	20	41
Satisfied	50	18	50	18
Very satisfied	38	29	10	24
<b>where I live as...</b>				
Very dissatisfied	0	0	10	6
Dissatisfied	0	0	0	24
A little dissatisfied	6	6	0	0
A little satisfied	0	35	0	6
Satisfied	19	6	50	12
Very satisfied	75	53	40	53

*Question ES F.32, 33: I would describe my satisfaction with myself as... I would describe my satisfaction with where I live 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
<b><i>Student Sample Size</i></b>				
Target sample	21	20	17	34
Final number	0	0	10	17
<b>Response Rate</b>	0%	0%	59%	50%

## 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 %
<b><i>In the last 30 days, have you...</i></b>				
<b>smoked a cigarette?</b>				
No			100	100
Yes			0	0
<b>vaped?</b>				
No			100	100
Yes			0	0

*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 %
<b>Do any of your friends smoke cigarettes?</b>				
No				100
Yes				0
<b>Do any of your friends vape?</b>				
No			80	94
Yes			20	6
<b><i>In the last 30 days, have you seen any students...</i></b>				
<b>smoke cigarettes at school? (<i>In-School Only</i>)</b>				
No			100	88
Yes			0	12
<b>vape at school? (<i>In-School Only</i>)</b>				
No			90	82
Yes			10	18

*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 %
<b><i>How wrong would your close friends feel it would be if you...</i></b>				
<b>smoked cigarettes?</b>				
Very wrong			90	63
Wrong			0	31
A little wrong			0	6
Not at all wrong			10	0
<b>vaped?</b>				
Very wrong			90	76
Wrong			0	18
A little wrong			0	6
Not at all wrong			10	0

*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 %
<b>Is smoking cigarettes allowed inside your home?</b>				
No			90	94
Yes			10	0
Don't know			0	6
<b>Is vaping allowed inside your home?</b>				
No			100	94
Yes			0	0
Don't know			0	6

*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 %
<b><i>How easy or difficult would it be if you wanted to...</i></b>				
<b>get a cigarette?</b>				
Very easy			0	6
Fairly easy			20	0
Fairly difficult			10	24
Very difficult			70	71
<b>get a vape?</b>				
Very easy			0	6
Fairly easy			10	0
Fairly difficult			20	24
Very difficult			70	71

*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 %
<b><i>Do you think you will...</i></b>				
<b>smoke a cigarette at any time during the next year?</b>				
Definitely not			80	94
Probably not			20	6
Probably yes			0	0
Definitely yes			0	0
<b>vape at any time during the next year?</b>				
Definitely not			80	94
Probably not			20	6
Probably yes			0	0
Definitely yes			0	0

*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 %
<b><i>In the last 12 months, did any of your classes or school activities talk about...</i></b>				
<b>how smoking cigarettes is bad for a person's health?</b>				
No			10	0
Yes			90	100
<b>how vaping is bad for a person's health?</b>				
No			0	0
Yes			100	100

*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

## 2021-22 CHKS Elementary Survey Response Rates

Eligible Schools	3rd %	4th %	5th %	6th %
Potter Valley Elementary	100	90	65	100

*Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2021-22 public school and 2020-21 enrollment data files. Directly funded charter schools have been excluded from the list.*