California Healthy Kids Survey (CHKS) School Facilities Results: 2015-17

How are students' reports of the quality of the school physical environment, school crowding, and school lunch time related to other characteristics of schools?

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10.31.2018

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Purpose

The California Department of Education's (CDE) California Healthy Kids Survey (CHKS) was designed to assess every domain of school climate identified by the US Department of Education, including (a) student engagement and bonding to school; (b) caring and respectful relationships among and between students, staff, and parents; (c) safety and order, and (d) a well-maintained physical environment (Jennings, 2010; O'Malley, Renshaw, Ritchey, & Furlong, 2011). The physical environment is a critical, but often overlooked, aspect of school climate. The physical environment is the physical space of the school, including facility quality and upkeep, ambient noise, density of students, and classroom temperature. These aspects of a school's physical environment are associated with academic performance and other school climate domains (Evans, 2006; Plank, Bradshaw, & Young, 2009). Middle school students who attend schools that are crowded, and/or unkempt and in disrepair report less positive relationships with teachers and other students, lower perceptions of safety, and higher perceptions of social disorder (e.g., fighting, verbal abuse, substance use) at school (Plank et al. 2009).

Starting in the 2015/16 academic year, WestEd worked with the CDE Facilities Management Office staff to add to the CHKS Core Module one question to assess students' perceptions of the physical environment of their school. Two questions assessing the school physical environment were also retained on the supplementary School Climate Module (SCM). In addition, three other questions were added to the SCM, one that assesses overcrowding in school classrooms and two questions that assess student perceptions of the school lunch schedule (see Exhibit 1).

Exhibit 1. CHKS questions used to assess quality of school environment

Item #	Survey Item	Module	Local California Healthy Kids Administration (2015-17)		Biennial California Healthy Kids (2015-17)	
			Schools	Students	Schools	Students
A26.	My school is usually clean and tidy.	Core	2,774	895,913	108	45,264
W41.	The schoolyard and buildings are clean and in good condition.	School Climate	840	227,090	—	—
W45.	The school grounds are kept clean.	School Climate	840	227,390	—	—
W42.	My classroom is so crowded it is hard to concentrate and learn.	School Climate	839	226,693	—	—
W43.	I eat my lunch at the right time of day.	School Climate	839	227,063	—	—
W44.	I have plenty of time to eat my lunch.	School Climate	839	226,680	—	—

Source: *Biennial and Local Administration of CHKS, 2015-17*. Items range from 1 (strongly disagree) to 5 (strongly agree).

This document describes the results of descriptive analyses conducted on these items. The results are based on two distinct samples of students: (1) a random sample of 108 middle and high schools that participated in the 2015-17 Biennial California Healthy Kids Survey and (2) data collected from the 2015-16 and 2016-17 local administrations of the California Healthy Kids Survey (CHKS) by 2,774 schools in 677 districts. Tabular and graphical results are presented showing the frequency distributions of the physical environment questions for students in 7th, 9th, and 11th grades in traditional comprehensive high schools and for students in continuation schools using data from both data sets. In addition, tabular and graphical results are provided showing how 7th and 11th grade

students' reports of the quality of the school physical environment, school crowding, and the timing of school lunch are related to other characteristics of schools using data from local administration of the CHKS and data from CDE. Because all districts that administer the CHKS are required to administer the Core module, while only a subset choose to administer the SCM, the analysis of the SCM items are based on a smaller sample of approximately 227,000 students in 840 schools.

Sample

As described above, the analytic sample was based on Biennial CHKS and local CHKS data collected from all 7th, 9th, 11th grade, and continuation school students during the 2015/16 and 2016/17 academic years. Approximately 45,264 students in 108 secondary schools across California participated in the Biennial CHKS, while local CHKS Core module data from 895,913 students in 677 school districts and 2,774 schools was collected. Both samples were heterogeneous with respect to race/ethnicity. For the Biennial CHKS, 54% of the students in the sample reported that they were of Latinx origin, 13% Asian, 7% African American, and 36% white. Females and males were evenly distributed in the sample, while 33% of respondents were 7th graders, 34% 9th graders, 32% 11th graders, and 1% were in continuation schools. Data from the supplementary School Climate Module were available from 227,090 students served by 840 schools in 189 districts.

Analytic Strategy

Frequency Distributions of Items

Simple cross-tabulations of each school physical environment item by school grade were conducted to describe the distribution of item responses for 7th, 9th, 11th graders in traditional schools and, separately, for students in continuation schools. The results from the Biennial CHKS are weighted to account for the sampling design and the grade, gender, and racial/ethnic composition of the state. The results based on local CHKS data are not weighted. Frequency distribution results are presented in tables (Exhibits 2 and 3) and in histograms (Exhibits 4-9).

Relationships of perceptions of school physical environment to other school characteristics

To ascertain the extent to which student perceptions of the quality of their school's physical environment and lunch scheduling are related to other school characteristics, schools were classified into four groups based on the average percentage of students in the school who agreed or strongly agreed on the items shown in Exhibit 1.

Data were aggregated to the school level. In schools serving 7th grade students, the percentage of 7th graders who agreed or strongly agreed on each item was used to classify schools by level (see Box 1). The same procedure was used to classify schools serving 11th graders, but with the percentage of 11th graders who agreed or strongly agreed used to classify schools.

Box 1. Classification of schools by student perceptions of school environment and lunch time

A26. My school is usually clean and tidy.

- < 25% students agreed or strongly agreed (low quality)
- 25-50% of students agreed or strongly agreed
- 50-75% of students agreed or strongly agreed
- > 75% of students agreed or strongly agreed (high quality)

W41. The schoolyard and buildings are clean and in good condition.

- < 25% students agreed or strongly agreed (low quality)
- 25-45% of students agreed or strongly agreed
- 45-60% of students agreed or strongly agreed
- > 60% of students agreed or strongly agreed (high quality)

W45. The school grounds are kept clean.

- < 25% students agreed or strongly agreed (low quality)
- 25-45% of students agreed or strongly agreed
- 45-60% of students agreed or strongly agreed
- > 60% of students agreed or strongly agreed (high quality)

W42. My classroom is so crowded it is hard to concentrate and learn.

- < 10% students agreed or strongly agreed (low quality)
- 10-15% of students agreed or strongly agreed
- 15-20% of students agreed or strongly agreed
- > 20% of students agreed or strongly agreed (high quality)

W43. I eat my lunch at the right time of day.

- < 30% students agreed or strongly agreed (low quality)
- 30-45% of students agreed or strongly agreed
- 45-55% of students agreed or strongly agreed
- > 55% of students agreed or strongly agreed (high quality)

W44. I have plenty of time to eat my lunch.

- < 25% students agreed or strongly agreed (low quality)
- 25-35% of students agreed or strongly agreed
- 35-50% of students agreed or strongly agreed
- > 50% of students agreed or strongly agreed (high quality)

Once aggregated at the school level, the CHKS dataset was matched with a variety of CDE school-level data sets, including collections of demographic data, chronic absenteeism rate information, expulsion and suspension rate data, graduation and dropout rate data, physical fitness (Fitnessgram) data, and Smarter Balanced test score data. In addition, other CHKS data were aggregated at the school level and merged with the school-level physical environment data to examine the extent to which schools with more- and less positive student-reported physical environments differed on

other aspects of student-reported school climate. These other aspects of school climate include school safety and violence, school connectedness, caring relationships with staff, exposure to high expectations messages from staff, parent involvement in school, teacher respect, the quality of student peer relationships, and chronic sadness. Tabular results showing the relationship of student perceptions of the school physical environment, school crowding, and school lunch time to other school characteristics are presented in tables (Exhibits 10, 15, 25, 36, 41, 46, 56, 61, and 68) and in bar graphs (Exhibits 11-14, 16-24, 26-35, 37-40, 42-45, 47-55, 57-60, 62-67, and 69-73.) The complete results for each item listed in Exhibit 1 are shown in Tables A1-A6 in the Appendix.

Results

Detailed results are provided in the exhibits that follow. We briefly highlight selected results below.

Student Reports of the Physical Environment of Schools

Quality of Physical Environment

- A large plurality of students – between 40% and 50% – agree or strongly agree that their school is usually clean and tidy, that their schoolyards and buildings are clean and in good condition, and that their school grounds are kept clean (Exhibits 2, 4-6).

- Although a plurality of students report that their school facilities are in good condition, a non-trivial minority of students were dissatisfied with the condition of their school facilities. Between 18% and 31% of students disagree or strongly disagree on the quality of the physical environment items (Exhibits 2, 4-6).

- Student-perceptions of the quality of their schools' physical environment varied substantially across schools.

    o Ranking schools by perceptions of the quality of the physical environment, in the bottom 20% of schools serving 7th graders (mostly middle schools), less than one-third of students agreed or strongly agreed that their school is usually clean and tidy; while in the top 20% of middle schools, more than 63 percent of students agreed or strongly agreed on this item. (These results are not shown in tables.)

    o Based on the criteria described in the previous bullet, in the bottom 20% of schools serving 11th graders, less than 28 percent of students agreed or strongly agreed that their school is usually clean and tidy compared to more than 64% in the top 20% of schools (not shown in tables).

Classroom Crowding

- Most students do not report that classroom crowding is a problem – but still a substantial minority of students perceived that classroom crowding interferes with their learning.

o   Between 12% and 19% of students agree or strongly agree that their classrooms are so crowded it is hard to concentrate and learn, while between 46% and 53% of students disagreed or strongly disagreed on this item (Exhibits 2 and 7).

o   Approximately 14% of middle schools and 4% of high schools had more than 25 percent of students agree or strongly agree that classroom crowding was a problem (not shown in tables).

School Lunch Time

- A plurality of students report that lunch is served at the right time of day and that there is sufficient time to eat lunch. Between 37% and 58% agreed or strongly agreed on the two lunch time items (Exhibits 3, 8-9).

- However, significant numbers of students also report that lunch is <u>not</u> served at the right time of day and that they do <u>not</u> have enough time to eat. Between 19% and 34% of students disagreed or strongly disagreed on the lunch items (Exhibits 3, 8-9).

- Middle school students are substantially more likely to report that they have enough time to eat lunch than students in high schools. Among 7th graders, 54% agree or strongly agree that they have enough time to eat lunch, compared to 43% of 9th graders, 37% of 11th graders, and 38% of students in continuation schools. Eleventh graders are the least likely to agree that they have adequate time to eat lunch (Exhibits 3 and 9).

Relationships of perceptions of school physical environment to other school characteristics

- Student-perceptions of the quality of their schools' physical environment are strongly related to the demographic composition of schools.

  o   School-level racial and socio-economic disparities in student perceptions of their schools' physical environment are consistent with racial and socio-economic disparities in academic achievement noted in other research (e.g. Berliner, 2009). Lower-rated schools have greater percentages of students eligible for free/reduced-price meals, greater percentages of African American and Latinx students, and lower percentages of Asian and white students than higher-rated schools (Exhibits 10-13, 15).

- School chronic absentee rates, expulsion rates, and suspension rates are substantially higher in schools with lower-rated physical environments than in schools with higher-rated physical environments (Exhibits 15-18).

- School graduation rates increase as student perceptions of the quality of their school's physical environments increase (Exhibits 15, 19-20).

- Student perceptions of the quality of their schools' physical environment are strongly related to student achievement. Both English language arts and math scores are highest in schools with higher student-rated physical environments and decrease in a

stepwise fashion as student-reported school environmental quality goes down (Exhibits 15, 22-23).

- Student perceptions of the quality of their schools' physical environment are also strongly related to students' physical fitness levels, as assessed by the Fitnessgram. Fitness scores are highest in schools with higher student-rated physical environments and decrease as student-reported school environmental quality goes down (Exhibits 15 and 24).

- School safety, school connectedness, caring relationships with staff, high expectations messages from staff, teacher respect, positive relationships with peers, and parent involvement are all related to student-rated school environmental quality in expected ways – the higher the percentage of students who agree that their school is usually clean and tidy, the higher the percentage of students who report high levels on these factors (Exhibits 25-34).

- Particularly in middle schools, student reports of chronic sadness are highest in schools with low student-reported environmental quality, and reported sadness goes down as environmental quality goes up (Exhibit 35).

Relationships of perceptions of school crowding to other characteristics

- Student perceptions of school crowding are not as strongly related to other school characteristics examined in this report than student perceptions of the quality of school facilities.

- School enrollment is related to student reports of school crowding – as enrollment increases so does student reports of school crowding (Exhibit 36 and 37).

- For middle schools only, schools with higher levels of student-reported crowding have greater percentages of students eligible for free/reduced-price meals, greater percentages of Latinx students, and lower percentages of white students than higher-rated schools (Exhibits 36, 38-40).

- School chronic absentee rates are substantially higher in schools with higher student-reported crowding (Exhibits 41 and 42).

- School dropout rates decrease as student perceptions of school crowding decrease (Exhibit 41).

- School crowding is strongly related to student achievement and physical fitness, particularly in middle school. (Exhibits 41, 43-45).

- School safety, school connectedness, caring relationships with staff, high expectations messages from staff, teacher respect, positive relationships with peers, and parent involvement are related to student-rated school crowding, but not nearly as strongly as is the case for physical environment quality (Exhibits 46-47, 50-54).

Relationships of perceptions of time for school lunch to other characteristics

- Total school enrollment is <u>not</u> systematically related to student reports of eating lunch at the right time of day (Exhibit 56 and 57).

- Schools with higher numbers of students who report eating lunch at the right time of day have lower percentages of students eligible for free/reduced-price meals, lower percentages of Latinx students, and higher percentages of white students (Exhibits 56, 58-60).

- Dropout rates, academic performance, and physical fitness are strongly related to students' lunch-time schedules (Exhibits 61, 64-67).

- As with student perceptions of the quality of facilities and school crowding, student reports of eating lunch at the right time are moderately related to school safety, school connectedness, caring relationships with staff, high expectations messages from staff, teacher respect, positive relationships with peers, and parent involvement (Exhibits 68-69, 71-72).

Frequency Distributions of Quality of School Physical Environment Items (2015-17 CHKS Biennial & CHKS)

Exhibit 2. Quality of physical environment by school grade

Survey Item	Grade 7	Grade 9	Grade 11	Continuation	Total
My school is usually clean and tidy[A]					
Strongly disagree	8%	10%	11%	10%	10%
Disagree	15	18	20	10	17
Neither disagree nor agree	27	31	31	28	30
Agree	35	31	30	40	32
Strongly agree	15	9	8	12	11
The schoolyard and buildings are clean and in good condition[B]					
Strongly disagree	10%	9%	10%	10%	9%
Disagree	12	12	14	8	12
Neither disagree nor agree	31	36	36	36	35
Agree	30	31	31	30	31
Strongly agree	17	12	9	15	13
The school grounds are kept clean[B]					
Strongly disagree	11%	9%	10%	9%	10%
Disagree	14	13	14	7	13
Neither disagree nor agree	32	36	35	34	34
Agree	29	32	32	34	31
Strongly agree	15	11	8	15	11
My classroom is so crowded it is hard to concentrate and learn[B]					
Strongly disagree	22%	16%	14%	26%	17%
Disagree	30	31	32	27	31
Neither disagree nor agree	30	37	38	36	35
Agree	12	11	12	8	11
Strongly agree	7	5	5	4	5

Source: *Biennial California Healthy Kids Survey, 2015-17, and California Healthy Kids Survey, 2015-17.*
[A] Biennial California Healthy Kids Survey (45,264 students in 108 randomly selected schools)
[B] California Healthy Kids Survey School Climate Module (approximately 227,000 students in 840 schools)

Exhibit 3.   School lunch items by school grade

Survey Item	Grade 7	Grade 9	Grade 11	Continuation	Total
I eat my lunch at the right time of day[B]					
Strongly disagree	9%	10%	10%	12%	10%
Disagree	10	11	12	11	11
Neither disagree nor agree	25	33	34	39	31
Agree	33	33	34	27	33
Strongly agree	22	13	10	11	15
I have plenty of time to eat my lunch[B]					
Strongly disagree	12%	15%	17%	14%	15%
Disagree	11	14	17	11	14
Neither disagree nor agree	22	28	29	36	27
Agree	31	30	28	27	30
Strongly agree	23	13	9	11	15

Source: *California Healthy Kids Survey, 2015-17.*

[B] California Healthy Kids School Climate Module (approximately 227,000 students in 840 schools)

Exhibit 4. School clean and tidy (CHKS Biennial Survey)
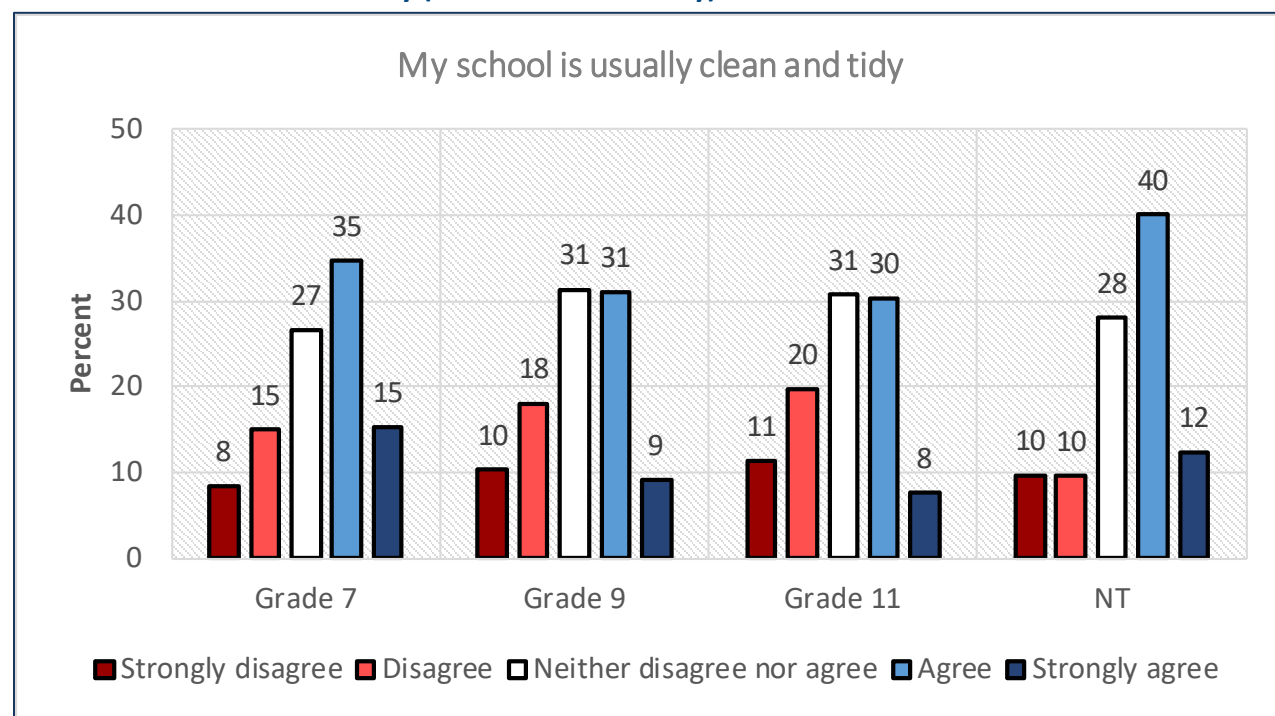
Source: *Biennial California Healthy Kids Survey, 2015-17* (45,264 students in 108 randomly selected schools)

Exhibit 5. Schoolyard and buildings are clean and in good condition (CHKS School Climate Module)
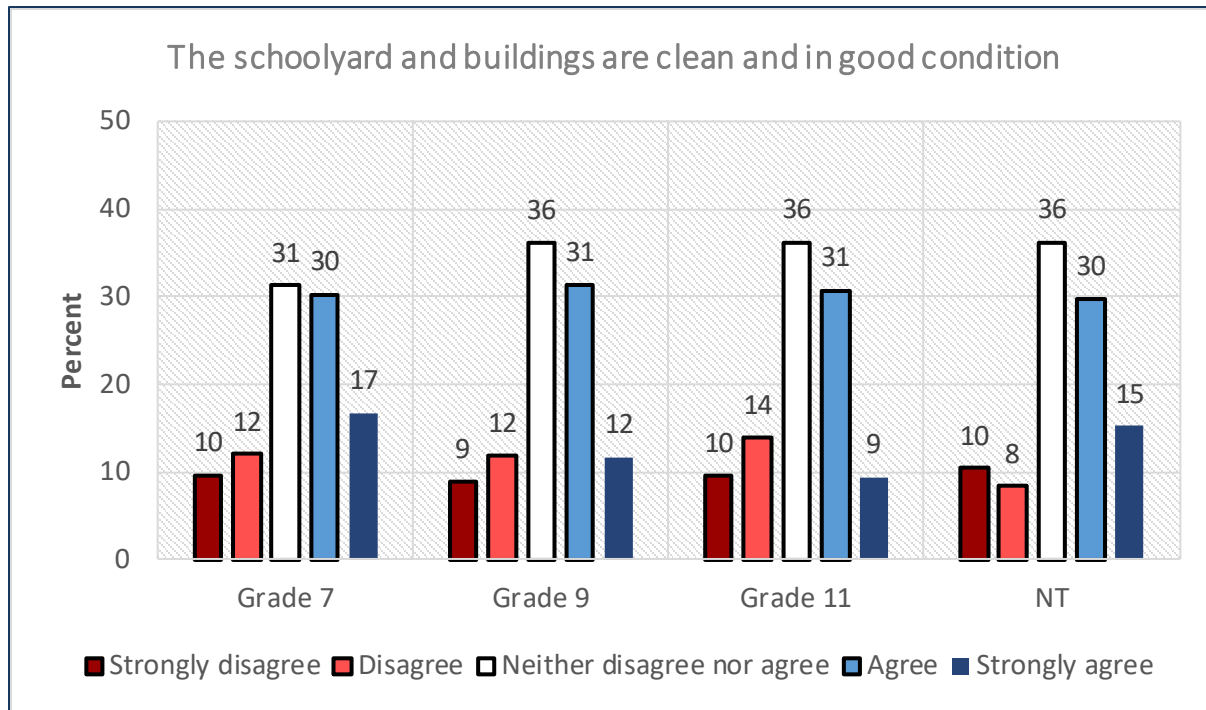
The schoolyard and buildings are clean and in good condition

Grade	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
Grade 7	10	12	31	30	17
Grade 9	9	12	36	31	12
Grade 11	10	14	36	31	9
NT	10	8	36	30	15

Source: *California Healthy Kids Survey, 2015-17 (approximately 227,000 students in 840 schools)*

Exhibit 6. School grounds kept clean (CHKS School Climate Module)
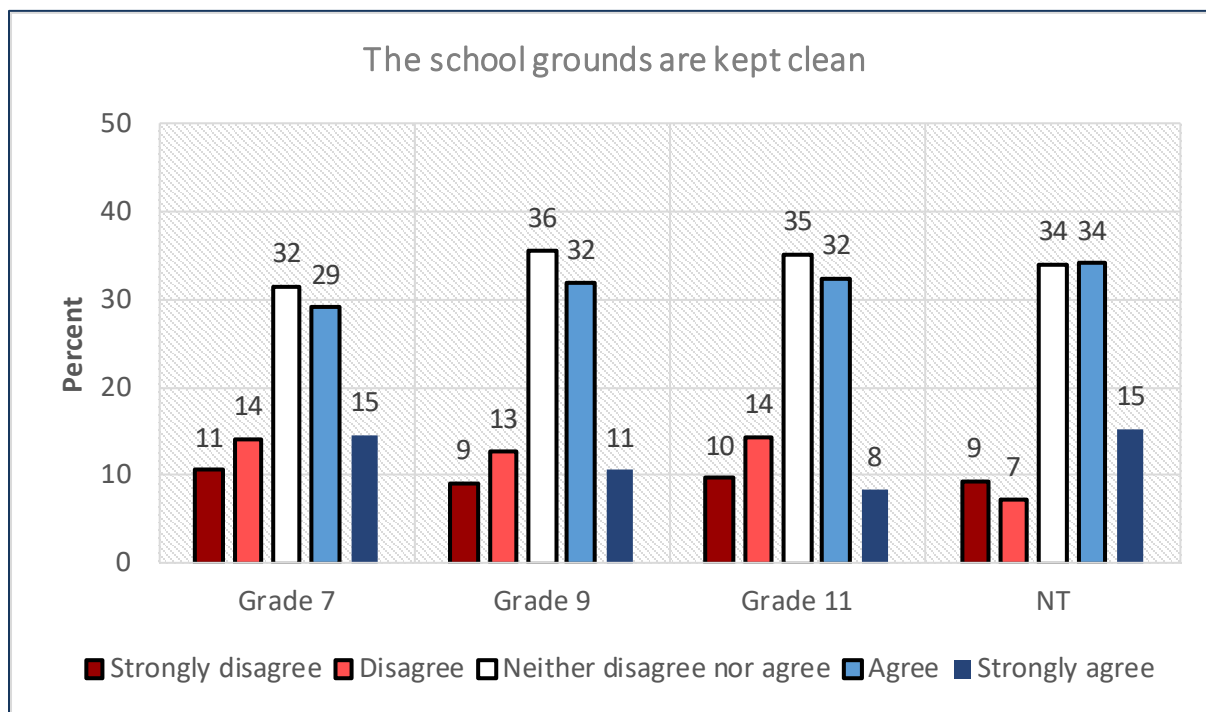
The school grounds are kept clean

Grade	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
Grade 7	11	14	32	29	15
Grade 9	9	13	36	32	11
Grade 11	10	14	35	32	8
NT	9	7	34	34	15

Source: *California Healthy Kids Survey, 2015-17 (approximately 227,000 students in 840 schools)*

Exhibit 7. Classroom crowded (CHKS School Climate Module)

Classroom is so crowded it is hard to concentrate and learn

Legend: ■ Strongly disagree ■ Disagree □ Neither disagree nor agree ■ Agree ■ Strongly agree

	Grade 7	Grade 9	Grade 11	NT
Strongly disagree	22	16	14	26
Disagree	30	31	32	27
Neither disagree nor agree	30	37	38	36
Agree	12	11	12	8
Strongly agree	7	5	5	4

Source: *California Healthy Kids Survey, 2015-17 (approximately 227,000 students in 840 schools)*

Exhibit 8. Timing of lunch (CHKS School Climate Module)

I eat my lunch at the right time of day

Legend: ■ Strongly disagree ■ Disagree □ Neither disagree nor agree ■ Agree ■ Strong agree

	Grade 7	Grade 9	Grade 11	NT
Strongly disagree	9	10	10	12
Disagree	10	11	12	11
Neither disagree nor agree	25	33	34	39
Agree	33	33	34	27
Strong agree	22	13	10	11

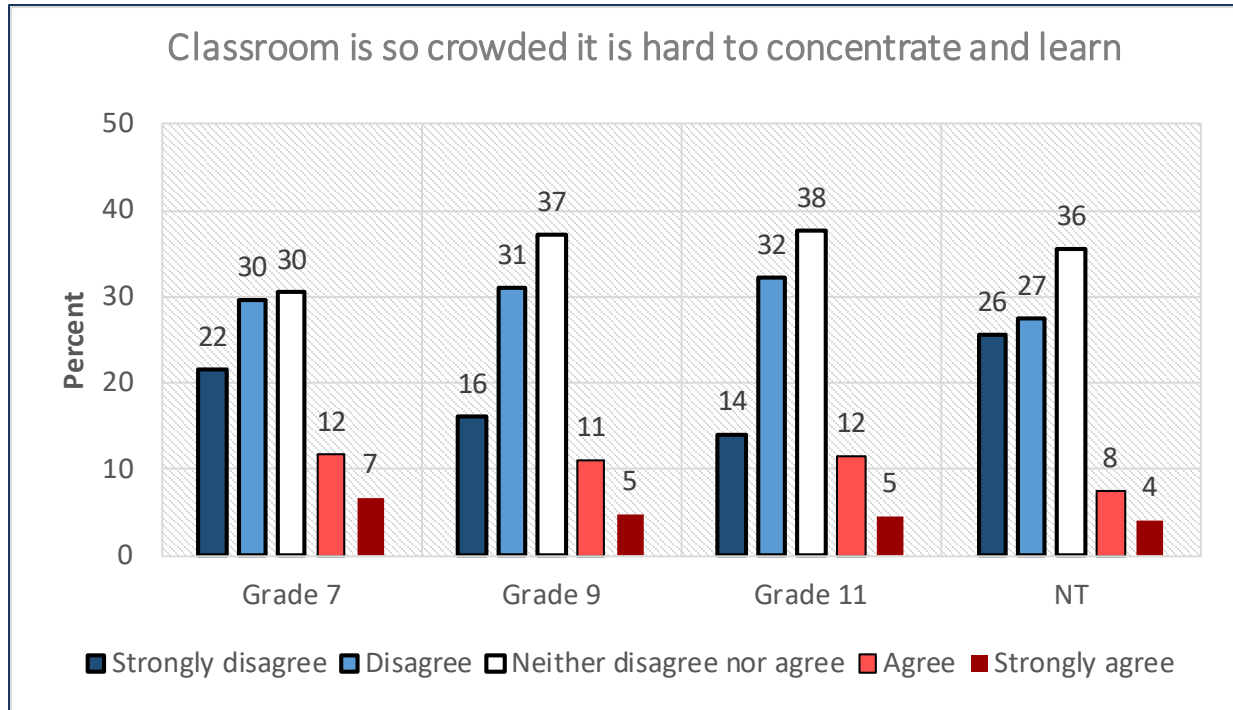Source: *California Healthy Kids Survey, 2015-17 (approximately 227,000 students in 840 schools)*

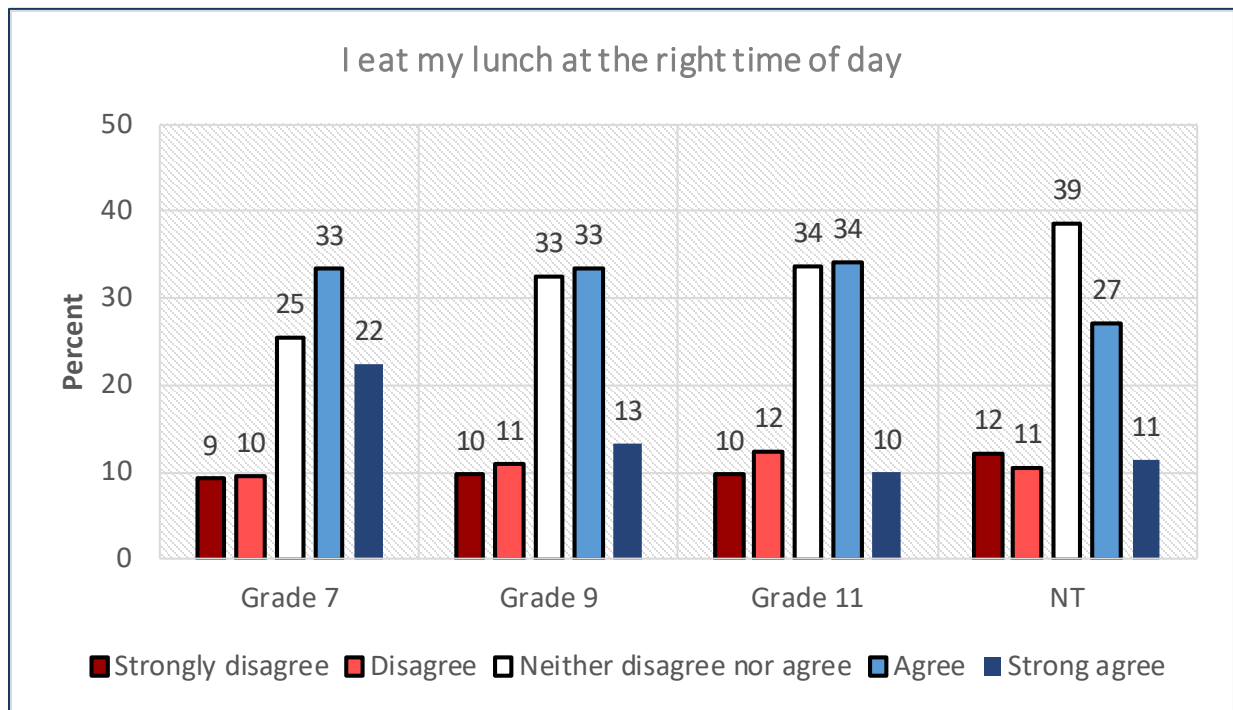**Exhibit 9. Enough time for lunch (CHKS School Climate Module)**
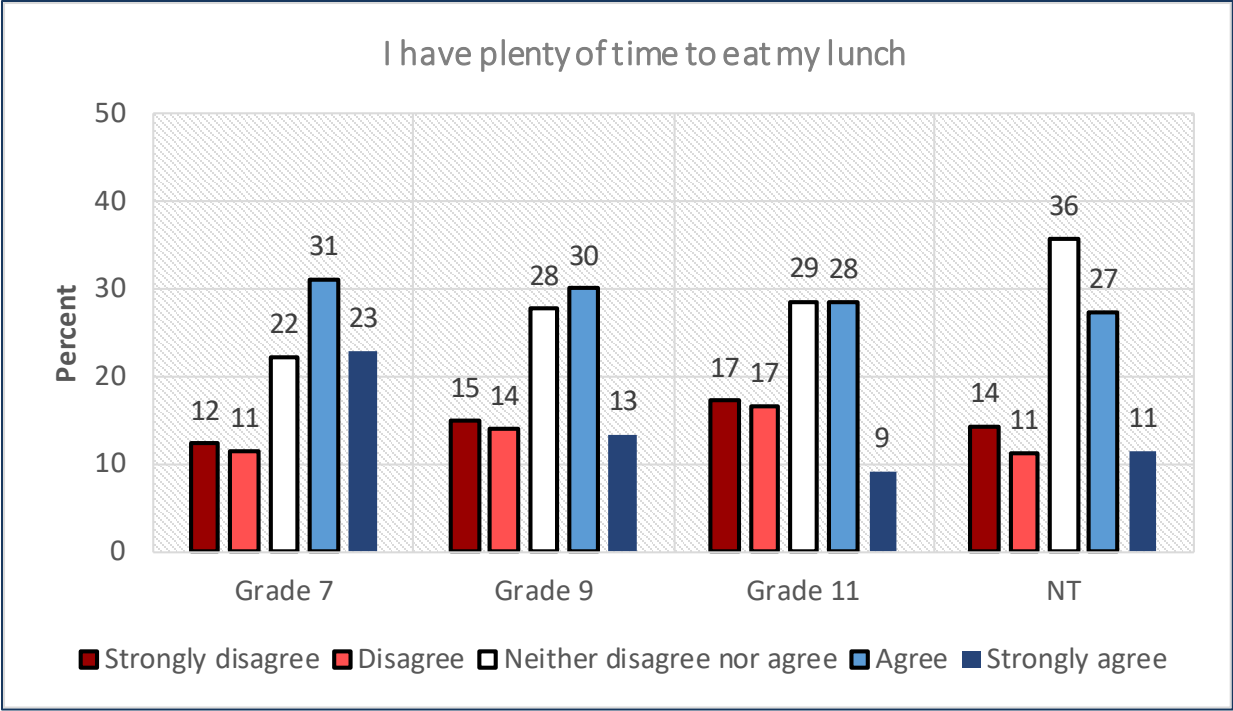
I have plenty of time to eat my lunch

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
Grade 7	12	11	22	31	23
Grade 9	15	14	28	30	13
Grade 11	17	17	29	28	9
NT	14	11	36	27	11

Source: *California Healthy Kids Survey, 2015-17* (approximately 227,000 students in 840 schools)

Relationships of Quality of School Physical Environment to other School Characteristics

Exhibit 10. Demographic characteristics by quality of school physical environment

| | My school is usually clean and tidy | | | | | | | |
| | 7th grade respondents (% agreement) | | | | 11th grade respondents (% agreement) | | | |
	< 25%	25-50%	50-75%	> 75%	< 25%	25-50%	50-75%	> 75%
Enrollment	798	776	722	641	1,742	1,652	1,440	927
Student/staff ratio	21	22	22	22	22	22	23	22
Free/reduced price meals (%)	77	67	51	32	68	59	43	36
Race/ethnicity								
African American (%)	13	6	3	2	11	5	3	3
Asian (%)	6	6	9	11	7	7	9	9
Latinx (%)	59	59	47	29	57	56	42	33
White (%)	12	22	34	49	16	25	38	47

Source: *California Healthy Kids Survey* (2015-16) and demographic data from the California Department of Education.

Exhibit 11. School Enrollment by student-reported quality of school physical environment
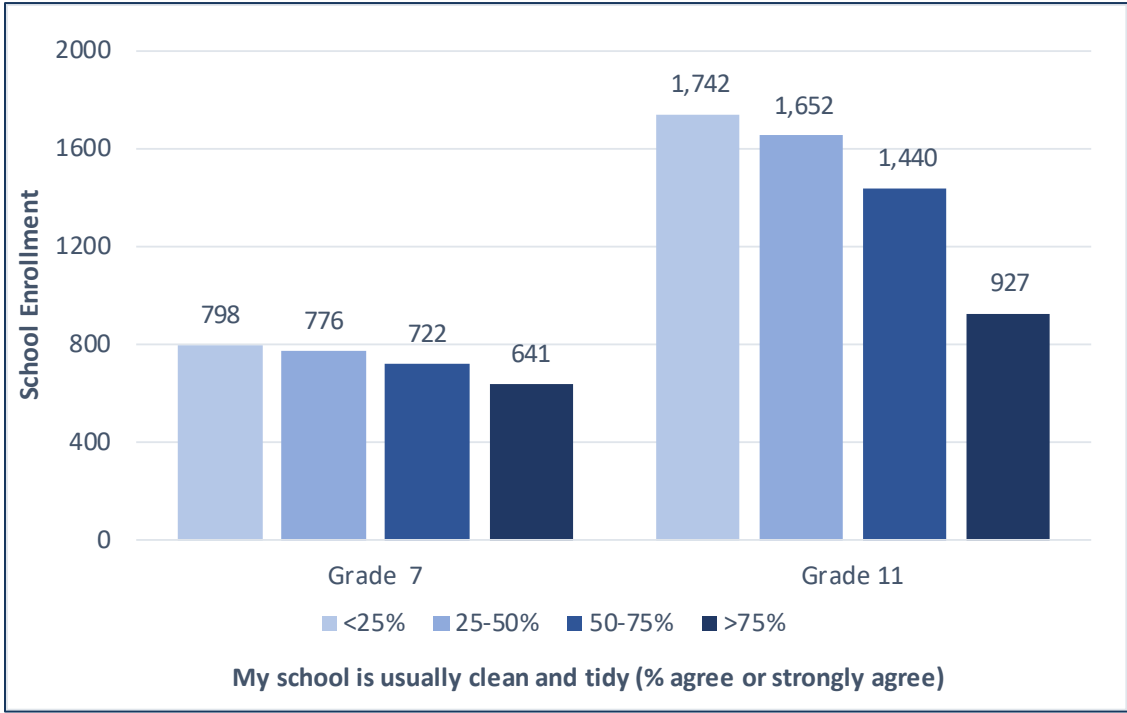
Source: *California Healthy Kids Survey* (2015-17) and demographic data from the California Department of Education. **Reading the figure:** Schools with more students who report <u>high levels of school environmental quality come from schools with lower total enrollments, particularly in high school</u>. In high schools, average enrollment is 1,742 in schools in which less than 25 percent of 11th graders agree/strongly agree that their school is usually clean and tidy, while average enrollment is 927 in schools in which more than 75 percent of 11th grade students agree/strongly agree on the item.

Exhibit 12. Poverty by student-reported quality of school physical environment

Source: *California Healthy Kids Survey* (2015-17) and demographic data from the California Department of Education. **Reading the figure:** Schools with more students who report <u>high levels of school environmental quality serve lower percentages of students in poverty</u>. On average, 75 percent of students are eligible for free/reduced-priced meals in schools in which less than 25 percent of 7th graders agree/strongly agree that their school is usually clean and tidy, while 32 percent of students are eligible for free/reduced-priced meals in schools in which more than 75 percent of 7th grade students agree/strongly agree on the item.
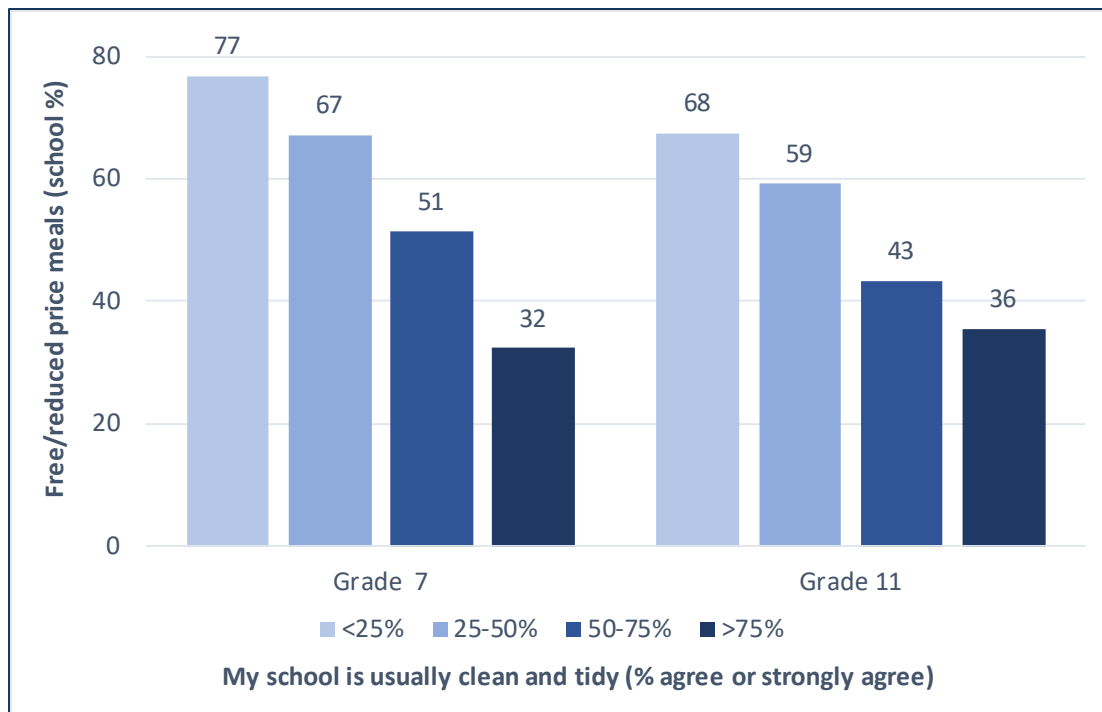
Exhibit 13. Latinx enrollment by student-reported quality of school physical environment

Source: *California Healthy Kids Survey* (2015-17) and demographic data from the California Department of Education.

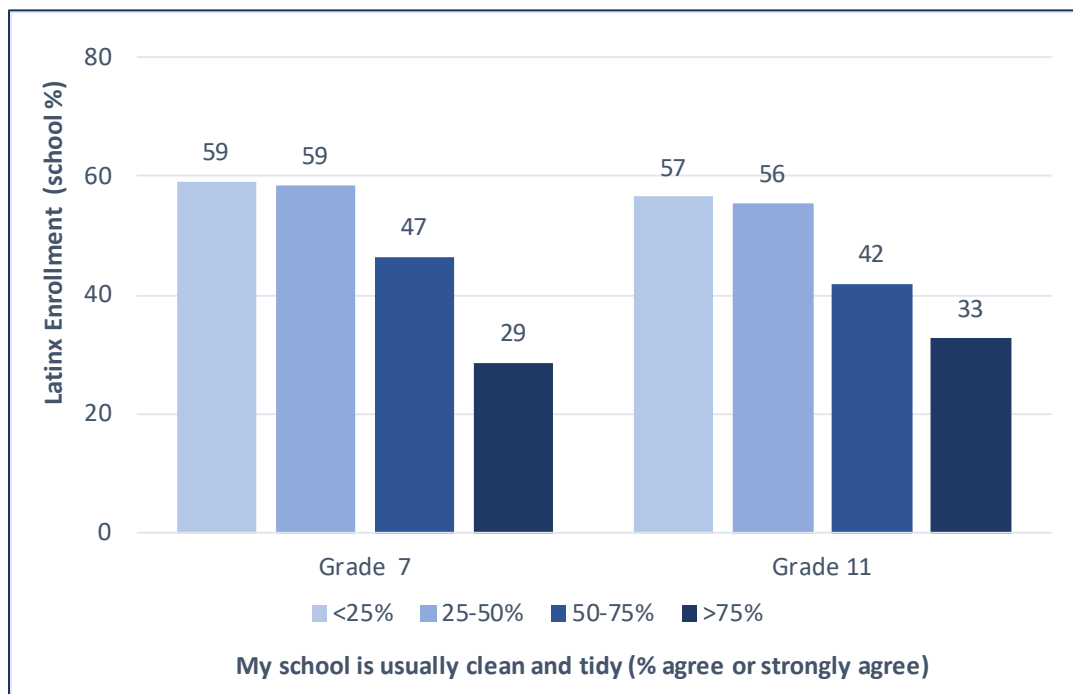**Exhibit 14. Non-Hispanic, white enrollment by student-reported quality of school physical environment**
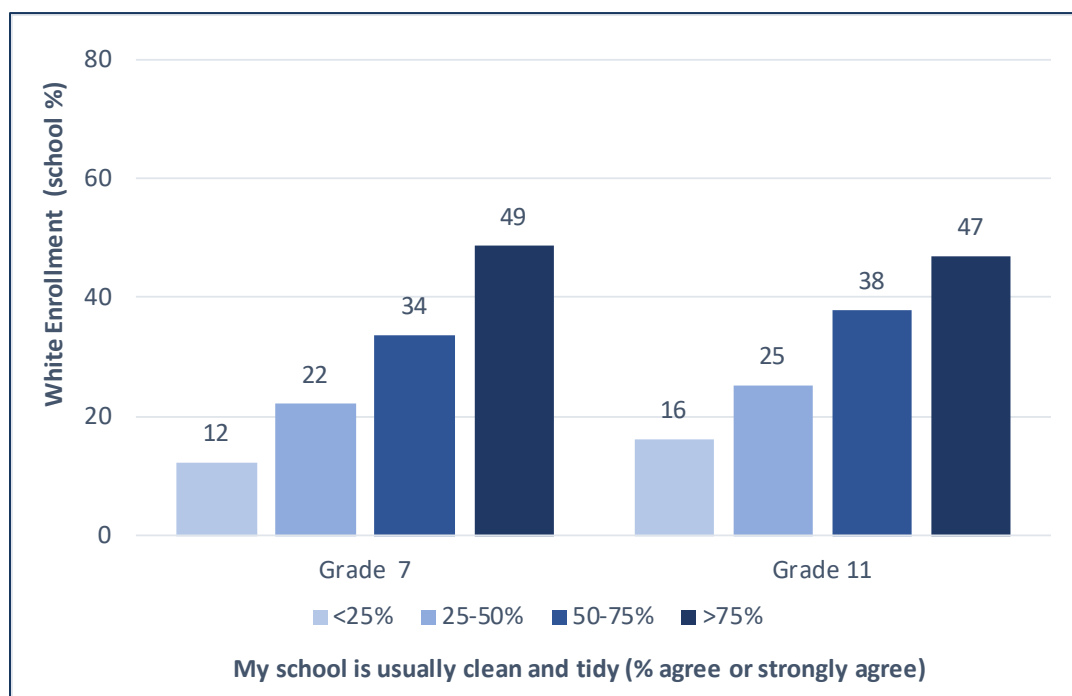

Source: *California Healthy Kids Survey* (2015-17) and demographic data from the California Department of Education.

Exhibit 15. School discipline, Fitnessgram, and Smarter Balanced Assessment Consortium (SBAC) test scores by quality of school physical environment

	My school is usually clean and tidy							
	7th grade respondents (% disagree)				11th grade respondents (% disagree)			
	< 10%	10-20%	20-30%	> 30%	< 10%	10-20%	20-30%	> 30%
Chronic absentee rate	44.2	29.1	22.9	18.5	56.7	41.5	32.6	24.4
Expulsion rate (*1,000)	11.2	12.8	9.7	3.6	21.2	20.4	12.6	5.0
Total suspension rate	9.3	7.1	5.1	2.5	7.3	5.8	4.3	2.4
Graduation rate	—	—	—	—	88.5	91.5	93.3	93.1
UC-Eligible graduation rate	—	—	—	—	35.4	40.7	50.1	48.5
Dropout rate (*10)	—	—	—	—	14.6	9.5	9.3	19.1
ELA (% met standard)	30.0	41.3	53.6	69.0	51.1	58.4	67.3	71.5
Math (% met standard)	20.1	29.5	41.5	57.1	22.3	29.4	39.6	44.0
Fitnessgram (% 5-6 HFZs)	43.8	50.1	59.0	65.8	50.1	57.4	65.5	63.8

Source: *California Healthy Kids Survey* (2015-17) and incident/academic performance data from the California Department of Education.

Exhibit 16. Chronic absentee rate by student-reported quality of school physical environment

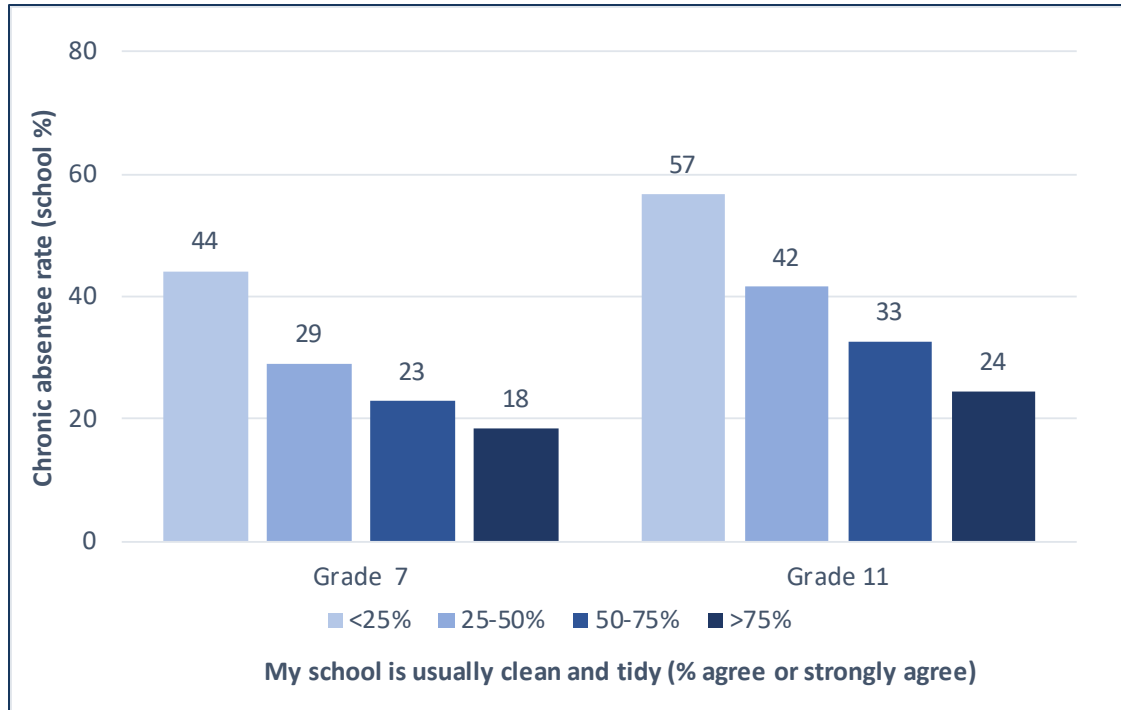Y-axis: Chronic absentee rate (school %)

Grade 7: <25% = 44, 25-50% = 29, 50-75% = 23, >75% = 18
Grade 11: <25% = 57, 25-50% = 42, 50-75% = 33, >75% = 24

Legend: <25% 25-50% 50-75% >75%

My school is usually clean and tidy (% agree or strongly agree)

Source: *California Healthy Kids Survey* (2015-17) and chronic absentee rate data from the California Department of Education.

Exhibit 17. Student expulsions by student-reported quality of school physical environment

Y-axis: Expulsion rate (*1000)

Grade 7: <25% = 11, 25-50% = 13, 50-75% = 10, >75% = 4
Grade 11: <25% = 21, 25-50% = 20, 50-75% = 13, >75% = 5

Legend: <25% 25-50% 50-75% >75%

My school is usually clean and tidy (% agree or strongly agree)

Source: *California Healthy Kids Survey* (2015-17) and expulsion rate data from the California Department of Education.

Exhibit 18. Student suspensions by student-reported quality of school physical environment
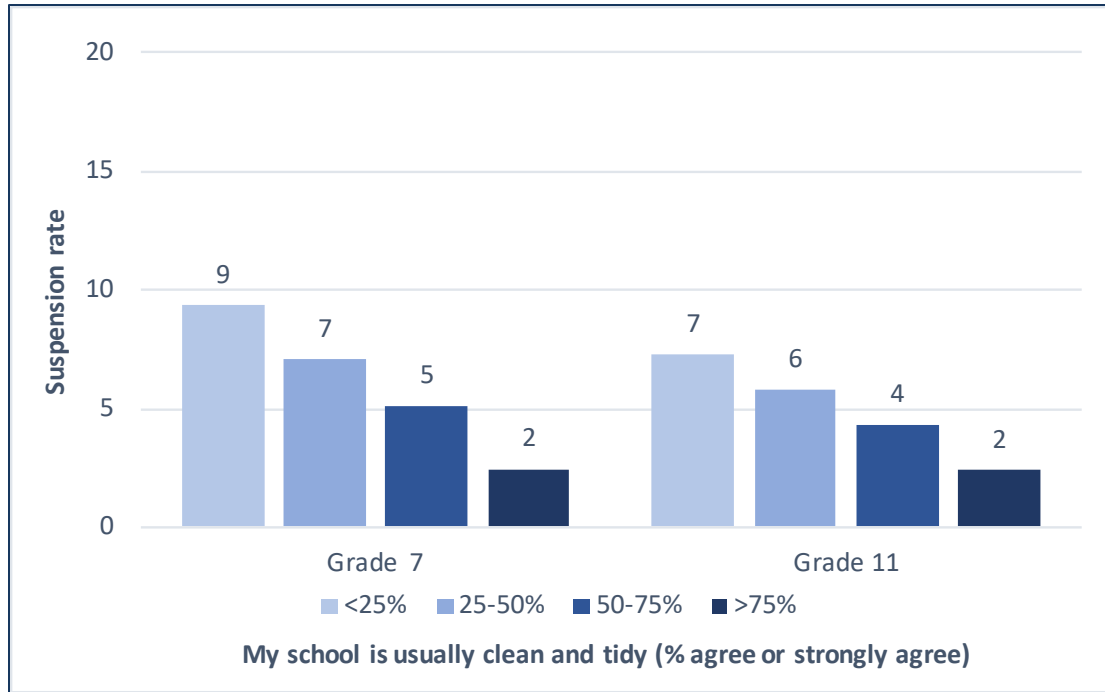
Source: *California Healthy Kids Survey* (2015-17) and expulsion data from the California Department of Education.

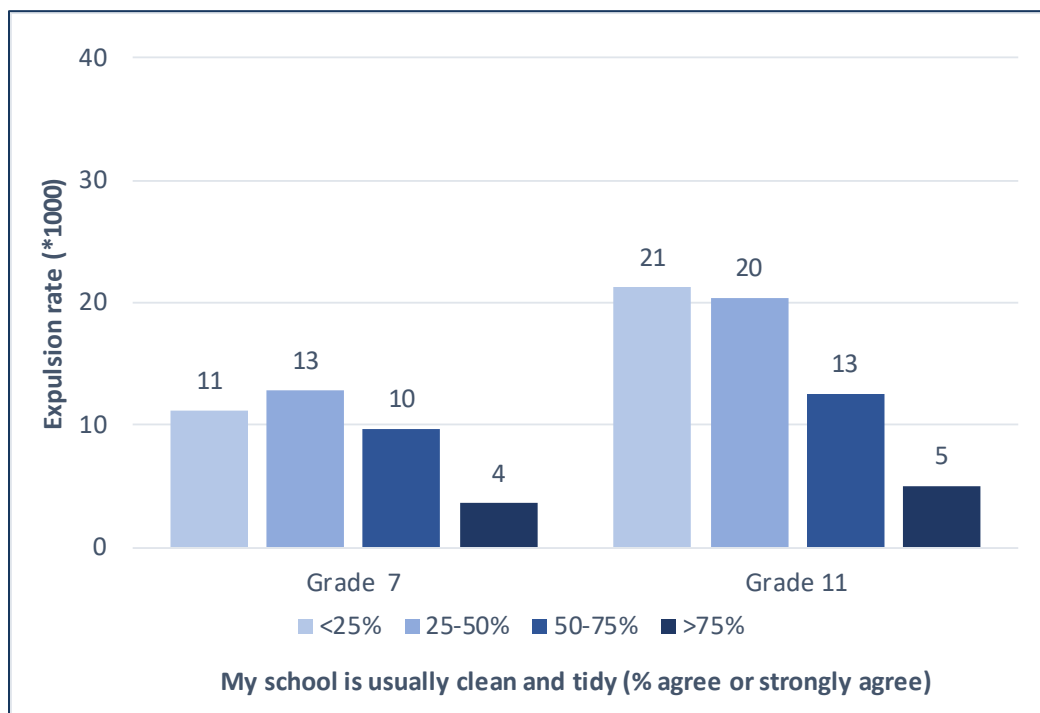**Exhibit 19. Graduation rate by student-reported quality of school physical environment**
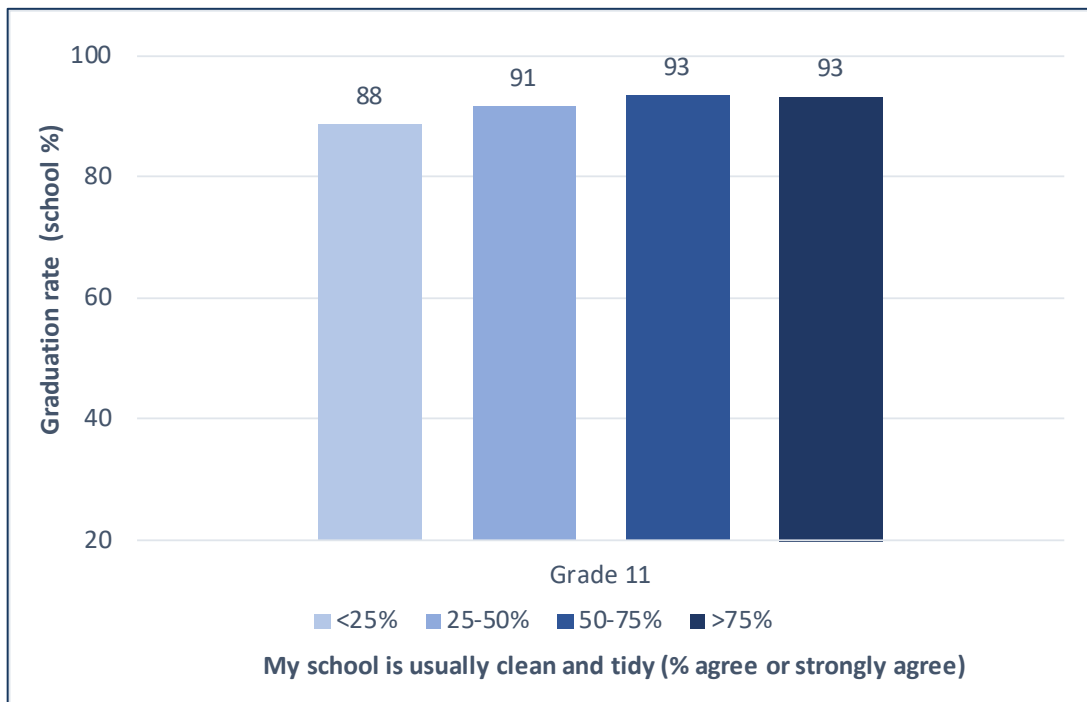
Source: *California Healthy Kids Survey* (2015-17) and graduation data from the California Department of Education.

Exhibit 20. UC-Eligible Graduation rate by student-reported quality of school physical environment

A bar chart titled "Grade 11" showing UC-Eligible graduation rate (school %) on the y-axis (ranging from 20 to 100) against "My school is usually clean and tidy (% agree or strongly agree)" on the x-axis.

- <25%: 35
- 25-50%: 41
- 50-75%: 50
- >75%: 48

Legend: ■ <25% ■ 25-50% ■ 50-75% ■ >75%

Source: *California Healthy Kids Survey* (2015-17) and graduation data from the California Department of Education.

Exhibit 21. Dropout rate by student-reported quality of school physical environment

A bar chart titled "Grade 11" showing Dropout rate (*10) on the y-axis (ranging from 0 to 50) against "My school is usually clean and tidy (% agree or strongly agree)" on the x-axis.

- <25%: 15
- 25-50%: 10
- 50-75%: 9
- >75%: 19

Legend: ■ <25% ■ 25-50% ■ 50-75% ■ >75%

Source: *California Healthy Kids Survey* (2015-17) and dropout data from the California Department of Education.

Exhibit 22. English Language Arts performance by student-reported quality of school physical environment

Source: *California Healthy Kids Survey* (2015-17) and test score data from the California Department of Education.

Exhibit 23. Mathematics performance by student-reported quality of school physical environment
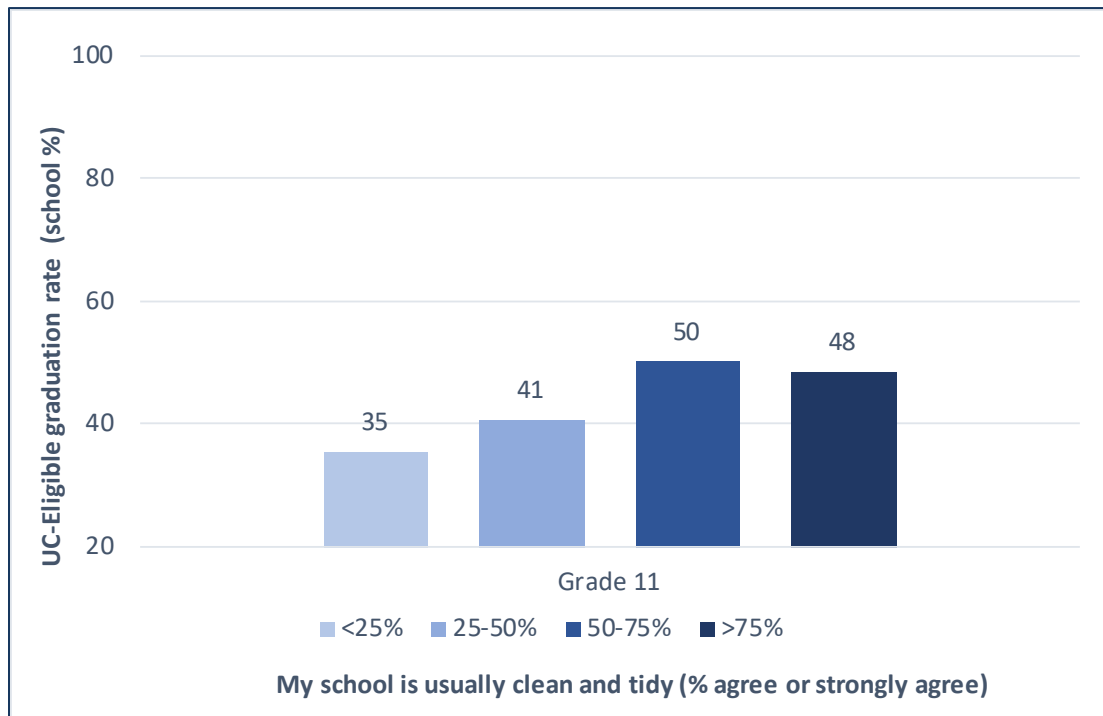

Source: *California Healthy Kids Survey* (2015-17) and test score data from the California Department of Education.

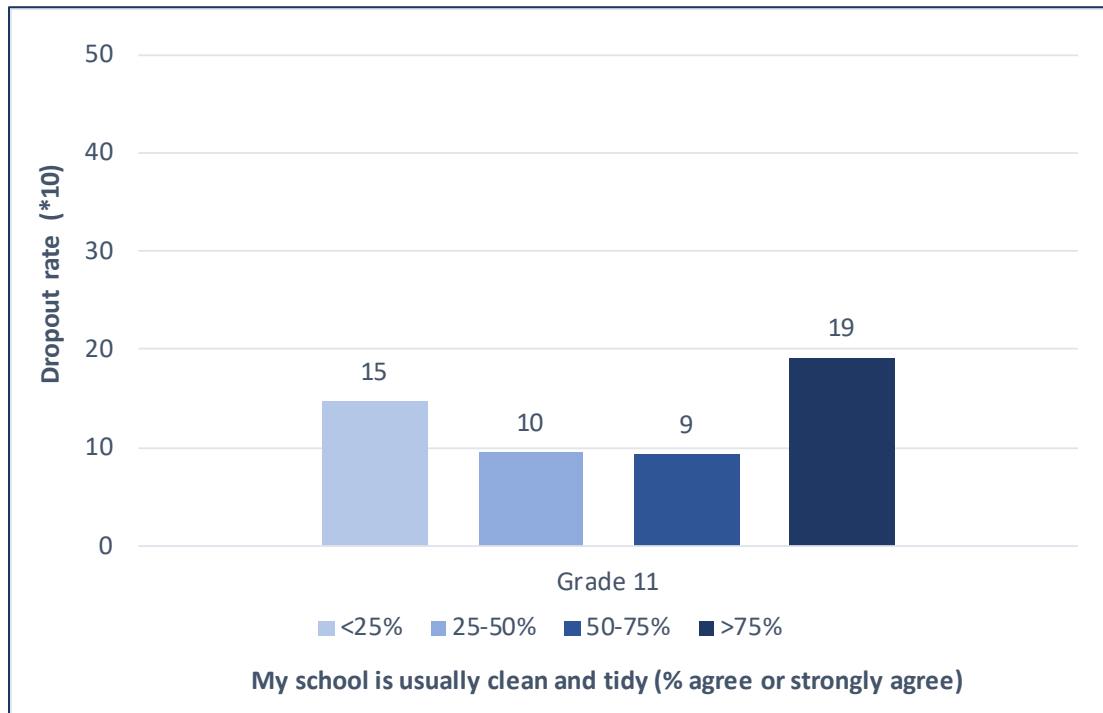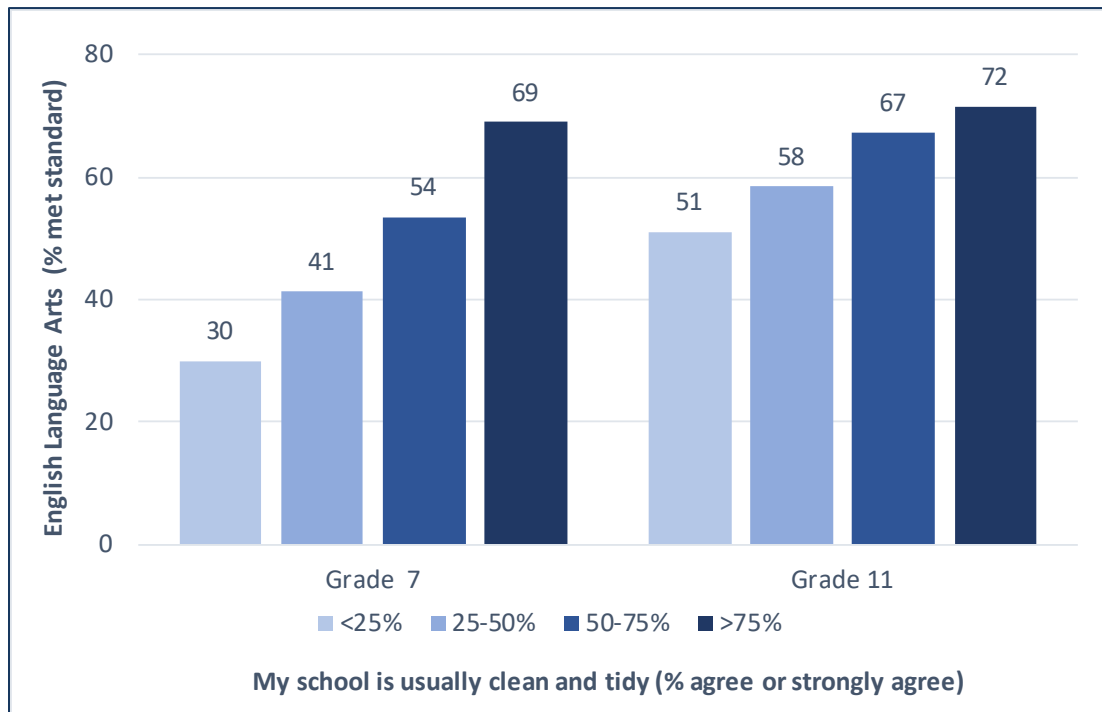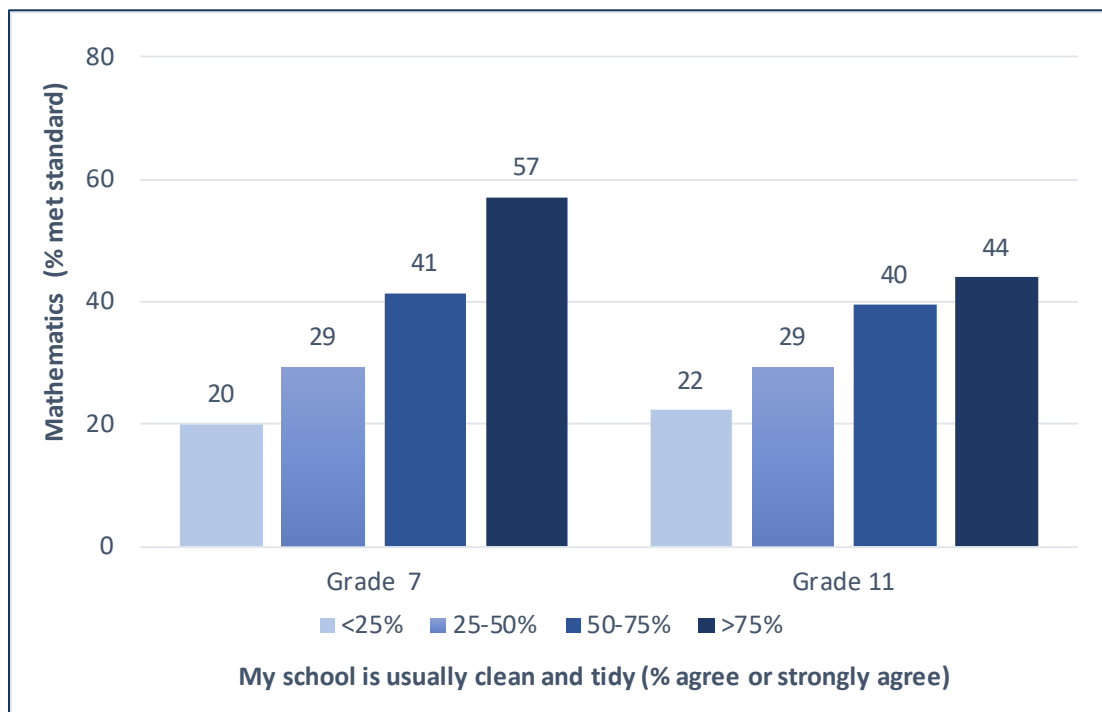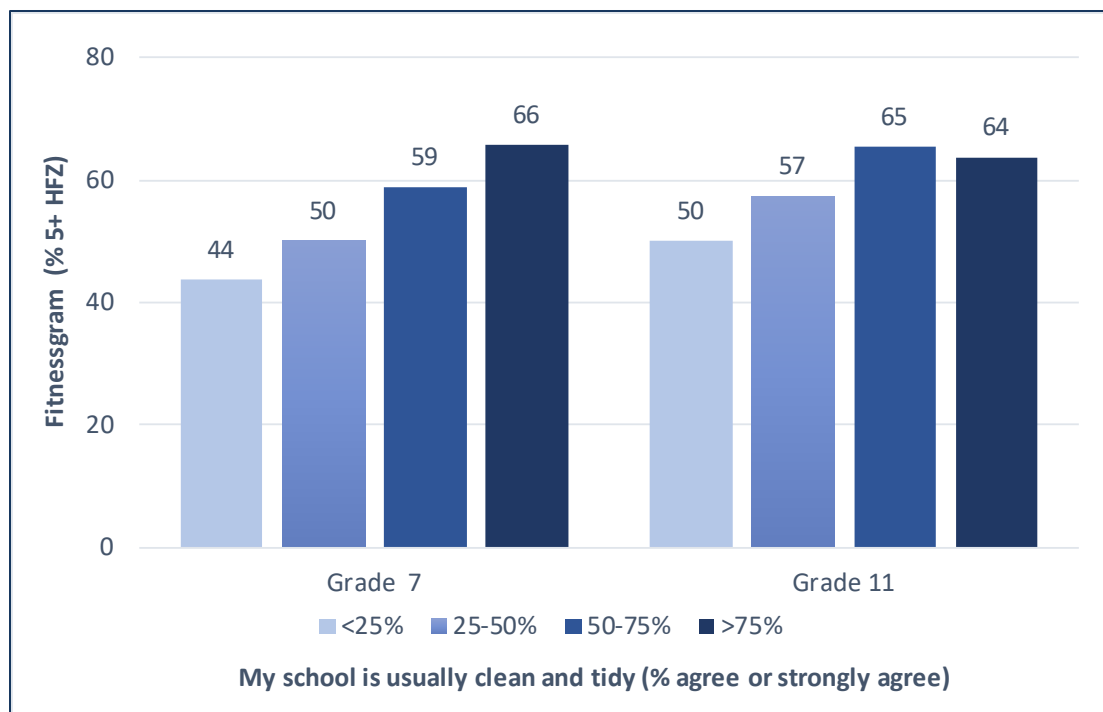**Exhibit 24. Physical fitness by student-reported quality of school physical environment**

Source: *California Healthy Kids Survey* (2015-17) and Fitnessgram (percent of students that met Healthy Fitness Zone standards in five or more of the six standards assessed) data from the California Department of Education.

Exhibit 25. School safety, school connectedness, school supports, parent involvement, student mental health, and peer relationships by quality of school physical environment

	My school is usually clean and tidy							
	7th grade respondents (% disagree)				11th grade respondents (% disagree)			
	< 10%	10-20%	20-30%	> 30%	< 10%	10-20%	20-30%	> 30%
Safe at school (% agree)	50	63	74	84	47	60	71	81
Physical fight at school (% any)	21	17	14	11	9	7	6	5
Seen weapon at school (% any)	19	17	14	9	15	13	11	9
School connectedness (% agree)	53	63	71	79	47	55	61	68
Caring relationships (% agree)	57	62	68	75	58	61	66	73
High expectations (% agree)	72	76	80	85	67	70	73	80
Teacher respect (% agree)	37	45	55	67	31	37	42	59
Peer relationships (% agree)	35	42	51	65	30	39	47	57
Parent involvement (% agree)	50	58	66	73	35	42	47	59
Chronic sadness (% yes)	30	26	24	19	33	33	33	35

Source: *California Healthy Kids Survey, 2015-17.*

Exhibit 26. School safety by student-reported quality of school physical environment

Grade 7: <25% = 50, 25-50% = 63, 50-75% = 74, >75% = 84
Grade 11: <25% = 47, 25-50% = 60, 50-75% = 71, >75% = 81

Y-axis: Feel safe at school (% agree+)

Legend: <25% 25-50% 50-75% >75%

My school is usually clean and tidy (% agree or strongly agree)
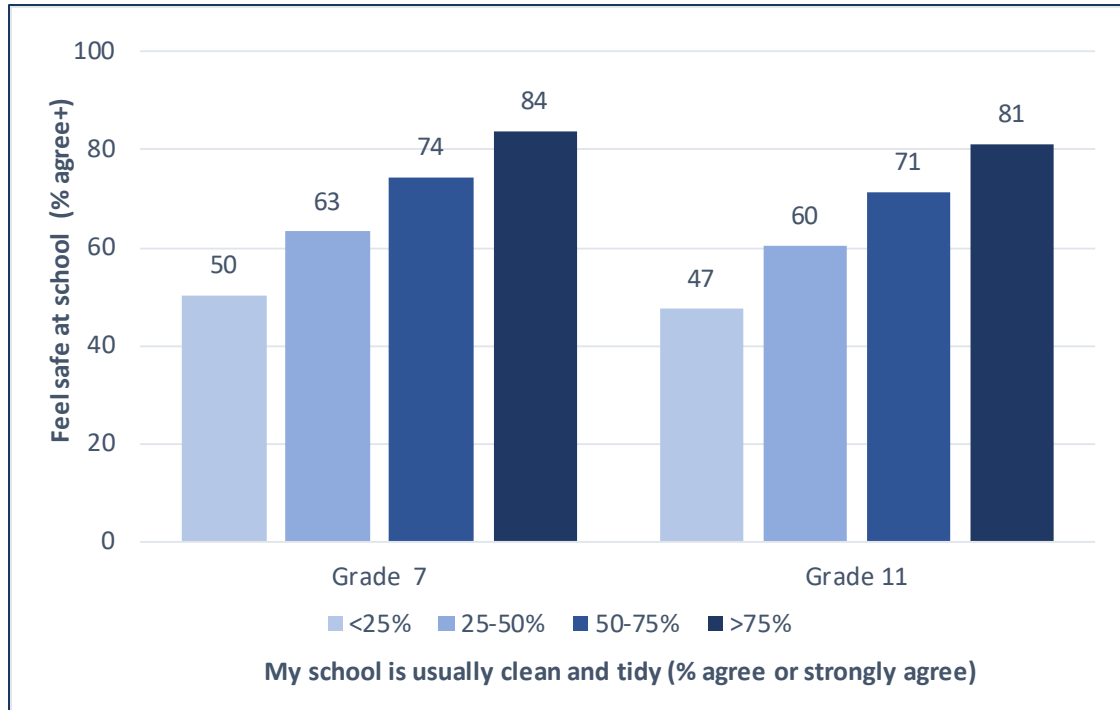
Source: *California Healthy Kids Survey* (2015-17).

Exhibit 27. Fighting at school by student-reported quality of school physical environment

Grade 7: <25% = 21, 25-50% = 17, 50-75% = 14, >75% = 11
Grade 11: <25% = 9, 25-50% = 7, 50-75% = 6, >75% = 5

Y-axis: Physical fight at school (% any)

Legend: <25% 25-50% 50-75% >75%

My school is usually clean and tidy (% agree or strongly agree)

Source: *California Healthy Kids Survey* (2015-17).

Exhibit 28. Weapons at school by student-reported quality of school physical environment

Seen weapon at school (% any)

Grade 7: <25% = 19, 25-50% = 17, 50-75% = 14, >75% = 9
Grade 11: <25% = 15, 25-50% = 13, 50-75% = 11, >75% = 9

■ <25% ■ 25-50% ■ 50-75% ■ >75%

My school is usually clean and tidy (% agree or strongly agree)

Source: *California Healthy Kids Survey* (2015-17).

Exhibit 29. School connectedness by student-reported quality of school physical environment

School connectedness (% agree+)

Grade 7: <25% = 53, 25-50% = 63, 50-75% = 71, >75% = 79
Grade 11: <25% = 47, 25-50% = 55, 50-75% = 61, >75% = 68

■ <25% ■ 25-50% ■ 50-75% ■ >75%

My school is usually clean and tidy (% agree or strongly agree)

Source: *California Healthy Kids Survey* (2015-17).

Exhibit 30. Caring staff-student relationships by student-reported quality of school physical environment

Source: *California Healthy Kids Survey* (2015-17).

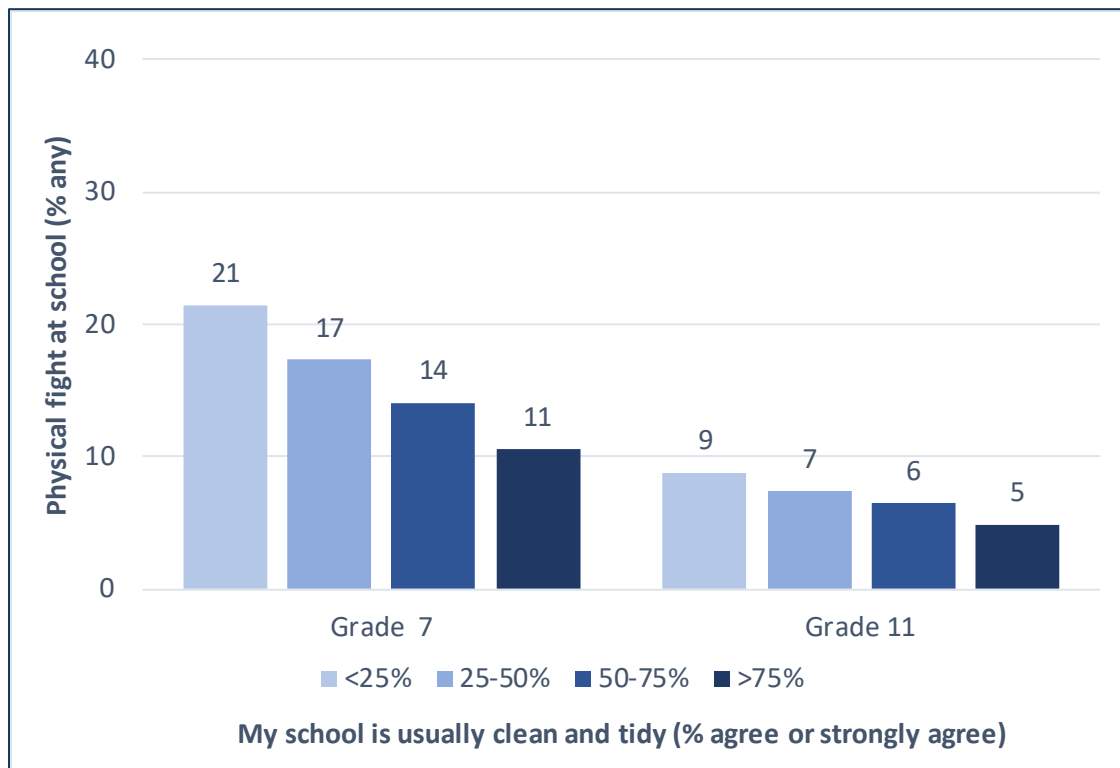**Exhibit 31. Staff high expectations by student-reported quality of school physical environment**

Source: *California Healthy Kids Survey* (2015-17).

Exhibit 32. Teacher respect by student-reported quality of school physical environment

Chart — vertical axis: Teacher respect (% agree+), 0 to 80.

Grade 7:
- <25%: 37
- 25-50%: 45
- 50-75%: 55
- >75%: 67

Grade 11:
- <25%: 31
- 25-50%: 37
- 50-75%: 42
- >75%: 59

Legend: ■ <25% ■ 25-50% ■ 50-75% ■ >75%

My school is usually clean and tidy (% agree or strongly agree)

Source: *California Healthy Kids Survey* (2015-17).

Exhibit 33. Student peer relationships by student-reported quality of school physical environment

Chart — vertical axis: Peer relationships (% agree+), 0 to 80.

Grade 7:
- <25%: 35
- 25-50%: 42
- 50-75%: 51
- >75%: 65

Grade 11:
- <25%: 30
- 25-50%: 39
- 50-75%: 47
- >75%: 57

Legend: ■ <25% ■ 25-50% ■ 50-75% ■ >75%

My school is usually clean and tidy (% agree or strongly agree)

Source: *California Healthy Kids Survey* (2015-17).

Exhibit 34. Parent involvement by student-reported quality of school physical environment

Source: *California Healthy Kids Survey* (2015-17).

Exhibit 35. Chronic sadness by student-reported quality of school physical environment

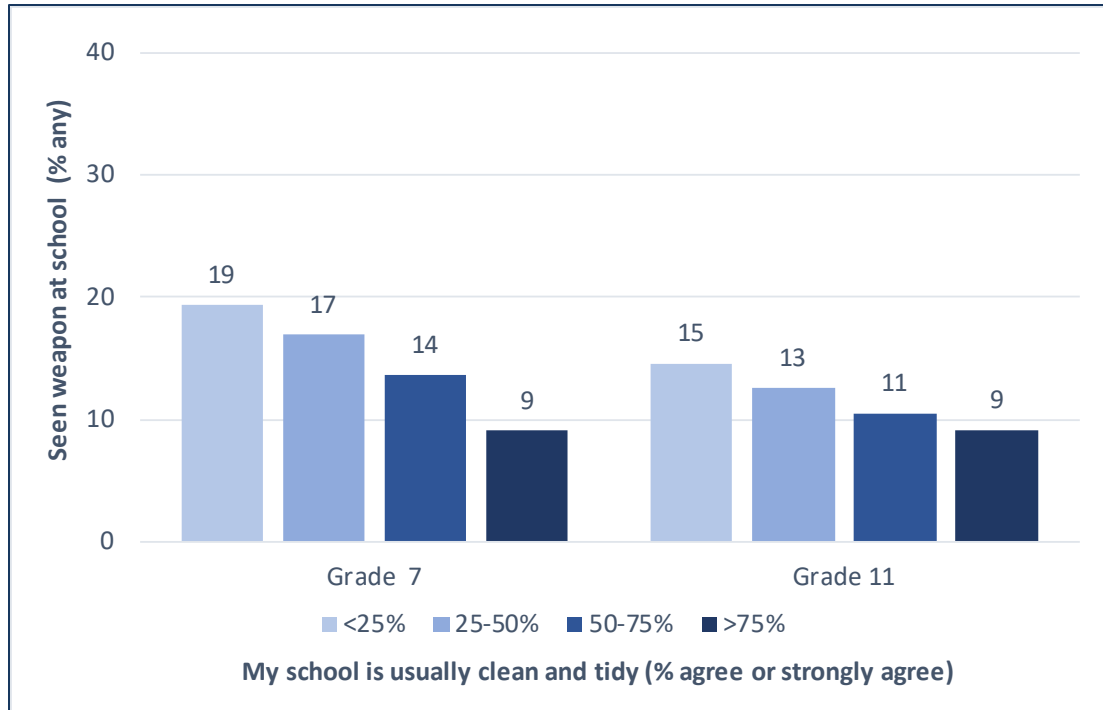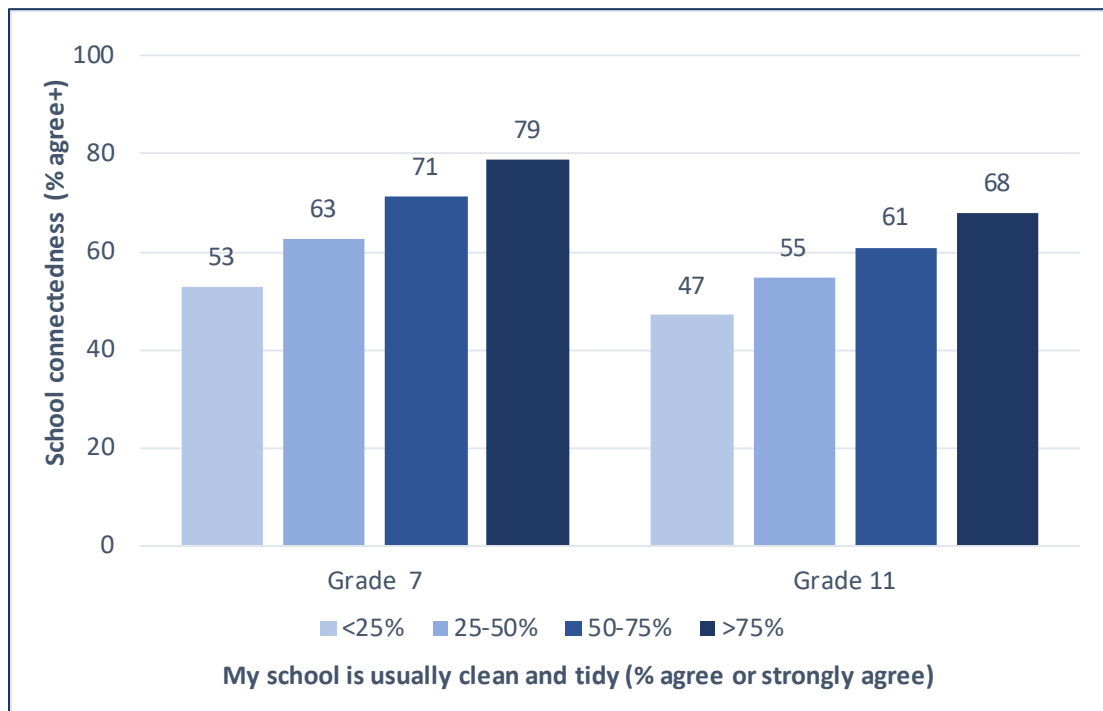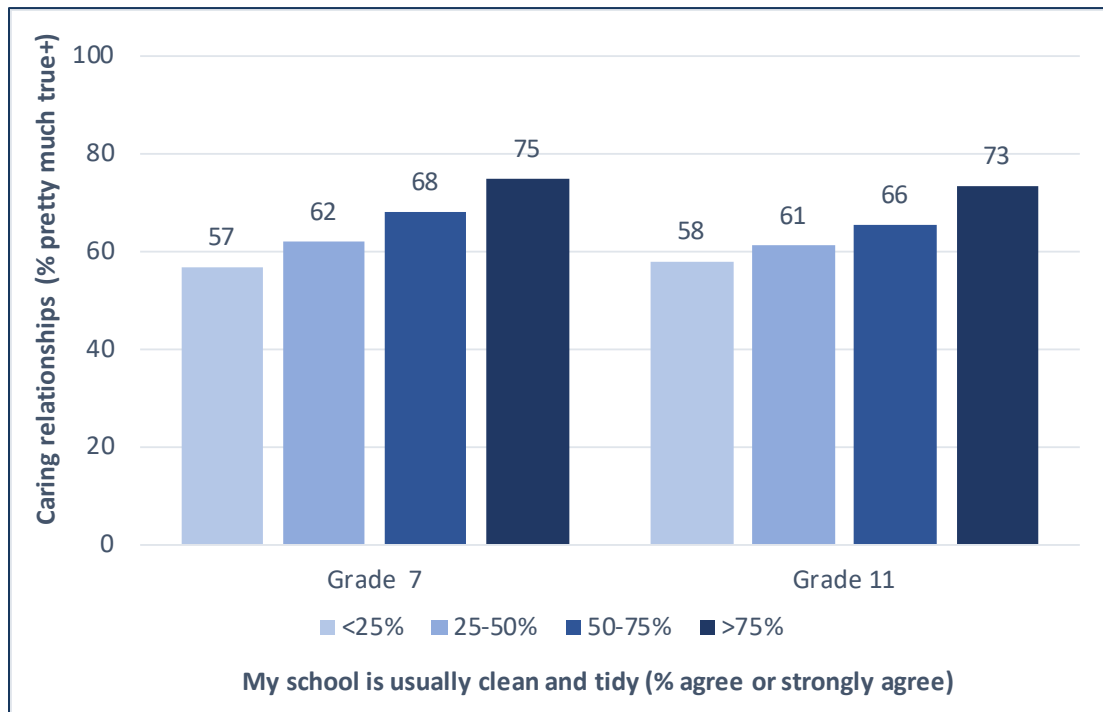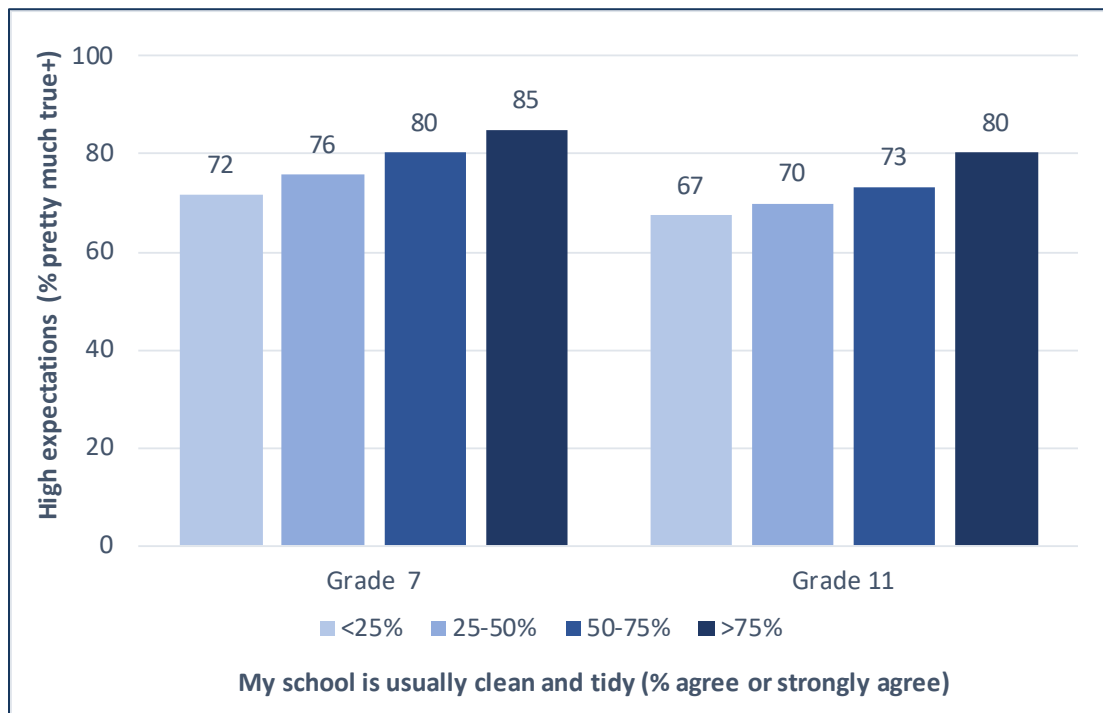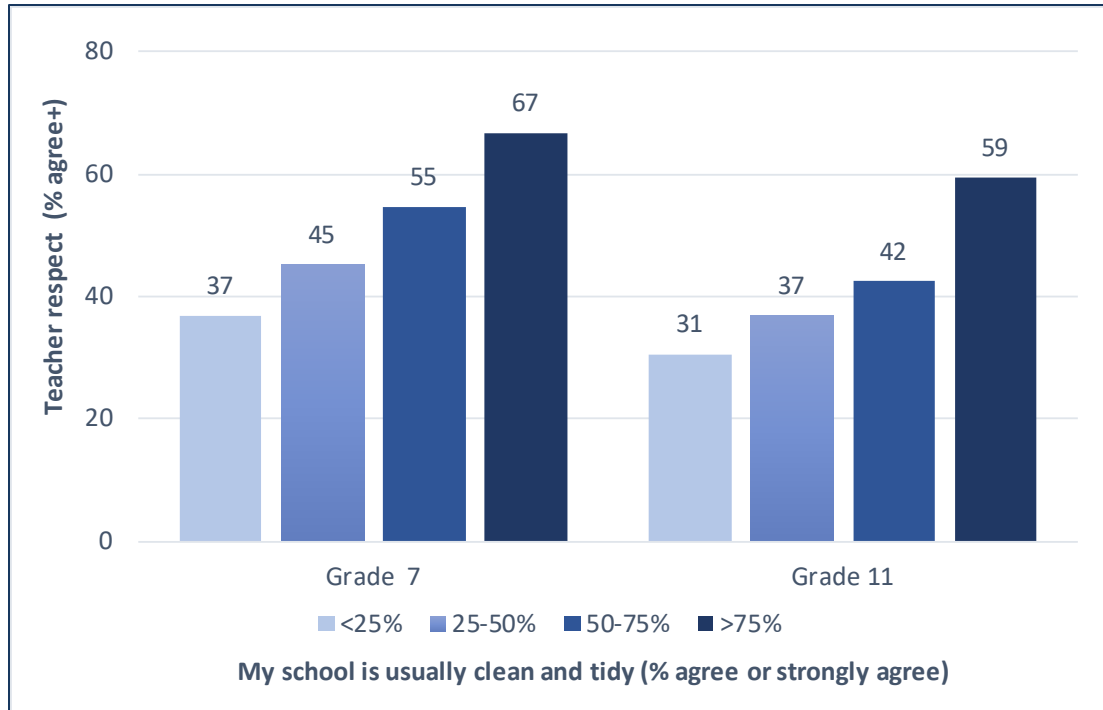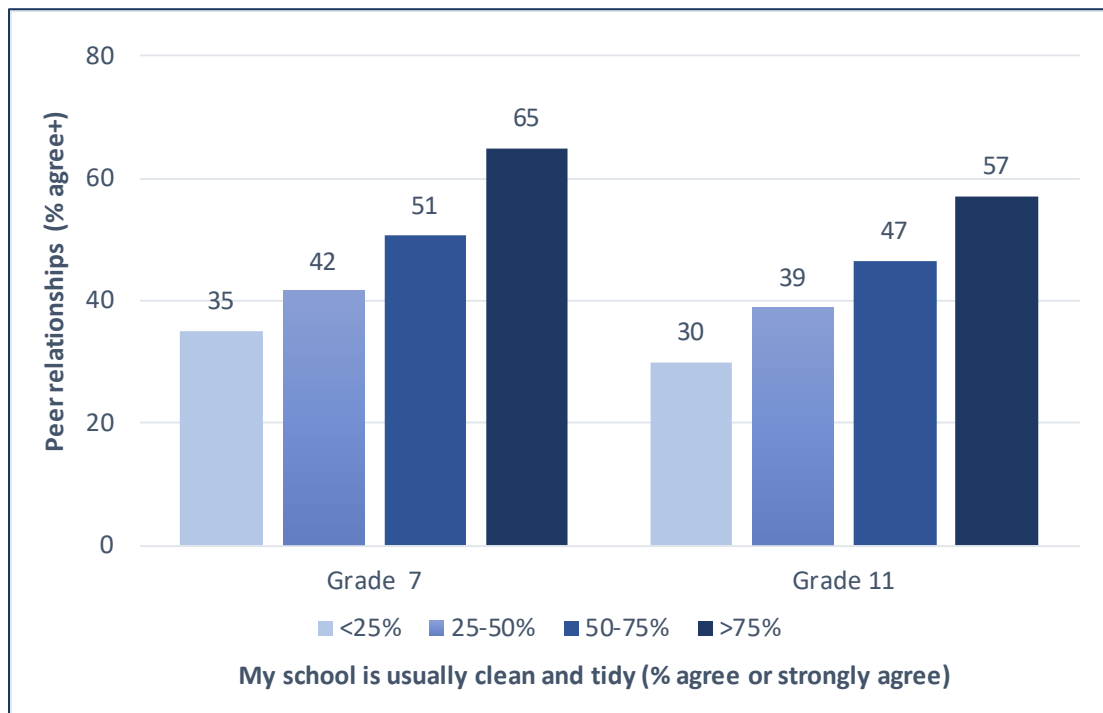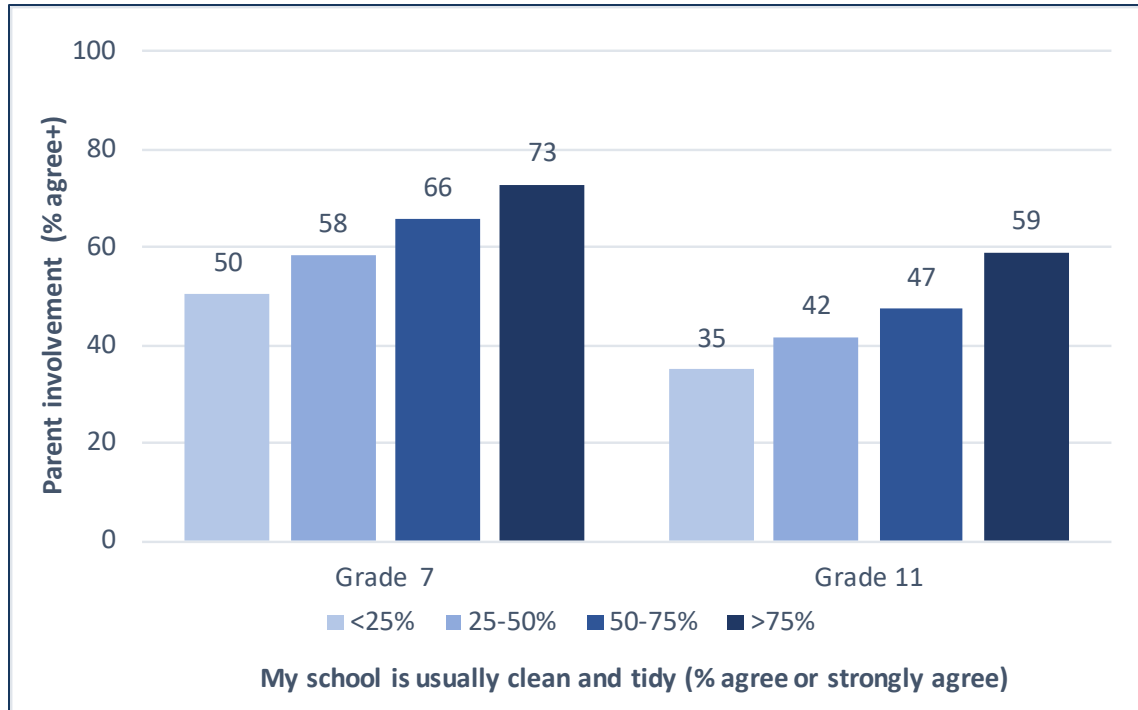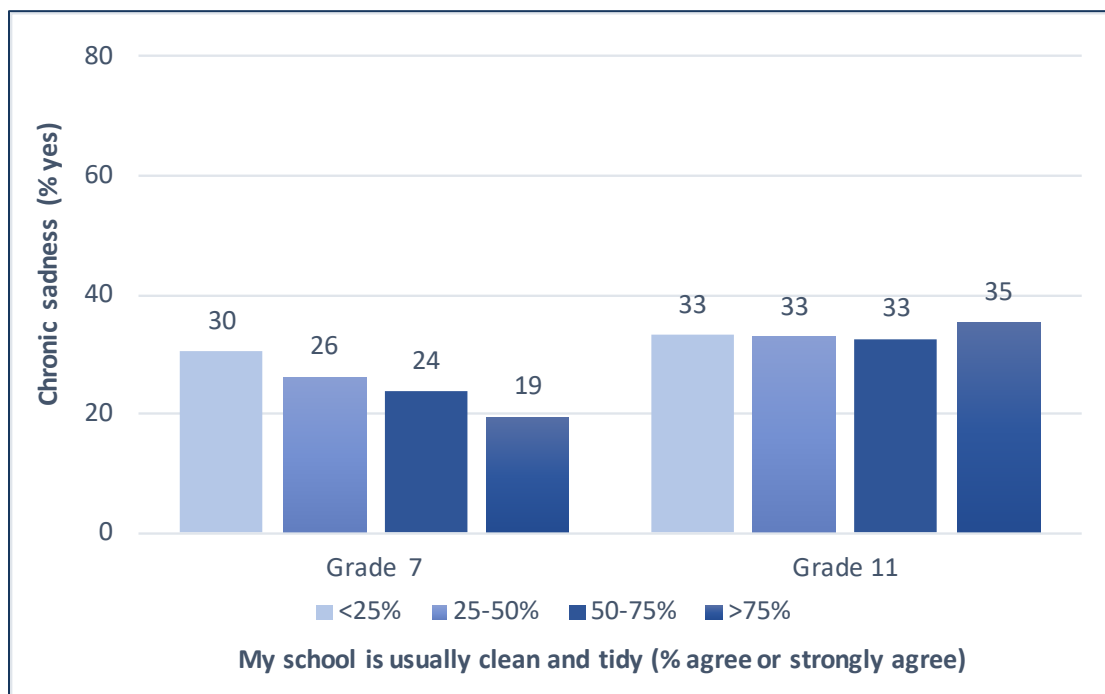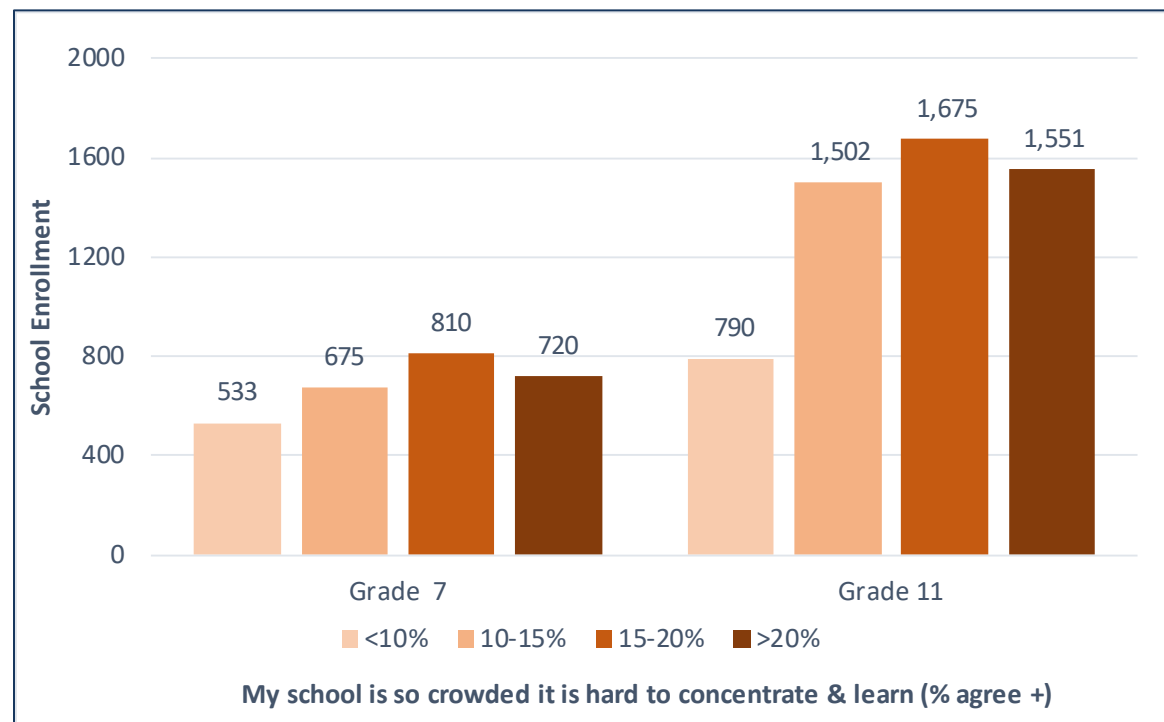Source: *California Healthy Kids Survey* (2015-17).

Relationships of Student Perceptions of School Crowding to other School Characteristics

Exhibit 36. Demographic characteristics by school crowding

| | My school is so crowded it is hard to concentrate and learn | | | | | | | |
| | 7th grade respondents (% agreement) | | | | 11th grade respondents (% agreement) | | | |
	< 10%	10-15%	15-20%	> 20%	< 10%	10-15%	15-20%	> 20%
Enrollment	533	675	810	720	790	1,502	1,675	1,551
Student/staff ratio	22	21	23	21	20	22	22	23
Free/reduced price meals (%)	42	53	58	67	53	54	53	52
Race/ethnicity								
African American (%)	3	4	5	4	4	4	4	6
Asian (%)	7	9	8	6	7	9	5	7
Latinx (%)	38	46	50	58	41	48	52	46
White (%)	43	32	30	25	40	31	33	33

Source: *California Healthy Kids Survey* (2015-17) and demographic data from the California Department of Education.

Exhibit 37. School Enrollment by student-reported school crowding

Source: *California Healthy Kids Survey* (2015-17) and demographic data from the California Department of Education. **Reading the figure:** Schools with more students who report high levels of school crowding come from schools with higher total enrollments, particularly in high school. In high schools, average enrollment is 790 in schools in which less than 10 percent of 11th graders agree/strongly agree that their school is so crowded it is hard to concentrate and learn, while average enrollment is 1,551 in schools in which more than 20 percent of 11th grade students agree/strongly agree on the item.
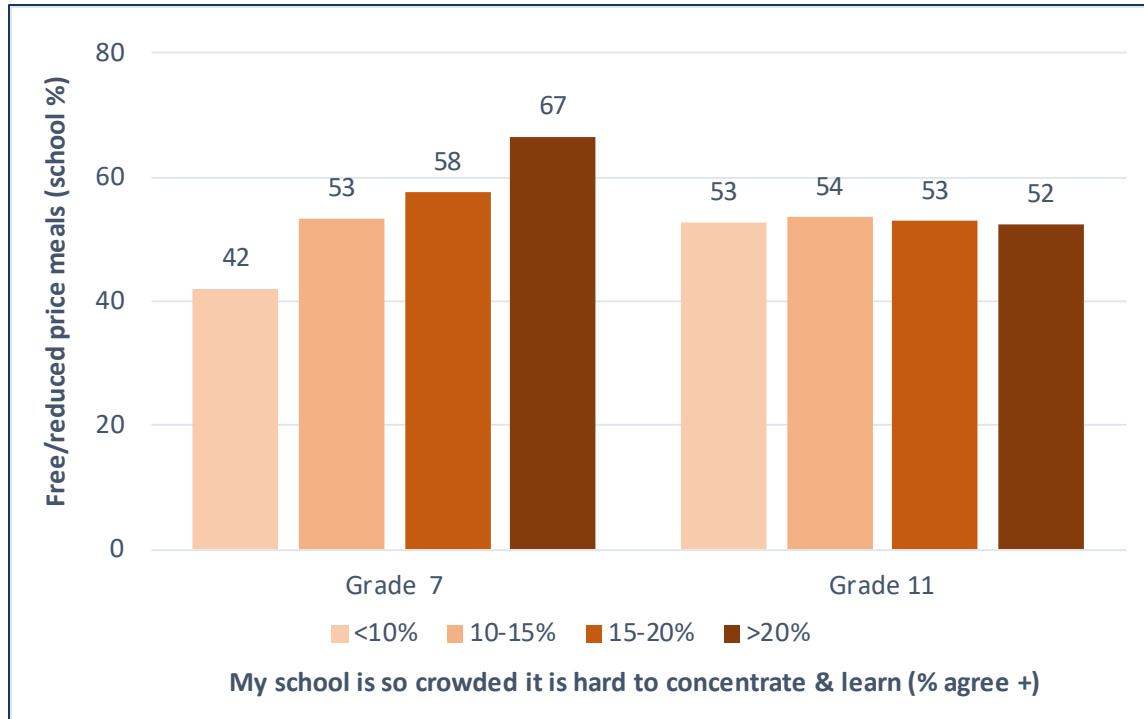
Exhibit 38. Poverty by student-reported school crowding

Source: *California Healthy Kids Survey* (2015-17) and demographic data from the California Department of Education. **Reading the figure:** Schools with more students who report <u>high levels of school crowding serve higher percentages of students in poverty in middle schools</u>. On average, 42 percent of students are eligible for free/reduced-priced meals in schools in which less than 10 percent of 7th graders agree/strongly agree that their school is so crowded it is hard to concentrate and learn, while 67 percent of students are eligible for free/reduced-priced meals in schools in which more than 20 percent of 7th grade students agree/strongly agree on the item. <u>There is no relationship between student perceptions of school crowding and poverty in high schools.</u>

Exhibit 39. Latinx enrollment by student-reported school crowding

Grade 7: <10% = 38, 10-15% = 46, 15-20% = 50, >20% = 58
Grade 11: <10% = 41, 10-15% = 48, 15-20% = 52, >20% = 46

Y-axis: Latinx Enrollment (school %)

Legend: ■ <10% ■ 10-15% ■ 15-20% ■ >20%
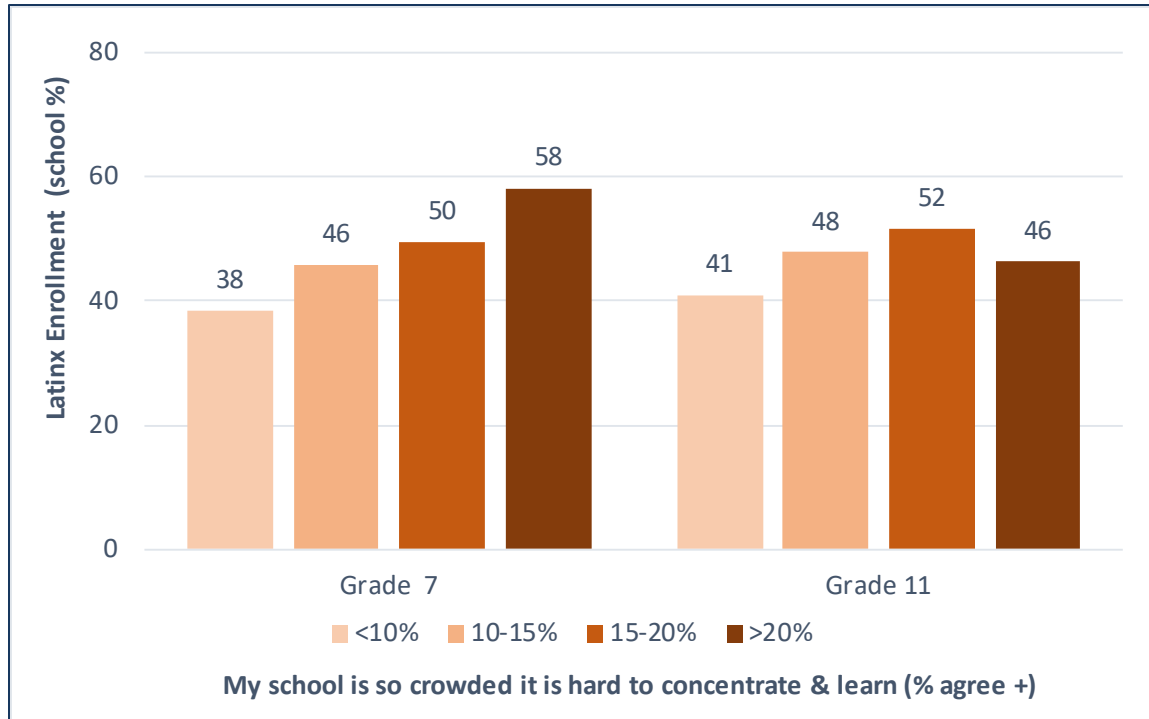
My school is so crowded it is hard to concentrate & learn (% agree +)

Source: *California Healthy Kids Survey* (2015-17) and demographic data from the California Department of Education.

Exhibit 40. Non-Hispanic, white enrollment by student-reported school crowding

Grade 7: <10% = 43, 10-15% = 32, 15-20% = 30, >20% = 25
Grade 11: <10% = 40, 10-15% = 31, 15-20% = 33, >20% = 33

Y-axis: White Enrollment (school %)

Legend: ■ <10% ■ 10-15% ■ 15-20% ■ >20%

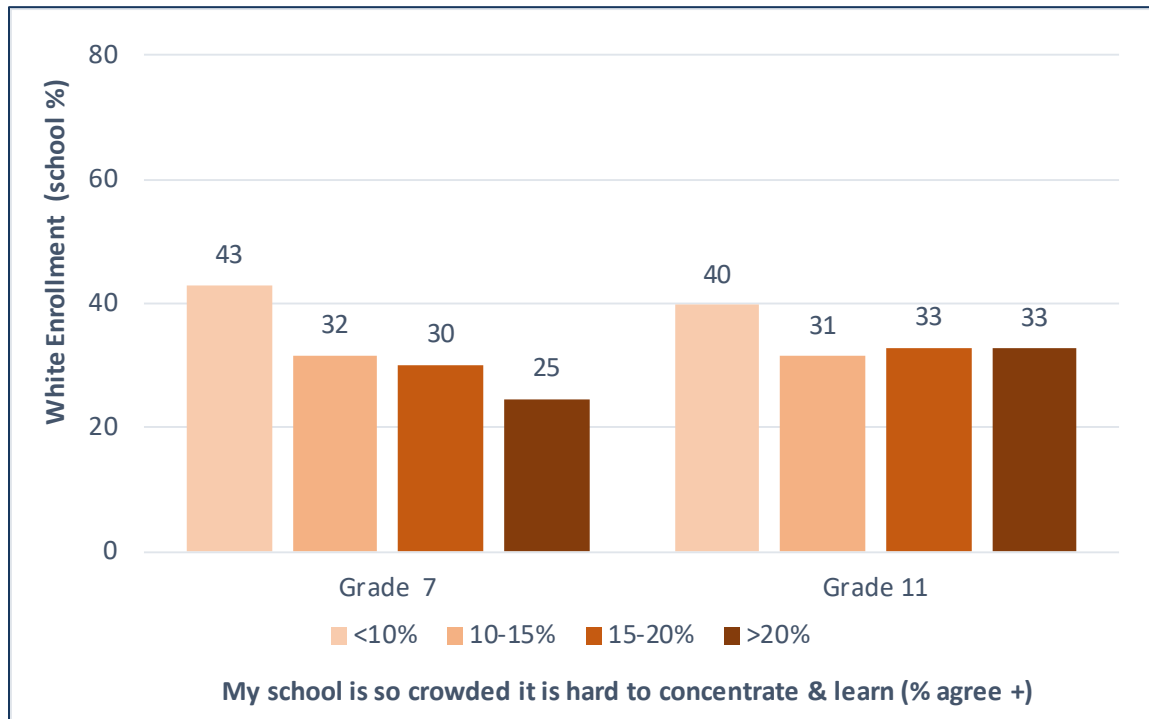**My school is so crowded it is hard to concentrate & learn (% agree +)**

Source: *California Healthy Kids Survey* (2015-17) and demographic data from the California Department of Education.

Exhibit 41. School discipline, Fitnessgram, and Smarter Balanced Assessment Consortium (SBAC) test scores by school crowding

| | My school is so crowded it is hard to concentrate and learn | | | | | | | |
| | 7th grade respondents (% agreement) | | | | 11th grade respondents (% agreement) | | | |
	< 10%	10-15%	15-20%	> 20%	< 10%	10-15%	15-20%	> 20%
Chronic absentee rate	18.0	22.7	25.5	26.6	31.8	34.6	36.2	45.1
Expulsion rate (*1,000)	1.5	10.1	14.2	12.1	20.9	18.3	22.7	16.3
Total suspension rate	3.0	5.1	7.3	6.9	5.9	5.3	5.6	6.5
Graduation rate	—	—	—	—	91.4	92.4	90.2	91.1
UC-Eligible graduation rate	—	—	—	—	41.8	45.8	42.1	40.6
Dropout rate (*10)	—	—	—	—	12.6	6.9	9.4	8.3
ELA (% met standard)	65.0	52.5	47.6	40.6	63.1	64.0	62.2	56.5
Math (% met standard)	53.6	39.7	36.0	27.8	32.2	34.9	33.3	28.3
Fitnessgram (% 5-6 HFZs)	62.9	56.4	56.7	53.9	60.4	61.1	60.6	58.6

Source: *California Healthy Kids Survey* (2015-17) and incident/academic performance data from the California Department of Education.

Exhibit 42. Chronic absentee rate by student-reported school crowding

Source: *California Healthy Kids Survey* (2015-17) and chronic absentee rate data from the California Department of Education.

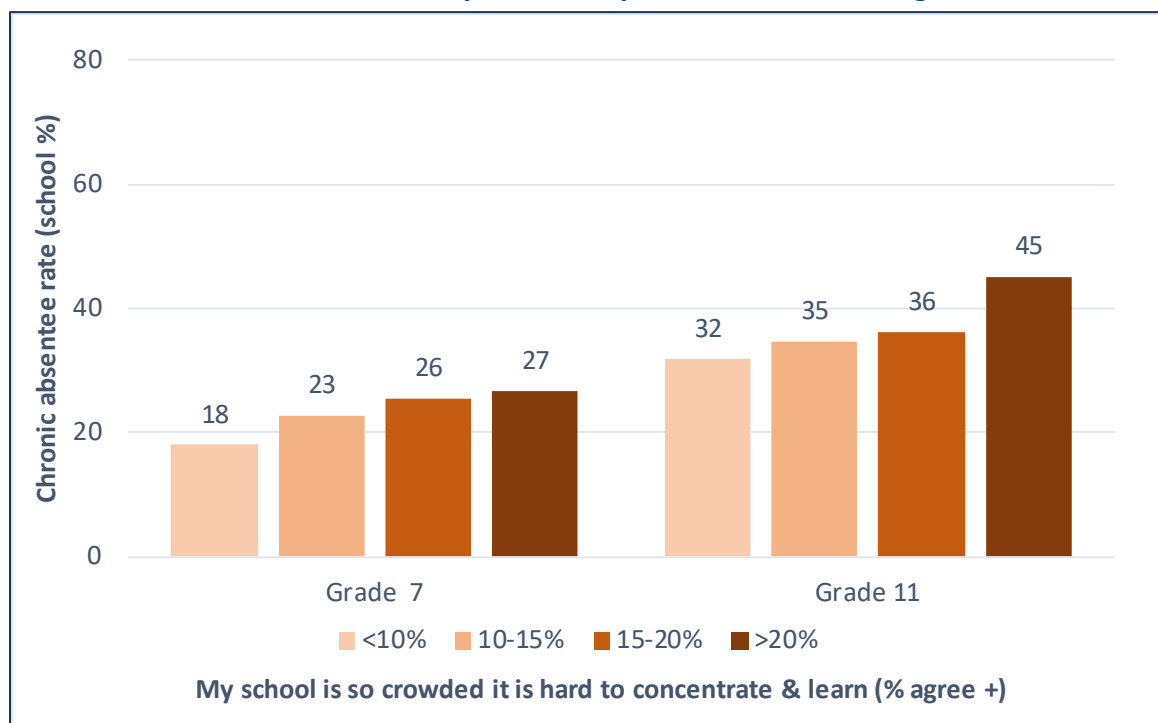**Exhibit 43. English Language Arts performance by student-reported school crowding**
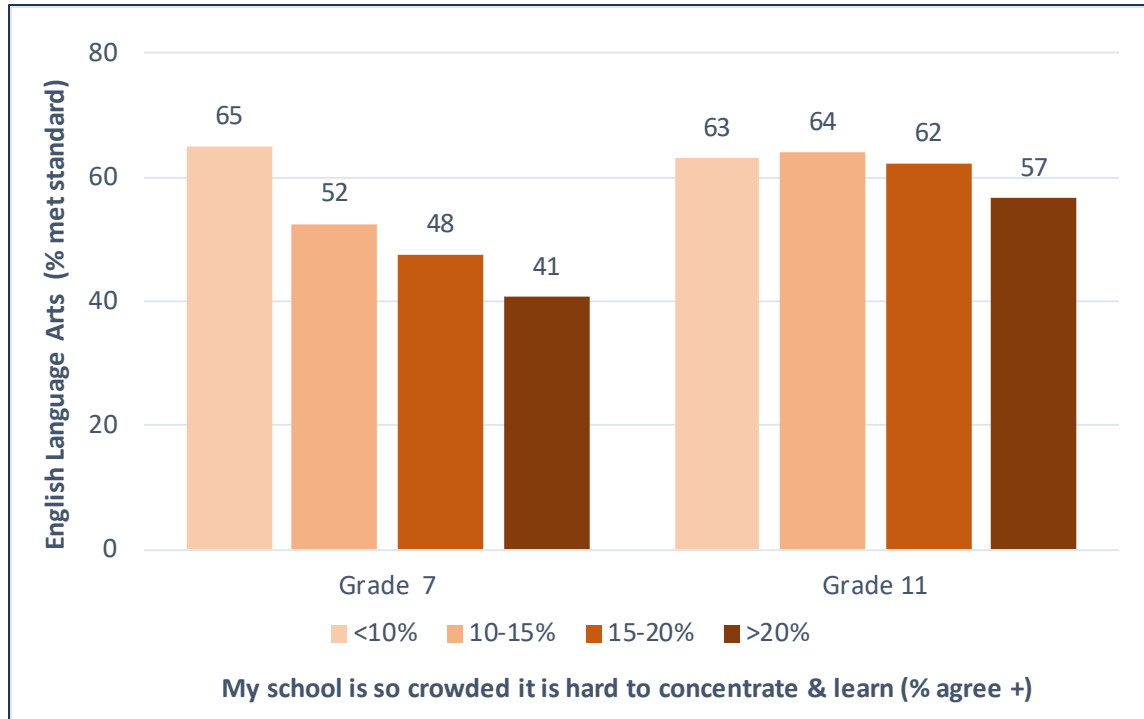
Source: *California Healthy Kids Survey* (2015-17) and test score data from the California Department of Education.

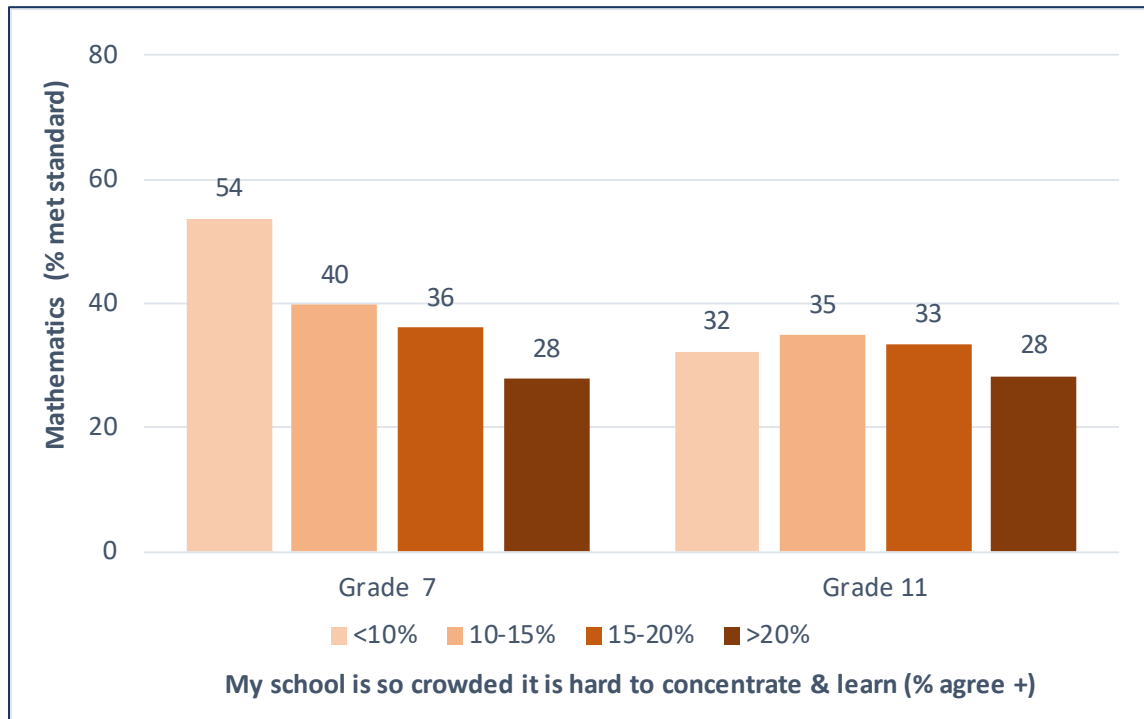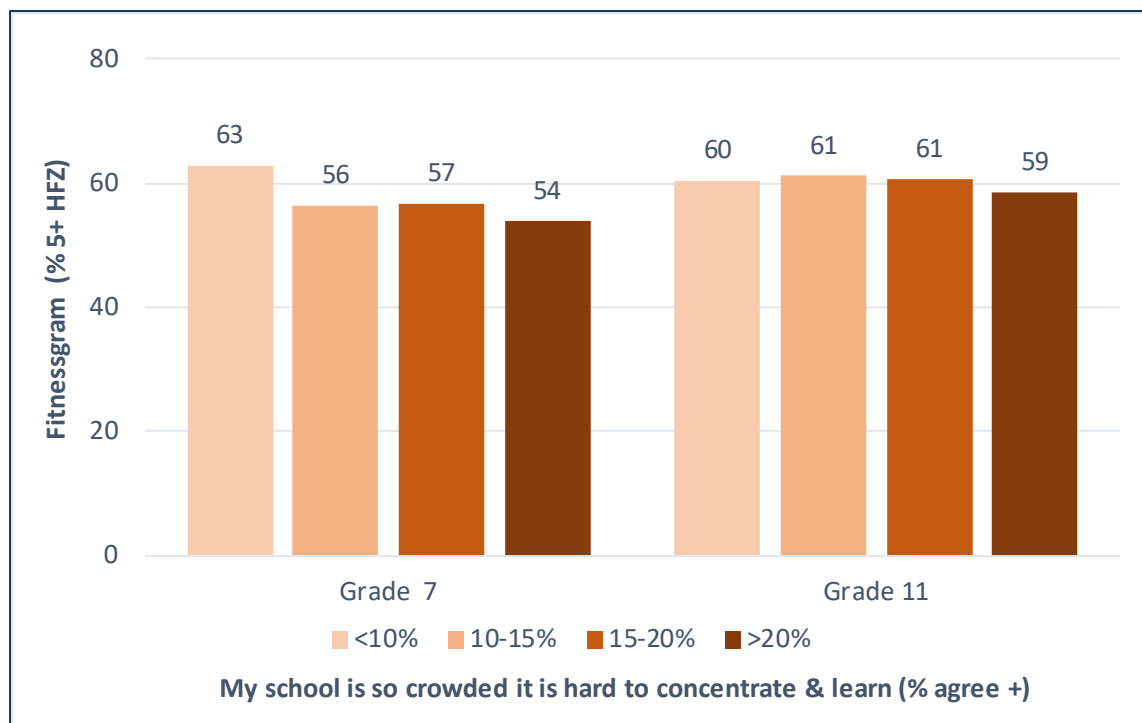**Exhibit 44. Mathematics performance by student-reported school crowding**

Source: *California Healthy Kids Survey* (2015-17) and test score data from the California Department of Education.

Exhibit 45. Physical fitness by student-reported school crowding

Chart data:
- Grade 7: <10%: 63, 10-15%: 56, 15-20%: 57, >20%: 54
- Grade 11: <10%: 60, 10-15%: 61, 15-20%: 61, >20%: 59

Legend: ■ <10% ■ 10-15% ■ 15-20% ■ >20%

My school is so crowded it is hard to concentrate & learn (% agree +)

Y-axis: Fitnessgram (% 5+ HFZ)

Source: *California Healthy Kids Survey* (2015-17) and Fitnessgram (percent of students of met Healthy Fitness Zone standards in 5 or more of the six standards assessed) data from the California Department of Education.

Exhibit 46. School safety, school connectedness, school supports, parent involvement, student mental health, and peer relationships by school crowding

	My school is so crowded it is hard to concentrate and learn							
	7th grade respondents (% agreement)				11th grade respondents (% agreement)			
	< 10%	10-15%	15-20%	> 20%	< 10%	10-15%	15-20%	> 20%
Safe at school (% agree)	80	71	67	64	68	65	63	60
Physical fight at school (% any)	11	14	15	18	7	6	7	9
Seen weapon at school (% any)	8	14	15	17	12	11	12	14
School connectedness (% agree)	75	69	66	63	58	59	57	55
Caring relationships (% agree)	72	66	65	63	66	64	63	62
High expectations (% agree)	84	79	78	76	74	72	71	70
Teacher respect (% agree)	56	53	49	48	43	40	38	37
Peer relationships (% agree)	54	49	46	44	42	42	41	40
Parent involvement (% agree)	69	65	60	60	45	45	43	41
Chronic sadness (% yes)	21	25	26	27	37	33	32	34

Source: *California Healthy Kids Survey, 2015-17.*

Exhibit 47. School safety by student-reported school crowding
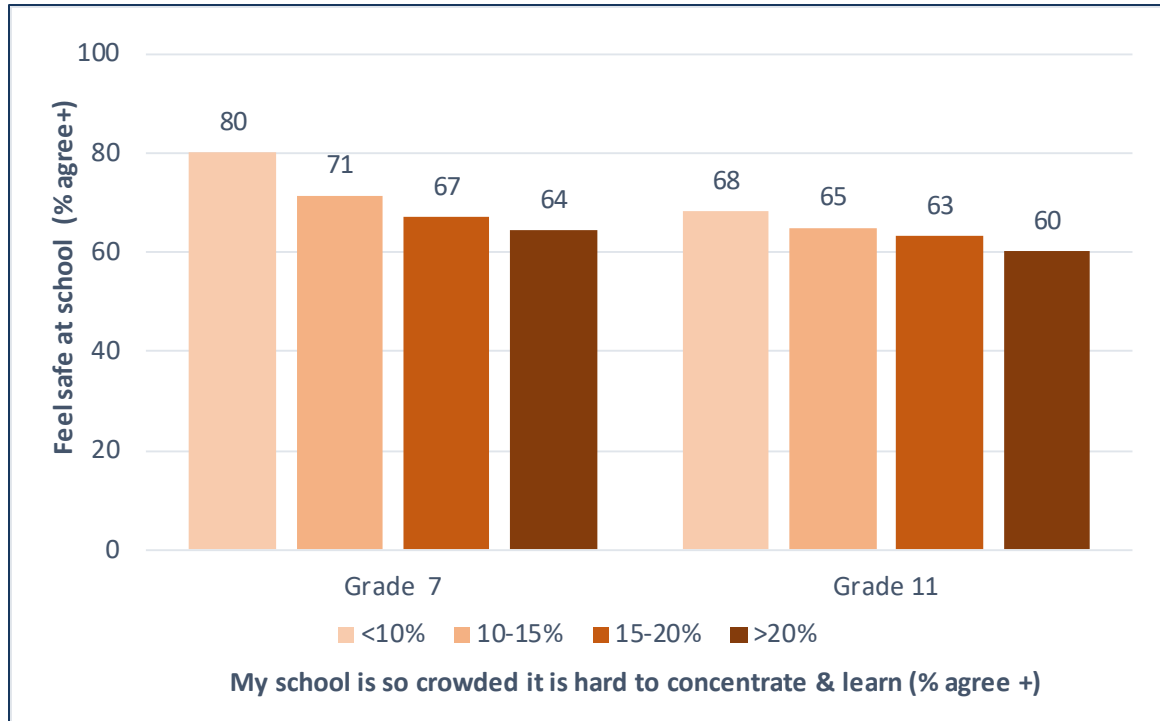
Source: *California Healthy Kids Survey* (2015-17).

Exhibit 48. Fighting at school by student-reported school crowding

Source: *California Healthy Kids Survey* (2015-17).

Exhibit 49. Weapons at school by student-reported school crowding

Bar chart. Y-axis: Seen weapon at school (% any), 0 to 40. Categories: <10%, 10-15%, 15-20%, >20%.

Grade 7: 8, 14, 15, 17
Grade 11: 12, 11, 12, 14

My school is so crowded it is hard to concentrate & learn (% agree +)

Source: *California Healthy Kids Survey* (2015-17).

Exhibit 50. School connectedness by student-reported school crowding

Bar chart. Y-axis: School connectedness (% agree+), 0 to 100. Categories: <10%, 10-15%, 15-20%, >20%.

Grade 7: 75, 69, 66, 63
Grade 11: 58, 59, 57, 55

My school is so crowded it is hard to concentrate & learn (% agree +)

Source: *California Healthy Kids Survey* (2015-17).

Exhibit 51. Caring staff-student relationships by student-reported school crowding

Bar chart. Y-axis: Caring relationships (% pretty much true+), 0 to 100. X-axis: "My school is so crowded it is hard to concentrate & learn (% agree +)". Legend: <10%, 10-15%, 15-20%, >20%.

Grade 7: 72, 66, 65, 63. Grade 11: 66, 64, 63, 62.

Source: *California Healthy Kids Survey* (2015-17).

Exhibit 52. Teacher respect by student-reported school crowding

Bar chart. Y-axis: Teacher respect (% agree+), 0 to 80. X-axis: "My school is so crowded it is hard to concentrate & learn (% agree +)". Legend: <10%, 10-15%, 15-20%, >20%.

Grade 7: 56, 53, 49, 48. Grade 11: 43, 40, 38, 37.

Source: *California Healthy Kids Survey* (2015-17).

Exhibit 53. Student peer relationships by student-reported school crowding

Peer relationships (% agree+)

Grade 7: 54, 49, 46, 44
Grade 11: 42, 42, 41, 40

Legend: ■ <10% ■ 10-15% ■ 15-20% ■ >20%

My school is so crowded it is hard to concentrate & learn (% agree +)

Source: *California Healthy Kids Survey* (2015-17).

Exhibit 54. Parent involvement by student-reported school crowding

Parent involvement (% agree+)

Grade 7: 69, 65, 60, 60
Grade 11: 45, 45, 43, 41

Legend: ■ <10% ■ 10-15% ■ 15-20% ■ >20%

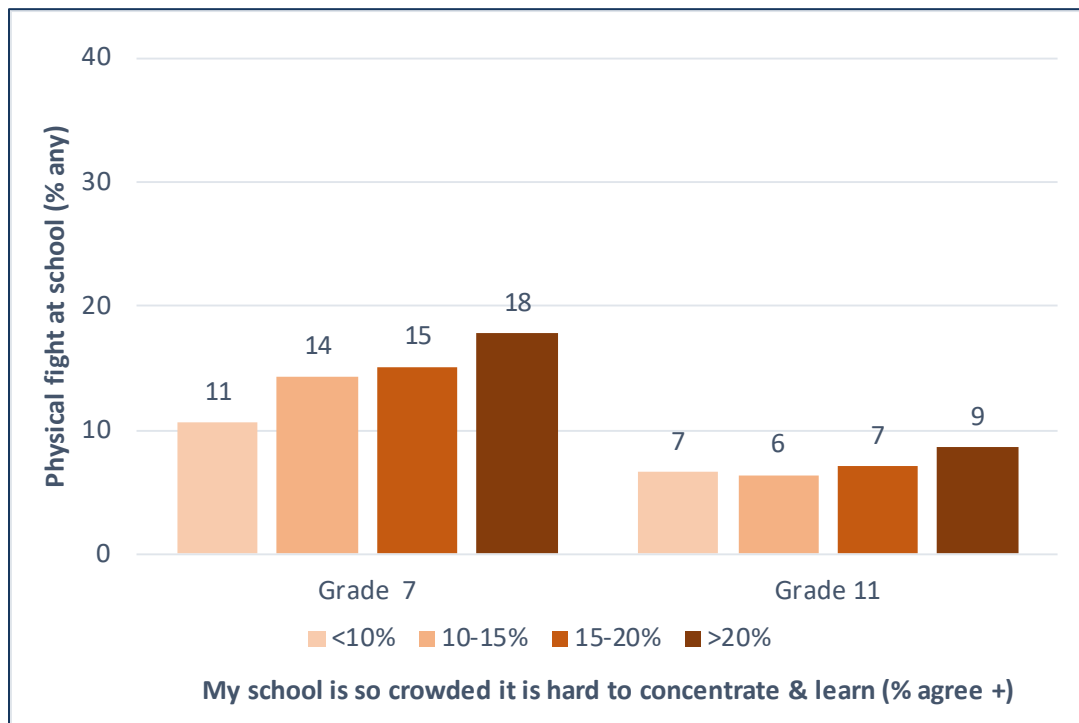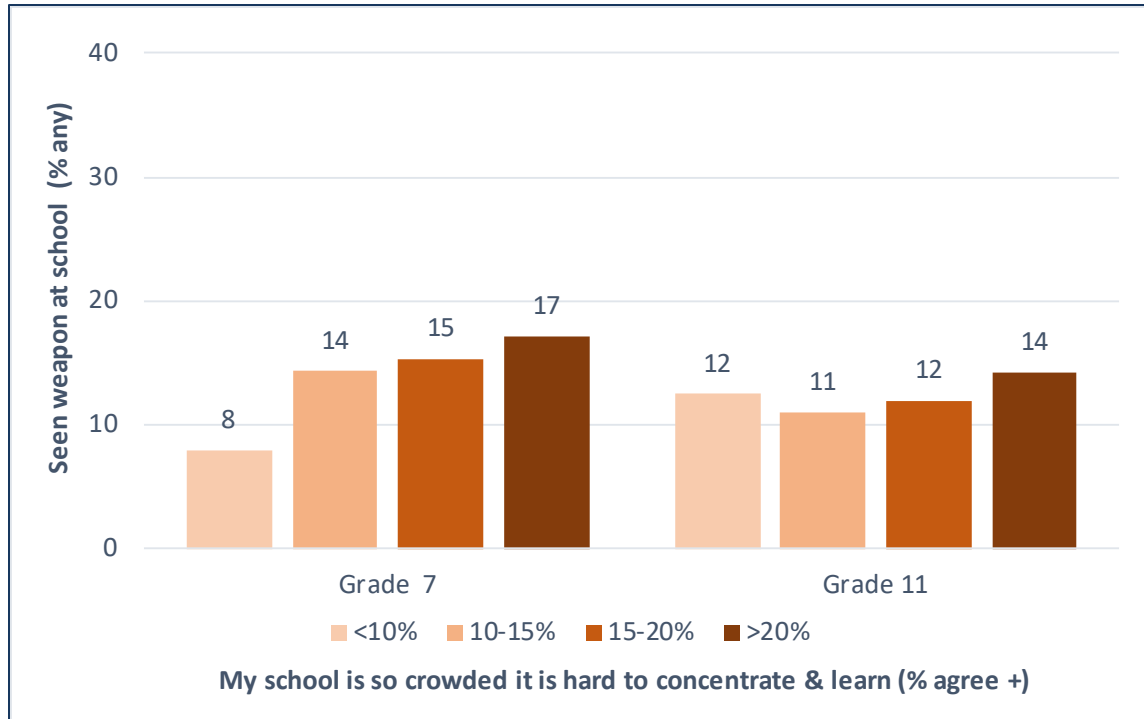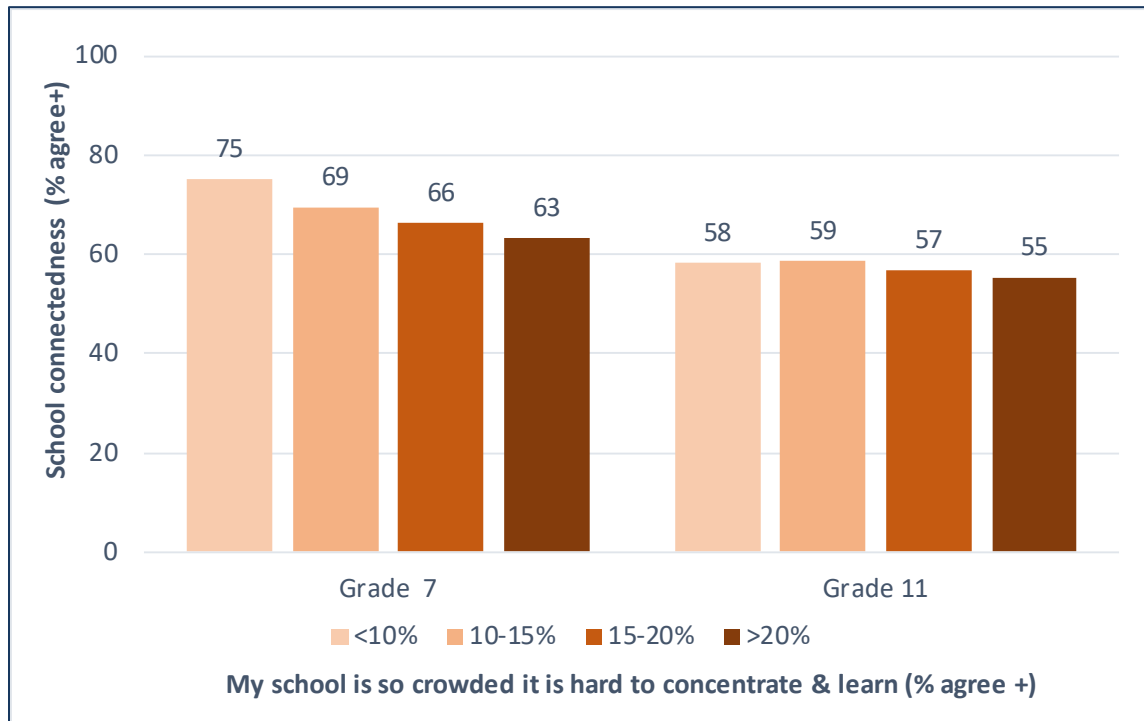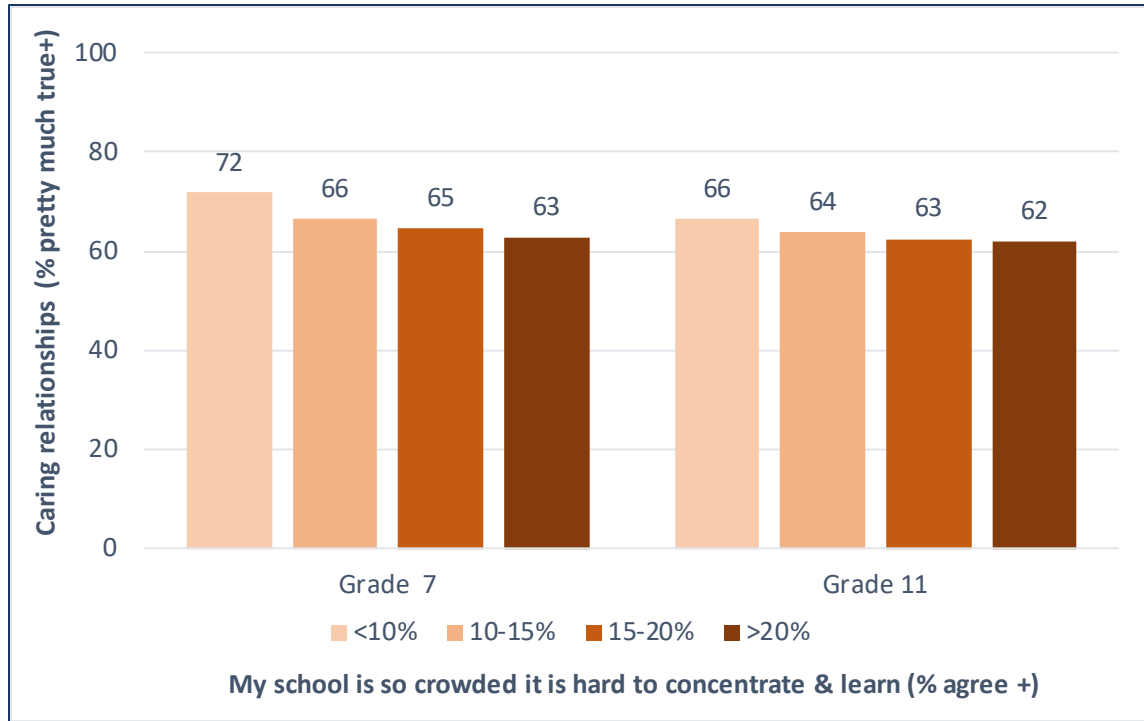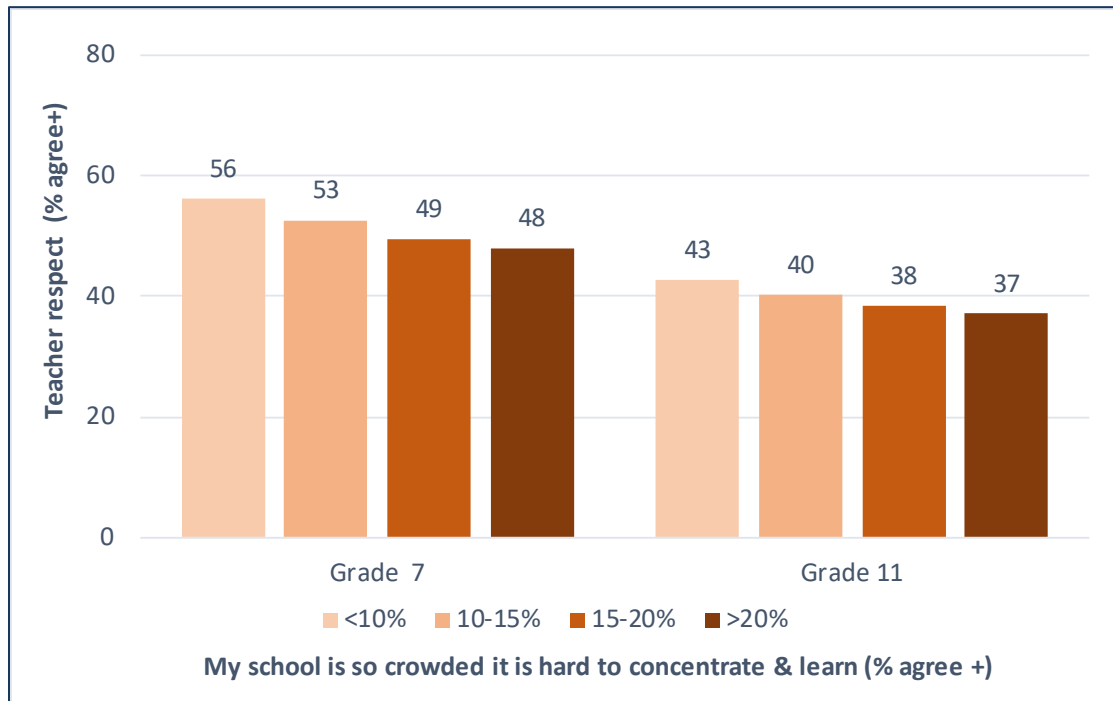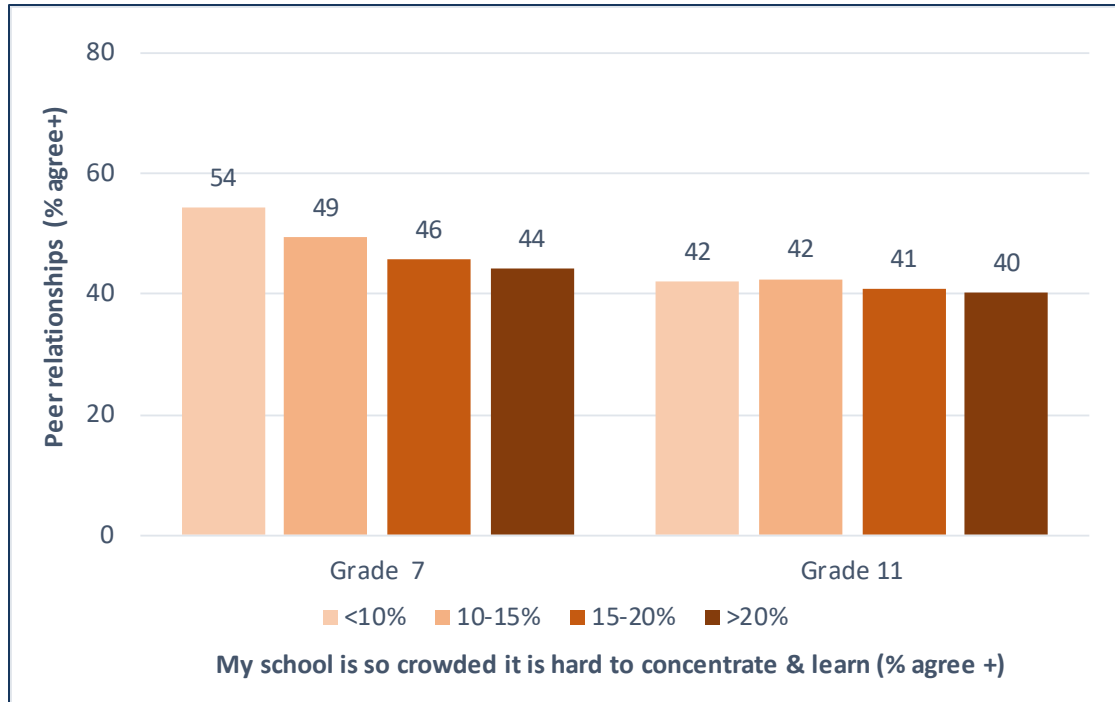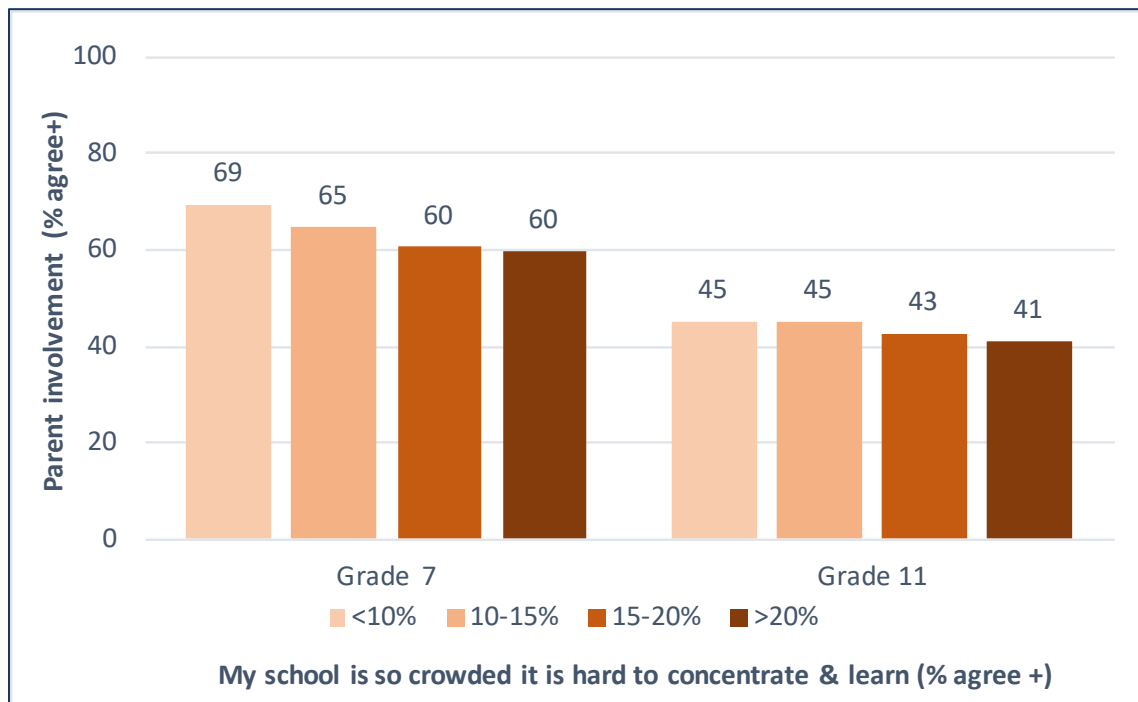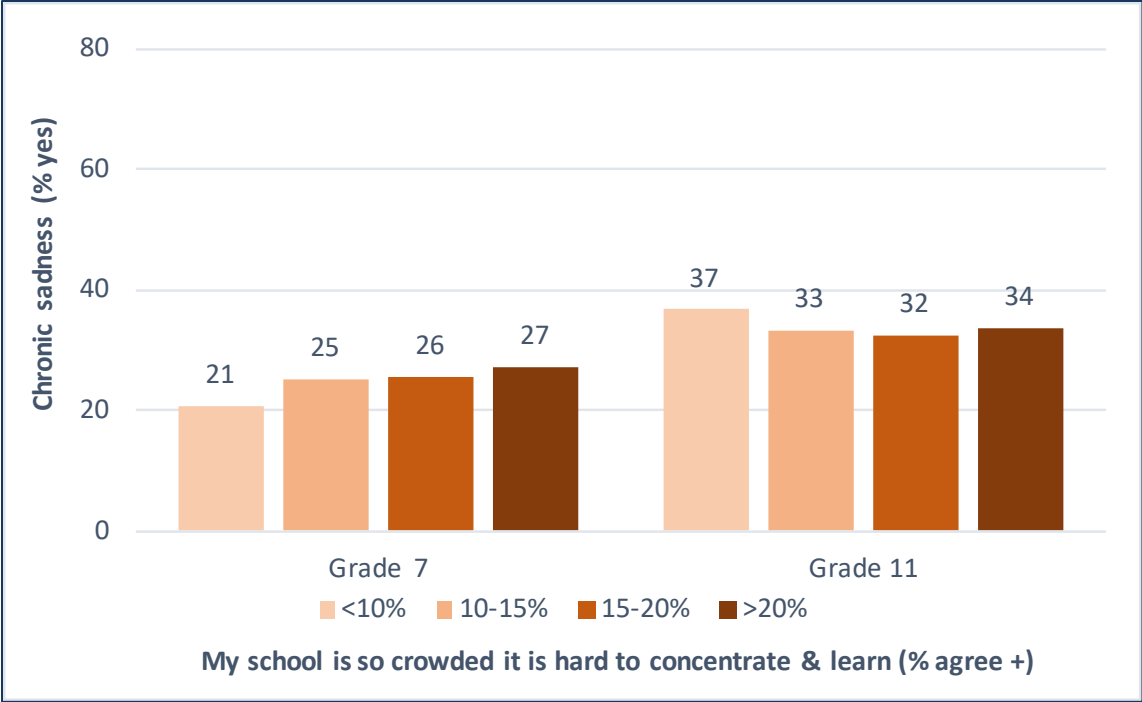**My school is so crowded it is hard to concentrate & learn (% agree +)**

Source: *California Healthy Kids Survey* (2015-17).

Exhibit 55. Chronic sadness by student-reported school crowding

Source: *California Healthy Kids Survey* (2015-17).

Relationships of Student Perceptions of School Lunch Time to other School Characteristics

Exhibit 56. Demographic characteristics by school lunch time

| | I eat my lunch at the right time of day | | | | | | | |
| | 7th grade respondents (% agreement) | | | | 11th grade respondents (% agreement) | | | |
	< 30%	30-45%	45-55%	> 55%	< 30%	30-45%	45-55%	> 55%
Enrollment	555	681	799	716	1,135	1,498	1,617	1,130
Student/staff ratio	19	21	22	22	21	22	23	22
Free/reduced price meals (%)	77	75	70	49	58	58	47	47
Race/ethnicity								
African American (%)	9	7	5	3	7	5	3	2
Asian (%)	6	5	6	8	7	6	7	6
Latinx (%)	46	57	62	44	54	50	44	46
White (%)	21	22	20	36	26	30	37	40

Source: *California Healthy Kids Survey* (2015-17) and demographic data from the California Department of Education.

Exhibit 57. School Enrollment by student-reported school lunch time
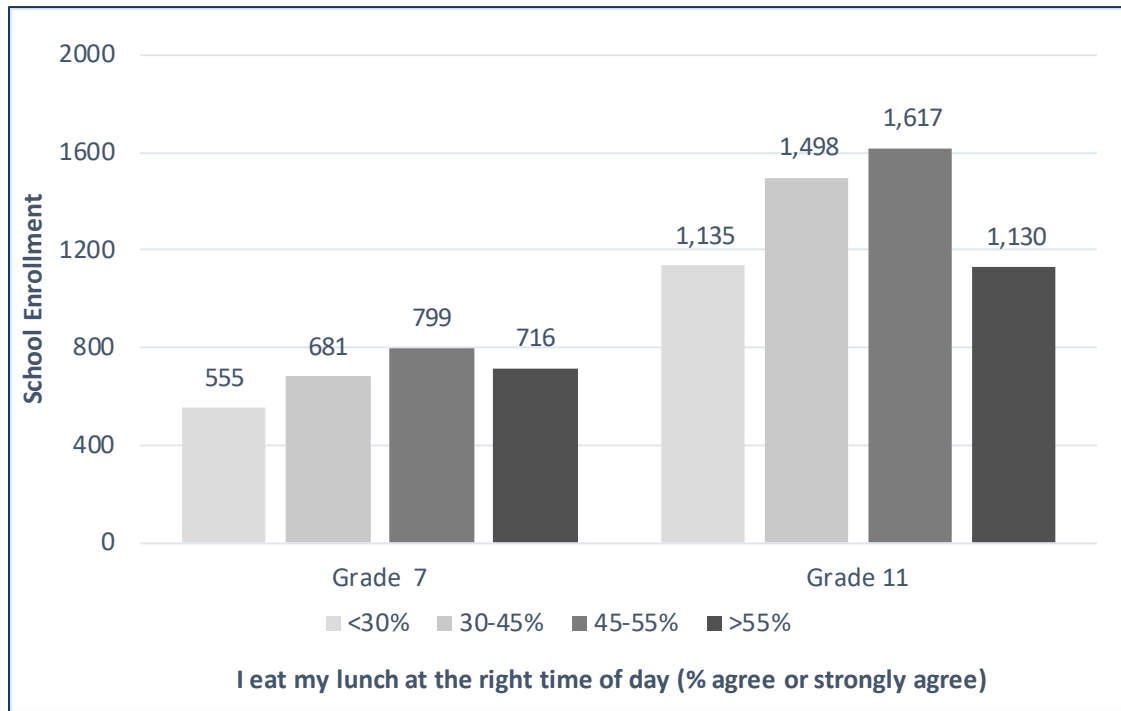
Source: *California Healthy Kids Survey* (2015-17) and demographic data from the California Department of Education. **Reading the figure:** Schools with more students who report that they eat lunch at the right time of day tend to come from schools with higher total enrollments, although the relationship is non-linear. In middle schools, average enrollment is 555 in schools in which less than 30 percent of 7th graders agree/strongly agree that they eat lunch at the right time of day, while average enrollment is 726 in schools in which more than 55 percent of 7th grade students agree/strongly agree on the item.

Exhibit 58. Poverty by student-reported school lunch time

Source: *California Healthy Kids Survey* (2015-17) and demographic data from the California Department of Education. **Reading the figure:** Schools with more students who report <u>that they eat lunch at the right time of day serve lower percentages of students in poverty</u>. On average, 77 percent of students are eligible for free/reduced-priced meals in schools in which less than 30 percent of 7th graders agree/strongly agree that they eat lunch at the right time of day, while 49 percent of students are eligible for free/reduced-priced meals in schools in which more than 55 percent of 7th grade students agree/strongly agree on the item.

Exhibit 59. Latinx enrollment by student-reported school lunch time

Source: *California Healthy Kids Survey* (2015-17) and demographic data from the California Department of Education.
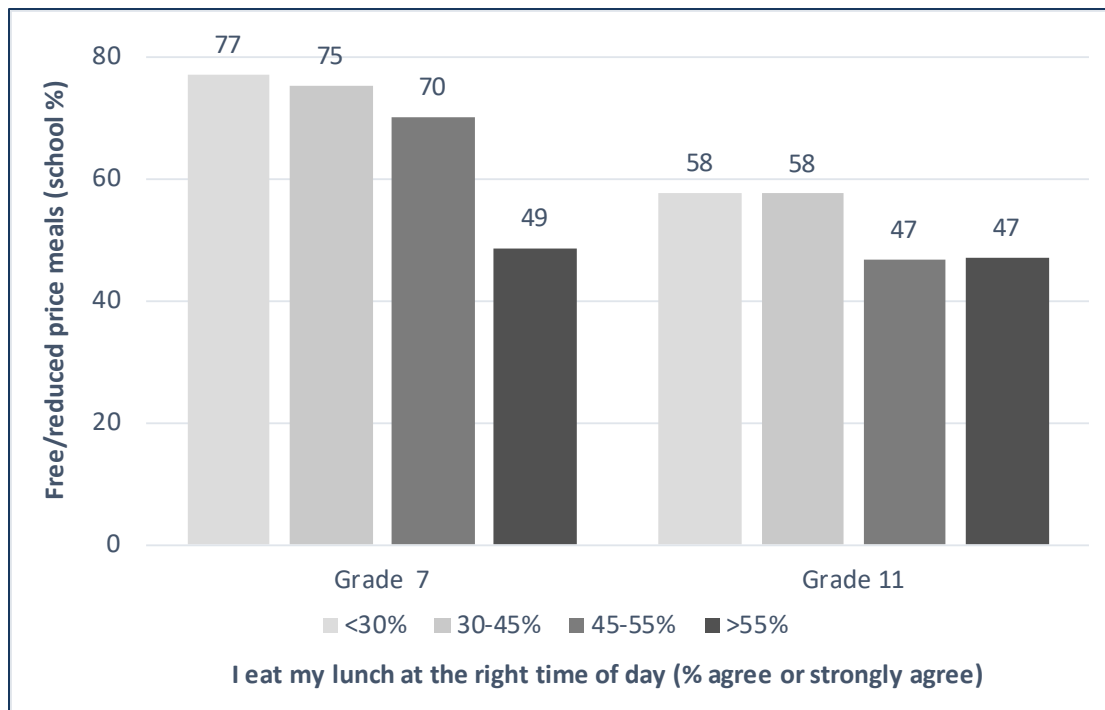
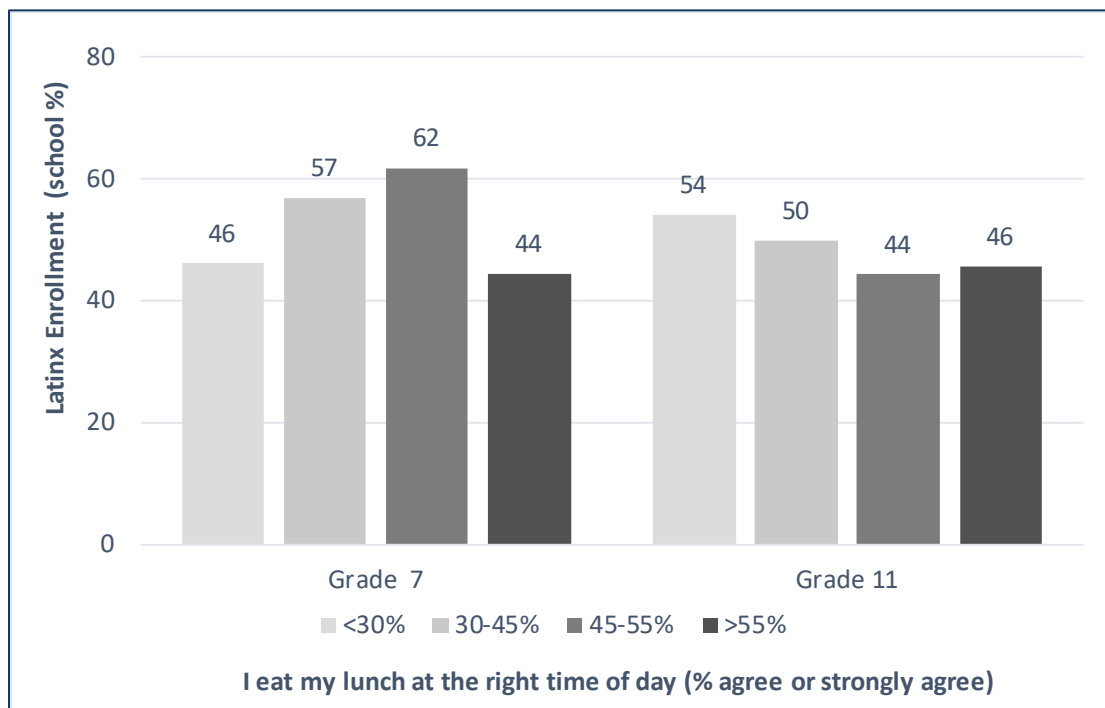**Exhibit 60. Non-Hispanic, white enrollment by student-reported school lunch time**
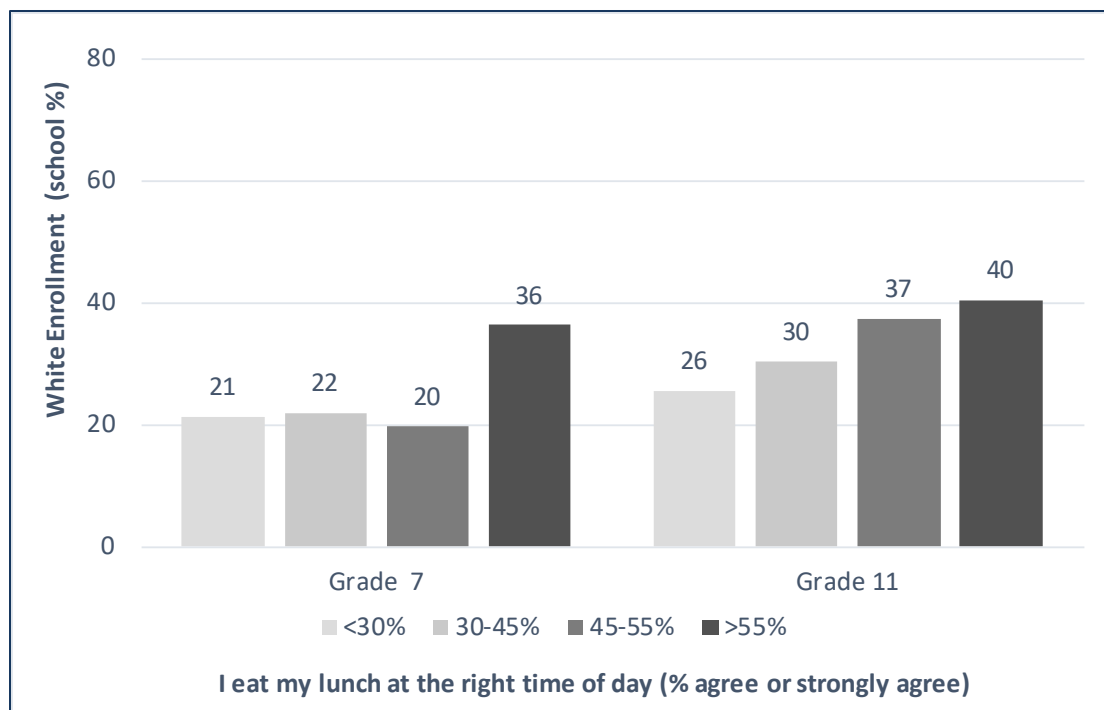
Source: *California Healthy Kids Survey* (2015-17) and demographic data from the California Department of Education.

Exhibit 61. School discipline, Fitnessgram, and Smarter Balanced Assessment Consortium (SBAC) test scores by school lunch time

| | I eat my lunch at the right time of day | | | | | | | |
| | 7th grade respondents (% agreement) | | | | 11th grade respondents (% agreement) | | | |
	< 30%	30-45%	45-55%	> 55%	< 30%	30-45%	45-55%	> 55%
Chronic absentee rate	28.9	32.6	28.8	20.7	39.9	42.1	30.8	24.1
Expulsion rate (*1,000)	14.5	14.5	13.7	10.1	9.3	23.4	18.9	12.1
Total suspension rate	10.4	9.4	7.3	5.1	3.5	6.4	5.1	5.8
Graduation rate	—	—	—	—	87.3	89.8	93.9	94.4
UC-Eligible graduation rate	—	—	—	—	38.6	40.5	47.3	47.3
Dropout rate (*10)	—	—	—	—	18.8	9.8	5.9	4.8
ELA (% met standards)	28.3	34.1	40.1	54.5	59.0	58.4	67.0	66.0
Math (% met standards)	16.5	23.3	27.8	41.8	28.8	28.7	39.0	37.3
Fitnessgram (% 5-6 HFZs)	37.4	46.3	52.1	61.0	55.6	58.9	62.9	63.0

Source: *California Healthy Kids Survey* (2015-17) and incident/academic performance data from the California Department of Education.

Exhibit 62. Chronic absentee rate by student-reported school lunch time

Source: *California Healthy Kids Survey* (2015-17) and chronic absentee rate data from the California Department of Education.

Exhibit 63. Student suspensions by student-reported school lunch time
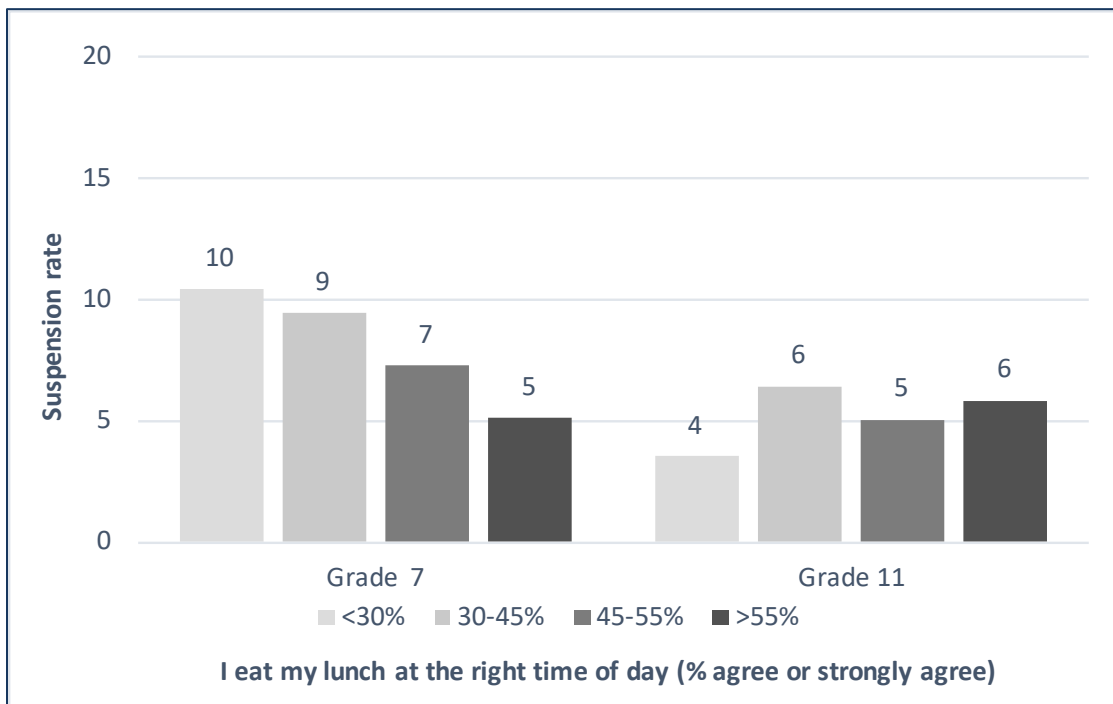
Source: *California Healthy Kids Survey* (2015-17) and expulsion data from the California Department of Education.

Exhibit 64. Dropout rate by student-reported school lunch time
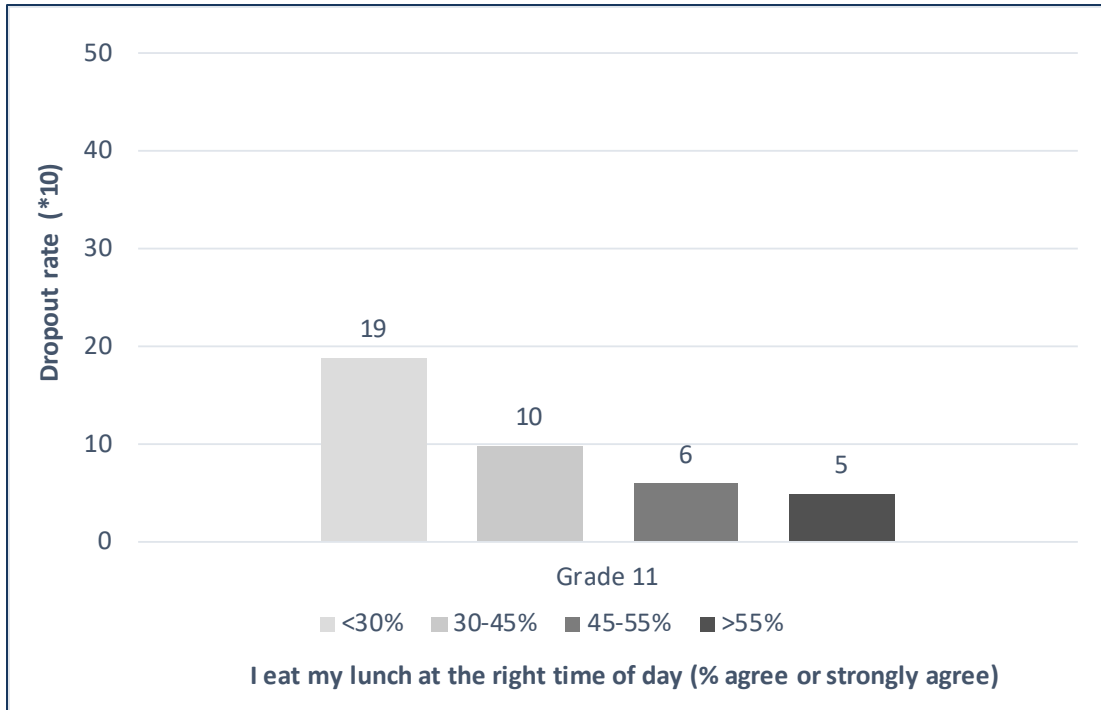
Dropout rate (*10)

50
40
30
20
19
10
6
5
0

Grade 11

■ <30%   ■ 30-45%   ■ 45-55%   ■ >55%

I eat my lunch at the right time of day (% agree or strongly agree)

Source: *California Healthy Kids Survey* (2015-17) and dropout data from the California Department of Education.

Exhibit 65. English Language Arts performance by student-reported school lunch time
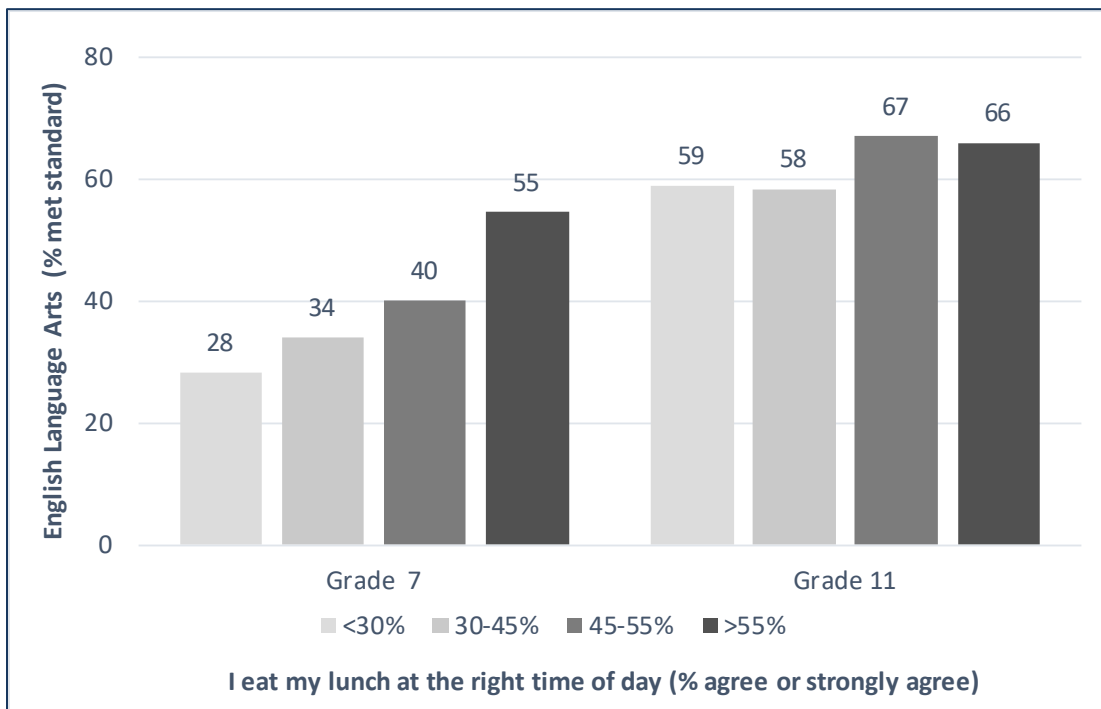
English Language Arts (% met standard)

80
67   66
60   59   58   55
40   40
34
28
20
0

Grade 7   Grade 11

■ <30%   ■ 30-45%   ■ 45-55%   ■ >55%

I eat my lunch at the right time of day (% agree or strongly agree)

Source: *California Healthy Kids Survey* (2015-17) and test score data from the California Department of Education.

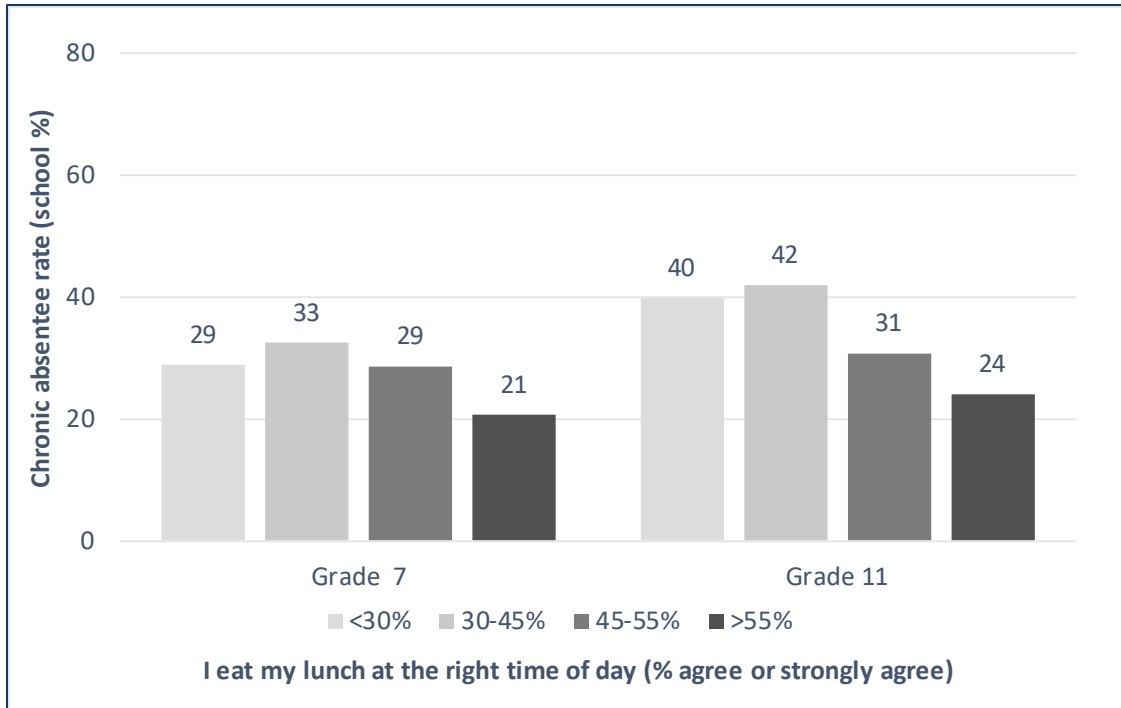**Exhibit 66. Mathematics performance by student-reported school lunch time**
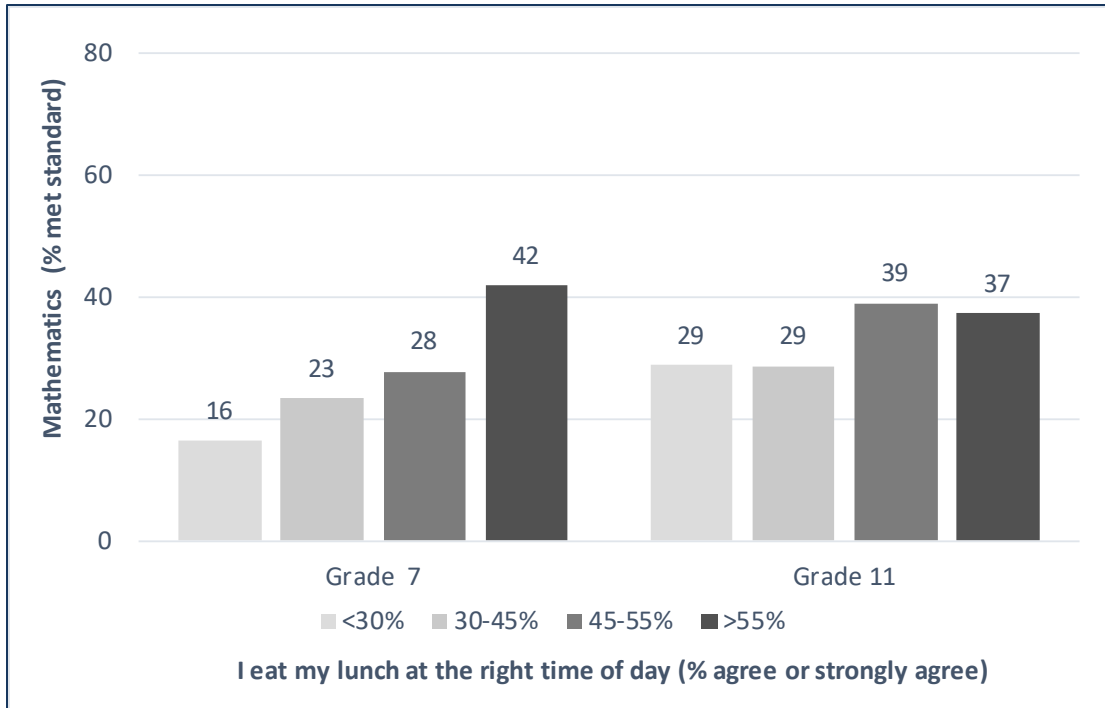
Source: *California Healthy Kids Survey* (2015-17) and test score data from the California Department of Education.

Exhibit 67. Physical fitness by student-reported school lunch time
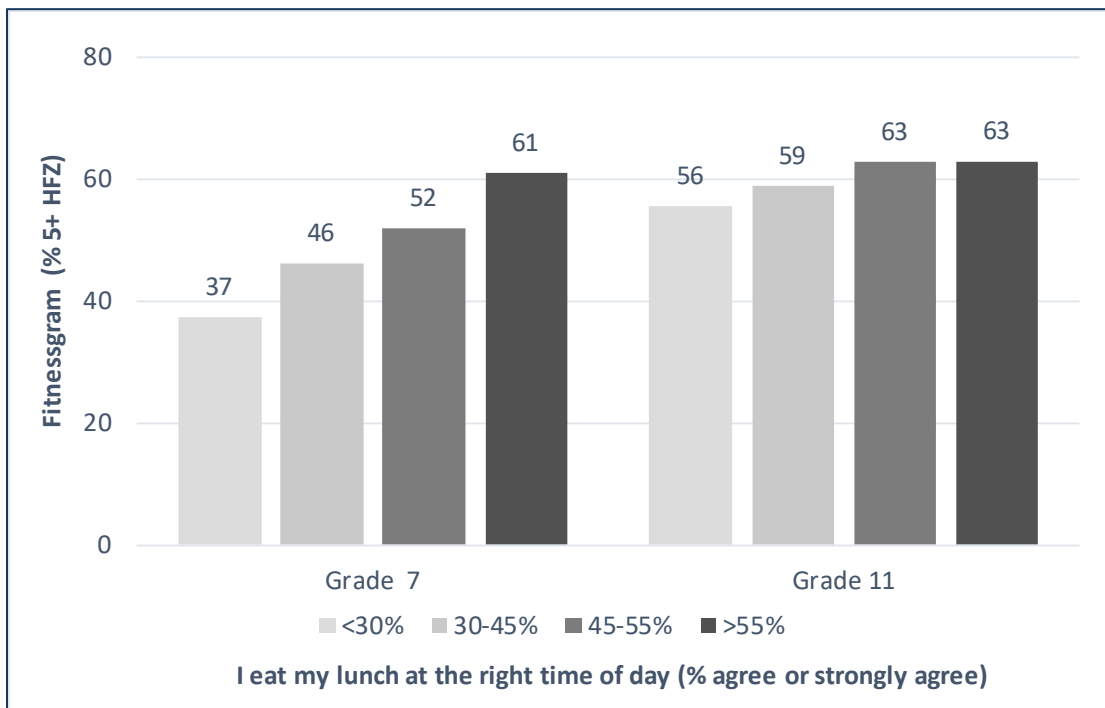
Source: *California Healthy Kids Survey* (2015-17) and Fitnessgram (percent of students that met Healthy Fitness Zone standards in five or more of the six standards assessed) data from the California Department of Education.

Exhibit 68. School safety, school connectedness, school supports, parent involvement, student mental health, and peer relationships by school lunch time

| | I eat my lunch at the right time of day | | | | | | | |
| | 7th grade respondents (% agreement) | | | | 11th grade respondents (% agreement) | | | |
	< 30%	30-45%	45-55%	> 55%	< 30%	30-45%	45-55%	> 55%
Safe at school (% agree)	44	57	63	74	62	59	69	74
Physical fight at school (% any)	20	19	17	14	7	8	7	6
Seen weapon at school (% any)	19	20	17	13	10	12	12	13
School connectedness (% agree)	48	59	62	71	54	55	60	63
Caring relationships (% agree)	52	59	61	68	63	62	65	67
High expectations (% agree)	66	72	76	80	69	71	73	75
Teacher respect (% agree)	27	42	45	55	41	37	41	47
Peer relationships (% agree)	26	37	42	52	38	38	45	53
Parent involvement (% agree)	47	55	58	65	42	41	46	47
Chronic sadness (% yes)	31	29	28	24	39	33	33	34

Source: *California Healthy Kids Survey, 2015-17.*

Exhibit 69. School safety by student-reported school lunch time
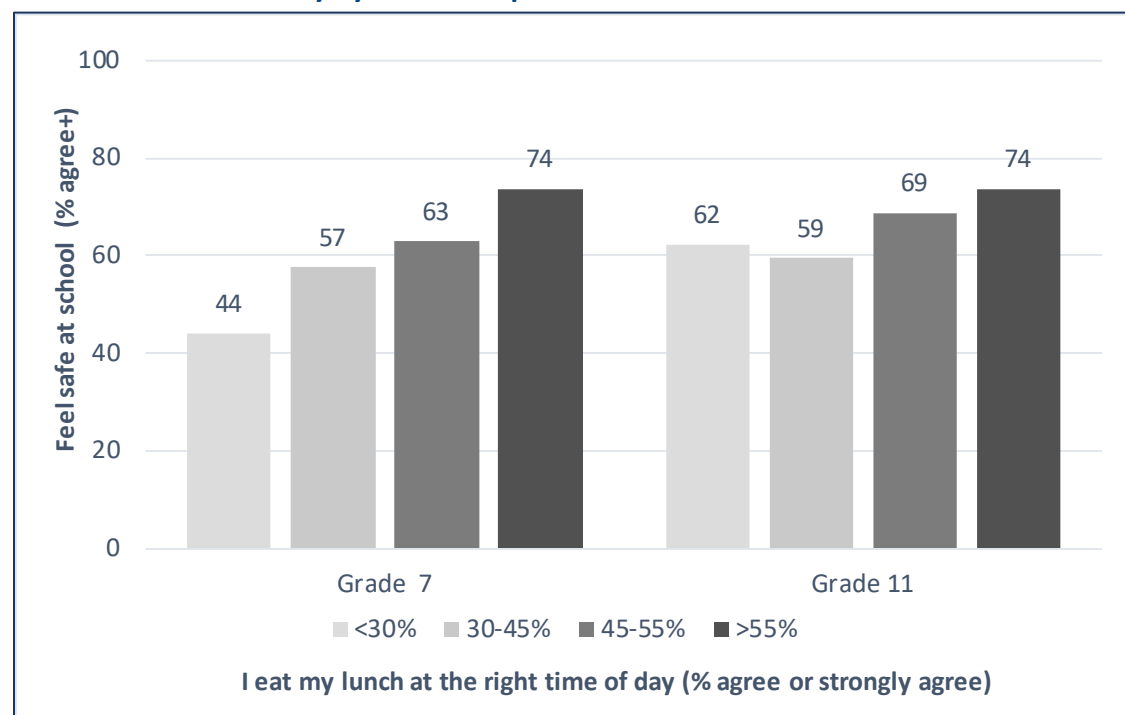
Source: *California Healthy Kids Survey* (2015-17).

Exhibit 70. Fighting at school by student-reported school lunch time
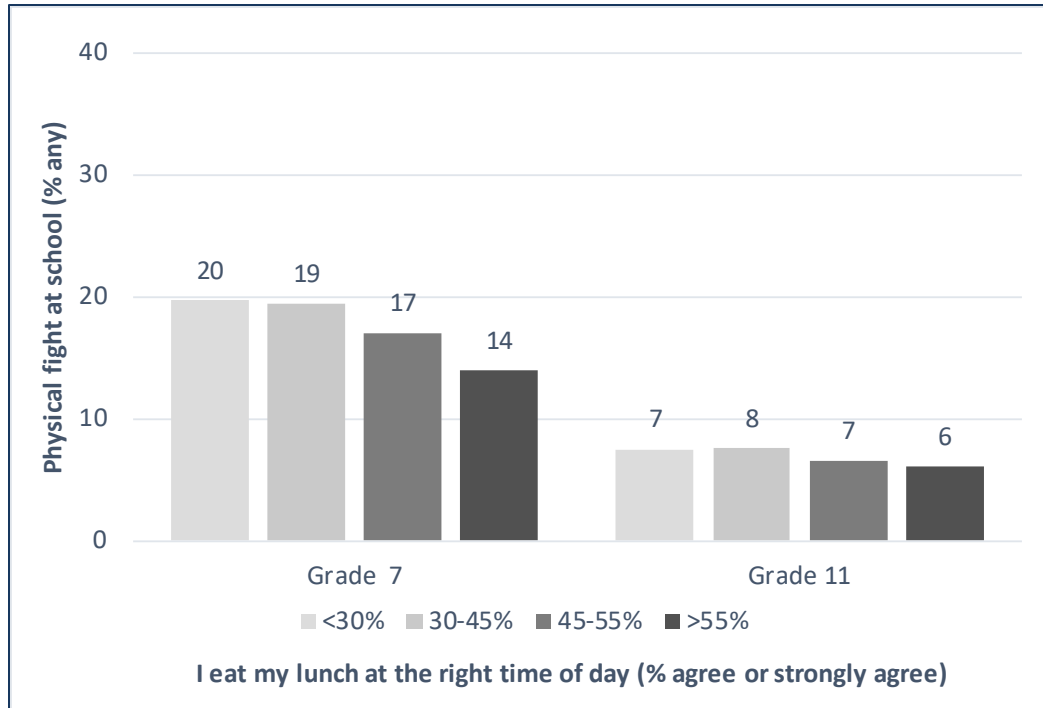
Source: *California Healthy Kids Survey* (2015-17).

Exhibit 71. School connectedness by student-reported school lunch time
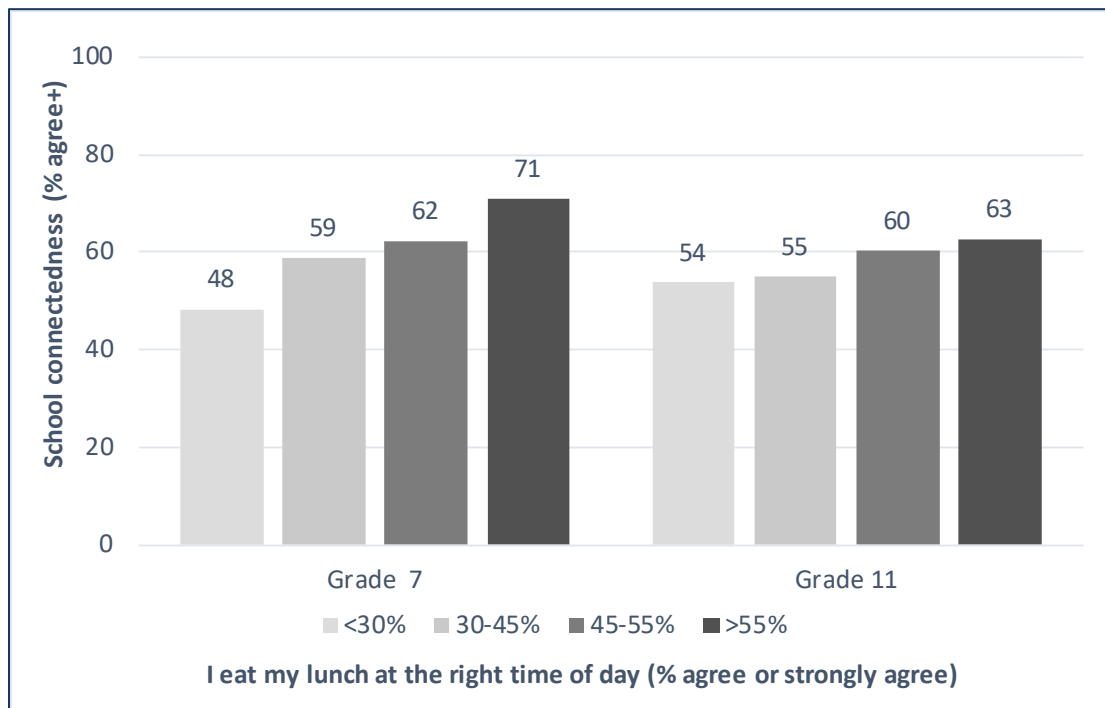
Source: *California Healthy Kids Survey* (2015-17).

Exhibit 72. Student peer relationships by student-reported school lunch time
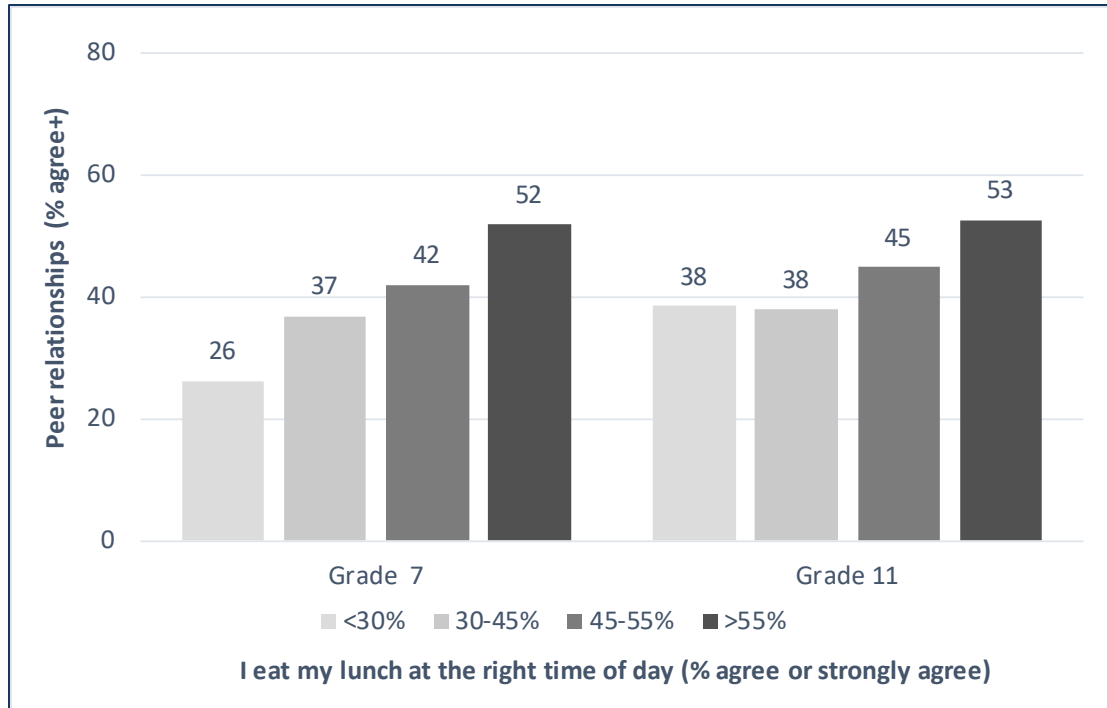
Source: *California Healthy Kids Survey* (2015-17).

Exhibit 73. Chronic sadness by student-reported school lunch time
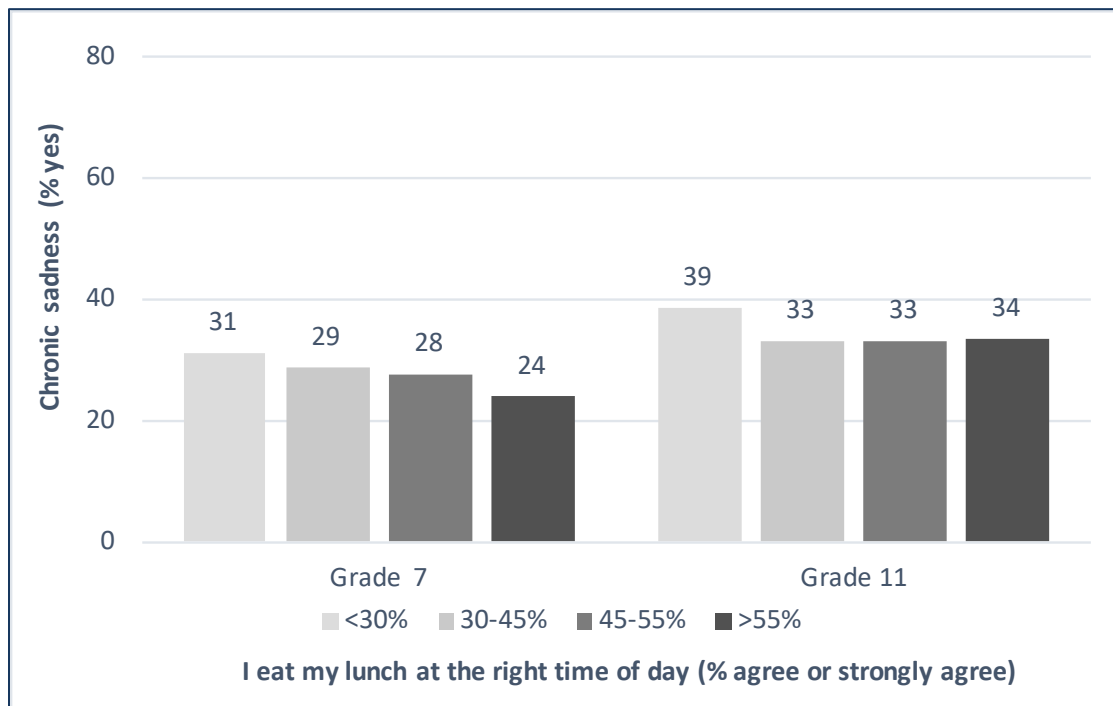
Source: *California Healthy Kids Survey* (2015-17).

Appendix A: Relationships of Perceptions of Quality of Physical Environment, School Crowding, and Lunch Time to other School Characteristics

Exhibit A1. School characteristics by school is usually clean and tidy

|	My school is usually clean and tidy							
	7th grade respondents (% agreement)				11th grade respondents (% agreement)			
	< 25%	25-50%	50-75%	> 75%	< 25%	25-50%	50-75%	> 75%
Demographic Characteristics								
Enrollment	798	776	722	641	1,742	1,652	1,440	927
Student/Staff Ratio	21.3	22.2	22.3	22.1	21.8	22.2	23.1	21.7
Free/reduced price meals (%)	76.9	67.2	51.3	32.3	67.5	59.3	43.4	35.6
Race/ethnicity								
African American (%)	12.8	5.6	3.0	2.2	10.7	5.3	3.2	2.9
Asian (%)	6.2	6.2	9.2	11.5	7.4	7.1	9.2	9.1
Latinx (%)	59.2	58.5	46.5	28.7	56.5	55.5	42.0	32.7
White (%)	12.4	22.1	33.6	48.6	16.3	25.2	37.9	46.9
Schooling Outcomes								
Chronic absentee rate	44.2	29.1	22.9	18.5	56.7	41.5	32.6	24.4
Expulsion rate (*1,000)	11.2	12.8	9.7	3.6	21.2	20.4	12.6	5.0
Total suspension rate	9.3	7.1	5.1	2.5	7.3	5.8	4.3	2.4
Graduation rate	−	−	−	−	88.5	91.5	93.3	93.1
UC-Eligible graduation rate	−	−	−	−	35.4	40.7	50.1	48.5
Dropout rate (*10)	−	−	−	−	14.6	9.5	9.3	19.1
ELA (% met standards)	30.0	41.3	53.6	69.0	51.1	58.4	67.3	71.5
Math (% met standards)	20.1	29.5	41.5	57.1	22.3	29.4	39.6	44.0
Fitnessgram (% 5-6 HFZs)	43.8	50.1	59.0	65.8	50.1	57.4	65.5	63.8
School Safety, School Connectedness, School Supports, and Sadness								
Safe at school (% agree)	50.4	63.3	74.5	83.9	47.4	60.3	71.4	81.2
Physical fight at school (% any)	21.5	17.3	14.1	10.6	8.8	7.4	6.5	4.9
Seen weapon at school (% any)	19.4	16.9	13.7	9.1	14.6	12.6	10.5	9.2
School connectedness (% agree)	52.8	62.7	71.2	78.8	47.0	54.8	60.9	67.9
Caring relationships (% agree)	56.8	61.9	68.0	74.9	58.0	61.1	65.5	73.3
High expectations (% agree)	71.7	75.7	80.3	84.9	67.4	70.0	73.2	80.3
Teacher respect (% agree)	36.9	45.3	54.6	66.8	30.6	36.9	42.5	59.5
Peer relationships (% agree)	35.1	41.5	50.7	65.0	30.0	38.9	46.6	57.2
Parent involvement (% agree)	50.3	58.4	65.8	73.0	35.0	41.5	47.4	59.0
Chronic sadness (% yes)	30.4	26.1	23.6	19.5	33.2	32.8	32.7	35.3

Source: *California Healthy Kids Survey* (2015-17) and data from the California Department of Education.

Exhibit A2. School characteristics by <u>schoolyard and buildings are clean and in good condition</u>

	The schoolyard and buildings are clean and in good condition							
	7th grade respondents (% agreement)				11th grade respondents (% agreement)			
	< 25%	25-45%	45-60%	> 60%	< 25%	25-45%	45-60%	> 60%
Demographic Characteristics								
Enrollment	680	754	753	685	1,649	1,426	1,725	1,089
Student/Staff Ratio	21.0	21.8	21.9	22.2	21.6	21.8	23.4	22.1
Free/reduced price meals (%)	77.9	69.6	54.1	43.2	61.7	57.3	47.6	31.1
Race/ethnicity								
African American (%)	10.6	5.4	3.0	2.8	6.0	4.6	4.2	3.4
Asian (%)	5.1	5.7	8.2	8.8	6.9	6.2	7.7	8.5
Latinx (%)	56.1	59.9	49.5	38.4	56.5	51.7	42.7	27.8
White (%)	18.6	21.5	31.5	42.1	23.5	30.2	37.2	53.1
Schooling Outcomes								
Chronic absentee rate	33.5	28.2	24.1	17.5	46.9	38.8	28.0	25.3
Expulsion rate (*1,000)	12.9	13.6	11.2	9.4	27.7	20.2	17.2	9.8
Total suspension rate	10.5	7.7	5.6	4.3	6.7	6.1	5.0	3.4
Graduation rate	–	–	–	–	88.6	91.0	93.6	92.9
UC-Eligible graduation rate	–	–	–	–	37.3	40.3	50.6	51.7
Dropout rate (*10)	–	–	–	–	9.3	9.1	4.6	12.4
ELA (% met standards)	30.1	39.6	50.3	60.1	56.0	59.1	68.9	71.8
Math (% met standards)	18.9	27.0	38.5	47.3	27.0	29.7	39.7	44.1
Fitnessgram (% 5-6 HFZs)	45.2	50.6	59.5	63.3	56.6	57.6	65.4	70.8
School Safety, School Connectedness, School Supports, and Sadness								
Safe at school (% agree)	50.6	61.2	71.4	79.1	54.0	61.5	69.7	79.9
Physical fight at school (% any)	21.6	17.4	14.8	12.1	7.7	7.2	6.6	6.0
Seen weapon at school (% any)	19.8	17.7	14.0	11.9	12.8	12.4	11.3	10.7
School connectedness (% agree)	53.1	61.4	69.1	74.7	51.3	55.5	60.9	67.9
Caring relationships (% agree)	56.0	60.9	66.5	71.8	60.2	61.7	64.7	73.4
High expectations (% agree)	69.6	74.8	79.2	82.9	69.1	70.4	73.2	79.2
Teacher respect (% agree)	34.3	44.7	52.7	60.0	33.4	36.7	42.8	53.7
Peer relationships (% agree)	32.0	40.9	48.5	57.4	34.2	38.8	45.7	56.5
Parent involvement (% agree)	49.6	57.3	64.1	68.8	37.8	41.1	46.4	57.6
Chronic sadness (% yes)	29.4	27.7	24.5	23.3	32.0	33.5	33.5	35.6

Source: *California Healthy Kids Survey* (2015-17) and data from the California Department of Education.

Exhibit A3. School characteristics by <u>school grounds are kept clean</u>

	The school grounds are kept clean							
	7th grade respondents (% agreement)				11th grade respondents (% agreement)			
	< 25%	25-45%	45-60%	> 60%	< 25%	25-45%	45-60%	> 60%
Demographic Characteristics								
Enrollment	741	748	733	680	1,744	1,455	1,613	1,080
Student/Staff Ratio	21.6	21.8	21.9	22.4	22.1	21.9	22.6	22.0
Free/reduced price meals (%)	71.9	66.3	55.5	37.4	60.9	58.7	48.3	33.1
Race/ethnicity								
African American (%)	10.5	4.6	3.2	2.5	8.0	4.3	3.9	3.2
Asian (%)	5.9	5.9	8.0	9.9	6.7	5.3	8.4	9.8
Latinx (%)	55.8	58.1	49.0	33.4	54.3	53.9	43.8	27.9
White (%)	17.3	24.1	32.2	45.6	23.3	29.9	35.1	51.5
Schooling Outcomes								
Chronic absentee rate	34.4	27.0	22.1	18.4	51.1	38.9	30.6	23.0
Expulsion rate (*1,000)	11.9	12.5	12.6	8.0	24.1	22.7	16.2	11.4
Total suspension rate	10.6	7.2	5.5	3.7	7.2	6.1	5.0	3.7
Graduation rate	−	−	−	−	87.5	91.4	92.6	92.6
UC-Eligible graduation rate	−	−	−	−	34.3	42.1	46.4	50.8
Dropout rate (*10)	−	−	−	−	10.8	7.3	5.8	15.9
ELA (% met standards)	35.0	41.4	50.6	63.9	54.3	58.7	68.1	70.9
Math (% met standards)	22.9	28.5	38.5	52.8	25.8	29.1	38.7	43.7
Fitnessgram (% 5-6 HFZs)	48.7	52.6	58.2	65.9	55.8	57.4	65.3	68.0
School Safety, School Connectedness, School Supports, and Sadness								
Safe at school (% agree)	51.8	63.2	72.7	80.9	52.8	60.8	68.6	79.1
Physical fight at school (% any)	19.3	16.9	14.6	12.1	8.1	7.2	6.9	5.7
Seen weapon at school (% any)	19.1	17.0	14.1	10.9	12.7	12.5	11.6	10.7
School connectedness (% agree)	54.2	62.9	70.3	75.4	50.4	55.4	59.5	67.5
Caring relationships (% agree)	56.0	62.2	67.3	73.0	59.4	61.7	64.0	72.9
High expectations (% agree)	70.1	75.8	79.7	83.4	68.4	70.6	72.1	79.0
Teacher respect (% agree)	35.6	45.9	54.4	61.8	32.1	36.5	41.1	54.0
Peer relationships (% agree)	33.4	42.0	50.3	59.4	31.6	38.8	44.4	56.6
Parent involvement (% agree)	49.4	58.8	65.2	69.4	37.1	41.0	44.7	57.5
Chronic sadness (% yes)	29.0	26.9	25.1	21.9	31.6	33.2	34.1	35.4

Source: *California Healthy Kids Survey* (2015-17) and data from the California Department of Education.

Exhibit A4. School characteristics by <u>classroom is so crowded it is hard to concentrate and learn</u>

| | My classroom is so crowded it is hard to concentrate and learn | | | | | | | |
| | 7th grade respondents (% agreement) | | | | 11th grade respondents (% agreement) | | | |
	< 10%	10-15%	15-20%	> 20%	< 10%	10-15%	15-20%	> 20%
Demographic Characteristics								
Enrollment	533	675	810	720	790	1,502	1,675	1,551
Student/Staff Ratio	21.8	21.4	22.6	21.5	19.7	22.3	22.5	22.6
Free/reduced price meals (%)	42.1	53.4	57.6	66.6	52.7	53.6	52.8	52.3
Race/ethnicity								
African American (%)	3.2	3.9	5.0	4.2	4.0	4.5	4.3	6.2
Asian (%)	7.2	9.3	7.5	5.7	6.9	8.5	4.8	6.7
Latinx (%)	38.4	45.8	49.5	58.2	41.0	47.8	51.6	46.4
White (%)	42.9	31.7	30.2	24.7	39.7	31.4	32.9	32.7
Schooling Outcomes								
Chronic absentee rate	18.0	22.7	25.5	26.6	31.8	34.6	36.2	45.1
Expulsion rate (*1,000)	1.5	10.1	14.2	12.1	20.9	18.3	22.7	16.3
Total suspension rate	3.0	5.1	7.3	6.9	5.9	5.3	5.6	6.5
Graduation rate	−	−	−	−	91.4	92.4	90.2	91.1
UC-Eligible graduation rate	−	−	−	−	41.8	45.8	42.1	40.6
Dropout rate (*10)	−	−	−	−	12.6	6.9	9.4	8.3
ELA (% met standards)	65.0	52.5	47.6	40.6	63.1	64.0	62.2	56.5
Math (% met standards)	53.6	39.7	36.0	27.8	32.2	34.9	33.3	28.3
Fitnessgram (% 5-6 HFZs)	62.9	56.4	56.7	53.9	60.4	61.1	60.6	58.6
School Safety, School Connectedness, School Supports, and Sadness								
Safe at school (% agree)	80.2	71.4	67.1	64.5	68.1	65.0	63.2	60.1
Physical fight at school (% any)	10.6	14.3	15.1	17.8	6.6	6.4	7.1	8.6
Seen weapon at school (% any)	7.9	14.3	15.3	17.1	12.5	11.0	11.9	14.2
School connectedness (% agree)	75.1	69.4	66.2	63.2	58.1	58.6	56.7	55.3
Caring relationships (% agree)	71.8	66.5	64.7	62.9	66.4	63.9	62.5	62.0
High expectations (% agree)	84.1	78.9	77.7	75.9	73.7	72.4	71.2	70.1
Teacher respect (% agree)	56.1	52.6	49.5	48.0	42.6	40.2	38.3	37.1
Peer relationships (% agree)	54.3	49.3	45.7	44.2	42.0	42.5	40.8	40.2
Parent involvement (% agree)	69.3	64.6	60.5	59.6	45.1	45.1	42.7	41.1
Chronic sadness (% yes)	20.7	25.2	25.5	27.2	36.7	33.3	32.5	33.6

Source: *California Healthy Kids Survey* (2015-17) and data from the California Department of Education.

Exhibit A5. School characteristics by <u>eat lunch at the right time of day</u>

	I eat my lunch at the right time of day							
	7th grade respondents (% agreement)				11th grade respondents (% agreement)			
	< 30%	30-45%	45-55%	> 55%	< 30%	30-45%	45-55%	> 55%
Demographic Characteristics								
Enrollment	555	681	799	716	1,135	1,498	1,617	1,130
Student/Staff Ratio	19.3	21.1	22.0	22.1	21.0	21.8	22.8	22.1
Free/reduced price meals (%)	77.0	75.2	70.2	48.7	57.7	57.6	46.7	47.1
Race/ethnicity								
African American (%)	8.9	7.1	5.5	3.0	7.1	5.5	3.4	2.4
Asian (%)	6.2	5.5	5.9	8.3	7.2	6.4	7.4	6.1
Latinx (%)	46.1	56.9	61.9	44.5	54.2	49.9	44.3	45.7
White (%)	21.3	21.9	19.7	36.3	25.5	30.3	37.4	40.4
Schooling Outcomes								
Chronic absentee rate	28.9	32.6	28.8	20.7	39.9	42.1	30.8	24.1
Expulsion rate (*1,000)	14.5	14.5	13.7	10.1	9.3	23.4	18.9	12.1
Total suspension rate	10.4	9.4	7.3	5.1	3.5	6.4	5.1	5.8
Graduation rate	–	–	–	–	87.3	89.8	93.9	94.4
UC-Eligible graduation rate	–	–	–	–	38.6	40.5	47.3	47.3
Dropout rate (*10)	–	–	–	–	18.8	9.8	5.9	4.8
ELA (% met standards)	28.3	34.1	40.1	54.5	59.0	58.4	67.0	66.0
Math (% met standards)	16.5	23.3	27.8	41.8	28.8	28.7	39.0	37.3
Fitnessgram (% 5-6 HFZs)	37.4	46.3	52.1	61.0	55.6	58.9	62.9	63.0
School Safety, School Connectedness, School Supports, and Sadness								
Safe at school (% agree)	44.0	57.5	62.9	73.7	62.1	59.4	68.7	73.7
Physical fight at school (% any)	19.7	19.4	17.0	13.9	7.5	7.5	6.5	6.0
Seen weapon at school (% any)	19.3	19.7	17.2	13.1	9.7	12.5	11.9	12.9
School connectedness (% agree)	48.3	58.8	62.2	70.9	53.7	55.0	60.3	62.8
Caring relationships (% agree)	52.5	59.1	61.3	68.5	62.7	62.1	64.6	67.1
High expectations (% agree)	65.9	72.4	75.7	80.4	69.4	70.7	73.2	74.9
Teacher respect (% agree)	26.5	41.5	45.3	55.3	40.7	36.6	41.2	46.7
Peer relationships (% agree)	26.1	36.8	41.9	51.8	38.4	37.8	44.8	52.6
Parent involvement (% agree)	47.2	54.7	58.3	65.4	42.4	41.5	46.1	47.5
Chronic sadness (% yes)	31.2	28.7	27.6	23.9	38.5	33.1	33.1	33.5

Source: *California Healthy Kids Survey* (2015-17) and data from the California Department of Education.

Exhibit A6. School characteristics by plenty of time to eat lunch

	I have plenty of time to eat my lunch							
	7th grade respondents (% agreement)				11th grade respondents (% agreement)			
	< 25%	25-35%	35-50%	> 50%	< 25%	25-35%	35-50%	> 50%
Demographic Characteristics								
Enrollment	729	525	707	765	1,352	1,355	1,703	1,045
Student/Staff Ratio	21.4	20.1	21.5	22.2	22.5	21.3	22.4	22.5
Free/reduced price meals (%)	66.5	72.0	63.7	55.4	48.5	61.8	51.0	39.5
Race/ethnicity								
African American (%)	7.3	9.0	5.1	3.6	5.5	5.1	4.1	4.5
Asian (%)	2.5	5.2	6.4	7.9	8.0	5.4	6.4	10.7
Latinx (%)	47.6	51.4	52.2	51.0	42.9	56.1	47.1	32.2
White (%)	25.7	24.4	28.1	30.2	36.0	26.1	35.1	44.1
Schooling Outcomes								
Chronic absentee rate	29.8	30.1	26.7	23.3	39.3	42.5	35.3	20.9
Expulsion rate (*1,000)	0.0	18.6	10.7	12.2	26.2	20.5	18.3	16.4
Total suspension rate	6.0	6.8	7.6	5.8	6.3	6.4	5.5	3.7
Graduation rate	−	−	−	−	91.0	90.0	91.7	93.5
UC-Eligible graduation rate	−	−	−	−	42.9	37.2	46.3	48.1
Dropout rate (*10)	−	−	−	−	7.1	9.5	6.9	15.7
ELA (% met standards)	35.6	40.7	42.5	50.3	60.3	57.9	64.3	66.8
Math (% met standards)	27.4	26.0	30.3	38.1	34.5	26.1	35.6	40.7
Fitnessgram (% 5-6 HFZs)	43.8	48.2	53.9	58.0	62.5	56.6	61.5	65.7
School Safety, School Connectedness, School Supports, and Sadness								
Safe at school (% agree)	46.2	60.6	62.8	71.7	61.9	59.0	65.6	74.6
Physical fight at school (% any)	15.8	18.8	17.6	14.3	6.1	7.6	7.1	6.1
Seen weapon at school (% any)	16.3	18.6	16.7	14.3	11.4	13.1	12.1	9.7
School connectedness (% agree)	49.9	58.9	62.4	69.4	53.8	54.1	58.8	64.8
Caring relationships (% agree)	51.2	61.2	61.8	67.1	61.6	60.5	64.2	71.5
High expectations (% agree)	64.5	74.7	75.3	79.5	69.4	69.7	72.5	78.2
Teacher respect (% agree)	25.2	40.5	45.3	53.9	36.6	35.1	39.9	53.0
Peer relationships (% agree)	29.3	38.6	42.1	49.8	36.3	36.6	43.2	54.9
Parent involvement (% agree)	51.9	58.8	57.7	64.2	39.7	40.5	44.4	54.5
Chronic sadness (% yes)	31.1	28.5	27.6	24.5	32.7	33.7	33.2	35.1

Source: *California Healthy Kids Survey* (2015-17) and data from the California Department of Education.

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