

CHKS School Facilities Results – 2015/16

How are students' reports of the quality of
the school physical environment related
to other characteristics of schools?

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Purpose

The California Department of Education’s 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, Renshw, Rithcey, & 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, 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 unkempt and in disrepair report less positive relationships with teachers and other students, lower perceptions of safety, and higher perceptions of social disorder (for example, fighting, verbal abuse, substance use) at school (Plank et al. 2009).

Working with the CDE Facilities Management Office staff, WestEd added to the CHKS Core Module a single 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 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	2015/16			
		Modification	Module	Schools	Students
A26.	My school is usually clean and tidy.	Moved from SCM to Core	Core	1,657	484,595
W41.	The schoolyard and buildings are clean and in good condition.	No change	School Climate	464	120,399
W45.	The school grounds are kept clean.	No change	School Climate	464	120,399
W42.	My classroom is so crowded it is hard to concentrate and lean.	New item	School Climate	464	120,399
W43.	I eat my lunch at the right time of day.	New item	School Climate	464	120,399
W44.	I have plenty of time to eat my lunch.	New item	School Climate	464	120,399

Source: *California Healthy Kids Survey, 2015-16*. 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 data collected from the 2015-16 administration of the California Healthy Kids Survey (CHKS) by 1,657 schools in 461 districts. Tabular and graphical results are presented showing the frequency distributions of the physical environment questions for students in 7th, 9th, and 11th grade.

In addition, tabular and graphical results are provided showing how students' reports of the quality of the school physical environment are related to other characteristics of schools. Due to sample size considerations, this later set of results is based on the one school physical environment question in the Core module (A26).¹ All districts that administer the CHKS are required to administer the Core module, while only a subset choose to administer the SCM.

Sample

The analytic sample was based on CHKS data collected from all 7th, 9th, and 11th grade students during the 2015-16 academic year. WestEd received Core module data from 484,595 students in 461 school districts and 1,657 schools. The sample was heterogeneous with respect to race/ethnicity – 46% of the students in the sample reported that they were of Latino/a origin, 11% Asian, 4% African American, and 24% white. Females and males were evenly distributed in the sample, while 36% of respondents were 7th graders, 35% 9th graders, and 29% 11th graders. Data from the supplementary School Climate Module were available from 120,399 students served by 464 schools in 147 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, and 11th graders. The results are unweighted. Because district participation in the CHKS is voluntary, the results should not be generalized to the state population. Frequency distribution results are presented in tables (Exhibits 2 and 3) and in histograms (Exhibits 4-9).

Relationship 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 are related to other school characteristics, schools were classified into four groups based on the average percentage of students in the school who disagreed or strongly disagreed on the following item: "My school is usually clean and tidy."

¹ Exhibits A1-A5 in the appendix show tabular results of the relationship of each of the five SCM items to other school characteristics. These results should be interpreted cautiously due to the smaller and possibly more selective sample of schools that administered the SCM.

Box 1. Classification of schools by student perceptions of school environment

My school is usually clean and tidy.

- < 10% students disagreed or strongly disagreed (high quality)
- 10-20% of students disagreed or strongly disagreed
- 20-30% of students disagreed or strongly disagreed
- > 30% of students disagreed or strongly disagreed (low quality)

Data were aggregated to the school level. In schools serving 7th grade students, the percentage of 7th graders who disagreed or strongly disagreed that their school is usually clean and tidy 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 disagreed or strongly disagreed used to classify schools.²

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, expulsion and suspension rate data, graduation and dropout rate data, and Smarter Balanced test score data. In addition, other CHKS data was 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 connectedness, academic motivation, caring relationships with staff, exposure to high expectations messages from staff, opportunities to engage in meaningful participation at school, and parent involvement. Tabular results showing the relationship of student perceptions of the school physical environment to other school characteristics are presented in tables (Exhibits 10, 12, and 12) and in bar graphs (Exhibits 13, 14, 15, 17, 18, and 19).

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 41% 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).

² These same procedures were used to classify schools using the SCM items (Appendix A), with the exception that the percentage of students who agreed or strongly agreed that their classroom was so crowded it is hard to concentrate and learn were used to classify schools based on item W42.

- 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 20% and 25% 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.
 - In 19% of schools serving 7th graders (mostly middle schools), less than 10 percent of students disagreed or strongly disagreed that their school is usually clean and tidy (high quality); while in 23% of middle schools, more than 30 percent of students disagreed or strongly disagreed on this item (low quality). (These results are not shown in tables.)
 - Based on the criteria described in the previous bullet, 16% of schools serving 11th graders were categorized as having high quality physical environments and 32% as having low quality physical environments based on student reports on the clean and tidy item (not shown in tables).

Classroom Crowding

- Most students do not report that classroom crowding is a problem.
 - Between 16% and 18% 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).
 - Approximately 7% of middle schools and 2% of high schools had more than 30 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 38% and 57% agreed or strongly agreed on the two lunch time items (Exhibits 3, 8, and 9).
- However, significant numbers of students also report that lunch is not served at the right time of day and that they do not have enough time to eat. Between 28% and 34% of students disagreed or strongly disagreed on the lunch items (Exhibits 3, 8, and 9).
- Seventh graders are substantially more likely to report that they have enough time to eat lunch than 9th graders and 11th graders. Among 7th graders, 55% agree or strongly agree that they have enough time to eat lunch, compared to 45% of 9th graders, and 38% of 11th graders. Eleventh graders are the least like to agree that they have adequate time to eat lunch (Exhibits 3 and 9).

Relationship 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.
 - 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 Latino/a students, and lower percentages of Asian and white students than higher-rated schools (Exhibits 10 and 11).
- School expulsion rates and suspension rates are substantially higher in schools with lower-rated physical environments than in schools with higher-rated physical environments (Exhibits 12 and 13).
- 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 12, 14, and 15).
- School connectedness, academic motivation, caring relationships with staff, high expectations messages from staff, student opportunities for meaningful participation, and parent involvement are all related to student-rated school environmental quality in expected ways – the lower the percentage of students who disagree that their school is usually clean and tidy, the higher the percentage of students who report high levels on these factors (Exhibits 16-19).

Frequency Distributions of Quality of School Physical Environment Items (2015-16 CHKS)

Exhibit 2. Quality of physical environment by school grade

Survey Item	Grade 7	Grade 9	Grade 11	Total
My school is usually clean and tidy ^A				
Strongly disagree	7.98%	8.49%	9.37%	8.56%
Disagree	14.13	14.38	16.15	14.81
Neither disagree nor agree	26.57	28.42	28.08	27.65
Agree	34.13	36.11	35.42	35.55
Strongly agree	16.19	12.61	10.98	13.43
The schoolyard and buildings are clean and in good condition ^B				
Strongly disagree	9.45%	8.86%	9.34%	9.19%
Disagree	11.32	11.38	13.38	11.98
Neither disagree nor agree	30.31	35.09	35.56	33.77
Agree	30.66	31.82	31.19	31.27
Strongly agree	18.26	12.85	10.53	13.79
The school grounds are kept clean ^B				
Strongly disagree	10.42%	9.38%	9.81%	9.83%
Disagree	13.37	12.33	13.50	13.01
Neither disagree nor agree	31.82	35.89	36.02	34.68
Agree	28.16	30.93	31.52	30.26
Strongly agree	16.23	11.47	9.15	12.21
My classroom is so crowded it is hard to concentrate and learn ^B				
Strongly disagree	22.61%	16.74%	14.57%	17.87%
Disagree	29.52	30.60	31.52	30.55
Neither disagree nor agree	29.62	36.38	37.28	34.59
Agree	11.26	11.13	11.64	11.33
Strongly agree	6.99	5.14	4.99	5.66

Source: *California Healthy Kids Survey, 2015-16.*

^A CHKS Core Module (484,595 students in 1,657 schools)

^B CHKS School Climate Module (120,399 students in 464 schools)

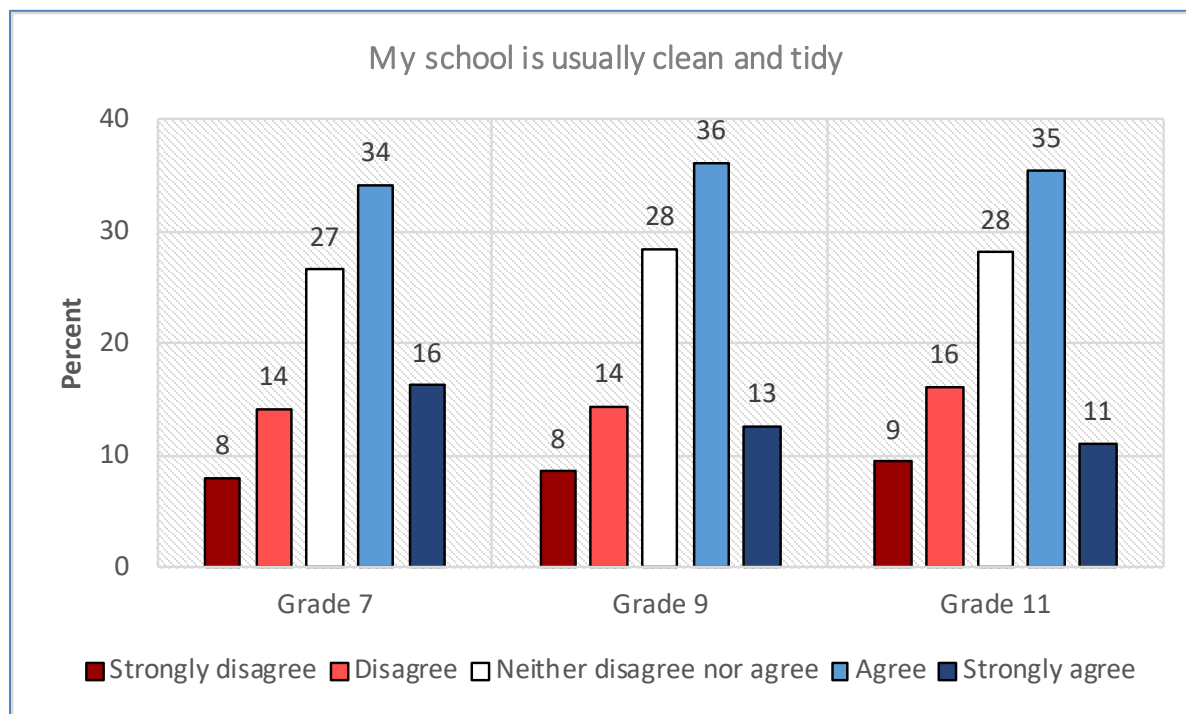
Exhibit 3. School lunch items by school grade

Survey Item	Grade 7	Grade 9	Grade 11	Total
I eat my lunch at the right time of day ^B				
Strongly disagree	8.90%	9.89%	9.68%	9.52%
Disagree	8.97	10.73	12.07	10.61
Neither disagree nor agree	24.63	31.63	33.58	30.08
Agree	33.37	33.50	34.27	33.70
Strongly agree	24.13	14.25	10.41	16.09
I have plenty of time to eat my lunch ^B				
Strongly disagree	11.99%	14.65%	17.27%	14.64%
Disagree	11.26	14.13	16.67	14.04
Neither disagree nor agree	21.71	26.63	28.13	25.58
Agree	31.47	30.37	28.62	30.16
Strongly agree	23.58	14.22	9.31	15.57

Source: *California Healthy Kids Survey, 2015-16.*

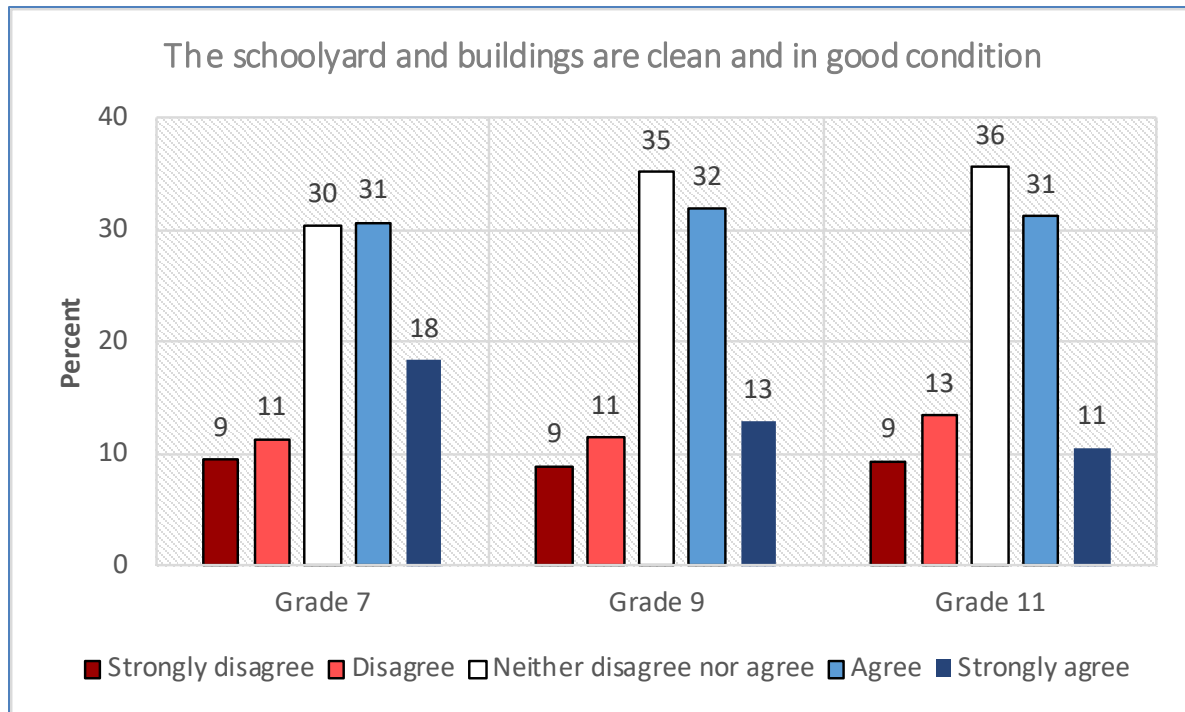
^B CHKS School Climate Module (120,399 students in 464 schools)

Exhibit 4. School clean and tidy (Core Module)



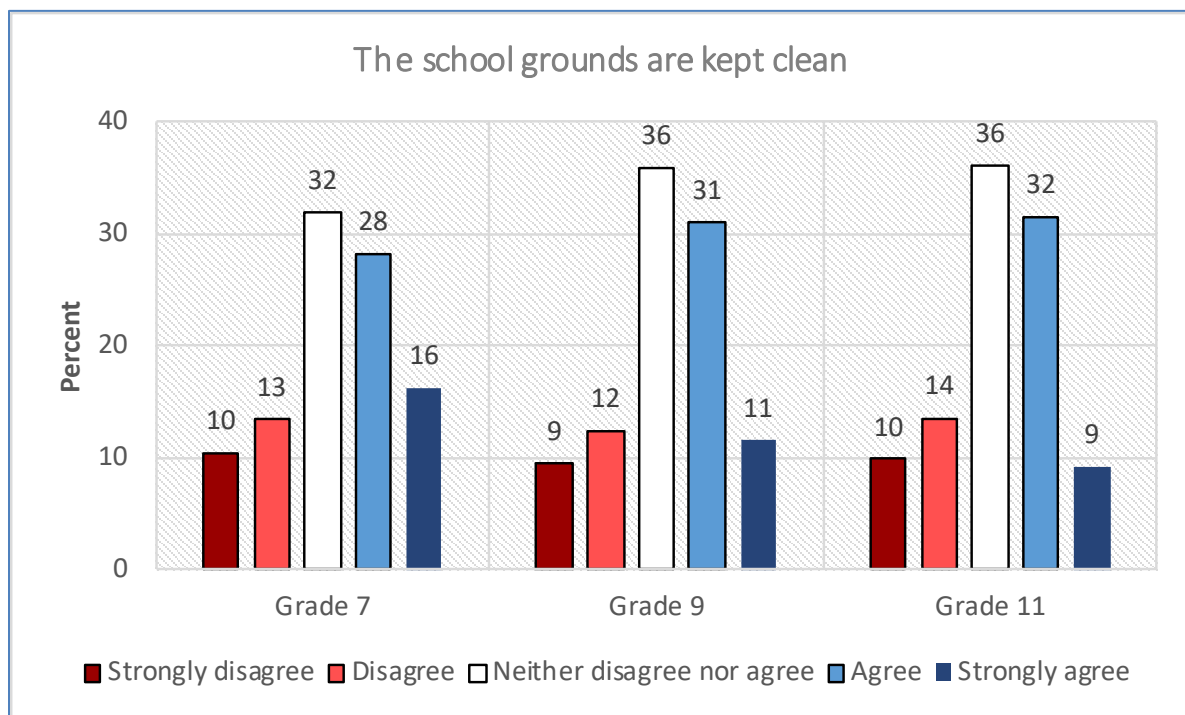
Source: *California Healthy Kids Survey, 2015-16* (484,595 students in 1,657 schools)

Exhibit 5. Schoolyard and building are clean and in good condition (School Climate Module)



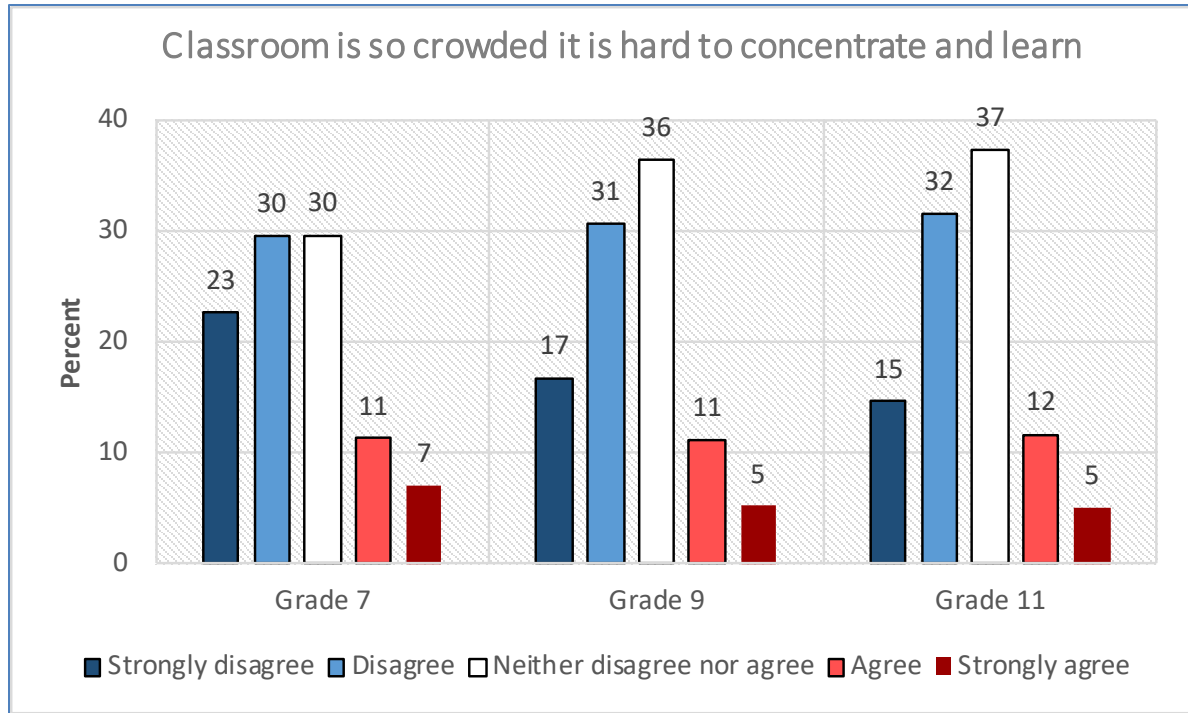
Source: *California Healthy Kids Survey, 2015-16* (120,399 students in 463 schools)

Exhibit 6. School grounds kept clean (School Climate Module)



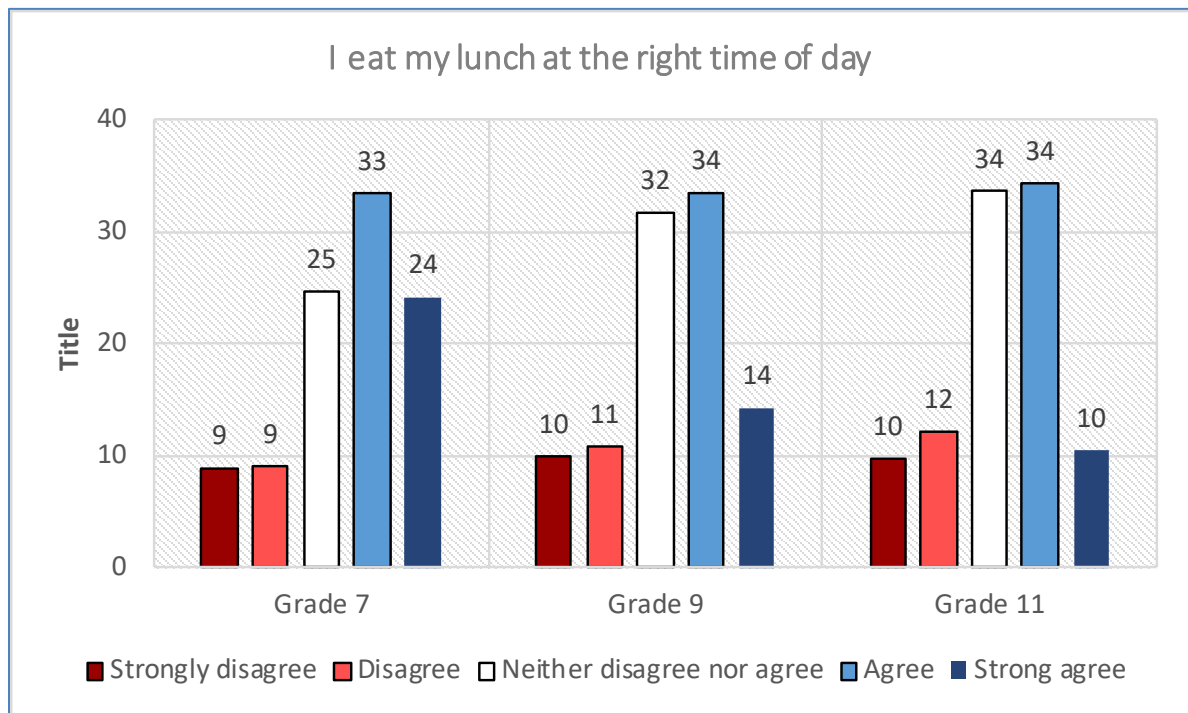
Source: *California Healthy Kids Survey, 2015-16* (120,399 students in 463 schools)

Exhibit 7. Classroom crowded (School Climate Module)



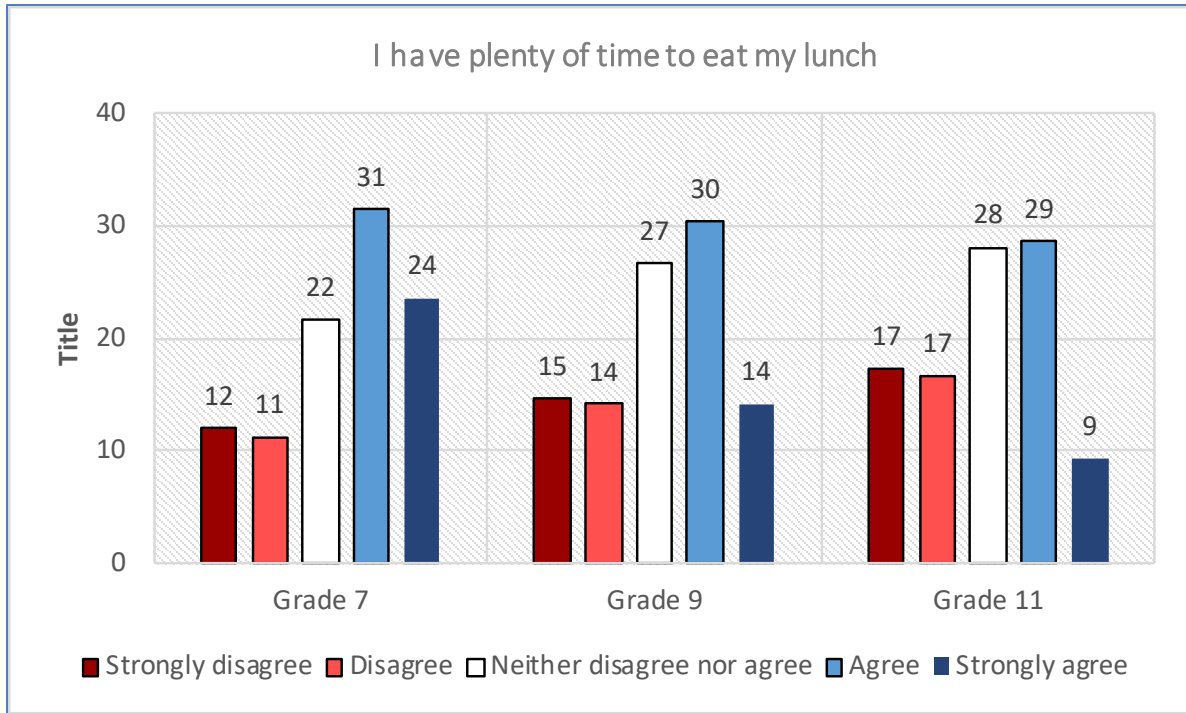
Source: *California Healthy Kids Survey, 2015-16* (120,399 students in 463 schools)

Exhibit 8. Timing of lunch (School Climate Module)



Source: *California Healthy Kids Survey, 2015-16* (120,399 students in 463 schools)

Exhibit 9. Enough time for lunch (School Climate Module)



Source: *California Healthy Kids Survey, 2015-16* (120,399 students in 463 schools)

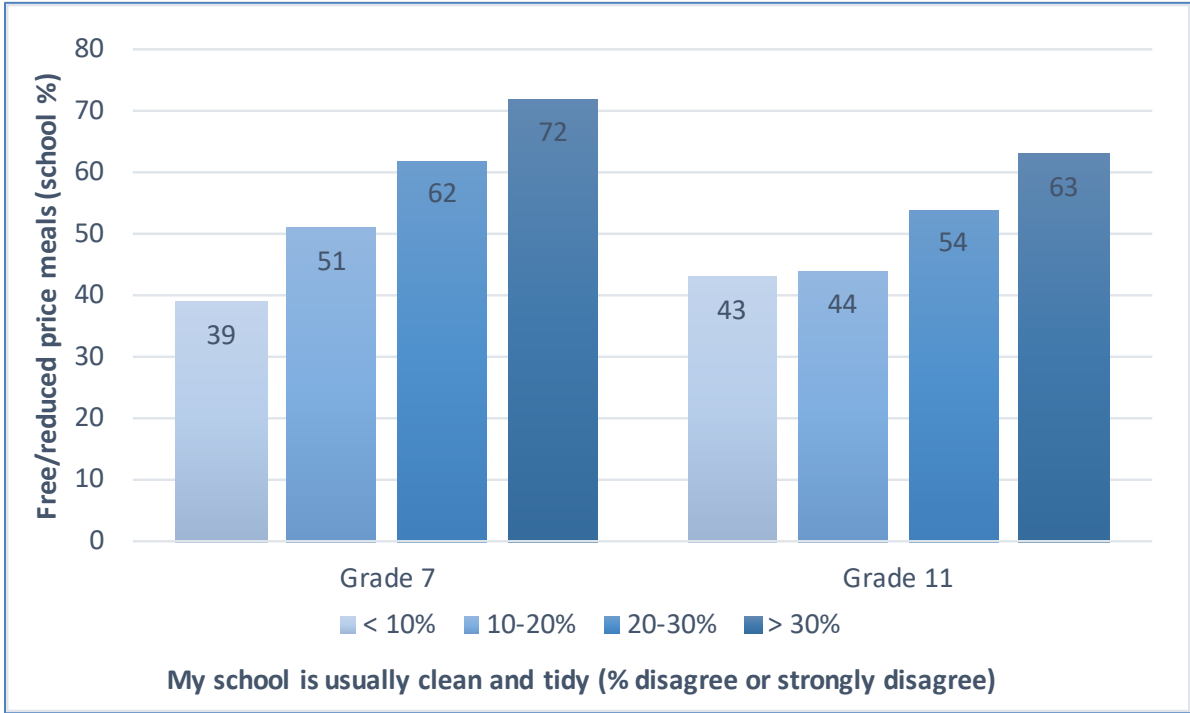
Relationships of Quality of Physical Environment to other School Characteristics

Exhibit 10. Demographic characteristics by quality of physical environment

	My school is usually clean and tidy							
	7 th grade respondents (% disagree)				11 th grade respondents (% disagree)			
	< 10%	10-20%	20-30%	> 30%	< 10%	10-20%	20-30%	> 30%
Enrollment	702	748	738	763	896	1,472	1,657	1,617
Free/reduced price meals (%)	39	51	62	72	43	44	54	63
Race/ethnicity								
African American (%)	3	3	5	11	4	4	5	9
Asian (%)	12	10	6	6	8	10	6	8
Latino/a (%)	35	46	54	57	38	42	52	52
White (%)	41	34	27	18	42	37	30	22

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

Exhibit 11. Poverty by student-reported quality of school environment



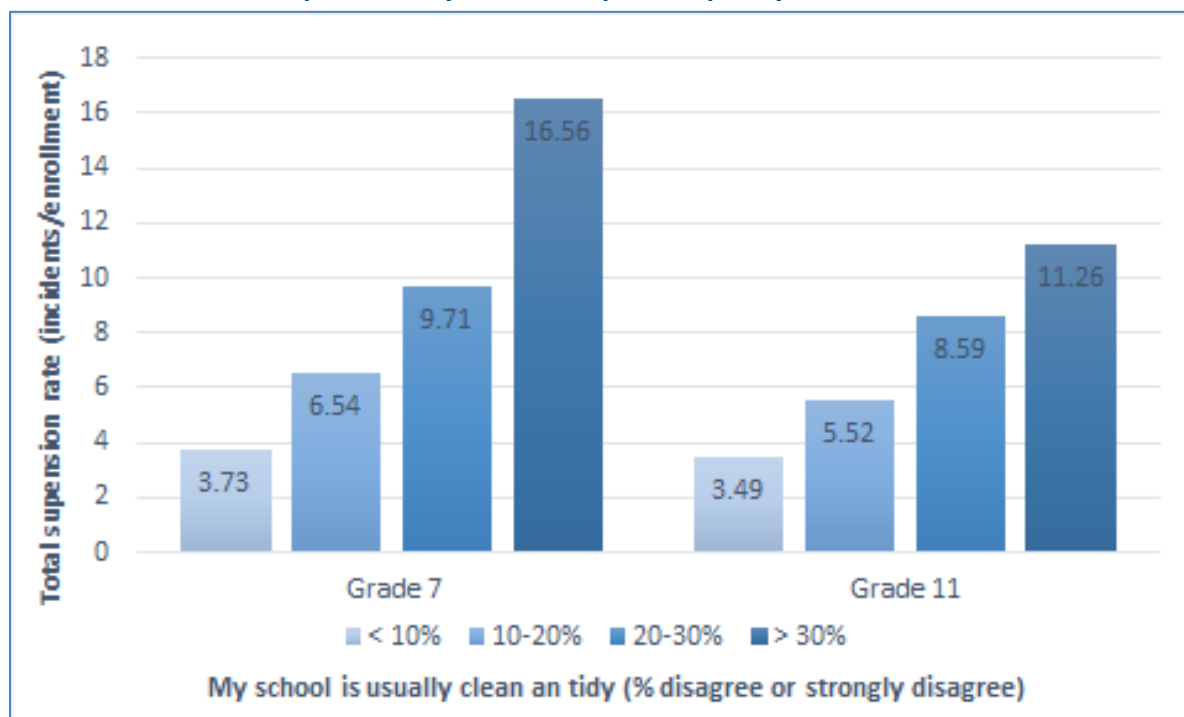
Source: *California Healthy Kids Survey* (2015-16) and demographic data from the California Department of Education. **Reading the figure:** Schools with more students who report low levels of school environmental quality serve higher percentages of students in poverty. On average, 39 percent of students are eligible for free/reduced-priced meals in schools in which less than 10 percent of 7th graders disagree/strongly disagree that their school is usually clean and tidy, while 72 percent of student are eligible for free/reduced-priced meals in schools in which more than 30 percent of 7th grade students disagree/strongly disagree on the item.

Exhibit 12. School discipline and SBAC test scores by quality of physical environment

	My school is usually clean and tidy							
	7 th grade respondents (% disagree)				11 th grade respondents (% disagree)			
	< 10%	10-20%	20-30%	> 30%	< 10%	10-20%	20-30%	> 30%
Expulsion rate (*1,000)	0.0	3.7	4.6	17.7	0.0	8.7	25.2	38.9
Total suspension rate	3.7	6.5	9.7	16.6	3.5	5.5	8.6	11.3
In-school suspension rate	0.5	1.0	1.6	2.2	0.7	1.6	2.5	2.9
Out-of-school suspension rate	3.2	5.6	8.8	14.4	2.8	4.0	6.1	8.4
Cohort graduation rate	–	–	–	–	88.6	93.3	91.8	89.9
Cohort dropout rate	–	–	–	–	7.0	3.6	5.1	6.1
ELA (% met standards)	64	53	45	35	68	68	59	55
Math (% met standards)	53	41	33	24	41	41	31	27

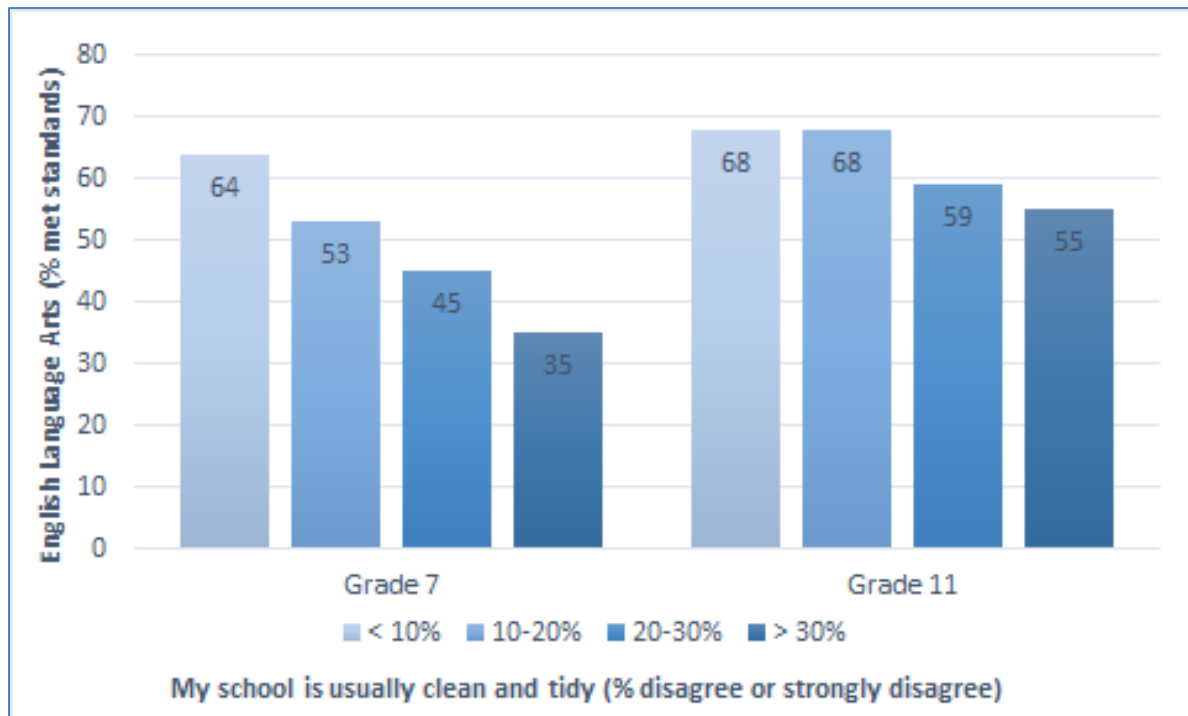
Source: *California Healthy Kids Survey* (2015-16) and incident/academic performance data from the California Department of Education.

Exhibit 13. Student suspensions by student-reported quality of school environment



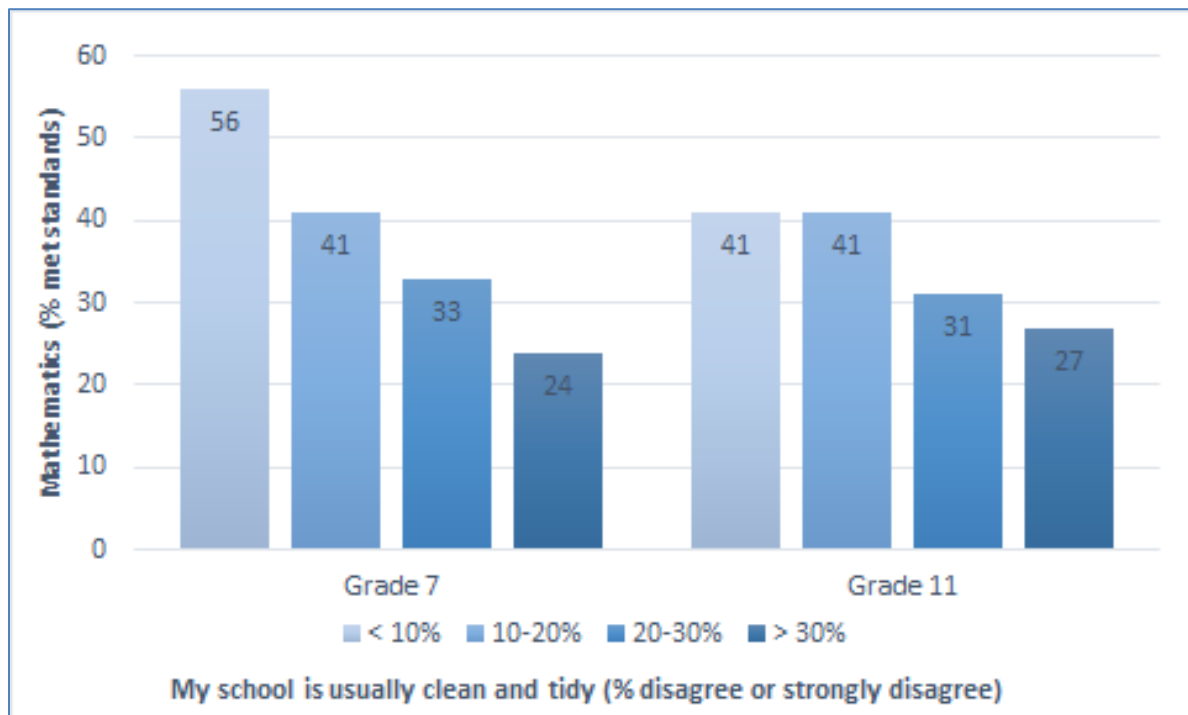
Source: *California Healthy Kids Survey* (2015-16) and suspension data from the California Department of Education.

Exhibit 14. English Language Arts performance by student-reported quality of school environment



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

Exhibit 15. Mathematics performance by student-reported quality of school environment



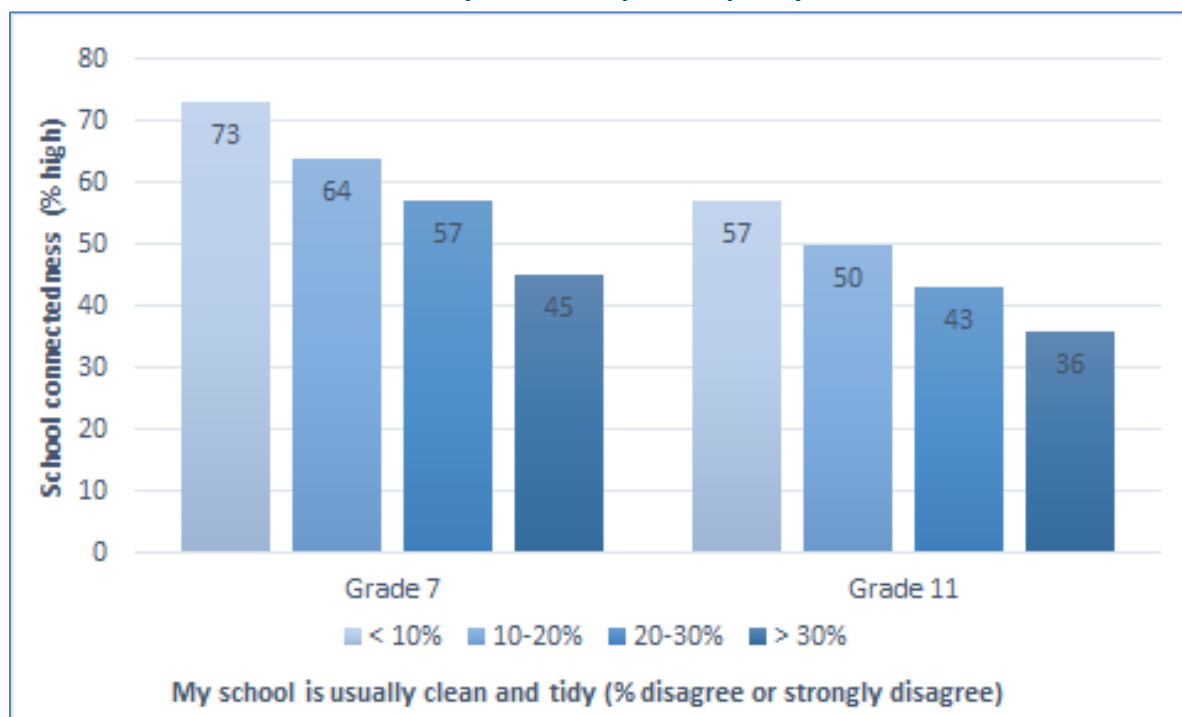
Source: *California Healthy Kids Survey* (2015-16) and test score data from the California Department of Education..

Exhibit 16. School connectedness, academic motivation, and school supports by quality of physical environment

	My school is usually clean and tidy							
	7 th grade respondents (% disagree)				11 th grade respondents (% disagree)			
	< 10%	10-20%	20-30%	> 30%	< 10%	10-20%	20-30%	> 30%
School connectedness (% high)	73	64	57	45	57	50	43	36
Academic motivation (% high)	53	47	44	40	32	29	28	28
Caring relationships (% high)	47	42	37	32	41	36	32	30
High expectations (% high)	65	60	55	51	50	44	41	40
Meaningful Particip. (% high)	23	20	17	15	17	16	13	13
Parent involvement (% high)	60	52	47	38	42	34	26	22

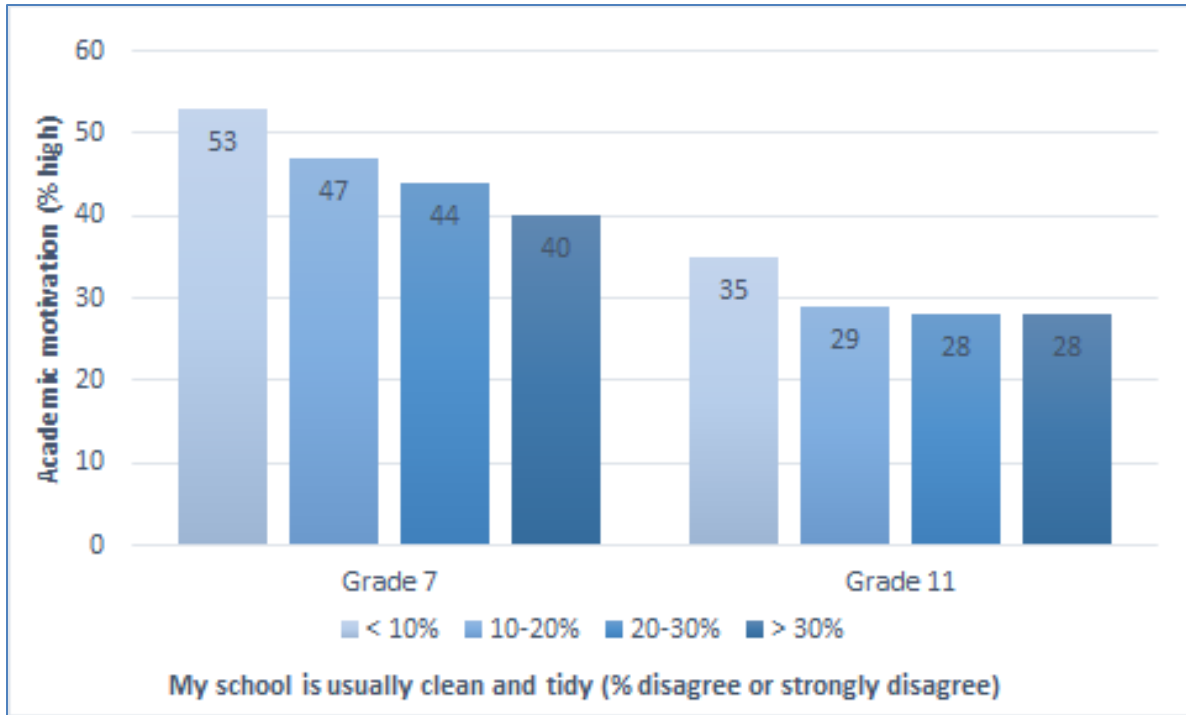
Source: *California Healthy Kids Survey, 2015-16.*

Exhibit 17. School connectedness by student-reported quality of school environment



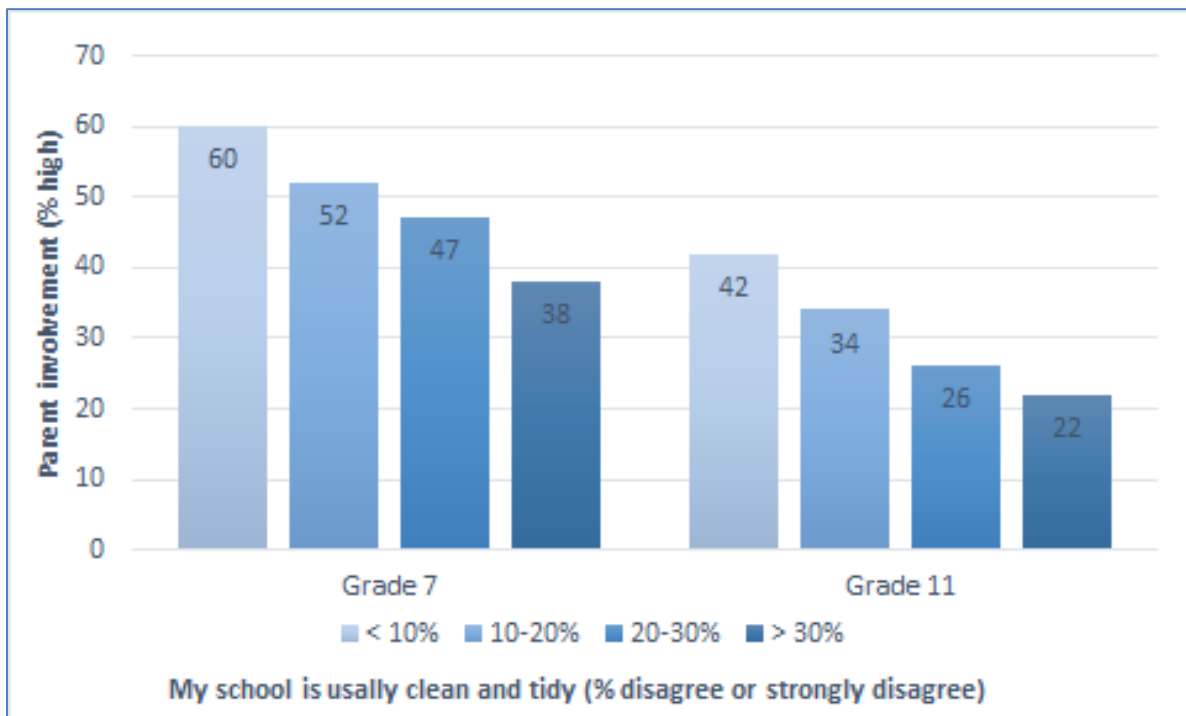
Source: *California Healthy Kids Survey (2015-16).*

Exhibit 18. Academic motivation by student-reported quality of school environment



Source: *California Healthy Kids Survey (2015-16)*.

Exhibit 19. Parental involvement by student-reported quality of school environment



Source: *California Healthy Kids Survey (2015-16)*.

Appendix A: Relationships of Quality of Physical Environment School Climate Items to other School Characteristics

Exhibit A1. School characteristics by schoolyard and buildings in clean and in good condition

	Schoolyard and buildings are in clean and in good condition							
	7 th grade respondents (% disagree)				11 th grade respondents (% disagree)			
	< 10%	10-20%	20-30%	> 30%	< 10%	10-20%	20-30%	> 30%
Demographic Characteristics								
Enrollment	525	750	742	702	1007	1,493	1,363	1,445
Free/reduced price meals (%)	52	52	57	74	44	53	55	62
Race/ethnicity								
African American (%)	3	3	4	8	2	4	4	8
Asian (%)	8	8	6	5	4	7	5	7
Latino/a (%)	44	46	64	62	37	47	47	56
White (%)	39	36	20	16	48	35	38	22
School Discipline and SBAC test scores								
Expulsion rate (*1,000)	0.0	0.0	0.0	0.0	0.0	28.7	42.7	14.0
Total suspension rate	5.2	7.1	10.3	18.8	6.3	6.8	8.8	8.9
In-school suspension rate	0.6	0.8	1.5	3.8	1.6	1.3	2.6	1.4
Out-of-school suspension rate	4.6	6.3	8.8	15.0	4.7	5.6	6.2	7.5
Cohort graduation rate	–	–	–	–	87.5	92.5	91.8	91.0
Cohort dropout rate	–	–	–	–	2.7	3.5	5.2	5.7
ELA (% met standards)	55	51	40	32	69	62	58	57
Math (% met standards)	43	38	28	21	38	35	28	29
School connectedness, academic motivation, and school supports								
School connectedness (% high)	71	65	56	47	55	49	42	36
Academic motivation (% high)	52	47	45	39	32	30	27	28
Caring relationships (% high)	48	43	37	31	42	35	32	29
High expectations (% high)	65	60	55	49	50	45	41	38
Meaningful particip. (% high)	22	20	18	15	19	15	13	12
Parent involvement (% high)	60	53	46	38	42	33	26	23

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

Exhibit A2. School characteristics by school grounds are kept clean

	School grounds are kept clean							
	7 th grade respondents (% disagree)				11 th grade respondents (% disagree)			
	< 10%	10-20%	20-30%	> 30%	< 10%	10-20%	20-30%	> 30%
Demographic Characteristics								
Enrollment	567	712	750	700	1,205	1,494	1,292	1,521
Free/reduced price meals (%)	44	52	61	75	36	57	54	65
Race/ethnicity								
African American (%)	3	3	4	7	2	4	5	7
Asian (%)	11	7	8	5	9	6	5	6
Latino/a (%)	36	45	58	64	28	54	45	56
White (%)	42	39	24	16	52	30	38	24
School Discipline and SBAC test scores								
Expulsion rate (*1,000)	0.0	0.0	0.0	0.0	0.0	16.5	29.0	54.3
Total suspension rate	2.2	7.4	8.5	18.0	3.5	7.0	9.3	9.3
In-school suspension rate	0.0	0.5	1.5	3.5	1.1	0.9	2.6	2.0
Out-of-school suspension rate	2.2	6.9	7.0	14.5	2.4	6.4	6.8	7.4
Cohort graduation rate	–	–	–	–	94.7	90.5	91.4	91.0
Cohort dropout rate	–	–	–	–	2.7	3.6	5.2	5.7
ELA (% met standards)	59	53	44	32	75	62	55	57
Math (% met standards)	49	40	32	21	48	33	27	28
School connectedness, academic motivation, and school supports								
School connectedness (% high)	72	66	60	48	57	49	41	36
Academic motivation (% high)	52	47	45	40	32	30	27	28
Caring relationships (% high)	52	42	40	31	43	34	31	29
High expectations (% high)	67	59	58	50	51	44	40	39
Meaningful particip. (% high)	25	21	17	15	19	14	13	12
Parent involvement (% high)	61	54	49	39	40	34	25	23

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

Exhibit A3. School characteristics by classroom crowding

	Classroom is so crowded it is hard to concentrate and learn							
	7 th grade respondents (% agree)				11 th grade respondents (% agree)			
	< 10%	10-20%	20-30%	> 30%	< 10%	10-20%	20-30%	> 30%
Demographic Characteristics								
Enrollment	656	720	736	579	792	1,513	1,267	1,652
Free/reduced price meals (%)	47	59	64	73	50	55	57	60
Race/ethnicity								
African American (%)	5	4	4	6	1	5	7	2
Asian (%)	9	8	6	4	7	6	5	5
Latino/a (%)	43	52	58	56	38	51	45	62
White (%)	37	29	25	28	45	31	36	28
School Discipline and SBAC test scores								
Expulsion rate (*1,000)	0.0	0.0	0.0	0.0	64.0	20.4	27.2	0.0
Total suspension rate	5.0	10.4	10.0	15.1	8.4	7.4	9.2	8.7
In-school suspension rate	0.0	1.5	1.7	3.9	3.8	1.3	1.5	1.8
Out-of-school suspension rate	5.0	8.9	8.3	11.2	4.5	6.1	7.7	6.9
Cohort graduation rate	–	–	–	–	92.6	90.9	91.8	95.5
Cohort dropout rate	–	–	–	–	5.1	4.4	4.6	1.7
ELA (% met standards)	63	47	40	31	63	62	53	62
Math (% met standards)	47	34	29	19	36	33	25	31
School connectedness, academic motivation, and school supports								
School connectedness (% high)	70	61	56	53	46	45	41	44
Academic motivation (% high)	53	46	42	43	28	29	29	31
Caring relationships (% high)	43	40	37	39	37	33	31	32
High expectations (% high)	64	58	54	53	47	42	40	45
Meaningful particip. (% high)	21	18	17	21	13	14	14	17
Parent involvement (% high)	57	50	45	45	32	30	25	29

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

Exhibit A4. School characteristics by eating lunch at the right time of day

	Eat my lunch at the right time of day							
	7 th grade respondents (% disagree)				11 th grade respondents (% disagree)			
	< 10%	10-20%	20-30%	> 30%	< 10%	10-20%	20-30%	> 30%
Demographic Characteristics								
Enrollment	522	726	776	620	843	1,245	1,544	1,277
Free/reduced price meals (%)	46	57	69	72	62	61	53	47
Race/ethnicity								
African American (%)	3	4	5	10	3	3	6	6
Asian (%)	10	8	4	9	3	5	6	9
Latino/a (%)	39	51	65	47	57	54	46	40
White (%)	40	32	19	18	32	32	35	37
School Discipline and SBAC test scores								
Expulsion rate (*1,000)	0.0	0.0	0.0	0.0	0.0	38.9	20.1	29.5
Total suspension rate	5.5	9.7	10.6	22.5	5.7	8.2	8.1	7.5
In-school suspension rate	0.6	1.2	2.0	4.3	0.5	2.5	1.3	1.5
Out-of-school suspension rate	4.8	8.5	8.6	18.2	5.2	5.7	6.8	6.0
Cohort graduation rate	–	–	–	–	96.9	91.4	90.5	93.7
Cohort dropout rate	–	–	–	–	1.6	3.6	5.5	4.0
ELA (% met standards)	58	47	38	32	59	61	59	60
Math (% met standards)	44	35	26	23	24	31	31	38
School connectedness, academic motivation, and school supports								
School connectedness (% high)	71	62	54	46	46	46	44	41
Academic motivation (% high)	53	46	42	40	31	29	29	29
Caring relationships (% high)	49	39	37	32	39	33	34	31
High expectations (% high)	64	58	55	49	49	43	42	41
Meaningful particip. (% high)	25	18	16	17	18	13	14	13
Parent involvement (% high)	59	50	45	39	34	30	29	27

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

Exhibit A5. School characteristics by plenty of time to eat lunch

	Plenty of time to eat lunch							
	7 th grade respondents (% disagree)				11 th grade respondents (% disagree)			
	< 10%	10-20%	20-30%	> 30%	< 10%	10-20%	20-30%	> 30%
Demographic Characteristics								
Enrollment	560	724	743	661	1,414	1,085	1,360	1,428
Free/reduced price meals (%)	65	53	63	63	29	55	56	56
Race/ethnicity								
African American (%)	4	4	5	4	6	7	4	5
Asian (%)	3	10	7	5	7	13	6	5
Latino/a (%)	54	50	55	55	30	43	50	50
White (%)	33	30	27	27	50	29	34	34
School Discipline and SBAC test scores								
Expulsion rate (*1,000)	0.0	0.0	0.0	0.0	0.0	174.3	22.9	13.0
Total suspension rate	13.0	6.9	11.6	10.7	0.6	9.4	7.8	8.0
In-school suspension rate	0.9	0.9	1.7	2.3	0.4	2.3	2.3	1.5
Out-of-school suspension rate	12.1	6.1	9.9	8.4	0.2	7.1	5.6	6.5
Cohort graduation rate	–	–	–	–	94.4	82.7	93.7	91.5
Cohort dropout rate	–	–	–	–	2.5	10.5	3.6	4.2
ELA (% met standards)	46	51	42	42	71	51	66	59
Math (% met standards)	29	38	31	30	43	22	37	30
School connectedness, academic motivation, and school supports								
School connectedness (% high)	67	65	58	54	64	45	49	42
Academic motivation (% high)	49	48	44	44	33	30	31	28
Caring relationships (% high)	47	43	37	37	51	35	35	31
High expectations (% high)	64	61	55	55	61	43	45	40
Meaningful particip. (% high)	21	20	18	17	22	16	15	13
Parent involvement (% high)	57	54	47	45	50	35	31	27

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

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