

CALIFORNIA HEALTHY KIDS SURVEY



Live Oak Unified Secondary 2018-2019 Main Report

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

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Recommended citation:

Live Oak Unified School District. *California Healthy Kids Survey, 2018-19: Main Report*. San Francisco: WestEd Health and Justice Program for the California Department of Education.

Date prepared: 28 Mar 2019
CDS code: 5171399000000

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PREFACE

HYPERLINK FEATURE

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

ALERT

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

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

These surveys grew out of CDE’s commitment to helping schools promote the successful cognitive, social, emotional, and physical development of all students; create more positive, engaging school environments; and ensure college and career readiness. They provide a wealth of information to guide school improvement and **Local Control and Accountability Plan** (LCAP) efforts, particularly in regard to the state priorities of enhancing school climate, pupil engagement, parent involvement, and addressing the needs of vulnerable groups.

Factsheets, guidebooks, and other resources to help in understanding and using CHKS results are available for downloading from the CalSCHLS website (calschls.org), including *Helpful Resources for Local Control and Accountability Plans* (calschls.org/docs/lcap_cal_schls.pdf). The California Safe and Supportive Schools website (californiaS3.wested.org) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

The CalSCHLS Regional Centers offer a Data Workshop to help identify local needs and develop action plans to meet those needs, including a *Listening to Students Workshop* for involving student voice in the process (see below).

THE SURVEY

The California Department of Education (CDE) has funded the CHKS since 1997 to provide data to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs. Appendix II is a brief

guide to key CHKS Core Module indicators designed to help survey users more easily understand and interpret their findings.

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The secondary-school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

Core Module

As summarized in Appendix II, the Core Module consists of key questions, identified by an expert advisory committee, that are considered most important for schools to guide improvement of academic, health, and prevention programs and promote student achievement, college and career readiness, positive development, and well-being. The majority of the questions are school-specific, including the following indicators:

- student grades, truancy, attendance, academic motivation, and school connectedness, as indicators of engagement;
- developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;
- perceived school safety, bullying, and victimization; and
- violence perpetration, substance use, and crime-related behavior (e.g., weapons possession).

The Core Module also assesses the scope and nature of substance use and includes two key indicators of mental health: chronic sadness and contemplation of suicide. These questions provide insights into important barriers to learning and development.

A wide range of demographic questions help districts identify and address the needs of significant and vulnerable student subgroups, including those required to be included in LCAP efforts. These subgroups include race/ethnicity, gender, and socioeconomic status; homeless, migrant, and foster status; and English language proficiency.

What's New? For 2018-19, the following improvements were made to the Core Module:

- Added a sleep duration question to help assess nighttime sleep quality
- Added the high school suicide ideation to the middle school survey
- Modified wording of two e-cigarette questions about perceived harm from use
- Added “Juul” as an example on the e-cigarette use items

School Climate Module (Supplementary)

To further support school improvement efforts and the LCAP process, a supplementary School Climate Module is available. It provides additional data on student academic mindset, school academic supports, discipline/order, supports for social-emotional learning, bullying prevention, peer relationships, respect for diversity, and the quality of the physical environment (calschls.org/survey-administration/downloads/#ssm_sc). These questions are also included in the staff survey to provide a more comprehensive picture of stakeholder perceptions and how the perceptions of students and staff differ from each other.

Social Emotional Health Module (Supplementary)

The SEHM greatly enhances the value of the CHKS as a strength-based assessment of positive emotions,

engagement, ability to build and maintain relationships, and other social-emotional capacities linked to student mental health and well-being, academic success, and college and career readiness. It includes 56 items that capture the totality of core adolescent psychological assets. The combination of the SEHM and Core Module yields a comprehensive set of data to inform decisions about mental health and social-emotional learning programs.

SURVEY ADMINISTRATION AND SAMPLE

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to maintain confidentiality. Students were surveyed only with the consent of parents or guardians. Each student’s participation was voluntary, anonymous, and confidential.

- Table A1.1 describes the target sample of students and the final number and percent of students who completed the survey (the participation response rate).
- Appendix I lists all the secondary schools in the district that were eligible to participate in the survey and the percentage of their enrolled students that completed the survey (included in the district report).

NEW IN 2018! EXPLORE RESULTS ON THE ONLINE DATA DASHBOARD

The most recent state representative and district CHKS results can be examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard/). The dashboard can be used to graphically display statewide and district key indicators from the Core and School Climate Module, trends over time, and disparities in survey outcomes across subgroups. Subgroup differences by gender, race/ethnicity, parental education, parent military status, homeless and migrant status, afterschool participation, gender identity, and sexual orientation can be examined. In addition, results can be displayed for English learners, free and reduced-priced meal eligible students, and foster youth – three important LCAP priority subgroups. In addition to displaying results interactively on the web, dashboard results can be exported as Image and PDF files for dissemination. District data are publicly posted on the dashboard by the end of November of the year following survey administration.

THE REPORT

The report tables, organized by topic, provide the percentages responding to each question response option by grade level. Because it is just as important to identify the positive behaviors of youth as it is to identify the risks they face, the tables reporting risk-behavior data include the percentages of youth who responded negatively (did not engage in the behavior).

Racial/Ethnic and Gender Results

In this report, summary tables provide key findings (e.g., safety, harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories and gender. Schools can request supplementary reports disaggregating all their CHKS results by the race/ethnicity or gender of students or by other demographic categories.

UNDERSTANDING THE DATA

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results. These include changes that occur in survey content, administration, and/or sample characteristics between administrations. The following are a few of the key issues that should be kept in mind. A more

detailed discussion of these topics can be found in the *CHKS Guidebook to Data Use and Dissemination* (data.calschls.org/resources/chks_guidebook_3_datause.pdf).

Representativeness

Among the most important factors affecting the quality of survey results is the level and type of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 70 percent. One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the student enrollment. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

Changes Between Survey Administrations

Many factors besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of students who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase during holidays or social events).

RESOURCES

CalSCHLS.org contains numerous guidebooks and other resources for using and understanding survey results.

- *CHKS Guidebook to Data Use and Dissemination* provides step-by-step instructions on how to interpret survey results and effectively disseminate them (data.calschls.org/resources/chks_guidebook_3_datause.pdf).
- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets/).
- *Assessing School Climate* describes the value of the CalSCHLS student, staff, and parent surveys for assessing school climate, listing constructs and individual indicators (data.calschls.org/resources/Cal-SCHLS_AssessingClimate2013-14.pdf).
- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).
- *Using CalSCHLS to Assess Social-Emotional Learning and Health* describes how the CHKS Core and Social Emotional Health Module (SEHM) provide a comprehensive profile of student social-emotional competency (learning) and health, and the related supports schools provide, including questions aligned with the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) (data.calschls.org/resources/CalSCHLS_AssessSELH.pdf). The staff survey provides data on the perception of adults in the school on social-emotional service needs and provision.
- *Helpful Resources for Local Control and Accountability Plans* describes how survey items align with LCAP priorities and indicators (calschls.org/docs/lcap_cal_schls.pdf). Also available is an LCAP-related PowerPoint presentation (calschls.org/site/assets/files/1036/cal-schls-lcap_schoolclimatev6-1.pptx).

- The *School Climate Connection Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/about.
- CDE’s **California Safe and Supportive Schools** website (CaliforniaS3.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.
- The **CalSCHLS Item Crosswalk** (calschls.org/resources/#survey_resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

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

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

Engage students, parents, and school/community stakeholders in reviewing and exploring the meaning of the results. Obtain their input into how the school might better meet the identified needs. Engage them in developing a detailed action plan to guide school/community collaborative efforts. This communicates to stakeholders that you value their input into how to improve the school/community and gives them an opportunity for meaningful participation.

As part of this process, it is highly recommended that you conduct a structured *Listening to Students Workshop* designed to explore with students—as staff observe—the meaning of survey results and obtain student input on how to address the needs identified by the survey. WestEd staff also can conduct a *Data Use Action Planning Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center 888.841.7536 or email CalSCHLS@wested.org.

Compare Results with Other Data

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

- **Staff and Parent Surveys.** If your school district(s) have administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Item Crosswalk (calschls.org/resources/#survey_resources_and_tools) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If the district(s) did not administer these companion surveys, urge them to do so next time.
- **Elementary CHKS Results.** Examine how the results from 9th and 11th graders compare with those from 5th and 7th graders if your district(s) also administered the CHKS at these school

levels. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle-school levels might help mitigate problems that are evident among older students.

- **Other Data.** Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.
- **Similar District and Statewide Results.** The results from the biennial state administration of the CHKS, which provide representative state norms, can be downloaded from the CalSCHLS website (data.calschls.org/resources/Biennial_State_1517.pdf) or examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard/). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports/). How you compare to state and district results can provide some context for your results, but the most important consideration is what your own results say about the students in your school/community.

Data Workshop

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

Request Additional Reports and Data

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

School Reports and School Climate Report Cards

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

- A full report with all the survey results
- A short, user-friendly, graphic **School Climate Report Card** that provides results across eight domains of school climate and provides an overall **School Climate Index** score based on those domains (calschls.org/reports-data/#slcr)

District School Climate Report Card

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

Disaggregated Reports

The staff of the CalSCHLS Regional Centers can produce full reports that look at how results vary by demographic subgroups (e.g., race/ethnicity), or by other characteristics of youth, such as those who are low in academic motivation compared those who are high. This can be valuable for identifying what subgroups need to be targeted with what resources and programs. Given the LCAP requirement that districts identify and address the needs of underserved subgroups, doing this would be a natural next step for addressing subgroup disparities.

Additional Analysis of Data

The complete dataset is available electronically for additional analysis (CalSCHLS.org/reports-data). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of students and across schools within a district. You can also request an analysis by WestEd staff of any topic of interest.

Add Questions to Your Next Surveys

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

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

Exhibit 1

Major School-Related Domains and Constructs Assessed by CalSCHLS in Secondary Schools

	Student Core	Student School Climate	Student Social Emotional Health	Staff Survey	Parent Survey
Student Well-Being					
Academic mindset			✓		
Academic motivation	✓	✓		✓	✓
Academic performance (grades)	✓				
Alcohol, tobacco, and drug use	✓			✓	✓
Attendance (absences, truancy, reasons absent)	✓			✓	
Behavioral self-control			✓		
Collaboration			✓		
Emotional self-regulation			✓		
Empathy			✓		
Gratitude			✓		
Optimism			✓		
Perceived safety	✓			✓	✓
Persistence			✓		
Problem solving			✓		
School connectedness	✓				
Self-awareness			✓		
Self-efficacy			✓		
Sleep duration (hours of sleep)	✓				
Social-emotional competencies and health			✓	✓	
Social emotional distress			✓		
Violence and victimization (bullying)	✓			✓	✓
Zest			✓		
School Climate					
Academic rigor and norms				✓	✓
College and career supports		✓		✓	✓
Family support			✓		
High expectations	✓			✓	✓
Meaningful participation and decision-making	✓			✓	✓
Parent involvement	✓			✓	✓
Quality of physical environment	✓	✓		✓	✓
Relationships among staff				✓	
Relationships among students		✓	✓	✓	✓
Relationships between students and staff	✓			✓	✓
Respect for diversity and cultural sensitivity		✓		✓	✓
Teacher and other supports for learning		✓		✓	✓
School Climate Improvement Practices					
Bullying prevention		✓		✓	✓
Discipline and order (policies, enforcement)		✓		✓	✓
Services and policies to address student needs				✓	
Social-emotional/behavioral supports		✓		✓	✓
Staff supports				✓	

ACKNOWLEDGMENTS

The CHKS and this report were developed by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education, Coordinated School Health and Safety Office. Special recognition to Cindy Zheng, at WestEd, who oversees the generation of CalSCHLS reports and data quality assurance.

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Alcohol and Other Drugs (AOD) Module	
C. Building Healthy Communities (BHC) Module	
D. Cal-Well Module	
E. Closing the Achievement Gap (CTAG) Module	
F. District Afterschool Module (DASM)	
G. Drug Free Communities (DFC) Module	
H. Gang Risk Awareness Module (GRAM)	
I. Gender Identity & Sexual Orientation-Based Harassment Module	
J. Military-Connected School Module	
K. Physical Health & Nutrition Module	
L. Resilience & Youth Development Module	
M. Safety & Violence Module	
N. School Climate Module	X
O. Sexual Behavior Module	
P. Social Emotional Health Module (SEHM)	
Q. Tobacco Module	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	145	137	131	–
Final number	115	113	114	–
Response Rate	79%	82%	87%	–

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness [†]	62	57	63	–	A4.6
Academic motivation [†]	77	74	75	–	A4.6
Chronic truancy (twice a month or more often) [§]	2	3	4	–	A4.2
Caring adult relationships [‡]	59	61	65	–	A4.5
High expectations [‡]	75	73	72	–	A4.5
Meaningful participation [‡]	38	31	31	–	A4.5
Facilities upkeep [†]	48	61	72	–	A4.13
Parent involvement in school [†]	59	47	58	–	A4.6
School Safety					
School perceived as very safe or safe	69	58	65	–	A5.1
Experienced any harassment or bullying [§]	28	28	32	–	A5.2
Had mean rumors or lies spread about you [§]	45	42	38	–	A5.3
Been afraid of being beaten up [§]	20	13	8	–	A5.4
Been in a physical fight [§]	22	12	10	–	A5.4
Seen a weapon on campus [§]	12	6	12	–	A5.6
Substance Use and Mental Health					
Current alcohol or drug use [¶]	5	10	35	–	A6.5
Current marijuana use [¶]	4	9	22	–	A6.5
Current binge drinking [¶]	3	5	16	–	A6.5
Very drunk or “high” 7 or more times, ever	2	4	21	–	A6.7
Been drunk or “high” on drugs at school, ever	2	6	14	–	A6.9
Current cigarette smoking [¶]	1	1	2	–	A7.3
Current electronic cigarette use [¶]	4	6	12	–	A7.3
Experienced chronic sadness/hopelessness [§]	23	27	42	–	A8.4
Considered suicide [§]	13	12	15	–	A8.5

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

[†]Average percent of respondents reporting “Agree” or “Strongly agree.”

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

[§]Past 12 months.

[¶]Past 30 days.

3. Demographics

Table A3.1

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	47	45	46	–
Female	53	55	54	–

Question HS/MS A.3: What is your sex?

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

Table A3.2

Hispanic or Latino

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	43	38	42	–
Yes	57	62	58	–

Question HS/MS A.5: Are you of Hispanic or Latino origin?

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

Table A3.3

Race

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	5	3	5	–
Asian	7	17	17	–
Black or African American	1	2	0	–
Native Hawaiian or Pacific Islander	0	2	1	–
White	20	35	42	–
Mixed (two or more) races	68	42	35	–

Question HS/MS A.6: What is your race?

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

Table A3.4
Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parent or guardian	85	92	90	–
Other relative’s home	2	2	4	–
A home with more than one family	6	3	4	–
Friend’s home	0	1	0	–
Foster home, group care, or waiting placement	0	0	1	–
Hotel or motel	0	0	0	–
Shelter, car, campground, or other transitional or temporary housing	1	0	1	–
Other living arrangement	6	3	1	–

Question HS/MS A.8: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.

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

Table A3.5
Highest Education of Parents

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	12	28	28	–
Graduated from high school	18	22	27	–
Attended college but did not complete four-year degree	10	16	16	–
Graduated from college	25	22	25	–
Don’t know	36	12	4	–

Question HS/MS A.9: What is the highest level of education your parents or guardians completed? (Mark the educational level of the parent or guardian who went the furthest in school.)

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

Table A3.6***Free or Reduced Price Meals Eligibility***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	4	3	13	–
Yes	73	86	79	–
Don't know	24	12	8	–

Question HS/MS A.10: Do you receive free or reduced-price lunches at school? (Receiving free or reduced-price lunches means that lunch at school is provided to you for free or you pay less for it.)

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

Table A3.7***Participation in Migrant Education Program, Past 3 Years***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	63	67	79	–
Yes	3	10	8	–
Don't know	34	23	13	–

Question HS/MS A.11: In the past three years, were you part of the Migrant Education Program or did your family move to find seasonal or temporary work in agriculture or fishing?

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

Table A3.8***Language Spoken at Home***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
English	53	50	49	–
Spanish	39	36	38	–
Mandarin	0	0	0	–
Cantonese	0	0	0	–
Taiwanese	0	0	0	–
Tagalog	0	0	1	–
Vietnamese	0	0	0	–
Korean	0	0	0	–
Other	8	14	12	–

Question HS/MS A.12: What language is spoken most of the time in your home?

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

Table A3.9**English Language Proficiency – All Students**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
How well do you...				
understand English?				
Very well	94	89	88	–
Well	6	10	11	–
Not well	0	1	2	–
Not at all	0	0	0	–
speak English?				
Very well	90	81	81	–
Well	10	18	18	–
Not well	0	1	2	–
Not at all	0	0	0	–
read English?				
Very well	85	79	79	–
Well	15	20	19	–
Not well	0	1	2	–
Not at all	0	0	0	–
write English?				
Very well	83	81	73	–
Well	17	17	24	–
Not well	0	2	3	–
Not at all	0	0	0	–
English Language Proficiency Status				
Proficient	83	79	78	–
Not proficient	17	21	22	–

Question HS/MS A.13-16: How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

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

English Language Proficiency was determined by creating a scale score using four survey questions - how well do you understand... speak... read... and write English. Response options are reverse coded so higher values indicate higher English proficiency level (“Not at all” (1); “Not well” (2); “Well” (3); and “Very well” (4)). The scale score was computed by averaging the survey responses. Respondents are categorized as “Proficient” or “Not Proficient” based on the English language proficiency scale.

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.10**English Language Proficiency – Students Speaking a Language Other Than English at Home**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
How well do you...				
understand English?				
Very well	89	85	79	–
Well	11	13	17	–
Not well	0	2	3	–
Not at all	0	0	0	–
speak English?				
Very well	87	76	71	–
Well	13	24	26	–
Not well	0	0	3	–
Not at all	0	0	0	–
read English?				
Very well	81	76	72	–
Well	19	22	24	–
Not well	0	2	3	–
Not at all	0	0	0	–
write English?				
Very well	81	76	64	–
Well	19	20	31	–
Not well	0	4	5	–
Not at all	0	0	0	–
English Language Proficiency Status				
Proficient	80	75	69	–
Not proficient	20	25	31	–

Question HS/MS A.12-16: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

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

English Language Proficiency was determined by creating a scale score using four survey questions - how well do you understand... speak... read... and write English. Response options are reverse coded so higher values indicate higher English proficiency level (“Not at all” (1); “Not well” (2); “Well” (3); and “Very well” (4)). The scale score was computed by averaging the survey responses. Respondents are categorized as “Proficient” or “Not Proficient” based on the English language proficiency scale.

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.11***Number of Days Attending Afterschool Program***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	82	96	80	–
1 day	0	0	7	–
2 days	0	0	3	–
3 days	2	0	2	–
4 days	3	2	1	–
5 days	14	2	8	–

Question HS/MS A.17: How many days a week do you usually go to your school's afterschool program?

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

Table A3.12***Military Connections***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	93	95	94	–
Yes	1	4	4	–
Don't know	6	1	2	–

Question HS A.129/MS A.119: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

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

Table A3.13
Sexual Orientation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Straight (not gay)	79	91	83	–
Gay or Lesbian	3	1	3	–
Bisexual	4	3	4	–
I am not sure yet	3	1	4	–
Something else	3	1	0	–
Decline to respond	8	4	6	–

Question HS A.130/MS A.120: Which of the following best describes you?

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

Table A3.14
Gender Identity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I am not transgender	92	94	93	–
Yes, I am transgender	1	0	3	–
I am not sure if I am transgender	2	2	0	–
Decline to respond	6	5	4	–

Question HS A.131/MS A.121: Some people describe themselves as transgender when their sex at birth does not match the way they think or feel about their gender. Are you transgender?

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

4. School Performance, Supports, and Engagement

Table A4.1

Grades, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	18	24	16	–
A's and B's	46	36	40	–
Mostly B's	6	7	12	–
B's and C's	18	23	21	–
Mostly C's	4	6	4	–
C's and D's	4	3	7	–
Mostly D's	1	0	0	–
Mostly F's	3	1	0	–

Question HS/MS A.18: During the past 12 months, how would you describe the grades you mostly received in school?

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

Table A4.2

Truancy, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	80	84	72	–
1-2 times	5	8	15	–
A few times	12	5	8	–
Once a month	1	0	2	–
Twice a month	0	1	1	–
Once a week	2	1	1	–
More than once a week	0	1	2	–

Question HS/MS A.21: During the past 12 months, about how many times did you skip school or cut classes?

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

Table A4.3***Absences, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I did not miss any days of school in the past 30 days	41	50	32	–
1 day	19	20	23	–
2 days	22	21	25	–
3 or more days	18	10	21	–

Question HS/MS A.19: In the past 30 days, how often did you miss an entire day of school for any reason?

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

Table A4.4***Reasons for Absence, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I didn't miss any school	40	46	31	–
Illness (feeling physically sick), including problems with breathing or your teeth	43	47	52	–
Were being bullied or mistreated at school	2	2	2	–
Felt very sad, hopeless, anxious, stressed, or angry	6	7	11	–
Didn't get enough sleep	5	6	13	–
Didn't feel safe at school or going to and from school	2	2	0	–
Had to take care of or help a family member or friend	8	6	10	–
Wanted to spend time with friends	1	1	3	–
Used alcohol or drugs	0	0	3	–
Were behind in schoolwork or weren't prepared for a test or class assignment	2	5	13	–
Were bored or uninterested in school	3	2	4	–
Had no transportation to school	1	2	1	–
Other reason	21	12	25	–

Question HS/MS A.20: In the past 30 days, did you miss a day of school for any of the following reasons? (Mark All That Apply.)

Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A4.5**School Environment Scales (Developmental Supports)**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Total school supports					
<i>Average reporting “Pretty much true” or “Very much true”</i>	57	55	56	–	
High	28	27	28	–	
Moderate	53	55	55	–	
Low	19	18	17	–	
Caring adults in school					
<i>Average reporting “Pretty much true” or “Very much true”</i>	59	61	65	–	A4.7
High	28	28	33	–	
Moderate	56	58	55	–	
Low	16	14	12	–	
High expectations-adults in school					
<i>Average reporting “Pretty much true” or “Very much true”</i>	75	73	72	–	A4.8
High	49	43	40	–	
Moderate	46	48	49	–	
Low	5	9	12	–	
Meaningful participation at school					
<i>Average reporting “Pretty much true” or “Very much true”</i>	38	31	31	–	A4.9
High	14	8	8	–	
Moderate	41	45	44	–	
Low	46	47	48	–	

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

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

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

Table A4.6***School Connectedness, Academic Motivation, and Parent Involvement Scales***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School connectedness					
<i>Average reporting “Agree” or “Strongly agree”</i>	62	57	63	–	A4.10
High	55	41	54	–	
Moderate	30	45	37	–	
Low	15	14	9	–	
Academic motivation					
<i>Average reporting “Agree” or “Strongly agree”</i>	77	74	75	–	A4.11
High	41	31	30	–	
Moderate	40	49	51	–	
Low	19	21	19	–	
Parent involvement in school					
<i>Average reporting “Agree” or “Strongly agree”</i>	59	47	58	–	A4.12
High	44	36	44	–	
Moderate	37	41	39	–	
Low	19	23	17	–	

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

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

Respondents were categorized as being “High,” “Moderate,” and “Low” based on the averages of the questions that comprise each scale. The response options for the survey questions that make up each scale range from “Strongly disagree” (1), “Disagree” (2), “Neither disagree nor agree” (3), “Agree” (4), and “Strongly agree” (5). The following thresholds were used to classify question averages into “High,” “Moderate,” and “Low” categories:

	School Connectedness	Academic Motivation	Parent Involvement in School
High	> 3.75	≥ 4	> 4.25
Moderate	≥ 2.5 and ≤ 3.75	≥ 3 and < 4	> 3.25 and ≤ 4.25
Low	< 2.5	< 3	≤ 3.25

Table A4.7***Caring Relationships Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	59	61	65	–
<i>At my school, there is a teacher or some other adult... who really cares about me.</i>				
Not at all true	14	11	11	–
A little true	34	35	26	–
Pretty much true	28	38	38	–
Very much true	23	16	26	–
<i>who notices when I’m not there.</i>				
Not at all true	17	12	11	–
A little true	22	27	28	–
Pretty much true	38	35	39	–
Very much true	23	26	22	–
<i>who listens to me when I have something to say.</i>				
Not at all true	9	11	7	–
A little true	25	20	23	–
Pretty much true	37	43	40	–
Very much true	29	26	30	–

Question HS/MS A.35, 37, 39: At my school, there is a teacher or some other adult... who really cares about me... who notices when I am not there... who listens to me when I have something to say.

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

Table A4.8***High Expectations Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	75	73	72	–
<i>At my school, there is a teacher or some other adult... who tells me when I do a good job.</i>				
Not at all true	7	7	10	–
A little true	22	25	22	–
Pretty much true	40	40	42	–
Very much true	32	28	27	–
<i>who always wants me to do my best.</i>				
Not at all true	5	6	7	–
A little true	15	15	15	–
Pretty much true	28	43	42	–
Very much true	53	36	36	–
<i>who believes that I will be a success.</i>				
Not at all true	6	7	11	–
A little true	21	20	18	–
Pretty much true	33	36	38	–
Very much true	40	36	34	–

Question HS/MS A.36, 38, 40: At my school, there is a teacher or some other adult... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.

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

Table A4.9

Meaningful Participation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation at school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	38	31	31	–
<i>At school...</i>				
I do interesting activities.				
Not at all true	9	16	12	–
A little true	32	32	40	–
Pretty much true	34	37	31	–
Very much true	25	14	17	–
I help decide things like class activities or rules.				
Not at all true	45	45	42	–
A little true	24	30	33	–
Pretty much true	22	15	17	–
Very much true	10	10	9	–
I do things that make a difference.				
Not at all true	33	33	28	–
A little true	27	31	38	–
Pretty much true	25	28	28	–
Very much true	15	8	7	–
I have a say in how things work.				
Not at all true	39	44	39	–
A little true	27	29	35	–
Pretty much true	25	21	20	–
Very much true	10	6	5	–
I help decide school activities or rules.				
Not at all true	54	51	52	–
A little true	22	33	28	–
Pretty much true	18	10	15	–
Very much true	6	5	4	–

Question HS/MS A.41-45: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference... I have a say in how things work... I help decide school activities or rules.

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

Table A4.10
School Connectedness Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School connectedness				
<i>Average reporting “Agree” or “Strongly agree”</i>	62	57	63	–
I feel close to people at this school.				
Strongly disagree	7	9	7	–
Disagree	6	11	12	–
Neither disagree nor agree	19	26	21	–
Agree	43	45	45	–
Strongly agree	25	9	15	–
I am happy to be at this school.				
Strongly disagree	13	12	7	–
Disagree	12	6	10	–
Neither disagree nor agree	16	28	27	–
Agree	43	40	40	–
Strongly agree	16	14	16	–
I feel like I am part of this school.				
Strongly disagree	13	9	5	–
Disagree	6	6	8	–
Neither disagree nor agree	19	28	29	–
Agree	44	45	42	–
Strongly agree	18	11	16	–
The teachers at this school treat students fairly.				
Strongly disagree	10	10	4	–
Disagree	12	8	6	–
Neither disagree nor agree	21	23	19	–
Agree	41	49	57	–
Strongly agree	16	11	14	–
I feel safe in my school.				
Strongly disagree	9	11	4	–
Disagree	4	5	5	–
Neither disagree nor agree	24	25	20	–
Agree	39	46	58	–
Strongly agree	24	14	14	–

Question HS/MS A.22-26: How strongly do you agree or disagree with the following statements?... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.

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

Table A4.11**Academic Motivation Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Academic motivation				
<i>Average reporting “Agree” or “Strongly agree”</i>	77	74	75	–
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	8	7	4	–
Disagree	0	2	1	–
Neither disagree nor agree	4	10	13	–
Agree	43	47	45	–
Strongly agree	45	34	38	–
I try hard at school because I am interested in my work.				
Strongly disagree	12	9	6	–
Disagree	8	7	4	–
Neither disagree nor agree	18	24	27	–
Agree	36	40	35	–
Strongly agree	27	20	28	–
I work hard to try to understand new things at school.				
Strongly disagree	8	7	5	–
Disagree	2	3	1	–
Neither disagree nor agree	14	15	25	–
Agree	39	48	41	–
Strongly agree	37	27	28	–
I am always trying to do better in my schoolwork.				
Strongly disagree	8	8	5	–
Disagree	3	1	0	–
Neither disagree nor agree	9	10	12	–
Agree	31	49	45	–
Strongly agree	50	32	38	–

Question HS/MS A.31-34: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork.

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

Table A4.12***Parent Involvement Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Parent involvement in school				
<i>Average reporting “Agree” or “Strongly agree”</i>	59	47	58	–
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	7	8	8	–
Disagree	10	16	11	–
Neither disagree nor agree	20	24	29	–
Agree	46	38	36	–
Strongly agree	17	14	17	–
Parents feel welcome to participate at this school.				
Strongly disagree	7	9	3	–
Disagree	4	10	8	–
Neither disagree nor agree	35	38	31	–
Agree	39	34	47	–
Strongly agree	16	9	12	–
School staff takes parent concerns seriously.				
Strongly disagree	9	9	6	–
Disagree	12	9	6	–
Neither disagree nor agree	21	34	23	–
Agree	41	33	53	–
Strongly agree	18	14	12	–

Question HS/MS A.28-30: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff takes parent concerns seriously.

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

Table A4.13***Quality of School Physical Environment***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	15	10	5	–
Disagree	17	8	5	–
Neither disagree nor agree	20	21	17	–
Agree	42	48	56	–
Strongly agree	6	14	16	–

Question HS/MS A.27: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.

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

5. School Violence, Victimization, and Safety

Table A5.1

Perceived Safety at School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	20	11	14	–
Safe	49	47	50	–
Neither safe nor unsafe	25	35	29	–
Unsafe	3	4	3	–
Very unsafe	4	4	4	–

Question HS A.99/MS A.88: How safe do you feel when you are at school?

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

Table A5.2**Reasons for Harassment on School Property, Past 12 Months**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	86	93	88	–
1 time	5	4	8	–
2 or more times	8	4	4	–
Religion				
0 times	89	95	91	–
1 time	7	2	5	–
2 or more times	4	3	4	–
Gender				
0 times	94	94	95	–
1 time	4	6	4	–
2 or more times	2	1	2	–
Because you are gay or lesbian or someone thought you were				
0 times	95	91	88	–
1 time	2	3	11	–
2 or more times	4	6	2	–
A physical or mental disability				
0 times	95	94	96	–
1 time	4	3	3	–
2 or more times	1	3	2	–
You are an immigrant or someone thought you were				
0 times	99	98	90	–
1 time	0	2	7	–
2 or more times	1	0	3	–
Any of the above six reasons	22	17	27	–

Question HS A.115-120/MS A.105-110: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay or lesbian or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were.

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

Table A5.2***Reasons for Harassment on School Property, Past 12 Months – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Any other reason				
0 times	85	81	85	–
1 time	6	9	5	–
2 or more times	9	9	10	–
Any harassment	28	28	32	–

Question HS A.115-121/MS A.105-111: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay or lesbian or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were... Any other reason.

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

Table A5.3**Verbal Harassment at School, Past 12 Months**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During the past 12 months, how many times on school property have you...				
had mean rumors or lies spread about you?				
0 times	55	58	62	–
1 time	16	19	19	–
2 to 3 times	15	11	10	–
4 or more times	15	12	9	–
had sexual jokes, comments, or gestures made to you?				
0 times	69	74	64	–
1 time	15	7	12	–
2 to 3 times	5	11	10	–
4 or more times	11	7	14	–
been made fun of because of your looks or the way you talk?				
0 times	65	72	70	–
1 time	16	12	15	–
2 to 3 times	7	9	8	–
4 or more times	12	7	7	–
been made fun of, insulted, or called names?				
0 times	63	76	70	–
1 time	10	8	14	–
2 to 3 times	7	7	7	–
4 or more times	20	8	9	–

Question HS A.103-105, 114/MS A.93-95, 104: During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you... had sexual jokes, comments, or gestures made to you... been made fun of because of your looks or the way you talk... been made fun of, insulted, or called names?

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

Table A5.4

Violence and Victimization on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?				
0 times	62	80	84	–
1 time	20	10	4	–
2 to 3 times	6	8	6	–
4 or more times	12	2	5	–
been afraid of being beaten up?				
0 times	80	87	92	–
1 time	13	6	4	–
2 to 3 times	4	5	3	–
4 or more times	4	2	1	–
been threatened with harm or injury?				
0 times	87	96	95	–
1 time	6	3	1	–
2 to 3 times	4	0	3	–
4 or more times	3	1	2	–
been in a physical fight?				
0 times	78	88	90	–
1 time	12	9	4	–
2 to 3 times	5	2	4	–
4 or more times	5	1	1	–
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	96	98	97	–
1 time	3	2	1	–
2 to 3 times	1	0	1	–
4 or more times	0	0	1	–
been offered, sold, or given an illegal drug?				
0 times	95	85	74	–
1 time	2	6	12	–
2 to 3 times	2	6	8	–
4 or more times	2	2	6	–

Question HS A.100-102, 107, 111, 113/MS A.90-92, 97, 101, 103: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around... been afraid of being beaten up... been in a physical fight... been offered, sold, or given an illegal drug... been threatened or injured with a weapon (gun, knife, club, etc.) ... been threatened with harm or injury?

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

Table A5.5**Property Damage on School Property, Past 12 Months**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had your property stolen or deliberately damaged				
0 times	81	80	81	–
1 time	10	12	12	–
2 to 3 times	6	7	4	–
4 or more times	3	1	2	–
Damaged school property on purpose				
0 times	95	98	91	–
1 time	4	2	4	–
2 to 3 times	1	0	3	–
4 or more times	0	0	2	–

Question HS A.106, 108/MS A.96, 98: During the past 12 months, how many times on school property have you... had your property stolen or deliberately damaged, such as your car, clothing, or books... damaged school property on purpose?

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

Table A5.6**Weapons Possession on School Property, Past 12 Months**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Carried a gun				
0 times	97	99	96	–
1 time	0	1	3	–
2 to 3 times	2	0	0	–
4 or more times	1	0	1	–
Carried any other weapon (such as a knife or club)				
0 times	94	97	91	–
1 time	4	3	5	–
2 to 3 times	1	0	1	–
4 or more times	2	0	3	–
Seen someone carrying a gun, knife, or other weapon				
0 times	88	94	88	–
1 time	6	5	7	–
2 to 3 times	2	2	3	–
4 or more times	4	0	3	–

Question HS A.109, 110, 112/MS A.99, 100, 102: During the past 12 months, how many times on school property have you... carried a gun... carried any other weapon (such as a knife or club)... seen someone carrying a gun, knife, or other weapon?

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

Table A5.7***Cyber Bullying, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times (never)	71	71	73	–
1 time	13	10	14	–
2 to 3 times	10	9	7	–
4 or more times	6	9	6	–

Question HS A.122/MS A.112: During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?

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

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime illicit AOD use to get “high” [†]	17	22	53	–	A6.2
Lifetime alcohol or drug use	17	22	55	–	A6.2
Lifetime marijuana use	6	13	35	–	A6.2
Lifetime very drunk or high (7 or more times)	2	4	21	–	A6.7
Lifetime drinking and driving involvement	27	7	21	–	A6.11
Current alcohol or drug use	5	10	35	–	A6.5
Current marijuana use	4	9	22	–	A6.5
Current heavy drug use	2	5	13	–	A6.5
Current heavy alcohol use (binge drinking)	3	5	16	–	A6.5
Current alcohol or drug use on school property	4	4	14	–	A6.8
Harmfulness of occasional marijuana use [‡]	43	28	31	–	A6.12
Difficulty of obtaining marijuana [§]	17	6	4	–	A6.13

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

[†]*Excludes prescription pain medication, diet pills, and prescription stimulant.*

[‡]*Great harm.*

[§]*Very difficult.*

Table A6.2**Summary of AOD Lifetime Use**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	12	17	49	–
Marijuana	6	13	35	–
Inhalants	4	1	5	–
Cocaine, methamphetamine, or any amphetamines	na	2	4	–
Heroin	na	2	2	–
Ecstasy, LSD, or other psychedelics	na	3	5	–
Prescription pain medication, opioids, tranquilizers, sedatives, diet pills, or other prescription stimulant	na	8	9	–
Cold/cough medicines or other over-the-counter medicines to get “high”	na	9	10	–
Any other drug, pill, or medicine to get “high”	3	3	3	–
Any of the above AOD use	17	22	55	–
Any illicit AOD use to get “high”[†]	17	22	53	–

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

[†]Excludes prescription pain medication, diet pills, and prescription stimulant.

na—Not asked of middle school students.

Table A6.3
Lifetime AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	88	83	51	–
1 time	5	2	9	–
2 to 3 times	5	6	10	–
4 or more times	3	9	30	–
Marijuana (smoke, vape, eat, or drink)				
0 times	94	87	65	–
1 time	4	1	1	–
2 to 3 times	1	4	9	–
4 or more times	2	8	26	–
Inhalants				
0 times	96	99	95	–
1 time	3	1	2	–
2 to 3 times	2	0	1	–
4 or more times	0	0	3	–
Cocaine, methamphetamine, or any amphetamines				
0 times	na	98	96	–
1 time	na	2	2	–
2 to 3 times	na	0	1	–
4 or more times	na	0	1	–
Heroin				
0 times	na	98	98	–
1 time	na	2	1	–
2 to 3 times	na	0	0	–
4 or more times	na	0	1	–
Ecstasy, LSD, or other psychedelics				
0 times	na	97	95	–
1 time	na	2	2	–
2 to 3 times	na	1	3	–
4 or more times	na	0	1	–

Question HS A.49-52, 54, 55/MS A.50-52: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Heroin... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms).

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

na—Not asked of middle school students.

Table A6.3

Lifetime AOD Use – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Prescription pain medication or opioids, tranquilizers, or sedatives				
0 times	na	94	93	–
1 time	na	2	2	–
2 to 3 times	na	4	2	–
4 or more times	na	1	4	–
Diet pills				
0 times	na	98	98	–
1 time	na	1	0	–
2 to 3 times	na	0	1	–
4 or more times	na	1	1	–
Ritalin™ or Adderall™ or other prescription stimulant				
0 times	na	97	97	–
1 time	na	2	3	–
2 to 3 times	na	0	0	–
4 or more times	na	1	0	–
Cold/cough medicines or other over-the-counter medicines to get “high”				
0 times	na	91	90	–
1 time	na	3	5	–
2 to 3 times	na	0	0	–
4 or more times	na	6	4	–
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 times	97	97	97	–
1 time	1	3	0	–
2 to 3 times	2	0	1	–
4 or more times	0	0	2	–

Question HS A.56-60/MS A.54: During your life, how many times have you used the following?... Prescription pain medication or opioids (Vicodin™, OxyContin™, Percodan™, Lortab™), tranquilizers, or sedatives (Xanax™, Ativan™)... Diet pills (Didrex®, Dexedrine®, Xenadrine®, Skittles, M&M’s)... Ritalin™ or Adderall™ or other prescription stimulant... Cold/cough medicines or other over-the-counter medicines to get “high”... Any other drug, pill, or medicine to get “high” or for reasons other than medical.

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

na—Not asked of middle school students.

Table A6.4***Lifetime Marijuana Consumption***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>				
Smoke it?				
0 times	95	90	69	–
1 time	3	2	4	–
2 to 3 times	0	3	7	–
4 or more times	2	6	21	–
In an electronic or e-cigarette or other vaping device?				
0 times	95	92	73	–
1 time	4	1	4	–
2 to 3 times	2	4	2	–
4 or more times	0	4	21	–
Eat or drink it in products made with marijuana?				
0 times	95	94	77	–
1 time	4	2	6	–
2 to 3 times	1	1	7	–
4 or more times	0	3	10	–

Question HS A.64-66/MS A.58-60: During your life, how many times have you used marijuana in any of the following ways... Smoke it?... In an electronic or e-cigarette or other vaping device?... Eat or drink it in products made with marijuana?

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

Table A6.5***Current AOD Use, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks of alcohol)	5	9	26	–
Binge drinking (5 or more drinks in a row)	3	5	16	–
Marijuana (smoke, vape, eat, or drink)	4	9	22	–
Inhalants	1	0	3	–
Prescription drugs to get “high” or for reasons other than prescribed	na	1	2	–
Other drug, pill, or medicine to get “high” or for reasons other than medical	1	0	3	–
<i>Any drug use</i>	5	9	24	–
<i>Heavy drug use</i>	2	5	13	–
<i>Any AOD Use</i>	5	10	35	–
Two or more substances at the same time	na	2	7	–

Question HS A.70-76/MS A.64-68: During the past 30 days, on how many days did you use... one or more drinks of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (smoke, vape, eat, or drink)... inhalants (things you sniff, huff, or breathe to get “high”)... prescription drugs to get “high” or for reasons other than prescribed ... any other drug, pill, or medicine to get “high” or for reasons other than medical... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

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

Heavy drug use was calculated based on pattern of combined current drug use on three or more days (marijuana, inhalants, prescription pain medicine to get “high” (high school only), or any other illegal drug/pill to get “high”). na—Not asked of middle school students.

Table A6.6***Frequency of Current AOD Use, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks)				
0 days	95	91	74	–
1 or 2 days	4	4	17	–
3 to 9 days	1	2	5	–
10 to 19 days	0	2	2	–
20 or more days	0	2	2	–
Binge drinking (5 or more drinks in a row)				
0 days	97	95	84	–
1 or 2 days	2	2	11	–
3 to 9 days	1	1	2	–
10 to 19 days	0	1	2	–
20 or more days	0	1	2	–
Marijuana (smoke, vape, eat, or drink)				
0 days	96	91	78	–
1 or 2 days	2	5	12	–
3 to 9 days	1	2	4	–
10 to 19 days	0	1	2	–
20 or more days	1	2	4	–

Question HS A.70-72/MS A.64-66: During the past 30 days, on how many days did you use... one or more drinks of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (smoke, vape, eat, or drink)?

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

Table A6.7***Lifetime Drunk or “High”***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	95	94	71	–
1 to 2 times	5	5	15	–
3 to 6 times	0	0	6	–
7 or more times	0	2	8	–
“High” (loaded, stoned, or wasted) from using drugs				
0 times	96	92	68	–
1 to 2 times	2	4	10	–
3 to 6 times	0	2	3	–
7 or more times	2	3	19	–
Very drunk or “high” 7 or more times	2	4	21	–

Question HS A.61, 62/MS A.55, 56: During your life, how many times have you been... very drunk or sick after drinking alcohol... “high” (loaded, stoned, or wasted) from using drugs?

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

Table A6.8***Current AOD Use on School Property, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	97	97	93	–
1 to 2 days	2	1	5	–
3 or more days	1	2	2	–
Marijuana (smoke, vape, eat, or drink)				
0 days	98	96	89	–
1 to 2 days	2	2	7	–
3 or more days	0	2	4	–
Any other drug, pill, or medicine to get “high” or for reasons other than medical?				
0 days	98	99	96	–
1 to 2 days	2	1	3	–
3 or more days	0	0	1	–
<i>Any of the above</i>	4	4	14	–

Question HS A.80-82/MS A.72-74: During the past 30 days, on how many days on school property did you use... at least one drink of alcohol... marijuana (smoke, vape, eat, or drink)... any other drug, pill, or medicine to get “high” or for reasons other than medical?

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

Table A6.9***Lifetime Drunk or “High” on School Property***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	98	94	86	–
1 to 2 times	2	5	6	–
3 to 6 times	0	0	4	–
7 or more times	0	1	4	–

Question HS A.63/MS A.57: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

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

Table A6.10
Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don't use	na	88	70	–
0 times	na	7	24	–
1 time	na	1	6	–
2 to 3 times	na	1	0	–
4 or more times	na	3	0	–
Marijuana				
Does not apply, don't use	na	88	72	–
0 times	na	6	17	–
1 time	na	2	5	–
2 to 3 times	na	1	4	–
4 or more times	na	3	2	–

Question HS A.96, 97: How many times have you tried to quit or stop using... alcohol... marijuana?

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

na—Not asked of middle school students.

Table A6.11***Drinking While Driving, Lifetime***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using				
Never	na	93	79	–
1 time	na	1	4	–
2 times	na	1	5	–
3 to 6 times	na	3	6	–
7 or more times	na	3	5	–
Have ridden in a car driven by someone who had been using alcohol or drugs				
Never	73	na	na	na
1 time	5	na	na	na
2 times	9	na	na	na
3 to 6 times	3	na	na	na
7 or more times	10	na	na	na

Question HS A.98/MS A.87: During your life, how many times have you ever driven a car when you had been using alcohol or drugs, or been in a car driven by a friend when he or she had been using?... In your life, how many times have you ridden in a car driven by someone who had been using alcohol or drugs?

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

na—Not asked of middle/high school students.

Table A6.12***Perceived Harm of AOD Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol - drink occasionally				
Great	31	33	23	–
Moderate	24	23	33	–
Slight	15	13	30	–
None	30	31	14	–
Alcohol - 5 or more drinks once or twice a week				
Great	48	45	51	–
Moderate	15	15	29	–
Slight	5	7	5	–
None	31	33	14	–
Marijuana - use occasionally				
Great	43	28	31	–
Moderate	20	26	26	–
Slight	6	10	21	–
None	31	35	22	–
Marijuana - use daily				
Great	57	46	51	–
Moderate	7	8	22	–
Slight	5	10	7	–
None	31	35	19	–

Question HS A.87-90/MS A.79-82: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, vape, eat, or drink) ... Use marijuana daily.

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

Table A6.13***Perceived Difficulty of Obtaining Alcohol and Marijuana***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Very difficult	14	5	4	–
Fairly difficult	16	8	8	–
Fairly easy	11	26	37	–
Very easy	19	20	31	–
Don't know	40	40	19	–
Marijuana				
Very difficult	17	6	4	–
Fairly difficult	19	11	4	–
Fairly easy	8	27	24	–
Very easy	16	19	48	–
Don't know	40	38	20	–

Question HS A.93, 94/MS A.85, 86: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana.

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

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	2	5	12	–	A7.2
Current cigarette smoking [†]	1	1	2	–	A7.3
Current cigarette smoking at school [†]	1	0	2	–	A7.4
Ever tried smokeless tobacco	4	5	6	–	A7.2
Current smokeless tobacco use [†]	0	1	3	–	A7.3
Current smokeless tobacco use at school [†]	1	1	4	–	A7.4
Ever used electronic cigarettes	7	14	26	–	A7.2
Current use of electronic cigarettes [†]	4	6	12	–	A7.3
Current use of electronic cigarettes at school [†]	2	3	7	–	A7.4
Cessation Attempts					
Tried to quit or stop using cigarettes	na	3	2	–	A7.5
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking [‡]	34	34	41	–	A7.6
Harmfulness of smoking 1 or more packs/day [‡]	52	54	70	–	A7.6
Difficulty of obtaining cigarettes [§]	16	6	9	–	A7.8

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

[†]Past 30 days.

[‡]Great harm.

[§]Very difficult.

na—Not asked of middle school students.

Table A7.2***Lifetime Tobacco Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	96	na	na	na
1 time	2	na	na	na
2 to 3 times	0	na	na	na
4 or more times	2	na	na	na
A whole cigarette				
0 times	98	95	88	–
1 time	2	2	6	–
2 to 3 times	0	2	4	–
4 or more times	0	1	2	–
Smokeless tobacco				
0 times	96	95	94	–
1 time	1	3	4	–
2 to 3 times	3	1	1	–
4 or more times	0	1	2	–
Electronic cigarettes, e-cigarettes, or other vaping device				
0 times	93	86	74	–
1 time	5	3	4	–
2 to 3 times	2	5	7	–
4 or more times	1	6	15	–

Question HS A.46-48/MS A.46-49: During your life, how many times have you used the following? A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Electronic cigarettes, e-cigarettes, or other vaping device such as Juul, e-hookah, hookah pens, or vape pens.

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

na—Not asked of high school students.

Table A7.3***Any Current Use and Daily Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	1	1	2	–
Daily (20 or more days)	0	0	0	–
Smokeless tobacco				
Any	0	1	3	–
Daily (20 or more days)	0	0	1	–
Electronic cigarettes/e-cigarettes/other vaping device				
Any	4	6	12	–
Daily (20 or more days)	0	0	0	–

Question HS A.67-69/MS A.61-63: During the past 30 days, on how many days did you use... cigarettes... smokeless tobacco (dip, chew, or snuff)... electronic cigarettes, e-cigarettes, or other vaping device such as Juul, e-hookah, hookah pens, or vape pens?

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

Table A7.4***Current Smoking on School Property, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
0 days	99	100	98	–
1 or 2 days	1	0	1	–
3 to 9 days	0	0	1	–
10 to 19 days	0	0	0	–
20 or more days	0	0	0	–
Smokeless tobacco				
0 days	99	99	96	–
1 or 2 days	1	1	3	–
3 to 9 days	0	0	1	–
10 to 19 days	0	0	0	–
20 or more days	0	0	0	–
Electronic cigarettes, e-cigarettes, or other vaping device				
0 days	98	97	93	–
1 or 2 days	2	3	5	–
3 to 9 days	0	0	1	–
10 to 19 days	0	0	1	–
20 or more days	0	0	0	–

Question HS A.77-79/MS A.69-71: During the past 30 days, on how many days on school property did you use... cigarettes... smokeless tobacco (dip, chew, or snuff)... electronic cigarettes, e-cigarettes, or other vaping device such as Juul, e-hookah, hookah pens, or vape pens?

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

Table A7.5***Cigarette Smoking Cessation Attempts***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	94	91	–
0 times	na	4	7	–
1 time	na	0	2	–
2 to 3 times	na	0	0	–
4 or more times	na	3	0	–

Question HS A.95: How many times have you tried to quit or stop using cigarettes?

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

na—Not asked of middle school students.

Table A7.6***Perceived Harm of Cigarette Smoking***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke cigarettes occasionally				
Great	34	34	41	–
Moderate	23	25	27	–
Slight	12	9	18	–
None	31	33	14	–
Smoke 1 or more packs of cigarettes each day				
Great	52	54	70	–
Moderate	12	8	12	–
Slight	4	5	4	–
None	33	33	14	–

Question HS A.83, 84/MS A.75, 76: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.

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

Table A7.7***Perceived Harm of E-Cigarette Use Compared to Smoking***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Use e-cigarettes or vaping device occasionally				
Great	35	28	34	–
Moderate	22	19	31	–
Slight	12	21	19	–
None	31	32	16	–
Use e-cigarettes or vaping devices several times a day				
Great	50	43	57	–
Moderate	14	15	20	–
Slight	5	10	9	–
None	32	32	14	–

Question HS A.85, 86/MS A.77, 78: How much do people risk harming themselves physically and in other ways when they do the following?... Use e-cigarettes (electronic) or vaping device occasionally... Use e-cigarettes or vaping devices several times a day (100 puffs or more).

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

Table A7.8***Perceived Difficulty of Obtaining Cigarettes and E-Cigarettes***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Very difficult	16	6	9	–
Fairly difficult	21	13	15	–
Fairly easy	12	26	26	–
Very easy	11	13	16	–
Don't know	40	42	35	–
E-cigarettes or vaping device				
Very difficult	19	7	4	–
Fairly difficult	19	9	9	–
Fairly easy	10	25	27	–
Very easy	12	19	33	–
Don't know	40	40	27	–

Question HS A.91, 92/MS A.83, 84: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes.... E-cigarettes (electronic) or vaping device

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

8. Other Physical and Mental Health Risks

Table A8.1

Alone After School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	49	na	na	na
1 day	13	na	na	na
2 days	11	na	na	na
3 days	2	na	na	na
4 days	2	na	na	na
5 days	23	na	na	na

Question MS A.89: In a normal week, how many days are you home after school for at least one hour without an adult there?

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

na—Not asked of high school students.

Table A8.2

Hours of Sleep

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
4 or less hours	7	5	4	–
5 hours	5	6	9	–
6 hours	13	13	26	–
7 hours	18	28	31	–
8 hours	26	35	19	–
9 hours	21	10	10	–
10 or more hours	10	3	2	–

Question MS A.127/MS A.117: On an average school night, how many hours of sleep do you get?

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

Table A8.3***Eating of Breakfast***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	35	37	42	–
Yes	65	63	58	–

Question HS A.126/MS A.116: Did you eat breakfast today?

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

Table A8.4***Chronic Sad or Hopeless Feelings, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	77	73	58	–
Yes	23	27	42	–

Question HS A.124/MS A.114: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

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

Table A8.5***Seriously Considered Attempting Suicide, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	87	88	85	–
Yes	13	12	15	–

Question HS A.125/MS A.115: During the past 12 months, did you ever seriously consider attempting suicide?

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

Table A8.6***Gang Involvement***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	95	94	96	–
Yes	5	6	4	–

Question HS A.123/MS A.113: Do you consider yourself a member of a gang?

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

9. Race/Ethnic Breakdowns

Table A9.1

School Supports and Engagement by Race/Ethnicity - 7th Grade

Percent of Students (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports [‡]	55					59	53
Caring adults in school [‡]	54					63	52
High expectations-adults in school [‡]	72					80	69
Meaningful participation at school [‡]	40					35	38
School Connectedness[†]	60					60	57
Academic Motivation[†]	77					77	73
Parent Involvement in School[†]	58					48	57

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. [†]Average percent of respondents reporting “Agree” or “Strongly agree.” [‡]Average percent of respondents reporting “Pretty much true” or “Very much true.”

Table A9.2

School Supports and Engagement by Race/Ethnicity - 9th Grade

Percent of Students (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports [‡]	54		64			56	53
Caring adults in school [‡]	59		67			64	57
High expectations-adults in school [‡]	74		86			73	73
Meaningful participation at school [‡]	30		39			31	28
School Connectedness[†]	54		56			71	46
Academic Motivation[†]	77		71			86	67
Parent Involvement in School[†]	46		47			56	44

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. [†]Average percent of respondents reporting “Agree” or “Strongly agree.” [‡]Average percent of respondents reporting “Pretty much true” or “Very much true.”

Table A9.3

School Supports and Engagement by Race/Ethnicity - 11th Grade

Percent of Students (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports‡	55		53			57	55
Caring adults in school‡	63		63			68	60
High expectations-adults in school‡	70		73			71	73
Meaningful participation at school‡	31		22			32	32
School Connectedness†	62		61			71	56
Academic Motivation†	77		66			70	80
Parent Involvement in School†	59		53			62	60

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. †Average percent of respondents reporting “Agree” or “Strongly agree.” ‡Average percent of respondents reporting “Pretty much true” or “Very much true.”

Table A9.4

School Supports and Engagement by Race/Ethnicity - Non-Traditional

Percent of Students (%)	NT						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports‡	-	-	-	-	-	-	-
Caring adults in school‡	-	-	-	-	-	-	-
High expectations-adults in school‡	-	-	-	-	-	-	-
Meaningful participation at school‡	-	-	-	-	-	-	-
School Connectedness†	-	-	-	-	-	-	-
Academic Motivation†	-	-	-	-	-	-	-
Parent Involvement in School†	-	-	-	-	-	-	-

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. †Average percent of respondents reporting “Agree” or “Strongly agree.” ‡Average percent of respondents reporting “Pretty much true” or “Very much true.”

Table A9.5***Feeling Safe or Very Safe at School by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	74	57	66	–
American Indian or Alaska Native				–
Asian		59	59	–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	62	62	72	–
Mixed (two or more) races	69	58	54	–

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

Table A9.6***Harassment Due to Six Reasons at School in the Past 12 Months by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	13	16	23	–
American Indian or Alaska Native				–
Asian		18	29	–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	29	15	21	–
Mixed (two or more) races	19	17	31	–

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

The six reasons include race, ethnicity or national origin; religion; gender (being male or female); sexual orientation; a physical or mental disability; and immigrant status.

Table A9.7***Any Harassment or Bullying at School in the Past 12 Months by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	20	25	29	–
American Indian or Alaska Native				–
Asian		29	29	–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	33	29	33	–
Mixed (two or more) races	27	26	31	–

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

Table A9.8***Any Alcohol Use at School in the Past 30 Days by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	5	4	8	–
American Indian or Alaska Native				–
Asian		0	12	–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	0	0	2	–
Mixed (two or more) races	4	7	14	–

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

Table A9.9***Cigarette Smoking in the Past 30 Days by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	2	1	0	–
American Indian or Alaska Native				–
Asian		0	6	–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	0	0	0	–
Mixed (two or more) races	1	2	3	–

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

Table A9.10***Any Alcohol Use in the Past 30 Days by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	7	13	28	–
American Indian or Alaska Native				–
Asian		0	18	–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	5	6	23	–
Mixed (two or more) races	6	14	34	–

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

Table A9.11***Any Marijuana Use in the Past 30 Days by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	5	13	23	–
American Indian or Alaska Native				–
Asian		0	12	–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	5	6	21	–
Mixed (two or more) races	4	17	29	–

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

Table A9.12***Chronic Sad or Hopeless Feelings in the Past 12 Months by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	25	34	42	–
American Indian or Alaska Native				–
Asian		12	18	–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	24	26	47	–
Mixed (two or more) races	29	34	47	–

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

10. Gender Breakdowns

Table A10.1
School Supports and Engagement by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<i>School Environment</i>								
Total school supports [‡]	58	56	56	53	59	52	–	–
Caring adults in school [‡]	59	58	62	59	67	61	–	–
High expectations-adults in school [‡]	77	72	74	71	75	69	–	–
Meaningful participation at school [‡]	39	39	33	29	34	27	–	–
<i>School Connectedness</i> [†]	66	57	56	58	63	64	–	–
<i>Academic Motivation</i> [†]	80	72	76	70	78	71	–	–
<i>Parent Involvement in School</i> [†]	55	62	49	46	58	57	–	–

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

[†]Average percent of respondents reporting “Agree” or “Strongly agree.”

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

Table A10.2

Select Perceived Safety, Harassment, Alcohol and Other Drug Use, and Mental Health Measures by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Perceived Safety at School								
Feel safe or very safe at school	61	80	54	63	71	60	–	–
Harassment/Bullying at School								
<i>During the past 12 months at school, have you been...</i>								
harassed/bullied for any of the six reasons	26	18	19	14	27	26	–	–
harassed/bullied for any reasons	37	20	29	25	32	32	–	–
Current ATOD Use								
<i>During the past 30 days, did you...</i>								
have at least one drink of alcohol at school	4	2	5	0	7	8	–	–
use cigarettes	0	2	2	0	0	4	–	–
use electronic cigarettes	2	6	10	0	12	10	–	–
have at least one drink of alcohol	4	6	14	2	29	22	–	–
use marijuana	0	8	16	2	24	20	–	–
Mental Health								
Chronic sad or hopeless feelings, past 12 months	37	8	36	16	56	25	–	–

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

School Climate Module

1. Module Sample

Table N1.1

Student Sample for School Climate Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	145	137	131	–
Final number	108	108	112	–
Response Rate	74%	79%	85%	–

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Key Indicators of School Climate

Table N2.1

School Climate Scales

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Supports for learning [†]	66	56	61	–	N3.1
Student learning engagement [†]	38	33	42	–	N3.2
Fairness and respect for diversity [†]	56	46	50	–	N4.1
Racial/Ethnic conflict [†]	14	13	10	–	N4.2
Respect for racial/ethnic differences [†]	52	45	53	–	N4.3
Clarity of rules [†]	67	57	71	–	N5.1
Disciplinary harshness [†]	47	35	36	–	N5.2
Student peer relationships [†]	50	40	50	–	N6.1
Supports for social and emotional learning [†]	61	41	52	–	N7.1
Anti-bullying climate [†]	51	36	44	–	N8.1
Supports for college and career planning [†]	52	47	62	–	N9.1
Physical environment quality [†]	46	50	65	–	N10.1
Time for lunch [†]	39	51	47	–	N11.1

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

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

[†]Average percent of respondents reporting “Agree” or “Strongly agree.”

3. Supports for Learning & Student Academic Engagement

Table N3.1

Supports for Learning Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Supports for learning				
<i>Average reporting “Agree” or “Strongly agree”</i>	66	56	61	–
Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.				
Strongly disagree	10	5	7	–
Disagree	6	3	11	–
Neither disagree nor agree	14	25	15	–
Agree	43	51	46	–
Strongly agree	27	17	21	–
My teachers work hard to help me with my schoolwork when I need it.				
Strongly disagree	8	7	7	–
Disagree	6	5	8	–
Neither disagree nor agree	18	28	14	–
Agree	44	45	52	–
Strongly agree	24	16	19	–
Teachers show how classroom lessons are helpful to students in real life.				
Strongly disagree	14	8	11	–
Disagree	4	8	14	–
Neither disagree nor agree	14	32	29	–
Agree	40	39	31	–
Strongly agree	28	12	14	–

Question HS/MS N.2-4: How strongly do you agree or disagree with the following statements about your school?... Adults at this school encourage me to work hard so I can be successful in college or at the job I choose... My teachers work hard to help me with my schoolwork when I need it... Teachers show how classroom lessons are helpful to students in real life.

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

Table N3.1***Supports for Learning Scale Questions – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Teachers give students a chance to take part in classroom discussions or activities.				
Strongly disagree	13	6	6	–
Disagree	5	4	5	–
Neither disagree nor agree	14	31	11	–
Agree	41	49	56	–
Strongly agree	27	11	22	–
This school is a supportive and inviting place for students to learn.				
Strongly disagree	13	7	6	–
Disagree	6	5	9	–
Neither disagree nor agree	13	38	19	–
Agree	46	40	49	–
Strongly agree	22	10	17	–
Teachers go out of their way to help students.				
Strongly disagree	12	7	7	–
Disagree	3	7	14	–
Neither disagree nor agree	22	35	25	–
Agree	42	38	38	–
Strongly agree	22	13	15	–
Teachers help students catch up when they return from an absence.				
Strongly disagree	13	9	11	–
Disagree	8	8	15	–
Neither disagree nor agree	25	31	21	–
Agree	34	39	40	–
Strongly agree	21	13	13	–

Question HS/MS N.5-8: How strongly do you agree or disagree with the following statements about your school?... Teachers give students a chance to take part in classroom discussions or activities... This school is a supportive and inviting place for students to learn... Teachers go out of their way to help students... Teachers help students catch up when they return from an absence.

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

Table N3.1***Supports for Learning Scale Questions – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My teachers give me useful feedback on my work.				
Strongly disagree	12	6	9	–
Disagree	6	9	9	–
Neither disagree nor agree	12	29	26	–
Agree	45	45	37	–
Strongly agree	25	12	19	–

*Question HS/MS N.9: How strongly do you agree or disagree with the following statements about your school?...
My teachers give me useful feedback on my work.*

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

Table N3.2***Student Learning Engagement Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Student learning engagement				
<i>Average reporting “Agree” or “Strongly agree”</i>	38	33	42	–
Students at this school are motivated to learn.				
Strongly disagree	16	6	9	–
Disagree	14	16	15	–
Neither disagree nor agree	31	48	30	–
Agree	31	21	39	–
Strongly agree	8	9	7	–
Students pay attention in class.				
Strongly disagree	12	7	9	–
Disagree	13	12	13	–
Neither disagree nor agree	40	43	42	–
Agree	29	34	32	–
Strongly agree	6	3	5	–
Students try their best in school.				
Strongly disagree	10	6	8	–
Disagree	3	11	9	–
Neither disagree nor agree	50	56	45	–
Agree	28	21	33	–
Strongly agree	9	6	5	–

Question HS/MS N.1, 46, 47: How strongly do you agree or disagree with the following statements about your school?... Students at this school are motivated to learn... Students pay attention in class... Students try their best in school.

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

Table N3.2***Student Learning Engagement Scale Questions – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students usually follow the rules at school.				
Strongly disagree	14	5	7	–
Disagree	9	14	13	–
Neither disagree nor agree	37	45	34	–
Agree	33	30	40	–
Strongly agree	8	5	6	–
Students turn in their homework on time.				
Strongly disagree	10	5	8	–
Disagree	9	8	14	–
Neither disagree nor agree	44	54	33	–
Agree	28	29	41	–
Strongly agree	10	4	4	–

Question HS/MS N.48, 49: How strongly do you agree or disagree with the following statements about your school?... Students usually follow the rules at school... Students turn in their homework on time.

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

Table N3.3***School Promotes Academic Success***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school promotes academic success for all students.				
Strongly disagree	11	6	4	–
Disagree	2	3	4	–
Neither disagree nor agree	28	41	32	–
Agree	42	41	49	–
Strongly agree	17	9	13	–

Question HS/MS N.50: How strongly do you agree or disagree with the following statements about your school?... This school promotes academic success for all students.

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

4. Fairness and Respect for Diversity

Table N4.1

Fairness and Respect for Diversity Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Fairness and respect for diversity				
<i>Average reporting “Agree” or “Strongly agree”</i>	56	46	50	–
Adults at this school treat all students with respect.				
Strongly disagree	12	7	5	–
Disagree	13	8	14	–
Neither disagree nor agree	12	40	31	–
Agree	42	34	31	–
Strongly agree	21	12	18	–
Students treat teachers with respect.				
Strongly disagree	10	5	14	–
Disagree	12	15	15	–
Neither disagree nor agree	29	42	32	–
Agree	35	28	32	–
Strongly agree	15	9	6	–
The school rules are fair.				
Strongly disagree	16	8	7	–
Disagree	8	4	12	–
Neither disagree nor agree	23	38	26	–
Agree	36	43	42	–
Strongly agree	18	8	13	–
All students are treated fairly when they break school rules.				
Strongly disagree	14	6	13	–
Disagree	13	8	12	–
Neither disagree nor agree	16	36	18	–
Agree	38	41	46	–
Strongly agree	19	9	12	–

Question HS/MS N.10-13: How strongly do you agree or disagree with the following statements about your school?... Adults at this school treat all students with respect... Students treat teachers with respect... The school rules are fair... All students are treated fairly when they break school rules.

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

Table N4.2***Racial/Ethnic Conflict Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Racial/Ethnic conflict				
<i>Average reporting “Agree” or “Strongly agree”</i>	14	13	10	–
I have been disrespected by an adult at this school because of my race, ethnicity, or culture.				
Strongly disagree	46	28	39	–
Disagree	24	25	32	–
Neither disagree nor agree	18	37	19	–
Agree	11	6	7	–
Strongly agree	2	3	3	–
There is a lot of tension in this school between people of different cultures, races, or ethnicities.				
Strongly disagree	36	24	25	–
Disagree	22	23	40	–
Neither disagree nor agree	27	36	25	–
Agree	13	15	6	–
Strongly agree	2	1	4	–

Question HS/MS N.36, 37: How strongly do you agree or disagree with the following statements about your school?... I have been disrespected by an adult at this school because of my race, ethnicity, or culture... There is a lot of tension in this school between people of different cultures, races, or ethnicities.

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

Table N4.3***Respect for Racial/Ethnic Differences Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Respect for racial/ethnic differences				
<i>Average reporting “Agree” or “Strongly agree”</i>	52	45	53	–
Students in this school respect each other’s differences.				
Strongly disagree	16	7	8	–
Disagree	12	14	14	–
Neither disagree nor agree	28	39	30	–
Agree	28	30	34	–
Strongly agree	16	10	14	–
Adults in this school respect differences in students.				
Strongly disagree	14	6	5	–
Disagree	6	7	11	–
Neither disagree nor agree	23	37	29	–
Agree	36	36	41	–
Strongly agree	22	14	14	–
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.				
Strongly disagree	13	7	5	–
Disagree	6	8	8	–
Neither disagree nor agree	26	41	30	–
Agree	37	36	41	–
Strongly agree	18	8	15	–

Question HS/MS N.38-40: How strongly do you agree or disagree with the following statements about your school?... Students in this school respect each other’s differences (for example, gender, race, culture, sexual orientation)... Adults in this school respect differences in students (for example, gender, race, culture, sexual orientation)... Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.

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

Table N4.4***Restorative Practices***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict.				
Strongly disagree	13	6	5	–
Disagree	6	7	13	–
Neither disagree nor agree	31	44	33	–
Agree	34	36	41	–
Strongly agree	16	7	8	–

Question HS/MS N.51: How strongly do you agree or disagree with the following statements about your school?... When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict (like restorative practices).

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

5. Disciplinary Environment

Table N5.1

Clarity of Rules Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Clarity of rules				
<i>Average reporting “Agree” or “Strongly agree”</i>	67	57	71	–
This school clearly informs students what would happen if they break school rules.				
Strongly disagree	10	6	6	–
Disagree	5	4	4	–
Neither disagree nor agree	14	25	16	–
Agree	43	51	53	–
Strongly agree	28	14	21	–
Rules in this school are made clear to students.				
Strongly disagree	8	4	5	–
Disagree	8	4	3	–
Neither disagree nor agree	21	43	23	–
Agree	42	37	57	–
Strongly agree	21	12	13	–
This school makes it clear how students are expected to act.				
Strongly disagree	10	4	5	–
Disagree	5	5	3	–
Neither disagree nor agree	15	36	21	–
Agree	49	44	56	–
Strongly agree	21	11	15	–

Question HS/MS N.14, 19, 20: How strongly do you agree or disagree with the following statements about your school?... This school clearly informs students what would happen if they break school rules... Rules in this school are made clear to students... This school makes it clear how students are expected to act.

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

Table N5.2***Disciplinary Harshness Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Disciplinary harshness				
<i>Average reporting “Agree” or “Strongly agree”</i>	47	35	36	–
The rules in this school are too strict.				
Strongly disagree	13	5	11	–
Disagree	20	22	30	–
Neither disagree nor agree	26	49	35	–
Agree	25	16	20	–
Strongly agree	16	8	4	–
It is easy for students to get kicked out of class or get suspended.				
Strongly disagree	17	6	8	–
Disagree	11	10	15	–
Neither disagree nor agree	23	43	36	–
Agree	34	28	29	–
Strongly agree	15	13	12	–
Students get in trouble for breaking small rules.				
Strongly disagree	8	7	5	–
Disagree	10	7	21	–
Neither disagree nor agree	29	46	32	–
Agree	37	25	32	–
Strongly agree	16	15	10	–

Question HS/MS N.15-17: How strongly do you agree or disagree with the following statements about your school?... The rules in this school are too strict... It is easy for students to get kicked out of class or get suspended... Students get in trouble for breaking small rules.

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

Table N5.3***Teachers Strictness***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Teachers are very strict here.				
Strongly disagree	15	4	5	–
Disagree	17	22	29	–
Neither disagree nor agree	44	58	49	–
Agree	16	11	14	–
Strongly agree	8	5	4	–

*Question HS/MS N.18: How strongly do you agree or disagree with the following statements about your school?...
Teachers are very strict here.*

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

6. Student Peer Relationships

Table N6.1

Student Peer Relationships Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Student peer relationships				
<i>Average reporting “Agree” or “Strongly agree”</i>	50	40	50	–
Students enjoy doing things with each other during school activities.				
Strongly disagree	9	4	5	–
Disagree	8	4	6	–
Neither disagree nor agree	25	43	21	–
Agree	41	41	55	–
Strongly agree	16	9	13	–
Students care about each other.				
Strongly disagree	14	6	11	–
Disagree	7	11	5	–
Neither disagree nor agree	26	47	36	–
Agree	38	31	40	–
Strongly agree	14	6	7	–
Students treat each other with respect.				
Strongly disagree	17	8	10	–
Disagree	7	16	12	–
Neither disagree nor agree	35	44	38	–
Agree	31	26	35	–
Strongly agree	10	6	6	–
Students get along well with each other.				
Strongly disagree	15	8	10	–
Disagree	3	11	5	–
Neither disagree nor agree	32	42	40	–
Agree	35	32	40	–
Strongly agree	15	7	5	–

Question HS/MS N.21-24: How strongly do you agree or disagree with the following statements about your school?... Students enjoy doing things with each other during school activities... Students care about each other... Students treat each other with respect... Students get along well with each other.

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

7. Social and Emotional Learning

Table N7.1

Supports for Social and Emotional Learning Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Supports for social and emotional learning				
<i>Average reporting “Agree” or “Strongly agree”</i>	61	41	52	–
This school encourages students to feel responsible for how they act.				
Strongly disagree	13	4	8	–
Disagree	4	5	8	–
Neither disagree nor agree	24	49	24	–
Agree	40	35	49	–
Strongly agree	19	8	11	–
Students are often given rewards for being good.				
Strongly disagree	14	9	13	–
Disagree	6	12	23	–
Neither disagree nor agree	21	50	31	–
Agree	42	23	26	–
Strongly agree	17	7	7	–
This school encourages students to understand how others think and feel.				
Strongly disagree	10	5	8	–
Disagree	5	10	6	–
Neither disagree nor agree	23	49	36	–
Agree	42	27	39	–
Strongly agree	20	10	10	–

Question HS/MS N.25-27: How strongly do you agree or disagree with the following statements about your school?... This school encourages students to feel responsible for how they act... Students are often given rewards for being good... This school encourages students to understand how others think and feel.

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

Table N7.1***Supports for Social and Emotional Learning Scale Questions – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students are taught that they can control their own behavior.				
Strongly disagree	10	5	7	–
Disagree	5	8	10	–
Neither disagree nor agree	22	42	26	–
Agree	44	36	46	–
Strongly agree	20	10	10	–
This school helps students resolve conflicts with one another.				
Strongly disagree	11	4	9	–
Disagree	7	7	8	–
Neither disagree nor agree	25	50	32	–
Agree	39	31	44	–
Strongly agree	18	9	7	–
This school encourages students to care about how others feel.				
Strongly disagree	7	4	9	–
Disagree	7	8	6	–
Neither disagree nor agree	29	48	30	–
Agree	39	33	46	–
Strongly agree	18	8	9	–
Teachers here make it clear to students that bullying is not tolerated.				
Strongly disagree	8	6	8	–
Disagree	6	7	9	–
Neither disagree nor agree	22	36	24	–
Agree	40	36	41	–
Strongly agree	25	15	17	–

Question HS/MS N.28-31: How strongly do you agree or disagree with the following statements about your school?... Students are taught that they can control their own behavior... This school helps students resolve conflicts with one another... This school encourages students to care about how others feel... Teachers here make it clear to students that bullying is not tolerated.

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

8. School Anti-Bullying Climate

Table N8.1

Anti-Bullying Climate Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Anti-bullying climate				
<i>Average reporting “Agree” or “Strongly agree”</i>	51	36	44	–
If another student was bullying me, I would tell one of the teachers or staff at school.				
Strongly disagree	15	8	14	–
Disagree	10	9	10	–
Neither disagree nor agree	20	41	31	–
Agree	36	32	31	–
Strongly agree	19	10	15	–
Students tell teachers when other students are being bullied.				
Strongly disagree	11	8	15	–
Disagree	11	12	14	–
Neither disagree nor agree	35	50	35	–
Agree	29	22	28	–
Strongly agree	13	8	8	–
If I tell a teacher that someone is bullying me, the teacher will do something to help.				
Strongly disagree	15	6	6	–
Disagree	6	7	5	–
Neither disagree nor agree	23	48	34	–
Agree	36	31	41	–
Strongly agree	20	9	14	–

Question HS/MS N.32-34: How strongly do you agree or disagree with the following statements about your school?... If another student was bullying me, I would tell one of the teachers or staff at school... Students tell teachers when other students are being bullied... If I tell a teacher that someone is bullying me, the teacher will do something to help.

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

Table N8.1***Anti-Bullying Climate Scale Questions – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students here try to stop bullying when they see it happening.				
Strongly disagree	16	11	10	–
Disagree	9	11	18	–
Neither disagree nor agree	25	48	33	–
Agree	33	23	31	–
Strongly agree	17	8	8	–

Question HS/MS N.35: How strongly do you agree or disagree with the following statements about your school?...

Students here try to stop bullying when they see it happening.

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

9. College and Career Planning

Table N9.1

Supports for College and Career Planning Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Supports for college and career planning				
<i>Average reporting “Agree” or “Strongly agree”</i>	52	47	62	–
This school has helped me put my college and career goals and experiences in a plan which I update every year.				
Strongly disagree	13	6	5	–
Disagree	6	6	7	–
Neither disagree nor agree	32	42	27	–
Agree	30	37	45	–
Strongly agree	19	10	15	–
This school has helped me learn about colleges, how to apply to them, and get financial aid if I need it.				
Strongly disagree	13	6	7	–
Disagree	7	7	8	–
Neither disagree nor agree	29	43	23	–
Agree	35	33	44	–
Strongly agree	16	11	17	–
This school has helped me think about and explore future career options.				
Strongly disagree	13	6	4	–
Disagree	6	5	8	–
Neither disagree nor agree	25	39	23	–
Agree	31	41	46	–
Strongly agree	25	9	20	–

Question HS/MS N.53-55: How strongly do you agree or disagree with the following statements about your school?... This school has helped me put my college and career goals and experiences in a plan which I update every year... This school has helped me learn about colleges, how to apply to them, and get financial aid if I need it... This school has helped me think about and explore future career options.

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

10. School Physical Environment

Table N10.1

Physical Environment Quality Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Physical environment quality				
<i>Average reporting “Agree” or “Strongly agree”</i>	46	50	65	–
My school is usually clean and tidy.				
Strongly disagree	15	10	5	–
Disagree	16	8	5	–
Neither disagree nor agree	21	21	17	–
Agree	42	47	56	–
Strongly agree	7	13	16	–
The schoolyard and buildings are clean and in good condition.				
Strongly disagree	17	5	5	–
Disagree	4	7	9	–
Neither disagree nor agree	33	43	25	–
Agree	34	35	40	–
Strongly agree	12	10	21	–
The school grounds are kept clean.				
Strongly disagree	19	6	6	–
Disagree	5	8	10	–
Neither disagree nor agree	32	39	22	–
Agree	31	35	40	–
Strongly agree	13	12	22	–

Question HS/MS A.27, N.41, 45: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy... How strongly do you agree or disagree with the following statements about your school?... The schoolyard and buildings are clean and in good condition... The school grounds are kept clean.

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

Table N10.2
Classroom Crowding

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My classroom is so crowded it is hard to concentrate and learn.				
Strongly disagree	26	17	21	–
Disagree	24	30	42	–
Neither disagree nor agree	35	43	24	–
Agree	11	7	8	–
Strongly agree	4	2	5	–

Question HS/MS N.42: How strongly do you agree or disagree with the following statements about your school?...

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

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

11. Scheduled Lunch and Drinkable Water

Table N11.1

Time for Lunch Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Time for lunch				
<i>Average reporting “Agree” or “Strongly agree”</i>	39	51	47	–
I eat my lunch at the right time of day.				
Strongly disagree	14	8	6	–
Disagree	7	6	7	–
Neither disagree nor agree	29	31	32	–
Agree	33	45	33	–
Strongly agree	17	10	22	–
I have plenty of time to eat my lunch.				
Strongly disagree	24	11	26	–
Disagree	17	9	16	–
Neither disagree nor agree	30	34	18	–
Agree	20	35	30	–
Strongly agree	8	10	9	–

Question HS/MS N.43, 44: How strongly do you agree or disagree with the following statements about your school?... I eat my lunch at the right time of day... I have plenty of time to eat my lunch.

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

Table N11.2***Clean and Drinkable Water***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school has clean and drinkable water.				
Strongly disagree	14	6	8	–
Disagree	14	11	5	–
Neither disagree nor agree	27	36	35	–
Agree	29	36	40	–
Strongly agree	16	10	13	–

*Question HS/MS N.52: How strongly do you agree or disagree with the following statements about your school?...
This school has clean and drinkable water.*

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

Appendix I

2018-19 CHKS Secondary Survey Response Rates

Eligible Schools	7th %	9th %	11th %	NT %
Encinal Elementary	86			
Live Oak Alternative				
Live Oak High		82	85	
Live Oak Middle	79			
Valley Oak Continuation High				

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2018-19 public school and 2017-18 enrollment data files. Directly funded charter schools have been excluded from the list.

Appendix II

CHKS Content Overview, 2018-19

This brief guide to key CHKS Core Module indicators is designed to help survey users more easily understand and interpret their findings.¹ References are provided to the tables in CHKS reports where results for the indicators discussed can be found. References are also made to other relevant CHKS reports, factsheets, and resources that can be downloaded from the CalSCHLS website (calschls.org) for further information. What Works Briefs that provide guidance on best practices related to areas assessed by the survey are available from the California Safe and Supportive Schools website (californias3.wested.org/tools/wwb).

Special attention is directed toward indicators related to the requirements of California’s Local Control and Accountability Plans (LCAP).² For a summary of state-level LCAP-related baseline CHKS data, see Factsheet #15.³

MAIN CONTENT FOCUS: SCHOOL CLIMATE AND THE NEEDS OF THE WHOLE CHILD

The main purpose of the CHKS Core Module is to assess indicators of school climate, pupil engagement, and student supports, all three key priorities required of Local Control and Accountability Plans. It seeks to provide schools with essential data to determine the degree to which they provide the conditions and supports that all youth need to succeed in school and developmentally thrive. Twenty-nine items assessing seven domains are used to calculate a School Climate Index (SCI) score that is included in a *School Climate Report Card* that districts can request at the district and school level.⁴ The items used in the SCI assess school connectedness, developmental supports (e.g., caring adult relationships), and safety, including bullying and victimization.

School climate, as measured by the CHKS, is strongly related to student performance on standardized academic tests. Data for high school students show that as CHKS SCI scores increased—as the schools became safer, more supportive, and more engaging—test performance increased as well.⁵

In a ground-breaking analysis, a positive school climate was a distinguishing characteristic of California secondary schools that “beat the odds” academically and consistently performed better on the state’s standardized tests than *would be predicted* based on the characteristics of their students (i.e., comparing schools with similar student demographics). The higher (more positive) the CHKS SCI, the greater the probability there was for beating the odds. School climate was more strongly associated with beating the odds than a school’s level of personnel resources.⁶

In addition, the CHKS Core Module provides data to help understand the degree to which schools address the needs of the Whole Child. CHKS data show that California secondary schools made greater progress

¹ To see how local results compare with state averages in California, download a copy of the latest Biennial State CHKS report (calschls.org/reports-data/#biennial_statewide_student_reports). The Biennial State data are derived from a randomly-selected, representative state sample. County level reports are also available on the CHKS website. Biennial State CHKS data can also be examined interactively on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard/).

² For a guide to how CalSCHLS survey items align with LCAP indicator requirements, download Helpful Resources for Local Control and Accountability Plans at calschls.org/resources/#survey_content_guides.

³ Austin. (2016). Download calschls.org/docs/factsheet-15.pdf

⁴ See calschls.org/reports-data/#slcr

⁵ O’Malley & Hanson. (2012). Download data.calschls.org/resources/S3factsheet3_API_20120716.pdf

⁶ Voight, Austin, & Hanson. (2013). Download www.wested.org/online_pubs/hd-13-10.pdf

in raising standardized test scores over a one-year period when they had higher percentages of students who: (1) were less engaged in risky behaviors such as substance use and violence; (2) were more likely to eat nutritiously and exercise; and (3) reported experiencing caring adult relationships and high expectations at school.⁷ These results suggest that addressing the health and developmental needs of youth is a critical component of a comprehensive strategy for meeting accountability demands for improved academic performance.

GRADE-LEVEL PATTERNS

More than twenty years of survey administration has demonstrated that as youth progress through secondary school, they become: (1) less likely to feel connected to school and be academically motivated; and (2) more likely to report truancy, involvement in substance use, and chronic sadness and hopelessness. Here are some additional grade-level patterns in CHKS data:

- **Seventh graders** report the highest rates of harassment and victimization, as well as participation in a physical fight and seeing a weapon on campus.
- **Ninth graders** report the lowest rates of developmental support and perceived safety.
- **Nontraditional (continuation school) students** report risk behavior (e.g., binge drinking, fighting at school) prevalence rates at least twice those of 11th graders in traditional comprehensive high schools.⁸ They also exhibit lower perceived school safety, school connectedness, and developmental supports. Continuation school students are a highly vulnerable population in need of a wide range of academic, social, emotional, and behavioral supports and intervention services.⁹

DEMOGRAPHIC CHARACTERISTICS AND POPULATION SUBGROUP DIFFERENCES (Section 3)

A wide range of indicators of the demographic and background characteristics of the survey respondents help users gain a better sense of how representative the survey sample is compared to the student population overall. They also enable users to analyze how survey results vary by important subgroups in the school and help them to identify, and target programs for, youth most in need. School districts can use these data to meet the LCAP requirement to demonstrate actions across state priorities in regard to socioeconomically disadvantaged students, English learners, and foster youth, as well as other indicators such as race/ethnicity, homeless youth, and LGBT youth.

In the standard CHKS report, breakdowns for selected key indicators are provided by race/ethnicity and gender. For selected key indicators, the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard/) can be used to display subgroup differences by gender, race/ethnicity, parental education, parent military status, homeless and migrant status, afterschool participation, gender identity, and sexual orientation. Results can also be displayed for English learners, free and reduced-priced meal eligible students, and foster youth—three important LCAP priority subgroups. Districts/schools can also request reports disaggregating all their results by demographic characteristics from their CalSCHLS Regional Center (call 888.841.7536 or email CalSCHLS@wested.org).

⁷ Hanson & Austin. (2003). Download data.calschls.org/resources/FACTSHEET-3.pdf

⁸ In interpreting the results for 11th graders, note that many youth who are most disengaged and involved in high risk behaviors may have already dropped out of school or did not participate in the survey because of truancy or absenteeism.

⁹ Austin, Dixon, & Bailey. (2007). Download data.calschls.org/resources/FACTSHEET-7.pdf

Racial-Ethnic Identification

Respondents self-report their identification with six racial/ethnic groups plus mixed (two or more) race. In one study of CHKS data, both academic performance and school well-being—the degree to which students feel safe at, supported by, and connected to the school—varied consistently and persistently across schools by racial/ethnic groupings.¹⁰ They were lowest in schools with large proportions of African American and Hispanic students, as well as in low-income schools. Controlling for socioeconomic status and other school demographic characteristics reduced these racial/ethnic group differences, but they still remained. This suggests that school climate factors related to student well-being may also play a role in the racial-ethnic achievement gap. One strategy to close the gap may be to enhance learning supports that foster caring adult relationships, high expectations, meaningful participation, safety, and connectedness in schools serving large proportions of low-income African American and Hispanic students.

In the majority of cases, with notable exceptions for Asians, *the racial/ethnic gaps in performance, engagement, perceived support, and safety are greater within-schools than between-schools.*¹¹ African American, Latino, and Asian students feel less safe, engaged, and supported than their White peers *within the same school*. Inequities in these factors, for the various racial/ethnic groups, can possibly contribute to the achievement gap. Further, these findings suggest that practices designed to ensure equal access to academic resources, opportunities, learning supports, and promotion of common experiences may be effective in ameliorating the gap.

Foster Care Youth

Compared to youth who live with their parents, foster care youth report much higher rates of substance abuse, poor school attendance and grades, more violence-related behaviors, more harassment, and higher depression risk.¹² They were also more likely to be low in caring adult relationships and total developmental support.

Sexual Orientation and Gender Identity

Lesbian, gay, bisexual, and transgender (LGBT) youth are at elevated risk for bullying and violence victimization, mental health problems, drug and alcohol use, and exhibiting poor performance in school.¹³ For example, analysis of the latest Biennial CHKS data indicate that LGBT youth¹⁴ are:

- about 30 percentage points more likely than non-LGBT youth to experience harassment and bullying at school;
- 30-to-40 percentage points more likely to exhibit chronic sadness;
- 2-to-3 times more likely to smoke cigarettes, binge drink, and to have been drunk or high at school; and
- receive substantially fewer social supports from teachers and peers at school than their counterparts who do not identify as LGBT.

Because of such disparities, it is important to examine disparities across LGBT and non-LGBT youth to identify needs and support the development of practices that promote the healthy development and safety of all youth.

¹⁰ Austin, Hanson, Bono, & Zheng. (2008). Download data.calschls.org/resources/factsheet_8.pdf

¹¹ Hanson, Austin, & Li. (2012). Download data.calschls.org/resources/FACTSHEET-13_20120405.pdf

¹² Austin, Jones, & Annon. (2007). Download data.calschls.org/resources/FACTSHEET-6.pdf

¹³ Russell, S. T., & Fish, J. N. (2016). Mental health in lesbian, gay, bisexual, and transgender (LGBT) youth. *Annual Review of Clinical Psychology*, 12, 465-487.

¹⁴ See calschls.org/reports-data/dashboard/

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 4)

A major focus of the CHKS is providing data to gauge the level of pupil engagement, an LCAP state priority on which districts are required to show improvement. Enhancing student engagement has been identified as the key to addressing problems of low achievement, high levels of student misbehavior, alienation, and high dropout rates.¹⁵ A 2009 Gallup study found that a one-percentage-point uptick in a school's average student engagement was connected to a six-point increase in reading achievement and eight points in math.¹⁶ CHKS and other surveys consistently show that as youth progress through the school system, indicators of engagement decline.

It is important to look at engagement from three perspectives: behavioral, emotional, and cognitive. The CHKS provides data on all three types. As discussed below, the Academic Motivation scale and self-reported grades provide insight into cognitive engagement; the School Connectedness scale, into emotional engagement; attendance and truancy data, on behavioral engagement. Other behavioral engagement indicators on the survey include substance use at school and violence perpetration. Research shows that student engagement is malleable and that all three types are influenced by the level to which students perceive the school as having a positive environment.

The CHKS Developmental Supports scales provide insight into whether students experience in their school the three protective factors that characterize a positive school climate and are linked to school connectedness and positive academic, behavioral, and health outcomes. Other school climate factors assessed are the level of parent involvement and the quality of the school physical environment, both also LCAP priorities. The likelihood that students will be motivated and engaged is increased to the extent that their teachers, family, and friends effectively support their purposeful involvement in learning and in school.

Self-Reported Grades

The CHKS asks students to indicate what grades they mostly received in school in the past 12 months. Although self-reports are not as accurate as actual report card data, they provide a general sense of the school performance of the survey respondents from their self-perception. To learn more about the factors that might be causing poor performance, request a CHKS report showing how all the survey results vary by level of performance (call 888.841.7536 or email CalSCHLS@wested.org).

Academic Motivation

A four-item scale gauges student academic motivation by asking how strongly they agree that they try hard to do well on schoolwork, try hard because they are interested in the work, work hard to understand new things at school, and always try to do better. On the 2015-17 State CHKS, the percentage of students strongly agreeing with the questions on this scale declined from 45 percent in 7th grade to 28 percent in 11th.¹⁷

In order to achieve rigorous academic goals, students need not only a challenging and engaging curriculum, but they need to be emotionally connected to their learning. Student perceptions of the school environment and their degree of school connectedness influence their achievement motivation. But students may be behaviorally and/or emotionally invested in a given activity without actually exerting the

¹⁵ Wang, M-T, & Eccles, J. (2013). School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective. *Learning and Instruction*, 28, 12-23.

¹⁶ Gallop. (2014). Download www.gallup.com/services/178769/state-america-schools-report.aspx

¹⁷ Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

necessary mental effort to understand and master the knowledge, craft, or skill that the activity promotes. This scale provides insight into the overall level of that mental effort.

In addition, the supplementary School Climate Module includes an Academic Mindset and Learning Engagement scale and a series of questions about supports for learning and academic rigor.

Absenteeism and Truancy

Before good teachers with quality curriculums and engaging activities can improve academic performance, the students have to show up. The CHKS provides data to identify what proportion of respondents are at risk of chronic absenteeism (missed 2 or more days during the past 30 days), what were the reasons for absences, and the level of truancy. Users can request reports looking at the characteristics of youth based on absenteeism and truancy indicators to guide efforts to improve the LCAP pupil engagement priority (call 888.841.7536 or email CalSCHLS@wested.org).

Poor attendance is a marker of a wider variety of other problems, including low school connectedness and learning engagement. Both the US Department of Education and the California Office of the Attorney General have launched initiatives designed to raise awareness about and combat chronic absenteeism, generally defined as missing 10 percent of school days. According to a report by Attendance Works, the nation's large and persistent achievement gaps are rooted in a largely hidden crisis of chronic absenteeism, especially among low-income and minority children.¹⁸

Biennial State CHKS data indicate that the most important reasons for being absent in secondary school, after illness, are generally not getting enough sleep and anxiety or stress, followed by being behind in school work, and being bored or uninterested in school, another good indicator of disengagement.¹⁹

Truancy has been identified as one of the most powerful predictors of both poor achievement and delinquency.²⁰ Truants are also more likely to use drugs and have deviant friends. Among high school staff statewide, truancy is the top-rated of fourteen potential school problems assessed by the California School Staff Survey.

Developmental Supports

Research shows that when schools (or families or communities) provide three developmental supports—**caring adult relationships, high expectations, and opportunities for meaningful participation**—students are more likely to report more positive academic, social-emotional, and health outcomes, including higher grades, school connectedness, attendance, and perceived safety. CHKS measures these supports using multi-item scales. Results overall suggest that the great majority of students do not receive sufficient levels of support and that the supports received are lower in high school than in middle school, even though student need for them is arguably higher.^{21 22 23 24 25 26}

¹⁸ Attendance Works & Everyone Graduates Center. (2017, September). *Portraits of Change: Aligning School and Community Resources to Reduce Chronic Absence*. Download www.attendanceworks.org/portraits-of-change/

¹⁹ Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

²⁰ Robins & Ratcliff. (1978). *Long Range Outcomes Associated With School Truancy*. Rockville, MD: Public Health Service (DHEW). Garry, E. M., & Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention. (1996). *Truancy: First Step to a Lifetime of Problems*. Cairns, R. B., Cairns, B. D., & Neckerman, H. J. (1989). Early school dropout: Configurations and determinants. *Child Dev*, 60(6), 1437-52.

²¹ Hanson & Austin. (2002). Download data.calschls.org/resources/factsheet.pdf

²² Hanson & Austin. (2002). Download data.calschls.org/resources/FACTSHEET-3.pdf

²³ Hanson. (2011). Download data.calschls.org/resources/S3factsheet1_caring_20120223.pdf

²⁴ Hanson. (2012). Download data.calschls.org/resources/S3factsheet2_participation_20120224.pdf

²⁵ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief1_CaringRelationships_final.pdf

²⁶ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief2_MeaningfulPart_final.pdf

School Connectedness

School connectedness is one of the indicators of school climate that a California school district must address in its LCAP. Research shows that school connectedness is associated with multiple positive academic, social-emotional, and health outcomes.²⁷ It also shows that youth who feel safe at school, experience caring adults, and have opportunities for engagement and other developmental supports are more likely to feel connected to the school. The CHKS five-item School Connectedness scale is an important differentiator between low-performing and high-performing high schools and has value as an indicator of school quality. The online Query CalSCHLS system (calschls.org/reports-data/query-calschls/) enables examination of how key survey indicators vary by school connectedness.

School connectedness appears to have increased in California in the second half of the last decade, but it still declines markedly after elementary school. A substantial majority of high school students are not highly connected to their schools. On the 2015-17 State CHKS, the average percentage of students strongly agreeing to these scale questions declined from 28 percent in 7th grade to 15 percent in 11th, a decline similar to that found for the Academic Motivation scale.²⁸ This may be related at least in part to their lower levels of developmental support. Prior analyses have indicated that the lowest rates of both connectedness and test scores are in low-income schools.^{29 30}

Parent Involvement

Parent involvement, including promoting parental participation in pupil programs, is one of the LCAP state priorities. A three-item scale assesses student perceptions (level of agreement) of three components of parental involvement: teachers communicating with parents about what students are expected to learn in class, parents feeling welcome to participate at this school, and school staff taking parent concerns seriously. The same questions also are asked on the staff and parent surveys so that perceptions can be compared across all three stakeholder groups. A large and growing body of evidence has linked school success to the manner and degree to which a school communicates with parents, engages them both in school activities and education, and fosters a school climate that parents perceive as warm, inviting, and helpful.³¹

Facilities and Physical Environment

As an indicator of student perceptions of the school's physical environment, the CHKS includes a question asking students how much they agree the school "is usually clean and tidy." Additional questions are included in the supplementary School Climate Module. An analysis of data from the questions on both modules found that a plurality of students report that their school facilities are in good condition, but a non-trivial minority of students were dissatisfied with the condition of their school facilities.³² Between 20 percent and 25 percent of students disagree or strongly disagree on the quality of the physical environment items. Almost one-third of schools serving 11th graders were categorized as having low quality physical environments based on student reports on the clean and tidy item. Student perceptions of the quality of their school's physical environment were strongly related to student achievement.

²⁷ National Research Council and the Institute of Medicine. (2004). *Engaging schools: Fostering high school students' motivation to learn*. Washington, D.C.: The National Academies Press.

²⁸ Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

²⁹ Austin, Hanson, & Voight. (2013). Download data.calschls.org/resources/S3factsheet5_connectedness_20130827.pdf

³⁰ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief4_Connectedness_final.pdf

³¹ Wilder, S. (2014). Effects of parental involvement on academic achievement. A meta-synthesis. *Educational Review*, 66:3, 377-397.

³² Hanson & Austin. (2017). Download calschls.org/docs/facilities122216.pdf

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 5)

The CHKS asks students a wide range of questions to ascertain the scope and nature of physical and verbal violence and victimization that occurs on campus, as well as vandalism, and the overall level of school safety.³³ Physical violence and weapons on campus have long been a major public concern. Equally disruptive are the uncounted acts of bullying, teasing, and other nonviolent misbehavior among youth, such as substance use and sales on campus.³⁴ These behaviors adversely affect not only students' ability to learn and willingness to attend school, but also the overall school environment, the ability of teachers to teach, and the willingness of adults to enter the teaching profession.^{35 36 37}

Perceived Safety

Perceived safety is another indicator that districts/schools are required to monitor as part of their LCAP school climate priority. School safety is more than the antithesis of violence. Perceived school safety is psychological as well as physical. Feelings of insecurity can have multiple sources, not all of which correctly reflect the level of danger and violence on a school campus, such as verbal bullying. Both physical and psychological safety are essential for high quality teaching and learning. It is a key factor in students feeling connected to school. Another indicator important for attendance is the percentage of students who report missing school because they didn't feel safe (Table A4.4).

State CHKS data show that the percentage of students who perceive their school as safe or very safe has consistently dropped markedly between 7th and 9th grades.³⁸ If students report low levels of perceived school safety, pay close attention to all the indicators related to bullying and victimization, as well as mental health. Schools may want to request comparisons of students' perceptions of their own safety with the actual level of violence and other safety-related indicators self-reported by students. Consider conducting follow-up student voice and feedback sessions such as focus groups or Student Listening Circles and integrating questions on why students do not feel safe.³⁹

Harassment and Victimization

Most of the safety-related questions on the survey assess victimization. Because a relatively small number of students can victimize a large number of their peers, victimization questions provide more insight into the overall school climate. Nonviolent harassment in any form—threats, intimidation, rumors, and ostracism—can instill a sense of vulnerability, isolation, frustration, and fear among its victims, leading to engagement in health risk behaviors or avoidance behaviors such as missing school and social isolation. This type of misbehavior, vastly more common than any other, ruins the school day for many students. In *Bruised Inside* (2000), the National Association of Attorneys General describes harassment by peers as one of the two causes for kids to express anger using guns, knives, and fists.⁴⁰

The CHKS asks about the frequency with which students experienced any bullying/harassment related to six bias-related categories (gender, race/ethnicity, disability, sexual identity, religion, immigrant status),

³³ The CHKS also includes two violence-related questions that are not school based: the frequency students experienced cyberbullying and whether they are gang members.

³⁴ Juvonen, J., & Graham, S. (2001). *Peer harassment in school: The plight of the vulnerable and victimized*. New York: Guilford Press.

³⁵ Barton, P. E. (2001). *Facing the hard facts in education reform*. Princeton, NJ: Educational Testing Service.

³⁶ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief5_ViolencePerpetration_final.pdf

³⁷ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief6_ViolenceVictimization_final.pdf

³⁸ Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

³⁹ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief3_Safety_final.pdf

⁴⁰ Horn, D. M., National Association of Attorneys General., & Washington (State). (2000). *Bruised inside: What our children say about youth violence, what causes it, and what we need to do about it: A report of the National Association of Attorneys General (NAAG)*. Washington, DC: National Association of Attorneys General.

as well as for any other reason (Table A5.2). About three-in-ten secondary students report experiencing some harassment in the past year on the State CHKS, with the percentages declining between 7th and 11th grades.⁴¹ Analyses show that victims of harassment are more likely to not feel safe at, and connected to, school; to have higher truancy; and to experience lower developmental (resilience) supports at school.⁴² ⁴³ They report higher rates of fighting and weapons possession at school, as well as risk of depression. Students who report bias-related harassment, particularly for disability and sexual orientation, have poorer well-being than students who were only harassed for other reasons.

Different forms of verbal harassment at school are assessed: mean rumors or lies; sexual-related jokes, comments, or gestures; being made fun of because of looks or speech; and, more generally, being made fun of, insulted or called names. Physical victimization is assessed by having been pushed/shoved, threatened with harm or injury (without or without weapon), and being afraid of being beaten up. Students are also asked whether they have ever been in a physical fight as a measure of general violence.

The supplementary School Climate Module includes Bullying Prevention and Respect for Diversity scales to provide insight into what the school is doing to reduce the problem.

Vandalism and Weapons

Two other safety-related areas assessed by the survey are school vandalism and weapons possession. Students are asked whether they damaged school property or had their property damaged at school and whether they carried a knife or other weapon to school or observed someone doing it. Overall, weapons possession is not common. Statewide, only about two percent of secondary students report carrying a gun and 4-5 percent report carrying another weapon.⁴⁴ About 16 percent of 7th and 9th graders reporting seeing someone carrying a weapon, dropping to 13 percent of 11th graders.

SUBSTANCE USE AND MENTAL HEALTH (Sections 6-8)

Two important barriers to learning, positive youth development, and health are assessed: substance use and mental health.

Alcohol and Other Drug Use (Section 6)

The misuse of alcohol and other drugs (AOD) continues to be among the most important issues confronting the nation. For schools, the problem is particularly relevant. Years of research have shown that adolescent substance use is closely connected to academic performance and contributes to raising the level of truancy and absenteeism, special education, disciplinary problems, disengagement and dropout rates, teacher turnover, and property damage.

Reflecting this, on the California School Staff Survey, high school staff statewide are more likely to perceive alcohol and drug use as moderate to severe problems at their schools than all of seven violence-related indicators (49% for both alcohol and drugs in 2004-06), ranking them among the top 3 of 14 problem indicators.⁴⁵

Alcohol and Other Drug Use at School (Section 6)

AOD use at school is especially troubling. It reflects a level of drug involvement so pervasive that the

⁴¹ Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

⁴² Heck, Russell, O'Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf

⁴³ Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-10.pdf

⁴⁴ Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

⁴⁵ Statewide CSSS. (2018). Download data.calschls.org/resources/Statewide_1517_CSSS.pdf

potential repercussions for violation of school rules are disregarded by these youths. This is behavior that threatens not only the user’s learning ability but also school efforts to educate all youth. It also is an indirect indicator of school disengagement. An analysis of CHKS data found that substance use and intoxication at school, being offered drugs at school, and lifetime intoxication, were significantly related to changes in California achievement test scores one year later.⁴⁶ Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools.^{47 48}

Cigarette Smoking (Section 7)

Current smokers are significantly more likely than nonsmokers to engage in alcohol and other drug use, be involved in violence and gang membership, and experience school-related problems and disengagement. To a lesser extent, current smokers are also more likely than nonsmokers to be victims of violence and harassment, feel unsafe at school, and experience incapacitating sadness and loneliness. These results suggest that efforts to reduce student smoking may be more successful if embedded in approaches that address a broad range of risk behaviors and problems.^{49 50}

Mental Health (Section 8)

The CHKS Core provides two measures for assessing mental health among students: (1) whether they experience chronic, incapacitating sadness or hopelessness; and (2) whether they ever contemplated suicide. Students who experience chronic sadness, compared to their peers who do not, are at elevated risk of a wide range of educational, health, social, and emotional problems, including lower school attendance, performance, and connectedness.⁵¹ They also report lower levels of the developmental supports in their schools and communities that have been shown to mitigate these problems. Similar findings are found among youth who have contemplated suicide.⁵²

CHKS data also show that students who report bias-related harassment, particularly for disability and sexual orientation, have poorer overall well-being than students who are harassed for other reasons or not harassed. Students who report any harassment are about twice as likely to experience chronic sadness/hopelessness than their non-harassed peers.^{53 54}

See also the percentage of students who report missing school because they “felt very sad, hopeless, anxious, stressed, or angry” (Table A4.4). In addition, the supplementary School Climate Module includes a Social and Emotional Supports scale that provides insight from students on what the school does to help promote mental health and the fostering of social-emotional competencies.

⁴⁶ Hanson, T. L., Austin, G. A., & Lee-Bayha, J. (2004). *Ensuring that No Child is Left Behind: How are Student Health Risks & Resilience Related to the Academic Progress of Schools*. San Francisco: WestEd.

⁴⁷ Hanson & Austin. (2003). Download data.calschls.org/resources/FACTSHEET-3.pdf

⁴⁸ O’Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief8_AOD_final.pdf

⁴⁹ Hanson & Zheng. (2006). Download data.calschls.org/resources/factsheet2update.pdf

⁵⁰ Austin, McCarthy, Slade, & Bailey. (2007). Download data.calschls.org/resources/FACTSHEET-5.pdf

⁵¹ Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-11.pdf

⁵² Austin, Cragle, Delong-Cotty. (2012). Download data.calschls.org/resources/FACTSHEET-12.pdf

⁵³ Heck, Russell, O’Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf

⁵⁴ Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-10.pdf