

CALIFORNIA HEALTHY KIDS SURVEY



Bear River High Secondary 2019-2020 Main Report

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

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Recommended citation:

Bear River High School. *California Healthy Kids Survey, 2019-2020: Main Report*. San Francisco: WestEd Health and Justice Program for the California Department of Education.

Date prepared: 13 Jan 2020
CDS code: 29663572930048

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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” for scales are no longer included on the report. If districts or schools need results on these categories, please contact your Technical Advisor.

This report provides the detailed results for each question from the 2019-20 *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 the California Department of Education’s (CDE) 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

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 insight 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 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 question 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 questions

In 2019-20, questions were added or modified to assess opioid use, tranquilizer use, exposure to second-hand smoke or vapor at school, vape quitting attempts, and knowledge of school policies banning tobacco use and vaping on school property.

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 Social Emotional Health Module (SEHM) greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional capacities linked to student mental health and well-being, academic success, and college and career readiness. It includes 56 items that capture core adolescent psychological assets. The combination of the SEHM and Core Module yields a comprehensive set of data to inform decisions about mental health and social-emotional learning programs.

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).

PUBLIC 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 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.

***New in 2019!* EXPLORE RESULTS ON THE DISTRICT CALSCHLS DATA DASHBOARD**

Districts may purchase a two-year subscription to a password protected, private data dashboard that displays up to seven years of CalSCHLS data at the district level and individual school level. The dashboard provides designated staff with graphical data displays for the district as a whole, for all schools in the district on the same page to enable comparisons across schools, and for a single, individual school. At both the district and school level, viewers can:

- compare their data with district and state averages;
- make comparisons across subgroups such as race/ethnicity, sexual orientation, gender identity, and afterschool participation; and
- examine data trends over time overall and by subgroup.

Viewers at both the district level and the school level have the option to download data displays as a PDF document which can be shared with stakeholders.

THE REPORT

The report tables, organized by topic, provide the percentage of students that responded to each question response option by grade level.

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. Districts can subscribe to the District CalSCHLS data dashboard to disaggregate 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.

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 **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 SEHM module provide a comprehensive profile of student social-emotional competency (learning) and health, and the related supports schools provide, including questions aligned with the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) (data.calschls.org/resources/CalSCHLS_AssessSELH.pdf). 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/#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 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 has administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Item Crosswalk (calschls.org/resources/#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 your district 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 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 Regional 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 seven 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 to 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, School Health 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	X
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	X
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 9	Grade 11
<i>Student Sample Size</i>		
Target sample	159	149
Final number	127	107
Response Rate	80%	72%

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 9 %	Grade 11 %	Table
School Engagement and Supports			
School connectedness [†]	57	59	A4.5
Academic motivation [†]	60	67	A4.5
Chronic truancy (twice a month or more often) [§]	2	6	A4.2
Caring adult relationships [‡]	52	66	A4.5
High expectations [‡]	61	74	A4.5
Meaningful participation [‡]	25	29	A4.5
Facilities upkeep [†]	62	58	A4.12
Promotion of parent involvement in school [†]	43	36	A4.5
School Safety			
School perceived as very safe or safe	65	57	A5.1
Experienced any harassment or bullying [§]	35	27	A5.2
Had mean rumors or lies spread about you [§]	43	38	A5.3
Been afraid of being beaten up [§]	14	9	A5.3
Been in a physical fight [§]	14	6	A5.4
Seen a weapon on campus [§]	3	4	A5.6
Substance Use and Physical/Mental Health			
Current alcohol or drug use [¶]	19	34	A6.5
Current marijuana use [¶]	10	20	A6.5
Current binge drinking [¶]	6	17	A6.5
Very drunk or “high” 7 or more times, ever	11	20	A6.7
Been drunk or “high” on drugs at school, ever	13	8	A6.9
Current cigarette smoking [¶]	2	3	A7.3
Vaping [¶]	12	23	A7.3
Sleep deprivation (less than 8 hours)	50	62	A8.1
Experienced chronic sadness/hopelessness [§]	33	42	A8.3
Considered suicide [§]	19	18	A8.4

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 9 %	Grade 11 %
Male	54	48
Female	46	52

Question HS/MS A.4: What is your gender?

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

Table A3.2

Hispanic or Latino

	Grade 9 %	Grade 11 %
No	78	91
Yes	22	9

Question HS/MS A.6: Are you of Hispanic or Latino origin?

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

Table A3.3

Race

	Grade 9 %	Grade 11 %
American Indian or Alaska Native	2	1
Asian	1	1
Black or African American	2	0
Native Hawaiian or Pacific Islander	2	1
White	67	86
Mixed (two or more) races	26	11

Question HS/MS A.7: What is your race?

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

Table A3.4
Living Situation

	Grade 9 %	Grade 11 %
A home with one or more parent or guardian	91	95
Other relative's home	2	2
A home with more than one family	1	2
Friend's home	0	0
Foster home, group care, or waiting placement	0	0
Hotel or motel	1	0
Shelter, car, campground, or other transitional or temporary housing	2	0
Other living arrangement	3	1

Question HS/MS A.9: 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 9 %	Grade 11 %
Did not finish high school	4	6
Graduated from high school	12	7
Attended college but did not complete four-year degree	21	28
Graduated from college	47	57
Don't know	16	2

Question HS/MS A.10: 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 9 %	Grade 11 %
No	66	83
Yes	25	15
Don't know	9	2

Question HS/MS A.12: 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***Language Spoken at Home***

	Grade 9 %	Grade 11 %
English	93	98
Spanish	3	1
Mandarin	2	1
Cantonese	0	0
Taiwanese	0	0
Tagalog	0	0
Vietnamese	1	0
Korean	0	0
Arabic	1	0
Other	1	0

Question HS/MS A.13: What language is spoken most of the time in your home?

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

Table A3.8**English Language Proficiency – All Students**

	Grade 9 %	Grade 11 %
How well do you... understand English?		
Very well	88	96
Well	10	3
Not well	1	0
Not at all	1	1
speak English?		
Very well	90	92
Well	8	8
Not well	2	0
Not at all	0	1
read English?		
Very well	84	87
Well	14	8
Not well	2	5
Not at all	0	1
write English?		
Very well	80	89
Well	16	8
Not well	3	3
Not at all	0	1
English Language Proficiency Status		
Proficient	80	88
Not proficient	20	12

Question HS/MS A.14-17: 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 A3.9

English Language Proficiency – Students Speaking a Language Other Than English at Home

	Grade 9 %	Grade 11 %
<i>How well do you...</i>		
understand English?		
Very well		
Well		
Not well		
Not at all		
speak English?		
Very well		
Well		
Not well		
Not at all		
read English?		
Very well		
Well		
Not well		
Not at all		
write English?		
Very well		
Well		
Not well		
Not at all		
<i>English Language Proficiency Status</i>		
Proficient		
Not proficient		

Question HS/MS A.13-17: 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 A3.10***Number of Days Attending Afterschool Program***

	Grade 9 %	Grade 11 %
I do not attend my school's afterschool program	68	80
1 day	2	2
2 days	2	2
3 days	2	2
4 days	6	2
5 days	18	12

Question HS/MS A.19: 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 A3.11***Military Connections***

	Grade 9 %	Grade 11 %
No	92	96
Yes	4	4
Don't know	4	0

Question HS/MS A.11: 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 A3.12
Sexual Orientation

	Grade 9 %	Grade 11 %
Straight (not gay)	84	87
Gay or Lesbian	0	4
Bisexual	8	8
I am not sure yet	4	1
Something else	2	0
Decline to respond	2	0

Question HS/MS A.18: Which of the following best describes you?

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

Table A3.13
Gender Identity

	Grade 9 %	Grade 11 %
No, I am not transgender	97	98
Yes, I am transgender	2	1
I am not sure if I am transgender	0	1
Decline to respond	2	0

Question HS/MS A.5: 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 9 %	Grade 11 %
Mostly A's	14	19
A's and B's	32	36
Mostly B's	7	15
B's and C's	23	21
Mostly C's	5	3
C's and D's	11	4
Mostly D's	3	0
Mostly F's	5	2

Question HS/MS A.20: 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 9 %	Grade 11 %
0 times	83	69
1-2 times	10	7
A few times	5	15
Once a month	1	3
Twice a month	0	2
Once a week	0	1
More than once a week	2	3

Question HS/MS A.23: 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 9 %	Grade 11 %
I did not miss any days of school in the past 30 days	52	32
1 day	22	32
2 days	14	18
3 or more days	12	18

Question HS/MS A.21: 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 9 %	Grade 11 %
Does not apply; I didn't miss any school	49	33
Illness (feeling physically sick), including problems with breathing or your teeth	39	48
Were being bullied or mistreated at school	3	0
Felt very sad, hopeless, anxious, stressed, or angry	3	13
Didn't get enough sleep	5	14
Didn't feel safe at school or going to and from school	1	2
Had to take care of or help a family member or friend	2	6
Wanted to spend time with friends	3	3
Used alcohol or drugs	1	2
Were behind in schoolwork or weren't prepared for a test or class assignment	3	7
Were bored or uninterested in school	3	7
Had no transportation to school	2	0
Other reason	10	16

Question HS/MS A.22: 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, School Connectedness, Academic Motivation, and Promotion of Parent Involvement Scales***

	Grade 9 %	Grade 11 %	Table
Total school supports	46	56	
Caring adults in school [‡]	52	66	A4.6
High expectations-adults in school [‡]	61	74	A4.7
Meaningful participation at school [‡]	25	29	A4.8
School connectedness [†]	57	59	A4.9
Academic motivation [†]	60	67	A4.10
Promotion of parent involvement in school [†]	43	36	A4.11

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

[†]*Scales are based on average of respondents reporting “Agree” or “Strongly agree.”*

[‡]*Scales are based on average of respondents reporting “Pretty much true” or “Very much true.”*

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

Table A4.6***Caring Relationships Scale Questions***

	Grade 9 %	Grade 11 %
Caring adults in school		
<i>Average reporting “Pretty much true” or “Very much true”</i>	52	66
<i>At my school, there is a teacher or some other adult... who really cares about me.</i>		
Not at all true	16	9
A little true	31	30
Pretty much true	31	30
Very much true	23	31
<i>who notices when I’m not there.</i>		
Not at all true	24	12
A little true	27	25
Pretty much true	24	37
Very much true	25	27
<i>who listens to me when I have something to say.</i>		
Not at all true	17	8
A little true	28	19
Pretty much true	25	38
Very much true	30	36

Question HS/MS A.37, 39, 41: At my school, there is a teacher or some other adult... who really cares about me... who notices when I’m not there... who listens to me when I have something to say.

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

Table A4.7***High Expectations Scale Questions***

	Grade 9 %	Grade 11 %
High expectations-adults in school		
<i>Average reporting “Pretty much true” or “Very much true”</i>	61	74
<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	17	9
A little true	22	22
Pretty much true	35	40
Very much true	26	29
<i>who always wants me to do my best.</i>		
Not at all true	13	8
A little true	22	14
Pretty much true	31	39
Very much true	34	40
<i>who believes that I will be a success.</i>		
Not at all true	15	9
A little true	28	16
Pretty much true	32	41
Very much true	24	34

Question HS/MS A.38, 40, 42: 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 A4.8

Meaningful Participation Scale Questions

	Grade 9 %	Grade 11 %
Meaningful participation at school		
<i>Average reporting “Pretty much true” or “Very much true”</i>	25	29
<i>At school,...</i>		
I do interesting activities.		
Not at all true	19	17
A little true	29	27
Pretty much true	29	27
Very much true	23	28
I help decide things like class activities or rules.		
Not at all true	48	51
A little true	38	28
Pretty much true	10	15
Very much true	4	6
I do things that make a difference.		
Not at all true	31	38
A little true	39	30
Pretty much true	22	22
Very much true	8	10
I have a say in how things work.		
Not at all true	48	47
A little true	32	29
Pretty much true	13	15
Very much true	6	8
I help decide school activities or rules.		
Not at all true	70	67
A little true	22	19
Pretty much true	4	12
Very much true	4	2

Question HS/MS A.43-47: 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 A4.9
School Connectedness Scale Questions

	Grade 9 %	Grade 11 %
School connectedness		
<i>Average reporting “Agree” or “Strongly agree”</i>	57	59
I feel close to people at this school.		
Strongly disagree	6	6
Disagree	4	6
Neither disagree nor agree	27	15
Agree	37	51
Strongly agree	26	23
I am happy to be at this school.		
Strongly disagree	16	8
Disagree	4	11
Neither disagree nor agree	21	26
Agree	42	38
Strongly agree	17	16
I feel like I am part of this school.		
Strongly disagree	12	7
Disagree	7	11
Neither disagree nor agree	32	26
Agree	35	40
Strongly agree	15	16
The teachers at this school treat students fairly.		
Strongly disagree	10	4
Disagree	12	14
Neither disagree nor agree	26	30
Agree	36	41
Strongly agree	15	11
I feel safe in my school.		
Strongly disagree	9	6
Disagree	8	6
Neither disagree nor agree	20	28
Agree	45	43
Strongly agree	17	17

Question HS/MS A.24-28: 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 A4.10***Academic Motivation Scale Questions***

	Grade 9 %	Grade 11 %
Academic motivation		
<i>Average reporting “Agree” or “Strongly agree”</i>	60	67
I try hard to make sure that I am good at my schoolwork.		
Strongly disagree	7	5
Disagree	7	4
Neither disagree nor agree	16	10
Agree	38	49
Strongly agree	31	32
I try hard at school because I am interested in my work.		
Strongly disagree	13	10
Disagree	15	21
Neither disagree nor agree	24	22
Agree	28	30
Strongly agree	20	17
I work hard to try to understand new things at school.		
Strongly disagree	9	5
Disagree	10	10
Neither disagree nor agree	23	20
Agree	35	39
Strongly agree	23	27
I am always trying to do better in my schoolwork.		
Strongly disagree	8	3
Disagree	6	7
Neither disagree nor agree	19	17
Agree	35	46
Strongly agree	32	28

Question HS/MS A.33-36: 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 A4.11***Promotion of Parent Involvement Scale Questions***

	Grade 9 %	Grade 11 %
Promotion of parent involvement in school		
<i>Average reporting “Agree” or “Strongly agree”</i>	43	36
Teachers at this school communicate with parents about what students are expected to learn in class.		
Strongly disagree	10	8
Disagree	15	17
Neither disagree nor agree	31	40
Agree	28	27
Strongly agree	17	8
Parents feel welcome to participate at this school.		
Strongly disagree	11	7
Disagree	7	8
Neither disagree nor agree	40	48
Agree	30	29
Strongly agree	11	8
School staff take parent concerns seriously.		
Strongly disagree	11	10
Disagree	15	19
Neither disagree nor agree	31	34
Agree	27	29
Strongly agree	16	8

Question HS/MS A.30-32: 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 take parent concerns seriously.

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

Table A4.12***Quality of School Physical Environment***

	Grade 9 %	Grade 11 %
My school is usually clean and tidy.		
Strongly disagree	9	4
Disagree	8	10
Neither disagree nor agree	21	27
Agree	46	40
Strongly agree	15	19

Question HS/MS A.29: 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 9 %	Grade 11 %
Very safe	15	12
Safe	49	45
Neither safe nor unsafe	27	34
Unsafe	3	8
Very unsafe	5	1

Question HS A.105/MS A.92: 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 9 %	Grade 11 %
Race, ethnicity, or national origin		
0 times	89	93
1 time	2	4
2 or more times	9	3
Religion		
0 times	90	91
1 time	5	3
2 or more times	5	7
Gender		
0 times	97	95
1 time	1	2
2 or more times	2	3
Because you are gay, lesbian, or bisexual or someone thought you were		
0 times	89	89
1 time	4	4
2 or more times	7	8
A physical or mental disability		
0 times	95	94
1 time	2	3
2 or more times	2	3
Any of the above five reasons	27	25

Question HS A.121-125/MS A.109-113: 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, lesbian, or bisexual or someone thought you were... A physical or mental disability.

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 9 %	Grade 11 %
You are an immigrant or someone thought you were		
0 times	96	100
1 time	1	0
2 or more times	3	0
Any other reason		
0 times	75	91
1 time	8	5
2 or more times	18	5
Any harassment	35	27

Question HS A.121-127/MS A.109-115: 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, lesbian, or bisexual 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***School Violence Victimization Scale Questions***

	Grade 9 %	Grade 11 %
School violence victimization		
<i>Average reporting “1 or more times”</i>	31	23
<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	78	80
1 time	10	10
2 to 3 times	4	6
4 or more times	8	4
been afraid of being beaten up?		
0 times	86	91
1 time	7	6
2 to 3 times	4	2
4 or more times	2	2
had mean rumors or lies spread about you?		
0 times	57	62
1 time	18	15
2 to 3 times	12	14
4 or more times	13	8
had sexual jokes, comments, or gestures made to you?		
0 times	60	70
1 time	15	13
2 to 3 times	7	8
4 or more times	18	9

Question HS A.106, 107, 109, 110/MS A.94, 95, 97, 98: 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?... had mean rumors or lies spread about you?... had sexual jokes, comments, or gestures made to you?

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

Table A5.3***School Violence Victimization Scale Questions – Continued***

	Grade 9 %	Grade 11 %
<i>During the past 12 months, how many times on school property have you...</i>		
been made fun of because of your looks or the way you talk?		
0 times	60	75
1 time	15	9
2 to 3 times	9	8
4 or more times	15	7
had your property stolen or deliberately damaged?		
0 times	81	85
1 time	6	9
2 to 3 times	7	4
4 or more times	5	2
been made fun of, insulted, or called names?		
0 times	59	74
1 time	11	12
2 to 3 times	7	5
4 or more times	23	9
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?		
0 times (never)	70	77
1 time	12	8
2 to 3 times	11	9
4 or more times	7	5

Question HS A.111, 112, 120, 128/MS A.99, 100, 108, 116: During the past 12 months, how many times on school property have you... been made fun of because of your looks or the way you talk?... had your property stolen or deliberately damaged, such as your car, clothing, or books?... been made fun of, insulted, or called names?... 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.

Table A5.4

School Violence Perpetration Scale Questions

	Grade 9 %	Grade 11 %
School violence perpetration		
<i>Average reporting “1 or more times”</i>	9	6
<i>During the past 12 months, how many times on school property have you... been in a physical fight?</i>		
0 times	86	94
1 time	6	5
2 to 3 times	5	1
4 or more times	3	0
<i>been offered, sold, or given an illegal drug?</i>		
0 times	83	81
1 time	7	7
2 to 3 times	4	5
4 or more times	7	8
<i>damaged school property on purpose?</i>		
0 times	94	96
1 time	3	2
2 to 3 times	2	1
4 or more times	2	1
<i>carried a gun?</i>		
0 times	98	100
1 time	1	0
2 to 3 times	1	0
4 or more times	0	0
<i>carried any other weapon (such as a knife or club)?</i>		
0 times	96	97
1 time	2	1
2 to 3 times	2	1
4 or more times	1	1

Question HS A.108, 113-116/MS A.96, 101-104: During the past 12 months, how many times on school property have you... been in a physical fight?... been offered, sold, or given an illegal drug?... damaged school property on purpose?... carried a gun?... carried any other weapon (such as a knife or club)?

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

Table A5.5***Threats and Injuries with Weapons on School Property, Past 12 Months***

	Grade 9 %	Grade 11 %
<i>During the past 12 months, how many times on school property have you...</i>		
been threatened with harm or injury?		
0 times	90	94
1 time	3	3
2 to 3 times	2	1
4 or more times	4	2
been threatened or injured with a weapon (gun, knife, club, etc.)?		
0 times	93	99
1 time	3	1
2 to 3 times	2	0
4 or more times	1	0

Question HS A.117, 119/MS A.105, 107: During the past 12 months, how many times on school property have you... 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 A5.6***Weapons Possession on School Property, Past 12 Months***

	Grade 9 %	Grade 11 %
Seen someone carrying a gun, knife, or other weapon		
0 times	97	96
1 time	2	1
2 to 3 times	1	1
4 or more times	1	2

Question HS A.118/MS A.106: During the past 12 months, how many times on school property have you... seen someone carrying a gun, knife, or other weapon?

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 9 %	Grade 11 %	Table
Lifetime illicit AOD use to get “high” [#]	42	50	A6.2
Lifetime alcohol or drug use	44	52	A6.2
Lifetime marijuana use	23	37	A6.2
Lifetime very drunk or high (7 or more times)	11	20	A6.7
Lifetime drinking and driving involvement	15	20	A6.11
Current alcohol or drug use [¶]	19	34	A6.5
Current marijuana use [¶]	10	20	A6.5
Current heavy drug use [¶]	7	11	A6.5
Current heavy alcohol use (binge drinking) [¶]	6	17	A6.5
Current alcohol or drug use on school property [¶]	8	7	A6.8
Harmfulness of occasional marijuana use ^B	29	24	A6.12
Difficulty of obtaining marijuana ^C	6	5	A6.13

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

[#]*Excludes prescription pain medication, tranquilizers or sedatives, diet pills, and prescription stimulant.*

[¶]*Past 30 days.*

^B*Great harm.*

^C*Very difficult.*

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

	Grade 9 %	Grade 11 %
Alcohol	31	46
Marijuana	23	37
Inhalants	7	8
Cocaine, methamphetamine, or any amphetamines	3	6
Heroin	1	1
Ecstasy, LSD, or other psychedelics	8	6
Prescription pain medication (opioids)	10	7
Tranquilizers or sedatives	6	3
Diet pills or other prescription stimulant	9	9
Cold/cough medicines or other over-the-counter medicines to get “high”	13	6
Any other drug, pill, or medicine to get “high”	10	7
<i>Any of the above AOD use</i>	44	52
<i>Any illicit AOD use to get “high”[#]</i>	42	50

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

[#]Excludes prescription pain medication, tranquilizers or sedatives, diet pills, and prescription stimulant.

Table A6.3***Lifetime AOD Use***

	Grade 9 %	Grade 11 %
Alcohol (one full drink)		
0 times	69	54
1 time	9	8
2 to 3 times	5	9
4 or more times	18	28
Marijuana (smoke, vape, eat, or drink)		
0 times	77	63
1 time	2	6
2 to 3 times	4	10
4 or more times	16	22
Inhalants		
0 times	93	92
1 time	2	2
2 to 3 times	2	0
4 or more times	3	6
Cocaine, methamphetamine, or any amphetamines		
0 times	97	94
1 time	2	1
2 to 3 times	1	1
4 or more times	1	4
Heroin		
0 times	99	99
1 time	0	1
2 to 3 times	1	0
4 or more times	0	0
Ecstasy, LSD, or other psychedelics		
0 times	92	94
1 time	3	1
2 to 3 times	2	2
4 or more times	2	3

Question HS A.51-54, 56, 57/MS A.52-54: 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).

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

Table A6.3***Lifetime AOD Use – Continued***

	Grade 9 %	Grade 11 %
Prescription pain medication		
0 times	90	93
1 time	2	2
2 to 3 times	2	2
4 or more times	7	3
Tranquilizers or sedatives		
0 times	94	97
1 time	2	0
2 to 3 times	3	2
4 or more times	0	1
Diet pills		
0 times	93	95
1 time	2	0
2 to 3 times	1	0
4 or more times	4	5
Ritalin or Adderall or other prescription stimulant		
0 times	96	93
1 time	3	0
2 to 3 times	0	4
4 or more times	1	3
Cold/cough medicines or other over-the-counter medicines to get “high”		
0 times	87	94
1 time	2	2
2 to 3 times	4	2
4 or more times	7	2

Question HS A.58-62: During your life, how many times have you used the following?... Prescription pain medication (Vicodin, OxyContin, Percodan, Fentanyl)... Tranquilizers or sedatives (Xanax, Klonopin, Ativan, Valium)... 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.”

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

Table A6.3***Lifetime AOD Use – Continued***

	Grade 9 %	Grade 11 %
Any other drug, pill, or medicine to get “high” or for reasons other than medical		
0 times	90	93
1 time	3	2
2 to 3 times	4	1
4 or more times	2	4

Question HS A.63/MS A.56: During your life, how many times have you used the following?... 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 A6.4**Methods of Marijuana Consumption**

	Grade 9 %	Grade 11 %
During your life, how many times have you used marijuana in any of the following ways...		
Smoke it?		
0 times	79	63
1 time	3	9
2 to 3 times	3	8
4 or more times	15	21
In a vaping device?		
0 times	77	69
1 time	6	8
2 to 3 times	3	6
4 or more times	14	18
Eat or drink it in products made with marijuana?		
0 times	83	80
1 time	6	6
2 to 3 times	4	7
4 or more times	6	8

Question HS A.67-69/MS A.60-62: During your life, how many times have you used marijuana in any of the following ways... Smoke it?... In a vaping device (vape pens, mods, portable vaporizers)?... 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 9 %	Grade 11 %
Alcohol (one or more drinks of alcohol)	12	27
Binge drinking (5 or more drinks in a row)	6	17
Marijuana (smoke, vape, eat, or drink)	10	20
Inhalants	4	3
Prescription drugs to get “high” or for reasons other than prescribed	3	4
Other drug, pill, or medicine to get “high” or for reasons other than medical	2	3
<i>Any drug use</i>	11	21
<i>Heavy drug use</i>	7	11
<i>Any AOD Use</i>	19	34
Two or more substances at the same time	4	6

Question HS A.73-79/MS A.66-70: 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”).

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

	Grade 9 %	Grade 11 %
Alcohol (one or more drinks)		
0 days	88	73
1 or 2 days	8	15
3 to 9 days	2	9
10 to 19 days	0	2
20 to 30 days	2	1
Binge drinking (5 or more drinks in a row)		
0 days	94	83
1 or 2 days	4	12
3 to 9 days	0	2
10 to 19 days	0	2
20 to 30 days	2	1
Marijuana (smoke, vape, eat, or drink)		
0 days	90	80
1 or 2 days	4	8
3 to 9 days	2	6
10 to 19 days	1	1
20 to 30 days	3	5

Question HS A.73-75/MS A.66-68: 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)?

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

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

	Grade 9 %	Grade 11 %
Very drunk or sick after drinking alcohol		
0 times	90	71
1 to 2 times	4	13
3 to 6 times	5	8
7 or more times	2	8
“High” (loaded, stoned, or wasted) from using drugs		
0 times	81	66
1 to 2 times	4	10
3 to 6 times	5	6
7 or more times	10	18
<i>Very drunk or “high” 7 or more times</i>	11	20

Question HS A.64, 65/MS A.57, 58: 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 9 %	Grade 11 %
Alcohol		
0 days	94	96
1 to 2 days	2	3
3 or more days	4	1
Marijuana (smoke, vape, eat, or drink)		
0 days	96	96
1 to 2 days	3	1
3 or more days	1	3
Any other drug, pill, or medicine to get “high” or for reasons other than medical		
0 days	99	98
1 to 2 days	0	1
3 or more days	1	1
<i>Any of the above</i>	8	7

Question HS A.83-85/MS A.74-76: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol?... use marijuana (smoke, vape, eat, or drink)?... use 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 9 %	Grade 11 %
0 times	87	92
1 to 2 times	6	3
3 to 6 times	4	4
7 or more times	3	2

Question HS A.66/MS A.59: 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 9 %	Grade 11 %
Alcohol		
Does not apply, don't use	78	76
0 times	16	22
1 time	3	2
2 to 3 times	0	0
4 or more times	2	0
Marijuana		
Does not apply, don't use	79	76
0 times	14	17
1 time	3	4
2 to 3 times	2	3
4 or more times	2	0

Question HS A.101, 102: How many times have you tried to quit or stop using... alcohol?... marijuana?

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

Table A6.11
Drinking While Driving, Lifetime

	Grade 9 %	Grade 11 %
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	85	80
1 time	5	5
2 times	3	3
3 to 6 times	3	6
7 or more times	3	7

Question HS A.104: 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?

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

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

	Grade 9 %	Grade 11 %
Alcohol - drink occasionally		
Great	25	25
Moderate	33	29
Slight	26	32
None	16	14
Alcohol - 5 or more drinks once or twice a week		
Great	51	55
Moderate	25	27
Slight	11	13
None	12	5
Marijuana - use occasionally		
Great	29	24
Moderate	31	21
Slight	18	26
None	23	29
Marijuana - use daily		
Great	55	40
Moderate	22	28
Slight	8	14
None	15	18

Question HS A.91-94/MS A.82-85: 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 9 %	Grade 11 %
Alcohol		
Very difficult	6	5
Fairly difficult	5	7
Fairly easy	23	22
Very easy	34	54
Don't know	32	13
Marijuana		
Very difficult	6	5
Fairly difficult	7	4
Fairly easy	20	24
Very easy	34	53
Don't know	33	15

Question HS A.97, 98/MS A.88, 89: 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 9 %	Grade 11 %	Table
Use Prevalence and Patterns			
Ever smoked a whole cigarette	12	11	A7.2
Current cigarette smoking [¶]	2	3	A7.3
Current cigarette smoking at school [¶]	0	1	A7.4
Ever tried smokeless tobacco	10	14	A7.2
Current smokeless tobacco use [¶]	1	6	A7.3
Current smokeless tobacco use at school [¶]	1	1	A7.4
Ever used vape products	37	43	A7.2
Current use of vape products [¶]	12	23	A7.3
Current vaping at school [¶]	8	12	A7.4
Cessation Attempts			
Tried to quit or stop using cigarettes	2	3	A7.6
Tried to quit or stop using vapes	16	15	A7.6
Attitudes and Correlates			
Harmfulness of occasional cigarette smoking ^B	33	33	A7.7
Harmfulness of smoking 1 or more packs/day ^B	73	80	A7.7
Harmfulness of vaping occasionally ^B	30	33	A7.8
Harmfulness of vaping several times a day ^B	71	70	A7.8
Difficulty of obtaining cigarettes ^C	6	8	A7.9
Difficulty of obtaining vape products ^C	3	4	A7.9
Anti-Tobacco Policy			
School bans tobacco use and vaping	83	92	A7.10

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

[¶]Past 30 days.

^BGreat harm.

^CVery difficult.

Table A7.2
Lifetime Tobacco Use

	Grade 9 %	Grade 11 %
A whole cigarette		
0 times	88	89
1 time	5	3
2 to 3 times	4	1
4 or more times	3	7
Smokeless tobacco		
0 times	90	86
1 time	3	6
2 to 3 times	4	3
4 or more times	3	6
Vape products		
0 times	63	57
1 time	8	6
2 to 3 times	4	6
4 or more times	25	31

Question HS A.48-50/MS A.49-51: During your life, how many times have you used the following?... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Vape products.

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

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

	Grade 9 %	Grade 11 %
Cigarettes		
Any	2	3
Daily (20 or more days)	1	0
Smokeless tobacco		
Any	1	6
Daily (20 or more days)	0	2
Vape products		
Any	12	23
Daily (20 or more days)	1	9

Question HS A.70-72/MS A.63-65: During the past 30 days, on how many days did you use... cigarettes?... smokeless tobacco (dip, chew, or snuff)?... vape products?

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

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

	Grade 9 %	Grade 11 %
Cigarettes		
0 days	100	99
1 or 2 days	0	1
3 to 9 days	0	0
10 to 19 days	0	0
20 to 30 days	0	0
Smokeless tobacco		
0 days	99	99
1 or 2 days	1	1
3 to 9 days	0	0
10 to 19 days	0	0
20 to 30 days	0	0
Vape		
0 days	92	88
1 or 2 days	5	2
3 to 9 days	2	2
10 to 19 days	0	2
20 to 30 days	2	6

Question HS A.80-82/MS A.71-73: During the past 30 days, on how many days on school property did you... smoke cigarettes?... use smokeless tobacco (dip, chew, or snuff)?... vape?

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

Table A7.5***Secondhand Smoke on School Property, Past 30 days***

	Grade 9 %	Grade 11 %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes		
0 days	97	92
1 day	1	1
2 days	2	2
3-9 days	1	0
10-19 days	0	0
20-30 days	0	6

Question HS A.86/MS A.77: During the past 30 days, on how many days on school property did you... breathe the smoke or vapor from someone who was using cigarettes or e-cigarettes?

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

Table A7.6***Cigarette Smoking and Vaping Cessation Attempts***

	Grade 9 %	Grade 11 %
Cigarettes		
Does not apply, don't use	90	92
0 times	8	5
1 time	2	2
2 to 3 times	1	1
4 or more times	0	0
Vapes		
Does not apply, don't use	73	73
0 times	10	12
1 time	10	8
2 to 3 times	4	7
4 or more times	2	1

Question HS A.99, 100: How many times have you tried to quit or stop using... cigarettes?... vapes?

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

Table A7.7***Perceived Harm of Cigarette Smoking***

	Grade 9 %	Grade 11 %
Smoke cigarettes occasionally		
Great	33	33
Moderate	44	40
Slight	11	18
None	12	9
Smoke 1 or more packs of cigarettes each day		
Great	73	80
Moderate	12	12
Slight	4	4
None	10	5

Question HS A.87, 88/MS A.78, 79: 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 A7.8***Perceived Harm of Using Vape Products***

	Grade 9 %	Grade 11 %
Use vape products occasionally		
Great	30	33
Moderate	44	34
Slight	15	19
None	11	13
Use vape products several times a day		
Great	71	70
Moderate	14	16
Slight	4	5
None	11	9

Question HS A.89, 90/MS A.80, 81: How much do people risk harming themselves physically and in other ways when they do the following?... Use vape products occasionally... Use vape products several times a day (100 puffs or more).

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

Table A7.9***Perceived Difficulty of Obtaining Cigarettes and Vape Products***

	Grade 9 %	Grade 11 %
Cigarettes		
Very difficult	6	8
Fairly difficult	12	7
Fairly easy	24	34
Very easy	19	28
Don't know	38	24
Vape products		
Very difficult	3	4
Fairly difficult	3	2
Fairly easy	25	18
Very easy	40	64
Don't know	29	12

Question HS A.95, 96/MS A.86, 87: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes... Vape products.

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

Table A7.10***School Bans Tobacco Use and Vaping***

	Grade 9 %	Grade 11 %
No	6	3
Yes	83	92
Don't know	12	5

Question HS A.103/MS A.90: Does your school have a policy that bans tobacco use and vaping on school property and at school sponsored events?

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

8. Other Physical and Mental Health Risks

Table A8.1

Hours of Sleep

	Grade 9 %	Grade 11 %
4 or less hours	11	6
5 hours	4	12
6 hours	12	15
7 hours	24	29
8 hours	32	25
9 hours	14	9
10 or more hours	4	3
<i>Sleep deprivation (less than 8 hours)</i>	50	62

Question HS A.133/MS A.121: 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 A8.2

Eating of Breakfast

	Grade 9 %	Grade 11 %
No	38	44
Yes	62	56

Question HS A.132/MS A.120: Did you eat breakfast today?

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

Table A8.3

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 9 %	Grade 11 %
No	67	58
Yes	33	42

Question HS A.130/MS A.118: 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 A8.4***Seriously Considered Attempting Suicide, Past 12 Months***

	Grade 9 %	Grade 11 %
No	81	82
Yes	19	18

Question HS A.131/MS A.119: During the past 12 months, did you ever seriously consider attempting suicide?

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

Table A8.5***Gang Involvement***

	Grade 9 %	Grade 11 %
No	92	99
Yes	8	1

Question HS A.129/MS A.117: 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 - 9th Grade

Percent of Students (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	46					48	44
Caring adults in school [‡]	54					56	48
High expectations-adults in school [‡]	60					63	62
Meaningful participation at school [‡]	24					25	23
<i>School Connectedness</i> [†]	53					61	55
<i>Academic Motivation</i> [†]	61					63	56
<i>Promotion of parent involvement in School</i> [†]	37					47	35

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 - 11th Grade

Percent of Students (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	60					56	64
Caring adults in school [‡]	67					65	75
High expectations-adults in school [‡]	77					73	86
Meaningful participation at school [‡]	38					29	30
<i>School Connectedness</i> [†]	72					60	53
<i>Academic Motivation</i> [†]	83					65	79
<i>Promotion of parent involvement in School</i> [†]	40					34	39

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***Feeling Safe or Very Safe at School by Race/Ethnicity***

	Grade 9 %	Grade 11 %
Hispanic or Latino	77	60
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White	63	58
Mixed (two or more) races	69	50

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

Table A9.4***Harassment Due to Five Reasons at School in the Past 12 Months by Race/Ethnicity***

	Grade 9 %	Grade 11 %
Hispanic or Latino	46	30
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White	16	25
Mixed (two or more) races	44	25

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

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

Table A9.5***Any Harassment or Bullying at School in the Past 12 Months by Race/Ethnicity***

	Grade 9 %	Grade 11 %
Hispanic or Latino	46	30
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White	28	27
Mixed (two or more) races	47	25

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

Table A9.6***Any Alcohol Use at School in the Past 30 Days by Race/Ethnicity***

	Grade 9 %	Grade 11 %
Hispanic or Latino	12	10
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White	4	3
Mixed (two or more) races	13	8

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

Table A9.7***Any Cigarette Smoking in the Past 30 Days by Race/Ethnicity***

	Grade 9 %	Grade 11 %
Hispanic or Latino	4	
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White	0	2
Mixed (two or more) races	3	8

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

Table A9.8***Any Vaping in the Past 30 Days by Race/Ethnicity***

	Grade 9 %	Grade 11 %
Hispanic or Latino	15	20
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White	13	24
Mixed (two or more) races	9	17

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

Table A9.9***Any Alcohol Use in the Past 30 Days by Race/Ethnicity***

	Grade 9 %	Grade 11 %
Hispanic or Latino	12	20
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White	12	26
Mixed (two or more) races	13	33

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

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

	Grade 9 %	Grade 11 %
Hispanic or Latino	19	10
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White	7	19
Mixed (two or more) races	9	25

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

Table A9.11
Sleep Deprivation by Race/Ethnicity

	Grade 9 %	Grade 11 %
Hispanic or Latino	54	80
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White	46	59
Mixed (two or more) races	58	92

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 9 %	Grade 11 %
Hispanic or Latino	46	70
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White	27	38
Mixed (two or more) races	45	67

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

Table A9.13
Suicide Ideation by Race/Ethnicity

	Grade 9 %	Grade 11 %
Hispanic or Latino	23	40
American Indian or Alaska Native		
Asian		
Black or African American		
Native Hawaiian or Pacific Islander		
White	14	17
Mixed (two or more) races	26	33

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

10. Gender Breakdowns

Table A10.1
School Supports and Engagement by Gender

	Grade 9		Grade 11	
	Female %	Male %	Female %	Male %
<i>School Environment</i>				
Total school supports [‡]	45	46	59	54
Caring adults in school [‡]	48	56	68	65
High expectations-adults in school [‡]	62	59	76	72
Meaningful participation at school [‡]	24	24	32	26
<i>School Connectedness</i> [†]	57	57	60	58
<i>Academic Motivation</i> [†]	63	58	73	61
<i>Promotion of parent involvement in School</i> [†]	41	44	36	37

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 Physical/Mental Health Measures by Gender

	Grade 9		Grade 11	
	Female	Male	Female	Male
	%	%	%	%
Perceived Safety at School				
Feel safe or very safe at school	68	62	64	50
Harassment/Bullying at School				
<i>During the past 12 months at school, have you been...</i>				
harassed/bullied for any of the five reasons?	35	18	29	22
harassed/bullied for any reason?	42	29	31	24
Current ATOD Use				
<i>During the past 30 days, did you...</i>				
have at least one drink of alcohol at school?	7	3	5	2
use cigarettes?	4	0	2	4
use vape products?	16	9	28	18
have at least one drink of alcohol?	19	6	31	22
use marijuana?	14	6	27	12
Physical and Mental Health				
Sleep deprivation (less than 8 hours)	61	42	60	65
Chronic sad or hopeless feelings, past 12 months	47	20	58	24
Seriously considered attempting suicide, past 12 months	29	11	25	10

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

Alcohol and Other Drugs (AOD) Module

1. Module Sample

Table B1.1

Student Sample for AOD Module

	Grade 9	Grade 11
<i>Student Sample Size</i>		
Target sample	159	149
Final number	122	106
Response Rate	77%	71%

2. Summary of Key Indicators

Table B2.1

Key Indicators of Alcohol and Other Drug Use

	Grade 9 %	Grade 11 %	Table
Alcohol and Marijuana Consumption Patterns			
Usually drank until felt it a lot	5	15	B3.3
Usually used marijuana or other drugs until felt it a lot	10	9	B3.4
Consequences of AOD Consumption			
Caused one or more problems	15	14	B4.2
Caused one or more dependency-related experiences	16	18	B4.3
Supports to Reduce AOD Use			
Very likely to find help at school for quitting or reducing use	22	13	B5.2
Strong Personal Disapproval of AOD Use			
Having one or two drinks of any alcoholic beverage nearly every day	44	37	B7.1
Trying marijuana once or twice	26	17	B7.1
Using marijuana once a month or more	37	24	B7.1

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

3. Alcohol, Tobacco, and Marijuana Consumption Patterns

Table B3.1

Age of Onset – AOD Use

	Grade 9 %	Grade 11 %
Alcohol (one full drink)		
Never	63	50
10 years or under	13	4
11-12 years old	11	8
13-14 years old	12	16
15-16 years old	2	21
17 years or older	0	2
Marijuana (smoke, vape, eat, or drink)		
Never	74	58
10 years or under	2	0
11-12 years old	11	4
13-14 years old	12	13
15-16 years old	0	25
17 years or older	1	0
Any other illegal drug or pill to get “high”		
Never	84	88
10 years or under	2	0
11-12 years old	7	1
13-14 years old	7	3
15-16 years old	0	8
17 years or older	0	0

Question HS/MS B.1, 4, 5: About how old were you the first time you tried any of these things?... A drink of an alcoholic beverage (other than a sip or two)... Marijuana (smoke, vape, eat, or drink)... Any other illegal drug or pill to get “high.”

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

Table B3.2***Age of Onset – Tobacco Use***

	Grade 9 %	Grade 11 %
Smoked part or all of a cigarette		
Never	84	85
10 years or under	4	2
11-12 years old	8	0
13-14 years old	4	5
15-16 years old	0	8
17 years or older	0	0
A vape product such as an e-cigarette, vape pen, or mod		
Never	63	55
10 years or under	2	0
11-12 years old	12	3
13-14 years old	21	18
15-16 years old	1	25
17 years or older	1	0

Question HS/MS B.2, 3: About how old were you the first time you tried any of these things?... Part or all of a cigarette... A vape product such as an e-cigarette (JUUL), vape pen, or mod.

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

Table B3.3***Usual Alcohol Consumption Level***

	Grade 9 %	Grade 11 %
I don't drink alcohol	80	56
Just enough to feel it a little	7	13
Enough to feel it moderately	8	16
Until I feel it a lot or get really drunk	5	15

Question HS/MS B.6: If you drink alcohol, how much do you usually drink?

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

Table B3.4***Usual Marijuana Consumption Level***

	Grade 9 %	Grade 11 %
I don't use drugs	82	68
Just enough to feel a little high	2	10
Enough to feel it moderately	6	12
Until I feel it a lot or get really high	10	9

Question HS B.7: If you use marijuana or other drugs, how "high" (stoned, faded, wasted, trashed) do you usually like to get?

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

Table B3.5***Vaping Substances***

	Grade 9 %	Grade 11 %
I've never used a vaping device or e-cigarette	68	60
Nicotine or tobacco substitute	25	34
Marijuana or THC	18	26
Amphetamines, cocaine, or heroin	3	0
A flavored product without nicotine, alcohol, or other drug	11	15
Any other product or substance	5	0
I was not sure what was in the vaping device or e-cigarette	10	2

Question HS B.31/MS B.25: Have you ever used a vaping device or e-cigarette to consume any of the following? (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.

4. Reasons for and Consequences of AOD Consumption

Table B4.1

Reasons for AOD Use in the Past 12 Months

	Grade 9 %	Grade 11 %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months.	72	54
To experiment (try using)	12	22
To get high	13	23
To have a good time with friends	16	33
To fit in with a group you like	5	4
Because of boredom	14	16
To relax	13	15
To get away from problems	16	20
Because of anger or frustration	13	8
To get through the day	11	4
Because it made you feel better	13	16
To seek deeper insights and understanding	5	8
None of the above	6	3

Question HS B.8/MS B.7: Have you used alcoholic beverages, marijuana, or other drugs in the past 12 months 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 B4.2***Problems Caused by AOD Use***

	Grade 9 %	Grade 11 %
Does not apply; I've never used alcohol or drugs	74	61
I've used alcohol or drugs but never had any problems	13	26
Have problems with emotions, nerves, or mental health	8	6
Get into trouble or have problems with the police	3	4
Have money problems	1	3
Miss school	0	2
Have problems with schoolwork	6	3
Fight with others	2	1
Damage a friendship	3	2
Physically hurt or injure yourself	3	2
Have unwanted or unprotected sex	3	5
Forget what happened or pass out	6	5
Been suspended from school	3	4
<i>One or more problems</i>	15	14

Question HS B.9: Has using alcohol, marijuana, or other drugs ever caused you to have any of the following problems? (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 B4.3***Alcohol or Other Drug Use Caused Negative Experiences***

	Grade 9 %	Grade 11 %
Does not apply; I have not used alcohol or drugs	75	63
I use alcohol or drugs but have not experienced any of these things	11	21
Found you had to increase how much you use to have the same effect as before	5	12
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	0	4
Used alcohol or drugs a lot more than you intended	6	4
Used alcohol or drugs when you were alone	9	12
Your use of alcohol or drugs often kept you from doing a normal activity	4	4
You didn't feel OK unless you had something to drink or used a drug	4	3
Thought about reducing or stopping use	3	5
Told yourself you were not going to use but found yourself using anyway	5	4
Spoke with someone about reducing or stopping use	3	4
Attended counseling, a program, or group to help you reduce or stop use	2	2
<i>One or more negative experiences</i>	16	18

Question HS B.10: If you use alcohol, marijuana, or another drug, have you had any of the following experiences? (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 B4.4

Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession

	Grade 9 %	Grade 11 %
Very likely	49	59
Likely	28	29
Not likely	9	4
Don't know	13	9

Question HS B.13: In your opinion, how likely is it that a student will be suspended, expelled, or transferred if caught on school property using or possessing alcohol or other drugs?

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

5. Supports to Reduce AOD Use

Table B5.1

Needed Counseling for Use

	Grade 9 %	Grade 11 %
No, I never used alcohol or other drugs	75	61
No, but I do use alcohol or other drugs	22	38
Yes, I have felt that I needed help	3	1

Question HS B.11: Have you ever felt that you needed help (such as counseling or treatment) for your alcohol or other drug use?

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

Table B5.2

Likelihood of Finding Help at School for Quitting or Reducing Use

	Grade 9 %	Grade 11 %
Very likely	22	13
Likely	40	31
Not likely	22	32
Don't know	17	25

Question HS B.12: In your opinion, how likely is it that a student could find help at your school from a counselor, teacher, or other adult to stop or reduce using alcohol or other drugs?

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

Table B5.3

Talked with Parent About AOD Use

	Grade 9 %	Grade 11 %
No	42	42
Yes	58	58

Question HS B.19/MS B.13: During the past 12 months, have you talked with at least one of your parents or guardians about the dangers of alcohol or drug use?

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

6. Availability

Table B6.1
Sources for Obtaining Alcohol

	Grade 9 %	Grade 11 %
At school	11	6
At parties	37	62
At concerts or other social events	13	20
At their own home	27	52
From adults at friends' homes	19	35
From friends or another teenager	31	58
Get adults to buy it for them	19	43
Buy it themselves from a store	17	28
At bars, clubs, or gambling casinos	7	3
Other	7	11
Don't know	55	33

Question HS B.14/MS B.8: How do most students at your school who drink alcohol usually get it? (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 B6.2***Sources for Obtaining Marijuana***

	Grade 9 %	Grade 11 %
At school	20	21
At parties	29	48
At concerts or other social events	12	16
At their own home	28	42
From an adult acquaintance	23	38
From friends or another teenager	37	57
Buy it at a marijuana dispensary	15	24
At bars or clubs	7	2
Other	6	8
Don't know	55	42

Question HS B.15/MS B.9: How do most kids at your school who use marijuana usually get it? (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.

7. Influences on ATOD Use

Table B7.1

Personal Disapproval of AOD Use

	Grade 9 %	Grade 11 %
Having one or two drinks of any alcoholic beverage nearly every day		
Neither approve nor disapprove	34	44
Somewhat disapprove	22	19
Strongly disapprove	44	37
Trying marijuana once or twice		
Neither approve nor disapprove	43	71
Somewhat disapprove	31	13
Strongly disapprove	26	17
Using marijuana once a month or more regularly		
Neither approve nor disapprove	36	58
Somewhat disapprove	26	18
Strongly disapprove	37	24

Question HS B.16-18/MS B.10-12: How do you feel about someone your age doing the following?... Having one or two drinks of any alcoholic beverage nearly every day... Trying marijuana once or twice... Using marijuana once a month or more regularly.

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

Table B7.2***Parent Disapproval of ATOD Use***

	Grade 9 %	Grade 11 %
Take one or two drinks of alcohol nearly every day		
Very wrong	74	74
Wrong	19	16
A little wrong	4	4
Not at all wrong	3	6
Smoke tobacco		
Very wrong	80	80
Wrong	16	13
A little wrong	2	3
Not at all wrong	3	4
Use vape products such as e-cigarettes, vape pens, or mods		
Very wrong	76	75
Wrong	18	16
A little wrong	3	3
Not at all wrong	3	6
Use marijuana (smoke, vape, eat, or drink)		
Very wrong	72	67
Wrong	12	16
A little wrong	12	10
Not at all wrong	4	7
Use prescription drugs to get high or for reasons other than prescribed		
Very wrong	86	83
Wrong	12	14
A little wrong	0	1
Not at all wrong	2	2

Question HS B.21-25/MS B.15-19: How wrong do your parents or guardians feel it would be for you to do the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use vape products such as e-cigarettes (JUUL), vape pens, or mods... Use marijuana (smoke, vape, eat, or drink)... Use prescription drugs to get high or for reasons other than prescribed.

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

Table B7.3**Peer Disapproval of ATOD Use**

	Grade 9 %	Grade 11 %
Take one or two drinks of alcohol nearly every day		
Very wrong	47	47
Wrong	20	24
A little wrong	16	17
Not at all wrong	16	12
Smoke tobacco		
Very wrong	50	49
Wrong	21	26
A little wrong	18	17
Not at all wrong	10	9
Use vape products such as e-cigarettes, vape pens, or mods		
Very wrong	47	32
Wrong	18	22
A little wrong	15	21
Not at all wrong	20	24
Use marijuana (smoke, vape, eat, or drink)		
Very wrong	44	33
Wrong	19	14
A little wrong	17	23
Not at all wrong	19	30
Use prescription drugs to get high or for reasons other than prescribed		
Very wrong	56	62
Wrong	21	24
A little wrong	15	9
Not at all wrong	8	6

Question HS B.26-30/MS B.20-24: How wrong would your close friends feel it would be if you did the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use vape products such as e-cigarettes (JUUL), vape pens, or mods... Use marijuana (smoke, vape, eat, or drink)... Use prescription drugs to get high or for reasons other than prescribed.

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

Table B7.4

Heard, Read, or Watched Any Anti-ATOD Messages, Past 12 Months

	Grade 9 %	Grade 11 %
No	22	17
Yes	78	83

Question HS B.20/MS B.14: During the past 12 months, have you heard, read, or watched any messages about not using alcohol or drugs?

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

Drug-Free Communities (DFC) Module

1. Module Sample

Table G1.1

Student Sample for DFC Module

	Grade 9	Grade 11
<i>Student Sample Size</i>		
Target sample	159	149
Final number	119	106
Response Rate	75%	71%

2. Prescription Drug Use

Table G2.1

Prescription Drug Use, Past 30 Days

	Grade 9 %	Grade 11 %
No	92	97
Yes	8	3

Question HS/MS G.2: During the past 30 days, have you used prescription drugs not prescribed to you?

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

3. Disapproval of Prescription Drug Use

Table G3.1

Parental Disapproval of Prescription Drug Use

	Grade 9 %	Grade 11 %
Very wrong	75	85
Wrong	16	10
A little wrong	4	5
Not at all wrong	5	0

Question HS/MS G.4: How wrong do your parents feel it would be for you to use prescription drugs not prescribed to you?

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

Table G3.2

Peer Disapproval of Prescription Drug Use

	Grade 9 %	Grade 11 %
Very wrong	51	56
Wrong	29	31
A little wrong	16	9
Not at all wrong	3	4

Question HS/MS G.5: How wrong do your friends feel it would be for you to use prescription drugs not prescribed to you?

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

4. Perceived Harm from Marijuana and Prescription Drug Use

Table G4.1

Perceived Risks Associated with Marijuana and Prescription Drug Use

	Grade 9 %	Grade 11 %
Smoke marijuana once or twice a week		
Great risk	35	24
Moderate risk	28	25
Slight risk	26	25
No risk	11	27
Use prescription drugs that are not prescribed to them		
Great risk	60	63
Moderate risk	25	25
Slight risk	13	8
No risk	3	5

Question HS/MS G.1, 3: How much do you think people risk harming themselves physically or in other ways if they smoke marijuana once or twice a week?... How much do you think people risk harming themselves physically or in other ways if they use prescription drugs that are not prescribed to them?

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 9	Grade 11
<i>Student Sample Size</i>		
Target sample	159	149
Final number	124	106
Response Rate	78%	71%

2. Key Indicators of School Climate

Table N2.1

School Climate Scales

	Grade 9 %	Grade 11 %	Table
Supports for learning [†]	48	43	N3.1
Student learning engagement [†]	20	24	N3.2
Fairness and respect for diversity [†]	40	32	N4.1
Racial/Ethnic conflict [†]	10	8	N4.2
Appreciation of racial/ethnic differences [†]	45	41	N4.3
Clarity of rules [†]	58	45	N5.1
Disciplinary harshness [†]	32	44	N5.2
Student peer relationships [†]	43	47	N6.1
Supports for social and emotional learning [†]	44	35	N7.1
Anti-bullying climate [†]	36	30	N8.1
Supports for college and career planning [†]	41	26	N9.1
Quality of physical environment [†]	59	54	N10.1
Time for lunch [†]	48	55	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 9 %	Grade 11 %
Supports for learning		
<i>Average reporting “Agree” or “Strongly agree”</i>	48	43
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	8
Disagree	8	18
Neither disagree nor agree	26	26
Agree	40	41
Strongly agree	17	8
My teachers work hard to help me with my schoolwork when I need it.		
Strongly disagree	10	7
Disagree	9	12
Neither disagree nor agree	29	31
Agree	37	36
Strongly agree	15	14
Teachers show how classroom lessons are helpful to students in real life.		
Strongly disagree	13	24
Disagree	19	29
Neither disagree nor agree	34	22
Agree	25	21
Strongly agree	10	5

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 9 %	Grade 11 %
Teachers give students a chance to take part in classroom discussions or activities.		
Strongly disagree	12	7
Disagree	7	8
Neither disagree nor agree	27	27
Agree	35	49
Strongly agree	19	10
This school is a supportive and inviting place for students to learn.		
Strongly disagree	10	6
Disagree	7	14
Neither disagree nor agree	27	39
Agree	42	34
Strongly agree	15	8
Teachers go out of their way to help students.		
Strongly disagree	13	9
Disagree	10	17
Neither disagree nor agree	34	40
Agree	31	28
Strongly agree	11	6
Teachers help students catch up when they return from an absence.		
Strongly disagree	15	14
Disagree	13	20
Neither disagree nor agree	28	25
Agree	33	31
Strongly agree	12	9

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 9 %	Grade 11 %
My teachers give me useful feedback on my work.		
Strongly disagree	11	8
Disagree	13	19
Neither disagree nor agree	30	27
Agree	30	39
Strongly agree	16	8

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 9 %	Grade 11 %
Student learning engagement		
<i>Average reporting “Agree” or “Strongly agree”</i>	20	24
Students at this school are motivated to learn.		
Strongly disagree	14	10
Disagree	15	32
Neither disagree nor agree	48	36
Agree	19	22
Strongly agree	4	0
Students pay attention in class.		
Strongly disagree	16	8
Disagree	17	33
Neither disagree nor agree	52	40
Agree	12	18
Strongly agree	2	2
Students try their best in school.		
Strongly disagree	16	8
Disagree	17	30
Neither disagree nor agree	52	46
Agree	11	15
Strongly agree	4	2

Question HS/MS N.1, 45, 46: 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 9 %	Grade 11 %
Students usually follow the rules at school.		
Strongly disagree	13	6
Disagree	13	27
Neither disagree nor agree	45	39
Agree	25	26
Strongly agree	3	2
Students turn in their homework on time.		
Strongly disagree	13	8
Disagree	13	26
Neither disagree nor agree	55	35
Agree	17	29
Strongly agree	3	2

Question HS/MS N.47, 48: 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 9 %	Grade 11 %
This school promotes academic success for all students.		
Strongly disagree	11	9
Disagree	7	23
Neither disagree nor agree	30	29
Agree	43	33
Strongly agree	10	7

Question HS/MS N.49: 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 9 %	Grade 11 %
Fairness and respect for diversity		
<i>Average reporting “Agree” or “Strongly agree”</i>	40	32
Adults at this school treat all students with respect.		
Strongly disagree	11	11
Disagree	16	25
Neither disagree nor agree	30	24
Agree	30	31
Strongly agree	13	8
Students treat teachers with respect.		
Strongly disagree	17	11
Disagree	31	33
Neither disagree nor agree	32	35
Agree	18	19
Strongly agree	2	2
The school rules are fair.		
Strongly disagree	12	13
Disagree	11	20
Neither disagree nor agree	24	30
Agree	42	30
Strongly agree	11	8
All students are treated fairly when they break school rules.		
Strongly disagree	15	18
Disagree	14	26
Neither disagree nor agree	30	26
Agree	34	22
Strongly agree	8	8

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 9 %	Grade 11 %
Racial/Ethnic conflict		
<i>Average reporting “Agree” or “Strongly agree”</i>	10	8
I have been disrespected by an adult at this school because of my race, ethnicity, or culture.		
Strongly disagree	52	47
Disagree	25	36
Neither disagree nor agree	16	12
Agree	3	2
Strongly agree	4	3
There is a lot of tension in this school between people of different cultures, races, or ethnicities.		
Strongly disagree	45	39
Disagree	23	36
Neither disagree nor agree	19	15
Agree	10	8
Strongly agree	3	3

Question HS/MS N.35, 36: 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***Appreciation of Racial/Ethnic Differences Scale Questions***

	Grade 9 %	Grade 11 %
Appreciation of racial/ethnic differences		
<i>Average reporting “Agree” or “Strongly agree”</i>	45	41
Students in this school respect each other’s differences.		
Strongly disagree	20	21
Disagree	12	15
Neither disagree nor agree	35	30
Agree	21	28
Strongly agree	11	6
Adults in this school respect differences in students.		
Strongly disagree	14	13
Disagree	5	12
Neither disagree nor agree	26	24
Agree	37	38
Strongly agree	18	13
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	12
Disagree	5	10
Neither disagree nor agree	34	40
Agree	33	32
Strongly agree	14	6

Question HS/MS N.37-39: 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 9 %	Grade 11 %
When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict.		
Strongly disagree	12	14
Disagree	7	24
Neither disagree nor agree	46	37
Agree	27	17
Strongly agree	7	8

Question HS/MS N.50: 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 9 %	Grade 11 %
Clarity of rules		
<i>Average reporting “Agree” or “Strongly agree”</i>	58	45
This school clearly informs students what would happen if they break school rules.		
Strongly disagree	10	14
Disagree	10	24
Neither disagree nor agree	20	21
Agree	40	30
Strongly agree	20	11
Rules in this school are made clear to students.		
Strongly disagree	11	9
Disagree	10	20
Neither disagree nor agree	29	27
Agree	40	36
Strongly agree	10	8
This school makes it clear how students are expected to act.		
Strongly disagree	10	8
Disagree	6	10
Neither disagree nor agree	21	30
Agree	50	44
Strongly agree	13	7

Question HS/MS N.14, 18, 19: 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 9 %	Grade 11 %
Disciplinary harshness		
<i>Average reporting “Agree” or “Strongly agree”</i>	32	44
The rules in this school are too strict.		
Strongly disagree	12	11
Disagree	35	18
Neither disagree nor agree	31	43
Agree	12	17
Strongly agree	10	10
It is easy for students to get kicked out of class or get suspended.		
Strongly disagree	10	10
Disagree	16	17
Neither disagree nor agree	40	27
Agree	26	32
Strongly agree	9	14
Students get in trouble for breaking small rules.		
Strongly disagree	8	9
Disagree	14	10
Neither disagree nor agree	38	24
Agree	27	40
Strongly agree	13	18

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.

6. Student Peer Relationships

Table N6.1

Student Peer Relationships Scale Questions

	Grade 9 %	Grade 11 %
Student peer relationships		
<i>Average reporting “Agree” or “Strongly agree”</i>	43	47
Students enjoy doing things with each other during school activities.		
Strongly disagree	10	7
Disagree	2	8
Neither disagree nor agree	31	28
Agree	44	47
Strongly agree	11	9
Students care about each other.		
Strongly disagree	10	8
Disagree	6	7
Neither disagree nor agree	40	34
Agree	33	46
Strongly agree	11	6
Students treat each other with respect.		
Strongly disagree	13	8
Disagree	15	12
Neither disagree nor agree	43	41
Agree	23	34
Strongly agree	7	5
Students get along well with each other.		
Strongly disagree	12	9
Disagree	6	5
Neither disagree nor agree	39	45
Agree	35	36
Strongly agree	8	5

Question HS/MS N.20-23: 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 9 %	Grade 11 %
Supports for social and emotional learning		
<i>Average reporting “Agree” or “Strongly agree”</i>	44	35
This school encourages students to feel responsible for how they act.		
Strongly disagree	9	6
Disagree	8	13
Neither disagree nor agree	25	35
Agree	45	39
Strongly agree	13	7
Students are often given rewards for being good.		
Strongly disagree	15	24
Disagree	25	25
Neither disagree nor agree	36	25
Agree	16	24
Strongly agree	7	2
This school encourages students to understand how others think and feel.		
Strongly disagree	11	14
Disagree	13	21
Neither disagree nor agree	36	35
Agree	30	26
Strongly agree	10	4

Question HS/MS N.24-26: 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 9 %	Grade 11 %
Students are taught that they can control their own behavior.		
Strongly disagree	11	9
Disagree	4	13
Neither disagree nor agree	34	42
Agree	39	33
Strongly agree	11	4
This school helps students resolve conflicts with one another.		
Strongly disagree	15	13
Disagree	8	19
Neither disagree nor agree	41	43
Agree	30	19
Strongly agree	7	6
This school encourages students to care about how others feel.		
Strongly disagree	13	10
Disagree	7	19
Neither disagree nor agree	36	44
Agree	35	22
Strongly agree	9	6
Teachers here make it clear to students that bullying is not tolerated.		
Strongly disagree	11	8
Disagree	8	9
Neither disagree nor agree	28	31
Agree	35	38
Strongly agree	19	14

Question HS/MS N.27-30: 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 9 %	Grade 11 %
Anti-bullying climate		
<i>Average reporting “Agree” or “Strongly agree”</i>	36	30
If another student was bullying me, I would tell one of the teachers or staff at school.		
Strongly disagree	21	20
Disagree	11	23
Neither disagree nor agree	30	28
Agree	26	20
Strongly agree	12	9
Students tell teachers when other students are being bullied.		
Strongly disagree	16	19
Disagree	14	26
Neither disagree nor agree	45	35
Agree	18	16
Strongly agree	7	4
If I tell a teacher that someone is bullying me, the teacher will do something to help.		
Strongly disagree	12	8
Disagree	3	8
Neither disagree nor agree	35	43
Agree	36	31
Strongly agree	13	9

Question HS/MS N.31-33: 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 9 %	Grade 11 %
Students here try to stop bullying when they see it happening.		
Strongly disagree	13	15
Disagree	10	20
Neither disagree nor agree	46	33
Agree	22	24
Strongly agree	9	8

Question HS/MS N.34: 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 9 %	Grade 11 %
Supports for college and career planning		
<i>Average reporting “Agree” or “Strongly agree”</i>	41	26
This school has helped me put my college and career goals and experiences in a plan which I update every year.		
Strongly disagree	12	18
Disagree	7	28
Neither disagree nor agree	41	29
Agree	27	19
Strongly agree	13	6
This school has helped me learn about colleges, how to apply to them, and get financial aid if I need it.		
Strongly disagree	12	23
Disagree	11	27
Neither disagree nor agree	43	26
Agree	25	20
Strongly agree	10	5
This school has helped me think about and explore future career options.		
Strongly disagree	12	21
Disagree	4	21
Neither disagree nor agree	37	29
Agree	34	21
Strongly agree	13	8

Question HS/MS N.52-54: 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

Quality of Physical Environment Scale Questions

	Grade 9 %	Grade 11 %
Quality of physical environment		
<i>Average reporting “Agree” or “Strongly agree”</i>	59	54
My school is usually clean and tidy.		
Strongly disagree	8	4
Disagree	8	10
Neither disagree nor agree	21	27
Agree	47	40
Strongly agree	16	19
The schoolyard and buildings are clean and in good condition.		
Strongly disagree	12	10
Disagree	6	15
Neither disagree nor agree	27	30
Agree	40	30
Strongly agree	15	15
The school grounds are kept clean.		
Strongly disagree	11	10
Disagree	4	7
Neither disagree nor agree	24	24
Agree	43	40
Strongly agree	18	20

Question HS/MS A.29, N.40, 44: 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 9 %	Grade 11 %
My classroom is so crowded it is hard to concentrate and learn.		
Strongly disagree	21	19
Disagree	28	35
Neither disagree nor agree	34	30
Agree	12	13
Strongly agree	4	2

Question HS/MS N.41: 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 9 %	Grade 11 %
Time for lunch		
<i>Average reporting “Agree” or “Strongly agree”</i>	48	55
I eat my lunch at the right time of day.		
Strongly disagree	16	13
Disagree	5	12
Neither disagree nor agree	29	21
Agree	41	42
Strongly agree	9	11
I have plenty of time to eat my lunch.		
Strongly disagree	17	12
Disagree	12	11
Neither disagree nor agree	25	21
Agree	34	41
Strongly agree	12	15

Question HS/MS N.42, 43: 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 9 %	Grade 11 %
This school has clean and drinkable water.		
Strongly disagree	11	7
Disagree	7	8
Neither disagree nor agree	25	21
Agree	39	48
Strongly agree	20	17

*Question HS/MS N.51: 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

CHKS Content Overview, 2019-20

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 LCAP. 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 in raising standardized test scores over a one-year period when they had higher percentages of students

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

who reported: (1) being less engaged in risky behaviors such as substance use and violence; (2) being more likely to eat nutritiously and exercise; and (3) 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 report feeling 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 LGBTQ 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 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 subscribe to the District CalSCHLS private data dashboard to disaggregate their CHKS results by demographic subgroups for each school (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, transgender, and questioning or queer (LGBTQ) youth are at elevated risk for bullying and violence victimization, mental health problems, drug and alcohol use, and exhibiting poor performance in school.^{13 14} For example, analysis of the latest Biennial CHKS data indicate that LGBTQ youth¹⁵ are:

- about 30 percentage points more likely than non-LGBTQ 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 LGBTQ.

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 Hanson, T., Zhang, G., Cerna, R., Stern, A., & Austin, G. (2019) Understanding the experiences of LGBTQ youth in California. San Francisco, CA: WestEd.

¹⁴ 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.

¹⁵ See calschls.org/reports-data/dashboard/

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

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.¹⁶ 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.¹⁷ 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; and attendance and truancy data into 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 of engagement 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 (caring relationships, high expectations, and opportunities for meaningful participation) 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.¹⁸

¹⁶ 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.

¹⁷ Gallop. (2014). Download www.gallup.com/services/178769/state-america-schools-report.aspx

¹⁸ Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

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 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.¹⁹

Biennial State CHKS data indicate that the most common 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.²⁰

Truancy has been identified as one of the most powerful predictors of both poor achievement and delinquency.²¹ Students who are chronically absent 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

¹⁹ 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/

²⁰ Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

²¹ 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.

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.^{22 23 24 25 26 27}

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.²⁸ 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.²⁹ 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.^{30 31}

Parent Involvement

Parent involvement, including promoting parental participation in school programs, is one of the LCAP state priorities. A three-item scale assesses student perceptions (level of agreement) of three components of parent 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.³²

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 2015/16 data from the questions on both modules found that a plurality of students report that their school facilities are in good condition,

²² Hanson & Austin. (2002). Download data.calschls.org/resources/factsheet.pdf

²³ Hanson & Austin. (2002). Download data.calschls.org/resources/FACTSHEET-3.pdf

²⁴ Hanson. (2011). Download data.calschls.org/resources/S3factsheet1_caring_20120223.pdf

²⁵ Hanson. (2012). Download data.calschls.org/resources/S3factsheet2_participation_20120224.pdf

²⁶ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief1_CaringRelationships_final.pdf

²⁷ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief2_MeaningfulPart_final.pdf

²⁸ 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.

²⁹ Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

³⁰ Austin, Hanson, & Voight. (2013). Download data.calschls.org/resources/S3factsheet5_connectedness_20130827.pdf

³¹ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief4_Connectedness_final.pdf

³² Wilder, S. (2014). Effects of parental involvement on academic achievement. A meta-synthesis. *Educational Review*, 66:3, 377-397.

but a non-trivial minority of students were dissatisfied with the condition of their school facilities.³³ 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.

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.³⁴ 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.³⁵ 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.^{36 37 38}

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 been markedly lower for 7th than 9th grade.³⁹ If students report low levels of perceived school safety, further examination of all the indicators related to bullying and victimization is warranted. 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.⁴⁰

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 important 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

³³ Hanson & Austin. (2016). Download [calschls.org/docs/facilities122216.pdf](https://data.calschls.org/docs/facilities122216.pdf)

³⁴ The CHKS also includes two violence-related questions that are not school based: the frequency students experienced cyberbullying and whether they are gang members.

³⁵ Juvonen, J., & Graham, S. (2001). *Peer harassment in school: The plight of the vulnerable and victimized*. New York: Guilford Press.

³⁶ Barton, P. E. (2001). *Facing the hard facts in education reform*. Princeton, NJ: Educational Testing Service.

³⁷ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief5_ViolencePerpetration_final.pdf

³⁸ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief6_ViolenceVictimization_final.pdf

³⁹ Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

⁴⁰ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief3_Safety_final.pdf

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.⁴¹

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), 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.⁴² 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.⁴³ ⁴⁴ 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 by asking students about: 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 questions about 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 else doing these things. 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.⁴⁵ About 16 percent of 7th and 9th graders report seeing someone carrying a weapon compared 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.

⁴¹ 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.

⁴² Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

⁴³ Heck, Russell, O'Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf

⁴⁴ Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-10.pdf

⁴⁵ Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

Reflecting this, on the California School Staff Survey, 39 percent of high school staff statewide reported that alcohol and drug use are a moderate to severe problem at their school.⁴⁶

Alcohol and Other Drug Use at School (Section 6)

AOD use at school is especially troubling. This is behavior that threatens not only the user’s learning ability but also the school’s 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.⁴⁷ Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools.^{48 49}

Cigarette Smoking (Section 7)

Students who report smoking cigarettes are significantly more likely than those who do not 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, students who smoke are also more likely 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.^{50 51}

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.⁵² 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.⁵³

CHKS data also show that students who report bias-related harassment, particularly for disability and sexual orientation, have poorer overall mental health 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.^{54 55}

See also the percentage of students who report missing school because they “felt very sad, hopeless, anxious, stressed, or angry.” 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 foster of social-emotional competencies.

⁴⁶ Statewide CSSS. (2018). Download [calschls.org/docs/statewide_1517_csss.pdf](https://data.calschls.org/docs/statewide_1517_csss.pdf)

⁴⁷ 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.

⁴⁸ Hanson & Austin. (2003). Download data.calschls.org/resources/FACTSHEET-3.pdf

⁴⁹ O’Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief8_AOD_final.pdf

⁵⁰ Hanson & Zheng. (2006). Download data.calschls.org/resources/factsheet2update.pdf

⁵¹ Austin, McCarthy, Slade, & Bailey. (2007). Download data.calschls.org/resources/FACTSHEET-5.pdf

⁵² Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-11.pdf

⁵³ Austin, Cragle, Delong-Cotty. (2012). Download data.calschls.org/resources/FACTSHEET-12.pdf

⁵⁴ Heck, Russell, O’Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf

⁵⁵ Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-10.pdf