

CALIFORNIA HEALTHY KIDS SURVEY



NU Tech High Secondary 2019-2020 Main Report

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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

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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

		NT ^A
<i>Student Sample Size</i>		
Target sample		47
Final number		26
Response Rate		55%

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

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	NT %	Table
School Engagement and Supports		
School connectedness [†]	63	A4.5
Academic motivation [†]	61	A4.5
Chronic truancy (twice a month or more often) [§]	17	A4.2
Caring adult relationships [‡]	73	A4.5
High expectations [‡]	73	A4.5
Meaningful participation [‡]	41	A4.5
Facilities upkeep [†]	68	A4.12
Promotion of parent involvement in school [†]	50	A4.5
School Safety		
School perceived as very safe or safe	58	A5.1
Experienced any harassment or bullying [§]	30	A5.2
Had mean rumors or lies spread about you [§]	30	A5.3
Been afraid of being beaten up [§]	5	A5.3
Been in a physical fight [§]	15	A5.4
Seen a weapon on campus [§]	10	A5.6
Substance Use and Physical/Mental Health		
Current alcohol or drug use [¶]	62	A6.5
Current marijuana use [¶]	57	A6.5
Current binge drinking [¶]	19	A6.5
Very drunk or “high” 7 or more times, ever	43	A6.7
Been drunk or “high” on drugs at school, ever	35	A6.9
Current cigarette smoking [¶]	29	A7.3
Vaping [¶]	48	A7.3
Sleep deprivation (less than 8 hours)	65	A8.1
Experienced chronic sadness/hopelessness [§]	65	A8.3
Considered suicide [§]	30	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

	NT %
Male	40
Female	60

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

	NT %
No	92
Yes	8

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

	NT %
American Indian or Alaska Native	4
Asian	0
Black or African American	0
Native Hawaiian or Pacific Islander	4
White	69
Mixed (two or more) races	23

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

	NT %
A home with one or more parent or guardian	76
Other relative's home	0
A home with more than one family	0
Friend's home	8
Foster home, group care, or waiting placement	0
Hotel or motel	0
Shelter, car, campground, or other transitional or temporary housing	0
Other living arrangement	16

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

	NT %
Did not finish high school	4
Graduated from high school	28
Attended college but did not complete four-year degree	36
Graduated from college	20
Don't know	12

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***

	NT %
No	12
Yes	88
Don't know	0

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***

	NT %
English	96
Spanish	4
Mandarin	0
Cantonese	0
Taiwanese	0
Tagalog	0
Vietnamese	0
Korean	0
Arabic	0
Other	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

	NT %
How well do you... understand English?	
Very well	88
Well	12
Not well	0
Not at all	0
speak English?	
Very well	88
Well	12
Not well	0
Not at all	0
read English?	
Very well	88
Well	8
Not well	4
Not at all	0
write English?	
Very well	80
Well	16
Not well	0
Not at all	4
English Language Proficiency Status	
Proficient	84
Not proficient	16

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***

	NT %
<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***

	NT %
I do not attend my school's afterschool program	96
1 day	0
2 days	0
3 days	0
4 days	0
5 days	4

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***

	NT %
No	100
Yes	0
Don't know	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

	NT %
Straight (not gay)	80
Gay or Lesbian	0
Bisexual	12
I am not sure yet	0
Something else	0
Decline to respond	8

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

	NT %
No, I am not transgender	92
Yes, I am transgender	4
I am not sure if I am transgender	4
Decline to respond	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

	NT %
Mostly A's	0
A's and B's	21
Mostly B's	8
B's and C's	46
Mostly C's	8
C's and D's	13
Mostly D's	0
Mostly F's	4

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

	NT %
0 times	75
1-2 times	4
A few times	4
Once a month	0
Twice a month	0
Once a week	4
More than once a week	13

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***

	NT %
I did not miss any days of school in the past 30 days	22
1 day	13
2 days	30
3 or more days	35

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***

	NT %
Does not apply; I didn't miss any school	17
Illness (feeling physically sick), including problems with breathing or your teeth	74
Were being bullied or mistreated at school	4
Felt very sad, hopeless, anxious, stressed, or angry	22
Didn't get enough sleep	13
Didn't feel safe at school or going to and from school	4
Had to take care of or help a family member or friend	22
Wanted to spend time with friends	0
Used alcohol or drugs	0
Were behind in schoolwork or weren't prepared for a test or class assignment	4
Were bored or uninterested in school	4
Had no transportation to school	9
Other reason	9

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***

	NT %	Table
Total school supports	62	
Caring adults in school [‡]	73	A4.6
High expectations-adults in school [‡]	73	A4.7
Meaningful participation at school [‡]	41	A4.8
School connectedness [†]	63	A4.9
Academic motivation [†]	61	A4.10
Promotion of parent involvement in school [†]	50	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***

	NT %
Caring adults in school	
<i>Average reporting “Pretty much true” or “Very much true”</i>	73
<i>At my school, there is a teacher or some other adult... who really cares about me.</i>	
Not at all true	5
A little true	29
Pretty much true	38
Very much true	29
<i>who notices when I’m not there.</i>	
Not at all true	5
A little true	19
Pretty much true	43
Very much true	33
<i>who listens to me when I have something to say.</i>	
Not at all true	5
A little true	19
Pretty much true	48
Very much true	29

*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***

	NT %
High expectations-adults in school	
<i>Average reporting “Pretty much true” or “Very much true”</i>	73
<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	0
A little true	29
Pretty much true	43
Very much true	29
<i>who always wants me to do my best.</i>	
Not at all true	5
A little true	19
Pretty much true	29
Very much true	48
<i>who believes that I will be a success.</i>	
Not at all true	5
A little true	24
Pretty much true	33
Very much true	38

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***

	NT %
Meaningful participation at school	
<i>Average reporting “Pretty much true” or “Very much true”</i>	41
<i>At school,...</i>	
I do interesting activities.	
Not at all true	32
A little true	23
Pretty much true	23
Very much true	23
I help decide things like class activities or rules.	
Not at all true	18
A little true	36
Pretty much true	36
Very much true	9
I do things that make a difference.	
Not at all true	27
A little true	27
Pretty much true	27
Very much true	18
I have a say in how things work.	
Not at all true	32
A little true	32
Pretty much true	18
Very much true	18
I help decide school activities or rules.	
Not at all true	36
A little true	32
Pretty much true	14
Very much true	18

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***

	NT %
School connectedness	
<i>Average reporting “Agree” or “Strongly agree”</i>	63
I feel close to people at this school.	
Strongly disagree	9
Disagree	14
Neither disagree nor agree	14
Agree	41
Strongly agree	23
I am happy to be at this school.	
Strongly disagree	5
Disagree	10
Neither disagree nor agree	10
Agree	48
Strongly agree	29
I feel like I am part of this school.	
Strongly disagree	9
Disagree	14
Neither disagree nor agree	14
Agree	36
Strongly agree	27
The teachers at this school treat students fairly.	
Strongly disagree	14
Disagree	5
Neither disagree nor agree	32
Agree	36
Strongly agree	14
I feel safe in my school.	
Strongly disagree	5
Disagree	0
Neither disagree nor agree	36
Agree	27
Strongly agree	32

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

	NT %
Academic motivation	
<i>Average reporting “Agree” or “Strongly agree”</i>	61
I try hard to make sure that I am good at my schoolwork.	
Strongly disagree	14
Disagree	0
Neither disagree nor agree	23
Agree	41
Strongly agree	23
I try hard at school because I am interested in my work.	
Strongly disagree	14
Disagree	0
Neither disagree nor agree	32
Agree	36
Strongly agree	18
I work hard to try to understand new things at school.	
Strongly disagree	14
Disagree	0
Neither disagree nor agree	23
Agree	41
Strongly agree	23
I am always trying to do better in my schoolwork.	
Strongly disagree	14
Disagree	0
Neither disagree nor agree	23
Agree	41
Strongly agree	23

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***

	NT %
Promotion of parent involvement in school	
<i>Average reporting “Agree” or “Strongly agree”</i>	50
Teachers at this school communicate with parents about what students are expected to learn in class.	
Strongly disagree	9
Disagree	9
Neither disagree nor agree	32
Agree	32
Strongly agree	18
Parents feel welcome to participate at this school.	
Strongly disagree	9
Disagree	9
Neither disagree nor agree	41
Agree	27
Strongly agree	14
School staff take parent concerns seriously.	
Strongly disagree	9
Disagree	0
Neither disagree nor agree	32
Agree	41
Strongly agree	18

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***

	NT %
My school is usually clean and tidy.	
Strongly disagree	5
Disagree	0
Neither disagree nor agree	27
Agree	41
Strongly agree	27

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

	NT %
Very safe	42
Safe	16
Neither safe nor unsafe	37
Unsafe	0
Very unsafe	5

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***

	NT %
Race, ethnicity, or national origin	
0 times	95
1 time	5
2 or more times	0
Religion	
0 times	95
1 time	5
2 or more times	0
Gender	
0 times	90
1 time	10
2 or more times	0
Because you are gay, lesbian, or bisexual or someone thought you were	
0 times	90
1 time	5
2 or more times	5
A physical or mental disability	
0 times	90
1 time	0
2 or more times	10
<i>Any of the above five reasons</i>	15

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***

	NT %
You are an immigrant or someone thought you were	
0 times	95
1 time	5
2 or more times	0
Any other reason	
0 times	75
1 time	15
2 or more times	10
Any harassment	30

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

	NT %
School violence victimization	
<i>Average reporting “1 or more times”</i>	21
<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	90
1 time	10
2 to 3 times	0
4 or more times	0
been afraid of being beaten up?	
0 times	95
1 time	5
2 to 3 times	0
4 or more times	0
had mean rumors or lies spread about you?	
0 times	70
1 time	15
2 to 3 times	5
4 or more times	10
had sexual jokes, comments, or gestures made to you?	
0 times	80
1 time	5
2 to 3 times	5
4 or more times	10

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***

	NT %
<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
1 time	25
2 to 3 times	5
4 or more times	10
had your property stolen or deliberately damaged?	
0 times	80
1 time	5
2 to 3 times	5
4 or more times	10
been made fun of, insulted, or called names?	
0 times	70
1 time	10
2 to 3 times	15
4 or more times	5
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)	90
1 time	0
2 to 3 times	5
4 or more times	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

	NT %
School violence perpetration	
<i>Average reporting “1 or more times”</i>	17
<i>During the past 12 months, how many times on school property have you...</i>	
been in a physical fight?	
0 times	85
1 time	10
2 to 3 times	5
4 or more times	0
been offered, sold, or given an illegal drug?	
0 times	63
1 time	16
2 to 3 times	0
4 or more times	21
damaged school property on purpose?	
0 times	85
1 time	15
2 to 3 times	0
4 or more times	0
carried a gun?	
0 times	95
1 time	5
2 to 3 times	0
4 or more times	0
carried any other weapon (such as a knife or club)?	
0 times	85
1 time	15
2 to 3 times	0
4 or more times	0

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***

	NT %
<i>During the past 12 months, how many times on school property have you...</i>	
been threatened with harm or injury?	
0 times	90
1 time	5
2 to 3 times	5
4 or more times	0
been threatened or injured with a weapon (gun, knife, club, etc.)?	
0 times	90
1 time	10
2 to 3 times	0
4 or more times	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***

	NT %
Seen someone carrying a gun, knife, or other weapon	
0 times	90
1 time	5
2 to 3 times	0
4 or more times	5

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

	NT %	Table
Lifetime illicit AOD use to get “high” [#]	67	A6.2
Lifetime alcohol or drug use	67	A6.2
Lifetime marijuana use	62	A6.2
Lifetime very drunk or high (7 or more times)	43	A6.7
Lifetime drinking and driving involvement	25	A6.11
Current alcohol or drug use [¶]	62	A6.5
Current marijuana use [¶]	57	A6.5
Current heavy drug use [¶]	57	A6.5
Current heavy alcohol use (binge drinking) [¶]	19	A6.5
Current alcohol or drug use on school property [¶]	10	A6.8
Harmfulness of occasional marijuana use ^B	19	A6.12
Difficulty of obtaining marijuana ^C	10	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***

	NT %
Alcohol	57
Marijuana	62
Inhalants	24
Cocaine, methamphetamine, or any amphetamines	33
Heroin	5
Ecstasy, LSD, or other psychedelics	43
Prescription pain medication (opioids)	33
Tranquilizers or sedatives	33
Diet pills or other prescription stimulant	29
Cold/cough medicines or other over-the-counter medicines to get “high”	19
Any other drug, pill, or medicine to get “high”	14
<i>Any of the above AOD use</i>	67
<i>Any illicit AOD use to get “high”[#]</i>	67

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

	NT %
Alcohol (one full drink)	
0 times	43
1 time	10
2 to 3 times	5
4 or more times	43
Marijuana (smoke, vape, eat, or drink)	
0 times	38
1 time	0
2 to 3 times	5
4 or more times	57
Inhalants	
0 times	76
1 time	10
2 to 3 times	5
4 or more times	10
Cocaine, methamphetamine, or any amphetamines	
0 times	67
1 time	0
2 to 3 times	19
4 or more times	14
Heroin	
0 times	95
1 time	0
2 to 3 times	5
4 or more times	0
Ecstasy, LSD, or other psychedelics	
0 times	57
1 time	5
2 to 3 times	14
4 or more times	24

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

	NT %
Prescription pain medication	
0 times	67
1 time	10
2 to 3 times	14
4 or more times	10
Tranquilizers or sedatives	
0 times	67
1 time	10
2 to 3 times	10
4 or more times	14
Diet pills	
0 times	86
1 time	5
2 to 3 times	5
4 or more times	5
Ritalin or Adderall or other prescription stimulant	
0 times	76
1 time	10
2 to 3 times	10
4 or more times	5
Cold/cough medicines or other over-the-counter medicines to get “high”	
0 times	81
1 time	0
2 to 3 times	10
4 or more times	10

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***

	NT %
Any other drug, pill, or medicine to get “high” or for reasons other than medical	
0 times	86
1 time	0
2 to 3 times	5
4 or more times	10

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

	NT %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>	
Smoke it?	
0 times	43
1 time	0
2 to 3 times	5
4 or more times	52
In a vaping device?	
0 times	52
1 time	0
2 to 3 times	5
4 or more times	43
Eat or drink it in products made with marijuana?	
0 times	48
1 time	0
2 to 3 times	10
4 or more times	43

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***

	NT %
Alcohol (one or more drinks of alcohol)	38
Binge drinking (5 or more drinks in a row)	19
Marijuana (smoke, vape, eat, or drink)	57
Inhalants	14
Prescription drugs to get “high” or for reasons other than prescribed	5
Other drug, pill, or medicine to get “high” or for reasons other than medical	10
<i>Any drug use</i>	57
<i>Heavy drug use</i>	57
<i>Any AOD Use</i>	62
Two or more substances at the same time	29

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***

	NT %
Alcohol (one or more drinks)	
0 days	62
1 or 2 days	19
3 to 9 days	5
10 to 19 days	5
20 to 30 days	10
Binge drinking (5 or more drinks in a row)	
0 days	81
1 or 2 days	5
3 to 9 days	5
10 to 19 days	0
20 to 30 days	10
Marijuana (smoke, vape, eat, or drink)	
0 days	43
1 or 2 days	5
3 to 9 days	0
10 to 19 days	10
20 to 30 days	43

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”***

	NT %
Very drunk or sick after drinking alcohol	
0 times	48
1 to 2 times	33
3 to 6 times	10
7 or more times	10
“High” (loaded, stoned, or wasted) from using drugs	
0 times	43
1 to 2 times	5
3 to 6 times	10
7 or more times	43
<i>Very drunk or “high” 7 or more times</i>	43

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***

	NT %
Alcohol	
0 days	95
1 to 2 days	5
3 or more days	0
Marijuana (smoke, vape, eat, or drink)	
0 days	90
1 to 2 days	5
3 or more days	5
Any other drug, pill, or medicine to get “high” or for reasons other than medical	
0 days	95
1 to 2 days	5
3 or more days	0
<i>Any of the above</i>	10

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***

	NT %
0 times	65
1 to 2 times	20
3 to 6 times	0
7 or more times	15

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

	NT %
Alcohol	
Does not apply, don't use	67
0 times	24
1 time	5
2 to 3 times	5
4 or more times	0
Marijuana	
Does not apply, don't use	43
0 times	33
1 time	5
2 to 3 times	14
4 or more times	5

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

	NT %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using	
Never	75
1 time	0
2 times	5
3 to 6 times	5
7 or more times	15

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***

	NT %
Alcohol - drink occasionally	
Great	43
Moderate	14
Slight	29
None	14
Alcohol - 5 or more drinks once or twice a week	
Great	48
Moderate	24
Slight	14
None	14
Marijuana - use occasionally	
Great	19
Moderate	14
Slight	10
None	57
Marijuana - use daily	
Great	19
Moderate	10
Slight	29
None	43

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***

	NT %
Alcohol	
Very difficult	10
Fairly difficult	10
Fairly easy	19
Very easy	48
Don't know	14
Marijuana	
Very difficult	10
Fairly difficult	0
Fairly easy	14
Very easy	57
Don't know	19

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

	NT %	Table
Use Prevalence and Patterns		
Ever smoked a whole cigarette	38	A7.2
Current cigarette smoking [¶]	29	A7.3
Current cigarette smoking at school [¶]	14	A7.4
Ever tried smokeless tobacco	29	A7.2
Current smokeless tobacco use [¶]	10	A7.3
Current smokeless tobacco use at school [¶]	5	A7.4
Ever used vape products	71	A7.2
Current use of vape products [¶]	48	A7.3
Current vaping at school [¶]	33	A7.4
Cessation Attempts		
Tried to quit or stop using cigarettes	14	A7.6
Tried to quit or stop using vapes	38	A7.6
Attitudes and Correlates		
Harmfulness of occasional cigarette smoking ^B	40	A7.7
Harmfulness of smoking 1 or more packs/day ^B	71	A7.7
Harmfulness of vaping occasionally ^B	45	A7.8
Harmfulness of vaping several times a day ^B	52	A7.8
Difficulty of obtaining cigarettes ^C	10	A7.9
Difficulty of obtaining vape products ^C	10	A7.9
Anti-Tobacco Policy		
School bans tobacco use and vaping	95	A7.10

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

[¶]*Past 30 days.*

^B*Great harm.*

^C*Very difficult.*

Table A7.2
Lifetime Tobacco Use

	NT %
A whole cigarette	
0 times	62
1 time	5
2 to 3 times	5
4 or more times	29
Smokeless tobacco	
0 times	71
1 time	5
2 to 3 times	10
4 or more times	14
Vape products	
0 times	29
1 time	10
2 to 3 times	10
4 or more times	52

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***

	NT %
Cigarettes	
Any	29
Daily (20 or more days)	10
Smokeless tobacco	
Any	10
Daily (20 or more days)	5
Vape products	
Any	48
Daily (20 or more days)	29

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***

	NT %
Cigarettes	
0 days	86
1 or 2 days	14
3 to 9 days	0
10 to 19 days	0
20 to 30 days	0
Smokeless tobacco	
0 days	95
1 or 2 days	5
3 to 9 days	0
10 to 19 days	0
20 to 30 days	0
Vape	
0 days	67
1 or 2 days	5
3 to 9 days	5
10 to 19 days	5
20 to 30 days	19

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

	NT %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes	
0 days	90
1 day	0
2 days	5
3-9 days	0
10-19 days	0
20-30 days	5

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

	NT %
Cigarettes	
Does not apply, don't use	67
0 times	19
1 time	5
2 to 3 times	10
4 or more times	0
Vapes	
Does not apply, don't use	48
0 times	14
1 time	24
2 to 3 times	5
4 or more times	10

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***

	NT %
Smoke cigarettes occasionally	
Great	40
Moderate	30
Slight	20
None	10
Smoke 1 or more packs of cigarettes each day	
Great	71
Moderate	14
Slight	0
None	14

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***

	NT %
Use vape products occasionally	
Great	45
Moderate	25
Slight	25
None	5
Use vape products several times a day	
Great	52
Moderate	38
Slight	0
None	10

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***

	NT %
Cigarettes	
Very difficult	10
Fairly difficult	10
Fairly easy	24
Very easy	43
Don't know	14
Vape products	
Very difficult	10
Fairly difficult	14
Fairly easy	19
Very easy	43
Don't know	14

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***

	NT %
No	5
Yes	95
Don't know	0

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

	NT %
4 or less hours	5
5 hours	15
6 hours	25
7 hours	20
8 hours	25
9 hours	5
10 or more hours	5
<i>Sleep deprivation (less than 8 hours)</i>	65

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

	NT %
No	45
Yes	55

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

	NT %
No	35
Yes	65

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***

	NT %
No	70
Yes	30

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***

	NT %
No	90
Yes	10

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 - Non-Traditional

Percent of Students (%)	NT						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]						57	
Caring adults in school [‡]						67	
High expectations-adults in school [‡]						67	
Meaningful participation at school [‡]						40	
<i>School Connectedness</i> [†]						64	
<i>Academic Motivation</i> [†]						58	
<i>Promotion of parent involvement in School</i> [†]						56	

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

	NT %
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	50
Mixed (two or more) races	

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

Table A9.3***Harassment Due to Five Reasons at School in the Past 12 Months by Race/Ethnicity***

	NT %
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	15
Mixed (two or more) races	

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 A9.4***Any Harassment or Bullying at School in the Past 12 Months by Race/Ethnicity***

	NT %
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	38
Mixed (two or more) races	

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

Table A9.5***Any Alcohol Use at School in the Past 30 Days by Race/Ethnicity***

	NT %
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	7
Mixed (two or more) races	

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

Table A9.6***Any Cigarette Smoking in the Past 30 Days by Race/Ethnicity***

	NT %
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	43
Mixed (two or more) races	

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

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

	NT %
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	50
Mixed (two or more) races	

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

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

	NT %
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	50
Mixed (two or more) races	

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

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

	NT %
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	57
Mixed (two or more) races	

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

Table A9.10
Sleep Deprivation by Race/Ethnicity

	NT %
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	54
Mixed (two or more) races	

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

Table A9.11
Chronic Sad or Hopeless Feelings in the Past 12 Months by Race/Ethnicity

	NT %
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	62
Mixed (two or more) races	

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

Table A9.12***Suicide Ideation by Race/Ethnicity***

	NT %
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	38
Mixed (two or more) races	

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

10. Gender Breakdowns

Table A10.1

School Supports and Engagement by Gender

	NT	
	Female	Male
	%	%
<i>School Environment</i>		
Total school supports [‡]	65	
Caring adults in school [‡]	74	
High expectations-adults in school [‡]	72	
Meaningful participation at school [‡]	48	
<i>School Connectedness</i> [†]	54	
<i>Academic Motivation</i> [†]	58	
<i>Promotion of parent involvement in School</i> [†]	46	

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

	Female %	NT Male %
Perceived Safety at School		
Feel safe or very safe at school	67	
Harassment/Bullying at School		
<i>During the past 12 months at school, have you been...</i>		
harassed/bullied for any of the five reasons?	15	
harassed/bullied for any reason?	38	
Current ATOD Use		
<i>During the past 30 days, did you...</i>		
have at least one drink of alcohol at school?	8	
use cigarettes?	31	
use vape products?	62	
have at least one drink of alcohol?	46	
use marijuana?	69	
Physical and Mental Health		
Sleep deprivation (less than 8 hours)	62	
Chronic sad or hopeless feelings, past 12 months	85	
Seriously considered attempting suicide, past 12 months	38	

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

		NT ^A
<i>Student Sample Size</i>		
Target sample		47
Final number		20
Response Rate		43%

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

2. Summary of Key Indicators

Table B2.1

Key Indicators of Alcohol and Other Drug Use

	NT %	Table
Alcohol and Marijuana Consumption Patterns		
Usually drank until felt it a lot	15	B3.3
Usually used marijuana or other drugs until felt it a lot	25	B3.4
Consequences of AOD Consumption		
Caused one or more problems	33	B4.2
Caused one or more dependency-related experiences	50	B4.3
Supports to Reduce AOD Use		
Very likely to find help at school for quitting or reducing use	44	B5.2
Strong Personal Disapproval of AOD Use		
Having one or two drinks of any alcoholic beverage nearly every day	17	B7.1
Trying marijuana once or twice	6	B7.1
Using marijuana once a month or more	6	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

	NT %
Alcohol (one full drink)	
Never	30
10 years or under	15
11-12 years old	20
13-14 years old	20
15-16 years old	15
17 years or older	0
Marijuana (smoke, vape, eat, or drink)	
Never	35
10 years or under	5
11-12 years old	25
13-14 years old	15
15-16 years old	15
17 years or older	5
Any other illegal drug or pill to get “high”	
Never	65
10 years or under	0
11-12 years old	0
13-14 years old	15
15-16 years old	20
17 years or older	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***

	NT %
Smoked part or all of a cigarette	
Never	60
10 years or under	5
11-12 years old	15
13-14 years old	20
15-16 years old	0
17 years or older	0
A vape product such as an e-cigarette, vape pen, or mod	
Never	30
10 years or under	0
11-12 years old	10
13-14 years old	20
15-16 years old	35
17 years or older	5

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***

	NT %
I don't drink alcohol	55
Just enough to feel it a little	10
Enough to feel it moderately	20
Until I feel it a lot or get really drunk	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***

	NT %
I don't use drugs	30
Just enough to feel a little high	15
Enough to feel it moderately	30
Until I feel it a lot or get really high	25

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***

	NT %
I've never used a vaping device or e-cigarette	39
Nicotine or tobacco substitute	33
Marijuana or THC	56
Amphetamines, cocaine, or heroin	0
A flavored product without nicotine, alcohol, or other drug	28
Any other product or substance	0
I was not sure what was in the vaping device or e-cigarette	17

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

	NT %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months.	26
To experiment (try using)	21
To get high	26
To have a good time with friends	26
To fit in with a group you like	5
Because of boredom	26
To relax	53
To get away from problems	26
Because of anger or frustration	26
To get through the day	16
Because it made you feel better	37
To seek deeper insights and understanding	16
None of the above	5

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***

	NT %
Does not apply; I've never used alcohol or drugs	28
I've used alcohol or drugs but never had any problems	39
Have problems with emotions, nerves, or mental health	11
Get into trouble or have problems with the police	11
Have money problems	0
Miss school	0
Have problems with schoolwork	11
Fight with others	0
Damage a friendship	6
Physically hurt or injure yourself	0
Have unwanted or unprotected sex	0
Forget what happened or pass out	6
Been suspended from school	6
<i>One or more problems</i>	33

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***

	NT %
Does not apply; I have not used alcohol or drugs	39
I use alcohol or drugs but have not experienced any of these things	17
Found you had to increase how much you use to have the same effect as before	28
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	6
Used alcohol or drugs a lot more than you intended	22
Used alcohol or drugs when you were alone	33
Your use of alcohol or drugs often kept you from doing a normal activity	6
You didn't feel OK unless you had something to drink or used a drug	6
Thought about reducing or stopping use	33
Told yourself you were not going to use but found yourself using anyway	11
Spoke with someone about reducing or stopping use	6
Attended counseling, a program, or group to help you reduce or stop use	6
<i>One or more negative experiences</i>	50

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

	NT %
Very likely	72
Likely	22
Not likely	6
Don't know	0

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

	NT %
No, I never used alcohol or other drugs	47
No, but I do use alcohol or other drugs	47
Yes, I have felt that I needed help	6

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

	NT %
Very likely	44
Likely	33
Not likely	17
Don't know	6

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

	NT %
No	44
Yes	56

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

	NT %
At school	6
At parties	39
At concerts or other social events	11
At their own home	17
From adults at friends' homes	17
From friends or another teenager	33
Get adults to buy it for them	22
Buy it themselves from a store	28
At bars, clubs, or gambling casinos	6
Other	28
Don't know	56

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***

	NT %
At school	11
At parties	28
At concerts or other social events	11
At their own home	28
From an adult acquaintance	17
From friends or another teenager	39
Buy it at a marijuana dispensary	33
At bars or clubs	0
Other	22
Don't know	50

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

	NT %
Having one or two drinks of any alcoholic beverage nearly every day	
Neither approve nor disapprove	50
Somewhat disapprove	33
Strongly disapprove	17
Trying marijuana once or twice	
Neither approve nor disapprove	82
Somewhat disapprove	12
Strongly disapprove	6
Using marijuana once a month or more regularly	
Neither approve nor disapprove	81
Somewhat disapprove	13
Strongly disapprove	6

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***

	NT %
Take one or two drinks of alcohol nearly every day	
Very wrong	44
Wrong	39
A little wrong	6
Not at all wrong	11
Smoke tobacco	
Very wrong	39
Wrong	44
A little wrong	6
Not at all wrong	11
Use vape products such as e-cigarettes, vape pens, or mods	
Very wrong	33
Wrong	33
A little wrong	11
Not at all wrong	22
Use marijuana (smoke, vape, eat, or drink)	
Very wrong	17
Wrong	28
A little wrong	11
Not at all wrong	44
Use prescription drugs to get high or for reasons other than prescribed	
Very wrong	50
Wrong	39
A little wrong	6
Not at all wrong	6

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***

	NT %
Take one or two drinks of alcohol nearly every day	
Very wrong	22
Wrong	22
A little wrong	22
Not at all wrong	33
Smoke tobacco	
Very wrong	28
Wrong	17
A little wrong	22
Not at all wrong	33
Use vape products such as e-cigarettes, vape pens, or mods	
Very wrong	22
Wrong	17
A little wrong	22
Not at all wrong	39
Use marijuana (smoke, vape, eat, or drink)	
Very wrong	22
Wrong	6
A little wrong	11
Not at all wrong	61
Use prescription drugs to get high or for reasons other than prescribed	
Very wrong	39
Wrong	17
A little wrong	22
Not at all wrong	22

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

	NT %
No	50
Yes	50

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

		NT ^A
<i>Student Sample Size</i>		
Target sample		47
Final number		18
Response Rate		38%

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

2. Prescription Drug Use

Table G2.1

Prescription Drug Use, Past 30 Days

	NT %
No	94
Yes	6

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

	NT %
Very wrong	56
Wrong	33
A little wrong	6
Not at all wrong	6

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

	NT %
Very wrong	33
Wrong	22
A little wrong	28
Not at all wrong	17

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

	NT %
Smoke marijuana once or twice a week	
Great risk	17
Moderate risk	6
Slight risk	17
No risk	61
Use prescription drugs that are not prescribed to them	
Great risk	44
Moderate risk	28
Slight risk	28
No risk	0

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

		NT ^A
<i>Student Sample Size</i>		
Target sample		47
Final number		20
Response Rate		43%

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

2. Key Indicators of School Climate

Table N2.1

School Climate Scales

	NT %	Table
Supports for learning [†]	58	N3.1
Student learning engagement [†]	47	N3.2
Fairness and respect for diversity [†]	41	N4.1
Racial/Ethnic conflict [†]	5	N4.2
Appreciation of racial/ethnic differences [†]	38	N4.3
Clarity of rules [†]	67	N5.1
Disciplinary harshness [†]	43	N5.2
Student peer relationships [†]	55	N6.1
Supports for social and emotional learning [†]	53	N7.1
Anti-bullying climate [†]	59	N8.1
Supports for college and career planning [†]	57	N9.1
Quality of physical environment [†]	50	N10.1
Time for lunch [†]	35	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

	NT %
Supports for learning	
<i>Average reporting “Agree” or “Strongly agree”</i>	58
Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.	
Strongly disagree	5
Disagree	0
Neither disagree nor agree	40
Agree	20
Strongly agree	35
My teachers work hard to help me with my schoolwork when I need it.	
Strongly disagree	5
Disagree	0
Neither disagree nor agree	30
Agree	35
Strongly agree	30
Teachers show how classroom lessons are helpful to students in real life.	
Strongly disagree	10
Disagree	5
Neither disagree nor agree	20
Agree	30
Strongly agree	35

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***

	NT %
Teachers give students a chance to take part in classroom discussions or activities.	
Strongly disagree	15
Disagree	10
Neither disagree nor agree	25
Agree	25
Strongly agree	25
This school is a supportive and inviting place for students to learn.	
Strongly disagree	5
Disagree	5
Neither disagree nor agree	30
Agree	25
Strongly agree	35
Teachers go out of their way to help students.	
Strongly disagree	5
Disagree	5
Neither disagree nor agree	35
Agree	30
Strongly agree	25
Teachers help students catch up when they return from an absence.	
Strongly disagree	5
Disagree	10
Neither disagree nor agree	25
Agree	35
Strongly agree	25

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***

	NT %
My teachers give me useful feedback on my work.	
Strongly disagree	10
Disagree	5
Neither disagree nor agree	35
Agree	20
Strongly agree	30

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***

	NT %
Student learning engagement	
<i>Average reporting “Agree” or “Strongly agree”</i>	47
Students at this school are motivated to learn.	
Strongly disagree	5
Disagree	10
Neither disagree nor agree	35
Agree	25
Strongly agree	25
Students pay attention in class.	
Strongly disagree	10
Disagree	5
Neither disagree nor agree	45
Agree	30
Strongly agree	10
Students try their best in school.	
Strongly disagree	5
Disagree	0
Neither disagree nor agree	45
Agree	35
Strongly agree	15

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***

	NT %
Students usually follow the rules at school.	
Strongly disagree	0
Disagree	5
Neither disagree nor agree	45
Agree	40
Strongly agree	10
Students turn in their homework on time.	
Strongly disagree	0
Disagree	0
Neither disagree nor agree	55
Agree	35
Strongly agree	10

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***

	NT %
This school promotes academic success for all students.	
Strongly disagree	5
Disagree	0
Neither disagree nor agree	40
Agree	40
Strongly agree	15

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

	NT %
Fairness and respect for diversity	
<i>Average reporting “Agree” or “Strongly agree”</i>	41
Adults at this school treat all students with respect.	
Strongly disagree	15
Disagree	5
Neither disagree nor agree	25
Agree	25
Strongly agree	30
Students treat teachers with respect.	
Strongly disagree	15
Disagree	15
Neither disagree nor agree	40
Agree	20
Strongly agree	10
The school rules are fair.	
Strongly disagree	5
Disagree	20
Neither disagree nor agree	40
Agree	25
Strongly agree	10
All students are treated fairly when they break school rules.	
Strongly disagree	5
Disagree	25
Neither disagree nor agree	25
Agree	35
Strongly agree	10

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***

	NT %
Racial/Ethnic conflict	
<i>Average reporting “Agree” or “Strongly agree”</i>	5
I have been disrespected by an adult at this school because of my race, ethnicity, or culture.	
Strongly disagree	30
Disagree	30
Neither disagree nor agree	35
Agree	0
Strongly agree	5
There is a lot of tension in this school between people of different cultures, races, or ethnicities.	
Strongly disagree	40
Disagree	20
Neither disagree nor agree	35
Agree	0
Strongly agree	5

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***

	NT %
Appreciation of racial/ethnic differences	
<i>Average reporting “Agree” or “Strongly agree”</i>	38
Students in this school respect each other’s differences.	
Strongly disagree	25
Disagree	10
Neither disagree nor agree	30
Agree	30
Strongly agree	5
Adults in this school respect differences in students.	
Strongly disagree	25
Disagree	0
Neither disagree nor agree	30
Agree	40
Strongly agree	5
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	25
Disagree	5
Neither disagree nor agree	35
Agree	25
Strongly agree	10

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***

	NT %
When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict.	
Strongly disagree	0
Disagree	5
Neither disagree nor agree	35
Agree	45
Strongly agree	15

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

	NT %
Clarity of rules	
<i>Average reporting “Agree” or “Strongly agree”</i>	67
This school clearly informs students what would happen if they break school rules.	
Strongly disagree	0
Disagree	10
Neither disagree nor agree	25
Agree	35
Strongly agree	30
Rules in this school are made clear to students.	
Strongly disagree	0
Disagree	5
Neither disagree nor agree	30
Agree	35
Strongly agree	30
This school makes it clear how students are expected to act.	
Strongly disagree	0
Disagree	0
Neither disagree nor agree	30
Agree	30
Strongly agree	40

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***

	NT %
Disciplinary harshness	
<i>Average reporting “Agree” or “Strongly agree”</i>	43
The rules in this school are too strict.	
Strongly disagree	10
Disagree	25
Neither disagree nor agree	25
Agree	30
Strongly agree	10
It is easy for students to get kicked out of class or get suspended.	
Strongly disagree	0
Disagree	20
Neither disagree nor agree	40
Agree	25
Strongly agree	15
Students get in trouble for breaking small rules.	
Strongly disagree	0
Disagree	30
Neither disagree nor agree	20
Agree	35
Strongly agree	15

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

	NT %
Student peer relationships	
<i>Average reporting “Agree” or “Strongly agree”</i>	55
Students enjoy doing things with each other during school activities.	
Strongly disagree	0
Disagree	0
Neither disagree nor agree	35
Agree	45
Strongly agree	20
Students care about each other.	
Strongly disagree	0
Disagree	5
Neither disagree nor agree	40
Agree	35
Strongly agree	20
Students treat each other with respect.	
Strongly disagree	0
Disagree	10
Neither disagree nor agree	40
Agree	30
Strongly agree	20
Students get along well with each other.	
Strongly disagree	0
Disagree	0
Neither disagree nor agree	50
Agree	30
Strongly agree	20

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

	NT %
Supports for social and emotional learning	
<i>Average reporting “Agree” or “Strongly agree”</i>	53
This school encourages students to feel responsible for how they act.	
Strongly disagree	0
Disagree	5
Neither disagree nor agree	30
Agree	45
Strongly agree	20
Students are often given rewards for being good.	
Strongly disagree	5
Disagree	25
Neither disagree nor agree	30
Agree	20
Strongly agree	20
This school encourages students to understand how others think and feel.	
Strongly disagree	5
Disagree	5
Neither disagree nor agree	37
Agree	26
Strongly agree	26

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***

	NT %
Students are taught that they can control their own behavior.	
Strongly disagree	0
Disagree	10
Neither disagree nor agree	30
Agree	45
Strongly agree	15
This school helps students resolve conflicts with one another.	
Strongly disagree	0
Disagree	11
Neither disagree nor agree	37
Agree	37
Strongly agree	16
This school encourages students to care about how others feel.	
Strongly disagree	0
Disagree	10
Neither disagree nor agree	40
Agree	35
Strongly agree	15
Teachers here make it clear to students that bullying is not tolerated.	
Strongly disagree	0
Disagree	5
Neither disagree nor agree	30
Agree	35
Strongly agree	30

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

	NT %
Anti-bullying climate	
<i>Average reporting “Agree” or “Strongly agree”</i>	59
If another student was bullying me, I would tell one of the teachers or staff at school.	
Strongly disagree	0
Disagree	10
Neither disagree nor agree	30
Agree	40
Strongly agree	20
Students tell teachers when other students are being bullied.	
Strongly disagree	0
Disagree	15
Neither disagree nor agree	30
Agree	35
Strongly agree	20
If I tell a teacher that someone is bullying me, the teacher will do something to help.	
Strongly disagree	0
Disagree	10
Neither disagree nor agree	30
Agree	30
Strongly agree	30

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***

	NT %
Students here try to stop bullying when they see it happening.	
Strongly disagree	0
Disagree	15
Neither disagree nor agree	25
Agree	45
Strongly agree	15

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

	NT %
Supports for college and career planning	
<i>Average reporting “Agree” or “Strongly agree”</i>	57
This school has helped me put my college and career goals and experiences in a plan which I update every year.	
Strongly disagree	0
Disagree	0
Neither disagree nor agree	45
Agree	40
Strongly agree	15
This school has helped me learn about colleges, how to apply to them, and get financial aid if I need it.	
Strongly disagree	5
Disagree	5
Neither disagree nor agree	35
Agree	35
Strongly agree	20
This school has helped me think about and explore future career options.	
Strongly disagree	5
Disagree	5
Neither disagree nor agree	30
Agree	45
Strongly agree	15

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

	NT %
Quality of physical environment	
<i>Average reporting “Agree” or “Strongly agree”</i>	50
My school is usually clean and tidy.	
Strongly disagree	5
Disagree	0
Neither disagree nor agree	25
Agree	40
Strongly agree	30
The schoolyard and buildings are clean and in good condition.	
Strongly disagree	25
Disagree	5
Neither disagree nor agree	35
Agree	30
Strongly agree	5
The school grounds are kept clean.	
Strongly disagree	20
Disagree	5
Neither disagree nor agree	30
Agree	35
Strongly agree	10

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***

	NT %
My classroom is so crowded it is hard to concentrate and learn.	
Strongly disagree	30
Disagree	30
Neither disagree nor agree	30
Agree	5
Strongly agree	5

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

	NT %
Time for lunch	
<i>Average reporting “Agree” or “Strongly agree”</i>	35
I eat my lunch at the right time of day.	
Strongly disagree	25
Disagree	5
Neither disagree nor agree	35
Agree	25
Strongly agree	10
I have plenty of time to eat my lunch.	
Strongly disagree	30
Disagree	0
Neither disagree nor agree	35
Agree	20
Strongly agree	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***

	NT %
This school has clean and drinkable water.	
Strongly disagree	0
Disagree	0
Neither disagree nor agree	45
Agree	40
Strongly agree	15

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

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