

CALIFORNIA HEALTHY KIDS SURVEY



Atascadero Unified Secondary 2019-2020 Main Report

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

Hilva Chan
California Department of Education
School Health Office
1430 N Street
Sacramento, CA 95814
hchan@cde.ca.gov

Recommended citation:

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

Date prepared: 25 Mar 2020
CDS code: 40687000000000

Contents

	Page
List of Tables	III
PREFACE	IX
Survey Module Administration	1
A. Core Module Results	2
1. Survey Sample	2
2. Summary of Key Indicators	3
3. Demographics	4
4. School Performance, Supports, and Engagement	11
5. School Violence, Victimization, and Safety	21
6. Alcohol and Other Drug Use	28
7. Tobacco Use	42
8. Other Physical and Mental Health Risks	49
9. Race/Ethnic Breakdowns	51
10. Gender Breakdowns	59
B. Alcohol and Other Drugs (AOD) Module	61
1. Module Sample	61
2. Summary of Key Indicators	62
3. Alcohol, Tobacco, and Marijuana Consumption Patterns	63
4. Reasons for and Consequences of AOD Consumption	66
5. Supports to Reduce AOD Use	70
6. Availability	71
7. Influences on ATOD Use	73
G. Drug-Free Communities (DFC) Module	77
1. Module Sample	77
2. Prescription Drug Use	78
3. Disapproval of Prescription Drug Use	79
4. Perceived Harm from Marijuana and Prescription Drug Use	80
N. School Climate Module	81
1. Module Sample	81
2. Key Indicators of School Climate	82
3. Supports for Learning & Student Academic Engagement	83

4. Fairness and Respect for Diversity	88
5. Disciplinary Environment	92
6. Student Peer Relationships	94
7. Social and Emotional Learning	95
8. School Anti-Bullying Climate	97
9. College and Career Planning	99
10. School Physical Environment	100
11. Scheduled Lunch and Drinkable Water	102
P. Social Emotional Health Module	104
1. Module Sample	104
2. Summary of Key Indicators	105
3. Belief in Self	107
4. Belief in Others	110
5. Emotional Competence	113
6. Engaged Living	116
7. Social Emotional Distress	119
8. Growth Mindset	122
9. Goals	123
10. Collaboration	124
11. Problem Solving	125
Appendix I	126
Appendix II	127

List of Tables

	Page
Survey Module Administration	1
1 CHKS Survey Modules Administered	1
A. Core Module Results	2
1. Survey Sample	2
A1.1 Student Sample for Core Module	2
2. Summary of Key Indicators	3
A2.1 Key Indicators of School Climate and Student Well-Being	3
3. Demographics	4
A3.1 Gender of Sample	4
A3.2 Hispanic or Latino	4
A3.3 Race	4
A3.4 Living Situation	5
A3.5 Highest Education of Parents	5
A3.6 Free or Reduced Price Meals Eligibility	6
A3.7 Language Spoken at Home	6
A3.8 English Language Proficiency – All Students	7
A3.9 English Language Proficiency – Home Language Other Than English	8
A3.10 Number of Days Attending Afterschool Program	9
A3.11 Military Connections	9
A3.12 Sexual Orientation	10
A3.13 Gender Identity	10
4. School Performance, Supports, and Engagement	11
A4.1 Grades, Past 12 Months	11
A4.2 Truancy, Past 12 Months	11
A4.3 Absences, Past 30 Days	12
A4.4 Reasons for Absence, Past 30 Days	12
A4.5 School Environment & Connectedness, Academic Motivation, Parent Involvement	13
A4.6 Caring Relationships Scale Questions	14
A4.7 High Expectations Scale Questions	15
A4.8 Meaningful Participation Scale Questions	16
A4.9 School Connectedness Scale Questions	17
A4.10 Academic Motivation Scale Questions	18
A4.11 Promotion of Parent Involvement Scale Questions	19
A4.12 Quality of School Physical Environment	20
5. School Violence, Victimization, and Safety	21
A5.1 Perceived Safety at School	21
A5.2 Reasons for Harassment on School Property, Past 12 Months	22
A5.2 Reasons for Harassment on School Property, Past 12 Months – Continued	23
A5.3 School Violence Victimization Scale Questions	24

A5.3	School Violence Victimization Scale Questions – Continued	25
A5.4	School Violence Perpetration Scale Questions	26
A5.5	Threats and Injuries with Weapons on School Property, Past 12 Months	27
A5.6	Weapons Possession on School Property, Past 12 Months	27
6.	Alcohol and Other Drug Use	28
A6.1	Summary Measures of Level of AOD Use and Perceptions	28
A6.2	Summary of AOD Lifetime Use	29
A6.3	Lifetime AOD Use	30
A6.3	Lifetime AOD Use – Continued	31
A6.3	Lifetime AOD Use – Continued	32
A6.4	Methods of Marijuana Consumption	33
A6.5	Current AOD Use, Past 30 Days	34
A6.6	Frequency of Current AOD Use, Past 30 Days	35
A6.7	Lifetime Drunk or “High”	36
A6.8	Current AOD Use on School Property, Past 30 Days	37
A6.9	Lifetime Drunk or “High” on School Property	37
A6.10	Cessation Attempts	38
A6.11	Drinking While Driving, Lifetime	39
A6.12	Perceived Harm of AOD Use	40
A6.13	Perceived Difficulty of Obtaining Alcohol and Marijuana	41
7.	Tobacco Use	42
A7.1	Summary of Key CHKS Tobacco Indicators	42
A7.2	Lifetime Tobacco Use	43
A7.3	Any Current Use and Daily Use	44
A7.4	Current Smoking on School Property, Past 30 Days	45
A7.5	Secondhand Smoke on School Property, Past 30 days	46
A7.6	Cigarette Smoking and Vaping Cessation Attempts	46
A7.7	Perceived Harm of Cigarette Smoking	47
A7.8	Perceived Harm of Using Vape Products	47
A7.9	Perceived Difficulty of Obtaining Cigarettes and Vape Products	48
A7.10	School Bans Tobacco Use and Vaping	48
8.	Other Physical and Mental Health Risks	49
A8.1	Alone After School	49
A8.2	Hours of Sleep	49
A8.3	Eating of Breakfast	50
A8.4	Chronic Sad or Hopeless Feelings, Past 12 Months	50
A8.5	Seriously Considered Attempting Suicide, Past 12 Months	50
A8.6	Gang Involvement	50
9.	Race/Ethnic Breakdowns	51
A9.1	School Supports and Engagement by Race/Ethnicity - 7th Grade	51
A9.2	School Supports and Engagement by Race/Ethnicity - 9th Grade	51
A9.3	School Supports and Engagement by Race/Ethnicity - 11th Grade	52
A9.4	School Supports and Engagement by Race/Ethnicity - Non-Traditional	52
A9.5	Feeling Safe or Very Safe at School by Race/Ethnicity	53

A9.6	Harassment Due to Five Reasons at School in the Past 12 Months by Race/Ethnicity . . .	53
A9.7	Any Harassment or Bullying at School in the Past 12 Months by Race/Ethnicity . . .	54
A9.8	Any Alcohol Use at School in the Past 30 Days by Race/Ethnicity	54
A9.9	Any Cigarette Smoking in the Past 30 Days by Race/Ethnicity	55
A9.10	Any Vaping in the Past 30 Days by Race/Ethnicity	55
A9.11	Any Alcohol Use in the Past 30 Days by Race/Ethnicity	56
A9.12	Any Marijuana Use in the Past 30 Days by Race/Ethnicity	56
A9.13	Sleep Deprivation by Race/Ethnicity	57
A9.14	Chronic Sad or Hopeless Feelings in the Past 12 Months by Race/Ethnicity	57
A9.15	Suicide Ideation by Race/Ethnicity	58
10.	Gender Breakdowns	59
A10.1	School Supports and Engagement by Gender	59
A10.2	Perceived Safety, Harassment, AOD Use, and Physical/Mental Health by Gender . . .	60
B.	Alcohol and Other Drugs (AOD) Module	61
1.	Module Sample	61
B1.1	Student Sample for AOD Module	61
2.	Summary of Key Indicators	62
B2.1	Key Indicators of Alcohol and Other Drug Use	62
3.	Alcohol, Tobacco, and Marijuana Consumption Patterns	63
B3.1	Age of Onset – AOD Use	63
B3.2	Age of Onset – Tobacco Use	64
B3.3	Usual Alcohol Consumption Level	64
B3.4	Usual Drug Consumption Level	65
B3.5	Vaping Substances	65
4.	Reasons for and Consequences of AOD Consumption	66
B4.1	Reasons for AOD Use in the Past 12 Months	66
B4.2	Problems Caused by AOD Use	67
B4.3	Alcohol or Other Drug Use Caused Negative Experiences	68
B4.4	Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession . . .	69
5.	Supports to Reduce AOD Use	70
B5.1	Needed Counseling for Use	70
B5.2	Likelihood of Finding Help at School for Quitting or Reducing Use	70
B5.3	Talked with Parent About AOD Use	70
6.	Availability	71
B6.1	Sources for Obtaining Alcohol	71
B6.2	Sources for Obtaining Marijuana	72
7.	Influences on ATOD Use	73
B7.1	Personal Disapproval of AOD Use	73
B7.2	Parent Disapproval of ATOD Use	74
B7.3	Peer Disapproval of ATOD Use	75

B7.4	Heard, Read, or Watched Any Anti-ATOD Messages, Past 12 Months	76
G.	Drug-Free Communities (DFC) Module	77
1.	Module Sample	77
G1.1	Student Sample for DFC Module	77
2.	Prescription Drug Use	78
G2.1	Prescription Drug Use, Past 30 Days	78
3.	Disapproval of Prescription Drug Use	79
G3.1	Parental Disapproval of Prescription Drug Use	79
G3.2	Peer Disapproval of Prescription Drug Use	79
4.	Perceived Harm from Marijuana and Prescription Drug Use	80
G4.1	Perceived Risks Associated with Marijuana and Prescription Drug Use	80
N.	School Climate Module	81
1.	Module Sample	81
N1.1	Student Sample for School Climate Module	81
2.	Key Indicators of School Climate	82
N2.1	School Climate Scales	82
3.	Supports for Learning & Student Academic Engagement	83
N3.1	Supports for Learning Scale Questions	83
N3.1	Supports for Learning Scale Questions – Continued	84
N3.1	Supports for Learning Scale Questions – Continued	85
N3.2	Student Learning Engagement Scale Questions	86
N3.2	Student Learning Engagement Scale Questions – Continued	87
N3.3	School Promotes Academic Success	87
4.	Fairness and Respect for Diversity	88
N4.1	Fairness and Respect for Diversity Scale Questions	88
N4.2	Racial/Ethnic Conflict Scale Questions	89
N4.3	Appreciation of Racial/Ethnic Differences Scale Questions	90
N4.4	Restorative Practices	91
5.	Disciplinary Environment	92
N5.1	Clarity of Rules Scale Questions	92
N5.2	Disciplinary Harshness Scale Questions	93
6.	Student Peer Relationships	94
N6.1	Student Peer Relationships Scale Questions	94
7.	Social and Emotional Learning	95
N7.1	Supports for Social and Emotional Learning Scale Questions	95
N7.1	Supports for Social and Emotional Learning Scale Questions – Continued	96

8. School Anti-Bullying Climate	97
N8.1 Anti-Bullying Climate Scale Questions	97
N8.1 Anti-Bullying Climate Scale Questions – Continued	98
9. College and Career Planning	99
N9.1 Supports for College and Career Planning Scale Questions	99
10. School Physical Environment	100
N10.1 Quality of Physical Environment Scale Questions	100
N10.2 Classroom Crowding	101
11. Scheduled Lunch and Drinkable Water	102
N11.1 Time for Lunch Scale Questions	102
N11.2 Clean and Drinkable Water	103
P. Social Emotional Health Module	104
1. Module Sample	104
P1.1 Student Sample for Social Emotional Health Module	104
2. Summary of Key Indicators	105
P2.1 Key Indicators of Social Emotional Health	105
P2.2 Covitality Domains and Subdomains	106
3. Belief in Self	107
P3.1 Self-Efficacy Scale Questions	107
P3.2 Self-Awareness Scale Questions	108
P3.3 Persistence Scale Questions	109
4. Belief in Others	110
P4.1 School Supports Scale Questions	110
P4.2 Family Connectedness Scale Questions	111
P4.3 Peer Supports Scale Questions	112
5. Emotional Competence	113
P5.1 Emotional Regulation Scale Questions	113
P5.2 Empathy Scale Questions	114
P5.3 Behavioral Self-Control Scale Questions	115
6. Engaged Living	116
P6.1 Optimism Scale Questions	116
P6.2 Gratitude Scale Questions	117
P6.3 Zest Scale Questions	118
7. Social Emotional Distress	119
P7.1 Social Emotional Distress Scale Questions	119
P7.1 Social Emotional Distress Scale Questions – Continued	120
P7.1 Social Emotional Distress Scale Questions – Continued	121
8. Growth Mindset	122

P8.1	Growth Mindset Scale Questions	122
9.	Goals	123
P9.1	Goals Scale Questions	123
10.	Collaboration	124
P10.1	Collaboration Scale Questions	124
11.	Problem Solving	125
P11.1	Problem Solving Scale Questions	125
Appendix I	126
Appendix II	127

PREFACE

HYPERLINK FEATURE

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

ALERT

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

This report provides the detailed results for each question from the 2019-20 *California Healthy Kids Survey* (CHKS) for schools within the district. The CHKS, along with its two companion surveys—the *California School Staff Survey* (CSSS) and the *California School Parent Survey* (CSPS)—form the California Department of Education’s *California School Climate, Health, and Learning Survey* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive effort in the nation to regularly assess students, staff, and parents at the local level to provide key data on school climate and safety, learning supports and barriers, stakeholder engagement, and youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major school-related domains and constructs assessed by CalSCHLS. Appendix I lists the schools that administered the survey in the district and their response rates; Appendix II provides more information about CHKS questions.

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

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

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

THE SURVEY

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

and health programs. Appendix II is a brief guide to key CHKS Core Module indicators designed to help survey users more easily understand and interpret their findings.

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

Core Module

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

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

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

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

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

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

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

School Climate Module (Supplementary)

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

Social Emotional Health Module (Supplementary)

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

SURVEY ADMINISTRATION AND SAMPLE

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

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

PUBLIC ONLINE DATA DASHBOARD

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

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

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

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

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

THE REPORT

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

Racial/Ethnic and Gender Results

In this report, summary tables provide key findings (e.g., safety, harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories and gender. Districts can subscribe to the District CalSCHLS data dashboard to disaggregate all their CHKS results by the race/ethnicity or gender of students or by other demographic categories.

UNDERSTANDING THE DATA

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

Representativeness

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

Changes Between Survey Administrations

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

RESOURCES

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

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets/).
- *Assessing School Climate* describes the value of the CalSCHLS student, staff, and parent surveys for assessing school climate, listing constructs and individual indicators (data.calschls.org/resources/Cal-SCHLS_AssessingClimate2013-14.pdf).
- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).

- ***Using CalSCHLS to Assess Social-Emotional Learning and Health*** describes how the CHKS Core and SEHM module provide a comprehensive profile of student social-emotional competency (learning) and health, and the related supports schools provide, including questions aligned with the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) (data.calschls.org/resources/CalSCHLS_AssessSELH.pdf). The staff survey provides data on the perception of adults in the school on social-emotional service needs and provision.
- ***Helpful Resources for Local Control and Accountability Plans*** describes how survey items align with LCAP priorities and indicators (calschls.org/docs/lcap_cal_schls.pdf). Also available is an LCAP-related PowerPoint presentation (calschls.org/site/assets/files/1036/cal-schls-lcap_schoolclimatev6-1.pptx).
- The ***School Climate Connection Newsletter*** provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/about.
- CDE’s **California Safe and Supportive Schools** website (CaliforniaS3.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.
- The **CalSCHLS Item Crosswalk** (calschls.org/resources/#resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

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

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

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

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

Compare Results with Other Data

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

- **Staff and Parent Surveys.** If your school district has administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Item Crosswalk (calschls.org/resources/#resources_and_tools) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer these companion surveys, urge them to do so next time.
- **Elementary CHKS Results.** Examine how the results from 9th and 11th graders compare with those from 5th and 7th graders if your district also administered the CHKS at these school levels. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle school levels might help mitigate problems that are evident among older students.
- **Other Data.** Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.
- **Similar District and Statewide Results.** The results from the biennial state administration of the CHKS, which provide representative state norms, can be downloaded from the CalSCHLS website (data.calschls.org/resources/Biennial_State_1517.pdf) or examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard/). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports/). How you compare to state and district results can provide some context for your results, but the most important consideration is what your own results say about the students in your school/community.

Data Workshop

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

Request Additional Reports and Data

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

School Reports and School Climate Report Cards

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

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

District School Climate Report Card

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

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

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

Exhibit 1

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

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

ACKNOWLEDGMENTS

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

Gregory Austin, Ph.D.
Thomas Hanson, Ph.D.
CalSCHLS Co-Directors, WestEd

Tom Herman
Administrator, School Health Office
California Department of Education

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)	X
Q. Tobacco Module	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	383	382	350	77
Final number	335	326	274	31
Response Rate	87%	85%	78%	40%

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

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness [†]	63	54	51	71	A4.5
Academic motivation [†]	72	63	59	65	A4.5
Chronic truancy (twice a month or more often) [§]	3	6	12	21	A4.2
Caring adult relationships [‡]	62	60	64	77	A4.5
High expectations [‡]	78	71	71	86	A4.5
Meaningful participation [‡]	24	21	19	49	A4.5
Facilities upkeep [†]	47	33	28	90	A4.12
Promotion of parent involvement in school [†]	56	42	38	62	A4.5
School Safety					
School perceived as very safe or safe	60	54	52	79	A5.1
Experienced any harassment or bullying [§]	42	35	29	7	A5.2
Had mean rumors or lies spread about you [§]	46	35	34	21	A5.3
Been afraid of being beaten up [§]	28	18	11	10	A5.3
Been in a physical fight [§]	19	10	12	10	A5.4
Seen a weapon on campus [§]	18	17	26	3	A5.6
Substance Use and Physical/Mental Health					
Current alcohol or drug use [¶]	6	17	25	54	A6.5
Current marijuana use [¶]	2	10	18	50	A6.5
Current binge drinking [¶]	1	8	11	32	A6.5
Very drunk or “high” 7 or more times, ever	2	6	20	48	A6.7
Been drunk or “high” on drugs at school, ever	1	9	17	37	A6.9
Current cigarette smoking [¶]	1	2	3	11	A7.3
Vaping [¶]	6	12	15	43	A7.3
Sleep deprivation (less than 8 hours)	41	61	73	75	A8.2
Experienced chronic sadness/hopelessness [§]	35	40	40	48	A8.4
Considered suicide [§]	15	18	17	22	A8.5

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

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

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

[§]Past 12 months.

[¶]Past 30 days.

3. Demographics

Table A3.1

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	52	48	54	55
Female	48	52	46	45

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

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

Table A3.2

Hispanic or Latino

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	70	70	66	60
Yes	30	30	34	40

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

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

Table A3.3

Race

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	3	3	3	3
Asian	2	4	2	0
Black or African American	3	1	1	0
Native Hawaiian or Pacific Islander	0	0	0	0
White	57	59	64	52
Mixed (two or more) races	36	32	29	45

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

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

Table A3.4
Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parent or guardian	92	94	95	97
Other relative's home	1	1	1	0
A home with more than one family	2	2	0	0
Friend's home	0	1	0	0
Foster home, group care, or waiting placement	0	1	1	0
Hotel or motel	1	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0	1	0
Other living arrangement	5	2	2	3

Question HS/MS A.9: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.

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

Table A3.5
Highest Education of Parents

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	5	6	10	17
Graduated from high school	8	15	16	23
Attended college but did not complete four-year degree	13	15	14	20
Graduated from college	53	47	51	20
Don't know	22	18	10	20

Question HS/MS A.10: What is the highest level of education your parents or guardians completed? (Mark the educational level of the parent or guardian who went the furthest in school.)

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	56	61	71	50
Yes	25	24	22	40
Don't know	19	15	7	10

Question HS/MS A.12: Do you receive free or reduced-price lunches at school? (Receiving free or reduced-price lunches means that lunch at school is provided to you for free or you pay less for it.)

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

Table A3.7***Language Spoken at Home***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
English	88	85	84	90
Spanish	11	12	13	10
Mandarin	0	0	0	0
Cantonese	0	0	0	0
Taiwanese	0	0	0	0
Tagalog	0	0	2	0
Vietnamese	0	0	0	0
Korean	0	0	0	0
Arabic	0	1	0	0
Other	1	1	1	0

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
How well do you...				
understand English?				
Very well	90	94	96	97
Well	10	5	4	3
Not well	0	0	0	0
Not at all	0	1	0	0
speak English?				
Very well	88	90	93	93
Well	11	7	5	7
Not well	1	2	1	0
Not at all	0	1	0	0
read English?				
Very well	84	89	89	87
Well	13	9	10	10
Not well	2	2	1	3
Not at all	0	0	0	0
write English?				
Very well	75	86	88	67
Well	23	12	12	27
Not well	2	1	1	7
Not at all	0	1	0	0
English Language Proficiency Status				
Proficient	82	87	90	87
Not proficient	18	13	10	13

Question HS/MS A.14-17: How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.9**English Language Proficiency – Students Speaking a Language Other Than English at Home**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
How well do you...				
understand English?				
Very well	71	82	84	
Well	29	14	14	
Not well	0	0	2	
Not at all	0	4	0	
speak English?				
Very well	63	71	77	
Well	33	21	18	
Not well	5	6	5	
Not at all	0	2	0	
read English?				
Very well	63	73	73	
Well	32	21	25	
Not well	5	4	2	
Not at all	0	2	0	
write English?				
Very well	66	75	66	
Well	34	17	32	
Not well	0	4	2	
Not at all	0	4	0	
English Language Proficiency Status				
Proficient	63	71	73	
Not proficient	37	29	27	

Question HS/MS A.13-17: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.10***Number of Days Attending Afterschool Program***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I do not attend my school's afterschool program	81	80	79	82
1 day	2	1	1	11
2 days	6	2	1	4
3 days	3	1	1	0
4 days	5	2	2	4
5 days	4	14	16	0

Question HS/MS A.19: How many days a week do you usually go to your school's afterschool program?

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

Table A3.11***Military Connections***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	96	96	98	97
Yes	2	3	1	3
Don't know	2	1	1	0

Question HS/MS A.11: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

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

Table A3.12
Sexual Orientation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Straight (not gay)	85	81	83	83
Gay or Lesbian	2	3	2	3
Bisexual	3	9	9	10
I am not sure yet	6	3	3	3
Something else	0	2	1	0
Decline to respond	4	2	1	0

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

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

Table A3.13
Gender Identity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I am not transgender	94	93	96	97
Yes, I am transgender	1	3	1	3
I am not sure if I am transgender	2	1	1	0
Decline to respond	3	3	2	0

Question HS/MS A.5: Some people describe themselves as transgender when their sex at birth does not match the way they think or feel about their gender. Are you transgender?

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

4. School Performance, Supports, and Engagement

Table A4.1

Grades, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	26	21	16	11
A's and B's	36	31	37	39
Mostly B's	5	7	7	7
B's and C's	17	23	22	14
Mostly C's	5	5	4	14
C's and D's	6	9	9	11
Mostly D's	3	2	3	4
Mostly F's	3	2	1	0

Question HS/MS A.20: During the past 12 months, how would you describe the grades you mostly received in school?

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

Table A4.2

Truancy, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	77	72	63	41
1-2 times	13	14	14	24
A few times	7	8	10	14
Once a month	1	1	0	0
Twice a month	1	1	3	7
Once a week	0	1	3	3
More than once a week	1	4	7	10

Question HS/MS A.23: During the past 12 months, about how many times did you skip school or cut classes?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I did not miss any days of school in the past 30 days	40	35	36	24
1 day	19	20	23	14
2 days	19	22	17	24
3 or more days	21	23	24	38

Question HS/MS A.21: In the past 30 days, how often did you miss an entire day of school for any reason?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I didn't miss any school	38	31	31	29
Illness (feeling physically sick), including problems with breathing or your teeth	48	57	53	50
Were being bullied or mistreated at school	3	3	2	0
Felt very sad, hopeless, anxious, stressed, or angry	6	11	14	29
Didn't get enough sleep	6	11	17	39
Didn't feel safe at school or going to and from school	1	1	1	0
Had to take care of or help a family member or friend	4	4	3	18
Wanted to spend time with friends	0	2	3	4
Used alcohol or drugs	1	1	3	4
Were behind in schoolwork or weren't prepared for a test or class assignment	2	4	8	0
Were bored or uninterested in school	2	4	10	21
Had no transportation to school	1	0	1	11
Other reason	18	15	16	14

Question HS/MS A.22: In the past 30 days, did you miss a day of school for any of the following reasons? (Mark All That Apply.)

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

Total percentages may exceed 100% for "mark all that apply" items.

Table A4.5***School Environment, School Connectedness, Academic Motivation, and Promotion of Parent Involvement Scales***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Total school supports	55	50	51	71	
Caring adults in school [‡]	62	60	64	77	A4.6
High expectations-adults in school [‡]	78	71	71	86	A4.7
Meaningful participation at school [‡]	24	21	19	49	A4.8
School connectedness [†]	63	54	51	71	A4.9
Academic motivation [†]	72	63	59	65	A4.10
Promotion of parent involvement in school [†]	56	42	38	62	A4.11

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

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	62	60	64	77
<i>At my school, there is a teacher or some other adult... who really cares about me.</i>				
Not at all true	8	10	7	3
A little true	32	28	30	17
Pretty much true	34	34	30	34
Very much true	27	28	33	45
<i>who notices when I’m not there.</i>				
Not at all true	11	12	13	0
A little true	28	32	28	26
Pretty much true	34	35	28	15
Very much true	27	21	30	59
<i>who listens to me when I have something to say.</i>				
Not at all true	12	11	9	4
A little true	24	26	21	18
Pretty much true	30	33	34	11
Very much true	34	30	36	68

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	78	71	71	86
At my school, there is a teacher or some other adult... who tells me when I do a good job.				
Not at all true	7	7	10	3
A little true	18	27	24	7
Pretty much true	40	37	38	38
Very much true	34	29	28	52
who always wants me to do my best.				
Not at all true	4	4	6	3
A little true	12	18	17	7
Pretty much true	32	35	36	28
Very much true	52	43	41	62
who believes that I will be a success.				
Not at all true	7	8	9	0
A little true	17	24	21	21
Pretty much true	33	32	34	21
Very much true	43	37	37	59

Question HS/MS A.38, 40, 42: At my school, there is a teacher or some other adult... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.

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

Table A4.8

Meaningful Participation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation at school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	24	21	19	49
<i>At school,...</i>				
I do interesting activities.				
Not at all true	16	19	25	3
A little true	38	34	35	24
Pretty much true	29	30	24	38
Very much true	18	18	16	34
I help decide things like class activities or rules.				
Not at all true	54	59	64	17
A little true	27	30	25	41
Pretty much true	15	9	7	24
Very much true	3	2	4	17
I do things that make a difference.				
Not at all true	29	37	41	25
A little true	41	40	39	29
Pretty much true	24	17	14	32
Very much true	7	6	6	14
I have a say in how things work.				
Not at all true	52	56	54	18
A little true	31	29	28	29
Pretty much true	11	12	11	32
Very much true	6	3	7	21
I help decide school activities or rules.				
Not at all true	72	78	75	32
A little true	19	16	19	36
Pretty much true	7	5	3	18
Very much true	2	1	4	14

Question HS/MS A.43-47: At school,... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference... I have a say in how things work... I help decide school activities or rules.

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

Table A4.9**School Connectedness Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School connectedness				
<i>Average reporting “Agree” or “Strongly agree”</i>	63	54	51	71
I feel close to people at this school.				
Strongly disagree	2	4	6	29
Disagree	4	9	14	0
Neither disagree nor agree	24	24	26	18
Agree	46	41	40	43
Strongly agree	24	22	14	11
I am happy to be at this school.				
Strongly disagree	5	7	10	3
Disagree	8	13	17	0
Neither disagree nor agree	26	33	29	17
Agree	44	34	34	38
Strongly agree	18	14	10	41
I feel like I am part of this school.				
Strongly disagree	5	7	13	3
Disagree	11	16	14	7
Neither disagree nor agree	24	29	30	31
Agree	44	38	37	28
Strongly agree	16	10	7	31
The teachers at this school treat students fairly.				
Strongly disagree	5	5	4	4
Disagree	13	13	14	4
Neither disagree nor agree	25	32	21	4
Agree	40	37	48	29
Strongly agree	18	13	13	61
I feel safe in my school.				
Strongly disagree	3	5	7	0
Disagree	9	8	11	3
Neither disagree nor agree	23	27	28	21
Agree	46	49	42	41
Strongly agree	19	11	12	34

Question HS/MS A.24-28: How strongly do you agree or disagree with the following statements?... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.

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

Table A4.10**Academic Motivation Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Academic motivation				
<i>Average reporting “Agree” or “Strongly agree”</i>	72	63	59	65
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	1	3	3	3
Disagree	3	4	7	3
Neither disagree nor agree	13	18	18	17
Agree	40	38	44	45
Strongly agree	43	36	28	31
I try hard at school because I am interested in my work.				
Strongly disagree	7	9	9	3
Disagree	13	18	21	7
Neither disagree nor agree	28	29	27	31
Agree	32	28	27	28
Strongly agree	20	16	16	31
I work hard to try to understand new things at school.				
Strongly disagree	2	5	4	3
Disagree	6	6	11	7
Neither disagree nor agree	20	26	28	31
Agree	43	41	39	31
Strongly agree	29	22	17	28
I am always trying to do better in my schoolwork.				
Strongly disagree	1	3	3	3
Disagree	5	5	7	3
Neither disagree nor agree	15	21	25	28
Agree	38	43	41	48
Strongly agree	41	28	24	17

Question HS/MS A.33-36: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork.

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

Table A4.11***Promotion of Parent Involvement Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Promotion of parent involvement in school				
<i>Average reporting “Agree” or “Strongly agree”</i>	56	42	38	62
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	3	8	11	4
Disagree	9	15	20	0
Neither disagree nor agree	22	31	32	50
Agree	44	37	28	25
Strongly agree	22	9	9	21
Parents feel welcome to participate at this school.				
Strongly disagree	2	3	7	0
Disagree	8	8	10	4
Neither disagree nor agree	38	50	47	29
Agree	40	30	29	46
Strongly agree	11	8	7	21
School staff take parent concerns seriously.				
Strongly disagree	7	6	10	0
Disagree	10	11	14	4
Neither disagree nor agree	32	42	35	25
Agree	35	32	31	32
Strongly agree	17	9	9	39

Question HS/MS A.30-32: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff take parent concerns seriously.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	5	9	16	0
Disagree	19	26	28	3
Neither disagree nor agree	29	32	27	7
Agree	34	30	23	48
Strongly agree	13	3	5	41

Question HS/MS A.29: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.

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

5. School Violence, Victimization, and Safety

Table A5.1

Perceived Safety at School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	9	7	13	41
Safe	51	47	39	38
Neither safe nor unsafe	33	38	36	17
Unsafe	4	6	8	3
Very unsafe	2	2	4	0

Question HS A.105/MS A.92: How safe do you feel when you are at school?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	88	90	90	96
1 time	5	5	4	0
2 or more times	7	5	6	4
Religion				
0 times	89	93	93	96
1 time	6	3	2	4
2 or more times	5	4	5	0
Gender				
0 times	93	93	94	96
1 time	5	4	3	0
2 or more times	2	4	4	4
Because you are gay, lesbian, or bisexual or someone thought you were				
0 times	89	86	92	96
1 time	4	4	1	0
2 or more times	7	9	7	4
A physical or mental disability				
0 times	95	95	94	100
1 time	3	3	3	0
2 or more times	2	3	2	0
Any of the above five reasons	31	26	23	4

Question HS A.121-125/MS A.109-113: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay, lesbian, or bisexual or someone thought you were... A physical or mental disability.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
You are an immigrant or someone thought you were				
0 times	98	96	95	100
1 time	1	3	1	0
2 or more times	1	1	4	0
Any other reason				
0 times	76	80	85	93
1 time	8	6	5	4
2 or more times	16	14	10	4
Any harassment	42	35	29	7

Question HS A.121-127/MS A.109-115: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay, lesbian, or bisexual or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were... Any other reason.

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

Table A5.3
School Violence Victimization Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School violence victimization				
<i>Average reporting “1 or more times”</i>	37	27	24	14
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?				
0 times	64	76	85	96
1 time	16	11	6	4
2 to 3 times	10	5	4	0
4 or more times	10	8	4	0
been afraid of being beaten up?				
0 times	72	82	89	90
1 time	15	8	8	7
2 to 3 times	7	4	1	3
4 or more times	6	5	3	0
had mean rumors or lies spread about you?				
0 times	54	65	66	79
1 time	16	15	9	7
2 to 3 times	13	11	12	10
4 or more times	17	9	13	3
had sexual jokes, comments, or gestures made to you?				
0 times	65	65	67	79
1 time	13	7	8	3
2 to 3 times	11	11	11	7
4 or more times	11	17	15	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***

	Grade 7 %	Grade 9 %	Grade 11 %	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	59	67	75	83
1 time	14	11	6	3
2 to 3 times	10	11	6	7
4 or more times	17	12	12	7
had your property stolen or deliberately damaged?				
0 times	75	85	84	90
1 time	15	9	7	7
2 to 3 times	6	4	6	0
4 or more times	5	2	4	3
been made fun of, insulted, or called names?				
0 times	47	66	74	86
1 time	19	11	5	3
2 to 3 times	13	7	8	0
4 or more times	21	16	13	10
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)	66	73	71	81
1 time	16	12	12	15
2 to 3 times	9	9	11	0
4 or more times	10	6	6	4

Question HS A.111, 112, 120, 128/MS A.99, 100, 108, 116: During the past 12 months, how many times on school property have you... been made fun of because of your looks or the way you talk?... had your property stolen or deliberately damaged, such as your car, clothing, or books?... been made fun of, insulted, or called names?... During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?

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

Table A5.4

School Violence Perpetration Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School violence perpetration				
<i>Average reporting “1 or more times”</i>	9	10	12	8
<i>During the past 12 months, how many times on school property have you... been in a physical fight?</i>				
0 times	81	90	88	90
1 time	12	5	8	3
2 to 3 times	6	3	2	7
4 or more times	2	3	2	0
<i>been offered, sold, or given an illegal drug?</i>				
0 times	86	75	72	72
1 time	8	12	9	7
2 to 3 times	3	9	7	7
4 or more times	2	4	12	14
<i>damaged school property on purpose?</i>				
0 times	92	92	94	96
1 time	6	4	3	4
2 to 3 times	2	1	2	0
4 or more times	1	3	2	0
<i>carried a gun?</i>				
0 times	99	99	99	100
1 time	0	1	0	0
2 to 3 times	0	0	0	0
4 or more times	0	0	1	0
<i>carried any other weapon (such as a knife or club)?</i>				
0 times	96	92	88	100
1 time	3	2	3	0
2 to 3 times	1	2	2	0
4 or more times	0	4	7	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***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
been threatened with harm or injury?				
0 times	83	88	93	93
1 time	11	5	3	7
2 to 3 times	4	3	2	0
4 or more times	2	4	3	0
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	95	95	98	100
1 time	4	2	1	0
2 to 3 times	2	2	0	0
4 or more times	0	1	1	0

Question HS A.117, 119/MS A.105, 107: During the past 12 months, how many times on school property have you... been threatened or injured with a weapon (gun, knife, club, etc.)?... been threatened with harm or injury?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Seen someone carrying a gun, knife, or other weapon				
0 times	82	83	74	97
1 time	14	8	8	0
2 to 3 times	3	4	8	3
4 or more times	2	5	11	0

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

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

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime illicit AOD use to get “high” [#]	13	34	46	54	A6.2
Lifetime alcohol or drug use	13	36	47	54	A6.2
Lifetime marijuana use	3	18	31	54	A6.2
Lifetime very drunk or high (7 or more times)	2	6	20	48	A6.7
Lifetime drinking and driving involvement	39	12	15	14	A6.11
Current alcohol or drug use [¶]	6	17	25	54	A6.5
Current marijuana use [¶]	2	10	18	50	A6.5
Current heavy drug use [¶]	1	7	12	39	A6.5
Current heavy alcohol use (binge drinking) [¶]	1	8	11	32	A6.5
Current alcohol or drug use on school property [¶]	2	7	11	14	A6.8
Harmfulness of occasional marijuana use ^B	36	32	21	18	A6.12
Difficulty of obtaining marijuana ^C	15	5	6	11	A6.13

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

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

[¶]*Past 30 days.*

^B*Great harm.*

^C*Very difficult.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	11	27	41	39
Marijuana	3	18	31	54
Inhalants	3	3	6	7
Cocaine, methamphetamine, or any amphetamines	na	2	4	7
Heroin	na	0	1	0
Ecstasy, LSD, or other psychedelics	na	3	5	32
Prescription pain medication (opioids)	na	5	6	7
Tranquilizers or sedatives	na	2	4	7
Diet pills or other prescription stimulant	na	5	10	11
Cold/cough medicines or other over-the-counter medicines to get “high”	na	7	10	14
Any other drug, pill, or medicine to get “high”	2	4	5	11
<i>Any of the above AOD use</i>	13	36	47	54
<i>Any illicit AOD use to get “high”[#]</i>	13	34	46	54

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

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

na—Not asked of middle school students.

Table A6.3
Lifetime AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	89	73	59	61
1 time	4	7	7	0
2 to 3 times	4	7	10	4
4 or more times	3	13	24	36
Marijuana (smoke, vape, eat, or drink)				
0 times	97	82	69	46
1 time	1	4	3	0
2 to 3 times	1	4	6	0
4 or more times	1	10	22	54
Inhalants				
0 times	97	97	94	93
1 time	3	1	2	0
2 to 3 times	1	1	2	0
4 or more times	0	1	2	7
Cocaine, methamphetamine, or any amphetamines				
0 times	na	98	96	93
1 time	na	1	1	0
2 to 3 times	na	1	0	0
4 or more times	na	1	3	7
Heroin				
0 times	na	100	99	100
1 time	na	0	0	0
2 to 3 times	na	0	0	0
4 or more times	na	0	0	0
Ecstasy, LSD, or other psychedelics				
0 times	na	97	95	68
1 time	na	1	1	4
2 to 3 times	na	1	3	7
4 or more times	na	1	2	21

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).

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Prescription pain medication				
0 times	na	95	94	93
1 time	na	2	1	0
2 to 3 times	na	1	2	4
4 or more times	na	2	2	4
Tranquilizers or sedatives				
0 times	na	98	96	93
1 time	na	1	1	0
2 to 3 times	na	1	1	0
4 or more times	na	1	1	7
Diet pills				
0 times	na	97	94	100
1 time	na	1	2	0
2 to 3 times	na	1	1	0
4 or more times	na	1	3	0
Ritalin or Adderall or other prescription stimulant				
0 times	na	96	94	89
1 time	na	2	2	0
2 to 3 times	na	1	1	11
4 or more times	na	1	3	0
Cold/cough medicines or other over-the-counter medicines to get “high”				
0 times	na	93	90	86
1 time	na	1	4	4
2 to 3 times	na	3	3	7
4 or more times	na	3	3	4

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.”

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 times	98	96	95	89
1 time	1	1	1	0
2 to 3 times	0	2	3	7
4 or more times	0	2	1	4

Question HS A.63/MS A.56: During your life, how many times have you used the following?... Any other drug, pill, or medicine to get “high” or for reasons other than medical.

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

Table A6.4**Methods of Marijuana Consumption**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During your life, how many times have you used marijuana in any of the following ways...				
Smoke it?				
0 times	97	84	72	43
1 time	1	3	2	0
2 to 3 times	1	4	6	7
4 or more times	2	9	20	50
In a vaping device?				
0 times	95	84	73	57
1 time	3	4	7	0
2 to 3 times	0	4	3	4
4 or more times	2	8	17	39
Eat or drink it in products made with marijuana?				
0 times	98	89	83	43
1 time	2	4	3	0
2 to 3 times	0	3	6	11
4 or more times	0	5	8	46

Question HS A.67-69/MS A.60-62: During your life, how many times have you used marijuana in any of the following ways... Smoke it?... In a vaping device (vape pens, mods, portable vaporizers)?... Eat or drink it in products made with marijuana?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks of alcohol)	5	13	17	33
Binge drinking (5 or more drinks in a row)	1	8	11	32
Marijuana (smoke, vape, eat, or drink)	2	10	18	50
Inhalants	1	1	2	7
Prescription drugs to get “high” or for reasons other than prescribed	na	1	1	4
Other drug, pill, or medicine to get “high” or for reasons other than medical	0	2	2	4
<i>Any drug use</i>	2	10	18	50
<i>Heavy drug use</i>	1	7	12	39
<i>Any AOD Use</i>	6	17	25	54
Two or more substances at the same time	na	4	10	36

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”). na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks)				
0 days	95	87	83	67
1 or 2 days	5	8	9	15
3 to 9 days	0	2	6	11
10 to 19 days	0	1	0	0
20 to 30 days	0	2	2	7
Binge drinking (5 or more drinks in a row)				
0 days	99	92	89	68
1 or 2 days	1	4	6	18
3 to 9 days	0	2	4	7
10 to 19 days	0	1	1	0
20 to 30 days	0	1	1	7
Marijuana (smoke, vape, eat, or drink)				
0 days	98	90	82	50
1 or 2 days	1	4	6	11
3 to 9 days	0	3	3	0
10 to 19 days	1	1	1	0
20 to 30 days	0	2	7	39

Question HS A.73-75/MS A.66-68: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	97	89	76	67
1 to 2 times	3	7	13	19
3 to 6 times	0	2	3	7
7 or more times	0	3	7	7
“High” (loaded, stoned, or wasted) from using drugs				
0 times	97	85	73	48
1 to 2 times	2	5	6	4
3 to 6 times	0	5	3	0
7 or more times	2	6	18	48
<i>Very drunk or “high” 7 or more times</i>	2	6	20	48

Question HS A.64, 65/MS A.57, 58: During your life, how many times have you been... very drunk or sick after drinking alcohol?... “high” (loaded, stoned, or wasted) from using drugs?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	99	96	94	96
1 to 2 days	1	3	3	0
3 or more days	0	1	2	4
Marijuana (smoke, vape, eat, or drink)				
0 days	99	96	92	85
1 to 2 days	1	3	3	4
3 or more days	0	2	5	11
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 days	100	100	98	96
1 to 2 days	0	0	1	4
3 or more days	0	0	2	0
<i>Any of the above</i>	2	7	11	14

Question HS A.83-85/MS A.74-76: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol?... use marijuana (smoke, vape, eat, or drink)?... use any other drug, pill, or medicine to get “high” or for reasons other than medical?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	99	91	83	63
1 to 2 times	1	5	6	11
3 to 6 times	0	1	3	4
7 or more times	0	2	9	22

Question HS A.66/MS A.59: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

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

Table A6.10
Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don't use	na	84	75	71
0 times	na	14	18	21
1 time	na	1	4	7
2 to 3 times	na	0	2	0
4 or more times	na	1	1	0
Marijuana				
Does not apply, don't use	na	85	75	56
0 times	na	9	15	30
1 time	na	3	6	7
2 to 3 times	na	2	3	4
4 or more times	na	1	1	4

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using				
Never	na	88	85	86
1 time	na	4	5	0
2 times	na	3	2	4
3 to 6 times	na	3	5	0
7 or more times	na	2	4	11
Have ridden in a car driven by someone who had been using alcohol or drugs				
Never	61	na	na	na
1 time	12	na	na	na
2 times	7	na	na	na
3 to 6 times	8	na	na	na
7 or more times	12	na	na	na

Question HS A.104/MS A.91: 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?... During your life, how many times have you ridden in a car driven by someone who had been using alcohol or drugs?

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

na—Not asked of middle/high school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol - drink occasionally				
Great	23	23	17	18
Moderate	25	31	26	43
Slight	28	28	30	25
None	24	18	26	14
Alcohol - 5 or more drinks once or twice a week				
Great	39	51	42	46
Moderate	32	27	29	39
Slight	10	9	11	0
None	19	13	17	14
Marijuana - use occasionally				
Great	36	32	21	18
Moderate	31	27	21	18
Slight	15	20	24	25
None	19	21	34	39
Marijuana - use daily				
Great	59	53	37	36
Moderate	15	19	27	14
Slight	6	10	15	21
None	20	17	21	29

Question HS A.91-94/MS A.82-85: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, vape, eat, or drink) ... Use marijuana daily.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Very difficult	11	6	6	7
Fairly difficult	11	8	5	7
Fairly easy	19	26	21	21
Very easy	21	34	45	32
Don't know	38	26	22	32
Marijuana				
Very difficult	15	5	6	11
Fairly difficult	15	7	3	7
Fairly easy	15	24	19	14
Very easy	10	32	48	46
Don't know	45	31	24	21

Question HS A.97, 98/MS A.88, 89: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana.

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

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	1	5	8	29	A7.2
Current cigarette smoking [¶]	1	2	3	11	A7.3
Current cigarette smoking at school [¶]	0	1	1	0	A7.4
Ever tried smokeless tobacco	1	5	9	11	A7.2
Current smokeless tobacco use [¶]	0	2	4	0	A7.3
Current smokeless tobacco use at school [¶]	0	2	3	0	A7.4
Ever used vape products	10	27	33	50	A7.2
Current use of vape products [¶]	6	12	15	43	A7.3
Current vaping at school [¶]	4	9	10	22	A7.4
Cessation Attempts					
Tried to quit or stop using cigarettes	na	2	1	7	A7.6
Tried to quit or stop using vapes	na	10	14	25	A7.6
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking ^B	28	35	29	36	A7.7
Harmfulness of smoking 1 or more packs/day ^B	63	71	68	68	A7.7
Harmfulness of vaping occasionally ^B	27	30	26	21	A7.8
Harmfulness of vaping several times a day ^B	65	65	62	54	A7.8
Difficulty of obtaining cigarettes ^C	12	4	9	7	A7.9
Difficulty of obtaining vape products ^C	6	3	6	7	A7.9
Anti-Tobacco Policy					
School bans tobacco use and vaping	64	69	72	90	A7.10

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

[¶]Past 30 days.

^BGreat harm.

^CVery difficult.

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	97	na	na	na
1 time	2	na	na	na
2 to 3 times	0	na	na	na
4 or more times	1	na	na	na
A whole cigarette				
0 times	99	95	92	71
1 time	0	1	3	11
2 to 3 times	0	0	2	0
4 or more times	1	4	3	18
Smokeless tobacco				
0 times	99	95	91	89
1 time	1	1	2	7
2 to 3 times	0	2	3	0
4 or more times	0	2	4	4
Vape products				
0 times	90	73	67	50
1 time	4	7	6	7
2 to 3 times	3	5	7	4
4 or more times	3	16	21	39

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

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

na—Not asked of high school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	1	2	3	11
Daily (20 or more days)	0	0	0	4
Smokeless tobacco				
Any	0	2	4	0
Daily (20 or more days)	0	0	1	0
Vape products				
Any	6	12	15	43
Daily (20 or more days)	0	3	3	18

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
0 days	100	99	99	100
1 or 2 days	0	0	0	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	0
Smokeless tobacco				
0 days	100	98	97	100
1 or 2 days	0	1	2	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	0	0	1	0
Vape				
0 days	96	91	90	78
1 or 2 days	3	4	5	4
3 to 9 days	1	4	2	7
10 to 19 days	0	0	1	4
20 to 30 days	0	1	2	7

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes				
0 days	95	93	93	89
1 day	2	2	2	4
2 days	1	2	1	0
3-9 days	1	1	2	0
10-19 days	0	1	0	0
20-30 days	0	1	2	7

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Does not apply, don't use	na	94	94	79
0 times	na	5	4	14
1 time	na	0	1	4
2 to 3 times	na	0	0	0
4 or more times	na	1	0	4
Vapes				
Does not apply, don't use	na	80	79	57
0 times	na	10	7	18
1 time	na	5	10	14
2 to 3 times	na	3	3	7
4 or more times	na	2	1	4

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke cigarettes occasionally				
Great	28	35	29	36
Moderate	36	35	31	25
Slight	18	14	22	18
None	19	17	18	21
Smoke 1 or more packs of cigarettes each day				
Great	63	71	68	68
Moderate	13	9	12	11
Slight	4	4	3	4
None	20	16	16	18

Question HS A.87, 88/MS A.78, 79: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.

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

Table A7.8***Perceived Harm of Using Vape Products***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Use vape products occasionally				
Great	27	30	26	21
Moderate	41	37	33	43
Slight	18	17	24	14
None	14	16	17	21
Use vape products several times a day				
Great	65	65	62	54
Moderate	13	15	18	29
Slight	5	5	6	4
None	17	15	14	14

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Very difficult	12	4	9	7
Fairly difficult	16	10	9	11
Fairly easy	21	30	24	14
Very easy	8	18	27	39
Don't know	43	37	32	29
Vape products				
Very difficult	6	3	6	7
Fairly difficult	7	3	1	0
Fairly easy	22	27	19	11
Very easy	31	44	53	50
Don't know	35	23	20	32

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	4	4	10	3
Yes	64	69	72	90
Don't know	32	28	18	7

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

Alone After School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	36	na	na	na
1 day	17	na	na	na
2 days	9	na	na	na
3 days	8	na	na	na
4 days	5	na	na	na
5 days	24	na	na	na

Question MS A.93: In a normal week, how many days are you home after school for at least one hour without an adult there?

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

na—Not asked of high school students.

Table A8.2

Hours of Sleep

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
4 or less hours	3	6	6	11
5 hours	7	9	12	21
6 hours	12	15	24	29
7 hours	19	31	31	14
8 hours	27	28	20	25
9 hours	22	8	5	0
10 or more hours	11	3	2	0
<i>Sleep deprivation (less than 8 hours)</i>	41	61	73	75

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	31	43	43	59
Yes	69	57	57	41

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	65	60	60	52
Yes	35	40	40	48

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	85	82	83	78
Yes	15	18	17	22

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 A8.6***Gang Involvement***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	98	96	97	100
Yes	2	4	3	0

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 - 7th Grade

Percent of Students (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports [‡]	57	53				58	49
Caring adults in school [‡]	66	63				66	56
High expectations-adults in school [‡]	80	73				83	71
Meaningful participation at school [‡]	25	22				25	21
School Connectedness[†]	64	54				67	61
Academic Motivation[†]	70	73				74	70
Promotion of parent involvement in School[†]	53	50				60	53

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

Table A9.2

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

Percent of Students (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports [‡]	51	59	41			51	50
Caring adults in school [‡]	62	70	47			60	60
High expectations-adults in school [‡]	72	80	53			72	69
Meaningful participation at school [‡]	20	28	22			20	20
School Connectedness[†]	51	46	48			57	54
Academic Motivation[†]	57	63	69			65	56
Promotion of parent involvement in School[†]	45	40	41			43	40

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

Table A9.3**School Supports and Engagement by Race/Ethnicity - 11th Grade**

Percent of Students (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports [‡]	50					53	46
Caring adults in school [‡]	63					67	58
High expectations-adults in school [‡]	70					73	66
Meaningful participation at school [‡]	18					19	15
School Connectedness[†]	52					54	42
Academic Motivation[†]	63					58	59
Promotion of parent involvement in School[†]	36					39	30

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

Table A9.4**School Supports and Engagement by Race/Ethnicity - Non-Traditional**

Percent of Students (%)	NT						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports [‡]	63					75	66
Caring adults in school [‡]	73					81	78
High expectations-adults in school [‡]	83					93	79
Meaningful participation at school [‡]	35					51	43
School Connectedness[†]	72					81	62
Academic Motivation[†]	63					64	63
Promotion of parent involvement in School[†]	67					69	50

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	62	54	52	92
American Indian or Alaska Native		40		
Asian		83		
Black or African American				
Native Hawaiian or Pacific Islander				
White	63	56	54	79
Mixed (two or more) races	58	45	42	92

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	26	23	25	0
American Indian or Alaska Native		40		
Asian		25		
Black or African American				
Native Hawaiian or Pacific Islander				
White	30	28	23	8
Mixed (two or more) races	30	20	19	0

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	33	32	31	0
American Indian or Alaska Native		60		
Asian		25		
Black or African American				
Native Hawaiian or Pacific Islander				
White	42	37	30	15
Mixed (two or more) races	40	30	29	0

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	1	2	10	9
American Indian or Alaska Native		10		
Asian		0		
Black or African American				
Native Hawaiian or Pacific Islander				
White	1	6	6	0
Mixed (two or more) races	2	2	4	8

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	0	0	1	9
American Indian or Alaska Native		10		
Asian		0		
Black or African American				
Native Hawaiian or Pacific Islander				
White	1	3	4	7
Mixed (two or more) races	0	0	0	8

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	5	15	13	36
American Indian or Alaska Native		20		
Asian		0		
Black or African American				
Native Hawaiian or Pacific Islander				
White	6	11	17	50
Mixed (two or more) races	5	14	13	33

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	4	6	18	18
American Indian or Alaska Native		10		
Asian		8		
Black or African American				
Native Hawaiian or Pacific Islander				
White	5	17	18	38
Mixed (two or more) races	3	9	17	25

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

Table A9.12***Any Marijuana Use in the Past 30 Days by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	1	12	18	45
American Indian or Alaska Native		10		
Asian		0		
Black or African American				
Native Hawaiian or Pacific Islander				
White	3	10	18	50
Mixed (two or more) races	1	12	21	58

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

Table A9.13
Sleep Deprivation by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	42	67	70	82
American Indian or Alaska Native		40		
Asian		67		
Black or African American				
Native Hawaiian or Pacific Islander				
White	40	56	73	62
Mixed (two or more) races	38	69	75	85

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

Table A9.14
Chronic Sad or Hopeless Feelings in the Past 12 Months by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	37	48	36	40
American Indian or Alaska Native		60		
Asian		17		
Black or African American				
Native Hawaiian or Pacific Islander				
White	31	36	40	46
Mixed (two or more) races	41	46	42	50

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

Table A9.15
Suicide Ideation by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	12	13	11	30
American Indian or Alaska Native		40		
Asian		8		
Black or African American				
Native Hawaiian or Pacific Islander				
White	14	18	17	23
Mixed (two or more) races	13	22	18	17

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

10. Gender Breakdowns

Table A10.1
School Supports and Engagement by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<i>School Environment</i>								
Total school supports [‡]	56	54	50	51	56	48	77	65
Caring adults in school [‡]	64	61	59	61	70	59	87	69
High expectations-adults in school [‡]	79	77	72	70	77	67	90	83
Meaningful participation at school [‡]	26	23	20	22	21	17	55	44
<i>School Connectedness</i> [†]	61	65	52	56	52	51	65	76
<i>Academic Motivation</i> [†]	76	68	65	61	66	54	65	64
<i>Promotion of parent involvement in School</i> [†]	57	56	37	48	43	32	69	56

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

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

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

Table A10.2

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

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Perceived Safety at School								
Feel safe or very safe at school	59	63	54	54	54	51	85	75
Harassment/Bullying at School								
<i>During the past 12 months at school, have you been...</i>								
harassed/bullied for any of the five reasons?	35	27	30	22	22	22	0	7
harassed/bullied for any reason?	47	36	37	34	31	27	0	13
Current ATOD Use								
<i>During the past 30 days, did you...</i>								
have at least one drink of alcohol at school?	0	2	4	4	3	8	8	0
use cigarettes?	0	1	1	3	2	4	15	7
use vape products?	5	8	15	10	13	17	46	40
have at least one drink of alcohol?	3	7	13	13	15	20	33	33
use marijuana?	1	2	12	8	17	19	54	47
Physical and Mental Health								
Sleep deprivation (less than 8 hours)	47	35	66	55	72	75	83	69
Chronic sad or hopeless feelings, past 12 months	44	26	48	31	48	33	67	33
Seriously considered attempting suicide, past 12 months	19	11	16	19	19	14	25	20

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

Alcohol and Other Drugs (AOD) Module

1. Module Sample

Table B1.1

Student Sample for AOD Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	383	382	350	77
Final number	303	296	257	22
Response Rate	79%	77%	73%	29%

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Alcohol and Marijuana Consumption Patterns					
Usually drank until felt it a lot	1	5	10	9	B3.3
Usually used marijuana or other drugs until felt it a lot	na	7	11	23	B3.4
Consequences of AOD Consumption					
Caused one or more problems	na	8	11	24	B4.2
Caused one or more dependency-related experiences	na	11	20	33	B4.3
Supports to Reduce AOD Use					
Very likely to find help at school for quitting or reducing use	na	22	21	48	B5.2
Strong Personal Disapproval of AOD Use					
Having one or two drinks of any alcoholic beverage nearly every day	62	51	42	41	B7.1
Trying marijuana once or twice	54	33	18	14	B7.1
Using marijuana once a month or more	66	43	29	14	B7.1

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

na—Not asked of middle school students.

3. Alcohol, Tobacco, and Marijuana Consumption Patterns

Table B3.1

Age of Onset – AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
Never	81	63	53	57
10 years or under	10	10	6	0
11-12 years old	7	8	5	14
13-14 years old	2	18	12	10
15-16 years old	0	1	22	10
17 years or older	0	0	2	10
Marijuana (smoke, vape, eat, or drink)				
Never	96	81	67	52
10 years or under	0	1	1	0
11-12 years old	3	4	1	5
13-14 years old	0	11	11	19
15-16 years old	0	1	19	19
17 years or older	0	0	1	5
Any other illegal drug or pill to get “high”				
Never	98	96	90	81
10 years or under	0	0	0	0
11-12 years old	1	1	0	0
13-14 years old	0	2	1	5
15-16 years old	0	0	7	14
17 years or older	0	0	1	0

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked part or all of a cigarette				
Never	97	92	90	71
10 years or under	2	2	0	0
11-12 years old	1	2	1	0
13-14 years old	0	3	2	10
15-16 years old	0	1	6	19
17 years or older	0	0	0	0
A vape product such as an e-cigarette, vape pen, or mod				
Never	88	75	65	48
10 years or under	1	0	0	0
11-12 years old	9	7	1	0
13-14 years old	2	16	12	10
15-16 years old	0	1	20	33
17 years or older	0	0	2	10

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't drink alcohol	92	83	68	64
Just enough to feel it a little	6	10	11	14
Enough to feel it moderately	2	3	11	14
Until I feel it a lot or get really drunk	1	5	10	9

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 Drug Consumption Level***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't use drugs	na	87	74	55
Just enough to feel a little high	na	4	6	0
Enough to feel it moderately	na	2	9	23
Until I feel it a lot or get really high	na	7	11	23

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I've never used a vaping device or e-cigarette	88	78	68	60
Nicotine or tobacco substitute	6	14	23	30
Marijuana or THC	2	10	24	35
Amphetamines, cocaine, or heroin	0	0	1	0
A flavored product without nicotine, alcohol, or other drug	7	10	11	20
Any other product or substance	1	1	1	0
I was not sure what was in the vaping device or e-cigarette	4	5	4	5

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

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

Total percentages may exceed 100% for “mark all that apply” items.

4. Reasons for and Consequences of AOD Consumption

Table B4.1

Reasons for AOD Use in the Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months.	83	75	63	43
To experiment (try using)	8	12	16	14
To get high	2	8	17	48
To have a good time with friends	3	14	23	33
To fit in with a group you like	1	2	4	0
Because of boredom	2	8	13	33
To relax	3	11	20	48
To get away from problems	4	11	17	38
Because of anger or frustration	2	8	7	24
To get through the day	2	7	7	24
Because it made you feel better	3	11	16	38
To seek deeper insights and understanding	2	4	9	10
None of the above	10	6	4	10

Question HS B.8/MS B.7: Have you used alcoholic beverages, marijuana, or other drugs in the past 12 months for any of the following reasons? (Mark All That Apply.)

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

Total percentages may exceed 100% for "mark all that apply" items.

Table B4.2***Problems Caused by AOD Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I've never used alcohol or drugs	na	79	65	52
I've used alcohol or drugs but never had any problems	na	15	25	24
Have problems with emotions, nerves, or mental health	na	3	4	5
Get into trouble or have problems with the police	na	2	3	5
Have money problems	na	1	1	10
Miss school	na	1	2	10
Have problems with schoolwork	na	1	3	5
Fight with others	na	1	2	5
Damage a friendship	na	3	2	5
Physically hurt or injure yourself	na	1	2	5
Have unwanted or unprotected sex	na	2	4	5
Forget what happened or pass out	na	5	7	14
Been suspended from school	na	1	2	14
<i>One or more problems</i>	na	8	11	24

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.

na—Not asked of middle school students.

Table B4.3***Alcohol or Other Drug Use Caused Negative Experiences***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I have not used alcohol or drugs	na	80	66	57
I use alcohol or drugs but have not experienced any of these things	na	10	16	10
Found you had to increase how much you use to have the same effect as before	na	5	10	24
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	na	3	4	10
Used alcohol or drugs a lot more than you intended	na	3	7	5
Used alcohol or drugs when you were alone	na	6	16	29
Your use of alcohol or drugs often kept you from doing a normal activity	na	2	3	0
You didn't feel OK unless you had something to drink or used a drug	na	3	4	10
Thought about reducing or stopping use	na	5	11	19
Told yourself you were not going to use but found yourself using anyway	na	4	4	5
Spoke with someone about reducing or stopping use	na	2	4	5
Attended counseling, a program, or group to help you reduce or stop use	na	2	2	0
<i>One or more negative experiences</i>	na	11	20	33

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.

na—Not asked of middle school students.

Table B4.4***Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	43	39	23
Likely	na	30	30	45
Not likely	na	11	17	14
Don't know	na	16	14	18

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.

na—Not asked of middle school students.

5. Supports to Reduce AOD Use

Table B5.1

Needed Counseling for Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I never used alcohol or other drugs	na	80	65	59
No, but I do use alcohol or other drugs	na	18	32	36
Yes, I have felt that I needed help	na	2	3	5

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

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

na—Not asked of middle school students.

Table B5.2

Likelihood of Finding Help at School for Quitting or Reducing Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	22	21	48
Likely	na	39	32	14
Not likely	na	17	24	14
Don't know	na	22	23	24

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?

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

na—Not asked of middle school students.

Table B5.3

Talked with Parent About AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	45	41	48	45
Yes	55	59	52	55

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

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

6. Availability

Table B6.1

Sources for Obtaining Alcohol

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
At school	9	14	17	5
At parties	14	36	50	10
At concerts or other social events	5	14	20	5
At their own home	30	35	42	14
From adults at friends' homes	16	23	31	5
From friends or another teenager	29	40	50	24
Get adults to buy it for them	17	28	34	14
Buy it themselves from a store	11	9	17	10
At bars, clubs, or gambling casinos	1	3	5	0
Other	9	19	15	10
Don't know	64	55	45	71

Question HS B.14/MS B.8: How do most students at your school who drink alcohol usually get it? (Mark All That Apply.)

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

Total percentages may exceed 100% for "mark all that apply" items.

Table B6.2***Sources for Obtaining Marijuana***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
At school	11	23	31	5
At parties	9	29	39	0
At concerts or other social events	5	14	21	0
At their own home	17	28	33	19
From an adult acquaintance	12	24	33	19
From friends or another teenager	28	42	46	19
Buy it at a marijuana dispensary	5	9	16	14
At bars or clubs	1	3	6	0
Other	9	16	17	19
Don't know	70	55	49	71

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

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

Total percentages may exceed 100% for “mark all that apply” items.

7. Influences on ATOD Use

Table B7.1

Personal Disapproval of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Having one or two drinks of any alcoholic beverage nearly every day				
Neither approve nor disapprove	23	30	45	36
Somewhat disapprove	15	19	13	23
Strongly disapprove	62	51	42	41
Trying marijuana once or twice				
Neither approve nor disapprove	26	43	65	73
Somewhat disapprove	21	24	16	14
Strongly disapprove	54	33	18	14
Using marijuana once a month or more regularly				
Neither approve nor disapprove	22	37	55	73
Somewhat disapprove	12	19	16	14
Strongly disapprove	66	43	29	14

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong	83	78	71	67
Wrong	10	16	20	10
A little wrong	5	5	6	10
Not at all wrong	1	2	3	14
Smoke tobacco				
Very wrong	91	83	82	62
Wrong	8	11	13	29
A little wrong	1	4	3	5
Not at all wrong	0	1	2	5
Use vape products such as e-cigarettes, vape pens, or mods				
Very wrong	87	82	79	52
Wrong	10	11	14	14
A little wrong	2	5	4	14
Not at all wrong	0	2	4	19
Use marijuana (smoke, vape, eat, or drink)				
Very wrong	91	75	71	43
Wrong	6	14	12	24
A little wrong	2	8	10	14
Not at all wrong	1	3	8	19
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	94	91	88	76
Wrong	5	8	9	10
A little wrong	0	1	2	10
Not at all wrong	0	1	2	5

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong	67	51	47	35
Wrong	19	21	27	5
A little wrong	8	14	13	35
Not at all wrong	7	14	13	25
Smoke tobacco				
Very wrong	73	57	52	42
Wrong	16	23	29	21
A little wrong	4	9	11	16
Not at all wrong	7	10	8	21
Use vape products such as e-cigarettes, vape pens, or mods				
Very wrong	65	51	41	40
Wrong	17	18	23	10
A little wrong	9	14	18	10
Not at all wrong	9	17	18	40
Use marijuana (smoke, vape, eat, or drink)				
Very wrong	73	51	39	30
Wrong	13	18	18	15
A little wrong	5	14	15	10
Not at all wrong	8	17	28	45
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	78	64	60	55
Wrong	13	20	24	5
A little wrong	3	8	8	25
Not at all wrong	5	8	8	15

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

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

Table B7.4

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	25	18	30	24
Yes	75	82	70	76

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

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

Drug-Free Communities (DFC) Module

1. Module Sample

Table G1.1

Student Sample for DFC Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	383	382	350	77
Final number	289	282	253	20
Response Rate	75%	74%	72%	26%

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

2. Prescription Drug Use

Table G2.1

Prescription Drug Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	98	96	95	100
Yes	2	4	5	0

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

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

3. Disapproval of Prescription Drug Use

Table G3.1

Parental Disapproval of Prescription Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very wrong	88	87	82	75
Wrong	10	9	12	15
A little wrong	1	3	4	10
Not at all wrong	1	1	2	0

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

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

Table G3.2

Peer Disapproval of Prescription Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very wrong	70	62	62	60
Wrong	20	22	21	15
A little wrong	8	11	12	15
Not at all wrong	3	5	6	10

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

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

4. Perceived Harm from Marijuana and Prescription Drug Use

Table G4.1

Perceived Risks Associated with Marijuana and Prescription Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke marijuana once or twice a week				
Great risk	46	37	22	10
Moderate risk	35	28	28	20
Slight risk	14	22	25	25
No risk	5	13	25	45
Use prescription drugs that are not prescribed to them				
Great risk	63	62	60	70
Moderate risk	27	27	22	15
Slight risk	8	7	10	10
No risk	3	4	8	5

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

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

School Climate Module

1. Module Sample

Table N1.1

Student Sample for School Climate Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	383	382	350	77
Final number	325	311	266	28
Response Rate	85%	81%	76%	36%

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

2. Key Indicators of School Climate

Table N2.1

School Climate Scales

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Supports for learning [†]	63	49	47	79	N3.1
Student learning engagement [†]	27	18	23	37	N3.2
Fairness and respect for diversity [†]	38	33	31	62	N4.1
Racial/Ethnic conflict [†]	8	8	11	12	N4.2
Appreciation of racial/ethnic differences [†]	61	44	44	71	N4.3
Clarity of rules [†]	59	51	51	64	N5.1
Disciplinary harshness [†]	47	32	29	18	N5.2
Student peer relationships [†]	43	37	39	55	N6.1
Supports for social and emotional learning [†]	51	36	36	68	N7.1
Anti-bullying climate [†]	42	31	31	57	N8.1
Supports for college and career planning [†]	45	49	36	55	N9.1
Quality of physical environment [†]	45	33	29	79	N10.1
Time for lunch [†]	56	41	36	38	N11.1

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

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

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

3. Supports for Learning & Student Academic Engagement

Table N3.1

Supports for Learning Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Supports for learning				
<i>Average reporting “Agree” or “Strongly agree”</i>	63	49	47	79
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	6	8	4
Disagree	6	8	13	4
Neither disagree nor agree	18	31	25	7
Agree	46	38	41	50
Strongly agree	25	18	13	36
My teachers work hard to help me with my schoolwork when I need it.				
Strongly disagree	3	5	7	7
Disagree	5	8	11	0
Neither disagree nor agree	20	28	23	11
Agree	46	40	45	43
Strongly agree	26	19	15	39
Teachers show how classroom lessons are helpful to students in real life.				
Strongly disagree	9	10	17	7
Disagree	12	21	25	0
Neither disagree nor agree	28	31	30	18
Agree	36	30	23	50
Strongly agree	15	8	6	25

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Teachers give students a chance to take part in classroom discussions or activities.				
Strongly disagree	3	4	5	4
Disagree	7	7	7	0
Neither disagree nor agree	17	28	25	18
Agree	47	49	47	36
Strongly agree	25	13	16	43
This school is a supportive and inviting place for students to learn.				
Strongly disagree	5	7	9	7
Disagree	10	10	14	0
Neither disagree nor agree	22	41	33	7
Agree	43	31	35	39
Strongly agree	20	11	9	46
Teachers go out of their way to help students.				
Strongly disagree	6	7	10	7
Disagree	10	14	17	0
Neither disagree nor agree	25	33	34	11
Agree	40	33	26	36
Strongly agree	19	13	12	46
Teachers help students catch up when they return from an absence.				
Strongly disagree	11	11	16	7
Disagree	10	13	16	0
Neither disagree nor agree	24	34	25	21
Agree	39	31	32	43
Strongly agree	18	11	12	29

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My teachers give me useful feedback on my work.				
Strongly disagree	5	8	11	4
Disagree	10	14	16	4
Neither disagree nor agree	23	33	28	21
Agree	43	35	33	36
Strongly agree	19	10	13	36

Question HS/MS N.9: How strongly do you agree or disagree with the following statements about your school?...

My teachers give me useful feedback on my work.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Student learning engagement				
<i>Average reporting “Agree” or “Strongly agree”</i>	27	18	23	37
Students at this school are motivated to learn.				
Strongly disagree	8	9	15	7
Disagree	17	26	27	7
Neither disagree nor agree	41	47	37	43
Agree	26	15	17	36
Strongly agree	8	3	5	7
Students pay attention in class.				
Strongly disagree	6	10	14	4
Disagree	22	27	23	16
Neither disagree nor agree	51	48	39	52
Agree	18	14	20	20
Strongly agree	3	1	4	8
Students try their best in school.				
Strongly disagree	4	9	11	8
Disagree	21	23	21	8
Neither disagree nor agree	51	51	50	48
Agree	22	14	14	24
Strongly agree	2	2	4	12

Question HS/MS N.1, 45, 46: How strongly do you agree or disagree with the following statements about your school?... Students at this school are motivated to learn... Students pay attention in class... Students try their best in school.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students usually follow the rules at school.				
Strongly disagree	8	9	13	13
Disagree	20	23	22	13
Neither disagree nor agree	40	44	36	33
Agree	28	21	25	29
Strongly agree	3	2	3	13
Students turn in their homework on time.				
Strongly disagree	6	8	13	4
Disagree	14	24	19	0
Neither disagree nor agree	53	53	44	58
Agree	24	13	22	21
Strongly agree	2	1	3	17

Question HS/MS N.47, 48: How strongly do you agree or disagree with the following statements about your school?... Students usually follow the rules at school... Students turn in their homework on time.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school promotes academic success for all students.				
Strongly disagree	4	3	10	4
Disagree	8	11	11	0
Neither disagree nor agree	28	41	30	28
Agree	42	37	38	28
Strongly agree	18	8	11	40

Question HS/MS N.49: How strongly do you agree or disagree with the following statements about your school?... This school promotes academic success for all students.

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

4. Fairness and Respect for Diversity

Table N4.1

Fairness and Respect for Diversity Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Fairness and respect for diversity				
<i>Average reporting “Agree” or “Strongly agree”</i>	38	33	31	62
Adults at this school treat all students with respect.				
Strongly disagree	8	7	10	7
Disagree	16	19	18	4
Neither disagree nor agree	26	33	32	7
Agree	36	28	32	36
Strongly agree	15	12	8	46
Students treat teachers with respect.				
Strongly disagree	13	15	17	7
Disagree	29	29	28	36
Neither disagree nor agree	41	39	37	32
Agree	12	12	14	21
Strongly agree	5	5	3	4
The school rules are fair.				
Strongly disagree	10	6	11	4
Disagree	23	15	18	0
Neither disagree nor agree	26	38	35	14
Agree	31	32	27	43
Strongly agree	11	8	8	39
All students are treated fairly when they break school rules.				
Strongly disagree	16	11	15	11
Disagree	18	15	22	0
Neither disagree nor agree	25	38	30	32
Agree	30	28	26	29
Strongly agree	11	8	7	29

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Racial/Ethnic conflict				
<i>Average reporting “Agree” or “Strongly agree”</i>	8	8	11	12
I have been disrespected by an adult at this school because of my race, ethnicity, or culture.				
Strongly disagree	54	47	49	56
Disagree	27	27	26	20
Neither disagree nor agree	11	20	16	12
Agree	6	3	5	4
Strongly agree	2	2	5	8
There is a lot of tension in this school between people of different cultures, races, or ethnicities.				
Strongly disagree	37	32	36	48
Disagree	31	28	28	28
Neither disagree nor agree	23	29	24	12
Agree	5	9	8	4
Strongly agree	3	2	4	8

Question HS/MS N.35, 36: How strongly do you agree or disagree with the following statements about your school?... I have been disrespected by an adult at this school because of my race, ethnicity, or culture... There is a lot of tension in this school between people of different cultures, races, or ethnicities.

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

Table N4.3***Appreciation of Racial/Ethnic Differences Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Appreciation of racial/ethnic differences				
<i>Average reporting “Agree” or “Strongly agree”</i>	61	44	44	71
Students in this school respect each other’s differences.				
Strongly disagree	9	13	15	8
Disagree	11	16	18	8
Neither disagree nor agree	31	36	29	16
Agree	37	28	27	36
Strongly agree	12	7	11	32
Adults in this school respect differences in students.				
Strongly disagree	6	6	8	8
Disagree	5	12	9	4
Neither disagree nor agree	20	28	33	12
Agree	40	37	36	24
Strongly agree	28	18	15	52
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	4	6	8	8
Disagree	4	9	9	0
Neither disagree nor agree	27	42	38	25
Agree	43	30	33	29
Strongly agree	22	12	11	38

Question HS/MS N.37-39: How strongly do you agree or disagree with the following statements about your school?... Students in this school respect each other’s differences (for example, gender, race, culture, sexual orientation)... Adults in this school respect differences in students (for example, gender, race, culture, sexual orientation)... Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict.				
Strongly disagree	10	10	14	4
Disagree	13	15	13	4
Neither disagree nor agree	31	47	42	24
Agree	33	23	25	44
Strongly agree	13	4	6	24

Question HS/MS N.50: How strongly do you agree or disagree with the following statements about your school?... When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict (like restorative practices).

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

5. Disciplinary Environment

Table N5.1

Clarity of Rules Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Clarity of rules				
<i>Average reporting “Agree” or “Strongly agree”</i>	59	51	51	64
This school clearly informs students what would happen if they break school rules.				
Strongly disagree	6	6	8	4
Disagree	12	15	12	4
Neither disagree nor agree	22	30	28	29
Agree	41	38	38	29
Strongly agree	19	12	14	36
Rules in this school are made clear to students.				
Strongly disagree	6	6	10	8
Disagree	14	10	13	0
Neither disagree nor agree	26	38	30	27
Agree	39	38	40	27
Strongly agree	16	9	8	38
This school makes it clear how students are expected to act.				
Strongly disagree	4	3	8	8
Disagree	11	10	9	0
Neither disagree nor agree	21	30	31	27
Agree	48	48	44	31
Strongly agree	16	9	8	35

Question HS/MS N.14, 18, 19: How strongly do you agree or disagree with the following statements about your school?... This school clearly informs students what would happen if they break school rules... Rules in this school are made clear to students... This school makes it clear how students are expected to act.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Disciplinary harshness				
<i>Average reporting “Agree” or “Strongly agree”</i>	47	32	29	18
The rules in this school are too strict.				
Strongly disagree	8	9	11	39
Disagree	23	28	26	25
Neither disagree nor agree	34	44	40	21
Agree	20	10	16	14
Strongly agree	15	8	7	0
It is easy for students to get kicked out of class or get suspended.				
Strongly disagree	5	2	11	25
Disagree	16	18	25	21
Neither disagree nor agree	32	46	37	39
Agree	26	21	21	11
Strongly agree	21	12	7	4
Students get in trouble for breaking small rules.				
Strongly disagree	5	2	10	18
Disagree	10	15	19	21
Neither disagree nor agree	27	39	35	36
Agree	31	30	26	18
Strongly agree	27	13	9	7

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

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

6. Student Peer Relationships

Table N6.1

Student Peer Relationships Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Student peer relationships				
<i>Average reporting “Agree” or “Strongly agree”</i>	43	37	39	55
Students enjoy doing things with each other during school activities.				
Strongly disagree	5	4	11	4
Disagree	8	10	10	0
Neither disagree nor agree	28	38	32	28
Agree	43	40	38	52
Strongly agree	16	8	10	16
Students care about each other.				
Strongly disagree	6	8	11	8
Disagree	10	11	16	4
Neither disagree nor agree	38	42	34	40
Agree	36	31	32	28
Strongly agree	11	8	7	20
Students treat each other with respect.				
Strongly disagree	7	11	12	8
Disagree	21	16	19	8
Neither disagree nor agree	43	45	40	32
Agree	23	25	24	44
Strongly agree	7	4	6	8
Students get along well with each other.				
Strongly disagree	5	8	9	8
Disagree	15	12	15	4
Neither disagree nor agree	45	47	38	38
Agree	29	28	31	38
Strongly agree	6	5	7	13

Question HS/MS N.20-23: How strongly do you agree or disagree with the following statements about your school?... Students enjoy doing things with each other during school activities... Students care about each other... Students treat each other with respect... Students get along well with each other.

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

7. Social and Emotional Learning

Table N7.1

Supports for Social and Emotional Learning Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Supports for social and emotional learning				
<i>Average reporting “Agree” or “Strongly agree”</i>	51	36	36	68
This school encourages students to feel responsible for how they act.				
Strongly disagree	6	7	8	4
Disagree	11	10	12	8
Neither disagree nor agree	25	43	35	19
Agree	42	34	37	38
Strongly agree	16	7	7	31
Students are often given rewards for being good.				
Strongly disagree	15	17	24	12
Disagree	25	26	23	8
Neither disagree nor agree	24	36	27	20
Agree	30	17	21	32
Strongly agree	6	4	5	28
This school encourages students to understand how others think and feel.				
Strongly disagree	11	10	14	4
Disagree	15	16	20	12
Neither disagree nor agree	30	42	41	12
Agree	31	24	21	52
Strongly agree	13	8	5	20

Question HS/MS N.24-26: How strongly do you agree or disagree with the following statements about your school?... This school encourages students to feel responsible for how they act... Students are often given rewards for being good... This school encourages students to understand how others think and feel.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students are taught that they can control their own behavior.				
Strongly disagree	4	5	9	4
Disagree	12	9	14	4
Neither disagree nor agree	25	42	36	15
Agree	43	37	35	46
Strongly agree	15	6	6	31
This school helps students resolve conflicts with one another.				
Strongly disagree	10	10	16	15
Disagree	15	17	19	0
Neither disagree nor agree	34	44	37	15
Agree	30	22	25	50
Strongly agree	11	7	4	19
This school encourages students to care about how others feel.				
Strongly disagree	8	8	11	8
Disagree	14	14	18	4
Neither disagree nor agree	27	43	37	23
Agree	39	28	28	46
Strongly agree	12	7	5	19
Teachers here make it clear to students that bullying is not tolerated.				
Strongly disagree	6	6	9	4
Disagree	8	10	13	0
Neither disagree nor agree	16	35	28	27
Agree	42	32	37	27
Strongly agree	27	16	13	42

Question HS/MS N.27-30: How strongly do you agree or disagree with the following statements about your school?... Students are taught that they can control their own behavior... This school helps students resolve conflicts with one another... This school encourages students to care about how others feel... Teachers here make it clear to students that bullying is not tolerated.

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

8. School Anti-Bullying Climate

Table N8.1

Anti-Bullying Climate Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Anti-bullying climate				
<i>Average reporting “Agree” or “Strongly agree”</i>	42	31	31	57
If another student was bullying me, I would tell one of the teachers or staff at school.				
Strongly disagree	15	19	21	15
Disagree	16	19	18	0
Neither disagree nor agree	23	27	25	19
Agree	28	22	22	31
Strongly agree	19	13	14	35
Students tell teachers when other students are being bullied.				
Strongly disagree	13	17	22	15
Disagree	19	21	25	0
Neither disagree nor agree	33	44	35	35
Agree	28	13	15	23
Strongly agree	7	5	4	27
If I tell a teacher that someone is bullying me, the teacher will do something to help.				
Strongly disagree	8	6	11	8
Disagree	13	10	13	4
Neither disagree nor agree	24	39	31	23
Agree	36	33	29	35
Strongly agree	19	12	16	31

Question HS/MS N.31-33: How strongly do you agree or disagree with the following statements about your school?... If another student was bullying me, I would tell one of the teachers or staff at school... Students tell teachers when other students are being bullied... If I tell a teacher that someone is bullying me, the teacher will do something to help.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students here try to stop bullying when they see it happening.				
Strongly disagree	14	12	19	8
Disagree	17	18	22	12
Neither disagree nor agree	38	44	33	35
Agree	23	19	21	27
Strongly agree	8	8	5	19

Question HS/MS N.34: How strongly do you agree or disagree with the following statements about your school?...

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

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

9. College and Career Planning

Table N9.1

Supports for College and Career Planning Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Supports for college and career planning				
<i>Average reporting “Agree” or “Strongly agree”</i>	45	49	36	55
This school has helped me put my college and career goals and experiences in a plan which I update every year.				
Strongly disagree	12	5	14	8
Disagree	18	8	17	4
Neither disagree nor agree	32	39	30	32
Agree	27	35	31	28
Strongly agree	10	12	8	28
This school has helped me learn about colleges, how to apply to them, and get financial aid if I need it.				
Strongly disagree	13	6	22	12
Disagree	14	14	21	4
Neither disagree nor agree	29	35	29	36
Agree	31	34	21	24
Strongly agree	14	11	6	24
This school has helped me think about and explore future career options.				
Strongly disagree	9	6	17	8
Disagree	12	9	15	0
Neither disagree nor agree	27	32	26	32
Agree	35	39	32	28
Strongly agree	17	15	10	32

Question HS/MS N.52-54: How strongly do you agree or disagree with the following statements about your school?... This school has helped me put my college and career goals and experiences in a plan which I update every year... This school has helped me learn about colleges, how to apply to them, and get financial aid if I need it... This school has helped me think about and explore future career options.

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

10. School Physical Environment

Table N10.1

Quality of Physical Environment Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Quality of physical environment				
<i>Average reporting “Agree” or “Strongly agree”</i>	45	33	29	79
My school is usually clean and tidy.				
Strongly disagree	4	9	17	0
Disagree	19	26	28	4
Neither disagree nor agree	30	32	27	7
Agree	33	30	23	50
Strongly agree	14	3	5	39
The schoolyard and buildings are clean and in good condition.				
Strongly disagree	7	9	15	4
Disagree	12	19	23	0
Neither disagree nor agree	32	38	33	20
Agree	34	29	25	40
Strongly agree	14	5	4	36
The school grounds are kept clean.				
Strongly disagree	8	11	17	4
Disagree	14	20	22	0
Neither disagree nor agree	38	38	32	24
Agree	31	27	24	44
Strongly agree	10	5	6	28

Question HS/MS A.29, N.40, 44: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.... How strongly do you agree or disagree with the following statements about your school?... The schoolyard and buildings are clean and in good condition... The school grounds are kept clean.

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

Table N10.2
Classroom Crowding

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My classroom is so crowded it is hard to concentrate and learn.				
Strongly disagree	17	14	20	52
Disagree	39	42	40	16
Neither disagree nor agree	31	32	26	20
Agree	8	10	11	4
Strongly agree	4	2	3	8

Question HS/MS N.41: How strongly do you agree or disagree with the following statements about your school?...

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

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

11. Scheduled Lunch and Drinkable Water

Table N11.1

Time for Lunch Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Time for lunch				
<i>Average reporting “Agree” or “Strongly agree”</i>	56	41	36	38
I eat my lunch at the right time of day.				
Strongly disagree	6	14	22	16
Disagree	9	17	23	0
Neither disagree nor agree	23	28	22	40
Agree	42	34	26	24
Strongly agree	19	7	7	20
I have plenty of time to eat my lunch.				
Strongly disagree	13	15	24	20
Disagree	17	18	18	20
Neither disagree nor agree	21	26	19	28
Agree	35	31	29	12
Strongly agree	15	10	10	20

Question HS/MS N.42, 43: How strongly do you agree or disagree with the following statements about your school?... I eat my lunch at the right time of day... I have plenty of time to eat my lunch.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school has clean and drinkable water.				
Strongly disagree	14	12	22	4
Disagree	12	15	21	0
Neither disagree nor agree	29	38	29	28
Agree	33	27	22	24
Strongly agree	13	7	6	44

*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.

Social Emotional Health Module

1. Module Sample

Table P1.1

Student Sample for Social Emotional Health Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	383	382	350	77
Final number	317	302	262	25
Response Rate	83%	79%	75%	32%

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

2. Summary of Key Indicators

Table P2.1

Key Indicators of Social Emotional Health

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Covitality[†]	68	64	65	73	
Belief in self [†]	64	60	62	73	P2.2
Belief in others [†]	75	69	72	73	P2.2
Emotional competence [†]	72	70	71	84	P2.2
Engaged living [†]	61	55	53	56	P2.2
Social emotional distress[†]	30	34	37	49	P7.1
Growth mindset[‡]	68	71	69	58	P8.1
Goals[†]	79	77	78	70	P9.1
Collaboration[†]	66	62	59	67	P10.1
Problem solving[†]	48	47	51	64	P11.1

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

Table numbers refer to tables with scale categories for domains or sub-domains, or item-level results for the survey questions that comprise each scale.

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

[‡]Average percent of respondents reporting “A little true” or “Not at all true.”

Table P2.2***Covitality Domains and Subdomains***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Belief in self	64	60	62	73	
Self-efficacy	76	76	79	87	P3.1
Self-awareness	70	65	66	73	P3.2
Persistence	45	41	40	59	P3.3
Belief in others	75	69	72	73	
School supports	75	70	72	80	P4.1
Family connectedness	77	66	70	58	P4.2
Peer supports	73	70	75	79	P4.3
Emotional competence	72	70	71	84	
Emotional regulation	74	77	77	88	P5.1
Empathy	76	73	74	87	P5.2
Behavioral self-control	64	61	63	76	P5.3
Engaged living	61	55	53	56	
Optimism	56	51	50	63	P6.1
Gratitude	69	64	60	57	P6.2
Zest	59	51	49	51	P6.3

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

Table numbers refer to tables with scale categories for domains or sub-domains, or item-level results for the survey questions that comprise each scale.

Scales are based on average percent of respondents reporting “Pretty much true” or “Very much true.”

3. Belief in Self

Table P3.1

Self-Efficacy Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Self-efficacy				
<i>Average reporting “Pretty much true” or “Very much true”</i>	76	76	79	87
I can work out my problems.				
Not at all true	5	5	5	4
A little true	21	18	16	12
Pretty much true	48	53	48	32
Very much true	26	23	31	52
I can do most things if I try.				
Not at all true	4	4	3	0
A little true	16	17	16	8
Pretty much true	48	46	41	36
Very much true	33	34	40	56
There are many things that I do well.				
Not at all true	6	7	5	8
A little true	20	21	18	8
Pretty much true	39	42	39	36
Very much true	35	30	37	48

Question HS/MS P.1-3: Please tell us how true each statement is of you... I can work out my problems... I can do most things if I try... There are many things that I do well.

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

Table P3.2***Self-Awareness Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Self-awareness				
<i>Average reporting “Pretty much true” or “Very much true”</i>	70	65	66	73
There is a purpose to my life.				
Not at all true	7	9	11	24
A little true	16	22	18	8
Pretty much true	29	28	30	28
Very much true	48	41	41	40
I understand my moods and feelings.				
Not at all true	11	12	14	16
A little true	23	26	23	12
Pretty much true	34	41	38	20
Very much true	32	21	25	52
I understand why I do what I do.				
Not at all true	9	11	13	8
A little true	24	26	25	12
Pretty much true	37	39	33	24
Very much true	30	24	30	56

Question HS/MS P.4, 6, 7: Please tell us how true each statement is of you... There is a purpose to my life... I understand my moods and feelings... I understand why I do what I do.

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

Table P3.3**Persistence Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Persistence				
<i>Average reporting “Pretty much true” or “Very much true”</i>	45	41	40	59
When I do not understand something, I ask the teacher again and again until I understand.				
Not at all true	22	25	23	12
A little true	34	30	32	28
Pretty much true	27	30	26	36
Very much true	17	15	19	24
I try to answer all the questions asked in class.				
Not at all true	20	30	33	16
A little true	36	34	28	28
Pretty much true	22	26	25	24
Very much true	23	10	14	32
When I try to solve a math problem, I will not stop until I find a final solution.				
Not at all true	15	23	29	13
A little true	39	36	35	30
Pretty much true	32	28	23	39
Very much true	14	12	13	17

Question HS/MS P.9-11: Please tell us how true each statement is of you... When I do not understand something, I ask the teacher again and again until I understand... I try to answer all the questions asked in class... When I try to solve a math problem, I will not stop until I find a final solution.

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

4. Belief in Others

Table P4.1

School Supports Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School supports				
<i>Average reporting “Pretty much true” or “Very much true”</i>	75	70	72	80
<i>At my school, there is a teacher or some other adult... who always wants me to do my best.</i>				
Not at all true	4	5	6	4
A little true	13	17	17	8
Pretty much true	33	35	36	32
Very much true	51	43	41	56
<i>who listens to me when I have something to say.</i>				
Not at all true	12	11	10	4
A little true	24	25	21	20
Pretty much true	31	34	34	12
Very much true	33	30	35	64
<i>who believes that I will be a success.</i>				
Not at all true	7	8	10	0
A little true	17	23	20	24
Pretty much true	34	32	34	20
Very much true	42	37	36	56

Question HS/MS A.40-42: At my school, there is a teacher or some other adult... who always wants me to do my best... who listens to me when I have something to say... who believes that I will be a success.

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

Table P4.2***Family Connectedness Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Family connectedness				
<i>Average reporting “Pretty much true” or “Very much true”</i>	77	66	70	58
My family members really help and support one another.				
Not at all true	4	7	7	5
A little true	15	20	21	41
Pretty much true	30	33	36	32
Very much true	51	39	36	23
There is a feeling of togetherness in my family.				
Not at all true	4	13	8	23
A little true	18	23	23	23
Pretty much true	31	30	33	27
Very much true	46	34	36	27
My family really gets along well with each other.				
Not at all true	5	10	10	9
A little true	22	27	22	27
Pretty much true	39	35	37	41
Very much true	34	27	31	23

Question HS/MS P.51-53: How true do you feel these statements are about your family and friends?... My family members really help and support one another... There is a feeling of togetherness in my family... My family really gets along well with each other.

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

Table P4.3***Peer Supports Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Peer supports				
<i>Average reporting “Pretty much true” or “Very much true”</i>	73	70	75	79
I have a friend my age who really cares about me.				
Not at all true	3	6	5	0
A little true	16	17	13	14
Pretty much true	25	26	27	41
Very much true	57	51	55	45
I have a friend my age who talks with me about my problems.				
Not at all true	15	17	11	23
A little true	20	19	20	0
Pretty much true	22	24	22	36
Very much true	43	40	47	41
I have a friend my age who helps me when I’m having a hard time.				
Not at all true	10	13	10	18
A little true	18	18	16	9
Pretty much true	26	24	25	36
Very much true	46	44	49	36

Question HS/MS P.54-56: How true do you feel these statements are about your family and friends?... I have a friend my age who really cares about me... I have a friend my age who talks with me about my problems... I have a friend my age who helps me when I’m having a hard time.

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

5. Emotional Competence

Table P5.1

Emotional Regulation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Emotional Regulation				
<i>Average reporting “Pretty much true” or “Very much true”</i>	74	77	77	88
I accept responsibility for my actions.				
Not at all true	5	2	2	0
A little true	18	18	20	8
Pretty much true	43	44	40	33
Very much true	34	36	38	58
When I make a mistake I admit it.				
Not at all true	6	3	4	0
A little true	25	26	21	16
Pretty much true	43	41	41	52
Very much true	26	30	34	32
I can deal with being told no.				
Not at all true	5	5	5	4
A little true	17	15	18	8
Pretty much true	41	40	38	33
Very much true	37	40	40	54

Question HS/MS P.12, 14, 15: Please tell us how true each statement is of you... I accept responsibility for my actions... When I make a mistake I admit it... I can deal with being told no.

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

Table P5.2***Empathy Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Empathy				
<i>Average reporting “Pretty much true” or “Very much true”</i>	76	73	74	87
I feel bad when someone gets their feelings hurt.				
Not at all true	6	8	10	12
A little true	18	18	17	8
Pretty much true	35	32	28	24
Very much true	42	42	44	56
I try to understand what other people go through.				
Not at all true	7	5	6	0
A little true	18	23	17	8
Pretty much true	39	33	38	36
Very much true	36	39	38	56
I try to understand how other people feel and think.				
Not at all true	6	6	7	0
A little true	19	21	19	12
Pretty much true	40	36	33	28
Very much true	34	36	40	60

Question HS/MS P.16, 18, 20: Please tell us how true each statement is of you... I feel bad when someone gets their feelings hurt... I try to understand what other people go through... I try to understand how other people feel and think.

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

Table P5.3***Behavioral Self-Control Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Behavioral self-control				
<i>Average reporting “Pretty much true” or “Very much true”</i>	64	61	63	76
I can wait for what I want.				
Not at all true	6	7	7	4
A little true	22	27	28	12
Pretty much true	46	42	37	24
Very much true	26	24	29	60
I don’t bother others when they are busy.				
Not at all true	6	6	7	4
A little true	27	38	30	24
Pretty much true	43	36	38	32
Very much true	24	20	25	40
I think before I act.				
Not at all true	11	10	10	4
A little true	34	29	32	24
Pretty much true	38	42	37	32
Very much true	17	19	22	40

Question HS/MS P.21, 23, 24: Please tell us how true each statement is of you... I can wait for what I want... I don’t bother others when they are busy... I think before I act.

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

6. Engaged Living

Table P6.1

Optimism Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Optimism				
<i>Average reporting “Pretty much true” or “Very much true”</i>	56	51	50	63
Each day I look forward to having a lot of fun.				
Not at all true	15	16	23	8
A little true	33	38	33	28
Pretty much true	28	31	29	36
Very much true	23	15	16	28
I usually expect to have a good day.				
Not at all true	12	18	15	16
A little true	31	30	33	20
Pretty much true	34	35	31	36
Very much true	23	17	21	28
Overall, I expect more good things to happen to me than bad things.				
Not at all true	17	19	18	32
A little true	23	26	29	8
Pretty much true	34	32	32	28
Very much true	27	23	22	32

Question HS/MS P.25, 27, 28: Please tell us how true each statement is of you... Each day I look forward to having a lot of fun... I usually expect to have a good day... Overall, I expect more good things to happen to me than bad things.

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

Table P6.2**Gratitude Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Gratitude				
<i>Average reporting “Pretty much true” or “Very much true”</i>	69	64	60	57
On most days I feel grateful.				
Not at all true	8	11	11	17
A little true	23	24	28	26
Pretty much true	36	36	32	39
Very much true	34	30	29	17
On most days I feel thankful.				
Not at all true	7	10	11	17
A little true	21	25	29	22
Pretty much true	37	35	31	30
Very much true	35	30	29	30
On most days I feel appreciative.				
Not at all true	9	14	11	17
A little true	25	24	30	30
Pretty much true	36	34	32	30
Very much true	30	28	28	22

Question HS/MS P.35-37: Please tell us how true each statement is of you... On most days I feel GRATEFUL... On most days I feel THANKFUL... On most days I feel APPRECIATIVE.

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

Table P6.3**Zest Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Zest				
<i>Average reporting “Pretty much true” or “Very much true”</i>	59	51	49	51
On most days I feel energetic.				
Not at all true	16	19	21	22
A little true	25	30	32	26
Pretty much true	35	33	29	35
Very much true	24	17	18	17
On most days I feel active.				
Not at all true	14	16	17	27
A little true	25	31	31	27
Pretty much true	34	33	32	23
Very much true	27	20	20	23
On most days I feel enthusiastic.				
Not at all true	18	16	20	17
A little true	25	33	32	30
Pretty much true	35	31	27	30
Very much true	22	20	21	22

Question HS/MS P.38-40: Please tell us how true each statement is of you... On most days I feel ENERGETIC... On most days I feel ACTIVE... On most days I feel ENTHUSIASTIC.

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

7. Social Emotional Distress

Table P7.1

Social Emotional Distress Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress				
<i>Average reporting “Pretty much true” or “Very much true”</i>	30	34	37	49
I had a hard time breathing because I was anxious.				
Not at all true	58	52	53	45
A little true	24	24	21	5
Pretty much true	13	14	16	18
Very much true	6	10	11	32
I worried that I would embarrass myself in front of others.				
Not at all true	28	29	31	36
A little true	27	26	26	9
Pretty much true	21	24	21	23
Very much true	23	21	21	32
I was tense and uptight.				
Not at all true	45	39	38	48
A little true	30	28	23	5
Pretty much true	14	20	24	24
Very much true	12	13	15	24
I had a hard time relaxing.				
Not at all true	38	37	33	45
A little true	27	26	20	9
Pretty much true	19	20	24	23
Very much true	17	17	22	23

Question HS/MS P.41-44: Over the past month, how true do you feel these statements are about you?... I had a hard time breathing because I was anxious... I worried that I would embarrass myself in front of others... I was tense and uptight... I had a hard time relaxing.

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

Table P7.1***Social Emotional Distress Scale Questions – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I felt sad and down.				
Not at all true	40	34	29	29
A little true	27	24	26	10
Pretty much true	13	21	21	29
Very much true	20	22	24	33
I was easily irritated.				
Not at all true	34	26	25	29
A little true	24	28	26	19
Pretty much true	22	23	26	24
Very much true	20	22	24	29
It was hard for me to cope and I thought I would panic.				
Not at all true	57	51	53	45
A little true	20	23	18	9
Pretty much true	13	16	14	27
Very much true	10	11	14	18
It was hard for me to get excited about anything.				
Not at all true	51	48	48	36
A little true	26	25	24	18
Pretty much true	13	15	13	23
Very much true	10	11	15	23

Question HS/MS P.45-48: Over the past month, how true do you feel these statements are about you?... I felt sad and down... I was easily irritated... It was hard for me to cope and I thought I would panic... It was hard for me to get excited about anything.

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

Table P7.1***Social Emotional Distress Scale Questions – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I was easily annoyed and sensitive.				
Not at all true	38	39	34	32
A little true	30	28	26	27
Pretty much true	16	16	23	27
Very much true	16	16	16	14
I was scared for no good reason.				
Not at all true	61	58	60	50
A little true	18	18	18	9
Pretty much true	10	14	11	23
Very much true	11	10	12	18

Question HS/MS P.49, 50: Over the past month, how true do you feel these statements are about you?... I was easily annoyed and sensitive... I was scared for no good reason.

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

8. Growth Mindset

Table P8.1

Growth Mindset Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Growth mindset[§]				
<i>Average reporting “A little true” or “Not at all true”</i>	68	71	69	58
My intelligence is something I cannot change very much.				
Not at all true	30	28	33	16
A little true	28	33	27	44
Pretty much true	27	29	26	28
Very much true	15	10	15	12
Challenging myself will not make me any smarter.				
Not at all true	47	45	47	32
A little true	22	32	28	28
Pretty much true	19	15	15	20
Very much true	12	9	11	20
There are some things I am not capable of learning.				
Not at all true	31	26	29	30
A little true	38	44	33	17
Pretty much true	18	18	21	35
Very much true	13	13	16	17
If I am not naturally smart in a subject, I will never do well in it.				
Not at all true	50	38	43	26
A little true	26	37	36	39
Pretty much true	14	16	13	22
Very much true	10	9	9	13

Question HS/MS P.5, 22, 30, 34: Please tell us how true each statement is of you... My intelligence is something I cannot change very much... Challenging myself will not make me any smarter... There are some things I am not capable of learning... If I am not naturally smart in a subject, I will never do well in it.

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

[§]All survey questions that comprise the scale were reverse-coded in computing the scale score.

9. Goals

Table P9.1
Goals Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Goals				
<i>Average reporting “Pretty much true” or “Very much true”</i>	79	77	78	70
I am looking forward to a successful career.				
Not at all true	3	4	4	0
A little true	13	14	16	12
Pretty much true	33	34	31	40
Very much true	50	48	48	48
I have high goals and expectations for myself.				
Not at all true	8	10	7	12
A little true	20	19	18	24
Pretty much true	27	30	31	28
Very much true	44	42	44	36
I don’t expect very much of myself in the future.[§]				
Not at all true	61	56	58	30
A little true	21	21	23	26
Pretty much true	11	15	11	22
Very much true	6	8	8	22

Question HS/MS P.13, 19, 32: Please tell us how true each statement is of you... I am looking forward to a successful career... I have high goals and expectations for myself... I don’t expect very much of myself in the future.

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

[§]*Survey question was reverse-coded in computing the scale score.*

10. Collaboration

Table P10.1

Collaboration Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Collaboration				
<i>Average reporting “Pretty much true” or “Very much true”</i>	66	62	59	67
I enjoy working together with other students on class activities.				
Not at all true	13	16	13	4
A little true	30	30	37	40
Pretty much true	33	34	29	36
Very much true	24	20	20	20
When I work in school groups, I do my fair share.				
Not at all true	5	5	6	4
A little true	14	17	19	12
Pretty much true	47	38	42	40
Very much true	35	40	33	44
I like to listen to other students’ ideas in class.				
Not at all true	9	9	11	4
A little true	30	38	37	35
Pretty much true	44	38	34	43
Very much true	17	15	18	17

Question HS/MS P.8, 26, 31: Please tell us how true each statement is of you... I enjoy working together with other students on class activities... When I work in school groups, I do my fair share... I like to listen to other students’ ideas in class.

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

11. Problem Solving

Table P11.1

Problem Solving Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Problem solving				
<i>Average reporting “Pretty much true” or “Very much true”</i>	48	47	51	64
When I need help I find someone to talk with.				
Not at all true	19	22	20	12
A little true	31	27	30	20
Pretty much true	31	30	31	32
Very much true	19	21	19	36
I try to work out my problems by talking or writing about them.				
Not at all true	30	29	30	26
A little true	36	35	29	22
Pretty much true	23	27	24	26
Very much true	11	9	16	26
I trust my ability to solve difficult problems.				
Not at all true	10	10	9	9
A little true	30	36	30	17
Pretty much true	37	35	39	43
Very much true	23	19	23	30

Question HS/MS P.17, 29, 33: Please tell us how true each statement is of you... When I need help I find someone to talk with... I try to work out my problems by talking or writing about them... I trust my ability to solve difficult problems.

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

Appendix I

2019-20 CHKS Secondary Survey Response Rates

Eligible Schools	7th %	9th %	11th %	NT %
Atascadero Choices in Education Academy	30	60	46	
Atascadero High		87	83	
Atascadero Middle	90			
Fine Arts Academy	86			
Paloma Creek High				40

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2019-20 public school and 2018-19 enrollment data files. Directly funded charter schools have been excluded from the list.

Appendix II

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 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