

CALIFORNIA HEALTHY KIDS SURVEY



Kern County Secondary 2017-2019 Main Report

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

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PREFACE

HYPERLINK FEATURE

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

ALERT

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

This report provides the detailed results for each question from the 2017-18 and 2018-19 administrations of *California Healthy Kids Survey* (CHKS) for schools within the county. 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. Appendices list the districts that administered the survey in the county, their response rates, and more information about CHKS questions.

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

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

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

THE SURVEY

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

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

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

Core Module

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

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

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

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

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

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

School Climate Module (Supplementary)

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

Social Emotional Health Module (Supplementary)

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

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

SURVEY ADMINISTRATION AND SAMPLE

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

- Table A1.1 reports numbers of districts, schools, and total responses for students who completed the survey.
- Appendices include:
 - 1) all the districts serving secondary grades in the county that were eligible to participate in the survey and the percentage of their enrolled students that completed the survey (included in the district report); and
 - 2) a Survey Content Overview.

THE REPORT

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

Racial/Ethnic and Gender Results

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

UNDERSTANDING THE DATA

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results. These include changes that occur in survey content, administration, and/or sample characteristics between administrations. The following are a few of the key issues that should be kept in mind. A more detailed discussion of these topics can be found in the *CHKS Guidebook to Data Use and Dissemination* (data.calschls.org/resources/chks_guidebook_3_datause.pdf).

Representativeness

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

their experiences and behavior.

Changes Between Survey Administrations

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

RESOURCES

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

- *CHKS Guidebook to Data Use and Dissemination* provides step-by-step instructions on how to interpret survey results and effectively disseminate them (data.calschls.org/resources/chks_guidebook_3_datause.pdf).
- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets/).
- *Assessing School Climate* describes the value of the CalSCHLS student, staff, and parent surveys for assessing school climate, listing constructs and individual indicators (data.calschls.org/resources/Cal-SCHLS_AssessingClimate2013-14.pdf).
- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).
- *Using CalSCHLS to Assess Social-Emotional Learning and Health* describes how the CHKS Core and Social Emotional Health Module (SEHM) provide a comprehensive profile of student social-emotional competency (learning) and health, and the related supports schools provide, including questions aligned with the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) (data.calschls.org/resources/CalSCHLS_AssessSELH.pdf). The staff survey provides data on the perception of adults in the school on social-emotional service needs and provision.
- *Helpful Resources for Local Control and Accountability Plans* describes how survey items align with LCAP priorities and indicators (calschls.org/docs/lcap_cal_schls.pdf). Also available is an LCAP-related PowerPoint presentation (calschls.org/site/assets/files/1036/cal-schls-lcap_schoolclimatev6-1.pptx).
- The *School Climate Connection Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/about.
- CDE's **California Safe and Supportive Schools** website (CaliforniaS3.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.
- The **CalSCHLS Item Crosswalk** (calschls.org/resources/#survey_resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS

surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

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

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

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

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

Compare Results with Other Data

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

- **Elementary CHKS Results.** Examine how the results from 9th and 11th graders compare with those from 5th and 7th graders if your districts 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 county 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 County 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/). County comparisons can be made by downloading county reports from the CalSCHLS website (calschls.org/reports-data/search-lea-reports/) if a report is available.

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 stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS TA Center (888.841.7536) or email calschls@wested.org.

Request Additional Reports and Data

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

Disaggregated Reports

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

Additional Analysis of Data

The complete dataset is available electronically for additional analysis ([CalSCHLS.org/reports-data](https://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 districts within a county. You can also request an analysis by WestEd staff of any topic of interest.

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				✓	

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 7	Grade 9	Grade 11	NT ^A
Number of districts	25	7	7	8
Number of schools	41	26	26	12
Number of students	15,775	19,882	15,859	1,757

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 [†]	61	55	53	44	A4.6
Academic motivation [†]	77	72	71	64	A4.6
Chronic truancy (twice a month or more often) [§]	2	6	9	20	A4.2
Caring adult relationships [‡]	62	56	59	53	A4.5
High expectations [‡]	76	67	67	60	A4.5
Meaningful participation [‡]	31	26	27	22	A4.5
Facilities upkeep [†]	43	36	35	60	A4.13
Parent involvement in school [†]	61	46	39	40	A4.6
School Safety					
School perceived as very safe or safe	60	51	50	50	A5.1
Experienced any harassment or bullying [§]	33	28	25	22	A5.2
Had mean rumors or lies spread about you [§]	39	31	31	26	A5.3
Been afraid of being beaten up [§]	22	14	9	10	A5.4
Been in a physical fight [§]	18	11	8	29	A5.4
Seen a weapon on campus [§]	19	15	12	18	A5.6
Substance Use and Mental Health					
Current alcohol or drug use [¶]	8	16	23	42	A6.5
Current marijuana use [¶]	3	11	16	37	A6.5
Current binge drinking [¶]	2	5	8	21	A6.5
Very drunk or “high” 7 or more times, ever	1	7	13	35	A6.7
Been drunk or “high” on drugs at school, ever	2	9	12	33	A6.9
Current cigarette smoking [¶]	1	2	2	15	A7.3
Current electronic cigarette use [¶]	4	10	12	22	A7.3
Experienced chronic sadness/hopelessness [§]	29	34	38	33	A8.4
Considered suicide [§]	16	17	18	18	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	51	51	51	65
Female	49	49	49	35

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

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

Table A3.2

Hispanic or Latino

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	32	32	33	30
Yes	68	68	67	70

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

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

Table A3.3

Race

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	5	5	4	9
Asian	3	5	5	1
Black or African American	4	6	6	12
Native Hawaiian or Pacific Islander	1	1	1	1
White	34	33	39	19
Mixed (two or more) races	53	51	45	57

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

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

Table A3.4
Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parent or guardian	87	92	93	82
Other relative's home	2	2	2	4
A home with more than one family	5	3	3	5
Friend's home	0	0	0	2
Foster home, group care, or waiting placement	0	0	0	2
Hotel or motel	0	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0	0	1
Other living arrangement	4	2	1	3

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

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

Table A3.5
Highest Education of Parents

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	10	18	22	28
Graduated from high school	16	22	23	26
Attended college but did not complete four-year degree	10	13	15	10
Graduated from college	25	27	27	14
Don't know	39	20	12	22

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	20	24	29	11
Yes	55	59	63	68
Don't know	26	17	8	21

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	59	71	83	65
Yes	6	5	6	7
Don't know	35	24	12	28

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
English	59	61	62	67
Spanish	38	36	34	31
Mandarin	0	0	0	0
Cantonese	0	0	0	0
Taiwanese	0	0	0	0
Tagalog	1	1	1	0
Vietnamese	0	0	0	0
Korean	0	0	0	1
Other	1	2	2	1

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

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

Table A3.9
English Language Proficiency – All Students

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
How well do you...				
understand English?				
Very well	86	88	90	87
Well	12	10	8	12
Not well	1	1	1	1
Not at all	0	0	0	1
speak English?				
Very well	80	82	85	79
Well	17	15	12	18
Not well	2	2	2	3
Not at all	1	1	1	1
read English?				
Very well	76	80	83	76
Well	20	17	15	19
Not well	3	3	2	4
Not at all	1	0	0	1
write English?				
Very well	73	76	80	73
Well	23	20	17	22
Not well	4	3	3	4
Not at all	1	1	0	1
English Language Proficiency Status				
Proficient	74	78	82	73
Not proficient	26	22	18	27

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
How well do you... understand English?				
Very well	76	79	82	76
Well	21	18	15	22
Not well	2	2	2	1
Not at all	1	1	0	1
speak English?				
Very well	67	70	75	65
Well	29	25	21	30
Not well	4	4	3	4
Not at all	1	1	1	1
read English?				
Very well	63	68	72	62
Well	31	27	23	30
Not well	5	5	4	7
Not at all	1	1	1	1
write English?				
Very well	60	65	68	58
Well	32	29	27	33
Not well	6	5	5	7
Not at all	1	1	1	2
English Language Proficiency Status				
Proficient	60	66	70	59
Not proficient	40	34	30	41

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	75	75	73	78
1 day	3	5	5	6
2 days	5	4	5	3
3 days	3	3	3	2
4 days	2	3	3	2
5 days	12	10	10	9

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	86	92	95	85
Yes	6	4	3	7
Don't know	8	4	2	7

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

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

Table A3.13***Sexual Orientation***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Straight (not gay)	81	84	83	82
Gay or Lesbian	1	2	3	3
Bisexual	4	6	7	7
I am not sure yet	5	4	3	2
Something else	1	1	1	1
Decline to respond	7	3	3	4

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

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

Table A3.14***Gender Identity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I am not transgender	92	94	96	91
Yes, I am transgender	1	1	1	2
I am not sure if I am transgender	2	1	1	1
Decline to respond	5	3	3	6

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

Notes: 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	20	15	13	6
A's and B's	40	33	32	20
Mostly B's	6	8	9	6
B's and C's	20	24	27	27
Mostly C's	4	5	7	10
C's and D's	7	10	9	18
Mostly D's	1	2	1	5
Mostly F's	2	3	2	8

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

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

Table A4.2

Truancy, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	79	72	62	49
1-2 times	12	12	15	12
A few times	7	10	13	17
Once a month	1	1	2	2
Twice a month	1	1	3	3
Once a week	0	1	2	3
More than once a week	1	3	4	14

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I did not miss any days of school in the past 30 days	49	38	32	27
1 day	22	24	24	17
2 days	15	19	22	22
3 or more days	14	20	22	34

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I didn't miss any school	48	36	31	28
Illness (feeling physically sick), including problems with breathing or your teeth	34	46	49	43
Were being bullied or mistreated at school	2	2	1	3
Felt very sad, hopeless, anxious, stressed, or angry	5	9	12	11
Didn't get enough sleep	7	12	16	21
Didn't feel safe at school or going to and from school	1	3	3	3
Had to take care of or help a family member or friend	5	8	8	11
Wanted to spend time with friends	1	1	2	5
Used alcohol or drugs	1	1	1	5
Were behind in schoolwork or weren't prepared for a test or class assignment	1	4	11	5
Were bored or uninterested in school	2	5	7	7
Had no transportation to school	2	3	4	13
Other reason	18	17	18	19

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Total school supports					
<i>Average reporting “Pretty much true” or “Very much true”</i>	56	50	51	45	
High	32	24	26	19	
Moderate	52	51	49	53	
Low	17	25	24	28	
Caring adults in school					
<i>Average reporting “Pretty much true” or “Very much true”</i>	62	56	59	53	A4.7
High	36	28	32	25	
Moderate	50	54	53	56	
Low	14	18	16	19	
High expectations-adults in school					
<i>Average reporting “Pretty much true” or “Very much true”</i>	76	67	67	60	A4.8
High	55	40	39	31	
Moderate	37	48	49	54	
Low	8	12	12	15	
Meaningful participation at school					
<i>Average reporting “Pretty much true” or “Very much true”</i>	31	26	27	22	A4.9
High	10	7	9	7	
Moderate	39	35	35	33	
Low	51	58	56	61	

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School connectedness					
<i>Average reporting “Agree” or “Strongly agree”</i>	61	55	53	44	A4.10
High	51	42	41	28	
Moderate	38	45	45	50	
Low	11	13	14	22	
Academic motivation					
<i>Average reporting “Agree” or “Strongly agree”</i>	77	72	71	64	A4.11
High	42	31	29	23	
Moderate	40	46	46	45	
Low	18	23	25	33	
Parent involvement in school					
<i>Average reporting “Agree” or “Strongly agree”</i>	61	46	39	40	A4.12
High	46	30	25	27	
Moderate	40	47	45	45	
Low	14	23	31	28	

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

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	62	56	59	53
<i>At my school, there is a teacher or some other adult... who really cares about me.</i>				
Not at all true	12	14	11	18
A little true	29	32	31	34
Pretty much true	31	32	32	28
Very much true	28	22	27	19
<i>who notices when I’m not there.</i>				
Not at all true	15	18	17	17
A little true	24	30	29	29
Pretty much true	29	29	30	31
Very much true	31	23	25	23
<i>who listens to me when I have something to say.</i>				
Not at all true	11	13	11	15
A little true	23	26	25	29
Pretty much true	30	32	34	32
Very much true	37	29	31	24

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	76	67	67	60
<i>At my school, there is a teacher or some other adult... who tells me when I do a good job.</i>				
Not at all true	9	12	12	15
A little true	21	25	27	29
Pretty much true	33	36	34	34
Very much true	37	26	27	22
<i>who always wants me to do my best.</i>				
Not at all true	5	8	7	12
A little true	12	19	20	24
Pretty much true	26	33	34	32
Very much true	56	40	38	32
<i>who believes that I will be a success.</i>				
Not at all true	8	11	11	15
A little true	16	22	23	26
Pretty much true	27	31	32	29
Very much true	48	35	35	29

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

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

Table A4.9***Meaningful Participation Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation at school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	31	26	27	22
<i>At school...</i>				
I do interesting activities.				
Not at all true	16	23	23	37
A little true	28	29	28	33
Pretty much true	28	24	24	18
Very much true	28	23	24	12
I help decide things like class activities or rules.				
Not at all true	52	56	55	54
A little true	25	25	24	25
Pretty much true	14	12	13	14
Very much true	10	7	8	7
I do things that make a difference.				
Not at all true	30	36	35	40
A little true	35	36	34	33
Pretty much true	21	19	19	17
Very much true	14	10	12	9
I have a say in how things work.				
Not at all true	47	51	50	53
A little true	26	28	27	27
Pretty much true	16	14	14	12
Very much true	10	8	8	8
I help decide school activities or rules.				
Not at all true	70	73	70	66
A little true	16	16	17	19
Pretty much true	8	7	7	9
Very much true	6	4	6	6

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

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

Table A4.10
School Connectedness Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School connectedness				
<i>Average reporting “Agree” or “Strongly agree”</i>	61	55	53	44
I feel close to people at this school.				
Strongly disagree	6	7	8	17
Disagree	8	9	10	17
Neither disagree nor agree	24	23	23	33
Agree	41	41	38	25
Strongly agree	21	20	21	9
I am happy to be at this school.				
Strongly disagree	8	8	9	15
Disagree	8	9	10	14
Neither disagree nor agree	22	27	27	29
Agree	38	39	38	30
Strongly agree	25	17	17	11
I feel like I am part of this school.				
Strongly disagree	8	8	9	15
Disagree	11	11	12	14
Neither disagree nor agree	24	31	31	34
Agree	37	35	34	27
Strongly agree	20	14	14	10
The teachers at this school treat students fairly.				
Strongly disagree	7	7	8	11
Disagree	10	11	13	9
Neither disagree nor agree	22	26	26	23
Agree	37	41	39	39
Strongly agree	25	16	14	18
I feel safe in my school.				
Strongly disagree	7	7	7	11
Disagree	9	10	10	10
Neither disagree nor agree	22	29	30	30
Agree	37	39	39	35
Strongly agree	25	14	14	14

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Academic motivation				
<i>Average reporting “Agree” or “Strongly agree”</i>	77	72	71	64
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	4	3	3	7
Disagree	3	4	4	5
Neither disagree nor agree	10	14	15	19
Agree	35	43	44	42
Strongly agree	50	36	33	28
I try hard at school because I am interested in my work.				
Strongly disagree	6	6	7	8
Disagree	9	11	11	10
Neither disagree nor agree	22	26	26	28
Agree	35	35	35	35
Strongly agree	27	23	22	19
I work hard to try to understand new things at school.				
Strongly disagree	4	4	4	7
Disagree	4	5	6	7
Neither disagree nor agree	14	19	19	24
Agree	40	44	44	40
Strongly agree	38	28	27	22
I am always trying to do better in my schoolwork.				
Strongly disagree	4	4	3	6
Disagree	2	3	4	5
Neither disagree nor agree	9	14	16	20
Agree	34	41	43	41
Strongly agree	51	38	35	28

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Parent involvement in school				
<i>Average reporting “Agree” or “Strongly agree”</i>	61	46	39	40
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	5	8	11	12
Disagree	7	14	18	12
Neither disagree nor agree	21	32	33	34
Agree	40	34	29	29
Strongly agree	27	12	9	13
Parents feel welcome to participate at this school.				
Strongly disagree	5	6	7	13
Disagree	6	8	10	11
Neither disagree nor agree	29	40	42	43
Agree	38	35	31	24
Strongly agree	22	12	10	9
School staff takes parent concerns seriously.				
Strongly disagree	6	7	9	12
Disagree	8	10	14	9
Neither disagree nor agree	30	38	37	35
Agree	34	32	29	31
Strongly agree	21	12	10	13

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	12	13	14	9
Disagree	18	21	23	8
Neither disagree nor agree	28	30	28	24
Agree	30	28	28	43
Strongly agree	13	7	7	16

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

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

5. School Violence, Victimization, and Safety

Table A5.1

Perceived Safety at School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	21	13	13	19
Safe	39	38	37	31
Neither safe nor unsafe	29	39	40	37
Unsafe	6	6	6	5
Very unsafe	4	4	4	7

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	88	87	89	90
1 time	6	5	4	4
2 or more times	6	8	6	6
Religion				
0 times	94	94	94	93
1 time	3	3	3	3
2 or more times	2	3	3	3
Gender				
0 times	92	94	95	94
1 time	4	2	2	3
2 or more times	4	3	3	4
Because you are gay or lesbian or someone thought you were				
0 times	89	92	93	92
1 time	5	3	3	3
2 or more times	6	5	4	6
A physical or mental disability				
0 times	96	96	96	94
1 time	2	2	2	3
2 or more times	2	2	2	3
You are an immigrant or someone thought you were				
0 times	95	95	95	94
1 time	3	2	2	3
2 or more times	2	2	3	3
<i>Any of the above six reasons</i>	25	22	20	18

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Any other reason				
0 times	80	84	87	87
1 time	7	5	4	4
2 or more times	13	11	9	9
Any harassment	33	28	25	22

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
had mean rumors or lies spread about you?				
0 times	61	69	69	74
1 time	17	14	12	9
2 to 3 times	9	8	10	7
4 or more times	13	9	9	11
had sexual jokes, comments, or gestures made to you?				
0 times	72	73	74	78
1 time	11	9	8	6
2 to 3 times	7	7	7	6
4 or more times	11	11	11	10
been made fun of because of your looks or the way you talk?				
0 times	65	72	75	79
1 time	14	11	9	7
2 to 3 times	8	7	6	5
4 or more times	13	10	9	9
been made fun of, insulted, or called names?				
0 times	60	72	77	80
1 time	14	10	7	6
2 to 3 times	8	7	6	5
4 or more times	17	11	9	9

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

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

Table A5.4***Violence and Victimization on School Property, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?				
0 times	67	80	87	83
1 time	15	9	6	7
2 to 3 times	8	5	4	5
4 or more times	10	5	3	5
been afraid of being beaten up?				
0 times	78	86	91	90
1 time	11	8	5	6
2 to 3 times	4	3	2	2
4 or more times	6	3	2	3
been threatened with harm or injury?				
0 times	88	92	94	87
1 time	7	4	3	5
2 to 3 times	3	2	2	4
4 or more times	3	2	1	4
been in a physical fight?				
0 times	82	89	92	71
1 time	10	6	5	9
2 to 3 times	5	3	2	9
4 or more times	4	2	1	11
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	94	95	97	88
1 time	4	3	2	6
2 to 3 times	1	1	1	3
4 or more times	1	1	1	3
been offered, sold, or given an illegal drug?				
0 times	91	78	78	76
1 time	5	9	8	6
2 to 3 times	2	6	6	5
4 or more times	2	6	7	13

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had your property stolen or deliberately damaged				
0 times	81	83	86	86
1 time	11	10	8	6
2 to 3 times	4	4	3	3
4 or more times	4	3	3	4
Damaged school property on purpose				
0 times	93	95	96	88
1 time	4	3	2	5
2 to 3 times	1	1	1	3
4 or more times	1	1	1	4

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Carried a gun				
0 times	97	98	99	90
1 time	1	1	0	3
2 to 3 times	1	0	0	3
4 or more times	1	1	0	4
Carried any other weapon (such as a knife or club)				
0 times	94	95	96	84
1 time	3	2	2	6
2 to 3 times	1	1	1	4
4 or more times	2	2	2	6
Seen someone carrying a gun, knife, or other weapon				
0 times	81	85	88	82
1 time	12	8	6	7
2 to 3 times	4	4	3	4
4 or more times	3	3	2	7

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times (never)	74	77	77	79
1 time	12	11	10	7
2 to 3 times	7	7	7	7
4 or more times	7	6	6	7

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

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

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime illicit AOD use to get “high” [†]	16	33	44	62	A6.2
Lifetime alcohol or drug use	16	35	46	63	A6.2
Lifetime marijuana use	6	20	30	57	A6.2
Lifetime very drunk or high (7 or more times)	1	7	13	35	A6.7
Lifetime drinking and driving involvement	27	9	13	30	A6.11
Current alcohol or drug use	8	16	23	42	A6.5
Current marijuana use	3	11	16	37	A6.5
Current heavy drug use	2	7	10	31	A6.5
Current heavy alcohol use (binge drinking)	2	5	8	21	A6.5
Current alcohol or drug use on school property	5	8	8	21	A6.8
Harmfulness of occasional marijuana use [‡]	39	37	33	30	A6.12
Difficulty of obtaining marijuana [§]	21	8	6	14	A6.13

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

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

[‡]*Great harm.*

[§]*Very difficult.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	11	25	36	52
Marijuana	6	20	30	57
Inhalants	5	4	3	13
Cocaine, methamphetamine, or any amphetamines	na	2	3	17
Heroin	na	1	1	4
Ecstasy, LSD, or other psychedelics	na	3	4	15
Prescription pain medication, opioids, tranquilizers, sedatives, diet pills, or other prescription stimulant	na	11	12	27
Cold/cough medicines or other over-the-counter medicines to get “high”	na	10	10	26
Any other drug, pill, or medicine to get “high”	4	6	5	18
<i>Any of the above AOD use</i>	16	35	46	63
<i>Any illicit AOD use to get “high”[†]</i>	16	33	44	62

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

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

na—Not asked of middle school students.

Table A6.3
Lifetime AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	89	75	64	48
1 time	6	8	8	7
2 to 3 times	3	7	9	10
4 or more times	2	10	20	36
Marijuana (smoke, vape, eat, or drink)				
0 times	94	80	70	43
1 time	2	5	6	5
2 to 3 times	2	4	6	7
4 or more times	2	10	18	45
Inhalants				
0 times	95	96	97	87
1 time	2	2	1	3
2 to 3 times	1	1	1	4
4 or more times	1	1	1	6
Cocaine, methamphetamine, or any amphetamines				
0 times	na	98	97	83
1 time	na	1	1	4
2 to 3 times	na	1	1	4
4 or more times	na	1	1	9
Heroin				
0 times	na	99	99	96
1 time	na	0	0	1
2 to 3 times	na	0	0	2
4 or more times	na	0	0	1
Ecstasy, LSD, or other psychedelics				
0 times	na	97	96	85
1 time	na	1	2	5
2 to 3 times	na	1	2	5
4 or more times	na	1	1	5

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

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

na—Not asked of middle school students.

Table A6.3

Lifetime AOD Use – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Prescription pain medication or opioids, tranquilizers, or sedatives				
0 times	na	93	91	76
1 time	na	2	3	5
2 to 3 times	na	2	3	6
4 or more times	na	3	4	13
Diet pills				
0 times	na	95	96	92
1 time	na	1	1	2
2 to 3 times	na	1	1	2
4 or more times	na	3	3	3
Ritalin™ or Adderall™ or other prescription stimulant				
0 times	na	97	96	89
1 time	na	1	1	2
2 to 3 times	na	1	1	4
4 or more times	na	1	1	4
Cold/cough medicines or other over-the-counter medicines to get “high”				
0 times	na	90	90	74
1 time	na	3	3	4
2 to 3 times	na	3	3	8
4 or more times	na	4	4	14
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 times	96	94	95	82
1 time	1	2	1	3
2 to 3 times	1	2	2	6
4 or more times	1	2	2	10

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>				
Smoke it?				
0 times	95	83	73	46
1 time	2	4	5	4
2 to 3 times	1	4	5	6
4 or more times	2	9	17	44
In an electronic or e-cigarette or other vaping device?				
0 times	94	85	78	58
1 time	2	4	5	5
2 to 3 times	1	3	5	6
4 or more times	2	7	13	31
Eat or drink it in products made with marijuana?				
0 times	96	88	79	55
1 time	2	4	6	6
2 to 3 times	1	3	6	10
4 or more times	1	5	8	29

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks of alcohol)	5	10	15	28
Binge drinking (5 or more drinks in a row)	2	5	8	21
Marijuana (smoke, vape, eat, or drink)	3	11	16	37
Inhalants	2	2	1	7
Prescription drugs to get “high” or for reasons other than prescribed	na	3	2	10
Other drug, pill, or medicine to get “high” or for reasons other than medical	2	3	2	10
<i>Any drug use</i>	5	12	16	38
<i>Heavy drug use</i>	2	7	10	31
<i>Any AOD Use</i>	8	16	23	42
Two or more substances at the same time	na	3	4	16

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks)				
0 days	95	90	85	72
1 or 2 days	4	7	10	14
3 to 9 days	1	2	3	5
10 to 19 days	0	1	1	3
20 or more days	0	1	1	6
Binge drinking (5 or more drinks in a row)				
0 days	98	95	92	79
1 or 2 days	2	3	5	9
3 to 9 days	0	1	2	4
10 to 19 days	0	0	1	2
20 or more days	0	0	1	5
Marijuana (smoke, vape, eat, or drink)				
0 days	97	89	84	63
1 or 2 days	2	5	7	9
3 to 9 days	1	2	3	6
10 to 19 days	0	1	2	3
20 or more days	0	2	4	19

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	96	89	81	63
1 to 2 times	3	7	11	16
3 to 6 times	1	2	4	8
7 or more times	0	2	4	13
“High” (loaded, stoned, or wasted) from using drugs				
0 times	96	84	75	51
1 to 2 times	2	6	8	8
3 to 6 times	1	3	5	7
7 or more times	1	6	12	34
Very drunk or “high” 7 or more times	1	7	13	35

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	97	96	96	88
1 to 2 days	2	3	2	6
3 or more days	0	1	1	6
Marijuana (smoke, vape, eat, or drink)				
0 days	98	94	94	81
1 to 2 days	2	3	3	7
3 or more days	1	3	3	12
Any other drug, pill, or medicine to get “high” or for reasons other than medical?				
0 days	99	98	99	92
1 to 2 days	1	1	1	4
3 or more days	1	1	1	4
<i>Any of the above</i>	5	8	8	21

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	98	91	88	67
1 to 2 times	1	5	5	9
3 to 6 times	1	2	3	8
7 or more times	0	2	4	17

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

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

Table A6.10
Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don't use	na	86	81	60
0 times	na	9	13	24
1 time	na	3	3	7
2 to 3 times	na	1	1	4
4 or more times	na	1	1	6
Marijuana				
Does not apply, don't use	na	84	79	49
0 times	na	8	12	22
1 time	na	4	5	10
2 to 3 times	na	2	3	8
4 or more times	na	2	2	10

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using				
Never	na	91	87	70
1 time	na	3	4	4
2 times	na	2	3	5
3 to 6 times	na	2	3	7
7 or more times	na	3	4	14
Have ridden in a car driven by someone who had been using alcohol or drugs				
Never	73	na	na	na
1 time	9	na	na	na
2 times	5	na	na	na
3 to 6 times	5	na	na	na
7 or more times	8	na	na	na

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

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

na—Not asked of middle/high school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol - drink occasionally				
Great	30	34	34	34
Moderate	19	24	27	20
Slight	17	19	21	14
None	34	24	18	31
Alcohol - 5 or more drinks once or twice a week				
Great	40	50	55	40
Moderate	17	19	21	18
Slight	9	8	8	10
None	35	23	16	32
Marijuana - use occasionally				
Great	39	37	33	30
Moderate	18	23	22	13
Slight	8	14	18	12
None	35	27	26	46
Marijuana - use daily				
Great	53	53	49	33
Moderate	7	13	17	12
Slight	5	8	11	12
None	35	26	23	44

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Very difficult	17	9	7	14
Fairly difficult	9	8	8	6
Fairly easy	13	21	22	15
Very easy	14	31	40	31
Don't know	48	31	24	33
Marijuana				
Very difficult	21	8	6	14
Fairly difficult	8	6	4	4
Fairly easy	9	18	18	12
Very easy	11	37	49	40
Don't know	50	31	22	31

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

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

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	2	6	8	34	A7.2
Current cigarette smoking [†]	1	2	2	15	A7.3
Current cigarette smoking at school [†]	1	1	1	5	A7.4
Ever tried smokeless tobacco	2	4	4	14	A7.2
Current smokeless tobacco use [†]	1	1	1	6	A7.3
Current smokeless tobacco use at school [†]	1	1	1	5	A7.4
Ever used electronic cigarettes	10	22	28	46	A7.2
Current use of electronic cigarettes [†]	4	10	12	22	A7.3
Current use of electronic cigarettes at school [†]	3	5	5	11	A7.4
Cessation Attempts					
Tried to quit or stop using cigarettes	na	2	3	14	A7.5
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking [‡]	33	38	43	37	A7.6
Harmfulness of smoking 1 or more packs/day [‡]	51	60	68	48	A7.6
Difficulty of obtaining cigarettes [§]	18	9	8	15	A7.8

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

[†]Past 30 days.

[‡]Great harm.

[§]Very difficult.

na—Not asked of middle school students.

Table A7.2
Lifetime Tobacco Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	94	na	na	na
1 time	3	na	na	na
2 to 3 times	1	na	na	na
4 or more times	1	na	na	na
A whole cigarette				
0 times	98	94	92	66
1 time	1	2	3	7
2 to 3 times	1	1	2	7
4 or more times	1	2	4	20
Smokeless tobacco				
0 times	98	96	96	86
1 time	1	1	2	4
2 to 3 times	1	1	1	3
4 or more times	1	1	2	6
Electronic cigarettes, e-cigarettes, or other vaping device				
0 times	90	78	72	54
1 time	4	6	6	7
2 to 3 times	3	6	7	9
4 or more times	3	10	15	30

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

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

na—Not asked of high school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	1	2	2	15
Daily (20 or more days)	0	0	0	4
Smokeless tobacco				
Any	1	1	1	6
Daily (20 or more days)	0	0	0	1
Electronic cigarettes/e-cigarettes/other vaping device				
Any	4	10	12	22
Daily (20 or more days)	0	1	3	7

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
0 days	99	99	99	95
1 or 2 days	1	1	0	2
3 to 9 days	0	0	0	1
10 to 19 days	0	0	0	0
20 or more days	0	0	0	2
Smokeless tobacco				
0 days	99	99	99	95
1 or 2 days	1	1	0	3
3 to 9 days	0	0	0	1
10 to 19 days	0	0	0	0
20 or more days	0	0	0	1
Electronic cigarettes, e-cigarettes, or other vaping device				
0 days	97	95	95	89
1 or 2 days	2	3	2	5
3 to 9 days	0	1	1	2
10 to 19 days	0	0	0	1
20 or more days	0	1	1	3

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	93	93	73
0 times	na	4	4	13
1 time	na	1	2	5
2 to 3 times	na	0	1	3
4 or more times	na	1	1	5

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke cigarettes occasionally				
Great	33	38	43	37
Moderate	21	26	26	18
Slight	13	13	13	11
None	33	24	18	35
Smoke 1 or more packs of cigarettes each day				
Great	51	60	68	48
Moderate	9	11	10	12
Slight	5	5	4	6
None	34	24	17	34

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Use e-cigarettes or vaping device occasionally				
Great	27	34	35	29
Moderate	23	25	28	19
Slight	14	16	18	12
None	36	26	19	40
Use e-cigarettes or vaping devices several times a day				
Great	45	52	56	36
Moderate	12	16	19	15
Slight	6	7	7	8
None	36	25	17	41

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Very difficult	18	9	8	15
Fairly difficult	9	9	10	6
Fairly easy	13	22	24	15
Very easy	10	22	28	28
Don't know	51	37	31	36
E-cigarettes or vaping device				
Very difficult	17	8	6	14
Fairly difficult	9	6	6	5
Fairly easy	12	21	22	15
Very easy	12	34	42	30
Don't know	49	31	25	36

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

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

8. Other Physical and Mental Health Risks

Table A8.1

Alone After School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	50	na	na	na
1 day	13	na	na	na
2 days	7	na	na	na
3 days	5	na	na	na
4 days	2	na	na	na
5 days	22	na	na	na

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

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

na—Not asked of high school students.

Table A8.2

Hours of Sleep

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
4 or less hours	6	8	8	18
5 hours	5	9	15	12
6 hours	10	18	25	19
7 hours	18	26	28	18
8 hours	30	26	17	20
9 hours	20	9	5	6
10 or more hours	12	3	2	6

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	38	42	44	49
Yes	62	58	56	51

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	71	66	62	67
Yes	29	34	38	33

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	84	83	82	82
Yes	16	17	18	18

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	94	96	96	85
Yes	6	4	4	15

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

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

9. Race/Ethnic Breakdowns

Table A9.1

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

Percent of Students (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	56	55	59	57	54	58	55
Caring adults in school [‡]	61	61	63	63	58	65	60
High expectations-adults in school [‡]	75	73	79	75	68	78	75
Meaningful participation at school [‡]	31	30	35	34	37	31	30
<i>School Connectedness</i> [†]	60	59	67	53	59	64	60
<i>Academic Motivation</i> [†]	78	75	84	73	80	78	77
<i>Parent Involvement in School</i> [†]	61	59	66	56	66	62	60

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

Table A9.2

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

Percent of Students (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	47	48	55	52	51	53	48
Caring adults in school [‡]	53	54	60	58	56	61	53
High expectations-adults in school [‡]	65	67	74	67	69	71	65
Meaningful participation at school [‡]	24	25	31	30	26	27	25
<i>School Connectedness</i> [†]	53	54	60	49	57	60	53
<i>Academic Motivation</i> [†]	72	70	80	70	72	72	72
<i>Parent Involvement in School</i> [†]	46	45	50	43	51	47	45

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
<i>School Environment</i>							
Total school supports [‡]	49	50	54	53	53	54	49
Caring adults in school [‡]	57	57	63	60	59	64	57
High expectations-adults in school [‡]	65	66	70	66	69	70	65
Meaningful participation at school [‡]	26	26	30	32	32	29	26
<i>School Connectedness</i> [†]	52	51	59	45	52	57	52
<i>Academic Motivation</i> [†]	72	68	76	69	69	70	71
<i>Parent Involvement in School</i> [†]	40	40	46	36	38	39	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 A9.4***School Supports and Engagement by Race/Ethnicity - Non-Traditional***

Percent of Students (%)	NT						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	44	47	16	46	33	47	45
Caring adults in school [‡]	52	56	13	52	26	56	53
High expectations-adults in school [‡]	59	62	33	62	44	63	59
Meaningful participation at school [‡]	21	21	5	25	28	23	23
<i>School Connectedness</i> [†]	44	44	19	44	29	49	43
<i>Academic Motivation</i> [†]	65	62	54	66	47	64	64
<i>Parent Involvement in School</i> [†]	41	39	25	41	21	42	41

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	59	48	49	51
American Indian or Alaska Native	62	49	48	47
Asian	65	56	54	13
Black or African American	59	45	39	54
Native Hawaiian or Pacific Islander	60	53	46	55
White	64	56	53	54
Mixed (two or more) races	57	48	48	48

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	23	20	18	15
American Indian or Alaska Native	20	20	19	12
Asian	40	33	26	51
Black or African American	35	26	22	22
Native Hawaiian or Pacific Islander	42	30	28	0
White	25	24	22	19
Mixed (two or more) races	24	21	19	17

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	31	25	22	20
American Indian or Alaska Native	28	26	22	17
Asian	43	36	28	51
Black or African American	41	29	25	23
Native Hawaiian or Pacific Islander	54	36	32	0
White	34	31	28	23
Mixed (two or more) races	32	26	23	23

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	3	5	4	12
American Indian or Alaska Native	3	6	3	15
Asian	1	1	1	10
Black or African American	5	5	3	14
Native Hawaiian or Pacific Islander	3	4	4	11
White	2	3	3	10
Mixed (two or more) races	3	5	4	12

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	1	2	2	13
American Indian or Alaska Native	2	3	2	13
Asian	1	1	2	42
Black or African American	3	2	1	11
Native Hawaiian or Pacific Islander	6	4	2	17
White	1	2	3	19
Mixed (two or more) races	2	2	2	14

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	5	11	16	28
American Indian or Alaska Native	5	12	15	37
Asian	4	4	7	34
Black or African American	6	8	8	21
Native Hawaiian or Pacific Islander	8	10	16	9
White	4	10	16	30
Mixed (two or more) races	5	11	16	29

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	4	12	16	36
American Indian or Alaska Native	3	14	16	39
Asian	3	4	6	48
Black or African American	6	11	14	35
Native Hawaiian or Pacific Islander	7	11	24	19
White	2	10	15	37
Mixed (two or more) races	4	12	17	38

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	30	33	37	32
American Indian or Alaska Native	31	37	37	27
Asian	28	34	38	67
Black or African American	30	27	32	20
Native Hawaiian or Pacific Islander	42	37	40	34
White	27	33	39	39
Mixed (two or more) races	31	34	38	33

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

10. Gender Breakdowns

Table A10.1
School Supports and Engagement by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female	Male	Female	Male	Female	Male	Female	Male
	%	%	%	%	%	%	%	%
<i>School Environment</i>								
Total school supports [‡]	56	57	48	51	50	52	48	44
Caring adults in school [‡]	61	63	54	58	58	61	59	50
High expectations-adults in school [‡]	76	76	67	68	66	67	65	57
Meaningful participation at school [‡]	30	32	24	27	26	28	21	23
<i>School Connectedness</i> [†]	60	62	53	57	51	56	48	42
<i>Academic Motivation</i> [†]	80	75	75	69	75	67	72	60
<i>Parent Involvement in School</i> [†]	61	60	44	47	37	41	45	37

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

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

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

Table A10.2

Select Perceived Safety, Harassment, Alcohol and Other Drug Use, and 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	58	63	47	54	46	54	54	49
Harassment/Bullying at School								
<i>During the past 12 months at school, have you been...</i>								
harassed/bullied for any of the six reasons	26	24	26	18	23	17	24	14
harassed/bullied for any reasons	35	30	33	23	29	21	30	18
Current ATOD Use								
<i>During the past 30 days, did you...</i>								
have at least one drink of alcohol at school	3	3	5	3	3	4	11	12
use cigarettes	1	1	2	2	2	3	12	16
use electronic cigarettes	4	4	11	9	12	12	22	22
have at least one drink of alcohol	5	4	12	8	16	14	29	28
use marijuana	3	3	12	10	15	16	38	37
Mental Health								
Chronic sad or hopeless feelings, past 12 months	37	21	44	23	48	28	47	25

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

Appendix I

2017-18 CHKS Secondary Survey Response Rates

Eligible Districts	7th %	9th %	11th %	NT %
Arvin Union	100			
Bakersfield City	80			
Beardsley Elementary	89			
Belridge Elementary				
Blake Elementary				
Buttonwillow Union Elementary				
Caliente Union Elementary				
Delano Joint Union High		88	86	39
Delano Union Elementary	81			
Di Giorgio Elementary	81			
Edison Elementary	83			
El Tejon Unified	50	95	42	
Elk Hills Elementary				
Fairfax Elementary	81			
Fruitvale Elementary	92			
General Shafter Elementary				
Greenfield Union	92			100
Kern County Office of Education				100
Kern High		77	73	79
Kernville Union Elementary	64			
Lakeside Union	86			
Lamont Elementary	99			
Linns Valley-Poso Flat Union				
Lost Hills Union Elementary				
Maple Elementary				
Maricopa Unified				
McFarland Unified				
McKittrick Elementary				

Notes: Response rates are presented by grade level. Eligible districts listed are based on CBEDS 2018-19 public school and enrollment data files.

2017-18 CHKS Secondary Survey Response Rates - Continued

Eligible Districts	7th %	9th %	11th %	NT %
Midway Elementary				
Mojave Unified				
Muroc Joint Unified				
Norris Elementary	95			
Panama-Buena Vista Union				
Pond Union Elementary				
Richland Union Elementary	92			
Rio Bravo-Greeley Union Elementary	83			
Rosedale Union Elementary	90			
SBE - Ridgecrest Charter				
Semitropic Elementary				
Sierra Sands Unified	92	83	92	93
South Fork Union	100			
Southern Kern Unified	99	75	76	
Standard Elementary	84			
Taft City	90			
Taft Union High				
Tehachapi Unified	39	59	46	10
Vineland Elementary	88			
Wasco Union Elementary	98			
Wasco Union High		96	100	41

Notes: Response rates are presented by grade level. Eligible districts listed are based on CBEDS 2018-19 public school and enrollment data files.

Appendix II

2018-19 CHKS Secondary Survey Response Rates

Eligible Districts	7th %	9th %	11th %	NT %
Arvin Union	93			
Bakersfield City	78			
Beardsley Elementary				
Belridge Elementary				
Blake Elementary				
Buttonwillow Union Elementary				
Caliente Union Elementary				
Delano Joint Union High				
Delano Union Elementary				
Di Giorgio Elementary				
Edison Elementary	78			
El Tejon Unified	90	85	82	
Elk Hills Elementary				
Fairfax Elementary	85			
Fruitvale Elementary	95			
General Shafter Elementary				
Greenfield Union				
Kern County Office of Education				66
Kern High		80	64	79
Kernville Union Elementary				
Lakeside Union	98			
Lamont Elementary	98			
Linns Valley-Poso Flat Union				
Lost Hills Union Elementary				
Maple Elementary				
Maricopa Unified				
McFarland Unified				
McKittrick Elementary				

Notes: Response rates are presented by grade level. Eligible districts listed are based on CBEDS 2018-19 public school and enrollment data files.

2018-19 CHKS Secondary Survey Response Rates - Continued

Eligible Districts	7th %	9th %	11th %	NT %
Midway Elementary				
Mojave Unified				
Muroc Joint Unified				
Norris Elementary	91			
Panama-Buena Vista Union				
Pond Union Elementary				
Richland Union Elementary	92			
Rio Bravo-Greeley Union Elementary	93			
Rosedale Union Elementary	90			
SBE - Ridgecrest Charter				
Semitropic Elementary				
Sierra Sands Unified	86	86	82	91
South Fork Union	78			
Southern Kern Unified	88	49	45	88
Standard Elementary				
Taft City	93			
Taft Union High				
Tehachapi Unified	76		66	11
Vineland Elementary	100			
Wasco Union Elementary	96			
Wasco Union High		71	92	82

Notes: Response rates are presented by grade level. Eligible districts listed are based on CBEDS 2018-19 public school and enrollment data files.

Appendix III

CHKS Content Overview, 2018-19

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

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

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

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

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

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

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

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

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

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

⁴ See calschls.org/reports-data/#slcr

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

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

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

GRADE-LEVEL PATTERNS

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

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

DEMOGRAPHIC CHARACTERISTICS AND POPULATION SUBGROUP DIFFERENCES (Section 3)

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

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

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

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

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

Racial-Ethnic Identification

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

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

Foster Care Youth

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

Sexual Orientation and Gender Identity

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

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

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

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

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

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

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

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

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 4)

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

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

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

Self-Reported Grades

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

Academic Motivation

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

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

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

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

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

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

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

Absenteeism and Truancy

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

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

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

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

Developmental Supports

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

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

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

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

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

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

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

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

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

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

School Connectedness

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

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

Parent Involvement

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

Facilities and Physical Environment

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

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

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

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

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

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

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

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 5)

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

Perceived Safety

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

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

Harassment and Victimization

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

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

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

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

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

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

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

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

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

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

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

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

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

Vandalism and Weapons

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

SUBSTANCE USE AND MENTAL HEALTH (Sections 6-8)

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

Alcohol and Other Drug Use (Section 6)

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

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

Alcohol and Other Drug Use at School (Section 6)

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

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

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

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

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

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

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

Cigarette Smoking (Section 7)

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

Mental Health (Section 8)

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

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

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

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

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

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

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

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

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

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

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

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