

CALIFORNIA HEALTHY KIDS SURVEY



Los Gatos-Saratoga JUH Secondary 2018-2019 Main Report

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Contents

Page

List of Tables	III
PREFACE	VIII
Survey Module Administration	1
A. Core Module Results	2
1. Survey Sample	2
2. Summary of Key Indicators	3
3. Demographics	4
4. School Performance, Supports, and Engagement	11
5. School Violence, Victimization, and Safety	22
6. Alcohol and Other Drug Use	29
7. Tobacco Use	42
8. Other Physical and Mental Health Risks	49
9. Race/Ethnic Breakdowns	51
10. Gender Breakdowns	57
B. Alcohol and Other Drugs (AOD) Module	59
1. Module Sample	59
2. Summary of Key Indicators	60
3. Alcohol, Tobacco, and Marijuana Consumption Patterns	61
4. Reasons for and Consequences of AOD Consumption	64
5. Supports to Reduce AOD Use	68
6. Availability	69
7. Influences on ATOD Use	71
8. School Suspension	75
M. Safety & Violence Module	76
1. Module Sample	76
2. Physical Violence and Weapon Possession	77
3. Neighborhood Safety	79
4. Absence Due to Safety Concerns	80
5. Suicide Risk	81
6. Unwanted Sex	83
P. Social Emotional Health Module	84

1. Module Sample	84
2. Summary of Key Indicators	85
3. Covitality	86
4. Belief in Self	87
5. Belief in Others	91
6. Emotional Competence	95
7. Engaged Living	99
8. Social Emotional Distress	103
9. Growth Mindset	106
10. Goals	107
11. Collaboration	108
12. Problem Solving	109
Appendix I	110
Appendix II	111

List of Tables

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

A5.2	Reasons for Harassment on School Property, Past 12 Months – Continued	24
A5.3	Verbal Harassment at School, Past 12 Months	25
A5.4	Violence and Victimization on School Property, Past 12 Months	26
A5.5	Property Damage on School Property, Past 12 Months	27
A5.6	Weapons Possession on School Property, Past 12 Months	27
A5.7	Cyber Bullying, Past 12 Months	28
6.	Alcohol and Other Drug Use	29
A6.1	Summary Measures of Level of AOD Use and Perceptions	29
A6.2	Summary of AOD Lifetime Use	30
A6.3	Lifetime AOD Use	31
A6.3	Lifetime AOD Use – Continued	32
A6.4	Lifetime Marijuana Consumption	33
A6.5	Current AOD Use, Past 30 Days	34
A6.6	Frequency of Current AOD Use, Past 30 Days	35
A6.7	Lifetime Drunk or “High”	36
A6.8	Current AOD Use on School Property, Past 30 Days	37
A6.9	Lifetime Drunk or “High” on School Property	37
A6.10	Cessation Attempts	38
A6.11	Drinking While Driving, Lifetime	39
A6.12	Perceived Harm of AOD Use	40
A6.13	Perceived Difficulty of Obtaining Alcohol and Marijuana	41
7.	Tobacco Use	42
A7.1	Summary of Key CHKS Tobacco Indicators	42
A7.2	Lifetime Tobacco Use	43
A7.3	Any Current Use and Daily Use	44
A7.4	Current Smoking on School Property, Past 30 Days	45
A7.5	Cigarette Smoking Cessation Attempts	46
A7.6	Perceived Harm of Cigarette Smoking	46
A7.7	Perceived Harm of E-Cigarette Use Compared to Smoking	47
A7.8	Perceived Difficulty of Obtaining Cigarettes and E-Cigarettes	48
8.	Other Physical and Mental Health Risks	49
A8.1	Hours of Sleep	49
A8.2	Eating of Breakfast	49
A8.3	Chronic Sad or Hopeless Feelings, Past 12 Months	49
A8.4	Seriously Considered Attempting Suicide, Past 12 Months	50
A8.5	Gang Involvement	50
9.	Race/Ethnic Breakdowns	51
A9.1	School Supports and Engagement by Race/Ethnicity - 9th Grade	51
A9.2	School Supports and Engagement by Race/Ethnicity - 10th Grade	51
A9.3	School Supports and Engagement by Race/Ethnicity - 11th Grade	52
A9.4	School Supports and Engagement by Race/Ethnicity - 12th Grade	52
A9.5	Feeling Safe or Very Safe at School by Race/Ethnicity	53
A9.6	Harassment Due to Six Reasons at School in the Past 12 Months by Race/Ethnicity	53
A9.7	Any Harassment or Bullying at School in the Past 12 Months by Race/Ethnicity	54

A9.8	Any Alcohol Use at School in the Past 30 Days by Race/Ethnicity	54
A9.9	Cigarette Smoking in the Past 30 Days by Race/Ethnicity	55
A9.10	Any Alcohol Use in the Past 30 Days by Race/Ethnicity	55
A9.11	Any Marijuana Use in the Past 30 Days by Race/Ethnicity	56
A9.12	Chronic Sad or Hopeless Feelings in the Past 12 Months by Race/Ethnicity	56
10.	Gender Breakdowns	57
A10.1	School Supports and Engagement by Gender	57
A10.2	Perceived Safety, Harassment, AOD Use, and Mental Health Measures by Gender	58
B.	Alcohol and Other Drugs (AOD) Module	59
1.	Module Sample	59
B1.1	Student Sample for AOD Module	59
2.	Summary of Key Indicators	60
B2.1	Key Indicators of Alcohol and Other Drug Use	60
3.	Alcohol, Tobacco, and Marijuana Consumption Patterns	61
B3.1	Age of Onset – AOD Use	61
B3.2	Age of Onset – Tobacco Use	62
B3.3	Usual Alcohol Consumption Level	62
B3.4	Usual Marijuana Consumption Level	63
B3.5	E-Cigarette Consumption	63
4.	Reasons for and Consequences of AOD Consumption	64
B4.1	Reasons for AOD Use in the Past 12 Months	64
B4.2	Problems Caused by AOD Use	65
B4.3	Alcohol or Other Drug Use Caused Negative Experiences	66
B4.4	Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession	67
5.	Supports to Reduce AOD Use	68
B5.1	Needed Counseling for Use	68
B5.2	Likelihood of Finding Help at School for Quitting or Reducing Use	68
B5.3	Talked with Parent About AOD Use	68
6.	Availability	69
B6.1	Sources for Obtaining Alcohol	69
B6.2	Sources for Obtaining Marijuana	70
7.	Influences on ATOD Use	71
B7.1	Personal Disapproval of AOD Use	71
B7.2	Parent Disapproval of ATOD Use	72
B7.3	Peer Disapproval of ATOD Use	73
B7.4	Heard, Read, or Watched Any Anti-ATOD Messages, Past 12 Months	74
8.	School Suspension	75
B8.1	Suspension from School, Past 12 Month	75

M. Safety & Violence Module	76
1. Module Sample	76
M1.1 Student Sample for Safety & Violence Module	76
2. Physical Violence and Weapon Possession	77
M2.1 Violent Incidents, Past 12 Months	77
M2.2 Carrying Weapon, Past 30 Days	78
3. Neighborhood Safety	79
M3.1 Perception of Neighborhood Safety	79
4. Absence Due to Safety Concerns	80
M4.1 Not Attend School Due to Feeling Unsafe, Past 30 Days	80
5. Suicide Risk	81
M5.1 Suicide Ideation, Past 12 Months	81
M5.2 Suicide Plan, Past 12 Months	81
M5.3 Suicide Attempts, Past 12 Months	81
M5.4 Suicide Attempt Leading to Need for Treatment	82
6. Unwanted Sex	83
M6.1 Forced Sex	83
P. Social Emotional Health Module	84
1. Module Sample	84
P1.1 Student Sample for Social Emotional Health Module	84
2. Summary of Key Indicators	85
P2.1 Key Indicators of Social Emotional Health	85
3. Covitality	86
P3.1 Covitality and Subscales	86
4. Belief in Self	87
P4.1 Belief in Self Domain and Subdomains	87
P4.2 Self-Efficacy Scale Questions	88
P4.3 Self-Awareness Scale Questions	89
P4.4 Persistence Scale Questions	90
5. Belief in Others	91
P5.1 Belief in Others Domain and Subdomains	91
P5.2 School Supports Scale Questions	92
P5.3 Family Connectedness Scale Questions	93
P5.4 Peer Supports Scale Questions	94
6. Emotional Competence	95
P6.1 Emotional Competence Domain and Subdomains	95
P6.2 Emotional Regulation Scale Questions	96

P6.3	Empathy Scale Questions	97
P6.4	Behavioral Self-Control Scale Questions	98
7.	Engaged Living	99
P7.1	Engaged Living Domain and Subdomains	99
P7.2	Optimism Scale Questions	100
P7.3	Gratitude Scale Questions	101
P7.4	Zest Scale Questions	102
8.	Social Emotional Distress	103
P8.1	Social Emotional Distress Scale Questions	103
P8.1	Social Emotional Distress Scale Questions – Continued	104
P8.1	Social Emotional Distress Scale Questions – Continued	105
9.	Growth Mindset	106
P9.1	Growth Mindset Scale Questions	106
10.	Goals	107
P10.1	Goals Scale Questions	107
11.	Collaboration	108
P11.1	Collaboration Scale Questions	108
12.	Problem Solving	109
P12.1	Problem Solving Scale Questions	109
Appendix I	110
Appendix II	111

PREFACE

HYPERLINK FEATURE

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

ALERT

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

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

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

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

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

THE SURVEY

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

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

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

Core Module

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

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

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

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

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

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

School Climate Module (Supplementary)

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

Social Emotional Health Module (Supplementary)

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

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

SURVEY ADMINISTRATION AND SAMPLE

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

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

NEW IN 2018! EXPLORE RESULTS ON THE ONLINE DATA DASHBOARD

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

THE REPORT

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

Racial/Ethnic and Gender Results

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

UNDERSTANDING THE DATA

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

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

Representativeness

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

Changes Between Survey Administrations

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

RESOURCES

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

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

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

NEXT STEPS

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

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

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

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

Compare Results with Other Data

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

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

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

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

Data Workshop

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

Request Additional Reports and Data

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

School Reports and School Climate Report Cards

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

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

District School Climate Report Card

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

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

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

Exhibit 1***Major School-Related Domains and Constructs Assessed by CalSCHLS in Secondary Schools***

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

ACKNOWLEDGMENTS

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Alcohol and Other Drugs (AOD) Module	X
C. Building Healthy Communities (BHC) Module	
D. Cal-Well Module	
E. Closing the Achievement Gap (CTAG) Module	
F. District Afterschool Module (DASM)	
G. Drug Free Communities (DFC) Module	
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	X
N. School Climate Module	
O. Sexual Behavior Module	
P. Social Emotional Health Module (SEHM)	X
Q. Tobacco Module	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	900	874	863	838
Final number	813	782	730	651
Response Rate	90%	89%	85%	78%

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
School Engagement and Supports					
School connectedness [†]	72	68	68	70	A4.6
Academic motivation [†]	79	76	75	71	A4.6
Chronic truancy (twice a month or more often) [§]	1	3	3	5	A4.2
Caring adult relationships [‡]	66	69	68	76	A4.5
High expectations [‡]	76	75	74	79	A4.5
Meaningful participation [‡]	36	34	36	37	A4.5
Facilities upkeep [†]	69	68	67	69	A4.13
Parent involvement in school [†]	54	49	49	51	A4.6
School Safety					
School perceived as very safe or safe	79	79	81	86	A5.1
Experienced any harassment or bullying [§]	32	32	30	29	A5.2
Had mean rumors or lies spread about you [§]	34	34	34	30	A5.3
Been afraid of being beaten up [§]	6	6	6	4	A5.4
Been in a physical fight [§]	6	5	6	6	A5.4
Seen a weapon on campus [§]	8	9	7	7	A5.6
Substance Use and Mental Health					
Current alcohol or drug use [¶]	11	17	27	45	A6.5
Current marijuana use [¶]	5	9	17	29	A6.5
Current binge drinking [¶]	3	7	12	28	A6.5
Very drunk or “high” 7 or more times, ever	4	8	16	27	A6.7
Been drunk or “high” on drugs at school, ever	4	6	12	19	A6.9
Current cigarette smoking [¶]	1	2	2	5	A7.3
Current electronic cigarette use [¶]	6	10	14	26	A7.3
Experienced chronic sadness/hopelessness [§]	26	31	33	31	A8.4
Considered suicide [§]	13	19	18	13	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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Male	50	56	49	49
Female	50	44	51	51

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	90	91	91	91
Yes	10	9	9	9

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
American Indian or Alaska Native	1	2	1	1
Asian	36	32	35	30
Black or African American	0	1	1	0
Native Hawaiian or Pacific Islander	0	1	0	0
White	43	50	46	55
Mixed (two or more) races	18	15	18	14

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A home with one or more parent or guardian	97	98	98	98
Other relative's home	0	0	0	0
A home with more than one family	1	1	1	1
Friend's home	0	0	0	0
Foster home, group care, or waiting placement	0	0	0	0
Hotel or motel	0	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0	0	0
Other living arrangement	1	1	0	1

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

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

Table A3.5
Highest Education of Parents

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Did not finish high school	2	3	3	3
Graduated from high school	1	1	2	3
Attended college but did not complete four-year degree	3	2	4	3
Graduated from college	90	92	89	90
Don't know	4	2	3	1

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	88	90	95	94
Yes	3	3	1	3
Don't know	9	7	3	3

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	93	97	97	99
Yes	1	0	0	0
Don't know	6	3	2	1

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
English	74	78	80	82
Spanish	2	2	2	2
Mandarin	9	8	7	6
Cantonese	1	1	1	1
Taiwanese	0	0	0	0
Tagalog	0	0	0	0
Vietnamese	0	0	1	1
Korean	2	2	2	1
Other	12	10	7	7

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
How well do you...				
understand English?				
Very well	93	93	96	97
Well	7	6	3	2
Not well	0	1	0	0
Not at all	0	0	0	0
speak English?				
Very well	89	90	92	95
Well	9	7	6	4
Not well	1	2	1	1
Not at all	0	1	1	0
read English?				
Very well	88	90	92	95
Well	10	9	7	4
Not well	1	1	1	1
Not at all	0	0	0	0
write English?				
Very well	82	83	90	92
Well	16	14	9	7
Not well	1	2	1	1
Not at all	0	0	0	0
English Language Proficiency Status				
Proficient	87	88	91	94
Not proficient	13	12	9	6

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
How well do you...				
understand English?				
Very well	86	82	91	89
Well	13	14	8	8
Not well	0	2	0	2
Not at all	1	1	1	2
speak English?				
Very well	78	76	83	88
Well	18	18	15	10
Not well	3	5	1	2
Not at all	1	1	1	1
read English?				
Very well	78	79	80	86
Well	19	17	18	9
Not well	0	3	1	4
Not at all	2	1	1	1
write English?				
Very well	72	69	79	79
Well	23	24	18	15
Not well	4	6	2	5
Not at all	1	1	1	1
English Language Proficiency Status				
Proficient	76	75	81	84
Not proficient	24	25	19	16

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 days	69	67	79	85
1 day	1	2	1	1
2 days	4	3	2	3
3 days	5	4	4	2
4 days	4	3	2	1
5 days	17	21	12	7

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	98	98	99	99
Yes	0	1	1	0
Don't know	1	1	0	1

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Straight (not gay)	80	81	80	79
Gay or Lesbian	2	2	1	2
Bisexual	7	6	8	9
I am not sure yet	7	7	6	7
Something else	2	2	2	1
Decline to respond	3	3	3	2

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

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

Table A3.14
Gender Identity

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No, I am not transgender	95	95	95	95
Yes, I am transgender	1	1	1	1
I am not sure if I am transgender	2	1	1	2
Decline to respond	2	2	3	3

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

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

4. School Performance, Supports, and Engagement

Table A4.1

Grades, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Mostly A's	52	42	45	44
A's and B's	32	35	36	33
Mostly B's	5	9	8	9
B's and C's	8	8	8	9
Mostly C's	2	3	2	3
C's and D's	1	2	2	1
Mostly D's	0	0	0	0
Mostly F's	0	0	0	0

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

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

Table A4.2

Truancy, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times	86	85	81	69
1-2 times	8	8	8	13
A few times	4	4	7	10
Once a month	0	0	1	2
Twice a month	0	1	2	2
Once a week	0	1	1	1
More than once a week	0	1	1	1

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I did not miss any days of school in the past 30 days	56	49	45	37
1 day	20	23	25	23
2 days	14	16	17	20
3 or more days	10	11	14	20

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply; I didn't miss any school	54	46	43	35
Illness (feeling physically sick), including problems with breathing or your teeth	35	40	45	49
Were being bullied or mistreated at school	1	1	2	1
Felt very sad, hopeless, anxious, stressed, or angry	7	10	11	11
Didn't get enough sleep	8	13	17	20
Didn't feel safe at school or going to and from school	1	1	1	1
Had to take care of or help a family member or friend	1	1	3	3
Wanted to spend time with friends	1	1	2	3
Used alcohol or drugs	1	1	1	2
Were behind in schoolwork or weren't prepared for a test or class assignment	4	8	11	15
Were bored or uninterested in school	3	3	6	12
Had no transportation to school	1	1	1	2
Other reason	10	12	11	11

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Total school supports					
<i>Average reporting “Pretty much true” or “Very much true”</i>	60	60	59	64	
High	33	32	34	36	
Moderate	53	54	50	53	
Low	15	14	15	11	
Caring adults in school					
<i>Average reporting “Pretty much true” or “Very much true”</i>	66	69	68	76	A4.7
High	34	37	38	45	
Moderate	56	57	54	49	
Low	11	6	8	6	
High expectations-adults in school					
<i>Average reporting “Pretty much true” or “Very much true”</i>	76	75	74	79	A4.8
High	45	46	45	46	
Moderate	48	47	48	47	
Low	7	6	8	7	
Meaningful participation at school					
<i>Average reporting “Pretty much true” or “Very much true”</i>	36	34	36	37	A4.9
High	13	12	13	14	
Moderate	49	46	47	48	
Low	39	43	39	38	

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
School connectedness					
<i>Average reporting “Agree” or “Strongly agree”</i>	72	68	68	70	A4.10
High	66	57	58	61	
Moderate	30	37	36	32	
Low	4	6	6	7	
Academic motivation					
<i>Average reporting “Agree” or “Strongly agree”</i>	79	76	75	71	A4.11
High	40	33	32	26	
Moderate	43	47	48	48	
Low	18	19	21	26	
Parent involvement in school					
<i>Average reporting “Agree” or “Strongly agree”</i>	54	49	49	51	A4.12
High	39	35	31	35	
Moderate	45	45	47	44	
Low	15	21	22	21	

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Caring adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	66	69	68	76
<i>At my school, there is a teacher or some other adult... who really cares about me.</i>				
Not at all true	9	5	7	4
A little true	30	28	28	20
Pretty much true	38	41	34	36
Very much true	23	26	32	40
<i>who notices when I’m not there.</i>				
Not at all true	11	8	10	10
A little true	28	30	28	20
Pretty much true	35	35	35	39
Very much true	26	27	27	31
<i>who listens to me when I have something to say.</i>				
Not at all true	6	4	3	3
A little true	16	18	19	15
Pretty much true	42	42	41	39
Very much true	35	36	37	42

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
High expectations-adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	76	75	74	79
<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	8	6	7	8
A little true	20	22	24	20
Pretty much true	42	40	37	39
Very much true	31	32	32	33
<i>who always wants me to do my best.</i>				
Not at all true	4	2	3	3
A little true	14	16	18	12
Pretty much true	39	39	35	41
Very much true	43	43	44	43
<i>who believes that I will be a success.</i>				
Not at all true	8	7	7	5
A little true	18	21	20	16
Pretty much true	40	38	38	39
Very much true	34	34	35	39

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Meaningful participation at school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	36	34	36	37
At school...				
I do interesting activities.				
Not at all true	7	9	10	9
A little true	25	25	25	23
Pretty much true	37	40	38	37
Very much true	30	26	27	31
I help decide things like class activities or rules.				
Not at all true	37	40	38	37
A little true	34	35	35	32
Pretty much true	20	16	17	19
Very much true	9	9	10	12
I do things that make a difference.				
Not at all true	22	24	23	21
A little true	41	39	38	40
Pretty much true	28	25	24	24
Very much true	10	12	14	15
I have a say in how things work.				
Not at all true	30	35	33	31
A little true	38	38	36	40
Pretty much true	23	18	21	19
Very much true	8	9	10	11
I help decide school activities or rules.				
Not at all true	57	58	56	53
A little true	27	26	26	28
Pretty much true	12	10	10	10
Very much true	5	7	8	9

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School connectedness				
<i>Average reporting “Agree” or “Strongly agree”</i>	72	68	68	70
I feel close to people at this school.				
Strongly disagree	4	6	5	7
Disagree	6	6	10	11
Neither disagree nor agree	21	21	20	16
Agree	47	49	45	44
Strongly agree	22	18	21	22
I am happy to be at this school.				
Strongly disagree	4	6	5	5
Disagree	5	7	9	7
Neither disagree nor agree	19	24	22	22
Agree	47	47	46	44
Strongly agree	25	16	18	22
I feel like I am part of this school.				
Strongly disagree	3	5	4	6
Disagree	6	9	7	10
Neither disagree nor agree	26	24	27	22
Agree	45	47	46	43
Strongly agree	21	15	16	20
The teachers at this school treat students fairly.				
Strongly disagree	3	4	3	3
Disagree	6	6	7	7
Neither disagree nor agree	17	23	22	18
Agree	52	50	52	52
Strongly agree	22	17	16	21
I feel safe in my school.				
Strongly disagree	2	3	2	3
Disagree	2	3	3	3
Neither disagree nor agree	15	14	14	10
Agree	51	53	51	44
Strongly agree	30	27	31	40

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Academic motivation				
<i>Average reporting “Agree” or “Strongly agree”</i>	79	76	75	71
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	1	2	2	3
Disagree	3	3	4	5
Neither disagree nor agree	9	10	11	13
Agree	37	41	39	42
Strongly agree	50	45	45	38
I try hard at school because I am interested in my work.				
Strongly disagree	5	6	6	7
Disagree	10	11	13	13
Neither disagree nor agree	20	22	21	21
Agree	40	38	36	38
Strongly agree	26	23	24	22
I work hard to try to understand new things at school.				
Strongly disagree	2	2	2	3
Disagree	5	6	3	6
Neither disagree nor agree	15	14	17	18
Agree	45	47	46	49
Strongly agree	33	30	31	24
I am always trying to do better in my schoolwork.				
Strongly disagree	1	2	2	3
Disagree	3	3	4	6
Neither disagree nor agree	12	12	14	20
Agree	43	45	46	44
Strongly agree	41	37	34	27

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Parent involvement in school				
<i>Average reporting “Agree” or “Strongly agree”</i>	54	49	49	51
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	4	5	6	7
Disagree	11	15	17	16
Neither disagree nor agree	33	31	31	32
Agree	40	38	35	38
Strongly agree	13	11	11	8
Parents feel welcome to participate at this school.				
Strongly disagree	2	3	3	3
Disagree	9	7	9	7
Neither disagree nor agree	34	38	36	34
Agree	40	39	40	41
Strongly agree	15	12	12	15
School staff takes parent concerns seriously.				
Strongly disagree	3	4	5	5
Disagree	8	9	12	12
Neither disagree nor agree	35	40	35	31
Agree	40	34	38	37
Strongly agree	15	12	10	15

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
My school is usually clean and tidy.				
Strongly disagree	2	4	3	3
Disagree	7	7	8	9
Neither disagree nor agree	22	21	23	19
Agree	50	51	50	48
Strongly agree	19	17	16	21

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very safe	31	31	38	46
Safe	49	48	43	40
Neither safe nor unsafe	18	18	16	10
Unsafe	2	3	2	2
Very unsafe	1	1	1	2

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Race, ethnicity, or national origin				
0 times	88	85	88	87
1 time	5	6	4	4
2 or more times	7	9	8	8
Religion				
0 times	95	93	94	92
1 time	2	4	3	4
2 or more times	4	3	3	4
Gender				
0 times	90	91	91	91
1 time	4	2	3	3
2 or more times	6	6	5	6
Because you are gay or lesbian or someone thought you were				
0 times	93	93	93	93
1 time	3	3	3	3
2 or more times	5	5	4	4
A physical or mental disability				
0 times	94	94	94	96
1 time	2	3	2	2
2 or more times	4	4	3	2
You are an immigrant or someone thought you were				
0 times	96	93	95	94
1 time	1	2	2	2
2 or more times	3	4	3	4
Any of the above six reasons	25	27	23	25

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Any other reason				
0 times	82	83	83	89
1 time	8	7	5	4
2 or more times	10	11	12	8
Any harassment	32	32	30	29

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<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	66	66	66	70
1 time	17	14	14	14
2 to 3 times	11	10	10	11
4 or more times	7	9	9	5
had sexual jokes, comments, or gestures made to you?				
0 times	72	71	73	71
1 time	11	10	7	10
2 to 3 times	8	8	8	10
4 or more times	9	11	12	9
been made fun of because of your looks or the way you talk?				
0 times	70	70	70	73
1 time	13	11	11	8
2 to 3 times	10	10	10	10
4 or more times	8	9	9	9
been made fun of, insulted, or called names?				
0 times	67	68	70	75
1 time	12	11	10	7
2 to 3 times	9	10	7	8
4 or more times	11	11	12	10

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During the past 12 months, how many times on school property have you...</i>				
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?				
0 times	90	90	92	95
1 time	6	6	5	3
2 to 3 times	3	2	2	1
4 or more times	1	2	2	1
been afraid of being beaten up?				
0 times	94	94	94	96
1 time	3	4	4	1
2 to 3 times	2	1	1	1
4 or more times	1	1	1	1
been threatened with harm or injury?				
0 times	95	93	94	96
1 time	2	4	4	1
2 to 3 times	2	2	2	1
4 or more times	1	2	1	2
been in a physical fight?				
0 times	94	95	94	94
1 time	4	3	4	4
2 to 3 times	1	1	1	1
4 or more times	0	1	1	1
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	99	98	97	98
1 time	1	1	2	1
2 to 3 times	0	0	1	0
4 or more times	0	1	1	0
been offered, sold, or given an illegal drug?				
0 times	83	82	78	74
1 time	8	6	6	7
2 to 3 times	5	5	6	9
4 or more times	4	7	10	10

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Had your property stolen or deliberately damaged				
0 times	91	90	89	91
1 time	6	7	7	7
2 to 3 times	2	2	2	2
4 or more times	1	2	1	1
Damaged school property on purpose				
0 times	97	96	97	95
1 time	1	3	1	2
2 to 3 times	1	1	1	2
4 or more times	1	0	1	1

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Carried a gun				
0 times	99	99	99	99
1 time	0	0	0	0
2 to 3 times	0	0	0	0
4 or more times	1	0	0	1
Carried any other weapon (such as a knife or club)				
0 times	97	97	96	96
1 time	2	2	1	1
2 to 3 times	0	1	1	1
4 or more times	1	1	1	2
Seen someone carrying a gun, knife, or other weapon				
0 times	92	91	93	93
1 time	5	6	3	2
2 to 3 times	2	2	3	2
4 or more times	1	1	1	3

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

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

Table A5.7
Cyber Bullying, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times (never)	79	79	78	80
1 time	10	9	9	10
2 to 3 times	6	6	7	7
4 or more times	6	6	6	3

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Lifetime illicit AOD use to get “high” [†]	24	34	47	62	A6.2
Lifetime alcohol or drug use	29	38	49	63	A6.2
Lifetime marijuana use	12	17	31	43	A6.2
Lifetime very drunk or high (7 or more times)	4	8	16	27	A6.7
Lifetime drinking and driving involvement	5	7	18	28	A6.11
Current alcohol or drug use	11	17	27	45	A6.5
Current marijuana use	5	9	17	29	A6.5
Current heavy drug use	4	6	11	21	A6.5
Current heavy alcohol use (binge drinking)	3	7	12	28	A6.5
Current alcohol or drug use on school property	3	4	8	14	A6.8
Harmfulness of occasional marijuana use [‡]	30	30	28	21	A6.12
Difficulty of obtaining marijuana [§]	6	5	5	4	A6.13

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

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

[‡]*Great harm.*

[§]*Very difficult.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol	19	30	42	59
Marijuana	12	17	31	43
Inhalants	4	2	5	6
Cocaine, methamphetamine, or any amphetamines	1	2	3	7
Heroin	0	1	1	2
Ecstasy, LSD, or other psychedelics	2	4	6	13
Prescription pain medication, opioids, tranquilizers, sedatives, diet pills, or other prescription stimulant	11	12	18	23
Cold/cough medicines or other over-the-counter medicines to get “high”	3	4	3	6
Any other drug, pill, or medicine to get “high”	2	3	5	7
<i>Any of the above AOD use</i>	29	38	49	63
<i>Any illicit AOD use to get “high”[†]</i>	24	34	47	62

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one full drink)				
0 times	81	70	58	41
1 time	5	6	6	6
2 to 3 times	6	9	8	7
4 or more times	8	15	28	46
Marijuana (smoke, vape, eat, or drink)				
0 times	88	83	69	57
1 time	4	4	4	3
2 to 3 times	2	3	5	6
4 or more times	6	10	21	34
Inhalants				
0 times	96	98	95	94
1 time	2	1	2	2
2 to 3 times	1	1	1	2
4 or more times	1	1	2	2
Cocaine, methamphetamine, or any amphetamines				
0 times	99	98	97	93
1 time	0	1	1	2
2 to 3 times	0	1	1	1
4 or more times	0	1	1	4
Heroin				
0 times	100	99	99	98
1 time	0	0	0	0
2 to 3 times	0	0	0	0
4 or more times	0	0	0	1
Ecstasy, LSD, or other psychedelics				
0 times	98	96	94	87
1 time	1	1	2	4
2 to 3 times	0	2	2	4
4 or more times	1	1	2	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).

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Prescription pain medication or opioids, tranquilizers, or sedatives				
0 times	96	95	90	88
1 time	1	1	2	4
2 to 3 times	2	2	5	3
4 or more times	1	2	3	5
Diet pills				
0 times	95	94	94	94
1 time	1	1	1	1
2 to 3 times	0	1	1	1
4 or more times	4	4	5	4
Ritalin™ or Adderall™ or other prescription stimulant				
0 times	96	95	89	86
1 time	1	1	2	3
2 to 3 times	1	1	3	5
4 or more times	2	3	6	7
Cold/cough medicines or other over-the-counter medicines to get “high”				
0 times	97	96	97	94
1 time	1	2	1	2
2 to 3 times	0	2	1	3
4 or more times	1	1	1	2
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 times	98	97	95	93
1 time	0	1	1	2
2 to 3 times	1	1	2	3
4 or more times	1	1	2	3

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.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>				
Smoke it?				
0 times	92	86	73	60
1 time	2	3	4	4
2 to 3 times	2	3	5	7
4 or more times	3	8	18	29
In an electronic or e-cigarette or other vaping device?				
0 times	89	85	72	60
1 time	3	3	4	3
2 to 3 times	2	4	5	6
4 or more times	6	8	19	30
Eat or drink it in products made with marijuana?				
0 times	95	90	79	71
1 time	2	3	6	7
2 to 3 times	1	4	7	11
4 or more times	2	3	8	11

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one or more drinks of alcohol)	8	12	22	41
Binge drinking (5 or more drinks in a row)	3	7	12	28
Marijuana (smoke, vape, eat, or drink)	5	9	17	29
Inhalants	1	1	1	2
Prescription drugs to get “high” or for reasons other than prescribed	1	2	2	3
Other drug, pill, or medicine to get “high” or for reasons other than medical	1	1	2	3
<i>Any drug use</i>	6	10	18	30
<i>Heavy drug use</i>	4	6	11	21
<i>Any AOD Use</i>	11	17	27	45
Two or more substances at the same time	2	5	10	18

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”).

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one or more drinks)				
0 days	92	88	78	59
1 or 2 days	7	7	15	19
3 to 9 days	0	4	7	17
10 to 19 days	0	0	1	3
20 or more days	0	1	0	1
Binge drinking (5 or more drinks in a row)				
0 days	97	93	88	72
1 or 2 days	3	4	8	15
3 to 9 days	0	2	3	10
10 to 19 days	0	0	0	2
20 or more days	0	1	0	1
Marijuana (smoke, vape, eat, or drink)				
0 days	95	91	83	71
1 or 2 days	2	4	7	9
3 to 9 days	2	3	5	7
10 to 19 days	1	1	2	6
20 or more days	1	2	3	7

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very drunk or sick after drinking alcohol				
0 times	93	87	74	58
1 to 2 times	5	8	13	18
3 to 6 times	1	3	7	13
7 or more times	0	2	7	11
“High” (loaded, stoned, or wasted) from using drugs				
0 times	90	85	73	61
1 to 2 times	5	6	7	8
3 to 6 times	2	2	5	6
7 or more times	4	7	15	25
Very drunk or “high” 7 or more times	4	8	16	27

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
0 days	99	98	98	96
1 to 2 days	1	1	1	3
3 or more days	0	1	1	2
Marijuana (smoke, vape, eat, or drink)				
0 days	98	97	94	90
1 to 2 days	1	1	4	5
3 or more days	1	2	2	6
Any other drug, pill, or medicine to get “high” or for reasons other than medical?				
0 days	99	99	98	97
1 to 2 days	0	1	0	2
3 or more days	1	1	1	2
<i>Any of the above</i>	3	4	8	14

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times	96	94	88	81
1 to 2 times	2	2	5	6
3 to 6 times	0	2	3	5
7 or more times	2	2	3	8

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
Does not apply, don't use	92	87	77	66
0 times	7	10	20	31
1 time	1	1	2	2
2 to 3 times	0	1	0	1
4 or more times	0	1	1	0
Marijuana				
Does not apply, don't use	92	88	78	69
0 times	6	7	15	23
1 time	1	2	3	4
2 to 3 times	1	1	2	3
4 or more times	0	1	1	1

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
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	95	93	82	72
1 time	2	2	6	7
2 times	1	2	4	4
3 to 6 times	1	2	4	6
7 or more times	1	1	4	10

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.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol - drink occasionally				
Great	23	26	23	22
Moderate	30	27	27	23
Slight	32	30	33	40
None	16	18	17	15
Alcohol - 5 or more drinks once or twice a week				
Great	60	61	59	55
Moderate	24	21	23	30
Slight	6	7	7	8
None	10	11	11	7
Marijuana - use occasionally				
Great	30	30	28	21
Moderate	36	30	25	23
Slight	20	24	24	33
None	15	17	23	22
Marijuana - use daily				
Great	66	60	54	43
Moderate	17	19	21	28
Slight	7	9	12	18
None	10	13	13	10

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
Very difficult	4	4	5	3
Fairly difficult	8	6	5	4
Fairly easy	25	25	26	24
Very easy	33	38	43	53
Don't know	30	26	20	16
Marijuana				
Very difficult	6	5	5	4
Fairly difficult	11	7	6	4
Fairly easy	21	24	25	20
Very easy	26	31	39	50
Don't know	36	33	24	21

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	3	5	8	16	A7.2
Current cigarette smoking [†]	1	2	2	5	A7.3
Current cigarette smoking at school [†]	0	1	1	2	A7.4
Ever tried smokeless tobacco	1	3	4	7	A7.2
Current smokeless tobacco use [†]	0	1	1	1	A7.3
Current smokeless tobacco use at school [†]	0	1	1	1	A7.4
Ever used electronic cigarettes	15	19	30	42	A7.2
Current use of electronic cigarettes [†]	6	10	14	26	A7.3
Current use of electronic cigarettes at school [†]	3	4	6	13	A7.4
Cessation Attempts					
Tried to quit or stop using cigarettes	0	2	2	4	A7.5
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking [‡]	32	40	43	41	A7.6
Harmfulness of smoking 1 or more packs/day [‡]	78	78	80	83	A7.6
Difficulty of obtaining cigarettes [§]	6	6	7	5	A7.8

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

[†]Past 30 days.

[‡]Great harm.

[§]Very difficult.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A whole cigarette				
0 times	97	95	92	84
1 time	1	2	2	4
2 to 3 times	1	1	2	4
4 or more times	1	1	4	7
Smokeless tobacco				
0 times	99	97	96	93
1 time	0	1	1	2
2 to 3 times	0	1	1	2
4 or more times	0	1	2	2
Electronic cigarettes, e-cigarettes, or other vaping device				
0 times	85	81	70	58
1 time	4	4	5	4
2 to 3 times	2	4	5	6
4 or more times	8	11	21	31

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.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
Any	1	2	2	5
Daily (20 or more days)	0	0	0	1
Smokeless tobacco				
Any	0	1	1	1
Daily (20 or more days)	0	0	0	0
Electronic cigarettes/e-cigarettes/other vaping device				
Any	6	10	14	26
Daily (20 or more days)	1	2	5	9

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
0 days	100	99	99	98
1 or 2 days	0	0	0	1
3 to 9 days	0	0	0	1
10 to 19 days	0	0	0	0
20 or more days	0	0	0	0
Smokeless tobacco				
0 days	100	99	99	99
1 or 2 days	0	0	0	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 or more days	0	0	0	0
Electronic cigarettes, e-cigarettes, or other vaping device				
0 days	97	96	94	87
1 or 2 days	2	2	2	3
3 to 9 days	1	1	1	4
10 to 19 days	0	1	0	3
20 or more days	0	1	2	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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply, don't use	97	96	94	93
0 times	2	2	3	3
1 time	0	1	1	2
2 to 3 times	0	1	0	1
4 or more times	0	1	1	1

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Smoke cigarettes occasionally				
Great	32	40	43	41
Moderate	40	35	32	37
Slight	17	12	13	13
None	10	13	11	8
Smoke 1 or more packs of cigarettes each day				
Great	78	78	80	83
Moderate	9	7	7	7
Slight	3	3	2	3
None	10	13	11	7

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Use e-cigarettes or vaping device occasionally				
Great	31	34	36	31
Moderate	42	35	36	39
Slight	17	19	18	23
None	10	12	11	8
Use e-cigarettes or vaping devices several times a day				
Great	74	69	71	70
Moderate	14	15	16	19
Slight	3	5	4	5
None	9	12	10	5

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
Very difficult	6	6	7	5
Fairly difficult	15	14	12	9
Fairly easy	25	24	31	28
Very easy	16	18	18	30
Don't know	39	37	33	28
E-cigarettes or vaping device				
Very difficult	3	3	5	4
Fairly difficult	5	4	3	2
Fairly easy	25	24	23	18
Very easy	39	44	48	59
Don't know	27	25	20	18

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

Hours of Sleep

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
4 or less hours	4	5	6	7
5 hours	6	12	10	11
6 hours	14	23	28	28
7 hours	32	33	31	33
8 hours	31	20	20	17
9 hours	11	5	4	4
10 or more hours	1	2	1	0

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

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

Table A8.2

Eating of Breakfast

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	28	27	31	34
Yes	72	73	69	66

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

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

Table A8.3

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	74	69	67	69
Yes	26	31	33	31

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 A8.4***Seriously Considered Attempting Suicide, Past 12 Months***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	87	81	82	87
Yes	13	19	18	13

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 A8.5***Gang Involvement***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	98	96	96	95
Yes	2	4	4	5

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 - 9th Grade

Percent of Students (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	55	56	59			61	57
Caring adults in school [‡]	63	50	66			68	64
High expectations-adults in school [‡]	74	80	75			78	75
Meaningful participation at school [‡]	30	39	38			37	31
<i>School Connectedness</i> [†]	69	80	72			73	71
<i>Academic Motivation</i> [†]	73	80	81			77	76
<i>Parent Involvement in School</i> [†]	46	52	56			56	48

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 - 10th Grade

Percent of Students (%)	Grade 10						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	57	68	57			62	59
Caring adults in school [‡]	69	75	64			73	68
High expectations-adults in school [‡]	72	74	72			78	76
Meaningful participation at school [‡]	28	55	34			34	33
<i>School Connectedness</i> [†]	65	63	68			68	65
<i>Academic Motivation</i> [†]	70	73	82			74	74
<i>Parent Involvement in School</i> [†]	54	56	49			49	48

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

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

Percent of Students (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports [‡]	55		59			61	56
Caring adults in school [‡]	62		67			71	66
High expectations-adults in school [‡]	69		73			75	73
Meaningful participation at school [‡]	33		37			37	31
School Connectedness [†]	65		65			72	67
Academic Motivation [†]	70		79			75	73
Parent Involvement in School [†]	48		48			49	49

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 - 12th Grade**

Percent of Students (%)	Grade 12						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports [‡]	64		64			65	61
Caring adults in school [‡]	73		75			78	71
High expectations-adults in school [‡]	78		78			81	76
Meaningful participation at school [‡]	43		39			37	36
School Connectedness [†]	73		69			74	62
Academic Motivation [†]	67		75			71	63
Parent Involvement in School [†]	53		54			52	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 A9.5***Feeling Safe or Very Safe at School by Race/Ethnicity***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	73	68	75	91
American Indian or Alaska Native		83		
Asian	81	82	84	87
Black or African American				
Native Hawaiian or Pacific Islander				
White	80	78	80	87
Mixed (two or more) races	75	73	78	83

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	41	42	30	42
American Indian or Alaska Native	10	50		
Asian	17	24	19	17
Black or African American				
Native Hawaiian or Pacific Islander				
White	27	24	25	26
Mixed (two or more) races	35	41	30	34

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	46	47	37	45
American Indian or Alaska Native	10	58		
Asian	25	28	25	20
Black or African American				
Native Hawaiian or Pacific Islander				
White	35	30	32	31
Mixed (two or more) races	39	46	36	39

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	5	6	4	4
American Indian or Alaska Native	0	8		
Asian	0	1	1	3
Black or African American				
Native Hawaiian or Pacific Islander				
White	1	2	3	5
Mixed (two or more) races	4	1	2	6

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	4	6	3	6
American Indian or Alaska Native	10	8		
Asian	0	0	0	2
Black or African American				
Native Hawaiian or Pacific Islander				
White	1	2	3	5
Mixed (two or more) races	2	1	3	7

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	11	20	28	45
American Indian or Alaska Native	0	25		
Asian	1	5	11	20
Black or African American				
Native Hawaiian or Pacific Islander				
White	12	16	29	50
Mixed (two or more) races	13	11	27	44

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	12	27	23	34
American Indian or Alaska Native		33		
Asian	0	2	7	11
Black or African American				
Native Hawaiian or Pacific Islander				
White	8	12	24	37
Mixed (two or more) races	8	13	21	37

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	32	47	35	44
American Indian or Alaska Native	10	58		
Asian	22	24	31	27
Black or African American				
Native Hawaiian or Pacific Islander				
White	28	31	33	31
Mixed (two or more) races	28	39	38	39

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

10. Gender Breakdowns

Table A10.1
School Supports and Engagement by Gender

	Grade 9		Grade 10		Grade 11		Grade 12	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<i>School Environment</i>								
Total school supports [‡]	60	59	58	61	57	62	63	64
Caring adults in school [‡]	66	67	67	71	66	71	76	75
High expectations-adults in school [‡]	78	74	74	76	72	75	79	78
Meaningful participation at school [‡]	37	36	32	36	33	39	35	40
<i>School Connectedness</i> [†]	70	74	63	72	65	71	70	71
<i>Academic Motivation</i> [†]	83	74	78	75	77	74	75	67
<i>Parent Involvement in School</i> [†]	55	54	45	53	43	54	48	55

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 9		Grade 10		Grade 11		Grade 12	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Perceived Safety at School								
Feel safe or very safe at school	76	82	75	82	78	85	85	88
Harassment/Bullying at School								
<i>During the past 12 months at school, have you been...</i>								
harassed/bullied for any of the six reasons	28	22	32	24	24	22	27	24
harassed/bullied for any reasons	36	29	36	29	31	29	32	27
Current ATOD Use								
<i>During the past 30 days, did you...</i>								
have at least one drink of alcohol at school	1	2	2	1	3	2	3	5
use cigarettes	1	1	2	1	2	2	3	7
use electronic cigarettes	7	6	12	8	19	9	25	28
have at least one drink of alcohol	10	6	15	9	26	19	42	40
use marijuana	5	5	9	10	18	17	26	33
Mental Health								
Chronic sad or hopeless feelings, past 12 months	32	20	40	23	42	22	38	24

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

Alcohol and Other Drugs (AOD) Module

1. Module Sample

Table B1.1

Student Sample for AOD Module

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	900	874	863	838
Final number	797	750	680	610
Response Rate	89%	86%	79%	73%

2. Summary of Key Indicators

Table B2.1

Key Indicators of Alcohol and Other Drug Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Alcohol and Marijuana Consumption Patterns					
Usually drank until felt it a lot	2	6	9	13	B3.3
Usually used marijuana or other drugs until felt it a lot	4	5	8	10	B3.4
Consequences of AOD Consumption					
Caused one or more problems	4	7	15	21	B4.2
Caused one or more dependency-related experiences	5	11	20	28	B4.3
Supports to Reduce AOD Use					
Very likely find help at school for quitting or reducing use	26	21	19	25	B5.2
Strong Personal Disapproval of AOD Use					
Having one or two drinks of any alcoholic beverage nearly every day	66	60	55	49	B7.1
Trying marijuana once or twice	35	29	20	13	B7.1
Using marijuana once a month or more	56	46	33	23	B7.1

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

3. Alcohol, Tobacco, and Marijuana Consumption Patterns

Table B3.1

Age of Onset – AOD Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one full drink)				
Never	76	62	50	37
10 or under	4	4	5	5
11-12 years old	5	4	4	4
13-14 years old	13	15	13	15
15-16 years old	2	15	26	28
17 years or older	1	0	1	11
Marijuana (smoke, eat, or drink)				
Never	88	82	68	56
10 or under	0	0	1	1
11-12 years old	1	1	2	2
13-14 years old	8	6	6	7
15-16 years old	3	10	22	24
17 years or older	1	0	1	10
Any other illegal drug or pill to get “high”				
Never	96	93	89	83
10 or under	0	0	1	1
11-12 years old	0	1	1	0
13-14 years old	2	2	3	2
15-16 years old	1	3	7	7
17 years or older	1	1	1	7

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Smoked part or all of a cigarette				
Never	96	94	88	78
10 or under	0	1	1	1
11-12 years old	1	1	2	1
13-14 years old	3	2	3	4
15-16 years old	0	2	6	10
17 years or older	1	0	0	6
Electronic cigarette				
Never	85	79	69	57
10 or under	0	0	1	1
11-12 years old	1	1	2	1
13-14 years old	12	10	7	7
15-16 years old	2	10	21	26
17 years or older	1	0	1	9

Question HS/MS B.2, 3: About how old were you the first time you tried any of these things?... Part or all of a cigarette... An electronic cigarette (e-cigarette or vaping device).

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I don't drink alcohol	87	78	63	49
Just enough to feel it a little	7	9	12	15
Enough to feel it moderately	3	7	15	24
Until I feel it a lot or get really drunk	2	6	9	13

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I don't use drugs	90	85	72	63
Just enough to feel a little high	3	5	7	10
Enough to feel it moderately	3	5	13	17
Until I feel it a lot or get really high	4	5	8	10

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

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

Table B3.5***E-Cigarette Consumption***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Have you ever used an e-cigarette or vaping device to consume any of the following? (Mark All That Apply.)				
I've never used an e-cigarette or vaping device	87	81	69	58
Nicotine or tobacco substitute	9	14	22	34
Marijuana or THC	8	13	22	31
Amphetamines, cocaine, or heroin	1	1	1	1
Alcohol	1	2	2	2
A flavored product without nicotine, alcohol, or other drug	5	9	12	14
Any other product or substance	1	1	2	3

Question HS B.30/MS B.24: Have you ever used an e-cigarette or vaping device to consume any of the following? (Mark All That Apply.)

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

4. Reasons for and Consequences of AOD Consumption

Table B4.1

Reasons for AOD Use in the Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months	82	74	60	45
To experiment (try using)	10	14	21	23
To get high	5	10	19	29
To have a good time with friends	10	19	31	45
To fit in with a group you like	2	6	8	9
Because of boredom	5	6	13	16
To relax	6	9	19	28
To get away from problems	4	8	14	15
Because of anger or frustration	2	6	8	9
To get through the day	2	4	8	7
Because it made you feel better	4	7	16	18
To seek deeper insights and understanding	3	4	11	12
None of the above	4	4	5	6

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Doesn't apply; I've never used alcohol or drugs	87	77	65	51
I've used alcohol or drugs but never had any problems	10	17	23	32
Have problems with emotions, nerves, or mental health	2	3	6	8
Get into trouble or have problems with the police	2	1	3	4
Have money problems	1	2	3	3
Miss school	1	1	2	3
Have problems with schoolwork	1	2	4	5
Fight with others	1	1	3	3
Damage a friendship	2	2	4	4
Physically hurt or injure yourself	1	2	3	4
Have unwanted or unprotected sex	1	1	4	5
Forget what happened or pass out	2	4	8	12
Been suspended from school	1	1	1	2
<i>One or more problems</i>	4	7	15	21

Question HS B.9: Has using alcohol, marijuana, or other drugs ever caused you to have any of the following problems? (Mark All That Apply.)

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply; I have not used alcohol or drugs	87	77	65	49
I use alcohol or drugs but have not experienced any of these things	9	13	19	26
Found you had to increase how much you use to have the same effect as before	2	4	9	17
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	1	3	4	6
Used alcohol or drugs a lot more than you intended	2	4	8	9
Used alcohol or drugs when you were alone	3	5	12	14
Your use of alcohol or drugs often kept you from doing a normal activity	1	2	3	2
You didn't feel OK unless you had something to drink or used a drug	1	1	3	3
Thought about reducing or stopping use	3	5	9	13
Told yourself you were not going to use but found yourself using anyway	2	3	6	8
Spoke with someone about reducing or stopping use	1	2	5	6
Attended counseling, a program, or group to help you reduce or stop use	1	1	2	1
<i>One or more negative experiences</i>	5	11	20	28

Question HS B.10: If you use alcohol, marijuana, or another drug, have you had any of the following experiences? (Mark All That Apply.)

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

Table B4.4

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very likely	38	41	37	42
Likely	33	30	31	31
Not likely	17	15	19	17
Don't know	12	14	13	10

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

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

5. Supports to Reduce AOD Use

Table B5.1

Needed Counseling for Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No, I never used alcohol or other drugs	87	79	66	50
No, but I do use alcohol or other drugs	11	20	32	48
Yes, I have felt that I needed help	2	1	2	2

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

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

Table B5.2

Likelihood of Finding Help at School for Quitting or Reducing Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very likely	26	21	19	25
Likely	40	36	33	32
Not likely	18	27	31	28
Don't know	17	16	17	15

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

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

Table B5.3

Talked with Parent About AOD Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	38	44	44	48
Yes	62	56	56	52

Question HS B.20/MS B.14: During the past 12 months, have you talked with at least one of your parents or guardians about the dangers of alcohol or drug use?

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

6. Availability

Table B6.1

Sources for Obtaining Alcohol

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
At school	13	14	10	8
At parties	42	51	60	69
At concerts or other social events	16	27	30	32
At their own home	31	36	44	47
From adults at friends' homes	17	21	24	27
From friends or another teenager	38	41	47	53
Get adults to buy it for them	14	20	23	25
Buy it themselves from a store	17	24	30	44
At bars, clubs, or gambling casinos	5	6	6	7
Other	12	15	13	13
Don't know	55	48	41	30

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
At school	22	27	26	27
At parties	29	37	41	45
At concerts or other social events	15	24	28	27
At their own home	14	17	19	21
From an adult acquaintance	14	16	19	20
From friends or another teenager	35	40	46	52
Buy it at a marijuana dispensary	10	17	22	33
At bars or clubs	4	5	5	5
Other	9	12	10	12
Don't know	61	53	48	39

Question HS B.16/MS B.10: How do most kids at your school who use marijuana usually get it? (Mark All That Apply.)

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

7. Influences on ATOD Use

Table B7.1

Personal Disapproval of AOD Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Having one or two drinks of any alcoholic beverage nearly every day				
Neither approve nor disapprove	18	20	23	24
Somewhat disapprove	16	20	21	27
Strongly disapprove	66	60	55	49
Trying marijuana once or twice				
Neither approve nor disapprove	39	47	60	70
Somewhat disapprove	26	23	20	17
Strongly disapprove	35	29	20	13
Using marijuana once a month or more regularly				
Neither approve nor disapprove	25	33	44	57
Somewhat disapprove	18	21	22	20
Strongly disapprove	56	46	33	23

Question HS B.17-19/MS B.11-13: How do you feel about someone your age doing the following?... Having one or two drinks of any alcoholic beverage nearly every day... Trying marijuana once or twice... Using marijuana once a month or more regularly.

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Take one or two drinks of alcohol nearly every day				
Very wrong	83	80	79	75
Wrong	11	12	13	15
A little wrong	4	5	5	7
Not at all wrong	2	3	3	3
Smoke tobacco				
Very wrong	85	86	84	79
Wrong	11	10	11	14
A little wrong	2	2	4	4
Not at all wrong	2	2	2	2
Use marijuana				
Very wrong	81	74	67	58
Wrong	12	14	18	19
A little wrong	4	8	11	17
Not at all wrong	3	4	4	6
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	90	88	87	86
Wrong	8	9	10	10
A little wrong	1	1	2	2
Not at all wrong	1	2	1	2

Question HS B.22-25/MS B.16-19: How wrong do your parents or guardians feel it would be for you to do the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use marijuana (smoke, eat, or drink)... Use prescription drugs to get high or for reasons other than prescribed.

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Take one or two drinks of alcohol nearly every day				
Very wrong	66	57	53	51
Wrong	22	25	27	26
A little wrong	9	12	14	14
Not at all wrong	3	5	7	9
Smoke tobacco				
Very wrong	68	65	59	51
Wrong	20	22	21	25
A little wrong	9	8	12	17
Not at all wrong	3	5	8	8
Use marijuana				
Very wrong	61	50	40	29
Wrong	17	20	14	13
A little wrong	13	15	20	24
Not at all wrong	8	15	25	34
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	72	67	62	56
Wrong	17	20	21	21
A little wrong	7	8	11	16
Not at all wrong	3	5	7	7

Question HS B.26-29/MS B.20-23: How wrong would your close friends feel it would be if you did the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use marijuana (smoke, eat, or drink)... Use prescription drugs to get high or for reasons other than prescribed.

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

Table B7.4

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	14	20	24	25
Yes	86	80	76	75

Question HS B.21/MS B.15: During the past 12 months, have you heard, read, or watched any messages about not using alcohol, tobacco, or drugs?

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

8. School Suspension

Table B8.1

Suspension from School, Past 12 Month

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	97	98	97	97
Yes	3	2	3	3

Question HS B.14/MS B.8: In the past 12 months, have you been suspended from school one or more times?

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

Safety & Violence Module

1. Module Sample

Table M1.1

Student Sample for Safety & Violence Module

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	900	874	863	838
Final number	777	724	651	580
Response Rate	86%	83%	75%	69%

2. Physical Violence and Weapon Possession

Table M2.1

Violent Incidents, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Been in a physical fight				
0 times	90	89	91	91
1 time	7	6	6	5
2 to 3 times	2	2	3	2
4 or more times	1	2	1	2
Been in a physical fight between groups of kids				
0 times	96	95	96	94
1 time	2	2	3	4
2 to 3 times	1	1	0	1
4 or more times	1	1	1	1
Used any weapon to threaten or bully someone				
0 times	98	98	98	98
1 time	1	1	1	1
2 to 3 times	0	1	1	1
4 or more times	1	1	0	0
Been hit, slapped, or physically hurt on purpose by your boyfriend or girlfriend				
0 times	98	96	97	96
1 time	1	1	1	2
2 to 3 times	0	1	1	1
4 or more times	1	1	1	1

Question HS/MS M.1-4: During the past 12 months, how many times have you... been in a physical fight?... been in a physical fight between groups of kids?... used any weapon to threaten or bully someone?... been hit, slapped, or physically hurt on purpose by your boyfriend or girlfriend?

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

Table M2.2***Carrying Weapon, Past 30 Days***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A gun				
0 days	99	99	98	98
1 day	1	1	1	2
2 or more days	0	0	1	0
Any other weapon (such as a knife or club)				
0 days	97	97	96	96
1 day	1	1	2	1
2 or more days	2	2	2	3
Any weapon (gun, knife, or club) on school property				
0 days	99	98	98	98
1 day	1	1	2	1
2 or more days	1	1	1	1

Question HS/MS M.7-9: During the past 30 days, on how many days did you carry... a gun?... any other weapon (such as a knife or club)?... any weapon (gun, knife, or club) on school property?

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

3. Neighborhood Safety

Table M3.1

Perception of Neighborhood Safety

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very safe	60	60	59	68
Safe	33	34	34	25
Neither safe nor unsafe	6	5	5	5
Unsafe	1	1	1	1
Very unsafe	1	0	1	2

Question HS/MS M.5. How safe do you feel in the neighborhood where you live?

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

4. Absence Due to Safety Concerns

Table M4.1

Not Attend School Due to Feeling Unsafe, Past 30 Days

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 days	97	97	96	97
1 day	2	1	2	2
2 or 3 days	1	1	1	1
4 or more days	0	1	1	0

Question HS/MS M.6. During the past 30 days, on how many days did you not go to school because you felt unsafe at school or on your way to or from school?

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

5. Suicide Risk

Table M5.1

Suicide Ideation, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	89	82	83	88
Yes	11	18	17	12

Question HS M.10: During the past 12 months, did you ever seriously consider attempting suicide?

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

Table M5.2

Suicide Plan, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	91	88	88	91
Yes	9	12	12	9

Question HS M.11: During the past 12 months, did you make a plan about how you would attempt suicide?

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

Table M5.3

Suicide Attempts, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times	95	94	93	96
1 time	3	4	3	2
2 or 3 times	1	1	3	1
4 or more times	1	1	0	1

Question HS M.12: During the past 12 months, how many times did you actually attempt suicide?

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

Table M5.4

Suicide Attempt Leading to Need for Treatment

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I did not attempt suicide in the past 12 months	91	89	88	93
No	8	9	11	6
Yes	1	2	1	1

Question HS M.13: If you attempted suicide during the past 12 months, did any attempt result in an injury, poisoning, or overdose that had to be treated by a doctor or nurse?

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

6. Unwanted Sex

Table M6.1

Forced Sex

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
No	98	96	95	95
Yes	2	4	5	5

Question HS M.14/MS M.10: Have you ever been forced to have sexual intercourse when you did not want to?

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

Social Emotional Health Module

1. Module Sample

Table P1.1

Student Sample for Social Emotional Health Module

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	900	874	863	838
Final number	803	767	691	622
Response Rate	89%	88%	80%	74%

2. Summary of Key Indicators

Table P2.1

Key Indicators of Social Emotional Health

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Covitality[†]	72	69	69	72	P3.1
Belief in self [†]	68	65	65	67	P4.1
Belief in others [†]	78	76	75	78	P5.1
Emotional competence [†]	80	78	80	82	P6.1
Engaged living [†]	64	56	56	62	P7.1
Social emotional distress[†]	30	36	38	34	P8.1
Growth mindset[‡]	74	71	69	72	P9.1
Goals[†]	85	82	82	85	P10.1
Collaboration[†]	77	75	75	78	P11.1
Problem solving[†]	61	55	59	64	P12.1

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

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

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

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

3. Covitality

Table P3.1
Covitality and Subscales

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Covitality					
Average reporting “Pretty much true” or “Very much true”	72	69	69	72	
High	49	42	45	52	
Moderate	48	56	51	44	
Low	3	2	4	4	
Belief in self					
Average reporting “Pretty much true” or “Very much true”	68	65	65	67	P4.1
High	41	35	37	39	
Moderate	51	58	53	54	
Low	8	8	10	7	
Belief in others					
Average reporting “Pretty much true” or “Very much true”	78	76	75	78	P5.1
High	58	55	55	61	
Moderate	38	42	38	34	
Low	4	3	7	5	
Emotional competence					
Average reporting “Pretty much true” or “Very much true”	80	78	80	82	P6.1
High	56	56	56	63	
Moderate	42	42	42	35	
Low	2	2	2	2	
Engaged living					
Average reporting “Pretty much true” or “Very much true”	64	56	56	62	P7.1
High	38	29	31	36	
Moderate	48	50	50	49	
Low	14	20	19	16	

Notes: Cells are empty if there are less than 10 respondents. Table numbers refer to tables with scale categories for sub-domains. 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.

4. Belief in Self

Table P4.1

Belief in Self Domain and Subdomains

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Belief in self					
<i>Average reporting “Pretty much true” or “Very much true”</i>	68	65	65	67	
High	41	35	37	39	
Moderate	51	58	53	54	
Low	8	8	10	7	
Self-efficacy					
<i>Average reporting “Pretty much true” or “Very much true”</i>	82	80	79	83	P4.2
High	51	45	49	52	
Moderate	46	52	46	44	
Low	3	3	5	4	
Self-awareness					
<i>Average reporting “Pretty much true” or “Very much true”</i>	70	66	67	69	P4.3
High	41	36	39	43	
Moderate	50	54	50	45	
Low	9	10	11	12	
Persistence					
<i>Average reporting “Pretty much true” or “Very much true”</i>	53	50	49	50	P4.4
High	22	19	22	20	
Moderate	60	62	55	58	
Low	18	19	23	22	

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 P4.2***Self-Efficacy Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Self-efficacy				
<i>Average reporting “Pretty much true” or “Very much true”</i>	82	80	79	83
I can work out my problems.				
Not at all true	2	3	3	4
A little true	15	17	18	14
Pretty much true	50	49	46	45
Very much true	33	31	33	37
I can do most things if I try.				
Not at all true	2	2	3	3
A little true	12	12	13	10
Pretty much true	43	45	40	42
Very much true	43	41	44	45
There are many things that I do well.				
Not at all true	3	6	7	4
A little true	19	21	17	16
Pretty much true	39	37	36	37
Very much true	39	37	40	43

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

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

Table P4.3***Self-Awareness Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Self-awareness				
<i>Average reporting “Pretty much true” or “Very much true”</i>	70	66	67	69
There is a purpose to my life.				
Not at all true	8	10	11	10
A little true	20	24	22	18
Pretty much true	26	30	29	29
Very much true	46	36	38	43
I understand my moods and feelings.				
Not at all true	9	11	11	11
A little true	26	26	24	23
Pretty much true	42	42	40	39
Very much true	23	21	25	28
I understand why I do what I do.				
Not at all true	6	9	8	8
A little true	22	23	23	23
Pretty much true	42	41	40	37
Very much true	31	27	30	32

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

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

Table P4.4***Persistence Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Persistence				
<i>Average reporting “Pretty much true” or “Very much true”</i>	53	50	49	50
When I do not understand something, I ask the teacher again and again until I understand.				
Not at all true	19	19	21	22
A little true	35	35	37	30
Pretty much true	29	31	24	28
Very much true	17	15	18	19
I try to answer all the questions asked in class.				
Not at all true	21	18	20	22
A little true	31	35	34	33
Pretty much true	30	31	26	28
Very much true	18	16	20	18
When I try to solve a math problem, I will not stop until I find a final solution.				
Not at all true	12	13	16	17
A little true	24	30	27	26
Pretty much true	39	34	35	33
Very much true	26	23	23	23

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

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

5. Belief in Others

Table P5.1

Belief in Others Domain and Subdomains

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Belief in others					
<i>Average reporting “Pretty much true” or “Very much true”</i>	78	76	75	78	
High	58	55	55	61	
Moderate	38	42	38	34	
Low	4	3	7	5	
School supports					
<i>Average reporting “Pretty much true” or “Very much true”</i>	78	78	77	82	P5.2
High	47	47	47	51	
Moderate	47	47	46	45	
Low	6	6	7	4	
Family connectedness					
<i>Average reporting “Pretty much true” or “Very much true”</i>	77	72	69	72	P5.3
High	52	46	43	48	
Moderate	38	45	44	41	
Low	10	8	13	11	
Peer supports					
<i>Average reporting “Pretty much true” or “Very much true”</i>	77	77	78	80	P5.4
High	53	54	59	64	
Moderate	39	36	31	28	
Low	8	10	10	9	

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 P5.2***School Supports Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School supports				
<i>Average reporting “Pretty much true” or “Very much true”</i>	78	78	77	82
<i>At my school, there is a teacher or some other adult... who always wants me to do my best.</i>				
Not at all true	4	2	3	3
A little true	14	16	17	12
Pretty much true	39	39	35	42
Very much true	43	43	44	43
<i>who listens to me when I have something to say.</i>				
Not at all true	6	4	3	3
A little true	16	18	19	15
Pretty much true	42	42	41	40
Very much true	35	36	37	43
<i>who believes that I will be a success.</i>				
Not at all true	7	7	7	5
A little true	18	20	20	16
Pretty much true	40	38	38	39
Very much true	34	34	35	40

Question HS/MS A.38-40: At my school, there is a teacher or some other adult... who always wants me to do my best... who listens to me when I have something to say... who believes that I will be a success.

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

Table P5.3**Family Connectedness Scale Questions**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Family connectedness				
<i>Average reporting “Pretty much true” or “Very much true”</i>	77	72	69	72
My family members really help and support one another.				
Not at all true	5	6	8	7
A little true	15	17	20	18
Pretty much true	33	33	32	29
Very much true	47	44	40	45
There is a feeling of togetherness in my family.				
Not at all true	8	7	11	10
A little true	15	22	21	20
Pretty much true	30	28	30	28
Very much true	47	43	38	42
My family really gets along well with each other.				
Not at all true	10	8	11	11
A little true	16	23	24	19
Pretty much true	36	34	31	34
Very much true	39	35	34	36

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

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

Table P5.4**Peer Supports Scale Questions**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Peer supports				
<i>Average reporting “Pretty much true” or “Very much true”</i>	77	77	78	80
I have a friend my age who really cares about me.				
Not at all true	4	4	6	4
A little true	10	11	12	11
Pretty much true	31	27	23	20
Very much true	55	57	60	65
I have a friend my age who talks with me about my problems.				
Not at all true	11	12	11	10
A little true	19	17	14	14
Pretty much true	26	24	24	20
Very much true	44	47	51	56
I have a friend my age who helps me when I’m having a hard time.				
Not at all true	8	10	9	8
A little true	16	16	14	14
Pretty much true	29	26	25	21
Very much true	47	49	52	57

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

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

6. Emotional Competence

Table P6.1

Emotional Competence Domain and Subdomains

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Emotional competence					
<i>Average reporting “Pretty much true” or “Very much true”</i>	80	78	80	82	
High	56	56	56	63	
Moderate	42	42	42	35	
Low	2	2	2	2	
Emotional regulation					
<i>Average reporting “Pretty much true” or “Very much true”</i>	83	82	82	85	P6.2
High	51	50	48	54	
Moderate	46	48	49	43	
Low	3	3	3	3	
Empathy					
<i>Average reporting “Pretty much true” or “Very much true”</i>	85	83	87	87	P6.3
High	59	59	63	65	
Moderate	37	37	34	32	
Low	4	4	3	3	
Behavioral self-control					
<i>Average reporting “Pretty much true” or “Very much true”</i>	71	70	70	72	P6.4
High	31	33	35	32	
Moderate	64	64	61	65	
Low	5	3	4	4	

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 P6.2***Emotional Regulation Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Emotional Regulation				
<i>Average reporting “Pretty much true” or “Very much true”</i>	83	82	82	85
I accept responsibility for my actions.				
Not at all true	2	2	2	2
A little true	12	12	11	10
Pretty much true	45	46	46	39
Very much true	42	40	41	49
When I make a mistake I admit it.				
Not at all true	4	3	3	2
A little true	17	17	18	14
Pretty much true	50	48	48	47
Very much true	29	32	31	36
I can deal with being told no.				
Not at all true	4	3	4	4
A little true	12	16	17	13
Pretty much true	43	39	43	42
Very much true	42	42	37	41

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

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

Table P6.3***Empathy Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Empathy				
<i>Average reporting “Pretty much true” or “Very much true”</i>	85	83	87	87
I feel bad when someone gets their feelings hurt.				
Not at all true	5	4	4	4
A little true	9	12	11	11
Pretty much true	32	32	31	30
Very much true	54	51	55	55
I try to understand what other people go through.				
Not at all true	4	4	3	3
A little true	12	14	10	9
Pretty much true	39	37	37	36
Very much true	46	46	50	52
I try to understand how other people feel and think.				
Not at all true	5	3	3	3
A little true	10	14	9	9
Pretty much true	39	35	36	32
Very much true	46	48	52	57

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

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

Table P6.4***Behavioral Self-Control Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Behavioral self-control				
<i>Average reporting “Pretty much true” or “Very much true”</i>	71	70	70	72
I can wait for what I want.				
Not at all true	3	4	4	4
A little true	19	22	25	17
Pretty much true	48	44	39	48
Very much true	30	30	31	31
I don’t bother others when they are busy.				
Not at all true	7	5	6	7
A little true	29	31	28	33
Pretty much true	44	39	43	39
Very much true	20	25	23	21
I think before I act.				
Not at all true	6	6	5	4
A little true	23	23	22	19
Pretty much true	49	48	45	49
Very much true	22	24	28	28

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

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

7. Engaged Living

Table P7.1

Engaged Living Domain and Subdomains

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Engaged living					
<i>Average reporting “Pretty much true” or “Very much true”</i>	64	56	56	62	
High	38	29	31	36	
Moderate	48	50	50	49	
Low	14	20	19	16	
Optimism					
<i>Average reporting “Pretty much true” or “Very much true”</i>	61	53	55	61	P7.2
High	31	25	29	33	
Moderate	53	52	51	51	
Low	16	23	20	16	
Gratitude					
<i>Average reporting “Pretty much true” or “Very much true”</i>	73	68	66	71	P7.3
High	37	31	34	36	
Moderate	57	59	56	56	
Low	6	9	9	8	
Zest					
<i>Average reporting “Pretty much true” or “Very much true”</i>	57	47	47	54	P7.4
High	27	20	22	25	
Moderate	56	55	53	55	
Low	16	24	25	20	

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 P7.2***Optimism Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Optimism				
<i>Average reporting “Pretty much true” or “Very much true”</i>	61	53	55	61
Each day I look forward to having a lot of fun.				
Not at all true	13	21	18	18
A little true	33	33	36	29
Pretty much true	33	28	26	29
Very much true	21	18	20	24
I usually expect to have a good day.				
Not at all true	12	15	15	13
A little true	26	31	27	25
Pretty much true	40	32	35	35
Very much true	22	22	22	27
Overall, I expect more good things to happen to me than bad things.				
Not at all true	11	17	14	11
A little true	22	24	25	22
Pretty much true	37	35	32	34
Very much true	31	24	30	33

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

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

Table P7.3**Gratitude Scale Questions**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Gratitude				
<i>Average reporting “Pretty much true” or “Very much true”</i>	73	68	66	71
On most days I feel grateful.				
Not at all true	5	9	9	8
A little true	23	25	25	23
Pretty much true	37	36	34	36
Very much true	35	30	32	33
On most days I feel thankful.				
Not at all true	6	9	8	8
A little true	21	23	26	21
Pretty much true	38	38	33	37
Very much true	35	30	33	34
On most days I feel appreciative.				
Not at all true	6	7	8	8
A little true	22	24	25	20
Pretty much true	39	40	35	37
Very much true	33	29	32	35

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

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

Table P7.4**Zest Scale Questions**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Zest				
<i>Average reporting “Pretty much true” or “Very much true”</i>	57	47	47	54
On most days I feel energetic.				
Not at all true	16	22	21	19
A little true	29	33	35	30
Pretty much true	32	28	27	31
Very much true	22	16	17	20
On most days I feel active.				
Not at all true	12	19	19	19
A little true	28	29	31	24
Pretty much true	33	28	29	33
Very much true	27	23	22	24
On most days I feel enthusiastic.				
Not at all true	12	20	18	15
A little true	30	35	36	32
Pretty much true	34	27	26	30
Very much true	23	18	20	23

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

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

8. Social Emotional Distress

Table P8.1

Social Emotional Distress Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress				
<i>Average reporting “Pretty much true” or “Very much true”</i>	30	36	38	34
High	14	17	19	17
Moderate	31	38	37	38
Low	55	46	44	45
I had a hard time breathing because I was anxious.				
Not at all true	55	53	50	49
A little true	24	23	24	27
Pretty much true	11	12	12	10
Very much true	10	12	13	14
I worried that I would embarrass myself in front of others.				
Not at all true	20	21	19	22
A little true	32	29	31	31
Pretty much true	25	24	23	21
Very much true	22	26	26	25
I was tense and uptight.				
Not at all true	32	27	25	25
A little true	33	32	32	34
Pretty much true	19	23	23	22
Very much true	17	18	20	20
I had a hard time relaxing.				
Not at all true	31	30	26	27
A little true	34	28	27	30
Pretty much true	18	22	24	20
Very much true	17	21	23	23

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

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

Table P8.1***Social Emotional Distress Scale Questions – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I felt sad and down.				
Not at all true	35	31	26	27
A little true	31	27	30	33
Pretty much true	17	19	21	20
Very much true	16	23	24	20
I was easily irritated.				
Not at all true	25	22	21	19
A little true	38	32	32	36
Pretty much true	21	24	22	24
Very much true	16	22	25	21
It was hard for me to cope and I thought I would panic.				
Not at all true	57	47	48	50
A little true	23	24	23	24
Pretty much true	9	14	13	13
Very much true	11	15	16	13
It was hard for me to get excited about anything.				
Not at all true	55	47	46	49
A little true	25	25	25	27
Pretty much true	12	14	15	12
Very much true	8	13	14	13

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

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

Table P8.1***Social Emotional Distress Scale Questions – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I was easily annoyed and sensitive.				
Not at all true	39	32	32	30
A little true	33	34	30	36
Pretty much true	15	17	20	17
Very much true	13	17	19	17
I was scared for no good reason.				
Not at all true	61	58	54	57
A little true	18	21	21	22
Pretty much true	10	9	12	9
Very much true	10	11	14	11

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

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

9. Growth Mindset

Table P9.1

Growth Mindset Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Growth mindset[§]				
<i>Average reporting “A little true” or “Not at all true”</i>	74	71	69	72
High	52	46	46	51
Moderate	41	47	45	41
Low	6	7	10	9
My intelligence is something I cannot change very much.				
Not at all true	34	30	30	27
A little true	31	35	30	35
Pretty much true	23	24	25	24
Very much true	12	12	15	14
Challenging myself will not make me any smarter.				
Not at all true	55	53	54	58
A little true	24	24	23	22
Pretty much true	12	14	13	10
Very much true	9	9	11	11
There are some things I am not capable of learning.				
Not at all true	30	26	26	29
A little true	39	38	38	36
Pretty much true	19	22	21	18
Very much true	12	14	15	17
If I am not naturally smart in a subject, I will never do well in it.				
Not at all true	52	43	41	47
A little true	29	35	34	32
Pretty much true	11	15	16	13
Very much true	7	7	9	8

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

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

[§]*All survey questions that comprise the scale were reverse-coded in computing the scale score and defining scale categories (high, moderate, and low).*

10. Goals

Table P10.1
Goals Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Goals				
<i>Average reporting “Pretty much true” or “Very much true”</i>	85	82	82	85
High	69	60	63	68
Moderate	28	37	34	29
Low	3	3	4	3
I am looking forward to a successful career.				
Not at all true	3	3	5	3
A little true	9	11	10	10
Pretty much true	24	33	28	26
Very much true	64	52	57	61
I have high goals and expectations for myself.				
Not at all true	5	5	6	6
A little true	11	15	12	7
Pretty much true	27	28	25	28
Very much true	56	52	57	58
I don’t expect very much of myself in the future.[§]				
Not at all true	60	53	55	63
A little true	23	28	23	19
Pretty much true	9	13	13	9
Very much true	8	7	9	9

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

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

[§]*Survey question was reverse-coded in computing the scale score and defining scale categories (high, moderate, and low).*

11. Collaboration

Table P11.1

Collaboration Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Collaboration				
<i>Average reporting “Pretty much true” or “Very much true”</i>	77	75	75	78
High	42	39	43	49
Moderate	54	58	54	47
Low	3	3	3	4
I enjoy working together with other students on class activities.				
Not at all true	9	10	10	10
A little true	21	28	26	21
Pretty much true	39	37	34	37
Very much true	30	25	30	31
When I work in school groups, I do my fair share.				
Not at all true	2	2	3	3
A little true	8	8	8	8
Pretty much true	41	42	39	37
Very much true	49	47	50	52
I like to listen to other students’ ideas in class.				
Not at all true	5	5	5	4
A little true	23	22	22	20
Pretty much true	47	48	44	41
Very much true	24	25	29	35

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

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

12. Problem Solving

Table P12.1

Problem Solving Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Problem solving				
<i>Average reporting “Pretty much true” or “Very much true”</i>	61	55	59	64
High	26	21	28	32
Moderate	63	67	59	58
Low	12	12	13	10
When I need help I find someone to talk with.				
Not at all true	14	14	15	11
A little true	26	31	26	26
Pretty much true	33	34	32	31
Very much true	26	21	27	32
I try to work out my problems by talking or writing about them.				
Not at all true	24	24	22	19
A little true	29	33	28	26
Pretty much true	30	28	30	31
Very much true	17	15	20	25
I trust my ability to solve difficult problems.				
Not at all true	4	5	7	4
A little true	21	28	24	21
Pretty much true	42	41	38	40
Very much true	33	27	30	35

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

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

Appendix I

2018-19 CHKS Secondary Survey Response Rates

Eligible Schools	9th %	10th %	11th %	12th %
Los Gatos High	88	92	83	78
Saratoga High	94	86	88	78

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

Appendix II

CHKS Content Overview, 2018-19

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

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

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

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

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

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

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

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

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

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

⁴ See calschls.org/reports-data/#slcr

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

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

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

GRADE-LEVEL PATTERNS

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

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

DEMOGRAPHIC CHARACTERISTICS AND POPULATION SUBGROUP DIFFERENCES (Section 3)

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

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

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

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

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

Racial-Ethnic Identification

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

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

Foster Care Youth

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

Sexual Orientation and Gender Identity

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

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

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

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

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

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

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

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

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 4)

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

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

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

Self-Reported Grades

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

Academic Motivation

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

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

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

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

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

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

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

Absenteeism and Truancy

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

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

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

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

Developmental Supports

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

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

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

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

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

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

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

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

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

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

School Connectedness

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

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

Parent Involvement

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

Facilities and Physical Environment

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

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

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

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

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

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

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

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 5)

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

Perceived Safety

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

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

Harassment and Victimization

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

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

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

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

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

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

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

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

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

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

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

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

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

Vandalism and Weapons

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

SUBSTANCE USE AND MENTAL HEALTH (Sections 6-8)

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

Alcohol and Other Drug Use (Section 6)

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

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

Alcohol and Other Drug Use at School (Section 6)

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

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

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

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

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

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

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

Cigarette Smoking (Section 7)

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

Mental Health (Section 8)

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

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

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

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

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

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

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

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

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

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

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

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