CALIFORNIA HEALTHY KIDS SURVEY

Oakland Unified
Secondary
2019-2020
Main Report

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PREFACE

HYPERLINK FEATURE

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

ALERT

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

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

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

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

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

THE SURVEY

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

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

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

Core Module

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

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

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

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

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

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

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

School Climate Module (Supplementary)

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

Social Emotional Health Module (Supplementary)

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

SURVEY ADMINISTRATION AND SAMPLE

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

- Table A1.1 describes the target sample of students and the final number and percent of students who completed the survey (the participation response rate).

- Appendix I lists all the secondary schools in the district that were eligible to participate in the survey and the percentage of their enrolled students that completed the survey (included in the district report).

PUBLIC ONLINE DATA DASHBOARD

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

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

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

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

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

THE REPORT

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

Racial/Ethnic and Gender Results

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

UNDERSTANDING THE DATA

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

Representativeness

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

Changes Between Survey Administrations

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

RESOURCES

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

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets/).

- *Assessing School Climate* describes the value of the CalSCHLS student, staff, and parent surveys for assessing school climate, listing constructs and individual indicators (data.calschls.org/resources/Cal-SCHLS_AssessingClimate2013-14.pdf).

- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).

- *Using CalSCHLS to Assess Social-Emotional Learning and Health* describes how the CHKS Core and SEHM module provide a comprehensive profile of student social-emotional competency (learning) and health, and the related supports schools provide, including questions aligned with the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) (data.calschls.org/resources/CalSCHLS_AssessSELH.pdf). The staff survey provides data on the perception of adults in the school on social-emotional service needs and provision.

- *Helpful Resources for Local Control and Accountability Plans* describes how survey items align with LCAP priorities and indicators (calschls.org/docs/lcap_cal_schls.pdf). Also available is an LCAP-related PowerPoint presentation (calschls.org/site/assets/files/1036/cal-schls-lcap_schoolclimatev6-1.pptx).

- The *School Climate Connection Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/about.

- CDE's **California Safe and Supportive Schools** website (CaliforniaS3.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

- The **CalSCHLS Item Crosswalk** (calschls.org/resources/#resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

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

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

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

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

Compare Results with Other Data

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

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

- **Elementary CHKS Results**. Examine how the results from 9th and 11th graders compare with those from 5th and 7th graders if your district also administered the CHKS at these school levels. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle school levels might help mitigate problems that are evident among older students.

- **Other Data**. Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

- **Similar District and Statewide Results**. The results from the biennial state administration of the CHKS, which provide representative state norms, can be downloaded from the CalSCHLS website (data.calschls.org/resources/Biennial_State_1517.pdf) or examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard/). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports/). How you compare to state and district results can provide some context for your results, but the most important consideration is what your own results say about the students in your school/community.

Data Workshop

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

Request Additional Reports and Data

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

School Reports and School Climate Report Cards

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

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

District School Climate Report Card

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

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

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

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

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

ACKNOWLEDGMENTS

Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 6	Grade 7	Grade 8
Student Sample Size			
Target sample	2,324	2,289	2,447
Final number	1,532	1,729	1,792
Response Rate	66%	76%	73%

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 6 %	Grade 7 %	Grade 8 %	Table
School Engagement and Supports				
School connectedness[†]	63	59	53	A4.5
Academic motivation[†]	75	71	67	A4.5
Chronic truancy (twice a month or more often)[§]	3	3	4	A4.2
Caring adult relationships[‡]	69	65	63	A4.5
High expectations[‡]	81	77	74	A4.5
Meaningful participation[‡]	37	32	30	A4.5
Facilities upkeep[†]	40	30	30	A4.12
Promotion of parent involvement in school[†]	62	59	55	A4.5
School Safety				
School perceived as very safe or safe	65	60	54	A5.1
Experienced any harassment or bullying[§]	33	34	32	A5.2
Had mean rumors or lies spread about you[§]	41	41	39	A5.3
Been afraid of being beaten up[§]	24	22	18	A5.3
Been in a physical fight[§]	22	21	19	A5.4
Seen a weapon on campus[§]	17	17	19	A5.6
Substance Use and Physical/Mental Health				
Current alcohol or drug use[¶]	6	8	13	A6.5
Current marijuana use[¶]	3	5	9	A6.5
Current binge drinking[¶]	1	3	3	A6.5
Very drunk or "high" 7 or more times, ever	0	1	3	A6.7
Been drunk or "high" on drugs at school, ever	2	4	7	A6.9
Current cigarette smoking[¶]	1	1	2	A7.3
Vaping[¶]	4	5	9	A7.3
Sleep deprivation (less than 8 hours)	34	39	46	A8.2
Experienced chronic sadness/hopelessness[§]	27	31	36	A8.4
Considered suicide[§]	12	15	17	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 6 %	Grade 7 %	Grade 8 %
Male	51	52	51
Female	49	48	49

Question HS/MS A.4: What is your gender?
Note: Cells are empty if there are less than 10 respondents.

Table A3.2

Hispanic or Latino

	Grade 6 %	Grade 7 %	Grade 8 %
No	51	51	47
Yes	49	49	53

Question HS/MS A.6: Are you of Hispanic or Latino origin?
Note: Cells are empty if there are less than 10 respondents.

Table A3.3

Race

	Grade 6 %	Grade 7 %	Grade 8 %
American Indian or Alaska Native	3	3	3
Asian	10	12	14
Black or African American	18	19	20
Native Hawaiian or Pacific Islander	2	2	2
White	17	15	14
Mixed (two or more) races	50	49	46

Question HS/MS A.7: What is your race?
Note: Cells are empty if there are less than 10 respondents.

Table A3.4

Living Situation

	Grade 6 %	Grade 7 %	Grade 8 %
A home with one or more parent or guardian	82	84	86
Other relative's home	2	2	2
A home with more than one family	10	9	8
Friend's home	1	0	0
Foster home, group care, or waiting placement	0	0	0
Hotel or motel	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0	0
Other living arrangement	5	4	3

Question HS/MS A.9: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.
Note: Cells are empty if there are less than 10 respondents.

Table A3.5

Highest Education of Parents

	Grade 6 %	Grade 7 %	Grade 8 %
Did not finish high school	11	13	16
Graduated from high school	9	13	15
Attended college but did not complete four-year degree	8	9	9
Graduated from college	31	31	30
Don't know	41	34	30

Question HS/MS A.10: What is the highest level of education your parents or guardians completed? (Mark the educational level of the parent or guardian who went the furthest in school.)
Note: Cells are empty if there are less than 10 respondents.

Table A3.6

Free or Reduced Price Meals Eligibility

	Grade 6 %	Grade 7 %	Grade 8 %
No	20	21	16
Yes	58	57	66
Don't know	22	21	18

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

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

Table A3.7

Language Spoken at Home

	Grade 6 %	Grade 7 %	Grade 8 %
English	50	52	50
Spanish	37	35	37
Mandarin	0	0	0
Cantonese	1	2	2
Taiwanese	0	0	0
Tagalog	0	0	0
Vietnamese	2	2	2
Korean	0	0	0
Arabic	3	2	2
Other	7	6	5

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

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

Table A3.8
English Language Proficiency – All Students

	Grade 6 %	Grade 7 %	Grade 8 %
How well do you...			
understand English?			
Very well	79	84	81
Well	18	13	16
Not well	2	2	3
Not at all	1	0	0
speak English?			
Very well	72	79	73
Well	24	16	22
Not well	3	4	4
Not at all	1	1	1
read English?			
Very well	68	75	71
Well	27	20	25
Not well	4	4	4
Not at all	1	0	0
write English?			
Very well	64	72	68
Well	29	23	26
Not well	7	5	6
Not at all	1	1	0
English Language Proficiency Status			
Proficient	66	74	70
Not proficient	34	26	30

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.9

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

	Grade 6 %	Grade 7 %	Grade 8 %
How well do you...			
understand English?			
Very well	67	73	69
Well	29	22	26
Not well	4	4	5
Not at all	1	1	0
speak English?			
Very well	59	67	58
Well	35	25	35
Not well	6	7	7
Not at all	1	1	1
read English?			
Very well	52	60	55
Well	41	31	38
Not well	6	8	7
Not at all	1	1	0
write English?			
Very well	50	58	52
Well	39	32	38
Not well	10	9	10
Not at all	1	1	1
English Language Proficiency Status			
Proficient	50	59	53
Not proficient	50	41	47

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.10

Number of Days Attending Afterschool Program

	Grade 6 %	Grade 7 %	Grade 8 %
I do not attend my school's afterschool program	56	67	71
1 day	2	3	2
2 days	4	4	6
3 days	4	4	4
4 days	7	5	5
5 days	26	19	12

Question HS/MS A.19: How many days a week do you usually go to your school's afterschool program?
Note: Cells are empty if there are less than 10 respondents.

Table A3.11

Military Connections

	Grade 6 %	Grade 7 %	Grade 8 %
No	89	90	92
Yes	3	3	2
Don't know	8	7	6

Question HS/MS A.11: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?
Note: Cells are empty if there are less than 10 respondents.

Table A3.12

Sexual Orientation

	Grade 6 %	Grade 7 %	Grade 8 %
Straight (not gay)	75	80	77
Gay or Lesbian	1	2	2
Bisexual	7	6	9
I am not sure yet	8	6	6
Something else	2	3	3
Decline to respond	7	4	4

Question HS/MS A.18: Which of the following best describes you?
Note: Cells are empty if there are less than 10 respondents.

Table A3.13

Gender Identity

	Grade 6 %	Grade 7 %	Grade 8 %
No, I am not transgender	89	93	92
Yes, I am transgender	1	1	1
I am not sure if I am transgender	4	2	2
Decline to respond	6	4	5

Question HS/MS A.5: Some people describe themselves as transgender when their sex at birth does not match the way they think or feel about their gender. Are you transgender?
Note: Cells are empty if there are less than 10 respondents.

4. School Performance, Supports, and Engagement

Table A4.1

Grades, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
Mostly A's	23	19	18
A's and B's	35	33	32
Mostly B's	9	9	8
B's and C's	20	21	23
Mostly C's	4	6	5
C's and D's	6	8	7
Mostly D's	1	1	1
Mostly F's	2	3	4

Question HS/MS A.20: During the past 12 months, how would you describe the grades you mostly received in school?
Note: Cells are empty if there are less than 10 respondents.

Table A4.2

Truancy, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
0 times	74	77	72
1-2 times	15	11	14
A few times	7	8	9
Once a month	1	1	0
Twice a month	0	1	1
Once a week	1	1	1
More than once a week	2	2	2

Question HS/MS A.23: During the past 12 months, about how many times did you skip school or cut classes?
Note: Cells are empty if there are less than 10 respondents.

Table A4.3

Absences, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
I did not miss any days of school in the past 30 days	48	47	43
1 day	22	21	22
2 days	14	16	18
3 or more days	17	16	17

Question HS/MS A.21: In the past 30 days, how often did you miss an entire day of school for any reason?
Note: Cells are empty if there are less than 10 respondents.

Table A4.4

Reasons for Absence, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
Does not apply; I didn't miss any school	47	45	41
Illness (feeling physically sick), including problems with breathing or your teeth	34	35	40
Were being bullied or mistreated at school	2	2	1
Felt very sad, hopeless, anxious, stressed, or angry	5	6	7
Didn't get enough sleep	8	10	9
Didn't feel safe at school or going to and from school	1	1	1
Had to take care of or help a family member or friend	5	7	6
Wanted to spend time with friends	1	1	1
Used alcohol or drugs	0	0	1
Were behind in schoolwork or weren't prepared for a test or class assignment	1	2	3
Were bored or uninterested in school	2	3	4
Had no transportation to school	3	3	3
Other reason	19	17	17

Question HS/MS A.22: In the past 30 days, did you miss a day of school for any of the following reasons? (Mark All That Apply.)
Notes: Cells are empty if there are less than 10 respondents.
Total percentages may exceed 100% for "mark all that apply" items.

Table A4.5

School Environment, School Connectedness, Academic Motivation, and Promotion of Parent Involvement Scales

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Total school supports	62	58	56	
Caring adults in school[‡]	69	65	63	A4.6
High expectations-adults in school[‡]	81	77	74	A4.7
Meaningful participation at school[‡]	37	32	30	A4.8
School connectedness[†]	63	59	53	A4.9
Academic motivation[†]	75	71	67	A4.10
Promotion of parent involvement in school[†]	62	59	55	A4.11

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

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

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

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

Table A4.6
Caring Relationships Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Caring adults in school			
Average reporting "Pretty much true" or "Very much true"	69	65	63
At my school, there is a teacher or some other adult...			
who really cares about me.			
Not at all true	8	7	8
A little true	25	29	29
Pretty much true	41	40	40
Very much true	26	25	24
who notices when I'm not there.			
Not at all true	10	10	12
A little true	23	29	30
Pretty much true	37	35	35
Very much true	30	26	24
who listens to me when I have something to say.			
Not at all true	7	8	9
A little true	21	23	25
Pretty much true	36	38	39
Very much true	36	32	28

Question HS/MS A.37, 39, 41: At my school, there is a teacher or some other adult... who really cares about me... who notices when I'm not there... who listens to me when I have something to say.
Note: Cells are empty if there are less than 10 respondents.

Table A4.7
High Expectations Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
High expectations-adults in school			
Average reporting "Pretty much true" or "Very much true"	81	77	74
At my school, there is a teacher or some other adult...			
who tells me when I do a good job.			
Not at all true	6	6	7
A little true	18	20	22
Pretty much true	42	42	42
Very much true	35	33	28
who always wants me to do my best.			
Not at all true	3	4	4
A little true	11	14	17
Pretty much true	31	35	38
Very much true	56	47	41
who believes that I will be a success.			
Not at all true	6	7	8
A little true	14	19	19
Pretty much true	36	33	37
Very much true	44	41	36

Question HS/MS A.38, 40, 42: At my school, there is a teacher or some other adult... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.
Note: Cells are empty if there are less than 10 respondents.

Table A4.8

Meaningful Participation Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Meaningful participation at school			
Average reporting "Pretty much true" or "Very much true"	37	32	30
At school,...			
I do interesting activities.			
Not at all true	9	12	16
A little true	30	35	38
Pretty much true	36	32	30
Very much true	25	20	16
I help decide things like class activities or rules.			
Not at all true	34	36	41
A little true	35	36	32
Pretty much true	22	20	19
Very much true	9	9	8
I do things that make a difference.			
Not at all true	23	27	32
A little true	38	40	37
Pretty much true	28	23	22
Very much true	12	10	10
I have a say in how things work.			
Not at all true	31	33	39
A little true	35	37	33
Pretty much true	24	21	21
Very much true	10	9	8
I help decide school activities or rules.			
Not at all true	54	56	54
A little true	27	27	27
Pretty much true	13	11	12
Very much true	6	7	7

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

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

Table A4.9
School Connectedness Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
School connectedness			
Average reporting "Agree" or "Strongly agree"	63	59	53
I feel close to people at this school.			
Strongly disagree	5	4	5
Disagree	6	5	7
Neither disagree nor agree	24	23	28
Agree	45	47	42
Strongly agree	21	21	19
I am happy to be at this school.			
Strongly disagree	8	8	9
Disagree	6	8	10
Neither disagree nor agree	21	27	34
Agree	40	40	35
Strongly agree	25	18	12
I feel like I am part of this school.			
Strongly disagree	7	6	7
Disagree	7	8	11
Neither disagree nor agree	24	28	32
Agree	41	43	36
Strongly agree	21	15	13
The teachers at this school treat students fairly.			
Strongly disagree	7	7	7
Disagree	9	10	11
Neither disagree nor agree	24	29	30
Agree	35	37	39
Strongly agree	24	16	12
I feel safe in my school.			
Strongly disagree	6	7	6
Disagree	7	9	9
Neither disagree nor agree	22	28	30
Agree	41	42	41
Strongly agree	23	15	13

Question HS/MS A.24-28: How strongly do you agree or disagree with the following statements?... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.
Note: Cells are empty if there are less than 10 respondents.

Table A4.10
Academic Motivation Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Academic motivation			
Average reporting "Agree" or "Strongly agree"	75	71	67
I try hard to make sure that I am good at my schoolwork.			
Strongly disagree	3	3	4
Disagree	3	4	4
Neither disagree nor agree	11	13	15
Agree	36	41	41
Strongly agree	47	40	35
I try hard at school because I am interested in my work.			
Strongly disagree	5	6	7
Disagree	8	10	12
Neither disagree nor agree	26	30	30
Agree	36	35	34
Strongly agree	24	19	17
I work hard to try to understand new things at school.			
Strongly disagree	4	4	5
Disagree	4	5	5
Neither disagree nor agree	16	19	22
Agree	40	43	43
Strongly agree	36	30	25
I am always trying to do better in my schoolwork.			
Strongly disagree	4	3	4
Disagree	2	3	4
Neither disagree nor agree	12	14	18
Agree	34	38	41
Strongly agree	48	41	34

Question HS/MS A.33-36: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork.
Note: Cells are empty if there are less than 10 respondents.

Table A4.11

Promotion of Parent Involvement Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Promotion of parent involvement in school			
Average reporting "Agree" or "Strongly agree"	62	59	55
Teachers at this school communicate with parents about what students are expected to learn in class.			
Strongly disagree	5	5	5
Disagree	6	7	9
Neither disagree nor agree	23	28	29
Agree	39	40	42
Strongly agree	27	20	15
Parents feel welcome to participate at this school.			
Strongly disagree	5	4	4
Disagree	4	5	5
Neither disagree nor agree	30	34	36
Agree	38	41	41
Strongly agree	23	17	14
School staff take parent concerns seriously.			
Strongly disagree	5	5	6
Disagree	7	8	7
Neither disagree nor agree	28	30	34
Agree	37	40	37
Strongly agree	22	18	16

Question HS/MS A.30-32: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff take parent concerns seriously.
Note: Cells are empty if there are less than 10 respondents.

Table A4.12
Quality of School Physical Environment

	Grade 6 %	Grade 7 %	Grade 8 %
My school is usually clean and tidy.			
Strongly disagree	11	13	15
Disagree	18	22	23
Neither disagree nor agree	31	35	32
Agree	30	23	25
Strongly agree	10	7	5

Question HS/MS A.29: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.
Note: Cells are empty if there are less than 10 respondents.

5. School Violence, Victimization, and Safety

Table A5.1

Perceived Safety at School

	Grade 6 %	Grade 7 %	Grade 8 %
Very safe	18	15	13
Safe	47	45	42
Neither safe nor unsafe	27	32	37
Unsafe	4	6	5
Very unsafe	4	3	3

Question HS A.105/MS A.92: How safe do you feel when you are at school?
Note: Cells are empty if there are less than 10 respondents.

Table A5.2

Reasons for Harassment on School Property, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
Race, ethnicity, or national origin			
0 times	86	84	84
1 time	7	8	7
2 or more times	7	8	8
Religion			
0 times	93	94	95
1 time	4	4	3
2 or more times	3	3	2
Gender			
0 times	92	93	93
1 time	4	4	4
2 or more times	4	3	3
Because you are gay, lesbian, or bisexual or someone thought you were			
0 times	90	91	91
1 time	6	4	4
2 or more times	5	5	5
A physical or mental disability			
0 times	96	96	96
1 time	2	2	2
2 or more times	2	2	3
Any of the above five reasons	24	25	24

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

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

Table A5.2

Reasons for Harassment on School Property, Past 12 Months – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
You are an immigrant or someone thought you were			
0 times	96	94	94
1 time	3	3	2
2 or more times	1	2	3
Any other reason			
0 times	82	80	82
1 time	8	9	5
2 or more times	10	12	13
Any harassment	33	34	32

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

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

Table A5.3
School Violence Victimization Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
School violence victimization			
Average reporting "1 or more times"	30	31	29
During the past 12 months, how many times on school property have you...			
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?			
0 times	65	67	73
1 time	17	15	13
2 to 3 times	10	10	6
4 or more times	9	8	8
been afraid of being beaten up?			
0 times	76	78	82
1 time	13	13	11
2 to 3 times	6	4	3
4 or more times	5	5	3
had mean rumors or lies spread about you?			
0 times	59	59	61
1 time	20	19	18
2 to 3 times	10	11	10
4 or more times	10	11	11
had sexual jokes, comments, or gestures made to you?			
0 times	75	71	69
1 time	12	11	12
2 to 3 times	6	7	8
4 or more times	6	11	11

Question HS A.106, 107, 109, 110/MS A.94, 95, 97, 98: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?... been afraid of being beaten up?... had mean rumors or lies spread about you?... had sexual jokes, comments, or gestures made to you?
Note: Cells are empty if there are less than 10 respondents.

Table A5.3

School Violence Victimization Scale Questions – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
During the past 12 months, how many times on school property have you...			
been made fun of because of your looks or the way you talk?			
0 times	67	64	65
1 time	15	14	14
2 to 3 times	9	9	8
4 or more times	9	12	13
had your property stolen or deliberately damaged?			
0 times	80	80	82
1 time	12	12	10
2 to 3 times	5	5	4
4 or more times	3	3	3
been made fun of, insulted, or called names?			
0 times	62	63	65
1 time	16	13	12
2 to 3 times	8	9	8
4 or more times	14	15	15
During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?			
0 times (never)	75	74	72
1 time	12	12	13
2 to 3 times	7	7	9
4 or more times	6	6	6

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

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

Table A5.4
School Violence Perpetration Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
School violence perpetration			
Average reporting "1 or more times"	8	10	11
During the past 12 months, how many times on school property have you...			
been in a physical fight?			
0 times	78	79	81
1 time	11	12	10
2 to 3 times	6	6	6
4 or more times	4	3	3
been offered, sold, or given an illegal drug?			
0 times	95	90	83
1 time	3	6	9
2 to 3 times	1	2	4
4 or more times	1	2	4
damaged school property on purpose?			
0 times	92	89	89
1 time	6	7	7
2 to 3 times	2	2	3
4 or more times	1	2	2
carried a gun?			
0 times	98	97	97
1 time	1	2	1
2 to 3 times	0	0	1
4 or more times	0	0	1
carried any other weapon (such as a knife or club)?			
0 times	95	94	93
1 time	3	4	4
2 to 3 times	1	1	1
4 or more times	1	2	2

Question HS A.108, 113-116/MS A.96, 101-104: During the past 12 months, how many times on school property have you... been in a physical fight?... been offered, sold, or given an illegal drug?... damaged school property on purpose?... carried a gun?... carried any other weapon (such as a knife or club)?
Note: Cells are empty if there are less than 10 respondents.

Table A5.5

Threats and Injuries with Weapons on School Property, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
During the past 12 months, how many times on school property have you...			
been threatened with harm or injury?			
0 times	88	89	89
1 time	7	6	5
2 to 3 times	3	3	3
4 or more times	2	1	3
been threatened or injured with a weapon (gun, knife, club, etc.)?			
0 times	94	95	93
1 time	5	3	5
2 to 3 times	1	1	1
4 or more times	0	1	1

Question HS A.117, 119/MS A.105, 107: During the past 12 months, how many times on school property have you... been threatened or injured with a weapon (gun, knife, club, etc.)?... been threatened with harm or injury?
Note: Cells are empty if there are less than 10 respondents.

Table A5.6

Weapons Possession on School Property, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
Seen someone carrying a gun, knife, or other weapon			
0 times	83	83	81
1 time	11	11	12
2 to 3 times	3	3	4
4 or more times	3	3	3

Question HS A.118/MS A.106: During the past 12 months, how many times on school property have you... seen someone carrying a gun, knife, or other weapon?
Note: Cells are empty if there are less than 10 respondents.

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Lifetime illicit AOD use to get "high"[#]	12	16	25	A6.2
Lifetime alcohol or drug use	12	16	25	A6.2
Lifetime marijuana use	5	9	17	A6.2
Lifetime very drunk or high (7 or more times)	0	1	3	A6.7
Lifetime drinking and driving involvement	25	30	34	A6.10
Current alcohol or drug use[¶]	6	8	13	A6.5
Current marijuana use[¶]	3	5	9	A6.5
Current heavy drug use[¶]	2	2	5	A6.5
Current heavy alcohol use (binge drinking)[¶]	1	3	3	A6.5
Current alcohol or drug use on school property[¶]	4	5	7	A6.8
Harmfulness of occasional marijuana use[B]	27	28	28	A6.11
Difficulty of obtaining marijuana[C]	24	17	13	A6.12

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

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

[¶]*Past 30 days.*

[B]*Great harm.*

[C]*Very difficult.*

Table A6.2

Summary of AOD Lifetime Use

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol	8	11	18
Marijuana	5	9	17
Inhalants	4	4	4
Any other drug, pill, or medicine to get "high"	2	3	4
Any of the above AOD use	12	16	25
Any illicit AOD use to get "high"[#]	12	16	25

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

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

Table A6.3

Lifetime AOD Use

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (one full drink)			
0 times	92	89	82
1 time	4	5	8
2 to 3 times	2	4	6
4 or more times	1	3	4
Marijuana (smoke, vape, eat, or drink)			
0 times	95	91	83
1 time	2	4	5
2 to 3 times	1	2	5
4 or more times	1	3	7
Inhalants			
0 times	96	96	96
1 time	2	2	2
2 to 3 times	1	1	1
4 or more times	1	1	1
Any other drug, pill, or medicine to get "high" or for reasons other than medical			
0 times	98	97	96
1 time	1	2	1
2 to 3 times	1	1	1
4 or more times	1	0	1

Question HS A.51-53, 63/MS A.52-54, 56: 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)... Any other drug, pill, or medicine to get "high" or for reasons other than medical. Note: Cells are empty if there are less than 10 respondents.

Table A6.4

Methods of Marijuana Consumption

	Grade 6 %	Grade 7 %	Grade 8 %
During your life, how many times have you used marijuana in any of the following ways...			
Smoke it?			
0 times	96	93	86
1 time	1	3	4
2 to 3 times	2	2	4
4 or more times	1	2	5
In a vaping device?			
0 times	95	93	87
1 time	3	3	5
2 to 3 times	2	2	4
4 or more times	1	2	5
Eat or drink it in products made with marijuana?			
0 times	97	94	90
1 time	1	3	5
2 to 3 times	1	2	3
4 or more times	1	1	3

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

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

Table A6.5

Current AOD Use, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (one or more drinks of alcohol)	4	5	7
Binge drinking (5 or more drinks in a row)	1	3	3
Marijuana (smoke, vape, eat, or drink)	3	5	9
Inhalants	1	2	2
Other drug, pill, or medicine to get "high" or for reasons other than medical	1	1	2
Any drug use	4	5	9
Heavy drug use	2	2	5
Any AOD Use	6	8	13

Question HS A.73-76, 78/MS A.66-70: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?... inhalants (things you sniff, huff, or breathe to get "high")?... 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.

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 6 %	Grade 7 %	Grade 8 %
Alcohol (one or more drinks)			
0 days	96	95	93
1 or 2 days	3	4	6
3 to 9 days	0	1	1
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Binge drinking (5 or more drinks in a row)			
0 days	99	97	97
1 or 2 days	1	2	2
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Marijuana (smoke, vape, eat, or drink)			
0 days	97	95	91
1 or 2 days	2	3	5
3 to 9 days	0	1	2
10 to 19 days	0	0	1
20 to 30 days	0	0	1

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

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

Table A6.7

Lifetime Drunk or "High"

	Grade 6 %	Grade 7 %	Grade 8 %
Very drunk or sick after drinking alcohol			
0 times	98	96	95
1 to 2 times	2	3	4
3 to 6 times	0	1	1
7 or more times	0	0	0
"High" (loaded, stoned, or wasted) from using drugs			
0 times	97	94	88
1 to 2 times	2	4	6
3 to 6 times	0	1	2
7 or more times	0	1	3
Very drunk or "high" 7 or more times	0	1	3

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

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

Table A6.8

Current AOD Use on School Property, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol			
0 days	97	97	97
1 to 2 days	2	3	2
3 or more days	0	0	1
Marijuana (smoke, vape, eat, or drink)			
0 days	98	97	95
1 to 2 days	1	2	3
3 or more days	1	1	2
Any other drug, pill, or medicine to get "high" or for reasons other than medical			
0 days	99	99	99
1 to 2 days	0	1	1
3 or more days	0	1	0
Any of the above	4	5	7

Question HS A.83-85/MS A.74-76: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol?... use marijuana (smoke, vape, eat, or drink)?... use any other drug, pill, or medicine to get "high" or for reasons other than medical?
Note: Cells are empty if there are less than 10 respondents.

Table A6.9

Lifetime Drunk or "High" on School Property

	Grade 6 %	Grade 7 %	Grade 8 %
0 times	98	96	93
1 to 2 times	2	3	4
3 to 6 times	0	1	1
7 or more times	0	0	1

Question HS A.66/MS A.59: During your life, how many times have you been... drunk on alcohol or "high" on drugs on school property?
Note: Cells are empty if there are less than 10 respondents.

Table A6.10
Drinking While Driving, Lifetime

	Grade 6 %	Grade 7 %	Grade 8 %
Have ridden in a car driven by someone who had been using alcohol or drugs			
Never	75	70	66
1 time	8	9	9
2 times	5	6	5
3 to 6 times	4	4	7
7 or more times	8	11	13

Question MS A.91: During your life, how many times have you ridden in a car driven by someone who had been using alcohol or drugs?
Note: Cells are empty if there are less than 10 respondents.

Table A6.11

Perceived Harm of AOD Use

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol - drink occasionally			
Great	22	23	25
Moderate	15	21	22
Slight	20	16	20
None	43	39	33
Alcohol - 5 or more drinks once or twice a week			
Great	34	37	39
Moderate	17	18	21
Slight	7	7	7
None	42	38	33
Marijuana - use occasionally			
Great	27	28	28
Moderate	21	22	23
Slight	10	11	14
None	41	39	35
Marijuana - use daily			
Great	46	45	43
Moderate	8	10	15
Slight	4	6	8
None	42	38	34

Question HS A.91-94/MS A.82-85: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, vape, eat, or drink) ... Use marijuana daily. Note: Cells are empty if there are less than 10 respondents.

Table A6.12

Perceived Difficulty of Obtaining Alcohol and Marijuana

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol			
Very difficult	22	16	14
Fairly difficult	8	10	9
Fairly easy	7	13	15
Very easy	5	10	14
Don't know	58	51	47
Marijuana			
Very difficult	24	17	13
Fairly difficult	7	8	8
Fairly easy	5	11	16
Very easy	4	12	19
Don't know	59	51	44

Question HS A.97, 98/MS A.88, 89: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana.
Note: Cells are empty if there are less than 10 respondents.

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Use Prevalence and Patterns				
Ever smoked a whole cigarette	2	2	3	A7.2
Current cigarette smoking[¶]	1	1	2	A7.3
Current cigarette smoking at school[¶]	1	1	1	A7.4
Ever tried smokeless tobacco	2	3	3	A7.2
Current smokeless tobacco use[¶]	1	1	1	A7.3
Current smokeless tobacco use at school[¶]	1	1	1	A7.4
Ever used vape products	6	10	17	A7.2
Current use of vape products[¶]	4	5	9	A7.3
Current vaping at school[¶]	3	4	6	A7.4
Attitudes and Correlates				
Harmfulness of occasional cigarette smoking[B]	24	27	29	A7.6
Harmfulness of smoking 1 or more packs/day[B]	44	45	50	A7.6
Harmfulness of vaping occasionally[B]	24	27	28	A7.7
Harmfulness of vaping several times a day[B]	46	48	51	A7.7
Difficulty of obtaining cigarettes[C]	21	17	15	A7.8
Difficulty of obtaining vape products[C]	19	13	10	A7.8
Anti-Tobacco Policy				
School bans tobacco use and vaping	44	47	52	A7.9

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

[¶]*Past 30 days.*

[B]*Great harm.*

[C]*Very difficult.*

Table A7.2
Lifetime Tobacco Use

	Grade 6 %	Grade 7 %	Grade 8 %
A cigarette, even one or two puffs			
0 times	96	95	93
1 time	2	3	3
2 to 3 times	1	1	2
4 or more times	1	1	2
A whole cigarette			
0 times	98	98	97
1 time	1	1	1
2 to 3 times	0	1	1
4 or more times	0	1	1
Smokeless tobacco			
0 times	98	97	97
1 time	0	2	1
2 to 3 times	1	1	1
4 or more times	0	0	1
Vape products			
0 times	94	90	83
1 time	2	5	5
2 to 3 times	2	3	7
4 or more times	2	3	5

Question HS A.48-50/MS A.48-51: During your life, how many times have you used the following?... A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Vape products.
Note: Cells are empty if there are less than 10 respondents.

Table A7.3

Any Current Use and Daily Use

	Grade 6 %	Grade 7 %	Grade 8 %
Cigarettes			
Any	1	1	2
Daily (20 or more days)	0	0	0
Smokeless tobacco			
Any	1	1	1
Daily (20 or more days)	0	0	0
Vape products			
Any	4	5	9
Daily (20 or more days)	0	0	1

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

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

Table A7.4

Current Smoking on School Property, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
Cigarettes			
0 days	99	99	99
1 or 2 days	1	0	1
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Smokeless tobacco			
0 days	99	99	99
1 or 2 days	0	1	0
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Vape			
0 days	97	96	94
1 or 2 days	2	3	5
3 to 9 days	0	1	1
10 to 19 days	0	0	0
20 to 30 days	0	0	1

Question HS A.80-82/MS A.71-73: During the past 30 days, on how many days on school property did you... smoke cigarettes?... use smokeless tobacco (dip, chew, or snuff)?... vape?
Note: Cells are empty if there are less than 10 respondents.

Table A7.5

Secondhand Smoke on School Property, Past 30 days

	Grade 6 %	Grade 7 %	Grade 8 %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes			
0 days	96	96	96
1 day	2	2	2
2 days	1	1	1
3-9 days	1	1	1
10-19 days	0	0	0
20-30 days	0	0	1

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

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

Table A7.6

Perceived Harm of Cigarette Smoking

	Grade 6 %	Grade 7 %	Grade 8 %
Smoke cigarettes occasionally			
Great	24	27	29
Moderate	22	23	23
Slight	12	12	14
None	41	38	33
Smoke 1 or more packs of cigarettes each day			
Great	44	45	50
Moderate	9	12	13
Slight	4	5	5
None	42	38	33

Question HS A.87, 88/MS A.78, 79: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.
Note: Cells are empty if there are less than 10 respondents.

Table A7.7

Perceived Harm of Using Vape Products

	Grade 6 %	Grade 7 %	Grade 8 %
Use vape products occasionally			
Great	24	27	28
Moderate	23	25	26
Slight	12	12	16
None	41	37	30
Use vape products several times a day			
Great	46	48	51
Moderate	8	11	13
Slight	4	5	5
None	42	37	31

Question HS A.89, 90/MS A.80, 81: How much do people risk harming themselves physically and in other ways when they do the following?... Use vape products occasionally... Use vape products several times a day (100 puffs or more).
Note: Cells are empty if there are less than 10 respondents.

Table A7.8

Perceived Difficulty of Obtaining Cigarettes and Vape Products

	Grade 6 %	Grade 7 %	Grade 8 %
Cigarettes			
Very difficult	21	17	15
Fairly difficult	9	12	12
Fairly easy	7	11	13
Very easy	3	7	9
Don't know	59	54	51
Vape products			
Very difficult	19	13	10
Fairly difficult	9	8	7
Fairly easy	10	15	20
Very easy	6	15	21
Don't know	57	49	41

Question HS A.95, 96/MS A.86, 87: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes... Vape products.
Note: Cells are empty if there are less than 10 respondents.

Table A7.9
School Bans Tobacco Use and Vaping

	Grade 6 %	Grade 7 %	Grade 8 %
No	9	9	6
Yes	44	47	52
Don't know	47	44	43

Question HS A.103/MS A.90: Does your school have a policy that bans tobacco use and vaping on school property and at school sponsored events?
Note: Cells are empty if there are less than 10 respondents.

8. Other Physical and Mental Health Risks

Table A8.1

Alone After School

	Grade 6 %	Grade 7 %	Grade 8 %
Never	53	47	43
1 day	15	14	15
2 days	8	8	9
3 days	5	6	7
4 days	3	3	4
5 days	16	22	22

Question MS A.93: In a normal week, how many days are you home after school for at least one hour without an adult there?
Note: Cells are empty if there are less than 10 respondents.

Table A8.2

Hours of Sleep

	Grade 6 %	Grade 7 %	Grade 8 %
4 or less hours	6	6	7
5 hours	4	4	6
6 hours	8	10	12
7 hours	17	18	21
8 hours	26	29	30
9 hours	24	22	14
10 or more hours	16	11	10
Sleep deprivation (less than 8 hours)	34	39	46

Question HS A.133/MS A.121: On an average school night, how many hours of sleep do you get?
Note: Cells are empty if there are less than 10 respondents.

Table A8.3

Eating of Breakfast

	Grade 6 %	Grade 7 %	Grade 8 %
No	29	36	40
Yes	71	64	60

Question HS A.132/MS A.120: Did you eat breakfast today?
Note: Cells are empty if there are less than 10 respondents.

Table A8.4

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
No	73	69	64
Yes	27	31	36

Question HS A.130/MS A.118: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?
Note: Cells are empty if there are less than 10 respondents.

Table A8.5

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
No	88	85	83
Yes	12	15	17

Question HS A.131/MS A.119: During the past 12 months, did you ever seriously consider attempting suicide?
Note: Cells are empty if there are less than 10 respondents.

Table A8.6

Gang Involvement

	Grade 6 %	Grade 7 %	Grade 8 %
No	96	96	95
Yes	4	4	5

Question HS A.129/MS A.117: Do you consider yourself a member of a gang?
Note: Cells are empty if there are less than 10 respondents.

9. Race/Ethnic Breakdowns

Table A9.1

School Supports and Engagement by Race/Ethnicity - 6th Grade

Percent of Students (%)	Grade 6						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports‡	62	63	58	61	62	66	62
Caring adults in school‡	68	63	64	68	65	74	68
High expectations-adults in school‡	81	86	77	79	73	83	81
Meaningful participation at school‡	36	40	32	37	47	42	36
School Connectedness†	66	66	57	57	48	71	63
Academic Motivation†	75	79	78	70	72	80	74
Promotion of parent involvement in School†	66	62	63	58	53	63	62

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 - 7th Grade

Percent of Students (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports‡	57	63	58	57	54	64	57
Caring adults in school‡	64	71	67	62	55	75	63
High expectations-adults in school‡	77	85	76	74	72	82	76
Meaningful participation at school‡	31	35	31	35	34	35	32
School Connectedness†	58	72	63	51	59	74	56
Academic Motivation†	72	79	73	69	72	77	68
Promotion of parent involvement in School†	60	63	59	54	56	67	57

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 - 8th Grade

Percent of Students (%)	Grade 8						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports‡	54	62	56	58	54	58	54
Caring adults in school‡	61	66	61	66	54	67	61
High expectations-adults in school‡	73	75	74	77	74	74	73
Meaningful participation at school‡	28	42	33	33	34	33	28
School Connectedness†	53	56	53	49	47	60	51
Academic Motivation†	68	74	68	66	62	68	65
Promotion of parent involvement in School†	56	59	53	55	57	57	52

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

Feeling Safe or Very Safe at School by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
Hispanic or Latino	66	59	52
American Indian or Alaska Native	75	83	57
Asian	54	60	55
Black or African American	64	56	54
Native Hawaiian or Pacific Islander	52	67	48
White	73	71	62
Mixed (two or more) races	62	56	52

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

Table A9.5

Harassment Due to Five Reasons at School in the Past 12 Months by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
Hispanic or Latino	20	19	20
American Indian or Alaska Native	19	14	24
Asian	39	41	29
Black or African American	29	22	25
Native Hawaiian or Pacific Islander	20	37	17
White	16	27	30
Mixed (two or more) races	25	25	22

Notes: Cells are empty if there are less than 10 respondents.
The five reasons include race, ethnicity or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.

Table A9.6

Any Harassment or Bullying at School in the Past 12 Months by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
Hispanic or Latino	28	29	29
American Indian or Alaska Native	25	19	31
Asian	46	49	34
Black or African American	35	32	31
Native Hawaiian or Pacific Islander	32	40	23
White	24	38	39
Mixed (two or more) races	34	34	32

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

Table A9.7

Any Alcohol Use at School in the Past 30 Days by Race/Ethnicity

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

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

Table A9.8

Any Cigarette Smoking in the Past 30 Days by Race/Ethnicity

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

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

Table A9.9

Any Vaping in the Past 30 Days by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
Hispanic or Latino	4	6	10
American Indian or Alaska Native	6	2	10
Asian	2	3	6
Black or African American	5	2	8
Native Hawaiian or Pacific Islander	7	13	14
White	1	2	8
Mixed (two or more) races	4	6	11

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 6 %	Grade 7 %	Grade 8 %
Hispanic or Latino	4	7	8
American Indian or Alaska Native	0	5	7
Asian	2	5	5
Black or African American	5	1	4
Native Hawaiian or Pacific Islander	8	13	3
White	2	3	8
Mixed (two or more) races	4	6	9

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 6 %	Grade 7 %	Grade 8 %
Hispanic or Latino	2	5	8
American Indian or Alaska Native	3	7	10
Asian	2	5	7
Black or African American	5	4	11
Native Hawaiian or Pacific Islander	4	13	7
White	0	2	7
Mixed (two or more) races	3	5	11

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

Table A9.12

Sleep Deprivation by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
Hispanic or Latino	36	39	44
American Indian or Alaska Native	30	43	42
Asian	40	36	51
Black or African American	37	45	51
Native Hawaiian or Pacific Islander	38	45	40
White	21	29	37
Mixed (two or more) races	36	42	48

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

Table A9.13

Chronic Sad or Hopeless Feelings in the Past 12 Months by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
Hispanic or Latino	29	32	38
American Indian or Alaska Native	38	27	41
Asian	40	33	38
Black or African American	20	33	35
Native Hawaiian or Pacific Islander	24	29	40
White	18	25	31
Mixed (two or more) races	30	33	37

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

Table A9.14

Suicide Ideation by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
Hispanic or Latino	13	14	17
American Indian or Alaska Native	6	10	11
Asian	13	17	16
Black or African American	11	14	14
Native Hawaiian or Pacific Islander	8	24	27
White	7	8	18
Mixed (two or more) races	15	16	18

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

10. Gender Breakdowns

Table A10.1

School Supports and Engagement by Gender

	Grade 6		Grade 7		Grade 8	
	Female %	Male %	Female %	Male %	Female %	Male %
School Environment						
Total school supports‡	62	63	57	60	54	58
Caring adults in school‡	67	70	64	67	61	65
High expectations-adults in school‡	81	81	77	77	73	76
Meaningful participation at school‡	36	38	29	35	27	33
School Connectedness†	62	66	58	60	48	57
Academic Motivation†	77	74	73	70	68	67
Promotion of parent involvement in School†	62	63	58	59	53	57

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

†*Average percent of respondents reporting "Agree" or "Strongly agree."*

‡*Average percent of respondents reporting "Pretty much true" or "Very much true."*

Table A10.2

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

	Grade 6		Grade 7		Grade 8	
	Female %	Male %	Female %	Male %	Female %	Male %
Perceived Safety at School						
Feel safe or very safe at school	61	70	56	63	49	61
Harassment/Bullying at School						
During the past 12 months at school, have you been...						
harassed/bullied for any of the five reasons?	26	21	27	22	27	20
harassed/bullied for any reason?	36	29	38	30	36	29
Current ATOD Use						
During the past 30 days, did you...						
have at least one drink of alcohol at school?	3	2	4	3	4	3
use cigarettes?	2	1	1	1	2	2
use vape products?	4	3	5	4	12	7
have at least one drink of alcohol?	5	2	6	4	8	6
use marijuana?	3	2	5	4	10	7
Physical and Mental Health						
Sleep deprivation (less than 8 hours)	34	34	40	38	49	42
Chronic sad or hopeless feelings, past 12 months	35	20	41	22	47	26
Seriously considered attempting suicide, past 12 months	15	9	20	9	24	10

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

Z. Oakland Unified Custom Questions

1. Module Sample

Table Z1.1

Student Sample for Custom Questions

	Grade 6	Grade 7	Grade 8
Student Sample Size			
Target sample	2,324	2,289	2,447
Final number	1,380	1,582	1,672
Response Rate	59%	69%	68%

2. Custom Questions

Table Z2.1

How strongly do you agree or disagree with the following statements?... Students at this school often call each other "dyke," "faggot" or "gay" as an insult.

| | Grade | | | |
| | 6th | 7th | 8th | Total |
	%	%	%	%
Strongly disagree	23	19	17	19
Disagree	12	11	10	11
Neither agree nor disagree	21	21	22	21
Agree	27	28	27	27
Strongly agree	17	21	24	21

Question HS/MS Z.1.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.2

How strongly do you agree or disagree with the following statements?... Adults at this school intervene when someone is being bullied.

| | Grade | | | |
| | 6th | 7th | 8th | Total |
	%	%	%	%
Strongly disagree	15	14	14	15
Disagree	8	10	8	9
Neither agree nor disagree	26	28	35	30
Agree	30	32	31	31
Strongly agree	20	15	13	16

Question HS/MS Z.2.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.3

How strongly do you agree or disagree with the following statements?... Students at this school intervene when someone is being bullied.

| | Grade | | | |
| | 6th | 7th | 8th | Total |
	%	%	%	%
Strongly disagree	16	17	18	17
Disagree	13	13	15	14
Neither agree nor disagree	39	39	40	39
Agree	23	23	21	22
Strongly agree	9	7	7	8

Question HS/MS Z.3.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.4

How strongly do you agree or disagree with the following statements?... Adults at this school help students resolve conflicts through mediation/restorative justice.

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Strongly disagree	12	13	13	13
Disagree	6	7	6	6
Neither agree nor disagree	23	27	29	26
Agree	31	32	32	32
Strongly agree	28	22	20	23

Question HS/MS Z.4.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.5

I know where to go for help with a problem.

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Not at all true	10	12	13	12
A little true	20	22	26	23
Pretty much true	38	35	34	35
Very much true	32	30	28	30

Question HS/MS Z.5.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.6

During the past 30 days, on how many days did you not go to school because you felt unsafe at school? (Select one.)

	Grade			
	6th	7th	8th	Total
	%	%	%	%
0 days	89	90	92	90
1 day	5	5	5	5
2 days	3	3	1	2
3 days	1	1	1	1
4 days or more	2	2	2	2

Question HS/MS Z.6.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.7
During the past 30 days, to what extent were you able to disagree with others without starting an argument?

| | Grade | | | |
| | 6th | 7th | 8th | Total |
	%	%	%	%
Not at all	36	35	38	36
A little bit	22	17	18	19
Somewhat	18	23	21	21
Quite a bit	16	16	15	16
A tremendous amount	8	9	8	8

Question HS/MS Z.7.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.8
During the past 24 hours, how many times did you eat fast food?

| | Grade | | | |
| | 6th | 7th | 8th | Total |
	%	%	%	%
0 times	56	55	58	56
1 time	24	25	23	24
2 times	9	8	9	9
3 times	4	4	4	4
4 times	1	2	1	2
5 or more times	6	6	5	5

Question HS/MS Z.8.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.9
During the past 24 hours, how many times did you drink a glass or can of sweetened soda (like Coke or Pepsi), a sports drink, or other sweetened soft drink (like Snapple)?

| | Grade | | | |
| | 6th | 7th | 8th | Total |
	%	%	%	%
0 times	43	42	42	42
1 time	31	32	32	31
2 times	11	11	13	12
3 times	6	7	5	6
4 times	2	2	2	2
5 or more times	7	6	7	7

Question HS/MS Z.9.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.10

During the past 24 hours, how many times did you eat raw or whole fruit?

	Grade			
	6th	7th	8th	Total
	%	%	%	%
0 times	36	32	33	34
1 time	24	24	23	24
2 times	15	17	18	17
3 times	9	9	10	10
4 times	5	6	4	5
5 or more times	11	12	11	11

Question HS/MS Z.10.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.11

During the past 24 hours, how many times did you eat vegetables?

	Grade			
	6th	7th	8th	Total
	%	%	%	%
0 times	26	29	32	29
1 time	24	24	24	24
2 times	15	16	17	16
3 times	12	11	10	11
4 times	6	6	5	6
5 or more times	17	14	13	14

Question HS/MS Z.11.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.12

Yesterday, how many cups of plain water did you drink?

	Grade			
	6th	7th	8th	Total
	%	%	%	%
1 or 2 cups of water	25	24	27	25
3 or 4 cups of water	29	33	33	32
5 or 6 cups of water	22	20	19	20
7 or more cups of water	20	19	17	19
I did not drink water yesterday	4	5	5	4

Question HS/MS Z.12.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.13
Where do you usually get your lunch during school? (Select one.)

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Bring own food from home	39	36	29	34
Eat meal served/sold by the school cafeteria	31	25	26	27
Eat food/beverages sold at the school's a la carte line or snack bar	2	2	1	2
Eat food from vending machines at school or the school/student store	0	1	1	1
Eat food from food truck or mobile food vendor located near school entrance	0	0	0	0
Eat food from delivery service (for example, Uber Eats)	0	0	1	0
Eat off campus at restaurant, corner store, etc.	1	1	2	1
I usually don't eat lunch	27	35	41	34

Question HS/MS Z.13.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.14
During the last month, were you ever hungry but didn't eat because your family didn't have enough food?

	Grade			
	6th	7th	8th	Total
	%	%	%	%
A lot	2	3	3	3
Sometimes	14	11	12	12
Never	84	85	85	85

Question HS/MS Z.14.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.15
On how many of the past 7 days did you exercise or do physical activity that breaks a sweat, for a total of at least 60 minutes a day? (Select one.)

	Grade			
	6th	7th	8th	Total
	%	%	%	%
0 days	16	16	19	17
1 day	10	8	9	9
2 days	12	11	11	11
3 days	15	16	15	15
4 days	10	13	12	12
5 days	15	16	15	15
6 days	6	5	4	5
7 days	16	15	15	15

Question HS/MS Z.15.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.16
Which of the following services have you received from the School Health Center at your school? (Mark all that apply.)

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Does not apply - I have never used the School Health Center or my school doesn't have one	67	61	61	63
Medical care when I was sick, hurt or needed a check-up	23	29	27	26
Counseling to help deal with issues like stress, feeling sad, family problems or alcohol or drug use	7	10	11	10
Help with sexual health issues like birth control/condoms or testing for pregnancy/sexually transmitted diseases (STDs)	2	4	4	3
Help with diet, nutrition or exercise	3	4	3	3
Dental care for cleanings, toothaches or cavities	5	6	7	6
Other services (like group programs)	9	7	8	8

Question HS/MS Z.16.
Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table Z2.17
How many times have you ever used the School Health Center at your school? (Check one.)

	Grade			
	6th	7th	8th	Total
	%	%	%	%
None, I have never used the School Health Center or my school doesn't have one	61	55	54	56
1 or 2 times	29	30	31	30
3 to 9 times	7	12	11	10
10 times or more	3	4	4	4

Question HS/MS Z.17.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.18
Have you ever been taught sex education (including how to prevent pregnancy and sexually transmitted infections) in school?

	Grade			
	6th	7th	8th	Total
	%	%	%	%
No	45	16	10	22
Yes	40	76	85	69
Not sure	16	8	4	9

Question HS/MS Z.18.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.19
Do you feel confident that you could prevent pregnancy or a sexually transmitted infection in yourself or your partner?

	Grade			
	6th	7th	8th	Total
	%	%	%	%
No	29	19	14	20
Yes	34	45	60	47
Not sure	37	36	27	33

Question HS/MS Z.19.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.20

How often do you or your partner use protection when you have sex (like condoms or birth control pills)? (Check one.)

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Always	2	4	6	4
Sometimes	1	1	3	2
Rarely	0	1	1	1
Never	4	4	3	4
Does not apply – I've never had sex	94	90	87	90

Question HS/MS Z.20.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.21

Have you ever had sex with someone in exchange for money, drugs, food, place to sleep, etc.?

	Grade			
	6th	7th	8th	Total
	%	%	%	%
No	99	98	98	98
Yes	1	2	2	2

Question HS/MS Z.21.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.22

How many times in your life did someone you were dating force you to have sexual contact that you did not want to have?

	Grade			
	6th	7th	8th	Total
	%	%	%	%
I have not dated anyone.	63	55	47	54
0 times	34	40	47	40
1 time	2	3	3	3
2 or 3 times	1	2	2	2
4 or 5 times	0	0	0	0
6 or more times	0	0	0	0

Question HS/MS Z.22.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.23
Have any of your friends or family members ever died by violence?

	Grade			
	6th	7th	8th	Total
	%	%	%	%
No	66	66	61	64
One person	18	16	18	17
Two or three people	8	8	10	9
More than three people	7	9	11	9

Question HS/MS Z.23.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.24
During the past 12 months, did you ever seriously consider attempting suicide?

	Grade			
	6th	7th	8th	Total
	%	%	%	%
No	88	85	83	85
Yes	12	15	17	15

Question HS/MS Z.24.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.25
In my home, there is a parent or some other adult who is interested in my school work.

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Not at all true	11	9	9	10
A little true	8	8	10	9
Somewhat true	12	14	13	13
Mostly true	20	21	21	21
Completely true	49	48	47	48

Question HS/MS Z.25.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.26
In my home, there is a parent or some other adult who believes that I will be a success.

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Not at all true	5	6	6	6
A little true	5	5	6	5
Somewhat true	8	9	11	9
Mostly true	18	19	20	19
Completely true	64	61	58	61

Question HS/MS Z.26.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.27
In my home, there is a parent or some other adult who listens to me when I have something to say.

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Not at all true	7	8	10	8
A little true	8	8	9	8
Somewhat true	13	13	15	13
Mostly true	22	22	22	22
Completely true	50	49	45	48

Question HS/MS Z.27.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.28
I believe I will go to college and graduate from college.

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Strongly agree	48	45	42	45
Agree	42	42	42	42
Disagree	5	6	7	6
Strongly disagree	2	4	4	3
Not applicable	4	4	6	4

Question HS/MS Z.28.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.29
I have participated in the following career-related activities at this school. (Mark all that apply.)

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Career exploration like career fairs, job shadowing, field trips to organizations, or career assessments	19	20	24	21
Classes focused on preparing students for careers in a specific industry (like construction, business, health care or others)	11	13	16	13
Paid or unpaid internship or apprenticeship at a company or at school	3	5	6	5
None of the above or don't know	75	71	66	70

Question HS/MS Z.29.

Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table Z2.30

How much would you agree that school has given you the skills and knowledge you need to get a job after high school, get job training, and/or go to college?

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Strongly disagree	11	12	14	13
Disagree	6	9	10	8
Neither agree nor disagree	29	28	35	31
Agree	37	37	31	35
Strongly agree	18	14	10	14

Question HS/MS Z.30.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.31

Do you have someone (like a mentor) who advised and helped you think about your future, such as how to get a job, get job training, and/or go to college?

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Yes, at school	20	18	23	21
Yes, outside of school	35	41	36	38
No	45	41	40	42

Question HS/MS Z.31.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.32

What do you plan to do after high school?

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Go to a 2 year college	8	11	9	9
Go to a 4 year college/university	47	49	51	49
Attend a trade school or receive other job training	1	1	1	1
Go to work	5	6	7	6
Enter the military	2	1	3	2
Travel for a while	2	2	2	2
Volunteer or do an internship	1	1	1	1
I don't know yet	35	29	27	30

Question HS/MS Z.32.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.33
Are you enrolled in a pathway or career academy at your high school?

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Yes	9	8	13	10
No	25	29	28	27
Not sure, I don't know, or not applicable	67	64	59	63

Question HS/MS Z.33.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.34
How long have you lived in the US?

	Grade			
	6th	7th	8th	Total
	%	%	%	%
I was born in the US	78	81	80	80
More than 10 years	8	6	6	6
4-10 years	9	8	7	8
1-3 years	4	4	5	4
Less than 1 year	2	2	2	2

Question HS/MS Z.34.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.35
During the past 30 days, I came to class prepared.

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Almost never	4	5	5	5
Once in a while	5	6	6	6
Sometimes	13	14	15	14
Often	28	29	27	28
Almost all the time	50	45	47	47

Question HS/MS Z.35.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.36
During the past 30 days, I remembered and followed directions.

	Grade			Total
	6th	7th	8th	
	%	%	%	%
Almost never	5	4	4	4
Once in a while	4	4	5	4
Sometimes	14	16	16	16
Often	33	33	34	33
Almost all the time	45	43	41	43

Question HS/MS Z.36.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.37
During the past 30 days, I got my work done right away instead of waiting until the last minute.

	Grade			Total
	6th	7th	8th	
	%	%	%	%
Almost never	6	6	6	6
Once in a while	6	8	8	7
Sometimes	20	25	27	24
Often	32	30	30	31
Almost all the time	36	32	29	32

Question HS/MS Z.37.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.38
During the past 30 days, I paid attention, even when there were distractions.

	Grade			Total
	6th	7th	8th	
	%	%	%	%
Almost never	6	6	5	6
Once in a while	8	9	8	8
Sometimes	24	25	28	26
Often	34	33	32	33
Almost all the time	28	27	27	28

Question HS/MS Z.38.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.39
During the past 30 days, I stayed calm even when others bothered or criticized me.

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Almost never	10	10	8	9
Once in a while	8	11	10	10
Sometimes	24	23	23	23
Often	26	26	29	27
Almost all the time	32	31	30	31

Question HS/MS Z.39.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.40
I can change my intelligence with hard work.

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Not at all true	5	6	6	6
A little true	6	7	9	8
Somewhat true	15	19	22	19
Mostly true	33	29	29	30
Completely true	41	39	34	38

Question HS/MS Z.40.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.41
I can increase my intelligence by challenging myself.

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Not at all true	7	7	7	7
A little true	6	7	8	7
Somewhat true	15	19	21	18
Mostly true	29	28	30	29
Completely true	43	39	35	38

Question HS/MS Z.41.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.42
I am capable of learning anything.

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Not at all true	5	6	5	6
A little true	7	8	10	8
Somewhat true	16	18	21	19
Mostly true	28	27	27	28
Completely true	43	41	36	40

Question HS/MS Z.42.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.43
I can do well in a subject even if I am not naturally good at it.

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Not at all true	6	7	7	7
A little true	9	9	11	10
Somewhat true	17	22	24	21
Mostly true	29	26	26	27
Completely true	39	36	32	35

Question HS/MS Z.43.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.44
I can earn an A in my classes.

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Not at all confident	6	8	8	7
A little confident	8	11	11	10
Somewhat confident	16	20	18	18
Mostly confident	27	28	28	28
Completely confident	43	34	34	37

Question HS/MS Z.44.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.45
I can do well on all my tests, even when they're difficult.

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Not at all confident	6	9	11	9
A little confident	12	13	14	13
Somewhat confident	22	22	26	23
Mostly confident	30	28	25	27
Completely confident	30	27	24	27

Question HS/MS Z.45.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.46
I can master the hardest topics in my classes.

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Not at all confident	10	13	13	12
A little confident	14	17	16	16
Somewhat confident	24	23	27	25
Mostly confident	27	24	21	24
Completely confident	26	23	23	24

Question HS/MS Z.46.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.47
I can meet all the learning goals my teachers set.

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Not at all confident	6	8	9	8
A little confident	12	13	13	13
Somewhat confident	19	21	23	21
Mostly confident	28	28	27	27
Completely confident	36	30	29	31

Question HS/MS Z.47.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.48
During the past 30 days, how carefully did you listen to other people's points of view?

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Not carefully at all	7	10	10	9
Slightly carefully	9	9	10	9
Somewhat carefully	22	23	25	23
Quite carefully	46	43	40	43
Extremely carefully	16	16	15	15

Question HS/MS Z.48.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.49
During the past 30 days, how often did you compliment others' accomplishments?

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Almost never	13	11	12	12
Once in a while	12	13	13	13
Sometimes	24	26	27	26
Often	32	31	31	31
Almost all the time	18	20	18	18

Question HS/MS Z.49.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.50
During the past 30 days, how well did you get along with students who are different from you?

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Did not get along at all	4	5	5	5
Got along a little bit	10	9	9	9
Get along somewhat	17	20	23	20
Got along pretty well	45	44	44	44
Got along extremely well	24	21	18	21

Question HS/MS Z.50.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.51
During the past 30 days, how clearly were you able to describe your feelings?

| | Grade | | | |
| | 6th | 7th | 8th | Total |
	%	%	%	%
Not at all clearly	14	16	17	16
Slightly clearly	15	17	18	17
Somewhat clearly	33	31	32	32
Quite clearly	28	25	22	25
Extremely clearly	11	12	10	11

Question HS/MS Z.51.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.52
When others disagreed with you, how respectful were you of their views?

| | Grade | | | |
| | 6th | 7th | 8th | Total |
	%	%	%	%
Not at all respectful	7	7	7	7
Slightly respectful	11	11	11	11
Somewhat respectful	25	27	31	28
Quite respectful	40	39	38	39
Extremely respectful	17	16	13	15

Question HS/MS Z.52.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.53
Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.

| | Grade | | | |
| | 6th | 7th | 8th | Total |
	%	%	%	%
Strongly disagree	6	7	8	7
Disagree	4	5	6	5
Neither agree nor disagree	19	22	25	22
Agree	37	37	37	37
Strongly agree	35	29	24	29

Question HS/MS Z.53.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.54
My teachers work hard to help me with my schoolwork when I need it.

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Strongly disagree	4	5	6	5
Disagree	4	5	6	5
Neither agree nor disagree	17	20	23	20
Agree	40	41	42	41
Strongly agree	35	29	23	28

Question HS/MS Z.54.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.55
Teachers give students a chance to take part in classroom discussions or activities.

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Strongly disagree	5	6	6	6
Disagree	3	4	5	4
Neither agree nor disagree	17	20	23	20
Agree	40	40	42	41
Strongly agree	35	31	24	30

Question HS/MS Z.55.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.56
This school promotes academic success for all students.

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Strongly disagree	4	5	6	5
Disagree	4	4	5	4
Neither agree nor disagree	19	23	27	23
Agree	37	37	40	38
Strongly agree	36	31	23	29

Question HS/MS Z.56.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.57
This school is a supportive and inviting place for students to learn.

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Strongly disagree	5	5	7	6
Disagree	3	5	5	5
Neither agree nor disagree	18	24	29	24
Agree	38	38	38	38
Strongly agree	36	28	22	28

Question HS/MS Z.57.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.58
Teachers go out of their way to help students.

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Strongly disagree	5	6	7	6
Disagree	4	7	7	6
Neither agree nor disagree	23	25	29	26
Agree	37	36	35	36
Strongly agree	32	27	22	27

Question HS/MS Z.58.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.59
This school clearly informs students what would happen if they break school rules.

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Strongly disagree	4	5	6	5
Disagree	4	5	4	4
Neither agree nor disagree	17	20	24	21
Agree	35	34	39	36
Strongly agree	40	35	27	34

Question HS/MS Z.59.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.60
Rules in this school are made clear to students.

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Strongly disagree	5	7	7	6
Disagree	4	6	6	5
Neither agree nor disagree	21	23	27	24
Agree	34	33	34	34
Strongly agree	36	31	25	31

Question HS/MS Z.60.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.61
Students know how they are expected to act.

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Strongly disagree	5	7	6	6
Disagree	5	6	6	6
Neither agree nor disagree	24	26	29	27
Agree	38	37	38	37
Strongly agree	28	25	21	24

Question HS/MS Z.61.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.62
Students know what the rules are.

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Strongly disagree	4	6	6	5
Disagree	4	5	5	5
Neither agree nor disagree	21	23	26	24
Agree	39	39	40	39
Strongly agree	32	27	23	27

Question HS/MS Z.62.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.63
This school makes it clear how students are expected to act.

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Strongly disagree	4	5	5	5
Disagree	3	5	4	4
Neither agree nor disagree	19	22	27	23
Agree	40	38	40	39
Strongly agree	33	30	24	29

Question HS/MS Z.63.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.64
Adults at this school treat all students with respect.

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Strongly disagree	6	7	7	7
Disagree	4	8	9	7
Neither agree nor disagree	22	26	32	27
Agree	36	35	33	35
Strongly agree	31	24	19	24

Question HS/MS Z.64.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.65
Students treat teachers with respect.

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Strongly disagree	8	9	10	9
Disagree	11	14	15	13
Neither agree nor disagree	37	42	41	40
Agree	27	21	22	23
Strongly agree	16	14	11	14

Question HS/MS Z.65.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.66
The school rules are fair.

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Strongly disagree	9	11	9	10
Disagree	10	11	13	11
Neither agree nor disagree	27	32	38	33
Agree	31	28	26	28
Strongly agree	24	18	14	18

Question HS/MS Z.66.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.67
All students are treated fairly when they break school rules.

	Grade			
	6th	7th	8th	Total
	%	%	%	%
Strongly disagree	9	10	10	10
Disagree	8	11	11	10
Neither agree nor disagree	28	31	36	32
Agree	31	28	28	29
Strongly agree	24	20	15	19

Question HS/MS Z.67.

Note: Columns are not displayed if there are less than 10 respondents.

Appendix I

2019-20 CHKS Secondary Survey Response Rates

Eligible Schools	6th %	7th %	8th %
Bret Harte Middle	59	76	81
Claremont Middle	84	89	95
Coliseum College Prep Academy	95	93	82
Edna Brewer Middle	73	91	87
Elmhurst United Middle	100	83	84
Frick Middle	80	64	33
Greenleaf Elementary	90	96	85
Hillcrest Elementary	70	89	91
Home and Hospital Program			
LIFE Academy	95	92	93
La Escuelita Elementary	100	97	83
Madison Park Academy 6-12	27	87	85
Melrose Leadership Academy	68	93	92
Montera Middle	24	61	33
Oakland SOL Dual Language Middle	2		
Parker Elementary	72	93	76
Roosevelt Middle	39	72	79
United for Success Academy	21	43	50
Urban Promise Academy	98	80	98
West Oakland Middle	92	84	78
Westlake Middle	45	39	69

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

Appendix II

CHKS Content Overview, 2019-20

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

Special attention is directed toward indicators related to the requirements of California's Local Control and Accountability Plans (LCAP).[2] For a summary of state-level LCAP-related baseline CHKS data, see Factsheet #15.[3]

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

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

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

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

In addition, the CHKS Core Module provides data to help understand the degree to which schools address the needs of the Whole Child. CHKS data show that California secondary schools made greater progress in raising standardized test scores over a one-year period when they had higher percentages of students

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

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

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

[4] See calschls.org/reports-data/#slcr

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

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

who reported: (1) being less engaged in risky behaviors such as substance use and violence; (2) being more likely to eat nutritiously and exercise; and (3) experiencing caring adult relationships and high expectations at school.[7] These results suggest that addressing the health and developmental needs of youth is a critical component of a comprehensive strategy for meeting accountability demands for improved academic performance.

GRADE-LEVEL PATTERNS

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

- **Seventh graders** report the highest rates of harassment and victimization, as well as participation in a physical fight and seeing a weapon on campus.

- **Ninth graders** report the lowest rates of developmental support and perceived safety.

- **Nontraditional (continuation school) students** report risk behavior (e.g., binge drinking, fighting at school) prevalence rates at least twice those of 11th graders in traditional comprehensive high schools.[8] They also exhibit lower perceived school safety, school connectedness, and developmental supports. Continuation school students are a highly vulnerable population in need of a wide range of academic, social, emotional, and behavioral supports and intervention services.[9]

DEMOGRAPHIC CHARACTERISTICS AND POPULATION SUBGROUP DIFFERENCES (Section 3)

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

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

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

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

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

Racial-Ethnic Identification

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

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

Foster Care Youth

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

Sexual Orientation and Gender Identity

Lesbian, gay, bisexual, transgender, and questioning or queer (LGBTQ) youth are at elevated risk for bullying and violence victimization, mental health problems, drug and alcohol use, and exhibiting poor performance in school.[13] [14] For example, analysis of the latest Biennial CHKS data indicate that LGBTQ youth[15] are:

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

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

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

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

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

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

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

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

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 4)

A major focus of the CHKS is providing data to gauge the level of pupil engagement, an LCAP state priority on which districts are required to show improvement. Enhancing student engagement has been identified as the key to addressing problems of low achievement, high levels of student misbehavior, alienation, and high dropout rates.[16] A 2009 Gallup study found that a one-percentage-point uptick in a school's average student engagement was connected to a six-point increase in reading achievement and eight points in math.[17] CHKS and other surveys consistently show that as youth progress through the school system, indicators of engagement decline.

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

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

Self-Reported Grades

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

Academic Motivation

A four-item scale gauges student academic motivation by asking how strongly they agree that they try hard to do well on schoolwork, try hard because they are interested in the work, work hard to understand new things at school, and always try to do better. On the 2015-17 State CHKS, the percentage of students strongly agreeing with the questions on this scale declined from 45 percent in 7th grade to 28 percent in 11th.[18]

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

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

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

In order to achieve rigorous academic goals, students need not only a challenging and engaging curriculum, but they need to be emotionally connected to their learning. Student perceptions of the school environment and their degree of school connectedness influence their achievement motivation. But students may be behaviorally and/or emotionally invested in a given activity without actually exerting the necessary mental effort to understand and master the knowledge, craft, or skill that the activity promotes. This scale provides insight into the overall level of that mental effort.

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

Absenteeism and Truancy

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

Poor attendance is a marker of a wider variety of other problems, including low school connectedness and learning engagement. Both the US Department of Education and the California Office of the Attorney General have launched initiatives designed to raise awareness about and combat chronic absenteeism, generally defined as missing 10 percent of school days. According to a report by Attendance Works, the nation's large and persistent achievement gaps are rooted in a largely hidden crisis of chronic absenteeism, especially among low-income and minority children.[19]

Biennial State CHKS data indicate that the most common reasons for being absent in secondary school, after illness, are generally not getting enough sleep and anxiety or stress, followed by being behind in school work, and being bored or uninterested in school, another good indicator of disengagement.[20]

Truancy has been identified as one of the most powerful predictors of both poor achievement and delinquency.[21] Students who are chronically absent are also more likely to use drugs and have deviant friends. Among high school staff statewide, truancy is the top-rated of fourteen potential school problems assessed by the California School Staff Survey.

Developmental Supports

Research shows that when schools (or families or communities) provide three developmental supports—**caring adult relationships, high expectations, and opportunities for meaningful participation**—students are more likely to report more positive academic, social-emotional, and health outcomes, including higher grades, school connectedness, attendance, and perceived safety. CHKS measures these supports using multi-item scales. Results overall suggest that the great majority of students do not receive

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

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

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

sufficient levels of support and that the supports received are lower in high school than in middle school, even though student need for them is arguably higher.[22] [23] [24] [25] [26] [27]

School Connectedness

School connectedness is one of the indicators of school climate that a California school district must address in its LCAP. Research shows that school connectedness is associated with multiple positive academic, social-emotional, and health outcomes.[28] It also shows that youth who feel safe at school, experience caring adults, and have opportunities for engagement and other developmental supports are more likely to feel connected to the school. The CHKS five-item School Connectedness scale is an important differentiator between low-performing and high-performing high schools and has value as an indicator of school quality. The online Query CalSCHLS system (calschls.org/reports-data/query-calschls/) enables examination of how key survey indicators vary by school connectedness.

School connectedness appears to have increased in California in the second half of the last decade, but it still declines markedly after elementary school. A substantial majority of high school students are not highly connected to their schools. On the 2015-17 State CHKS, the average percentage of students strongly agreeing to these scale questions declined from 28 percent in 7th grade to 15 percent in 11th, a decline similar to that found for the Academic Motivation scale.[29] This may be related at least in part to their lower levels of developmental support. Prior analyses have indicated that the lowest rates of both connectedness and test scores are in low-income schools.[30] [31]

Parent Involvement

Parent involvement, including promoting parental participation in school programs, is one of the LCAP state priorities. A three-item scale assesses student perceptions (level of agreement) of three components of parent involvement: teachers communicating with parents about what students are expected to learn in class, parents feeling welcome to participate at this school, and school staff taking parent concerns seriously. The same questions also are asked on the staff and parent surveys so that perceptions can be compared across all three stakeholder groups. A large and growing body of evidence has linked school success to the manner and degree to which a school communicates with parents, engages them both in school activities and education, and fosters a school climate that parents perceive as warm, inviting, and helpful.[32]

Facilities and Physical Environment

As an indicator of student perceptions of the school's physical environment, the CHKS includes a question asking students how much they agree the school "is usually clean and tidy." Additional questions are included in the supplementary School Climate Module. An analysis of 2015/16 data from the questions on both modules found that a plurality of students report that their school facilities are in good condition,

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

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

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

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

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

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

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

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

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

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

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

but a non-trivial minority of students were dissatisfied with the condition of their school facilities.[33] Between 20 percent and 25 percent of students disagree or strongly disagree on the quality of the physical environment items. Almost one-third of schools serving 11th graders were categorized as having low quality physical environments based on student reports on the clean and tidy item. Student perceptions of the quality of their school's physical environment were strongly related to student achievement.

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 5)

The CHKS asks students a wide range of questions to ascertain the scope and nature of physical and verbal violence and victimization that occurs on campus, as well as vandalism, and the overall level of school safety.[34] Physical violence and weapons on campus have long been a major public concern. Equally disruptive are the uncounted acts of bullying, teasing, and other nonviolent misbehavior among youth, such as substance use and sales on campus.[35] These behaviors adversely affect not only students' ability to learn and willingness to attend school, but also the overall school environment, the ability of teachers to teach, and the willingness of adults to enter the teaching profession.[36] [37] [38]

Perceived Safety

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

State CHKS data show that the percentage of students who perceive their school as safe or very safe has consistently been markedly lower for 7th than 9th grade.[39] If students report low levels of perceived school safety, further examination of all the indicators related to bullying and victimization is warranted. Consider conducting follow-up student voice and feedback sessions such as focus groups or Student Listening Circles and integrating questions on why students do not feel safe.[40]

Harassment and Victimization

Most of the safety-related questions on the survey assess victimization. Because a relatively small number of students can victimize a large number of their peers, victimization questions provide important insight into the overall school climate. Nonviolent harassment in any form—threats, intimidation, rumors, and ostracism—can instill a sense of vulnerability, isolation, frustration, and fear among its victims, leading to engagement in health risk behaviors or avoidance behaviors such as missing school and social isolation. This type of misbehavior, vastly more common than any other, ruins the school day for many students. In

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

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

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

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

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

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

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

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

Bruised Inside (2000), the National Association of Attorneys General describes harassment by peers as one of the two causes for kids to express anger using guns, knives, and fists.[41]

The CHKS asks about the frequency with which students experienced any bullying/harassment related to six bias-related categories (gender, race/ethnicity, disability, sexual identity, religion, immigrant status), as well as for any other reason (Table A5.2). About three-in-ten secondary students report experiencing some harassment in the past year on the State CHKS, with the percentages declining between 7th and 11th grades.[42] Analyses show that victims of harassment are more likely to not feel safe at, and connected to, school; to have higher truancy; and to experience lower developmental (resilience) supports at school.[43] [44] They report higher rates of fighting and weapons possession at school, as well as risk of depression. Students who report bias-related harassment, particularly for disability and sexual orientation, have poorer well-being than students who were only harassed for other reasons.

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

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

Vandalism and Weapons

Two other safety-related areas assessed by the survey are school vandalism and weapons possession. Students are asked whether they damaged school property or had their property damaged at school and whether they carried a knife or other weapon to school or observed someone else doing these things. Overall, weapons possession is not common. Statewide, only about two percent of secondary students report carrying a gun and 4-5 percent report carrying another weapon.[45] About 16 percent of 7th and 9th graders report seeing someone carrying a weapon compared to 13 percent of 11th graders.

SUBSTANCE USE AND MENTAL HEALTH (Sections 6-8)

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

Alcohol and Other Drug Use (Section 6)

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

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

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

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

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

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

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

Alcohol and Other Drug Use at School (Section 6)

AOD use at school is especially troubling. This is behavior that threatens not only the user's learning ability but also the school's efforts to educate all youth. It also is an indirect indicator of school disengagement. An analysis of CHKS data found that substance use and intoxication at school, being offered drugs at school, and lifetime intoxication were significantly related to changes in California achievement test scores one year later.[47] Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools.[48] [49]

Cigarette Smoking (Section 7)

Students who report smoking cigarettes are significantly more likely than those who do not to engage in alcohol and other drug use, be involved in violence and gang membership, and experience school-related problems and disengagement. To a lesser extent, students who smoke are also more likely to be victims of violence and harassment, feel unsafe at school, and experience incapacitating sadness and loneliness. These results suggest that efforts to reduce student smoking may be more successful if embedded in approaches that address a broad range of risk behaviors and problems.[50] [51]

Mental Health (Section 8)

The CHKS Core provides two measures for assessing mental health among students: (1) whether they experience chronic, incapacitating sadness or hopelessness; and (2) whether they ever contemplated suicide. Students who experience chronic sadness, compared to their peers who do not, are at elevated risk of a wide range of educational, health, social, and emotional problems, including lower school attendance, performance, and connectedness.[52] They also report lower levels of the developmental supports in their schools and communities that have been shown to mitigate these problems. Similar findings are found among youth who have contemplated suicide.[53]

CHKS data also show that students who report bias-related harassment, particularly for disability and sexual orientation, have poorer overall mental health than students who are harassed for other reasons or not harassed. Students who report any harassment are about twice as likely to experience chronic sadness/hopelessness than their non-harassed peers.[54] [55]

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

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

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

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

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

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