

CALIFORNIA HEALTHY KIDS SURVEY



Oakland Unified Secondary 2019-2020 Main Report

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

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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				✓	

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	2,424	2,179	2,148	1,870
Final number	1,607	1,090	1,003	946
Response Rate	66%	50%	47%	51%

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
School Engagement and Supports					
School connectedness [†]	53	52	51	51	A4.5
Academic motivation [†]	67	66	66	58	A4.5
Chronic truancy (twice a month or more often) [§]	11	13	17	19	A4.2
Caring adult relationships [‡]	62	63	64	64	A4.5
High expectations [‡]	72	70	71	70	A4.5
Meaningful participation [‡]	35	31	31	31	A4.5
Facilities upkeep [†]	29	22	23	27	A4.12
Promotion of parent involvement in school [†]	49	43	40	40	A4.5
School Safety					
School perceived as very safe or safe	53	54	55	54	A5.1
Experienced any harassment or bullying [§]	25	23	22	18	A5.2
Had mean rumors or lies spread about you [§]	24	21	24	16	A5.3
Been afraid of being beaten up [§]	15	12	9	8	A5.3
Been in a physical fight [§]	12	9	8	8	A5.4
Seen a weapon on campus [§]	14	14	12	10	A5.6
Substance Use and Physical/Mental Health					
Current alcohol or drug use [¶]	19	22	24	28	A6.5
Current marijuana use [¶]	14	16	19	21	A6.5
Current binge drinking [¶]	5	8	7	10	A6.5
Very drunk or “high” 7 or more times, ever	9	12	16	16	A6.7
Been drunk or “high” on drugs at school, ever	10	14	16	17	A6.9
Current cigarette smoking [¶]	3	3	3	4	A7.3
Vaping [¶]	11	11	10	11	A7.3
Sleep deprivation (less than 8 hours)	56	64	73	74	A8.1
Experienced chronic sadness/hopelessness [§]	30	33	34	35	A8.3
Considered suicide [§]	13	13	13	10	A8.4

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

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

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

[§]Past 12 months.

[¶]Past 30 days.

3. Demographics

Table A3.1

Gender of Sample

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Male	52	51	47	49
Female	48	49	53	51

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	45	51	52	47
Yes	55	49	48	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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
American Indian or Alaska Native	7	9	2	9
Asian	11	16	21	19
Black or African American	18	19	26	23
Native Hawaiian or Pacific Islander	1	3	3	3
White	25	19	17	17
Mixed (two or more) races	38	36	31	29

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A home with one or more parent or guardian	85	87	90	88
Other relative's home	3	2	2	2
A home with more than one family	9	8	6	7
Friend's home	1	1	0	1
Foster home, group care, or waiting placement	0	0	1	1
Hotel or motel	0	1	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0	0	0
Other living arrangement	2	2	2	1

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Did not finish high school	24	24	27	32
Graduated from high school	14	16	21	22
Attended college but did not complete four-year degree	9	9	12	13
Graduated from college	28	31	22	19
Don't know	25	20	17	14

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	21	25	19	19
Yes	59	58	67	71
Don't know	20	17	14	10

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
English	46	49	47	44
Spanish	41	36	35	38
Mandarin	0	0	1	1
Cantonese	2	4	4	4
Taiwanese	0	0	0	0
Tagalog	0	0	0	1
Vietnamese	2	3	3	3
Korean	0	0	0	0
Arabic	2	2	2	3
Other	8	5	6	6

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
How well do you...				
understand English?				
Very well	71	71	78	76
Well	17	23	20	21
Not well	10	5	2	3
Not at all	1	1	0	0
speak English?				
Very well	66	68	74	67
Well	18	23	20	25
Not well	13	8	6	7
Not at all	2	1	0	1
read English?				
Very well	66	66	74	67
Well	24	28	21	28
Not well	10	6	5	5
Not at all	1	1	0	0
write English?				
Very well	63	64	71	64
Well	24	28	23	28
Not well	12	7	6	7
Not at all	2	1	1	0
English Language Proficiency Status				
Proficient	64	65	72	65
Not proficient	36	35	28	35

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
How well do you...				
understand English?				
Very well	52	48	63	64
Well	28	40	33	31
Not well	19	10	4	4
Not at all	2	1	0	0
speak English?				
Very well	46	44	57	53
Well	27	39	32	36
Not well	23	15	10	10
Not at all	4	2	0	1
read English?				
Very well	47	43	58	54
Well	35	45	33	38
Not well	16	11	9	8
Not at all	1	1	0	1
write English?				
Very well	43	41	53	51
Well	34	44	36	39
Not well	20	14	10	10
Not at all	3	2	1	1
English Language Proficiency Status				
Proficient	44	39	55	51
Not proficient	56	61	45	49

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I do not attend my school's afterschool program	75	77	76	77
1 day	6	5	4	4
2 days	7	7	7	6
3 days	4	3	3	6
4 days	3	2	4	2
5 days	6	6	6	5

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	91	91	95	94
Yes	3	3	2	3
Don't know	6	7	3	3

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Straight (not gay)	76	75	80	78
Gay or Lesbian	2	2	3	2
Bisexual	7	8	8	9
I am not sure yet	4	5	3	4
Something else	1	3	2	2
Decline to respond	10	7	5	5

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No, I am not transgender	91	91	94	94
Yes, I am transgender	1	1	1	1
I am not sure if I am transgender	1	2	1	1
Decline to respond	6	7	4	4

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Mostly A's	25	24	19	19
A's and B's	34	34	33	35
Mostly B's	7	9	8	9
B's and C's	18	18	24	21
Mostly C's	5	4	7	8
C's and D's	6	6	6	5
Mostly D's	1	2	1	1
Mostly F's	4	4	2	2

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times	54	50	46	40
1-2 times	18	19	16	19
A few times	13	17	19	19
Once a month	3	2	2	3
Twice a month	2	3	3	3
Once a week	3	3	4	4
More than once a week	7	7	10	12

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I did not miss any days of school in the past 30 days	38	36	35	28
1 day	22	24	20	20
2 days	20	19	20	22
3 or more days	20	22	25	30

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply; I didn't miss any school	38	34	34	29
Illness (feeling physically sick), including problems with breathing or your teeth	43	42	46	44
Were being bullied or mistreated at school	1	1	1	1
Felt very sad, hopeless, anxious, stressed, or angry	8	10	15	15
Didn't get enough sleep	9	12	18	20
Didn't feel safe at school or going to and from school	2	2	1	2
Had to take care of or help a family member or friend	5	7	8	8
Wanted to spend time with friends	2	3	4	5
Used alcohol or drugs	1	1	2	2
Were behind in schoolwork or weren't prepared for a test or class assignment	3	6	8	11
Were bored or uninterested in school	4	7	9	12
Had no transportation to school	3	4	4	6
Other reason	16	19	15	16

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Total school supports	57	55	55	55	
Caring adults in school [‡]	62	63	64	64	A4.6
High expectations-adults in school [‡]	72	70	71	70	A4.7
Meaningful participation at school [‡]	35	31	31	31	A4.8
School connectedness [†]	53	52	51	51	A4.9
Academic motivation [†]	67	66	66	58	A4.10
Promotion of parent involvement in school [†]	49	43	40	40	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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Caring adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	62	63	64	64
<i>At my school, there is a teacher or some other adult... who really cares about me.</i>				
Not at all true	10	10	8	6
A little true	32	30	30	30
Pretty much true	35	39	36	39
Very much true	23	21	25	24
<i>who notices when I’m not there.</i>				
Not at all true	12	11	10	8
A little true	27	28	29	32
Pretty much true	35	38	36	38
Very much true	26	23	25	22
<i>who listens to me when I have something to say.</i>				
Not at all true	7	9	6	6
A little true	25	23	23	26
Pretty much true	39	41	42	41
Very much true	29	27	29	27

*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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
High expectations-adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	72	70	71	70
<i>At my school, there is a teacher or some other adult... who tells me when I do a good job.</i>				
Not at all true	7	8	8	8
A little true	23	24	25	26
Pretty much true	39	44	41	43
Very much true	31	24	26	23
<i>who always wants me to do my best.</i>				
Not at all true	6	6	4	5
A little true	17	20	21	22
Pretty much true	39	41	40	42
Very much true	37	33	35	31
<i>who believes that I will be a success.</i>				
Not at all true	8	8	7	7
A little true	22	23	22	23
Pretty much true	38	39	39	40
Very much true	32	30	33	30

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Meaningful participation at school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	35	31	31	31
<i>At school,...</i>				
I do interesting activities.				
Not at all true	17	17	17	20
A little true	36	39	39	40
Pretty much true	30	31	31	27
Very much true	17	13	13	13
I help decide things like class activities or rules.				
Not at all true	33	35	34	34
A little true	32	36	37	38
Pretty much true	24	22	21	20
Very much true	11	7	7	8
I do things that make a difference.				
Not at all true	27	30	31	29
A little true	37	40	36	38
Pretty much true	25	23	24	24
Very much true	11	8	9	9
I have a say in how things work.				
Not at all true	32	32	34	32
A little true	34	37	36	38
Pretty much true	23	24	24	21
Very much true	11	7	6	9
I help decide school activities or rules.				
Not at all true	48	50	51	46
A little true	27	30	29	30
Pretty much true	16	15	14	17
Very much true	9	5	6	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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School connectedness				
<i>Average reporting “Agree” or “Strongly agree”</i>	53	52	51	51
I feel close to people at this school.				
Strongly disagree	8	6	7	8
Disagree	8	9	9	10
Neither disagree nor agree	25	26	29	29
Agree	43	41	38	37
Strongly agree	17	17	16	15
I am happy to be at this school.				
Strongly disagree	9	8	8	9
Disagree	8	10	8	12
Neither disagree nor agree	29	33	35	30
Agree	38	36	38	35
Strongly agree	16	13	11	14
I feel like I am part of this school.				
Strongly disagree	8	6	7	8
Disagree	10	11	11	11
Neither disagree nor agree	34	36	33	34
Agree	35	36	37	35
Strongly agree	13	11	12	12
The teachers at this school treat students fairly.				
Strongly disagree	7	7	6	6
Disagree	10	12	11	10
Neither disagree nor agree	30	29	33	31
Agree	37	41	39	42
Strongly agree	15	11	11	11
I feel safe in my school.				
Strongly disagree	7	4	5	6
Disagree	9	9	8	9
Neither disagree nor agree	32	32	37	33
Agree	39	43	40	40
Strongly agree	13	11	10	12

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Academic motivation				
<i>Average reporting “Agree” or “Strongly agree”</i>	67	66	66	58
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	5	4	3	4
Disagree	5	6	5	7
Neither disagree nor agree	16	18	20	25
Agree	41	42	44	43
Strongly agree	33	30	29	20
I try hard at school because I am interested in my work.				
Strongly disagree	8	7	6	8
Disagree	13	13	12	13
Neither disagree nor agree	27	27	31	33
Agree	31	36	32	33
Strongly agree	21	16	18	13
I work hard to try to understand new things at school.				
Strongly disagree	6	5	4	5
Disagree	6	8	6	7
Neither disagree nor agree	21	21	24	28
Agree	39	44	43	43
Strongly agree	27	21	24	17
I am always trying to do better in my schoolwork.				
Strongly disagree	5	5	4	5
Disagree	5	6	4	8
Neither disagree nor agree	17	17	19	26
Agree	40	44	43	41
Strongly agree	33	28	30	20

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Promotion of parent involvement in school				
<i>Average reporting “Agree” or “Strongly agree”</i>	49	43	40	40
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	7	8	7	9
Disagree	9	17	16	14
Neither disagree nor agree	33	34	38	39
Agree	37	34	30	30
Strongly agree	14	8	8	8
Parents feel welcome to participate at this school.				
Strongly disagree	6	6	5	5
Disagree	8	10	7	9
Neither disagree nor agree	40	41	45	45
Agree	34	35	34	33
Strongly agree	13	8	9	8
School staff take parent concerns seriously.				
Strongly disagree	7	6	7	7
Disagree	8	11	12	9
Neither disagree nor agree	38	38	43	43
Agree	35	36	30	31
Strongly agree	13	8	9	9

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
My school is usually clean and tidy.				
Strongly disagree	19	19	19	17
Disagree	25	27	30	25
Neither disagree nor agree	26	32	28	31
Agree	21	17	18	22
Strongly agree	8	5	5	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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very safe	16	14	13	16
Safe	37	40	43	38
Neither safe nor unsafe	39	39	38	37
Unsafe	5	4	4	5
Very unsafe	3	3	2	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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Race, ethnicity, or national origin				
0 times	89	88	89	91
1 time	5	6	5	5
2 or more times	6	6	6	4
Religion				
0 times	95	95	95	95
1 time	3	3	3	3
2 or more times	2	2	3	2
Gender				
0 times	95	94	95	95
1 time	2	3	2	2
2 or more times	3	3	3	3
Because you are gay, lesbian, or bisexual or someone thought you were				
0 times	94	94	95	97
1 time	3	2	2	1
2 or more times	3	4	3	2
A physical or mental disability				
0 times	96	96	96	96
1 time	2	2	2	2
2 or more times	1	2	2	2
<i>Any of the above five reasons</i>	19	19	17	14

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
You are an immigrant or someone thought you were				
0 times	94	94	94	94
1 time	4	3	4	3
2 or more times	2	3	2	3
Any other reason				
0 times	89	89	91	92
1 time	6	5	4	3
2 or more times	5	6	5	4
<i>Any harassment</i>	25	23	22	18

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School violence victimization				
<i>Average reporting “1 or more times”</i>	20	17	16	13
<i>During the past 12 months, how many times on school property have you...</i>				
been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around?				
0 times	83	87	90	90
1 time	9	9	7	5
2 to 3 times	4	3	2	4
4 or more times	4	2	1	2
been afraid of being beaten up?				
0 times	85	88	91	92
1 time	10	8	6	5
2 to 3 times	3	2	1	1
4 or more times	2	2	1	1
had mean rumors or lies spread about you?				
0 times	76	79	76	84
1 time	14	11	13	9
2 to 3 times	6	7	6	4
4 or more times	4	4	5	3
had sexual jokes, comments, or gestures made to you?				
0 times	78	77	79	83
1 time	9	8	7	6
2 to 3 times	6	7	8	5
4 or more times	7	8	6	6

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During the past 12 months, how many times on school property have you...</i>				
been made fun of because of your looks or the way you talk?				
0 times	77	80	78	83
1 time	10	9	9	8
2 to 3 times	6	5	7	5
4 or more times	7	7	6	4
had your property stolen or deliberately damaged?				
0 times	84	87	91	90
1 time	10	9	7	8
2 to 3 times	4	3	2	2
4 or more times	2	2	1	1
been made fun of, insulted, or called names?				
0 times	78	83	84	89
1 time	9	6	6	5
2 to 3 times	6	4	5	3
4 or more times	6	6	5	3
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)	82	85	84	87
1 time	10	9	8	6
2 to 3 times	5	5	4	4
4 or more times	3	2	3	3

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School violence perpetration				
<i>Average reporting “1 or more times”</i>	10	10	8	7
<i>During the past 12 months, how many times on school property have you...</i>				
been in a physical fight?				
0 times	88	91	92	92
1 time	6	7	5	5
2 to 3 times	4	1	2	2
4 or more times	2	1	1	1
been offered, sold, or given an illegal drug?				
0 times	77	73	78	83
1 time	9	10	8	6
2 to 3 times	7	9	6	5
4 or more times	7	9	8	6
damaged school property on purpose?				
0 times	93	93	95	96
1 time	3	4	3	2
2 to 3 times	2	2	1	1
4 or more times	2	1	1	1
carried a gun?				
0 times	98	97	98	98
1 time	1	2	1	1
2 to 3 times	1	0	0	1
4 or more times	1	1	0	0
carried any other weapon (such as a knife or club)?				
0 times	95	95	96	95
1 time	2	2	2	2
2 to 3 times	1	1	1	2
4 or more times	2	2	1	1

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During the past 12 months, how many times on school property have you...</i>				
been threatened with harm or injury?				
0 times	92	94	95	97
1 time	4	4	3	2
2 to 3 times	2	1	1	0
4 or more times	2	1	1	1
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	95	96	97	97
1 time	3	2	2	1
2 to 3 times	1	1	1	0
4 or more times	1	1	0	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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Seen someone carrying a gun, knife, or other weapon				
0 times	86	86	88	90
1 time	7	8	7	5
2 to 3 times	4	3	3	3
4 or more times	3	3	2	2

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Lifetime illicit AOD use to get “high” [#]	34	39	45	46	A6.2
Lifetime alcohol or drug use	36	40	46	47	A6.2
Lifetime marijuana use	22	28	32	37	A6.2
Lifetime very drunk or high (7 or more times)	9	12	16	16	A6.7
Lifetime drinking and driving involvement	8	11	15	15	A6.11
Current alcohol or drug use [¶]	19	22	24	28	A6.5
Current marijuana use [¶]	14	16	19	21	A6.5
Current heavy drug use [¶]	9	10	13	15	A6.5
Current heavy alcohol use (binge drinking) [¶]	5	8	7	10	A6.5
Current alcohol or drug use on school property [¶]	12	11	13	12	A6.8
Harmfulness of occasional marijuana use ^B	26	26	27	26	A6.12
Difficulty of obtaining marijuana ^C	8	9	8	9	A6.13

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

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

[¶]*Past 30 days.*

^B*Great harm.*

^C*Very difficult.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol	21	29	33	37
Marijuana	22	28	32	37
Inhalants	5	4	5	4
Cocaine, methamphetamine, or any amphetamines	3	2	3	4
Heroin	2	2	1	2
Ecstasy, LSD, or other psychedelics	4	6	5	7
Prescription pain medication (opioids)	6	7	4	6
Tranquilizers or sedatives	3	5	3	4
Diet pills or other prescription stimulant	7	7	5	5
Cold/cough medicines or other over-the-counter medicines to get “high”	9	9	8	9
Any other drug, pill, or medicine to get “high”	4	4	3	5
<i>Any of the above AOD use</i>	36	40	46	47
<i>Any illicit AOD use to get “high”[#]</i>	34	39	45	46

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one full drink)				
0 times	79	71	67	63
1 time	7	7	7	6
2 to 3 times	7	9	8	10
4 or more times	8	13	19	21
Marijuana (smoke, vape, eat, or drink)				
0 times	78	72	68	63
1 time	5	6	6	7
2 to 3 times	5	5	5	7
4 or more times	13	17	22	23
Inhalants				
0 times	95	96	95	96
1 time	1	2	2	1
2 to 3 times	1	1	1	2
4 or more times	2	1	1	1
Cocaine, methamphetamine, or any amphetamines				
0 times	97	98	97	96
1 time	1	0	1	1
2 to 3 times	0	1	1	1
4 or more times	1	1	1	1
Heroin				
0 times	98	98	99	98
1 time	1	0	0	0
2 to 3 times	1	1	0	1
4 or more times	1	1	0	0
Ecstasy, LSD, or other psychedelics				
0 times	96	94	95	93
1 time	2	2	1	2
2 to 3 times	1	2	2	3
4 or more times	1	2	2	1

Question HS A.51-54, 56, 57/MS A.52-54: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Heroin... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms).

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

Table A6.3
Lifetime AOD Use – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Prescription pain medication				
0 times	94	93	96	94
1 time	2	3	1	1
2 to 3 times	2	2	2	3
4 or more times	2	2	1	2
Tranquilizers or sedatives				
0 times	97	95	97	96
1 time	1	2	1	1
2 to 3 times	1	2	1	2
4 or more times	1	1	1	1
Diet pills				
0 times	96	97	98	97
1 time	0	1	0	1
2 to 3 times	1	1	1	1
4 or more times	3	1	1	1
Ritalin or Adderall or other prescription stimulant				
0 times	95	95	96	96
1 time	2	2	2	1
2 to 3 times	1	2	1	1
4 or more times	2	2	2	2
Cold/cough medicines or other over-the-counter medicines to get “high”				
0 times	91	91	92	91
1 time	3	3	2	3
2 to 3 times	3	3	3	4
4 or more times	3	3	3	2

Question HS A.58-62: During your life, how many times have you used the following?... Prescription pain medication (Vicodin, OxyContin, Percodan, Fentanyl)... Tranquilizers or sedatives (Xanax, Klonopin, Ativan, Valium)... Diet pills (Didrex, Dexedrine, Xenadrine, Skittles, M&M’s)... Ritalin or Adderall or other prescription stimulant... Cold/cough medicines or other over-the-counter medicines to get “high.”

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 times	96	96	97	95
1 time	2	1	1	2
2 to 3 times	1	2	1	2
4 or more times	1	2	1	1

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

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

Table A6.4
Methods of Marijuana Consumption

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>				
Smoke it?				
0 times	81	76	71	67
1 time	3	5	4	5
2 to 3 times	5	4	4	6
4 or more times	11	16	21	22
In a vaping device?				
0 times	82	77	74	74
1 time	4	6	5	4
2 to 3 times	5	5	5	6
4 or more times	8	13	16	16
Eat or drink it in products made with marijuana?				
0 times	85	80	75	75
1 time	4	4	5	7
2 to 3 times	5	6	8	8
4 or more times	5	9	11	10

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one or more drinks of alcohol)	10	14	13	17
Binge drinking (5 or more drinks in a row)	5	8	7	10
Marijuana (smoke, vape, eat, or drink)	14	16	19	21
Inhalants	2	3	1	2
Prescription drugs to get “high” or for reasons other than prescribed	2	2	1	2
Other drug, pill, or medicine to get “high” or for reasons other than medical	2	3	1	3
<i>Any drug use</i>	15	17	20	22
<i>Heavy drug use</i>	9	10	13	15
<i>Any AOD Use</i>	19	22	24	28
Two or more substances at the same time	4	6	5	7

Question HS A.73-79/MS A.66-70: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?... inhalants (things you sniff, huff, or breathe to get “high”)?... prescription drugs to get “high” or for reasons other than prescribed?... any other drug, pill, or medicine to get “high” or for reasons other than medical?... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

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

Heavy drug use was calculated based on pattern of combined current drug use on three or more days (marijuana, inhalants, prescription pain medicine to get “high” (high school only), or any other illegal drug/pill to get “high”).

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one or more drinks)				
0 days	90	86	87	83
1 or 2 days	7	10	9	12
3 to 9 days	2	3	3	4
10 to 19 days	0	0	0	1
20 to 30 days	1	0	0	1
Binge drinking (5 or more drinks in a row)				
0 days	95	92	93	90
1 or 2 days	3	5	5	7
3 to 9 days	1	2	2	2
10 to 19 days	0	0	0	0
20 to 30 days	1	0	0	1
Marijuana (smoke, vape, eat, or drink)				
0 days	86	84	81	79
1 or 2 days	7	7	7	8
3 to 9 days	3	3	5	5
10 to 19 days	1	2	2	2
20 to 30 days	3	3	6	7

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very drunk or sick after drinking alcohol				
0 times	91	86	82	78
1 to 2 times	6	8	10	14
3 to 6 times	1	3	5	5
7 or more times	2	2	3	2
“High” (loaded, stoned, or wasted) from using drugs				
0 times	82	77	73	70
1 to 2 times	6	7	7	8
3 to 6 times	4	4	5	6
7 or more times	8	11	15	16
<i>Very drunk or “high” 7 or more times</i>	9	12	16	16

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
0 days	95	95	95	95
1 to 2 days	4	4	4	4
3 or more days	1	1	1	1
Marijuana (smoke, vape, eat, or drink)				
0 days	91	91	89	89
1 to 2 days	5	3	5	6
3 or more days	5	5	6	5
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 days	98	98	99	98
1 to 2 days	1	1	0	1
3 or more days	1	1	0	1
<i>Any of the above</i>	12	11	13	12

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times	90	86	84	83
1 to 2 times	5	6	6	6
3 to 6 times	2	4	4	5
7 or more times	3	5	6	6

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

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

Table A6.10
Cessation Attempts

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
Does not apply, don't use	83	81	78	75
0 times	14	13	16	19
1 time	2	2	3	3
2 to 3 times	1	2	1	1
4 or more times	1	1	1	1
Marijuana				
Does not apply, don't use	79	77	75	70
0 times	14	14	15	20
1 time	3	3	4	5
2 to 3 times	2	3	2	2
4 or more times	2	3	3	3

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

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

Table A6.11
Drinking While Driving, Lifetime

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using				
Never	92	89	85	85
1 time	3	3	5	4
2 times	2	2	3	3
3 to 6 times	2	2	3	4
7 or more times	2	3	4	5

Question HS A.104: During your life, how many times have you ever driven a car when you had been using alcohol or drugs, or been in a car driven by a friend when he or she had been using?

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol - drink occasionally				
Great	24	27	30	30
Moderate	21	25	20	21
Slight	21	20	20	18
None	34	28	29	31
Alcohol - 5 or more drinks once or twice a week				
Great	39	46	44	45
Moderate	20	21	21	18
Slight	9	9	7	9
None	33	25	27	29
Marijuana - use occasionally				
Great	26	26	27	26
Moderate	19	21	20	16
Slight	18	18	17	21
None	37	35	35	37
Marijuana - use daily				
Great	41	39	41	34
Moderate	15	19	18	19
Slight	10	12	10	14
None	35	30	31	33

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
Very difficult	9	11	9	10
Fairly difficult	7	8	5	7
Fairly easy	17	20	22	22
Very easy	23	27	29	31
Don't know	44	35	34	31
Marijuana				
Very difficult	8	9	8	9
Fairly difficult	5	5	4	4
Fairly easy	14	17	18	16
Very easy	33	38	39	42
Don't know	40	32	32	29

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	6	8	8	9	A7.2
Current cigarette smoking [¶]	3	3	3	4	A7.3
Current cigarette smoking at school [¶]	1	2	2	2	A7.4
Ever tried smokeless tobacco	3	3	3	5	A7.2
Current smokeless tobacco use [¶]	1	1	1	2	A7.3
Current smokeless tobacco use at school [¶]	1	2	1	2	A7.4
Ever used vape products	20	23	23	23	A7.2
Current use of vape products [¶]	11	11	10	11	A7.3
Current vaping at school [¶]	9	8	7	7	A7.4
Cessation Attempts					
Tried to quit or stop using cigarettes	2	2	3	5	A7.6
Tried to quit or stop using vapes	6	7	7	8	A7.6
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking ^B	31	34	37	38	A7.7
Harmfulness of smoking 1 or more packs/day ^B	52	57	57	57	A7.7
Harmfulness of vaping occasionally ^B	28	30	32	32	A7.8
Harmfulness of vaping several times a day ^B	51	54	57	53	A7.8
Difficulty of obtaining cigarettes ^C	11	12	11	11	A7.9
Difficulty of obtaining vape products ^C	8	10	7	9	A7.9
Anti-Tobacco Policy					
School bans tobacco use and vaping	48	49	52	54	A7.10

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

[¶]Past 30 days.

^BGreat harm.

^CVery difficult.

Table A7.2
Lifetime Tobacco Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A whole cigarette				
0 times	94	92	92	91
1 time	2	4	3	3
2 to 3 times	1	2	2	3
4 or more times	2	2	3	4
Smokeless tobacco				
0 times	97	97	97	95
1 time	1	1	1	2
2 to 3 times	1	1	1	2
4 or more times	1	1	1	1
Vape products				
0 times	80	77	77	77
1 time	6	6	6	5
2 to 3 times	6	6	5	8
4 or more times	8	10	12	10

Question HS A.48-50/MS A.49-51: During your life, how many times have you used the following?... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Vape products.

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
Any	3	3	3	4
Daily (20 or more days)	0	1	1	0
Smokeless tobacco				
Any	1	1	1	2
Daily (20 or more days)	0	0	0	0
Vape products				
Any	11	11	10	11
Daily (20 or more days)	1	2	2	2

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
0 days	99	98	98	98
1 or 2 days	1	1	1	1
3 to 9 days	0	1	0	0
10 to 19 days	0	0	0	0
20 to 30 days	0	1	0	0
Smokeless tobacco				
0 days	99	98	99	98
1 or 2 days	1	1	0	1
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	0
Vape				
0 days	91	92	93	93
1 or 2 days	4	4	4	4
3 to 9 days	3	1	2	1
10 to 19 days	1	1	0	1
20 to 30 days	1	1	1	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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes				
0 days	93	92	95	95
1 day	2	2	1	1
2 days	1	2	1	1
3-9 days	1	1	1	1
10-19 days	1	1	1	0
20-30 days	1	1	1	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***Cigarette Smoking and Vaping Cessation Attempts***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
Does not apply, don't use	89	90	91	88
0 times	9	8	6	8
1 time	1	1	1	2
2 to 3 times	1	0	0	1
4 or more times	1	1	1	1
Vapes				
Does not apply, don't use	82	84	84	82
0 times	11	9	9	11
1 time	3	3	4	4
2 to 3 times	2	3	2	2
4 or more times	1	1	2	2

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Smoke cigarettes occasionally				
Great	31	34	37	38
Moderate	21	27	21	20
Slight	15	13	13	12
None	34	26	29	30
Smoke 1 or more packs of cigarettes each day				
Great	52	57	57	57
Moderate	10	13	10	9
Slight	5	5	4	5
None	33	26	29	29

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Use vape products occasionally				
Great	28	30	32	32
Moderate	26	28	25	24
Slight	16	17	14	16
None	31	26	29	29
Use vape products several times a day				
Great	51	54	57	53
Moderate	13	16	11	12
Slight	5	6	4	6
None	32	24	28	29

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
Very difficult	11	12	11	11
Fairly difficult	8	8	9	8
Fairly easy	15	20	21	19
Very easy	15	18	19	23
Don't know	51	42	40	39
Vape products				
Very difficult	8	10	7	9
Fairly difficult	5	5	4	5
Fairly easy	16	16	19	20
Very easy	32	36	37	36
Don't know	40	32	33	30

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	9	11	9	10
Yes	48	49	52	54
Don't know	44	41	38	36

Question HS A.103/MS A.90: Does your school have a policy that bans tobacco use and vaping on school property and at school sponsored events?

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

8. Other Physical and Mental Health Risks

Table A8.1

Hours of Sleep

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
4 or less hours	9	9	9	10
5 hours	7	8	13	14
6 hours	16	18	22	26
7 hours	24	29	29	25
8 hours	28	26	19	19
9 hours	10	8	5	4
10 or more hours	6	3	3	3
<i>Sleep deprivation (less than 8 hours)</i>	56	64	73	74

Question HS A.133/MS A.121: On an average school night, how many hours of sleep do you get?

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

Table A8.2

Eating of Breakfast

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	40	42	44	47
Yes	60	58	56	53

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

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

Table A8.3

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	70	67	66	65
Yes	30	33	34	35

Question HS A.130/MS A.118: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	87	87	87	90
Yes	13	13	13	10

Question HS A.131/MS A.119: During the past 12 months, did you ever seriously consider attempting suicide?

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

Table A8.5***Gang Involvement***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	97	96	96	96
Yes	3	4	4	4

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 - 9th Grade

Percent of Students (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	58	58	52	58	44	62	53
Caring adults in school [‡]	63	61	57	64	53	67	59
High expectations-adults in school [‡]	73	74	70	74	51	76	68
Meaningful participation at school [‡]	38	41	28	36	28	43	32
<i>School Connectedness</i> [†]	55	58	51	47	40	62	48
<i>Academic Motivation</i> [†]	69	81	68	62	54	70	63
<i>Promotion of parent involvement in School</i> [†]	54	65	38	47	38	53	43

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

Table A9.2

School Supports and Engagement by Race/Ethnicity - 10th Grade

Percent of Students (%)	Grade 10						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	53	49	52	54	65	61	55
Caring adults in school [‡]	61	53	58	63	73	70	65
High expectations-adults in school [‡]	67	63	67	71	78	78	71
Meaningful participation at school [‡]	31	30	31	30	44	35	30
<i>School Connectedness</i> [†]	52	50	47	46	48	61	52
<i>Academic Motivation</i> [†]	66	65	64	65	55	71	63
<i>Promotion of parent involvement in School</i> [†]	48	54	38	39	37	41	43

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

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

Percent of Students (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	52	49	61	58	60	59	53
Caring adults in school [‡]	59	56	70	66	61	71	61
High expectations-adults in school [‡]	67	64	77	71	75	76	67
Meaningful participation at school [‡]	28	27	34	36	42	30	31
<i>School Connectedness</i> [†]	50	61	53	44	57	61	47
<i>Academic Motivation</i> [†]	64	80	69	65	72	66	61
<i>Promotion of parent involvement in School</i> [†]	42	62	41	37	53	35	37

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

Table A9.4***School Supports and Engagement by Race/Ethnicity - 12th Grade***

Percent of Students (%)	Grade 12						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	52	57	57	57	50	62	54
Caring adults in school [‡]	60	65	66	65	54	74	61
High expectations-adults in school [‡]	67	72	70	73	60	78	69
Meaningful participation at school [‡]	29	34	35	34	37	34	31
<i>School Connectedness</i> [†]	50	60	51	47	38	64	50
<i>Academic Motivation</i> [†]	59	73	58	57	37	61	56
<i>Promotion of parent involvement in School</i> [†]	44	59	37	37	37	37	38

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	56	53	57	52
American Indian or Alaska Native	62	67	64	60
Asian	43	45	52	49
Black or African American	48	56	52	56
Native Hawaiian or Pacific Islander	58	62	53	50
White	65	61	66	69
Mixed (two or more) races	45	53	52	51

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	14	15	16	11
American Indian or Alaska Native	9	15	14	5
Asian	32	22	18	19
Black or African American	17	15	17	14
Native Hawaiian or Pacific Islander	18	24	32	19
White	22	26	23	15
Mixed (two or more) races	17	20	17	18

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	21	21	21	15
American Indian or Alaska Native	17	22	21	13
Asian	33	24	21	20
Black or African American	24	19	20	21
Native Hawaiian or Pacific Islander	27	29	37	19
White	28	31	28	18
Mixed (two or more) races	24	24	22	24

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

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

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

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

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	10	10	10	9
American Indian or Alaska Native	3	5	13	5
Asian	5	7	5	9
Black or African American	11	7	12	10
Native Hawaiian or Pacific Islander	23	19	11	22
White	12	18	18	17
Mixed (two or more) races	14	13	10	11

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	10	14	13	14
American Indian or Alaska Native	5	12	13	6
Asian	7	8	9	15
Black or African American	5	5	7	14
Native Hawaiian or Pacific Islander	15	0	0	6
White	14	27	29	36
Mixed (two or more) races	11	17	15	17

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	12	13	18	17
American Indian or Alaska Native	5	5	20	6
Asian	7	7	4	12
Black or African American	17	20	27	28
Native Hawaiian or Pacific Islander	31	14	5	41
White	16	25	31	31
Mixed (two or more) races	18	20	22	22

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

Table A9.13
Sleep Deprivation by Race/Ethnicity

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	55	66	72	72
American Indian or Alaska Native	61	63	71	75
Asian	53	71	78	83
Black or African American	67	68	78	78
Native Hawaiian or Pacific Islander	73	71	79	63
White	52	56	65	67
Mixed (two or more) races	55	62	69	69

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	30	33	37	35
American Indian or Alaska Native	29	36	43	30
Asian	31	34	29	39
Black or African American	24	35	30	31
Native Hawaiian or Pacific Islander	27	52	26	0
White	30	29	35	32
Mixed (two or more) races	34	33	36	41

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

Table A9.15***Suicide Ideation by Race/Ethnicity***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	11	11	13	7
American Indian or Alaska Native	4	14	29	5
Asian	13	11	10	13
Black or African American	10	15	12	8
Native Hawaiian or Pacific Islander	27	33	16	6
White	14	10	13	10
Mixed (two or more) races	16	14	15	13

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

10. Gender Breakdowns

Table A10.1
School Supports and Engagement by Gender

	Grade 9		Grade 10		Grade 11		Grade 12	
	Female	Male	Female	Male	Female	Male	Female	Male
	%	%	%	%	%	%	%	%
<i>School Environment</i>								
Total school supports [‡]	56	57	54	55	55	56	56	53
Caring adults in school [‡]	62	62	64	62	64	65	65	62
High expectations-adults in school [‡]	74	71	72	69	72	70	71	69
Meaningful participation at school [‡]	32	38	27	34	30	32	33	29
<i>School Connectedness</i> [†]	51	55	48	57	49	52	47	54
<i>Academic Motivation</i> [†]	69	64	69	63	70	61	62	53
<i>Promotion of parent involvement in School</i> [†]	47	50	41	45	38	42	39	40

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 9		Grade 10		Grade 11		Grade 12	
	Female	Male	Female	Male	Female	Male	Female	Male
	%	%	%	%	%	%	%	%
Perceived Safety at School								
Feel safe or very safe at school	50	56	50	59	53	58	51	58
Harassment/Bullying at School								
<i>During the past 12 months at school, have you been...</i>								
harassed/bullied for any of the five reasons?	21	16	21	16	20	14	13	14
harassed/bullied for any reason?	28	22	28	18	26	17	18	18
Current ATOD Use								
<i>During the past 30 days, did you...</i>								
have at least one drink of alcohol at school?	7	4	6	4	4	5	4	6
use cigarettes?	3	3	3	3	2	5	4	4
use vape products?	14	8	13	9	12	9	10	11
have at least one drink of alcohol?	12	8	17	11	15	11	17	17
use marijuana?	17	12	19	13	21	18	22	20
Physical and Mental Health								
Sleep deprivation (less than 8 hours)	58	54	66	62	75	71	71	77
Chronic sad or hopeless feelings, past 12 months	40	20	43	23	42	25	42	27
Seriously considered attempting suicide, past 12 months	18	8	18	7	17	8	12	7

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 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	2,424	2,179	2,148	1,870
Final number	1,359	971	893	851
Response Rate	56%	45%	42%	46%

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				Total
	9th %	10th %	11th %	12th %	
Strongly disagree	19	19	20	23	20
Disagree	12	10	14	14	13
Neither agree nor disagree	26	26	28	29	27
Agree	23	27	25	25	25
Strongly agree	19	17	13	10	15

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				Total
	9th %	10th %	11th %	12th %	
Strongly disagree	14	15	15	16	15
Disagree	12	13	12	12	12
Neither agree nor disagree	36	41	37	39	38
Agree	24	24	28	25	25
Strongly agree	13	7	8	8	9

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				Total
	9th %	10th %	11th %	12th %	
Strongly disagree	17	17	18	17	17
Disagree	17	17	16	17	17
Neither agree nor disagree	41	45	43	46	43
Agree	19	17	19	17	18
Strongly agree	6	4	4	4	5

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				Total
	9th %	10th %	11th %	12th %	
Strongly disagree	14	14	14	15	14
Disagree	9	11	10	9	9
Neither agree nor disagree	32	39	38	36	36
Agree	29	28	28	30	29
Strongly agree	17	8	10	10	12

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				Total
	9th %	10th %	11th %	12th %	
Not at all true	14	16	14	14	15
A little true	31	33	33	33	32
Pretty much true	31	33	31	33	32
Very much true	24	17	21	20	21

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				Total
	9th %	10th %	11th %	12th %	
0 days	88	90	90	90	89
1 day	8	5	5	3	5
2 days	2	3	2	4	3
3 days	1	1	1	1	1
4 days or more	2	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				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Not at all	44	43	44	45	44
A little bit	15	14	13	13	14
Somewhat	17	21	18	18	18
Quite a bit	13	14	15	14	14
A tremendous amount	9	9	10	9	9

*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				Total %
	9th	10th	11th	12th	
	%	%	%	%	
0 times	54	52	53	50	53
1 time	26	26	26	25	26
2 times	10	13	11	13	12
3 times	4	5	4	5	5
4 times	2	2	1	2	2
5 or more times	4	2	5	4	4

*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				Total %
	9th	10th	11th	12th	
	%	%	%	%	
0 times	44	45	48	50	46
1 time	31	30	28	29	30
2 times	13	14	14	11	13
3 times	6	5	4	4	5
4 times	2	3	2	2	2
5 or more times	4	3	4	4	4

*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				Total
	9th %	10th %	11th %	12th %	
0 times	31	28	28	30	29
1 time	24	23	26	25	24
2 times	20	19	18	20	19
3 times	12	15	14	12	13
4 times	5	5	6	6	5
5 or more times	9	10	9	8	9

*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				Total
	9th %	10th %	11th %	12th %	
0 times	31	29	30	31	30
1 time	25	27	24	26	25
2 times	18	20	20	18	19
3 times	11	10	13	13	12
4 times	5	5	5	4	5
5 or more times	10	9	8	8	9

*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				Total
	9th %	10th %	11th %	12th %	
1 or 2 cups of water	27	26	24	28	26
3 or 4 cups of water	34	32	33	31	32
5 or 6 cups of water	20	21	21	21	21
7 or more cups of water	15	17	19	17	17
I did not drink water yesterday	4	4	3	4	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				Total %
	9th %	10th %	11th %	12th %	
Bring own food from home	29	33	28	28	30
Eat meal served/sold by the school cafeteria	25	25	24	26	25
Eat food/beverages sold at the school's a la carte line or snack bar	3	2	2	1	2
Eat food from vending machines at school or the school/student store	1	1	1	1	1
Eat food from food truck or mobile food vendor located near school entrance	4	2	2	3	3
Eat food from delivery service (for example, Uber Eats)	1	1	3	1	2
Eat off campus at restaurant, corner store, etc.	16	15	11	13	14
I usually don't eat lunch	22	21	29	27	24

*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				Total %
	9th %	10th %	11th %	12th %	
A lot	4	4	5	7	5
Sometimes	12	15	16	17	15
Never	84	81	80	75	81

*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				Total
	9th %	10th %	11th %	12th %	
0 days	19	22	34	35	26
1 day	11	12	10	12	11
2 days	13	12	13	12	13
3 days	14	15	11	12	13
4 days	11	11	9	9	10
5 days	13	13	11	9	12
6 days	5	5	4	3	4
7 days	13	10	8	8	10

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				Total
	9th %	10th %	11th %	12th %	
Does not apply - I have never used the School Health Center or my school doesn't have one	65	63	59	55	61
Medical care when I was sick, hurt or needed a check-up	20	21	23	23	21
Counseling to help deal with issues like stress, feeling sad, family problems or alcohol or drug use	10	11	14	14	12
Help with sexual health issues like birth control/condoms or testing for pregnancy/sexually transmitted diseases (STDs)	8	11	15	18	12
Help with diet, nutrition or exercise	4	4	4	7	5
Dental care for cleanings, toothaches or cavities	4	5	7	8	6
Other services (like group programs)	7	6	6	8	7

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				Total %
	9th %	10th %	11th %	12th %	
None, I have never used the School Health Center or my school doesn't have one	61	54	49	47	54
1 or 2 times	27	31	31	30	30
3 to 9 times	9	11	12	16	12
10 times or more	3	3	7	8	5

*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				Total %
	9th %	10th %	11th %	12th %	
No	11	10	9	14	11
Yes	85	84	88	81	85
Not sure	4	6	3	5	4

*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				Total %
	9th %	10th %	11th %	12th %	
No	13	11	10	12	12
Yes	70	72	77	74	73
Not sure	17	16	13	13	15

*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				Total %
	9th %	10th %	11th %	12th %	
Always	12	15	21	24	17
Sometimes	5	5	7	10	6
Rarely	2	3	4	5	3
Never	5	5	7	6	6
Does not apply – I’ve never had sex	76	71	62	55	67

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				Total %
	9th %	10th %	11th %	12th %	
No	97	95	95	95	96
Yes	3	5	5	5	4

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				Total %
	9th %	10th %	11th %	12th %	
I have not dated anyone.	47	41	40	42	43
0 times	47	50	51	49	49
1 time	3	5	5	5	4
2 or 3 times	2	2	2	3	2
4 or 5 times	0	1	1	1	1
6 or more times	1	1	1	1	1

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				Total %
	9th	10th	11th	12th	
	%	%	%	%	
No	67	66	69	69	68
One person	14	17	14	13	14
Two or three people	10	11	10	10	10
More than three people	9	7	8	8	8

*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				Total %
	9th	10th	11th	12th	
	%	%	%	%	
No	87	85	87	90	87
Yes	13	15	13	10	13

*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				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Not at all true	9	10	13	15	12
A little true	10	9	10	13	10
Somewhat true	12	15	14	15	14
Mostly true	20	20	22	20	20
Completely true	49	45	41	36	44

*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				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Not at all true	7	8	9	11	9
A little true	7	8	8	9	8
Somewhat true	11	11	12	14	12
Mostly true	18	23	22	23	21
Completely true	57	50	49	43	51

*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				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Not at all true	10	11	11	14	11
A little true	9	9	11	13	10
Somewhat true	15	15	15	16	15
Mostly true	22	23	23	20	22
Completely true	45	42	40	37	42

*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				Total
	9th %	10th %	11th %	12th %	
Strongly agree	43	38	42	44	42
Agree	42	45	39	40	42
Disagree	6	7	7	6	6
Strongly disagree	3	3	3	4	3
Not applicable	6	7	8	6	7

*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				Total
	9th %	10th %	11th %	12th %	
Career exploration like career fairs, job shadowing, field trips to organizations, or career assessments	31	32	49	50	39
Classes focused on preparing students for careers in a specific industry (like construction, business, health care or others)	20	26	33	29	27
Paid or unpaid internship or apprenticeship at a company or at school	14	17	29	33	22
None of the above or don't know	54	51	33	33	44

*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				Total %
	9th %	10th %	11th %	12th %	
Strongly disagree	15	15	15	16	15
Disagree	12	16	13	14	14
Neither agree nor disagree	30	34	32	34	32
Agree	32	29	33	30	31
Strongly agree	10	6	7	7	8

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				Total %
	9th %	10th %	11th %	12th %	
Yes, at school	26	26	35	41	31
Yes, outside of school	40	40	36	31	37
No	35	34	29	28	32

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				Total %
	9th %	10th %	11th %	12th %	
Go to a 2 year college	9	9	14	25	14
Go to a 4 year college/university	53	57	55	49	54
Attend a trade school or receive other job training	2	2	2	4	2
Go to work	7	6	7	6	7
Enter the military	1	1	2	2	2
Travel for a while	2	2	1	2	2
Volunteer or do an internship	1	0	0	1	0
I don't know yet	25	22	18	11	20

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				Total %
	9th %	10th %	11th %	12th %	
Yes	41	60	62	56	54
No	27	20	19	27	24
Not sure, I don't know, or not applicable	32	20	18	17	23

*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				Total %
	9th %	10th %	11th %	12th %	
I was born in the US	70	71	69	66	69
More than 10 years	6	7	9	10	8
4-10 years	6	7	9	11	8
1-3 years	5	12	11	11	9
Less than 1 year	14	3	2	2	6

*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				Total %
	9th %	10th %	11th %	12th %	
Almost never	7	5	5	7	6
Once in a while	5	6	6	7	6
Sometimes	14	12	15	17	14
Often	30	31	31	31	31
Almost all the time	44	46	43	38	43

*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
	9th %	10th %	11th %	12th %	
Almost never	5	5	5	5	5
Once in a while	5	5	4	7	5
Sometimes	14	12	14	16	14
Often	34	35	33	33	34
Almost all the time	42	43	44	39	42

*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
	9th %	10th %	11th %	12th %	
Almost never	7	7	8	10	8
Once in a while	10	10	10	13	11
Sometimes	22	29	27	29	26
Often	30	27	31	27	29
Almost all the time	31	28	24	22	26

*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
	9th %	10th %	11th %	12th %	
Almost never	6	6	6	6	6
Once in a while	8	8	7	9	8
Sometimes	24	24	28	30	26
Often	32	34	33	33	33
Almost all the time	31	29	26	23	27

*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				Total %
	9th %	10th %	11th %	12th %	
Almost never	10	7	6	6	7
Once in a while	9	8	6	8	8
Sometimes	18	19	20	22	20
Often	28	30	32	31	30
Almost all the time	35	36	36	33	35

*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				Total %
	9th %	10th %	11th %	12th %	
Not at all true	7	8	8	9	8
A little true	8	7	8	9	8
Somewhat true	21	25	24	25	24
Mostly true	31	31	31	31	31
Completely true	33	30	30	26	30

*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				Total %
	9th %	10th %	11th %	12th %	
Not at all true	7	6	7	7	7
A little true	8	8	7	10	8
Somewhat true	19	22	22	22	21
Mostly true	30	30	30	30	30
Completely true	36	34	33	31	34

*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				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Not at all true	6	7	7	7	7
A little true	8	7	7	9	8
Somewhat true	19	22	21	24	21
Mostly true	30	29	32	30	30
Completely true	36	35	33	31	34

*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				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Not at all true	8	8	8	7	8
A little true	9	9	9	12	10
Somewhat true	22	26	26	26	25
Mostly true	29	28	29	29	29
Completely true	32	29	28	26	29

*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				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Not at all confident	8	8	7	9	8
A little confident	10	10	11	10	10
Somewhat confident	19	22	24	24	22
Mostly confident	27	30	30	27	28
Completely confident	37	31	27	30	32

*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				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Not at all confident	9	9	9	9	9
A little confident	14	13	13	15	14
Somewhat confident	22	31	33	32	29
Mostly confident	29	25	27	22	26
Completely confident	26	21	18	22	22

*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				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Not at all confident	12	10	11	10	11
A little confident	14	16	15	18	15
Somewhat confident	26	29	32	30	29
Mostly confident	23	25	25	21	24
Completely confident	25	20	18	22	21

*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				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Not at all confident	8	8	8	8	8
A little confident	12	12	11	12	12
Somewhat confident	21	25	26	29	25
Mostly confident	27	29	32	25	28
Completely confident	31	25	22	25	26

*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				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Not carefully at all	14	11	9	11	11
Slightly carefully	11	8	10	9	10
Somewhat carefully	22	21	25	23	23
Quite carefully	37	43	39	38	39
Extremely carefully	16	17	17	19	17

*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				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Almost never	12	10	10	10	11
Once in a while	14	14	14	12	13
Sometimes	25	29	30	25	27
Often	32	30	29	31	31
Almost all the time	17	18	17	22	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				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Did not get along at all	6	8	6	8	7
Got along a little bit	13	12	11	10	12
Get along somewhat	21	19	26	21	21
Got along pretty well	42	44	39	40	41
Got along extremely well	19	18	18	21	19

*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				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Not at all clearly	18	16	14	17	17
Slightly clearly	17	20	18	17	18
Somewhat clearly	32	32	33	31	32
Quite clearly	24	23	23	24	23
Extremely clearly	9	9	11	12	10

*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				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Not at all respectful	8	7	7	8	7
Slightly respectful	9	10	10	8	9
Somewhat respectful	27	29	24	25	26
Quite respectful	41	42	42	39	41
Extremely respectful	15	13	16	19	16

*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				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Strongly disagree	7	8	7	8	8
Disagree	6	6	5	6	6
Neither agree nor disagree	25	29	27	28	27
Agree	37	37	42	39	39
Strongly agree	25	19	19	19	21

*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				Total
	9th %	10th %	11th %	12th %	
Strongly disagree	6	6	5	6	6
Disagree	7	8	7	7	7
Neither agree nor disagree	26	28	31	30	29
Agree	37	40	39	37	38
Strongly agree	24	18	18	19	20

*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				Total
	9th %	10th %	11th %	12th %	
Strongly disagree	5	5	5	6	5
Disagree	6	5	4	5	5
Neither agree nor disagree	22	27	28	29	26
Agree	42	43	44	41	42
Strongly agree	25	20	20	19	21

*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				Total
	9th %	10th %	11th %	12th %	
Strongly disagree	5	6	6	7	6
Disagree	5	5	7	7	6
Neither agree nor disagree	25	29	31	32	29
Agree	39	40	38	37	39
Strongly agree	26	19	18	17	20

*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				Total
	9th %	10th %	11th %	12th %	
Strongly disagree	6	6	7	6	6
Disagree	7	7	7	7	7
Neither agree nor disagree	28	32	32	33	31
Agree	36	38	37	35	36
Strongly agree	24	17	17	18	19

*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				Total
	9th %	10th %	11th %	12th %	
Strongly disagree	6	6	7	7	6
Disagree	8	8	6	7	7
Neither agree nor disagree	28	34	35	34	32
Agree	35	33	35	34	34
Strongly agree	22	18	17	19	19

*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				Total
	9th %	10th %	11th %	12th %	
Strongly disagree	6	6	6	6	6
Disagree	8	8	9	7	8
Neither agree nor disagree	27	31	30	34	30
Agree	35	36	38	36	36
Strongly agree	25	18	16	17	19

*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				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Strongly disagree	6	6	6	8	7
Disagree	8	8	9	8	8
Neither agree nor disagree	28	31	32	34	31
Agree	35	37	36	35	35
Strongly agree	23	17	17	16	19

*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				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Strongly disagree	7	6	6	6	6
Disagree	7	7	6	7	7
Neither agree nor disagree	31	32	33	36	33
Agree	38	39	40	36	38
Strongly agree	17	15	15	14	16

*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				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Strongly disagree	6	5	6	5	6
Disagree	7	9	7	8	8
Neither agree nor disagree	31	31	33	36	33
Agree	37	38	40	36	37
Strongly agree	19	17	15	14	17

*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				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Strongly disagree	6	5	6	5	6
Disagree	6	7	7	7	7
Neither agree nor disagree	31	33	32	37	33
Agree	36	38	39	36	37
Strongly agree	21	16	16	15	17

*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				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Strongly disagree	7	7	7	7	7
Disagree	11	11	11	10	11
Neither agree nor disagree	34	34	36	39	35
Agree	30	34	31	30	31
Strongly agree	18	14	15	14	15

*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				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Strongly disagree	10	10	10	8	9
Disagree	17	16	17	14	16
Neither agree nor disagree	37	40	41	44	40
Agree	22	23	22	22	23
Strongly agree	13	11	10	11	12

*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				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Strongly disagree	8	7	6	6	7
Disagree	9	7	8	7	8
Neither agree nor disagree	38	37	42	42	39
Agree	30	34	31	33	32
Strongly agree	15	14	12	13	14

*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				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Strongly disagree	10	8	8	8	9
Disagree	11	9	11	8	10
Neither agree nor disagree	38	40	41	44	41
Agree	26	30	27	28	28
Strongly agree	16	12	12	11	13

*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	9th %	10th %	11th %	12th %
Bret Harte Middle	100			
Castlemont High	80	52	37	19
Coliseum College Prep Academy	86	79	84	79
Fremont High	77	61	61	90
Gateway to College at Laney College				
Home and Hospital Program				
LIFE Academy	83	76	71	68
Madison Park Academy 6-12	82	1	54	64
McClymonds High				
MetWest High	95	83	83	100
Oakland High		15	21	24
Oakland International High	100		100	100
Oakland Technical High	85	55	47	39
Skyline High	79	76	55	76
Street Academy (Alternative)	100		100	

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

Appendix II

CHKS Content Overview, 2019-20

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

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

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

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

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

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

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

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

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

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

⁴ See calschls.org/reports-data/#slcr

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

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

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

GRADE-LEVEL PATTERNS

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

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

DEMOGRAPHIC CHARACTERISTICS AND POPULATION SUBGROUP DIFFERENCES (Section 3)

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

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

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

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

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

Racial-Ethnic Identification

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

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

Foster Care Youth

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

Sexual Orientation and Gender Identity

Lesbian, gay, bisexual, transgender, and questioning or queer (LGBTQ) youth are at elevated risk for bullying and violence victimization, mental health problems, drug and alcohol use, and exhibiting poor performance in school.^{13 14} For example, analysis of the latest Biennial CHKS data indicate that LGBTQ youth¹⁵ are:

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

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

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

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

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

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

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

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

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 4)

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

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

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

Self-Reported Grades

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

Academic Motivation

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

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

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

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

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

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

Absenteeism and Truancy

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

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

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

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

Developmental Supports

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

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

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

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

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

School Connectedness

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

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

Parent Involvement

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

Facilities and Physical Environment

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

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

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

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

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

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

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

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

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

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

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

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

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

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 5)

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

Perceived Safety

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

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

Harassment and Victimization

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

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

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

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

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

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

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

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

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

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

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

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

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

Vandalism and Weapons

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

SUBSTANCE USE AND MENTAL HEALTH (Sections 6-8)

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

Alcohol and Other Drug Use (Section 6)

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

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

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

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

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

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

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

Alcohol and Other Drug Use at School (Section 6)

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

Cigarette Smoking (Section 7)

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

Mental Health (Section 8)

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

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

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

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

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

⁴⁸ Hanson & Austin. (2003). Download data.calschls.org/resources/FACTSHEET-3.pdf

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

⁵⁰ Hanson & Zheng. (2006). Download data.calschls.org/resources/factsheet2update.pdf

⁵¹ Austin, McCarthy, Slade, & Bailey. (2007). Download data.calschls.org/resources/FACTSHEET-5.pdf

⁵² Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-11.pdf

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

⁵⁴ Heck, Russell, O'Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf

⁵⁵ Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-10.pdf