

CALIFORNIA HEALTHY KIDS SURVEY



Orange County Secondary 2017-2018 Main Report

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

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PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results for each question from this county's 2017-18 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic.

The CHKS, along with its two companion surveys—*California School Staff Survey* (CSSS) for staff and the *California School Parent Survey* (CSPS)—is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Surveys* (CalSCHLS) System, the largest, most comprehensive state 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, and stakeholder engagement, as well as 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.

These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, emotional, and physical development of all students; create more positive, engaging school environments for students, staff, and parents; 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 survey website (chks.wested.org), including *Helpful Resources for Local Control and Accountability Plans* (chks.wested.org/resources/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 Technical Assistance Center offers a Data Workshop to help identify local needs and develop action plans to meet those needs, including a *Listening to Students Workshop* for involving student voice in the process (see below).

THE SURVEY

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

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 county.

Core Module

As outlined in Exhibit 1, 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 great majority of the questions are school-specific, including the following indicators:

- Student grades, truancy, attendance rate and reasons for missing school, academic motivation, and school connectedness, as indicators of engagement;
- The levels of students' three fundamental 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 safety and the frequency and type of harassment and bullying at school; and
- Levels of violence, substance use, and crime-related behavior (e.g., weapons possession) at school.

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

What's New? For 2017-18, the following improvements are made to the Core Module:

- Added questions assessing frequency of school absences; lifetime frequency of heroin use, and vaping, eating, or drinking marijuana; perceived harm and availability of e-cigarettes; being an immigrant as a reason for being harassed or bullied;
- Modified sexual orientation question to better assess gender identity; and
- Expanded Opportunities for Meaningful Participation scale questions for better reliability.

Supplemental School Climate Module

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 and positive peer relationships, respect for diversity, and the quality of the physical environment (download from chks.wested.org/administer/download/supplemental/#clim). These questions are also included in the staff survey, so you can compare staff and student perceptions on the same constructs.

Supplemental Social Emotional Health Module (SEHM)

The SEHM greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional competencies linked to student mental health and well-being, academic success, and college and career readiness. It includes 56 items that capture the totality of core adolescent psychological assets.

SURVEY ADMINISTRATION AND SAMPLING

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. Student participation was voluntary, anonymous, and confidential.

- Table A1.1 reports numbers of districts, schools, and total responses for students who completed the survey.
- The Appendix lists all the secondary districts in the county that were eligible to participate in the survey and the percentage of students enrolled in each of them that completed the survey.

THE REPORT

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

Racial/Ethnic and Gender Results

Summary tables provide key findings (e.g., safety, harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories and gender (see Sections 9 and 10). Schools can request supplementary reports disaggregating all their CHKS results by the race/ethnicity or gender of students or by other demographic categories (see Next Steps below).

UNDERSTANDING THE DATA

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

Sample Characteristics.

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%. 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

The CHKS website contains numerous guidebooks and other resources for using and understanding survey results.

- *CHKS Guidebook to Data Use and Dissemination* provides step-by-step instructions on how to interpret survey results and effectively disseminate them (download chks.wested.org/resources/chks_guidebook_3_datause.pdf).
- CHKS factsheets (chks.wested.org/using-results/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.
- *Making Sense of School Climate* provides a discussion of all the CalSCHLS survey items that relate to school climate (download californiaS3.wested.org/resources/S3_schoolclimateguidebook_final.pdf).
- *Helpful Resources for Local Control and Accountability Plans* (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf) describes how survey items align with LCAP priorities and indicators. Also available is an LCAP-related PowerPoint presentation (chks.wested.org/training-support/workshops-presentations).
- The *School Climate Connection Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on the CHKS or CaliforniaS3 websites.
- 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.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process of continuous improvement. The following describes some followup steps you should take and some custom services (additional fees apply) available from the CalSCHLS TA Center to 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

First and foremost, engage students, staff, parents, and community stakeholders in reviewing and exploring the meaning of the results and obtain their input into how the school might better meet the identified needs and into the development of a detailed action plan. This communicates to stakeholders that you value their input into how to improve the schools and gives them an opportunity for meaningful participation. This helps enhance pupil engagement and parent involvement, two LCAP priorities. Their input, in turn, will help in identifying school needs and developing an effective response. It will also promote higher rates of participation the next time the survey is administered, as stakeholders will see how the data has been used for positive purposes.

As part of this process, it is highly recommended that you conduct a structured *Listening to Students Workshop* in which you explore with students, as adults observe, the meaning of survey results and obtain their input on how to address the needs identified by the survey and school improvement in general. These

workshops were found to be a highly effective in fostering school climate improvements as part of CDE's Safe and Supportive School Projects (see [CaliforniaS3.wested.org](https://www.californiaS3.wested.org)). For more information, email schoolclimate@wested.org.

Compare Results with Other Data

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

- **Staff and Parent Surveys.** The results of this student survey should be compared to those obtained from the CalSCHLS surveys of school staff and parents. It is important to determine how consistent are student, staff, and parent perceptions and experiences. If you did not administer these companion surveys, consider doing so next time.
- **Elementary CHKS Results.** Examine how the results from 7th, 9th, and 11th graders compare with those from 5th graders on common indicators to see the developmental trajectory in the results and explore what programs at the elementary level might help mitigate problems that are evident among older students.
- **Other Data.** Examine how the results compare with other data typically collected by schools that relate to the variables assessed, such as discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

Data Workshop

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

For more information, contact your CalSCHLS TA Center (call 888.841.7536) or email schoolclimate@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 (additional fees apply) are available through the CalSCHLS TA Center to help delve more deeply into your survey results and foster more effective use of the results in support of school and program improvement efforts and the LCAP process.

Disaggregated Reports

The staff of the Regional TA Centers can produce full reports that look at how results vary by demographic subgroups (e.g., race/ethnicity as discussed above, or by youth who are low in academic motivation compared those who are high). This is particularly important given the LCAP requirement that districts identify and address the needs of underserved, vulnerable subgroups. This helps in understanding the meaning of the results and developing interventions that target groups most in need.

Analyze Dataset

The complete dataset is available electronically for additional analysis (there is a small fee for preparation). 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 from the CalSCHLS TA Center as a custom service.

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			✓		
Social-emotional competencies and health			✓	✓	
Social emotional distress			✓		
Violence and victimization (bullying)	✓			✓	✓
Zest			✓		
School Climate					
Academic rigor and norms				✓	✓
College and career supports		✓		✓	✓
Family support			✓		
High expectations	✓			✓	✓
Meaningful participation and decision-making	✓			✓	✓
Parent involvement	✓			✓	✓
Quality of physical environment	✓	✓		✓	✓
Relationships among staff				✓	
Relationships among students		✓	✓	✓	✓
Relationships between students and staff	✓			✓	✓
Respect for diversity and cultural sensitivity		✓		✓	✓
Teacher and other supports for learning		✓		✓	✓
School Climate Improvement Practices					
Bullying prevention		✓		✓	✓
Discipline and order (policies, enforcement)		✓		✓	✓
Services and policies to address student needs				✓	
Social-emotional/behavioral supports		✓		✓	✓
Staff supports				✓	

ACKNOWLEDGMENTS

The CHKS and this report were developed by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For more information, call the toll-free helpline at 888.841.7536, or visit the website at chks.wested.org.

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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	
I. Gender & Sex-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	
Q. Tobacco Module	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 7	Grade 9	Grade 11	NT ^A
Number of districts	18	13	13	11
Number of schools	97	67	65	17
Number of students	28,266	27,911	24,418	1,673

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

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness [†]	27	21	17	14	A4.6
Academic motivation [†]	42	34	29	19	A4.6
Chronic truancy (twice a month or more often) [§]	2	3	5	22	A4.2
Caring adult relationships [‡]	30	25	27	23	A4.5
High expectations [‡]	44	34	33	27	A4.5
Meaningful participation [‡]	13	11	11	8	A4.5
Facilities upkeep	16	14	11	15	A4.13
School Safety and Substance Use					
School perceived as very safe or safe	68	64	62	55	A5.1
Experienced any harassment or bullying [§]	33	29	26	18	A5.2
Had mean rumors or lies spread about you [§]	35	30	28	21	A5.3
Been afraid of being beaten up [§]	18	12	7	9	A5.4
Been in a physical fight [§]	12	8	5	17	A5.4
Seen a weapon on campus [§]	12	10	9	16	A5.6
Been drunk or “high” on drugs at school, ever	2	5	9	32	A6.9
Mental and Physical Health					
Current alcohol or drug use [¶]	5	11	19	41	A6.5
Current binge drinking [¶]	1	3	7	21	A6.5
Very drunk or “high” 7 or more times	1	4	10	33	A6.7
Current cigarette smoking [¶]	1	1	2	14	A7.3
Current electronic cigarette use [¶]	3	9	13	25	A7.3
Experienced chronic sadness/hopelessness [§]	24	30	34	35	A8.4
Considered suicide [§]	na	16	17	18	A8.5

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

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

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

[§]*Past 12 months.*

[¶]*Past 30 days.*

na—Not asked of middle school students.

3. Demographics

Table A3.1

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	50	50	50	66
Female	50	50	50	34

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

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

Table A3.2

Hispanic or Latino

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	52	54	54	18
Yes	48	46	46	82

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

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

Table A3.3

Race

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	6	7	6	15
Asian	19	21	23	3
Black or African American	2	2	2	4
Native Hawaiian or Pacific Islander	1	2	2	1
White	27	31	38	20
Mixed (two or more) races	44	37	30	57

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

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

Table A3.4
Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parent or guardian	86	91	92	80
Other relative's home	2	2	2	3
A home with more than one family	6	5	5	10
Friend's home	0	0	0	1
Foster home, group care, or waiting placement	0	0	0	1
Hotel or motel	0	0	0	1
Shelter, car, campground, or other transitional or temporary housing	0	0	0	1
Other living arrangement	4	2	1	3

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

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

Table A3.5
Highest Education of Parents

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	8	13	16	34
Graduated from high school	11	13	15	19
Attended college but did not complete four-year degree	8	10	12	9
Graduated from college	46	49	47	12
Don't know	27	15	10	26

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	40	48	51	20
Yes	42	41	43	66
Don't know	18	11	6	14

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	64	79	89	72
Yes	2	1	1	2
Don't know	35	20	10	26

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
English	56	59	59	43
Spanish	30	27	26	52
Mandarin	1	1	1	0
Cantonese	0	0	0	0
Taiwanese	0	0	0	0
Tagalog	1	1	1	0
Vietnamese	5	5	6	1
Korean	2	2	2	1
Other	4	4	4	1

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

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

Table A3.9
English Language Proficiency – All Students

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
How well do you...				
understand English?				
Very well	87	90	90	81
Well	12	9	9	16
Not well	1	1	1	2
Not at all	0	0	0	1
speak English?				
Very well	81	84	86	72
Well	17	14	12	23
Not well	2	2	2	3
Not at all	0	0	0	1
read English?				
Very well	79	83	84	69
Well	18	15	14	26
Not well	2	2	2	4
Not at all	0	0	0	1
write English?				
Very well	74	77	79	65
Well	23	20	18	29
Not well	3	3	2	5
Not at all	0	0	0	1
English Language Proficiency Status				
Proficient	77	81	83	67
Not proficient	23	19	17	33

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>How well do you...</i>				
understand English?				
Very well	79	81	82	75
Well	20	17	16	20
Not well	1	2	2	3
Not at all	0	0	0	1
speak English?				
Very well	68	72	74	65
Well	28	25	23	29
Not well	3	3	3	4
Not at all	0	1	0	1
read English?				
Very well	68	71	72	62
Well	28	25	24	32
Not well	4	4	3	4
Not at all	1	0	0	1
write English?				
Very well	61	63	65	57
Well	33	31	30	36
Not well	6	5	4	6
Not at all	1	1	1	2
<i>English Language Proficiency Status</i>				
Proficient	64	67	70	60
Not proficient	36	33	30	40

Question HS/MS A.13-16: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	75	71	74	86
1 day	5	4	5	3
2 days	5	4	6	2
3 days	3	4	3	2
4 days	3	3	2	1
5 days	10	14	10	6

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	91	94	96	92
Yes	4	3	2	3
Don't know	5	3	1	5

Question HS A.128/MS A.117: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Straight (not gay)	81	85	85	82
Gay or Lesbian	1	1	2	3
Bisexual	3	5	5	7
I am not sure yet	6	4	4	2
Something else	1	2	1	2
Decline to respond	7	3	3	5

Question HS A.129/MS A.118: Which of the following best describes you?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I am not transgender	93	95	96	89
Yes, I am transgender	1	1	1	3
I am not sure if I am transgender	2	2	1	2
Decline to respond	4	2	2	6

Question HS A.130/MS A.119: Some people describe themselves as transgender when their sex at birth does not match the way they think or feel about their gender. Are you transgender?

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

4. School Performance, Supports, and Engagement

Table A4.1

Grades, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	27	27	19	7
A's and B's	37	34	35	16
Mostly B's	7	7	11	7
B's and C's	17	17	21	22
Mostly C's	3	4	6	9
C's and D's	6	7	7	21
Mostly D's	1	1	1	8
Mostly F's	2	2	1	10

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

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

Table A4.2

Truancy, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	78	77	68	48
1-2 times	12	12	14	11
A few times	7	8	11	17
Once a month	1	1	1	2
Twice a month	1	1	2	3
Once a week	0	1	1	4
More than once a week	1	2	2	15

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I did not miss any days of school in the past 30 days	59	56	48	26
1 day	20	21	23	19
2 days	11	12	16	21
3 or more days	10	11	13	34

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I didn't miss any school	57	54	46	26
Illness (feeling physically sick), including problems with breathing or your teeth	30	33	39	44
Were being bullied or mistreated at school	1	1	1	1
Felt very sad, hopeless, anxious, stressed, or angry	4	6	9	13
Didn't get enough sleep	5	7	13	21
Didn't feel safe at school or going to and from school	1	2	2	2
Had to take care of or help a family member or friend	3	3	4	11
Wanted to spend time with friends	1	1	1	6
Use alcohol or drugs	0	1	1	5
Were behind in schoolwork or weren't prepared for a test or class assignment	1	3	8	4
Were bored or uninterested in school	1	2	4	10
Had no transportation to school	1	1	2	9
Other reason	13	12	12	18

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Total school supports					
<i>Average Reporting “Very much true”</i>	29	23	24	20	
High	33	26	27	22	
Moderate	52	54	52	53	
Low	16	21	21	24	
Caring adults in school					
<i>Average Reporting “Very much true”</i>	30	25	27	23	A4.7
High	35	29	32	27	
Moderate	53	56	55	59	
Low	12	14	13	14	
High expectations-adults in school					
<i>Average Reporting “Very much true”</i>	44	34	33	27	A4.8
High	53	41	40	32	
Moderate	41	49	51	56	
Low	7	9	9	12	
Meaningful participation at school					
<i>Average Reporting “Very much true”</i>	13	11	11	8	A4.9
High	11	8	9	8	
Moderate	43	40	38	37	
Low	46	52	52	56	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Connectedness					
<i>Average Reporting “Strongly agree”</i>	27	21	17	14	A4.10
High	59	52	46	34	
Moderate	33	40	43	53	
Low	7	8	11	13	
Academic Motivation					
<i>Average Reporting “Strongly agree”</i>	42	34	29	19	A4.11
High	43	34	28	18	
Moderate	41	45	47	46	
Low	16	21	25	35	
Parent Involvement in School					
<i>Average Reporting “Strongly agree”</i>	23	15	11	12	A4.12
High	48	36	30	32	
Moderate	40	47	47	50	
Low	12	17	23	18	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring adults in school				
<i>Average Reporting “Very much true”</i>	30	25	27	23
<i>At my school, there is a teacher or some other adult... who really cares about me.</i>				
Not at all true	11	11	9	14
A little true	29	32	30	30
Pretty much true	35	35	35	35
Very much true	25	21	26	21
<i>who notices when I’m not there.</i>				
Not at all true	13	15	14	14
A little true	27	30	28	27
Pretty much true	32	33	33	36
Very much true	28	22	25	23
<i>who listens to me when I have something to say.</i>				
Not at all true	8	9	8	11
A little true	21	23	22	24
Pretty much true	34	37	38	39
Very much true	36	30	31	26

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-adults in school				
<i>Average Reporting “Very much true”</i>	44	34	33	27
<i>At my school, there is a teacher or some other adult... who tells me when I do a good job.</i>				
Not at all true	8	9	9	10
A little true	21	24	25	27
Pretty much true	37	39	38	38
Very much true	34	28	28	24
<i>who always wants me to do my best.</i>				
Not at all true	4	5	5	9
A little true	13	17	19	23
Pretty much true	30	37	38	39
Very much true	53	41	38	30
<i>who believes that I will be a success.</i>				
Not at all true	7	9	9	12
A little true	17	22	22	24
Pretty much true	32	36	36	35
Very much true	44	34	33	28

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

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

Table A4.9
Meaningful Participation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation at school				
<i>Average Reporting “Very much true”</i>	13	11	11	8
At school...				
I do interesting activities.				
Not at all true	14	17	19	33
A little true	29	28	29	34
Pretty much true	33	29	28	22
Very much true	24	25	23	11
I help decide things like class activities or rules.				
Not at all true	46	50	50	51
A little true	29	28	28	27
Pretty much true	16	14	14	15
Very much true	9	7	8	7
I do things that make a difference.				
Not at all true	25	31	32	41
A little true	37	37	36	33
Pretty much true	25	21	21	18
Very much true	14	10	11	8
I have a say in how things work.				
Not at all true	38	44	44	45
A little true	32	31	31	29
Pretty much true	20	17	17	18
Very much true	10	8	8	8
I help decide school activities or rules.				
Not at all true	64	67	65	61
A little true	21	20	20	22
Pretty much true	9	8	9	11
Very much true	6	5	6	6

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

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

Table A4.10
School Connectedness Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness				
<i>Average Reporting “Strongly agree”</i>	27	21	17	14
I feel close to people at this school.				
Strongly disagree	4	5	6	12
Disagree	6	7	9	14
Neither disagree nor agree	23	23	24	41
Agree	44	42	40	26
Strongly agree	24	22	20	7
I am happy to be at this school.				
Strongly disagree	5	5	7	10
Disagree	5	7	8	11
Neither disagree nor agree	19	23	26	35
Agree	40	41	41	30
Strongly agree	31	24	18	13
I feel like I am part of this school.				
Strongly disagree	5	5	7	10
Disagree	8	9	11	11
Neither disagree nor agree	24	30	31	41
Agree	39	38	36	29
Strongly agree	24	18	15	9
The teachers at this school treat students fairly.				
Strongly disagree	5	5	5	4
Disagree	8	9	11	6
Neither disagree nor agree	20	24	27	24
Agree	40	43	43	43
Strongly agree	27	19	14	23
I feel safe in my school.				
Strongly disagree	5	4	4	6
Disagree	7	7	7	6
Neither disagree nor agree	21	25	26	34
Agree	39	43	44	39
Strongly agree	29	20	19	15

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Academic Motivation				
<i>Average Reporting “Strongly agree”</i>	42	34	29	19
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	2	2	3	4
Disagree	2	3	4	4
Neither disagree nor agree	9	12	15	24
Agree	35	41	44	46
Strongly agree	52	42	35	21
I try hard at school because I am interested in my work.				
Strongly disagree	4	5	6	6
Disagree	8	10	12	8
Neither disagree nor agree	23	25	26	35
Agree	36	36	35	35
Strongly agree	28	24	20	16
I work hard to try to understand new things at school.				
Strongly disagree	3	3	3	5
Disagree	4	5	6	6
Neither disagree nor agree	15	18	20	30
Agree	40	43	45	42
Strongly agree	38	31	26	17
I am always trying to do better in my schoolwork.				
Strongly disagree	2	3	3	4
Disagree	2	3	4	4
Neither disagree nor agree	11	14	18	26
Agree	35	40	43	43
Strongly agree	50	40	33	23

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Parent Involvement in School				
<i>Average Reporting “Strongly agree”</i>	23	15	11	12
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	4	5	7	6
Disagree	6	11	14	10
Neither disagree nor agree	23	31	34	38
Agree	40	38	35	32
Strongly agree	26	15	10	13
Parents feel welcome to participate at this school.				
Strongly disagree	4	4	4	7
Disagree	5	6	8	7
Neither disagree nor agree	31	38	41	45
Agree	38	37	35	30
Strongly agree	23	15	12	10
School staff takes parent concerns seriously.				
Strongly disagree	4	5	6	5
Disagree	7	9	12	5
Neither disagree nor agree	31	37	37	40
Agree	37	35	33	38
Strongly agree	21	14	11	12

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	7	6	7	6
Disagree	13	12	15	7
Neither disagree nor agree	27	28	28	29
Agree	37	40	39	42
Strongly agree	16	14	11	15

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

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

5. School Violence, Victimization, and Safety

Table A5.1

Perceived Safety at School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	25	19	19	24
Safe	43	45	43	31
Neither safe nor unsafe	25	30	31	38
Unsafe	4	4	4	4
Very unsafe	3	2	2	3

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	86	87	88	92
1 time	7	6	5	3
2 or more times	7	7	7	5
Religion				
0 times	94	94	94	95
1 time	3	3	3	3
2 or more times	3	3	4	3
Gender (being male or female)				
0 times	92	94	94	95
1 time	4	3	3	2
2 or more times	4	4	3	3
Because you are gay or lesbian or someone thought you were				
0 times	91	93	94	93
1 time	4	3	2	3
2 or more times	5	4	4	4
A physical or mental disability				
0 times	96	96	97	94
1 time	2	2	1	3
2 or more times	2	2	2	3
You are an immigrant or someone thought you were				
0 times	96	95	95	94
1 time	3	2	2	3
2 or more times	2	2	3	3
<i>Any of the above six reasons</i>	25	23	21	15

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Any other reason				
0 times	80	84	87	90
1 time	8	6	5	4
2 or more times	12	11	8	7
Any harassment	33	29	26	18

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
had mean rumors or lies spread about you?				
0 times	65	70	72	79
1 time	17	14	12	9
2 to 3 times	9	8	9	6
4 or more times	9	7	7	6
had sexual jokes, comments, or gestures made to you?				
0 times	74	73	75	82
1 time	11	9	9	6
2 to 3 times	6	7	7	6
4 or more times	9	10	10	7
been made fun of because of your looks or the way you talk?				
0 times	69	72	76	84
1 time	13	11	10	6
2 to 3 times	7	7	7	5
4 or more times	10	9	8	5
been made fun of, insulted, or called names?				
0 times	63	71	76	83
1 time	14	10	8	7
2 to 3 times	9	8	7	3
4 or more times	14	11	9	6

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?				
0 times	72	83	89	88
1 time	13	9	6	5
2 to 3 times	7	4	3	4
4 or more times	7	3	2	3
been afraid of being beaten up?				
0 times	82	88	93	91
1 time	10	7	4	5
2 to 3 times	4	3	2	3
4 or more times	4	2	1	2
been threatened with harm or injury?				
0 times	91	93	95	91
1 time	5	4	3	4
2 to 3 times	2	2	1	3
4 or more times	2	1	1	3
been in a physical fight?				
0 times	88	92	95	83
1 time	7	5	3	7
2 to 3 times	3	2	1	6
4 or more times	2	1	1	5
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	97	97	98	92
1 time	2	2	1	3
2 to 3 times	1	1	0	3
4 or more times	1	0	0	3
been offered, sold, or given an illegal drug?				
0 times	93	83	82	76
1 time	4	8	7	6
2 to 3 times	2	5	5	7
4 or more times	2	5	6	10

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had your property stolen or deliberately damaged				
0 times	82	85	87	89
1 time	11	9	8	5
2 to 3 times	4	4	3	3
4 or more times	3	2	2	3
Damaged school property on purpose				
0 times	95	96	97	91
1 time	3	2	2	3
2 to 3 times	1	1	1	3
4 or more times	1	1	1	2

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Carried a gun				
0 times	99	99	99	93
1 time	0	0	0	2
2 to 3 times	0	0	0	2
4 or more times	0	0	0	3
Carried any other weapon (such as a knife or club)				
0 times	97	97	97	88
1 time	2	1	1	4
2 to 3 times	1	1	0	3
4 or more times	1	1	1	5
Seen someone carrying a gun, knife, or other weapon				
0 times	88	90	91	84
1 time	8	6	5	5
2 to 3 times	2	3	2	5
4 or more times	2	2	2	6

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

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

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime illicit AOD use to get “high” [†]	11	23	36	61	A6.2
Lifetime alcohol or drugs (any use)	11	25	38	62	A6.2
Lifetime very drunk or high (7 or more times)	1	4	10	33	A6.7
Lifetime drinking and driving involvement	24	6	12	25	A6.11
Current alcohol or drugs	5	11	19	41	A6.5
Current heavy drug uses	1	4	8	29	A6.5
Current heavy alcohol use (binge drinking)	1	3	7	21	A6.5
Current alcohol or drug use on school property	3	5	5	19	A6.8
Harmfulness of occasional marijuana use [‡]	44	40	35	26	A6.12
Difficulty of obtaining marijuana [§]	27	11	8	9	A6.13

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

[†]*Excludes prescription pain medication, Diet Pills, and prescription stimulant.*

[‡]*Great harm.*

[§]*Very difficult.*

Table A6.2
Summary of AOD Lifetime Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	7	18	32	52
Marijuana	4	13	23	55
Inhalants	3	3	3	16
Cocaine, Methamphetamine, or any amphetamines	na	1	2	17
Heroin	na	1	1	5
Ecstasy, LSD, or other psychedelics	na	2	4	18
Prescription pain killers, Diet Pills, or other prescription stimulant	na	8	10	28
Cold/Cough Medicines or other over-the-counter medicines to get “high”	na	5	5	20
Any other drug, pill, or medicine to get “high”	2	3	3	14
Any of the above AOD use	11	25	38	62
Any illicit AOD use to get “high”[†]	11	23	36	61

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

[†]Excludes prescription pain medication, Diet Pills, and prescription stimulant.

na—Not asked of middle school students.

Table A6.3
Lifetime AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	93	82	68	48
1 time	4	6	6	7
2 to 3 times	2	5	8	10
4 or more times	1	6	17	35
Marijuana (smoke, vape, eat, or drink)				
0 times	96	87	77	45
1 time	2	3	4	7
2 to 3 times	1	3	5	6
4 or more times	1	6	14	41
Inhalants				
0 times	97	97	97	84
1 time	1	1	1	3
2 to 3 times	1	1	1	4
4 or more times	1	1	1	9
Cocaine, Methamphetamine, or any amphetamines				
0 times	na	99	98	83
1 time	na	0	1	3
2 to 3 times	na	0	1	4
4 or more times	na	0	1	9
Heroin				
0 times	na	99	99	95
1 time	na	0	0	1
2 to 3 times	na	0	0	2
4 or more times	na	0	0	2
Ecstasy, LSD, or other psychedelics				
0 times	na	98	96	82
1 time	na	1	2	5
2 to 3 times	na	1	1	6
4 or more times	na	0	1	7

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

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

na—Not asked of middle school students.

Table A6.3
Lifetime AOD Use – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Prescription pain medication or opioids, tranquilizers, or sedatives				
0 times	na	95	94	76
1 time	na	2	2	5
2 to 3 times	na	2	2	6
4 or more times	na	2	2	13
Diet Pills				
0 times	na	96	97	93
1 time	na	1	1	1
2 to 3 times	na	1	1	2
4 or more times	na	2	2	4
Ritalin™ or Adderall™ or other prescription stimulant				
0 times	na	97	96	89
1 time	na	1	1	3
2 to 3 times	na	1	1	4
4 or more times	na	1	2	5
Cold/Cough Medicines or other over-the-counter medicines to get “high”				
0 times	na	95	95	80
1 time	na	2	2	5
2 to 3 times	na	2	2	7
4 or more times	na	2	2	9
Any other drug, pill, or medicine to get “high” or for other than medical reasons				
0 times	98	97	97	86
1 time	1	1	1	3
2 to 3 times	1	1	1	4
4 or more times	1	1	1	8

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

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

na—Not asked of middle school students.

Table A6.4
Lifetime Marijuana Consumption

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>				
Smoke it?				
0 times	97	90	80	47
1 time	1	3	4	5
2 to 3 times	1	2	4	7
4 or more times	1	5	12	41
In an electronic or e-cigarette or other vaping device?				
0 times	96	89	81	55
1 time	2	3	4	5
2 to 3 times	1	3	4	7
4 or more times	1	5	11	32
Eat or drink it in products made with marijuana?				
0 times	98	93	85	56
1 time	1	3	5	8
2 to 3 times	1	2	4	10
4 or more times	1	3	6	25

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks of alcohol)	3	7	14	29
Binge drinking (5 or more drinks in a row)	1	3	7	21
Marijuana (smoke, vape, eat, or drink)	2	7	12	35
Inhalants	1	1	1	8
Prescription drugs to get “high” or for reasons other than prescribed	na	2	2	10
Other drug, pill, or medicine to get “high” or for reasons other than medical	1	2	1	9
<i>Any drug use</i>	3	8	13	36
<i>Heavy drug use</i>	1	4	8	29
<i>Any AOD Use</i>	5	11	19	41
Two or more substances at the same time	na	2	4	16

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

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks)				
0 days	97	93	86	71
1 or 2 days	2	5	10	12
3 to 9 days	0	1	3	9
10 to 19 days	0	0	1	4
20 or more days	0	0	1	5
Binge drinking (5 or more drinks in a row)				
0 days	99	97	93	79
1 or 2 days	1	2	5	9
3 to 9 days	0	1	2	5
10 to 19 days	0	0	0	2
20 or more days	0	0	0	4
Marijuana (smoke, vape, eat, or drink)				
0 days	98	93	88	65
1 or 2 days	2	3	5	9
3 to 9 days	0	2	3	6
10 to 19 days	0	1	2	5
20 or more days	0	1	2	15

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	98	93	84	66
1 to 2 times	2	5	9	15
3 to 6 times	0	1	4	8
7 or more times	0	1	3	11
“High” (loaded, stoned, or wasted) from using drugs				
0 times	97	90	80	53
1 to 2 times	2	4	6	9
3 to 6 times	1	2	4	6
7 or more times	1	4	10	32
<i>Very drunk or “high” 7 or more times</i>	1	4	10	33

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	99	98	98	89
1 to 2 days	1	1	1	6
3 or more days	0	1	1	5
Marijuana (smoke, vape, eat, or drink)				
0 days	99	97	96	84
1 to 2 days	1	2	2	5
3 or more days	0	2	2	11
Any other drug, pill, or medicine to get “high” or for reasons other than medical?				
0 days	99	99	99	93
1 to 2 days	1	1	1	4
3 or more days	0	1	0	3
Any of the above	3	5	5	19

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	98	95	91	68
1 to 2 times	1	3	4	9
3 to 6 times	0	1	2	7
7 or more times	0	2	3	16

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

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

Table A6.10
Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don't use	na	91	83	62
0 times	na	6	13	22
1 time	na	1	2	7
2 to 3 times	na	1	1	5
4 or more times	na	1	1	4
Marijuana				
Does not apply, don't use	na	90	83	54
0 times	na	6	10	25
1 time	na	2	4	8
2 to 3 times	na	1	2	6
4 or more times	na	1	1	7

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using				
Never	na	94	88	75
1 time	na	2	4	4
2 times	na	1	3	5
3 to 6 times	na	1	2	5
7 or more times	na	1	3	11
Have ridden in a car driven by someone who had been using alcohol or drugs				
Never	76	na	na	na
1 time	9	na	na	na
2 times	5	na	na	na
3 to 6 times	4	na	na	na
7 or more times	7	na	na	na

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

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

na—Not asked of middle/high school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol - drink occasionally				
Great	31	33	33	33
Moderate	23	25	26	24
Slight	20	23	24	18
None	27	18	16	25
Alcohol - 5 or more drinks once or twice a week				
Great	51	58	60	42
Moderate	17	20	21	21
Slight	7	8	8	12
None	25	15	11	24
Marijuana - use occasionally				
Great	44	40	35	26
Moderate	21	25	24	16
Slight	8	15	19	17
None	26	20	22	40
Marijuana - use daily				
Great	62	61	54	32
Moderate	7	13	18	16
Slight	4	8	11	15
None	26	18	17	37

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Very difficult	20	10	7	11
Fairly difficult	11	10	8	8
Fairly easy	13	23	25	19
Very easy	12	26	37	35
Don't know	43	31	23	27
Marijuana				
Very difficult	27	11	8	9
Fairly difficult	10	10	7	4
Fairly easy	9	20	23	15
Very easy	9	25	38	45
Don't know	45	33	24	26

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

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

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	1	4	8	30	A7.2
Current cigarette smoking [†]	1	1	2	14	A7.3
Current cigarette smoking at school [†]	1	1	1	6	A7.4
Ever tried smokeless tobacco	1	2	3	10	A7.2
Current smokeless tobacco use [†]	1	1	1	5	A7.3
Current smokeless tobacco use at school [†]	0	1	0	4	A7.4
Ever used electronic cigarettes	7	17	26	47	A7.2
Current use of electronic cigarettes [†]	3	9	13	25	A7.3
Current use of electronic cigarettes at school [†]	2	5	5	13	A7.4
Cessation Attempts					
Tried to quit or stop using cigarettes	na	2	3	12	A7.5
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking [‡]	36	39	44	41	A7.6
Harmfulness of smoking 1 or more packs/day [‡]	60	69	76	54	A7.6
Difficulty of obtaining cigarettes [§]	21	11	9	12	A7.8

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

[†]Past 30 days.

[‡]Great harm.

[§]Very difficult.

na—Not asked of middle school students.

Table A7.2
Lifetime Tobacco Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	97	na	na	na
1 time	2	na	na	na
2 to 3 times	1	na	na	na
4 or more times	1	na	na	na
A whole cigarette				
0 times	99	96	92	70
1 time	1	2	2	6
2 to 3 times	0	1	2	6
4 or more times	0	1	4	18
Smokeless tobacco				
0 times	99	98	97	90
1 time	1	1	1	3
2 to 3 times	0	0	1	3
4 or more times	0	1	1	4
An electronic cigarette or other vaping device				
0 times	93	83	74	53
1 time	3	5	6	7
2 to 3 times	2	4	5	10
4 or more times	2	8	15	30

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	1	1	2	14
Daily (20 or more days)	0	0	0	3
Smokeless tobacco				
Any	1	1	1	5
Daily (20 or more days)	0	0	0	1
Electronic cigarettes or other vaping device				
Any	3	9	13	25
Daily (20 or more days)	0	2	4	7

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
0 days	99	99	99	94
1 or 2 days	0	0	0	3
3 to 9 days	0	0	0	1
10 to 19 days	0	0	0	1
20 or more days	0	0	0	1
Smokeless tobacco				
0 days	100	99	100	96
1 or 2 days	0	0	0	3
3 to 9 days	0	0	0	1
10 to 19 days	0	0	0	0
20 or more days	0	0	0	0
Electronic cigarettes or other vaping device				
0 days	98	95	95	87
1 or 2 days	1	2	2	4
3 to 9 days	0	1	1	4
10 to 19 days	0	1	1	2
20 or more days	0	1	2	3

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	95	93	76
0 times	na	3	4	12
1 time	na	1	1	6
2 to 3 times	na	0	1	3
4 or more times	na	1	1	3

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke cigarettes occasionally				
Great	36	39	44	41
Moderate	27	31	30	21
Slight	13	14	13	12
None	25	16	12	26
Smoke 1 or more packs of cigarettes each day				
Great	60	69	76	54
Moderate	11	11	9	14
Slight	5	5	4	6
None	25	15	11	26

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Use e-cigarettes or vaping device occasionally compared to smoking cigarettes				
Great	34	33	32	28
Moderate	25	29	28	22
Slight	15	21	25	20
None	25	17	15	30
Use e-cigarettes or vaping devices several times a day compared to smoking cigarettes				
Great	48	46	43	31
Moderate	19	26	28	23
Slight	9	13	16	17
None	25	16	13	29

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Very difficult	21	11	9	12
Fairly difficult	12	13	12	8
Fairly easy	13	23	26	20
Very easy	8	17	24	29
Don't know	45	36	30	31
E-Cigarettes or vaping device				
Very difficult	20	8	7	10
Fairly difficult	11	8	6	7
Fairly easy	14	22	24	19
Very easy	13	32	41	36
Don't know	42	30	23	29

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

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

8. Other Physical and Mental Health Risks

Table A8.1

Cyber Bullying, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times (never)	75	77	79	82
1 time	12	11	10	8
2 to 3 times	7	7	7	5
4 or more times	6	5	5	4

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

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

Table A8.2

Alone After School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	44	na	na	na
1 day	16	na	na	na
2 days	9	na	na	na
3 days	7	na	na	na
4 days	3	na	na	na
5 days	20	na	na	na

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

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

na—Not asked of high school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	27	35	40	55
Yes	73	65	60	45

Question HS A.126/MS A.115: Did you eat breakfast today?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	76	70	66	65
Yes	24	30	34	35

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

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

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

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

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	96	97	97	91
Yes	4	3	3	9

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

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

9. Race/Ethnic Breakdowns

Table A9.1

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

Percent of Students (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	26	25	28	30	31	33	27
Caring adults in school [‡]	27	26	28	31	29	35	27
High expectations-adults in school [‡]	41	38	43	43	48	49	42
Meaningful participation at school [‡]	11	12	13	15	15	14	11
<i>School Connectedness</i> [†]	23	23	28	23	28	32	25
<i>Academic Motivation</i> [†]	37	35	49	35	44	46	39
<i>Parent Involvement in School</i> [†]	22	24	24	23	26	25	23

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 “Strongly agree.” [‡]Average percent of respondents reporting “Very much true.”

Table A9.2

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

Percent of Students (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	20	18	22	24	25	27	22
Caring adults in school [‡]	21	19	23	25	26	29	23
High expectations-adults in school [‡]	31	28	33	34	37	39	32
Meaningful participation at school [‡]	9	8	12	14	12	12	10
<i>School Connectedness</i> [†]	17	16	21	19	20	25	19
<i>Academic Motivation</i> [†]	30	27	40	31	36	38	31
<i>Parent Involvement in School</i> [†]	14	16	16	16	16	16	14

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 “Strongly agree.” [‡]Average percent of respondents reporting “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 [‡]	21	19	23	23	24	27	23
Caring adults in school [‡]	24	21	25	28	27	32	26
High expectations-adults in school [‡]	30	28	31	31	33	38	31
Meaningful participation at school [‡]	10	9	12	9	11	12	10
<i>School Connectedness</i> [†]	14	13	16	12	16	21	15
<i>Academic Motivation</i> [†]	26	24	31	25	27	31	26
<i>Parent Involvement in School</i> [†]	10	11	11	11	11	12	11

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 “Strongly agree.” [‡]Average percent of respondents reporting “Very much true.”

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

Percent of Students (%)	NT						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	18	17	20	23	23	24	19
Caring adults in school [‡]	21	17	23	25	27	29	23
High expectations-adults in school [‡]	25	25	29	30	30	33	27
Meaningful participation at school [‡]	8	9	7	12	14	10	8
<i>School Connectedness</i> [†]	13	13	11	13	12	18	13
<i>Academic Motivation</i> [†]	19	20	16	17	21	21	19
<i>Parent Involvement in School</i> [†]	12	12	9	12	17	17	11

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 “Strongly agree.” [‡]Average percent of respondents reporting “Very much true.”

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	62	58	55	55
American Indian or Alaska Native	64	57	54	53
Asian	74	70	68	54
Black or African American	62	58	51	58
Native Hawaiian or Pacific Islander	70	66	63	50
White	72	68	66	59
Mixed (two or more) races	64	60	56	53

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	23	20	19	13
American Indian or Alaska Native	21	16	14	9
Asian	28	24	20	23
Black or African American	32	32	34	28
Native Hawaiian or Pacific Islander	31	27	22	0
White	22	23	22	17
Mixed (two or more) races	25	23	22	16

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	31	26	24	16
American Indian or Alaska Native	27	21	18	13
Asian	35	29	25	26
Black or African American	36	36	37	30
Native Hawaiian or Pacific Islander	38	34	27	0
White	32	31	27	20
Mixed (two or more) races	34	29	27	19

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	2	3	2	10
American Indian or Alaska Native	2	3	3	5
Asian	1	1	1	10
Black or African American	2	4	4	19
Native Hawaiian or Pacific Islander	1	2	3	25
White	1	2	2	11
Mixed (two or more) races	2	3	2	11

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	1	2	2	12
American Indian or Alaska Native	1	2	1	9
Asian	0	1	1	19
Black or African American	2	3	2	20
Native Hawaiian or Pacific Islander	1	2	4	13
White	1	2	3	17
Mixed (two or more) races	1	1	3	13

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	4	9	14	29
American Indian or Alaska Native	4	7	10	21
Asian	1	2	7	36
Black or African American	4	9	11	26
Native Hawaiian or Pacific Islander	3	7	15	38
White	2	9	18	31
Mixed (two or more) races	4	9	16	30

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	4	10	14	35
American Indian or Alaska Native	5	9	10	28
Asian	1	2	5	38
Black or African American	4	11	15	38
Native Hawaiian or Pacific Islander	2	6	10	50
White	1	7	15	36
Mixed (two or more) races	4	9	15	36

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	28	33	35	33
American Indian or Alaska Native	25	30	32	32
Asian	22	27	35	29
Black or African American	24	25	26	37
Native Hawaiian or Pacific Islander	25	35	42	63
White	19	28	33	38
Mixed (two or more) races	27	33	37	35

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

10. Gender Breakdowns

Table A10.1
School Supports and Engagement by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female	Male	Female	Male	Female	Male	Female	Male
	%	%	%	%	%	%	%	%
<i>School Environment</i>								
Total school supports [‡]	30	28	23	23	24	24	23	18
Caring adults in school [‡]	31	28	24	25	28	27	29	20
High expectations-adults in school [‡]	45	42	34	34	34	32	33	25
Meaningful participation at school [‡]	13	12	11	11	11	11	8	8
<i>School Connectedness</i> [†]	27	27	19	22	15	19	15	13
<i>Academic Motivation</i> [†]	46	39	38	31	32	25	24	17
<i>Parent Involvement in School</i> [†]	24	23	13	17	10	13	13	12

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

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

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

Table A10.2

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

	Grade 7		Grade 9		Grade 11		NT	
	Female	Male	Female	Male	Female	Male	Female	Male
	%	%	%	%	%	%	%	%
Perceived Safety at School								
Feel safe or very safe at school	66	70	61	67	59	65	58	53
Harassment/Bullying at School								
<i>During the past 12 month at school, have you been...</i>								
harassed/bullied for any of the six reasons	25	24	25	21	23	19	16	14
harassed/bullied for any reasons	34	32	31	26	29	23	21	16
Current ATOD Use								
<i>During the past 30 days, did you...</i>								
have at least one drink of alcohol at school	1	1	2	2	2	2	9	11
smoke cigarettes	1	1	1	1	2	3	13	14
have at least one drink of alcohol	3	2	9	6	15	13	35	27
use marijuana	2	2	7	7	12	13	35	35
Mental Health								
Chronic sad or hopeless feelings, past 12 months	30	18	38	21	42	26	46	29

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

Appendix I

2017-18 CHKS Secondary Survey Response Rates

Eligible Districts	7th %	9th %	11th %	NT %
Anaheim Union High	88	86	85	87
Brea-Olinda Unified	83	90	56	55
Buena Park Elementary	81			
Capistrano Unified	87	85	75	98
Fountain Valley Elementary	85			
Fullerton Elementary	87			
Fullerton Joint Union High		83	74	65
Garden Grove Unified	87	68	80	77
Huntington Beach City Elementary	82			
Huntington Beach Union High		82	74	77
Irvine Unified	91	87	84	90
La Habra City Elementary	82			
Laguna Beach Unified	86	81	84	
Los Alamitos Unified	85	80	60	
Newport-Mesa Unified	77	82	57	80
Ocean View	63			
Orange County Department of Education				100
Orange Unified				
Placentia-Yorba Linda Unified				
SBE - Magnolia Science Academy Santa Ana				
Saddleback Valley Unified	87	85	80	87
Santa Ana Unified	92	88	73	62
Tustin Unified	85	67	66	
Westminster	89			

Notes: Response rates are presented by grade level. Eligible districts listed are based on CBEDS 2017-18 public school and enrollment data files.

Appendix II

California Healthy Kids Survey Content Overview

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 relevant CHKS reports and factsheets and What Works Briefs (guides to best practices) that provide further information. These valuable resources can be downloaded, respectively, from the CHKS and California Safe and Supportive Schools websites (chks.wested.org/using-results/factsheets; californias3.wested.org/tools/research; 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 data, see CHKS Factsheet #15.

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

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

School climate, as measured by the CHKS, is strongly related to student performance on standardized academic tests. Data show that, for high school students, as CHKS School Climate Index (SCI) scores increased—as the schools became safer, more supportive, and more engaging—test performance as measured by the state's Academic Performance Index (API) increased as well (School Climate Factsheet #3).

In a ground-breaking analysis, a positive school climate was a distinguishing characteristic of California secondary schools that “beat the odds” 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 School Climate Index score, 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 (School Climate Factsheet #6).³

¹ To see how local results compare with state averages in California, download a copy of the latest Biennial Statewide CHKS report (chks.wested.org/reports). The Biennial report provides results from a randomly-selected, representative state sample. County level reports are also available on the CHKS website.

² For a guide to how CalSCHLS survey items align with LCAP indicator requirements, download *Helpful Resources for Local Control and Accountability Plans* at surveydata.wested.org/resources/LCAP_Cal_SCHLS.pdf.

³ Voight, Austin, & Hanson, (2013). Download www.wested.org/online_pubs/hd-13-10.pdf

More generally, 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 who: (1) were less engaged in risky behaviors such as substance use and violence; (2) were more likely to eat nutritiously and exercise; and (3) reported experiencing caring adult relationships and high expectations at school. 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 (CHKS Factsheet #3).

GRADE-LEVEL PATTERNS

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

- **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.
- In interpreting the results for **11th graders** take into consideration 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.
- Across risk behaviors and problem indicators, **nontraditional (continuation school) students** reported prevalence rates at least twice those of 11th graders in a comprehensive school setting. They also exhibited 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 (CHKS Factsheet #7).

DEMOGRAPHIC CHARACTERISTICS AND POPULATION SUBGROUP DIFFERENCES

Demographic Characteristics (Tables A3.1-3.14)

A wide range of data on the demographic and background characteristics of the survey respondents is provided (in 14 tables) to help users gain a better sense of how representative the survey sample is compared to the student population overall. This also enables users to analyze their data to determine how survey results vary by important subgroups in the school and help them identify, and target programs at, the youth most in need. School districts can use these data to meet the Local Control and Accountability Plan (LCAP) requirement to demonstrate actions across state priorities in regard to six numerically significant subgroups: ethnicity, socioeconomically (SES) disadvantaged, English learners, pupils with disabilities, foster youth, and homeless youth—all categories assessed by the CHKS. In the standard CHKS report, and in the Query CHKS system, breakdowns for selected key indicators are provided by race/ethnicity and gender. Districts/schools

can request reports disaggregating all their results by demographic characteristics from their Regional CHKS Technical Assistance Center.

Racial-Ethnic Identification (Tables A3.2-3.3)

Respondents self-report their identification with six racial/ethnic groups plus mixed (two or more) race. Comparing these data with other evidence of the racial-ethnic composition of student enrollment provides insight into how representative are the survey results. 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. 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 thus 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 (CHKS Factsheet #8).

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*. 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 (CHKS Factsheet #13).

Foster Care Youth (Table A3.4)

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. They were also more likely to be low in caring adult relationships and total environmental assets (CHKS Factsheet #6).

SPECIFIC CONTENT AREAS

Self-Reported Grades (Table A4.1)

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.

Absenteeism and Truancy (Tables A4.2-4.3)

Before top teachers with quality curriculums and engaging activities can even attempt to improve academic performance, the students have to show up. The CHKS report provides data to identify what proportion of respondents are at risk of chronic absenteeism (missed 3 or more of the past 30

school days), what were the reasons for absences, and the level of truancy. Users can request reports looking at the characteristics of youth based on the absenteeism and truancy to guide efforts to improve the LCAP pupil engagement priority.

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% of school days. According to a report by Attendance Works, the nation's large and persistent education achievement gaps are rooted in a largely hidden crisis of chronic absenteeism, especially among low-income and minority children.⁴ Biennial State CHKS data (Table A4.3) indicate that generally, after illness, the most important reasons for being absent in secondary school are not getting enough sleep and anxiety or stress, followed by being behind in school work, and being bored or uninterested in school.

Among high school staff statewide, truancy is the top-rated of fourteen potential school problems assessed by the California School Staff Survey (Table A8.4). Truancy has been identified as one of the most powerful predictors of both poor achievement and delinquency.⁵ Truants are also more likely to use drugs and have deviant friends.

Developmental Supports (Tables A4.5, A4.7-4.9)

Research shows that when schools (or families or communities) provide three developmental supports measured by the CHKS—**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 results overall suggest that the great majority of students do not receive sufficient levels of support and that the supports received are lower in high school than in middle school, even though student need for them is arguably higher (CHKS Factsheets #1 and #3; School Climate Factsheets #1 and #2, What Works Briefs #1 and #2).

School Connectedness (Table A4.6)

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. 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. 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. This may be related at least in part to their lower levels of developmental support. The lowest rates of both connectedness and test scores are in low-income schools. The online Query

⁴ Attendance Works & Everyone Graduates Center. (2017, September). *Portraits of Change: Aligning School and Community Resources to Reduce Chronic Absence*. Available at www.attendanceworks.org/research/attendance-works-reports

⁵ 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.

CHKS system shows how key survey indicators vary by school connectedness (see School Climate Factsheet #5, What Works Brief #4).

Perceived Safety (Table A5.1)

Perceived safety is another indicator districts/schools are required to monitor as part of their LCAP. Perceived 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. If students report low levels of perceived school safety, pay close attention to all the indicators related to bullying and victimization, as well as mental health. Schools may want to request comparisons of students' perceptions of their own safety with the actual level of violence and other safety-related indicators self-reported by students. A follow-up focus group or Student Listening Circle asking why students do not feel safe is recommended (see School Climate What Works Brief #3).

Violent and Nonviolent Misbehavior on School Property (Tables A5.2-5.6)

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. Physical violence and weapons on campus (Tables A5.4, A5.6) 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.⁶ 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 profession⁷ (see School Climate What Works Briefs #5 and #6).

Harassment (Tables A5.2-5.3)

Nonviolent harassment in any form—threats, intimidation, rumors, and ostracism—can instill a sense of vulnerability, isolation, frustration, and fear among its victims, leading to engagement in health risk behaviors or avoidance behaviors such as missing school and social isolation. This type of misbehavior, vastly more common than any other, ruins the school day for many students. In *Bruised Inside* (2000), the National Association of Attorneys General describes harassment by peers as one of the two causes for kids to express anger using guns, knives, and fists.⁸

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. Analysis of this data 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. 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

⁶ Juvonen, J., & Graham, S. (2001). *Peer harassment in school: The plight of the vulnerable and victimized*. New York: Guilford Press.

⁷ Barton, P. E. (2001). *Facing the hard facts in education reform*. Princeton, NJ: Educational Testing Service.

⁸ 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.

students who were only harassed for other reasons (CHKS Factsheets #4 and #10; see also School Climate What Works Brief #7).

Substance Abuse (Tables A6.1-6.11)

The misuse of alcohol and other drugs continues to be among the most important issues confronting the nation. For schools, the problem is particularly relevant. Years of research have shown that adolescent substance use is closely connected to academic performance and contributes to raising the level of truancy and absenteeism, special education, disciplinary problems, disengagement and dropout rates, teacher turnover, and property damage. Reflecting this, on the California School Staff Survey (Table A9.12), high school staff statewide are more likely to perceive alcohol and drug use as moderate to severe problems at their schools than all of seven violence-related indicators (49% for both alcohol and drugs in 2004-06), ranking them among the top 3 of 14 problem indicators.

Use at school is especially troubling (Tables A6.8-6.9). It reflects a level of drug involvement so pervasive that the potential repercussions for violation of school rules are disregarded by these youths. This is behavior that threatens not only the user's learning ability but also school efforts to educate all youth. An analysis of CHKS data found that 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. Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools⁹ (CHKS Factsheet #3; see also School Climate What Works Brief #8).

Cigarette Smoking (Tables A7.1-7.4)

Current smokers are significantly more likely than nonsmokers to engage in alcohol and other drug use, be involved in violence and gang membership, and experience school-related problems and disengagement. To a lesser extent, current smokers are also more likely than nonsmokers to be victims of violence and harassment, feel unsafe at school, and experience incapacitating sadness and loneliness. These results suggest that efforts to reduce student smoking may be more successful if embedded in approaches that address a broad range of risk behaviors and problems (CHKS Factsheet #2 and #5).

Mental Health (Tables A8.4-8.5)

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. 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 (CHKS Factsheets #11 and #12).

⁹ 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.