

# CALIFORNIA HEALTHY KIDS SURVEY



## San Diego Unified Secondary 2017-2018 Main Report

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Hilva Chan  
California Department of Education  
Coordinated School Health and Safety Office  
1430 N Street  
Sacramento, CA 95814  
[hchan@cde.ca.gov](mailto:hchan@cde.ca.gov)

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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 school/district'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](http://chks.wested.org)), including *Helpful Resources for Local Control and Accountability Plans* ([chks.wested.org/resources/LCAP-Cal\\_SCHLS.pdf](http://chks.wested.org/resources/LCAP-Cal_SCHLS.pdf)). The California Safe and Supportive Schools website ([CaliforniaS3.wested.org](http://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 district/school.

## **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](https://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 gives the target sample of students and the final number and percent of students who completed the survey (the participation response rate).
- Appendix I lists all the secondary schools in the district that were eligible to participate in the survey and the percentage of students enrolled in each of them that completed the survey (included in the district report).
- Appendix II provides detailed information about the survey content areas (included in the district report).

## **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](https://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](https://chks.wested.org/resources/chks_guidebook_3_datause.pdf)).
- CHKS factsheets ([chks.wested.org/using-results/factsheets](https://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](https://californiaS3.wested.org/resources/S3_schoolclimateguidebook_final.pdf)).
- *Helpful Resources for Local Control and Accountability Plans* ([chks.wested.org/resources/LCAP\\_Cal\\_SCHLS.pdf](https://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](https://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](https://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](mailto: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 7<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> graders compare with those from 5<sup>th</sup> 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 district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies.

For more information, contact your CalSCHLS TA Center (call 888.841.7536) or email [schoolclimate@wested.org](mailto: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.

## School Reports and School Climate Report Cards

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

- A full report with all the survey results; and

- A short, user-friendly, graphic **School Climate Report Card** that provides results across eight domains of school climate and provides an overall **School Climate Index** score based on those domains. (View a sample report: visit [californiaS3.wested.org/resources/California\\_State\\_SCRC\\_1314.pdf](http://californiaS3.wested.org/resources/California_State_SCRC_1314.pdf)).

### **District School Climate Report Card**

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

### **Disaggregated Reports**

The staff of the 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.

### **Add Questions to Your Next Surveys**

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



**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
<b>Student Well-Being</b>					
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			✓		
<b>School Climate</b>					
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		✓		✓	✓
<b>School Climate Improvement Practices</b>					
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](http://chks.wested.org).

Gregory Austin, Ph.D.  
Thomas Hanson, Ph.D.  
CalSCHLS Co-Directors, WestEd

Tom Herman  
Administrator, Coordinated School Health and Safety Office  
California Department of Education

# Survey Module Administration

**Table 1**

***CHKS Survey Modules Administered***

Survey Module	Administered
A. Mini-Core (Required)	X
B. Alcohol and Other Drugs (AOD) Module	
C. Building Healthy Communities (BHC) Module	X
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	X
J. Military Connected School Module	
K. Physical Health & Nutrition Module	
L. Resilience & Youth Development Module	
M. Safety & Violence Module	
N. School Climate Module	X
O. Sexual Behavior Module	
P. Social Emotional Health Module	X
Q. Tobacco Module	
Z. Custom Questions	X

# Mini-Core Module Results

## 1. Survey Sample

**Table A1.1**

***Student Sample for Mini-Core Module***

	Grade 7	Grade 9	Grade 11	NT <sup>A</sup>
<b><i>Student Sample Size</i></b>				
Target sample	7,153	8,196	6,197	1,244
Final number	6,388	5,076	3,747	382
<b>Average Response Rate</b>	89%	62%	60%	31%

*Note: <sup>A</sup>NT 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
<b>School Engagement and Supports</b>					
School connectedness <sup>†</sup>	19	14	14	18	A4.5
Academic motivation <sup>†</sup>	36	31	30	28	A4.5
Chronic truancy (twice a month or more often) <sup>§</sup>	4	5	8	16	A4.2
Caring adult relationships <sup>‡</sup>	28	23	29	33	A4.4
High expectations <sup>‡</sup>	42	32	35	41	A4.4
Meaningful participation <sup>‡</sup>	11	9	11	13	A4.4
Facilities upkeep	7	6	6	15	A4.12
<b>School Safety and Substance Use</b>					
School perceived as very safe or safe	57	49	52	60	A5.1
Experienced any harassment or bullying <sup>§</sup>	44	34	25	22	A5.2
Had mean rumors or lies spread about you <sup>§</sup>	46	33	27	24	A5.3
Been afraid of being beaten up <sup>§</sup>	23	15	7	9	A5.4
Been in a physical fight <sup>§</sup>	19	9	5	9	A5.4
Seen a weapon on campus <sup>§</sup>	16	13	10	13	A5.6
<b>Mental and Physical Health</b>					
Experienced chronic sadness/hopelessness <sup>§</sup>	36	35	37	37	A8.1
Considered suicide <sup>§</sup>	na	17	15	20	A8.2

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

<sup>†</sup>*Average percent of respondents reporting “Strongly agree.”*

<sup>‡</sup>*Average percent of respondents reporting “Very much true.”*

<sup>§</sup>*Past 12 months.*

*na—Not asked of middle school students.*

### 3. Demographics

**Table A3.1**

***Gender of Sample***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	50	48	50	57
Female	47	49	49	40
Transgender/Non-binary/Questioning/Other	2	2	2	2

*Question HS/MS Z.1: What is your gender?*

*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	57	55	55	24
Yes	43	45	45	76

*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	2	2	2	6
Asian	15	16	19	3
Black or African American	7	7	8	8
Native Hawaiian or Pacific Islander	2	4	4	2
White	25	28	31	25
Mixed (two or more) races	49	43	35	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	88	92	93	86
Other relative's home	2	2	2	4
A home with more than one family	5	3	3	6
Friend's home	0	0	0	2
Foster home, group care, or waiting placement	0	0	0	0
Hotel or motel	0	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	1	0	0
Other living arrangement	4	2	1	2

*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	17	30
Graduated from high school	11	15	17	23
Attended college but did not complete four-year degree	9	11	14	8
Graduated from college	45	45	41	19
Don't know	27	15	11	20

*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	33	35	34	11
Yes	48	51	59	77
Don't know	19	14	7	13

*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*****Language Spoken at Home***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
English	61	61	60	50
Spanish	25	25	26	46
Mandarin	1	0	0	0
Cantonese	0	0	1	1
Taiwanese	0	0	0	1
Tagalog	3	3	3	0
Vietnamese	3	4	5	1
Korean	0	0	0	0
Other	6	5	5	2

*Question HS/MS A.11: What language is spoken most of the time in your home?*

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

**Table A3.8**  
**English Language Proficiency – All Students**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>How well do you...</b>				
<b>understand English?</b>				
Very well	88	89	88	85
Well	10	11	11	14
Not well	1	1	1	1
Not at all	0	0	0	1
<b>speak English?</b>				
Very well	82	82	83	80
Well	16	16	15	17
Not well	2	1	2	1
Not at all	0	1	0	1
<b>read English?</b>				
Very well	78	80	81	76
Well	18	18	17	20
Not well	3	2	2	3
Not at all	1	1	0	1
<b>write English?</b>				
Very well	74	75	77	71
Well	22	21	20	23
Not well	3	3	3	4
Not at all	1	1	0	1
<b>English Language Proficiency Status</b>				
Proficient	77	78	80	74
Not proficient	23	22	20	26

*Question HS/MS A.12-15: How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.*

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

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

*Proficient: students with average item response > 3.5; and*

*Not Proficient: students with average item response ≤ 3.5.*

**Table A3.9*****English Language Proficiency – Students Speaking a Language Other Than English at Home***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>How well do you...</i></b>				
<b>understand English?</b>				
Very well	79	79	77	79
Well	18	19	22	20
Not well	2	1	2	1
Not at all	1	1	0	1
<b>speak English?</b>				
Very well	68	69	68	72
Well	28	28	28	26
Not well	3	3	3	1
Not at all	1	1	0	1
<b>read English?</b>				
Very well	65	67	65	68
Well	28	28	30	27
Not well	6	3	5	5
Not at all	1	1	0	0
<b>write English?</b>				
Very well	60	62	60	60
Well	33	32	33	33
Not well	6	5	6	6
Not at all	1	1	0	1
<b><i>English Language Proficiency Status</i></b>				
Proficient	63	65	63	65
Not proficient	37	35	37	35

*Question HS/MS A.12-15: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.*

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

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

*Proficient: students with average item response > 3.5; and*

*Not Proficient: students with average item response ≤ 3.5.*

**Table A3.10**  
***Sexual Orientation***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Straight (not gay)	79	82	83	77
Gay or Lesbian	1	2	2	4
Bisexual	5	7	7	9
I am not sure yet	2	4	3	5
Something else	6	2	2	2
Decline to respond	5	3	3	3

*Question HS A.74/MS A.73: Which of the following best describes you?*

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

**Table A3.11**  
***Gender Identity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I am not transgender	93	95	95	91
Yes, I am transgender	1	1	1	2
I am not sure if I am transgender	2	2	1	2
Decline to respond	4	2	2	5

*Question HS A.75/MS A.74: 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	26	28	24	6
A's and B's	31	32	32	21
Mostly B's	6	6	9	6
B's and C's	18	18	20	33
Mostly C's	4	4	6	11
C's and D's	9	7	6	13
Mostly D's	1	2	1	4
Mostly F's	3	3	1	7

*Question HS/MS A.16: 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	73	72	65	58
1-2 times	13	13	14	14
A few times	9	9	11	11
Once a month	1	1	2	2
Twice a month	1	1	2	2
Once a week	1	1	2	3
More than once a week	2	3	4	10

*Question HS/MS A.18: 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	46	44	40	25
1 day	23	24	24	21
2 days	15	15	18	22
3 or more days	16	17	18	31

*Question HS/MS A.17: 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**  
***School Environment Scales (Developmental Supports)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
<b>Total school supports</b>					
<i>Average Reporting “Very much true”</i>	27	22	25	29	
High	30	24	30	31	
Moderate	52	54	53	54	
Low	18	22	18	14	
<b>Caring adults in school</b>					
<i>Average Reporting “Very much true”</i>	28	23	29	33	A4.6
High	33	27	35	37	
Moderate	54	57	55	54	
Low	13	15	10	8	
<b>High expectations-adults in school</b>					
<i>Average Reporting “Very much true”</i>	42	32	35	41	A4.7
High	51	39	42	46	
Moderate	41	51	50	44	
Low	8	10	8	10	
<b>Meaningful participation at school</b>					
<i>Average Reporting “Very much true”</i>	11	9	11	13	A4.8
High	9	7	9	13	
Moderate	41	39	42	41	
Low	50	54	49	46	

*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 A4.5*****School Connectedness, Academic Motivation, and Parent Involvement Scales***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
<b>School Connectedness</b>					
<i>Average Reporting “Strongly agree”</i>	19	14	14	18	A4.9
High	46	40	41	47	
Moderate	43	49	48	43	
Low	11	12	12	10	
<b>Academic Motivation</b>					
<i>Average Reporting “Strongly agree”</i>	36	31	30	28	A4.10
High	37	31	30	28	
Moderate	43	47	48	48	
Low	20	22	22	24	
<b>Parent Involvement in School</b>					
<i>Average Reporting “Strongly agree”</i>	18	10	9	17	A4.11
High	38	26	24	38	
Moderate	43	49	48	45	
Low	18	26	27	17	

*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*****Caring Relationships Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Caring adults in school</b>				
<i>Average Reporting “Very much true”</i>	28	23	29	33
<b><i>At my school, there is a teacher or some other adult... who really cares about me.</i></b>				
Not at all true	11	12	7	8
A little true	31	34	28	24
Pretty much true	33	33	36	38
Very much true	25	20	29	30
<b><i>who notices when I’m not there.</i></b>				
Not at all true	13	15	12	8
A little true	28	32	28	21
Pretty much true	30	31	34	34
Very much true	28	23	26	37
<b><i>who listens to me when I have something to say.</i></b>				
Not at all true	10	9	7	8
A little true	25	27	23	22
Pretty much true	32	37	37	36
Very much true	33	27	33	33

*Question HS/MS A.32, 34, 36: 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 A4.7*****High Expectations Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>High expectations-adults in school</b>				
<i>Average Reporting “Very much true”</i>	42	32	35	41
<b><i>At my school, there is a teacher or some other adult... who tells me when I do a good job.</i></b>				
Not at all true	9	9	8	9
A little true	23	27	24	20
Pretty much true	36	38	38	35
Very much true	33	26	30	36
<b><i>who always wants me to do my best.</i></b>				
Not at all true	5	5	5	7
A little true	14	19	18	16
Pretty much true	30	38	38	33
Very much true	51	38	40	44
<b><i>who believes that I will be a success.</i></b>				
Not at all true	9	9	7	8
A little true	20	23	21	22
Pretty much true	29	35	35	28
Very much true	42	33	37	42

*Question HS/MS A.33, 35, 37: 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 A4.8**  
**Meaningful Participation Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Meaningful participation at school</b>				
<i>Average Reporting “Very much true”</i>	11	9	11	13
<b>At school...</b>				
<b>I do interesting activities.</b>				
Not at all true	16	19	18	23
A little true	33	33	33	34
Pretty much true	31	28	29	29
Very much true	21	20	20	14
<b>I help decide things like class activities or rules.</b>				
Not at all true	47	50	45	39
A little true	30	30	30	30
Pretty much true	15	14	17	18
Very much true	8	7	8	13
<b>I do things that make a difference.</b>				
Not at all true	27	33	30	29
A little true	38	39	38	35
Pretty much true	23	20	22	22
Very much true	12	8	10	13
<b>I have a say in how things work.</b>				
Not at all true	40	44	40	36
A little true	33	33	35	31
Pretty much true	18	16	17	21
Very much true	9	7	9	12
<b>I help decide school activities or rules.</b>				
Not at all true	65	66	60	53
A little true	21	22	24	22
Pretty much true	8	8	10	14
Very much true	5	4	6	11

*Question HS/MS A.38-42: 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 A4.9**  
***School Connectedness Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>School Connectedness</b>				
<i>Average Reporting “Strongly agree”</i>	19	14	14	18
<b>I feel close to people at this school.</b>				
Strongly disagree	4	5	7	10
Disagree	6	9	10	12
Neither disagree nor agree	23	25	24	31
Agree	44	41	41	34
Strongly agree	22	20	17	12
<b>I am happy to be at this school.</b>				
Strongly disagree	8	7	8	9
Disagree	9	9	9	9
Neither disagree nor agree	25	29	31	29
Agree	38	39	39	37
Strongly agree	20	15	14	17
<b>I feel like I am part of this school.</b>				
Strongly disagree	7	7	7	9
Disagree	11	11	10	8
Neither disagree nor agree	27	32	33	33
Agree	38	37	37	35
Strongly agree	17	13	12	15
<b>The teachers at this school treat students fairly.</b>				
Strongly disagree	8	7	6	5
Disagree	13	12	11	5
Neither disagree nor agree	26	30	28	20
Agree	36	40	43	46
Strongly agree	17	11	12	24
<b>I feel safe in my school.</b>				
Strongly disagree	6	6	6	5
Disagree	11	10	9	5
Neither disagree nor agree	25	34	31	29
Agree	39	40	42	41
Strongly agree	19	11	12	21

*Question HS/MS A.19-23: How strongly do you agree or disagree with the following statements?... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.*

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

**Table A4.10*****Academic Motivation Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Academic Motivation</b>				
<i>Average Reporting “Strongly agree”</i>	36	31	30	28
<b>I try hard to make sure that I am good at my schoolwork.</b>				
Strongly disagree	3	2	2	4
Disagree	3	3	3	4
Neither disagree nor agree	11	13	14	16
Agree	39	43	45	47
Strongly agree	45	39	36	30
<b>I try hard at school because I am interested in my work.</b>				
Strongly disagree	6	5	5	5
Disagree	10	11	11	8
Neither disagree nor agree	26	27	26	26
Agree	35	35	37	38
Strongly agree	23	22	21	23
<b>I work hard to try to understand new things at school.</b>				
Strongly disagree	3	3	2	4
Disagree	5	5	5	5
Neither disagree nor agree	18	19	19	21
Agree	42	46	46	44
Strongly agree	32	28	27	26
<b>I am always trying to do better in my schoolwork.</b>				
Strongly disagree	3	2	2	4
Disagree	2	3	3	4
Neither disagree nor agree	13	15	16	17
Agree	37	42	44	45
Strongly agree	45	37	35	30

*Question HS/MS A.28-31: 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 A4.11**  
**Parent Involvement Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Parent Involvement in School</b>				
<i>Average Reporting “Strongly agree”</i>	18	10	9	17
<b>Teachers at this school communicate with parents about what students are expected to learn in class.</b>				
Strongly disagree	6	8	8	6
Disagree	11	16	19	10
Neither disagree nor agree	26	35	35	29
Agree	38	32	30	37
Strongly agree	19	9	8	18
<b>Parents feel welcome to participate at this school.</b>				
Strongly disagree	5	5	5	5
Disagree	8	9	10	7
Neither disagree nor agree	35	45	44	45
Agree	36	32	32	31
Strongly agree	16	10	9	11
<b>School staff takes parent concerns seriously.</b>				
Strongly disagree	6	6	6	6
Disagree	10	12	12	4
Neither disagree nor agree	33	41	39	31
Agree	34	32	34	38
Strongly agree	18	10	9	21

*Question HS/MS A.25-27: 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 A4.12*****Quality of School Physical Environment***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>My school is usually clean and tidy.</b>				
Strongly disagree	13	12	13	6
Disagree	22	24	24	11
Neither disagree nor agree	31	32	30	32
Agree	27	27	27	37
Strongly agree	7	6	6	15

*Question HS/MS A.24: 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	13	9	11	22
Safe	44	41	41	38
Neither safe nor unsafe	32	41	38	34
Unsafe	7	6	6	3
Very unsafe	4	3	3	3

*Question HS/MS A.48: 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 %
<b>Race, ethnicity, or national origin</b>				
0 times	80	84	87	91
1 time	9	7	6	4
2 or more times	12	9	7	4
<b>Religion</b>				
0 times	92	93	94	94
1 time	4	3	2	4
2 or more times	4	4	3	3
<b>Gender (being male or female)</b>				
0 times	89	92	94	94
1 time	5	3	2	3
2 or more times	6	4	3	3
<b>Because you are gay or lesbian or someone thought you were</b>				
0 times	86	90	94	92
1 time	5	4	2	3
2 or more times	9	6	4	6
<b>A physical or mental disability</b>				
0 times	94	95	96	92
1 time	3	2	1	3
2 or more times	4	3	2	5
<b>You are an immigrant or someone thought you were</b>				
0 times	92	93	94	93
1 time	4	4	3	4
2 or more times	4	4	3	3
<b><i>Any of the above six reasons</i></b>	34	28	21	18

*Question HS/MS A.64-69: 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 %
<b>Any other reason</b>				
0 times	71	81	88	86
1 time	10	7	5	5
2 or more times	19	12	7	10
<b>Any harassment</b>	44	34	25	22

*Question HS/MS A.64-70: 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 %
<b><i>During the past 12 months, how many times on school property have you...</i></b>				
<b>had mean rumors or lies spread about you?</b>				
0 times	54	67	73	76
1 time	20	15	12	11
2 to 3 times	12	9	8	9
4 or more times	14	9	6	5
<b>had sexual jokes, comments, or gestures made to you?</b>				
0 times	65	68	75	78
1 time	13	11	8	8
2 to 3 times	8	9	7	5
4 or more times	14	13	10	8
<b>been made fun of because of your looks or the way you talk?</b>				
0 times	58	68	75	79
1 time	15	13	11	8
2 to 3 times	10	8	7	5
4 or more times	17	11	7	7
<b>been made fun of, insulted, or called names?</b>				
0 times	51	66	78	81
1 time	17	13	9	7
2 to 3 times	11	8	5	5
4 or more times	21	13	8	7

*Question HS/MS A.52-54, 63: 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 %
<b><i>During the past 12 months, how many times on school property have you...</i></b>				
<b>been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?</b>				
0 times	62	81	90	88
1 time	16	9	6	6
2 to 3 times	10	5	2	3
4 or more times	12	5	2	3
<b>been afraid of being beaten up?</b>				
0 times	77	85	93	91
1 time	12	9	4	5
2 to 3 times	5	3	2	3
4 or more times	6	3	1	1
<b>been threatened with harm or injury?</b>				
0 times	86	91	95	92
1 time	8	5	3	4
2 to 3 times	3	3	1	2
4 or more times	3	2	1	1
<b>been in a physical fight?</b>				
0 times	81	91	95	91
1 time	11	5	2	4
2 to 3 times	5	2	1	3
4 or more times	3	2	1	2
<b>been threatened or injured with a weapon (gun, knife, club, etc.)?</b>				
0 times	95	96	97	94
1 time	3	2	1	3
2 to 3 times	1	1	1	2
4 or more times	1	1	1	1
<b>been offered, sold, or given an illegal drug?</b>				
0 times	90	78	80	82
1 time	5	8	8	7
2 to 3 times	2	6	5	5
4 or more times	3	8	7	5

*Question HS/MS A.49-51, 56, 60, 62: 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 %
<b>Had your property stolen or deliberately damaged</b>				
0 times	75	78	86	89
1 time	14	14	9	7
2 to 3 times	6	5	3	2
4 or more times	5	3	2	2
<b>Damaged school property on purpose</b>				
0 times	92	94	96	93
1 time	5	3	2	4
2 to 3 times	2	1	1	2
4 or more times	1	1	1	1

*Question HS/MS A.55, 57: 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 %
<b>Carried a gun</b>				
0 times	99	99	99	96
1 time	1	0	0	1
2 to 3 times	0	0	0	1
4 or more times	1	1	0	2
<b>Carried any other weapon (such as a knife or club)</b>				
0 times	96	97	97	92
1 time	2	2	2	3
2 to 3 times	1	0	0	1
4 or more times	1	1	1	4
<b>Seen someone carrying a gun, knife, or other weapon</b>				
0 times	84	87	90	87
1 time	10	7	5	6
2 to 3 times	3	3	2	4
4 or more times	3	2	2	4

*Question HS/MS A.58, 59, 61: 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**

***Current AOD Use on School Property, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Alcohol</b>				
0 days	96	95	95	94
1 to 2 days	3	3	3	3
3 or more days	1	2	2	4
<b>Marijuana (smoke, vape, eat, or drink)</b>				
0 days	95	91	92	88
1 to 2 days	3	4	3	5
3 or more days	2	5	5	7
<b>Any other drug, pill, or medicine to get “high” or for reasons other than medical?</b>				
0 days	96	96	97	94
1 to 2 days	2	2	1	2
3 or more days	1	2	2	4
<b><i>Any of the above</i></b>	7	11	9	13

*Question HS/MS A.45-47: 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.*

## 7. Tobacco Use

**Table A7.1**

*Summary of Key CHKS Tobacco Indicators*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
<b>Use Prevalence and Patterns</b>					
Current cigarette smoking at school <sup>†</sup>	2	2	2	5	A7.2
Current use of electronic cigarettes at school <sup>†</sup>	4	8	6	8	A7.2

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

<sup>†</sup>*Past 30 days.*

**Table A7.2**  
**Current Smoking on School Property, Past 30 Days**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Cigarettes</b>				
0 days	98	98	98	95
1 or 2 days	1	1	1	2
3 to 9 days	0	0	0	1
10 to 19 days	0	0	0	1
20 or more days	0	1	1	2
<b>Electronic cigarettes or other vaping device</b>				
0 days	96	92	94	92
1 or 2 days	2	4	3	5
3 to 9 days	1	1	1	1
10 to 19 days	0	1	1	0
20 or more days	1	2	2	2

*Question HS/MS A.43, 44: During the past 30 days, on how many days on school property did you use... cigarettes... 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.*

## 8. Other Physical and Mental Health Risks

**Table A8.1**

***Chronic Sad or Hopeless Feelings, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	64	65	63	63
Yes	36	35	37	37

*Question HS/MS A.71: 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 A8.2**

***Seriously Considered Attempting Suicide, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	na	83	85	80
Yes	na	17	15	20

*Question HS A.72: 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.*

## 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
<b><i>School Environment</i></b>							
Total school supports <sup>‡</sup>	25	26	26	32	27	31	25
Caring adults in school <sup>‡</sup>	26	29	26	33	27	34	26
High expectations-adults in school <sup>‡</sup>	38	42	42	46	43	47	40
Meaningful participation at school <sup>‡</sup>	10	10	11	17	12	12	10
<b><i>School Connectedness</i></b> <sup>†</sup>	16	17	20	17	23	23	17
<b><i>Academic Motivation</i></b> <sup>†</sup>	32	27	42	33	35	42	33
<b><i>Parent Involvement in School</i></b> <sup>†</sup>	17	19	20	20	17	19	16

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. <sup>†</sup>Average percent of respondents reporting “Strongly agree.” <sup>‡</sup>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
<b><i>School Environment</i></b>							
Total school supports <sup>‡</sup>	20	22	20	25	23	25	21
Caring adults in school <sup>‡</sup>	21	22	20	27	25	27	22
High expectations-adults in school <sup>‡</sup>	30	33	32	35	36	37	30
Meaningful participation at school <sup>‡</sup>	8	11	8	14	10	10	9
<b><i>School Connectedness</i></b> <sup>†</sup>	12	16	12	13	15	18	13
<b><i>Academic Motivation</i></b> <sup>†</sup>	28	28	36	34	27	36	27
<b><i>Parent Involvement in School</i></b> <sup>†</sup>	10	14	9	12	14	9	10

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. <sup>†</sup>Average percent of respondents reporting “Strongly agree.” <sup>‡</sup>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
<b><i>School Environment</i></b>							
Total school supports <sup>‡</sup>	23	20	23	31	28	28	24
Caring adults in school <sup>‡</sup>	27	24	25	36	31	33	28
High expectations-adults in school <sup>‡</sup>	33	27	33	42	40	39	34
Meaningful participation at school <sup>‡</sup>	9	10	12	15	12	11	10
<b><i>School Connectedness</i></b> <sup>†</sup>	12	14	12	15	11	17	12
<b><i>Academic Motivation</i></b> <sup>†</sup>	28	20	29	33	33	32	28
<b><i>Parent Involvement in School</i></b> <sup>†</sup>	8	8	8	13	9	9	8

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. <sup>†</sup>Average percent of respondents reporting “Strongly agree.” <sup>‡</sup>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
<b><i>School Environment</i></b>							
Total school supports <sup>‡</sup>	28	30		41		31	28
Caring adults in school <sup>‡</sup>	33	33		47		35	34
High expectations-adults in school <sup>‡</sup>	41	40		52		48	39
Meaningful participation at school <sup>‡</sup>	11	18		25		12	11
<b><i>School Connectedness</i></b> <sup>†</sup>	18	10		13		18	18
<b><i>Academic Motivation</i></b> <sup>†</sup>	27	22		21		38	27
<b><i>Parent Involvement in School</i></b> <sup>†</sup>	17	10		17		20	18

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. <sup>†</sup>Average percent of respondents reporting “Strongly agree.” <sup>‡</sup>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	52	46	50	59
American Indian or Alaska Native	55	53	42	67
Asian	65	51	53	
Black or African American	51	44	46	57
Native Hawaiian or Pacific Islander	59	44	52	
White	63	56	56	63
Mixed (two or more) races	53	46	53	60

*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	33	26	20	14
American Indian or Alaska Native	29	29	25	13
Asian	36	29	18	
Black or African American	35	36	28	48
Native Hawaiian or Pacific Islander	37	23	25	
White	33	26	23	25
Mixed (two or more) races	35	29	20	17

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	42	31	23	16
American Indian or Alaska Native	40	30	25	13
Asian	46	37	23	
Black or African American	41	42	31	61
Native Hawaiian or Pacific Islander	43	32	28	
White	46	34	28	30
Mixed (two or more) races	44	35	25	21

*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	6	7	5	6
American Indian or Alaska Native	8	5	6	6
Asian	2	3	4	
Black or African American	6	6	6	29
Native Hawaiian or Pacific Islander	6	5	7	
White	2	4	4	7
Mixed (two or more) races	5	7	5	4

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



**Table A9.9*****Chronic Sad or Hopeless Feelings in the Past 12 Months by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	40	38	37	32
American Indian or Alaska Native	32	35	32	29
Asian	37	35	41	
Black or African American	38	33	31	61
Native Hawaiian or Pacific Islander	45	36	43	
White	26	29	35	46
Mixed (two or more) races	39	40	38	36

*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 %
<b><i>School Environment</i></b>								
Total school supports <sup>‡</sup>	27	27	21	22	26	24	33	27
Caring adults in school <sup>‡</sup>	28	29	23	23	31	28	39	30
High expectations-adults in school <sup>‡</sup>	43	42	32	32	38	33	47	37
Meaningful participation at school <sup>‡</sup>	11	11	8	10	10	11	14	13
<b><i>School Connectedness</i></b> <sup>†</sup>	18	20	12	16	11	16	21	15
<b><i>Academic Motivation</i></b> <sup>†</sup>	40	33	35	28	35	25	37	21
<b><i>Parent Involvement in School</i></b> <sup>†</sup>	16	20	8	11	7	10	16	17

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

<sup>†</sup>Average percent of respondents reporting “Strongly agree.”

<sup>‡</sup>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
	%	%	%	%	%	%	%	%
<b>Perceived Safety at School</b>								
Feel safe or very safe at school	54	61	45	54	48	57	61	61
<b>Harassment/Bullying at School</b>								
<i>During the past 12 month at school, have you been...</i>								
harassed/bullied for any of the six reasons	35	31	29	25	22	18	18	17
harassed/bullied for any reasons	48	39	37	31	27	22	23	20
<b>Current ATOD Use</b>								
<i>During the past 30 days, did you...</i>								
have at least one drink of alcohol at school	4	4	5	5	3	6	4	8
<b>Mental Health</b>								
Chronic sad or hopeless feelings, past 12 months	43	27	42	26	45	27	41	32

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

# Building Healthy Communities (BHC) Module

## 1. Module Sample

**Table C1.1**

***Student Sample for BHC Module***

	Grade 7	Grade 9	Grade 11	NT <sup>A</sup>
<b><i>Student Sample Size</i></b>				
Target sample	7,153	8,196	6,197	1,244
Final number	21	3,649	2,716	333
<b>Response Rate</b>	0%	45%	44%	27%

*Note:* <sup>A</sup>NT includes continuation, community day, and other alternative school types.

## 2. Summary of Key Indicators

**Table C2.1**

***Key Indicators of Community Safety and Supports***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
<b>Community Safety</b>					
Safety in neighborhood <sup>†</sup>	90	73	69	64	C7.1
Safety in neighborhood parks and playgrounds <sup>†</sup>	80	58	56	51	C7.1
<b>Community Supports</b>					
Connectedness <sup>‡</sup>	31	19	15	14	C8.2
Caring adult relationships <sup>§</sup>	53	52	52	45	C8.1
High expectations <sup>§</sup>	57	54	53	47	C8.1
Meaningful participation <sup>§</sup>	25	19	23	11	C8.1

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

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

<sup>†</sup> Percent of respondents reporting “Very safe” or “Safe”

<sup>‡</sup> Average percent of respondents reporting “Strongly agree.”

<sup>§</sup> Average percent of respondents reporting “Very much true.”

### 3. Access to Health Care

**Table C3.1**

***Where Do You Usually Go for Health Care***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Where do you usually go for help when you are sick, need medical care, or advice about health?</b>				
Hospital, urgent care, or emergency room	10	23	24	25
Doctor's office	71	34	35	21
Community clinic or medical center	5	10	13	16
A family member or neighbor who is not a doctor or a nurse	14	11	11	9
School nurse's office	0	2	2	4
Health center or clinic at your school	0	2	2	2
Some other place	0	2	2	3
I don't have anywhere I usually go	0	8	8	9
I don't know	0	7	4	10
<b>At school, where do you usually go for help when you are sick, need medical care, or need to get advice about health?</b>				
Main office	33	2	2	9
School nurse	43	66	67	58
Student health office/clinic	0	4	3	5
Counselor	5	1	1	2
Teacher or teachers aide	10	2	3	4
Friend or another student	0	7	7	2
I don't have anywhere to go	0	8	8	8
I don't know	10	11	8	13

*Question HS/MS C.1, 2: Where do you usually go for help when you are sick, need medical care, or advice about health?... At school, where do you usually go for help when you are sick, need medical care, or need to get advice about health?*

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

**Table C3.2*****Last Regular Check Up with Dentist***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I've never been to a dentist to have my teeth checked	0	1	1	2
Within the last six months	67	67	67	53
Seven to 12 months ago	24	11	12	16
Between one and two years ago	0	4	5	7
More than two years ago	5	3	3	4
I don't know/remember	5	14	12	16

*Question HS/MS C.3: When did you last visit a dentist to get your teeth checked or cleaned?*

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

**Table C3.3*****Medical Care Usage, Past Year***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Medical care when you were sick or hurt or needed a checkup</b>				
Always	55	51	53	46
Sometimes	10	20	19	19
Rarely	10	9	9	9
Never	0	3	3	4
I don't know/remember	10	6	5	12
I didn't need this type of care	15	11	10	10
<b>Counseling to help you deal with problems like stress, feeling sad, family issues, or alcohol or drug use</b>				
Always	15	17	19	28
Sometimes	5	10	10	15
Rarely	10	9	10	10
Never	15	24	26	19
I don't know/remember	0	5	4	7
I didn't need this type of care	55	36	31	22
<b>Dental care when you had a problem with your teeth or mouth</b>				
Always	25	49	49	43
Sometimes	25	15	14	15
Rarely	10	8	9	11
Never	10	6	7	6
I don't know/remember	15	7	5	12
I didn't need this type of care	15	16	16	12

*Question HS/MS C.4-6: In the past year, how often did you get the following types of care when you needed it?... Medical care when you were sick or hurt or needed a checkup... Counseling to help you deal with problems like stress, feeling sad, family issues, or alcohol or drug use... Dental care when you had a problem with your teeth or mouth.*

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



## 4. Physical Activity

**Table C4.1**

*Number of Days Exercised, Past 7 Days*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	0	8	18	23
1 day	0	5	8	7
2 days	20	8	10	7
3 days	5	12	13	14
4 days	30	11	11	10
5 days	15	21	15	14
6 days	10	10	7	5
7 days	20	26	17	19

*Question HS/MS C.10: How many of the past 7 days did you exercise or do physical activity for a total of at least 60 minutes a day (like basketball, soccer, running, swimming laps, bicycling, skateboarding, fast walking, dancing or similar aerobic activities; do not include exercise that lasts less than 10 minutes at a time)?*

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

## 5. Food Consumed and School Cafeteria

**Table C5.1**

***Food and Beverage Consumed on Last School Day***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
One or more glasses of water	50	60	62	58
Breakfast served at school	0	16	19	23
Lunch served at school	0	38	41	45
A glass or can of sweetened soda, a sports drink, an energy drink, or any other sweetened drink	10	15	12	19
None of the above	40	21	19	20

*Question HS/MS C.11: Which of the following did you eat or drink at school on the last day you attended school? (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 C5.2**

***School Cafeteria***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Which of the following statements about your school cafeteria or eating area do you agree with? (Mark all that apply.)<sup>†</sup></b>				
I like the food served there.	24	23	17	34
They serve the right amount of food.	35	27	23	27
I like the fresh fruits and vegetables served at school.	29	29	31	31
It is embarrassing to eat cafeteria food.	0	21	22	16
They post information about the nutritional content of foods in the cafeteria.	24	23	25	15
I don’t feel safe there.	0	11	13	8
It is clean.	82	32	30	39

*Question HS/MS C.12: Which of the following statements about your school cafeteria or eating area do you agree with? (Mark all that apply.)*

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

## 6. Reasons for School Absence

**Table C6.1**

***Reasons for Missing School, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Asthma or other problems with breathing, coughing, chest pain, or wheezing when you didn't have a cold</b>				
No	79	84	87	83
Yes	21	16	13	17
<b>Tooth pain or other dental problems</b>				
No	89	90	91	88
Yes	11	10	9	12
<b>A negative school or classroom environment</b>				
No	85	87	89	87
Yes	15	13	11	13

*Question HS/MS C.7-9: In the past 30 days, did you miss an entire day of school for any of the following reasons?... Asthma or other problems with breathing, coughing, chest pain, or wheezing when you didn't have a cold... Tooth pain or other dental problems... A negative school or classroom environment.*

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

## 7. Community Safety

**Table C7.1**

***Neighborhood Safety***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>How safe do you feel in the neighborhood where you live?</b>				
Very safe	40	34	30	25
Safe	50	39	39	39
Neither safe nor unsafe	5	21	24	27
Unsafe	0	4	5	6
Very unsafe	5	1	1	3
<b>How safe do you feel in your neighborhood parks and playgrounds?</b>				
Very safe	25	21	20	20
Safe	55	37	36	30
Neither safe nor unsafe	0	26	28	33
Unsafe	5	7	8	6
Very unsafe	0	2	3	6
I don't have any neighborhood parks or playgrounds	15	6	5	5
<b>During the past 12 months, how many times in your neighborhood (not at school) have you seen someone carrying a gun, knife, or other weapon?</b>				
Never	90	74	76	68
1 time	0	11	9	10
2 times	0	6	6	8
3 times	0	2	2	5
4 or more times	10	7	7	9

*Question HS/MS C.13-15: How safe do you feel in the neighborhood where you live?... How safe do you feel in your neighborhood parks and playgrounds?... During the past 12 months, how many times in your neighborhood (not at school) have you seen someone carrying a gun, knife, or other weapon?*

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

**Table C7.2*****Major Problems in Neighborhood***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Bullying		15	11	12
Crime		34	38	46
Empty or abandoned buildings		11	10	11
Fights		32	28	36
Gangs		28	28	42
Graffiti		37	39	46
Liquor stores and/or bars		30	28	30
People selling drugs		34	36	39
Police treating people unfairly		14	16	22
Unemployment		20	21	19
Lack of access to parks and recreation		13	10	11
Lack of affordable places to live		32	33	30
Poor living conditions		25	25	28

*Question HS/MS C.16: Which of the following are major problems in your neighborhood? (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.*

*Percentages are based on respondents who have reported any problems.*

## 8. Community Supports

**Table C8.1**

*Community Environment Domain and Subdomains*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
<b>Total community supports</b>					
<i>Average Reporting “Very much true”</i>	45	42	43	34	
High	55	44	46	31	
Moderate	35	39	39	47	
Low	10	17	15	22	
<b>Caring adult relationships</b>					
<i>Average Reporting “Very much true”</i>	53	52	52	45	C8.3
High	65	56	55	48	
Moderate	25	31	33	35	
Low	10	14	13	18	
<b>High expectations</b>					
<i>Average Reporting “Very much true”</i>	57	54	53	47	C8.4
High	65	58	57	50	
Moderate	25	30	33	35	
Low	10	12	10	16	
<b>Meaningful participation</b>					
<i>Average Reporting “Very much true”</i>	25	19	23	11	C8.5
High	5	10	14	7	
Moderate	45	23	26	14	
Low	50	68	61	79	

*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 C8.2*****Community Connectedness Scales***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
<b>Community Connectedness</b>					
<i>Average Reporting “Strongly agree”</i>	31	19	15	14	C8.6
High	55	36	31	31	
Moderate	30	44	48	45	
Low	15	20	21	24	

*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 C8.3**  
**Community Caring Adult Relationships Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Caring adult relationships</b>				
<i>Average Reporting “Very much true”</i>	53	52	52	45
<b><i>Outside of my home and school, there is an adult... who really cares about me.</i></b>				
Not at all true	5	10	8	13
A little true	5	12	12	12
Pretty much true	25	19	20	24
Very much true	65	59	59	51
<b><i>who notices when I am upset about something.</i></b>				
Not at all true	10	17	16	19
A little true	10	18	19	19
Pretty much true	45	22	22	22
Very much true	35	42	43	41
<b><i>whom I trust.</i></b>				
Not at all true	10	13	13	19
A little true	10	15	15	14
Pretty much true	20	19	21	23
Very much true	60	53	52	44

*Question HS/MS C.17, 19, 22: Outside of my home and school, there is an adult... who really cares about me...  
who notices when I am upset about something... whom I trust.*

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



**Table C8.4**  
**Community High Expectations Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>High expectations</b>				
<i>Average Reporting “Very much true”</i>	57	54	53	47
<b><i>Outside of my home and school, there is an adult... who tells me when I do a good job.</i></b>				
Not at all true	10	13	12	16
A little true	0	17	17	18
Pretty much true	45	23	24	23
Very much true	45	47	47	43
<b><i>who believes I will be a success.</i></b>				
Not at all true	10	11	10	13
A little true	0	14	14	16
Pretty much true	30	22	23	24
Very much true	60	54	54	46
<b><i>who always wants me to do my best.</i></b>				
Not at all true	5	9	9	12
A little true	0	11	11	14
Pretty much true	30	19	22	23
Very much true	65	60	58	51

*Question HS/MS C.18, 20, 21: Outside of my home and school, there is an adult... who tells me when I do a good job... who believes I will be a success... who always wants me to do my best.*

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

**Table C8.5**  
**Community Meaningful Participation Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Meaningful participation</b>				
<i>Average Reporting “Very much true”</i>	25	19	23	11
<b><i>Outside my home and school, ...</i></b>				
<b>I have spent time participating in community service or a volunteer activity to help others.</b>				
Not at all true	40	36	30	47
A little true	15	28	26	28
Pretty much true	20	17	19	13
Very much true	25	19	25	13
<b>I have worked with other people to help my community.</b>				
Not at all true	35	41	36	50
A little true	30	26	25	27
Pretty much true	20	17	20	13
Very much true	15	15	20	10
<b>I have participated in groups or organizational activities.</b>				
Not at all true	30	29	28	46
A little true	5	19	19	24
Pretty much true	5	17	19	15
Very much true	60	35	34	16
<b>I have participated in community efforts to create positive change.</b>				
Not at all true	35	44	38	54
A little true	25	27	25	24
Pretty much true	25	15	17	12
Very much true	15	15	19	9
<b>I have contributed to discussions about community activities or issues.</b>				
Not at all true	45	55	49	61
A little true	30	22	23	22
Pretty much true	15	11	13	9
Very much true	10	11	14	8

*Question HS/MS C.28-32: Outside my home and school, ... I have spent time participating in community service or a volunteer activity to help others... I have worked with other people to help my community... I have participated in groups or organizational activities, like clubs, sport teams, music bands, church/temple groups... I have participated in community efforts to create positive change... I have contributed to discussions about community activities or issues.*

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

**Table C8.6*****Community Connectedness Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Community Connectedness</b>				
<i>Average Reporting “Strongly agree”</i>	31	19	15	14
<b>I feel close to people in my community/neighborhood.</b>				
Strongly disagree	10	17	17	19
Disagree	15	18	19	15
Neither disagree nor agree	10	29	31	33
Agree	50	24	22	21
Strongly agree	15	12	10	11
<b>I am happy to live in my community/neighborhood.</b>				
Strongly disagree	0	6	6	12
Disagree	10	6	6	7
Neither disagree nor agree	5	23	28	30
Agree	35	39	39	34
Strongly agree	50	27	21	18
<b>I feel like I am a part of my community/neighborhood.</b>				
Strongly disagree	5	13	14	16
Disagree	20	15	16	16
Neither disagree nor agree	20	35	37	35
Agree	20	22	21	21
Strongly agree	35	14	12	12
<b>I feel connected to my community/neighborhood.</b>				
Strongly disagree	10	14	14	17
Disagree	20	16	17	17
Neither disagree nor agree	20	34	37	34
Agree	30	22	20	21
Strongly agree	20	14	11	12
<b>I feel safe in my community/neighborhood.</b>				
Strongly disagree	5	5	6	12
Disagree	0	6	8	8
Neither disagree nor agree	5	26	30	33
Agree	55	37	36	31
Strongly agree	35	26	21	17

*Question HS/MS C.23-27: I feel close to people in my community/neighborhood... I am happy to live in my community/neighborhood... I feel like I am a part of my community/neighborhood... I feel connected to my community/neighborhood... I feel safe in my community/neighborhood.*

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

## 9. Community Involvement

**Table C9.1**

***Youth Involvement in Community***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>How frequently would you say you get personally involved in efforts to try to create positive change?</b>				
All the time	0	7	9	10
Frequently	35	18	18	17
Occasionally	25	35	35	29
Rarely	35	26	25	25
Never	5	14	12	20
<b>Please select the items that you have done in your community in the past 12 months. (Mark All That Apply.)<sup>†</sup></b>				
Wrote or made a presentation about a community issue	10	13	11	10
Planned or participated in a meeting or event directed at community change or a local issue	20	17	18	9
Collected signatures on a petition or asked people about their opinions on community issues	0	5	5	4
Talked to people about voting	10	8	10	7
Met personally with a community official or staff member	0	7	8	7
Sent an email, letter, or other communication to a public figure or organization	5	10	13	8
Posted your views on a blog, Facebook <sup>TM</sup> , Instagram <sup>TM</sup> , Twitter <sup>TM</sup> , other social media or online platform	10	14	15	10
Volunteered time for an organization active in community change	25	20	26	12
Changed your online profile picture to demonstrate solidarity with a political cause or movement	5	5	6	5
Attended a meeting of a government or public agency, such as a city council, planning commission or school board	0	5	6	6
None of the above	60	58	49	64

*Question HS/MS C.33, 34: Some people are very involved in making a difference while others, for a variety of reasons, are not able to be as involved. How frequently would you say you get personally involved in efforts to try to create positive change?... Please select the items that you have done in your community in the past 12 months. (Mark All That Apply.)*

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

## 10. Attitudes Toward and Perceptions of the Police

**Table C10.1**

***Attitudes Toward and Perceptions of the Police in Neighborhood or Community***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>When thinking about police officers in your neighborhood or community, how true are the following statements for you?...</i></b>				
<b>I trust the police.</b>				
Not at all true	0	17	18	32
A little true	15	30	35	36
Pretty much true	40	31	29	18
Very much true	45	22	17	13
<b>I respect the police.</b>				
Not at all true	0	12	11	22
A little true	10	21	25	26
Pretty much true	25	32	34	29
Very much true	65	35	30	23
<b>The police make me feel safer.</b>				
Not at all true	0	18	18	30
A little true	20	29	33	34
Pretty much true	35	30	30	21
Very much true	45	24	19	15
<b>The police treat all people in the community fairly.</b>				
Not at all true	5	21	23	34
A little true	10	29	32	33
Pretty much true	20	29	29	20
Very much true	65	21	16	13

*Question HS/MS C.35-38: When thinking about police officers in your neighborhood or community, how true are the following statements for you?... I trust the police... I respect the police... The police make me feel safer... The police treat all people in the community fairly.*

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

**Table C10.1*****Attitudes Toward and Perceptions of the Police in Neighborhood or Community – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>When thinking about police officers in your neighborhood or community, how true are the following statements for you?...</i></b>				
<b>Police officers are helpful.</b>				
Not at all true	0	12	11	23
A little true	10	28	35	39
Pretty much true	35	35	35	24
Very much true	55	24	19	15
<b>The police are respectful of all people in the community.</b>				
Not at all true	0	18	19	29
A little true	15	29	34	35
Pretty much true	25	31	31	22
Very much true	60	23	17	13
<b>The police are helping to reduce crime and improve safety.</b>				
Not at all true	0	13	14	24
A little true	10	26	32	36
Pretty much true	35	34	34	26
Very much true	55	27	20	15
<b>Police officers treat people in my community with respect regardless of race, ethnicity, or perceived immigration status.</b>				
Not at all true	5	19	20	31
A little true	10	26	32	31
Pretty much true	25	31	30	24
Very much true	60	24	19	14

*Question HS/MS C.39-42: When thinking about police officers in your neighborhood or community, how true are the following statements for you?... Police officers are helpful... The police are respectful of all people in the community... The police are helping to reduce crime and improve safety... Police officers treat people in my community with respect regardless of race, ethnicity, or perceived immigration status.*

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

**Table C10.2**  
***Attitudes Toward and Perceptions of the Police at School***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Is there a police officer or school resource/safety officer that comes to your campus?</b>				
Yes	15	93	95	64
No	85	7	5	36
<b><i>When thinking about the law enforcement officer at your school, how true are the following statements for you?...</i></b>				
<b>I like having an officer at school.<sup>¶</sup></b>				
Not at all true		12	12	24
A little true		28	30	34
Pretty much true		31	30	25
Very much true		29	27	18
<b>I feel safer with the officer at school.<sup>¶</sup></b>				
Not at all true		16	17	22
A little true		29	30	35
Pretty much true		29	29	26
Very much true		27	24	17
<b>The officer is helpful to students needing help.<sup>¶</sup></b>				
Not at all true		15	15	24
A little true		32	35	36
Pretty much true		31	31	23
Very much true		22	19	18

*Question HS/MS C.43-46: Is there a police officer or school resource/safety officer that comes to your campus?... When thinking about the law enforcement officer at your school (e.g., police, safety, or resource officer), how true are the following statements for you?... I like having an officer at school... I feel safer with the officer at school... The officer is helpful to students needing help.*

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

*<sup>¶</sup>Only respondents who answered “Yes” to question “Is there a police officer or school resource/safety officer that comes to your campus?” were asked to answer the question.*

**Table C10.2*****Attitudes Toward and Perceptions of the Police at School – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>When thinking about the law enforcement officer at your school, how true are the following statements for you?...</i></b>				
<b>The officer has a good relationship with students.<sup>¶</sup></b>				
Not at all true		16	16	27
A little true		35	35	36
Pretty much true		29	30	22
Very much true		20	19	16
<b>The officer treats all students fairly.<sup>¶</sup></b>				
Not at all true		9	9	20
A little true		27	29	35
Pretty much true		37	38	26
Very much true		27	25	20
<b>The officer treats all students with respect regardless of race, ethnicity, or perceived immigration status.<sup>¶</sup></b>				
Not at all true		8	7	19
A little true		25	27	34
Pretty much true		37	38	26
Very much true		30	27	21
<b>The officer does a good job stopping violence at school.<sup>¶</sup></b>				
Not at all true		14	14	24
A little true		32	33	34
Pretty much true		32	33	25
Very much true		22	20	18

*Question HS/MS C.47-50: Is there a police officer or school resource/safety officer that comes to your campus?... When thinking about the law enforcement officer at your school (e.g., police, safety, or resource officer), how true are the following statements for you?... The officer has a good relationship with students... The officer treats all students fairly... The officer treats all students with respect regardless of race, ethnicity, or perceived immigration status... The officer does a good job stopping violence at school.*

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

<sup>¶</sup>*Only respondents who answered “Yes” to question “Is there a police officer or school resource/safety officer that comes to your campus?” were asked to answer the question.*



**Table C10.2*****Attitudes Toward and Perceptions of the Police at School – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>When thinking about the law enforcement officer at your school, how true are the following statements for you?...</i></b>				
<b><i>I respect the officer in my school.<sup>¶</sup></i></b>				
Not at all true		9	8	19
A little true		21	25	31
Pretty much true		32	35	23
Very much true		38	32	27
<b><i>I feel comfortable with the officer in my school.<sup>¶</sup></i></b>				
Not at all true		12	12	23
A little true		25	28	33
Pretty much true		33	33	27
Very much true		31	27	18

*Question HS/MS C.51, 52: Is there a police officer or school resource/safety officer that comes to your campus?... When thinking about the law enforcement officer at your school (e.g., police, safety, or resource officer), how true are the following statements for you?... I respect the officer in my school... I feel comfortable with the officer in my school.*

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

*<sup>¶</sup>Only respondents who answered “Yes” to question “Is there a police officer or school resource/safety officer that comes to your campus?” were asked to answer the question.*

# Gender & Sex-Based Harassment Module

## 1. Module Sample

**Table I1.1**

*Student Sample for Gender & Sex-Based Harassment Module*

	Grade 7	Grade 9	Grade 11	NT <sup>A</sup>
<b><i>Student Sample Size</i></b>				
Target sample	7,153	8,196	6,197	1,244
Final number	5,827	4,090	2,912	212
<b>Response Rate</b>	81%	50%	47%	17%

*Note: <sup>A</sup>NT includes continuation, community day, and other alternative school types.*

## 2. Gender Identity and Sexual Orientation

**Table I2.1**

***Gender Identity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Female	48	51	51	41
Male	49	46	47	55
Transgender	1	1	1	3
Questioning	2	2	2	2

*Question HS/MS I.53: What is your gender?*

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

**Table I2.2**

***Sexual Orientation***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Lesbian/Gay	2	2	2	3
Bisexual	6	7	7	8
Straight/Heterosexual	73	78	78	70
Questioning	4	3	3	3
Other	3	2	2	3
Decline to respond	12	7	7	13

*Question HS/MS I.52: Which of the following best describes your sexual orientation?*

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

### 3. Perceptions of LGBT-Related School Safety

**Table I3.1**

***Student Perceptions of School Safety, LGBT-Specific***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>My school is safe for...</i></b>				
<b>guys who are not as “masculine” as other guys.</b>				
Strongly disagree	9	7	6	9
Disagree	19	18	15	16
Agree	52	58	61	50
Strongly agree	20	17	18	25
<b>girls who are not as “feminine” as other girls.</b>				
Strongly disagree	8	5	4	9
Disagree	16	15	12	14
Agree	54	61	64	50
Strongly agree	22	19	20	28
<b>students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ).</b>				
Strongly disagree	10	7	5	8
Disagree	19	16	12	15
Agree	48	59	62	50
Strongly agree	23	19	21	26
<b>students with LGBTQ parents.</b>				
Strongly disagree	9	6	5	9
Disagree	18	13	10	11
Agree	51	61	64	54
Strongly agree	23	19	21	26

*Question HS/MS I.1-4: My school is safe for... guys who are not as “masculine” as other guys... girls who are not as “feminine” as other girls... students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ)... students with LGBTQ parents.*

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

**Table I3.1*****Student Perceptions of School Safety, LGBT-Specific – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>My school is safe for...</i></b>				
<b>teachers and staff who are LGBTQ.</b>				
Strongly disagree	10	6	5	8
Disagree	16	14	11	14
Agree	51	61	63	53
Strongly agree	23	19	21	25
<b>straight allies (people who are supportive of LGBTQ people).</b>				
Strongly disagree	8	5	5	8
Disagree	13	11	9	12
Agree	51	61	63	53
Strongly agree	28	22	23	27

*Question HS/MS I.5-6: My school is safe for... teachers and staff who are LGBTQ... straight allies (people who are supportive of LGBTQ people).*

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

## 4. Bullying Incidents, Negative Attitudes, and Pro-Bullying Beliefs

**Table I4.1**

*Bullying Incidents on School Property during the Past 12 months, LGBT-Specific*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?...</b>				
<b>Because you are gay, lesbian, bisexual, or transgender or someone thought you were</b>				
0 times	88	91	93	91
1 time	5	4	3	5
2-3 times	3	2	2	1
4 or more times	4	3	2	2
<b>Because you aren't as "masculine" as other guys or because you aren't as "feminine" as other girls</b>				
0 times	85	89	92	92
1 time	7	6	4	5
2-3 times	4	3	2	1
4 or more times	4	3	2	1
<b>Because you have LGBTQ parents or family members or because someone thought they were</b>				
0 times	96	96	97	96
1 time	2	2	1	2
2-3 times	1	1	1	1
4 or more times	1	1	1	1
<b>Because you have LGBTQ friends or because someone thought they were</b>				
0 times	88	93	95	95
1 time	6	4	2	3
2-3 times	3	2	2	0
4 or more times	3	2	1	2

*Question HS/MS I.7-10: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Because you are gay, lesbian, bisexual, or transgender or someone thought you were... Because you aren't as "masculine" as other guys or because you aren't as "feminine" as other girls... Because you have LGBTQ parents or family members or because someone thought they were... Because you have LGBTQ friends or because someone thought they were.*

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

**Table I4.2*****Offensive LGBT-Related Language***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>How often do you hear...</i></b>				
<b>anti-LGBTQ slurs at schools?</b>				
Never	21	20	25	42
Rarely	18	19	24	26
Sometimes	24	25	25	18
Often	38	35	26	14
<b>negative comments and slurs at school about someone's sex or gender?</b>				
Never	29	28	33	50
Rarely	25	26	28	26
Sometimes	23	24	21	13
Often	23	23	18	11

*Question HS/MS I.24, 25: How often do you hear anti-LGBTQ slurs at schools (example: when someone says "that's so gay" to mean something bad)?... How often do you hear negative comments and slurs at school about someone's sex or gender (example: "he is so girly" to mean something bad)?*

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

**Table I4.3*****Offensive LGBT-Related Language among Peers***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>How often do you hear other students make negative comments or use slurs based on...</i></b>				
<b>sex (male or female)?</b>				
Never	40	34	38	53
Rarely	26	26	27	25
Sometimes	20	25	23	12
Often	14	14	12	10
<b>sexual orientation?</b>				
Never	32	29	35	52
Rarely	23	24	27	22
Sometimes	22	26	23	17
Often	23	21	15	9
<b>gender identity or expression?</b>				
Never	42	36	41	59
Rarely	25	27	28	22
Sometimes	18	22	19	10
Often	15	15	11	9
<b>having LGBTQ parents or family members?</b>				
Never	65	57	63	66
Rarely	20	22	22	20
Sometimes	8	12	9	8
Often	7	8	5	6
<b>having LGBTQ friends?</b>				
Never	55	51	59	60
Rarely	22	25	24	23
Sometimes	13	15	11	11
Often	9	9	7	7

*Question HS/MS I.26-30: How often do you hear other students make negative comments or use slurs based on... sex (male or female)?... sexual orientation (gay, lesbian, bisexual, queer, or straight)?... gender identity or expression (transgender, or not being “feminine” or “masculine” enough)?... having LGBTQ parents or family members?... having LGBTQ friends?*

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



**Table I4.4*****Offensive LGBT-Related Language among Adults***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>How often do you hear teachers or school staff make negative comments or use slurs based on...</i></b>				
<b>sex (male or female)?</b>				
Never	84	80	81	84
Rarely	9	11	11	9
Sometimes	4	6	6	5
Often	3	3	3	2
<b>sexual orientation?</b>				
Never	85	81	83	88
Rarely	9	11	10	8
Sometimes	4	5	4	3
Often	3	3	2	2
<b>gender identity or expression?</b>				
Never	85	82	84	88
Rarely	8	10	9	8
Sometimes	4	5	4	2
Often	3	3	2	2
<b>having LGBTQ parents or family members?</b>				
Never	88	84	86	88
Rarely	7	8	8	8
Sometimes	3	5	4	3
Often	3	3	2	1
<b>having LGBTQ friends?</b>				
Never	87	84	86	88
Rarely	7	9	8	9
Sometimes	3	5	4	2
Often	3	3	2	1

*Question HS/MS I.36-40: How often do you hear teachers or school staff make negative comments or use slurs based on... sex (male or female)?... sexual orientation (gay, lesbian, bisexual, queer, or straight)?... gender identity or expression (transgender, or not being “feminine” or “masculine” enough)?... having LGBTQ parents or family members?... having LGBTQ friends?*

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

**Table I4.5*****Pro-Bullying Attitudes***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Students who are bullied or teased mostly deserve it.</b>				
Strongly disagree	53	50	56	47
Disagree	31	32	27	34
Agree	12	14	12	14
Strongly agree	5	4	5	5
<b>Bullying is sometimes fun to do.</b>				
Strongly disagree	68	62	65	54
Disagree	20	22	20	26
Agree	8	11	11	13
Strongly agree	4	4	4	7

*Question HS/MS I.50, 51: How much do you agree with the following statements?... Students who are bullied or teased mostly deserve it... Bullying is sometimes fun to do.*

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

## 5. Intervening Behaviors, Response to Bullying, and Supports

**Table I5.1**

***Intervening Behaviors by Peers, LGBT-Specific***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>How often do you see or hear other students STOP others from making negative comments or using slurs based on the following characteristics?...</i></b>				
<b>sex (male or female)?</b>				
Never stop	23	24	22	27
Rarely stop	18	18	18	15
Sometimes stop	20	21	21	13
Often stop	12	12	13	10
Not applicable	26	25	26	34
<b>sexual orientation?</b>				
Never stop	23	23	21	26
Rarely stop	19	19	18	15
Sometimes stop	21	22	22	16
Often stop	14	13	14	10
Not applicable	23	23	25	33
<b>gender identity or expression?</b>				
Never stop	23	24	22	26
Rarely stop	18	18	17	16
Sometimes stop	20	21	21	15
Often stop	12	12	12	10
Not applicable	26	25	27	33

*Question HS/MS I.31-33: How often do you see or hear other students STOP others from making negative comments or using slurs based on the following characteristics? Mark Not Applicable if you have never observed a situation where students had the opportunity to intervene... sex (male or female)?... sexual orientation (gay, lesbian, bisexual, queer, or straight)?... gender identity or expression (transgender, or not being “feminine” or “masculine” enough)?*

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

**Table I5.1*****Intervening Behaviors by Peers, LGBT-Specific – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>How often do you see or hear other students STOP others from making negative comments or using slurs based on the following characteristics?...</i></b>				
<b>having LGBTQ parents or family members?</b>				
Never stop	23	23	22	27
Rarely stop	15	16	14	15
Sometimes stop	16	18	18	15
Often stop	12	12	11	9
Not applicable	34	31	34	35
<b>having LGBTQ friends?</b>				
Never stop	22	23	22	28
Rarely stop	16	15	14	14
Sometimes stop	17	19	19	15
Often stop	14	13	12	9
Not applicable	30	30	33	34

*Question HS/MS I.34, 35: How often do you see or hear other students STOP others from making negative comments or using slurs based on the following characteristics? Mark Not Applicable if you have never observed a situation where students had the opportunity to intervene... having LGBTQ parents or family members?... having LGBTQ friends?*

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

**Table I5.2*****Intervening Behaviors by Adults, LGBT-Specific***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>How often do you see or hear teachers or school staff STOP others from making negative comments or using slurs based on the following characteristics?...</i></b>				
<b>sex (male or female)?</b>				
Never stop	17	18	18	26
Rarely stop	9	8	8	10
Sometimes stop	14	17	15	7
Often stop	30	29	26	28
Not applicable	30	29	32	30
<b>sexual orientation?</b>				
Never stop	16	16	17	26
Rarely stop	10	9	8	8
Sometimes stop	15	17	15	6
Often stop	31	30	27	30
Not applicable	28	28	32	30
<b>gender identity or expression?</b>				
Never stop	16	17	18	26
Rarely stop	10	9	8	10
Sometimes stop	15	17	15	6
Often stop	29	28	26	28
Not applicable	30	30	34	29
<b>having LGBTQ parents or family members?</b>				
Never stop	17	17	18	26
Rarely stop	9	8	7	8
Sometimes stop	13	15	13	6
Often stop	26	27	24	29
Not applicable	35	33	37	31
<b>having LGBTQ friends?</b>				
Never stop	17	18	18	26
Rarely stop	9	8	8	7
Sometimes stop	13	15	13	7
Often stop	27	27	25	28
Not applicable	34	33	37	31

*Question HS/MS I.41-45: How often do you see or hear teachers or school staff STOP others from making negative comments or using slurs based on the following characteristics? Mark Not Applicable if you have never observed a situation where teachers or other school staff had the opportunity to intervene... sex (male or female)?... sexual orientation (gay, lesbian, bisexual, queer, or straight)?... gender identity or expression (transgender, or not being “feminine” or “masculine” enough)?... having LGBTQ parents or family members?... having LGBTQ friends?*

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

**Table I5.3*****Student Response to Bullying***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>If another student was bullying me, I would tell the principal or assistant principal.</b>				
Strongly disagree	19	22	20	20
Disagree	24	28	29	28
Agree	36	37	39	36
Strongly agree	21	13	13	16
<b>If another student was bullying me, I would tell one of the teachers or other staff at school.</b>				
Strongly disagree	17	19	17	20
Disagree	22	26	23	26
Agree	40	41	45	36
Strongly agree	22	14	15	18
<b>If I tell a teacher that someone is bullying me, the teacher will do something to help.</b>				
Strongly disagree	12	12	10	14
Disagree	15	17	15	20
Agree	49	54	57	47
Strongly agree	25	16	18	19

*Question HS/MS I.46-48: How much do you agree with the following statements?... If another student was bullying me, I would tell the principal or assistant principal... If another student was bullying me, I would tell one of the teachers or other staff at school... If I tell a teacher that someone is bullying me, the teacher will do something to help.*

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

**Table I5.4*****Willingness to Seek Help about LGBT-Related Issues at School***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to...</i></b>				
<b>a school counselor or school psychologist?</b>				
Not at all likely	41	46	47	38
A little likely	36	35	36	39
Very likely	23	19	17	23
<b>a teacher?</b>				
Not at all likely	50	53	48	41
A little likely	36	34	39	41
Very likely	14	13	14	18
<b>a school principal or assistant principal?</b>				
Not at all likely	57	61	61	44
A little likely	29	28	29	38
Very likely	14	11	10	19
<b>other adults at school?</b>				
Not at all likely	66	64	64	49
A little likely	26	27	28	37
Very likely	8	9	9	14
<b>a friend at your school?</b>				
Not at all likely	32	29	26	40
A little likely	32	35	37	32
Very likely	36	35	37	29

*Question HS/MS I.14-18: If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to... a school counselor or school psychologist?... a teacher?... a school principal or assistant principal?... other adults at school (e.g., the school custodian, hallway monitor, or parent volunteer)?... a friend at your school?*

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

**Table I5.5*****Willingness to Seek Help about LGBT-Related Issues outside of School***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to...</i></b>				
<b>an older brother or sister?</b>				
Not at all likely	43	43	42	47
A little likely	29	32	33	29
Very likely	28	25	25	24
<b>your parent or guardian?</b>				
Not at all likely	34	39	42	46
A little likely	28	32	34	32
Very likely	38	29	24	22
<b>a friend's parent or other adult not at school?</b>				
Not at all likely	60	57	54	49
A little likely	27	30	31	31
Very likely	13	13	14	20

*Question HS/MS I.19-21: If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to... an older brother or sister?... your parent or guardian?... a friend's parent or other adult not at school?*

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

**Table I5.6*****Supports from Adults on Personal Problems***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>There are adults at this school I could turn to if I had a personal problem.</b>				
Strongly disagree	18	18	14	17
Disagree	21	24	19	23
Agree	39	43	49	41
Strongly agree	21	15	18	20

*Question HS/MS I.49: How much do you agree with the following statements?... There are adults at this school I could turn to if I had a personal problem.*

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



## 6. School Resources and Policies

**Table I6.1**

***Knowledge of LGBT-Specific Resources and Policies at School***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Does your school have support groups or clubs for students who are LGBTQ and friends or allies of LGBTQ students?</b>				
Yes	50	48	61	29
No	16	6	5	21
Don't know	34	46	34	50
<b>Do you talk about LGBTQ people or issues in your classes at school?</b>				
Yes	18	23	27	22
No	56	47	44	37
Don't know	26	30	29	40
<b>If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ issues, would you know where to go?</b>				
Yes	30	27	34	28
No	34	29	25	19
Don't know	36	44	41	53

*Question HS/MS I.11-13: Does your school have support groups or clubs for students who are LGBTQ and friends or allies of LGBTQ students (e.g., Gay-Straight Alliances)?... Do you talk about LGBTQ people or issues in your classes at school?... If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ issues, would you know where to go?*

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

**Table I6.2*****School Policy on Gender & Sex-Based Harassment***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>Does your school have a policy that prohibits students and staff from harassing someone based on...</i></b>				
<b><i>sexual orientation?</i></b>				
Yes	42	42	44	47
No	14	10	10	15
Don't know	44	48	46	38
<b><i>gender identity or expression?</i></b>				
Yes	40	40	42	46
No	14	10	11	15
Don't know	45	49	47	39

*Question HS/MS I.22, 23: Does your school have a policy that prohibits students and staff from harassing someone based on... sexual orientation (gay, lesbian, bisexual, queer, or straight)?... gender identity or expression (transgender, or not being “feminine” or “masculine” enough)?*

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

# School Climate Module

## 1. Module Sample

**Table N1.1**

*Student Sample for School Climate Module*

	Grade 7	Grade 9	Grade 11	NT <sup>A</sup>
<b><i>Student Sample Size</i></b>				
Target sample	7,153	8,196	6,197	1,244
Final number	6,066	4,245	3,032	223
<b>Response Rate</b>	85%	52%	49%	18%

*Note: <sup>A</sup>NT includes continuation, community day, and other alternative school types.*

## 2. Supports for Learning & Student Academic Engagement

**Table N2.1**

***Supports for Learning***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Students at this school are motivated to learn.</b>				
Strongly disagree	13	11	9	12
Disagree	19	19	17	11
Neither disagree nor agree	37	42	41	41
Agree	23	22	26	23
Strongly agree	7	6	6	14
<b>Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.</b>				
Strongly disagree	6	6	5	6
Disagree	7	9	7	5
Neither disagree nor agree	21	26	24	24
Agree	40	40	44	37
Strongly agree	26	19	19	29
<b>My teachers work hard to help me with my schoolwork when I need it.</b>				
Strongly disagree	6	6	5	8
Disagree	7	8	8	4
Neither disagree nor agree	22	27	27	20
Agree	42	42	43	40
Strongly agree	24	18	18	27
<b>Teachers show how classroom lessons are helpful to students in real life.</b>				
Strongly disagree	9	10	10	9
Disagree	11	15	15	7
Neither disagree nor agree	24	30	29	24
Agree	36	32	34	35
Strongly agree	19	13	13	24

*Question HS/MS N.1-4: How strongly do you agree or disagree with the following statements about your school?... Students at this school are motivated to learn... Adults at this school encourage me to work hard so I can be successful in college or at the job I choose... My teachers work hard to help me with my schoolwork when I need it... Teachers show how classroom lessons are helpful to students in real life.*

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

**Table N2.1**  
**Supports for Learning – Continued**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Teachers give students a chance to take part in classroom discussions or activities.</b>				
Strongly disagree	5	5	3	7
Disagree	5	5	5	3
Neither disagree nor agree	17	22	21	24
Agree	44	48	49	39
Strongly agree	29	21	21	27
<b>This school promotes academic success for all students.</b>				
Strongly disagree	6	5	4	7
Disagree	7	8	6	5
Neither disagree nor agree	29	35	36	37
Agree	39	39	42	34
Strongly agree	19	13	12	16
<b>This school is a supportive and inviting place for students to learn.</b>				
Strongly disagree	7	7	5	10
Disagree	7	8	9	4
Neither disagree nor agree	26	32	31	26
Agree	38	39	41	36
Strongly agree	21	15	15	25
<b>Teachers go out of their way to help students.</b>				
Strongly disagree	8	8	6	9
Disagree	9	11	9	5
Neither disagree nor agree	27	31	30	25
Agree	36	34	39	33
Strongly agree	21	16	16	28

*Question HS/MS N.5-7, 50: How strongly do you agree or disagree with the following statements about your school?... Teachers give students a chance to take part in classroom discussions or activities... This school is a supportive and inviting place for students to learn... Teachers go out of their way to help students... This school promotes academic success for all students.*

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

**Table N2.1**  
***Supports for Learning – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Teachers help students catch up when they return from an absence.</b>				
Strongly disagree	11	11	9	8
Disagree	14	15	15	7
Neither disagree nor agree	24	30	30	28
Agree	33	31	32	30
Strongly agree	18	13	14	27
<b>My teachers give me useful feedback on my work.</b>				
Strongly disagree	7	8	6	9
Disagree	8	10	10	5
Neither disagree nor agree	24	28	29	24
Agree	39	38	39	34
Strongly agree	21	16	16	27
<b>My classroom is so crowded it is hard to concentrate and learn.</b>				
Strongly disagree	17	13	12	27
Disagree	31	31	33	24
Neither disagree nor agree	31	38	39	30
Agree	13	12	11	12
Strongly agree	8	5	5	6

*Question HS/MS N.8, 9, 42: How strongly do you agree or disagree with the following statements about your school?... Teachers help students catch up when they return from an absence... My teachers give me useful feedback on my work... My classroom is so crowded it is hard to concentrate and learn.*

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

**Table N2.2*****Student Academic Mindset and Learning Engagement***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Students pay attention in class.</b>				
Strongly disagree	13	10	6	9
Disagree	20	20	16	14
Neither disagree nor agree	45	46	47	43
Agree	18	20	26	26
Strongly agree	4	4	5	9
<b>Students try their best in school.</b>				
Strongly disagree	9	8	5	9
Disagree	17	17	13	11
Neither disagree nor agree	45	47	48	42
Agree	22	23	28	29
Strongly agree	7	5	6	9
<b>Students usually follow the rules at school.</b>				
Strongly disagree	12	9	6	10
Disagree	20	18	15	10
Neither disagree nor agree	37	43	41	40
Agree	26	26	32	30
Strongly agree	5	5	6	10
<b>Students turn in their homework on time.</b>				
Strongly disagree	9	7	6	9
Disagree	19	17	14	11
Neither disagree nor agree	46	49	48	48
Agree	21	23	28	24
Strongly agree	4	4	5	8

*Question HS/MS N.46-49: How strongly do you agree or disagree with the following statements about your school?... Students pay attention in class... Students try their best in school... Students usually follow the rules at school... Students turn in their homework on time.*

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

### 3. Fairness and Respect for Diversity

**Table N3.1**

***Fairness and Respect***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Adults at this school treat all students with respect.</b>				
Strongly disagree	10	8	7	8
Disagree	12	12	14	6
Neither disagree nor agree	27	33	34	27
Agree	32	34	33	37
Strongly agree	18	13	12	21
<b>Students treat teachers with respect.</b>				
Strongly disagree	16	13	9	12
Disagree	22	23	21	12
Neither disagree nor agree	38	39	40	34
Agree	18	19	23	29
Strongly agree	6	6	6	13
<b>The school rules are fair.</b>				
Strongly disagree	12	7	8	11
Disagree	14	11	13	9
Neither disagree nor agree	30	35	36	31
Agree	30	36	34	31
Strongly agree	13	11	9	19
<b>All students are treated fairly when they break school rules.</b>				
Strongly disagree	14	9	10	11
Disagree	16	14	14	6
Neither disagree nor agree	29	36	36	33
Agree	29	31	30	32
Strongly agree	13	10	10	18

*Question HS/MS N.10-13: How strongly do you agree or disagree with the following statements about your school?... Adults at this school treat all students with respect... Students treat teachers with respect... The school rules are fair... All students are treated fairly when they break school rules.*

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



**Table N3.1*****Fairness and Respect – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict.</b>				
Strongly disagree	10	7	6	7
Disagree	10	12	11	6
Neither disagree nor agree	32	42	44	41
Agree	32	29	30	31
Strongly agree	16	9	9	15

*Question HS/MS N.51: How strongly do you agree or disagree with the following statements about your school?... When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict (like restorative practices).*

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

**Table N3.2**  
**Respect for Diversity**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>I have been disrespected by an adult at this school because of my race, ethnicity, or culture.</b>				
Strongly disagree	49	38	34	38
Disagree	24	28	30	23
Neither disagree nor agree	16	22	24	26
Agree	6	8	8	8
Strongly agree	5	4	4	5
<b>There is a lot of tension in this school between people of different cultures, races, or ethnicities.</b>				
Strongly disagree	30	24	22	32
Disagree	24	27	28	22
Neither disagree nor agree	27	32	35	30
Agree	12	12	11	11
Strongly agree	7	5	5	5
<b>Students in this school respect each other's differences.</b>				
Strongly disagree	12	8	7	14
Disagree	14	13	11	8
Neither disagree nor agree	31	37	38	35
Agree	27	30	32	26
Strongly agree	15	12	12	17
<b>Adults in this school respect differences in students.</b>				
Strongly disagree	7	6	6	13
Disagree	6	8	7	5
Neither disagree nor agree	22	33	33	33
Agree	35	36	37	28
Strongly agree	30	18	17	21

*Question HS/MS N.36-39: How strongly do you agree or disagree with the following statements about your school?... I have been disrespected by an adult at this school because of my race, ethnicity, or culture... There is a lot of tension in this school between people of different cultures, races, or ethnicities... Students in this school respect each other's differences (for example, gender, race, culture, sexual orientation)... Adults in this school respect differences in students (for example, gender, race, culture, sexual orientation).*

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

**Table N3.2*****Respect for Diversity – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.</b>				
Strongly disagree	7	6	6	12
Disagree	7	8	7	4
Neither disagree nor agree	27	38	38	32
Agree	34	33	35	31
Strongly agree	25	16	15	21

*Question HS/MS N.40: How strongly do you agree or disagree with the following statements about your school?... Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.*

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

## 4. Disciplinary Environment

**Table N4.1**

***Consistency and Clarity of Rules and Expectations***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>This school clearly informs students what would happen if they break school rules.</b>				
Strongly disagree	6	6	5	8
Disagree	8	9	9	5
Neither disagree nor agree	20	28	29	27
Agree	39	40	42	37
Strongly agree	27	17	16	23
<b>Rules in this school are made clear to students.</b>				
Strongly disagree	5	5	3	8
Disagree	10	11	10	8
Neither disagree nor agree	28	35	37	35
Agree	40	38	40	31
Strongly agree	17	11	11	18
<b>This school makes it clear how students are expected to act.</b>				
Strongly disagree	4	4	3	7
Disagree	7	7	6	8
Neither disagree nor agree	22	33	34	34
Agree	46	43	45	34
Strongly agree	20	13	12	16

*Question HS/MS N.14, 19-20: How strongly do you agree or disagree with the following statements about your school?... This school clearly informs students what would happen if they break school rules... Rules in this school are made clear to students... This school makes it clear how students are expected to act.*

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

**Table N4.2**  
**Disciplinary Harshness**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>The rules in this school are too strict.</b>				
Strongly disagree	12	9	6	13
Disagree	23	24	21	17
Neither disagree nor agree	35	43	45	39
Agree	17	16	18	18
Strongly agree	13	8	10	13
<b>It is easy for students to get kicked out of class or get suspended.</b>				
Strongly disagree	10	8	7	11
Disagree	18	17	18	15
Neither disagree nor agree	30	40	43	36
Agree	23	24	22	24
Strongly agree	19	11	10	14
<b>Students get in trouble for breaking small rules.</b>				
Strongly disagree	7	6	5	9
Disagree	11	13	15	13
Neither disagree nor agree	28	39	40	39
Agree	31	29	29	25
Strongly agree	23	13	11	14
<b>Teachers are very strict here.</b>				
Strongly disagree	7	6	5	12
Disagree	20	22	23	21
Neither disagree nor agree	48	54	55	47
Agree	17	14	13	15
Strongly agree	8	5	4	4

*Question HS/MS N.15-18: How strongly do you agree or disagree with the following statements about your school?... The rules in this school are too strict... It is easy for students to get kicked out of class or get suspended... Students get in trouble for breaking small rules... Teachers are very strict here.*

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

## 5. Student Peer Relationships

**Table N5.1**

***Peer Caring Relationships***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Students enjoy doing things with each other during school activities.</b>				
Strongly disagree	7	5	4	8
Disagree	9	8	8	7
Neither disagree nor agree	29	35	37	38
Agree	37	39	40	33
Strongly agree	18	13	12	13
<b>Students care about each other.</b>				
Strongly disagree	9	6	5	9
Disagree	11	11	11	7
Neither disagree nor agree	36	38	41	44
Agree	31	33	34	25
Strongly agree	13	11	9	15
<b>Students treat each other with respect.</b>				
Strongly disagree	13	8	6	8
Disagree	18	15	13	9
Neither disagree nor agree	40	43	45	41
Agree	22	26	29	31
Strongly agree	7	8	7	11
<b>Students get along well with each other.</b>				
Strongly disagree	10	6	5	8
Disagree	14	11	9	7
Neither disagree nor agree	42	44	43	43
Agree	26	31	34	29
Strongly agree	8	8	8	12

*Question HS/MS N.21-24: How strongly do you agree or disagree with the following statements about your school?... Students enjoy doing things with each other during school activities... Students care about each other... Students treat each other with respect... Students get along well with each other.*

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

## 6. Social and Emotional Learning

**Table N6.1**

***Supports for Social and Emotional Learning***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>This school encourages students to feel responsible for how they act.</b>				
Strongly disagree	7	6	5	8
Disagree	9	9	8	5
Neither disagree nor agree	30	38	39	37
Agree	38	36	39	35
Strongly agree	16	11	10	16
<b>Students are often given rewards for being good.</b>				
Strongly disagree	15	16	13	7
Disagree	18	20	20	7
Neither disagree nor agree	29	37	39	38
Agree	27	20	21	33
Strongly agree	11	6	6	15
<b>This school encourages students to understand how others think and feel.</b>				
Strongly disagree	8	8	6	8
Disagree	11	12	13	6
Neither disagree nor agree	32	40	41	36
Agree	36	31	31	31
Strongly agree	14	10	9	19
<b>Students are taught that they can control their own behavior.</b>				
Strongly disagree	7	7	5	7
Disagree	9	11	12	7
Neither disagree nor agree	28	37	40	33
Agree	41	35	35	35
Strongly agree	14	10	9	19

*Question HS/MS N.25-28: How strongly do you agree or disagree with the following statements about your school?... This school encourages students to feel responsible for how they act... Students are often given rewards for being good... This school encourages students to understand how others think and feel... Students are taught that they can control their own behavior.*

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

**Table N6.1*****Supports for Social and Emotional Learning – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>This school helps students solve conflicts with one another.</b>				
Strongly disagree	10	8	6	7
Disagree	12	13	13	10
Neither disagree nor agree	30	40	42	34
Agree	34	30	31	32
Strongly agree	14	9	9	17
<b>This school encourages students to care about how others feel.</b>				
Strongly disagree	8	7	6	8
Disagree	10	11	12	6
Neither disagree nor agree	30	40	41	36
Agree	37	32	33	32
Strongly agree	15	10	9	18

*Question HS/MS N.29-30: How strongly do you agree or disagree with the following statements about your school?... This school helps students solve conflicts with one another... This school encourages students to care about how others feel.*

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



## 7. School Anti-Bullying Climate

**Table N7.1**

***School Responses to Bullying***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Teachers here make it clear to students that bullying is not tolerated.</b>				
Strongly disagree	6	5	4	6
Disagree	5	7	7	6
Neither disagree nor agree	18	29	31	30
Agree	35	38	39	33
Strongly agree	35	21	19	25
<b>If another student was bullying me, I would tell one of the teachers or staff at school.</b>				
Strongly disagree	13	11	9	10
Disagree	11	13	12	12
Neither disagree nor agree	25	34	35	30
Agree	27	27	29	29
Strongly agree	23	15	15	19
<b>Students tell teachers when other students are being bullied.</b>				
Strongly disagree	15	12	11	8
Disagree	17	17	18	11
Neither disagree nor agree	37	44	45	40
Agree	21	19	19	26
Strongly agree	9	8	7	14

*Question HS/MS N.31-33: How strongly do you agree or disagree with the following statements about your school?... Teachers here make it clear to students that bullying is not tolerated... If another student was bullying me, I would tell one of the teachers or staff at school... Students tell teachers when other students are being bullied.*

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

**Table N7.1**  
***School Responses to Bullying – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>If I tell a teacher that someone is bullying me, the teacher will do something to help.</b>				
Strongly disagree	8	6	5	7
Disagree	7	7	6	7
Neither disagree nor agree	27	38	37	30
Agree	34	33	37	35
Strongly agree	24	16	16	21
<b>Students here try to stop bullying when they see it happening.</b>				
Strongly disagree	18	12	10	8
Disagree	16	14	13	11
Neither disagree nor agree	35	43	43	40
Agree	20	22	24	27
Strongly agree	10	9	9	15

*Question HS/MS N.34-35: How strongly do you agree or disagree with the following statements about your school?... If I tell a teacher that someone is bullying me, the teacher will do something to help... Students here try to stop bullying when they see it happening.*

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

## 8. College and Career Planning

**Table N8.1**

***Supports for College and Career Planning***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>This school has helped me put my college and career goals and experiences in a plan which I update every year.</b>				
Strongly disagree	15	9	9	8
Disagree	16	12	11	9
Neither disagree nor agree	34	40	39	37
Agree	22	28	30	27
Strongly agree	12	11	11	20
<b>This school has helped me learn about colleges, how to apply to them, and get financial aid if I need it.</b>				
Strongly disagree	21	10	10	8
Disagree	20	13	12	8
Neither disagree nor agree	30	37	34	36
Agree	19	28	32	31
Strongly agree	11	12	12	18
<b>This school has helped me think about and explore future career options.</b>				
Strongly disagree	16	9	9	8
Disagree	14	10	10	6
Neither disagree nor agree	28	35	34	31
Agree	27	32	35	33
Strongly agree	15	15	13	21

*Question HS/MS N.53-55: This school has helped me put my college and career goals and experiences in a plan which I update every year... This school has helped me learn about colleges, how to apply to them, and get financial aid if I need it... This school has helped me think about and explore future career options.*

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

## 9. Facilities Physical Environment

**Table N9.1**

***Quality of Physical Environment***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>The schoolyard and buildings are clean and in good condition.</b>				
Strongly disagree	13	10	10	10
Disagree	17	15	17	6
Neither disagree nor agree	33	39	39	34
Agree	27	29	27	31
Strongly agree	10	8	7	19
<b>The school grounds are kept clean.</b>				
Strongly disagree	16	10	11	10
Disagree	19	17	16	5
Neither disagree nor agree	33	38	39	28
Agree	23	28	27	38
Strongly agree	9	8	7	20

*Question HS/MS N.41, 45: How strongly do you agree or disagree with the following statements about your school?... The schoolyard and buildings are clean and in good condition... The school grounds are kept clean.*

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

## 10. Scheduled Lunch and Drinkable Water

**Table N10.1**

***Scheduled Lunch at School***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>I eat my lunch at the right time of day.</b>				
Strongly disagree	12	10	9	10
Disagree	12	12	12	8
Neither disagree nor agree	26	34	36	33
Agree	32	33	34	32
Strongly agree	18	11	10	17
<b>I have plenty of time to eat my lunch.</b>				
Strongly disagree	14	11	11	11
Disagree	14	13	13	8
Neither disagree nor agree	20	29	31	33
Agree	32	33	33	31
Strongly agree	20	13	11	17

*Question HS/MS N.43, 44: How strongly do you agree or disagree with the following statements about your school?... I eat my lunch at the right time of day... I have plenty of time to eat my lunch.*

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

**Table N10.2**

***Clean and Drinkable Water***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>This school has clean and drinkable water.</b>				
Strongly disagree	11	9	9	7
Disagree	13	13	12	6
Neither disagree nor agree	28	36	38	36
Agree	31	32	31	33
Strongly agree	16	11	9	17

*Question HS/MS N.52: How strongly do you agree or disagree with the following statements about your school?... I eat my lunch at the right time of day... I have plenty of time to eat my lunch.*

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

# Social Emotional Health Module

## 1. Module Sample

**Table P1.1**

***Student Sample for Social Emotional Health Module***

	Grade 7	Grade 9	Grade 11	NT <sup>A</sup>
<b><i>Student Sample Size</i></b>				
Target sample	7,153	8,196	6,197	1,244
Final number	0	1,177	787	0
<b>Response Rate</b>	0%	14%	13%	0%

*Note: <sup>A</sup>NT includes continuation, community day, and other alternative school types.*

## 2. Summary of Key Indicators

**Table P2.1**

***Key Indicators of Social Emotional Health***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
<b>Covitality<sup>†</sup></b>		31	31		P3.1
Belief in self <sup>†</sup>		29	27		P4.1
Belief in others <sup>†</sup>		39	40		P5.1
Emotional competence <sup>†</sup>		34	36		P6.1
Engaged living <sup>†</sup>		23	21		P7.1
<b>Social emotional distress<sup>†</sup></b>		18	18		P8.1
<b>Growth mindset<sup>‡</sup></b>		41	43		P9.1
<b>Goals<sup>†</sup></b>		56	59		P10.1
<b>Collaboration<sup>†</sup></b>		31	32		P11.1
<b>Problem solving<sup>†</sup></b>		26	25		P12.1

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

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

<sup>†</sup>Average percent of respondents reporting “Very much true.”

<sup>‡</sup>Average percent of respondents reporting “Not at all true.”

### 3. Covitality

**Table P3.1**

***Covitality and Subscales***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
<b>Covitality</b>					
<i>Average Reporting “Very much true”</i>		31	31		
High		39	41		
Moderate		55	56		
Low		6	3		
<b>Belief in self</b>					
<i>Average Reporting “Very much true”</i>		29	27		P4.1
High		35	33		
Moderate		56	59		
Low		9	7		
<b>Belief in others</b>					
<i>Average Reporting “Very much true”</i>		39	40		P5.1
High		49	53		
Moderate		44	44		
Low		7	4		
<b>Emotional competence</b>					
<i>Average Reporting “Very much true”</i>		34	36		P6.1
High		48	56		
Moderate		47	42		
Low		5	2		
<b>Engaged living</b>					
<i>Average Reporting “Very much true”</i>		23	21		P7.1
High		32	28		
Moderate		50	57		
Low		19	15		

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

*Table numbers refer to tables with scale categories for sub-domains.*



## 4. Belief in Self

**Table P4.1**

***Belief in Self Domain and Subdomains***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
<b>Belief in self</b>					
<i>Average Reporting “Very much true”</i>		29	27		
High		35	33		
Moderate		56	59		
Low		9	7		
<b>Self-efficacy</b>					
<i>Average Reporting “Very much true”</i>		33	32		P4.2
High		42	42		
Moderate		51	54		
Low		7	4		
<b>Self-awareness</b>					
<i>Average Reporting “Very much true”</i>		36	36		P4.3
High		44	42		
Moderate		48	52		
Low		9	6		
<b>Persistence</b>					
<i>Average Reporting “Very much true”</i>		18	14		P4.4
High		18	13		
Moderate		61	65		
Low		21	22		

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Self-efficacy</b>				
<i>Average Reporting “Very much true”</i>		33	32	
<b>I can work out my problems.</b>				
Not at all true		5	3	
A little true		24	26	
Pretty much true		40	42	
Very much true		30	29	
<b>I can do most things if I try.</b>				
Not at all true		6	3	
A little true		17	18	
Pretty much true		39	41	
Very much true		39	38	
<b>There are many things that I do well.</b>				
Not at all true		8	5	
A little true		23	29	
Pretty much true		38	36	
Very much true		31	29	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Self-awareness</b>				
<i>Average Reporting “Very much true”</i>		36	36	
<b>There is a purpose to my life.</b>				
Not at all true		11	8	
A little true		20	19	
Pretty much true		26	30	
Very much true		43	44	
<b>I understand my moods and feelings.</b>				
Not at all true		12	9	
A little true		23	26	
Pretty much true		34	36	
Very much true		31	29	
<b>I understand why I do what I do.</b>				
Not at all true		7	5	
A little true		19	21	
Pretty much true		39	40	
Very much true		35	34	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Persistence</b>				
<i>Average Reporting “Very much true”</i>		18	14	
<b>When I do not understand something, I ask the teacher again and again until I understand.</b>				
Not at all true		21	20	
A little true		38	41	
Pretty much true		26	26	
Very much true		15	13	
<b>I try to answer all the questions asked in class.</b>				
Not at all true		22	24	
A little true		34	35	
Pretty much true		28	29	
Very much true		15	12	
<b>When I try to solve a math problem, I will not stop until I find a final solution.</b>				
Not at all true		15	18	
A little true		29	32	
Pretty much true		31	33	
Very much true		25	16	

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

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

## 5. Belief in Others

**Table P5.1**

*Belief in Others Domain and Subdomains*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
<b>Belief in others</b>					
<i>Average Reporting “Very much true”</i>		39	40		
High		49	53		
Moderate		44	44		
Low		7	4		
School supports					
<i>Average Reporting “Very much true”</i>		34	38		P5.2
High		39	44		
Moderate		50	51		
Low		11	6		
Family connectedness					
<i>Average Reporting “Very much true”</i>		37	35		P5.3
High		45	44		
Moderate		44	46		
Low		11	10		
Peer supports					
<i>Average Reporting “Very much true”</i>		45	45		P5.4
High		51	52		
Moderate		37	39		
Low		12	9		

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

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

**Table P5.2**

***School Supports Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>School supports</b>				
<i>Average Reporting “Very much true”</i>		34	38	
<b><i>At my school, there is a teacher or some other adult... who always wants me to do my best.</i></b>				
Not at all true		5	3	
A little true		21	17	
Pretty much true		34	39	
Very much true		40	41	
<b><i>who listens to me when I have something to say.</i></b>				
Not at all true		11	7	
A little true		27	20	
Pretty much true		34	39	
Very much true		28	35	
<b><i>who believes that I will be a success.</i></b>				
Not at all true		10	6	
A little true		23	20	
Pretty much true		33	38	
Very much true		33	37	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Family connectedness</b>				
<i>Average Reporting “Very much true”</i>		37	35	
<b>My family members really help and support one another.</b>				
Not at all true		8	7	
A little true		19	19	
Pretty much true		32	35	
Very much true		41	39	
<b>There is a feeling of togetherness in my family.</b>				
Not at all true		9	8	
A little true		23	25	
Pretty much true		31	30	
Very much true		37	37	
<b>My family really gets along well with each other.</b>				
Not at all true		8	8	
A little true		23	23	
Pretty much true		37	39	
Very much true		31	31	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Peer supports</b>				
<i>Average Reporting “Very much true”</i>		45	45	
<b>I have a friend my age who really cares about me.</b>				
Not at all true		8	4	
A little true		16	18	
Pretty much true		27	29	
Very much true		49	48	
<b>I have a friend my age who talks with me about my problems.</b>				
Not at all true		15	10	
A little true		21	22	
Pretty much true		24	26	
Very much true		40	42	
<b>I have a friend my age who helps me when I’m having a hard time.</b>				
Not at all true		10	8	
A little true		17	17	
Pretty much true		26	29	
Very much true		47	46	

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

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



## 6. Emotional Competence

**Table P6.1**

***Emotional Competence Domain and Subdomains***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
<b>Emotional competence</b>					
<i>Average Reporting “Very much true”</i>		34	36		
High		48	56		
Moderate		47	42		
Low		5	2		
<b>Emotional regulation</b>					
<i>Average Reporting “Very much true”</i>		35	36		P6.2
High		46	48		
Moderate		50	50		
Low		4	2		
<b>Empathy</b>					
<i>Average Reporting “Very much true”</i>		41	46		P6.3
High		51	57		
Moderate		42	39		
Low		7	5		
<b>Behavioral self-control</b>					
<i>Average Reporting “Very much true”</i>		24	26		P6.4
High		30	33		
Moderate		65	63		
Low		5	4		

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Emotional Regulation</b>				
<i>Average Reporting “Very much true”</i>		35	36	
<b>I accept responsibility for my actions.</b>				
Not at all true		4	1	
A little true		16	10	
Pretty much true		40	42	
Very much true		41	47	
<b>When I make a mistake I admit it.</b>				
Not at all true		6	4	
A little true		24	25	
Pretty much true		44	44	
Very much true		26	27	
<b>I can deal with being told no.</b>				
Not at all true		6	4	
A little true		19	22	
Pretty much true		37	42	
Very much true		38	33	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Empathy</b>				
<i>Average Reporting “Very much true”</i>		41	46	
<b>I feel bad when someone gets their feelings hurt.</b>				
Not at all true		7	6	
A little true		20	17	
Pretty much true		32	31	
Very much true		41	46	
<b>I try to understand what other people go through.</b>				
Not at all true		5	4	
A little true		17	14	
Pretty much true		35	36	
Very much true		43	46	
<b>I try to understand how other people feel and think.</b>				
Not at all true		6	5	
A little true		21	16	
Pretty much true		35	34	
Very much true		39	46	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Behavioral self-control</b>				
<i>Average Reporting “Very much true”</i>		24	26	
<b>I can wait for what I want.</b>				
Not at all true		6	5	
A little true		22	21	
Pretty much true		43	44	
Very much true		29	30	
<b>I don’t bother others when they are busy.</b>				
Not at all true		7	4	
A little true		29	27	
Pretty much true		40	43	
Very much true		24	27	
<b>I think before I act.</b>				
Not at all true		8	5	
A little true		33	30	
Pretty much true		38	43	
Very much true		21	23	

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

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

## 7. Engaged Living

**Table P7.1**

***Engaged Living Domain and Subdomains***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
<b>Engaged living</b>					
<i>Average Reporting “Very much true”</i>		23	21		
High		32	28		
Moderate		50	57		
Low		19	15		
<b>Optimism</b>					
<i>Average Reporting “Very much true”</i>		21	18		P7.2
High		26	22		
Moderate		55	61		
Low		19	17		
<b>Gratitude</b>					
<i>Average Reporting “Very much true”</i>		28	26		P7.3
High		34	34		
Moderate		55	59		
Low		10	7		
<b>Zest</b>					
<i>Average Reporting “Very much true”</i>		20	18		P7.4
High		24	23		
Moderate		53	56		
Low		22	21		

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

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

**Table P7.2**

***Optimism Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Optimism</b>				
<i>Average Reporting “Very much true”</i>		21	18	
<b>Each day I look forward to having a lot of fun.</b>				
Not at all true		14	12	
A little true		30	32	
Pretty much true		33	35	
Very much true		24	21	
<b>I usually expect to have a good day.</b>				
Not at all true		15	12	
A little true		34	33	
Pretty much true		32	40	
Very much true		20	16	
<b>Overall, I expect more good things to happen to me than bad things.</b>				
Not at all true		16	13	
A little true		33	36	
Pretty much true		32	34	
Very much true		19	17	

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

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

**Table P7.3*****Gratitude Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Gratitude</b>				
<i>Average Reporting “Very much true”</i>		28	26	
<b>On most days I feel grateful.</b>				
Not at all true		7	5	
A little true		25	24	
Pretty much true		35	41	
Very much true		33	30	
<b>On most days I feel thankful.</b>				
Not at all true		8	5	
A little true		24	25	
Pretty much true		38	40	
Very much true		31	30	
<b>On most days I feel appreciative.</b>				
Not at all true		12	7	
A little true		33	37	
Pretty much true		35	37	
Very much true		20	18	

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

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

**Table P7.4*****Zest Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Zest</b>				
<i>Average Reporting “Very much true”</i>		20	18	
<b>On most days I feel energetic.</b>				
Not at all true		19	17	
A little true		34	40	
Pretty much true		28	28	
Very much true		19	16	
<b>On most days I feel active.</b>				
Not at all true		16	15	
A little true		29	35	
Pretty much true		33	28	
Very much true		22	22	
<b>On most days I feel enthusiastic.</b>				
Not at all true		18	16	
A little true		33	38	
Pretty much true		31	30	
Very much true		18	17	

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

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



## 8. Social Emotional Distress

**Table P8.1**

***Social Emotional Distress Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Social Emotional Distress</b>				
<i>Average Reporting “Very much true”</i>		18	18	
High		16	16	
Moderate		31	37	
Low		54	47	
<b>I had a hard time breathing because I was anxious.</b>				
Not at all true		59	52	
A little true		19	25	
Pretty much true		8	11	
Very much true		14	12	
<b>I worried that I would embarrass myself in front of others.</b>				
Not at all true		31	36	
A little true		28	29	
Pretty much true		15	16	
Very much true		26	19	
<b>I was tense and uptight.</b>				
Not at all true		45	36	
A little true		26	30	
Pretty much true		15	18	
Very much true		14	16	
<b>I had a hard time relaxing.</b>				
Not at all true		40	33	
A little true		26	28	
Pretty much true		14	18	
Very much true		20	20	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>I felt sad and down.</b>				
Not at all true		36	32	
A little true		25	29	
Pretty much true		16	17	
Very much true		23	22	
<b>I was easily irritated.</b>				
Not at all true		28	23	
A little true		29	31	
Pretty much true		18	21	
Very much true		24	25	
<b>It was hard for me to cope and I thought I would panic.</b>				
Not at all true		57	48	
A little true		19	24	
Pretty much true		11	13	
Very much true		12	15	
<b>It was hard for me to get excited about anything.</b>				
Not at all true		50	46	
A little true		27	29	
Pretty much true		13	13	
Very much true		11	12	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>I was easily annoyed and sensitive.</b>				
Not at all true		32	29	
A little true		27	28	
Pretty much true		18	21	
Very much true		23	23	
<b>I was scared for no good reason.</b>				
Not at all true		61	56	
A little true		18	21	
Pretty much true		10	12	
Very much true		10	11	

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

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

## 9. Growth Mindset

**Table P9.1**

***Growth Mindset Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Growth mindset<sup>§</sup></b>				
<i>Average Reporting “Not at all true”</i>		41	43	
High		48	52	
Moderate		44	42	
Low		8	6	
<b>My intelligence is something I cannot change very much.</b>				
Not at all true		31	37	
A little true		30	34	
Pretty much true		26	20	
Very much true		13	9	
<b>Challenging myself will not make me any smarter.</b>				
Not at all true		50	59	
A little true		26	25	
Pretty much true		13	10	
Very much true		11	7	
<b>There are some things I am not capable of learning.</b>				
Not at all true		31	29	
A little true		35	36	
Pretty much true		19	20	
Very much true		16	15	
<b>If I am not naturally smart in a subject, I will never do well in it.</b>				
Not at all true		50	47	
A little true		32	36	
Pretty much true		11	11	
Very much true		7	5	

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

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

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

## 10. Goals

**Table P10.1**

***Goals Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Goals</b>				
<i>Average Reporting “Very much true”</i>		56	59	
High		62	68	
Moderate		34	30	
Low		4	2	
<b>I am looking forward to a successful career.</b>				
Not at all true		4	2	
A little true		12	10	
Pretty much true		22	26	
Very much true		62	62	
<b>I have high goals and expectations for myself.</b>				
Not at all true		9	6	
A little true		16	15	
Pretty much true		26	25	
Very much true		50	54	
<b>I don’t expect very much of myself in the future.<sup>§</sup></b>				
Not at all true		57	62	
A little true		22	24	
Pretty much true		12	8	
Very much true		9	7	

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

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

*<sup>§</sup>Survey question was reverse-coded in computing the scale score and defining scale categories (high, moderate, and low).*

# 11. Collaboration

**Table P11.1**

***Collaboration Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Collaboration</b>				
<i>Average Reporting “Very much true”</i>		31	32	
High		35	38	
Moderate		59	58	
Low		6	4	
<b>I enjoy working together with other students on class activities.</b>				
Not at all true		14	12	
A little true		31	30	
Pretty much true		32	35	
Very much true		23	23	
<b>When I work in school groups, I do my fair share.</b>				
Not at all true		3	2	
A little true		11	10	
Pretty much true		39	39	
Very much true		47	49	
<b>I like to listen to other students’ ideas in class.</b>				
Not at all true		9	5	
A little true		30	26	
Pretty much true		36	45	
Very much true		25	24	

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

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

## 12. Problem Solving

**Table P12.1**

***Problem Solving Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Problem solving</b>				
<i>Average Reporting “Very much true”</i>		26	25	
High		27	28	
Moderate		59	62	
Low		14	10	
<b>When I need help I find someone to talk with.</b>				
Not at all true		17	14	
A little true		29	30	
Pretty much true		30	31	
Very much true		25	26	
<b>I try to work out my problems by talking or writing about them.</b>				
Not at all true		23	19	
A little true		30	29	
Pretty much true		24	29	
Very much true		23	23	
<b>I trust my ability to solve difficult problems.</b>				
Not at all true		7	5	
A little true		29	27	
Pretty much true		34	41	
Very much true		30	28	

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

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

## Z. San Diego Unified Custom Questions

### 1. Module Sample

**Table Z1.1**

***Student Sample for Custom Questions***

	Grade 7	Grade 9	Grade 11	NT <sup>A</sup>
<b><i>Student Sample Size</i></b>				
Target sample	7,153	8,196	6,197	1,244
Final number	6,382	5,072	3,744	382
<b>Response Rate</b>	89%	62%	60%	31%

*Note: <sup>A</sup>NT includes continuation, community day, and other alternative school types.*



## 2. Custom Questions

**Table Z.2.1**

*What is your gender? (Check all that apply.)*

	Grade				Total %
	7th %	9th %	11th %	NT %	
Boy	51	48	49	56	50
Girl	48	51	50	41	49
Both	2	2	2	3	2
Neither	2	2	2	1	2
Something else	2	3	2	3	2

*Question HS/MS Z.2.*

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

# Appendix I

## 2017-18 CHKS Secondary Survey Response Rates

Eligible Schools	7th %	9th %	11th %	NT %
ALBA				100
Audubon K-8	90			
Bell Middle	97			
Bethune K-8	92			
Challenger Middle	83			
Clairemont High		86	96	
Clark Middle	93			
Correia Middle	60			
Crawford High		56	49	
Creative, Performing, and Media Arts	97			
De Portola Middle	87			
East Village High		93	75	
Farb Middle	85			
Fulton K-8	100			
Garfield High				55
Golden Hill K-8	91			
Grant K-8	100			
Henry High		77	75	
Home & Hosp/Transition Support				
Hoover High		67	94	
Innovation Middle	100			
John Muir	95	80	67	
Kearny College Connections		46		
Kearny Digital Media & Design		26	66	
Kearny Eng, Innov & Design		56	83	
Kearny SCT		25	30	
Knox Middle	97			
La Jolla High		4	10	

*Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2017-18 public school and enrollment data files. Directly funded charter schools have been excluded from the list.*

## 2017-18 CHKS Secondary Survey Response Rates - Continued

Eligible Schools	7th %	9th %	11th %	NT %
Language Academy	100			
Lewis Middle	84			
Lincoln High		42	56	
Logan K-8	91			
Longfellow K-8	80			
Madison High		65	74	
Mann Middle	94			
Marshall Middle	95			
Marston Middle	87			
Memorial Scholars & Athletes	92			
Millennial Tech Middle	79			
Mira Mesa High		81	63	
Mission Bay High		68	62	
Montgomery Middle	90			
Morse High		65	73	
Mt. Everest Academy	100		100	
Muirlands Middle	95			
Pacific Beach Middle	100			
Perkins K-8	92			
Pershing Middle	95			
Point Loma High		79	68	
Riley/New Dawn				100
Roosevelt International Middle	90			
San Diego Business/Leadership		60	49	
San Diego International Studies		82	77	
San Diego Metro Career and Tech				
San Diego SCPA	77	88	2	
San Diego Science and Technology		28	78	

*Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2017-18 public school and enrollment data files. Directly funded charter schools have been excluded from the list.*

## 2017-18 CHKS Secondary Survey Response Rates - Continued

Eligible Schools	7th %	9th %	11th %	NT %
Scripps Ranch High		48	32	
Serra High		60	54	
Standley Middle	89			
TRACE				
Taft Middle	93			
Twain High				17
University City High		75	74	
Wangenheim Middle	86			
Whittier K-12				
Wilson Middle	87			
iHigh Virtual Academy			100	

*Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2017-18 public school and enrollment data files. Directly funded charter schools have been excluded from the list.*

# 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.<sup>1</sup> 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](http://chks.wested.org/using-results/factsheets); [californias3.wested.org/tools/research](http://californias3.wested.org/tools/research); [californias3.wested.org/tools/wwb](http://californias3.wested.org/tools/wwb)).

Special attention is directed toward indicators related to the requirements of California's Local Control and Accountability Plans (LCAP).<sup>2</sup> 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).<sup>3</sup>

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<sup>1</sup> 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](http://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.

<sup>2</sup> 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](http://surveydata.wested.org/resources/LCAP_Cal_SCHLS.pdf).

<sup>3</sup> Voight, Austin, & Hanson, (2013). Download [www.wested.org/online\\_pubs/hd-13-10.pdf](http://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.<sup>4</sup> 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.<sup>5</sup> 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

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<sup>4</sup> 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](http://www.attendanceworks.org/research/attendance-works-reports)

<sup>5</sup> 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.<sup>6</sup> These behaviors adversely affect not only students' ability to learn and willingness to attend school, but also the overall school environment, the ability of teachers to teach, and the willingness of adults to enter the teaching profession<sup>7</sup> (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.<sup>8</sup>

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

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

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

<sup>8</sup> 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 schools<sup>9</sup> (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).

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<sup>9</sup> 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.