

CALIFORNIA HEALTHY KIDS SURVEY



Santa Barbara Unified Secondary 2018-2019 Main Report

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

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PREFACE

HYPERLINK FEATURE

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

ALERT

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

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

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

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

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

THE SURVEY

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

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

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

Core Module

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

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

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

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

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

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

School Climate Module (Supplementary)

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

Social Emotional Health Module (Supplementary)

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

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

SURVEY ADMINISTRATION AND SAMPLE

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

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

NEW IN 2018! EXPLORE RESULTS ON THE ONLINE DATA DASHBOARD

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

THE REPORT

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

Racial/Ethnic and Gender Results

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

UNDERSTANDING THE DATA

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

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

Representativeness

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

Changes Between Survey Administrations

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

RESOURCES

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

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

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

NEXT STEPS

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

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

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

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

Compare Results with Other Data

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

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

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

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

Data Workshop

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

Request Additional Reports and Data

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

School Reports and School Climate Report Cards

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

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

District School Climate Report Card

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

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

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

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

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

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	1,596	1,572	1,535	1,540
Final number	1,406	1,388	1,176	1,103
Response Rate	88%	88%	77%	72%

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
School Engagement and Supports					
School connectedness [†]	62	59	62	62	A4.6
Academic motivation [†]	72	71	71	72	A4.6
Chronic truancy (twice a month or more often) [§]	4	4	7	8	A4.2
Caring adult relationships [‡]	64	67	69	72	A4.5
High expectations [‡]	74	76	75	76	A4.5
Meaningful participation [‡]	31	33	36	39	A4.5
Facilities upkeep [†]	53	50	54	55	A4.13
Parent involvement in school [†]	54	50	51	51	A4.6
School Safety					
School perceived as very safe or safe	59	58	62	66	A5.1
Experienced any harassment or bullying [§]	25	24	22	17	A5.2
Had mean rumors or lies spread about you [§]	25	24	23	18	A5.3
Been afraid of being beaten up [§]	13	11	6	5	A5.4
Been in a physical fight [§]	8	6	6	4	A5.4
Seen a weapon on campus [§]	7	6	4	5	A5.6
Substance Use and Mental Health					
Current alcohol or drug use [¶]	14	17	25	24	A6.5
Current marijuana use [¶]	10	12	17	17	A6.5
Current binge drinking [¶]	5	6	11	11	A6.5
Very drunk or “high” 7 or more times, ever	6	10	15	15	A6.7
Been drunk or “high” on drugs at school, ever	7	9	12	10	A6.9
Current cigarette smoking [¶]	2	2	4	5	A7.3
Current electronic cigarette use [¶]	11	13	17	15	A7.3
Experienced chronic sadness/hopelessness [§]	27	30	32	29	A8.4
Considered suicide [§]	13	14	14	12	A8.5

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

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

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

[§]Past 12 months.

[¶]Past 30 days.

3. Demographics

Table A3.1

Gender of Sample

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

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

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

Table A3.2

Hispanic or Latino

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	46	50	46	47
Yes	54	50	54	53

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

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

Table A3.3

Race

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
American Indian or Alaska Native	2	2	4	3
Asian	4	6	4	6
Black or African American	3	3	2	2
Native Hawaiian or Pacific Islander	1	1	1	1
White	42	52	52	58
Mixed (two or more) races	48	36	38	31

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

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

Table A3.4
Living Situation

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A home with one or more parent or guardian	90	93	90	92
Other relative's home	2	2	2	2
A home with more than one family	5	3	5	4
Friend's home	0	0	0	0
Foster home, group care, or waiting placement	0	0	1	0
Hotel or motel	0	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0	0	0
Other living arrangement	2	1	2	1

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

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

Table A3.5
Highest Education of Parents

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Did not finish high school	13	12	12	17
Graduated from high school	12	10	12	13
Attended college but did not complete four-year degree	12	12	14	12
Graduated from college	45	50	48	49
Don't know	18	15	14	10

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

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

Table A3.6
Free or Reduced Price Meals Eligibility

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	46	52	55	57
Yes	40	38	37	36
Don't know	14	10	8	7

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	81	88	88	93
Yes	2	1	1	1
Don't know	18	11	11	6

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

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

Table A3.8
Language Spoken at Home

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
English	63	69	67	68
Spanish	32	27	28	28
Mandarin	1	0	0	1
Cantonese	0	0	0	0
Taiwanese	0	0	0	0
Tagalog	0	0	0	0
Vietnamese	0	1	0	0
Korean	0	0	0	0
Other	3	2	3	2

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

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

Table A3.9
English Language Proficiency – All Students

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
How well do you...				
understand English?				
Very well	89	90	90	89
Well	9	9	9	10
Not well	1	1	1	1
Not at all	1	0	0	0
speak English?				
Very well	83	85	86	86
Well	15	12	12	12
Not well	2	1	1	2
Not at all	0	1	0	0
read English?				
Very well	81	83	85	85
Well	17	15	13	13
Not well	2	2	2	2
Not at all	0	1	0	0
write English?				
Very well	79	81	82	82
Well	18	16	16	16
Not well	2	2	2	2
Not at all	0	1	1	0
English Language Proficiency Status				
Proficient	80	82	84	84
Not proficient	20	18	16	16

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
How well do you...				
understand English?				
Very well	79	73	78	78
Well	17	23	18	20
Not well	3	3	3	2
Not at all	1	1	1	0
speak English?				
Very well	69	68	73	73
Well	27	27	22	22
Not well	3	3	4	5
Not at all	1	2	1	1
read English?				
Very well	67	63	70	69
Well	28	31	25	25
Not well	4	4	4	4
Not at all	1	2	1	1
write English?				
Very well	64	59	68	67
Well	30	33	27	27
Not well	5	6	4	6
Not at all	0	2	1	0
English Language Proficiency Status				
Proficient	65	62	69	68
Not proficient	35	38	31	32

Question HS/MS A.12-16: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 days	77	83	80	87
1 day	3	2	3	2
2 days	5	3	4	3
3 days	4	2	3	2
4 days	3	2	3	2
5 days	8	7	6	5

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	95	95	97	97
Yes	2	2	2	1
Don't know	2	3	2	2

Question HS A.129/MS A.119: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Straight (not gay)	81	82	81	79
Gay or Lesbian	1	2	2	3
Bisexual	7	6	8	9
I am not sure yet	5	5	4	5
Something else	1	2	2	1
Decline to respond	4	3	3	4

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No, I am not transgender	95	95	93	94
Yes, I am transgender	1	1	2	2
I am not sure if I am transgender	1	1	1	1
Decline to respond	3	3	4	3

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

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

4. School Performance, Supports, and Engagement

Table A4.1

Grades, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Mostly A's	26	26	25	28
A's and B's	30	33	33	36
Mostly B's	8	7	10	9
B's and C's	19	19	17	15
Mostly C's	4	4	5	4
C's and D's	6	7	6	6
Mostly D's	1	2	2	1
Mostly F's	4	2	2	1

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

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

Table A4.2

Truancy, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times	78	76	67	61
1-2 times	11	11	13	16
A few times	6	8	11	12
Once a month	1	1	1	3
Twice a month	1	1	2	2
Once a week	1	1	2	2
More than once a week	2	2	3	4

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I did not miss any days of school in the past 30 days	47	43	38	32
1 day	23	25	26	24
2 days	16	18	18	21
3 or more days	14	14	18	22

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply; I didn't miss any school	47	42	36	31
Illness (feeling physically sick), including problems with breathing or your teeth	38	43	43	47
Were being bullied or mistreated at school	1	1	1	1
Felt very sad, hopeless, anxious, stressed, or angry	7	9	11	12
Didn't get enough sleep	9	12	13	18
Didn't feel safe at school or going to and from school	4	4	3	4
Had to take care of or help a family member or friend	4	3	4	4
Wanted to spend time with friends	2	1	2	3
Used alcohol or drugs	1	1	1	1
Were behind in schoolwork or weren't prepared for a test or class assignment	4	6	9	11
Were bored or uninterested in school	4	4	7	8
Had no transportation to school	2	2	2	3
Other reason	14	14	18	18

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

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

Table A4.5
School Environment Scales (Developmental Supports)

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Total school supports					
<i>Average reporting “Pretty much true” or “Very much true”</i>	57	59	60	62	
High	29	32	34	38	
Moderate	52	51	48	48	
Low	19	17	18	14	
Caring adults in school					
<i>Average reporting “Pretty much true” or “Very much true”</i>	64	67	69	72	A4.7
High	34	35	36	42	
Moderate	53	56	53	51	
Low	13	10	10	7	
High expectations-adults in school					
<i>Average reporting “Pretty much true” or “Very much true”</i>	74	76	75	76	A4.8
High	45	43	42	44	
Moderate	47	50	50	51	
Low	8	7	8	5	
Meaningful participation at school					
<i>Average reporting “Pretty much true” or “Very much true”</i>	31	33	36	39	A4.9
High	10	12	14	16	
Moderate	42	42	42	44	
Low	48	46	44	40	

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

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

Respondents were categorized as being “High,” “Moderate,” and “Low” based on the averages of the questions that comprise each scale. The response options for the survey questions that make up each scale range from “Not at all true” (1), “A little true” (2), “Pretty much true” (3), and “Very much true” (4). Students were classified as “High” if their average question response was greater than 3; “Moderate” if their average question response was greater than or equal to 2 and less than or equal to 3; and “Low” if their average question response was less than 2.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
School connectedness					
<i>Average reporting “Agree” or “Strongly agree”</i>	62	59	62	62	A4.10
High	52	49	52	52	
Moderate	40	42	38	39	
Low	8	9	9	8	
Academic motivation					
<i>Average reporting “Agree” or “Strongly agree”</i>	72	71	71	72	A4.11
High	33	31	28	27	
Moderate	43	44	46	49	
Low	24	25	26	24	
Parent involvement in school					
<i>Average reporting “Agree” or “Strongly agree”</i>	54	50	51	51	A4.12
High	41	36	38	38	
Moderate	45	45	42	43	
Low	15	20	20	19	

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

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

Respondents were categorized as being “High,” “Moderate,” and “Low” based on the averages of the questions that comprise each scale. The response options for the survey questions that make up each scale range from “Strongly disagree” (1), “Disagree” (2), “Neither disagree nor agree” (3), “Agree” (4), and “Strongly agree” (5). The following thresholds were used to classify question averages into “High,” “Moderate,” and “Low” categories:

	School Connectedness	Academic Motivation	Parent Involvement in School
High	> 3.75	> 4.25	≥ 4
Moderate	≥ 2.5 and ≤ 3.75	> 3.25 and ≤ 4.25	≥ 3 and < 4
Low	< 2.5	≤ 3.25	< 3

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Caring adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	64	67	69	72
<i>At my school, there is a teacher or some other adult... who really cares about me.</i>				
Not at all true	11	9	8	6
A little true	29	27	24	21
Pretty much true	37	38	37	37
Very much true	23	27	31	36
<i>who notices when I’m not there.</i>				
Not at all true	12	9	10	9
A little true	26	28	26	23
Pretty much true	34	36	36	35
Very much true	28	27	28	33
<i>who listens to me when I have something to say.</i>				
Not at all true	9	6	7	5
A little true	20	20	19	19
Pretty much true	37	40	38	37
Very much true	34	34	36	39

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
High expectations-adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	74	76	75	76
<i>At my school, there is a teacher or some other adult... who tells me when I do a good job.</i>				
Not at all true	8	7	7	5
A little true	21	21	20	22
Pretty much true	39	40	40	40
Very much true	32	32	33	33
<i>who always wants me to do my best.</i>				
Not at all true	5	4	5	3
A little true	16	15	17	17
Pretty much true	36	40	38	38
Very much true	42	41	41	42
<i>who believes that I will be a success.</i>				
Not at all true	8	7	7	5
A little true	20	20	20	19
Pretty much true	36	37	38	37
Very much true	37	36	36	39

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

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

Table A4.9

Meaningful Participation Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Meaningful participation at school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	31	33	36	39
At school...				
I do interesting activities.				
Not at all true	18	16	15	17
A little true	30	31	30	29
Pretty much true	30	32	33	32
Very much true	22	21	21	22
I help decide things like class activities or rules.				
Not at all true	44	40	39	35
A little true	31	30	29	30
Pretty much true	17	21	19	21
Very much true	8	9	12	13
I do things that make a difference.				
Not at all true	29	31	29	26
A little true	38	36	35	32
Pretty much true	23	22	21	25
Very much true	10	11	15	17
I have a say in how things work.				
Not at all true	39	36	35	31
A little true	32	34	31	33
Pretty much true	19	21	21	22
Very much true	9	10	13	14
I help decide school activities or rules.				
Not at all true	59	57	56	52
A little true	24	24	23	22
Pretty much true	11	12	12	15
Very much true	6	7	10	11

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

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

Table A4.10
School Connectedness Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School connectedness				
<i>Average reporting “Agree” or “Strongly agree”</i>	62	59	62	62
I feel close to people at this school.				
Strongly disagree	4	5	7	5
Disagree	6	7	7	8
Neither disagree nor agree	21	23	22	24
Agree	46	42	41	41
Strongly agree	23	22	23	21
I am happy to be at this school.				
Strongly disagree	5	6	6	5
Disagree	7	7	7	6
Neither disagree nor agree	24	24	24	25
Agree	42	43	44	44
Strongly agree	22	19	19	19
I feel like I am part of this school.				
Strongly disagree	5	6	7	6
Disagree	9	9	9	8
Neither disagree nor agree	28	31	29	30
Agree	41	38	39	39
Strongly agree	17	16	16	17
The teachers at this school treat students fairly.				
Strongly disagree	5	4	5	4
Disagree	8	9	7	8
Neither disagree nor agree	29	28	25	24
Agree	41	44	46	47
Strongly agree	18	15	17	18
I feel safe in my school.				
Strongly disagree	5	6	4	4
Disagree	7	8	7	7
Neither disagree nor agree	29	30	26	23
Agree	43	42	45	49
Strongly agree	17	15	18	17

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Academic motivation				
<i>Average reporting “Agree” or “Strongly agree”</i>	72	71	71	72
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	3	3	4	3
Disagree	3	3	3	4
Neither disagree nor agree	15	15	14	15
Agree	42	41	47	46
Strongly agree	37	37	32	32
I try hard at school because I am interested in my work.				
Strongly disagree	6	6	9	5
Disagree	11	10	9	11
Neither disagree nor agree	25	27	23	21
Agree	35	34	40	40
Strongly agree	23	23	20	22
I work hard to try to understand new things at school.				
Strongly disagree	4	4	5	3
Disagree	4	5	4	5
Neither disagree nor agree	19	19	20	18
Agree	42	42	45	48
Strongly agree	31	30	26	26
I am always trying to do better in my schoolwork.				
Strongly disagree	4	4	5	3
Disagree	3	4	3	5
Neither disagree nor agree	15	17	16	18
Agree	40	40	45	45
Strongly agree	38	35	31	29

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Parent involvement in school				
<i>Average reporting “Agree” or “Strongly agree”</i>	54	50	51	51
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	5	6	7	5
Disagree	12	13	13	14
Neither disagree nor agree	32	32	31	30
Agree	36	37	38	40
Strongly agree	15	13	12	11
Parents feel welcome to participate at this school.				
Strongly disagree	3	4	5	4
Disagree	5	7	6	6
Neither disagree nor agree	35	38	37	38
Agree	41	36	38	41
Strongly agree	15	15	13	11
School staff takes parent concerns seriously.				
Strongly disagree	4	5	6	5
Disagree	7	10	8	9
Neither disagree nor agree	34	35	36	34
Agree	37	36	36	39
Strongly agree	17	14	14	13

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
My school is usually clean and tidy.				
Strongly disagree	6	6	6	5
Disagree	12	12	12	13
Neither disagree nor agree	30	32	28	27
Agree	41	39	42	44
Strongly agree	11	11	12	11

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

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

5. School Violence, Victimization, and Safety

Table A5.1

Perceived Safety at School

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very safe	16	14	20	20
Safe	43	44	42	45
Neither safe nor unsafe	34	33	32	29
Unsafe	3	6	4	3
Very unsafe	3	3	2	2

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Race, ethnicity, or national origin				
0 times	89	90	90	92
1 time	5	4	5	4
2 or more times	6	6	5	4
Religion				
0 times	94	94	96	96
1 time	3	3	2	2
2 or more times	3	3	2	2
Gender				
0 times	94	94	95	95
1 time	3	3	2	2
2 or more times	3	3	3	3
Because you are gay or lesbian or someone thought you were				
0 times	93	94	95	95
1 time	3	2	1	2
2 or more times	4	4	3	3
A physical or mental disability				
0 times	96	96	97	97
1 time	2	2	1	1
2 or more times	2	2	2	2
You are an immigrant or someone thought you were				
0 times	95	96	96	96
1 time	2	2	2	2
2 or more times	2	2	3	2
<i>Any of the above six reasons</i>	20	19	17	14

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Any other reason				
0 times	86	87	88	93
1 time	6	4	5	3
2 or more times	8	8	7	4
Any harassment	25	24	22	17

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During the past 12 months, how many times on school property have you...</i>				
had mean rumors or lies spread about you?				
0 times	75	76	77	82
1 time	12	11	11	8
2 to 3 times	7	7	7	6
4 or more times	6	6	5	4
had sexual jokes, comments, or gestures made to you?				
0 times	79	79	81	84
1 time	8	8	6	6
2 to 3 times	5	6	6	4
4 or more times	7	7	7	5
been made fun of because of your looks or the way you talk?				
0 times	77	80	81	86
1 time	10	8	8	6
2 to 3 times	6	5	5	4
4 or more times	8	7	6	4
been made fun of, insulted, or called names?				
0 times	78	81	84	88
1 time	9	7	6	5
2 to 3 times	6	5	4	3
4 or more times	7	7	6	3

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During the past 12 months, how many times on school property have you...</i>				
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?				
0 times	84	89	91	95
1 time	8	5	5	3
2 to 3 times	4	3	2	1
4 or more times	4	3	1	1
been afraid of being beaten up?				
0 times	87	89	94	95
1 time	8	6	3	3
2 to 3 times	3	2	2	1
4 or more times	2	2	1	1
been threatened with harm or injury?				
0 times	95	95	97	98
1 time	3	3	2	2
2 to 3 times	1	1	1	0
4 or more times	1	1	1	0
been in a physical fight?				
0 times	92	94	94	96
1 time	5	4	4	2
2 to 3 times	2	1	1	1
4 or more times	2	1	1	0
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	97	97	98	99
1 time	2	2	1	1
2 to 3 times	0	0	0	0
4 or more times	1	0	0	0
been offered, sold, or given an illegal drug?				
0 times	83	82	85	88
1 time	7	7	5	5
2 to 3 times	5	5	4	3
4 or more times	6	7	6	4

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Had your property stolen or deliberately damaged				
0 times	86	89	91	93
1 time	9	7	6	3
2 to 3 times	3	2	2	2
4 or more times	2	2	1	1
Damaged school property on purpose				
0 times	96	97	96	97
1 time	3	2	2	2
2 to 3 times	1	1	1	1
4 or more times	1	1	1	1

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Carried a gun				
0 times	98	99	99	99
1 time	1	0	0	1
2 to 3 times	0	0	0	0
4 or more times	1	1	0	0
Carried any other weapon (such as a knife or club)				
0 times	97	98	97	98
1 time	1	1	2	1
2 to 3 times	1	1	0	0
4 or more times	1	1	1	1
Seen someone carrying a gun, knife, or other weapon				
0 times	93	94	96	95
1 time	4	3	2	3
2 to 3 times	1	2	1	1
4 or more times	2	1	1	1

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

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

Table A5.7***Cyber Bullying, Past 12 Months***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times (never)	81	82	82	87
1 time	10	9	10	6
2 to 3 times	5	4	4	5
4 or more times	5	4	4	2

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

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

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Lifetime illicit AOD use to get “high” [†]	25	30	41	40	A6.2
Lifetime alcohol or drug use	27	31	42	40	A6.2
Lifetime marijuana use	17	20	30	29	A6.2
Lifetime very drunk or high (7 or more times)	6	10	15	15	A6.7
Lifetime drinking and driving involvement	9	9	15	12	A6.11
Current alcohol or drug use	14	17	25	24	A6.5
Current marijuana use	10	12	17	17	A6.5
Current heavy drug use	6	8	10	11	A6.5
Current heavy alcohol use (binge drinking)	5	6	11	11	A6.5
Current alcohol or drug use on school property	6	6	6	7	A6.8
Harmfulness of occasional marijuana use [‡]	35	34	31	28	A6.12
Difficulty of obtaining marijuana [§]	7	6	5	7	A6.13

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

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

[‡]*Great harm.*

[§]*Very difficult.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol	19	24	35	35
Marijuana	17	20	30	29
Inhalants	4	3	3	3
Cocaine, methamphetamine, or any amphetamines	2	2	3	4
Heroin	1	1	1	1
Ecstasy, LSD, or other psychedelics	3	4	6	6
Prescription pain medication, opioids, tranquilizers, sedatives, diet pills, or other prescription stimulant	7	7	10	12
Cold/cough medicines or other over-the-counter medicines to get “high”	7	5	8	7
Any other drug, pill, or medicine to get “high”	3	3	5	4
<i>Any of the above AOD use</i>	27	31	42	40
<i>Any illicit AOD use to get “high”[†]</i>	25	30	41	40

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

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

Table A6.3
Lifetime AOD Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one full drink)				
0 times	81	76	65	65
1 time	7	7	6	6
2 to 3 times	5	6	7	7
4 or more times	7	12	22	22
Marijuana (smoke, vape, eat, or drink)				
0 times	83	80	70	71
1 time	4	3	5	4
2 to 3 times	4	4	4	6
4 or more times	10	13	21	20
Inhalants				
0 times	96	97	97	97
1 time	1	0	1	1
2 to 3 times	1	1	1	1
4 or more times	1	1	1	1
Cocaine, methamphetamine, or any amphetamines				
0 times	98	98	97	96
1 time	0	1	1	1
2 to 3 times	1	1	1	1
4 or more times	1	1	1	2
Heroin				
0 times	99	99	99	99
1 time	0	0	0	0
2 to 3 times	0	0	0	0
4 or more times	1	1	0	1
Ecstasy, LSD, or other psychedelics				
0 times	97	96	94	94
1 time	1	1	2	3
2 to 3 times	1	1	2	2
4 or more times	1	1	1	2

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

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

Table A6.3
Lifetime AOD Use – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Prescription pain medication or opioids, tranquilizers, or sedatives				
0 times	95	95	93	92
1 time	2	2	2	2
2 to 3 times	1	2	2	3
4 or more times	2	2	3	3
Diet pills				
0 times	96	97	97	97
1 time	1	1	1	0
2 to 3 times	1	0	1	1
4 or more times	2	2	1	2
Ritalin™ or Adderall™ or other prescription stimulant				
0 times	97	97	94	93
1 time	1	1	2	2
2 to 3 times	1	1	2	2
4 or more times	1	1	2	3
Cold/cough medicines or other over-the-counter medicines to get “high”				
0 times	93	95	92	93
1 time	3	2	2	2
2 to 3 times	1	2	3	2
4 or more times	3	2	3	3
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 times	97	97	95	96
1 time	1	1	1	1
2 to 3 times	1	1	1	1
4 or more times	2	1	2	1

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>				
Smoke it?				
0 times	86	81	73	73
1 time	4	3	4	4
2 to 3 times	2	3	5	5
4 or more times	9	12	19	18
In an electronic or e-cigarette or other vaping device?				
0 times	85	81	74	76
1 time	3	4	4	4
2 to 3 times	3	4	5	5
4 or more times	8	11	17	15
Eat or drink it in products made with marijuana?				
0 times	90	87	82	81
1 time	3	4	3	5
2 to 3 times	3	3	7	5
4 or more times	4	6	8	10

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one or more drinks of alcohol)	9	11	19	19
Binge drinking (5 or more drinks in a row)	5	6	11	11
Marijuana (smoke, vape, eat, or drink)	10	12	17	17
Inhalants	2	1	1	1
Prescription drugs to get “high” or for reasons other than prescribed	2	1	2	2
Other drug, pill, or medicine to get “high” or for reasons other than medical	2	2	1	2
<i>Any drug use</i>	11	13	17	17
<i>Heavy drug use</i>	6	8	10	11
<i>Any AOD Use</i>	14	17	25	24
Two or more substances at the same time	3	4	7	6

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one or more drinks)				
0 days	91	89	81	81
1 or 2 days	6	8	12	12
3 to 9 days	1	2	6	5
10 to 19 days	1	1	1	1
20 or more days	1	0	1	1
Binge drinking (5 or more drinks in a row)				
0 days	95	94	89	89
1 or 2 days	3	4	7	7
3 to 9 days	1	1	3	3
10 to 19 days	1	0	0	1
20 or more days	0	0	1	0
Marijuana (smoke, vape, eat, or drink)				
0 days	90	88	83	83
1 or 2 days	5	6	8	7
3 to 9 days	2	2	4	4
10 to 19 days	2	2	2	2
20 or more days	2	3	3	4

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very drunk or sick after drinking alcohol				
0 times	92	87	79	80
1 to 2 times	5	8	13	10
3 to 6 times	1	3	4	5
7 or more times	2	2	4	5
“High” (loaded, stoned, or wasted) from using drugs				
0 times	86	82	76	75
1 to 2 times	6	6	6	7
3 to 6 times	2	3	5	4
7 or more times	6	9	14	14
<i>Very drunk or “high” 7 or more times</i>	6	10	15	15

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
0 days	97	98	98	97
1 to 2 days	2	2	1	2
3 or more days	1	1	1	1
Marijuana (smoke, vape, eat, or drink)				
0 days	95	95	95	95
1 to 2 days	2	2	3	2
3 or more days	3	3	3	3
Any other drug, pill, or medicine to get “high” or for reasons other than medical?				
0 days	98	99	98	99
1 to 2 days	1	1	1	1
3 or more days	1	0	1	0
<i>Any of the above</i>	6	6	6	7

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times	93	91	88	90
1 to 2 times	3	3	4	3
3 to 6 times	2	2	4	2
7 or more times	3	3	4	4

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

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

Table A6.10
Cessation Attempts

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
Does not apply, don't use	89	86	80	80
0 times	8	10	16	16
1 time	2	2	2	2
2 to 3 times	1	1	1	1
4 or more times	1	1	1	1
Marijuana				
Does not apply, don't use	86	83	78	80
0 times	8	10	13	14
1 time	2	4	4	3
2 to 3 times	2	2	3	2
4 or more times	1	1	2	1

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using				
Never	91	91	85	88
1 time	3	4	5	4
2 times	1	2	3	2
3 to 6 times	1	2	4	3
7 or more times	3	2	2	3

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol - drink occasionally				
Great	31	31	30	30
Moderate	25	26	26	25
Slight	21	24	25	26
None	23	19	18	18
Alcohol - 5 or more drinks once or twice a week				
Great	50	57	57	56
Moderate	24	22	23	23
Slight	7	7	7	8
None	19	14	13	13
Marijuana - use occasionally				
Great	35	34	31	28
Moderate	25	23	25	22
Slight	16	19	19	23
None	25	25	25	27
Marijuana - use daily				
Great	55	52	53	45
Moderate	15	20	19	22
Slight	9	8	11	13
None	22	19	18	20

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
Very difficult	7	6	6	7
Fairly difficult	8	8	6	6
Fairly easy	21	25	24	27
Very easy	27	31	34	35
Don't know	38	30	30	25
Marijuana				
Very difficult	7	6	5	7
Fairly difficult	7	7	5	5
Fairly easy	20	22	21	23
Very easy	28	35	39	40
Don't know	39	31	30	26

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

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

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	5	7	11	13	A7.2
Current cigarette smoking [†]	2	2	4	5	A7.3
Current cigarette smoking at school [†]	1	0	1	1	A7.4
Ever tried smokeless tobacco	4	2	5	6	A7.2
Current smokeless tobacco use [†]	1	1	1	1	A7.3
Current smokeless tobacco use at school [†]	1	1	1	1	A7.4
Ever used electronic cigarettes	19	23	31	29	A7.2
Current use of electronic cigarettes [†]	11	13	17	15	A7.3
Current use of electronic cigarettes at school [†]	6	7	7	5	A7.4
Cessation Attempts					
Tried to quit or stop using cigarettes	2	3	3	4	A7.5
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking [‡]	35	39	39	39	A7.6
Harmfulness of smoking 1 or more packs/day [‡]	67	73	75	74	A7.6
Difficulty of obtaining cigarettes [§]	8	7	7	9	A7.8

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

[†]Past 30 days.

[‡]Great harm.

[§]Very difficult.

Table A7.2
Lifetime Tobacco Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A whole cigarette				
0 times	95	93	89	87
1 time	2	2	3	3
2 to 3 times	1	2	3	4
4 or more times	2	3	5	6
Smokeless tobacco				
0 times	96	98	95	94
1 time	2	1	1	2
2 to 3 times	1	0	2	2
4 or more times	1	1	2	2
Electronic cigarettes, e-cigarettes, or other vaping device				
0 times	81	77	69	71
1 time	5	4	6	6
2 to 3 times	5	5	6	6
4 or more times	10	14	20	17

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
Any	2	2	4	5
Daily (20 or more days)	0	0	0	0
Smokeless tobacco				
Any	1	1	1	1
Daily (20 or more days)	0	0	0	0
Electronic cigarettes/e-cigarettes/other vaping device				
Any	11	13	17	15
Daily (20 or more days)	2	2	4	4

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
0 days	99	100	99	99
1 or 2 days	1	0	0	1
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 or more days	0	0	0	0
Smokeless tobacco				
0 days	99	99	99	99
1 or 2 days	1	0	0	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 or more days	0	0	0	0
Electronic cigarettes, e-cigarettes, or other vaping device				
0 days	94	93	93	95
1 or 2 days	3	3	3	2
3 to 9 days	2	2	2	2
10 to 19 days	0	1	1	1
20 or more days	1	1	2	1

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply, don't use	93	93	91	90
0 times	5	5	6	6
1 time	1	1	2	2
2 to 3 times	0	1	1	1
4 or more times	1	1	1	0

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Smoke cigarettes occasionally				
Great	35	39	39	39
Moderate	30	32	33	34
Slight	15	14	14	13
None	19	15	14	14
Smoke 1 or more packs of cigarettes each day				
Great	67	73	75	74
Moderate	10	10	10	10
Slight	4	3	2	3
None	19	14	13	13

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Use e-cigarettes or vaping device occasionally				
Great	32	31	32	32
Moderate	28	31	31	32
Slight	19	22	20	20
None	21	16	16	15
Use e-cigarettes or vaping devices several times a day				
Great	57	59	57	58
Moderate	17	20	23	22
Slight	7	6	7	7
None	19	15	13	14

Question HS A.85, 86/MS A.77, 78: How much do people risk harming themselves physically and in other ways when they do the following?... Use e-cigarettes (electronic) or vaping device occasionally... Use e-cigarettes or vaping devices several times a day (100 puffs or more).

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
Very difficult	8	7	7	9
Fairly difficult	10	11	9	11
Fairly easy	20	27	24	24
Very easy	19	18	22	25
Don't know	43	37	37	32
E-cigarettes or vaping device				
Very difficult	7	6	5	7
Fairly difficult	5	4	4	5
Fairly easy	20	22	19	23
Very easy	32	40	42	40
Don't know	36	28	29	25

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

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

8. Other Physical and Mental Health Risks

Table A8.1

Hours of Sleep

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
4 or less hours	5	5	5	4
5 hours	6	8	10	10
6 hours	13	16	22	22
7 hours	28	31	30	33
8 hours	31	28	25	23
9 hours	12	11	6	6
10 or more hours	5	2	2	2

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

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

Table A8.2

Eating of Breakfast

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	32	30	33	32
Yes	68	70	67	68

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

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

Table A8.3

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	73	70	68	71
Yes	27	30	32	29

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	87	86	86	88
Yes	13	14	14	12

Question HS A.125/MS A.115: During the past 12 months, did you ever seriously consider attempting suicide?

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

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

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

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

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

9. Race/Ethnic Breakdowns

Table A9.1

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

Percent of Students (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	54	53	60	55	63	60	55
Caring adults in school [‡]	63	56	61	60	77	68	64
High expectations-adults in school [‡]	71	65	78	71	82	78	73
Meaningful participation at school [‡]	28	34	41	34	29	35	29
<i>School Connectedness</i> [†]	60	69	58	59	38	65	61
<i>Academic Motivation</i> [†]	71	77	74	68	75	74	71
<i>Parent Involvement in School</i> [†]	56	61	57	53	49	53	56

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

Table A9.2

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

Percent of Students (%)	Grade 10						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	53	46	60	52		63	55
Caring adults in school [‡]	60	49	71	53		72	64
High expectations-adults in school [‡]	71	63	78	63		80	72
Meaningful participation at school [‡]	28	28	32	41		37	30
<i>School Connectedness</i> [†]	56	47	62	44		63	58
<i>Academic Motivation</i> [†]	68	63	81	61		73	68
<i>Parent Involvement in School</i> [†]	51	49	47	46		50	52

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

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

Percent of Students (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	56	60	60	48		64	55
Caring adults in school [‡]	65	71	67	52		73	64
High expectations-adults in school [‡]	71	73	76	59		79	70
Meaningful participation at school [‡]	32	35	37	32		40	32
<i>School Connectedness</i> [†]	57	46	66	47		67	56
<i>Academic Motivation</i> [†]	70	61	72	53		74	69
<i>Parent Involvement in School</i> [†]	51	50	45	41		51	50

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

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

Percent of Students (%)	Grade 12						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	59	60	74	54		66	56
Caring adults in school [‡]	68	67	84	61		77	66
High expectations-adults in school [‡]	73	71	86	67		80	70
Meaningful participation at school [‡]	35	45	50	34		42	31
<i>School Connectedness</i> [†]	58	60	68	52		68	55
<i>Academic Motivation</i> [†]	71	83	81	54		74	68
<i>Parent Involvement in School</i> [†]	50	51	61	37		53	49

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	58	54	58	62
American Indian or Alaska Native	65	54	55	58
Asian	60	54	69	81
Black or African American	52	41	53	65
Native Hawaiian or Pacific Islander	38			
White	62	62	67	68
Mixed (two or more) races	58	57	56	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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	16	17	17	15
American Indian or Alaska Native	18	22	9	21
Asian	22	24	16	13
Black or African American	22	23	42	18
Native Hawaiian or Pacific Islander	8			
White	24	21	15	13
Mixed (two or more) races	16	16	18	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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	21	20	21	17
American Indian or Alaska Native	18	22	13	25
Asian	24	24	18	13
Black or African American	26	26	47	18
Native Hawaiian or Pacific Islander	23			
White	31	27	21	16
Mixed (two or more) races	22	19	21	20

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

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

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

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

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	8	9	14	16
American Indian or Alaska Native	9	17	21	25
Asian	4	7	11	9
Black or African American	4	3	17	35
Native Hawaiian or Pacific Islander	8			
White	11	13	25	22
Mixed (two or more) races	8	10	15	17

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	12	13	14	14
American Indian or Alaska Native	4	17	18	21
Asian	4	6	4	6
Black or African American	14	3	28	35
Native Hawaiian or Pacific Islander	8			
White	9	13	20	19
Mixed (two or more) races	12	13	16	16

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Hispanic or Latino	29	33	34	32
American Indian or Alaska Native	14	43	34	26
Asian	27	24	31	24
Black or African American	15	29	37	29
Native Hawaiian or Pacific Islander	46			
White	25	29	30	27
Mixed (two or more) races	29	30	35	32

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

10. Gender Breakdowns

Table A10.1
School Supports and Engagement by Gender

	Grade 9		Grade 10		Grade 11		Grade 12	
	Female	Male	Female	Male	Female	Male	Female	Male
	%	%	%	%	%	%	%	%
<i>School Environment</i>								
Total school supports [‡]	56	57	60	57	59	60	64	61
Caring adults in school [‡]	64	65	68	65	69	69	75	70
High expectations-adults in school [‡]	75	74	77	74	75	75	78	74
Meaningful participation at school [‡]	30	33	34	33	35	36	40	38
<i>School Connectedness</i> [†]	61	62	59	60	60	63	61	64
<i>Academic Motivation</i> [†]	76	69	76	65	76	67	79	66
<i>Parent Involvement in School</i> [†]	54	55	49	51	48	53	49	54

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

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

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

Table A10.2

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

	Grade 9		Grade 10		Grade 11		Grade 12	
	Female	Male	Female	Male	Female	Male	Female	Male
	%	%	%	%	%	%	%	%
Perceived Safety at School								
Feel safe or very safe at school	56	62	56	61	59	64	62	69
Harassment/Bullying at School								
<i>During the past 12 months at school, have you been...</i>								
harassed/bullied for any of the six reasons	23	17	21	17	18	15	15	13
harassed/bullied for any reasons	30	21	26	21	24	19	18	15
Current ATOD Use								
<i>During the past 30 days, did you...</i>								
have at least one drink of alcohol at school	4	3	1	3	2	2	2	4
use cigarettes	2	3	2	3	3	4	5	4
use electronic cigarettes	12	10	12	15	19	14	13	16
have at least one drink of alcohol	9	9	12	11	22	16	18	20
use marijuana	11	9	11	14	17	16	14	19
Mental Health								
Chronic sad or hopeless feelings, past 12 months	37	17	37	22	38	25	36	21

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

Closing the Achievement Gap (CTAG) Module

1. Module Sample

Table E1.1

Student Sample for CTAG Module

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	1,596	1,572	1,535	1,540
Final number	1,280	1,269	1,058	998
Response Rate	80%	81%	69%	65%

2. Fairness and Respect for Diversity

Table E2.1

All Students Treated with Respect

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	7	6	6	6
Disagree	9	10	10	10
Neither disagree nor agree	27	29	29	26
Agree	39	39	40	40
Strongly agree	19	15	15	18

Question HS/MS E.1: How strongly do you agree or disagree with the following statements?... Teachers and other adults at this school treat all students with respect.

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

Table E2.2

Books and Lessons Include Examples of My Race/Ethnicity

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	8	9	8	8
Disagree	10	8	9	10
Neither disagree nor agree	38	34	31	33
Agree	28	33	36	34
Strongly agree	16	16	16	16

Question HS/MS E.6: How strongly do you agree or disagree with the following statements?... The books and lessons in my classes include examples of my race or ethnic background.

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

Table E2.3***All Students Treated Fairly When They Break Rules***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	10	10	9	11
Disagree	11	14	15	14
Neither disagree nor agree	33	34	33	30
Agree	30	29	31	32
Strongly agree	16	13	12	14

Question HS/MS E.7: How strongly do you agree or disagree with the following statements?... All students are treated fairly when they break school rules.

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

Table E2.4***Been Disrespected Because of Race/Ethnicity/Nationality***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	44	42	42	39
Disagree	16	17	18	19
Neither disagree nor agree	20	20	20	21
Agree	12	14	14	13
Strongly agree	7	7	6	8

Question HS/MS E.8: How strongly do you agree or disagree with the following statements?... I have been disrespected or mistreated by an adult at this school because of my race, ethnicity, or nationality.

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

Table E2.5***Tension Between Different Cultures/Race/Ethnic Groups***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	26	22	24	23
Disagree	18	22	22	21
Neither disagree nor agree	30	32	31	29
Agree	16	17	17	18
Strongly agree	9	7	7	8

Question HS/MS E.9: How strongly do you agree or disagree with the following statements?... There is a lot of tension in this school between different cultures, races, or ethnicities.

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

3. Supports for Learning

Table E3.1

Encourage Students to Work Hard in School

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	5	4	5	4
Disagree	4	5	4	3
Neither disagree nor agree	22	21	21	20
Agree	42	47	49	49
Strongly agree	26	23	22	24

Question HS/MS E.2: How strongly do you agree or disagree with the following statements?... Teachers and other adults encourage me to work hard in school so I can be successful in college or at the job I choose.

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

Table E3.2

Adults Work Hard to Help with Schoolwork

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	5	4	5	4
Disagree	6	5	4	4
Neither disagree nor agree	25	24	23	23
Agree	41	47	46	47
Strongly agree	24	20	21	21

Question HS/MS E.3: How strongly do you agree or disagree with the following statements?... The teachers and other adults work hard to help me with my schoolwork when I need it.

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

Table E3.3***Classrooms Lessons Are Helpful in Real Life***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	9	9	8	8
Disagree	10	13	10	10
Neither disagree nor agree	29	29	30	30
Agree	33	34	38	37
Strongly agree	18	15	14	16

Question HS/MS E.4: How strongly do you agree or disagree with the following statements?... Teachers show how classroom lessons are important and helpful to me in real life.

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

Table E3.4***Given Chance to Take Part in Class Discussions/Activities***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	5	4	5	4
Disagree	4	3	4	3
Neither disagree nor agree	25	23	22	22
Agree	42	48	49	49
Strongly agree	24	21	20	22

Question HS/MS E.5: How strongly do you agree or disagree with the following statements?... Teachers give me a chance to take part in classroom discussions or activities.

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

4. Physical Environment

Table E4.1

Schoolyard and Buildings are Clean and in Good Condition

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	8	6	7	8
Disagree	10	10	10	10
Neither disagree nor agree	34	36	32	33
Agree	33	35	38	37
Strongly agree	15	12	13	12

Question HS/MS E.10: How strongly do you agree or disagree with the following statements?... The schoolyard and buildings are clean and in good condition.

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

Drug Free Communities (DFC) Module

1. Module Sample

Table G1.1

Student Sample for DFC Module

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	1,596	1,572	1,535	1,540
Final number	1,209	1,220	1,016	953
Response Rate	76%	78%	66%	62%

2. Prescription Drug Use

Table G2.1

Prescription Drug Use, Past 30 Days

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

Question HS/MS G.2: During the past 30 days, have you used prescription drugs not prescribed to you?

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

3. Disapproval of Prescription Drug Use

Table G3.1

Parental Disapproval of Prescription Drug Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very wrong	85	84	86	83
Wrong	9	12	9	12
A little wrong	3	1	2	2
Not at all wrong	3	3	3	3

Question HS/MS G.4: How wrong do your parents feel it would be for you to use prescription drugs not prescribed to you?

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

Table G3.2

Peer Disapproval of Prescription Drug Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very wrong	59	54	55	56
Wrong	25	28	29	27
A little wrong	10	13	10	12
Not at all wrong	6	5	6	5

Question HS/MS G.5: How wrong do your friends feel it would be for you to use prescription drugs not prescribed to you?

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

4. Perceived Harm from Marijuana and Prescription Drug Use

Table G4.1

Perceived Risks Associated with Marijuana and Prescription Drug Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Smoke marijuana once or twice a week				
Great risk	34	27	28	23
Moderate risk	29	32	27	26
Slight risk	20	22	24	28
No risk	17	19	21	23
Use prescription drugs that are not prescribed to them				
Great risk	60	60	66	62
Moderate risk	23	26	22	25
Slight risk	9	7	6	6
No risk	8	7	7	8

Question HS/MS G.1, 3: How much do you think people risk harming themselves physically or in other ways if they smoke marijuana once or twice a week?... How much do you think people risk harming themselves physically or in other ways if they use prescription drugs that are not prescribed to them?

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

Z. Santa Barbara Unified Custom Questions

1. Module Sample

Table Z1.1

Student Sample for Custom Questions

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	1,596	1,572	1,535	1,540
Final number	1,285	1,284	1,066	1,006
Response Rate	81%	82%	69%	65%

2. Custom Questions

Table Z2.1

In the past month, I had a hard time breathing because I was anxious. - Please tell us how true each statement is of you...

	Grade				Total
	9th %	10th %	11th %	12th %	
Not at all true of me	62	58	56	57	58
A little true of me	18	17	19	20	18
Pretty much true of me	5	7	7	7	6
True of me	7	7	8	9	8
Very much true of me	8	10	9	8	9

Question HS/MS Z.1.

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

Table Z2.2

In the past month, I was tense and uptight. - Please tell us how true each statement is of you...

	Grade				Total
	9th %	10th %	11th %	12th %	
Not at all true of me	47	39	39	39	41
A little true of me	20	22	22	22	21
Pretty much true of me	11	12	13	14	12
True of me	10	12	13	13	12
Very much true of me	11	15	14	13	13

Question HS/MS Z.2.

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

Table Z2.3***In the past month, I had a hard time relaxing. - Please tell us how true each statement is of you...***

	Grade				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Not at all true of me	42	38	35	36	38
A little true of me	23	21	21	21	21
Pretty much true of me	10	12	14	15	12
True of me	12	13	14	14	13
Very much true of me	13	17	15	14	15

*Question HS/MS Z.3.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.4*****In the past month, I felt unimportant. - Please tell us how true each statement is of you...***

	Grade				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Not at all true of me	59	51	49	54	53
A little true of me	16	18	20	18	18
Pretty much true of me	8	9	8	10	9
True of me	6	9	10	9	8
Very much true of me	11	12	13	10	12

*Question HS/MS Z.4.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.5*****In the past month, I was easily annoyed and sensitive. - Please tell us how true each statement is of you...***

	Grade				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Not at all true of me	43	38	36	38	39
A little true of me	21	19	21	21	20
Pretty much true of me	12	13	13	13	13
True of me	9	14	13	15	12
Very much true of me	16	17	17	13	16

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

Table Z2.6***In the past month, I was scared for no good reason. - Please tell us how true each statement is of you...***

	Grade				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Not at all true of me	68	64	63	64	65
A little true of me	12	13	14	14	13
Pretty much true of me	7	7	6	8	7
True of me	5	7	8	7	7
Very much true of me	8	9	9	7	8

*Question HS/MS Z.6.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.7*****I can do most things if I try. - Please tell us how true each statement is of you...***

	Grade				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Not at all like me	5	4	4	5	4
Not like me	2	2	2	1	2
Not much like me	4	5	3	4	4
Somewhat like me	23	25	23	21	23
Like me	33	35	34	39	35
Very much like me	33	30	34	31	32

*Question HS/MS Z.7.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.8*****There is a purpose to my life. - Please tell us how true each statement is of you...***

	Grade				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Not at all like me	8	6	6	5	6
Not like me	4	4	4	3	4
Not much like me	7	8	6	9	7
Somewhat like me	17	19	20	17	18
Like me	26	29	27	32	28
Very much like me	40	35	37	33	36

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

Table Z2.9

When I do not understand something, I ask the teacher again and again until I understand. - Please tell us how true each statement is of you...

	Grade				Total %
	9th %	10th %	11th %	12th %	
Not at all like me	11	10	10	7	10
Not like me	7	7	7	7	7
Not much like me	14	14	13	14	14
Somewhat like me	27	27	28	27	27
Like me	21	23	22	26	23
Very much like me	19	19	21	19	20

Question HS/MS Z.9.

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

Table Z2.10

My family members really help and support one another. - Please tell us how true each statement is of you...

	Grade				Total %
	9th %	10th %	11th %	12th %	
Not at all like me	7	5	7	6	6
Not like me	4	4	3	3	3
Not much like me	6	8	6	9	7
Somewhat like me	20	20	19	19	20
Like me	25	28	29	30	28
Very much like me	38	35	36	34	36

Question HS/MS Z.10.

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

Table Z2.11

I have a friend my age who really cares about me. - Please tell us how true each statement is of you...

	Grade				Total %
	9th %	10th %	11th %	12th %	
Not at all like me	6	5	5	5	5
Not like me	2	2	2	3	2
Not much like me	5	4	4	5	4
Somewhat like me	14	14	15	14	14
Like me	26	29	27	30	28
Very much like me	47	46	47	44	46

Question HS/MS Z.11.

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

Table Z2.12***I accept responsibility for my actions. - Please tell us how true each statement is of you...***

	Grade				Total
	9th %	10th %	11th %	12th %	
Not at all like me	5	2	3	4	4
Not like me	2	2	1	1	2
Not much like me	4	4	3	3	4
Somewhat like me	17	16	15	14	15
Like me	35	36	36	38	36
Very much like me	38	39	42	40	40

*Question HS/MS Z.12.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.13*****I try to understand what other people go through. - Please tell us how true each statement is of you...***

	Grade				Total
	9th %	10th %	11th %	12th %	
Not at all like me	5	3	4	4	4
Not like me	1	1	1	1	1
Not much like me	4	3	3	4	4
Somewhat like me	13	13	11	11	12
Like me	28	31	30	34	31
Very much like me	50	48	51	46	49

*Question HS/MS Z.13.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.14*****I can wait for what I want. - Please tell us how true each statement is of you...***

	Grade				Total
	9th %	10th %	11th %	12th %	
Not at all like me	6	4	5	5	5
Not like me	2	3	2	3	2
Not much like me	8	7	6	7	7
Somewhat like me	22	22	21	20	21
Like me	31	33	33	36	33
Very much like me	31	31	34	29	31

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

Table Z2.15

Overall, I expect more good things to happen to me than bad things. - Please tell us how true each statement is of you...

	Grade				Total %
	9th %	10th %	11th %	12th %	
Not at all like me	9	8	7	7	8
Not like me	6	7	5	5	6
Not much like me	10	13	13	10	11
Somewhat like me	20	19	21	21	20
Like me	26	28	24	30	27
Very much like me	29	26	30	27	28

Question HS/MS Z.15.

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

Table Z2.16

I feel energetic right now. - Please tell us how true each statement is of you...

	Grade				Total %
	9th %	10th %	11th %	12th %	
Not at all like me	16	15	16	12	15
Not like me	9	12	10	10	10
Not much like me	15	15	17	19	17
Somewhat like me	25	25	21	23	24
Like me	20	17	18	20	19
Very much like me	15	16	19	16	16

Question HS/MS Z.16.

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

Table Z2.17

Since yesterday, I have felt thankful. - Please tell us how true each statement is of you...

	Grade				Total %
	9th %	10th %	11th %	12th %	
Not at all like me	10	7	8	7	8
Not like me	5	5	4	4	5
Not much like me	9	12	9	10	10
Somewhat like me	20	21	21	21	21
Like me	27	25	26	28	27
Very much like me	29	29	32	30	30

Question HS/MS Z.17.

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

Table Z2.18***Where we you born?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
In the United States (that is, any of the fifty states or the District of Columbia)	91	91	88	87	90
In Puerto Rico, Guam, Northern Mariana Islands, U.S. Virgin Islands, or American Samoa	1	0	0	1	0
In another country or area	8	8	12	12	10

*Question HS/MS Z.18.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.19*****If you were born outside of the United States, how old were you when you came to the United States to stay?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Age 5 or younger	71	64	63	60	64
6-12 years old	16	15	16	12	15
Age 13 or older	13	22	21	28	21

*Question HS/MS Z.19.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.20*****How long has your family lived in the United States? (mark all that apply)***

	Grade				Total %
	9th %	10th %	11th %	12th %	
My mom moved to the U.S. from a different country	31	33	37	37	34
My dad moved to the U.S. from a different country	29	29	30	33	30
One or more of my grandparents moved to the U.S. from a different country	27	29	28	27	28
My grandparents were all born in the U.S.	24	24	22	25	24
I don't know	31	24	21	21	25

*Question HS/MS Z.20.**Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.*

Table Z2.21***What is your English Language Status?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
I only speak English	41	44	44	44	43
I speak, read, and write English fluently and I speak another language	50	48	48	45	48
I used to be an English language learner (now I speak, read, and write fluently in English)	6	5	5	7	6
I am an English language learner (I am learning how to speak, read, or write in English)	3	4	3	4	3

*Question HS/MS Z.21.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.22**

At school, have you ever felt that people assume you're not smart or intelligent? - When people are racially discriminated against, they are treated badly, not given respect, or are considered inferior because of the color of their skin, because they speak a different language or have an accent, or because they come from a different country or culture.

	Grade				Total %
	9th %	10th %	11th %	12th %	
Yes	35	37	39	34	36
No	65	63	61	66	64

*Question HS/MS Z.22.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.23**

Have you been accused of something you didn't do at school? - When people are racially discriminated against, they are treated badly, not given respect, or are considered inferior because of the color of their skin, because they speak a different language or have an accent, or because they come from a different country or culture.

	Grade				Total %
	9th %	10th %	11th %	12th %	
Yes	32	30	29	23	29
No	68	70	71	77	71

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

Table Z2.24

Students at this school are only punished when they deserve it. - Thinking about your school, would you agree or disagree with the statements below? Pick the answer that is closest to how you feel.

	Grade				Total %
	9th %	10th %	11th %	12th %	
Strongly disagree	8	8	7	8	8
Disagree	11	13	13	15	13
Neither disagree nor agree	36	38	40	38	38
Agree	34	32	32	32	33
Strongly agree	11	8	7	7	9

Question HS/MS Z.24.

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

Table Z2.25

When students are accused of doing something wrong, they get a chance to explain. - Thinking about your school, would you agree or disagree with the statements below? Pick the answer that is closest to how you feel.

	Grade				Total %
	9th %	10th %	11th %	12th %	
Strongly disagree	8	9	8	8	8
Disagree	14	14	12	12	13
Neither disagree nor agree	35	37	42	40	38
Agree	32	30	30	32	31
Strongly agree	12	9	9	8	9

Question HS/MS Z.25.

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

Table Z2.26

Students are treated fairly regardless of their race or ethnicity. - Thinking about your school, would you agree or disagree with the statements below? Pick the answer that is closest to how you feel.

	Grade				Total %
	9th %	10th %	11th %	12th %	
Strongly disagree	6	7	7	8	7
Disagree	8	10	9	11	9
Neither disagree nor agree	31	33	39	35	34
Agree	33	34	31	33	33
Strongly agree	22	16	15	13	17

Question HS/MS Z.26.

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

Table Z2.27

Have one or two drinks of an alcoholic beverage nearly every day? - How wrong do your parents feel it would be for you to...

	Grade				Total %
	9th %	10th %	11th %	12th %	
Very wrong	77	77	73	68	74
Wrong	12	13	15	17	14
A little bit wrong	3	4	5	7	5
Not at all wrong	1	1	1	2	1
I don't know	6	5	6	6	5

Question HS/MS Z.27.

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

Table Z2.28

Use tobacco/nicotine/e-cigarettes or other vaping device? - How wrong do your parents feel it would be for you to...

	Grade				Total %
	9th %	10th %	11th %	12th %	
Very wrong	79	79	73	71	76
Wrong	11	13	16	15	13
A little bit wrong	4	3	5	6	4
Not at all wrong	1	0	2	1	1
I don't know	5	5	6	6	5

Question HS/MS Z.28.

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

Table Z2.29

Use marijuana? - How wrong do your parents feel it would be for you to...

	Grade				Total %
	9th %	10th %	11th %	12th %	
Very wrong	75	74	66	63	70
Wrong	11	11	15	14	13
A little bit wrong	6	8	9	13	9
Not at all wrong	2	3	5	4	3
I don't know	5	5	6	5	5

Question HS/MS Z.29.

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

Table Z2.30

Use prescription drugs not prescribed to you to get high? - How wrong do your parents feel it would be for you to...

	Grade				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Very wrong	84	84	83	80	83
Wrong	7	9	8	10	9
A little bit wrong	2	1	2	3	2
Not at all wrong	1	1	1	2	1
I don't know	5	4	6	5	5

Question HS/MS Z.30.

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

Table Z2.31

Have one or two drinks of an alcoholic beverage nearly every day? - How wrong do your friends feel it would be for you to...

	Grade				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Very wrong	49	44	40	39	43
Wrong	20	24	26	26	24
A little bit wrong	11	15	13	15	14
Not at all wrong	8	8	11	10	9
I don't know	11	9	10	10	10

Question HS/MS Z.31.

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

Table Z2.32

Use tobacco/nicotine/e-cigarettes or other vaping device? - How wrong do your friends feel it would be for you to...

	Grade				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Very wrong	47	40	33	36	39
Wrong	17	18	19	21	19
A little bit wrong	13	17	16	16	15
Not at all wrong	12	16	22	17	16
I don't know	11	10	10	10	10

Question HS/MS Z.32.

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

Table Z2.33***Use marijuana? - How wrong do your friends feel it would be for you to...***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Very wrong	46	38	29	31	37
Wrong	16	17	18	18	17
A little bit wrong	13	15	17	16	15
Not at all wrong	14	20	25	25	20
I don't know	11	10	10	9	10

*Question HS/MS Z.33.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.34*****Use prescription drugs not prescribed to you to get high? - How wrong do your friends feel it would be for you to...***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Very wrong	55	50	48	48	51
Wrong	17	22	24	24	22
A little bit wrong	10	12	10	11	11
Not at all wrong	7	6	7	7	6
I don't know	11	10	11	10	11

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

Table Z2.35***How do most students at your school who drink alcohol, get it? (mark all that apply)***

	Grade				Total %
	9th %	10th %	11th %	12th %	
At school	13	11	8	10	10
At parties or events outside school	29	39	44	45	39
At their own home	26	29	32	33	30
From adults at friends' homes	17	19	21	21	19
From friends or another teenager	30	36	38	38	35
Get adults to buy it for them	15	21	23	27	21
Buy it themselves at a store	13	14	22	22	17
At bars, clubs, or gambling casinos	5	3	3	5	4
Fake I.D.	12	15	20	25	18
Other	8	8	9	8	8
I don't know	64	59	54	52	58

*Question HS/MS Z.35.**Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.***Table Z2.36*****How much do you think people risk harming themselves physically or in other ways if they use prescription drugs that are not prescribed to them to get high?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Great risk	60	63	64	64	63
Moderate risk	23	23	22	22	22
Slight risk	9	7	7	6	7
No risk	9	7	7	8	8

*Question HS/MS Z.36.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z2.37

Had at least one drink of alcohol in the past month? - Think about a group of 100 students (about three classrooms) in your grade. About how many students have done the following?

	Grade				Total %
	9th %	10th %	11th %	12th %	
0 (None)	30	22	19	19	23
10	23	18	12	10	16
20	11	11	8	7	10
30	8	10	10	9	9
40	7	8	9	10	8
50	8	9	12	13	10
60	4	6	8	9	7
70	3	7	10	8	7
80	2	5	6	7	5
90	2	3	5	5	3
100 (All)	2	2	2	3	2

Question HS/MS Z.37.

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

Table Z2.38

Used prescription drugs not prescribed to them to get high in the past month? - Think about a group of 100 students (about three classrooms) in your grade. About how many students have done the following?

	Grade				Total %
	9th %	10th %	11th %	12th %	
0 (None)	35	29	26	26	29
10	24	26	27	25	26
20	12	14	12	13	13
30	8	9	10	12	9
40	5	7	6	8	6
50	5	6	7	7	6
60	4	3	4	3	3
70	2	3	2	1	2
80	2	1	2	2	2
90	1	1	2	1	1
100 (All)	2	1	1	2	2

Question HS/MS Z.38.

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

Table Z2.39***About how old were you the first time you used alcohol or any other drug?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Never	73	65	55	54	62
10 or under	5	3	3	3	4
11	3	2	1	1	2
12	5	3	4	3	4
13	8	7	8	5	7
14	6	10	10	9	9
15	1	8	11	8	7
16	0	1	7	11	4
17	0	0	1	5	1
18 or over	0	0	0	1	0

*Question HS/MS Z.39.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.40*****How do most students at your school who use marijuana, get it? (mark all that apply)***

	Grade				Total %
	9th %	10th %	11th %	12th %	
At school	20	23	21	20	21
At parties or events outside school	26	34	37	36	33
At their own home	18	20	22	20	20
From adults at a friend's home	16	18	18	17	17
From friends or another teenager	32	38	40	36	36
From a friend with a medical use card	13	18	24	23	19
From a stranger	17	16	17	17	17
Online	13	11	13	13	13
Grow it themselves	13	12	17	17	14
Other	9	9	8	8	9
I don't know	62	60	56	55	59

*Question HS/MS Z.40.**Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.*

Table Z2.41***How familiar are you with AHA! Peacebuilders?***

	Grade				Total
	9th %	10th %	11th %	12th %	
Very	9	13	16	15	13
Somewhat	14	23	29	29	23
Slightly	16	16	15	15	16
Not at all	61	48	41	41	48

*Question HS/MS Z.41.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.42*****How often have you participated in circles in class? (e.g. Connection circles, peace circles, community circles)***

	Grade				Total
	9th %	10th %	11th %	12th %	
Often	8	8	11	7	8
Sometimes	18	17	20	19	18
Rarely	21	24	24	27	24
Never	54	51	45	47	49

*Question HS/MS Z.42.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.43*****How often have you participated in circles outside of class? (e.g. Connection circles, peace circles, community circles)***

	Grade				Total
	9th %	10th %	11th %	12th %	
Often	5	5	6	6	5
Sometimes	11	11	15	12	12
Rarely	14	14	17	16	15
Never	70	70	63	67	67

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

Appendix I

2018-19 CHKS Secondary Survey Response Rates

Eligible Schools	9th %	10th %	11th %	12th %
Alta Vista Alternative High	100		85	
Dos Pueblos Senior High	100	91	94	81
San Marcos Senior High	83	86	63	62
Santa Barbara Senior High	82	86	73	66

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

Appendix II

CHKS Content Overview, 2018-19

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

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

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

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

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

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

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

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

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

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

⁴ See calschls.org/reports-data/#slcr

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

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

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

GRADE-LEVEL PATTERNS

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

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

DEMOGRAPHIC CHARACTERISTICS AND POPULATION SUBGROUP DIFFERENCES (Section 3)

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

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

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

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

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

Racial-Ethnic Identification

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

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

Foster Care Youth

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

Sexual Orientation and Gender Identity

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

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

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

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

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

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

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

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

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 4)

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

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

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

Self-Reported Grades

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

Academic Motivation

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

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

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

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

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

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

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

Absenteeism and Truancy

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

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

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

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

Developmental Supports

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

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

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

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

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

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

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

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

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

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

School Connectedness

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

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

Parent Involvement

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

Facilities and Physical Environment

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

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

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

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

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

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

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

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 5)

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

Perceived Safety

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

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

Harassment and Victimization

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

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

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

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

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

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

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

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

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

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

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

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

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

Vandalism and Weapons

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

SUBSTANCE USE AND MENTAL HEALTH (Sections 6-8)

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

Alcohol and Other Drug Use (Section 6)

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

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

Alcohol and Other Drug Use at School (Section 6)

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

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

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

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

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

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

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

Cigarette Smoking (Section 7)

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

Mental Health (Section 8)

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

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

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

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

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

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

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

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

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

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

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

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