

# CALIFORNIA HEALTHY KIDS SURVEY



## Ventura County Secondary 2015-2017 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:

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

Recommended citation:

Ventura County. *California Healthy Kids Survey, 2015-2017: Main Report*. San Francisco: WestEd Health and Justice Program for the California Department of Education.

Date prepared: 6 Feb 2019

# Contents

	Page
<b>List of Tables</b> . . . . .	<b>ii</b>
<b>PREFACE</b> . . . . .	<b>v</b>
<b>Survey Module Administration</b> . . . . .	<b>1</b>
<b>A. Core Module Results</b> . . . . .	<b>2</b>
1. Survey Sample . . . . .	2
2. Summary of Key Indicators . . . . .	3
3. Demographics . . . . .	4
4. School Performance, Supports, and Engagements . . . . .	10
5. School Violence, Victimization, and Safety . . . . .	21
6. Alcohol and Other Drug Use . . . . .	26
7. Tobacco Use . . . . .	36
8. Other Physical and Mental Health Risks . . . . .	41
9. Race/Ethnic Breakdowns . . . . .	43
10. Gender Breakdowns . . . . .	49
<b>Appendix I</b> . . . . .	<b>51</b>
<b>Appendix II</b> . . . . .	<b>52</b>

# List of Tables

	Page
<b>Survey Module Administration</b> . . . . .	<b>1</b>
1        CHKS Survey Modules Administered . . . . .	1
<b>A. Core Module Results</b> . . . . .	<b>2</b>
1. Survey Sample . . . . .	2
A1.1    Student Sample for Core Module . . . . .	2
2. Summary of Key Indicators . . . . .	3
A2.1    Key Indicators of School Climate and Student Well-Being . . . . .	3
3. Demographics . . . . .	4
A3.1    Gender of Sample . . . . .	4
A3.2    Hispanic or Latino . . . . .	4
A3.3    Race . . . . .	4
A3.4    Living Situation . . . . .	5
A3.5    Highest Education of Parents . . . . .	5
A3.6    Free or Reduced Price Meals Eligibility . . . . .	6
A3.7    Participation in Migrant Education Program, Past 3 Years . . . . .	6
A3.8    Language Spoken at Home . . . . .	6
A3.9    English Language Proficiency – All Students . . . . .	7
A3.10   English Language Proficiency – Home Language Other Than English . . . . .	8
A3.11   Number of Days Attending Afterschool Program . . . . .	9
A3.12   Military Connections . . . . .	9
A3.13   Sexual Orientation and Gender Identification . . . . .	9
4. School Performance, Supports, and Engagements . . . . .	10
A4.1    Grades, Past 12 Months . . . . .	10
A4.2    Truancy, Past 12 Months . . . . .	10
A4.3    Reasons for Absence, Past 30 Days . . . . .	11
A4.4    School Environment Scales . . . . .	12
A4.5    School Connectedness, Parent Involvement, and Academic Motivation Scales . . . . .	13
A4.6    Caring Relationships Scale Questions . . . . .	14
A4.7    High Expectations Scale Questions . . . . .	15
A4.8    Meaningful Participation Scale Questions . . . . .	16
A4.9    School Connectedness Scale Questions . . . . .	17
A4.10   Parent Involvement Scale Questions . . . . .	18
A4.11   Academic Motivation Scale Questions . . . . .	19
A4.12   Quality of School Physical Environment . . . . .	20
5. School Violence, Victimization, and Safety . . . . .	21
A5.1    Perceived Safety at School . . . . .	21
A5.2    Reasons for Harassment on School Property, Past 12 Months . . . . .	22
A5.3    Verbal Harassment at School, Past 12 Months . . . . .	23
A5.4    Violence and Victimization on School Property, Past 12 Months . . . . .	24

A5.5	Property Damage on School Property, Past 12 Months . . . . .	25
A5.6	Weapons Possession on School Property, Past 12 Months . . . . .	25
6.	Alcohol and Other Drug Use . . . . .	<b>26</b>
A6.1	Summary Measures of Level of AOD Use . . . . .	26
A6.2	Summary of AOD Lifetime Use . . . . .	27
A6.3	Lifetime AOD Use . . . . .	28
A6.3	Lifetime AOD Use – Continued . . . . .	29
A6.4	Current AOD Use, Past 30 Days . . . . .	30
A6.5	Frequency of Current AOD Use, Past 30 Days . . . . .	31
A6.6	Lifetime Drunk or “High” . . . . .	32
A6.7	Cessation Attempts . . . . .	32
A6.8	Drinking While Driving, Lifetime . . . . .	33
A6.9	Current AOD Use on School Property, Past 30 Days . . . . .	34
A6.10	Lifetime Drunk or “High” on School Property . . . . .	34
A6.11	Perceived Harm and Availability . . . . .	35
7.	Tobacco Use . . . . .	<b>36</b>
A7.1	Summary of Key CHKS Tobacco Indicators . . . . .	36
A7.2	Lifetime Tobacco Use . . . . .	37
A7.3	Any Current Use and Daily Use . . . . .	38
A7.4	Current Smoking on School Property, Past 30 Days . . . . .	39
A7.5	Cigarette Smoking Cessation Attempts . . . . .	40
A7.6	Perceived Harm of Cigarette Smoking and Difficulty of Obtaining Cigarettes . . . . .	40
8.	Other Physical and Mental Health Risks . . . . .	<b>41</b>
A8.1	Cyber Bullying, Past 12 Months . . . . .	41
A8.2	Alone After School . . . . .	41
A8.3	Eating of Breakfast . . . . .	42
A8.4	Chronic Sad or Hopeless Feelings, Past 12 Months . . . . .	42
A8.5	Seriously Considered Attempting Suicide, Past 12 Months . . . . .	42
A8.6	Gang Involvement . . . . .	42
9.	Race/Ethnic Breakdowns . . . . .	<b>43</b>
A9.1	School Supports and Academic Motivation by Race/Ethnicity - 7th Grade . . . . .	43
A9.2	School Supports and Academic Motivation by Race/Ethnicity - 9th Grade . . . . .	43
A9.3	School Supports and Academic Motivation by Race/Ethnicity - 11th Grade . . . . .	44
A9.4	School Supports and Academic Motivation by Race/Ethnicity - Non-Traditional . . . . .	44
A9.5	Perceived Safety at School by Race/Ethnicity . . . . .	45
A9.6	Harassment Due to Five Bias-Related Reasons by Race/Ethnicity, Past 12 Months . . . . .	45
A9.7	Any Harassment or Bullying by Race/Ethnicity, Past 12 Months . . . . .	46
A9.8	Current Alcohol Use at School by Race/Ethnicity, Past 30 Days . . . . .	46
A9.9	Current Cigarette Smoking by Race/Ethnicity, Past 30 Days . . . . .	47
A9.10	Current Alcohol Use by Race/Ethnicity, Past 30 Days . . . . .	47
A9.11	Current Marijuana Use by Race/Ethnicity, Past 30 Days . . . . .	48
A9.12	Chronic Sad or Hopeless Feelings by Race/Ethnicity, Past 12 Months . . . . .	48
10.	Gender Breakdowns . . . . .	<b>49</b>

A10.1	School Supports and Academic Motivation by Gender . . . . .	49
A10.2	Perceived Safety, Harassment, AOD Use, and Mental Health Measures by Gender . .	50
<b>Appendix I</b>	. . . . .	<b>51</b>
<b>Appendix II</b>	. . . . .	<b>52</b>

# PREFACE

## HYPERLINK FEATURE

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

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

The CHKS, along with its two companion surveys—*California School Staff Survey* (CSSS) for staff and the *California School Parent Survey* (CSPS)—is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Surveys* (Cal-SCHLS) System, 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, and stakeholder engagement, as well as youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major school-related domains and constructs assessed by Cal-SCHLS.

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

Factsheets, guidebooks, and other resources to help in understanding and using CHKS results are available for downloading from the survey website—[chks.wested.org](http://chks.wested.org)—including *Helpful Resources for Local Control and Accountability Plans* ([chks.wested.org/resources/LCAP\\_Cal\\_SCHLS.pdf](http://chks.wested.org/resources/LCAP_Cal_SCHLS.pdf)). The California Safe and Supportive Schools website also provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

The Cal-SCHLS Technical Assistance Center offers workshops 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 that would 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 youth behaviors, attitudes, and learning conditions is essential to guide school improvement efforts, improve academic performance, and develop effective prevention, health, and youth development programs.

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

### ***Core Module***

As outlined in Exhibit 1, the Core Module consists of key questions, identified by an expert advisory committee, that are considered most important for schools to guide improvement of academic, health, and prevention programs and promote student achievement, college and career readiness, positive development, and well-being. The great majority of the questions are school-specific, including the following indicators:

- Student grades, truancy, reasons for missing school, academic motivation, and school connectedness, as indicators of engagement;
- The levels of students' three fundamental developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;
- Perceived safety and the frequency and type of harassment and bullying at school; and
- Levels of violence, substance use, and crime-related behavior (e.g., weapons possession) at school.

### ***Supplementary School Climate Module***

To further support school improvement efforts and the LCAP process, a supplementary School Climate Module is available. It provides additional data on student academic mindset, school academic supports, discipline/order, supports for social-emotional learning, bullying prevention and positive peer relationships, respect for diversity, and the quality of the physical environment (download from [chks.wested.org/administer/download/supplemental/#clim](https://chks.wested.org/administer/download/supplemental/#clim)). A companion Learning Conditions module can be added to the staff survey to compare their perceptions on the same constructs.

### ***Supplementary Social Emotional Health Module (SEHM)***

The SEHM greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional capacities linked to student mental health and well-being, academic success, and college and career readiness. It includes 46 items that capture the totality of core adolescent psychological assets.

## **SURVEY ADMINISTRATION AND SAMPLING**

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to maintain confidentiality. Students were surveyed only with the consent of parents or guardians. Each student's participation was voluntary, anonymous, and confidential. Table A1.1 gives the target sample of students and the final number and percent of students who completed the survey (the participation response rate).



## THE REPORT

The tables in the Main Report, 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*

The demographic questions on the CHKS help districts meet the LCAP requirement to identify and address variations in state priorities among significant student subgroups, including differences by race/ethnicity, gender, socioeconomic status; homeless, migrant, and foster youth; and English language learners. 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, such as changes that occur in survey content, administration, and/or sample characteristics between administrations. The following are a few of the key issues that should be kept in mind. A more detailed discussion of these topics can be found in the *CHKS Guidebook to Data Use and Dissemination* (download [chks.wested.org/resources/chks\\_guidebook\\_3\\_datause.pdf](https://chks.wested.org/resources/chks_guidebook_3_datause.pdf)).

### *Sample Characteristics*

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

### *Changes Between Survey Administrations*

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

## RESOURCES

The CHKS and Cal-SCHLS websites contain guidebooks and other tools for using and understanding survey results, including factsheets that show how data variables are related and offer suggestions for how data can be analyzed at the local level.

CDE's California Safe and Supportive Schools website ([Californias3.wested.org](http://Californias3.wested.org)) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing Cal-SCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

The School Climate Connection Newsletter provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on the CHKS or Californias3 websites.

Among the tools available to help in understanding and using the survey results, especially for LCAP implementation and monitoring, *Making Sense of School Climate* provides a discussion of all the Cal-SCHLS survey items that relate to school climate (download [californias3.wested.org/resources/S3\\_school\\_climateguidebook\\_final.pdf](http://californias3.wested.org/resources/S3_school_climateguidebook_final.pdf))

*Helpful Resources for Local Control and Accountability Plans* ([chks.wested.org/resources/LCAP\\_Cal\\_SCHLS.pdf](http://chks.wested.org/resources/LCAP_Cal_SCHLS.pdf)) describes how survey items align with LCAP priorities and indicators. Also available is an LCAP-related PowerPoint presentation ([chks.wested.org/training-support/workshops-presentations](http://chks.wested.org/training-support/workshops-presentations)).

## NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process. The results of this student survey should be compared to those obtained from the Cal-SCHLS surveys of school staff and parents. It is important to determine how consistent are student, staff, and parent perceptions and experiences.

CHKS results will also be enriched if analyzed in the context of other data typically collected by schools that relate to the variables assessed, such as discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

The following custom services (additional fees apply) are available through the Cal-SCHLS TA Center to help in fostering effective use of the results to support school and program improvement efforts and the LCAP process.

### ***Request School Reports***

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

- A full report with all the survey results.
- A short, user-friendly, graphic **School Climate Report Card** that provides results across eight domains of school climate and provides an overall **School Climate Index** score based on those domains. (View a sample report: visit [californias3.wested.org/resources/California\\_State\\_SCRC\\_1314.pdf](http://californias3.wested.org/resources/California_State_SCRC_1314.pdf)).

### ***Request 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.

### ***Request Disaggregated Reports***

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

### ***Conduct Additional Analyses of Dataset***

The complete dataset is available electronically for additional analysis (there is a small fee for preparation). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of student and across schools within a district. You can also request an analysis by subgroups as a custom service.

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

Determine what additional information is needed from students to guide school improvement efforts and add questions to your next CHKS or CSSS. Both surveys were designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

### ***Engage Students, Staff, and Parents in an Action Planning Process***

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

On request, Cal-SCHLS staff can conduct a structured *Listening to Students Workshop* designed to explore with students, as staff observe, the meaning of survey results and obtain their input on how to address the needs identified by the survey. Cal-SCHLS 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 Cal-SCHLS Technical Assistance Center (call 888.841.7536 or email [schoolclimate@wested.org](mailto:schoolclimate@wested.org)). See also: [californias3.wested.org/training-support/workshops](http://californias3.wested.org/training-support/workshops).

**Exhibit 1*****Major School-related Domains and Constructs Assessed by Cal-SCHLS***

	Student Core Module	Student School Climate Module	Staff Survey	Parent Survey
School connectedness	✓			
Student learning engagement and motivation	✓	✓	✓	✓
Student performance (grades)	✓			
Attendance (truancy, reasons for absence)	✓		✓	
Academic mindset		✓		
Academic rigor and norms–high expectations	✓	✓	✓	✓
College and career readiness		✓		✓
Teacher and other supports for learning	✓	✓	✓	✓
Relationships between students and staff	✓		✓	✓
Relationships among students	✓	✓	✓	✓
Relationships among staff			✓	
Parent involvement	✓		✓	✓
Meaningful participation and decision-making	✓		✓	✓
Staff supports			✓	
Perceived safety	✓		✓	✓
Discipline and order (policies, enforcement)		✓	✓	✓
Violence and victimization (bullying)	✓	✓	✓	✓
Alcohol, tobacco, and drug use	✓		✓	✓
Services and policies to address student needs			✓	
Student social-emotional competencies and health	✓		✓	
Social-emotional and behavioral supports		✓	✓	✓
Respect for diversity and cultural sensitivity		✓	✓	✓
Quality of physical environment		✓	✓	✓

**ACKNOWLEDGMENTS**

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

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

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

# Survey Module Administration

**Table 1**

***CHKS Survey Modules Administered***

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

# Core Module Results

## 1. Survey Sample

**Table A1.1**

***Student Sample for Core Module***

	Grade 7	Grade 9	Grade 11	NT <sup>A</sup>
Number of districts	13	9	9	10
Number of schools	40	24	25	12
Number of students	10,826	8,107	7,289	1,021

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

## 2. Summary of Key Indicators

**Table A2.1**

***Key Indicators of School Climate and Student Well-Being***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
<b>School Engagement and Supports</b>					
School connectedness (high)	58	51	47	45	A4.5
Academic motivation (high)	44	36	30	29	A4.5
Truant more than a few times <sup>†</sup>	3	4	9	22	A4.2
Caring adult relationships (high)	38	30	32	42	A4.4
High expectations (high)	58	44	41	53	A4.4
Meaningful participation (high)	16	13	14	16	A4.4
<b>School Safety and Substance Use</b>					
School perceived as very safe or safe	67	64	64	63	A5.1
Experienced any harassment or bullying <sup>†</sup>	35	30	27	43	A5.2
Had mean rumors or lies spread about you <sup>†</sup>	39	32	30	22	A5.3
Been afraid of being beaten up <sup>†</sup>	20	13	8	10	A5.4
Been in a physical fight <sup>†</sup>	14	10	8	20	A5.4
Seen a weapon on campus <sup>†</sup>	17	13	11	18	A5.6
Been drunk or “high” on drugs at school, ever	2	6	13	26	A6.10
<b>Mental and Physical Health</b>					
Current alcohol or drug use <sup>‡</sup>	9	18	30	33	A6.4
Current binge drinking <sup>‡</sup>	2	5	13	18	A6.4
Very drunk or “high” 7 or more times	1	6	16	27	A6.6
Current cigarette smoking <sup>‡</sup>	1	2	4	14	A7.3
Current electronic cigarette use <sup>‡</sup>	4	8	12	19	A7.3
Experienced chronic sadness/hopelessness <sup>†</sup>	25	28	32	39	A8.4
Considered suicide <sup>†</sup>	na	15	16	20	A8.5

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

<sup>†</sup>Past 12 months; <sup>‡</sup>Past 30 days; na—Not asked of middle school students.

### 3. Demographics

**Table A3.1**

***Gender of Sample***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	51	51	52	65
Female	49	49	48	35

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

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

**Table A3.2**

***Hispanic or Latino***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	45	40	45	36
Yes	55	60	55	64

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

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

**Table A3.3**

***Race***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	4	7	2	6
Asian	6	6	7	3
Black or African American	3	2	3	4
Native Hawaiian or Pacific Islander	1	1	2	2
White	47	46	53	49
Mixed (two or more) races	39	38	34	37

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

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



**Table A3.4**  
***Living Situation***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parents or guardian	84	90	92	80
Other relative's home	2	2	2	3
A home with more than one family	7	5	3	6
Friend's home	0	0	0	1
Foster home, group care, or waiting placement	0	0	0	4
Hotel or motel	0	0	0	1
Shelter, car, campground, or other transitional or temporary housing	0	0	0	1
Other living arrangement	6	3	2	4

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

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

**Table A3.5**  
***Highest Education of Parents***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	10	17	18	16
Graduated from high school	12	15	16	26
Attended college but did not complete four-year degree	11	12	13	7
Graduated from college	36	40	43	25
Don't know	31	15	10	25

*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.)*

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	34	49	55	32
Yes	50	41	39	58
Don't know	16	10	6	11

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	63	77	88	81
Yes	2	3	4	4
Don't know	35	19	8	16

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
English	61	64	67	73
Spanish	34	32	28	24
Mandarin	0	0	0	0
Cantonese	0	0	0	0
Taiwanese	0	0	0	0
Tagalog	1	1	1	0
Vietnamese	0	0	0	0
Korean	0	0	0	0
Other	3	2	2	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 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
<b>English Language Proficiency</b>				
<i>Average Scale Score</i>	3.78	3.81	3.85	3.73
<b>How well do you...</b>				
<b>understand English?</b>				
Very well	87	90	92	83
Well	12	10	7	14
Not well	1	1	1	1
Not at all	0	0	0	2
<b>speak English?</b>				
Very well	82	84	88	81
Well	16	14	10	15
Not well	2	2	1	1
Not at all	0	0	0	2
<b>read English?</b>				
Very well	78	82	86	79
Well	19	16	12	18
Not well	2	2	1	1
Not at all	0	0	0	2
<b>write English?</b>				
Very well	75	78	83	74
Well	21	19	15	21
Not well	3	2	2	3
Not at all	0	0	0	2
<b>English Language Proficiency Status</b>				
Proficient	76	81	85	75
Not proficient	24	19	15	25

*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.*

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

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
<b>English Language Proficiency</b>				
<i>Average Scale Score</i>	3.61	3.65	3.70	3.56
<b><i>How well do you...</i></b>				
<b>understand English?</b>				
Very well	76	78	82	69
Well	22	20	16	25
Not well	2	1	2	3
Not at all	0	0	1	3
<b>speak English?</b>				
Very well	66	69	74	70
Well	31	27	22	25
Not well	3	3	3	2
Not at all	0	0	1	2
<b>read English?</b>				
Very well	63	67	73	68
Well	32	28	24	26
Not well	5	4	3	3
Not at all	1	0	0	3
<b>write English?</b>				
Very well	59	63	67	63
Well	34	32	29	30
Not well	6	4	4	6
Not at all	0	1	1	2
<b><i>English Language Proficiency Status</i></b>				
Proficient	60	64	71	63
Not proficient	40	36	29	37

*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.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	80	77	79	84
1 day	3	3	3	4
2 days	3	3	4	2
3 days	3	3	3	2
4 days	2	2	2	1
5 days	8	11	9	8

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	87	93	95	94
Yes	8	4	3	4
Don't know	5	2	1	2

*Question HS A.117/MS A.107: Is your father, mother, or caretaker currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?*

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

**Table A3.13*****Sexual Orientation and Gender Identification***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Heterosexual (straight)	74	89	92	79
Gay or Lesbian	0	0	0	0
Bisexual	2	0	0	0
Transgender	1	1	2	6
Not sure	13	6	5	9
Decline to respond	15	7	6	9

*Question HS A.118/MS A.108: Which of the following best describes you? (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.*

## 4. School Performance, Supports, and Engagements

**Table A4.1**

***Grades, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	22	20	18	16
A's and B's	38	35	35	25
Mostly B's	6	8	10	6
B's and C's	20	21	22	22
Mostly C's	3	5	6	6
C's and D's	7	8	7	15
Mostly D's	1	2	2	4
Mostly F's	2	2	1	6

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

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

**Table A4.2**

***Truancy, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	73	68	55	38
1-2 times	14	16	18	10
A few times	10	12	18	30
Once a month	1	1	3	3
Once a week	0	1	2	6
More than once a week	1	2	3	13

*Question HS/MS A.19: During the past 12 months, about how many times did you skip school or cut classes?*

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

**Table A4.3*****Reasons for Absence, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, I didn't miss any school	43	36	30	27
Illness (feeling physically sick), including problems with breathing or your teeth	44	51	55	44
Felt very sad, hopeless, anxious, stressed, or angry	6	9	13	18
Didn't get enough sleep	7	11	19	15
Didn't feel safe at school	2	2	1	2
Had to work	1	1	2	3
Had to take care of or help a family member or friend	5	4	6	6
Wanted to spend time with friends who don't go to your school	1	1	3	5
Wanted to use alcohol or drugs	1	1	2	5
Were behind in schoolwork or weren't prepared for a test or class assignment	3	7	14	3
Were bored with or uninterested in school	2	4	8	8
Were suspended	2	1	1	6
Other reason	15	14	13	18

*Question HS/MS A.20: In the past 30 days, did you miss 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 A4.4*****School Environment Scales***

	Grade 7	Grade 9	Grade 11	NT	Table
<b>Total school supports</b>					
<i>Average Scale Score</i>	2.79	2.62	2.66	2.79	
High (%)	38	28	30	41	
Moderate (%)	49	54	53	47	
Low (%)	13	18	17	12	
<b>Caring adults in school</b>					
<i>Average Scale Score</i>	2.85	2.70	2.81	2.98	A4.6
High (%)	38	30	32	42	
Moderate (%)	51	55	55	47	
Low (%)	12	15	13	11	
<b>High expectations-adults in school</b>					
<i>Average Scale Score</i>	3.19	2.99	2.99	3.15	A4.7
High (%)	58	44	41	53	
Moderate (%)	35	47	50	36	
Low (%)	7	9	9	10	
<b>Meaningful participation at school</b>					
<i>Average Scale Score</i>	2.31	2.16	2.19	2.25	A4.8
High (%)	16	13	14	16	
Moderate (%)	52	49	49	51	
Low (%)	32	38	37	34	

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

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



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

	Grade 7	Grade 9	Grade 11	NT	Table
<b>School Connectedness</b>					
<i>Average Scale Score</i>	3.73	3.63	3.56	3.41	A4.9
High (%)	58	51	47	45	
Moderate (%)	32	41	43	39	
Low (%)	10	8	10	17	
<b>Parent Involvement in School</b>					
<i>Average Scale Score</i>	3.64	3.38	3.24	3.40	A4.10
High (%)	45	31	27	38	
Moderate (%)	39	47	46	43	
Low (%)	16	22	27	19	
<b>Academic Motivation</b>					
<i>Average Scale Score</i>	4.09	3.98	3.88	3.71	A4.11
High (%)	44	36	30	29	
Moderate (%)	39	43	46	44	
Low (%)	17	21	24	27	

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

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

**Table A4.6*****Caring Relationships Scale Questions***

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
<b>Caring adults in school</b>				
<i>Average Scale Score</i>	2.85	2.70	2.81	2.98
<b><i>At my school, there is a teacher or some other adult...</i></b>				
<b>who really cares about me.</b>				
Not at all true	11	12	10	9
A little true	28	33	29	23
Pretty much true	34	33	34	32
Very much true	27	22	27	37
<b>who notices when I'm not there.</b>				
Not at all true	12	16	13	12
A little true	25	30	29	16
Pretty much true	31	31	34	32
Very much true	31	23	25	39
<b>who listens to me when I have something to say.</b>				
Not at all true	9	11	8	8
A little true	21	24	22	18
Pretty much true	31	34	37	36
Very much true	38	31	32	37

*Question HS/MS A.34, 36, 38: At my school, there is a teacher or some other adult... who really cares about me... who notices when I am not there... who listens to me when I have something to say.*

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

**Table A4.7*****High Expectations Scale Questions***

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
<b>High expectations-adults in school</b>				
<i>Average Scale Score</i>	3.19	2.99	2.99	3.15
<b><i>At my school, there is a teacher or some other adult... who tells me when I do a good job.</i></b>				
Not at all true	8	9	8	8
A little true	19	24	24	20
Pretty much true	35	38	38	28
Very much true	38	29	29	45
<b><i>who always wants me to do my best.</i></b>				
Not at all true	5	6	6	6
A little true	12	18	18	14
Pretty much true	27	34	37	31
Very much true	57	42	39	49
<b><i>who believes that I will be a success.</i></b>				
Not at all true	7	9	8	10
A little true	16	21	21	14
Pretty much true	27	33	36	28
Very much true	50	38	35	49

*Question HS/MS A.35, 37, 39: At my school, there is a teacher or some other adult... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.*

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

**Table A4.8**  
**Meaningful Participation Scale Questions**

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
<b>Meaningful participation at school</b>				
<i>Average Scale Score</i>	2.31	2.16	2.19	2.25
<b>At school...</b>				
<b>I do interesting activities.</b>				
Not at all true	14	19	19	20
A little true	28	29	30	27
Pretty much true	32	27	27	33
Very much true	26	25	24	19
<b>I help decide things like class activities or rules.</b>				
Not at all true	45	49	46	40
A little true	29	29	29	28
Pretty much true	16	14	16	21
Very much true	11	8	9	11
<b>I do things that make a difference.</b>				
Not at all true	26	32	31	31
A little true	35	37	36	34
Pretty much true	23	20	20	19
Very much true	16	11	12	16

*Question HS/MS A.40-42: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference.*

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

**Table A4.9**  
**School Connectedness Scale Questions**

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
<b>School Connectedness</b>				
<i>Average Scale Score</i>	3.73	3.63	3.56	3.41
<b>I feel close to people at this school.</b>				
Strongly disagree	4	5	6	9
Disagree	6	7	8	15
Neither disagree nor agree	22	25	25	30
Agree	45	42	40	37
Strongly agree	24	21	21	10
<b>I am happy to be at this school.</b>				
Strongly disagree	7	5	6	16
Disagree	5	6	8	9
Neither disagree nor agree	18	23	26	19
Agree	40	42	42	34
Strongly agree	30	24	19	22
<b>I feel like I am part of this school.</b>				
Strongly disagree	6	5	6	10
Disagree	7	9	10	13
Neither disagree nor agree	24	30	31	30
Agree	39	38	37	30
Strongly agree	23	18	15	18
<b>The teachers at this school treat students fairly.</b>				
Strongly disagree	7	6	6	11
Disagree	9	10	11	9
Neither disagree nor agree	22	26	29	18
Agree	39	42	42	36
Strongly agree	24	16	12	27
<b>I feel safe in my school.</b>				
Strongly disagree	6	4	4	10
Disagree	7	6	6	7
Neither disagree nor agree	19	24	25	26
Agree	40	44	46	38
Strongly agree	28	21	19	19

*Question HS/MS A.21-25: How strongly do you agree or disagree with the following statements?... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.*

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

**Table A4.10**  
**Parent Involvement Scale Questions**

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
<b>Parent Involvement in School</b>				
<i>Average Scale Score</i>	3.64	3.38	3.24	3.40
<b>Teachers at this school communicate with parents about what students are expected to learn in class.</b>				
Strongly disagree	5	6	7	9
Disagree	8	13	16	7
Neither disagree nor agree	22	33	34	30
Agree	40	35	33	34
Strongly agree	25	14	9	20
<b>Parents feel welcome to participate at this school.</b>				
Strongly disagree	5	4	5	10
Disagree	6	8	10	9
Neither disagree nor agree	30	41	42	39
Agree	38	33	33	31
Strongly agree	21	13	10	11
<b>School staff takes parent concerns seriously.</b>				
Strongly disagree	6	7	8	8
Disagree	8	11	14	6
Neither disagree nor agree	28	37	37	30
Agree	35	32	30	39
Strongly agree	23	14	10	17

*Question HS/MS A.27-29: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff takes parent concerns seriously.*

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

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

	Grade 7 mean/%	Grade 9 mean/%	Grade 11 mean/%	NT mean/%
<b>Academic Motivation</b>				
<i>Average Scale Score</i>	4.09	3.98	3.88	3.71
<b>I try hard to make sure that I am good at my schoolwork.</b>				
Strongly disagree	3	3	3	9
Disagree	3	3	3	3
Neither disagree nor agree	10	13	15	13
Agree	34	40	43	36
Strongly agree	51	41	35	39
<b>I try hard at school because I am interested in my work.</b>				
Strongly disagree	5	5	5	13
Disagree	8	9	10	6
Neither disagree nor agree	20	23	26	27
Agree	36	36	36	34
Strongly agree	30	27	23	20
<b>I work hard to try to understand new things at school.</b>				
Strongly disagree	4	3	3	9
Disagree	4	4	5	8
Neither disagree nor agree	15	17	20	18
Agree	37	42	43	39
Strongly agree	40	32	28	26
<b>I am always trying to do better in my schoolwork.</b>				
Strongly disagree	3	3	3	10
Disagree	2	3	4	4
Neither disagree nor agree	10	13	17	17
Agree	33	39	41	35
Strongly agree	51	42	35	34

*Question HS/MS A.30-33: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork.*

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

**Table A4.12*****Quality of School Physical Environment***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>My school is usually clean and tidy.</b>				
Strongly disagree	9	7	7	9
Disagree	15	14	15	12
Neither disagree nor agree	26	30	31	21
Agree	35	37	37	44
Strongly agree	14	11	10	15

*Question HS/MS A.26: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.*

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



## 5. School Violence, Victimization, and Safety

**Table A5.1**

***Perceived Safety at School***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	23	17	20	36
Safe	44	46	44	27
Neither safe nor unsafe	24	30	30	26
Unsafe	5	3	3	8
Very unsafe	4	3	2	3

*Question HS A.89/MS A.79: How safe do you feel when you are at school?*

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Race, ethnicity, or national origin</b>				
0 times	82	87	88	71
1 time	8	6	4	25
2 or more times	9	8	8	4
<b>Religion</b>				
0 times	93	93	93	88
1 time	4	4	3	9
2 or more times	3	3	4	3
<b>Gender (being male or female)</b>				
0 times	93	93	93	90
1 time	4	3	3	5
2 or more times	4	4	4	5
<b>Because you are gay or lesbian or someone thought you were</b>				
0 times	91	93	94	84
1 time	4	3	2	8
2 or more times	5	4	4	8
<b>A physical or mental disability</b>				
0 times	96	96	97	95
1 time	2	2	1	1
2 or more times	2	2	2	3
<b><i>Any of the above five bias-related reasons</i></b>	27	23	22	38
<b>Any other reason</b>				
0 times	78	83	85	88
1 time	8	6	5	4
2 or more times	14	11	10	8
<b><i>Any harassment</i></b>	35	30	27	43

*Question HS A.105-110/MS A.96-101: 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 (being male or female)... Because you are gay or lesbian or someone thought you were... A physical or mental disability... Any other reason.*

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>During the past 12 months, how many times on school property have you...</i></b>				
<b>had mean rumors or lies spread about you?</b>				
0 times	61	68	70	78
1 time	18	15	13	9
2 to 3 times	11	8	9	6
4 or more times	10	8	8	6
<b>had sexual jokes, comments, or gestures made to you?</b>				
0 times	71	69	70	72
1 time	12	11	9	10
2 to 3 times	6	8	8	11
4 or more times	11	12	13	7
<b>been made fun of because of your looks or the way you talk?</b>				
0 times	67	70	74	67
1 time	14	13	10	7
2 to 3 times	7	8	7	15
4 or more times	12	10	9	11
<b>been made fun of, insulted, or called names?</b>				
0 times	58	65	71	73
1 time	16	13	10	11
2 to 3 times	9	9	7	5
4 or more times	17	13	12	11

*Question HS A.93-95, 104/MS A.84-86, 95: During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you... had sexual jokes, comments, or gestures made to you... been made fun of because of your looks or the way you talk... been made fun of, insulted, or called names?*

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>During the past 12 months, how many times on school property have you...</i></b>				
<b>been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?</b>				
0 times	69	82	87	85
1 time	14	10	6	5
2 to 3 times	8	5	3	7
4 or more times	9	4	3	3
<b>been afraid of being beaten up?</b>				
0 times	80	87	92	90
1 time	11	8	4	4
2 to 3 times	4	2	2	2
4 or more times	5	2	2	5
<b>been in a physical fight?</b>				
0 times	86	90	92	80
1 time	8	6	4	7
2 to 3 times	4	2	2	6
4 or more times	2	2	2	7
<b>been threatened with harm or injury?</b>				
0 times	89	92	93	88
1 time	6	4	3	4
2 to 3 times	2	1	2	4
4 or more times	2	2	2	4
<b>been threatened or injured with a weapon (gun, knife, club, etc.)?</b>				
0 times	96	96	97	88
1 time	3	2	2	6
2 to 3 times	1	1	1	2
4 or more times	1	1	1	3
<b>been offered, sold, or given an illegal drug?</b>				
0 times	92	82	79	73
1 time	5	8	8	7
2 to 3 times	2	5	6	9
4 or more times	2	5	7	10

*Question HS A.90-92, 97, 101, 103/MS A.81-83, 88, 92, 94: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around... been afraid of being beaten up... been in a physical fight... been offered, sold, or given an illegal drug... been threatened or injured with a weapon (gun, knife, club, etc.) ... been threatened with harm or injury?*

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Had your property stolen or deliberately damaged</b>				
0 times	82	84	86	82
1 time	12	11	9	11
2 to 3 times	4	3	3	4
4 or more times	3	2	2	3
<b>Damaged school property on purpose</b>				
0 times	95	95	95	90
1 time	3	3	3	5
2 to 3 times	1	1	1	2
4 or more times	1	1	1	2

*Question HS A.96, 98/MS A.87, 89: During the past 12 months, how many times on school property have you... had your property stolen or deliberately damaged, such as your car, clothing, or books... damaged school property on purpose?*

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Carried a gun</b>				
0 times	98	98	98	91
1 time	1	1	0	4
2 to 3 times	0	0	0	1
4 or more times	1	1	1	3
<b>Carried any other weapon (such as a knife or club)</b>				
0 times	95	96	96	90
1 time	3	2	1	3
2 to 3 times	1	1	1	2
4 or more times	1	1	2	4
<b>Seen someone carrying a gun, knife, or other weapon</b>				
0 times	83	87	89	82
1 time	11	8	5	7
2 to 3 times	4	3	3	6
4 or more times	2	2	2	5

*Question HS A.99, 100, 102/MS A.90, 91, 93: During the past 12 months, how many times on school property have you... carried a gun... carried any other weapon (such as a knife or club)... seen someone carrying a gun, knife, or other weapon?*

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

## 6. Alcohol and Other Drug Use

**Table A6.1**

*Summary Measures of Level of AOD Use*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime alcohol or drugs (excluding cold/cough medicines and prescription drugs)	14	30	50	55	A6.3
Current alcohol or drugs	9	18	30	33	A6.4
Current heavy drug uses	3	6	11	23	A6.4
Current heavy alcohol use (binge drinking)	2	5	13	18	A6.4
Current alcohol or drug use on school property	3	5	6	39	A6.9

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	10	25	46	45
Marijuana	6	17	31	43
Inhalants	4	4	4	19
Cocaine, Methamphetamine, or any amphetamines	na	2	4	18
Ecstasy, LSD, or other psychedelics	na	2	5	19
Prescription pain killers, Diet Pills, or other prescription stimulant	na	12	17	33

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

*na—Not asked of middle school students.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Alcohol (one full drink)</b>				
0 times	90	75	54	55
1 time	5	7	7	5
2 to 3 times	3	8	11	8
4 or more times	2	10	28	32
<b>Marijuana</b>				
0 times	94	83	69	57
1 time	2	4	5	4
2 to 3 times	1	4	5	9
4 or more times	2	9	20	31
<b>Inhalants (to get “high”)</b>				
0 times	96	96	96	81
1 time	2	2	2	2
2 to 3 times	1	1	1	6
4 or more times	1	1	1	11
<b>Cocaine, Methamphetamine, or any amphetamines</b>				
0 times	na	98	96	82
1 time	na	1	1	2
2 to 3 times	na	1	1	5
4 or more times	na	0	2	11
<b>Ecstasy, LSD, or other psychedelics</b>				
0 times	na	98	95	81
1 time	na	1	2	5
2 to 3 times	na	1	1	7
4 or more times	na	0	2	7
<b>Any other drug, or pill, or medicine to get “high” or for other than medical reasons</b>				
0 times	97	95	93	83
1 time	1	2	2	3
2 to 3 times	1	2	2	5
4 or more times	1	2	3	9
<b>Any of the above AOD use</b>	14	30	50	55

*Question HS A.46-49, 51, 56/MS A.47-49, 51: During your life, how many times have you used the following substances? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (pot, weed, grass, hash, bud)... 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)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Any other drug, or pill, or medicine to get “high” or for other than medical reasons.*

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

*na—Not asked of middle school students.*



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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Prescription pain medication, tranquilizers, or sedatives</b>				
0 times	na	92	88	73
1 time	na	3	3	3
2 to 3 times	na	2	4	9
4 or more times	na	3	5	14
<b>Diet Pills</b>				
0 times	na	95	96	87
1 time	na	2	1	3
2 to 3 times	na	1	1	2
4 or more times	na	3	3	7
<b>Ritalin™ or Adderall™ or other prescription stimulant</b>				
0 times	na	98	93	83
1 time	na	1	2	4
2 to 3 times	na	1	2	7
4 or more times	na	1	3	7
<b>Cold/Cough Medicines or other over-the-counter medicines</b>				
0 times	na	70	72	70
1 time	na	5	4	6
2 to 3 times	na	7	7	10
4 or more times	na	17	17	14

*Question HS A.52-55: During your life, how many times have you used the following substances?... Prescription pain medication (Vicodin™, OxyContin™, Percodan™, Lortab™), tranquilizers, or sedatives (Xanax™, Ativan™)... Diet Pills (Didrex, Dexedrine, Zinadrine, Skittles, M&M's)... Ritalin™ or Adderall™ (JIF, R-ball, Skippy) or other prescription stimulant... Cold/Cough Medicines (Triple-C's, Coricidin Cough, Sudafed, TheraFlu, Tylenol Cough) or other over-the-counter medicines.*

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

*na—Not asked of middle school students.*

**Table A6.4**  
**Current AOD Use, Past 30 Days**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (at least one drink)	7	13	24	26
Binge drinking (5 or more drinks in a row)	2	5	13	18
Marijuana	3	8	16	24
Inhalants	2	1	2	5
Prescription medications to get “high” or for reasons other than prescribed	na	3	5	14
Other drug, pill, or medicine to get “high” or for other than medical reasons	2	2	3	8
<b>Any drug use</b>	5	11	18	28
<b>Heavy drug use</b>	3	6	11	23
<b>Any AOD Use</b>	9	18	30	33
Two or more drugs at the same time	na	3	6	40

*Question HS A.63-69/MS A.58-62: During the past 30 days, on how many days did you use... at least one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)... inhalants (things you sniff, huff, or breathe to get “high”)... prescription medications to get “high” or for reasons other than prescribed (such as Vicodin<sup>TM</sup>, OxyContin<sup>TM</sup>, Percodan<sup>TM</sup>, Ritalin<sup>TM</sup>, Adderall<sup>TM</sup>, Xanax<sup>TM</sup>)... any other drug, pill, or medicine to get “high” or for other than medical reasons... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?*

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

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

*na—Not asked of middle school students.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Alcohol (at least one drink)</b>				
0 days	93	87	76	74
1 or 2 days	5	10	16	14
3 to 9 days	1	2	5	6
10 to 19 days	0	1	1	3
20 or more days	0	1	2	4
<b>Binge drinking (5 or more drinks in a row)</b>				
0 days	98	95	87	82
1 or 2 days	1	3	8	9
3 to 9 days	0	1	3	4
10 to 19 days	0	0	1	3
20 or more days	0	0	1	2
<b>Marijuana</b>				
0 days	97	92	84	76
1 or 2 days	2	4	7	7
3 to 9 days	1	2	3	4
10 to 19 days	0	1	2	3
20 or more days	0	2	4	11

*Question HS A.63-65/MS A.58-60: During the past 30 days, on how many days did you use... at least one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)?*

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

**Table A6.6**  
***Lifetime Drunk or “High”***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Very drunk or sick after drinking alcohol</b>				
0 times	96	89	75	68
1 to 2 times	3	7	14	12
3 to 6 times	1	2	6	9
7 or more times	0	1	5	11
<b>“High” (loaded, stoned, or wasted) from using drugs</b>				
0 times	96	86	73	63
1 to 2 times	2	6	8	9
3 to 6 times	1	3	5	5
7 or more times	1	5	14	23
<b>Very drunk or “high” 7 or more times</b>	1	6	16	27

*Question HS A.57, 58/MS A.52, 53: 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 A6.7**  
***Cessation Attempts***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Alcohol</b>				
Does not apply, don’t use	na	88	76	58
0 times	na	9	19	22
1 time	na	2	3	9
2 to 3 times	na	1	1	8
4 or more times	na	1	1	3
<b>Marijuana</b>				
Does not apply, don’t use	na	88	78	62
0 times	na	7	14	21
1 time	na	3	4	6
2 to 3 times	na	1	2	5
4 or more times	na	1	1	5

*Question HS A.86, 87: How many times have you tried to quit or stop using... alcohol... marijuana?*

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

*na—Not asked of middle school students.*

**Table A6.8*****Drinking While Driving, Lifetime***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Driven a car when you had been drinking, or been in a car driven by a friend who had been drinking</b>				
Never	na	89	85	75
1 time	na	4	5	6
2 times	na	3	3	6
3 to 6 times	na	2	3	5
7 or more times	na	2	3	8
<b>Have ridden in a car driven by someone who had been drinking</b>				
Never	68	na	na	na
1 time	12	na	na	na
2 times	7	na	na	na
3 to 6 times	5	na	na	na
7 or more times	7	na	na	na

*Question HS A.88/MS A.78: During your life, how many times have you ever driven a car when you had been drinking alcohol, or been in a car driven by a friend when he or she had been drinking?... In your life, how many times have you ridden in a car driven by someone who had been drinking alcohol?*

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

*na—Not asked of middle/high school students.*

**Table A6.9*****Current AOD Use on School Property, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Alcohol</b>				
0 days	98	97	96	70
1 to 2 days	2	2	2	18
3 or more days	1	1	1	12
<b>Marijuana</b>				
0 days	98	97	96	72
1 to 2 days	1	2	2	12
3 or more days	1	2	2	16
<b>Any other drug, pill, or medicine to get “high” or for other than medical reasons?</b>				
0 days	99	98	98	77
1 to 2 days	1	1	1	9
3 or more days	1	1	1	14
<b><i>Any of the above</i></b>	3	5	6	39

*Question HS A.73-75/MS A.66-68: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol... smoke marijuana... use any other drug, pill, or medicine to get “high” or for other than medical reasons?*

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

**Table A6.10*****Lifetime Drunk or “High” on School Property***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	98	94	87	74
1 to 2 times	1	4	6	8
3 to 6 times	1	1	3	8
7 or more times	0	1	4	10

*Question HS A.59/MS A.54: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?*

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

**Table A6.11*****Perceived Harm and Availability***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>Perceived Harm of Use...</i></b>				
<b>Alcohol - drink occasionally</b>				
Great	29	30	28	35
Moderate	24	30	27	17
Slight	22	25	30	36
None	26	15	15	12
<b>Alcohol - 5 or more drinks once or twice a week</b>				
Great	48	56	55	57
Moderate	19	23	26	19
Slight	8	9	10	12
None	24	12	9	12
<b>Marijuana - smoke occasionally</b>				
Great	43	38	29	35
Moderate	21	28	22	21
Slight	10	16	23	18
None	26	18	26	25
<b>Marijuana - smoke once or twice a week</b>				
Great	51	50	38	41
Moderate	15	21	22	16
Slight	8	13	17	17
None	26	17	22	26
<b><i>Perceived Difficulty of Obtaining...</i></b>				
<b>Alcohol</b>				
Very difficult	15	6	4	17
Fairly difficult	11	8	6	11
Fairly easy	14	25	26	17
Very easy	13	31	44	36
Don't know	46	29	19	18
<b>Marijuana</b>				
Very difficult	21	8	4	27
Fairly difficult	10	9	5	7
Fairly easy	10	21	22	10
Very easy	11	30	47	37
Don't know	48	32	21	18

*Question HS A.78-81, 83, 84/MS A.71-74, 76, 77: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol occasionally... Have five or more drinks of an alcoholic beverage once or twice a week... Smoke marijuana occasionally... Smoke marijuana once or twice a week... How difficult is it for students in your grade to get any of the following substances if they really want them?... Alcohol... Marijuana.*

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

## 7. Tobacco Use

**Table A7.1**

*Summary of Key CHKS Tobacco Indicators*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
<b>Use Prevalence and Patterns</b>					
Ever smoked a whole cigarette	2	6	11	28	A7.2
Current cigarette smoking <sup>‡</sup>	1	2	4	14	A7.3
Current cigarette smoking at school <sup>‡</sup>	1	1	1	17	A7.4
Ever tried smokeless tobacco	2	2	6	12	A7.2
Current smokeless tobacco use <sup>‡</sup>	1	1	2	2	A7.3
Current smokeless tobacco use at school <sup>‡</sup>	1	0	1	23	A7.4
Ever used electronic cigarettes or other vaping device	10	24	35	36	A7.2
Current use of electronic cigarettes or other vaping device <sup>‡</sup>	4	8	12	19	A7.3
Current use of electronic cigarettes or other vaping device at school <sup>‡</sup>	2	3	3	21	A7.4
<b>Cessation Attempts</b>					
Tried to quit or stop using cigarettes	na	2	3	16	A7.5
<b>Attitudes and Correlates</b>					
Occasional smoking great harm	37	39	43	47	A7.6
Smoking 1-2 packs per day great harm	61	70	77	67	A7.6
Very easy to obtain cigarettes	10	21	32	32	A7.6

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

*<sup>‡</sup>Past 30 days; na—Not asked of middle school students.*



**Table A7.2**  
***Lifetime Tobacco Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>A cigarette, even one or two puffs</b>				
0 times	95	na	na	na
1 time	3	na	na	na
2 to 3 times	1	na	na	na
4 or more times	1	na	na	na
<b>A whole cigarette</b>				
0 times	98	94	89	72
1 time	1	3	3	4
2 to 3 times	0	2	3	7
4 or more times	1	2	5	16
<b>Smokeless tobacco</b>				
0 times	98	98	94	88
1 time	1	1	2	4
2 to 3 times	0	1	1	3
4 or more times	1	1	2	5
<b>An electronic cigarette or other vaping device</b>				
0 times	90	76	65	64
1 time	5	7	7	6
2 to 3 times	3	7	9	8
4 or more times	3	10	19	21

*Question HS A.43-45/MS A.43-46: During your life, how many times have you used the following substances? A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens.*

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

*na—Not asked of high school students.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Cigarettes</b>				
Any	1	2	4	14
Daily (20 or more days)	0	0	0	3
<b>Smokeless Tobacco</b>				
Any	1	1	2	2
Daily (20 or more days)	0	0	0	0
<b>Electronic cigarettes or other vaping device</b>				
Any	4	8	12	19
Daily (20 or more days)	0	1	2	4

*Question HS A.60-62/MS A.55-57: During the past 30 days, on how many days did you use... cigarettes... smokeless tobacco (dip, chew, or snuff )... electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?*

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Cigarettes</b>				
0 days	99	99	99	83
1 or 2 days	1	0	1	8
3 to 9 days	0	0	0	8
10 to 19 days	0	0	0	0
20 or more days	0	0	0	1
<b>Smokeless Tobacco</b>				
0 days	99	100	99	77
1 or 2 days	1	0	1	16
3 to 9 days	0	0	0	7
10 to 19 days	0	0	0	0
20 or more days	0	0	0	0
<b>Electronic cigarettes or other vaping device</b>				
0 days	98	97	97	79
1 or 2 days	2	2	2	11
3 to 9 days	0	0	1	8
10 to 19 days	0	0	0	1
20 or more days	0	0	0	1

*Question HS A.70-72/MS A.63-65: During the past 30 days, on how many days on school property did you... smoke cigarettes... use smokeless tobacco (dip, chew, or snuff)... use electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?*

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	95	93	75
0 times	na	3	5	10
1 time	na	1	2	7
2 to 3 times	na	0	0	6
4 or more times	na	0	0	2

*Question HS A.85: How many times have you tried to quit or stop using cigarettes?*

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

*na—Not asked of middle school students.*

**Table A7.6*****Perceived Harm of Cigarette Smoking and Difficulty of Obtaining Cigarettes***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>Perceived Harm of Use...</i></b>				
<b>Smoke cigarettes occasionally</b>				
Great	37	39	43	47
Moderate	26	32	31	18
Slight	13	15	15	18
None	24	14	11	16
<b>Smoke 1-2 packs of cigarettes a day</b>				
Great	61	70	77	67
Moderate	9	12	9	11
Slight	5	5	4	5
None	25	13	10	18
<b><i>Perceived Difficulty of Obtaining...</i></b>				
<b>Cigarettes</b>				
Very difficult	17	7	5	19
Fairly difficult	12	11	9	11
Fairly easy	13	26	26	18
Very easy	10	21	32	32
Don't know	48	35	28	19

*Question HS A.76, 77, 82/MS A.69, 70, 75: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1-2 packs of cigarettes each day... How difficult is it for students in your grade to get any of the following substances if they really want them?... Cigarettes.*

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

## 8. Other Physical and Mental Health Risks

**Table A8.1**

***Cyber Bullying, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times (never)	82	80	82	83
1 time	9	9	8	9
2 to 3 times	4	6	5	4
4 or more times	5	4	5	3

*Question HS A.111/MS A.102: During the past 12 months, how many times did other students spread mean rumors or lies about you on the internet (i.e., Facebook<sup>TM</sup>, Instagram<sup>TM</sup>, Snapchat<sup>TM</sup>, email, instant message)?*

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

**Table A8.2**

***Alone After School***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	47	na	na	na
1 day	16	na	na	na
2 days	9	na	na	na
3 days	7	na	na	na
4 days	3	na	na	na
5 days	19	na	na	na

*Question MS A.80: In a normal week, how many days are you home after school for at least one hour without an adult there?*

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

*na—Not asked of high school students.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	28	34	35	57
Yes	72	66	65	43

*Question HS A.115/MS A.105: Did you eat breakfast today?*

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	75	72	68	61
Yes	25	28	32	39

*Question HS A.113/MS A.104: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?*

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	na	85	84	80
Yes	na	15	16	20

*Question HS A.114: During the past 12 months, did you ever seriously consider attempting suicide?*

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

*na—Not asked of middle school students.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	95	95	94	90
Yes	5	5	6	10

*Question HS A.112/MS A.103: 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 Academic Motivation by Race/Ethnicity - 7th Grade***

Percent of students scoring High (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<b><i>School Environment</i></b>							
Total school supports	34	36	42	28	39	42	34
Caring adults in school	34	35	39	31	44	41	34
High expectations-adults in school	55	56	61	52	58	61	55
Meaningful participation at school	14	15	20	16	10	19	14
<b><i>School Connectedness</i></b>	55	55	64	46	61	62	54
<b><i>Parent Involvement in School</i></b>	46	48	48	38	42	45	45
<b><i>Academic Motivation</i></b>	42	45	54	40	45	45	42

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.

**Table A9.2**

***School Supports and Academic Motivation by Race/Ethnicity - 9th Grade***

Percent of students scoring High (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<b><i>School Environment</i></b>							
Total school supports	23	22	33	35	21	34	24
Caring adults in school	25	24	35	34	20	35	26
High expectations-adults in school	40	35	49	45	39	49	41
Meaningful participation at school	10	10	18	16	13	15	10
<b><i>School Connectedness</i></b>	44	44	57	46	48	59	45
<b><i>Parent Involvement in School</i></b>	29	31	38	31	26	33	29
<b><i>Academic Motivation</i></b>	33	32	47	35	38	39	32

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.

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

Percent of students scoring High (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<b><i>School Environment</i></b>							
Total school supports	24	19	32	29	34	36	25
Caring adults in school	27	23	33	36	36	38	27
High expectations-adults in school	37	31	42	43	40	47	37
Meaningful participation at school	11	9	18	14	15	16	11
<b><i>School Connectedness</i></b>	39	41	54	35	48	55	41
<b><i>Parent Involvement in School</i></b>	24	33	30	26	28	29	23
<b><i>Academic Motivation</i></b>	27	25	41	28	30	33	25

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.

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

Percent of students scoring High (%)	NT						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<b><i>School Environment</i></b>							
Total school supports	36	58	15	84	65	44	34
Caring adults in school	37	34	31	80	21	46	38
High expectations-adults in school	50	43	39	81	65	62	42
Meaningful participation at school	13	9	13	79	1	11	15
<b><i>School Connectedness</i></b>	40	37	27	19	11	51	42
<b><i>Parent Involvement in School</i></b>	33	56	3	31	63	46	31
<b><i>Academic Motivation</i></b>	24	8	17	31	3	32	32

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.



**Table A9.5*****Perceived Safety at School by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Feel safe or very safe at school</b>				
Hispanic or Latino	64	58	57	64
American Indian or Alaska Native	65	57	62	52
Asian	74	69	71	55
Black or African American	62	57	54	79
Native Hawaiian or Pacific Islander	66	59	62	41
White	70	71	71	64
Mixed (two or more) races	64	59	57	62

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

**Table A9.6*****Harassment Due to Five Bias-Related Reasons by Race/Ethnicity, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Harassment or bullying due to five bias-related reasons<sup>A</sup></b>				
Hispanic or Latino	23	21	19	25
American Indian or Alaska Native	24	16	19	22
Asian	41	34	29	79
Black or African American	32	26	34	16
Native Hawaiian or Pacific Islander	33	24	40	28
White	29	24	22	51
Mixed (two or more) races	24	23	21	28

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

<sup>A</sup>*Bias-related reasons include race, ethnicity or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.*

**Table A9.7*****Any Harassment or Bullying by Race/Ethnicity, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Were harassed or bullied at school</b>				
Hispanic or Latino	32	28	24	31
American Indian or Alaska Native	31	23	27	23
Asian	47	37	32	79
Black or African American	36	33	36	16
Native Hawaiian or Pacific Islander	38	31	41	36
White	37	31	29	56
Mixed (two or more) races	34	30	26	34

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

**Table A9.8*****Current Alcohol Use at School by Race/Ethnicity, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Had at least one drink of alcohol at school</b>				
Hispanic or Latino	3	4	5	27
American Indian or Alaska Native	2	6	7	57
Asian	0	1	1	52
Black or African American	4	8	10	5
Native Hawaiian or Pacific Islander	1	5	5	4
White	2	2	2	36
Mixed (two or more) races	3	5	5	23

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

**Table A9.9*****Current Cigarette Smoking by Race/Ethnicity, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Smoked cigarettes in the past 30 days</b>				
Hispanic or Latino	2	2	4	16
American Indian or Alaska Native	1	1	4	8
Asian	0	0	1	14
Black or African American	3	6	6	23
Native Hawaiian or Pacific Islander	2	3	4	
White	1	1	4	15
Mixed (two or more) races	2	2	4	15

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

**Table A9.10*****Current Alcohol Use by Race/Ethnicity, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Had at least one drink of alcohol in the past 30 days</b>				
Hispanic or Latino	8	15	24	32
American Indian or Alaska Native	9	15	29	49
Asian	1	3	12	7
Black or African American	8	15	24	32
Native Hawaiian or Pacific Islander	6	16	24	49
White	6	12	26	20
Mixed (two or more) races	8	15	25	30

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

**Table A9.11*****Current Marijuana Use by Race/Ethnicity, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Used marijuana in the past 30 days</b>				
Hispanic or Latino	4	10	17	27
American Indian or Alaska Native	5	9	15	23
Asian	0	1	7	19
Black or African American	7	18	22	24
Native Hawaiian or Pacific Islander	3	7	20	71
White	3	6	16	18
Mixed (two or more) races	4	11	20	30

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Felt so sad or hopeless almost everyday for two weeks or more</b>				
Hispanic or Latino	29	29	33	32
American Indian or Alaska Native	32	31	33	21
Asian	23	24	28	57
Black or African American	24	28	31	26
Native Hawaiian or Pacific Islander	33	21	34	
White	22	26	31	48
Mixed (two or more) races	29	30	33	33

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

## 10. Gender Breakdowns

**Table A10.1**

***School Supports and Academic Motivation by Gender***

Percent of Students Scoring High	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<b><i>School Environment</i></b>								
Total school supports	41	35	28	29	32	28	48	37
Caring adults in school	41	35	29	31	35	30	45	41
High expectations-adults in school	60	55	43	44	44	38	61	50
Meaningful participation at school	18	15	12	13	14	14	17	15
<b><i>School Connectedness</i></b>	59	57	48	53	46	48	46	44
<b><i>Parent Involvement in School</i></b>	45	45	30	32	24	29	38	39
<b><i>Academic Motivation</i></b>	49	40	40	32	35	25	38	25

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

**Table A10.2**

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

	Grade 7		Grade 9		Grade 11		NT	
	Female	Male	Female	Male	Female	Male	Female	Male
	%	%	%	%	%	%	%	%
<b>Perceived Safety at School</b>								
Feel safe or very safe at school	67	67	63	65	64	65	68	60
<b>Harassment/Bullying at School</b>								
<i>During the past 12 month at school, have you been...</i>								
harassed/bullied for any of the five bias-related reasons	28	26	25	22	23	20	49	29
harassed/bullied for any reasons	37	34	32	28	29	25	52	35
<b>Current ATOD Use</b>								
<i>During the past 30 days, did you...</i>								
have at least one drink of alcohol at school	2	2	3	3	3	4	38	23
smoke cigarettes	1	2	2	2	3	4	16	12
have at least one drink of alcohol	7	7	16	11	26	23	29	25
use marijuana	3	3	8	9	15	17	25	23
<b>Mental Health</b>								
Chronic sad or hopeless feelings, past 12 months	31	20	38	18	41	23	54	31

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

# Appendix I

## 2015-16 CHKS Secondary Survey Response Rates

Eligible Districts	7th %	9th %	11th %	NT %
Briggs Elementary				
Conejo Valley Unified	95	94	87	42
Fillmore Unified	89	86	81	82
Hueneme Elementary	90			
Mesa Union Elementary				
Moorpark Unified	87	78	83	38
Mupu Elementary				
Oak Park Unified	91	91	89	100
Ocean View	73			
Ojai Unified	90	93	92	71
Oxnard	80			
Oxnard Union High		77	75	54
Pleasant Valley	70			
Rio Elementary	78			
Santa Paula Unified	81	83	82	74
Simi Valley Unified	75	60	56	33
Somis Union				
Ventura County Office of Education				52
Ventura Unified	93	89	79	86

*Notes: Response rates are presented by grade level. Eligible districts listed are based on CBEDS 2016-17 public school and enrollment data files.*

# Appendix II

## 2016-17 CHKS Secondary Survey Response Rates

Eligible Districts	7th %	9th %	11th %	NT %
Briggs Elementary				
Conejo Valley Unified				
Fillmore Unified				
Hueneme Elementary	93			
Mesa Union Elementary				
Moorpark Unified				
Mupu Elementary				
Oak Park Unified				
Ocean View	90			
Ojai Unified				
Oxnard	83			
Oxnard Union High				
Pleasant Valley				
Rio Elementary				
Santa Paula Unified				
Simi Valley Unified				
Somis Union				
Ventura County Office of Education				
Ventura Unified				

*Notes: Response rates are presented by grade level. Eligible districts listed are based on CBEDS 2016-17 public school and enrollment data files.*