

CALIFORNIA HEALTHY KIDS SURVEY



Vista 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				✓	

ACKNOWLEDGMENTS

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	1,415	1,634	1,334	140
Final number	1,259	1,405	1,207	75
Response Rate	89%	86%	90%	54%

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

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness [†]	61	62	55	47	A4.6
Academic motivation [†]	69	74	70	51	A4.6
Chronic truancy (twice a month or more often) [§]	3	2	4	15	A4.2
Caring adult relationships [‡]	62	61	61	56	A4.5
High expectations [‡]	75	71	70	63	A4.5
Meaningful participation [‡]	30	28	26	21	A4.5
Facilities upkeep [†]	41	54	47	59	A4.13
Parent involvement in school [†]	58	50	38	40	A4.6
School Safety					
School perceived as very safe or safe	58	64	54	71	A5.1
Experienced any harassment or bullying [§]	36	31	25	13	A5.2
Had mean rumors or lies spread about you [§]	41	28	28	18	A5.3
Been afraid of being beaten up [§]	20	14	6	7	A5.4
Been in a physical fight [§]	18	8	5	7	A5.4
Seen a weapon on campus [§]	16	12	11	13	A5.6
Substance Use and Mental Health					
Current alcohol or drug use [¶]	7	14	21	27	A6.5
Current marijuana use [¶]	4	10	15	25	A6.5
Current binge drinking [¶]	1	3	6	16	A6.5
Very drunk or “high” 7 or more times, ever	1	5	14	28	A6.7
Been drunk or “high” on drugs at school, ever	3	7	11	26	A6.9
Current cigarette smoking [¶]	0	1	1	10	A7.3
Current electronic cigarette use [¶]	6	9	14	23	A7.3
Experienced chronic sadness/hopelessness [§]	30	34	35	32	A8.4
Considered suicide [§]	13	16	15	15	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 7 %	Grade 9 %	Grade 11 %	NT %
Male	49	50	50	65
Female	51	50	50	35

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

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

Table A3.2

Hispanic or Latino

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	37	38	40	11
Yes	63	62	60	89

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

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

Table A3.3

Race

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	6	7	13	27
Asian	3	4	4	5
Black or African American	3	3	2	6
Native Hawaiian or Pacific Islander	2	2	1	0
White	27	35	37	18
Mixed (two or more) races	58	49	42	44

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

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

Table A3.4
Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parent or guardian	85	89	91	82
Other relative's home	2	2	2	3
A home with more than one family	8	5	5	8
Friend's home	0	0	0	3
Foster home, group care, or waiting placement	0	0	0	1
Hotel or motel	0	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0	1	0
Other living arrangement	5	3	2	3

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

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

Table A3.5
Highest Education of Parents

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	13	16	19	41
Graduated from high school	15	18	17	17
Attended college but did not complete four-year degree	10	13	17	8
Graduated from college	30	37	35	10
Don't know	32	17	12	24

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

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

Table A3.6
Free or Reduced Price Meals Eligibility

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	21	44	47	8
Yes	62	42	46	78
Don't know	17	14	7	14

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	61	80	89	70
Yes	2	3	3	3
Don't know	37	17	9	27

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	58	61	64	36
Spanish	40	35	33	60
Mandarin	0	0	0	3
Cantonese	0	0	0	0
Taiwanese	0	0	0	0
Tagalog	0	1	1	0
Vietnamese	1	1	0	0
Korean	0	0	0	0
Other	1	2	1	1

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

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

Table A3.9
English Language Proficiency – All Students

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
How well do you... understand English?				
Very well	88	89	91	85
Well	11	10	8	14
Not well	1	1	1	1
Not at all	0	0	0	0
speak English?				
Very well	80	84	87	76
Well	18	14	11	21
Not well	2	2	2	1
Not at all	0	0	0	1
read English?				
Very well	75	80	84	75
Well	21	18	14	24
Not well	4	2	2	1
Not at all	0	0	0	0
write English?				
Very well	72	76	81	68
Well	24	21	16	29
Not well	4	2	2	3
Not at all	0	1	0	0
English Language Proficiency Status				
Proficient	74	79	84	69
Not proficient	26	21	16	31

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>How well do you...</i>				
understand English?				
Very well	80	80	82	83
Well	19	18	16	15
Not well	2	2	2	2
Not at all	0	0	0	0
speak English?				
Very well	68	72	75	76
Well	30	24	20	22
Not well	2	3	5	2
Not at all	0	0	0	0
read English?				
Very well	60	68	73	74
Well	34	28	23	24
Not well	5	4	4	2
Not at all	1	0	0	0
write English?				
Very well	57	63	67	63
Well	37	33	27	33
Not well	6	3	5	4
Not at all	0	1	1	0
<i>English Language Proficiency Status</i>				
Proficient	59	66	70	67
Not proficient	41	34	30	33

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 7 %	Grade 9 %	Grade 11 %	NT %
0 days	77	79	76	79
1 day	4	4	5	1
2 days	5	6	6	4
3 days	3	3	5	3
4 days	3	2	3	1
5 days	8	6	5	11

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	87	93	94	93
Yes	7	4	4	3
Don't know	6	3	2	4

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 7 %	Grade 9 %	Grade 11 %	NT %
Straight (not gay)	82	84	82	88
Gay or Lesbian	1	2	3	0
Bisexual	5	6	8	6
I am not sure yet	6	4	3	1
Something else	1	1	2	3
Decline to respond	5	3	3	1

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 7 %	Grade 9 %	Grade 11 %	NT %
No, I am not transgender	94	96	97	96
Yes, I am transgender	0	1	1	1
I am not sure if I am transgender	2	1	1	0
Decline to respond	4	2	2	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 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	15	20	17	4
A's and B's	34	29	31	8
Mostly B's	9	7	10	13
B's and C's	23	24	24	42
Mostly C's	5	5	7	13
C's and D's	9	9	9	11
Mostly D's	2	2	1	1
Mostly F's	4	3	1	8

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 7 %	Grade 9 %	Grade 11 %	NT %
0 times	79	80	76	57
1-2 times	11	10	12	13
A few times	8	6	7	14
Once a month	0	1	1	1
Twice a month	1	1	2	4
Once a week	1	0	1	1
More than once a week	1	1	2	10

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 7 %	Grade 9 %	Grade 11 %	NT %
I did not miss any days of school in the past 30 days	50	50	54	29
1 day	22	24	22	21
2 days	15	14	16	21
3 or more days	13	13	9	29

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 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I didn't miss any school	46	48	52	29
Illness (feeling physically sick), including problems with breathing or your teeth	40	37	36	51
Were being bullied or mistreated at school	1	1	1	1
Felt very sad, hopeless, anxious, stressed, or angry	5	8	8	8
Didn't get enough sleep	7	9	11	22
Didn't feel safe at school or going to and from school	1	2	2	3
Had to take care of or help a family member or friend	5	5	3	10
Wanted to spend time with friends	1	1	1	1
Used alcohol or drugs	0	1	1	4
Were behind in schoolwork or weren't prepared for a test or class assignment	2	3	5	4
Were bored or uninterested in school	3	3	5	7
Had no transportation to school	2	3	2	8
Other reason	15	13	9	10

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

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

Table A4.5
School Environment Scales (Developmental Supports)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Total school supports					
<i>Average reporting “Pretty much true” or “Very much true”</i>	56	53	52	47	
High	29	24	25	19	
Moderate	55	56	51	55	
Low	17	20	23	26	
Caring adults in school					
<i>Average reporting “Pretty much true” or “Very much true”</i>	62	61	61	56	A4.7
High	31	28	32	26	
Moderate	57	60	55	61	
Low	11	12	13	13	
High expectations-adults in school					
<i>Average reporting “Pretty much true” or “Very much true”</i>	75	71	70	63	A4.8
High	49	39	40	32	
Moderate	46	53	50	55	
Low	5	8	10	13	
Meaningful participation at school					
<i>Average reporting “Pretty much true” or “Very much true”</i>	30	28	26	21	A4.9
High	10	7	8	3	
Moderate	41	42	36	36	
Low	50	50	56	61	

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 7 %	Grade 9 %	Grade 11 %	NT %	Table
School connectedness					
<i>Average reporting “Agree” or “Strongly agree”</i>	61	62	55	47	A4.10
High	50	51	43	32	
Moderate	42	41	47	55	
Low	9	7	10	13	
Academic motivation					
<i>Average reporting “Agree” or “Strongly agree”</i>	69	74	70	51	A4.11
High	33	28	27	20	
Moderate	42	51	47	35	
Low	25	21	26	45	
Parent involvement in school					
<i>Average reporting “Agree” or “Strongly agree”</i>	58	50	38	40	A4.12
High	42	33	23	25	
Moderate	47	48	48	56	
Low	12	19	29	18	

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

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

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 7 %	Grade 9 %	Grade 11 %	NT %
Caring adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	62	61	61	56
<i>At my school, there is a teacher or some other adult... who really cares about me.</i>				
Not at all true	9	9	10	13
A little true	33	32	28	39
Pretty much true	36	39	35	29
Very much true	22	20	26	19
<i>who notices when I’m not there.</i>				
Not at all true	11	13	14	13
A little true	30	32	33	30
Pretty much true	34	35	29	33
Very much true	24	20	25	24
<i>who listens to me when I have something to say.</i>				
Not at all true	7	7	8	9
A little true	24	24	23	30
Pretty much true	37	40	37	36
Very much true	31	29	32	25

*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 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	75	71	70	63
<i>At my school, there is a teacher or some other adult... who tells me when I do a good job.</i>				
Not at all true	7	8	10	11
A little true	24	26	23	29
Pretty much true	41	42	37	39
Very much true	28	24	29	21
<i>who always wants me to do my best.</i>				
Not at all true	3	5	5	10
A little true	14	17	20	22
Pretty much true	33	40	35	42
Very much true	49	38	40	26
<i>who believes that I will be a success.</i>				
Not at all true	7	8	9	13
A little true	20	21	23	26
Pretty much true	33	38	36	30
Very much true	40	33	32	30

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 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation at school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	30	28	26	21
<i>At school...</i>				
I do interesting activities.				
Not at all true	17	20	22	28
A little true	33	30	29	41
Pretty much true	30	29	30	22
Very much true	20	21	20	9
I help decide things like class activities or rules.				
Not at all true	43	44	51	57
A little true	32	34	29	26
Pretty much true	15	15	13	14
Very much true	9	7	7	3
I do things that make a difference.				
Not at all true	28	31	40	43
A little true	40	41	33	35
Pretty much true	22	20	18	16
Very much true	11	8	9	6
I have a say in how things work.				
Not at all true	40	42	47	50
A little true	34	32	30	28
Pretty much true	19	18	16	16
Very much true	8	7	7	6
I help decide school activities or rules.				
Not at all true	62	65	72	68
A little true	23	24	16	20
Pretty much true	9	8	7	7
Very much true	6	4	5	4

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 7 %	Grade 9 %	Grade 11 %	NT %
School connectedness				
<i>Average reporting “Agree” or “Strongly agree”</i>	61	62	55	47
I feel close to people at this school.				
Strongly disagree	3	4	6	14
Disagree	6	7	10	10
Neither disagree nor agree	23	22	23	44
Agree	45	49	43	23
Strongly agree	22	18	17	10
I am happy to be at this school.				
Strongly disagree	5	5	7	11
Disagree	8	6	9	6
Neither disagree nor agree	27	25	28	41
Agree	38	48	42	23
Strongly agree	22	17	14	20
I feel like I am part of this school.				
Strongly disagree	5	5	7	10
Disagree	10	10	15	9
Neither disagree nor agree	32	35	33	44
Agree	37	38	33	22
Strongly agree	16	12	12	15
The teachers at this school treat students fairly.				
Strongly disagree	5	5	4	11
Disagree	9	7	11	1
Neither disagree nor agree	25	23	26	25
Agree	40	51	45	37
Strongly agree	21	14	14	25
I feel safe in my school.				
Strongly disagree	5	4	4	9
Disagree	9	6	8	4
Neither disagree nor agree	26	27	32	26
Agree	39	48	42	42
Strongly agree	22	15	14	19

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Academic motivation				
<i>Average reporting “Agree” or “Strongly agree”</i>	69	74	70	51
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	2	2	2	8
Disagree	4	4	4	1
Neither disagree nor agree	16	12	15	30
Agree	37	47	44	39
Strongly agree	40	35	34	21
I try hard at school because I am interested in my work.				
Strongly disagree	6	5	6	10
Disagree	11	10	12	8
Neither disagree nor agree	30	28	27	39
Agree	33	38	36	23
Strongly agree	20	19	19	20
I work hard to try to understand new things at school.				
Strongly disagree	3	3	3	10
Disagree	6	6	6	7
Neither disagree nor agree	23	18	21	39
Agree	40	49	45	25
Strongly agree	28	25	25	18
I am always trying to do better in my schoolwork.				
Strongly disagree	2	2	2	8
Disagree	4	3	4	3
Neither disagree nor agree	17	14	18	32
Agree	35	48	43	32
Strongly agree	43	34	32	24

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 7 %	Grade 9 %	Grade 11 %	NT %
Parent involvement in school				
<i>Average reporting “Agree” or “Strongly agree”</i>	58	50	38	40
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	3	5	7	13
Disagree	7	12	19	10
Neither disagree nor agree	28	34	36	42
Agree	42	38	29	24
Strongly agree	20	11	9	11
Parents feel welcome to participate at this school.				
Strongly disagree	3	4	4	8
Disagree	5	8	12	4
Neither disagree nor agree	37	40	47	48
Agree	39	38	30	28
Strongly agree	16	10	7	11
School staff takes parent concerns seriously.				
Strongly disagree	4	5	8	10
Disagree	8	8	13	6
Neither disagree nor agree	32	34	39	39
Agree	36	40	30	34
Strongly agree	21	12	10	11

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 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	8	5	9	9
Disagree	17	14	17	6
Neither disagree nor agree	33	27	27	27
Agree	31	40	31	40
Strongly agree	11	14	15	19

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 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	17	15	14	29
Safe	41	48	40	41
Neither safe nor unsafe	33	31	38	24
Unsafe	6	4	5	1
Very unsafe	3	2	2	4

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 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	82	83	89	93
1 time	9	8	5	4
2 or more times	9	9	6	3
Religion				
0 times	95	93	94	95
1 time	3	4	3	2
2 or more times	2	4	3	3
Gender				
0 times	93	91	95	98
1 time	4	4	2	0
2 or more times	3	5	3	2
Because you are gay or lesbian or someone thought you were				
0 times	88	92	94	95
1 time	5	3	3	2
2 or more times	7	5	3	3
A physical or mental disability				
0 times	95	96	97	97
1 time	2	2	2	2
2 or more times	2	2	1	2
You are an immigrant or someone thought you were				
0 times	95	95	96	95
1 time	3	3	2	3
2 or more times	2	2	2	2
<i>Any of the above six reasons</i>	29	26	21	12

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 7 %	Grade 9 %	Grade 11 %	NT %
Any other reason				
0 times	80	84	88	95
1 time	7	6	4	3
2 or more times	13	10	8	2
Any harassment	36	31	25	13

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 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
had mean rumors or lies spread about you?				
0 times	59	72	72	82
1 time	18	13	11	6
2 to 3 times	13	7	9	9
4 or more times	10	7	8	3
had sexual jokes, comments, or gestures made to you?				
0 times	72	72	78	94
1 time	11	10	7	2
2 to 3 times	7	9	7	3
4 or more times	10	9	8	2
been made fun of because of your looks or the way you talk?				
0 times	63	73	77	88
1 time	16	12	9	1
2 to 3 times	9	7	7	6
4 or more times	12	8	7	4
been made fun of, insulted, or called names?				
0 times	58	72	78	84
1 time	16	11	6	4
2 to 3 times	11	7	7	1
4 or more times	16	10	8	10

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 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?				
0 times	64	85	90	91
1 time	17	9	5	4
2 to 3 times	9	3	2	3
4 or more times	9	3	3	1
been afraid of being beaten up?				
0 times	80	86	94	93
1 time	12	9	4	3
2 to 3 times	4	3	1	3
4 or more times	5	2	1	1
been threatened with harm or injury?				
0 times	90	94	95	93
1 time	6	3	3	1
2 to 3 times	2	1	1	4
4 or more times	2	1	1	1
been in a physical fight?				
0 times	82	92	95	93
1 time	11	4	3	1
2 to 3 times	4	2	1	1
4 or more times	3	2	1	4
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	95	97	98	96
1 time	3	2	1	0
2 to 3 times	1	1	0	3
4 or more times	0	1	1	1
been offered, sold, or given an illegal drug?				
0 times	90	80	74	82
1 time	6	9	9	5
2 to 3 times	3	5	7	5
4 or more times	2	5	10	9

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had your property stolen or deliberately damaged				
0 times	80	86	87	95
1 time	12	9	8	2
2 to 3 times	5	4	3	3
4 or more times	3	2	2	0
Damaged school property on purpose				
0 times	92	95	98	94
1 time	6	2	1	1
2 to 3 times	1	1	1	1
4 or more times	1	1	1	3

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Carried a gun				
0 times	99	99	99	95
1 time	0	0	0	2
2 to 3 times	0	0	0	2
4 or more times	0	0	0	2
Carried any other weapon (such as a knife or club)				
0 times	96	96	97	93
1 time	3	2	1	1
2 to 3 times	1	1	1	3
4 or more times	1	1	1	3
Seen someone carrying a gun, knife, or other weapon				
0 times	84	88	89	87
1 time	11	7	6	1
2 to 3 times	3	3	3	6
4 or more times	1	2	3	6

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times (never)	73	80	80	83
1 time	14	10	8	8
2 to 3 times	8	6	7	5
4 or more times	5	4	5	5

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 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime illicit AOD use to get “high” [†]	15	29	41	42	A6.2
Lifetime alcohol or drug use	15	31	41	45	A6.2
Lifetime marijuana use	6	18	30	39	A6.2
Lifetime very drunk or high (7 or more times)	1	5	14	28	A6.7
Lifetime drinking and driving involvement	27	8	13	23	A6.11
Current alcohol or drug use	7	14	21	27	A6.5
Current marijuana use	4	10	15	25	A6.5
Current heavy drug use	2	5	10	24	A6.5
Current heavy alcohol use (binge drinking)	1	3	6	16	A6.5
Current alcohol or drug use on school property	3	5	6	15	A6.8
Harmfulness of occasional marijuana use [‡]	39	32	29	28	A6.12
Difficulty of obtaining marijuana [§]	23	8	5	6	A6.13

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

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

[‡]*Great harm.*

[§]*Very difficult.*

Table A6.2
Summary of AOD Lifetime Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	11	19	32	33
Marijuana	6	18	30	39
Inhalants	4	4	3	6
Cocaine, methamphetamine, or any amphetamines	na	1	2	14
Heroin	na	1	0	1
Ecstasy, LSD, or other psychedelics	na	3	5	14
Prescription pain medication, opioids, tranquilizers, sedatives, diet pills, or other prescription stimulant	na	8	9	20
Cold/cough medicines or other over-the-counter medicines to get “high”	na	7	7	17
Any other drug, pill, or medicine to get “high”	2	4	3	9
Any of the above AOD use	15	31	41	45
Any illicit AOD use to get “high”[†]	15	29	41	42

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

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

na—Not asked of middle school students.

Table A6.3
Lifetime AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	89	81	68	67
1 time	5	8	7	3
2 to 3 times	3	5	9	3
4 or more times	3	7	16	27
Marijuana (smoke, vape, eat, or drink)				
0 times	94	82	70	61
1 time	2	4	5	3
2 to 3 times	1	5	6	7
4 or more times	2	9	19	29
Inhalants				
0 times	96	96	97	94
1 time	2	2	2	3
2 to 3 times	1	1	0	0
4 or more times	1	1	1	3
Cocaine, methamphetamine, or any amphetamines				
0 times	na	99	98	86
1 time	na	0	1	6
2 to 3 times	na	1	0	3
4 or more times	na	0	1	6
Heroin				
0 times	na	99	100	99
1 time	na	0	0	1
2 to 3 times	na	0	0	0
4 or more times	na	0	0	0
Ecstasy, LSD, or other psychedelics				
0 times	na	97	95	86
1 time	na	1	2	3
2 to 3 times	na	1	1	3
4 or more times	na	1	1	9

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

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

na—Not asked of middle school students.

Table A6.3

Lifetime AOD Use – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Prescription pain medication or opioids, tranquilizers, or sedatives				
0 times	na	95	94	81
1 time	na	2	2	0
2 to 3 times	na	2	2	6
4 or more times	na	1	3	13
Diet pills				
0 times	na	97	98	96
1 time	na	1	1	0
2 to 3 times	na	1	0	1
4 or more times	na	1	1	3
RitalinTM or AdderallTM or other prescription stimulant				
0 times	na	98	96	96
1 time	na	1	1	1
2 to 3 times	na	1	1	1
4 or more times	na	1	2	1
Cold/cough medicines or other over-the-counter medicines to get “high”				
0 times	na	93	93	83
1 time	na	2	3	3
2 to 3 times	na	2	2	3
4 or more times	na	3	3	11
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 times	98	96	97	91
1 time	1	2	1	1
2 to 3 times	1	1	1	1
4 or more times	0	1	1	6

Question HS A.56-60/MS A.54: During your life, how many times have you used the following?... Prescription pain medication or opioids (VicodinTM, OxyContinTM, PercodanTM, LortabTM), tranquilizers, or sedatives (XanaxTM, AtivanTM)... Diet pills (Didrex[®], Dexedrine[®], Xenadrine[®], Skittles, M&M's)... RitalinTM or AdderallTM 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.

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>				
Smoke it?				
0 times	96	86	73	59
1 time	1	3	5	6
2 to 3 times	1	4	6	3
4 or more times	2	7	16	32
In an electronic or e-cigarette or other vaping device?				
0 times	94	85	75	63
1 time	2	3	5	3
2 to 3 times	2	4	4	6
4 or more times	2	8	15	29
Eat or drink it in products made with marijuana?				
0 times	97	90	82	69
1 time	2	4	5	3
2 to 3 times	1	3	6	3
4 or more times	1	4	7	25

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks of alcohol)	4	7	13	17
Binge drinking (5 or more drinks in a row)	1	3	6	16
Marijuana (smoke, vape, eat, or drink)	4	10	15	25
Inhalants	2	1	1	4
Prescription drugs to get “high” or for reasons other than prescribed	na	2	1	6
Other drug, pill, or medicine to get “high” or for reasons other than medical	1	2	1	4
<i>Any drug use</i>	5	11	16	25
<i>Heavy drug use</i>	2	5	10	24
<i>Any AOD Use</i>	7	14	21	27
Two or more substances at the same time	na	3	4	13

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”). na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks)				
0 days	96	93	87	83
1 or 2 days	3	6	9	7
3 to 9 days	0	1	2	7
10 to 19 days	0	0	1	1
20 or more days	0	1	1	1
Binge drinking (5 or more drinks in a row)				
0 days	99	97	94	84
1 or 2 days	1	2	3	7
3 to 9 days	0	0	2	6
10 to 19 days	0	0	1	1
20 or more days	0	0	0	1
Marijuana (smoke, vape, eat, or drink)				
0 days	96	90	85	75
1 or 2 days	3	6	6	3
3 to 9 days	1	1	4	7
10 to 19 days	0	1	1	3
20 or more days	1	2	4	13

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	97	92	84	73
1 to 2 times	2	5	11	11
3 to 6 times	0	1	3	10
7 or more times	0	1	3	6
“High” (loaded, stoned, or wasted) from using drugs				
0 times	96	86	75	61
1 to 2 times	2	6	7	6
3 to 6 times	1	3	4	6
7 or more times	1	5	14	28
Very drunk or “high” 7 or more times	1	5	14	28

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	98	97	99	96
1 to 2 days	2	2	1	1
3 or more days	0	1	0	3
Marijuana (smoke, vape, eat, or drink)				
0 days	98	96	94	86
1 to 2 days	1	2	2	3
3 or more days	1	2	4	11
Any other drug, pill, or medicine to get “high” or for reasons other than medical?				
0 days	100	99	99	99
1 to 2 days	0	1	0	0
3 or more days	0	0	0	1
<i>Any of the above</i>	3	5	6	15

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	97	93	89	74
1 to 2 times	2	4	4	4
3 to 6 times	1	2	2	6
7 or more times	0	2	5	16

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

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

Table A6.10
Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don't use	na	89	83	81
0 times	na	7	12	4
1 time	na	3	3	6
2 to 3 times	na	1	2	4
4 or more times	na	1	1	4
Marijuana				
Does not apply, don't use	na	85	78	72
0 times	na	8	12	10
1 time	na	3	5	1
2 to 3 times	na	2	3	6
4 or more times	na	2	2	10

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using				
Never	na	92	87	77
1 time	na	3	4	1
2 times	na	1	2	9
3 to 6 times	na	2	3	4
7 or more times	na	2	3	9
Have ridden in a car driven by someone who had been using alcohol or drugs				
Never	73	na	na	na
1 time	9	na	na	na
2 times	6	na	na	na
3 to 6 times	4	na	na	na
7 or more times	8	na	na	na

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

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

na—Not asked of middle/high school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol - drink occasionally				
Great	27	26	30	33
Moderate	24	26	29	21
Slight	19	24	25	15
None	30	23	16	31
Alcohol - 5 or more drinks once or twice a week				
Great	43	47	54	42
Moderate	18	24	26	21
Slight	9	10	8	4
None	30	20	11	33
Marijuana - use occasionally				
Great	39	32	29	28
Moderate	22	23	24	14
Slight	9	19	22	19
None	30	26	25	39
Marijuana - use daily				
Great	54	49	46	33
Moderate	8	16	21	13
Slight	6	12	14	13
None	31	23	19	41

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 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Very difficult	17	8	6	7
Fairly difficult	11	10	8	4
Fairly easy	14	22	24	16
Very easy	13	26	36	32
Don't know	44	34	27	40
Marijuana				
Very difficult	23	8	5	6
Fairly difficult	11	8	4	1
Fairly easy	9	21	19	14
Very easy	10	28	47	41
Don't know	46	34	25	38

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

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

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	1	4	7	23	A7.2
Current cigarette smoking [†]	0	1	1	10	A7.3
Current cigarette smoking at school [†]	0	1	0	1	A7.4
Ever tried smokeless tobacco	1	2	2	6	A7.2
Current smokeless tobacco use [†]	0	1	0	1	A7.3
Current smokeless tobacco use at school [†]	0	0	0	1	A7.4
Ever used electronic cigarettes	10	19	28	35	A7.2
Current use of electronic cigarettes [†]	6	9	14	23	A7.3
Current use of electronic cigarettes at school [†]	3	5	7	16	A7.4
Cessation Attempts					
Tried to quit or stop using cigarettes	na	2	3	9	A7.5
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking [‡]	32	34	45	40	A7.6
Harmfulness of smoking 1 or more packs/day [‡]	53	63	78	49	A7.6
Difficulty of obtaining cigarettes [§]	17	9	8	9	A7.8

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

[†]Past 30 days.

[‡]Great harm.

[§]Very difficult.

na—Not asked of middle school students.

Table A7.2
Lifetime Tobacco Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	96	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
A whole cigarette				
0 times	99	96	93	77
1 time	0	2	2	0
2 to 3 times	0	1	2	3
4 or more times	1	1	4	20
Smokeless tobacco				
0 times	99	98	98	94
1 time	1	1	1	4
2 to 3 times	0	1	1	1
4 or more times	0	1	1	0
Electronic cigarettes, e-cigarettes, or other vaping device				
0 times	90	81	72	65
1 time	4	4	6	3
2 to 3 times	2	6	6	4
4 or more times	4	9	16	28

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.

na—Not asked of high school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	0	1	1	10
Daily (20 or more days)	0	0	0	0
Smokeless tobacco				
Any	0	1	0	1
Daily (20 or more days)	0	0	0	0
Electronic cigarettes/e-cigarettes/other vaping device				
Any	6	9	14	23
Daily (20 or more days)	0	1	4	7

Question HS A.67-69/MS A.61-63: During the past 30 days, on how many days did you use... cigarettes... smokeless tobacco (dip, chew, or snuff)... electronic cigarettes, e-cigarettes, or other vaping device such as 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 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
0 days	100	99	100	99
1 or 2 days	0	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	1
Smokeless tobacco				
0 days	100	100	100	99
1 or 2 days	0	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	1
Electronic cigarettes, e-cigarettes, or other vaping device				
0 days	97	95	93	84
1 or 2 days	2	2	3	7
3 to 9 days	0	1	2	1
10 to 19 days	0	1	1	0
20 or more days	0	1	2	7

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 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	94	93	90
0 times	na	4	4	1
1 time	na	1	2	4
2 to 3 times	na	0	1	0
4 or more times	na	1	0	4

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke cigarettes occasionally				
Great	32	34	45	40
Moderate	26	30	30	24
Slight	13	16	12	4
None	30	20	12	32
Smoke 1 or more packs of cigarettes each day				
Great	53	63	78	49
Moderate	11	13	8	15
Slight	6	5	3	4
None	30	20	11	32

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Use e-cigarettes or vaping device occasionally				
Great	30	30	34	31
Moderate	26	30	31	16
Slight	16	21	23	19
None	28	19	12	34
Use e-cigarettes or vaping devices several times a day				
Great	50	55	60	38
Moderate	14	19	23	19
Slight	7	8	6	9
None	29	19	11	34

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 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Very difficult	17	9	8	9
Fairly difficult	14	12	10	6
Fairly easy	14	24	24	18
Very easy	8	16	24	28
Don't know	47	39	35	40
E-cigarettes or vaping device				
Very difficult	14	6	5	7
Fairly difficult	11	6	4	6
Fairly easy	17	22	20	22
Very easy	17	34	46	28
Don't know	42	31	24	37

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

Alone After School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	48	na	na	na
1 day	13	na	na	na
2 days	9	na	na	na
3 days	6	na	na	na
4 days	2	na	na	na
5 days	21	na	na	na

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

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

na—Not asked of high school students.

Table A8.2

Hours of Sleep

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
4 or less hours	3	5	8	10
5 hours	6	10	14	15
6 hours	9	19	27	19
7 hours	21	28	28	16
8 hours	30	27	19	26
9 hours	20	7	3	6
10 or more hours	11	2	1	7

Question HS 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 A8.3***Eating of Breakfast***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	31	37	37	35
Yes	69	63	63	65

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	70	66	65	68
Yes	30	34	35	32

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	87	84	85	85
Yes	13	16	15	15

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 A8.6***Gang Involvement***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	97	98	97	88
Yes	3	2	3	12

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

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

9. Race/Ethnic Breakdowns

Table A9.1

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

Percent of Students (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	54	52	65	60	67	58	54
Caring adults in school [‡]	61	56	74	64	71	64	60
High expectations-adults in school [‡]	73	71	80	81	93	78	73
Meaningful participation at school [‡]	28	28	40	35	38	32	29
<i>School Connectedness</i> [†]	59	57	70	67	72	63	59
<i>Academic Motivation</i> [†]	69	64	80	62	77	72	69
<i>Parent Involvement in School</i> [†]	59	59	59	60	56	58	57

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 - 9th Grade

Percent of Students (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	50	46	60	55	60	58	51
Caring adults in school [‡]	57	52	68	64	69	66	58
High expectations-adults in school [‡]	68	61	77	75	80	76	69
Meaningful participation at school [‡]	25	23	35	26	31	31	26
<i>School Connectedness</i> [†]	58	50	61	63	63	68	60
<i>Academic Motivation</i> [†]	71	73	73	67	69	78	72
<i>Parent Involvement in School</i> [†]	50	43	48	45	56	52	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 A9.3***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 [‡]	49	48	65	57	63	56	50
Caring adults in school [‡]	57	57	78	52	72	66	58
High expectations-adults in school [‡]	66	67	82	74	79	74	65
Meaningful participation at school [‡]	24	20	35	44	37	29	26
<i>School Connectedness</i> [†]	53	48	64	52	46	61	53
<i>Academic Motivation</i> [†]	71	71	79	61	60	69	70
<i>Parent Involvement in School</i> [†]	39	35	43	31	31	38	39

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 - Non-Traditional***

Percent of Students (%)	NT						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	47	40				54	54
Caring adults in school [‡]	56	47				73	64
High expectations-adults in school [‡]	63	59				70	70
Meaningful participation at school [‡]	22	14				18	29
<i>School Connectedness</i> [†]	47	48				65	47
<i>Academic Motivation</i> [†]	51	53				58	53
<i>Parent Involvement in School</i> [†]	40	41				43	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 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	57	60	51	73
American Indian or Alaska Native	65	49	52	60
Asian	67	63	64	
Black or African American	68	68	39	
Native Hawaiian or Pacific Islander	75	70	38	
White	61	69	60	80
Mixed (two or more) races	55	61	51	71

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	25	21	18	8
American Indian or Alaska Native	22	17	15	13
Asian	42	44	21	
Black or African American	47	23	22	
Native Hawaiian or Pacific Islander	33	33	23	
White	33	29	23	10
Mixed (two or more) races	29	24	21	4

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	32	27	22	10
American Indian or Alaska Native	27	21	18	13
Asian	42	46	28	
Black or African American	50	26	22	
Native Hawaiian or Pacific Islander	46	37	23	
White	40	35	28	10
Mixed (two or more) races	37	29	25	7

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

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

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

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 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	1	1	1	11
American Indian or Alaska Native	0	1	0	6
Asian	0	0	0	
Black or African American	0	0	0	
Native Hawaiian or Pacific Islander	0	0	0	
White	1	0	2	0
Mixed (two or more) races	0	2	2	14

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 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	5	7	12	18
American Indian or Alaska Native	3	8	13	18
Asian	3	11	6	
Black or African American	0	3	6	
Native Hawaiian or Pacific Islander	0	11	8	
White	4	9	14	20
Mixed (two or more) races	4	7	15	11

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	4	11	16	25
American Indian or Alaska Native	5	15	13	18
Asian	3	6	9	
Black or African American	0	9	22	
Native Hawaiian or Pacific Islander	4	7	15	
White	3	7	13	20
Mixed (two or more) races	5	12	19	24

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 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	30	35	34	30
American Indian or Alaska Native	26	25	34	20
Asian	36	33	32	
Black or African American	17	11	11	
Native Hawaiian or Pacific Islander	13	26	46	
White	29	32	36	
Mixed (two or more) races	32	38	37	28

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

10. Gender Breakdowns

Table A10.1
School Supports and Engagement by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female	Male	Female	Male	Female	Male	Female	Male
	%	%	%	%	%	%	%	%
<i>School Environment</i>								
Total school supports [‡]	54	57	54	53	53	52	55	42
Caring adults in school [‡]	58	65	60	61	62	61	68	50
High expectations-adults in school [‡]	74	76	73	69	69	70	74	58
Meaningful participation at school [‡]	29	30	28	28	27	26	24	19
<i>School Connectedness</i> [†]	59	62	61	63	54	57	50	46
<i>Academic Motivation</i> [†]	72	66	76	71	73	67	51	51
<i>Parent Involvement in School</i> [†]	57	59	48	52	37	41	46	37

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 7		Grade 9		Grade 11		NT	
	Female	Male	Female	Male	Female	Male	Female	Male
	%	%	%	%	%	%	%	%
Perceived Safety at School								
Feel safe or very safe at school	56	60	61	65	52	57	86	64
Harassment/Bullying at School								
<i>During the past 12 months at school, have you been...</i>								
harassed/bullied for any of the six reasons	30	29	30	21	24	18	5	15
harassed/bullied for any reasons	39	33	37	25	29	22	5	17
Current ATOD Use								
<i>During the past 30 days, did you...</i>								
have at least one drink of alcohol at school	3	2	3	2	1	1	0	7
use cigarettes	0	1	1	1	1	1	4	13
use electronic cigarettes	8	4	12	6	16	12	13	28
have at least one drink of alcohol	5	2	8	6	15	11	9	21
use marijuana	5	3	11	8	16	15	13	31
Mental Health								
Chronic sad or hopeless feelings, past 12 months	38	20	46	22	43	27	33	32

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

Z. Vista Unified Custom Questions

1. Module Sample

Table Z1.1

Student Sample for Custom Questions

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	1,415	1,634	1,334	140
Final number	0	1,318	1,169	67
Response Rate	0%	81%	88%	48%

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

2. Custom Questions

Table Z2.1

If you have ever used marijuana, where did you get it from? (Mark All That Apply.)

	Grade			Total
	9th %	11th %	NT %	
Friend, relative or family member	15	26	31	20
Someone you just met or didn't know well	3	8	12	6
Drug dealer	6	12	24	9
Medical marijuana dispensary/Pot Shop	2	7	13	5
Internet	1	2	3	2
Mexico	2	2	7	2
Home delivery	2	3	7	3
I grew it or I got it from someone who grew it	3	3	10	3
I have never used marijuana	82	69	61	75

Question HS/MS Z.1.

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

Table Z2.2

If you have ever used marijuana or concentrated marijuana (wax, honey, oil, edibles) how did you consume it? (Mark All That Apply.)

	Grade			Total
	9th %	11th %	NT %	
Smoke	14	26	41	20
Eat/Drink	7	15	23	11
Vape/Vaporize/E-cigarette/Juul	12	22	24	16
Other	2	2	8	2
I have never used marijuana/concentrated marijuana	81	68	62	74

Question HS/MS Z.2.

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

Table Z2.3

During your life, how many times have you ever driven a car when you had been using marijuana, or been in a car driven by a friend when he or she had been using marijuana?

	Grade			Total %
	9th %	11th %	NT %	
Never	92	85	81	89
1-2 times	4	6	3	5
3-6 times	2	4	1	3
7-10 times	1	2	4	1
11-20 times	0	1	3	1
21 or more times	1	3	7	2

Question HS/MS Z.3.

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

Table Z2.4

Have you ever used synthetic drugs, (Spice, K-2, Bath Salts)?

	Grade			Total %
	9th %	11th %	NT %	
Never	99	98	92	98
1-2 times	1	1	6	1
3-6 times	0	0	2	0
7-10 times	0	0	0	0
11-20 times	0	0	0	0
21 or more times	0	0	0	0

Question HS/MS Z.4.

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

Table Z2.5***If you have ever used synthetic drugs (Spice/Bath Salts) where did you get them?***

	Grade			Total %
	9th %	11th %	NT %	
Friend, relative or family member	1	1	3	1
Someone you just met or didn't know well	0	0	0	0
Drug dealer	0	0	0	0
Smoke shop	0	0	2	0
Retail store	0	0	0	0
Internet	0	0	0	0
Mexico	0	1	0	0
Home delivery	0	0	0	0
I have never used synthetic drugs	97	98	95	97

*Question HS/MS Z.5.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.6*****Prescription pain medication (Vicodin™, OxyContin™, Percodan™, Lortab™) - During the past 30 days, how many times have you tried the following pills or medications, without a doctor's order (to get "high" or "stoned")?***

	Grade			Total %
	9th %	11th %	NT %	
0 times	98	98	95	98
1 time	1	1	0	1
2 times	0	1	0	0
3 times	0	0	2	0
4-6 times	0	0	0	0
7 or more times	0	1	3	0

*Question HS/MS Z.6.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z2.7

Barbiturates (SeconolTM, NembutolTM, AmitalTM, Reds, yellow jackets) - During the past 30 days, how many times have you tried the following pills or medications, without a doctor's order (to get "high" or "stoned")?

	Grade			Total %
	9th %	11th %	NT %	
0 times	99	99	97	99
1 time	0	0	3	0
2 times	1	0	0	0
3 times	0	0	0	0
7 or more times	0	0	0	0

Question HS/MS Z.7.

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

Table Z2.8

Tranquilizers or sedatives (tranks, libs, XanaxTM, ValiumTM, AtivanTM, LibriumTM, KlonopinTM, benzodiazepine (benzos)) - During the past 30 days, how many times have you tried the following pills or medications, without a doctor's order (to get "high" or "stoned")?

	Grade			Total %
	9th %	11th %	NT %	
0 times	98	97	94	98
1 time	1	1	0	1
2 times	0	1	3	1
3 times	0	1	0	0
4-6 times	0	0	0	0
7 or more times	0	1	3	0

Question HS/MS Z.8.

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

Table Z2.9

Stimulants, RitalinTM or AdderallTM (JIF, R-ball, Skippy, the smart), Diet Pills - During the past 30 days, how many times have you tried the following pills or medications, without a doctor's order (to get "high" or "stoned")?

	Grade			Total
	9th %	11th %	NT %	
0 times	99	99	98	99
1 time	1	1	0	1
2 times	0	0	0	0
3 times	0	0	2	0
4-6 times	0	0	0	0
7 or more times	0	0	0	0

Question HS/MS Z.9.

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

Table Z2.10

How do most kids at your school who use prescription drugs without a doctor's order (to get "high" or "stoned") usually get it? (Mark All That Apply.)

	Grade			Total
	9th %	11th %	NT %	
At school	19	22	17	20
At parties or events outside school	17	26	17	21
At their own home	13	18	13	15
From adults at friends' homes	7	9	5	8
From friends or another teenager	24	30	13	26
Get adults to buy it for them	7	12	6	9
Buy it themselves from the internet	7	8	5	7
Buy it themselves from Mexico	3	3	2	3
Home delivery	6	7	5	6
Other	6	7	5	7
Don't know	73	67	83	70

Question HS/MS Z.10.

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

Table Z2.11***How do most kids at your school who drink alcohol usually get it? (Mark All That Apply.)***

	Grade			Total %
	9th %	11th %	NT %	
At school	8	9	8	9
At parties or events outside school	23	37	20	29
At their own home	22	32	13	26
From adults at friends' homes	12	19	8	15
From friends or another teenager	23	32	16	27
Get adults to buy it for them	13	22	11	17
Buy it themselves from a store (convenience store, liquor store, grocery, mini mart)	11	16	9	13
Internet	4	3	2	3
Mexico	2	2	0	2
Home delivery	4	3	2	4
At bars, clubs, or gambling casinos	4	3	2	3
Other	6	7	3	6
Don't know	68	58	78	64

*Question HS/MS Z.11.**Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.***Table Z2.12*****Prescription pain killers (VicodinTM, OxyContinTM, PercodanTM, LortabTM) - How much do people risk harming themselves physically and in other ways when they use any of the following substances without a Doctor's order (with the intent to get high)?***

	Grade			Total %
	9th %	11th %	NT %	
Great	52	62	37	57
Moderate	19	18	19	19
Slight	7	6	6	7
None	22	13	38	18

*Question HS/MS Z.12.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z2.13

Barbiturates (SeconolTM, NembutolTM, AmitalTM, Reds, yellow jackets) - How much do people risk harming themselves physically and in other ways when they use any of the following substances without a Doctor's order (with the intent to get high)?

	Grade			Total %
	9th %	11th %	NT %	
Great	52	62	34	57
Moderate	20	20	21	20
Slight	5	5	6	5
None	22	13	39	18

Question HS/MS Z.13.

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

Table Z2.14

Tranquilizers or sedatives (tranks, libs, XanaxTM, ValiumTM, AtivanTM, LibriumTM, KlonopinTM, benzodiazepine (benzos)) - How much do people risk harming themselves physically and in other ways when they use any of the following substances without a Doctor's order (with the intent to get high)?

	Grade			Total %
	9th %	11th %	NT %	
Great	59	65	37	61
Moderate	14	17	19	16
Slight	5	5	5	5
None	21	13	39	18

Question HS/MS Z.14.

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

Table Z2.15

Stimulants, RitalinTM or AdderallTM (JIF, R-ball, Skippy, the smart), Diet Pills - How much do people risk harming themselves physically and in other ways when they use any of the following substances without a Doctor's order (with the intent to get high)?

	Grade			Total %
	9th %	11th %	NT %	
Great	53	63	34	57
Moderate	19	19	18	19
Slight	6	6	10	6
None	22	13	39	18

Question HS/MS Z.15.

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

Table Z2.16***How wrong do your parents or guardians feel it would be for you to drink alcohol?***

	Grade			Total %
	9th %	11th %	NT %	
Very wrong	66	59	55	63
Wrong	20	21	17	21
A little wrong	10	15	11	12
Not at all wrong	4	5	17	5

*Question HS/MS Z.16.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.17*****How wrong do your parents or guardians feel it would be for you to smoke tobacco?***

	Grade			Total %
	9th %	11th %	NT %	
Very wrong	86	84	66	85
Wrong	10	12	18	11
A little wrong	2	2	2	2
Not at all wrong	2	1	15	2

*Question HS/MS Z.17.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.18*****How wrong do your parents or guardians feel it would be for you to use marijuana (smoke, eat, or drink)?***

	Grade			Total %
	9th %	11th %	NT %	
Very wrong	81	74	58	77
Wrong	12	14	14	13
A little wrong	4	8	9	6
Not at all wrong	3	3	19	4

*Question HS/MS Z.18.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z2.19

How wrong do your parents or guardians feel it would be for you to use prescription drugs to get high or for reasons other than prescribed?

	Grade			Total %
	9th %	11th %	NT %	
Very wrong	90	91	73	90
Wrong	8	7	13	8
A little wrong	1	1	2	1
Not at all wrong	2	1	13	2

Question HS/MS Z.19.

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

Table Z2.20

How wrong do your close friends feel it would be for you to drink alcohol?

	Grade			Total %
	9th %	11th %	NT %	
Very wrong	46	33	32	40
Wrong	25	22	14	24
A little wrong	18	23	24	20
Not at all wrong	11	22	30	16

Question HS/MS Z.20.

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

Table Z2.21

How wrong do your close friends feel it would be for you to smoke tobacco?

	Grade			Total %
	9th %	11th %	NT %	
Very wrong	60	53	46	57
Wrong	23	25	22	24
A little wrong	11	13	10	11
Not at all wrong	6	9	22	8

Question HS/MS Z.21.

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

Table Z2.22***How wrong do your close friends feel it would be for you to use marijuana (smoke, eat, or drink)?***

	Grade			Total %
	9th %	11th %	NT %	
Very wrong	52	35	30	44
Wrong	21	19	16	20
A little wrong	14	19	14	17
Not at all wrong	13	26	40	20

*Question HS/MS Z.22.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.23*****How wrong do your close friends feel it would be for you to use prescription drugs to get high or for reasons other than prescribed?***

	Grade			Total %
	9th %	11th %	NT %	
Very wrong	64	58	43	61
Wrong	21	24	19	22
A little wrong	9	10	17	10
Not at all wrong	6	8	21	7

*Question HS/MS Z.23.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.24*****Have you ever been approached to participate in inappropriate physical acts in exchange for money, expensive items, food, clothing, drugs, protection, or a place to stay?***

	Grade			Total %
	9th %	11th %	NT %	
Never	93	93	91	93
1-2 times	5	4	5	4
3-6 times	1	1	3	1
7-10 times	1	1	0	1
11-20 times	0	0	0	0
21 or more times	0	1	2	1

*Question HS/MS Z.24.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z2.25

Have you ever been approached to transport drugs across the border in exchange for money, expensive items, food, clothing, drugs, protection or a place to stay?

	Grade			Total %
	9th %	11th %	NT %	
Never	98	98	97	98
1-2 times	1	1	2	1
3-6 times	0	0	0	0
7-10 times	0	0	0	0
11-20 times	0	0	0	0
21 or more times	0	1	2	0

Question HS/MS Z.25.

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

Appendix I

2018-19 CHKS Secondary Survey Response Rates

Eligible Schools	7th %	9th %	11th %	NT %
Alta Vista High (Continuation)				85
Madison Middle	90			
Major General Raymond Murray High				48
Mission Vista High		72	98	
Rancho Buena Vista High		100	100	
Rancho Minerva Middle	89			
Roosevelt Middle	89			
Vista Adult Transition Center				
Vista High		87	79	
Vista Innovation and Design Academy	89			
Vista Magnet Middle School of TSM	88			
Vista Visions Academy		100	100	

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