CALIFORNIA
CalSCHLS
SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY

Golden Valley High Secondary 2018-2019 Main Report

California Department of EDUCATION

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

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PREFACE

HYPERLINK FEATURE

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

ALERT

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

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

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

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

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

THE SURVEY

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

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

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

Core Module

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

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

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

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

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

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

School Climate Module (Supplementary)

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

Social Emotional Health Module (Supplementary)

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

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

SURVEY ADMINISTRATION AND SAMPLE

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

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

NEW IN 2018! EXPLORE RESULTS ON THE ONLINE DATA DASHBOARD

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

THE REPORT

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

Racial/Ethnic and Gender Results

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

UNDERSTANDING THE DATA

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

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

Representativeness

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

Changes Between Survey Administrations

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

RESOURCES

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

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

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

NEXT STEPS

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

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

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

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

Compare Results with Other Data

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

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

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

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

Data Workshop

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

Request Additional Reports and Data

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

School Reports and School Climate Report Cards

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

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

District School Climate Report Card

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

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

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

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

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

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Survey Module Administration

Table 1
CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Alcohol and Other Drugs (AOD) Module	X
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 9	Grade 11
Student Sample Size		
Target sample	437	440
Final number	408	395
Response Rate	93%	90%

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 9 %	Grade 11 %	Table
School Engagement and Supports			
School connectedness†	57	54	A4.6
Academic motivation†	71	71	A4.6
Chronic truancy (twice a month or more often)§	2	4	A4.2
Caring adult relationships‡	52	58	A4.5
High expectations‡	68	68	A4.5
Meaningful participation‡	24	27	A4.5
Facilities upkeep†	46	46	A4.13
Parent involvement in school†	48	46	A4.6
School Safety			
School perceived as very safe or safe	54	51	A5.1
Experienced any harassment or bullying§	34	23	A5.2
Had mean rumors or lies spread about you§	35	29	A5.3
Been afraid of being beaten up§	14	4	A5.4
Been in a physical fight§	12	6	A5.4
Seen a weapon on campus§	10	7	A5.6
Substance Use and Mental Health			
Current alcohol or drug use¶	14	17	A6.5
Current marijuana use¶	9	9	A6.5
Current binge drinking¶	3	6	A6.5
Very drunk or "high" 7 or more times, ever	5	8	A6.7
Been drunk or "high" on drugs at school, ever	6	8	A6.9
Current cigarette smoking¶	1	2	A7.3
Current electronic cigarette use¶	6	6	A7.3
Experienced chronic sadness/hopelessness§	36	38	A8.4
Considered suicide§	16	14	A8.5

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

†*Average percent of respondents reporting "Agree" or "Strongly agree."*

‡*Average percent of respondents reporting "Pretty much true" or "Very much true."*

§*Past 12 months.*

¶*Past 30 days.*

3. Demographics

Table A3.1
Gender of Sample

	Grade 9 %	Grade 11 %
Male	47	48
Female	53	52

Question HS/MS A.3: What is your sex?
Note: Cells are empty if there are less than 10 respondents.

Table A3.2
Hispanic or Latino

	Grade 9 %	Grade 11 %
No	32	34
Yes	68	66

Question HS/MS A.5: Are you of Hispanic or Latino origin?
Note: Cells are empty if there are less than 10 respondents.

Table A3.3
Race

	Grade 9 %	Grade 11 %
American Indian or Alaska Native	5	6
Asian	9	13
Black or African American	7	6
Native Hawaiian or Pacific Islander	1	1
White	23	24
Mixed (two or more) races	55	50

Question HS/MS A.6: What is your race?
Note: Cells are empty if there are less than 10 respondents.

Table A3.4
Living Situation

	Grade 9 %	Grade 11 %
A home with one or more parent or guardian	89	91
Other relative's home	2	3
A home with more than one family	2	3
Friend's home	1	0
Foster home, group care, or waiting placement	1	1
Hotel or motel	0	1
Shelter, car, campground, or other transitional or temporary housing	0	0
Other living arrangement	4	1

Question HS/MS A.8: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.
Note: Cells are empty if there are less than 10 respondents.

Table A3.5
Highest Education of Parents

	Grade 9 %	Grade 11 %
Did not finish high school	15	21
Graduated from high school	20	28
Attended college but did not complete four-year degree	14	16
Graduated from college	21	18
Don't know	30	17

Question HS/MS A.9: What is the highest level of education your parents or guardians completed? (Mark the educational level of the parent or guardian who went the furthest in school.)
Note: Cells are empty if there are less than 10 respondents.

Table A3.6
Free or Reduced Price Meals Eligibility

	Grade 9 %	Grade 11 %
No	19	19
Yes	62	68
Don't know	19	13

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

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

	Grade 9 %	Grade 11 %
No	62	83
Yes	3	2
Don't know	35	15

Question HS/MS A.11: In the past three years, were you part of the Migrant Education Program or did your family move to find seasonal or temporary work in agriculture or fishing?
Note: Cells are empty if there are less than 10 respondents.

Table A3.8
Language Spoken at Home

	Grade 9 %	Grade 11 %
English	67	66
Spanish	30	30
Mandarin	0	0
Cantonese	0	0
Taiwanese	0	0
Tagalog	0	0
Vietnamese	0	0
Korean	0	0
Other	3	4

Question HS/MS A.12: What language is spoken most of the time in your home?
Note: Cells are empty if there are less than 10 respondents.

Table A3.9
English Language Proficiency – All Students

	Grade 9 %	Grade 11 %
How well do you...		
understand English?		
Very well	90	90
Well	9	9
Not well	1	1
Not at all	0	0
speak English?		
Very well	86	83
Well	12	16
Not well	2	1
Not at all	1	0
read English?		
Very well	81	84
Well	17	14
Not well	2	2
Not at all	0	0
write English?		
Very well	77	79
Well	20	19
Not well	3	2
Not at all	0	0
English Language Proficiency Status		
Proficient	79	81
Not proficient	21	19

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.10

English Language Proficiency – Students Speaking a Language Other Than English at Home

	Grade 9 %	Grade 11 %
How well do you...		
understand English?		
Very well	85	85
Well	12	14
Not well	3	1
Not at all	0	0
speak English?		
Very well	75	74
Well	22	26
Not well	3	0
Not at all	0	0
read English?		
Very well	68	75
Well	28	22
Not well	4	3
Not at all	0	0
write English?		
Very well	63	65
Well	31	32
Not well	5	2
Not at all	0	0
English Language Proficiency Status		
Proficient	68	69
Not proficient	32	31

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.11
Number of Days Attending Afterschool Program

	Grade 9 %	Grade 11 %
0 days	81	75
1 day	6	6
2 days	4	3
3 days	3	3
4 days	1	3
5 days	6	10

Question HS/MS A.17: How many days a week do you usually go to your school's afterschool program?
Note: Cells are empty if there are less than 10 respondents.

Table A3.12
Military Connections

	Grade 9 %	Grade 11 %
No	93	95
Yes	3	1
Don't know	4	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 9 %	Grade 11 %
Straight (not gay)	82	85
Gay or Lesbian	1	2
Bisexual	7	6
I am not sure yet	2	2
Something else	2	1
Decline to respond	5	4

Question HS A.130/MS A.120: Which of the following best describes you?
Note: Cells are empty if there are less than 10 respondents.

Table A3.14
Gender Identity

	Grade 9 %	Grade 11 %
No, I am not transgender	96	97
Yes, I am transgender	1	0
I am not sure if I am transgender	1	1
Decline to respond	2	2

Question HS A.131/MS A.121: Some people describe themselves as transgender when their sex at birth does not match the way they think or feel about their gender. Are you transgender?
Note: Cells are empty if there are less than 10 respondents.

4. School Performance, Supports, and Engagement

Table A4.1
Grades, Past 12 Months

	Grade 9 %	Grade 11 %
Mostly A's	21	15
A's and B's	32	37
Mostly B's	7	8
B's and C's	22	21
Mostly C's	7	7
C's and D's	8	9
Mostly D's	2	1
Mostly F's	2	1

Question HS/MS A.18: During the past 12 months, how would you describe the grades you mostly received in school?
Note: Cells are empty if there are less than 10 respondents.

Table A4.2
Truancy, Past 12 Months

	Grade 9 %	Grade 11 %
0 times	79	76
1-2 times	12	10
A few times	7	9
Once a month	1	1
Twice a month	1	1
Once a week	0	1
More than once a week	1	2

Question HS/MS A.21: During the past 12 months, about how many times did you skip school or cut classes?
Note: Cells are empty if there are less than 10 respondents.

Table A4.3
Absences, Past 30 Days

	Grade 9 %	Grade 11 %
I did not miss any days of school in the past 30 days	43	32
1 day	23	24
2 days	18	24
3 or more days	18	19

Question HS/MS A.19: In the past 30 days, how often did you miss an entire day of school for any reason?
Note: Cells are empty if there are less than 10 respondents.

Table A4.4
Reasons for Absence, Past 30 Days

	Grade 9 %	Grade 11 %
Does not apply; I didn't miss any school	40	32
Illness (feeling physically sick), including problems with breathing or your teeth	43	55
Were being bullied or mistreated at school	1	1
Felt very sad, hopeless, anxious, stressed, or angry	8	12
Didn't get enough sleep	8	13
Didn't feel safe at school or going to and from school	1	1
Had to take care of or help a family member or friend	4	7
Wanted to spend time with friends	0	1
Used alcohol or drugs	0	1
Were behind in schoolwork or weren't prepared for a test or class assignment	2	8
Were bored or uninterested in school	2	5
Had no transportation to school	2	4
Other reason	15	15

Question HS/MS A.20: In the past 30 days, did you miss a day of school for any of the following reasons? (Mark All That Apply.)
Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A4.5

School Environment Scales (Developmental Supports)

	Grade 9 %	Grade 11 %	Table
Total school supports			
Average reporting "Pretty much true" or "Very much true"	48	51	
High	21	24	
Moderate	52	52	
Low	26	24	
Caring adults in school			
Average reporting "Pretty much true" or "Very much true"	52	58	A4.7
High	25	30	
Moderate	57	55	
Low	19	14	
High expectations-adults in school			
Average reporting "Pretty much true" or "Very much true"	68	68	A4.8
High	41	37	
Moderate	48	51	
Low	11	12	
Meaningful participation at school			
Average reporting "Pretty much true" or "Very much true"	24	27	A4.9
High	7	8	
Moderate	31	37	
Low	62	55	

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

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

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

Table A4.6

School Connectedness, Academic Motivation, and Parent Involvement Scales

	Grade 9 %	Grade 11 %	Table
School connectedness			
Average reporting "Agree" or "Strongly agree"	57	54	A4.10
High	45	39	
Moderate	43	52	
Low	12	9	
Academic motivation			
Average reporting "Agree" or "Strongly agree"	71	71	A4.11
High	34	32	
Moderate	44	46	
Low	22	22	
Parent involvement in school			
Average reporting "Agree" or "Strongly agree"	48	46	A4.12
High	34	29	
Moderate	48	51	
Low	18	19	

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

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

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

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

Table A4.7
Caring Relationships Scale Questions

	Grade 9 %	Grade 11 %
Caring adults in school		
Average reporting "Pretty much true" or "Very much true"	52	58
At my school, there is a teacher or some other adult...		
who really cares about me.		
Not at all true	16	11
A little true	34	32
Pretty much true	33	32
Very much true	17	25
who notices when I'm not there.		
Not at all true	20	18
A little true	32	30
Pretty much true	27	28
Very much true	21	24
who listens to me when I have something to say.		
Not at all true	15	9
A little true	28	27
Pretty much true	32	36
Very much true	24	28

Question HS/MS A.35, 37, 39: At my school, there is a teacher or some other adult... who really cares about me... who notices when I am not there... who listens to me when I have something to say.
Note: Cells are empty if there are less than 10 respondents.

Table A4.8
High Expectations Scale Questions

	Grade 9 %	Grade 11 %
High expectations-adults in school		
Average reporting "Pretty much true" or "Very much true"	68	68
At my school, there is a teacher or some other adult...		
who tells me when I do a good job.		
Not at all true	10	11
A little true	26	24
Pretty much true	35	40
Very much true	29	25
who always wants me to do my best.		
Not at all true	7	6
A little true	18	24
Pretty much true	32	35
Very much true	42	35
who believes that I will be a success.		
Not at all true	12	7
A little true	22	24
Pretty much true	33	34
Very much true	33	35

Question HS/MS A.36, 38, 40: At my school, there is a teacher or some other adult... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.
Note: Cells are empty if there are less than 10 respondents.

Table A4.9
Meaningful Participation Scale Questions

	Grade 9 %	Grade 11 %
Meaningful participation at school		
Average reporting "Pretty much true" or "Very much true"	24	27
At school...		
I do interesting activities.		
Not at all true	23	25
A little true	28	30
Pretty much true	21	22
Very much true	28	23
I help decide things like class activities or rules.		
Not at all true	62	55
A little true	23	25
Pretty much true	10	12
Very much true	6	7
I do things that make a difference.		
Not at all true	39	32
A little true	36	37
Pretty much true	16	20
Very much true	9	11
I have a say in how things work.		
Not at all true	56	49
A little true	25	26
Pretty much true	13	16
Very much true	6	9
I help decide school activities or rules.		
Not at all true	78	71
A little true	13	15
Pretty much true	6	9
Very much true	4	5

Question HS/MS A.41-45: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference... I have a say in how things work... I help decide school activities or rules.
Note: Cells are empty if there are less than 10 respondents.

Table A4.10
School Connectedness Scale Questions

	Grade 9 %	Grade 11 %
School connectedness		
Average reporting "Agree" or "Strongly agree"	57	54
I feel close to people at this school.		
Strongly disagree	7	7
Disagree	8	9
Neither disagree nor agree	26	31
Agree	45	35
Strongly agree	14	18
I am happy to be at this school.		
Strongly disagree	9	7
Disagree	8	8
Neither disagree nor agree	25	30
Agree	41	40
Strongly agree	17	15
I feel like I am part of this school.		
Strongly disagree	9	7
Disagree	11	9
Neither disagree nor agree	29	35
Agree	38	37
Strongly agree	13	12
The teachers at this school treat students fairly.		
Strongly disagree	6	3
Disagree	10	9
Neither disagree nor agree	26	31
Agree	42	42
Strongly agree	16	15
I feel safe in my school.		
Strongly disagree	8	5
Disagree	6	7
Neither disagree nor agree	28	31
Agree	40	44
Strongly agree	18	12

Question HS/MS A.22-26: How strongly do you agree or disagree with the following statements?... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.
Note: Cells are empty if there are less than 10 respondents.

Table A4.11
Academic Motivation Scale Questions

	Grade 9 %	Grade 11 %
Academic motivation		
Average reporting "Agree" or "Strongly agree"	71	71
I try hard to make sure that I am good at my schoolwork.		
Strongly disagree	3	3
Disagree	4	4
Neither disagree nor agree	17	13
Agree	37	42
Strongly agree	39	38
I try hard at school because I am interested in my work.		
Strongly disagree	5	7
Disagree	12	8
Neither disagree nor agree	28	29
Agree	33	34
Strongly agree	23	22
I work hard to try to understand new things at school.		
Strongly disagree	3	4
Disagree	5	4
Neither disagree nor agree	19	20
Agree	38	41
Strongly agree	34	31
I am always trying to do better in my schoolwork.		
Strongly disagree	3	3
Disagree	3	2
Neither disagree nor agree	13	17
Agree	36	40
Strongly agree	45	38

Question HS/MS A.31-34: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork.
Note: Cells are empty if there are less than 10 respondents.

Table A4.12
Parent Involvement Scale Questions

	Grade 9 %	Grade 11 %
Parent involvement in school		
Average reporting "Agree" or "Strongly agree"	48	46
Teachers at this school communicate with parents about what students are expected to learn in class.		
Strongly disagree	5	5
Disagree	13	14
Neither disagree nor agree	32	40
Agree	32	32
Strongly agree	18	9
Parents feel welcome to participate at this school.		
Strongly disagree	5	4
Disagree	7	4
Neither disagree nor agree	41	43
Agree	33	39
Strongly agree	14	9
School staff takes parent concerns seriously.		
Strongly disagree	7	6
Disagree	9	7
Neither disagree nor agree	37	39
Agree	30	36
Strongly agree	18	13

Question HS/MS A.28-30: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff takes parent concerns seriously.
Note: Cells are empty if there are less than 10 respondents.

Table A4.13
Quality of School Physical Environment

	Grade 9 %	Grade 11 %
My school is usually clean and tidy.		
Strongly disagree	8	4
Disagree	12	14
Neither disagree nor agree	34	35
Agree	36	39
Strongly agree	10	7

Question HS/MS A.27: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.
Note: Cells are empty if there are less than 10 respondents.

5. School Violence, Victimization, and Safety

Table A5.1
Perceived Safety at School

	Grade 9 %	Grade 11 %
Very safe	14	13
Safe	40	38
Neither safe nor unsafe	36	43
Unsafe	7	4
Very unsafe	3	2

Question HS A.99/MS A.88: How safe do you feel when you are at school?
Note: Cells are empty if there are less than 10 respondents.

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

	Grade 9 %	Grade 11 %
Race, ethnicity, or national origin		
0 times	84	86
1 time	4	6
2 or more times	12	7
Religion		
0 times	94	95
1 time	2	3
2 or more times	4	2
Gender		
0 times	94	95
1 time	3	2
2 or more times	3	2
Because you are gay or lesbian or someone thought you were		
0 times	88	94
1 time	5	3
2 or more times	7	3
A physical or mental disability		
0 times	97	96
1 time	1	2
2 or more times	2	2
You are an immigrant or someone thought you were		
0 times	95	98
1 time	2	2
2 or more times	3	1
Any of the above six reasons	27	18

Question HS A.115-120/MS A.105-110: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay or lesbian or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were.
Note: Cells are empty if there are less than 10 respondents.

Table A5.2

Reasons for Harassment on School Property, Past 12 Months – Continued

	Grade 9 %	Grade 11 %
Any other reason		
0 times	82	88
1 time	4	4
2 or more times	14	8
Any harassment	34	23

Question HS A.115-121/MS A.105-111: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay or lesbian or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were... Any other reason.
Note: Cells are empty if there are less than 10 respondents.

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

	Grade 9 %	Grade 11 %
During the past 12 months, how many times on school property have you...		
had mean rumors or lies spread about you?		
0 times	65	71
1 time	15	14
2 to 3 times	8	9
4 or more times	11	5
had sexual jokes, comments, or gestures made to you?		
0 times	69	79
1 time	11	6
2 to 3 times	8	7
4 or more times	12	9
been made fun of because of your looks or the way you talk?		
0 times	65	75
1 time	9	8
2 to 3 times	11	10
4 or more times	15	7
been made fun of, insulted, or called names?		
0 times	64	79
1 time	11	5
2 to 3 times	7	8
4 or more times	17	7

Question HS A.103-105, 114/MS A.93-95, 104: During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you... had sexual jokes, comments, or gestures made to you... been made fun of because of your looks or the way you talk... been made fun of, insulted, or called names?
Note: Cells are empty if there are less than 10 respondents.

Table A5.4

Violence and Victimization on School Property, Past 12 Months

	Grade 9 %	Grade 11 %
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?		
0 times	76	90
1 time	13	5
2 to 3 times	5	3
4 or more times	5	2
been afraid of being beaten up?		
0 times	86	96
1 time	8	2
2 to 3 times	2	2
4 or more times	4	0
been threatened with harm or injury?		
0 times	92	95
1 time	4	2
2 to 3 times	2	2
4 or more times	2	1
been in a physical fight?		
0 times	88	94
1 time	6	4
2 to 3 times	5	1
4 or more times	2	1
been threatened or injured with a weapon (gun, knife, club, etc.)?		
0 times	96	97
1 time	2	2
2 to 3 times	1	1
4 or more times	1	0
been offered, sold, or given an illegal drug?		
0 times	83	86
1 time	7	5
2 to 3 times	6	4
4 or more times	4	5

Question HS A.100-102, 107, 111, 113/MS A.90-92, 97, 101, 103: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around... been afraid of being beaten up... been in a physical fight... been offered, sold, or given an illegal drug... been threatened or injured with a weapon (gun, knife, club, etc.) ... been threatened with harm or injury?
Note: Cells are empty if there are less than 10 respondents.

Table A5.5

Property Damage on School Property, Past 12 Months

	Grade 9 %	Grade 11 %
Had your property stolen or deliberately damaged		
0 times	80	84
1 time	12	10
2 to 3 times	5	4
4 or more times	4	2
Damaged school property on purpose		
0 times	95	98
1 time	3	1
2 to 3 times	1	1
4 or more times	1	1

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

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

Table A5.6

Weapons Possession on School Property, Past 12 Months

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

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

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

Table A5.7
Cyber Bullying, Past 12 Months

	Grade 9 %	Grade 11 %
0 times (never)	73	80
1 time	12	10
2 to 3 times	8	7
4 or more times	8	3

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

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

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 9 %	Grade 11 %	Table
Lifetime illicit AOD use to get "high"†	31	32	A6.2
Lifetime alcohol or drug use	32	32	A6.2
Lifetime marijuana use	16	19	A6.2
Lifetime very drunk or high (7 or more times)	5	8	A6.7
Lifetime drinking and driving involvement	11	9	A6.11
Current alcohol or drug use	14	17	A6.5
Current marijuana use	9	9	A6.5
Current heavy drug use	4	7	A6.5
Current heavy alcohol use (binge drinking)	3	6	A6.5
Current alcohol or drug use on school property	7	7	A6.8
Harmfulness of occasional marijuana use‡	31	36	A6.12
Difficulty of obtaining marijuana§	11	7	A6.13

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

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

‡*Great harm.*

§*Very difficult.*

Table A6.2
Summary of AOD Lifetime Use

	Grade 9 %	Grade 11 %
Alcohol	19	24
Marijuana	16	19
Inhalants	4	3
Cocaine, methamphetamine, or any amphetamines	1	2
Heroin	1	1
Ecstasy, LSD, or other psychedelics	1	2
Prescription pain medication, opioids, tranquilizers, sedatives, diet pills, or other prescription stimulant	9	7
Cold/cough medicines or other over-the-counter medicines to get "high"	11	6
Any other drug, pill, or medicine to get "high"	5	3
Any of the above AOD use	32	32
Any illicit AOD use to get "high"†	31	32

Notes: Cells are empty if there are less than 10 respondents.
†*Excludes prescription pain medication, diet pills, and prescription stimulant.*

Table A6.3
Lifetime AOD Use

	Grade 9 %	Grade 11 %
Alcohol (one full drink)		
0 times	81	76
1 time	6	5
2 to 3 times	7	7
4 or more times	5	12
Marijuana (smoke, vape, eat, or drink)		
0 times	84	81
1 time	4	3
2 to 3 times	4	5
4 or more times	8	12
Inhalants		
0 times	96	97
1 time	3	1
2 to 3 times	1	1
4 or more times	1	1
Cocaine, methamphetamine, or any amphetamines		
0 times	99	98
1 time	0	1
2 to 3 times	0	1
4 or more times	0	1
Heroin		
0 times	99	99
1 time	0	0
2 to 3 times	0	0
4 or more times	0	0
Ecstasy, LSD, or other psychedelics		
0 times	99	98
1 time	1	1
2 to 3 times	0	1
4 or more times	0	0

Question HS A.49-52, 54, 55/MS A.50-52: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get "high" such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Heroin... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms).
Note: Cells are empty if there are less than 10 respondents.

Table A6.3
Lifetime AOD Use – Continued

	Grade 9 %	Grade 11 %
Prescription pain medication or opioids, tranquilizers, or sedatives		
0 times	94	96
1 time	2	1
2 to 3 times	2	1
4 or more times	2	2
Diet pills		
0 times	97	98
1 time	2	0
2 to 3 times	0	1
4 or more times	1	1
Ritalin™ or Adderall™ or other prescription stimulant		
0 times	99	96
1 time	0	0
2 to 3 times	0	2
4 or more times	0	2
Cold/cough medicines or other over-the-counter medicines to get "high"		
0 times	89	94
1 time	2	1
2 to 3 times	4	2
4 or more times	5	3
Any other drug, pill, or medicine to get "high" or for reasons other than medical		
0 times	95	97
1 time	2	1
2 to 3 times	2	1
4 or more times	2	1

Question HS A.56-60/MS A.54: During your life, how many times have you used the following?... Prescription pain medication or opioids (Vicodin™, OxyContin™, Percodan™, Lortab™), tranquilizers, or sedatives (Xanax™, Ativan™)... Diet pills (Didrex®, Dexedrine®, Xenadrine®, Skittles, M&M's)... Ritalin™ or Adderall™ or other prescription stimulant... Cold/cough medicines or other over-the-counter medicines to get "high"... Any other drug, pill, or medicine to get "high" or for reasons other than medical.
Notes: Cells are empty if there are less than 10 respondents.

Table A6.4
Lifetime Marijuana Consumption

	Grade 9 %	Grade 11 %
During your life, how many times have you used marijuana in any of the following ways...		
Smoke it?		
0 times	88	83
1 time	3	3
2 to 3 times	3	4
4 or more times	6	10
In an electronic or e-cigarette or other vaping device?		
0 times	88	85
1 time	4	3
2 to 3 times	3	5
4 or more times	6	6
Eat or drink it in products made with marijuana?		
0 times	92	86
1 time	3	3
2 to 3 times	2	5
4 or more times	2	6

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

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

Table A6.5
Current AOD Use, Past 30 Days

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

Question HS A.70-76/MS A.64-68: During the past 30 days, on how many days did you use... one or more drinks of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (smoke, vape, eat, or drink)... inhalants (things you sniff, huff, or breathe to get "high")... prescription drugs to get "high" or for reasons other than prescribed ... any other drug, pill, or medicine to get "high" or for reasons other than medical... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?
Notes: Cells are empty if there are less than 10 respondents.
Heavy drug use was calculated based on pattern of combined current drug use on three or more days (marijuana, inhalants, prescription pain medicine to get "high" (high school only), or any other illegal drug/pill to get "high").

Table A6.6

Frequency of Current AOD Use, Past 30 Days

	Grade 9 %	Grade 11 %
Alcohol (one or more drinks)		
0 days	93	88
1 or 2 days	5	8
3 to 9 days	1	3
10 to 19 days	0	1
20 or more days	1	1
Binge drinking (5 or more drinks in a row)		
0 days	97	94
1 or 2 days	2	4
3 to 9 days	1	2
10 to 19 days	0	0
20 or more days	1	1
Marijuana (smoke, vape, eat, or drink)		
0 days	91	91
1 or 2 days	6	3
3 to 9 days	1	2
10 to 19 days	1	0
20 or more days	1	4

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

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

Table A6.7
Lifetime Drunk or "High"

	Grade 9 %	Grade 11 %
Very drunk or sick after drinking alcohol		
0 times	93	89
1 to 2 times	5	7
3 to 6 times	1	2
7 or more times	1	2
"High" (loaded, stoned, or wasted) from using drugs		
0 times	88	84
1 to 2 times	5	6
3 to 6 times	3	2
7 or more times	5	7
Very drunk or "high" 7 or more times	5	8

Question HS A.61, 62/MS A.55, 56: During your life, how many times have you been... very drunk or sick after drinking alcohol... "high" (loaded, stoned, or wasted) from using drugs?
Note: Cells are empty if there are less than 10 respondents.

Table A6.8

Current AOD Use on School Property, Past 30 Days

	Grade 9 %	Grade 11 %
Alcohol		
0 days	98	97
1 to 2 days	2	2
3 or more days	0	1
Marijuana (smoke, vape, eat, or drink)		
0 days	95	96
1 to 2 days	3	2
3 or more days	2	3
Any other drug, pill, or medicine to get "high" or for reasons other than medical?		
0 days	100	99
1 to 2 days	0	1
3 or more days	0	0
Any of the above	7	7

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

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

Table A6.9

Lifetime Drunk or "High" on School Property

	Grade 9 %	Grade 11 %
0 times	94	92
1 to 2 times	4	3
3 to 6 times	1	2
7 or more times	2	3

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

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

Table A6.10
Cessation Attempts

	Grade 9 %	Grade 11 %
Alcohol		
Does not apply, don't use	90	87
0 times	7	9
1 time	2	2
2 to 3 times	1	1
4 or more times	1	2
Marijuana		
Does not apply, don't use	86	85
0 times	7	9
1 time	3	2
2 to 3 times	3	2
4 or more times	1	3

Question HS A.96, 97: How many times have you tried to quit or stop using... alcohol... marijuana?
Note: Cells are empty if there are less than 10 respondents.

Table A6.11
Drinking While Driving, Lifetime

	Grade 9 %	Grade 11 %
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	89	91
1 time	3	3
2 times	3	2
3 to 6 times	2	1
7 or more times	3	3

Question HS A.98/MS A.87: During your life, how many times have you ever driven a car when you had been using alcohol or drugs, or been in a car driven by a friend when he or she had been using?... In your life, how many times have you ridden in a car driven by someone who had been using alcohol or drugs?
Notes: Cells are empty if there are less than 10 respondents.

Table A6.12
Perceived Harm of AOD Use

	Grade 9 %	Grade 11 %
Alcohol - drink occasionally		
Great	32	36
Moderate	27	27
Slight	18	16
None	23	21
Alcohol - 5 or more drinks once or twice a week		
Great	52	53
Moderate	17	19
Slight	7	7
None	23	20
Marijuana - use occasionally		
Great	31	36
Moderate	25	25
Slight	17	11
None	27	28
Marijuana - use daily		
Great	51	52
Moderate	14	13
Slight	9	10
None	26	25

Question HS A.87-90/MS A.79-82: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, vape, eat, or drink) ... Use marijuana daily.
Note: Cells are empty if there are less than 10 respondents.

Table A6.13
Perceived Difficulty of Obtaining Alcohol and Marijuana

	Grade 9 %	Grade 11 %
Alcohol		
Very difficult	10	8
Fairly difficult	11	8
Fairly easy	22	21
Very easy	25	31
Don't know	31	32
Marijuana		
Very difficult	11	7
Fairly difficult	8	8
Fairly easy	19	16
Very easy	34	38
Don't know	28	31

Question HS A.93, 94/MS A.85, 86: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana.
Note: Cells are empty if there are less than 10 respondents.

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 9 %	Grade 11 %	Table
Use Prevalence and Patterns			
Ever smoked a whole cigarette	3	5	A7.2
Current cigarette smoking†	1	2	A7.3
Current cigarette smoking at school†	1	0	A7.4
Ever tried smokeless tobacco	2	3	A7.2
Current smokeless tobacco use†	0	1	A7.3
Current smokeless tobacco use at school†	0	1	A7.4
Ever used electronic cigarettes	14	16	A7.2
Current use of electronic cigarettes†	6	6	A7.3
Current use of electronic cigarettes at school†	4	3	A7.4
Cessation Attempts			
Tried to quit or stop using cigarettes	1	1	A7.5
Attitudes and Correlates			
Harmfulness of occasional cigarette smoking‡	36	45	A7.6
Harmfulness of smoking 1 or more packs/day‡	63	64	A7.6
Difficulty of obtaining cigarettes§	15	10	A7.8

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

†*Past 30 days.*

‡*Great harm.*

§*Very difficult.*

Table A7.2
Lifetime Tobacco Use

	Grade 9 %	Grade 11 %
A whole cigarette		
0 times	97	95
1 time	2	1
2 to 3 times	1	1
4 or more times	1	2
Smokeless tobacco		
0 times	98	97
1 time	1	1
2 to 3 times	0	1
4 or more times	1	1
Electronic cigarettes, e-cigarettes, or other vaping device		
0 times	86	84
1 time	5	5
2 to 3 times	4	4
4 or more times	5	7

Question HS A.46-48/MS A.46-49: During your life, how many times have you used the following? A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Electronic cigarettes, e-cigarettes, or other vaping device such as Juul, e-hookah, hookah pens, or vape pens.
Notes: Cells are empty if there are less than 10 respondents.

Table A7.3
Any Current Use and Daily Use

	Grade 9 %	Grade 11 %
Cigarettes		
Any	1	2
Daily (20 or more days)	0	1
Smokeless tobacco		
Any	0	1
Daily (20 or more days)	0	0
Electronic cigarettes/e-cigarettes/other vaping device		
Any	6	6
Daily (20 or more days)	2	1

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

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

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

	Grade 9 %	Grade 11 %
Cigarettes		
0 days	99	100
1 or 2 days	0	0
3 to 9 days	0	0
10 to 19 days	0	0
20 or more days	0	0
Smokeless tobacco		
0 days	100	99
1 or 2 days	0	1
3 to 9 days	0	0
10 to 19 days	0	0
20 or more days	0	0
Electronic cigarettes, e-cigarettes, or other vaping device		
0 days	96	97
1 or 2 days	2	1
3 to 9 days	1	1
10 to 19 days	0	1
20 or more days	1	1

Question HS A.77-79/MS A.69-71: During the past 30 days, on how many days on school property did you use... cigarettes... smokeless tobacco (dip, chew, or snuff)... electronic cigarettes, e-cigarettes, or other vaping device such as Juul, e-hookah, hookah pens, or vape pens?
Note: Cells are empty if there are less than 10 respondents.

Table A7.5
Cigarette Smoking Cessation Attempts

	Grade 9 %	Grade 11 %
Does not apply, don't use	95	94
0 times	4	5
1 time	1	1
2 to 3 times	0	0
4 or more times	1	1

Question HS A.95: How many times have you tried to quit or stop using cigarettes?
Note: Cells are empty if there are less than 10 respondents.

Table A7.6
Perceived Harm of Cigarette Smoking

	Grade 9 %	Grade 11 %
Smoke cigarettes occasionally		
Great	36	45
Moderate	29	25
Slight	12	9
None	23	20
Smoke 1 or more packs of cigarettes each day		
Great	63	64
Moderate	9	12
Slight	4	4
None	24	20

Question HS A.83, 84/MS A.75, 76: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.
Note: Cells are empty if there are less than 10 respondents.

Table A7.7

Perceived Harm of E-Cigarette Use Compared to Smoking

	Grade 9 %	Grade 11 %
Use e-cigarettes or vaping device occasionally		
Great	25	36
Moderate	30	26
Slight	21	17
None	24	21
Use e-cigarettes or vaping devices several times a day		
Great	51	53
Moderate	16	21
Slight	10	7
None	23	20

Question HS A.85, 86/MS A.77, 78: How much do people risk harming themselves physically and in other ways when they do the following?... Use e-cigarettes (electronic) or vaping device occasionally... Use e-cigarettes or vaping devices several times a day (100 puffs or more).
Note: Cells are empty if there are less than 10 respondents.

Table A7.8

Perceived Difficulty of Obtaining Cigarettes and E-Cigarettes

	Grade 9 %	Grade 11 %
Cigarettes		
Very difficult	15	10
Fairly difficult	12	11
Fairly easy	23	21
Very easy	13	20
Don't know	38	39
E-cigarettes or vaping device		
Very difficult	10	7
Fairly difficult	9	7
Fairly easy	19	23
Very easy	28	27
Don't know	33	36

Question HS A.91, 92/MS A.83, 84: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes.... E-cigarettes (electronic) or vaping device
Note: Cells are empty if there are less than 10 respondents.

8. Other Physical and Mental Health Risks

Table A8.1
Hours of Sleep

	Grade 9 %	Grade 11 %
4 or less hours	7	9
5 hours	7	13
6 hours	18	24
7 hours	26	27
8 hours	27	18
9 hours	10	8
10 or more hours	5	2

Question MS A.127/MS A.117: On an average school night, how many hours of sleep do you get?
Note: Cells are empty if there are less than 10 respondents.

Table A8.2
Eating of Breakfast

	Grade 9 %	Grade 11 %
No	43	44
Yes	57	56

Question HS A.126/MS A.116: Did you eat breakfast today?
Note: Cells are empty if there are less than 10 respondents.

Table A8.3
Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 9 %	Grade 11 %
No	64	62
Yes	36	38

Question HS A.124/MS A.114: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?
Note: Cells are empty if there are less than 10 respondents.

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

	Grade 9 %	Grade 11 %
No	84	86
Yes	16	14

Question HS A.125/MS A.115: During the past 12 months, did you ever seriously consider attempting suicide?
Note: Cells are empty if there are less than 10 respondents.

Table A8.5
Gang Involvement

	Grade 9 %	Grade 11 %
No	98	97
Yes	2	3

Question HS A.123/MS A.113: Do you consider yourself a member of a gang?
Note: Cells are empty if there are less than 10 respondents.

9. Race/Ethnic Breakdowns

Table A9.1

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

Percent of Students (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports‡	44	43	51	57		45	48
Caring adults in school‡	49	43	50	62		49	53
High expectations-adults in school‡	66	71	75	77		59	70
Meaningful participation at school‡	19	16	27	31		27	21
School Connectedness†	56	55	58	49		59	55
Academic Motivation†	72	82	73	64		71	69
Parent Involvement in School†	46	51	53	47		51	43

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 - 11th Grade

Percent of Students (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports‡	50	48	49	56		53	51
Caring adults in school‡	56	53	54	63		61	56
High expectations-adults in school‡	67	73	67	71		70	68
Meaningful participation at school‡	26	19	27	32		28	28
School Connectedness†	52	50	56	54		61	50
Academic Motivation†	72	82	76	75		75	66
Parent Involvement in School†	45	38	51	38		50	43

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

Feeling Safe or Very Safe at School by Race/Ethnicity

	Grade 9 %	Grade 11 %
Hispanic or Latino	55	48
American Indian or Alaska Native	41	45
Asian	50	51
Black or African American	50	42
Native Hawaiian or Pacific Islander		
White	55	62
Mixed (two or more) races	54	47

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

Table A9.4

Harassment Due to Six Reasons at School in the Past 12 Months by Race/Ethnicity

	Grade 9 %	Grade 11 %
Hispanic or Latino	22	16
American Indian or Alaska Native	29	32
Asian	44	22
Black or African American	29	21
Native Hawaiian or Pacific Islander		
White	28	20
Mixed (two or more) races	25	17

Notes: Cells are empty if there are less than 10 respondents.
The six reasons include race, ethnicity or national origin; religion; gender (being male or female); sexual orientation; a physical or mental disability; and immigrant status.

Table A9.5

Any Harassment or Bullying at School in the Past 12 Months by Race/Ethnicity

	Grade 9 %	Grade 11 %
Hispanic or Latino	30	22
American Indian or Alaska Native	29	41
Asian	50	24
Black or African American	33	21
Native Hawaiian or Pacific Islander		
White	33	25
Mixed (two or more) races	30	22

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

Table A9.6

Any Alcohol Use at School in the Past 30 Days by Race/Ethnicity

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

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

Table A9.7
Cigarette Smoking in the Past 30 Days by Race/Ethnicity

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

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

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

	Grade 9 %	Grade 11 %
Hispanic or Latino	8	14
American Indian or Alaska Native	6	9
Asian	0	9
Black or African American	8	5
Native Hawaiian or Pacific Islander		
White	5	11
Mixed (two or more) races	10	14

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

Table A9.9

Any Marijuana Use in the Past 30 Days by Race/Ethnicity

	Grade 9 %	Grade 11 %
Hispanic or Latino	10	11
American Indian or Alaska Native	18	5
Asian	3	2
Black or African American	13	15
Native Hawaiian or Pacific Islander		
White	6	6
Mixed (two or more) races	10	11

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

Table A9.10

Chronic Sad or Hopeless Feelings in the Past 12 Months by Race/Ethnicity

	Grade 9 %	Grade 11 %
Hispanic or Latino	38	38
American Indian or Alaska Native	25	36
Asian	41	36
Black or African American	25	47
Native Hawaiian or Pacific Islander		
White	36	43
Mixed (two or more) races	38	36

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

10. Gender Breakdowns

Table A10.1

School Supports and Engagement by Gender

	Grade 9		Grade 11	
	Female %	Male %	Female %	Male %
School Environment				
Total school supports‡	49	47	50	53
Caring adults in school‡	52	51	55	62
High expectations-adults in school‡	72	65	69	69
Meaningful participation at school‡	23	25	27	28
School Connectedness†	55	59	49	60
Academic Motivation†	75	68	78	66
Parent Involvement in School†	48	49	43	51

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

†*Average percent of respondents reporting "Agree" or "Strongly agree."*

‡*Average percent of respondents reporting "Pretty much true" or "Very much true."*

Table A10.2

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

	Grade 9		Grade 11	
	Female %	Male %	Female %	Male %
Perceived Safety at School				
Feel safe or very safe at school	53	56	48	55
Harassment/Bullying at School				
During the past 12 months at school, have you been...				
harassed/bullied for any of the six reasons	29	25	17	20
harassed/bullied for any reasons	37	29	23	23
Current ATOD Use				
During the past 30 days, did you...				
have at least one drink of alcohol at school	2	2	4	2
use cigarettes	1	1	1	3
use electronic cigarettes	6	5	7	5
have at least one drink of alcohol	8	6	16	9
use marijuana	8	10	10	9
Mental Health				
Chronic sad or hopeless feelings, past 12 months	45	25	49	25

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

Alcohol and Other Drugs (AOD) Module

1. Module Sample

Table B1.1
Student Sample for AOD Module

	Grade 9	Grade 11
Student Sample Size		
Target sample	437	440
Final number	380	372
Response Rate	87%	85%

2. Summary of Key Indicators

Table B2.1

Key Indicators of Alcohol and Other Drug Use

	Grade 9 %	Grade 11 %	Table
Alcohol and Marijuana Consumption Patterns			
Usually drank until felt it a lot	1	3	B3.3
Usually used marijuana or other drugs until felt it a lot	3	6	B3.4
Consequences of AOD Consumption			
Caused one or more problems	5	6	B4.2
Caused one or more dependency-related experiences	7	7	B4.3
Supports to Reduce AOD Use			
Very likely find help at school for quitting or reducing use	32	21	B5.2
Strong Personal Disapproval of AOD Use			
Having one or two drinks of any alcoholic beverage nearly every day	50	40	B7.1
Trying marijuana once or twice	34	26	B7.1
Using marijuana once a month or more	46	34	B7.1

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

3. Alcohol, Tobacco, and Marijuana Consumption Patterns

Table B3.1
Age of Onset – AOD Use

	Grade 9 %	Grade 11 %
Alcohol (one full drink)		
Never	72	65
10 or under	8	7
11-12 years old	8	4
13-14 years old	11	9
15-16 years old	1	12
17 years or older	1	1
Marijuana (smoke, eat, or drink)		
Never	84	80
10 or under	2	3
11-12 years old	3	3
13-14 years old	10	7
15-16 years old	1	6
17 years or older	0	1
Any other illegal drug or pill to get "high"		
Never	96	96
10 or under	0	0
11-12 years old	1	1
13-14 years old	2	1
15-16 years old	0	2
17 years or older	0	0

Question HS/MS B.1, 4, 5: About how old were you the first time you tried any of these things?... A drink of an alcoholic beverage (other than a sip or two)... Marijuana (smoke, eat, or drink)... Any other illegal drug or pill to get "high."
Note: Cells are empty if there are less than 10 respondents.

Table B3.2
Age of Onset – Tobacco Use

	Grade 9 %	Grade 11 %
Smoked part or all of a cigarette		
Never	94	91
10 or under	2	3
11-12 years old	2	1
13-14 years old	1	3
15-16 years old	0	1
17 years or older	0	0
Electronic cigarette		
Never	85	80
10 or under	1	1
11-12 years old	4	2
13-14 years old	9	8
15-16 years old	1	9
17 years or older	1	0

Question HS/MS B.2, 3: About how old were you the first time you tried any of these things?... Part or all of a cigarette... An electronic cigarette (e-cigarette or vaping dvice).
Note: Cells are empty if there are less than 10 respondents.

Table B3.3
Usual Alcohol Consumption Level

	Grade 9 %	Grade 11 %
I don't drink alcohol	85	80
Just enough to feel it a little	11	13
Enough to feel it moderately	2	3
Until I feel it a lot or get really drunk	1	3

Question HS/MS B.6: If you drink alcohol, how much do you usually drink?
Note: Cells are empty if there are less than 10 respondents.

Table B3.4
Usual Marijuana Consumption Level

	Grade 9 %	Grade 11 %
I don't use drugs	86	86
Just enough to feel a little high	6	4
Enough to feel it moderately	6	4
Until I feel it a lot or get really high	3	6

Question HS B.7: If you use marijuana or other drugs, how "high" (stoned, faded, wasted, trashed) do you usually like to get?
Note: Cells are empty if there are less than 10 respondents.

Table B3.5
E-Cigarette Consumption

	Grade 9 %	Grade 11 %
Have you ever used an e-cigarette or vaping device to consume any of the following? (Mark All That Apply.)		
I've never used an e-cigarette or vaping device	85	85
Nicotine or tobacco substitute	3	3
Marijuana or THC	9	8
Amphetamines, cocaine, or heroin	0	1
Alcohol	1	1
A flavored product without nicotine, alcohol, or other drug	6	10
Any other product or substance	2	1

Question HS B.30/MS B.24: Have you ever used an e-cigarette or vaping device to consume any of the following? (Mark All That Apply.)
Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

4. Reasons for and Consequences of AOD Consumption

Table B4.1
Reasons for AOD Use in the Past 12 Months

	Grade 9 %	Grade 11 %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months	78	75
To experiment (try using)	8	7
To get high	9	7
To have a good time with friends	8	9
To fit in with a group you like	1	1
Because of boredom	4	4
To relax	8	9
To get away from problems	9	7
Because of anger or frustration	6	5
To get through the day	4	4
Because it made you feel better	7	8
To seek deeper insights and understanding	2	3
None of the above	7	9

Question HS B.8/MS B.7: Have you used alcoholic beverages, marijuana, or other drugs in the past 12 months 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 B4.2
Problems Caused by AOD Use

	Grade 9 %	Grade 11 %
Doesn't apply; I've never used alcohol or drugs	84	78
I've used alcohol or drugs but never had any problems	13	18
Have problems with emotions, nerves, or mental health	3	2
Get into trouble or have problems with the police	1	1
Have money problems	0	0
Miss school	1	1
Have problems with schoolwork	1	2
Fight with others	2	1
Damage a friendship	2	1
Physically hurt or injure yourself	1	0
Have unwanted or unprotected sex	1	1
Forget what happened or pass out	1	1
Been suspended from school	1	2
One or more problems	5	6

Question HS B.9: Has using alcohol, marijuana, or other drugs ever caused you to have any of the following problems? (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 B4.3

Alcohol or Other Drug Use Caused Negative Experiences

	Grade 9 %	Grade 11 %
Does not apply; I have not used alcohol or drugs	84	80
I use alcohol or drugs but have not experienced any of these things	9	14
Found you had to increase how much you use to have the same effect as before	1	2
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	1	2
Used alcohol or drugs a lot more than you intended	1	2
Used alcohol or drugs when you were alone	4	4
Your use of alcohol or drugs often kept you from doing a normal activity	1	1
You didn't feel OK unless you had something to drink or used a drug	1	1
Thought about reducing or stopping use	2	2
Told yourself you were not going to use but found yourself using anyway	1	2
Spoke with someone about reducing or stopping use	1	1
Attended counseling, a program, or group to help you reduce or stop use	0	0
One or more negative experiences	7	7

Question HS B.10: If you use alcohol, marijuana, or another drug, have you had any of the following experiences? (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 B4.4

Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession

	Grade 9 %	Grade 11 %
Very likely	51	51
Likely	25	28
Not likely	10	8
Don't know	14	14

Question HS B.13: In your opinion, how likely is it that a student will be suspended, expelled, or transferred if he or she is caught on school property using or possessing alcohol or other drugs?
Note: Cells are empty if there are less than 10 respondents.

5. Supports to Reduce AOD Use

Table B5.1
Needed Counseling for Use

	Grade 9 %	Grade 11 %
No, I never used alcohol or other drugs	86	81
No, but I do use alcohol or other drugs	13	18
Yes, I have felt that I needed help	1	1

Question HS B.11: Have you ever felt that you needed help (such as counseling or treatment) for your alcohol or other drug use?
Note: Cells are empty if there are less than 10 respondents.

Table B5.2
Likelihood of Finding Help at School for Quitting or Reducing Use

	Grade 9 %	Grade 11 %
Very likely	32	21
Likely	30	35
Not likely	16	24
Don't know	23	20

Question HS B.12: In your opinion, how likely is it that a student could find help at your school from a counselor, teacher, or other adult to stop or reduce using alcohol or other drugs?
Note: Cells are empty if there are less than 10 respondents.

Table B5.3
Talked with Parent About AOD Use

	Grade 9 %	Grade 11 %
No	61	59
Yes	39	41

Question HS B.20/MS B.14: During the past 12 months, have you talked with at least one of your parents or guardians about the dangers of alcohol or drug use?
Note: Cells are empty if there are less than 10 respondents.

6. Availability

Table B6.1
Sources for Obtaining Alcohol

	Grade 9 %	Grade 11 %
At school	11	8
At parties	30	41
At concerts or other social events	8	10
At their own home	26	31
From adults at friends' homes	15	20
From friends or another teenager	27	31
Get adults to buy it for them	13	21
Buy it themselves from a store	8	14
At bars, clubs, or gambling casinos	1	3
Other	12	8
Don't know	60	57

Question HS B.15/MS B.9: How do most students at your school who drink alcohol usually get it? (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 B6.2
Sources for Obtaining Marijuana

	Grade 9 %	Grade 11 %
At school	21	26
At parties	24	32
At concerts or other social events	6	12
At their own home	25	31
From an adult acquaintance	16	23
From friends or another teenager	35	39
Buy it at a marijuana dispensary	10	11
At bars or clubs	2	4
Other	11	10
Don't know	60	57

Question HS B.16/MS B.10: How do most kids at your school who use marijuana usually get it? (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.

7. Influences on ATOD Use

Table B7.1
Personal Disapproval of AOD Use

	Grade 9 %	Grade 11 %
Having one or two drinks of any alcoholic beverage nearly every day		
Neither approve nor disapprove	30	43
Somewhat disapprove	20	17
Strongly disapprove	50	40
Trying marijuana once or twice		
Neither approve nor disapprove	41	54
Somewhat disapprove	25	20
Strongly disapprove	34	26
Using marijuana once a month or more regularly		
Neither approve nor disapprove	34	49
Somewhat disapprove	21	16
Strongly disapprove	46	34

Question HS B.17-19/MS B.11-13: How do you feel about someone your age doing the following?... Having one or two drinks of any alcoholic beverage nearly every day... Trying marijuana once or twice... Using marijuana once a month or more regularly.
Note: Cells are empty if there are less than 10 respondents.

Table B7.2
Parent Disapproval of ATOD Use

	Grade 9 %	Grade 11 %
Take one or two drinks of alcohol nearly every day		
Very wrong	85	78
Wrong	7	13
A little wrong	6	6
Not at all wrong	2	3
Smoke tobacco		
Very wrong	89	89
Wrong	8	7
A little wrong	1	2
Not at all wrong	2	2
Use marijuana		
Very wrong	87	82
Wrong	8	11
A little wrong	3	5
Not at all wrong	3	2
Use prescription drugs to get high or for reasons other than prescribed		
Very wrong	91	89
Wrong	6	8
A little wrong	1	1
Not at all wrong	2	2

Question HS B.22-25/MS B.16-19: How wrong do your parents or guardians feel it would be for you to do the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use marijuana (smoke, eat, or drink)... Use prescription drugs to get high or for reasons other than prescribed.
Note: Cells are empty if there are less than 10 respondents.

Table B7.3
Peer Disapproval of ATOD Use

	Grade 9 %	Grade 11 %
Take one or two drinks of alcohol nearly every day		
Very wrong	59	54
Wrong	19	27
A little wrong	14	10
Not at all wrong	8	9
Smoke tobacco		
Very wrong	65	66
Wrong	18	24
A little wrong	10	5
Not at all wrong	7	5
Use marijuana		
Very wrong	54	52
Wrong	18	22
A little wrong	14	12
Not at all wrong	13	14
Use prescription drugs to get high or for reasons other than prescribed		
Very wrong	65	68
Wrong	17	22
A little wrong	10	5
Not at all wrong	8	5

Question HS B.26-29/MS B.20-23: How wrong would your close friends feel it would be if you did the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use marijuana (smoke, eat, or drink)... Use prescription drugs to get high or for reasons other than prescribed.
Note: Cells are empty if there are less than 10 respondents.

Table B7.4

Heard, Read, or Watched Any Anti-ATOD Messages, Past 12 Months

	Grade 9 %	Grade 11 %
No	29	39
Yes	71	61

Question HS B.21/MS B.15: During the past 12 months, have you heard, read, or watched any messages about not using alcohol, tobacco, or drugs?

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

8. School Suspension

Table B8.1
Suspension from School, Past 12 Month

	Grade 9 %	Grade 11 %
No	91	97
Yes	9	3

Question HS B.14/MS B.8: In the past 12 months, have you been suspended from school one or more times?
Note: Cells are empty if there are less than 10 respondents.

Z. Merced Union High Custom Questions

1. Module Sample

Table Z1.1
Student Sample for Custom Questions

	Grade 9	Grade 11
Student Sample Size		
Target sample	437	440
Final number	379	375
Response Rate	87%	85%

2. Custom Questions

Table Z2.1
I know that my school has rules in place about sexual harassment. - Please rate how you feel about the following statements.

	Grade		
	9th	11th	Total
	%	%	%
Strongly disagree	8	7	7
Disagree	3	5	4
Neither disagree nor agree	20	20	20
Agree	32	37	35
Strongly agree	37	31	34

Question HS/MS Z.1.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.2
I know that my school has rules in place about bullying. - Please rate how you feel about the following statements.

	Grade		
	9th	11th	Total
	%	%	%
Strongly disagree	7	6	6
Disagree	1	4	3
Neither disagree nor agree	13	16	14
Agree	36	40	38
Strongly agree	43	34	38

Question HS/MS Z.2.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.3
I can make a list of actions that are considered sexual harassment. - Please rate how you feel about the following statements.

	Grade		
	9th	11th	Total
	%	%	%
Strongly disagree	10	5	7
Disagree	4	5	5
Neither disagree nor agree	26	28	27
Agree	35	36	35
Strongly agree	25	26	26

Question HS/MS Z.3.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.4

I know how to report sexual harassment if I am a victim. - Please rate how you feel about the following statements.

	Grade		
	9th	11th	Total
	%	%	%
Strongly disagree	9	7	8
Disagree	8	9	8
Neither disagree nor agree	20	22	21
Agree	31	34	33
Strongly agree	31	28	30

Question HS/MS Z.4.

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

Table Z2.5

I know how to report sexual harassment if I am an observer. - Please rate how you feel about the following statements.

	Grade		
	9th	11th	Total
	%	%	%
Strongly disagree	9	7	8
Disagree	7	9	8
Neither disagree nor agree	19	22	20
Agree	33	33	33
Strongly agree	32	29	31

Question HS/MS Z.5.

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

Appendix

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

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[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).

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[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 youth[14] 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.

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[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

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[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 3 or more of the past 30 school days), what were the reasons for absences, and the level of truancy. Users can request reports looking at the characteristics of youth based on 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]

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[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.

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[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),

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[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

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[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.

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[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