

CALIFORNIA HEALTHY KIDS SURVEY

Golden West Middle Race/Ethnicity Report

Grade 7
2018-2019



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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Recommended citation:

Golden West Middle School. *California Healthy Kids Survey, 2018-19: Race/Ethnicity Report*. San Francisco: WestEd Health and Justice Program for the California Department of Education.

Date prepared: 11 Feb 2019
CDS code: 48705656051262

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PREFACE

HYPERLINK FEATURE

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

ALERT

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

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

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

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

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

THE SURVEY

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

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

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

Core Module

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

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

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

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

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

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

School Climate Module (Supplementary)

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

Social Emotional Health Module (Supplementary)

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

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

SURVEY ADMINISTRATION AND SAMPLE

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

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

NEW IN 2018! EXPLORE RESULTS ON THE ONLINE DATA DASHBOARD

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

THE REPORT

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

Racial/Ethnic and Gender Results

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

UNDERSTANDING THE DATA

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

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

Representativeness

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

Changes Between Survey Administrations

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

RESOURCES

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

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

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

NEXT STEPS

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

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

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

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

Compare Results with Other Data

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

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

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

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

Data Workshop

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

Request Additional Reports and Data

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

School Reports and School Climate Report Cards

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

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

District School Climate Report Card

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

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

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

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

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

ACKNOWLEDGMENTS

The CHKS and this report were developed by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education, Coordinated School Health and Safety Office. Special recognition to Cindy Zheng, at WestEd, who oversees the generation of CalSCHLS reports and data quality assurance.

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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	X
H. Gang Risk Awareness Module (GRAM)	
I. Gender Identity & Sexual Orientation-Based Harassment Module	
J. Military-Connected School Module	X
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	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Hispanic	White	Mixed	Other
<i>Student Sample Size</i>				
Final number	94	104	84	94

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Hispanic %	White %	Mixed %	Other %	Table
School Engagement and Supports					
School connectedness [†]	70	69	63	67	A4.6
Academic motivation [†]	77	80	73	81	A4.6
Chronic truancy (twice a month or more often) [§]	0	0	1	1	A4.2
Caring adult relationships [‡]	66	66	59	63	A4.5
High expectations [‡]	79	83	72	80	A4.5
Meaningful participation [‡]	25	24	22	27	A4.5
Facilities upkeep [†]	63	71	58	58	A4.13
Parent involvement in school [†]	54	63	55	59	A4.6
School Safety					
School perceived as very safe or safe	76	72	58	67	A5.1
Experienced any harassment or bullying [§]	41	35	40	43	A5.2
Had mean rumors or lies spread about you [§]	35	40	33	30	A5.3
Been afraid of being beaten up [§]	15	19	15	20	A5.4
Been in a physical fight [§]	16	9	15	12	A5.4
Seen a weapon on campus [§]	6	8	11	7	A5.6
Substance Use and Mental Health					
Current alcohol or drug use [¶]	9	5	4	0	A6.5
Current marijuana use [¶]	0	1	0	0	A6.5
Current binge drinking [¶]	1	0	0	0	A6.5
Very drunk or “high” 7 or more times, ever	1	0	0	0	A6.7
Been drunk or “high” on drugs at school, ever	2	0	1	0	A6.9
Current cigarette smoking [¶]	0	0	0	0	A7.3
Current electronic cigarette use [¶]	0	0	0	1	A7.3
Experienced chronic sadness/hopelessness [§]	30	24	23	26	A8.4
Considered suicide [§]	14	13	16	7	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

	Hispanic %	White %	Mixed %	Other %
Male	45	56	49	54
Female	55	44	51	46

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

	Hispanic %	White %	Mixed %	Other %
No	0	100	100	100
Yes	100	0	0	0

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

	Hispanic %	White %	Mixed %	Other %
American Indian or Alaska Native	1	0	0	4
Asian	0	0	0	48
Black or African American	0	0	0	39
Native Hawaiian or Pacific Islander	3	0	0	9
White	0	100	0	0
Mixed (two or more) races	95	0	100	0

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

	Hispanic %	White %	Mixed %	Other %
A home with one or more parent or guardian	91	92	88	92
Other relative's home	2	3	4	0
A home with more than one family	2	1	4	2
Friend's home	0	0	0	0
Foster home, group care, or waiting placement	1	0	0	0
Hotel or motel	0	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0	0	0
Other living arrangement	3	4	5	5

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

	Hispanic %	White %	Mixed %	Other %
Did not finish high school	1	1	4	2
Graduated from high school	10	8	15	4
Attended college but did not complete four-year degree	16	13	13	13
Graduated from college	35	54	36	60
Don't know	38	24	32	21

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***

	Hispanic %	White %	Mixed %	Other %
No	37	63	52	58
Yes	37	13	19	11
Don't know	27	24	29	32

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***

	Hispanic %	White %	Mixed %	Other %
No	79	75	70	70
Yes	2	0	1	1
Don't know	19	25	29	29

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***

	Hispanic %	White %	Mixed %	Other %
English	81	100	95	82
Spanish	17	0	0	0
Mandarin	0	0	0	0
Cantonese	0	0	0	0
Taiwanese	0	0	0	0
Tagalog	1	0	1	11
Vietnamese	0	0	0	3
Korean	0	0	0	0
Other	1	0	4	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

	Hispanic %	White %	Mixed %	Other %
How well do you...				
understand English?				
Very well	89	95	94	89
Well	11	5	6	11
Not well	0	0	0	0
Not at all	0	0	0	0
speak English?				
Very well	82	94	89	83
Well	16	5	11	15
Not well	2	1	0	1
Not at all	0	0	0	1
read English?				
Very well	88	90	92	84
Well	12	9	8	16
Not well	0	1	0	0
Not at all	0	0	0	0
write English?				
Very well	80	87	81	77
Well	19	12	19	22
Not well	1	1	0	1
Not at all	0	0	0	0
English Language Proficiency Status				
Proficient	82	91	86	78
Not proficient	18	9	14	22

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***

	Hispanic %	White %	Mixed %	Other %
<i>How well do you...</i>				
understand English?				
Very well	72			82
Well	28			18
Not well	0			0
Not at all	0			0
speak English?				
Very well	78			71
Well	22			29
Not well	0			0
Not at all	0			0
read English?				
Very well	72			82
Well	28			18
Not well	0			0
Not at all	0			0
write English?				
Very well	72			71
Well	22			29
Not well	6			0
Not at all	0			0
<i>English Language Proficiency Status</i>				
Proficient	72			71
Not proficient	28			29

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***

	Hispanic %	White %	Mixed %	Other %
0 days	84	86	80	84
1 day	6	5	6	3
2 days	4	5	5	7
3 days	1	0	0	2
4 days	4	4	5	1
5 days	0	0	5	2

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***

	Hispanic %	White %	Mixed %	Other %
No	67	57	73	67
Yes	31	43	25	27
Don't know	2	0	2	5

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***

	Hispanic %	White %	Mixed %	Other %
Straight (not gay)	80	77	81	81
Gay or Lesbian	1	2	0	0
Bisexual	3	9	4	4
I am not sure yet	9	7	4	8
Something else	4	0	2	0
Decline to respond	3	6	10	7

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***

	Hispanic %	White %	Mixed %	Other %
No, I am not transgender	97	94	96	95
Yes, I am transgender	0	0	0	0
I am not sure if I am transgender	2	2	2	3
Decline to respond	1	4	1	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

	Hispanic %	White %	Mixed %	Other %
Mostly A's	23	22	23	33
A's and B's	43	46	48	28
Mostly B's	3	7	7	11
B's and C's	18	18	13	21
Mostly C's	1	3	5	2
C's and D's	9	3	5	5
Mostly D's	1	0	0	0
Mostly F's	2	1	0	0

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

	Hispanic %	White %	Mixed %	Other %
0 times	85	86	85	84
1-2 times	7	6	6	9
A few times	7	7	7	5
Once a month	0	1	1	1
Twice a month	0	0	0	0
Once a week	0	0	0	0
More than once a week	0	0	1	1

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***

	Hispanic %	White %	Mixed %	Other %
I did not miss any days of school in the past 30 days	61	63	64	73
1 day	19	19	24	12
2 days	12	10	6	9
3 or more days	9	8	6	7

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***

	Hispanic %	White %	Mixed %	Other %
Does not apply; I didn't miss any school	60	60	63	71
Illness (feeling physically sick), including problems with breathing or your teeth	26	18	29	16
Were being bullied or mistreated at school	0	1	1	0
Felt very sad, hopeless, anxious, stressed, or angry	2	3	1	0
Didn't get enough sleep	1	1	5	2
Didn't feel safe at school or going to and from school	0	1	1	0
Had to take care of or help a family member or friend	1	4	0	2
Wanted to spend time with friends	0	2	0	0
Used alcohol or drugs	0	0	0	0
Were behind in schoolwork or weren't prepared for a test or class assignment	0	1	0	0
Were bored or uninterested in school	0	1	1	0
Had no transportation to school	1	0	0	2
Other reason	17	20	14	17

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)***

	Hispanic %	White %	Mixed %	Other %	Table
Total school supports					
<i>Average reporting “Pretty much true” or “Very much true”</i>	57	58	51	57	
High	32	30	29	29	
Moderate	54	58	55	57	
Low	14	12	17	13	
Caring adults in school					
<i>Average reporting “Pretty much true” or “Very much true”</i>	66	66	59	63	A4.7
High	39	42	30	37	
Moderate	49	54	61	54	
Low	12	4	10	9	
High expectations-adults in school					
<i>Average reporting “Pretty much true” or “Very much true”</i>	79	83	72	80	A4.8
High	57	62	50	59	
Moderate	38	36	42	38	
Low	4	2	8	3	
Meaningful participation at school					
<i>Average reporting “Pretty much true” or “Very much true”</i>	25	24	22	27	A4.9
High	7	3	4	8	
Moderate	31	39	37	43	
Low	62	58	60	49	

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***

	Hispanic %	White %	Mixed %	Other %	Table
School connectedness					
<i>Average reporting “Agree” or “Strongly agree”</i>	70	69	63	67	A4.10
High	68	64	57	56	
Moderate	29	30	35	43	
Low	3	6	8	1	
Academic motivation					
<i>Average reporting “Agree” or “Strongly agree”</i>	77	80	73	81	A4.11
High	44	49	40	43	
Moderate	41	37	36	47	
Low	15	15	24	10	
Parent involvement in school					
<i>Average reporting “Agree” or “Strongly agree”</i>	54	63	55	59	A4.12
High	35	47	44	45	
Moderate	55	47	43	44	
Low	10	7	13	11	

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***

	Hispanic %	White %	Mixed %	Other %
Caring adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	66	66	59	63
<i>At my school, there is a teacher or some other adult... who really cares about me.</i>				
Not at all true	6	9	13	11
A little true	38	33	37	32
Pretty much true	29	37	31	41
Very much true	27	21	19	16
<i>who notices when I’m not there.</i>				
Not at all true	18	6	14	11
A little true	20	27	29	30
Pretty much true	28	27	36	32
Very much true	34	40	21	26
<i>who listens to me when I have something to say.</i>				
Not at all true	3	2	5	1
A little true	16	26	25	25
Pretty much true	40	30	30	33
Very much true	41	41	40	41

*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***

	Hispanic %	White %	Mixed %	Other %
High expectations-adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	79	83	72	80
<i>At my school, there is a teacher or some other adult... who tells me when I do a good job.</i>				
Not at all true	10	6	11	5
A little true	18	24	27	26
Pretty much true	43	44	36	33
Very much true	30	26	26	35
<i>who always wants me to do my best.</i>				
Not at all true	1	3	6	0
A little true	14	6	10	11
Pretty much true	25	28	22	27
Very much true	60	63	63	62
<i>who believes that I will be a success.</i>				
Not at all true	5	2	6	2
A little true	14	13	24	15
Pretty much true	34	35	32	28
Very much true	47	50	38	55

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***

	Hispanic %	White %	Mixed %	Other %
Meaningful participation at school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	25	24	22	27
<i>At school...</i>				
I do interesting activities.				
Not at all true	22	13	21	19
A little true	34	36	35	27
Pretty much true	25	35	21	29
Very much true	19	16	23	25
I help decide things like class activities or rules.				
Not at all true	61	65	60	64
A little true	20	23	27	23
Pretty much true	14	8	6	10
Very much true	5	4	7	3
I do things that make a difference.				
Not at all true	27	22	30	31
A little true	44	43	38	32
Pretty much true	22	22	20	23
Very much true	7	13	12	13
I have a say in how things work.				
Not at all true	51	52	54	48
A little true	26	31	29	31
Pretty much true	19	14	12	17
Very much true	4	3	6	5
I help decide school activities or rules.				
Not at all true	80	76	81	79
A little true	12	17	15	10
Pretty much true	4	6	2	5
Very much true	4	2	1	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***

	Hispanic %	White %	Mixed %	Other %
School connectedness				
<i>Average reporting “Agree” or “Strongly agree”</i>	70	69	63	67
I feel close to people at this school.				
Strongly disagree	0	1	5	2
Disagree	11	4	6	9
Neither disagree nor agree	22	36	38	33
Agree	46	46	37	40
Strongly agree	22	14	14	16
I am happy to be at this school.				
Strongly disagree	0	5	6	4
Disagree	4	6	5	3
Neither disagree nor agree	27	17	24	20
Agree	31	49	35	46
Strongly agree	38	24	31	26
I feel like I am part of this school.				
Strongly disagree	1	5	4	4
Disagree	10	4	11	2
Neither disagree nor agree	29	27	26	32
Agree	32	41	37	44
Strongly agree	28	23	23	18
The teachers at this school treat students fairly.				
Strongly disagree	1	1	1	1
Disagree	3	3	4	7
Neither disagree nor agree	23	21	26	15
Agree	44	46	40	48
Strongly agree	29	29	29	29
I feel safe in my school.				
Strongly disagree	1	2	2	1
Disagree	2	4	6	2
Neither disagree nor agree	15	20	24	25
Agree	47	43	37	41
Strongly agree	35	31	31	31

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***

	Hispanic %	White %	Mixed %	Other %
Academic motivation				
<i>Average reporting “Agree” or “Strongly agree”</i>	77	80	73	81
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	0	0	0	1
Disagree	3	0	4	3
Neither disagree nor agree	10	7	8	3
Agree	30	27	34	29
Strongly agree	57	66	54	64
I try hard at school because I am interested in my work.				
Strongly disagree	3	5	7	7
Disagree	10	16	16	13
Neither disagree nor agree	29	24	27	24
Agree	32	30	25	34
Strongly agree	27	25	25	22
I work hard to try to understand new things at school.				
Strongly disagree	1	1	1	2
Disagree	3	3	6	3
Neither disagree nor agree	16	16	18	15
Agree	39	45	37	40
Strongly agree	40	36	37	40
I am always trying to do better in my schoolwork.				
Strongly disagree	0	0	1	0
Disagree	4	0	4	0
Neither disagree nor agree	12	9	17	4
Agree	27	24	23	36
Strongly agree	57	68	56	60

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***

	Hispanic %	White %	Mixed %	Other %
Parent involvement in school				
<i>Average reporting “Agree” or “Strongly agree”</i>	54	63	55	59
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	1	1	0	0
Disagree	6	8	10	5
Neither disagree nor agree	38	23	29	26
Agree	37	50	35	38
Strongly agree	17	19	27	30
Parents feel welcome to participate at this school.				
Strongly disagree	0	1	4	1
Disagree	4	6	8	3
Neither disagree nor agree	47	35	36	40
Agree	29	40	35	42
Strongly agree	20	18	18	13
School staff takes parent concerns seriously.				
Strongly disagree	2	0	6	2
Disagree	5	6	6	10
Neither disagree nor agree	33	32	37	33
Agree	43	47	28	32
Strongly agree	17	16	23	23

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***

	Hispanic %	White %	Mixed %	Other %
My school is usually clean and tidy.				
Strongly disagree	2	1	5	2
Disagree	6	7	8	11
Neither disagree nor agree	29	22	29	29
Agree	44	52	42	45
Strongly agree	19	19	17	13

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

	Hispanic %	White %	Mixed %	Other %
Very safe	21	18	17	23
Safe	54	53	42	44
Neither safe nor unsafe	23	22	37	32
Unsafe	1	5	2	0
Very unsafe	0	1	2	1

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***

	Hispanic %	White %	Mixed %	Other %
Race, ethnicity, or national origin				
0 times	81	89	86	77
1 time	13	5	7	10
2 or more times	6	6	7	13
Religion				
0 times	98	98	93	94
1 time	1	0	0	3
2 or more times	1	2	7	2
Gender				
0 times	94	92	88	96
1 time	3	3	6	3
2 or more times	3	5	6	1
Because you are gay or lesbian or someone thought you were				
0 times	87	87	84	87
1 time	4	2	8	10
2 or more times	9	11	7	3
A physical or mental disability				
0 times	95	94	96	96
1 time	2	4	4	1
2 or more times	3	2	0	3
You are an immigrant or someone thought you were				
0 times	96	98	100	98
1 time	1	1	0	1
2 or more times	3	1	0	1
<i>Any of the above six reasons</i>	33	22	32	34

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***

	Hispanic %	White %	Mixed %	Other %
Any other reason				
0 times	69	71	73	78
1 time	13	11	10	9
2 or more times	18	19	18	13
Any harassment	41	35	40	43

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***

	Hispanic %	White %	Mixed %	Other %
<i>During the past 12 months, how many times on school property have you...</i>				
had mean rumors or lies spread about you?				
0 times	65	60	67	70
1 time	16	19	16	11
2 to 3 times	12	12	6	11
4 or more times	7	10	11	8
had sexual jokes, comments, or gestures made to you?				
0 times	69	75	75	77
1 time	15	11	5	9
2 to 3 times	6	9	13	5
4 or more times	10	6	7	9
been made fun of because of your looks or the way you talk?				
0 times	67	67	62	71
1 time	16	17	20	13
2 to 3 times	6	5	6	7
4 or more times	11	12	12	9
been made fun of, insulted, or called names?				
0 times	56	59	50	56
1 time	18	16	20	19
2 to 3 times	7	8	11	9
4 or more times	18	18	19	16

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***

	Hispanic %	White %	Mixed %	Other %
<i>During the past 12 months, how many times on school property have you...</i>				
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?				
0 times	66	76	75	79
1 time	17	12	17	11
2 to 3 times	9	8	2	5
4 or more times	9	5	6	4
been afraid of being beaten up?				
0 times	85	81	85	80
1 time	11	7	11	11
2 to 3 times	2	4	1	2
4 or more times	2	9	4	7
been threatened with harm or injury?				
0 times	89	84	88	92
1 time	5	9	8	3
2 to 3 times	4	2	0	2
4 or more times	1	5	4	2
been in a physical fight?				
0 times	84	91	85	88
1 time	12	7	10	8
2 to 3 times	2	1	4	4
4 or more times	2	1	2	0
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	96	95	99	99
1 time	3	5	1	0
2 to 3 times	1	0	0	0
4 or more times	0	0	0	1
been offered, sold, or given an illegal drug?				
0 times	98	98	95	100
1 time	1	1	4	0
2 to 3 times	1	1	1	0
4 or more times	0	0	0	0

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***

	Hispanic %	White %	Mixed %	Other %
Had your property stolen or deliberately damaged				
0 times	86	87	84	87
1 time	11	9	11	9
2 to 3 times	2	2	1	4
4 or more times	1	2	4	0
Damaged school property on purpose				
0 times	94	98	98	98
1 time	5	2	1	2
2 to 3 times	0	0	0	0
4 or more times	1	0	1	0

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***

	Hispanic %	White %	Mixed %	Other %
Carried a gun				
0 times	99	100	99	100
1 time	0	0	0	0
2 to 3 times	0	0	1	0
4 or more times	1	0	0	0
Carried any other weapon (such as a knife or club)				
0 times	98	98	93	100
1 time	1	2	4	0
2 to 3 times	0	0	2	0
4 or more times	1	0	1	0
Seen someone carrying a gun, knife, or other weapon				
0 times	94	92	89	93
1 time	5	6	8	3
2 to 3 times	1	1	1	1
4 or more times	0	1	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***

	Hispanic %	White %	Mixed %	Other %
0 times (never)	79	78	81	84
1 time	11	7	7	10
2 to 3 times	6	8	6	3
4 or more times	4	8	6	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

	Hispanic %	White %	Mixed %	Other %	Table
Lifetime illicit AOD use to get “high” [†]	13	4	8	5	A6.2
Lifetime alcohol or drug use	13	4	8	5	A6.2
Lifetime marijuana use	2	2	1	2	A6.2
Lifetime very drunk or high (7 or more times)	1	0	0	0	A6.7
Lifetime drinking and driving involvement	38	na	na	na	A6.10
Current alcohol or drug use	9	5	4	0	A6.5
Current marijuana use	0	1	0	0	A6.5
Current heavy drug use	1	0	0	0	A6.5
Current heavy alcohol use (binge drinking)	1	0	0	0	A6.5
Current alcohol or drug use on school property	1	0	1	1	A6.8
Harmfulness of occasional marijuana use [‡]	45	46	35	37	A6.11
Difficulty of obtaining marijuana [§]	23	27	25	26	A6.12

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***

	Hispanic %	White %	Mixed %	Other %
Alcohol	11	2	7	1
Marijuana	2	2	1	2
Inhalants	4	2	4	3
Any other drug, pill, or medicine to get “high”	2	1	1	0
<i>Any of the above AOD use</i>	13	4	8	5
<i>Any illicit AOD use to get “high”[†]</i>	13	4	8	5

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

	Hispanic %	White %	Mixed %	Other %
Alcohol (one full drink)				
0 times	89	98	93	99
1 time	4	1	4	1
2 to 3 times	3	0	2	0
4 or more times	3	1	1	0
Marijuana (smoke, vape, eat, or drink)				
0 times	98	98	99	98
1 time	0	1	1	2
2 to 3 times	1	1	0	0
4 or more times	1	0	0	0
Inhalants				
0 times	96	98	96	97
1 time	3	1	1	3
2 to 3 times	1	0	2	0
4 or more times	0	1	0	0
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 times	98	99	99	100
1 time	1	1	1	0
2 to 3 times	0	0	0	0
4 or more times	1	0	0	0

Question HS A.49-51, 60/MS A.50-52, 54: 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)... 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 A6.4***Lifetime Marijuana Consumption***

	Hispanic %	White %	Mixed %	Other %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>				
Smoke it?				
0 times	99	99	99	100
1 time	0	0	1	0
2 to 3 times	1	1	0	0
4 or more times	0	0	0	0
In an electronic or e-cigarette or other vaping device?				
0 times	96	99	99	99
1 time	1	0	1	1
2 to 3 times	0	1	0	0
4 or more times	3	0	0	0
Eat or drink it in products made with marijuana?				
0 times	98	99	99	100
1 time	1	1	1	0
2 to 3 times	0	0	0	0
4 or more times	1	0	0	0

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***

	Hispanic %	White %	Mixed %	Other %
Alcohol (one or more drinks of alcohol)	5	4	4	0
Binge drinking (5 or more drinks in a row)	1	0	0	0
Marijuana (smoke, vape, eat, or drink)	0	1	0	0
Inhalants	3	0	0	0
Other drug, pill, or medicine to get “high” or for reasons other than medical	0	0	0	0
<i>Any drug use</i>	3	1	0	0
<i>Heavy drug use</i>	1	0	0	0
<i>Any AOD Use</i>	9	5	4	0

Question HS A.70-73, 756/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”)... 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.

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***

	Hispanic %	White %	Mixed %	Other %
Alcohol (one or more drinks)				
0 days	95	96	96	100
1 or 2 days	3	4	4	0
3 to 9 days	2	0	0	0
10 to 19 days	0	0	0	0
20 or more days	0	0	0	0
Binge drinking (5 or more drinks in a row)				
0 days	99	100	100	100
1 or 2 days	0	0	0	0
3 to 9 days	1	0	0	0
10 to 19 days	0	0	0	0
20 or more days	0	0	0	0
Marijuana (smoke, vape, eat, or drink)				
0 days	100	99	100	100
1 or 2 days	0	1	0	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 or more days	0	0	0	0

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”***

	Hispanic %	White %	Mixed %	Other %
Very drunk or sick after drinking alcohol				
0 times	96	100	100	98
1 to 2 times	4	0	0	2
3 to 6 times	0	0	0	0
7 or more times	0	0	0	0
“High” (loaded, stoned, or wasted) from using drugs				
0 times	98	100	98	100
1 to 2 times	1	0	2	0
3 to 6 times	0	0	0	0
7 or more times	1	0	0	0
Very drunk or “high” 7 or more times	1	0	0	0

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***

	Hispanic %	White %	Mixed %	Other %
Alcohol				
0 days	99	100	100	100
1 to 2 days	1	0	0	0
3 or more days	0	0	0	0
Marijuana (smoke, vape, eat, or drink)				
0 days	100	100	100	100
1 to 2 days	0	0	0	0
3 or more days	0	0	0	0
Any other drug, pill, or medicine to get “high” or for reasons other than medical?				
0 days	100	100	99	99
1 to 2 days	0	0	1	1
3 or more days	0	0	0	0
<i>Any of the above</i>	1	0	1	1

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***

	Hispanic %	White %	Mixed %	Other %
0 times	98	100	99	100
1 to 2 times	1	0	1	0
3 to 6 times	1	0	0	0
7 or more times	0	0	0	0

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***Drinking While Driving, Lifetime***

	Hispanic %	White %	Mixed %	Other %
Have ridden in a car driven by someone who had been using alcohol or drugs				
Never	62	77	71	65
1 time	17	9	4	8
2 times	5	5	10	9
3 to 6 times	5	3	4	9
7 or more times	10	6	12	9

Question MS A.87: In your life, how many times have you ridden in a car driven by someone who had been using alcohol or drugs?

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

Table A6.11***Perceived Harm of AOD Use***

	Hispanic %	White %	Mixed %	Other %
Alcohol - drink occasionally				
Great	20	25	25	24
Moderate	40	26	29	34
Slight	24	35	34	27
None	15	13	12	16
Alcohol - 5 or more drinks once or twice a week				
Great	53	46	55	57
Moderate	26	38	29	22
Slight	11	7	10	5
None	11	9	7	15
Marijuana - use occasionally				
Great	45	46	35	37
Moderate	36	35	42	37
Slight	11	10	15	10
None	9	9	8	15
Marijuana - use daily				
Great	73	82	75	71
Moderate	11	6	12	9
Slight	5	5	5	2
None	11	8	8	18

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 A6.12***Perceived Difficulty of Obtaining Alcohol and Marijuana***

	Hispanic %	White %	Mixed %	Other %
Alcohol				
Very difficult	12	15	20	14
Fairly difficult	13	16	11	12
Fairly easy	24	19	27	25
Very easy	23	13	14	8
Don't know	29	38	27	41
Marijuana				
Very difficult	23	27	25	26
Fairly difficult	17	15	18	14
Fairly easy	15	8	17	9
Very easy	7	5	6	4
Don't know	38	46	35	46

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

	Hispanic %	White %	Mixed %	Other %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	0	1	0	0	A7.2
Current cigarette smoking [†]	0	0	0	0	A7.3
Current cigarette smoking at school [†]	0	0	0	0	A7.4
Ever tried smokeless tobacco	1	0	0	1	A7.2
Current smokeless tobacco use [†]	0	0	0	0	A7.3
Current smokeless tobacco use at school [†]	0	0	0	0	A7.4
Ever used electronic cigarettes	6	3	2	4	A7.2
Current use of electronic cigarettes [†]	0	0	0	1	A7.3
Current use of electronic cigarettes at school [†]	0	0	0	0	A7.4
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking [‡]	30	33	29	26	A7.5
Harmfulness of smoking 1 or more packs/day [‡]	73	75	76	69	A7.5
Difficulty of obtaining cigarettes [§]	13	16	17	19	A7.7

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

[†]Past 30 days.

[‡]Great harm.

[§]Very difficult.

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

	Hispanic %	White %	Mixed %	Other %
A cigarette, even one or two puffs				
0 times	95	99	99	99
1 time	4	0	1	1
2 to 3 times	0	1	0	0
4 or more times	1	0	0	0
A whole cigarette				
0 times	100	99	100	100
1 time	0	1	0	0
2 to 3 times	0	0	0	0
4 or more times	0	0	0	0
Smokeless tobacco				
0 times	99	100	100	99
1 time	1	0	0	1
2 to 3 times	0	0	0	0
4 or more times	0	0	0	0
Electronic cigarettes, e-cigarettes, or other vaping device				
0 times	94	97	98	96
1 time	3	1	2	3
2 to 3 times	0	2	0	1
4 or more times	3	0	0	0

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.

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

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

	Hispanic %	White %	Mixed %	Other %
Cigarettes				
Any	0	0	0	0
Daily (20 or more days)	0	0	0	0
Smokeless tobacco				
Any	0	0	0	0
Daily (20 or more days)	0	0	0	0
Electronic cigarettes/e-cigarettes/other vaping device				
Any	0	0	0	1
Daily (20 or more days)	0	0	0	0

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***

	Hispanic %	White %	Mixed %	Other %
Cigarettes				
0 days	100	100	100	100
1 or 2 days	0	0	0	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 or more days	0	0	0	0
Smokeless tobacco				
0 days	100	100	100	100
1 or 2 days	0	0	0	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 or more days	0	0	0	0
Electronic cigarettes, e-cigarettes, or other vaping device				
0 days	100	100	100	100
1 or 2 days	0	0	0	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 or more days	0	0	0	0

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***Perceived Harm of Cigarette Smoking***

	Hispanic %	White %	Mixed %	Other %
Smoke cigarettes occasionally				
Great	30	33	29	26
Moderate	43	39	50	41
Slight	17	20	17	19
None	9	8	5	14
Smoke 1 or more packs of cigarettes each day				
Great	73	75	76	69
Moderate	13	14	12	11
Slight	6	3	5	5
None	8	9	7	14

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 A7.6***Perceived Harm of E-Cigarette Use Compared to Smoking***

	Hispanic %	White %	Mixed %	Other %
Use e-cigarettes or vaping device occasionally				
Great	30	30	33	35
Moderate	43	40	43	32
Slight	17	20	17	18
None	9	10	7	15
Use e-cigarettes or vaping devices several times a day				
Great	72	75	73	67
Moderate	14	14	15	16
Slight	5	4	6	1
None	9	7	6	17

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 A7.7***Perceived Difficulty of Obtaining Cigarettes and E-Cigarettes***

	Hispanic %	White %	Mixed %	Other %
Cigarettes				
Very difficult	13	16	17	19
Fairly difficult	23	14	20	13
Fairly easy	26	20	19	16
Very easy	8	10	11	12
Don't know	31	41	33	40
E-cigarettes or vaping device				
Very difficult	13	16	24	14
Fairly difficult	16	14	12	16
Fairly easy	22	17	18	20
Very easy	19	11	11	12
Don't know	30	44	36	37

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

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

8. Other Physical and Mental Health Risks

Table A8.1

Alone After School

	Hispanic %	White %	Mixed %	Other %
Never	50	37	38	54
1 day	11	12	18	11
2 days	6	14	10	7
3 days	3	9	14	3
4 days	1	5	4	1
5 days	29	24	17	24

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

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

Table A8.2

Hours of Sleep

	Hispanic %	White %	Mixed %	Other %
4 or less hours	2	1	5	2
5 hours	6	3	5	5
6 hours	3	6	5	7
7 hours	20	17	21	18
8 hours	24	41	30	33
9 hours	26	19	23	24
10 or more hours	18	14	12	11

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

	Hispanic %	White %	Mixed %	Other %
No	37	22	32	31
Yes	63	78	68	69

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

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

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

	Hispanic %	White %	Mixed %	Other %
No	70	76	77	74
Yes	30	24	23	26

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

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

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

	Hispanic %	White %	Mixed %	Other %
No	86	87	84	93
Yes	14	13	16	7

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

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

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

	Hispanic %	White %	Mixed %	Other %
No	99	98	96	96
Yes	1	2	4	4

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. Gender Breakdowns

Table A9.1
School Supports and Engagement by Gender

	Hispanic		White		Mixed		Other	
	Female	Male	Female	Male	Female	Male	Female	Male
	%	%	%	%	%	%	%	%
<i>School Environment</i>								
Total school supports [‡]	56	58	59	57	59	43	51	61
Caring adults in school [‡]	62	70	65	65	66	52	54	71
High expectations-adults in school [‡]	78	81	83	82	80	63	74	85
Meaningful participation at school [‡]	28	22	27	22	30	14	26	29
<i>School Connectedness</i> [†]	66	75	71	67	68	57	64	70
<i>Academic Motivation</i> [†]	80	75	80	80	81	64	81	80
<i>Parent Involvement in School</i> [†]	56	51	67	59	63	48	53	64

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 A9.2

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

	Hispanic		White		Mixed		Other	
	Female	Male	Female	Male	Female	Male	Female	Male
	%	%	%	%	%	%	%	%
Perceived Safety at School								
Feel safe or very safe at school	67	85	72	72	72	44	66	68
Harassment/Bullying at School								
<i>During the past 12 months at school, have you been...</i>								
harassed/bullied for any of the six reasons	29	39	28	19	33	32	29	38
harassed/bullied for any reasons	39	44	35	35	42	39	39	46
Current ATOD Use								
<i>During the past 30 days, did you...</i>								
have at least one drink of alcohol at school	2	0	0	0	0	0	0	0
use cigarettes	0	0	0	0	0	0	0	0
use electronic cigarettes	0	0	0	0	0	0	0	2
have at least one drink of alcohol	4	5	0	7	5	2	0	0
use marijuana	0	0	0	2	0	0	0	0
Mental Health								
Chronic sad or hopeless feelings, past 12 months	36	24	30	21	21	25	38	16

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

	Hispanic	White	Mixed	Other
<i>Student Sample Size</i>				
Final number	93	102	84	90

2. Summary of Key Indicators

Table B2.1

Key Indicators of Alcohol and Other Drug Use

	Hispanic %	White %	Mixed %	Other %	Table
Alcohol and Marijuana Consumption Patterns					
Usually drank until felt it a lot	0	0	0	0	B3.3
Strong Personal Disapproval of AOD Use					
Having one or two drinks of any alcoholic beverage nearly every day	69	81	67	74	B7.1
Trying marijuana once or twice	64	75	57	72	B7.1
Using marijuana once a month or more	76	88	73	76	B7.1

Notes: 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

	Hispanic %	White %	Mixed %	Other %
Alcohol (one full drink)				
Never	73	88	75	90
10 or under	15	5	14	7
11-12 years old	12	5	10	2
13-14 years old	0	2	1	0
15-16 years old	0	0	0	0
17 years or older	0	0	0	1
Marijuana (smoke, eat, or drink)				
Never	98	99	99	98
10 or under	0	0	0	0
11-12 years old	2	1	1	1
13-14 years old	0	0	0	0
15-16 years old	0	0	0	0
17 years or older	0	0	0	1
Any other illegal drug or pill to get “high”				
Never	100	99	99	99
10 or under	0	0	1	0
11-12 years old	0	0	0	0
13-14 years old	0	0	0	0
15-16 years old	0	1	0	0
17 years or older	0	0	0	1

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***

	Hispanic %	White %	Mixed %	Other %
Smoked part or all of a cigarette				
Never	96	99	99	99
10 or under	1	0	1	0
11-12 years old	3	1	0	0
13-14 years old	0	0	0	0
15-16 years old	0	0	0	0
17 years or older	0	0	0	1
Electronic cigarette				
Never	93	97	98	96
10 or under	1	0	1	2
11-12 years old	5	3	1	1
13-14 years old	0	0	0	0
15-16 years old	0	0	0	0
17 years or older	0	0	0	1

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 device).

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

Table B3.3***Usual Alcohol Consumption Level***

	Hispanic %	White %	Mixed %	Other %
I don't drink alcohol	92	98	95	97
Just enough to feel it a little	6	2	5	3
Enough to feel it moderately	1	0	0	0
Until I feel it a lot or get really drunk	0	0	0	0

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***E-Cigarette Consumption***

	Hispanic %	White %	Mixed %	Other %
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	97	97	96	97
Nicotine or tobacco substitute	1	1	0	0
Marijuana or THC	0	0	1	0
Amphetamines, cocaine, or heroin	0	0	0	0
Alcohol	0	1	0	0
A flavored product without nicotine, alcohol, or other drug	1	2	2	2
Any other product or substance	1	0	0	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

	Hispanic %	White %	Mixed %	Other %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months	84	91	89	92
To experiment (try using)	10	1	2	2
To get high	0	0	0	0
To have a good time with friends	2	0	0	0
To fit in with a group you like	1	0	0	1
Because of boredom	1	0	0	1
To relax	1	0	0	0
To get away from problems	1	0	0	0
Because of anger or frustration	0	0	0	0
To get through the day	0	0	0	0
Because it made you feel better	2	0	0	0
To seek deeper insights and understanding	1	0	0	0
None of the above	10	14	14	11

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.

5. Supports to Reduce AOD Use

Table B5.1

Talked with Parent About AOD Use

	Hispanic %	White %	Mixed %	Other %
No	35	45	51	50
Yes	65	55	49	50

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

	Hispanic %	White %	Mixed %	Other %
At school	1	1	1	2
At parties	12	8	11	7
At concerts or other social events	3	3	1	2
At their own home	13	13	10	13
From adults at friends' homes	8	8	7	1
From friends or another teenager	14	11	11	10
Get adults to buy it for them	7	3	1	2
Buy it themselves from a store	4	1	4	4
At bars, clubs, or gambling casinos	0	1	0	1
Other	7	3	6	4
Don't know	83	86	88	82

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***

	Hispanic %	White %	Mixed %	Other %
At school	2	1	0	5
At parties	8	7	6	5
At concerts or other social events	4	3	1	5
At their own home	8	7	2	3
From an adult acquaintance	8	6	4	1
From friends or another teenager	11	11	10	8
Buy it at a marijuana dispensary	3	1	4	1
At bars or clubs	2	1	0	1
Other	4	7	7	2
Don't know	82	87	90	91

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

	Hispanic %	White %	Mixed %	Other %
Having one or two drinks of any alcoholic beverage nearly every day				
Neither approve nor disapprove	19	8	23	18
Somewhat disapprove	12	11	11	8
Strongly disapprove	69	81	67	74
Trying marijuana once or twice				
Neither approve nor disapprove	18	10	20	17
Somewhat disapprove	18	15	23	11
Strongly disapprove	64	75	57	72
Using marijuana once a month or more regularly				
Neither approve nor disapprove	13	8	20	16
Somewhat disapprove	11	4	7	8
Strongly disapprove	76	88	73	76

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***

	Hispanic %	White %	Mixed %	Other %
Take one or two drinks of alcohol nearly every day				
Very wrong	82	89	88	92
Wrong	9	5	5	8
A little wrong	9	6	6	0
Not at all wrong	1	0	1	0
Smoke tobacco				
Very wrong	92	96	93	98
Wrong	8	2	5	2
A little wrong	0	2	1	0
Not at all wrong	0	0	1	0
Use marijuana				
Very wrong	92	94	92	97
Wrong	7	2	5	2
A little wrong	1	4	1	1
Not at all wrong	0	0	2	0
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	96	97	96	98
Wrong	3	1	2	1
A little wrong	1	1	1	1
Not at all wrong	0	1	0	0

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**

	Hispanic %	White %	Mixed %	Other %
Take one or two drinks of alcohol nearly every day				
Very wrong	72	75	71	76
Wrong	17	19	23	21
A little wrong	7	5	6	3
Not at all wrong	4	1	0	0
Smoke tobacco				
Very wrong	76	83	75	79
Wrong	15	12	22	18
A little wrong	6	4	4	2
Not at all wrong	3	1	0	0
Use marijuana				
Very wrong	74	84	73	79
Wrong	16	10	20	18
A little wrong	7	5	6	2
Not at all wrong	3	1	1	0
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	82	88	73	82
Wrong	9	8	22	16
A little wrong	6	3	4	2
Not at all wrong	3	1	1	0

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***

	Hispanic %	White %	Mixed %	Other %
No	13	8	14	15
Yes	88	92	86	85

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

	Hispanic %	White %	Mixed %	Other %
No	94	96	98	98
Yes	6	4	2	2

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.

Drug Free Communities (DFC) Module

1. Module Sample

Table G1.1

Student Sample for DFC Module

	Hispanic	White	Mixed	Other
<i>Student Sample Size</i>				
Final number	89	101	84	87

2. Prescription Drug Use

Table G2.1

Prescription Drug Use, Past 30 Days

	Hispanic %	White %	Mixed %	Other %
No	99	99	100	99
Yes	1	1	0	1

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

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

3. Disapproval of Prescription Drug Use

Table G3.1

Parental Disapproval of Prescription Drug Use

	Hispanic %	White %	Mixed %	Other %
Very wrong	85	91	85	90
Wrong	11	7	13	8
A little wrong	1	2	1	0
Not at all wrong	2	0	1	2

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

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

Table G3.2

Peer Disapproval of Prescription Drug Use

	Hispanic %	White %	Mixed %	Other %
Very wrong	66	74	60	65
Wrong	24	19	32	28
A little wrong	8	7	7	5
Not at all wrong	2	0	1	2

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

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

4. Perceived Harm from Marijuana and Prescription Drug Use

Table G4.1

Perceived Risks Associated with Marijuana and Prescription Drug Use

	Hispanic %	White %	Mixed %	Other %
Smoke marijuana once or twice a week				
Great risk	46	64	55	59
Moderate risk	35	26	30	28
Slight risk	11	8	8	9
No risk	8	2	6	5
Use prescription drugs that are not prescribed to them				
Great risk	73	73	73	72
Moderate risk	20	25	18	15
Slight risk	0	1	6	7
No risk	7	1	2	6

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

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

Military-Connected School Module

1. Module Sample

Table J1.1

Student Sample for Military-Connected School Module

	Hispanic	White	Mixed	Other
<i>Student Sample Size</i>				
Final number	94	103	84	91

2. Family Military Connections and Supports

Table J2.1

Family Military Connections

	Hispanic %	White %	Mixed %	Other %
Do you have someone in your family who is currently in the military?				
No	56	48	47	57
Yes	40	49	47	35
Don't know	4	4	6	8
Do you have someone in your family who is in the military now or sometime in the last 10 years?				
No	38	34	37	44
Yes	46	53	51	44
Don't know	15	13	12	11
Who in your family is currently in the military? (You can mark more than one answer if you have more than one family member in the military.)[†]				
No one in my family is in the military	46	43	43	47
Father	23	36	19	22
Mother	10	10	8	8
Brother or sister	6	6	4	3
Grandparent or other relative	20	16	30	16
Don't know	7	6	6	11

Question HS/MS J.1, 2, 39: Do you have someone in your family (like a parent, grandparent, brother, sister) who is currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?... Who in your family is currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)? (You can mark more than one answer if you have more than one family member in the military.)... Do you have someone in your family (like a parent, grandparent, brother, sister) who is in the military now or sometime in the last 10 years?

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

Table J2.2
Family Support

	Hispanic %	White %	Mixed %	Other %
My family is very close and we support each other.				
Not at all true	4	4	5	1
A little true	5	4	11	14
Pretty much true	22	28	26	36
Very much true	68	64	54	48
Don't know	1	0	5	0
My family gets support from relatives and friends.				
Not at all true	2	4	2	3
A little true	13	8	13	11
Pretty much true	27	22	18	32
Very much true	52	60	59	50
Don't know	6	6	7	3
I feel supported by other families in my community.				
Not at all true	17	11	17	10
A little true	22	19	20	19
Pretty much true	27	25	24	32
Very much true	27	35	33	33
Don't know	7	10	6	6

Question HS/MS J.4-6: How true is each of these sentences about you and your family?... My family is very close and we support each other... My family gets support from relatives and friends... I feel supported by other families in my community.

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

Table J2.3
Military Support

	Hispanic %	White %	Mixed %	Other %
I feel that my family makes an important sacrifice for our country because we are in the military.				
No one in my family is in the military	54	43	42	47
Not true	1	3	6	4
A little true	8	13	8	8
Pretty much true	13	14	8	9
Very much true	20	23	20	20
Don't know	4	5	14	12
The military is doing many things to help my family.				
No one in my family is in the military	44	34	34	35
Not true	3	4	5	2
A little true	6	6	14	13
Pretty much true	16	19	12	12
Very much true	25	24	18	23
Don't know	5	13	17	14
I feel that other military families support me and my family.				
No one in my family is in the military	44	32	29	35
Not true	5	6	7	8
A little true	6	13	12	4
Pretty much true	12	17	16	18
Very much true	18	18	17	14
Don't know	14	15	19	21

Question HS/MS J.34-36: How true is each of these sentences?... I feel that my family makes an important sacrifice for our country because we are in the military... The military is doing many things to help my family... I feel that other military families support me and my family.

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

Table J2.4***Perceived Lack of Appreciation***

	Hispanic %	White %	Mixed %	Other %
Sometimes I feel that my teachers do not appreciate the sacrifices my family makes for our country because we are in the military.				
No one in my family is in the military	54	42	45	46
Not true	24	27	33	24
A little true	9	10	1	6
Pretty much true	0	3	1	3
Very much true	1	2	4	0
Don't know	13	17	17	21

Question HS/MS J.37: How true is each of these sentences?... Sometimes I feel that my teachers do not appreciate the sacrifices my family makes for our country because we are in the military.

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

3. Perceived Personal Strengths

Table J3.1

Perceived Responsibilities

	Hispanic %	White %	Mixed %	Other %
I feel that I have more responsibilities at home than my friends.				
Not at all true	32	26	20	24
A little true	21	22	19	18
Pretty much true	14	15	19	19
Very much true	24	30	35	30
Don't know	9	7	6	10

Question HS/MS J.7: How true is each of these sentences about you and your family?... I feel that I have more responsibilities at home (like chores) than my friends.

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

Table J3.2

Perceived Internal Strengths

	Hispanic %	White %	Mixed %	Other %
I am more independent than many of my friends.				
Not at all true	12	12	6	11
A little true	30	30	27	24
Pretty much true	20	14	25	21
Very much true	20	28	27	26
Don't know	18	17	16	18
I know how to solve problems in my life better than most of my friends.				
Not at all true	13	8	8	9
A little true	21	24	25	24
Pretty much true	23	28	25	18
Very much true	30	20	25	33
Don't know	13	19	17	16

Question HS/MS J.9, 10: How true is each of these sentences about you and your family?... I am more independent than many of my friends... I know how to solve problems in my life better than most of my friends.

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

Table J3.3***Interest in Helping Others***

	Hispanic %	White %	Mixed %	Other %
I am more interested in volunteering and helping others than are many of my friends.				
Not at all true	21	18	23	23
A little true	30	36	24	27
Pretty much true	21	16	20	19
Very much true	11	11	14	18
Don't know	17	19	19	13

Question HS/MS J.11: How true is each of these sentences about you and your family?... I am more interested in volunteering and helping others than are many of my friends.

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

4. School Connections and Peer Relationships

Table J4.1

School Connections

	Hispanic %	White %	Mixed %	Other %
Adults in this school respect my family.				
Not at all true	2	4	8	7
A little true	10	11	8	5
Pretty much true	23	25	24	15
Very much true	19	31	24	32
Don't know	46	29	35	42
I have a hard time paying attention in school.				
Not at all true	34	39	31	51
A little true	38	40	46	34
Pretty much true	17	16	10	9
Very much true	9	5	11	4
Don't know	2	1	2	2
My parents help me with my school work.				
Not at all true	15	12	17	15
A little true	33	27	26	21
Pretty much true	15	26	24	35
Very much true	35	34	31	28
Don't know	2	2	2	1
My parents come to school to meet my teachers or to attend events.				
Not at all true	23	17	25	26
A little true	29	33	17	24
Pretty much true	14	21	17	18
Very much true	23	23	33	22
Don't know	12	5	8	10

Question HS/MS J.13-16: How true is each of these sentences about you and your family?... Adults in this school respect my family... I have a hard time paying attention in school... My parents help me with my school work... My parents come to school to meet my teachers or to attend events (like parent nights, sports events, plays, or concerts).

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

Table J4.2***Peer Difficulties***

	Hispanic %	White %	Mixed %	Other %
Other students in school do not really understand my family life.				
Not at all true	27	25	24	19
A little true	22	20	15	22
Pretty much true	15	20	21	18
Very much true	19	14	17	21
Don't know	17	20	23	21
I have a hard time making friends because I have to change schools often.				
Not at all true	83	78	83	75
A little true	12	11	10	11
Pretty much true	1	3	0	5
Very much true	4	8	2	4
Don't know	0	1	5	4

Question HS/MS J.17, 18: How true is each of these sentences about you and your family?... Other students in school do not really understand my family life... I have a hard time making friends because I have to change schools often.

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

5. Emotional Competence

Table J5.1

Family Pride

	Hispanic %	White %	Mixed %	Other %
I feel proud of my family.				
Not at all true	3	3	1	1
A little true	3	5	7	4
Pretty much true	14	15	24	21
Very much true	78	78	63	74
Don't know	2	0	5	0

Question HS/MS J.3: How true is each of these sentences about you and your family?... I feel proud of my family.

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

Table J5.2

Positive Affect

	Hispanic %	White %	Mixed %	Other %
<i>In the last 30 days, how often did you...</i>				
feel full of energy?				
None of the time	5	6	4	9
A little of the time	14	15	12	14
Some of the time	21	32	40	30
Most of the time	34	33	26	27
All of the time	24	12	15	20
Don't know	1	3	2	0
feel happy?				
None of the time	3	4	6	0
A little of the time	8	5	6	8
Some of the time	18	21	20	23
Most of the time	39	52	43	46
All of the time	31	19	23	21
Don't know	1	0	1	2

Question HS/MS J.19, 20: In the last 30 days, how often did you... feel full of energy?... feel happy?

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

Table J5.2***Positive Affect – Continued***

	Hispanic %	White %	Mixed %	Other %
<i>In the last 30 days, how often did you...</i>				
feel proud?				
None of the time	6	8	5	4
A little of the time	9	17	14	14
Some of the time	29	27	29	32
Most of the time	22	23	25	22
All of the time	33	25	21	26
Don't know	1	0	6	1
feel good about life?				
None of the time	5	4	6	7
A little of the time	9	10	6	9
Some of the time	13	14	20	20
Most of the time	34	33	20	25
All of the time	38	40	40	37
Don't know	1	0	7	2
feel excited?				
None of the time	6	3	4	6
A little of the time	6	14	11	16
Some of the time	26	40	33	38
Most of the time	37	30	30	24
All of the time	22	14	19	16
Don't know	2	0	4	1
feel strong?				
None of the time	7	7	6	7
A little of the time	11	16	11	13
Some of the time	18	17	19	22
Most of the time	18	33	26	32
All of the time	44	27	32	24
Don't know	2	1	6	1

Question HS/MS J.23, 25, 28, 30: In the last 30 days, how often did you... feel proud?... feel good about life?... feel excited?... feel strong?

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

Table J5.3***Negative Affect***

	Hispanic %	White %	Mixed %	Other %
<i>In the last 30 days, how often did you...</i>				
feel like everything is hard to do?				
None of the time	17	25	13	19
A little of the time	41	37	48	42
Some of the time	26	23	24	21
Most of the time	12	11	5	13
All of the time	4	3	7	3
Don't know	0	1	2	1
feel like nothing makes you happy?				
None of the time	58	59	51	53
A little of the time	23	24	23	22
Some of the time	9	11	12	11
Most of the time	4	4	4	7
All of the time	4	1	6	5
Don't know	2	1	5	2
feel restless, cannot stay still in one place?				
None of the time	33	21	21	24
A little of the time	20	21	24	15
Some of the time	15	26	14	32
Most of the time	12	14	13	11
All of the time	17	16	24	15
Don't know	3	2	4	2

Question HS/MS J.21, 22, 24: In the last 30 days, how often did you... feel like everything is hard to do?... feel like nothing makes you happy?... feel restless, cannot stay still in one place?

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

Table J5.3***Negative Affect – Continued***

	Hispanic %	White %	Mixed %	Other %
<i>In the last 30 days, how often did you...</i>				
feel nervous?				
None of the time	19	12	15	15
A little of the time	25	25	33	31
Some of the time	32	37	34	27
Most of the time	12	14	7	21
All of the time	12	13	9	6
Don't know	0	0	2	0
feel that you do not have much hope?				
None of the time	61	53	51	43
A little of the time	18	29	18	24
Some of the time	11	7	19	21
Most of the time	4	5	4	7
All of the time	4	6	5	3
Don't know	2	0	4	2
feel like you are not important?				
None of the time	53	54	55	46
A little of the time	23	24	13	24
Some of the time	6	9	14	8
Most of the time	7	9	8	12
All of the time	10	4	7	9
Don't know	0	1	2	1

Question HS/MS J.26, 27, 29: In the last 30 days, how often did you... feel nervous?... feel that you do not have much hope?... feel like you are not important?

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

Table J5.4***Worry About a Family Member Deployed Outside USA***

	Hispanic %	White %	Mixed %	Other %
No one in my family is in the military	51	44	43	43
Not true	10	12	16	14
A little true	8	6	5	11
Pretty much true	6	11	12	7
Very much true	19	18	12	10
Don't know	6	10	12	14

Question HS/MS J.38: How true is each of these sentences?... I worry about a family member who is serving in the military outside the USA.

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

6. Family Relocation and Deployment

Table J6.1

Family Relocation and Impact on Schooling

	Hispanic %	White %	Mixed %	Other %
In the last five years, how many times did you change your school because your family had to move?				
I did not change schools	47	48	52	40
Once	21	23	27	25
Twice	13	13	12	13
Three times	13	11	2	12
Four times	1	3	4	4
More than four times	3	0	1	2
Don't know	2	3	1	3
If you changed schools, did you have any difficulties because your course credit earned at your previous school was not counted in your new school?				
I did not change schools	45	47	49	36
I did not have any problems.	28	19	27	33
I had minor problems.	6	8	6	9
I had serious problems when I changed schools.	2	4	1	1
Don't know	19	22	17	21

Question HS/MS J.31, 32: In the last five years, how many times did you change your school because your family had to move?... If you changed schools, did you have any difficulties because your course credit earned at your previous school was not counted in your new school?

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

Table J6.2***Deployment of Family Members Outside USA, Last 10 Years***

	Hispanic %	White %	Mixed %	Other %
Never	54	46	49	47
Once	9	12	8	10
Twice or more	26	36	23	25
Don't know	12	7	19	18

Question HS/MS J.33: As far as you can remember, how many times in the last 10 years did any member of your family leave home and serve (deploy) outside the USA?

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

Table J6.3***Travel Experience***

	Hispanic %	White %	Mixed %	Other %
I have traveled a lot and have seen many interesting places.				
Not at all true	13	14	13	12
A little true	26	23	37	20
Pretty much true	20	25	11	21
Very much true	39	38	37	45
Don't know	2	0	2	2

Question HS/MS J.8: How true is each of these sentences about you and your family?... I have traveled a lot and have seen many interesting places.

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

7. Future Plans

Table J7.1

Desire to Join Military

	Hispanic %	White %	Mixed %	Other %
When I grow up, I would like to join the military.				
Not at all true	54	53	62	64
A little true	14	17	14	10
Pretty much true	6	4	4	7
Very much true	14	10	10	5
Don't know	12	16	11	14

Question HS/MS J.12: How true is each of these sentences about you and your family?... When I grow up, I would like to join the military (Army, Navy, Marines, Air Force, National Guard, or Reserves).

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

8. Disaggregated Results by Military-Connected Family Status

Table J8.1

Student Sample for Military-Connected School Module, by Military-Connected Family Status

	Hispanic	White	Mixed	Other
<i>Student Sample</i>				
Military-connected family	26	42	20	25
Non-military-connected family (other)	68	61	64	66

Notes: Military-connected students are respondents who report that either or both their father or mother is currently in the military. Non-military-connected or other students are respondents who provide data to the Military Connected School Module but indicate that neither their father nor mother is currently in the military.

Table J8.2

Family Support by Military-Connected Family Status

	Hispanic		White		Mixed		Other	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
My family is very close and we support each other.								
Not at all true	0	6	7	2	5	5	0	2
A little true	15	1	2	5	10	11	8	17
Pretty much true	19	22	31	26	45	20	44	33
Very much true	65	69	60	67	40	58	48	48
Don't know	0	1	0	0	0	6	0	0
My family gets support from relatives and friends.								
Not at all true	0	3	2	5	5	2	4	3
A little true	8	15	14	3	15	13	13	11
Pretty much true	38	22	24	20	10	21	21	36
Very much true	46	54	57	63	65	57	58	47
Don't know	8	6	2	8	5	8	4	3
I feel supported by other families in my community.								
Not at all true	28	13	14	8	25	14	12	9
A little true	24	21	19	20	20	20	12	22
Pretty much true	24	28	24	26	20	25	36	31
Very much true	20	30	33	36	30	34	36	32
Don't know	4	7	10	10	5	6	4	6

Question HS/MS J.4-6: How true is each of these sentences about you and your family?... My family is very close and we support each other... My family gets support from relatives and friends... I feel supported by other families in my community.

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

Table J8.3

Perceived Responsibilities by Military-Connected Family Status

	Hispanic		White		Mixed		Other	
	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other
	%	%	%	%	%	%	%	%
I feel that I have more responsibilities at home than my friends.								
Not at all true	35	31	24	28	16	22	16	27
A little true	4	28	19	25	21	19	12	20
Pretty much true	12	15	19	11	11	22	24	17
Very much true	31	22	36	26	53	30	36	27
Don't know	19	4	2	10	0	8	12	9

Question HS/MS J.7: How true is each of these sentences about you and your family?... I feel that I have more responsibilities at home (like chores) than my friends.

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

Table J8.4

Perceived Internal Strengths by Military-Connected Family Status

	Hispanic		White		Mixed		Other	
	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other
	%	%	%	%	%	%	%	%
I am more independent than many of my friends.								
Not at all true	8	13	7	15	0	8	4	14
A little true	31	29	29	31	35	24	36	20
Pretty much true	15	22	14	13	25	25	12	24
Very much true	15	22	36	23	35	24	36	23
Don't know	31	13	14	18	5	19	12	20
I know how to solve problems in my life better than most of my friends.								
Not at all true	8	15	5	10	15	6	12	8
A little true	15	24	29	21	15	28	24	24
Pretty much true	12	28	21	33	25	25	16	18
Very much true	38	26	26	16	30	23	36	32
Don't know	27	7	19	20	15	17	12	18

Question HS/MS J.9, 10: How true is each of these sentences about you and your family?... I am more independent than many of my friends... I know how to solve problems in my life better than most of my friends.

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

Table J8.5

Interest in Helping Others by Military-Connected Family Status

	Hispanic		White		Mixed		Other	
	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other
	%	%	%	%	%	%	%	%
I am more interested in volunteering and helping others than are many of my friends.								
Not at all true	15	24	21	16	45	16	32	20
A little true	27	31	29	41	10	28	20	30
Pretty much true	19	22	21	11	25	19	20	18
Very much true	15	9	12	10	15	14	24	15
Don't know	23	15	17	21	5	23	4	17

Question HS/MS J.11: How true is each of these sentences about you and your family?... I am more interested in volunteering and helping others than are many of my friends.

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

Table J8.6
School Connections by Military-Connected Family Status

	Hispanic		White		Mixed		Other	
	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other
	%	%	%	%	%	%	%	%
Adults in this school respect my family.								
Not at all true	0	3	2	5	25	3	4	8
A little true	8	10	10	12	0	11	0	6
Pretty much true	23	22	29	22	30	22	8	17
Very much true	19	19	29	33	10	29	38	30
Don't know	50	45	31	28	35	35	50	39
I have a hard time paying attention in school.								
Not at all true	35	34	29	46	25	33	60	47
A little true	38	37	43	38	55	43	16	41
Pretty much true	12	19	19	13	15	8	16	6
Very much true	12	7	7	3	5	13	8	3
Don't know	4	1	2	0	0	3	0	3
My parents help me with my school work.								
Not at all true	12	16	12	12	25	14	16	14
A little true	23	37	26	27	30	25	4	28
Pretty much true	23	12	21	29	30	22	44	31
Very much true	42	32	38	31	15	36	36	25
Don't know	0	3	2	2	0	3	0	2

Question HS/MS J.13-15: How true is each of these sentences about you and your family?... Adults in this school respect my family... I have a hard time paying attention in school... My parents help me with my school work.

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

Table J8.6

School Connections by Military-Connected Family Status – Continued

	Hispanic		White		Mixed		Other	
	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other
	%	%	%	%	%	%	%	%
My parents come to school to meet my teachers or to attend events.								
Not at all true	12	27	14	20	25	25	28	26
A little true	23	31	48	23	5	20	12	29
Pretty much true	19	12	17	25	20	16	20	17
Very much true	35	18	19	26	50	28	36	17
Don't know	12	12	2	7	0	11	4	12

Question HS/MS J.16: How true is each of these sentences about you and your family?... My parents come to school to meet my teachers or to attend events (like parent nights, sports events, plays, or concerts).

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

Table J8.7
Peer Difficulties by Military-Connected Family Status

	Hispanic		White		Mixed		Other	
	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other
	%	%	%	%	%	%	%	%
Other students in school do not really understand my family life.								
Not at all true	23	28	21	28	30	22	20	18
A little true	12	26	31	13	20	14	28	20
Pretty much true	15	15	10	28	10	25	20	17
Very much true	15	21	21	8	5	20	20	21
Don't know	35	10	17	23	35	19	12	24
I have a hard time making friends because I have to change schools often.								
Not at all true	50	96	60	90	65	89	60	80
A little true	35	3	19	5	30	3	16	9
Pretty much true	4	0	5	2	0	0	8	5
Very much true	12	1	17	2	5	2	16	0
Don't know	0	0	0	2	0	6	0	6

Question HS/MS J.17, 18: How true is each of these sentences about you and your family?... Other students in school do not really understand my family life... I have a hard time making friends because I have to change schools often.

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

Table J8.8

Family Pride by Military-Connected Family Status

	Hispanic		White		Mixed		Other	
	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other
	%	%	%	%	%	%	%	%
I feel proud of my family.								
Not at all true	4	3	5	2	5	0	0	2
A little true	4	3	7	3	10	6	8	3
Pretty much true	19	12	17	13	20	25	12	24
Very much true	69	81	71	82	60	64	80	71
Don't know	4	1	0	0	5	5	0	0

Question HS/MS J.3: How true is each of these sentences about you and your family?... I feel proud of my family.

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

Table J8.9

Positive Affect by Military-Connected Family Status

	Hispanic		White		Mixed		Other	
	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other
	%	%	%	%	%	%	%	%
<i>In the last 30 days, how often did you...</i>								
feel full of energy?								
None of the time	4	6	7	5	10	2	16	6
A little of the time	19	12	19	11	15	11	4	18
Some of the time	15	24	24	38	25	45	32	29
Most of the time	23	38	29	36	25	27	24	28
All of the time	38	19	19	7	25	13	24	18
Don't know	0	1	2	3	0	3	0	0
feel happy?								
None of the time	0	4	5	3	10	5	0	0
A little of the time	8	7	2	7	5	6	4	9
Some of the time	19	18	29	15	20	21	28	21
Most of the time	31	42	41	59	35	46	48	45
All of the time	38	28	22	16	30	21	20	21
Don't know	4	0	0	0	0	2	0	3

Question HS/MS J.19, 20: In the last 30 days, how often did you... feel full of energy?... feel happy?

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

Table J8.9

Positive Affect by Military-Connected Family Status – Continued

	Hispanic		White		Mixed		Other	
	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other
	%	%	%	%	%	%	%	%
<i>In the last 30 days, how often did you... feel proud?</i>								
None of the time	4	7	5	10	15	2	4	5
A little of the time	15	6	31	7	15	14	12	15
Some of the time	19	33	21	31	20	31	32	32
Most of the time	19	22	14	30	20	27	20	23
All of the time	38	31	29	23	20	22	32	24
Don't know	4	0	0	0	10	5	0	2
<i>feel good about life?</i>								
None of the time	4	6	2	5	15	3	12	5
A little of the time	15	6	14	7	10	5	0	12
Some of the time	15	12	14	13	5	25	8	24
Most of the time	23	38	29	36	25	19	28	24
All of the time	38	38	40	39	45	39	52	32
Don't know	4	0	0	0	0	9	0	3

Question HS/MS J.23, 25: In the last 30 days, how often did you... feel proud?... feel good about life?

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

Table J8.9

Positive Affect by Military-Connected Family Status – Continued

	Hispanic		White		Mixed		Other	
	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other
	%	%	%	%	%	%	%	%
<i>In the last 30 days, how often did you...</i>								
feel excited?								
None of the time	0	9	2	3	10	2	4	6
A little of the time	4	7	15	13	10	11	17	15
Some of the time	27	25	44	37	25	35	46	35
Most of the time	38	37	20	37	20	33	13	29
All of the time	23	22	20	10	35	14	21	14
Don't know	8	0	0	0	0	5	0	2
feel strong?								
None of the time	8	7	10	5	20	2	4	8
A little of the time	4	13	17	15	15	9	8	15
Some of the time	12	21	17	16	5	23	28	20
Most of the time	12	21	29	36	15	30	28	34
All of the time	58	38	29	26	40	30	32	22
Don't know	8	0	0	2	5	6	0	2

Question HS/MS J.28, 30: In the last 30 days, how often did you... feel excited?... feel strong?

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

Table J8.10

Negative Affect by Military-Connected Family Status

	Hispanic		White		Mixed		Other	
	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other
	%	%	%	%	%	%	%	%
<i>In the last 30 days, how often did you...</i>								
<i>feel like everything is hard to do?</i>								
None of the time	8	21	28	23	20	11	24	17
A little of the time	42	40	31	41	45	49	44	42
Some of the time	19	28	26	21	15	27	20	22
Most of the time	27	6	10	11	10	3	8	15
All of the time	4	4	5	2	10	6	4	3
Don't know	0	0	0	2	0	3	0	2
<i>feel like nothing makes you happy?</i>								
None of the time	58	58	55	62	50	52	60	50
A little of the time	15	25	24	25	20	23	12	26
Some of the time	8	9	12	10	10	13	24	6
Most of the time	8	3	5	3	10	2	4	8
All of the time	8	3	2	0	10	5	0	8
Don't know	4	1	2	0	0	6	0	3

Question HS/MS J.21, 22: In the last 30 days, how often did you... feel like everything is hard to do?... feel like nothing makes you happy?

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

Table J8.10

Negative Affect by Military-Connected Family Status – Continued

	Hispanic		White		Mixed		Other	
	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other
	%	%	%	%	%	%	%	%
<i>In the last 30 days, how often did you...</i>								
<i>feel restless, cannot stay still in one place?</i>								
None of the time	27	35	17	25	20	22	32	21
A little of the time	19	21	21	21	20	25	8	18
Some of the time	15	15	29	25	5	17	28	33
Most of the time	12	12	14	13	10	14	16	9
All of the time	19	16	19	13	45	17	16	15
Don't know	8	1	0	3	0	5	0	3
<i>feel nervous?</i>								
None of the time	19	19	12	11	30	10	20	13
A little of the time	23	25	24	26	15	39	28	33
Some of the time	38	30	36	38	30	35	16	31
Most of the time	15	10	14	13	10	6	36	16
All of the time	4	15	14	11	15	6	0	8
Don't know	0	0	0	0	0	3	0	0

Question HS/MS J.24, 26: In the last 30 days, how often did you... feel restless, cannot stay still in one place?... feel nervous?

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

Table J8.10

Negative Affect by Military-Connected Family Status – Continued

	Hispanic		White		Mixed		Other	
	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other
	%	%	%	%	%	%	%	%
<i>In the last 30 days, how often did you... feel that you do not have much hope?</i>								
None of the time	62	60	52	54	55	50	52	39
A little of the time	15	19	31	28	15	19	20	26
Some of the time	8	12	2	10	20	19	12	24
Most of the time	4	4	5	5	5	3	12	5
All of the time	8	3	10	3	5	5	4	3
Don't know	4	1	0	0	0	5	0	3
<i>feel like you are not important?</i>								
None of the time	46	56	45	60	70	50	52	44
A little of the time	31	21	33	17	0	17	19	25
Some of the time	8	6	12	7	20	13	5	9
Most of the time	8	7	5	12	0	11	5	14
All of the time	8	10	5	3	10	6	19	6
Don't know	0	0	0	2	0	3	0	2

Question HS/MS J.27, 29: In the last 30 days, how often did you... feel that you do not have much hope?... feel like you are not important?

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

Table J8.11

Family Relocation and Impact on Schooling by Military-Connected Family Status

	Hispanic		White		Mixed		Other	
	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other
	%	%	%	%	%	%	%	%
In the last five years, how many times did you change your school because your family had to move?								
I did not change schools	12	60	10	73	25	61	8	52
Once	38	15	37	13	45	22	32	23
Twice	15	12	22	7	15	11	16	12
Three times	23	9	22	3	5	2	24	8
Four times	4	0	5	2	10	2	8	3
More than four times	8	1	0	0	0	2	8	0
Don't know	0	3	5	2	0	2	4	3
If you changed schools, did you have any difficulties because your course credit earned at your previous school was not counted in your new school?								
I did not change schools	12	57	12	70	16	59	8	47
I did not have any problems.	27	28	26	15	47	20	44	29
I had minor problems.	12	4	14	3	5	6	12	8
I had serious problems when I changed schools.	8	0	7	2	0	2	4	0
Don't know	42	10	40	10	32	13	32	17

Question HS/MS J.31, 32: In the last five years, how many times did you change your school because your family had to move?... If you changed schools, did you have any difficulties because your course credit earned at your previous school was not counted in your new school?

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

Table J8.12

Deployment of Family Members Outside USA by Military-Connected Family Status, Last 10 Years

	Hispanic		White		Mixed		Other	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
Never	15	69	10	70	25	57	12	61
Once	15	6	14	10	15	6	16	8
Twice or more	58	13	69	13	45	16	56	14
Don't know	12	12	7	7	15	21	16	18

Question HS/MS J.33: As far as you can remember, how many times in the last 10 years did any member of your family leave home and serve (deploy) outside the USA?

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

Table J8.13

Travel Experience by Military-Connected Family Status

	Hispanic		White		Mixed		Other	
	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other
	%	%	%	%	%	%	%	%
I have traveled a lot and have seen many interesting places.								
Not at all true	4	16	7	18	15	13	4	15
A little true	15	29	26	21	20	42	12	23
Pretty much true	8	25	10	36	15	9	16	23
Very much true	69	28	57	25	50	33	64	38
Don't know	4	1	0	0	0	3	4	2

Question HS/MS J.8: How true is each of these sentences about you and your family?... I have traveled a lot and have seen many interesting places.

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

Table J8.14

Desire to Join Military in the Future by Military-Connected Family Status

	Hispanic		White		Mixed		Other	
	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other
	%	%	%	%	%	%	%	%
When I grow up, I would like to join the military.								
Not at all true	31	63	36	66	40	69	56	67
A little true	23	10	19	16	20	13	16	8
Pretty much true	12	4	7	2	15	0	4	8
Very much true	27	9	19	3	20	6	12	3
Don't know	8	13	19	13	5	13	12	15

Question HS/MS J.12: How true is each of these sentences about you and your family?... When I grow up, I would like to join the military (Army, Navy, Marines, Air Force, National Guard, or Reserves).

Note: Cells are empty 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

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

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

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

⁴ See calschls.org/reports-data/#slcr

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

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

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

GRADE-LEVEL PATTERNS

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

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

DEMOGRAPHIC CHARACTERISTICS AND POPULATION SUBGROUP DIFFERENCES (Section 3)

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

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

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

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

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

Racial-Ethnic Identification

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

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

Foster Care Youth

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

Sexual Orientation and Gender Identity

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

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

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

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

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

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

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

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

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 4)

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

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

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

Self-Reported Grades

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

Academic Motivation

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

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

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

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

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

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

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

Absenteeism and Truancy

Before good teachers with quality curriculums and engaging activities can improve academic performance, the students have to show up. The CHKS provides data to identify what proportion of respondents are at risk of chronic absenteeism (missed 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}

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

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

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

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

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

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

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

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

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

School Connectedness

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

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

Parent Involvement

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

Facilities and Physical Environment

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

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

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

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

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

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

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

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 5)

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

Perceived Safety

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

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

Harassment and Victimization

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

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

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

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

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

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

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

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

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

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

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

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

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

Vandalism and Weapons

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

SUBSTANCE USE AND MENTAL HEALTH (Sections 6-8)

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

Alcohol and Other Drug Use (Section 6)

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

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

Alcohol and Other Drug Use at School (Section 6)

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

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

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

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

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

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

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

Cigarette Smoking (Section 7)

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

Mental Health (Section 8)

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

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

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

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

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

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

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

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

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

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

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

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