CALIFORNIA HEALTHY KIDS SURVEY

Golden West Middle Secondary
2019-2020
Main Report

Date prepared: 5 Dec 2019
CDS code: 48705656051262

Contents

List of Tables

PREFACE

<div style="border:1px solid">

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" for scales are no longer included on the report. If districts or schools need results on these categories, please contact your Technical Advisor.

</div>

This report provides the detailed results for each question from the 2019-20 *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 the California Department of Education's (CDE) 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

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 insight 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 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 question 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 questions

In 2019-20, questions were added or modified to assess opioid use, tranquilizer use, exposure to second-hand smoke or vapor at school, vape quitting attempts, and knowledge of school policies banning tobacco use and vaping on school property.

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 Social Emotional Health Module (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 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).

PUBLIC 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 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.

New in 2019! EXPLORE RESULTS ON THE DISTRICT CALSCHLS DATA DASHBOARD

Districts may purchase a two-year subscription to a password protected, private data dashboard that displays up to seven years of CalSCHLS data at the district level and individual school level. The dashboard provides designated staff with graphical data displays for the district as a whole, for all schools in the district on the same page to enable comparisons across schools, and for a single, individual school. At both the district and school level, viewers can:

- compare their data with district and state averages;
- make comparisons across subgroups such as race/ethnicity, sexual orientation, gender identity, and afterschool participation; and
- examine data trends over time overall and by subgroup.

Viewers at both the district level and the school level have the option to download data displays as a PDF document which can be shared with stakeholders.

THE REPORT

The report tables, organized by topic, provide the percentage of students that responded to each question response option by grade level.

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. Districts can subscribe to the District CalSCHLS data dashboard to disaggregate 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.

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 **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 SEHM module 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/#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 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 has 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/#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 your district 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 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 Regional 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 seven 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 to 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

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	X

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 7
Student Sample Size	
Target sample	438
Final number	413
Response Rate	94%

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Table
School Engagement and Supports		
School connectedness[†]	62	A4.5
Academic motivation[†]	76	A4.5
Chronic truancy (twice a month or more often)[§]	1	A4.2
Caring adult relationships[‡]	57	A4.5
High expectations[‡]	72	A4.5
Meaningful participation[‡]	25	A4.5
Facilities upkeep[†]	47	A4.12
Promotion of parent involvement in school[†]	51	A4.5
School Safety		
School perceived as very safe or safe	59	A5.1
Experienced any harassment or bullying[§]	42	A5.2
Had mean rumors or lies spread about you[§]	43	A5.3
Been afraid of being beaten up[§]	28	A5.3
Been in a physical fight[§]	20	A5.4
Seen a weapon on campus[§]	14	A5.6
Substance Use and Physical/Mental Health		
Current alcohol or drug use[¶]	4	A6.5
Current marijuana use[¶]	1	A6.5
Current binge drinking[¶]	1	A6.5
Very drunk or "high" 7 or more times, ever	0	A6.7
Been drunk or "high" on drugs at school, ever	1	A6.9
Current cigarette smoking[¶]	0	A7.3
Vaping[¶]	3	A7.3
Sleep deprivation (less than 8 hours)	37	A8.2
Experienced chronic sadness/hopelessness[§]	31	A8.4
Considered suicide[§]	16	A8.5

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

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

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

[§]*Past 12 months.*

[¶]*Past 30 days.*

3. Demographics

Table A3.1

Gender of Sample

	Grade 7 %
Male	54
Female	46

Question HS/MS A.4: What is your gender?
Note: Cells are empty if there are less than 10 respondents.

Table A3.2

Hispanic or Latino

	Grade 7 %
No	69
Yes	31

Question HS/MS A.6: Are you of Hispanic or Latino origin?
Note: Cells are empty if there are less than 10 respondents.

Table A3.3

Race

	Grade 7 %
American Indian or Alaska Native	1
Asian	10
Black or African American	7
Native Hawaiian or Pacific Islander	3
White	24
Mixed (two or more) races	55

Question HS/MS A.7: What is your race?
Note: Cells are empty if there are less than 10 respondents.

Table A3.4

Living Situation

	Grade 7 %
A home with one or more parent or guardian	94
Other relative's home	0
A home with more than one family	3
Friend's home	0
Foster home, group care, or waiting placement	0
Hotel or motel	0
Shelter, car, campground, or other transitional or temporary housing	0
Other living arrangement	2

Question HS/MS A.9: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.
Note: Cells are empty if there are less than 10 respondents.

Table A3.5

Highest Education of Parents

	Grade 7 %
Did not finish high school	2
Graduated from high school	12
Attended college but did not complete four-year degree	11
Graduated from college	52
Don't know	24

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

Table A3.6

Free or Reduced Price Meals Eligibility

	Grade 7 %
No	53
Yes	19
Don't know	28

Question HS/MS A.12: 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

Language Spoken at Home

	Grade 7 %
English	91
Spanish	3
Mandarin	0
Cantonese	0
Taiwanese	0
Tagalog	2
Vietnamese	0
Korean	0
Arabic	0
Other	3

Question HS/MS A.13: What language is spoken most of the time in your home?

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

Table A3.8
English Language Proficiency – All Students

	Grade 7 %
How well do you...	
understand English?	
Very well	88
Well	12
Not well	0
Not at all	0
speak English?	
Very well	87
Well	12
Not well	1
Not at all	0
read English?	
Very well	84
Well	14
Not well	2
Not at all	0
write English?	
Very well	76
Well	21
Not well	2
Not at all	0
English Language Proficiency Status	
Proficient	83
Not proficient	17

Question HS/MS A.14-17: 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 A3.9

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

	Grade 7 *%*
How well do you...	
understand English?	
Very well	95
Well	5
Not well	0
Not at all	0
speak English?	
Very well	87
Well	11
Not well	3
Not at all	0
read English?	
Very well	84
Well	11
Not well	5
Not at all	0
write English?	
Very well	82
Well	11
Not well	8
Not at all	0
English Language Proficiency Status	
Proficient	84
Not proficient	16

Question HS/MS A.13-17: 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 A3.10

Number of Days Attending Afterschool Program

	Grade 7 %
I do not attend my school's afterschool program	87
1 day	5
2 days	3
3 days	1
4 days	2
5 days	1

Question HS/MS A.19: 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 A3.11

Military Connections

	Grade 7 %
No	68
Yes	30
Don't know	2

Question HS/MS A.11: 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 A3.12
Sexual Orientation

	Grade 7 %
Straight (not gay)	77
Gay or Lesbian	1
Bisexual	5
I am not sure yet	8
Something else	2
Decline to respond	6

Question HS/MS A.18: Which of the following best describes you?
Note: Cells are empty if there are less than 10 respondents.

Table A3.13
Gender Identity

	Grade 7 %
No, I am not transgender	91
Yes, I am transgender	1
I am not sure if I am transgender	3
Decline to respond	4

Question HS/MS A.5: Some people describe themselves as transgender when their sex at birth does not match the way they think or feel about their gender. Are you transgender?
Note: Cells are empty if there are less than 10 respondents.

4. School Performance, Supports, and Engagement

Table A4.1

Grades, Past 12 Months

	Grade 7 %
Mostly A's	22
A's and B's	34
Mostly B's	8
B's and C's	20
Mostly C's	5
C's and D's	7
Mostly D's	1
Mostly F's	3

Question HS/MS A.20: During the past 12 months, how would you describe the grades you mostly received in school?
Note: Cells are empty if there are less than 10 respondents.

Table A4.2

Truancy, Past 12 Months

	Grade 7 %
0 times	81
1-2 times	10
A few times	7
Once a month	1
Twice a month	0
Once a week	0
More than once a week	0

Question HS/MS A.23: During the past 12 months, about how many times did you skip school or cut classes?
Note: Cells are empty if there are less than 10 respondents.

Table A4.3

Absences, Past 30 Days

	Grade 7 %
I did not miss any days of school in the past 30 days	57
1 day	23
2 days	10
3 or more days	10

Question HS/MS A.21: In the past 30 days, how often did you miss an entire day of school for any reason?
Note: Cells are empty if there are less than 10 respondents.

Table A4.4

Reasons for Absence, Past 30 Days

	Grade 7 %
Does not apply; I didn't miss any school	55
Illness (feeling physically sick), including problems with breathing or your teeth	27
Were being bullied or mistreated at school	2
Felt very sad, hopeless, anxious, stressed, or angry	4
Didn't get enough sleep	4
Didn't feel safe at school or going to and from school	1
Had to take care of or help a family member or friend	4
Wanted to spend time with friends	1
Used alcohol or drugs	0
Were behind in schoolwork or weren't prepared for a test or class assignment	1
Were bored or uninterested in school	1
Had no transportation to school	2
Other reason	19

Question HS/MS A.22: 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, School Connectedness, Academic Motivation, and Promotion of Parent Involvement Scales

	Grade 7 %	Table
Total school supports	51	
Caring adults in school[‡]	57	A4.6
High expectations-adults in school[‡]	72	A4.7
Meaningful participation at school[‡]	25	A4.8
School connectedness[†]	62	A4.9
Academic motivation[†]	76	A4.10
Promotion of parent involvement in school[†]	51	A4.11

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

[†]*Scales are based on average of respondents reporting "Agree" or "Strongly agree."*

[‡]*Scales are based on average of respondents reporting "Pretty much true" or "Very much true."*

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

Table A4.6
Caring Relationships Scale Questions

	Grade 7 %
Caring adults in school	
Average reporting "Pretty much true" or "Very much true"	57
At my school, there is a teacher or some other adult...	
who really cares about me.	
Not at all true	13
A little true	36
Pretty much true	31
Very much true	20
who notices when I'm not there.	
Not at all true	12
A little true	32
Pretty much true	31
Very much true	26
who listens to me when I have something to say.	
Not at all true	8
A little true	27
Pretty much true	33
Very much true	32

Question HS/MS A.37, 39, 41: At my school, there is a teacher or some other adult... who really cares about me... who notices when I'm not there... who listens to me when I have something to say.
Note: Cells are empty if there are less than 10 respondents.

Table A4.7

High Expectations Scale Questions

	Grade 7 %
High expectations-adults in school	
Average reporting "Pretty much true" or "Very much true"	72
At my school, there is a teacher or some other adult...	
who tells me when I do a good job.	
Not at all true	10
A little true	25
Pretty much true	34
Very much true	31
who always wants me to do my best.	
Not at all true	2
A little true	16
Pretty much true	31
Very much true	51
who believes that I will be a success.	
Not at all true	7
A little true	24
Pretty much true	33
Very much true	35

Question HS/MS A.38, 40, 42: 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 A4.8
Meaningful Participation Scale Questions

	Grade 7 %
Meaningful participation at school	
Average reporting "Pretty much true" or "Very much true"	25
At school,...	
I do interesting activities.	
Not at all true	18
A little true	35
Pretty much true	26
Very much true	21
I help decide things like class activities or rules.	
Not at all true	60
A little true	25
Pretty much true	10
Very much true	6
I do things that make a difference.	
Not at all true	36
A little true	37
Pretty much true	17
Very much true	10
I have a say in how things work.	
Not at all true	55
A little true	22
Pretty much true	14
Very much true	9
I help decide school activities or rules.	
Not at all true	77
A little true	13
Pretty much true	4
Very much true	6

Question HS/MS A.43-47: 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 A4.9
School Connectedness Scale Questions

	Grade 7 %
School connectedness	
Average reporting "Agree" or "Strongly agree"	62
I feel close to people at this school.	
Strongly disagree	4
Disagree	8
Neither disagree nor agree	25
Agree	44
Strongly agree	20
I am happy to be at this school.	
Strongly disagree	3
Disagree	8
Neither disagree nor agree	26
Agree	41
Strongly agree	22
I feel like I am part of this school.	
Strongly disagree	4
Disagree	12
Neither disagree nor agree	26
Agree	41
Strongly agree	17
The teachers at this school treat students fairly.	
Strongly disagree	4
Disagree	8
Neither disagree nor agree	27
Agree	41
Strongly agree	21
I feel safe in my school.	
Strongly disagree	3
Disagree	8
Neither disagree nor agree	24
Agree	46
Strongly agree	18

Question HS/MS A.24-28: How strongly do you agree or disagree with the following statements?... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.
Note: Cells are empty if there are less than 10 respondents.

Table A4.10
Academic Motivation Scale Questions

	Grade 7 %
Academic motivation	
Average reporting "Agree" or "Strongly agree"	76
I try hard to make sure that I am good at my schoolwork.	
Strongly disagree	1
Disagree	2
Neither disagree nor agree	9
Agree	37
Strongly agree	51
I try hard at school because I am interested in my work.	
Strongly disagree	7
Disagree	12
Neither disagree nor agree	27
Agree	34
Strongly agree	20
I work hard to try to understand new things at school.	
Strongly disagree	2
Disagree	4
Neither disagree nor agree	17
Agree	46
Strongly agree	31
I am always trying to do better in my schoolwork.	
Strongly disagree	1
Disagree	3
Neither disagree nor agree	8
Agree	39
Strongly agree	48

Question HS/MS A.33-36: 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 A4.11

Promotion of Parent Involvement Scale Questions

	Grade 7 %
Promotion of parent involvement in school	
Average reporting "Agree" or "Strongly agree"	51
Teachers at this school communicate with parents about what students are expected to learn in class.	
Strongly disagree	3
Disagree	9
Neither disagree nor agree	29
Agree	38
Strongly agree	20
Parents feel welcome to participate at this school.	
Strongly disagree	2
Disagree	7
Neither disagree nor agree	49
Agree	29
Strongly agree	13
School staff take parent concerns seriously.	
Strongly disagree	4
Disagree	6
Neither disagree nor agree	38
Agree	35
Strongly agree	18

Question HS/MS A.30-32: 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 take parent concerns seriously.
Note: Cells are empty if there are less than 10 respondents.

Table A4.12

Quality of School Physical Environment

	Grade 7 %
My school is usually clean and tidy.	
Strongly disagree	7
Disagree	18
Neither disagree nor agree	28
Agree	34
Strongly agree	13

Question HS/MS A.29: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.
Note: Cells are empty if there are less than 10 respondents.

5. School Violence, Victimization, and Safety

Table A5.1

Perceived Safety at School

	Grade 7 %
Very safe	15
Safe	44
Neither safe nor unsafe	31
Unsafe	7
Very unsafe	3

Question HS A.105/MS A.92: How safe do you feel when you are at school?
Note: Cells are empty if there are less than 10 respondents.

Table A5.2

Reasons for Harassment on School Property, Past 12 Months

	Grade 7 %
Race, ethnicity, or national origin	
0 times	82
1 time	9
2 or more times	9
Religion	
0 times	96
1 time	2
2 or more times	2
Gender	
0 times	91
1 time	5
2 or more times	5
Because you are gay, lesbian, or bisexual or someone thought you were	
0 times	86
1 time	7
2 or more times	7
A physical or mental disability	
0 times	96
1 time	1
2 or more times	3
Any of the above five reasons	32

Question HS A.121-125/MS A.109-113: 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, lesbian, or bisexual or someone thought you were... A physical or mental disability.

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

Table A5.2

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

	Grade 7 %
You are an immigrant or someone thought you were	
0 times	97
1 time	3
2 or more times	0
Any other reason	
0 times	75
1 time	9
2 or more times	16
Any harassment	42

Question HS A.121-127/MS A.109-115: 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, lesbian, or bisexual 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
School Violence Victimization Scale Questions

	Grade 7 %
School violence victimization	
Average reporting "1 or more times"	35
During the past 12 months, how many times on school property have you...	
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?	
0 times	68
1 time	14
2 to 3 times	9
4 or more times	9
been afraid of being beaten up?	
0 times	72
1 time	14
2 to 3 times	5
4 or more times	9
had mean rumors or lies spread about you?	
0 times	57
1 time	17
2 to 3 times	13
4 or more times	13
had sexual jokes, comments, or gestures made to you?	
0 times	67
1 time	14
2 to 3 times	7
4 or more times	12

Question HS A.106, 107, 109, 110/MS A.94, 95, 97, 98: 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?... had mean rumors or lies spread about you?... had sexual jokes, comments, or gestures made to you?
Note: Cells are empty if there are less than 10 respondents.

Table A5.3

School Violence Victimization Scale Questions – Continued

	Grade 7 %
During the past 12 months, how many times on school property have you...	
been made fun of because of your looks or the way you talk?	
0 times	60
1 time	15
2 to 3 times	8
4 or more times	16
had your property stolen or deliberately damaged?	
0 times	77
1 time	15
2 to 3 times	5
4 or more times	3
been made fun of, insulted, or called names?	
0 times	48
1 time	16
2 to 3 times	13
4 or more times	23
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?	
0 times (never)	71
1 time	13
2 to 3 times	9
4 or more times	7

Question HS A.111, 112, 120, 128/MS A.99, 100, 108, 116: During the past 12 months, how many times on school property have you... been made fun of because of your looks or the way you talk?... had your property stolen or deliberately damaged, such as your car, clothing, or books?... been made fun of, insulted, or called names?... 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.

Table A5.4

School Violence Perpetration Scale Questions

	Grade 7 %
School violence perpetration	
Average reporting "1 or more times"	8
During the past 12 months, how many times on school property have you...	
been in a physical fight?	
0 times	80
1 time	13
2 to 3 times	6
4 or more times	2
been offered, sold, or given an illegal drug?	
0 times	90
1 time	6
2 to 3 times	2
4 or more times	2
damaged school property on purpose?	
0 times	96
1 time	3
2 to 3 times	1
4 or more times	0
carried a gun?	
0 times	99
1 time	0
2 to 3 times	0
4 or more times	0
carried any other weapon (such as a knife or club)?	
0 times	96
1 time	2
2 to 3 times	1
4 or more times	1

Question HS A.108, 113-116/MS A.96, 101-104: During the past 12 months, how many times on school property have you... been in a physical fight?... been offered, sold, or given an illegal drug?... damaged school property on purpose?... carried a gun?... carried any other weapon (such as a knife or club)?

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

Table A5.5

Threats and Injuries with Weapons on School Property, Past 12 Months

	Grade 7 %
During the past 12 months, how many times on school property have you...	
been threatened with harm or injury?	
0 times	87
1 time	7
2 to 3 times	3
4 or more times	2
been threatened or injured with a weapon (gun, knife, club, etc.)?	
0 times	93
1 time	5
2 to 3 times	2
4 or more times	1

Question HS A.117, 119/MS A.105, 107: During the past 12 months, how many times on school property have you... 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 A5.6

Weapons Possession on School Property, Past 12 Months

	Grade 7 %
Seen someone carrying a gun, knife, or other weapon	
0 times	86
1 time	10
2 to 3 times	3
4 or more times	2

Question HS A.118/MS A.106: During the past 12 months, how many times on school property have you... seen someone carrying a gun, knife, or other weapon?
Note: Cells are empty if there are less than 10 respondents.

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 7 %	Table
Lifetime illicit AOD use to get "high"[#]	10	A6.2
Lifetime alcohol or drug use	10	A6.2
Lifetime marijuana use	4	A6.2
Lifetime very drunk or high (7 or more times)	0	A6.7
Lifetime drinking and driving involvement	36	A6.10
Current alcohol or drug use[¶]	4	A6.5
Current marijuana use[¶]	1	A6.5
Current heavy drug use[¶]	1	A6.5
Current heavy alcohol use (binge drinking)[¶]	1	A6.5
Current alcohol or drug use on school property[¶]	1	A6.8
Harmfulness of occasional marijuana use[B]	38	A6.11
Difficulty of obtaining marijuana[C]	25	A6.12

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

[#]*Excludes prescription pain medication, tranquilizers or sedatives, diet pills, and prescription stimulant.*

[¶]*Past 30 days.*

[B]*Great harm.*

[C]*Very difficult.*

Table A6.2

Summary of AOD Lifetime Use

	Grade 7 %
Alcohol	7
Marijuana	4
Inhalants	3
Any other drug, pill, or medicine to get "high"	2
Any of the above AOD use	10
Any illicit AOD use to get "high"#	10

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

#*Excludes prescription pain medication, tranquilizers or sedatives, diet pills, and prescription stimulant.*

Table A6.3

Lifetime AOD Use

	Grade 7 %
Alcohol (one full drink)	
0 times	93
1 time	5
2 to 3 times	2
4 or more times	1
Marijuana (smoke, vape, eat, or drink)	
0 times	96
1 time	2
2 to 3 times	1
4 or more times	1
Inhalants	
0 times	97
1 time	1
2 to 3 times	1
4 or more times	1
Any other drug, pill, or medicine to get "high" or for reasons other than medical	
0 times	98
1 time	1
2 to 3 times	1
4 or more times	0

Question HS A.51-53, 63/MS A.52-54, 56: 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

	Grade 7 %
During your life, how many times have you used marijuana in any of the following ways...	
Smoke it?	
0 times	98
1 time	1
2 to 3 times	1
4 or more times	1
In a vaping device?	
0 times	97
1 time	1
2 to 3 times	0
4 or more times	1
Eat or drink it in products made with marijuana?	
0 times	99
1 time	1
2 to 3 times	0
4 or more times	0

Question HS A.67-69/MS A.60-62: During your life, how many times have you used marijuana in any of the following ways... Smoke it?... In a vaping device (vape pens, mods, portable vaporizers)?... Eat or drink it in products made with marijuana?

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

Table A6.5

Current AOD Use, Past 30 Days

	Grade 7 %
Alcohol (one or more drinks of alcohol)	2
Binge drinking (5 or more drinks in a row)	1
Marijuana (smoke, vape, eat, or drink)	1
Inhalants	1
Other drug, pill, or medicine to get "high" or for reasons other than medical	1
Any drug use	2
Heavy drug use	1
Any AOD Use	4

Question HS A.73-76, 78/MS A.66-70: 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

	Grade 7 %
Alcohol (one or more drinks)	
0 days	98
1 or 2 days	2
3 to 9 days	0
10 to 19 days	0
20 to 30 days	0
Binge drinking (5 or more drinks in a row)	
0 days	99
1 or 2 days	1
3 to 9 days	0
10 to 19 days	0
20 to 30 days	0
Marijuana (smoke, vape, eat, or drink)	
0 days	99
1 or 2 days	1
3 to 9 days	1
10 to 19 days	0
20 to 30 days	0

Question HS A.73-75/MS A.66-68: 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)?

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

Table A6.7

Lifetime Drunk or "High"

	Grade 7 %
Very drunk or sick after drinking alcohol	
0 times	98
1 to 2 times	2
3 to 6 times	0
7 or more times	0
"High" (loaded, stoned, or wasted) from using drugs	
0 times	97
1 to 2 times	2
3 to 6 times	1
7 or more times	0
Very drunk or "high" 7 or more times	0

Question HS A.64, 65/MS A.57, 58: During your life, how many times have you been... very drunk or sick after drinking alcohol?... "high" (loaded, stoned, or wasted) from using drugs?

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

Table A6.8

Current AOD Use on School Property, Past 30 Days

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

Question HS A.83-85/MS A.74-76: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol?... use marijuana (smoke, vape, eat, or drink)?... use any other drug, pill, or medicine to get "high" or for reasons other than medical?
Note: Cells are empty if there are less than 10 respondents.

Table A6.9

Lifetime Drunk or "High" on School Property

	Grade 7 %
0 times	99
1 to 2 times	1
3 to 6 times	0
7 or more times	0

Question HS A.66/MS A.59: 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

	Grade 7 %
Have ridden in a car driven by someone who had been using alcohol or drugs	
Never	64
1 time	9
2 times	5
3 to 6 times	7
7 or more times	15

Question MS A.91: During 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

	Grade 7 %
Alcohol - drink occasionally	
Great	23
Moderate	32
Slight	26
None	19
Alcohol - 5 or more drinks once or twice a week	
Great	51
Moderate	23
Slight	9
None	18
Marijuana - use occasionally	
Great	38
Moderate	32
Slight	12
None	18
Marijuana - use daily	
Great	67
Moderate	11
Slight	5
None	18

Question HS A.91-94/MS A.82-85: 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

	Grade 7 %
Alcohol	
Very difficult	19
Fairly difficult	11
Fairly easy	14
Very easy	12
Don't know	44
Marijuana	
Very difficult	25
Fairly difficult	11
Fairly easy	10
Very easy	8
Don't know	47

Question HS A.97, 98/MS A.88, 89: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana.
Note: Cells are empty if there are less than 10 respondents.

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Table
Use Prevalence and Patterns		
Ever smoked a whole cigarette	0	A7.2
Current cigarette smoking¶	0	A7.3
Current cigarette smoking at school¶	0	A7.4
Ever tried smokeless tobacco	2	A7.2
Current smokeless tobacco use¶	0	A7.3
Current smokeless tobacco use at school¶	0	A7.4
Ever used vape products	7	A7.2
Current use of vape products¶	3	A7.3
Current vaping at school¶	2	A7.4
Attitudes and Correlates		
Harmfulness of occasional cigarette smoking[B]	34	A7.6
Harmfulness of smoking 1 or more packs/day[B]	63	A7.6
Harmfulness of vaping occasionally[B]	30	A7.7
Harmfulness of vaping several times a day[B]	67	A7.7
Difficulty of obtaining cigarettes[C]	19	A7.8
Difficulty of obtaining vape products[C]	15	A7.8
Anti-Tobacco Policy		
School bans tobacco use and vaping	69	A7.9

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

¶*Past 30 days.*

[B]*Great harm.*

[C]*Very difficult.*

Table A7.2
Lifetime Tobacco Use

	Grade 7 %
A cigarette, even one or two puffs	
0 times	97
1 time	2
2 to 3 times	1
4 or more times	0
A whole cigarette	
0 times	100
1 time	0
2 to 3 times	0
4 or more times	0
Smokeless tobacco	
0 times	98
1 time	1
2 to 3 times	0
4 or more times	0
Vape products	
0 times	93
1 time	5
2 to 3 times	1
4 or more times	2

Question HS A.48-50/MS A.48-51: 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)... Vape products.
Note: Cells are empty if there are less than 10 respondents.

Table A7.3

Any Current Use and Daily Use

	Grade 7 %
Cigarettes	
Any	0
Daily (20 or more days)	0
Smokeless tobacco	
Any	0
Daily (20 or more days)	0
Vape products	
Any	3
Daily (20 or more days)	0

Question HS A.70-72/MS A.63-65: During the past 30 days, on how many days did you use... cigarettes?... smokeless tobacco (dip, chew, or snuff)?... vape products?

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

Table A7.4

Current Smoking on School Property, Past 30 Days

	Grade 7 %
Cigarettes	
0 days	100
1 or 2 days	0
3 to 9 days	0
10 to 19 days	0
20 to 30 days	0
Smokeless tobacco	
0 days	100
1 or 2 days	0
3 to 9 days	0
10 to 19 days	0
20 to 30 days	0
Vape	
0 days	98
1 or 2 days	1
3 to 9 days	1
10 to 19 days	0
20 to 30 days	0

Question HS A.80-82/MS A.71-73: During the past 30 days, on how many days on school property did you...
smoke cigarettes?... use smokeless tobacco (dip, chew, or snuff)?... vape?
Note: Cells are empty if there are less than 10 respondents.

Table A7.5

Secondhand Smoke on School Property, Past 30 days

	Grade 7 %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes	
0 days	92
1 day	5
2 days	1
3-9 days	1
10-19 days	0
20-30 days	1

Question HS A.86/MS A.77: During the past 30 days, on how many days on school property did you... breathe the smoke or vapor from someone who was using cigarettes or e-cigarettes?

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

Table A7.6

Perceived Harm of Cigarette Smoking

	Grade 7 %
Smoke cigarettes occasionally	
Great	34
Moderate	35
Slight	16
None	16
Smoke 1 or more packs of cigarettes each day	
Great	63
Moderate	14
Slight	7
None	16

Question HS A.87, 88/MS A.78, 79: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.
Note: Cells are empty if there are less than 10 respondents.

Table A7.7

Perceived Harm of Using Vape Products

	Grade 7 %
Use vape products occasionally	
Great	30
Moderate	39
Slight	14
None	16
Use vape products several times a day	
Great	67
Moderate	11
Slight	4
None	17

Question HS A.89, 90/MS A.80, 81: How much do people risk harming themselves physically and in other ways when they do the following?... Use vape products occasionally... Use vape products several times a day (100 puffs or more).
Note: Cells are empty if there are less than 10 respondents.

Table A7.8

Perceived Difficulty of Obtaining Cigarettes and Vape Products

	Grade 7 %
Cigarettes	
Very difficult	19
Fairly difficult	13
Fairly easy	15
Very easy	7
Don't know	47
Vape products	
Very difficult	15
Fairly difficult	8
Fairly easy	18
Very easy	18
Don't know	41

Question HS A.95, 96/MS A.86, 87: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes... Vape products.
Note: Cells are empty if there are less than 10 respondents.

Table A7.9

School Bans Tobacco Use and Vaping

	Grade 7 %
No	5
Yes	69
Don't know	27

Question HS A.103/MS A.90: Does your school have a policy that bans tobacco use and vaping on school property and at school sponsored events?
Note: Cells are empty if there are less than 10 respondents.

8. Other Physical and Mental Health Risks

Table A8.1

Alone After School

	Grade 7 %
Never	33
1 day	15
2 days	11
3 days	8
4 days	4
5 days	30

Question MS A.93: 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

	Grade 7 %
4 or less hours	4
5 hours	4
6 hours	8
7 hours	21
8 hours	28
9 hours	23
10 or more hours	12
Sleep deprivation (less than 8 hours)	37

Question HS A.133/MS A.121: On an average school night, how many hours of sleep do you get?
Note: Cells are empty if there are less than 10 respondents.

Table A8.3

Eating of Breakfast

	Grade 7 %
No	29
Yes	71

Question HS A.132/MS A.120: Did you eat breakfast today?
Note: Cells are empty if there are less than 10 respondents.

Table A8.4

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 7 %
No	69
Yes	31

Question HS A.130/MS A.118: During the past 12 months, did you ever feel so sad or hopeless almost every day
for two weeks or more that you stopped doing some usual activities?
Note: Cells are empty if there are less than 10 respondents.

Table A8.5

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 7 %
No	84
Yes	16

Question HS A.131/MS A.119: During the past 12 months, did you ever seriously consider attempting suicide?
Note: Cells are empty if there are less than 10 respondents.

Table A8.6

Gang Involvement

	Grade 7 %
No	97
Yes	3

Question HS A.129/MS A.117: Do you consider yourself a member of a gang?
Note: Cells are empty if there are less than 10 respondents.

9. Race/Ethnic Breakdowns

Table A9.1

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

Percent of Students (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports‡	52		46	46	62	55	50
Caring adults in school‡	58		51	47	67	64	57
High expectations-adults in school‡	71		69	64	76	75	71
Meaningful participation at school‡	26		18	28	43	27	23
School Connectedness†	63		60	62	66	64	61
Academic Motivation†	77		83	79	77	74	76
Promotion of parent involvement in School†	53		48	58	45	49	52

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

Table A9.2

Feeling Safe or Very Safe at School by Race/Ethnicity

	Grade 7 %
Hispanic or Latino	63
American Indian or Alaska Native	
Asian	51
Black or African American	68
Native Hawaiian or Pacific Islander	54
White	60
Mixed (two or more) races	60

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

Table A9.3

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

	Grade 7 %
Hispanic or Latino	30
American Indian or Alaska Native	
Asian	41
Black or African American	31
Native Hawaiian or Pacific Islander	57
White	30
Mixed (two or more) races	30

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

Table A9.4

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

	Grade 7 %
Hispanic or Latino	39
American Indian or Alaska Native	
Asian	46
Black or African American	38
Native Hawaiian or Pacific Islander	64
White	43
Mixed (two or more) races	40

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

Table A9.5

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

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

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

Table A9.6

Any Cigarette Smoking in the Past 30 Days by Race/Ethnicity

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

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

Table A9.7

Any Vaping in the Past 30 Days by Race/Ethnicity

	Grade 7 %
Hispanic or Latino	6
American Indian or Alaska Native	
Asian	0
Black or African American	4
Native Hawaiian or Pacific Islander	0
White	0
Mixed (two or more) races	4

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

Table A9.8

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

	Grade 7 %
Hispanic or Latino	4
American Indian or Alaska Native	
Asian	0
Black or African American	0
Native Hawaiian or Pacific Islander	0
White	1
Mixed (two or more) races	3

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

Table A9.9

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

	Grade 7 %
Hispanic or Latino	3
American Indian or Alaska Native	
Asian	0
Black or African American	0
Native Hawaiian or Pacific Islander	0
White	0
Mixed (two or more) races	2

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

Table A9.10

Sleep Deprivation by Race/Ethnicity

	Grade 7 %
Hispanic or Latino	36
American Indian or Alaska Native	
Asian	43
Black or African American	38
Native Hawaiian or Pacific Islander	43
White	35
Mixed (two or more) races	37

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

Table A9.11

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

	Grade 7 %
Hispanic or Latino	34
American Indian or Alaska Native	
Asian	42
Black or African American	31
Native Hawaiian or Pacific Islander	29
White	27
Mixed (two or more) races	32

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

Table A9.12

Suicide Ideation by Race/Ethnicity

	Grade 7 %
Hispanic or Latino	19
American Indian or Alaska Native	
Asian	16
Black or African American	12
Native Hawaiian or Pacific Islander	7
White	10
Mixed (two or more) races	19

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

10. Gender Breakdowns

Table A10.1

School Supports and Engagement by Gender

| | Grade 7 | |
	Female %	Male %
School Environment		
Total school supports‡	52	50
Caring adults in school‡	58	57
High expectations-adults in school‡	72	72
Meaningful participation at school‡	27	22
School Connectedness†	62	63
Academic Motivation†	79	74
Promotion of parent involvement in School†	51	52

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

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

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

Table A10.2

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

	Grade 7	
	Female %	Male %
Perceived Safety at School		
Feel safe or very safe at school	60	59
Harassment/Bullying at School		
During the past 12 months at school, have you been...		
harassed/bullied for any of the five reasons?	38	27
harassed/bullied for any reason?	49	35
Current ATOD Use		
During the past 30 days, did you...		
have at least one drink of alcohol at school?	0	1
use cigarettes?	0	0
use vape products?	3	2
have at least one drink of alcohol?	1	3
use marijuana?	2	1
Physical and Mental Health		
Sleep deprivation (less than 8 hours)	42	33
Chronic sad or hopeless feelings, past 12 months	43	21
Seriously considered attempting suicide, past 12 months	24	9

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

Alcohol and Other Drugs (AOD) Module

1. Module Sample

Table B1.1

Student Sample for AOD Module

	Grade 7
Student Sample Size	
Target sample	438
Final number	386
Response Rate	88%

2. Summary of Key Indicators

Table B2.1

Key Indicators of Alcohol and Other Drug Use

	Grade 7 %	Table
Alcohol and Marijuana Consumption Patterns		
Usually drank until felt it a lot	1	B3.3
Strong Personal Disapproval of AOD Use		
Having one or two drinks of any alcoholic beverage nearly every day	67	B7.1
Trying marijuana once or twice	62	B7.1
Using marijuana once a month or more	72	B7.1

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

3. Alcohol, Tobacco, and Marijuana Consumption Patterns

Table B3.1

Age of Onset – AOD Use

	Grade 7 %
Alcohol (one full drink)	
Never	83
10 years or under	10
11-12 years old	6
13-14 years old	0
15-16 years old	0
17 years or older	1
Marijuana (smoke, vape, eat, or drink)	
Never	97
10 years or under	0
11-12 years old	2
13-14 years old	0
15-16 years old	0
17 years or older	1
Any other illegal drug or pill to get "high"	
Never	97
10 years or under	1
11-12 years old	1
13-14 years old	1
15-16 years old	0
17 years or older	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, vape, eat, or drink)... Any other illegal drug or pill to get "high."

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

Table B3.2

Age of Onset – Tobacco Use

	Grade 7 %
Smoked part or all of a cigarette	
Never	97
10 years or under	1
11-12 years old	1
13-14 years old	0
15-16 years old	0
17 years or older	1
A vape product such as an e-cigarette, vape pen, or mod	
Never	93
10 years or under	0
11-12 years old	6
13-14 years old	0
15-16 years old	0
17 years or older	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... A vape product such as an e-cigarette (JUUL), vape pen, or mod.
Note: Cells are empty if there are less than 10 respondents.

Table B3.3

Usual Alcohol Consumption Level

	Grade 7 %
I don't drink alcohol	96
Just enough to feel it a little	3
Enough to feel it moderately	1
Until I feel it a lot or get really drunk	1

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

Vaping Substances

	Grade 7 %
I've never used a vaping device or e-cigarette	93
Nicotine or tobacco substitute	2
Marijuana or THC	1
Amphetamines, cocaine, or heroin	0
A flavored product without nicotine, alcohol, or other drug	4
Any other product or substance	1
I was not sure what was in the vaping device or e-cigarette	3

Question HS B.31/MS B.25: Have you ever used a vaping device or e-cigarette to consume any of the following? (Mark All That Apply.)

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

Total percentages may exceed 100% for "mark all that apply" items.

4. Reasons for and Consequences of AOD Consumption

Table B4.1

Reasons for AOD Use in the Past 12 Months

	Grade 7 %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months.	86
To experiment (try using)	5
To get high	2
To have a good time with friends	1
To fit in with a group you like	0
Because of boredom	1
To relax	2
To get away from problems	2
Because of anger or frustration	2
To get through the day	1
Because it made you feel better	2
To seek deeper insights and understanding	2
None of the above	13

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

	Grade 7 %
No	40
Yes	60

Question HS B.19/MS B.13: During the past 12 months, have you talked with at least one of your parents or guardians about the dangers of alcohol or drug use?

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

6. Availability

Table B6.1

Sources for Obtaining Alcohol

	Grade 7 %
At school	6
At parties	8
At concerts or other social events	2
At their own home	14
From adults at friends' homes	6
From friends or another teenager	15
Get adults to buy it for them	4
Buy it themselves from a store	3
At bars, clubs, or gambling casinos	1
Other	7
Don't know	80

Question HS B.14/MS B.8: How do most students at your school who drink alcohol usually get it? (Mark All That Apply.)

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

Total percentages may exceed 100% for "mark all that apply" items.

Table B6.2

Sources for Obtaining Marijuana

	Grade 7 %
At school	9
At parties	6
At concerts or other social events	2
At their own home	9
From an adult acquaintance	6
From friends or another teenager	16
Buy it at a marijuana dispensary	2
At bars or clubs	0
Other	7
Don't know	81

Question HS B.15/MS B.9: How do most kids at your school who use marijuana usually get it? (Mark All That Apply.)

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

Total percentages may exceed 100% for "mark all that apply" items.

7. Influences on ATOD Use

Table B7.1

Personal Disapproval of AOD Use

	Grade 7 %
Having one or two drinks of any alcoholic beverage nearly every day	
Neither approve nor disapprove	18
Somewhat disapprove	15
Strongly disapprove	67
Trying marijuana once or twice	
Neither approve nor disapprove	21
Somewhat disapprove	17
Strongly disapprove	62
Using marijuana once a month or more regularly	
Neither approve nor disapprove	17
Somewhat disapprove	11
Strongly disapprove	72

Question HS B.16-18/MS B.10-12: How do you feel about someone your age doing the following?... Having one or two drinks of any alcoholic beverage nearly every day... Trying marijuana once or twice... Using marijuana once a month or more regularly.

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

Table B7.2
Parent Disapproval of ATOD Use

	Grade 7 %
Take one or two drinks of alcohol nearly every day	
Very wrong	91
Wrong	6
A little wrong	2
Not at all wrong	1
Smoke tobacco	
Very wrong	93
Wrong	5
A little wrong	1
Not at all wrong	1
Use vape products such as e-cigarettes, vape pens, or mods	
Very wrong	91
Wrong	6
A little wrong	2
Not at all wrong	0
Use marijuana (smoke, vape, eat, or drink)	
Very wrong	91
Wrong	6
A little wrong	2
Not at all wrong	1
Use prescription drugs to get high or for reasons other than prescribed	
Very wrong	95
Wrong	4
A little wrong	1
Not at all wrong	1

Question HS B.21-25/MS B.15-19: 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 vape products such as e-cigarettes (JUUL), vape pens, or mods... Use marijuana (smoke, vape, eat, or drink)... Use prescription drugs to get high or for reasons other than prescribed.
Note: Cells are empty if there are less than 10 respondents.

Table B7.3

Peer Disapproval of ATOD Use

	Grade 7 %
Take one or two drinks of alcohol nearly every day	
Very wrong	73
Wrong	18
A little wrong	6
Not at all wrong	2
Smoke tobacco	
Very wrong	77
Wrong	15
A little wrong	6
Not at all wrong	2
Use vape products such as e-cigarettes, vape pens, or mods	
Very wrong	71
Wrong	18
A little wrong	7
Not at all wrong	5
Use marijuana (smoke, vape, eat, or drink)	
Very wrong	75
Wrong	15
A little wrong	6
Not at all wrong	4
Use prescription drugs to get high or for reasons other than prescribed	
Very wrong	78
Wrong	16
A little wrong	4
Not at all wrong	3

Question HS B.26-30/MS B.20-24: 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 vape products such as e-cigarettes (JUUL), vape pens, or mods... Use marijuana (smoke, vape, eat, or drink)... Use prescription drugs to get high or for reasons other than prescribed.

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

Table B7.4

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

	Grade 7 %
No	9
Yes	91

Question HS B.20/MS B.14: During the past 12 months, have you heard, read, or watched any messages about not using alcohol or drugs?

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

Drug-Free Communities (DFC) Module

1. Module Sample

Table G1.1

Student Sample for DFC Module

	Grade 7
Student Sample Size	
Target sample	438
Final number	372
Response Rate	85%

2. Prescription Drug Use

Table G2.1

Prescription Drug Use, Past 30 Days

	Grade 7 %
No	96
Yes	4

Question HS/MS G.2: During the past 30 days, have you used prescription drugs not prescribed to you?
Note: Cells are empty if there are less than 10 respondents.

3. Disapproval of Prescription Drug Use

Table G3.1

Parental Disapproval of Prescription Drug Use

	Grade 7 %
Very wrong	89
Wrong	8
A little wrong	1
Not at all wrong	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?

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

Table G3.2

Peer Disapproval of Prescription Drug Use

	Grade 7 %
Very wrong	69
Wrong	23
A little wrong	5
Not at all wrong	4

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

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

4. Perceived Harm from Marijuana and Prescription Drug Use

Table G4.1

Perceived Risks Associated with Marijuana and Prescription Drug Use

	Grade 7 %
Smoke marijuana once or twice a week	
Great risk	54
Moderate risk	32
Slight risk	10
No risk	4
Use prescription drugs that are not prescribed to them	
Great risk	68
Moderate risk	22
Slight risk	7
No risk	3

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?

Note: 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

	Grade 7
Student Sample Size	
Target sample	438
Final number	395
Response Rate	90%

2. Family Military Connections and Supports

Table J2.1

Family Military Connections

	Grade 7 %
Do you have someone in your family who is currently in the military?	
No	49
Yes	41
Don't know	9
Do you have someone in your family who is in the military now or sometime in the last 10 years?	
No	38
Yes	49
Don't know	13
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	43
Father	23
Mother	9
Brother or sister	4
Grandparent or other relative	22
Don't know	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

	Grade 7 %
My family is very close and we support each other.	
Not at all true	3
A little true	9
Pretty much true	27
Very much true	60
Don't know	1
My family gets support from relatives and friends.	
Not at all true	3
A little true	9
Pretty much true	25
Very much true	59
Don't know	3
I feel supported by other families in my community.	
Not at all true	11
A little true	23
Pretty much true	25
Very much true	33
Don't know	8

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

	Grade 7 %
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	48
Not true	4
A little true	8
Pretty much true	15
Very much true	16
Don't know	9
The military is doing many things to help my family.	
No one in my family is in the military	33
Not true	5
A little true	9
Pretty much true	20
Very much true	18
Don't know	16
I feel that other military families support me and my family.	
No one in my family is in the military	34
Not true	5
A little true	11
Pretty much true	15
Very much true	13
Don't know	23

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

	Grade 7 %
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	49
Not true	23
A little true	3
Pretty much true	2
Very much true	1
Don't know	22

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

	Grade 7 %
I feel that I have more responsibilities at home than my friends.	
Not at all true	19
A little true	21
Pretty much true	18
Very much true	34
Don't know	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 J3.2
Perceived Internal Strengths

	Grade 7 %
I am more independent than many of my friends.	
Not at all true	11
A little true	24
Pretty much true	21
Very much true	26
Don't know	18
I know how to solve problems in my life better than most of my friends.	
Not at all true	7
A little true	23
Pretty much true	23
Very much true	30
Don't know	17

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

	Grade 7 %
I am more interested in volunteering and helping others than are many of my friends.	
Not at all true	16
A little true	28
Pretty much true	21
Very much true	16
Don't know	19

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

	Grade 7 %
Adults in this school respect my family.	
Not at all true	4
A little true	12
Pretty much true	24
Very much true	22
Don't know	39
I have a hard time paying attention in school.	
Not at all true	34
A little true	37
Pretty much true	11
Very much true	15
Don't know	3
My parents help me with my school work.	
Not at all true	13
A little true	31
Pretty much true	24
Very much true	29
Don't know	3
My parents come to school to meet my teachers or to attend events.	
Not at all true	24
A little true	25
Pretty much true	16
Very much true	25
Don't know	9

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

	Grade 7 %
Other students in school do not really understand my family life.	
Not at all true	15
A little true	21
Pretty much true	15
Very much true	23
Don't know	26
I have a hard time making friends because I have to change schools often.	
Not at all true	77
A little true	11
Pretty much true	4
Very much true	5
Don't know	3

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

	Grade 7 %
I feel proud of my family.	
Not at all true	2
A little true	6
Pretty much true	20
Very much true	70
Don't know	2

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

	Grade 7 %
In the last 30 days, how often did you...	
feel full of energy?	
None of the time	6
A little of the time	15
Some of the time	27
Most of the time	30
All of the time	19
Don't know	2
feel happy?	
None of the time	2
A little of the time	9
Some of the time	21
Most of the time	44
All of the time	23
Don't know	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

	Grade 7 %
In the last 30 days, how often did you...	
feel proud?	
None of the time	6
A little of the time	14
Some of the time	25
Most of the time	31
All of the time	20
Don't know	3
feel good about life?	
None of the time	4
A little of the time	9
Some of the time	17
Most of the time	34
All of the time	33
Don't know	3
feel excited?	
None of the time	5
A little of the time	13
Some of the time	32
Most of the time	26
All of the time	21
Don't know	2
feel strong?	
None of the time	10
A little of the time	10
Some of the time	22
Most of the time	24
All of the time	30
Don't know	4

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

	Grade 7 %
In the last 30 days, how often did you...	
feel like everything is hard to do?	
None of the time	18
A little of the time	37
Some of the time	24
Most of the time	12
All of the time	6
Don't know	2
feel like nothing makes you happy?	
None of the time	49
A little of the time	23
Some of the time	13
Most of the time	8
All of the time	4
Don't know	4
feel restless, cannot stay still in one place?	
None of the time	27
A little of the time	21
Some of the time	17
Most of the time	13
All of the time	18
Don't know	4

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

	Grade 7 %
In the last 30 days, how often did you...	
feel nervous?	
None of the time	8
A little of the time	31
Some of the time	33
Most of the time	12
All of the time	14
Don't know	2
feel that you do not have much hope?	
None of the time	52
A little of the time	19
Some of the time	12
Most of the time	6
All of the time	6
Don't know	5
feel like you are not important?	
None of the time	48
A little of the time	22
Some of the time	12
Most of the time	8
All of the time	8
Don't know	2

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

	Grade 7 %
No one in my family is in the military	49
Not true	13
A little true	7
Pretty much true	7
Very much true	13
Don't know	11

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

	Grade 7 %
In the last five years, how many times did you change your school because your family had to move?	
I did not change schools	41
Once	28
Twice	12
Three times	10
Four times	4
More than four times	2
Don't know	4
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.	37
I did not have any problems.	27
I had minor problems.	10
I had serious problems when I changed schools.	2
Don't know	25

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

	Grade 7 %
Never	48
Once	11
Twice or more	28
Don't know	13

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

	Grade 7 %
I have traveled a lot and have seen many interesting places.	
Not at all true	9
A little true	27
Pretty much true	17
Very much true	46
Don't know	1

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

	Grade 7 %
When I grow up, I would like to join the military.	
Not at all true	53
A little true	18
Pretty much true	6
Very much true	9
Don't know	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

	Grade 7
Student Sample	
Military-connected family	0
Non-military-connected family (other)	0

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

	Grade 7	
	Mil. %	Other %
My family is very close and we support each other.		
Not at all true	4	3
A little true	15	7
Pretty much true	32	25
Very much true	47	64
Don't know	3	1
My family gets support from relatives and friends.		
Not at all true	5	2
A little true	10	9
Pretty much true	25	25
Very much true	55	61
Don't know	4	3
I feel supported by other families in my community.		
Not at all true	15	10
A little true	25	22
Pretty much true	25	24
Very much true	26	36
Don't know	9	7

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

| | Grade 7 | |
	Mil. %	Other %
I feel that I have more responsibilities at home than my friends.		
Not at all true	23	18
A little true	25	19
Pretty much true	16	18
Very much true	29	35
Don't know	7	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 J8.4

Perceived Internal Strengths by Military-Connected Family Status

| | Grade 7 | |
	Mil. %	Other %
I am more independent than many of my friends.		
Not at all true	11	11
A little true	25	23
Pretty much true	21	21
Very much true	25	27
Don't know	17	18
I know how to solve problems in my life better than most of my friends.		
Not at all true	10	6
A little true	16	25
Pretty much true	27	21
Very much true	29	31
Don't know	17	17

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

| | Grade 7 | |
	Mil. %	Other %
I am more interested in volunteering and helping others than are many of my friends.		
Not at all true	12	17
A little true	28	29
Pretty much true	18	22
Very much true	21	14
Don't know	21	18

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

	Grade 7	
	Mil.	Other
	%	%
Adults in this school respect my family.		
Not at all true	4	4
A little true	12	11
Pretty much true	23	25
Very much true	16	24
Don't know	46	36
I have a hard time paying attention in school.		
Not at all true	32	34
A little true	38	37
Pretty much true	8	13
Very much true	17	14
Don't know	5	2
My parents help me with my school work.		
Not at all true	13	13
A little true	28	32
Pretty much true	26	23
Very much true	30	29
Don't know	4	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

| | Grade 7 | |
	Mil. %	Other %
My parents come to school to meet my teachers or to attend events.		
Not at all true	16	28
A little true	33	23
Pretty much true	16	16
Very much true	24	26
Don't know	12	8

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

| | Grade 7 | |
	Mil. %	Other %
Other students in school do not really understand my family life.		
Not at all true	14	15
A little true	22	20
Pretty much true	17	15
Very much true	19	24
Don't know	28	25
I have a hard time making friends because I have to change schools often.		
Not at all true	52	86
A little true	25	6
Pretty much true	8	2
Very much true	12	3
Don't know	3	3

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

| | Grade 7 | |
	Mil. %	Other %
I feel proud of my family.		
Not at all true	3	1
A little true	4	7
Pretty much true	20	21
Very much true	70	70
Don't know	4	2

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

| | Grade 7 | |
	Mil. *%*	Other *%*
In the last 30 days, how often did you...		
feel full of energy?		
None of the time	7	5
A little of the time	18	14
Some of the time	23	29
Most of the time	30	30
All of the time	17	20
Don't know	4	2
feel happy?		
None of the time	4	1
A little of the time	6	10
Some of the time	26	19
Most of the time	41	44
All of the time	17	25
Don't know	6	1

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

	Grade 7 Mil. %	Other %
In the last 30 days, how often did you...		
feel proud?		
None of the time	8	5
A little of the time	14	14
Some of the time	27	24
Most of the time	33	30
All of the time	13	23
Don't know	5	3
feel good about life?		
None of the time	4	4
A little of the time	8	9
Some of the time	17	16
Most of the time	34	35
All of the time	31	34
Don't know	6	2

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

	Grade 7 Mil. %	Other %
In the last 30 days, how often did you...		
feel excited?		
None of the time	6	5
A little of the time	16	12
Some of the time	25	35
Most of the time	29	25
All of the time	19	21
Don't know	5	1
feel strong?		
None of the time	16	8
A little of the time	14	8
Some of the time	17	25
Most of the time	25	23
All of the time	25	32
Don't know	5	4

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

| | Grade 7 | |
	Mil. %	Other %
In the last 30 days, how often did you...		
feel like everything is hard to do?		
None of the time	13	20
A little of the time	41	36
Some of the time	21	25
Most of the time	13	12
All of the time	7	6
Don't know	5	1
feel like nothing makes you happy?		
None of the time	45	50
A little of the time	22	23
Some of the time	12	14
Most of the time	9	8
All of the time	5	3
Don't know	7	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

	Grade 7 Mil. %	Other %
In the last 30 days, how often did you...		
feel restless, cannot stay still in one place?		
None of the time	24	29
A little of the time	19	22
Some of the time	17	17
Most of the time	17	12
All of the time	18	17
Don't know	5	3
feel nervous?		
None of the time	5	9
A little of the time	25	34
Some of the time	31	34
Most of the time	16	10
All of the time	19	12
Don't know	5	1

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

	Grade 7 Mil. %	Grade 7 Other %
In the last 30 days, how often did you...		
feel that you do not have much hope?		
None of the time	48	54
A little of the time	16	20
Some of the time	13	12
Most of the time	8	5
All of the time	5	7
Don't know	11	2
feel like you are not important?		
None of the time	44	50
A little of the time	22	22
Some of the time	14	11
Most of the time	6	8
All of the time	9	8
Don't know	5	1

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

| | Grade 7 | |
	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	18	49
Once	27	29
Twice	20	9
Three times	16	7
Four times	8	3
More than four times	6	0
Don't know	6	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.	17	45
I did not have any problems.	28	26
I had minor problems.	16	8
I had serious problems when I changed schools.	4	1
Don't know	36	20

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

	Grade 7	
	Mil. *%*	Other *%*
Never	6	64
Once	15	9
Twice or more	72	11
Don't know	6	16

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

| | Grade 7 | |
	Mil. %	Other %
I have traveled a lot and have seen many interesting places.		
Not at all true	7	10
A little true	20	29
Pretty much true	12	19
Very much true	57	42
Don't know	4	0

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

| | Grade 7 | |
| | Mil. | Other |
	%	%
When I grow up, I would like to join the military.		
Not at all true	37	60
A little true	25	16
Pretty much true	10	4
Very much true	11	8
Don't know	17	13

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.

Z. Travis Unified Custom Questions

1. Module Sample

Table Z1.1

Student Sample for Custom Questions

	Grade 7
Student Sample Size	
Target sample	438
Final number	367
Response Rate	84%

2. Custom Questions

Table Z2.1

How difficult would it be for students in your grade to get alcohol from a store?

	Grade	
	7th	Total
	%	%
Very difficult	49	49
Fairly difficult	18	18
Fairly easy	4	4
Very easy	2	2
I don't know	27	27

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

Table Z2.2

How difficult would it be for students in your grade to get an adult to buy alcohol for you?

	Grade	
	7th	Total
	%	%
Very difficult	32	32
Fairly difficult	19	19
Fairly easy	13	13
Very easy	6	6
I don't know	30	30

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

Table Z2.3

How difficult would it be for students in your grade to get alcohol from older friends or siblings?

	Grade	
	7th	Total
	%	%
Very difficult	18	18
Fairly difficult	13	13
Fairly easy	24	24
Very easy	15	15
I don't know	31	31

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

Table Z2.4

How difficult would it be for students in your grade to get alcohol at a party or gathering?

	Grade	
	7th	Total
	%	%
Very difficult	15	15
Fairly difficult	12	12
Fairly easy	20	20
Very easy	21	21
I don't know	32	32

Question HS/MS Z.4.

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

Table Z2.5

Do the parents of friends your age allow people your age to drink alcohol at parties or gatherings in their homes?

	Grade	
	7th	Total
	%	%
Never	88	88
Sometimes	10	10
Often	1	1

Question HS/MS Z.5.

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

Table Z2.6

Have you attended parties or gatherings in someone else's home where an adult knew that people your age were drinking alcohol?

	Grade	
	7th	Total
	%	%
Yes	8	8
No	92	92

Question HS/MS Z.6.

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

Table Z2.7

How difficult would it be for students in your grade to get alcohol from home?

| | Grade | |
| | 7th | Total |
	%	%
Very difficult	17	17
Fairly difficult	13	13
Fairly easy	20	20
Very easy	10	10
I don't know	41	41

Question HS/MS Z.7.

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

Table Z2.8

Has a parent or another adult in your home ever given you an alcoholic drink at home WITH THEIR PER-MISSION?

| | Grade | |
| | 7th | Total |
	%	%
Yes	14	14
No	86	86

Question HS/MS Z.8.

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

Table Z2.9

How difficult would it be for students in your grade to get marijuana at school?

| | Grade | |
| | 7th | Total |
	%	%
Very difficult	38	38
Fairly difficult	14	14
Fairly easy	10	10
Very easy	6	6
I don't know	32	32

Question HS/MS Z.9.

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

Table Z2.10

How difficult would it be for students in your grade to get marijuana from older friends or siblings?

	Grade	
	7th	Total
	%	%
Very difficult	20	20
Fairly difficult	15	15
Fairly easy	20	20
Very easy	10	10
I don't know	35	35

Question HS/MS Z.10.

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

Table Z2.11

How difficult would it be for students in your grade to get marijuana at a party or gathering?

	Grade	
	7th	Total
	%	%
Very difficult	21	21
Fairly difficult	10	10
Fairly easy	19	19
Very easy	11	11
I don't know	39	39

Question HS/MS Z.11.

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

Table Z2.12

Do the parents of friends your age allow people your age to use marijuana at parties or gatherings in their homes?

	Grade	
	7th	Total
	%	%
Never	97	97
Sometimes	3	3

Question HS/MS Z.12.

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

Table Z2.13

Has a parent or another adult in your home ever given you marijuana at home WITH THEIR PERMISSION?

| | Grade | |
| | 7th | Total |
	%	%
Yes	1	1
No	99	99

Question HS/MS Z.13.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.14

How difficult would it be for students in your grade to get marijuana from home?

| | Grade | |
| | 7th | Total |
	%	%
Very difficult	32	32
Fairly difficult	12	12
Fairly easy	11	11
Very easy	5	5
I don't know	40	40

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

Table Z2.15

How difficult would it be for students in your grade to get marijuana from a medical marijuana dispensary?

| | Grade | |
| | 7th | Total |
	%	%
Very difficult	29	29
Fairly difficult	13	13
Fairly easy	9	9
Very easy	3	3
I don't know	47	47

Question HS/MS Z.15.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.16

How difficult would it be for students in your grade to get prescription drugs that were not prescribed to them from home?

	Grade	
	7th	Total
	%	%
Very difficult	19	19
Fairly difficult	13	13
Fairly easy	15	15
Very easy	8	8
I don't know	45	45

Question HS/MS Z.16.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.17

Have you attended parties or gatherings where people your age were using prescription drugs that were not prescribed to them?

	Grade	
	7th	Total
	%	%
Yes	3	3
No	97	97

Question HS/MS Z.17.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.18

How difficult would it be for students in your grade to get vape products such as e-cigarettes (JUUL), vape pens, or mods?

	Grade	
	7th	Total
	%	%
Very difficult	17	17
Fairly difficult	11	11
Fairly easy	19	19
Very easy	14	14
I don't know	39	39

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

Table Z2.19

How much do you think people risk harming themselves physically or in other ways if they use vape products such as e-cigarettes (JUUL), vape pens, or mods?

	Grade	
	7th	Total
	%	%
Great risk	55	55
Moderate risk	23	23
Slight risk	6	6
No risk	1	1
I don't know	15	15

Question HS/MS Z.19.

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

Table Z2.20

Have you ever inhaled marijuana, hash or cannabis oil using a vape product such as e-cigarettes (JUUL), vape pens, or mods?

	Grade	
	7th	Total
	%	%
Yes	7	7
No	93	93

Question HS/MS Z.20.

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

Table Z2.21

Have you participated in any of the extracurricular/social clubs listed below in the last two years? (Please select all that apply)

	Grade	
	7th	Total
	%	%
Associated Student Body (ASB)/Leadership	8	8
Audio Visual Club	0	0
AVID	1	1
College and Career	1	1
A Cultural Club	0	0
Drama	15	15
National Honor Society/National Junior Honor Society	3	3
ROTC	0	0
Faith-based clubs	3	3
Girl or boy empowerment/mentoring club	1	1
Other extracurricular/social clubs	15	15
None of the above	68	68

Question HS/MS Z.21.

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

Table Z2.22

Have you participated in any of the community/advocacy clubs listed below in the last two years? (Please select all that apply)

	Grade	
	7th	Total
	%	%
Friday Night Live (FNL)/Club Live	1	1
Future Farmers of America (FFA)/4-H	1	1
Gay Straight Alliance (GSA)	1	1
Key Club	0	0
Youth Coalition	1	1
Link Crew	0	0
Rotary/Interact	0	0
Soroptimist	0	0
Youth advisory board	0	0
Police Activities League (PAL)	2	2
Other community/advocacy clubs	3	3
None of the above	93	93

Question HS/MS Z.22.

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

Table Z2.23

Have you participated in any of the academic teams listed below in the last two years? (Please select all that apply)

	Grade	
	7th	Total
	%	%
Academic Decathlon	1	1
Speech and Debate	3	3
Glee	1	1
Mock trial	0	0
STEM	14	14
Robotics	22	22
Science bowl	0	0
Marching Band	2	2
Other academic teams	9	9
None of the above	64	64

Question HS/MS Z.23.

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

Table Z2.24

Have you participated in any of the athletic teams listed below in the last two years? (Please select all that apply)

	Grade	
	7th	Total
	%	%
Basketball	32	32
Football	17	17
Baseball/softball	21	21
Soccer	27	27
Track and field	11	11
Volleyball	11	11
Water polo	1	1
Cheerleading	8	8
Golf	3	3
Badminton	0	0
Tennis	6	6
Other athletic teams	22	22
None of the above	27	27

Question HS/MS Z.24.

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

Appendix

CHKS Content Overview, 2019-20

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 LCAP. 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 in raising standardized test scores over a one-year period when they had higher percentages of students

---

[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

who reported: (1) being less engaged in risky behaviors such as substance use and violence; (2) being more likely to eat nutritiously and exercise; and (3) 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 report feeling 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 LGBTQ 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 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 subscribe to the District CalSCHLS private data dashboard to disaggregate their CHKS results by demographic subgroups for each school (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, transgender, and questioning or queer (LGBTQ) youth are at elevated risk for bullying and violence victimization, mental health problems, drug and alcohol use, and exhibiting poor performance in school.[13] [14] For example, analysis of the latest Biennial CHKS data indicate that LGBTQ youth[15] are:

- about 30 percentage points more likely than non-LGBTQ 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 LGBTQ.

---

[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] Hanson, T., Zhang, G., Cerna, R., Stern, A., & Austin, G. (2019) Understanding the experiences of LGBTQ youth in California. San Francisco, CA: WestEd.

[14] 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.

[15] See calschls.org/reports-data/dashboard/

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

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.[16] 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.[17] 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; and attendance and truancy data into 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 of engagement 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 (caring relationships, high expectations, and opportunities for meaningful participation) 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.[18]

---

[16] 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.

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

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

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

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

Absenteeism and Truancy

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

Poor attendance is a marker of a wider variety of other problems, including low school connectedness and learning engagement. Both the US Department of Education and the California Office of the Attorney General have launched initiatives designed to raise awareness about and combat chronic absenteeism, generally defined as missing 10 percent of school days. According to a report by Attendance Works, the nation's large and persistent achievement gaps are rooted in a largely hidden crisis of chronic absenteeism, especially among low-income and minority children.[19]

Biennial State CHKS data indicate that the most common 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.[20]

Truancy has been identified as one of the most powerful predictors of both poor achievement and delinquency.[21] Students who are chronically absent 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

---

[19] 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/

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

[21] 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.

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.[22] [23] [24] [25] [26] [27]

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.[28] 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.[29] 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.[30] [31]

Parent Involvement

Parent involvement, including promoting parental participation in school programs, is one of the LCAP state priorities. A three-item scale assesses student perceptions (level of agreement) of three components of parent 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.[32]

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 2015/16 data from the questions on both modules found that a plurality of students report that their school facilities are in good condition,

---

[22] Hanson & Austin. (2002). Download data.calschls.org/resources/factsheet.pdf

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

[24] Hanson. (2011). Download data.calschls.org/resources/S3factsheet1_caring_20120223.pdf

[25] Hanson. (2012). Download data.calschls.org/resources/S3factsheet2_participation_20120224.pdf

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

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

[28] 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.

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

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

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

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

but a non-trivial minority of students were dissatisfied with the condition of their school facilities.[33] 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.

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.[34] 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.[35] 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.[36] [37] [38]

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 been markedly lower for 7th than 9th grade.[39] If students report low levels of perceived school safety, further examination of all the indicators related to bullying and victimization is warranted. 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.[40]

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 important 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

---

[33] Hanson & Austin. (2016). Download calschls.org/docs/facilities122216.pdf

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

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

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

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

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

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

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

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.[41]

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), 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.[42] 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.[43] [44] 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 by asking students about: 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 questions about 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 else doing these things. 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.[45] About 16 percent of 7th and 9th graders report seeing someone carrying a weapon compared 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.

---

[41] 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.

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

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

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

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

Reflecting this, on the California School Staff Survey, 39 percent of high school staff statewide reported that alcohol and drug use are a moderate to severe problem at their school.[46]

Alcohol and Other Drug Use at School (Section 6)

AOD use at school is especially troubling. This is behavior that threatens not only the user's learning ability but also the school's 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.[47] Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools.[48] [49]

Cigarette Smoking (Section 7)

Students who report smoking cigarettes are significantly more likely than those who do not 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, students who smoke are also more likely 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.[50] [51]

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.[52] 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.[53]

CHKS data also show that students who report bias-related harassment, particularly for disability and sexual orientation, have poorer overall mental health 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.[54] [55]

See also the percentage of students who report missing school because they "felt very sad, hopeless, anxious, stressed, or angry." 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 foster of social-emotional competencies.

---

[46] Statewide CSSS. (2018). Download calschls.org/docs/statewide_1517_csss.pdf

[47] 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.

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

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

[50] Hanson & Zheng. (2006). Download data.calschls.org/resources/factsheet2update.pdf

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

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

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

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

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