CALIFORNIA HEALTHY KIDS SURVEY

Travis Education Center
Secondary
2018-2019
Main Report

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PREFACE

HYPERLINK FEATURE

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

ALERT

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

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

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

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

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

THE SURVEY

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

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

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

Core Module

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

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

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

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

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

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

School Climate Module (Supplementary)

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

Social Emotional Health Module (Supplementary)

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

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

SURVEY ADMINISTRATION AND SAMPLE

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

- Table A1.1 describes the target sample of students and the final number and percent of students who completed the survey (the participation response rate).

- Appendix I lists all the secondary schools in the district that were eligible to participate in the survey and the percentage of their enrolled students that completed the survey (included in the district report).

NEW IN 2018! EXPLORE RESULTS ON THE ONLINE DATA DASHBOARD

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

THE REPORT

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

Racial/Ethnic and Gender Results

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

UNDERSTANDING THE DATA

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

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

Representativeness

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

Changes Between Survey Administrations

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

RESOURCES

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

- *CHKS Guidebook to Data Use and Dissemination* provides step-by-step instructions on how to interpret survey results and effectively disseminate them (data.calschls.org/resources/chks_guidebook_3_datause.pdf).

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets/).

- *Assessing School Climate* describes the value of the CalSCHLS student, staff, and parent surveys for assessing school climate, listing constructs and individual indicators (data.calschls.org/resources/Cal-SCHLS_AssessingClimate2013-14.pdf).

- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).

- *Using CalSCHLS to Assess Social-Emotional Learning and Health* describes how the CHKS Core and Social Emotional Health Module (SEHM) provide a comprehensive profile of student social-emotional competency (learning) and health, and the related supports schools provide, including questions aligned with the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) (data.calschls.org/resources/CalSCHLS_AssessSELH.pdf). The staff survey provides data on the perception of adults in the school on social-emotional service needs and provision.

- *Helpful Resources for Local Control and Accountability Plans* describes how survey items align with LCAP priorities and indicators (calschls.org/docs/lcap_cal_schls.pdf). Also available is an LCAP-related PowerPoint presentation (calschls.org/site/assets/files/1036/cal-schls-lcap_schoolclimatev6-1.pptx).

- The *School Climate Connection Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/about.

- CDE's **California Safe and Supportive Schools** website (CaliforniaS3.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

- The **CalSCHLS Item Crosswalk** (calschls.org/resources/#survey_resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

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

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

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

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

Compare Results with Other Data

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

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

- **Elementary CHKS Results**. Examine how the results from 9th and 11th graders compare with those from 5th and 7th graders if your district(s) also administered the CHKS at these school

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

- **Other Data**. Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

- **Similar District and Statewide Results**. The results from the biennial state administration of the CHKS, which provide representative state norms, can be downloaded from the CalSCHLS website (data.calschls.org/resources/Biennial_State_1517.pdf) or examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard/). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports/). How you compare to state and district results can provide some context for your results, but the most important consideration is what your own results say about the students in your school/community.

Data Workshop

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

Request Additional Reports and Data

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

School Reports and School Climate Report Cards

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

- A full report with all the survey results

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

District School Climate Report Card

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

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

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

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

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

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Alcohol and Other Drugs (AOD) Module	X
C. Building Healthy Communities (BHC) Module	
D. Cal-Well Module	
E. Closing the Achievement Gap (CTAG) Module	
F. District Afterschool Module (DASM)	
G. Drug Free Communities (DFC) Module	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

	NT[A]
Student Sample Size	
Target sample	87
Final number	63
Response Rate	72%

Note: [A]NT includes continuation, community day, and other alternative school types.

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	NT %	Table
School Engagement and Supports		
School connectedness[†]	55	A4.6
Academic motivation[†]	67	A4.6
Chronic truancy (twice a month or more often)[§]	10	A4.2
Caring adult relationships[‡]	62	A4.5
High expectations[‡]	68	A4.5
Meaningful participation[‡]	28	A4.5
Facilities upkeep[†]	64	A4.13
Parent involvement in school[†]	50	A4.6
School Safety		
School perceived as very safe or safe	64	A5.1
Experienced any harassment or bullying[§]	37	A5.2
Had mean rumors or lies spread about you[§]	42	A5.3
Been afraid of being beaten up[§]	21	A5.4
Been in a physical fight[§]	14	A5.4
Seen a weapon on campus[§]	13	A5.6
Substance Use and Mental Health		
Current alcohol or drug use[¶]	57	A6.5
Current marijuana use[¶]	52	A6.5
Current binge drinking[¶]	20	A6.5
Very drunk or "high" 7 or more times, ever	53	A6.7
Been drunk or "high" on drugs at school, ever	39	A6.9
Current cigarette smoking[¶]	20	A7.3
Current electronic cigarette use[¶]	42	A7.3
Experienced chronic sadness/hopelessness[§]	62	A8.4
Considered suicide[§]	50	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

	NT %
Male	66
Female	34

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

Table A3.2

Hispanic or Latino

	NT %
No	68
Yes	32

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

Table A3.3

Race

	NT %
American Indian or Alaska Native	0
Asian	2
Black or African American	8
Native Hawaiian or Pacific Islander	8
White	41
Mixed (two or more) races	41

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

Table A3.4

Living Situation

	NT %
A home with one or more parent or guardian	85
Other relative's home	5
A home with more than one family	2
Friend's home	6
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.8: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.
Note: Cells are empty if there are less than 10 respondents.

Table A3.5

Highest Education of Parents

	NT %
Did not finish high school	13
Graduated from high school	23
Attended college but did not complete four-year degree	13
Graduated from college	42
Don't know	10

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

Table A3.6

Free or Reduced Price Meals Eligibility

	NT %
No	44
Yes	44
Don't know	13

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

Table A3.7

Participation in Migrant Education Program, Past 3 Years

	NT %
No	89
Yes	2
Don't know	10

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

Table A3.8

Language Spoken at Home

	NT %
English	92
Spanish	8
Mandarin	0
Cantonese	0
Taiwanese	0
Tagalog	0
Vietnamese	0
Korean	0
Other	0

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

Table A3.9
English Language Proficiency – All Students

	NT %
How well do you...	
understand English?	
Very well	92
Well	6
Not well	0
Not at all	2
speak English?	
Very well	85
Well	11
Not well	2
Not at all	2
read English?	
Very well	80
Well	18
Not well	0
Not at all	2
write English?	
Very well	75
Well	18
Not well	5
Not at all	2
English Language Proficiency Status	
Proficient	82
Not proficient	18

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.10

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

	NT %
How well do you...	
understand English?	
Very well	
Well	
Not well	
Not at all	
speak English?	
Very well	
Well	
Not well	
Not at all	
read English?	
Very well	
Well	
Not well	
Not at all	
write English?	
Very well	
Well	
Not well	
Not at all	
English Language Proficiency Status	
Proficient	
Not proficient	

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response $\leq$ 3.5.

Table A3.11

Number of Days Attending Afterschool Program

	NT %
0 days	89
1 day	5
2 days	0
3 days	0
4 days	2
5 days	5

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

Table A3.12

Military Connections

	NT %
No	85
Yes	14
Don't know	2

Question HS A.129/MS A.119: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?
Note: Cells are empty if there are less than 10 respondents.

Table A3.13

Sexual Orientation

	NT %
Straight (not gay)	76
Gay or Lesbian	2
Bisexual	10
I am not sure yet	2
Something else	8
Decline to respond	2

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

Table A3.14

Gender Identity

	NT %
No, I am not transgender	90
Yes, I am transgender	7
I am not sure if I am transgender	0
Decline to respond	3

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

4. School Performance, Supports, and Engagement

Table A4.1

Grades, Past 12 Months

	NT %
Mostly A's	2
A's and B's	15
Mostly B's	8
B's and C's	46
Mostly C's	8
C's and D's	15
Mostly D's	2
Mostly F's	5

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

Table A4.2

Truancy, Past 12 Months

	NT %
0 times	62
1-2 times	11
A few times	13
Once a month	3
Twice a month	0
Once a week	2
More than once a week	8

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

Table A4.3

Absences, Past 30 Days

	NT %
I did not miss any days of school in the past 30 days	22
1 day	15
2 days	35
3 or more days	28

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

Table A4.4

Reasons for Absence, Past 30 Days

	NT %
Does not apply; I didn't miss any school	22
Illness (feeling physically sick), including problems with breathing or your teeth	63
Were being bullied or mistreated at school	7
Felt very sad, hopeless, anxious, stressed, or angry	32
Didn't get enough sleep	37
Didn't feel safe at school or going to and from school	3
Had to take care of or help a family member or friend	10
Wanted to spend time with friends	5
Used alcohol or drugs	8
Were behind in schoolwork or weren't prepared for a test or class assignment	13
Were bored or uninterested in school	13
Had no transportation to school	13
Other reason	22

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

Table A4.5

School Environment Scales (Developmental Supports)

	NT %	Table
Total school supports		
Average reporting "Pretty much true" or "Very much true"	52	
High	31	
Moderate	43	
Low	26	
Caring adults in school		
Average reporting "Pretty much true" or "Very much true"	62	A4.7
High	36	
Moderate	44	
Low	20	
High expectations-adults in school		
Average reporting "Pretty much true" or "Very much true"	68	A4.8
High	41	
Moderate	49	
Low	10	
Meaningful participation at school		
Average reporting "Pretty much true" or "Very much true"	28	A4.9
High	10	
Moderate	38	
Low	52	

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

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

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

Table A4.6

School Connectedness, Academic Motivation, and Parent Involvement Scales

	NT %	Table
School connectedness		A4.10
Average reporting "Agree" or "Strongly agree"	55	
High	39	
Moderate	48	
Low	13	
Academic motivation		A4.11
Average reporting "Agree" or "Strongly agree"	67	
High	20	
Moderate	57	
Low	23	
Parent involvement in school		A4.12
Average reporting "Agree" or "Strongly agree"	50	
High	33	
Moderate	54	
Low	13	

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

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

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

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

Table A4.7
Caring Relationships Scale Questions

	NT %
Caring adults in school	
Average reporting "Pretty much true" or "Very much true"	62
At my school, there is a teacher or some other adult...	
who really cares about me.	
Not at all true	13
A little true	20
Pretty much true	39
Very much true	28
who notices when I'm not there.	
Not at all true	16
A little true	30
Pretty much true	20
Very much true	34
who listens to me when I have something to say.	
Not at all true	17
A little true	18
Pretty much true	33
Very much true	32

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

Table A4.8
High Expectations Scale Questions

	NT %
High expectations-adults in school	
Average reporting "Pretty much true" or "Very much true"	68
At my school, there is a teacher or some other adult...	
who tells me when I do a good job.	
Not at all true	8
A little true	23
Pretty much true	43
Very much true	26
who always wants me to do my best.	
Not at all true	5
A little true	20
Pretty much true	32
Very much true	43
who believes that I will be a success.	
Not at all true	11
A little true	28
Pretty much true	26
Very much true	34

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

Table A4.9

Meaningful Participation Scale Questions

	NT *%*
Meaningful participation at school	
Average reporting "Pretty much true" or "Very much true"	28
At school...	
I do interesting activities.	
Not at all true	25
A little true	41
Pretty much true	23
Very much true	11
I help decide things like class activities or rules.	
Not at all true	48
A little true	25
Pretty much true	21
Very much true	7
I do things that make a difference.	
Not at all true	46
A little true	25
Pretty much true	20
Very much true	8
I have a say in how things work.	
Not at all true	46
A little true	30
Pretty much true	16
Very much true	8
I help decide school activities or rules.	
Not at all true	60
A little true	17
Pretty much true	17
Very much true	7

Question HS/MS A.41-45: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference... I have a say in how things work... I help decide school activities or rules.

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

Table A4.10
School Connectedness Scale Questions

	NT %
School connectedness	
Average reporting "Agree" or "Strongly agree"	55
I feel close to people at this school.	
Strongly disagree	15
Disagree	17
Neither disagree nor agree	28
Agree	32
Strongly agree	8
I am happy to be at this school.	
Strongly disagree	8
Disagree	11
Neither disagree nor agree	26
Agree	43
Strongly agree	11
I feel like I am part of this school.	
Strongly disagree	12
Disagree	10
Neither disagree nor agree	25
Agree	35
Strongly agree	18
The teachers at this school treat students fairly.	
Strongly disagree	2
Disagree	8
Neither disagree nor agree	27
Agree	37
Strongly agree	27
I feel safe in my school.	
Strongly disagree	7
Disagree	2
Neither disagree nor agree	27
Agree	45
Strongly agree	20

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

Table A4.11
Academic Motivation Scale Questions

	NT %
Academic motivation	
Average reporting "Agree" or "Strongly agree"	67
I try hard to make sure that I am good at my schoolwork.	
Strongly disagree	5
Disagree	7
Neither disagree nor agree	15
Agree	51
Strongly agree	23
I try hard at school because I am interested in my work.	
Strongly disagree	7
Disagree	20
Neither disagree nor agree	23
Agree	36
Strongly agree	15
I work hard to try to understand new things at school.	
Strongly disagree	5
Disagree	8
Neither disagree nor agree	20
Agree	44
Strongly agree	23
I am always trying to do better in my schoolwork.	
Strongly disagree	5
Disagree	7
Neither disagree nor agree	13
Agree	46
Strongly agree	30

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

Table A4.12
Parent Involvement Scale Questions

	NT *%*
Parent involvement in school	
Average reporting "Agree" or "Strongly agree"	50
Teachers at this school communicate with parents about what students are expected to learn in class.	
Strongly disagree	5
Disagree	8
Neither disagree nor agree	39
Agree	34
Strongly agree	13
Parents feel welcome to participate at this school.	
Strongly disagree	5
Disagree	7
Neither disagree nor agree	44
Agree	30
Strongly agree	15
School staff takes parent concerns seriously.	
Strongly disagree	7
Disagree	7
Neither disagree nor agree	28
Agree	41
Strongly agree	18

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

Table A4.13

Quality of School Physical Environment

	NT *%*
My school is usually clean and tidy.	
Strongly disagree	8
Disagree	10
Neither disagree nor agree	18
Agree	41
Strongly agree	23

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

5. School Violence, Victimization, and Safety

Table A5.1

Perceived Safety at School

	NT %
Very safe	24
Safe	40
Neither safe nor unsafe	34
Unsafe	2
Very unsafe	0

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

Table A5.2

Reasons for Harassment on School Property, Past 12 Months

	NT %
Race, ethnicity, or national origin	
0 times	83
1 time	7
2 or more times	10
Religion	
0 times	90
1 time	3
2 or more times	7
Gender	
0 times	81
1 time	3
2 or more times	15
Because you are gay or lesbian or someone thought you were	
0 times	82
1 time	8
2 or more times	10
A physical or mental disability	
0 times	86
1 time	8
2 or more times	5
You are an immigrant or someone thought you were	
0 times	93
1 time	3
2 or more times	3
Any of the above six reasons	33

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

Table A5.2

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

	NT %
Any other reason	
0 times	80
1 time	7
2 or more times	13
Any harassment	37

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

Table A5.3

Verbal Harassment at School, Past 12 Months

	NT %
During the past 12 months, how many times on school property have you...	
had mean rumors or lies spread about you?	
0 times	58
1 time	20
2 to 3 times	8
4 or more times	14
had sexual jokes, comments, or gestures made to you?	
0 times	65
1 time	7
2 to 3 times	10
4 or more times	18
been made fun of because of your looks or the way you talk?	
0 times	67
1 time	7
2 to 3 times	12
4 or more times	15
been made fun of, insulted, or called names?	
0 times	67
1 time	12
2 to 3 times	7
4 or more times	15

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

Table A5.4

Violence and Victimization on School Property, Past 12 Months

	NT %
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	85
1 time	5
2 to 3 times	7
4 or more times	3
been afraid of being beaten up?	
0 times	79
1 time	12
2 to 3 times	2
4 or more times	7
been threatened with harm or injury?	
0 times	86
1 time	10
2 to 3 times	2
4 or more times	2
been in a physical fight?	
0 times	86
1 time	7
2 to 3 times	5
4 or more times	2
been threatened or injured with a weapon (gun, knife, club, etc.)?	
0 times	95
1 time	3
2 to 3 times	0
4 or more times	2
been offered, sold, or given an illegal drug?	
0 times	67
1 time	9
2 to 3 times	7
4 or more times	17

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

Table A5.5

Property Damage on School Property, Past 12 Months

	NT %
Had your property stolen or deliberately damaged	
0 times	88
1 time	7
2 to 3 times	2
4 or more times	3
Damaged school property on purpose	
0 times	92
1 time	7
2 to 3 times	0
4 or more times	2

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

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

Table A5.6

Weapons Possession on School Property, Past 12 Months

	NT %
Carried a gun	
0 times	95
1 time	2
2 to 3 times	2
4 or more times	2
Carried any other weapon (such as a knife or club)	
0 times	86
1 time	5
2 to 3 times	3
4 or more times	5
Seen someone carrying a gun, knife, or other weapon	
0 times	87
1 time	5
2 to 3 times	5
4 or more times	3

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

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

Table A5.7

Cyber Bullying, Past 12 Months

	NT %
0 times (never)	72
1 time	12
2 to 3 times	3
4 or more times	13

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

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

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use and Perceptions

	NT %	Table
Lifetime illicit AOD use to get "high"[†]	72	A6.2
Lifetime alcohol or drug use	72	A6.2
Lifetime marijuana use	66	A6.2
Lifetime very drunk or high (7 or more times)	53	A6.7
Lifetime drinking and driving involvement	40	A6.11
Current alcohol or drug use	57	A6.5
Current marijuana use	52	A6.5
Current heavy drug use	44	A6.5
Current heavy alcohol use (binge drinking)	20	A6.5
Current alcohol or drug use on school property	15	A6.8
Harmfulness of occasional marijuana use[‡]	18	A6.12
Difficulty of obtaining marijuana[§]	8	A6.13

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

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

[‡]*Great harm.*

[§]*Very difficult.*

Table A6.2

Summary of AOD Lifetime Use

	NT %
Alcohol	59
Marijuana	66
Inhalants	18
Cocaine, methamphetamine, or any amphetamines	18
Heroin	3
Ecstasy, LSD, or other psychedelics	23
Prescription pain medication, opioids, tranquilizers, sedatives, diet pills, or other prescription stimulant	39
Cold/cough medicines or other over-the-counter medicines to get "high"	31
Any other drug, pill, or medicine to get "high"	25
Any of the above AOD use	72
Any illicit AOD use to get "high"[†]	72

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

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

Table A6.3

Lifetime AOD Use

	NT %
Alcohol (one full drink)	
0 times	41
1 time	5
2 to 3 times	7
4 or more times	48
Marijuana (smoke, vape, eat, or drink)	
0 times	34
1 time	5
2 to 3 times	8
4 or more times	52
Inhalants	
0 times	82
1 time	7
2 to 3 times	2
4 or more times	10
Cocaine, methamphetamine, or any amphetamines	
0 times	82
1 time	2
2 to 3 times	5
4 or more times	11
Heroin	
0 times	97
1 time	2
2 to 3 times	2
4 or more times	0
Ecstasy, LSD, or other psychedelics	
0 times	77
1 time	3
2 to 3 times	11
4 or more times	8

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

Table A6.3

Lifetime AOD Use – Continued

	NT %
Prescription pain medication or opioids, tranquilizers, or sedatives	
0 times	66
1 time	5
2 to 3 times	5
4 or more times	25
Diet pills	
0 times	95
1 time	2
2 to 3 times	0
4 or more times	3
Ritalin™ or Adderall™ or other prescription stimulant	
0 times	69
1 time	5
2 to 3 times	8
4 or more times	17
Cold/cough medicines or other over-the-counter medicines to get "high"	
0 times	69
1 time	7
2 to 3 times	15
4 or more times	10
Any other drug, pill, or medicine to get "high" or for reasons other than medical	
0 times	75
1 time	2
2 to 3 times	5
4 or more times	18

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

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

Table A6.4

Lifetime Marijuana Consumption

	NT %
During your life, how many times have you used marijuana in any of the following ways...	
Smoke it?	
0 times	37
1 time	3
2 to 3 times	5
4 or more times	54
In an electronic or e-cigarette or other vaping device?	
0 times	42
1 time	3
2 to 3 times	3
4 or more times	52
Eat or drink it in products made with marijuana?	
0 times	45
1 time	2
2 to 3 times	8
4 or more times	45

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

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

Table A6.5

Current AOD Use, Past 30 Days

	NT %
Alcohol (one or more drinks of alcohol)	32
Binge drinking (5 or more drinks in a row)	20
Marijuana (smoke, vape, eat, or drink)	52
Inhalants	5
Prescription drugs to get "high" or for reasons other than prescribed	8
Other drug, pill, or medicine to get "high" or for reasons other than medical	8
Any drug use	52
Heavy drug use	44
Any AOD Use	57
Two or more substances at the same time	22

Question HS A.70-76/MS A.64-68: During the past 30 days, on how many days did you use... one or more drinks of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (smoke, vape, eat, or drink)... inhalants (things you sniff, huff, or breathe to get "high")... prescription drugs to get "high" or for reasons other than prescribed ... any other drug, pill, or medicine to get "high" or for reasons other than medical... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

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

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

Table A6.6

Frequency of Current AOD Use, Past 30 Days

	NT %
Alcohol (one or more drinks)	
0 days	68
1 or 2 days	23
3 to 9 days	5
10 to 19 days	2
20 or more days	2
Binge drinking (5 or more drinks in a row)	
0 days	80
1 or 2 days	17
3 to 9 days	2
10 to 19 days	0
20 or more days	2
Marijuana (smoke, vape, eat, or drink)	
0 days	48
1 or 2 days	8
3 to 9 days	10
10 to 19 days	5
20 or more days	28

Question HS A.70-72/MS A.64-66: During the past 30 days, on how many days did you use... one or more drinks of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (smoke, vape, eat, or drink)?
Note: Cells are empty if there are less than 10 respondents.

Table A6.7

Lifetime Drunk or "High"

	NT %
Very drunk or sick after drinking alcohol	
0 times	52
1 to 2 times	23
3 to 6 times	13
7 or more times	12
"High" (loaded, stoned, or wasted) from using drugs	
0 times	37
1 to 2 times	7
3 to 6 times	5
7 or more times	52
Very drunk or "high" 7 or more times	53

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

Table A6.8

Current AOD Use on School Property, Past 30 Days

	NT %
Alcohol	
0 days	98
1 to 2 days	2
3 or more days	0
Marijuana (smoke, vape, eat, or drink)	
0 days	85
1 to 2 days	8
3 or more days	7
Any other drug, pill, or medicine to get "high" or for reasons other than medical?	
0 days	95
1 to 2 days	3
3 or more days	2
Any of the above	15

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

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

Table A6.9

Lifetime Drunk or "High" on School Property

	NT %
0 times	61
1 to 2 times	7
3 to 6 times	8
7 or more times	24

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

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

Table A6.10

Cessation Attempts

	NT %
Alcohol	
Does not apply, don't use	62
0 times	20
1 time	12
2 to 3 times	5
4 or more times	2
Marijuana	
Does not apply, don't use	48
0 times	22
1 time	15
2 to 3 times	10
4 or more times	5

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

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

Table A6.11
Drinking While Driving, Lifetime

	NT %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using	
Never	60
1 time	3
2 times	8
3 to 6 times	12
7 or more times	17

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

Table A6.12

Perceived Harm of AOD Use

	NT %
Alcohol - drink occasionally	
Great	25
Moderate	30
Slight	27
None	18
Alcohol - 5 or more drinks once or twice a week	
Great	48
Moderate	30
Slight	7
None	15
Marijuana - use occasionally	
Great	18
Moderate	10
Slight	22
None	50
Marijuana - use daily	
Great	23
Moderate	15
Slight	25
None	37

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

Table A6.13

Perceived Difficulty of Obtaining Alcohol and Marijuana

	NT %
Alcohol	
Very difficult	8
Fairly difficult	3
Fairly easy	38
Very easy	33
Don't know	17
Marijuana	
Very difficult	8
Fairly difficult	0
Fairly easy	24
Very easy	53
Don't know	15

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

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

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	NT %	Table
Use Prevalence and Patterns		
Ever smoked a whole cigarette	41	A7.2
Current cigarette smoking[†]	20	A7.3
Current cigarette smoking at school[†]	0	A7.4
Ever tried smokeless tobacco	8	A7.2
Current smokeless tobacco use[†]	2	A7.3
Current smokeless tobacco use at school[†]	2	A7.4
Ever used electronic cigarettes	62	A7.2
Current use of electronic cigarettes[†]	42	A7.3
Current use of electronic cigarettes at school[†]	17	A7.4
Cessation Attempts		
Tried to quit or stop using cigarettes	17	A7.5
Attitudes and Correlates		
Harmfulness of occasional cigarette smoking[‡]	31	A7.6
Harmfulness of smoking 1 or more packs/day[‡]	72	A7.6
Difficulty of obtaining cigarettes[§]	10	A7.8

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

[†]*Past 30 days.*

[‡]*Great harm.*

[§]*Very difficult.*

Table A7.2

Lifetime Tobacco Use

	NT %
A whole cigarette	
0 times	59
1 time	2
2 to 3 times	11
4 or more times	28
Smokeless tobacco	
0 times	92
1 time	5
2 to 3 times	0
4 or more times	3
Electronic cigarettes, e-cigarettes, or other vaping device	
0 times	38
1 time	8
2 to 3 times	3
4 or more times	50

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

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

Table A7.3

Any Current Use and Daily Use

	NT %
Cigarettes	
Any	20
Daily (20 or more days)	3
Smokeless tobacco	
Any	2
Daily (20 or more days)	2
Electronic cigarettes/e-cigarettes/other vaping device	
Any	42
Daily (20 or more days)	17

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

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

Table A7.4

Current Smoking on School Property, Past 30 Days

	NT %
Cigarettes	
0 days	100
1 or 2 days	0
3 to 9 days	0
10 to 19 days	0
20 or more days	0
Smokeless tobacco	
0 days	98
1 or 2 days	0
3 to 9 days	0
10 to 19 days	0
20 or more days	2
Electronic cigarettes, e-cigarettes, or other vaping device	
0 days	83
1 or 2 days	8
3 to 9 days	2
10 to 19 days	0
20 or more days	7

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

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

Table A7.5

Cigarette Smoking Cessation Attempts

	NT %
Does not apply, don't use	70
0 times	13
1 time	5
2 to 3 times	12
4 or more times	0

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

Table A7.6

Perceived Harm of Cigarette Smoking

	NT %
Smoke cigarettes occasionally	
Great	31
Moderate	36
Slight	20
None	14
Smoke 1 or more packs of cigarettes each day	
Great	72
Moderate	7
Slight	7
None	15

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

Table A7.7

Perceived Harm of E-Cigarette Use Compared to Smoking

	NT %
Use e-cigarettes or vaping device occasionally	
Great	13
Moderate	25
Slight	37
None	25
Use e-cigarettes or vaping devices several times a day	
Great	33
Moderate	30
Slight	17
None	20

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

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

Table A7.8

Perceived Difficulty of Obtaining Cigarettes and E-Cigarettes

	NT %
Cigarettes	
Very difficult	10
Fairly difficult	0
Fairly easy	32
Very easy	40
Don't know	18
E-cigarettes or vaping device	
Very difficult	8
Fairly difficult	2
Fairly easy	25
Very easy	50
Don't know	15

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

8. Other Physical and Mental Health Risks

Table A8.1

Hours of Sleep

	NT %
4 or less hours	17
5 hours	25
6 hours	25
7 hours	18
8 hours	8
9 hours	5
10 or more hours	2

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

Table A8.2

Eating of Breakfast

	NT %
No	58
Yes	42

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

Table A8.3

Chronic Sad or Hopeless Feelings, Past 12 Months

	NT %
No	38
Yes	62

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

Table A8.4

Seriously Considered Attempting Suicide, Past 12 Months

	NT %
No	50
Yes	50

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

Table A8.5

Gang Involvement

	NT %
No	90
Yes	10

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

9. Race/Ethnic Breakdowns

Table A9.1

School Supports and Engagement by Race/Ethnicity - Non-Traditional

Percent of Students (%)	NT						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports‡	51					48	45
Caring adults in school‡	60					59	54
High expectations-adults in school‡	63					67	61
Meaningful participation at school‡	31					17	20
School Connectedness†	54					50	52
Academic Motivation†	70					55	70
Parent Involvement in School†	45					43	51

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

	NT %
Hispanic or Latino	60
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	62
Mixed (two or more) races	48

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

Table A9.3

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

	NT %
Hispanic or Latino	15
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	43
Mixed (two or more) races	30

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

Table A9.4

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

	NT %
Hispanic or Latino	25
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	43
Mixed (two or more) races	35

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

	NT %
Hispanic or Latino	5
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	0
Mixed (two or more) races	0

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

Table A9.6

Cigarette Smoking in the Past 30 Days by Race/Ethnicity

	NT %
Hispanic or Latino	0
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	39
Mixed (two or more) races	13

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

Table A9.7

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

	NT %
Hispanic or Latino	15
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	30
Mixed (two or more) races	26

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

Table A9.8

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

	NT %
Hispanic or Latino	40
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	52
Mixed (two or more) races	57

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

Table A9.9

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

	NT %
Hispanic or Latino	55
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	65
Mixed (two or more) races	65

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

10. Gender Breakdowns

Table A10.1

School Supports and Engagement by Gender

	NT Female %	Male %
School Environment		
Total school supports‡	54	52
Caring adults in school‡	65	62
High expectations-adults in school‡	76	63
Meaningful participation at school‡	21	32
***School Connectedness*†**	60	52
***Academic Motivation*†**	68	65
***Parent Involvement in School*†**	62	44

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

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

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

Table A10.2

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

	NT	
	Female %	Male %
Perceived Safety at School		
Feel safe or very safe at school	55	70
Harassment/Bullying at School		
During the past 12 months at school, have you been...		
harassed/bullied for any of the six reasons	57	21
harassed/bullied for any reasons	62	24
Current ATOD Use		
During the past 30 days, did you...		
have at least one drink of alcohol at school	5	0
use cigarettes	30	16
use electronic cigarettes	52	37
have at least one drink of alcohol	62	16
use marijuana	71	39
Mental Health		
Chronic sad or hopeless feelings, past 12 months	86	47

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

	NT[A]
Student Sample Size	
Target sample	87
Final number	58
Response Rate	67%

Note: [A]NT includes continuation, community day, and other alternative school types.

2. Summary of Key Indicators

Table B2.1

Key Indicators of Alcohol and Other Drug Use

	NT %	Table
Alcohol and Marijuana Consumption Patterns		
Usually drank until felt it a lot	23	B3.3
Usually used marijuana or other drugs until felt it a lot	28	B3.4
Consequences of AOD Consumption		
Caused one or more problems	42	B4.2
Caused one or more dependency-related experiences	51	B4.3
Supports to Reduce AOD Use		
Very likely find help at school for quitting or reducing use	25	B5.2
Strong Personal Disapproval of AOD Use		
Having one or two drinks of any alcoholic beverage nearly every day	22	B7.1
Trying marijuana once or twice	7	B7.1
Using marijuana once a month or more	9	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

	NT %
Alcohol (one full drink)	
Never	32
10 or under	12
11-12 years old	9
13-14 years old	25
15-16 years old	19
17 years or older	4
Marijuana (smoke, eat, or drink)	
Never	29
10 or under	2
11-12 years old	11
13-14 years old	32
15-16 years old	21
17 years or older	5
Any other illegal drug or pill to get "high"	
Never	52
10 or under	2
11-12 years old	7
13-14 years old	11
15-16 years old	23
17 years or older	5

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

Table B3.2

Age of Onset – Tobacco Use

	NT %
Smoked part or all of a cigarette	
Never	54
10 or under	2
11-12 years old	5
13-14 years old	16
15-16 years old	21
17 years or older	2
Electronic cigarette	
Never	32
10 or under	4
11-12 years old	11
13-14 years old	18
15-16 years old	32
17 years or older	4

Question HS/MS B.2, 3: About how old were you the first time you tried any of these things?... Part or all of a cigarette... An electronic cigarette (e-cigarette or vaping dvice).

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

Table B3.3

Usual Alcohol Consumption Level

	NT %
I don't drink alcohol	47
Just enough to feel it a little	12
Enough to feel it moderately	18
Until I feel it a lot or get really drunk	23

Question HS/MS B.6: If you drink alcohol, how much do you usually drink?

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

Table B3.4

Usual Marijuana Consumption Level

	NT %
I don't use drugs	37
Just enough to feel a little high	12
Enough to feel it moderately	23
Until I feel it a lot or get really high	28

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

Table B3.5

E-Cigarette Consumption

	NT %
Have you ever used an e-cigarette or vaping device to consume any of the following? (Mark All That Apply.)	
I've never used an e-cigarette or vaping device	37
Nicotine or tobacco substitute	50
Marijuana or THC	48
Amphetamines, cocaine, or heroin	4
Alcohol	6
A flavored product without nicotine, alcohol, or other drug	33
Any other product or substance	7

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

4. Reasons for and Consequences of AOD Consumption

Table B4.1

Reasons for AOD Use in the Past 12 Months

	NT %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months	30
To experiment (try using)	16
To get high	53
To have a good time with friends	46
To fit in with a group you like	4
Because of boredom	35
To relax	56
To get away from problems	49
Because of anger or frustration	40
To get through the day	37
Because it made you feel better	47
To seek deeper insights and understanding	32
None of the above	2

Question HS B.8/MS B.7: Have you used alcoholic beverages, marijuana, or other drugs in the past 12 months for any of the following reasons? (Mark All That Apply.)

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

Table B4.2

Problems Caused by AOD Use

	NT %
Doesn't apply; I've never used alcohol or drugs	37
I've used alcohol or drugs but never had any problems	28
Have problems with emotions, nerves, or mental health	12
Get into trouble or have problems with the police	14
Have money problems	4
Miss school	9
Have problems with schoolwork	0
Fight with others	4
Damage a friendship	9
Physically hurt or injure yourself	9
Have unwanted or unprotected sex	14
Forget what happened or pass out	19
Been suspended from school	11
One or more problems	42

Question HS B.9: Has using alcohol, marijuana, or other drugs ever caused you to have any of the following problems? (Mark All That Apply.)

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

Table B4.3

Alcohol or Other Drug Use Caused Negative Experiences

	NT %
Does not apply; I have not used alcohol or drugs	36
I use alcohol or drugs but have not experienced any of these things	22
Found you had to increase how much you use to have the same effect as before	25
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	13
Used alcohol or drugs a lot more than you intended	24
Used alcohol or drugs when you were alone	38
Your use of alcohol or drugs often kept you from doing a normal activity	9
You didn't feel OK unless you had something to drink or used a drug	9
Thought about reducing or stopping use	27
Told yourself you were not going to use but found yourself using anyway	11
Spoke with someone about reducing or stopping use	5
Attended counseling, a program, or group to help you reduce or stop use	2
One or more negative experiences	51

Question HS B.10: If you use alcohol, marijuana, or another drug, have you had any of the following experiences? (Mark All That Apply.)

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

Table B4.4

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

	NT %
Very likely	52
Likely	18
Not likely	16
Don't know	14

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

5. Supports to Reduce AOD Use

Table B5.1

Needed Counseling for Use

	NT %
No, I never used alcohol or other drugs	42
No, but I do use alcohol or other drugs	53
Yes, I have felt that I needed help	5

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

Table B5.2

Likelihood of Finding Help at School for Quitting or Reducing Use

	NT %
Very likely	25
Likely	27
Not likely	15
Don't know	33

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

Table B5.3

Talked with Parent About AOD Use

	NT %
No	58
Yes	42

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

6. Availability

Table B6.1

Sources for Obtaining Alcohol

	NT %
At school	13
At parties	30
At concerts or other social events	18
At their own home	29
From adults at friends' homes	20
From friends or another teenager	38
Get adults to buy it for them	30
Buy it themselves from a store	32
At bars, clubs, or gambling casinos	9
Other	20
Don't know	46

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

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

Table B6.2

Sources for Obtaining Marijuana

	NT %
At school	27
At parties	36
At concerts or other social events	25
At their own home	39
From an adult acquaintance	30
From friends or another teenager	46
Buy it at a marijuana dispensary	36
At bars or clubs	14
Other	27
Don't know	45

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

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

7. Influences on ATOD Use

Table B7.1

Personal Disapproval of AOD Use

	NT %
Having one or two drinks of any alcoholic beverage nearly every day	
Neither approve nor disapprove	58
Somewhat disapprove	20
Strongly disapprove	22
Trying marijuana once or twice	
Neither approve nor disapprove	87
Somewhat disapprove	6
Strongly disapprove	7
Using marijuana once a month or more regularly	
Neither approve nor disapprove	78
Somewhat disapprove	13
Strongly disapprove	9

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

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

Table B7.2
Parent Disapproval of ATOD Use

	NT %
Take one or two drinks of alcohol nearly every day	
Very wrong	60
Wrong	15
A little wrong	16
Not at all wrong	9
Smoke tobacco	
Very wrong	67
Wrong	15
A little wrong	9
Not at all wrong	9
Use marijuana	
Very wrong	41
Wrong	9
A little wrong	24
Not at all wrong	26
Use prescription drugs to get high or for reasons other than prescribed	
Very wrong	76
Wrong	17
A little wrong	2
Not at all wrong	6

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

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

Table B7.3

Peer Disapproval of ATOD Use

	NT %
Take one or two drinks of alcohol nearly every day	
Very wrong	43
Wrong	11
A little wrong	15
Not at all wrong	31
Smoke tobacco	
Very wrong	46
Wrong	13
A little wrong	13
Not at all wrong	28
Use marijuana	
Very wrong	26
Wrong	6
A little wrong	15
Not at all wrong	53
Use prescription drugs to get high or for reasons other than prescribed	
Very wrong	46
Wrong	13
A little wrong	17
Not at all wrong	24

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

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

Table B7.4

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

	NT %
No	45
Yes	55

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

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

8. School Suspension

Table B8.1

Suspension from School, Past 12 Month

	NT %
No	75
Yes	25

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

Drug Free Communities (DFC) Module

1. Module Sample

Table G1.1

Student Sample for DFC Module

	NT[A]
Student Sample Size	
Target sample	87
Final number	54
Response Rate	62%

Note: [A]*NT includes continuation, community day, and other alternative school types.*

2. Prescription Drug Use

Table G2.1

Prescription Drug Use, Past 30 Days

	NT %
No	83
Yes	17

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

3. Disapproval of Prescription Drug Use

Table G3.1

Parental Disapproval of Prescription Drug Use

	NT %
Very wrong	70
Wrong	17
A little wrong	6
Not at all wrong	8

Question HS/MS G.4: How wrong do your parents feel it would be for you to use prescription drugs not prescribed to you?
Notes: Cells are empty if there are less than 10 respondents.

Table G3.2

Peer Disapproval of Prescription Drug Use

	NT %
Very wrong	31
Wrong	22
A little wrong	24
Not at all wrong	22

Question HS/MS G.5: How wrong do your friends feel it would be for you to use prescription drugs not prescribed to you?
Notes: Cells are empty if there are less than 10 respondents.

4. Perceived Harm from Marijuana and Prescription Drug Use

Table G4.1

Perceived Risks Associated with Marijuana and Prescription Drug Use

	NT %
Smoke marijuana once or twice a week	
Great risk	17
Moderate risk	15
Slight risk	17
No risk	51
Use prescription drugs that are not prescribed to them	
Great risk	43
Moderate risk	34
Slight risk	11
No risk	11

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

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

Military Connected School Module

1. Module Sample

Table J1.1

Student Sample for Military Connected School Module

	NT[A]
Student Sample Size	
Target sample	87
Final number	59
Response Rate	68%

Note: [A]NT includes continuation, community day, and other alternative school types.

2. Family Military Connections and Supports

Table J2.1

Family Military Connections

	NT %
Do you have someone in your family who is currently in the military?	
No	71
Yes	24
Don't know	5
Do you have someone in your family who is in the military now or sometime in the last 10 years?	
No	60
Yes	31
Don't know	9
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	71
Father	10
Mother	5
Brother or sister	9
Grandparent or other relative	9
Don't know	5

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

	NT *%*
My family is very close and we support each other.	
Not at all true	25
A little true	19
Pretty much true	20
Very much true	32
Don't know	3
My family gets support from relatives and friends.	
Not at all true	22
A little true	22
Pretty much true	14
Very much true	40
Don't know	2
I feel supported by other families in my community.	
Not at all true	31
A little true	9
Pretty much true	21
Very much true	38
Don't know	2

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

	NT %
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	67
Not true	7
A little true	3
Pretty much true	7
Very much true	9
Don't know	7
The military is doing many things to help my family.	
No one in my family is in the military	60
Not true	12
A little true	0
Pretty much true	12
Very much true	7
Don't know	9
I feel that other military families support me and my family.	
No one in my family is in the military	60
Not true	11
A little true	7
Pretty much true	9
Very much true	4
Don't know	11

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

	NT %
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	72
Not true	16
A little true	2
Pretty much true	3
Very much true	0
Don't know	7

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

	NT %
I feel that I have more responsibilities at home than my friends.	
Not at all true	29
A little true	19
Pretty much true	14
Very much true	34
Don't know	3

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

	NT %
I am more independent than many of my friends.	
Not at all true	14
A little true	9
Pretty much true	26
Very much true	48
Don't know	3
I know how to solve problems in my life better than most of my friends.	
Not at all true	16
A little true	10
Pretty much true	28
Very much true	41
Don't know	5

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

	NT %
I am more interested in volunteering and helping others than are many of my friends.	
Not at all true	34
A little true	29
Pretty much true	10
Very much true	16
Don't know	10

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

	NT %
Adults in this school respect my family.	
Not at all true	9
A little true	10
Pretty much true	28
Very much true	28
Don't know	26
I have a hard time paying attention in school.	
Not at all true	19
A little true	24
Pretty much true	24
Very much true	26
Don't know	7
My parents help me with my school work.	
Not at all true	56
A little true	16
Pretty much true	11
Very much true	14
Don't know	4
My parents come to school to meet my teachers or to attend events.	
Not at all true	48
A little true	21
Pretty much true	10
Very much true	9
Don't know	12

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

	NT %
Other students in school do not really understand my family life.	
Not at all true	16
A little true	9
Pretty much true	17
Very much true	40
Don't know	19
I have a hard time making friends because I have to change schools often.	
Not at all true	66
A little true	7
Pretty much true	10
Very much true	9
Don't know	9

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

	NT %
I feel proud of my family.	
Not at all true	14
A little true	22
Pretty much true	19
Very much true	41
Don't know	3

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

Last 30 days, how often did you...	NT %
feel full of energy?	
None of the time	10
A little of the time	31
Some of the time	43
Most of the time	5
All of the time	5
Don't know	5
feel happy?	
None of the time	11
A little of the time	32
Some of the time	30
Most of the time	14
All of the time	9
Don't know	5

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

Last 30 days, how often did you...	NT %
feel proud?	
None of the time	22
A little of the time	14
Some of the time	34
Most of the time	12
All of the time	10
Don't know	7
feel good about life?	
None of the time	16
A little of the time	29
Some of the time	31
Most of the time	9
All of the time	10
Don't know	5
feel excited?	
None of the time	16
A little of the time	28
Some of the time	30
Most of the time	12
All of the time	9
Don't know	5
feel strong?	
None of the time	24
A little of the time	17
Some of the time	22
Most of the time	21
All of the time	10
Don't know	5

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

Last 30 days, how often did you...	NT *%*
feel like everything is hard to do?	
None of the time	12
A little of the time	28
Some of the time	18
Most of the time	21
All of the time	16
Don't know	5
feel like nothing makes you happy?	
None of the time	21
A little of the time	24
Some of the time	17
Most of the time	16
All of the time	16
Don't know	7
feel restless, cannot stay still in one place?	
None of the time	14
A little of the time	18
Some of the time	28
Most of the time	19
All of the time	16
Don't know	5

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

Last 30 days, how often did you...	NT *%*
feel nervous?	
None of the time	26
A little of the time	19
Some of the time	11
Most of the time	16
All of the time	23
Don't know	5
feel that you do not have much hope?	
None of the time	24
A little of the time	16
Some of the time	16
Most of the time	19
All of the time	16
Don't know	10
feel like you are not important?	
None of the time	21
A little of the time	19
Some of the time	12
Most of the time	14
All of the time	28
Don't know	7

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

	NT %
No one in my family is in the military	74
Not true	9
A little true	2
Pretty much true	7
Very much true	3
Don't know	5

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

	NT %
In the last five years, how many times did you change your school because your family had to move?	
I did not change schools	40
Once	21
Twice	16
Three times	7
Four times	10
More than four times	5
Don't know	2
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	38
I did not have any problems.	16
I had minor problems.	22
I had serious problems when I changed schools.	9
Don't know	16

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

	NT %
Never	68
Once	2
Twice or more	18
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

	NT %
I have traveled a lot and have seen many interesting places.	
Not at all true	19
A little true	36
Pretty much true	19
Very much true	24
Don't know	2

Question HS/MS J.8: How true is each of these sentences about you and your family?... I have traveled a lot and have seen many interesting places.
Note: Cells are empty if there are less than 10 respondents.

7. Future Plans

Table J7.1

Desire to Join Military

	NT %
When I grow up, I would like to join the military.	
Not at all true	66
A little true	14
Pretty much true	7
Very much true	7
Don't know	7

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

	NT[A]
Student Sample	
Military-connected family	6
Non-military-connected family (other)	53

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.
[A]*NT includes continuation, community day, and other alternative school types.*

Table J8.2

Family Support by Military-Connected Family Status

| | NT | |
| | Mil. | Other |
	%	%
My family is very close and we support each other.		
Not at all true		23
A little true		21
Pretty much true		21
Very much true		32
Don't know		4
My family gets support from relatives and friends.		
Not at all true		23
A little true		21
Pretty much true		13
Very much true		40
Don't know		2
I feel supported by other families in my community.		
Not at all true		31
A little true		10
Pretty much true		21
Very much true		37
Don't know		2

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

	Mil. %	NT Other %
I feel that I have more responsibilities at home than my friends.		
Not at all true		28
A little true		17
Pretty much true		15
Very much true		36
Don't know		4

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

	Mil. %	NT Other %
I am more independent than many of my friends.		
Not at all true		15
A little true		9
Pretty much true		26
Very much true		45
Don't know		4
I know how to solve problems in my life better than most of my friends.		
Not at all true		17
A little true		11
Pretty much true		26
Very much true		40
Don't know		6

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

	NT Mil. %	Other %
I am more interested in volunteering and helping others than are many of my friends.		
Not at all true		36
A little true		28
Pretty much true		11
Very much true		15
Don't know		9

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

	Mil. %	NT Other %
Adults in this school respect my family.		
Not at all true		9
A little true		11
Pretty much true		25
Very much true		28
Don't know		26
I have a hard time paying attention in school.		
Not at all true		17
A little true		26
Pretty much true		25
Very much true		25
Don't know		8
My parents help me with my school work.		
Not at all true		54
A little true		17
Pretty much true		10
Very much true		15
Don't know		4

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 J8.6

School Connections by Military-Connected Family Status – Continued

	Mil. %	NT Other %
My parents come to school to meet my teachers or to attend events.		
Not at all true		45
A little true		23
Pretty much true		11
Very much true		9
Don't know		11

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 J8.7

Peer Difficulties by Military-Connected Family Status

	NT Mil. %	NT Other %
Other students in school do not really understand my family life.		
Not at all true		9
A little true		9
Pretty much true		19
Very much true		42
Don't know		21
I have a hard time making friends because I have to change schools often.		
Not at all true		68
A little true		6
Pretty much true		11
Very much true		6
Don't know		9

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

		NT
	Mil. %	Other %
I feel proud of my family.		
Not at all true		15
A little true		17
Pretty much true		21
Very much true		42
Don't know		4

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

	NT Mil. %	NT Other %
In the last 30 days, how often did you...		
feel full of energy?		
None of the time		9
A little of the time		30
Some of the time		43
Most of the time		6
All of the time		6
Don't know		6
feel happy?		
None of the time		10
A little of the time		31
Some of the time		31
Most of the time		13
All of the time		10
Don't know		6

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

	Mil. %	NT Other %
In the last 30 days, how often did you...		
feel proud?		
None of the time		19
A little of the time		13
Some of the time		38
Most of the time		13
All of the time		9
Don't know		8
feel good about life?		
None of the time		13
A little of the time		30
Some of the time		32
Most of the time		9
All of the time		9
Don't know		6

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

	NT	
	Mil. %	Other %
In the last 30 days, how often did you...		
feel excited?		
None of the time		12
A little of the time		31
Some of the time		31
Most of the time		12
All of the time		10
Don't know		6
feel strong?		
None of the time		23
A little of the time		17
Some of the time		23
Most of the time		21
All of the time		11
Don't know		6

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

	NT Mil. %	Other %
In the last 30 days, how often did you...		
feel like everything is hard to do?		
None of the time		12
A little of the time		29
Some of the time		17
Most of the time		23
All of the time		13
Don't know		6
feel like nothing makes you happy?		
None of the time		21
A little of the time		25
Some of the time		19
Most of the time		13
All of the time		15
Don't know		8

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

	NT Mil. %	NT Other %
In the last 30 days, how often did you...		
feel restless, cannot stay still in one place?		
None of the time		13
A little of the time		15
Some of the time		31
Most of the time		19
All of the time		15
Don't know		6
feel nervous?		
None of the time		27
A little of the time		21
Some of the time		12
Most of the time		12
All of the time		23
Don't know		6

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

	NT Mil. %	NT Other %
In the last 30 days, how often did you...		
feel that you do not have much hope?		
None of the time		25
A little of the time		15
Some of the time		17
Most of the time		19
All of the time		13
Don't know		11
feel like you are not important?		
None of the time		21
A little of the time		19
Some of the time		13
Most of the time		13
All of the time		26
Don't know		8

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

	NT Mil. %	NT 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		43
Once		21
Twice		15
Three times		6
Four times		8
More than four times		6
Don't know		2
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		42
I did not have any problems.		17
I had minor problems.		21
I had serious problems when I changed schools.		6
Don't know		15

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

	Mil. %	NT Other %
Never		75
Once		2
Twice or more		10
Don't know		14

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

	Mil. %	NT Other %
I have traveled a lot and have seen many interesting places.		
Not at all true		21
A little true		40
Pretty much true		19
Very much true		19
Don't know		2

Question HS/MS J.8: How true is each of these sentences about you and your family?... I have traveled a lot and have seen many interesting places.
Note: Cells are empty if there are less than 10 respondents.

Table J8.14

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

	Mil. %	NT Other %
When I grow up, I would like to join the military.		
Not at all true		64
A little true		15
Pretty much true		8
Very much true		6
Don't know		8

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

	NT[A]
Student Sample Size	
Target sample	87
Final number	54
Response Rate	62%

Note: [A]NT includes continuation, community day, and other alternative school types.

2. Custom Questions

Table Z2.1

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

	Grade	
	NT	Total
	%	%
Very difficult	20	20
Fairly difficult	15	15
Fairly easy	26	26
Very easy	20	20
I don't know	19	19

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	
	NT	Total
	%	%
Very difficult	11	11
Fairly difficult	9	9
Fairly easy	25	25
Very easy	34	34
I don't know	21	21

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	
	NT	Total
	%	%
Very difficult	13	13
Fairly easy	26	26
Very easy	41	41
I don't know	20	20

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	
	NT	Total
	%	%
Very difficult	11	11
Fairly easy	20	20
Very easy	50	50
I don't know	19	19

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	
	NT	Total
	%	%
Never	51	51
Sometimes	38	38
Often	11	11

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	
	NT	Total
	%	%
Yes	43	43
No	57	57

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	
	NT	Total
	%	%
Very difficult	7	7
Fairly difficult	2	2
Fairly easy	39	39
Very easy	24	24
I don't know	28	28

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	
	NT	Total
	%	%
Yes	59	59
No	41	41

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	
	NT	Total
	%	%
Very difficult	24	24
Fairly difficult	2	2
Fairly easy	17	17
Very easy	44	44
I don't know	13	13

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	
	NT	Total
	%	%
Very difficult	13	13
Fairly difficult	4	4
Fairly easy	19	19
Very easy	46	46
I don't know	19	19

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	
	NT	Total
	%	%
Very difficult	11	11
Fairly difficult	2	2
Fairly easy	17	17
Very easy	49	49
I don't know	21	21

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	
	NT	Total
	%	%
Never	46	46
Sometimes	31	31
Often	22	22

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	
	NT	Total
	%	*%*
Yes	40	40
No	60	60

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	
	NT	Total
	%	*%*
Very difficult	15	15
Fairly difficult	9	9
Fairly easy	19	19
Very easy	36	36
I don't know	21	21

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	
	NT	Total
	%	*%*
Very difficult	19	19
Fairly difficult	17	17
Fairly easy	11	11
Very easy	28	28
I don't know	25	25

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	
	NT	Total
	%	%
Very difficult	13	13
Fairly difficult	9	9
Fairly easy	23	23
Very easy	21	21
I don't know	34	34

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	
	NT	Total
	%	%
Yes	43	43
No	57	57

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 electronic cigarettes, e-cigarettes or other vaping devices such as e-hookah, hookah pens, or vape pens?

	Grade	
	NT	Total
	%	%
Very difficult	11	11
Fairly difficult	4	4
Fairly easy	15	15
Very easy	42	42
I don't know	28	28

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 electronic cigarettes, e-cigarettes, or other vaping devices such as e-hookah, hookah pens, or vape pens?

	Grade	
	NT	Total
	%	%
Great risk	15	15
Moderate risk	12	12
Slight risk	38	38
No risk	13	13
I don't know	21	21

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 an electronic cigarette, e-cigarette, or other vaping device such as a hookah pen or vape pen?

	Grade	
	NT	Total
	%	%
Yes	58	58
No	42	42

Question HS/MS Z.20.

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

Appendix

CHKS Content Overview, 2018-19

This brief guide to key CHKS Core Module indicators is designed to help survey users more easily understand and interpret their findings.[1] References are provided to the tables in CHKS reports where results for the indicators discussed can be found. References are also made to other relevant CHKS reports, factsheets, and resources that can be downloaded from the CalSCHLS website (calschls.org) for further information. What Works Briefs that provide guidance on best practices related to areas assessed by the survey are available from the California Safe and Supportive Schools website (californias3.wested.org/tools/wwb).

Special attention is directed toward indicators related to the requirements of California's Local Control and Accountability Plans (LCAP).[2] For a summary of state-level LCAP-related baseline CHKS data, see Factsheet #15.[3]

MAIN CONTENT FOCUS: SCHOOL CLIMATE AND THE NEEDS OF THE WHOLE CHILD

The main purpose of the CHKS Core Module is to assess indicators of school climate, pupil engagement, and student supports, all three key priorities required of Local Control and Accountability Plans. It seeks to provide schools with essential data to determine the degree to which they provide the conditions and supports that all youth need to succeed in school and developmentally thrive. Twenty-nine items assessing seven domains are used to calculate a School Climate Index (SCI) score that is included in a *School Climate Report Card* that districts can request at the district and school level.[4] The items used in the SCI assess school connectedness, developmental supports (e.g., caring adult relationships), and safety, including bullying and victimization.

School climate, as measured by the CHKS, is strongly related to student performance on standardized academic tests. Data for high school students show that as CHKS SCI scores increased—as the schools became safer, more supportive, and more engaging—test performance increased as well.[5]

In a ground-breaking analysis, a positive school climate was a distinguishing characteristic of California secondary schools that "beat the odds" academically and consistently performed better on the state's standardized tests than *would be predicted* based on the characteristics of their students (i.e., comparing schools with similar student demographics). The higher (more positive) the CHKS SCI, the greater the probability there was for beating the odds. School climate was more strongly associated with beating the odds than a school's level of personnel resources.[6]

In addition, the CHKS Core Module provides data to help understand the degree to which schools address the needs of the Whole Child. CHKS data show that California secondary schools made greater progress

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

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

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

[4] See calschls.org/reports-data/#slcr

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

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

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

GRADE-LEVEL PATTERNS

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

- **Seventh graders** report the highest rates of harassment and victimization, as well as participation in a physical fight and seeing a weapon on campus.

- **Ninth graders** report the lowest rates of developmental support and perceived safety.

- **Nontraditional (continuation school) students** report risk behavior (e.g., binge drinking, fighting at school) prevalence rates at least twice those of 11th graders in traditional comprehensive high schools.[8] They also exhibit lower perceived school safety, school connectedness, and developmental supports. Continuation school students are a highly vulnerable population in need of a wide range of academic, social, emotional, and behavioral supports and intervention services.[9]

DEMOGRAPHIC CHARACTERISTICS AND POPULATION SUBGROUP DIFFERENCES (Section 3)

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

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

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

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

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

Racial-Ethnic Identification

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

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

Foster Care Youth

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

Sexual Orientation and Gender Identity

Lesbian, gay, bisexual, and transgender (LGBT) youth are at elevated risk for bullying and violence victimization, mental health problems, drug and alcohol use, and exhibiting poor performance in school.[13] For example, analysis of the latest Biennial CHKS data indicate that LGBT youth[14] are:

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

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

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

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

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

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

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

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 4)

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

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

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

Self-Reported Grades

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

Academic Motivation

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

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

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

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

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

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

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

Absenteeism and Truancy

Before good teachers with quality curriculums and engaging activities can improve academic performance, the students have to show up. The CHKS provides data to identify what proportion of respondents are at risk of chronic absenteeism (missed 3 or more of the past 30 school days), what were the reasons for absences, and the level of truancy. Users can request reports looking at the characteristics of youth based on absenteeism and truancy indicators to guide efforts to improve the LCAP pupil engagement priority (call 888.841.7536 or email CalSCHLS@wested.org).

Poor attendance is a marker of a wider variety of other problems, including low school connectedness and learning engagement. Both the US Department of Education and the California Office of the Attorney General have launched initiatives designed to raise awareness about and combat chronic absenteeism, generally defined as missing 10 percent of school days. According to a report by Attendance Works, the nation's large and persistent achievement gaps are rooted in a largely hidden crisis of chronic absenteeism, especially among low-income and minority children.[18]

Biennial State CHKS data indicate that the most important reasons for being absent in secondary school, after illness, are generally not getting enough sleep and anxiety or stress, followed by being behind in school work, and being bored or uninterested in school, another good indicator of disengagement.[19]

Truancy has been identified as one of the most powerful predictors of both poor achievement and delinquency.[20] Truants are also more likely to use drugs and have deviant friends. Among high school staff statewide, truancy is the top-rated of fourteen potential school problems assessed by the California School Staff Survey.

Developmental Supports

Research shows that when schools (or families or communities) provide three developmental supports—**caring adult relationships, high expectations, and opportunities for meaningful participation**—students are more likely to report more positive academic, social-emotional, and health outcomes, including higher grades, school connectedness, attendance, and perceived safety. CHKS measures these supports using multi-item scales. Results overall suggest that the great majority of students do not receive sufficient levels of support and that the supports received are lower in high school than in middle school, even though student need for them is arguably higher.[21] [22] [23] [24] [25] [26]

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

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

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

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

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

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

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

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

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

School Connectedness

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

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

Parent Involvement

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

Facilities and Physical Environment

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

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

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

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

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

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

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

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 5)

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

Perceived Safety

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

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

Harassment and Victimization

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

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

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

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

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

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

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

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

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

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

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

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

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

Vandalism and Weapons

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

SUBSTANCE USE AND MENTAL HEALTH (Sections 6-8)

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

Alcohol and Other Drug Use (Section 6)

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

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

Alcohol and Other Drug Use at School (Section 6)

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

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

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

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

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

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

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

Cigarette Smoking (Section 7)

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

Mental Health (Section 8)

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

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

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

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

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

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

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

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

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

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

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

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