

CALIFORNIA HEALTHY KIDS SURVEY

Travis Education Center
Race/Ethnicity Report

Non-Traditional Schools
2018-2019



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Contents

Page

List of Tables	III
PREFACE	VIII
Survey Module Administration	1
A. Core Module Results	2
1. Survey Sample	2
2. Summary of Key Indicators	3
3. Demographics	4
4. School Performance, Supports, and Engagement	11
5. School Violence, Victimization, and Safety	22
6. Alcohol and Other Drug Use	29
7. Tobacco Use	42
8. Other Physical and Mental Health Risks	49
9. Gender Breakdowns	51
B. Alcohol and Other Drugs (AOD) Module	53
1. Module Sample	53
2. Summary of Key Indicators	54
3. Alcohol, Tobacco, and Marijuana Consumption Patterns	55
4. Reasons for and Consequences of AOD Consumption	58
5. Supports to Reduce AOD Use	62
6. Availability	63
7. Influences on ATOD Use	65
8. School Suspension	69
G. Drug Free Communities (DFC) Module	70
1. Module Sample	70
2. Prescription Drug Use	71
3. Disapproval of Prescription Drug Use	72
4. Perceived Harm from Marijuana and Prescription Drug Use	73
J. Military-Connected School Module	74
1. Module Sample	74
2. Family Military Connections and Supports	75
3. Perceived Personal Strengths	79

4. School Connections and Peer Relationships	81
5. Emotional Competence	83
6. Family Relocation and Deployment	88
7. Future Plans	90
8. Disaggregated Results by Military-Connected Family Status	91
Appendix	110

List of Tables

	Page
Survey Module Administration	1
1 CHKS Survey Modules Administered	1
A. Core Module Results	2
1. Survey Sample	2
A1.1 Student Sample for Core Module	2
2. Summary of Key Indicators	3
A2.1 Key Indicators of School Climate and Student Well-Being	3
3. Demographics	4
A3.1 Gender of Sample	4
A3.2 Hispanic or Latino	4
A3.3 Race	4
A3.4 Living Situation	5
A3.5 Highest Education of Parents	5
A3.6 Free or Reduced Price Meals Eligibility	6
A3.7 Participation in Migrant Education Program, Past 3 Years	6
A3.8 Language Spoken at Home	6
A3.9 English Language Proficiency – All Students	7
A3.10 English Language Proficiency – Home Language Other Than English	8
A3.11 Number of Days Attending Afterschool Program	9
A3.12 Military Connections	9
A3.13 Sexual Orientation	10
A3.14 Gender Identity	10
4. School Performance, Supports, and Engagement	11
A4.1 Grades, Past 12 Months	11
A4.2 Truancy, Past 12 Months	11
A4.3 Absences, Past 30 Days	12
A4.4 Reasons for Absence, Past 30 Days	12
A4.5 School Environment Scales (Developmental Supports)	13
A4.6 School Connectedness, Academic Motivation, and Parent Involvement Scales	14
A4.7 Caring Relationships Scale Questions	15
A4.8 High Expectations Scale Questions	16
A4.9 Meaningful Participation Scale Questions	17
A4.10 School Connectedness Scale Questions	18
A4.11 Academic Motivation Scale Questions	19
A4.12 Parent Involvement Scale Questions	20
A4.13 Quality of School Physical Environment	21
5. School Violence, Victimization, and Safety	22
A5.1 Perceived Safety at School	22
A5.2 Reasons for Harassment on School Property, Past 12 Months	23

A5.2	Reasons for Harassment on School Property, Past 12 Months – Continued	24
A5.3	Verbal Harassment at School, Past 12 Months	25
A5.4	Violence and Victimization on School Property, Past 12 Months	26
A5.5	Property Damage on School Property, Past 12 Months	27
A5.6	Weapons Possession on School Property, Past 12 Months	27
A5.7	Cyber Bullying, Past 12 Months	28
6.	Alcohol and Other Drug Use	29
A6.1	Summary Measures of Level of AOD Use and Perceptions	29
A6.2	Summary of AOD Lifetime Use	30
A6.3	Lifetime AOD Use	31
A6.3	Lifetime AOD Use – Continued	32
A6.4	Lifetime Marijuana Consumption	33
A6.5	Current AOD Use, Past 30 Days	34
A6.6	Frequency of Current AOD Use, Past 30 Days	35
A6.7	Lifetime Drunk or “High”	36
A6.8	Current AOD Use on School Property, Past 30 Days	37
A6.9	Lifetime Drunk or “High” on School Property	37
A6.10	Cessation Attempts	38
A6.11	Drinking While Driving, Lifetime	39
A6.12	Perceived Harm of AOD Use	40
A6.13	Perceived Difficulty of Obtaining Alcohol and Marijuana	41
7.	Tobacco Use	42
A7.1	Summary of Key CHKS Tobacco Indicators	42
A7.2	Lifetime Tobacco Use	43
A7.3	Any Current Use and Daily Use	44
A7.4	Current Smoking on School Property, Past 30 Days	45
A7.5	Cigarette Smoking Cessation Attempts	46
A7.6	Perceived Harm of Cigarette Smoking	46
A7.7	Perceived Harm of E-Cigarette Use Compared to Smoking	47
A7.8	Perceived Difficulty of Obtaining Cigarettes and E-Cigarettes	48
8.	Other Physical and Mental Health Risks	49
A8.1	Hours of Sleep	49
A8.2	Eating of Breakfast	49
A8.3	Chronic Sad or Hopeless Feelings, Past 12 Months	49
A8.4	Seriously Considered Attempting Suicide, Past 12 Months	50
A8.5	Gang Involvement	50
9.	Gender Breakdowns	51
A9.1	School Supports and Engagement by Gender	51
A9.2	Perceived Safety, Harassment, AOD Use, and Mental Health Measures by Gender . .	52
B.	Alcohol and Other Drugs (AOD) Module	53
1.	Module Sample	53
B1.1	Student Sample for AOD Module	53

2. Summary of Key Indicators	54
B2.1 Key Indicators of Alcohol and Other Drug Use	54
3. Alcohol, Tobacco, and Marijuana Consumption Patterns	55
B3.1 Age of Onset – AOD Use	55
B3.2 Age of Onset – Tobacco Use	56
B3.3 Usual Alcohol Consumption Level	56
B3.4 Usual Marijuana Consumption Level	57
B3.5 E-Cigarette Consumption	57
4. Reasons for and Consequences of AOD Consumption	58
B4.1 Reasons for AOD Use in the Past 12 Months	58
B4.2 Problems Caused by AOD Use	59
B4.3 Alcohol or Other Drug Use Caused Negative Experiences	60
B4.4 Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession . . .	61
5. Supports to Reduce AOD Use	62
B5.1 Needed Counseling for Use	62
B5.2 Likelihood of Finding Help at School for Quitting or Reducing Use	62
B5.3 Talked with Parent About AOD Use	62
6. Availability	63
B6.1 Sources for Obtaining Alcohol	63
B6.2 Sources for Obtaining Marijuana	64
7. Influences on ATOD Use	65
B7.1 Personal Disapproval of AOD Use	65
B7.2 Parent Disapproval of ATOD Use	66
B7.3 Peer Disapproval of ATOD Use	67
B7.4 Heard, Read, or Watched Any Anti-ATOD Messages, Past 12 Months	68
8. School Suspension	69
B8.1 Suspension from School, Past 12 Month	69
G. Drug Free Communities (DFC) Module	70
1. Module Sample	70
G1.1 Student Sample for DFC Module	70
2. Prescription Drug Use	71
G2.1 Prescription Drug Use, Past 30 Days	71
3. Disapproval of Prescription Drug Use	72
G3.1 Parental Disapproval of Prescription Drug Use	72
G3.2 Peer Disapproval of Prescription Drug Use	72
4. Perceived Harm from Marijuana and Prescription Drug Use	73
G4.1 Perceived Risks Associated with Marijuana and Prescription Drug Use	73
J. Military-Connected School Module	74

1. Module Sample	74
J1.1 Student Sample for Military-Connected School Module	74
2. Family Military Connections and Supports	75
J2.1 Family Military Connections	75
J2.2 Family Support	76
J2.3 Military Support	77
J2.4 Perceived Lack of Appreciation	78
3. Perceived Personal Strengths	79
J3.1 Perceived Responsibilities	79
J3.2 Perceived Internal Strengths	79
J3.3 Interest in Helping Others	80
4. School Connections and Peer Relationships	81
J4.1 School Connections	81
J4.2 Peer Difficulties	82
5. Emotional Competence	83
J5.1 Family Pride	83
J5.2 Positive Affect	83
J5.2 Positive Affect – Continued	84
J5.3 Negative Affect	85
J5.3 Negative Affect – Continued	86
J5.4 Worry About a Family Member Deployed Outside USA	87
6. Family Relocation and Deployment	88
J6.1 Family Relocation and Impact on Schooling	88
J6.2 Deployment of Family Members Outside USA, Last 10 Years	89
J6.3 Travel Experience	89
7. Future Plans	90
J7.1 Desire to Join Military	90
8. Disaggregated Results by Military-Connected Family Status	91
J8.1 Student Sample by Military-Connected Family Status	91
J8.2 Family Support by Military-Connected Family Status	92
J8.3 Perceived Responsibilities by Military-Connected Family Status	93
J8.4 Perceived Internal Strengths by Military-Connected Family Status	94
J8.5 Interest in Helping Others by Military-Connected Family Status	95
J8.6 School Connections by Military-Connected Family Status	96
J8.6 School Connections by Military-Connected Family Status – Continued	97
J8.7 Peer Difficulties by Military-Connected Family Status	98
J8.8 Family Pride by Military-Connected Family Status	99
J8.9 Positive Affect by Military-Connected Family Status	100
J8.9 Positive Affect by Military-Connected Family Status – Continued	101
J8.9 Positive Affect by Military-Connected Family Status – Continued	102
J8.10 Negative Affect by Military-Connected Family Status	103
J8.10 Negative Affect by Military-Connected Family Status – Continued	104

J8.10	Negative Affect by Military-Connected Family Status – Continued	105
J8.11	Family Relocation and Impact on Schooling by Military-Connected Family Status . .	106
J8.12	Deployment of Family Members Outside USA by Military-Connected Family Status	107
J8.13	Travel Experience by Military-Connected Family Status	108
J8.14	Desire to Join Military in the Future by Military-Connected Family Status	109
Appendix	110

PREFACE

HYPERLINK FEATURE

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

ALERT

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

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

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

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

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

THE SURVEY

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

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

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

Core Module

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

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

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

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

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

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

School Climate Module (Supplementary)

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

Social Emotional Health Module (Supplementary)

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

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

SURVEY ADMINISTRATION AND SAMPLE

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

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

NEW IN 2018! EXPLORE RESULTS ON THE ONLINE DATA DASHBOARD

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

THE REPORT

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

Racial/Ethnic and Gender Results

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

UNDERSTANDING THE DATA

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

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

Representativeness

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

Changes Between Survey Administrations

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

RESOURCES

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

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

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

NEXT STEPS

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

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

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

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

Compare Results with Other Data

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

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

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

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

Data Workshop

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

Request Additional Reports and Data

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

School Reports and School Climate Report Cards

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

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

District School Climate Report Card

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

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

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

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

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

ACKNOWLEDGMENTS

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Hispanic	White	Mixed	Other
<i>Student Sample Size</i>				
Final number	20	23	8	9

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Hispanic %	White %	Mixed %	Other %	Table
School Engagement and Supports					
School connectedness [†]	54	52			A4.6
Academic motivation [†]	70	58			A4.6
Chronic truancy (twice a month or more often) [§]	5	14			A4.2
Caring adult relationships [‡]	60	62			A4.5
High expectations [‡]	63	70			A4.5
Meaningful participation [‡]	31	18			A4.5
Facilities upkeep [†]	50	64			A4.13
Parent involvement in school [†]	45	45			A4.6
School Safety					
School perceived as very safe or safe	60	65			A5.1
Experienced any harassment or bullying [§]	25	45			A5.2
Had mean rumors or lies spread about you [§]	25	43			A5.3
Been afraid of being beaten up [§]	16	23			A5.4
Been in a physical fight [§]	11	10			A5.4
Seen a weapon on campus [§]	20	5			A5.6
Substance Use and Mental Health					
Current alcohol or drug use [¶]	45	55			A6.5
Current marijuana use [¶]	40	55			A6.5
Current binge drinking [¶]	10	23			A6.5
Very drunk or “high” 7 or more times, ever	45	55			A6.7
Been drunk or “high” on drugs at school, ever	35	38			A6.9
Current cigarette smoking [¶]	0	41			A7.3
Current electronic cigarette use [¶]	10	50			A7.3
Experienced chronic sadness/hopelessness [§]	55	64			A8.4
Considered suicide [§]	45	59			A8.5

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

[†]Average percent of respondents reporting “Agree” or “Strongly agree.”

[‡]Average percent of respondents reporting “Pretty much true” or “Very much true.”

[§]Past 12 months.

[¶]Past 30 days.

3. Demographics

Table A3.1

Gender of Sample

	Hispanic %	White %	Mixed %	Other %
Male	89	52		
Female	11	48		

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

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

Table A3.2

Hispanic or Latino

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

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

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

Table A3.3

Race

	Hispanic %	White %	Mixed %	Other %
American Indian or Alaska Native	0	0		
Asian	5	0		
Black or African American	0	0		
Native Hawaiian or Pacific Islander	5	0		
White	5	100		
Mixed (two or more) races	84	0		

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

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

Table A3.4
Living Situation

	Hispanic %	White %	Mixed %	Other %
A home with one or more parent or guardian	90	91		
Other relative's home	5	0		
A home with more than one family	0	0		
Friend's home	5	9		
Foster home, group care, or waiting placement	0	0		
Hotel or motel	0	0		
Shelter, car, campground, or other transitional or temporary housing	0	0		
Other living arrangement	0	0		

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

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

Table A3.5
Highest Education of Parents

	Hispanic %	White %	Mixed %	Other %
Did not finish high school	15	13		
Graduated from high school	15	26		
Attended college but did not complete four-year degree	10	17		
Graduated from college	40	39		
Don't know	20	4		

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

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

Table A3.6***Free or Reduced Price Meals Eligibility***

	Hispanic %	White %	Mixed %	Other %
No	35	52		
Yes	50	35		
Don't know	15	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***

	Hispanic %	White %	Mixed %	Other %
No	75	91		
Yes	0	4		
Don't know	25	4		

Question HS/MS A.11: In the past three years, were you part of the Migrant Education Program or did your family move to find seasonal or temporary work in agriculture or fishing?

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

Table A3.8***Language Spoken at Home***

	Hispanic %	White %	Mixed %	Other %
English	80	100		
Spanish	20	0		
Mandarin	0	0		
Cantonese	0	0		
Taiwanese	0	0		
Tagalog	0	0		
Vietnamese	0	0		
Korean	0	0		
Other	0	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**

	Hispanic %	White %	Mixed %	Other %
How well do you...				
understand English?				
Very well	90	91		
Well	10	4		
Not well	0	0		
Not at all	0	4		
speak English?				
Very well	84	83		
Well	16	9		
Not well	0	4		
Not at all	0	4		
read English?				
Very well	74	83		
Well	26	13		
Not well	0	0		
Not at all	0	4		
write English?				
Very well	68	74		
Well	32	17		
Not well	0	4		
Not at all	0	4		
English Language Proficiency Status				
Proficient	79	83		
Not proficient	21	17		

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

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

	Hispanic %	White %	Mixed %	Other %
<i>How well do you...</i>				
understand English?				
Very well				
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				
<i>English Language Proficiency Status</i>				
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 ≤ 3.5.

Table A3.11***Number of Days Attending Afterschool Program***

	Hispanic %	White %	Mixed %	Other %
0 days	85	95		
1 day	5	0		
2 days	0	0		
3 days	0	0		
4 days	0	5		
5 days	10	0		

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

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

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

	Hispanic %	White %	Mixed %	Other %
No	84	82		
Yes	16	14		
Don't know	0	5		

Question HS A.129/MS A.119: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

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

Table A3.13***Sexual Orientation***

	Hispanic %	White %	Mixed %	Other %
Straight (not gay)	89	68		
Gay or Lesbian	0	0		
Bisexual	5	14		
I am not sure yet	0	0		
Something else	5	14		
Decline to respond	0	5		

Question HS A.130/MS A.120: Which of the following best describes you?

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

Table A3.14***Gender Identity***

	Hispanic %	White %	Mixed %	Other %
No, I am not transgender	95	91		
Yes, I am transgender	5	5		
I am not sure if I am transgender	0	0		
Decline to respond	0	5		

Question HS A.131/MS A.121: Some people describe themselves as transgender when their sex at birth does not match the way they think or feel about their gender. Are you transgender?

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

4. School Performance, Supports, and Engagement

Table A4.1

Grades, Past 12 Months

	Hispanic %	White %	Mixed %	Other %
Mostly A's	0	5		
A's and B's	15	9		
Mostly B's	5	14		
B's and C's	45	45		
Mostly C's	5	9		
C's and D's	25	9		
Mostly D's	0	5		
Mostly F's	5	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

	Hispanic %	White %	Mixed %	Other %
0 times	75	64		
1-2 times	5	9		
A few times	10	14		
Once a month	5	0		
Twice a month	0	0		
Once a week	0	0		
More than once a week	5	14		

Question HS/MS A.21: During the past 12 months, about how many times did you skip school or cut classes?

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

Table A4.3***Absences, Past 30 Days***

	Hispanic %	White %	Mixed %	Other %
I did not miss any days of school in the past 30 days	32	23		
1 day	21	5		
2 days	42	32		
3 or more days	5	41		

Question HS/MS A.19: In the past 30 days, how often did you miss an entire day of school for any reason?

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

Table A4.4***Reasons for Absence, Past 30 Days***

	Hispanic %	White %	Mixed %	Other %
Does not apply; I didn't miss any school	32	23		
Illness (feeling physically sick), including problems with breathing or your teeth	58	59		
Were being bullied or mistreated at school	5	0		
Felt very sad, hopeless, anxious, stressed, or angry	11	32		
Didn't get enough sleep	21	45		
Didn't feel safe at school or going to and from school	0	0		
Had to take care of or help a family member or friend	11	9		
Wanted to spend time with friends	0	9		
Used alcohol or drugs	5	14		
Were behind in schoolwork or weren't prepared for a test or class assignment	5	14		
Were bored or uninterested in school	5	9		
Had no transportation to school	16	9		
Other reason	16	27		

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

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

Table A4.5***School Environment Scales (Developmental Supports)***

	Hispanic %	White %	Mixed %	Other %	Table
Total school supports					
<i>Average reporting “Pretty much true” or “Very much true”</i>	51	50			
High	20	32			
Moderate	50	41			
Low	30	27			
Caring adults in school					
<i>Average reporting “Pretty much true” or “Very much true”</i>	60	62			A4.7
High	25	41			
Moderate	55	36			
Low	20	23			
High expectations-adults in school					
<i>Average reporting “Pretty much true” or “Very much true”</i>	63	70			A4.8
High	40	45			
Moderate	50	45			
Low	10	9			
Meaningful participation at school					
<i>Average reporting “Pretty much true” or “Very much true”</i>	31	18			A4.9
High	10	9			
Moderate	35	32			
Low	55	59			

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

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

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

Table A4.6***School Connectedness, Academic Motivation, and Parent Involvement Scales***

	Hispanic %	White %	Mixed %	Other %	Table
School connectedness					
<i>Average reporting “Agree” or “Strongly agree”</i>	54	52			A4.10
High	35	36			
Moderate	45	50			
Low	20	14			
Academic motivation					
<i>Average reporting “Agree” or “Strongly agree”</i>	70	58			A4.11
High	20	18			
Moderate	65	45			
Low	15	36			
Parent involvement in school					
<i>Average reporting “Agree” or “Strongly agree”</i>	45	45			A4.12
High	30	32			
Moderate	55	55			
Low	15	14			

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

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

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

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

Table A4.7***Caring Relationships Scale Questions***

	Hispanic %	White %	Mixed %	Other %
Caring adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	60	62		
<i>At my school, there is a teacher or some other adult... who really cares about me.</i>				
Not at all true	15	18		
A little true	15	18		
Pretty much true	50	32		
Very much true	20	32		
<i>who notices when I’m not there.</i>				
Not at all true	10	27		
A little true	40	18		
Pretty much true	25	14		
Very much true	25	41		
<i>who listens to me when I have something to say.</i>				
Not at all true	20	14		
A little true	20	14		
Pretty much true	40	33		
Very much true	20	38		

*Question HS/MS A.35, 37, 39: At my school, there is a teacher or some other adult... who really cares about me...
who notices when I am not there... who listens to me when I have something to say.*

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

Table A4.8***High Expectations Scale Questions***

	Hispanic %	White %	Mixed %	Other %
High expectations-adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	63	70		
<i>At my school, there is a teacher or some other adult... who tells me when I do a good job.</i>				
Not at all true	5	9		
A little true	30	23		
Pretty much true	45	32		
Very much true	20	36		
<i>who always wants me to do my best.</i>				
Not at all true	5	9		
A little true	30	14		
Pretty much true	35	27		
Very much true	30	50		
<i>who believes that I will be a success.</i>				
Not at all true	15	9		
A little true	25	27		
Pretty much true	30	23		
Very much true	30	41		

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

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

Table A4.9***Meaningful Participation Scale Questions***

	Hispanic %	White %	Mixed %	Other %
Meaningful participation at school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	31	18		
<i>At school...</i>				
I do interesting activities.				
Not at all true	20	36		
A little true	45	32		
Pretty much true	15	27		
Very much true	20	5		
I help decide things like class activities or rules.				
Not at all true	50	55		
A little true	15	32		
Pretty much true	25	9		
Very much true	10	5		
I do things that make a difference.				
Not at all true	45	48		
A little true	25	29		
Pretty much true	20	14		
Very much true	10	10		
I have a say in how things work.				
Not at all true	50	45		
A little true	20	45		
Pretty much true	20	5		
Very much true	10	5		
I help decide school activities or rules.				
Not at all true	60	76		
A little true	15	14		
Pretty much true	15	5		
Very much true	10	5		

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

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

Table A4.10***School Connectedness Scale Questions***

	Hispanic %	White %	Mixed %	Other %
School connectedness				
<i>Average reporting “Agree” or “Strongly agree”</i>	54	52		
I feel close to people at this school.				
Strongly disagree	20	10		
Disagree	15	14		
Neither disagree nor agree	20	33		
Agree	35	33		
Strongly agree	10	10		
I am happy to be at this school.				
Strongly disagree	10	9		
Disagree	15	5		
Neither disagree nor agree	20	32		
Agree	40	45		
Strongly agree	15	9		
I feel like I am part of this school.				
Strongly disagree	20	10		
Disagree	15	14		
Neither disagree nor agree	15	24		
Agree	30	38		
Strongly agree	20	14		
The teachers at this school treat students fairly.				
Strongly disagree	0	5		
Disagree	10	5		
Neither disagree nor agree	30	38		
Agree	35	33		
Strongly agree	25	19		
I feel safe in my school.				
Strongly disagree	10	10		
Disagree	0	5		
Neither disagree nor agree	30	24		
Agree	45	48		
Strongly agree	15	14		

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

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

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

	Hispanic %	White %	Mixed %	Other %
Academic motivation				
<i>Average reporting “Agree” or “Strongly agree”</i>	70	58		
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	5	9		
Disagree	10	5		
Neither disagree nor agree	10	18		
Agree	55	50		
Strongly agree	20	18		
I try hard at school because I am interested in my work.				
Strongly disagree	5	9		
Disagree	15	23		
Neither disagree nor agree	30	23		
Agree	35	36		
Strongly agree	15	9		
I work hard to try to understand new things at school.				
Strongly disagree	5	9		
Disagree	5	5		
Neither disagree nor agree	15	32		
Agree	50	36		
Strongly agree	25	18		
I am always trying to do better in my schoolwork.				
Strongly disagree	5	9		
Disagree	0	9		
Neither disagree nor agree	15	18		
Agree	40	41		
Strongly agree	40	23		

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

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

Table A4.12***Parent Involvement Scale Questions***

	Hispanic %	White %	Mixed %	Other %
Parent involvement in school				
<i>Average reporting “Agree” or “Strongly agree”</i>	45	45		
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	5	5		
Disagree	0	9		
Neither disagree nor agree	45	55		
Agree	30	27		
Strongly agree	20	5		
Parents feel welcome to participate at this school.				
Strongly disagree	5	9		
Disagree	10	0		
Neither disagree nor agree	35	45		
Agree	35	32		
Strongly agree	15	14		
School staff takes parent concerns seriously.				
Strongly disagree	5	14		
Disagree	0	5		
Neither disagree nor agree	60	23		
Agree	25	36		
Strongly agree	10	23		

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

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

Table A4.13***Quality of School Physical Environment***

	Hispanic %	White %	Mixed %	Other %
My school is usually clean and tidy.				
Strongly disagree	10	9		
Disagree	15	5		
Neither disagree nor agree	25	23		
Agree	40	32		
Strongly agree	10	32		

Question HS/MS A.27: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.

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

5. School Violence, Victimization, and Safety

Table A5.1

Perceived Safety at School

	Hispanic %	White %	Mixed %	Other %
Very safe	25	15		
Safe	35	50		
Neither safe nor unsafe	40	30		
Unsafe	0	5		
Very unsafe	0	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***

	Hispanic %	White %	Mixed %	Other %
Race, ethnicity, or national origin				
0 times	90	77		
1 time	0	14		
2 or more times	10	9		
Religion				
0 times	90	86		
1 time	0	9		
2 or more times	10	5		
Gender				
0 times	89	77		
1 time	0	5		
2 or more times	11	18		
Because you are gay or lesbian or someone thought you were				
0 times	85	86		
1 time	0	9		
2 or more times	15	5		
A physical or mental disability				
0 times	85	95		
1 time	15	0		
2 or more times	0	5		
You are an immigrant or someone thought you were				
0 times	90	95		
1 time	5	0		
2 or more times	5	5		
<i>Any of the above six reasons</i>	15	45		

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

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

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

	Hispanic %	White %	Mixed %	Other %
Any other reason				
0 times	75	82		
1 time	5	9		
2 or more times	20	9		
Any harassment	25	45		

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

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

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

	Hispanic %	White %	Mixed %	Other %
<i>During the past 12 months, how many times on school property have you...</i>				
had mean rumors or lies spread about you?				
0 times	75	57		
1 time	15	24		
2 to 3 times	5	5		
4 or more times	5	14		
had sexual jokes, comments, or gestures made to you?				
0 times	70	73		
1 time	0	5		
2 to 3 times	15	5		
4 or more times	15	18		
been made fun of because of your looks or the way you talk?				
0 times	75	64		
1 time	0	14		
2 to 3 times	10	5		
4 or more times	15	18		
been made fun of, insulted, or called names?				
0 times	80	64		
1 time	5	23		
2 to 3 times	0	5		
4 or more times	15	9		

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

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

Table A5.4***Violence and Victimization on School Property, Past 12 Months***

	Hispanic %	White %	Mixed %	Other %
<i>During the past 12 months, how many times on school property have you...</i>				
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?				
0 times	79	95		
1 time	11	0		
2 to 3 times	5	0		
4 or more times	5	5		
been afraid of being beaten up?				
0 times	84	77		
1 time	16	14		
2 to 3 times	0	0		
4 or more times	0	9		
been threatened with harm or injury?				
0 times	95	82		
1 time	5	14		
2 to 3 times	0	0		
4 or more times	0	5		
been in a physical fight?				
0 times	89	90		
1 time	5	5		
2 to 3 times	5	0		
4 or more times	0	5		
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	95	91		
1 time	5	5		
2 to 3 times	0	0		
4 or more times	0	5		
been offered, sold, or given an illegal drug?				
0 times	74	68		
1 time	11	5		
2 to 3 times	11	5		
4 or more times	5	23		

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

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

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

	Hispanic %	White %	Mixed %	Other %
Had your property stolen or deliberately damaged				
0 times	85	86		
1 time	10	5		
2 to 3 times	5	0		
4 or more times	0	9		
Damaged school property on purpose				
0 times	90	91		
1 time	10	5		
2 to 3 times	0	0		
4 or more times	0	5		

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

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

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

	Hispanic %	White %	Mixed %	Other %
Carried a gun				
0 times	90	100		
1 time	0	0		
2 to 3 times	5	0		
4 or more times	5	0		
Carried any other weapon (such as a knife or club)				
0 times	85	91		
1 time	0	5		
2 to 3 times	5	0		
4 or more times	10	5		
Seen someone carrying a gun, knife, or other weapon				
0 times	80	95		
1 time	10	0		
2 to 3 times	10	0		
4 or more times	0	5		

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

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

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

	Hispanic %	White %	Mixed %	Other %
0 times (never)	85	73		
1 time	10	14		
2 to 3 times	0	5		
4 or more times	5	9		

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

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

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use and Perceptions

	Hispanic %	White %	Mixed %	Other %	Table
Lifetime illicit AOD use to get “high” [†]	80	64			A6.2
Lifetime alcohol or drug use	80	64			A6.2
Lifetime marijuana use	65	59			A6.2
Lifetime very drunk or high (7 or more times)	45	55			A6.7
Lifetime drinking and driving involvement	na	45			A6.11
Current alcohol or drug use	45	55			A6.5
Current marijuana use	40	55			A6.5
Current heavy drug use	30	52			A6.5
Current heavy alcohol use (binge drinking)	10	23			A6.5
Current alcohol or drug use on school property	10	18			A6.8
Harmfulness of occasional marijuana use [‡]	5	18			A6.12
Difficulty of obtaining marijuana [§]	5	14			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***

	Hispanic %	White %	Mixed %	Other %
Alcohol	60	59		
Marijuana	65	59		
Inhalants	20	18		
Cocaine, methamphetamine, or any amphetamines	na	27		
Heroin	na	10		
Ecstasy, LSD, or other psychedelics	na	36		
Prescription pain medication, opioids, tranquilizers, sedatives, diet pills, or other prescription stimulant	na	41		
Cold/cough medicines or other over-the-counter medicines to get “high”	na	41		
Any other drug, pill, or medicine to get “high”	15	41		
<i>Any of the above AOD use</i>	80	64		
<i>Any illicit AOD use to get “high”[†]</i>	80	64		

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

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

Table A6.3
Lifetime AOD Use

	Hispanic %	White %	Mixed %	Other %
Alcohol (one full drink)				
0 times	40	41		
1 time	15	0		
2 to 3 times	5	9		
4 or more times	40	50		
Marijuana (smoke, vape, eat, or drink)				
0 times	35	41		
1 time	10	0		
2 to 3 times	5	9		
4 or more times	50	50		
Inhalants				
0 times	80	82		
1 time	5	9		
2 to 3 times	0	5		
4 or more times	15	5		
Cocaine, methamphetamine, or any amphetamines				
0 times	na	73		
1 time	na	5		
2 to 3 times	na	9		
4 or more times	na	14		
Heroin				
0 times	na	90		
1 time	na	5		
2 to 3 times	na	5		
4 or more times	na	0		
Ecstasy, LSD, or other psychedelics				
0 times	na	64		
1 time	na	5		
2 to 3 times	na	18		
4 or more times	na	14		

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

	Hispanic %	White %	Mixed %	Other %
Prescription pain medication or opioids, tranquilizers, or sedatives				
0 times	na	59		
1 time	na	5		
2 to 3 times	na	0		
4 or more times	na	36		
Diet pills				
0 times	na	95		
1 time	na	5		
2 to 3 times	na	0		
4 or more times	na	0		
RitalinTM or AdderallTM or other prescription stimulant				
0 times	na	68		
1 time	na	5		
2 to 3 times	na	9		
4 or more times	na	18		
Cold/cough medicines or other over-the-counter medicines to get “high”				
0 times	na	59		
1 time	na	5		
2 to 3 times	na	18		
4 or more times	na	18		
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 times	85	59		
1 time	0	5		
2 to 3 times	0	9		
4 or more times	15	27		

Question HS A.56-60/MS A.54: During your life, how many times have you used the following?... Prescription pain medication or opioids (VicodinTM, OxyContinTM, PercodanTM, LortabTM), tranquilizers, or sedatives (XanaxTM, AtivanTM)... Diet pills (Didrex[®], Dexedrine[®], Xenadrine[®], Skittles, M&M's)... RitalinTM or AdderallTM or other prescription stimulant... Cold/cough medicines or other over-the-counter medicines to get “high”... Any other drug, pill, or medicine to get “high” or for reasons other than medical.

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

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

	Hispanic %	White %	Mixed %	Other %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>				
Smoke it?				
0 times	35	52		
1 time	5	0		
2 to 3 times	5	0		
4 or more times	55	48		
In an electronic or e-cigarette or other vaping device?				
0 times	45	45		
1 time	5	0		
2 to 3 times	0	5		
4 or more times	50	50		
Eat or drink it in products made with marijuana?				
0 times	35	50		
1 time	5	0		
2 to 3 times	15	5		
4 or more times	45	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***

	Hispanic %	White %	Mixed %	Other %
Alcohol (one or more drinks of alcohol)	15	32		
Binge drinking (5 or more drinks in a row)	10	23		
Marijuana (smoke, vape, eat, or drink)	40	55		
Inhalants	10	5		
Prescription drugs to get “high” or for reasons other than prescribed	na	19		
Other drug, pill, or medicine to get “high” or for reasons other than medical	5	18		
<i>Any drug use</i>	40	55		
<i>Heavy drug use</i>	30	52		
<i>Any AOD Use</i>	45	55		
Two or more substances at the same time	na	32		

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***

	Hispanic %	White %	Mixed %	Other %
Alcohol (one or more drinks)				
0 days	85	68		
1 or 2 days	10	32		
3 to 9 days	0	0		
10 to 19 days	0	0		
20 or more days	5	0		
Binge drinking (5 or more drinks in a row)				
0 days	90	77		
1 or 2 days	5	23		
3 to 9 days	0	0		
10 to 19 days	0	0		
20 or more days	5	0		
Marijuana (smoke, vape, eat, or drink)				
0 days	60	45		
1 or 2 days	10	5		
3 to 9 days	10	5		
10 to 19 days	0	9		
20 or more days	20	36		

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

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

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

	Hispanic %	White %	Mixed %	Other %
Very drunk or sick after drinking alcohol				
0 times	50	59		
1 to 2 times	25	14		
3 to 6 times	15	9		
7 or more times	10	18		
“High” (loaded, stoned, or wasted) from using drugs				
0 times	40	45		
1 to 2 times	5	0		
3 to 6 times	10	0		
7 or more times	45	55		
<i>Very drunk or “high” 7 or more times</i>	45	55		

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

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

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

	Hispanic %	White %	Mixed %	Other %
Alcohol				
0 days	95	100		
1 to 2 days	5	0		
3 or more days	0	0		
Marijuana (smoke, vape, eat, or drink)				
0 days	90	82		
1 to 2 days	5	9		
3 or more days	5	9		
Any other drug, pill, or medicine to get “high” or for reasons other than medical?				
0 days	100	86		
1 to 2 days	0	9		
3 or more days	0	5		
<i>Any of the above</i>	10	18		

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

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

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

	Hispanic %	White %	Mixed %	Other %
0 times	65	62		
1 to 2 times	15	0		
3 to 6 times	10	5		
7 or more times	10	33		

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

	Hispanic %	White %	Mixed %	Other %
Alcohol				
Does not apply, don't use	na	50		
0 times	na	27		
1 time	na	9		
2 to 3 times	na	14		
4 or more times	na	0		
Marijuana				
Does not apply, don't use	na	41		
0 times	na	36		
1 time	na	9		
2 to 3 times	na	9		
4 or more times	na	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***

	Hispanic %	White %	Mixed %	Other %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using				
Never	na	55		
1 time	na	5		
2 times	na	14		
3 to 6 times	na	5		
7 or more times	na	23		

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***

	Hispanic %	White %	Mixed %	Other %
Alcohol - drink occasionally				
Great	10	36		
Moderate	20	27		
Slight	25	32		
None	45	5		
Alcohol - 5 or more drinks once or twice a week				
Great	20	64		
Moderate	35	27		
Slight	10	5		
None	35	5		
Marijuana - use occasionally				
Great	5	18		
Moderate	5	9		
Slight	20	27		
None	70	45		
Marijuana - use daily				
Great	10	23		
Moderate	10	14		
Slight	25	32		
None	55	32		

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***

	Hispanic %	White %	Mixed %	Other %
Alcohol				
Very difficult	5	14		
Fairly difficult	0	5		
Fairly easy	30	45		
Very easy	30	36		
Don't know	35	0		
Marijuana				
Very difficult	5	14		
Fairly difficult	0	0		
Fairly easy	20	23		
Very easy	50	59		
Don't know	25	5		

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

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

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Hispanic %	White %	Mixed %	Other %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	35	50			A7.2
Current cigarette smoking [†]	0	41			A7.3
Current cigarette smoking at school [†]	0	0			A7.4
Ever tried smokeless tobacco	11	9			A7.2
Current smokeless tobacco use [†]	0	5			A7.3
Current smokeless tobacco use at school [†]	0	5			A7.4
Ever used electronic cigarettes	60	59			A7.2
Current use of electronic cigarettes [†]	10	50			A7.3
Current use of electronic cigarettes at school [†]	0	23			A7.4
Cessation Attempts					
Tried to quit or stop using cigarettes	na	27			A7.5
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking [‡]	20	29			A7.6
Harmfulness of smoking 1 or more packs/day [‡]	55	82			A7.6
Difficulty of obtaining cigarettes [§]	10	14			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

	Hispanic %	White %	Mixed %	Other %
A whole cigarette				
0 times	65	50		
1 time	5	0		
2 to 3 times	15	9		
4 or more times	15	41		
Smokeless tobacco				
0 times	89	91		
1 time	11	5		
2 to 3 times	0	0		
4 or more times	0	5		
Electronic cigarettes, e-cigarettes, or other vaping device				
0 times	40	41		
1 time	20	5		
2 to 3 times	0	5		
4 or more times	40	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***

	Hispanic %	White %	Mixed %	Other %
Cigarettes				
Any	0	41		
Daily (20 or more days)	0	9		
Smokeless tobacco				
Any	0	5		
Daily (20 or more days)	0	5		
Electronic cigarettes/e-cigarettes/other vaping device				
Any	10	50		
Daily (20 or more days)	10	18		

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

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

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

	Hispanic %	White %	Mixed %	Other %
Cigarettes				
0 days	100	100		
1 or 2 days	0	0		
3 to 9 days	0	0		
10 to 19 days	0	0		
20 or more days	0	0		
Smokeless tobacco				
0 days	100	95		
1 or 2 days	0	0		
3 to 9 days	0	0		
10 to 19 days	0	0		
20 or more days	0	5		
Electronic cigarettes, e-cigarettes, or other vaping device				
0 days	100	77		
1 or 2 days	0	5		
3 to 9 days	0	5		
10 to 19 days	0	0		
20 or more days	0	14		

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***

	Hispanic %	White %	Mixed %	Other %
Does not apply, don't use	na	50		
0 times	na	23		
1 time	na	9		
2 to 3 times	na	18		
4 or more times	na	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***

	Hispanic %	White %	Mixed %	Other %
Smoke cigarettes occasionally				
Great	20	29		
Moderate	25	38		
Slight	25	29		
None	30	5		
Smoke 1 or more packs of cigarettes each day				
Great	55	82		
Moderate	0	14		
Slight	15	0		
None	30	5		

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***

	Hispanic %	White %	Mixed %	Other %
Use e-cigarettes or vaping device occasionally				
Great	0	23		
Moderate	30	14		
Slight	20	55		
None	50	9		
Use e-cigarettes or vaping devices several times a day				
Great	25	41		
Moderate	15	45		
Slight	15	9		
None	45	5		

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***

	Hispanic %	White %	Mixed %	Other %
Cigarettes				
Very difficult	10	14		
Fairly difficult	0	0		
Fairly easy	25	36		
Very easy	30	45		
Don't know	35	5		
E-cigarettes or vaping device				
Very difficult	5	14		
Fairly difficult	5	0		
Fairly easy	30	23		
Very easy	35	59		
Don't know	25	5		

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

	Hispanic %	White %	Mixed %	Other %
4 or less hours	10	23		
5 hours	20	27		
6 hours	30	18		
7 hours	15	27		
8 hours	10	5		
9 hours	15	0		
10 or more hours	0	0		

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

	Hispanic %	White %	Mixed %	Other %
No	70	50		
Yes	30	50		

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

	Hispanic %	White %	Mixed %	Other %
No	45	36		
Yes	55	64		

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***

	Hispanic %	White %	Mixed %	Other %
No	55	41		
Yes	45	59		

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***

	Hispanic %	White %	Mixed %	Other %
No	95	86		
Yes	5	14		

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

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

9. Gender Breakdowns

Table A9.1
School Supports and Engagement by Gender

	Hispanic		White		Mixed		Other	
	Female	Male	Female	Male	Female	Male	Female	Male
	%	%	%	%	%	%	%	%
<i>School Environment</i>								
Total school supports [‡]		53	59	40				
Caring adults in school [‡]		63	73	52				
High expectations-adults in school [‡]		65	85	55				
Meaningful participation at school [‡]		33	21	15				
<i>School Connectedness</i> [†]		48	53	51				
<i>Academic Motivation</i> [†]		69	59	57				
<i>Parent Involvement in School</i> [†]		37	45	45				

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

[†]Average percent of respondents reporting “Agree” or “Strongly agree.”

[‡]Average percent of respondents reporting “Pretty much true” or “Very much true.”

Table A9.2

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

	Hispanic		White		Mixed		Other	
	Female	Male	Female	Male	Female	Male	Female	Male
	%	%	%	%	%	%	%	%
Perceived Safety at School								
Feel safe or very safe at school		59	50	80				
Harassment/Bullying at School								
<i>During the past 12 months at school, have you been...</i>								
harassed/bullied for any of the six reasons		12	55	36				
harassed/bullied for any reasons		18	55	36				
Current ATOD Use								
<i>During the past 30 days, did you...</i>								
have at least one drink of alcohol at school		0	0	0				
use cigarettes		0	36	45				
use electronic cigarettes		6	55	45				
have at least one drink of alcohol		6	45	18				
use marijuana		29	64	45				
Mental Health								
Chronic sad or hopeless feelings, past 12 months		53	100	27				

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

Alcohol and Other Drugs (AOD) Module

1. Module Sample

Table B1.1

Student Sample for AOD Module

	Hispanic	White	Mixed	Other
<i>Student Sample Size</i>				
Final number	19	21	7	8

2. Summary of Key Indicators

Table B2.1

Key Indicators of Alcohol and Other Drug Use

	Hispanic %	White %	Mixed %	Other %	Table
Alcohol and Marijuana Consumption Patterns					
Usually drank until felt it a lot	16	33			B3.3
Usually used marijuana or other drugs until felt it a lot	na	33			B3.4
Consequences of AOD Consumption					
Caused one or more problems	na	48			B4.2
Caused one or more dependency-related experiences	na	52			B4.3
Supports to Reduce AOD Use					
Very likely find help at school for quitting or reducing use	na	19			B5.2
Strong Personal Disapproval of AOD Use					
Having one or two drinks of any alcoholic beverage nearly every day	6	35			B7.1
Trying marijuana once or twice	6	15			B7.1
Using marijuana once a month or more	6	15			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

	Hispanic %	White %	Mixed %	Other %
Alcohol (one full drink)				
Never	42	19		
10 or under	5	19		
11-12 years old	11	5		
13-14 years old	26	24		
15-16 years old	16	29		
17 years or older	0	5		
Marijuana (smoke, eat, or drink)				
Never	42	30		
10 or under	0	5		
11-12 years old	16	10		
13-14 years old	16	35		
15-16 years old	21	20		
17 years or older	5	0		
Any other illegal drug or pill to get “high”				
Never	61	48		
10 or under	0	0		
11-12 years old	6	5		
13-14 years old	22	5		
15-16 years old	11	33		
17 years or older	0	10		

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

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

Table B3.2***Age of Onset – Tobacco Use***

	Hispanic %	White %	Mixed %	Other %
Smoked part or all of a cigarette				
Never	74	38		
10 or under	0	5		
11-12 years old	5	10		
13-14 years old	16	10		
15-16 years old	5	38		
17 years or older	0	0		
Electronic cigarette				
Never	53	24		
10 or under	0	5		
11-12 years old	0	10		
13-14 years old	26	14		
15-16 years old	21	43		
17 years or older	0	5		

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

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

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

	Hispanic %	White %	Mixed %	Other %
I don't drink alcohol	58	43		
Just enough to feel it a little	21	10		
Enough to feel it moderately	5	14		
Until I feel it a lot or get really drunk	16	33		

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***

	Hispanic %	White %	Mixed %	Other %
I don't use drugs	na	33		
Just enough to feel a little high	na	14		
Enough to feel it moderately	na	19		
Until I feel it a lot or get really high	na	33		

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***

	Hispanic %	White %	Mixed %	Other %
Have you ever used an e-cigarette or vaping device to consume any of the following? (Mark All That Apply.)				
I've never used an e-cigarette or vaping device	56	30		
Nicotine or tobacco substitute	33	60		
Marijuana or THC	33	55		
Amphetamines, cocaine, or heroin	6	0		
Alcohol	6	0		
A flavored product without nicotine, alcohol, or other drug	11	45		
Any other product or substance	0	5		

Question HS B.30/MS B.24: Have you ever used an e-cigarette or vaping device to consume any of the following? (Mark All That Apply.)

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

4. Reasons for and Consequences of AOD Consumption

Table B4.1

Reasons for AOD Use in the Past 12 Months

	Hispanic %	White %	Mixed %	Other %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months	32	33		
To experiment (try using)	16	19		
To get high	47	52		
To have a good time with friends	32	43		
To fit in with a group you like	0	5		
Because of boredom	26	29		
To relax	58	48		
To get away from problems	37	43		
Because of anger or frustration	26	43		
To get through the day	26	43		
Because it made you feel better	32	48		
To seek deeper insights and understanding	26	38		
None of the above	5	0		

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***

	Hispanic %	White %	Mixed %	Other %
Doesn't apply; I've never used alcohol or drugs	na	33		
I've used alcohol or drugs but never had any problems	na	24		
Have problems with emotions, nerves, or mental health	na	14		
Get into trouble or have problems with the police	na	19		
Have money problems	na	0		
Miss school	na	10		
Have problems with schoolwork	na	0		
Fight with others	na	0		
Damage a friendship	na	10		
Physically hurt or injure yourself	na	5		
Have unwanted or unprotected sex	na	19		
Forget what happened or pass out	na	14		
Been suspended from school	na	19		
<i>One or more problems</i>	na	48		

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***

	Hispanic %	White %	Mixed %	Other %
Does not apply; I have not used alcohol or drugs	na	29		
I use alcohol or drugs but have not experienced any of these things	na	29		
Found you had to increase how much you use to have the same effect as before	na	33		
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	na	14		
Used alcohol or drugs a lot more than you intended	na	19		
Used alcohol or drugs when you were alone	na	43		
Your use of alcohol or drugs often kept you from doing a normal activity	na	10		
You didn't feel OK unless you had something to drink or used a drug	na	10		
Thought about reducing or stopping use	na	24		
Told yourself you were not going to use but found yourself using anyway	na	0		
Spoke with someone about reducing or stopping use	na	5		
Attended counseling, a program, or group to help you reduce or stop use	na	5		
<i>One or more negative experiences</i>	na	52		

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***

	Hispanic %	White %	Mixed %	Other %
Very likely	na	48		
Likely	na	24		
Not likely	na	19		
Don't know	na	10		

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

	Hispanic %	White %	Mixed %	Other %
No, I never used alcohol or other drugs	na	33		
No, but I do use alcohol or other drugs	na	62		
Yes, I have felt that I needed help	na	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

	Hispanic %	White %	Mixed %	Other %
Very likely	na	19		
Likely	na	33		
Not likely	na	24		
Don't know	na	24		

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

	Hispanic %	White %	Mixed %	Other %
No	56	60		
Yes	44	40		

Question HS B.20/MS B.14: During the past 12 months, have you talked with at least one of your parents or guardians about the dangers of alcohol or drug use?

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

6. Availability

Table B6.1

Sources for Obtaining Alcohol

	Hispanic %	White %	Mixed %	Other %
At school	11	19		
At parties	11	33		
At concerts or other social events	11	19		
At their own home	11	38		
From adults at friends' homes	11	24		
From friends or another teenager	11	48		
Get adults to buy it for them	17	33		
Buy it themselves from a store	22	43		
At bars, clubs, or gambling casinos	17	10		
Other	6	33		
Don't know	67	38		

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

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

Table B6.2***Sources for Obtaining Marijuana***

	Hispanic %	White %	Mixed %	Other %
At school	22	33		
At parties	17	48		
At concerts or other social events	17	38		
At their own home	28	52		
From an adult acquaintance	17	43		
From friends or another teenager	22	57		
Buy it at a marijuana dispensary	11	48		
At bars or clubs	17	24		
Other	11	43		
Don't know	61	38		

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

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

7. Influences on ATOD Use

Table B7.1

Personal Disapproval of AOD Use

	Hispanic %	White %	Mixed %	Other %
Having one or two drinks of any alcoholic beverage nearly every day				
Neither approve nor disapprove	78	35		
Somewhat disapprove	17	30		
Strongly disapprove	6	35		
Trying marijuana once or twice				
Neither approve nor disapprove	88	85		
Somewhat disapprove	6	0		
Strongly disapprove	6	15		
Using marijuana once a month or more regularly				
Neither approve nor disapprove	78	75		
Somewhat disapprove	17	10		
Strongly disapprove	6	15		

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

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

Table B7.2***Parent Disapproval of ATOD Use***

	Hispanic %	White %	Mixed %	Other %
Take one or two drinks of alcohol nearly every day				
Very wrong	61	60		
Wrong	11	15		
A little wrong	22	15		
Not at all wrong	6	10		
Smoke tobacco				
Very wrong	78	63		
Wrong	6	26		
A little wrong	11	0		
Not at all wrong	6	11		
Use marijuana				
Very wrong	50	37		
Wrong	17	5		
A little wrong	17	26		
Not at all wrong	17	32		
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	71	80		
Wrong	24	15		
A little wrong	0	0		
Not at all wrong	6	5		

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

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

Table B7.3***Peer Disapproval of ATOD Use***

	Hispanic %	White %	Mixed %	Other %
Take one or two drinks of alcohol nearly every day				
Very wrong	39	30		
Wrong	17	10		
A little wrong	11	30		
Not at all wrong	33	30		
Smoke tobacco				
Very wrong	39	40		
Wrong	11	25		
A little wrong	17	15		
Not at all wrong	33	20		
Use marijuana				
Very wrong	28	26		
Wrong	17	0		
A little wrong	17	11		
Not at all wrong	39	63		
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	39	50		
Wrong	17	15		
A little wrong	11	20		
Not at all wrong	33	15		

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

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

Table B7.4***Heard, Read, or Watched Any Anti-ATOD Messages, Past 12 Months***

	Hispanic %	White %	Mixed %	Other %
No	44	35		
Yes	56	65		

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

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

8. School Suspension

Table B8.1

Suspension from School, Past 12 Month

	Hispanic %	White %	Mixed %	Other %
No	72	76		
Yes	28	24		

Question HS B.14/MS B.8: In the past 12 months, have you been suspended from school one or more times?

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

Drug Free Communities (DFC) Module

1. Module Sample

Table G1.1

Student Sample for DFC Module

	Hispanic	White	Mixed	Other
<i>Student Sample Size</i>				
Final number	18	20	6	8

2. Prescription Drug Use

Table G2.1

Prescription Drug Use, Past 30 Days

	Hispanic %	White %	Mixed %	Other %
No	82	75		
Yes	18	25		

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

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

3. Disapproval of Prescription Drug Use

Table G3.1

Parental Disapproval of Prescription Drug Use

	Hispanic %	White %	Mixed %	Other %
Very wrong	56	74		
Wrong	28	11		
A little wrong	6	5		
Not at all wrong	11	11		

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

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

Table G3.2

Peer Disapproval of Prescription Drug Use

	Hispanic %	White %	Mixed %	Other %
Very wrong	33	30		
Wrong	22	15		
A little wrong	17	40		
Not at all wrong	28	15		

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

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

4. Perceived Harm from Marijuana and Prescription Drug Use

Table G4.1

Perceived Risks Associated with Marijuana and Prescription Drug Use

	Hispanic %	White %	Mixed %	Other %
Smoke marijuana once or twice a week				
Great risk	28	10		
Moderate risk	11	10		
Slight risk	22	15		
No risk	39	65		
Use prescription drugs that are not prescribed to them				
Great risk	28	60		
Moderate risk	33	25		
Slight risk	17	10		
No risk	22	5		

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

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

Military-Connected School Module

1. Module Sample

Table J1.1

Student Sample for Military-Connected School Module

	Hispanic	White	Mixed	Other
<i>Student Sample Size</i>				
Final number	19	22	7	8

2. Family Military Connections and Supports

Table J2.1

Family Military Connections

	Hispanic %	White %	Mixed %	Other %
Do you have someone in your family who is currently in the military?				
No	78	59		
Yes	17	32		
Don't know	6	9		
Do you have someone in your family who is in the military now or sometime in the last 10 years?				
No	58	57		
Yes	32	38		
Don't know	11	5		
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	74	59		
Father	11	18		
Mother	11	5		
Brother or sister	5	9		
Grandparent or other relative	11	9		
Don't know	5	9		

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

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

Table J2.2
Family Support

	Hispanic %	White %	Mixed %	Other %
My family is very close and we support each other.				
Not at all true	16	36		
A little true	21	14		
Pretty much true	21	23		
Very much true	37	27		
Don't know	5	0		
My family gets support from relatives and friends.				
Not at all true	16	23		
A little true	26	27		
Pretty much true	21	9		
Very much true	32	41		
Don't know	5	0		
I feel supported by other families in my community.				
Not at all true	21	33		
A little true	5	10		
Pretty much true	37	10		
Very much true	32	48		
Don't know	5	0		

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

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

Table J2.3***Military Support***

	Hispanic %	White %	Mixed %	Other %
I feel that my family makes an important sacrifice for our country because we are in the military.				
No one in my family is in the military	58	71		
Not true	5	5		
A little true	5	5		
Pretty much true	16	5		
Very much true	5	10		
Don't know	11	5		
The military is doing many things to help my family.				
No one in my family is in the military	42	71		
Not true	16	10		
A little true	0	0		
Pretty much true	26	5		
Very much true	11	5		
Don't know	5	10		
I feel that other military families support me and my family.				
No one in my family is in the military	39	71		
Not true	11	10		
A little true	11	10		
Pretty much true	17	5		
Very much true	11	0		
Don't know	11	5		

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

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

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

	Hispanic %	White %	Mixed %	Other %
Sometimes I feel that my teachers do not appreciate the sacrifices my family makes for our country because we are in the military.				
No one in my family is in the military	63	81		
Not true	16	10		
A little true	5	0		
Pretty much true	5	5		
Very much true	0	0		
Don't know	11	5		

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

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

3. Perceived Personal Strengths

Table J3.1

Perceived Responsibilities

	Hispanic %	White %	Mixed %	Other %
I feel that I have more responsibilities at home than my friends.				
Not at all true	16	43		
A little true	32	19		
Pretty much true	5	5		
Very much true	37	33		
Don't know	11	0		

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

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

Table J3.2

Perceived Internal Strengths

	Hispanic %	White %	Mixed %	Other %
I am more independent than many of my friends.				
Not at all true	5	14		
A little true	11	5		
Pretty much true	37	14		
Very much true	37	67		
Don't know	11	0		
I know how to solve problems in my life better than most of my friends.				
Not at all true	21	14		
A little true	11	5		
Pretty much true	11	33		
Very much true	47	43		
Don't know	11	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***

	Hispanic %	White %	Mixed %	Other %
I am more interested in volunteering and helping others than are many of my friends.				
Not at all true	26	38		
A little true	26	33		
Pretty much true	11	5		
Very much true	16	14		
Don't know	21	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

	Hispanic %	White %	Mixed %	Other %
Adults in this school respect my family.				
Not at all true	5	14		
A little true	11	5		
Pretty much true	37	19		
Very much true	21	29		
Don't know	26	33		
I have a hard time paying attention in school.				
Not at all true	21	24		
A little true	26	24		
Pretty much true	21	19		
Very much true	21	29		
Don't know	11	5		
My parents help me with my school work.				
Not at all true	37	75		
A little true	26	5		
Pretty much true	21	5		
Very much true	11	15		
Don't know	5	0		
My parents come to school to meet my teachers or to attend events.				
Not at all true	37	62		
A little true	26	14		
Pretty much true	16	0		
Very much true	5	14		
Don't know	16	10		

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

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

Table J4.2
Peer Difficulties

	Hispanic %	White %	Mixed %	Other %
Other students in school do not really understand my family life.				
Not at all true	21	19		
A little true	16	10		
Pretty much true	26	10		
Very much true	21	43		
Don't know	16	19		
I have a hard time making friends because I have to change schools often.				
Not at all true	37	81		
A little true	11	5		
Pretty much true	21	0		
Very much true	11	14		
Don't know	21	0		

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

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

5. Emotional Competence

Table J5.1

Family Pride

	Hispanic %	White %	Mixed %	Other %
I feel proud of my family.				
Not at all true	0	33		
A little true	26	19		
Pretty much true	11	24		
Very much true	58	24		
Don't know	5	0		

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

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

Table J5.2

Positive Affect

	Hispanic %	White %	Mixed %	Other %
<i>In the last 30 days, how often did you...</i>				
feel full of energy?				
None of the time	16	10		
A little of the time	16	33		
Some of the time	58	43		
Most of the time	5	0		
All of the time	0	10		
Don't know	5	5		
feel happy?				
None of the time	6	19		
A little of the time	28	33		
Some of the time	39	19		
Most of the time	17	14		
All of the time	6	10		
Don't know	6	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***

	Hispanic %	White %	Mixed %	Other %
<i>In the last 30 days, how often did you...</i>				
feel proud?				
None of the time	16	43		
A little of the time	5	10		
Some of the time	53	14		
Most of the time	16	10		
All of the time	5	14		
Don't know	5	10		
feel good about life?				
None of the time	11	29		
A little of the time	26	24		
Some of the time	37	29		
Most of the time	21	0		
All of the time	0	14		
Don't know	5	5		
feel excited?				
None of the time	16	24		
A little of the time	26	19		
Some of the time	32	33		
Most of the time	21	5		
All of the time	0	14		
Don't know	5	5		
feel strong?				
None of the time	16	38		
A little of the time	16	14		
Some of the time	21	14		
Most of the time	37	14		
All of the time	5	14		
Don't know	5	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***

	Hispanic %	White %	Mixed %	Other %
<i>In the last 30 days, how often did you...</i>				
feel like everything is hard to do?				
None of the time	16	14		
A little of the time	42	19		
Some of the time	21	10		
Most of the time	5	29		
All of the time	11	24		
Don't know	5	5		
feel like nothing makes you happy?				
None of the time	26	19		
A little of the time	26	14		
Some of the time	16	24		
Most of the time	5	19		
All of the time	16	19		
Don't know	11	5		
feel restless, cannot stay still in one place?				
None of the time	16	20		
A little of the time	16	10		
Some of the time	42	15		
Most of the time	11	30		
All of the time	11	20		
Don't know	5	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***

	Hispanic %	White %	Mixed %	Other %
<i>In the last 30 days, how often did you...</i>				
feel nervous?				
None of the time	33	24		
A little of the time	33	14		
Some of the time	11	0		
Most of the time	6	29		
All of the time	11	29		
Don't know	6	5		
feel that you do not have much hope?				
None of the time	37	19		
A little of the time	21	5		
Some of the time	21	19		
Most of the time	5	19		
All of the time	5	29		
Don't know	11	10		
feel like you are not important?				
None of the time	26	19		
A little of the time	32	5		
Some of the time	11	19		
Most of the time	11	14		
All of the time	11	38		
Don't know	11	5		

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

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

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

	Hispanic %	White %	Mixed %	Other %
No one in my family is in the military	68	81		
Not true	11	0		
A little true	5	0		
Pretty much true	5	10		
Very much true	5	5		
Don't know	5	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

	Hispanic %	White %	Mixed %	Other %
In the last five years, how many times did you change your school because your family had to move?				
I did not change schools	32	48		
Once	32	14		
Twice	16	14		
Three times	0	10		
Four times	16	14		
More than four times	5	0		
Don't know	0	0		
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	32	43		
I did not have any problems.	16	10		
I had minor problems.	32	14		
I had serious problems when I changed schools.	5	14		
Don't know	16	19		

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

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

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

	Hispanic %	White %	Mixed %	Other %
Never	67	67		
Once	0	5		
Twice or more	22	14		
Don't know	11	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 J6.3***Travel Experience***

	Hispanic %	White %	Mixed %	Other %
I have traveled a lot and have seen many interesting places.				
Not at all true	11	24		
A little true	26	43		
Pretty much true	26	5		
Very much true	32	29		
Don't know	5	0		

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

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

7. Future Plans

Table J7.1

Desire to Join Military

	Hispanic %	White %	Mixed %	Other %
When I grow up, I would like to join the military.				
Not at all true	47	81		
A little true	16	10		
Pretty much true	16	0		
Very much true	11	5		
Don't know	11	5		

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

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

8. Disaggregated Results by Military-Connected Family Status

Table J8.1

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

	Hispanic	White	Mixed	Other
<i>Student Sample</i>				
Military-connected family	2	4	0	0
Non-military-connected family (other)	17	18	7	8

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

Table J8.2

Family Support by Military-Connected Family Status

	Hispanic Mil. %	Other %	White Mil. %	Other %	Mixed Mil. %	Other %	Other Mil. %	Other %
My family is very close and we support each other.								
Not at all true		6		39				
A little true		24		17				
Pretty much true		24		22				
Very much true		41		22				
Don't know		6		0				
My family gets support from relatives and friends.								
Not at all true		12		28				
A little true		24		28				
Pretty much true		24		6				
Very much true		35		39				
Don't know		6		0				
I feel supported by other families in my community.								
Not at all true		18		35				
A little true		6		12				
Pretty much true		35		12				
Very much true		35		41				
Don't know		6		0				

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

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

Table J8.3

Perceived Responsibilities by Military-Connected Family Status

	Hispanic		White		Mixed		Other	
	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other
	%	%	%	%	%	%	%	%
I feel that I have more responsibilities at home than my friends.								
Not at all true		18		39				
A little true		29		17				
Pretty much true		6		6				
Very much true		35		39				
Don't know		12		0				

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

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

Table J8.4

Perceived Internal Strengths by Military-Connected Family Status

	Hispanic		White		Mixed		Other	
	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other
	%	%	%	%	%	%	%	%
I am more independent than many of my friends.								
Not at all true		6		17				
A little true		12		6				
Pretty much true		41		11				
Very much true		29		67				
Don't know		12		0				
I know how to solve problems in my life better than most of my friends.								
Not at all true		24		17				
A little true		12		6				
Pretty much true		12		28				
Very much true		41		44				
Don't know		12		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

	Hispanic		White		Mixed		Other	
	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other
	%	%	%	%	%	%	%	%
I am more interested in volunteering and helping others than are many of my friends.								
Not at all true		29		39				
A little true		29		28				
Pretty much true		12		6				
Very much true		12		17				
Don't know		18		11				

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

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

Table J8.6

School Connections by Military-Connected Family Status

	Hispanic Mil. %	Other %	White Mil. %	Other %	Mixed Mil. %	Other %	Other Mil. %	Other %
Adults in this school respect my family.								
Not at all true		6		17				
A little true		12		6				
Pretty much true		35		11				
Very much true		24		28				
Don't know		24		39				
I have a hard time paying attention in school.								
Not at all true		18		22				
A little true		29		28				
Pretty much true		24		17				
Very much true		18		28				
Don't know		12		6				
My parents help me with my school work.								
Not at all true		29		76				
A little true		29		6				
Pretty much true		24		0				
Very much true		12		18				
Don't know		6		0				

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

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

Table J8.6

School Connections by Military-Connected Family Status – Continued

	Hispanic		White		Mixed		Other	
	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other
	%	%	%	%	%	%	%	%
My parents come to school to meet my teachers or to attend events.								
Not at all true		29		61				
A little true		29		17				
Pretty much true		18		0				
Very much true		6		17				
Don't know		18		6				

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

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

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

	Hispanic Mil. %	Other %	White Mil. %	Other %	Mixed Mil. %	Other %	Other Mil. %	Other %
Other students in school do not really understand my family life.								
Not at all true		12		11				
A little true		18		11				
Pretty much true		29		11				
Very much true		24		44				
Don't know		18		22				
I have a hard time making friends because I have to change schools often.								
Not at all true		35		89				
A little true		12		0				
Pretty much true		24		0				
Very much true		6		11				
Don't know		24		0				

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

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

Table J8.8

Family Pride by Military-Connected Family Status

	Hispanic		White		Mixed		Other	
	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other
	%	%	%	%	%	%	%	%
I feel proud of my family.								
Not at all true		0		41				
A little true		18		12				
Pretty much true		12		29				
Very much true		65		18				
Don't know		6		0				

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

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

Table J8.9

Positive Affect by Military-Connected Family Status

	Hispanic		White		Mixed		Other	
	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other
	%	%	%	%	%	%	%	%
<i>In the last 30 days, how often did you...</i>								
feel full of energy?								
None of the time		12		11				
A little of the time		12		33				
Some of the time		65		39				
Most of the time		6		0				
All of the time		0		11				
Don't know		6		6				
feel happy?								
None of the time		6		17				
A little of the time		19		39				
Some of the time		44		17				
Most of the time		19		11				
All of the time		6		11				
Don't know		6		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

	Hispanic		White		Mixed		Other	
	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other
	%	%	%	%	%	%	%	%
<i>In the last 30 days, how often did you...</i>								
feel proud?								
None of the time		6		44				
A little of the time		6		6				
Some of the time		59		17				
Most of the time		18		11				
All of the time		6		11				
Don't know		6		11				
feel good about life?								
None of the time		6		28				
A little of the time		24		28				
Some of the time		41		28				
Most of the time		24		0				
All of the time		0		11				
Don't know		6		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

	Hispanic		White		Mixed		Other	
	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other
	%	%	%	%	%	%	%	%
<i>In the last 30 days, how often did you...</i>								
feel excited?								
None of the time		6		22				
A little of the time		29		22				
Some of the time		35		33				
Most of the time		24		0				
All of the time		0		17				
Don't know		6		6				
feel strong?								
None of the time		12		39				
A little of the time		12		17				
Some of the time		24		11				
Most of the time		41		11				
All of the time		6		17				
Don't know		6		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

	Hispanic		White		Mixed		Other	
	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other
	%	%	%	%	%	%	%	%
<i>In the last 30 days, how often did you...</i>								
<i>feel like everything is hard to do?</i>								
None of the time		12		17				
A little of the time		47		17				
Some of the time		24		6				
Most of the time		6		33				
All of the time		6		22				
Don't know		6		6				
<i>feel like nothing makes you happy?</i>								
None of the time		24		22				
A little of the time		29		11				
Some of the time		18		28				
Most of the time		6		11				
All of the time		12		22				
Don't know		12		6				

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

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

Table J8.10

Negative Affect by Military-Connected Family Status – Continued

	Hispanic		White		Mixed		Other	
	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other
	%	%	%	%	%	%	%	%
<i>In the last 30 days, how often did you...</i>								
feel restless, cannot stay still in one place?								
None of the time		18		18				
A little of the time		12		6				
Some of the time		47		18				
Most of the time		12		29				
All of the time		6		24				
Don't know		6		6				
feel nervous?								
None of the time		31		28				
A little of the time		38		17				
Some of the time		13		0				
Most of the time		6		17				
All of the time		6		33				
Don't know		6		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

	Hispanic Mil. %	Other %	White Mil. %	Other %	Mixed Mil. %	Other %	Other Mil. %	Other %
<i>In the last 30 days, how often did you...</i>								
<i>feel that you do not have much hope?</i>								
None of the time		35		22				
A little of the time		24		0				
Some of the time		24		22				
Most of the time		6		17				
All of the time		0		28				
Don't know		12		11				
<i>feel like you are not important?</i>								
None of the time		29		17				
A little of the time		29		6				
Some of the time		12		22				
Most of the time		12		11				
All of the time		6		39				
Don't know		12		6				

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

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

Table J8.11

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

	Hispanic		White		Mixed		Other	
	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other
	%	%	%	%	%	%	%	%
In the last five years, how many times did you change your school because your family had to move?								
I did not change schools		35		56				
Once		35		11				
Twice		12		17				
Three times		0		6				
Four times		12		11				
More than four times		6		0				
Don't know		0		0				
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		35		50				
I did not have any problems.		18		11				
I had minor problems.		24		17				
I had serious problems when I changed schools.		6		6				
Don't know		18		17				

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

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

Table J8.12

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

	Hispanic		White		Mixed		Other	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
Never		75		78				
Once		0		6				
Twice or more		13		0				
Don't know		13		17				

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

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

Table J8.13

Travel Experience by Military-Connected Family Status

	Hispanic Mil. %	Other %	White Mil. %	Other %	Mixed Mil. %	Other %	Other Mil. %	Other %
I have traveled a lot and have seen many interesting places.								
Not at all true		12		28				
A little true		29		50				
Pretty much true		24		6				
Very much true		29		17				
Don't know		6		0				

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

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

Table J8.14

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

	Hispanic		White		Mixed		Other	
	Mil.	Other	Mil.	Other	Mil.	Other	Mil.	Other
	%	%	%	%	%	%	%	%
When I grow up, I would like to join the military.								
Not at all true		47		78				
A little true		18		11				
Pretty much true		18		0				
Very much true		6		6				
Don't know		12		6				

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

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

Appendix

CHKS Content Overview, 2018-19

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

Special attention is directed toward indicators related to the requirements of California's Local Control and Accountability Plans (LCAP).² For a summary of state-level LCAP-related baseline CHKS data, see Factsheet #15.³

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

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

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

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

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

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

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

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

⁴ See calschls.org/reports-data/#slcr

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

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

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

GRADE-LEVEL PATTERNS

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

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

DEMOGRAPHIC CHARACTERISTICS AND POPULATION SUBGROUP DIFFERENCES (Section 3)

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

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

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

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

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

Racial-Ethnic Identification

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

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

Foster Care Youth

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

Sexual Orientation and Gender Identity

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

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

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

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

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

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

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

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

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 4)

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

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

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

Self-Reported Grades

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

Academic Motivation

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

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

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

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

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

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

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

Absenteeism and Truancy

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

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

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

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

Developmental Supports

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

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

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

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

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

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

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

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

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

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

School Connectedness

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

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

Parent Involvement

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

Facilities and Physical Environment

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

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

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

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

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

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

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

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 5)

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

Perceived Safety

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

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

Harassment and Victimization

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

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

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

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

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

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

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

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

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

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

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

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

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

Vandalism and Weapons

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

SUBSTANCE USE AND MENTAL HEALTH (Sections 6-8)

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

Alcohol and Other Drug Use (Section 6)

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

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

Alcohol and Other Drug Use at School (Section 6)

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

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

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

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

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

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

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

Cigarette Smoking (Section 7)

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

Mental Health (Section 8)

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

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

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

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

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

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

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

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

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

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

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

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