

CALIFORNIA HEALTHY KIDS SURVEY



Pleasanton Unified Secondary 2019-2020 Main Report

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PREFACE

HYPERLINK FEATURE

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

ALERT

Categories “High,” “Moderate,” and “Low” for scales are no longer included on the report. If districts or schools need results on these categories, please contact your Technical Advisor.

This report provides the detailed results for each question from the 2019-20 *California Healthy Kids Survey* (CHKS) for schools within the district. The CHKS, along with its two companion surveys—the *California School Staff Survey* (CSSS) and the *California School Parent Survey* (CSPS)—form the California Department of Education’s *California School Climate, Health, and Learning Survey* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive effort in the nation to regularly assess students, staff, and parents at the local level to provide key data on school climate and safety, learning supports and barriers, stakeholder engagement, and youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major school-related domains and constructs assessed by CalSCHLS. Appendix I lists the schools that administered the survey in the district and their response rates; Appendix II provides more information about CHKS questions.

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

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

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

THE SURVEY

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

and health programs. Appendix II is a brief guide to key CHKS Core Module indicators designed to help survey users more easily understand and interpret their findings.

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

Core Module

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

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

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

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

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

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

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

School Climate Module (Supplementary)

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

Social Emotional Health Module (Supplementary)

The Social Emotional Health Module (SEHM) greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional capacities linked to student mental health and well-being, academic success, and college and career readiness. It includes 56 items that capture core adolescent psychological assets. The combination of the SEHM and Core Module yields a comprehensive set of data to inform decisions about mental health and social-emotional learning programs.

SURVEY ADMINISTRATION AND SAMPLE

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

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

PUBLIC ONLINE DATA DASHBOARD

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

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

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

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

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

THE REPORT

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

Racial/Ethnic and Gender Results

In this report, summary tables provide key findings (e.g., safety, harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories and gender. Districts can subscribe to the District CalSCHLS data dashboard to disaggregate all their CHKS results by the race/ethnicity or gender of students or by other demographic categories.

UNDERSTANDING THE DATA

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

Representativeness

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

Changes Between Survey Administrations

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

RESOURCES

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

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets/).
- *Assessing School Climate* describes the value of the CalSCHLS student, staff, and parent surveys for assessing school climate, listing constructs and individual indicators (data.calschls.org/resources/Cal-SCHLS_AssessingClimate2013-14.pdf).
- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).

- ***Using CalSCHLS to Assess Social-Emotional Learning and Health*** describes how the CHKS Core and SEHM module provide a comprehensive profile of student social-emotional competency (learning) and health, and the related supports schools provide, including questions aligned with the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) (data.calschls.org/resources/CalSCHLS_AssessSELH.pdf). The staff survey provides data on the perception of adults in the school on social-emotional service needs and provision.
- ***Helpful Resources for Local Control and Accountability Plans*** describes how survey items align with LCAP priorities and indicators (calschls.org/docs/lcap_cal_schls.pdf). Also available is an LCAP-related PowerPoint presentation (calschls.org/site/assets/files/1036/cal-schls-lcap_schoolclimatev6-1.pptx).
- The ***School Climate Connection Newsletter*** provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/about.
- CDE's **California Safe and Supportive Schools** website (CaliforniaS3.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.
- The **CalSCHLS Item Crosswalk** (calschls.org/resources/#resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

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

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

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

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

Compare Results with Other Data

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

- **Staff and Parent Surveys.** If your school district has administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Item Crosswalk (calschls.org/resources/#resources_and_tools) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer these companion surveys, urge them to do so next time.
- **Elementary CHKS Results.** Examine how the results from 9th and 11th graders compare with those from 5th and 7th graders if your district also administered the CHKS at these school levels. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle school levels might help mitigate problems that are evident among older students.
- **Other Data.** Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.
- **Similar District and Statewide Results.** The results from the biennial state administration of the CHKS, which provide representative state norms, can be downloaded from the CalSCHLS website (data.calschls.org/resources/Biennial_State_1517.pdf) or examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard/). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports/). How you compare to state and district results can provide some context for your results, but the most important consideration is what your own results say about the students in your school/community.

Data Workshop

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

Request Additional Reports and Data

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

School Reports and School Climate Report Cards

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

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

District School Climate Report Card

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

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

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

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

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

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	1,152	1,292	1,218	120
Final number	876	950	716	76
Response Rate	76%	74%	59%	63%

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness [†]	70	68	61	69	A4.5
Academic motivation [†]	82	77	72	64	A4.5
Chronic truancy (twice a month or more often) [§]	0	1	5	15	A4.2
Caring adult relationships [‡]	73	65	67	67	A4.5
High expectations [‡]	82	74	73	66	A4.5
Meaningful participation [‡]	39	33	30	34	A4.5
Facilities upkeep [†]	47	50	39	50	A4.12
Promotion of parent involvement in school [†]	61	52	43	61	A4.5
School Safety					
School perceived as very safe or safe	73	73	70	67	A5.1
Experienced any harassment or bullying [§]	28	27	25	33	A5.2
Had mean rumors or lies spread about you [§]	35	28	31	39	A5.3
Been afraid of being beaten up [§]	19	10	7	11	A5.3
Been in a physical fight [§]	8	6	5	14	A5.4
Seen a weapon on campus [§]	9	4	5	15	A5.6
Substance Use and Physical/Mental Health					
Current alcohol or drug use [¶]	3	6	22	53	A6.5
Current marijuana use [¶]	1	3	13	47	A6.5
Current binge drinking [¶]	0	2	11	24	A6.5
Very drunk or “high” 7 or more times, ever	0	2	13	44	A6.7
Been drunk or “high” on drugs at school, ever	0	3	10	37	A6.9
Current cigarette smoking [¶]	0	0	1	10	A7.3
Vaping [¶]	1	3	13	37	A7.3
Sleep deprivation (less than 8 hours)	28	61	83	64	A8.2
Experienced chronic sadness/hopelessness [§]	19	21	34	55	A8.4
Considered suicide [§]	9	9	19	43	A8.5

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

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

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

[§]Past 12 months.

[¶]Past 30 days.

3. Demographics

Table A3.1

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	53	49	50	53
Female	47	51	50	47

Question HS/MS A.4: What is your gender?

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

Table A3.2

Hispanic or Latino

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	86	89	86	59
Yes	14	11	14	41

Question HS/MS A.6: Are you of Hispanic or Latino origin?

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

Table A3.3

Race

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	3	3	1	5
Asian	42	41	38	8
Black or African American	1	2	2	6
Native Hawaiian or Pacific Islander	1	1	1	2
White	35	38	41	45
Mixed (two or more) races	18	15	16	35

Question HS/MS A.7: What is your race?

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

Table A3.4
Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parent or guardian	96	96	97	76
Other relative's home	0	0	1	7
A home with more than one family	1	2	0	7
Friend's home	0	0	0	3
Foster home, group care, or waiting placement	0	0	0	1
Hotel or motel	0	0	0	1
Shelter, car, campground, or other transitional or temporary housing	0	1	0	1
Other living arrangement	2	0	1	3

Question HS/MS A.9: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.

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

Table A3.5
Highest Education of Parents

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	1	2	3	19
Graduated from high school	1	2	3	19
Attended college but did not complete four-year degree	4	5	7	11
Graduated from college	83	86	83	40
Don't know	10	5	3	11

Question HS/MS A.10: What is the highest level of education your parents or guardians completed? (Mark the educational level of the parent or guardian who went the furthest in school.)

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	77	85	90	56
Yes	7	6	7	26
Don't know	16	9	4	18

Question HS/MS A.12: Do you receive free or reduced-price lunches at school? (Receiving free or reduced-price lunches means that lunch at school is provided to you for free or you pay less for it.)

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

Table A3.7***Language Spoken at Home***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
English	68	73	76	84
Spanish	4	2	3	11
Mandarin	6	7	6	4
Cantonese	1	2	2	0
Taiwanese	0	1	0	0
Tagalog	0	1	0	0
Vietnamese	0	0	0	0
Korean	3	2	3	0
Arabic	1	1	1	0
Other	16	11	9	1

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

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

Table A3.8
English Language Proficiency – All Students

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
How well do you...				
understand English?				
Very well	94	94	95	92
Well	6	6	5	8
Not well	0	0	0	0
Not at all	0	1	0	0
speak English?				
Very well	89	91	92	86
Well	11	7	6	14
Not well	0	1	1	0
Not at all	0	1	0	0
read English?				
Very well	87	89	92	82
Well	11	9	7	18
Not well	2	1	1	0
Not at all	0	1	0	0
write English?				
Very well	81	85	87	79
Well	17	12	11	21
Not well	1	2	1	0
Not at all	0	1	0	0
English Language Proficiency Status				
Proficient	87	88	90	81
Not proficient	13	12	10	19

Question HS/MS A.14-17: How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.9***English Language Proficiency – Students Speaking a Language Other Than English at Home***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>How well do you...</i>				
understand English?				
Very well	88	86	90	83
Well	12	11	8	17
Not well	0	1	1	0
Not at all	0	1	1	0
speak English?				
Very well	80	82	85	67
Well	19	14	11	33
Not well	1	2	3	0
Not at all	0	2	1	0
read English?				
Very well	84	81	84	58
Well	14	16	14	42
Not well	3	2	1	0
Not at all	0	2	2	0
write English?				
Very well	73	76	76	50
Well	24	17	19	50
Not well	2	5	3	0
Not at all	0	1	1	0
<i>English Language Proficiency Status</i>				
Proficient	80	79	82	50
Not proficient	20	21	18	50

Question HS/MS A.13-17: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.10***Number of Days Attending Afterschool Program***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I do not attend my school's afterschool program	81	83	88	93
1 day	5	2	1	3
2 days	5	3	2	4
3 days	3	4	2	0
4 days	3	2	1	0
5 days	2	6	5	0

Question HS/MS A.19: How many days a week do you usually go to your school's afterschool program?

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

Table A3.11***Military Connections***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	98	97	99	95
Yes	1	2	1	3
Don't know	1	1	0	3

Question HS/MS A.11: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

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

Table A3.12
Sexual Orientation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Straight (not gay)	81	85	83	71
Gay or Lesbian	1	1	2	0
Bisexual	3	4	7	17
I am not sure yet	7	5	4	4
Something else	2	1	2	3
Decline to respond	6	3	3	6

Question HS/MS A.18: Which of the following best describes you?

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

Table A3.13
Gender Identity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I am not transgender	95	95	97	92
Yes, I am transgender	1	1	1	0
I am not sure if I am transgender	2	1	0	3
Decline to respond	3	2	2	5

Question HS/MS A.5: Some people describe themselves as transgender when their sex at birth does not match the way they think or feel about their gender. Are you transgender?

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

4. School Performance, Supports, and Engagement

Table A4.1

Grades, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	46	45	30	13
A's and B's	38	34	42	42
Mostly B's	5	7	10	1
B's and C's	7	10	10	30
Mostly C's	1	2	3	3
C's and D's	1	2	2	6
Mostly D's	0	0	1	0
Mostly F's	0	0	1	6

Question HS/MS A.20: During the past 12 months, how would you describe the grades you mostly received in school?

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

Table A4.2

Truancy, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	83	87	79	52
1-2 times	10	8	11	13
A few times	6	4	5	20
Once a month	0	0	0	0
Twice a month	0	1	1	0
Once a week	0	0	1	4
More than once a week	0	1	2	11

Question HS/MS A.23: During the past 12 months, about how many times did you skip school or cut classes?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I did not miss any days of school in the past 30 days	53	57	46	21
1 day	21	23	28	17
2 days	13	11	13	19
3 or more days	14	9	13	43

Question HS/MS A.21: In the past 30 days, how often did you miss an entire day of school for any reason?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I didn't miss any school	51	56	44	26
Illness (feeling physically sick), including problems with breathing or your teeth	37	30	40	56
Were being bullied or mistreated at school	0	1	1	1
Felt very sad, hopeless, anxious, stressed, or angry	3	4	12	29
Didn't get enough sleep	4	5	13	31
Didn't feel safe at school or going to and from school	1	1	2	1
Had to take care of or help a family member or friend	2	1	2	9
Wanted to spend time with friends	0	1	1	3
Used alcohol or drugs	0	1	1	4
Were behind in schoolwork or weren't prepared for a test or class assignment	2	2	12	6
Were bored or uninterested in school	1	2	6	13
Had no transportation to school	0	1	1	6
Other reason	14	14	14	20

Question HS/MS A.22: In the past 30 days, did you miss a day of school for any of the following reasons? (Mark All That Apply.)

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

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

Table A4.5***School Environment, School Connectedness, Academic Motivation, and Promotion of Parent Involvement Scales***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Total school supports	64	58	57	55	
Caring adults in school [‡]	73	65	67	67	A4.6
High expectations-adults in school [‡]	82	74	73	66	A4.7
Meaningful participation at school [‡]	39	33	30	34	A4.8
School connectedness [†]	70	68	61	69	A4.9
Academic motivation [†]	82	77	72	64	A4.10
Promotion of parent involvement in school [†]	61	52	43	61	A4.11

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

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

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

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

Table A4.6***Caring Relationships Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	73	65	67	67
<i>At my school, there is a teacher or some other adult... who really cares about me.</i>				
Not at all true	8	12	8	13
A little true	25	28	28	26
Pretty much true	37	37	34	24
Very much true	31	23	30	37
<i>who notices when I’m not there.</i>				
Not at all true	9	11	13	10
A little true	20	28	26	24
Pretty much true	33	36	32	35
Very much true	38	26	29	31
<i>who listens to me when I have something to say.</i>				
Not at all true	5	5	6	9
A little true	14	20	17	18
Pretty much true	33	40	38	34
Very much true	47	35	39	40

*Question HS/MS A.37, 39, 41: At my school, there is a teacher or some other adult... who really cares about me...
who notices when I’m not there... who listens to me when I have something to say.*

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

Table A4.7***High Expectations Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	82	74	73	66
<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	7	8	4
A little true	17	22	22	27
Pretty much true	37	42	35	30
Very much true	40	29	34	39
<i>who always wants me to do my best.</i>				
Not at all true	3	4	4	6
A little true	9	15	16	25
Pretty much true	28	38	36	28
Very much true	60	42	44	41
<i>who believes that I will be a success.</i>				
Not at all true	6	7	9	9
A little true	14	21	21	31
Pretty much true	30	39	35	24
Very much true	49	33	34	37

Question HS/MS A.38, 40, 42: At my school, there is a teacher or some other adult... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.

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

Table A4.8***Meaningful Participation Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation at school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	39	33	30	34
<i>At school,...</i>				
I do interesting activities.				
Not at all true	11	11	14	12
A little true	25	26	26	35
Pretty much true	38	35	35	34
Very much true	27	28	25	19
I help decide things like class activities or rules.				
Not at all true	37	43	51	25
A little true	32	34	29	42
Pretty much true	21	16	12	22
Very much true	10	7	8	10
I do things that make a difference.				
Not at all true	20	24	30	28
A little true	35	40	39	37
Pretty much true	29	24	19	22
Very much true	16	12	12	13
I have a say in how things work.				
Not at all true	32	39	43	19
A little true	33	34	34	54
Pretty much true	23	19	14	21
Very much true	13	9	9	6
I help decide school activities or rules.				
Not at all true	59	59	64	43
A little true	24	25	20	37
Pretty much true	11	11	9	10
Very much true	6	5	7	10

Question HS/MS A.43-47: At school,... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference... I have a say in how things work... I help decide school activities or rules.

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

Table A4.9***School Connectedness Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School connectedness				
<i>Average reporting “Agree” or “Strongly agree”</i>	70	68	61	69
I feel close to people at this school.				
Strongly disagree	3	4	7	9
Disagree	5	8	9	11
Neither disagree nor agree	21	18	19	26
Agree	46	43	39	40
Strongly agree	26	28	26	14
I am happy to be at this school.				
Strongly disagree	5	6	10	7
Disagree	5	7	11	6
Neither disagree nor agree	21	18	24	17
Agree	43	46	37	43
Strongly agree	27	23	18	27
I feel like I am part of this school.				
Strongly disagree	5	5	9	10
Disagree	6	7	10	7
Neither disagree nor agree	21	24	25	19
Agree	42	42	38	40
Strongly agree	26	22	17	24
The teachers at this school treat students fairly.				
Strongly disagree	5	5	7	6
Disagree	9	10	11	3
Neither disagree nor agree	20	24	23	9
Agree	37	42	46	49
Strongly agree	29	20	13	34
I feel safe in my school.				
Strongly disagree	3	3	5	4
Disagree	5	5	6	1
Neither disagree nor agree	18	19	19	21
Agree	40	50	47	53
Strongly agree	34	22	23	20

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

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

Table A4.10
Academic Motivation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Academic motivation				
<i>Average reporting “Agree” or “Strongly agree”</i>	82	77	72	64
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	2	3	3	3
Disagree	1	2	4	3
Neither disagree nor agree	4	9	10	13
Agree	28	37	39	51
Strongly agree	65	49	44	30
I try hard at school because I am interested in my work.				
Strongly disagree	5	6	9	7
Disagree	8	12	15	14
Neither disagree nor agree	19	22	21	36
Agree	37	33	32	26
Strongly agree	30	28	24	17
I work hard to try to understand new things at school.				
Strongly disagree	2	3	4	3
Disagree	3	5	7	9
Neither disagree nor agree	13	14	16	23
Agree	38	43	41	42
Strongly agree	44	35	31	23
I am always trying to do better in my schoolwork.				
Strongly disagree	1	3	4	3
Disagree	2	3	5	9
Neither disagree nor agree	9	12	15	23
Agree	31	39	39	37
Strongly agree	56	44	37	29

Question HS/MS A.33-36: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork.

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

Table A4.11***Promotion of Parent Involvement Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Promotion of parent involvement in school				
<i>Average reporting “Agree” or “Strongly agree”</i>	61	52	43	61
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	4	5	7	1
Disagree	5	13	15	8
Neither disagree nor agree	24	30	32	30
Agree	39	37	32	45
Strongly agree	28	15	13	15
Parents feel welcome to participate at this school.				
Strongly disagree	2	4	5	3
Disagree	5	7	9	10
Neither disagree nor agree	32	36	41	31
Agree	37	37	30	44
Strongly agree	24	15	14	13
School staff take parent concerns seriously.				
Strongly disagree	5	6	9	6
Disagree	9	11	15	3
Neither disagree nor agree	31	31	36	27
Agree	33	36	27	40
Strongly agree	23	16	13	24

Question HS/MS A.30-32: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff take parent concerns seriously.

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

Table A4.12***Quality of School Physical Environment***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	9	8	12	10
Disagree	19	16	22	11
Neither disagree nor agree	25	27	27	29
Agree	35	40	29	41
Strongly agree	12	10	10	9

Question HS/MS A.29: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.

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

5. School Violence, Victimization, and Safety

Table A5.1

Perceived Safety at School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	23	17	22	25
Safe	50	56	48	42
Neither safe nor unsafe	22	23	23	28
Unsafe	4	3	3	4
Very unsafe	1	2	3	0

Question HS A.105/MS A.92: How safe do you feel when you are at school?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	89	88	90	89
1 time	6	6	4	3
2 or more times	5	7	6	8
Religion				
0 times	95	94	93	97
1 time	3	3	3	3
2 or more times	2	4	4	0
Gender				
0 times	95	92	93	95
1 time	3	4	3	2
2 or more times	2	4	4	3
Because you are gay, lesbian, or bisexual or someone thought you were				
0 times	95	94	93	94
1 time	3	3	2	5
2 or more times	3	3	4	2
A physical or mental disability				
0 times	98	96	96	91
1 time	1	2	1	6
2 or more times	1	2	3	3
<i>Any of the above five reasons</i>	17	20	19	19

Question HS A.121-125/MS A.109-113: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay, lesbian, or bisexual or someone thought you were... A physical or mental disability.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
You are an immigrant or someone thought you were				
0 times	97	96	95	89
1 time	1	2	1	6
2 or more times	2	2	3	5
Any other reason				
0 times	82	86	87	74
1 time	7	5	4	8
2 or more times	11	9	9	18
<i>Any harassment</i>	28	27	25	33

Question HS A.121-127/MS A.109-115: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay, lesbian, or bisexual or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were... Any other reason.

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

Table A5.3***School Violence Victimization Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School violence victimization				
<i>Average reporting “1 or more times”</i>	25	19	19	23
<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	75	85	92	88
1 time	12	8	4	6
2 to 3 times	8	3	2	3
4 or more times	5	4	2	3
been afraid of being beaten up?				
0 times	81	90	93	89
1 time	10	6	3	5
2 to 3 times	4	2	2	3
4 or more times	5	2	2	3
had mean rumors or lies spread about you?				
0 times	65	72	69	61
1 time	16	14	14	11
2 to 3 times	10	9	10	17
4 or more times	9	5	8	12
had sexual jokes, comments, or gestures made to you?				
0 times	75	79	74	69
1 time	11	8	9	11
2 to 3 times	6	5	7	6
4 or more times	8	8	11	14

Question HS A.106, 107, 109, 110/MS A.94, 95, 97, 98: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around?... been afraid of being beaten up?... had mean rumors or lies spread about you?... had sexual jokes, comments, or gestures made to you?

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

Table A5.3***School Violence Victimization Scale Questions – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
been made fun of because of your looks or the way you talk?				
0 times	75	75	76	71
1 time	11	12	9	9
2 to 3 times	7	6	6	9
4 or more times	7	8	9	11
had your property stolen or deliberately damaged?				
0 times	86	89	91	86
1 time	10	8	5	9
2 to 3 times	3	2	2	3
4 or more times	1	2	3	2
been made fun of, insulted, or called names?				
0 times	65	74	78	78
1 time	15	11	6	5
2 to 3 times	7	6	5	6
4 or more times	12	9	12	11
During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?				
0 times (never)	80	81	78	73
1 time	11	10	10	11
2 to 3 times	5	5	6	6
4 or more times	4	4	5	11

Question HS A.111, 112, 120, 128/MS A.99, 100, 108, 116: During the past 12 months, how many times on school property have you... been made fun of because of your looks or the way you talk?... had your property stolen or deliberately damaged, such as your car, clothing, or books?... been made fun of, insulted, or called names?... During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?

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

Table A5.4

School Violence Perpetration Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School violence perpetration				
<i>Average reporting “1 or more times”</i>	3	4	7	12
<i>During the past 12 months, how many times on school property have you...</i>				
been in a physical fight?				
0 times	92	94	95	86
1 time	5	4	3	8
2 to 3 times	2	1	0	6
4 or more times	1	1	1	0
been offered, sold, or given an illegal drug?				
0 times	96	91	79	69
1 time	2	5	8	11
2 to 3 times	1	3	4	8
4 or more times	1	2	8	12
damaged school property on purpose?				
0 times	98	97	95	89
1 time	1	1	2	8
2 to 3 times	0	1	1	2
4 or more times	0	1	1	2
carried a gun?				
0 times	100	99	99	98
1 time	0	0	0	2
2 to 3 times	0	0	0	0
4 or more times	0	0	1	0
carried any other weapon (such as a knife or club)?				
0 times	99	98	97	94
1 time	1	1	1	2
2 to 3 times	0	0	1	2
4 or more times	0	1	1	3

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

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

Table A5.5***Threats and Injuries with Weapons on School Property, Past 12 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you... been threatened with harm or injury?</i>				
0 times	91	94	95	85
1 time	5	4	2	9
2 to 3 times	2	1	1	2
4 or more times	1	1	2	5
<i>been threatened or injured with a weapon (gun, knife, club, etc.)?</i>				
0 times	98	98	97	95
1 time	1	1	1	2
2 to 3 times	1	0	1	3
4 or more times	0	1	1	0

Question HS A.117, 119/MS A.105, 107: During the past 12 months, how many times on school property have you... been threatened or injured with a weapon (gun, knife, club, etc.)?... been threatened with harm or injury?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>Seen someone carrying a gun, knife, or other weapon</i>				
0 times	91	96	95	85
1 time	7	2	2	6
2 to 3 times	1	1	1	6
4 or more times	1	1	1	3

Question HS A.118/MS A.106: During the past 12 months, how many times on school property have you... seen someone carrying a gun, knife, or other weapon?

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

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime illicit AOD use to get “high” [#]	6	15	37	62	A6.2
Lifetime alcohol or drug use	6	18	39	63	A6.2
Lifetime marijuana use	1	5	22	61	A6.2
Lifetime very drunk or high (7 or more times)	0	2	13	44	A6.7
Lifetime drinking and driving involvement	21	4	12	27	A6.11
Current alcohol or drug use [¶]	3	6	22	53	A6.5
Current marijuana use [¶]	1	3	13	47	A6.5
Current heavy drug use [¶]	1	2	9	35	A6.5
Current heavy alcohol use (binge drinking) [¶]	0	2	11	24	A6.5
Current alcohol or drug use on school property [¶]	1	2	7	22	A6.8
Harmfulness of occasional marijuana use ^B	47	38	29	18	A6.12
Difficulty of obtaining marijuana ^C	25	9	4	7	A6.13

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

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

[¶]*Past 30 days.*

^B*Great harm.*

^C*Very difficult.*

Table A6.2
Summary of AOD Lifetime Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	3	10	33	52
Marijuana	1	5	22	61
Inhalants	3	3	4	6
Cocaine, methamphetamine, or any amphetamines	na	1	2	13
Heroin	na	1	1	3
Ecstasy, LSD, or other psychedelics	na	1	6	32
Prescription pain medication (opioids)	na	4	5	21
Tranquilizers or sedatives	na	2	2	18
Diet pills or other prescription stimulant	na	5	8	21
Cold/cough medicines or other over-the-counter medicines to get “high”	na	5	5	21
Any other drug, pill, or medicine to get “high”	1	3	3	12
Any of the above AOD use	6	18	39	63
Any illicit AOD use to get “high”[#]	6	15	37	62

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

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

na—Not asked of middle school students.

Table A6.3
Lifetime AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	97	90	67	48
1 time	2	4	7	3
2 to 3 times	1	3	7	8
4 or more times	1	3	20	41
Marijuana (smoke, vape, eat, or drink)				
0 times	99	95	78	39
1 time	0	1	3	5
2 to 3 times	0	1	4	5
4 or more times	0	3	15	52
Inhalants				
0 times	97	97	96	94
1 time	1	1	1	0
2 to 3 times	1	1	1	1
4 or more times	1	1	2	4
Cocaine, methamphetamine, or any amphetamines				
0 times	na	99	98	87
1 time	na	0	0	3
2 to 3 times	na	0	0	6
4 or more times	na	1	1	4
Heroin				
0 times	na	99	99	97
1 time	na	0	0	2
2 to 3 times	na	0	0	2
4 or more times	na	1	1	0
Ecstasy, LSD, or other psychedelics				
0 times	na	99	94	68
1 time	na	0	2	7
2 to 3 times	na	0	2	13
4 or more times	na	1	2	12

Question HS A.51-54, 56, 57/MS A.52-54: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Heroin... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms).

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

na—Not asked of middle school students.

Table A6.3
Lifetime AOD Use – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Prescription pain medication				
0 times	na	96	95	79
1 time	na	2	2	5
2 to 3 times	na	1	2	6
4 or more times	na	1	2	11
Tranquilizers or sedatives				
0 times	na	98	98	82
1 time	na	1	0	1
2 to 3 times	na	0	0	4
4 or more times	na	1	1	12
Diet pills				
0 times	na	96	97	95
1 time	na	1	0	0
2 to 3 times	na	1	1	2
4 or more times	na	2	2	3
Ritalin or Adderall or other prescription stimulant				
0 times	na	97	94	79
1 time	na	1	1	3
2 to 3 times	na	0	1	6
4 or more times	na	1	4	12
Cold/cough medicines or other over-the-counter medicines to get “high”				
0 times	na	95	95	79
1 time	na	1	1	7
2 to 3 times	na	1	2	4
4 or more times	na	2	2	9

Question HS A.58-62: During your life, how many times have you used the following?... Prescription pain medication (Vicodin, OxyContin, Percodan, Fentanyl)... Tranquilizers or sedatives (Xanax, Klonopin, Ativan, Valium)... Diet pills (Didrex, Dexedrine, Xenadrine, Skittles, M&M’s)... Ritalin or Adderall or other prescription stimulant... Cold/cough medicines or other over-the-counter medicines to get “high.”

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

na—Not asked of middle school students.

Table A6.3***Lifetime AOD Use – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 times	99	97	97	88
1 time	0	0	0	4
2 to 3 times	0	1	1	4
4 or more times	0	1	1	3

Question HS A.63/MS A.56: During your life, how many times have you used the following?... 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
Methods of Marijuana Consumption

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>				
Smoke it?				
0 times	99	97	81	46
1 time	0	1	3	1
2 to 3 times	0	1	4	6
4 or more times	0	2	11	47
In a vaping device?				
0 times	99	95	81	49
1 time	0	2	2	3
2 to 3 times	0	1	4	3
4 or more times	0	2	13	46
Eat or drink it in products made with marijuana?				
0 times	99	97	86	51
1 time	1	1	4	7
2 to 3 times	0	1	5	4
4 or more times	0	1	5	37

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

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

Table A6.5***Current AOD Use, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks of alcohol)	1	4	18	35
Binge drinking (5 or more drinks in a row)	0	2	11	24
Marijuana (smoke, vape, eat, or drink)	1	3	13	47
Inhalants	1	1	1	6
Prescription drugs to get “high” or for reasons other than prescribed	na	1	2	7
Other drug, pill, or medicine to get “high” or for reasons other than medical	1	1	1	7
<i>Any drug use</i>	2	4	13	49
<i>Heavy drug use</i>	1	2	9	35
<i>Any AOD Use</i>	3	6	22	53
Two or more substances at the same time	na	1	6	13

Question HS A.73-79/MS A.66-70: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?... inhalants (things you sniff, huff, or breathe to get “high”)?... 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”). na—Not asked of middle school students.

Table A6.6***Frequency of Current AOD Use, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks)				
0 days	99	96	82	65
1 or 2 days	1	3	10	17
3 to 9 days	0	1	6	9
10 to 19 days	0	0	1	0
20 to 30 days	0	0	1	9
Binge drinking (5 or more drinks in a row)				
0 days	100	98	89	76
1 or 2 days	0	1	6	4
3 to 9 days	0	0	4	6
10 to 19 days	0	0	1	3
20 to 30 days	0	0	0	10
Marijuana (smoke, vape, eat, or drink)				
0 days	99	97	87	53
1 or 2 days	0	2	5	12
3 to 9 days	0	1	3	7
10 to 19 days	0	0	2	6
20 to 30 days	0	1	3	22

Question HS A.73-75/MS A.66-68: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	99	96	82	62
1 to 2 times	1	3	8	24
3 to 6 times	0	1	5	1
7 or more times	0	0	6	13
“High” (loaded, stoned, or wasted) from using drugs				
0 times	99	96	78	44
1 to 2 times	1	2	6	7
3 to 6 times	0	1	5	4
7 or more times	0	2	11	44
<i>Very drunk or “high” 7 or more times</i>	0	2	13	44

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	100	99	97	92
1 to 2 days	0	1	2	6
3 or more days	0	0	1	2
Marijuana (smoke, vape, eat, or drink)				
0 days	100	98	95	80
1 to 2 days	0	1	1	9
3 or more days	0	1	4	11
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 days	100	99	99	96
1 to 2 days	0	0	0	3
3 or more days	0	0	1	1
<i>Any of the above</i>	1	2	7	22

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	100	97	90	63
1 to 2 times	0	1	3	12
3 to 6 times	0	0	3	3
7 or more times	0	1	5	22

Question HS A.66/MS A.59: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

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

Table A6.10
Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don't use	na	96	83	62
0 times	na	3	16	22
1 time	na	1	1	12
2 to 3 times	na	0	0	3
4 or more times	na	1	0	1
Marijuana				
Does not apply, don't use	na	96	84	46
0 times	na	2	11	35
1 time	na	1	3	16
2 to 3 times	na	0	1	3
4 or more times	na	1	1	0

Question HS A.101, 102: How many times have you tried to quit or stop using... alcohol?... marijuana?

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

na—Not asked of middle school students.

Table A6.11***Drinking While Driving, Lifetime***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using				
Never	na	96	88	73
1 time	na	2	3	4
2 times	na	1	2	4
3 to 6 times	na	1	2	6
7 or more times	na	1	6	12
Have ridden in a car driven by someone who had been using alcohol or drugs				
Never	79	na	na	na
1 time	8	na	na	na
2 times	4	na	na	na
3 to 6 times	3	na	na	na
7 or more times	6	na	na	na

Question HS A.104/MS A.91: 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?... During 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.

na—Not asked of middle/high school students.

Table A6.12***Perceived Harm of AOD Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol - drink occasionally				
Great	29	28	25	26
Moderate	27	28	27	23
Slight	27	29	33	29
None	17	15	16	22
Alcohol - 5 or more drinks once or twice a week				
Great	65	66	63	51
Moderate	18	20	21	23
Slight	5	4	7	12
None	12	10	9	14
Marijuana - use occasionally				
Great	47	38	29	18
Moderate	31	35	26	20
Slight	9	15	26	23
None	13	12	19	38
Marijuana - use daily				
Great	78	72	57	23
Moderate	6	12	22	28
Slight	3	6	9	22
None	13	11	12	28

Question HS A.91-94/MS A.82-85: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, vape, eat, or drink) ... Use marijuana daily.

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

Table A6.13***Perceived Difficulty of Obtaining Alcohol and Marijuana***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Very difficult	18	7	4	7
Fairly difficult	13	8	7	4
Fairly easy	13	23	24	27
Very easy	9	27	44	36
Don't know	48	35	21	25
Marijuana				
Very difficult	25	9	4	7
Fairly difficult	13	13	8	3
Fairly easy	8	18	23	12
Very easy	5	15	37	57
Don't know	50	45	28	21

Question HS A.97, 98/MS A.88, 89: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana.

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

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	0	1	4	23	A7.2
Current cigarette smoking [¶]	0	0	1	10	A7.3
Current cigarette smoking at school [¶]	0	1	1	0	A7.4
Ever tried smokeless tobacco	0	1	2	9	A7.2
Current smokeless tobacco use [¶]	0	0	0	1	A7.3
Current smokeless tobacco use at school [¶]	0	1	0	0	A7.4
Ever used vape products	2	7	23	58	A7.2
Current use of vape products [¶]	1	3	13	37	A7.3
Current vaping at school [¶]	0	2	7	20	A7.4
Cessation Attempts					
Tried to quit or stop using cigarettes	na	1	1	9	A7.6
Tried to quit or stop using vapes	na	2	6	31	A7.6
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking ^B	38	37	37	37	A7.7
Harmfulness of smoking 1 or more packs/day ^B	79	79	83	63	A7.7
Harmfulness of vaping occasionally ^B	42	34	32	34	A7.8
Harmfulness of vaping several times a day ^B	80	79	76	61	A7.8
Difficulty of obtaining cigarettes ^C	21	8	5	12	A7.9
Difficulty of obtaining vape products ^C	13	5	3	10	A7.9
Anti-Tobacco Policy					
School bans tobacco use and vaping	69	72	78	77	A7.10

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

[¶]*Past 30 days.*

^B*Great harm.*

^C*Very difficult.*

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	99	na	na	na
1 time	1	na	na	na
2 to 3 times	0	na	na	na
4 or more times	0	na	na	na
A whole cigarette				
0 times	100	99	96	77
1 time	0	1	2	0
2 to 3 times	0	0	0	6
4 or more times	0	0	1	17
Smokeless tobacco				
0 times	100	99	98	91
1 time	0	1	1	2
2 to 3 times	0	0	0	3
4 or more times	0	0	1	5
Vape products				
0 times	98	93	77	42
1 time	1	2	4	6
2 to 3 times	0	1	4	8
4 or more times	1	3	15	44

Question HS A.48-50/MS A.48-51: During your life, how many times have you used the following?... A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Vape products.

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

na—Not asked of high school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	0	0	1	10
Daily (20 or more days)	0	0	0	4
Smokeless tobacco				
Any	0	0	0	1
Daily (20 or more days)	0	0	0	1
Vape products				
Any	1	3	13	37
Daily (20 or more days)	0	1	3	18

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
0 days	100	99	99	100
1 or 2 days	0	0	0	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	0
Smokeless tobacco				
0 days	100	99	100	100
1 or 2 days	0	0	0	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	0
Vape				
0 days	100	98	93	80
1 or 2 days	0	1	2	5
3 to 9 days	0	1	1	2
10 to 19 days	0	0	1	5
20 to 30 days	0	0	3	9

Question HS A.80-82/MS A.71-73: During the past 30 days, on how many days on school property did you... smoke cigarettes?... use smokeless tobacco (dip, chew, or snuff)?... vape?

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

Table A7.5***Secondhand Smoke on School Property, Past 30 days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes				
0 days	97	96	92	91
1 day	2	3	1	3
2 days	1	1	2	2
3-9 days	0	1	2	2
10-19 days	0	0	1	0
20-30 days	0	0	1	3

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

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

Table A7.6***Cigarette Smoking and Vaping Cessation Attempts***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Does not apply, don't use	na	98	95	84
0 times	na	1	4	7
1 time	na	1	1	3
2 to 3 times	na	0	0	4
4 or more times	na	0	0	1
Vapes				
Does not apply, don't use	na	96	85	57
0 times	na	2	9	12
1 time	na	1	3	12
2 to 3 times	na	0	2	12
4 or more times	na	0	1	7

Question HS A.99, 100: How many times have you tried to quit or stop using... cigarettes?... vapes?

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

na—Not asked of middle school students.

Table A7.7***Perceived Harm of Cigarette Smoking***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke cigarettes occasionally				
Great	38	37	37	37
Moderate	38	38	38	25
Slight	11	14	15	22
None	12	12	11	17
Smoke 1 or more packs of cigarettes each day				
Great	79	79	83	63
Moderate	7	8	6	16
Slight	2	3	2	5
None	12	10	9	17

Question HS A.87, 88/MS A.78, 79: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.

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

Table A7.8***Perceived Harm of Using Vape Products***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Use vape products occasionally				
Great	42	34	32	34
Moderate	35	41	37	22
Slight	12	15	21	26
None	11	10	10	18
Use vape products several times a day				
Great	80	79	76	61
Moderate	7	9	12	19
Slight	2	2	4	8
None	12	10	8	13

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

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

Table A7.9***Perceived Difficulty of Obtaining Cigarettes and Vape Products***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Very difficult	21	8	5	12
Fairly difficult	13	16	13	7
Fairly easy	12	22	25	22
Very easy	5	11	22	29
Don't know	49	43	35	29
Vape products				
Very difficult	13	5	3	10
Fairly difficult	12	6	2	3
Fairly easy	19	27	22	13
Very easy	13	28	54	51
Don't know	44	33	19	22

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

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

Table A7.10***School Bans Tobacco Use and Vaping***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	4	4	5	3
Yes	69	72	78	77
Don't know	27	24	18	20

Question HS A.103/MS A.90: Does your school have a policy that bans tobacco use and vaping on school property and at school sponsored events?

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

8. Other Physical and Mental Health Risks

Table A8.1

Alone After School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	37	na	na	na
1 day	19	na	na	na
2 days	12	na	na	na
3 days	9	na	na	na
4 days	4	na	na	na
5 days	19	na	na	na

Question MS A.93: In a normal week, how many days are you home after school for at least one hour without an adult there?

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

na—Not asked of high school students.

Table A8.2

Hours of Sleep

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
4 or less hours	2	4	8	14
5 hours	2	8	17	14
6 hours	6	18	29	21
7 hours	18	31	29	15
8 hours	35	28	14	26
9 hours	28	10	3	6
10 or more hours	9	1	0	5
<i>Sleep deprivation (less than 8 hours)</i>	28	61	83	64

Question HS A.133/MS A.121: On an average school night, how many hours of sleep do you get?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	17	22	27	42
Yes	83	78	73	58

Question HS A.132/MS A.120: Did you eat breakfast today?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	81	79	66	45
Yes	19	21	34	55

Question HS A.130/MS A.118: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	91	91	81	57
Yes	9	9	19	43

Question HS A.131/MS A.119: During the past 12 months, did you ever seriously consider attempting suicide?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	97	96	97	94
Yes	3	4	3	6

Question HS A.129/MS A.117: Do you consider yourself a member of a gang?

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

9. Race/Ethnic Breakdowns

Table A9.1

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

Percent of Students (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	61	63	64			68	59
Caring adults in school [‡]	70	71	72			78	68
High expectations-adults in school [‡]	78	83	82			85	77
Meaningful participation at school [‡]	33	36	40			40	33
<i>School Connectedness</i> [†]	65	67	71			72	65
<i>Academic Motivation</i> [†]	79	81	85			82	78
<i>Promotion of parent involvement in School</i> [†]	56	55	63			63	55

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

Table A9.2

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

Percent of Students (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	54	50	60	57		58	52
Caring adults in school [‡]	62	57	67	62		67	60
High expectations-adults in school [‡]	69	68	76	70		76	68
Meaningful participation at school [‡]	32	26	37	38		32	26
<i>School Connectedness</i> [†]	61	56	70	61		68	66
<i>Academic Motivation</i> [†]	76	66	82	68		73	77
<i>Promotion of parent involvement in School</i> [†]	46	44	57	54		51	47

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

Table A9.3***School Supports and Engagement by Race/Ethnicity - 11th Grade***

Percent of Students (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	49		55			58	58
Caring adults in school [‡]	62		63			71	69
High expectations-adults in school [‡]	68		69			77	75
Meaningful participation at school [‡]	19		32			27	30
<i>School Connectedness</i> [†]	47		60	30		65	58
<i>Academic Motivation</i> [†]	63		74	58		72	67
<i>Promotion of parent involvement in School</i> [†]	38		45	36		42	48

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

Table A9.4***School Supports and Engagement by Race/Ethnicity - Non-Traditional***

Percent of Students (%)	NT						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	49					55	44
Caring adults in school [‡]	60					68	53
High expectations-adults in school [‡]	60					67	53
Meaningful participation at school [‡]	29					30	26
<i>School Connectedness</i> [†]	62					75	64
<i>Academic Motivation</i> [†]	64					61	61
<i>Promotion of parent involvement in School</i> [†]	54					68	52

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

Table A9.5***Feeling Safe or Very Safe at School by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	72	73	60	65
American Indian or Alaska Native	83	63		
Asian	75	77	75	
Black or African American		65		
Native Hawaiian or Pacific Islander				
White	72	70	71	67
Mixed (two or more) races	68	71	63	71

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

Table A9.6***Harassment Due to Five Reasons at School in the Past 12 Months by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	27	27	30	22
American Indian or Alaska Native	24	29		
Asian	16	14	11	
Black or African American		25		
Native Hawaiian or Pacific Islander				
White	16	23	20	22
Mixed (two or more) races	20	29	33	19

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

The five reasons include race, ethnicity or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.

Table A9.7***Any Harassment or Bullying at School in the Past 12 Months by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	38	32	37	44
American Indian or Alaska Native	28	29		
Asian	26	22	16	
Black or African American		38		
Native Hawaiian or Pacific Islander				
White	28	29	25	26
Mixed (two or more) races	32	32	42	38

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	0	2	4	11
American Indian or Alaska Native	4	8		
Asian	0	1	1	
Black or African American		6		
Native Hawaiian or Pacific Islander				
White	0	1	4	0
Mixed (two or more) races	0	1	2	19

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

Table A9.9***Any Cigarette Smoking in the Past 30 Days by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	1	1	1	15
American Indian or Alaska Native	0	8		
Asian	0	0	0	
Black or African American		0		
Native Hawaiian or Pacific Islander				
White	0	0	2	7
Mixed (two or more) races	1	0	1	18

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

Table A9.10***Any Vaping in the Past 30 Days by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	4	2	11	48
American Indian or Alaska Native	4	8		
Asian	1	1	8	
Black or African American		0		
Native Hawaiian or Pacific Islander				
White	1	5	18	30
Mixed (two or more) races	2	2	10	59

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

Table A9.11***Any Alcohol Use in the Past 30 Days by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	2	4	19	46
American Indian or Alaska Native	7	13		
Asian	1	2	10	
Black or African American		0		
Native Hawaiian or Pacific Islander				
White	1	5	24	35
Mixed (two or more) races	2	1	22	48

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

Table A9.12***Any Marijuana Use in the Past 30 Days by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	3	5	16	59
American Indian or Alaska Native	3	4		
Asian	0	1	7	
Black or African American		22		
Native Hawaiian or Pacific Islander				
White	0	5	17	44
Mixed (two or more) races	2	2	16	59

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

Table A9.13***Sleep Deprivation by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	37	59	78	74
American Indian or Alaska Native	24	61		
Asian	28	65	89	
Black or African American		75		
Native Hawaiian or Pacific Islander				
White	23	58	75	56
Mixed (two or more) races	36	55	83	67

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

Table A9.14***Chronic Sad or Hopeless Feelings in the Past 12 Months by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	31	27	47	62
American Indian or Alaska Native	28	22		
Asian	17	16	27	
Black or African American		19		
Native Hawaiian or Pacific Islander				
White	19	24	35	52
Mixed (two or more) races	22	30	45	62

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

Table A9.15***Suicide Ideation by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	14	11	25	46
American Indian or Alaska Native	14	9		
Asian	10	9	15	
Black or African American		13		
Native Hawaiian or Pacific Islander				
White	9	10	20	37
Mixed (two or more) races	9	10	27	38

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

10. Gender Breakdowns

Table A10.1
School Supports and Engagement by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female	Male	Female	Male	Female	Male	Female	Male
	%	%	%	%	%	%	%	%
<i>School Environment</i>								
Total school supports [‡]	65	64	57	59	59	55	59	52
Caring adults in school [‡]	74	72	64	67	70	65	69	65
High expectations-adults in school [‡]	82	81	74	75	77	69	69	64
Meaningful participation at school [‡]	39	39	32	34	30	30	41	27
<i>School Connectedness</i> [†]	71	69	69	65	61	61	71	67
<i>Academic Motivation</i> [†]	83	82	80	73	77	67	71	57
<i>Promotion of parent involvement in School</i> [†]	60	62	53	52	43	44	67	56

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

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

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

Table A10.2
Select Perceived Safety, Harassment, Alcohol and Other Drug Use, and Physical/Mental Health Measures by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female	Male	Female	Male	Female	Male	Female	Male
	%	%	%	%	%	%	%	%
Perceived Safety at School								
Feel safe or very safe at school	70	75	74	72	69	72	70	65
Harassment/Bullying at School								
<i>During the past 12 months at school, have you been...</i>								
harassed/bullied for any of the five reasons?	17	18	22	19	18	19	21	16
harassed/bullied for any reason?	26	30	27	26	25	24	34	30
Current ATOD Use								
<i>During the past 30 days, did you...</i>								
have at least one drink of alcohol at school?	0	0	1	1	2	4	7	8
use cigarettes?	0	0	0	1	1	1	10	11
use vape products?	1	1	3	3	14	11	42	32
have at least one drink of alcohol?	1	2	4	4	22	13	40	31
use marijuana?	1	0	3	3	14	12	52	43
Physical and Mental Health								
Sleep deprivation (less than 8 hours)	31	25	67	54	87	78	69	59
Chronic sad or hopeless feelings, past 12 months	23	16	25	17	39	29	68	46
Seriously considered attempting suicide, past 12 months	10	8	12	7	19	20	54	35

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

Alcohol and Other Drugs (AOD) Module

1. Module Sample

Table B1.1

Student Sample for AOD Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	1,152	1,292	1,218	120
Final number	858	849	609	66
Response Rate	74%	66%	50%	55%

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Summary of Key Indicators

Table B2.1

Key Indicators of Alcohol and Other Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Alcohol and Marijuana Consumption Patterns					
Usually drank until felt it a lot	0	1	7	8	B3.3
Usually used marijuana or other drugs until felt it a lot	na	2	6	23	B3.4
Consequences of AOD Consumption					
Caused one or more problems	na	3	10	37	B4.2
Caused one or more dependency-related experiences	na	3	13	40	B4.3
Supports to Reduce AOD Use					
Very likely to find help at school for quitting or reducing use	na	25	18	19	B5.2
Strong Personal Disapproval of AOD Use					
Having one or two drinks of any alcoholic beverage nearly every day	81	71	54	26	B7.1
Trying marijuana once or twice	70	50	20	5	B7.1
Using marijuana once a month or more	83	69	37	8	B7.1

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

na—Not asked of middle school students.

3. Alcohol, Tobacco, and Marijuana Consumption Patterns

Table B3.1

Age of Onset – AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
Never	93	86	61	41
10 years or under	4	4	4	14
11-12 years old	3	3	5	6
13-14 years old	0	6	11	14
15-16 years old	0	0	19	22
17 years or older	0	0	0	2
Marijuana (smoke, vape, eat, or drink)				
Never	99	95	76	41
10 years or under	0	0	0	3
11-12 years old	1	1	1	8
13-14 years old	0	3	7	29
15-16 years old	0	0	15	17
17 years or older	0	0	0	2
Any other illegal drug or pill to get “high”				
Never	100	98	92	66
10 years or under	0	0	0	2
11-12 years old	0	1	0	2
13-14 years old	0	1	2	11
15-16 years old	0	0	5	17
17 years or older	0	0	0	3

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked part or all of a cigarette				
Never	99	98	93	71
10 years or under	1	0	1	5
11-12 years old	1	0	0	3
13-14 years old	0	1	2	11
15-16 years old	0	0	4	8
17 years or older	0	0	0	2
A vape product such as an e-cigarette, vape pen, or mod				
Never	98	93	74	44
10 years or under	0	1	0	2
11-12 years old	2	2	1	10
13-14 years old	0	4	10	21
15-16 years old	0	0	14	22
17 years or older	0	0	0	2

Question HS/MS B.2, 3: About how old were you the first time you tried any of these things?... Part or all of a cigarette... A vape product such as an e-cigarette (JUUL), vape pen, or mod.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't drink alcohol	98	95	74	56
Just enough to feel it a little	2	2	8	17
Enough to feel it moderately	0	2	11	19
Until I feel it a lot or get really drunk	0	1	7	8

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 Drug Consumption Level***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't use drugs	na	96	81	50
Just enough to feel a little high	na	1	4	6
Enough to feel it moderately	na	1	9	20
Until I feel it a lot or get really high	na	2	6	23

Question HS B.7: If you use marijuana or other drugs, how “high” (stoned, faded, wasted, trashed) do you usually like to get?

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

na—Not asked of middle school students.

Table B3.5***Vaping Substances***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I've never used a vaping device or e-cigarette	98	94	77	43
Nicotine or tobacco substitute	1	4	17	40
Marijuana or THC	0	3	17	50
Amphetamines, cocaine, or heroin	0	1	1	2
A flavored product without nicotine, alcohol, or other drug	1	3	11	17
Any other product or substance	0	1	1	2
I was not sure what was in the vaping device or e-cigarette	2	2	3	8

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

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

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

4. Reasons for and Consequences of AOD Consumption

Table B4.1

Reasons for AOD Use in the Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months.	94	91	68	40
To experiment (try using)	2	5	17	16
To get high	0	3	15	37
To have a good time with friends	1	4	24	40
To fit in with a group you like	0	1	5	0
Because of boredom	0	2	11	29
To relax	0	2	15	37
To get away from problems	1	3	11	29
Because of anger or frustration	0	1	7	19
To get through the day	0	1	5	27
Because it made you feel better	0	2	11	35
To seek deeper insights and understanding	0	1	6	26
None of the above	8	3	3	6

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

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

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

Table B4.2***Problems Caused by AOD Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I've never used alcohol or drugs	na	94	72	42
I've used alcohol or drugs but never had any problems	na	5	19	24
Have problems with emotions, nerves, or mental health	na	1	4	19
Get into trouble or have problems with the police	na	1	2	15
Have money problems	na	1	2	6
Miss school	na	1	2	6
Have problems with schoolwork	na	1	3	8
Fight with others	na	1	2	5
Damage a friendship	na	1	3	6
Physically hurt or injure yourself	na	0	1	6
Have unwanted or unprotected sex	na	1	1	5
Forget what happened or pass out	na	1	6	18
Been suspended from school	na	1	1	16
<i>One or more problems</i>	na	3	10	37

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.

na—Not asked of middle school students.

Table B4.3***Alcohol or Other Drug Use Caused Negative Experiences***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I have not used alcohol or drugs	na	95	73	48
I use alcohol or drugs but have not experienced any of these things	na	4	14	16
Found you had to increase how much you use to have the same effect as before	na	1	7	22
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	na	1	4	10
Used alcohol or drugs a lot more than you intended	na	1	5	13
Used alcohol or drugs when you were alone	na	2	7	29
Your use of alcohol or drugs often kept you from doing a normal activity	na	1	2	6
You didn't feel OK unless you had something to drink or used a drug	na	1	2	13
Thought about reducing or stopping use	na	1	6	19
Told yourself you were not going to use but found yourself using anyway	na	1	4	11
Spoke with someone about reducing or stopping use	na	0	2	11
Attended counseling, a program, or group to help you reduce or stop use	na	1	1	6
<i>One or more negative experiences</i>	na	3	13	40

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.

na—Not asked of middle school students.

Table B4.4***Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	46	54	49
Likely	na	31	27	30
Not likely	na	8	11	8
Don't know	na	14	8	13

Question HS B.13: In your opinion, how likely is it that a student will be suspended, expelled, or transferred if caught on school property using or possessing alcohol or other drugs?

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

na—Not asked of middle school students.

5. Supports to Reduce AOD Use

Table B5.1

Needed Counseling for Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I never used alcohol or other drugs	na	95	74	44
No, but I do use alcohol or other drugs	na	4	25	46
Yes, I have felt that I needed help	na	1	1	10

Question HS B.11: Have you ever felt that you needed help (such as counseling or treatment) for your alcohol or other drug use?

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

na—Not asked of middle school students.

Table B5.2

Likelihood of Finding Help at School for Quitting or Reducing Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	25	18	19
Likely	na	35	32	42
Not likely	na	20	34	23
Don't know	na	19	16	16

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?

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

na—Not asked of middle school students.

Table B5.3

Talked with Parent About AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	35	35	42	43
Yes	65	65	58	57

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

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

6. Availability

Table B6.1

Sources for Obtaining Alcohol

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
At school	3	9	14	19
At parties	9	31	53	37
At concerts or other social events	4	14	24	23
At their own home	14	26	42	26
From adults at friends' homes	7	16	24	21
From friends or another teenager	16	29	51	47
Get adults to buy it for them	5	13	23	26
Buy it themselves from a store	4	12	21	26
At bars, clubs, or gambling casinos	2	5	5	13
Other	6	8	16	18
Don't know	81	67	40	48

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
At school	4	14	29	23
At parties	5	20	41	38
At concerts or other social events	3	12	24	26
At their own home	5	10	20	30
From an adult acquaintance	6	14	21	28
From friends or another teenager	14	26	47	46
Buy it at a marijuana dispensary	3	9	20	34
At bars or clubs	1	3	5	11
Other	4	5	11	16
Don't know	85	72	48	48

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

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

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

7. Influences on ATOD Use

Table B7.1

Personal Disapproval of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Having one or two drinks of any alcoholic beverage nearly every day				
Neither approve nor disapprove	10	15	27	51
Somewhat disapprove	9	14	20	23
Strongly disapprove	81	71	54	26
Trying marijuana once or twice				
Neither approve nor disapprove	12	26	58	87
Somewhat disapprove	18	23	21	8
Strongly disapprove	70	50	20	5
Using marijuana once a month or more regularly				
Neither approve nor disapprove	10	17	42	80
Somewhat disapprove	8	13	22	12
Strongly disapprove	83	69	37	8

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong	93	88	84	65
Wrong	4	10	11	28
A little wrong	2	2	3	2
Not at all wrong	0	1	2	5
Smoke tobacco				
Very wrong	95	93	88	77
Wrong	4	5	9	22
A little wrong	1	1	2	0
Not at all wrong	0	1	1	2
Use vape products such as e-cigarettes, vape pens, or mods				
Very wrong	96	90	81	62
Wrong	4	8	13	25
A little wrong	0	1	5	10
Not at all wrong	0	1	2	3
Use marijuana (smoke, vape, eat, or drink)				
Very wrong	97	91	77	53
Wrong	2	7	12	20
A little wrong	0	1	8	18
Not at all wrong	0	1	3	8
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	97	95	90	83
Wrong	3	4	7	12
A little wrong	0	1	2	2
Not at all wrong	0	1	1	3

Question HS B.21-25/MS B.15-19: How wrong do your parents or guardians feel it would be for you to do the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use vape products such as e-cigarettes (JUUL), vape pens, or mods... Use marijuana (smoke, vape, eat, or drink)... Use prescription drugs to get high or for reasons other than prescribed.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong	82	76	56	32
Wrong	14	17	23	23
A little wrong	3	5	12	27
Not at all wrong	1	2	8	18
Smoke tobacco				
Very wrong	86	80	60	40
Wrong	12	15	22	27
A little wrong	1	4	9	15
Not at all wrong	1	1	8	18
Use vape products such as e-cigarettes, vape pens, or mods				
Very wrong	83	71	42	27
Wrong	11	17	21	17
A little wrong	4	8	18	18
Not at all wrong	1	3	19	38
Use marijuana (smoke, vape, eat, or drink)				
Very wrong	87	75	42	25
Wrong	10	14	19	12
A little wrong	2	7	18	10
Not at all wrong	1	3	20	53
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	86	81	62	42
Wrong	11	13	22	25
A little wrong	2	4	9	13
Not at all wrong	1	1	7	20

Question HS B.26-30/MS B.20-24: How wrong would your close friends feel it would be if you did the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use vape products such as e-cigarettes (JUUL), vape pens, or mods... Use marijuana (smoke, vape, eat, or drink)... Use prescription drugs to get high or for reasons other than prescribed.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	14	14	18	31
Yes	86	86	82	69

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

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

Sexual Behavior Module

1. Module Sample

Table O1.1

Student Sample for Sexual Behavior Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	1,152	1,292	1,218	120
Final number	0	822	580	62
Response Rate	0%	64%	48%	52%

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Sexual Behavior Prevalence

Table O2.1

Ever Had Sexual Intercourse

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No		97	84	45
Yes		3	16	55

Question HS/MS O.11: Have you ever had sexual intercourse?

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

Table O2.2

Age of First Sexual Intercourse

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I have never had sexual intercourse		21	7	0
11 years old or younger		17	2	3
12 years old		21	1	0
13 years old		4	3	6
14 years old		33	13	26
15 years old		0	42	29
16 years old		0	30	23
17 years old or older		4	1	13

Question HS/MS O.12: How old were you when you had sexual intercourse for the first time?

Notes: Cells are empty if there are less than 10 respondents. Only respondents who answered “Yes” to question “Have you ever had sexual intercourse?” were asked to answer this question.

Table O2.3***Number of Sexual Intercourse Partners, Lifetime***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I have never had sexual intercourse	na	25	8	0
1 person	na	25	56	35
2 people	na	8	14	23
3 people	na	8	10	13
4 people	na	4	3	3
5 people	na	4	0	10
6 or more people	na	25	9	16

Question HS O.13: During your life, with how many people have you had sexual intercourse?

Notes: Cells are empty if there are less than 10 respondents. Only respondents who answered “Yes” to question “Have you ever had sexual intercourse?” were asked to answer this question.

na—Not asked of middle school students.

Table O2.4***Number of Sexual Intercourse Partners, Past 3 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I have never had sexual intercourse	na	29	11	3
I had sexual intercourse, but not during the past 3 months	na	17	28	20
1 person	na	21	46	63
2 people	na	0	6	0
3 people	na	4	8	13
4 people	na	0	0	0
5 people	na	4	0	0
6 or more people	na	25	2	0

Question HS O.14: During the past 3 months, with how many people did you have sexual intercourse?

Notes: Cells are empty if there are less than 10 respondents. Only respondents who answered “Yes” to question “Have you ever had sexual intercourse?” were asked to answer this question.

na—Not asked of middle school students.

3. Factors That Can Lead to Sexual Activity

Table O3.1

Alcohol/Drug Use Before Last Sexual Intercourse

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I have never had sexual intercourse	na	25	9	7
No	na	50	74	55
Yes	na	25	17	38

Question HS O.15: Did you drink alcohol or use drugs before you had sexual intercourse the last time?

Notes: Cells are empty if there are less than 10 respondents. Only respondents who answered “Yes” to question “Have you ever had sexual intercourse?” were asked to answer this question.

na—Not asked of middle school students.

4. Sexual Risk Behavior

Table O4.1

Condom Use by Self or Partner During Last Sexual Intercourse

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I have never had sexual intercourse		25	9	0
No		33	28	43
Yes		42	63	57

Question HS O.16/MS O.13: The last time you had sexual intercourse, did you or your partner use a condom?

Notes: Cells are empty if there are less than 10 respondents. Only respondents who answered “Yes” to question “Have you ever had sexual intercourse?” were asked to answer this question.

Table O4.2

Methods of Pregnancy Prevention During Last Sexual Intercourse

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I have never had sexual intercourse or had intercourse with someone of the same sex	na	33	9	3
No method was used to prevent pregnancy	na	17	8	0
Birth control pills	na	4	24	20
Condoms	na	33	44	50
An IUD or implant	na	0	3	3
A shot, patch, or birth control ring	na	0	0	7
Withdrawal	na	0	4	10
Some other method	na	4	4	3
Not sure	na	8	3	3

Question HS O.17: The last time you had sexual intercourse, what one method did you or your partner use to prevent pregnancy?

Notes: Cells are empty if there are less than 10 respondents. Only respondents who answered “Yes” to question “Have you ever had sexual intercourse?” were asked to answer this question.

na—Not asked of middle school students.

Table O4.3***Frequency of Being or Getting Someone Else Pregnant***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	na	71	92	90
1 time	na	0	2	10
2 or more times	na	25	2	0
Not sure	na	4	3	0

Question HS O.18: How many times have you been pregnant or gotten someone pregnant?

Notes: Cells are empty if there are less than 10 respondents. Only respondents who answered “Yes” to question “Have you ever had sexual intercourse?” were asked to answer this question.

na—Not asked of middle school students.

5. Likelihood of Having Sexual Intercourse

Table O5.1

Likelihood of Having Sexual Intercourse One or More Times During Next Year

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I am sure it will not happen		64	42	22
It probably will not happen		24	22	10
There is an even chance that it will or won't happen		7	15	14
It probably will happen		3	9	24
It will happen for sure		2	12	29

Question HS/MS O.10: How likely do you think it is that you will choose to have sexual intercourse one or more times in the next year?

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

6. Forced Sex

Table O6.1

Ever Forced Into Unwanted Sexual Intercourse

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No		71	92	80
Yes		29	8	20

Question HS O.19/MS O.14: Have you ever been forced to have sexual intercourse when you did not want to?

Notes: Cells are empty if there are less than 10 respondents. Only respondents who answered “Yes” to question “Have you ever had sexual intercourse?” were asked to answer this question.

7. Attitudes and Beliefs About Sexual Behavior

Table O7.1

Student Perception of Peers at School Who Have Had Sexual Intercourse

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 percent (None)		13	5	8
10 percent		34	13	10
20 percent		16	16	2
30 percent		16	20	3
40 percent		8	15	3
50 percent (Half)		5	16	16
60 percent		2	7	10
70 percent		2	5	13
80 percent		1	1	13
90 percent		0	1	13
100 percent (All)		2	1	8

Question HS/MS O.1: About what percent of students in your school grade do you think ever had sexual intercourse? (For example, you might think about how many in a group of 100 students or three classrooms.)

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

Table O7.2

Agreement that Teen Abstinence is a Better Choice than Having Sexual Intercourse

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very much agree		45	27	14
Agree		34	38	24
Disagree		14	25	43
Very much disagree		7	9	19

Question HS/MS O.2: For teens your age, abstinence (not having sexual intercourse) is a better choice than having sexual intercourse.

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

Table O7.3***Agreement That for Some Teens Having a Baby is a Good Decision***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very much agree		5	5	5
Agree		3	1	3
Disagree		28	20	41
Very much disagree		64	73	50

Question HS/MS O.3: For some teens under 18 years old, it is a good decision to have a baby.

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

8. Discussion With Parents/Adults in Family

Table O8.1

Topics Discussed With Parents/Adult in Family, Past 6 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
What your parents think about teenagers having sex				
No		73	68	57
Yes		27	32	43
Your questions about sex				
No		81	82	70
Yes		19	18	30
Reasons why you shouldn't have sex at your age				
No		73	71	74
Yes		27	29	26
How your life would change if you became a father or mother while you're a teenager				
No		71	70	57
Yes		29	30	43
Birth control				
No		77	72	53
Yes		23	28	47
AIDS/HIV and other sexually transmitted diseases				
No		72	74	59
Yes		28	26	41

Question HS/MS O.4-9: In the past 6 months, have you talked with your parents or other adults in your family about... what your parents think about teenagers having sex?... your questions about sex?... reasons why you shouldn't have sex at your age?... how your life would change if you became a father or mother while you're a teenager?... birth control?... AIDS/HIV and other sexually transmitted diseases?

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

Appendix I

2019-20 CHKS Secondary Survey Response Rates

Eligible Schools	7th %	9th %	11th %	NT %
Amador Valley High		63	54	
Foothill High		87	65	
Harvest Park Middle	64			
Pleasanton Middle	79			
Thomas S. Hart Middle	86			
Village High				63

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2019-20 public school and 2018-19 enrollment data files. Directly funded charter schools have been excluded from the list.

Appendix II

CHKS Content Overview, 2019-20

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

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

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

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

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

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

In addition, the CHKS Core Module provides data to help understand the degree to which schools address the needs of the Whole Child. CHKS data show that California secondary schools made greater progress in raising standardized test scores over a one-year period when they had higher percentages of students

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

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

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

⁴ See calschls.org/reports-data/#slcr

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

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

who reported: (1) being less engaged in risky behaviors such as substance use and violence; (2) being more likely to eat nutritiously and exercise; and (3) experiencing caring adult relationships and high expectations at school.⁷ These results suggest that addressing the health and developmental needs of youth is a critical component of a comprehensive strategy for meeting accountability demands for improved academic performance.

GRADE-LEVEL PATTERNS

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

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

DEMOGRAPHIC CHARACTERISTICS AND POPULATION SUBGROUP DIFFERENCES (Section 3)

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

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

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

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

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

Racial-Ethnic Identification

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

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

Foster Care Youth

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

Sexual Orientation and Gender Identity

Lesbian, gay, bisexual, transgender, and questioning or queer (LGBTQ) youth are at elevated risk for bullying and violence victimization, mental health problems, drug and alcohol use, and exhibiting poor performance in school.^{13 14} For example, analysis of the latest Biennial CHKS data indicate that LGBTQ youth¹⁵ are:

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

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

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

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

¹³ Hanson, T., Zhang, G., Cerna, R., Stern, A., & Austin, G. (2019) Understanding the experiences of LGBTQ youth in California. San Francisco, CA: WestEd.

¹⁴ Russell, S. T., & Fish, J. N. (2016). Mental health in lesbian, gay, bisexual, and transgender (LGBT) youth. *Annual Review of Clinical Psychology*, 12, 465-487.

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

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

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 4)

A major focus of the CHKS is providing data to gauge the level of pupil engagement, an LCAP state priority on which districts are required to show improvement. Enhancing student engagement has been identified as the key to addressing problems of low achievement, high levels of student misbehavior, alienation, and high dropout rates.¹⁶ A 2009 Gallup study found that a one-percentage-point uptick in a school's average student engagement was connected to a six-point increase in reading achievement and eight points in math.¹⁷ CHKS and other surveys consistently show that as youth progress through the school system, indicators of engagement decline.

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

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

Self-Reported Grades

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

Academic Motivation

A four-item scale gauges student academic motivation by asking how strongly they agree that they try hard to do well on schoolwork, try hard because they are interested in the work, work hard to understand new things at school, and always try to do better. On the 2015-17 State CHKS, the percentage of students strongly agreeing with the questions on this scale declined from 45 percent in 7th grade to 28 percent in 11th.¹⁸

¹⁶ Wang, M-T, & Eccles, J. (2013). School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective. *Learning and Instruction*, 28, 12-23.

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

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

In order to achieve rigorous academic goals, students need not only a challenging and engaging curriculum, but they need to be emotionally connected to their learning. Student perceptions of the school environment and their degree of school connectedness influence their achievement motivation. But students may be behaviorally and/or emotionally invested in a given activity without actually exerting the necessary mental effort to understand and master the knowledge, craft, or skill that the activity promotes. This scale provides insight into the overall level of that mental effort.

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

Absenteeism and Truancy

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

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

Biennial State CHKS data indicate that the most common reasons for being absent in secondary school, after illness, are generally not getting enough sleep and anxiety or stress, followed by being behind in school work, and being bored or uninterested in school, another good indicator of disengagement.²⁰

Truancy has been identified as one of the most powerful predictors of both poor achievement and delinquency.²¹ Students who are chronically absent are also more likely to use drugs and have deviant friends. Among high school staff statewide, truancy is the top-rated of fourteen potential school problems assessed by the California School Staff Survey.

Developmental Supports

Research shows that when schools (or families or communities) provide three developmental supports—**caring adult relationships, high expectations, and opportunities for meaningful participation**—students are more likely to report more positive academic, social-emotional, and health outcomes, including higher grades, school connectedness, attendance, and perceived safety. CHKS measures these supports using multi-item scales. Results overall suggest that the great majority of students do not receive

¹⁹ Attendance Works & Everyone Graduates Center. (2017, September). *Portraits of Change: Aligning School and Community Resources to Reduce Chronic Absence*. Download www.attendanceworks.org/portraits-of-change/

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

²¹ Robins & Ratcliff. (1978). *Long Range Outcomes Associated With School Truancy*. Rockville, MD: Public Health Service (DHEW). Garry, E. M., & Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention. (1996). *Truancy: First Step to a Lifetime of Problems*. Cairns, R. B., Cairns, B. D., & Neckerman, H. J. (1989). Early school dropout: Configurations and determinants. *Child Dev*, 60(6), 1437-52.

sufficient levels of support and that the supports received are lower in high school than in middle school, even though student need for them is arguably higher.^{22 23 24 25 26 27}

School Connectedness

School connectedness is one of the indicators of school climate that a California school district must address in its LCAP. Research shows that school connectedness is associated with multiple positive academic, social-emotional, and health outcomes.²⁸ It also shows that youth who feel safe at school, experience caring adults, and have opportunities for engagement and other developmental supports are more likely to feel connected to the school. The CHKS five-item School Connectedness scale is an important differentiator between low-performing and high-performing high schools and has value as an indicator of school quality. The online Query CalSCHLS system (calschls.org/reports-data/query-calschls/) enables examination of how key survey indicators vary by school connectedness.

School connectedness appears to have increased in California in the second half of the last decade, but it still declines markedly after elementary school. A substantial majority of high school students are not highly connected to their schools. On the 2015-17 State CHKS, the average percentage of students strongly agreeing to these scale questions declined from 28 percent in 7th grade to 15 percent in 11th, a decline similar to that found for the Academic Motivation scale.²⁹ This may be related at least in part to their lower levels of developmental support. Prior analyses have indicated that the lowest rates of both connectedness and test scores are in low-income schools.^{30 31}

Parent Involvement

Parent involvement, including promoting parental participation in school programs, is one of the LCAP state priorities. A three-item scale assesses student perceptions (level of agreement) of three components of parent involvement: teachers communicating with parents about what students are expected to learn in class, parents feeling welcome to participate at this school, and school staff taking parent concerns seriously. The same questions also are asked on the staff and parent surveys so that perceptions can be compared across all three stakeholder groups. A large and growing body of evidence has linked school success to the manner and degree to which a school communicates with parents, engages them both in school activities and education, and fosters a school climate that parents perceive as warm, inviting, and helpful.³²

Facilities and Physical Environment

As an indicator of student perceptions of the school's physical environment, the CHKS includes a question asking students how much they agree the school "is usually clean and tidy." Additional questions are included in the supplementary School Climate Module. An analysis of 2015/16 data from the questions on both modules found that a plurality of students report that their school facilities are in good condition,

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

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

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

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

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

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

²⁸ National Research Council and the Institute of Medicine. (2004). *Engaging schools: Fostering high school students' motivation to learn*. Washington, D.C.: The National Academies Press.

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

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

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

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

but a non-trivial minority of students were dissatisfied with the condition of their school facilities.³³ Between 20 percent and 25 percent of students disagree or strongly disagree on the quality of the physical environment items. Almost one-third of schools serving 11th graders were categorized as having low quality physical environments based on student reports on the clean and tidy item. Student perceptions of the quality of their school's physical environment were strongly related to student achievement.

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 5)

The CHKS asks students a wide range of questions to ascertain the scope and nature of physical and verbal violence and victimization that occurs on campus, as well as vandalism, and the overall level of school safety.³⁴ Physical violence and weapons on campus have long been a major public concern. Equally disruptive are the uncounted acts of bullying, teasing, and other nonviolent misbehavior among youth, such as substance use and sales on campus.³⁵ These behaviors adversely affect not only students' ability to learn and willingness to attend school, but also the overall school environment, the ability of teachers to teach, and the willingness of adults to enter the teaching profession.^{36 37 38}

Perceived Safety

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

State CHKS data show that the percentage of students who perceive their school as safe or very safe has consistently been markedly lower for 7th than 9th grade.³⁹ If students report low levels of perceived school safety, further examination of all the indicators related to bullying and victimization is warranted. Consider conducting follow-up student voice and feedback sessions such as focus groups or Student Listening Circles and integrating questions on why students do not feel safe.⁴⁰

Harassment and Victimization

Most of the safety-related questions on the survey assess victimization. Because a relatively small number of students can victimize a large number of their peers, victimization questions provide important insight into the overall school climate. Nonviolent harassment in any form—threats, intimidation, rumors, and ostracism—can instill a sense of vulnerability, isolation, frustration, and fear among its victims, leading to engagement in health risk behaviors or avoidance behaviors such as missing school and social isolation. This type of misbehavior, vastly more common than any other, ruins the school day for many students. In

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

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

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

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

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

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

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

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

Bruised Inside (2000), the National Association of Attorneys General describes harassment by peers as one of the two causes for kids to express anger using guns, knives, and fists.⁴¹

The CHKS asks about the frequency with which students experienced any bullying/harassment related to six bias-related categories (gender, race/ethnicity, disability, sexual identity, religion, immigrant status), as well as for any other reason (Table A5.2). About three-in-ten secondary students report experiencing some harassment in the past year on the State CHKS, with the percentages declining between 7th and 11th grades.⁴² Analyses show that victims of harassment are more likely to not feel safe at, and connected to, school; to have higher truancy; and to experience lower developmental (resilience) supports at school.⁴³ ⁴⁴ They report higher rates of fighting and weapons possession at school, as well as risk of depression. Students who report bias-related harassment, particularly for disability and sexual orientation, have poorer well-being than students who were only harassed for other reasons.

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

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

Vandalism and Weapons

Two other safety-related areas assessed by the survey are school vandalism and weapons possession. Students are asked whether they damaged school property or had their property damaged at school and whether they carried a knife or other weapon to school or observed someone else doing these things. Overall, weapons possession is not common. Statewide, only about two percent of secondary students report carrying a gun and 4-5 percent report carrying another weapon.⁴⁵ About 16 percent of 7th and 9th graders report seeing someone carrying a weapon compared to 13 percent of 11th graders.

SUBSTANCE USE AND MENTAL HEALTH (Sections 6-8)

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

Alcohol and Other Drug Use (Section 6)

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

⁴¹ Horn, D. M., National Association of Attorneys General., & Washington (State). (2000). *Bruised inside: What our children say about youth violence, what causes it, and what we need to do about it: A report of the National Association of Attorneys General (NAAG)*. Washington, DC: National Association of Attorneys General.

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

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

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

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

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

Alcohol and Other Drug Use at School (Section 6)

AOD use at school is especially troubling. This is behavior that threatens not only the user's learning ability but also the school's efforts to educate all youth. It also is an indirect indicator of school disengagement. An analysis of CHKS data found that substance use and intoxication at school, being offered drugs at school, and lifetime intoxication were significantly related to changes in California achievement test scores one year later.⁴⁷ Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools.^{48 49}

Cigarette Smoking (Section 7)

Students who report smoking cigarettes are significantly more likely than those who do not to engage in alcohol and other drug use, be involved in violence and gang membership, and experience school-related problems and disengagement. To a lesser extent, students who smoke are also more likely to be victims of violence and harassment, feel unsafe at school, and experience incapacitating sadness and loneliness. These results suggest that efforts to reduce student smoking may be more successful if embedded in approaches that address a broad range of risk behaviors and problems.^{50 51}

Mental Health (Section 8)

The CHKS Core provides two measures for assessing mental health among students: (1) whether they experience chronic, incapacitating sadness or hopelessness; and (2) whether they ever contemplated suicide. Students who experience chronic sadness, compared to their peers who do not, are at elevated risk of a wide range of educational, health, social, and emotional problems, including lower school attendance, performance, and connectedness.⁵² They also report lower levels of the developmental supports in their schools and communities that have been shown to mitigate these problems. Similar findings are found among youth who have contemplated suicide.⁵³

CHKS data also show that students who report bias-related harassment, particularly for disability and sexual orientation, have poorer overall mental health than students who are harassed for other reasons or not harassed. Students who report any harassment are about twice as likely to experience chronic sadness/hopelessness than their non-harassed peers.^{54 55}

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

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

⁴⁷ Hanson, T. L., Austin, G. A., & Lee-Bayha, J. (2004). *Ensuring that No Child is Left Behind: How are Student Health Risks & Resilience Related to the Academic Progress of Schools*. San Francisco: WestEd.

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

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

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

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

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

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

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

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