CALIFORNIA HEALTHY KIDS SURVEY

Perris Lake High (Continuation)
Secondary
2023-2024
Main Report

Contents

List of Tables

Safety & Violence Module

1. Module Sample

Table M1.1

Student Sample for Safety & Violence Module

	NT[A]
Student Sample Size	
Target sample	103
Final number	71
Response Rate	69%

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

2. Physical Violence and Weapon Possession

Table M2.1

Violent Incidents, Past 12 Months

	NT %
Been in a physical fight	
0 times	79
1 time	9
2 to 3 times	9
4 or more times	3
Been in a physical fight between groups of kids	
0 times	93
1 time	3
2 to 3 times	4
4 or more times	0
Used any weapon to threaten or bully someone	
0 times	96
1 time	3
2 to 3 times	1
4 or more times	0
Been hit, slapped, or physically hurt on purpose by your boyfriend or girlfriend	
0 times	95
1 time	0
2 to 3 times	2
4 or more times	3

Question HS/MS M.1-4: During the past 12 months, how many times have you... been in a physical fight?... been in a physical fight between groups of kids?... used any weapon to threaten or bully someone?... been hit, slapped, or physically hurt on purpose by your boyfriend or girlfriend?
Note: Cells are empty if there are less than 10 respondents.

Table M2.2

Carrying Weapon, Past 30 Days

	NT %
A gun	
0 days	97
1 day	1
2 or more days	1
Any other weapon (such as a knife or club)	
0 days	95
1 day	2
2 or more days	3
Any weapon (gun, knife, or club) on school property	
0 days	100
1 day	0
2 or more days	0

Question HS/MS M.7-9: During the past 30 days, on how many days did you carry... a gun?... any other weapon (such as a knife or club)?... any weapon (gun, knife, or club) on school property?

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

3. Neighborhood Safety

Table M3.1

Perception of Neighborhood Safety

	NT %
Very safe	41
Safe	39
Neither safe nor unsafe	16
Unsafe	3
Very unsafe	1

Question HS/MS M.5. How safe do you feel in the neighborhood where you live?
Notes: Cells are empty if there are less than 10 respondents.

4. Absence Due to Safety Concerns

Table M4.1

Not Attend School Due to Feeling Unsafe, Past 30 Days

	NT %
0 days	96
1 day	1
2 or 3 days	3
4 or more days	0

Question HS/MS M.6. During the past 30 days, on how many days did you not go to school because you felt unsafe at school or on your way to or from school?

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

5. Suicide Risk

Table M5.1

Suicide Ideation, Past 12 Months

	NT %
No	81
Yes	19

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

Table M5.2

Suicide Plan, Past 12 Months

	NT %
No	83
Yes	17

Question HS M.11: During the past 12 months, did you make a plan about how you would attempt suicide?
Note: Cells are empty if there are less than 10 respondents.

Table M5.3

Suicide Attempts, Past 12 Months

	NT %
0 times	88
1 time	6
2 or 3 times	4
4 or more times	1

Question HS M.12: During the past 12 months, how many times did you actually attempt suicide?
Note: Cells are empty if there are less than 10 respondents.

Table M5.4

Suicide Attempt Leading to Need for Treatment

	NT *%*
I did not attempt suicide in the past 12 months	75
No	24
Yes	1

Question HS M.13: If you attempted suicide during the past 12 months, did any attempt result in an injury, poisoning, or overdose that had to be treated by a doctor or nurse?

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

6. Unwanted Sex

Table M6.1

Forced Sex

	NT %
No	91
Yes	9

Question HS M.14/MS M.10: Have you ever been forced to have sexual intercourse when you did not want to?

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

School Climate Module

1. Module Sample

Table N1.1

Student Sample for School Climate Module

	NT[A]
Student Sample Size	
Target sample	103
Final number	72
Response Rate	70%

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

2. Key Indicators of School Climate

Table N2.1

School Climate Scales

	NT %	Table
Student learning environment[†]	66	N3.1
Learning engagement climate[†]	46	N3.2
Fairness and respect[†]	65	N4.1
Racial/Ethnic conflict[†]	15	N4.2
Respect for diversity[†]	52	N4.3
Clarity of rules[†]	61	N5.1
Disciplinary harshness[†]	27	N5.2
Student peer relationships[†]	50	N6.1
Support for social emotional learning[†]	57	N7.1
Antibullying climate[†]	47	N8.1
Quality of school facilities[†Φ]	69	N9.1
Time for lunch[†]	59	N10.1

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

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

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

[Φ]*In-school only.*

3. Student Learning Environment & Academic Engagement

Table N3.1

Student Learning Environment Questions

	NT %
Student learning environment	
Average reporting "Agree" or "Strongly agree"	66
Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.	
Strongly disagree	10
Disagree	4
Neither disagree nor agree	19
Agree	49
Strongly agree	18
My teachers work hard to help me with my schoolwork when I need it.	
Strongly disagree	10
Disagree	3
Neither disagree nor agree	13
Agree	59
Strongly agree	15
Teachers show how classroom lessons are helpful to students in real life.	
Strongly disagree	11
Disagree	4
Neither disagree nor agree	29
Agree	44
Strongly agree	11

Question HS/MS N.3-6: How strongly do you agree or disagree with the following statements about your school?... Adults at this school encourage me to work hard so I can be successful in college or at the job I choose. [In-school]... Adults from this school encourage me to work hard so I can be successful in college or at the job I choose. [Remote only]... My teachers work hard to help me with my schoolwork when I need it... Teachers show how classroom lessons are helpful to students in real life.

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

Table N3.1

Student Learning Environment Questions – Continued

	NT *%*
Teachers give students a chance to take part in classroom discussions or activities.	
Strongly disagree	10
Disagree	0
Neither disagree nor agree	20
Agree	56
Strongly agree	14
Teachers go out of their way to help students.	
Strongly disagree	11
Disagree	1
Neither disagree nor agree	20
Agree	49
Strongly agree	19
Teachers help students catch up when they return from an absence.	
Strongly disagree	13
Disagree	4
Neither disagree nor agree	21
Agree	50
Strongly agree	11
My teachers give me useful feedback on my work.	
Strongly disagree	11
Disagree	0
Neither disagree nor agree	29
Agree	49
Strongly agree	11

Question HS/MS N.7, 9-12: How strongly do you agree or disagree with the following statements about your school?... Teachers give students a chance to take part in classroom discussions or activities... Teachers go out of their way to help students... Teachers help students catch up when they return from an absence. [In-school]... Teachers help students catch up after being absent from online classes. [Remote only]... My teachers give me useful feedback on my work.

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

Table N3.1

Student Learning Environment Questions – Continued

	NT *%*
This school is a supportive and inviting place for students to learn.[Ø] *(In-School Only)*	
Strongly disagree	10
Disagree	1
Neither disagree nor agree	12
Agree	58
Strongly agree	19

Question HS/MS N.8: How strongly do you agree or disagree with the following statements about your school?...
This school is a supportive and inviting place for students to learn.

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

[Ø]*Item not included in the scale.*

Table N3.2
Learning Engagement Climate Questions

	NT %
Learning engagement climate	
Average reporting "Agree" or "Strongly agree"	46
Students at this school are motivated to learn.	
Strongly disagree	14
Disagree	8
Neither disagree nor agree	33
Agree	36
Strongly agree	8
Students pay attention in class.	
Strongly disagree	8
Disagree	8
Neither disagree nor agree	38
Agree	39
Strongly agree	8
Students try their best in school.	
Strongly disagree	10
Disagree	8
Neither disagree nor agree	30
Agree	41
Strongly agree	11

Question HS/MS N.1, 2, 57-60: How strongly do you agree or disagree with the following statements about your school?... Students at this school are motivated to learn. [In-school]... Students from this school are motivated to learn. [Remote only]... Students pay attention in class. [In-school]... Students pay attention during class. [Remote only]... Students try their best in school. [In-school]... Students try their best on schoolwork. [Remote only]

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

Table N3.2

Learning Engagement Climate Questions – Continued

	NT %
Students turn in their homework on time.	
Strongly disagree	9
Disagree	8
Neither disagree nor agree	44
Agree	31
Strongly agree	8
Students usually follow the rules at school.^{Ø} *(In-School Only)*	
Strongly disagree	10
Disagree	5
Neither disagree nor agree	35
Agree	40
Strongly agree	11

Question HS/MS N.61, 62: How strongly do you agree or disagree with the following statements about your school?... Students usually follow the rules at school... Students turn in their homework on time.

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

^{Ø}*Item not included in the scale.*

Table N3.3

School Promotes Academic Success

	NT %
This school promotes academic success for all students.	
Strongly disagree	9
Disagree	5
Neither disagree nor agree	22
Agree	47
Strongly agree	17

Question HS/MS N.63: How strongly do you agree or disagree with the following statements about your school?... This school promotes academic success for all students.

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

4. Fairness and Respect for Diversity

Table N4.1

Fairness and Respect Scale Questions

	NT %
Fairness and respect	
Average reporting "Agree" or "Strongly agree"	65
Adults at this school treat all students with respect.	
Strongly disagree	10
Disagree	3
Neither disagree nor agree	16
Agree	56
Strongly agree	16
Students treat teachers with respect.	
Strongly disagree	9
Disagree	9
Neither disagree nor agree	21
Agree	49
Strongly agree	13
The school rules are fair.	
Strongly disagree	10
Disagree	4
Neither disagree nor agree	16
Agree	61
Strongly agree	9
All students are treated fairly when they break school rules.	
Strongly disagree	11
Disagree	4
Neither disagree nor agree	27
Agree	51
Strongly agree	6

Question HS/MS N.13-17: How strongly do you agree or disagree with the following statements about your school?... Adults at this school treat all students with respect. [In-school]... Adults from this school treat all students with respect. [Remote only]... Students treat teachers with respect... The school rules are fair... All students are treated fairly when they break school rules.

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

Table N4.2
Racial/Ethnic Conflict Scale Questions

	NT %
Racial/Ethnic conflict	
Average reporting "Agree" or "Strongly agree"	15
I have been disrespected by an adult at this school because of my race, ethnicity, or culture.	
Strongly disagree	39
Disagree	20
Neither disagree nor agree	27
Agree	11
Strongly agree	3
There is a lot of tension in this school between people of different cultures, races, or ethnicities.	
Strongly disagree	30
Disagree	20
Neither disagree nor agree	33
Agree	12
Strongly agree	5

Question HS/MS N.43-45: How strongly do you agree or disagree with the following statements about your school?... I have been disrespected by an adult at this school because of my race, ethnicity, or culture. [In-school]... I have been disrespected by an adult from this school because of my race, ethnicity, or culture. [Remote only]... There is a lot of tension in this school between people of different cultures, races, or ethnicities.
Note: Cells are empty if there are less than 10 respondents.

Table N4.3

Respect for Diversity Scale Questions

	NT %
Respect for diversity	
Average reporting "Agree" or "Strongly agree"	52
Students in this school respect each other's differences.	
Strongly disagree	14
Disagree	5
Neither disagree nor agree	39
Agree	38
Strongly agree	5
Adults/teachers in this school respect differences in students.	
Strongly disagree	13
Disagree	3
Neither disagree nor agree	24
Agree	46
Strongly agree	13
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.	
Strongly disagree	12
Disagree	2
Neither disagree nor agree	34
Agree	40
Strongly agree	12

Question HS/MS N.46-51: How strongly do you agree or disagree with the following statements about your school?... Students in this school respect each other's differences (for example, gender, race, culture, sexual orientation). [In-school]... Students from this school respect each other's differences (for example, gender, race, culture, sexual orientation). [Remote only]... Adults in this school respect differences in students (for example, gender, race, culture, sexual orientation). [In-school]... Teachers from this school respect differences in students (for example, gender, race, culture, sexual orientation). [Remote only]... Teachers show that they think it is important for students of different races and cultures at this school to get along with each other. [In-school]... Teachers show that they think it is important for students of different races and cultures to get along with each other. [Remote only]

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

Table N4.4
Restorative Practices

	NT *%*
When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict.	
Strongly disagree	11
Disagree	6
Neither disagree nor agree	33
Agree	36
Strongly agree	14

Question HS/MS N.64: How strongly do you agree or disagree with the following statements about your school?... When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict (like restorative practices).

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

5. Disciplinary Environment

Table N5.1

Clarity of Rules Scale Questions

	NT %
Clarity of rules	
Average reporting "Agree" or "Strongly agree"	61
This school clearly informs students what would happen if they break school rules.	
Strongly disagree	10
Disagree	9
Neither disagree nor agree	16
Agree	50
Strongly agree	16
Rules in this school are made clear to students.	
Strongly disagree	12
Disagree	3
Neither disagree nor agree	30
Agree	46
Strongly agree	9
This school makes it clear how students are expected to act.	
Strongly disagree	10
Disagree	3
Neither disagree nor agree	25
Agree	48
Strongly agree	14

Question HS/MS N.18, 23-25: How strongly do you agree or disagree with the following statements about your school?... This school clearly informs students what would happen if they break school rules... Rules in this school are made clear to students. [In-school]... School rules are made clear to students. [Remote only]... This school makes it clear how students are expected to act.

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

Table N5.2
Disciplinary Harshness Scale Questions

	NT %
Disciplinary harshness	
Average reporting "Agree" or "Strongly agree"	27
The rules in this school are too strict.	
Strongly disagree	16
Disagree	23
Neither disagree nor agree	39
Agree	19
Strongly agree	4
It is easy for students to get kicked out of class or get suspended.	
Strongly disagree	17
Disagree	13
Neither disagree nor agree	38
Agree	25
Strongly agree	7
Students get in trouble for breaking small rules.	
Strongly disagree	12
Disagree	20
Neither disagree nor agree	41
Agree	22
Strongly agree	6

Question HS/MS N.19-22: How strongly do you agree or disagree with the following statements about your school?... The rules in this school are too strict... It is easy for students to get kicked out of class or get suspended. [In-school]... It is easy for students to get kicked out of class (in person or remote) or get suspended. [Remote only]... Students get in trouble for breaking small rules.

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

6. Student Peer Relationships

Table N6.1

Student Peer Relationships Scale Questions

	NT %
Student peer relationships	
Average reporting "Agree" or "Strongly agree"	50
Students enjoy doing things with each other during school activities.	
Strongly disagree	14
Disagree	8
Neither disagree nor agree	23
Agree	47
Strongly agree	9
Students care about each other.	
Strongly disagree	12
Disagree	6
Neither disagree nor agree	36
Agree	38
Strongly agree	8
Students treat each other with respect.	
Strongly disagree	9
Disagree	9
Neither disagree nor agree	35
Agree	41
Strongly agree	6
Students get along well with each other.	
Strongly disagree	9
Disagree	8
Neither disagree nor agree	32
Agree	44
Strongly agree	8

Question HS/MS N.26-29: How strongly do you agree or disagree with the following statements about your school?... Students enjoy doing things with each other during school activities... Students care about each other... Students treat each other with respect... Students get along well with each other.

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

7. Social and Emotional Learning

Table N7.1

Support for Social Emotional Learning Scale Questions

	NT %
Support for social emotional learning	
Average reporting "Agree" or "Strongly agree"	57
This school encourages students to feel responsible for how they act.	
Strongly disagree	11
Disagree	6
Neither disagree nor agree	24
Agree	50
Strongly agree	9
This school encourages students to understand how others think and feel.	
Strongly disagree	11
Disagree	5
Neither disagree nor agree	33
Agree	44
Strongly agree	8
Students are taught that they can control their own behavior.	
Strongly disagree	12
Disagree	3
Neither disagree nor agree	22
Agree	54
Strongly agree	9

Question HS/MS N.30-32: How strongly do you agree or disagree with the following statements about your school?... This school encourages students to feel responsible for how they act... This school encourages students to understand how others think and feel.... Students are taught that they can control their own behavior.
Note: Cells are empty if there are less than 10 respondents.

Table N7.1

Support for Social Emotional Learning Scale Questions – Continued

	NT *%*
This school helps students resolve conflicts with one another.	
Strongly disagree	11
Disagree	3
Neither disagree nor agree	35
Agree	42
Strongly agree	9
This school encourages students to care about how others feel.	
Strongly disagree	12
Disagree	3
Neither disagree nor agree	30
Agree	44
Strongly agree	11
Teachers here make it clear to students that bullying is not tolerated.	
Strongly disagree	12
Disagree	3
Neither disagree nor agree	20
Agree	47
Strongly agree	18

Question HS/MS N.33-36: How strongly do you agree or disagree with the following statements about your school?... This school helps students resolve conflicts with one another... This school encourages students to care about how others feel... Teachers here make it clear to students that bullying is not tolerated. [In-school]... Teachers make it clear to students that bullying is not tolerated. [Remote only]

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

8. School Antibullying Climate

Table N8.1

Antibullying Climate Scale Questions

	NT %
Antibullying climate	
Average reporting "Agree" or "Strongly agree"	47
If another student was bullying me, I would tell one of the teachers or staff at school.	
Strongly disagree	15
Disagree	11
Neither disagree nor agree	30
Agree	33
Strongly agree	11
Students tell teachers when other students are being bullied.	
Strongly disagree	14
Disagree	8
Neither disagree nor agree	39
Agree	33
Strongly agree	6
If I tell a teacher that someone is bullying me, the teacher will do something to help.	
Strongly disagree	9
Disagree	6
Neither disagree nor agree	24
Agree	50
Strongly agree	11

Question HS/MS N.37-40: How strongly do you agree or disagree with the following statements about your school?... If another student was bullying me, I would tell one of the teachers or staff at school. [In-school]... If another student was bullying me, I would tell one of the teachers or school staff. [Remote only]...Students tell teachers when other students are being bullied... If I tell a teacher that someone is bullying me, the teacher will do something to help.

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

Table N8.1

Antibullying Climate Scale Questions – Continued

	NT %
Students here try to stop bullying when they see it happening.	
Strongly disagree	12
Disagree	6
Neither disagree nor agree	39
Agree	33
Strongly agree	9

Question HS/MS N.41, 42: How strongly do you agree or disagree with the following statements about your school?... Students here try to stop bullying when they see it happening. [In-school]... Students try to stop bullying when they see it happening. [Remote only]

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

9. School Physical Environment

Table N9.1

Quality of School Facilities Scale Questions (In-School Only)

	NT %
Quality of school facilities	
Average reporting "Agree" or "Strongly agree"	69
My school is usually clean and tidy.	
Strongly disagree	6
Disagree	3
Neither disagree nor agree	14
Agree	56
Strongly agree	21
The schoolyard and buildings are clean and in good condition.	
Strongly disagree	11
Disagree	2
Neither disagree nor agree	31
Agree	42
Strongly agree	14
The school grounds are kept clean.	
Strongly disagree	8
Disagree	3
Neither disagree nor agree	19
Agree	52
Strongly agree	19

Question HS/MS A.35, N.52, 56: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.... How strongly do you agree or disagree with the following statements about your school?... The schoolyard and buildings are clean and in good condition... The school grounds are kept clean.

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

Table N9.2

Classroom Crowding *(In-School Only)*

	NT %
My classroom is so crowded it is hard to concentrate and learn.	
Strongly disagree	20
Disagree	28
Neither disagree nor agree	34
Agree	13
Strongly agree	5

Question HS/MS N.53: How strongly do you agree or disagree with the following statements about your school?...
My classroom is so crowded it is hard to concentrate and learn.
Note: Cells are empty if there are less than 10 respondents.

10. Scheduled Lunch and Drinkable Water

Table N10.1

Time for Lunch Scale Questions

	NT %
Time for lunch	
Average reporting "Agree" or "Strongly agree"	59
I eat my lunch at the right time of day.	
Strongly disagree	17
Disagree	3
Neither disagree nor agree	24
Agree	48
Strongly agree	8
I have plenty of time to eat my lunch.	
Strongly disagree	13
Disagree	5
Neither disagree nor agree	22
Agree	50
Strongly agree	11

Question HS/MS N.54, 55: How strongly do you agree or disagree with the following statements about your school?... I eat my lunch at the right time of day... I have plenty of time to eat my lunch.

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

Table N10.2

Clean and Drinkable Water (In-School Only)

	NT %
This school has clean and drinkable water.	
Strongly disagree	13
Disagree	0
Neither disagree nor agree	32
Agree	43
Strongly agree	13

*Question HS/MS N.65: How strongly do you agree or disagree with the following statements about your school?...
This school has clean and drinkable water.*

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

Tobacco Module

1. Module Sample

Table Q1.1

Student Sample for Tobacco Module

	NT[A]
Student Sample Size	
Target sample	103
Final number	69
Response Rate	67%

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

2. Vaping Patterns and Access to Vapes

Table Q2.1

Lifetime Vaping

	NT %
No	79
Yes	21

Question HS/MS Q.1: Have you ever vaped tobacco or nicotine?
Note: Cells are empty if there are less than 10 respondents.

Table Q2.2

Age of Onset – Vaping

	NT %
10 years or under	7
11-12 years old	21
13-14 years old	36
15-16 years old	36
17 years or older	0

Question HS/MS Q2: How old were you when you first tried vaping?
Notes: Cells are empty if there are less than 10 respondents.
Only respondents who either answered "Yes" or did not select any answer to the question "Have you ever vaped tobacco or nicotine?" were asked to answer this question.

Table Q2.3

Current Tobacco or Nicotine Vaping, Past 30 Days

	NT %
No	81
Yes	19

Question HS/MS Q.4: Have you vaped tobacco or nicotine in the past 30 days?
Notes: Cells are empty if there are less than 10 respondents.
Only respondents who either answered "Yes" or did not select any answer to the question "Have you ever vaped tobacco or nicotine?" were asked to answer this question.

Table Q2.4

Reasons for Initial Vape Use

	NT %
To fit in/peer pressure	21
A family member used them	21
To try to quit using other tobacco products, such as cigarettes	7
They cost less than other tobacco products, such as cigarettes	0
They were easier to get than other tobacco products, such as cigarettes	0
They are less harmful than other forms of tobacco, such as cigarettes	0
They were available in flavors I like	7
I could use them unnoticed at home or at school	14
It looks cool	14
I was curious about them	43
To relax or relieve stress or anxiety	14
For the nicotine buzz	21
To control my weight	0
For some other reason	21

Question HS/MS Q.3: Why did you first use vapes? (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.

Only respondents who either answered "Yes" or did not select any answer to the question "Have you ever vaped tobacco or nicotine?" were asked to answer this question.

Table Q2.5

Reasons for Current Vape Use

	NT %
To fit in/peer pressure	
A family member uses them	
To try to quit using other tobacco products, such as cigarettes	
They cost less than other tobacco products, such as cigarettes	
They are easier to get than other tobacco products, such as cigarettes	
They are less harmful than other forms of tobacco, such as cigarettes	
They are available in flavors I like	
I can use them unnoticed at home or at school	
It looks cool	
To relax or relieve stress or anxiety	
To focus or concentrate	
For the nicotine buzz	
Because I am "hooked"	
To control my weight	
For some other reason	

Question HS/MS Q.5: Why do you currently use vapes? (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.

Only respondents who either answered "Yes" or did not select any answer to the question "Have you vaped tobacco or nicotine in the past 30 days?" were asked to answer this question.

Table Q2.6

Methods of Obtaining Vapes

	NT %
I buy them myself	
I ask someone else to buy them for me	
Someone gives them to me	
I take them from someone	
I get them some other way	

Question HS/MS Q.6: How do you usually get your vapes (or pods or e-liquid)?

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

Only respondents who either answered "Yes" or did not select any answer to the question "Have you vaped tobacco or nicotine in the past 30 days?" were asked to answer this question.

Table Q2.7

Purchase Locations for Vapes

	NT %
From someone	
A store such as a convenience store, supermarket, gas station, or liquor store	
A vape shop or tobacco shop	
A mall or shopping center kiosk/stand	
On the internet (including apps)	
Through a delivery service (such as DoorDash or Postmates)	
Other	

Question HS/MS Q.7: Where do you usually buy your vapes (or pods or e-liquid)?

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

Only respondents who answered "I buy them myself" to the question "How do you usually get your vapes (or pods or e-liquid)?" were asked to answer this question.

Table Q2.8

Purchase of Vaping Products at School

	NT %
No	
Yes	

Question HS/MS Q.8: Have you ever purchased a vaping device (including disposable devices), pod, cartridge, single hit, or e-liquid refill at school or on school property?

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

Only respondents who either answered "Yes" or did not select any answer to the question "Have you vaped tobacco or nicotine in the past 30 days?" were asked to answer this question.

Table Q2.9

Vaping Frequency Compared to One Year Ago

	NT %
More	
About the same	
Less	

Question HS/MS Q9: Compared to one year ago, are you now vaping more, about the same, or less than before?

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

Only respondents who either answered "Yes" or did not select any answer to the question "Have you vaped tobacco or nicotine in the past 30 days?" were asked to answer this question.

3. Smoking Patterns and Access to Cigarettes

Table Q3.1

Lifetime Smoking

	NT %
No	87
Yes	13

Question HS/MS Q.18: Have you ever smoked cigarettes?
Note: Cells are empty if there are less than 10 respondents.

Table Q3.2

Age of Onset – Cigarette Use

	NT %
10 years or under	
11-12 years old	
13-14 years old	
15-16 years old	
17 years or older	

Question HS/MS Q19: How old were you when you first tried cigarettes?
Notes: Cells are empty if there are less than 10 respondents.
Only respondents who either answered "Yes" or did not select any answer to the question "Have you ever smoked cigarettes?" were asked to answer this question.

Table Q3.3

Current Smoking, Past 30 Days

	NT %
No	100
Yes	0

Question HS/MS Q.20: Have you smoked cigarettes in the past 30 days?
Notes: Cells are empty if there are less than 10 respondents.
Only respondents who either answered "Yes" or did not select any answer to the question "Have you ever smoked cigarettes?" were asked to answer this question.

Table Q3.4

Reasons for Current Smoking

	NT *%*
To fit in/peer pressure	
A family member smokes them	
They are easier to get than other tobacco products, such as vapes	
They cost less than other tobacco products, such as vapes	
They are less harmful than other forms of tobacco, such as vapes	
They are available in flavors I like	
It looks cool	
To relax or relieve stress or anxiety	
To focus or concentrate	
For the nicotine buzz	
Because I am "hooked"	
To control my weight	
For some other reason	

Question HS/MS Q.21: Why do you currently smoke cigarettes? (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.

Only respondents who either answered "Yes" or did not select any answer to the question "Have you smoked cigarettes in the past 30 days?" were asked to answer this question.

Table Q3.5

Methods of Obtaining Cigarettes

	NT %
I buy them myself	
I ask someone else to buy them for me	
Someone gives them to me	
I take them from someone	
I get them some other way	

Question HS/MS Q.22: How do you usually get your cigarettes?

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

Only respondents who either answered "Yes" or did not select any answer to the question "Have you smoked cigarettes in the past 30 days?" were asked to answer this question.

Table Q3.6

Purchase Locations for Cigarettes

	NT %
From someone	
A store such as a convenience store, supermarket, gas station, or liquor store	
A vape shop or tobacco shop	
A mall or shopping center kiosk/stand	
On the internet (including apps)	
Through a delivery service (such as DoorDash or Postmates)	
Other	

Question HS/MS Q.23: Where do you usually buy your cigarettes?

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

Only respondents who answered "I buy them myself" to the question "How do you usually get your cigarettes?" were asked to answer this question.

Table Q3.7

Purchase of Cigarettes at School

	NT %
No	
Yes	

Question HS/MS Q.24: Have you ever purchased cigarettes (or one cigarette) from someone at school or on school property?

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

Only respondents who either answered "Yes" or did not select any answer to the question "Have you smoked cigarettes in the past 30 days?" were asked to answer this question.

Table Q3.8

Smoking Frequency Compared to One Year Ago

	NT %
More	
About the same	
Less	

Question HS/MS Q25: Compared to one year ago, are you now smoking cigarettes more, about the same, or less than before?

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

Only respondents who either answered "Yes" or did not select any answer to the question "Have you smoked cigarettes in the past 30 days?" were asked to answer this question.

4. Cessation

Table Q4.1

Disire to Quit

	NT %
Would you like to quit...	
vaping?	
No	
Yes	
smoking cigarettes?	
No	
Yes	

Question HS/MS Q.10, 26: Would you like to quit vaping?... Would you like to quit smoking cigarettes?

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

Respondents were asked to answer the question on desire to quit vaping only if they either answered "Yes" or did not select any answer to the question "Have you vaped tobacco or nicotine in the past 30 days?".

Respondents were asked to answer the question on desire to quit smoking cigarettes only if they either answered "Yes" or did not select any answer to the question "Have you smoked cigarettes in the past 30 days?".

Table Q4.2

Likelihood of Quitting

	NT %
How likely are you to try to quit...	
vaping?	
Definitely will	
Probably will	
May or may not	
Probably will not	
Definitely will not	
smoking cigarettes?	
Definitely will	
Probably will	
May or may not	
Probably will not	
Definitely will not	

Question HS/MS Q.11, 27: How likely are you to try to quit vaping?... How likely are you to try to quit smoking cigarettes?

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

Respondents were asked to answer the question on the likelihood to quit vaping only if they either answered "Yes" or did not select any answer to the question "Have you vaped tobacco or nicotine in the past 30 days?".

Respondents were asked to answer the question on the likelihood to quit cigarette smoking only if they either answered "Yes" or did not select any answer to the question "Have you smoked cigarettes in the past 30 days?".

Table Q4.3
Perceived Control Over Quitting

	NT %
How much control do you have over whether you quit...	
vaping?	
No control at all	
A little control	
Medium control	
A lot of control	
Total control	
smoking cigarettes?	
No control at all	
A little control	
Medium control	
A lot of control	
Total control	

Question HS/MS Q.12, 28: How much control do you have over whether you quit vaping?... How much control do you have over whether you quit smoking cigarettes?

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

Respondents were asked to answer the question related to perceived control over quitting vaping only if they either answered "Yes" or did not select any answer to the question "Have you vaped tobacco or nicotine in the past 30 days?".

Respondents were asked to answer the question related to perceived control over quitting cigarette smoking only if they either answered "Yes" or did not select any answer to the question "Have you smoked cigarettes in the past 30 days?".

5. Attitudes and Beliefs

Table Q5.1

Difficulty in Refusing Vape or Cigarette Offers from Friends

	NT %
How hard would it be for you to refuse or say "no" to a friend who offered you...	
a vape?	
Very hard	13
Hard	2
Easy	28
Very easy	58
a cigarette to smoke?	
Very hard	6
Hard	2
Easy	17
Very easy	75

Question HS/MS Q.13, 28: How hard would it be for you to refuse or say "no" to a friend who offered you a vape?... How hard would it be for you to refuse or say "no" to a friend who offered you a cigarette to smoke?

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

Only respondents who answered "No" to the question "Have you ever vaped tobacco or nicotine?" were asked to answer the question related to difficulty in refusing vape offers.

Only respondents who answered "No" to the question "Have you ever smoked cigarettes?" were asked to answer the question related to difficulty in refusing cigarette offers.

Table Q5.2

Perceived Likelihood of Using in the Next Year

	NT %
How likely do you think it is that you will...	
vape at least one time in the next year?	
I am sure it will not happen	56
It probably will not happen	27
There is an even chance (50–50) that it will happen	6
It probably will happen	8
It will happen for sure	3
smoke one or more cigarettes in the next year?	
I am sure it will not happen	84
It probably will not happen	5
There is an even chance (50–50) that it will happen	8
It probably will happen	0
It will happen for sure	3

Question HS/MS Q.14, 30: How likely do you think it is that you will vape at least one time in the next year?...
How likely do you think it is that you will smoke one or more cigarettes in the next year?

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

Only respondents who answered "No" to the question "Have you ever vaped tobacco or nicotine?" were asked to answer the question related to the perceived likelihood of vaping.

Only respondents who answered "No" to the question "Have you ever smoked cigarettes?" were asked to answer the question related to the perceived likelihood of smoking.

Table Q5.3
Estimated Vape and Cigarette User Among Peers

	NT %
Think about a group of 100 students (about three classrooms) in your grade. About how many students do you think...	
vape tobacco or nicotine at least once a month?	
0	37
10	13
20	9
30	3
40	3
50	15
60	7
70	3
80	4
90	3
100	1
smoke cigarettes at least once a month?	
0	45
10	19
20	11
30	8
40	3
50	6
60	3
70	0
80	3
90	0
100	0

Question HS/MS Q.15, 31: Think about a group of 100 students (about three classrooms) in your grade. About how many students do you think vape tobacco or nicotine at least once a month?... Think about a group of 100 students (about three classrooms) in your grade. About how many students do you think smoke cigarettes at least once a month?

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

Table Q5.4

Personal Disapproval of Daily Vaping and Smoking Among Peers

	NT %
How do you feel about someone your age...	
vaping nicotine or tobacco multiple times every day?	
Neither approve nor disapprove	65
Somewhat disapprove	17
Strongly disapprove	18
smoking one or more packs of cigarettes a day?	
Neither approve nor disapprove	37
Somewhat disapprove	23
Strongly disapprove	40

Question HS/MS Q.16, 32: How do you feel about someone your age vaping nicotine or tobacco multiple times every day?... How do you feel about someone your age smoking one or more packs of cigarettes a day?
Note: Cells are empty if there are less than 10 respondents.

Table Q5.5

Perceived Peer Disapproval of Heavy Use

	NT %
How do you think your close friends would feel about you...	
vaping nicotine or tobacco multiple times every day?	
Neither approve nor disapprove	55
Somewhat disapprove	23
Strongly disapprove	23
smoking one or more packs of cigarettes a day?	
Neither approve nor disapprove	37
Somewhat disapprove	16
Strongly disapprove	48

Question HS/MS Q.17, 33: How do you think your close friends would feel about you vaping nicotine or tobacco multiple times every day?... How do you think your close friends would feel about you smoking one or more packs of cigarettes a day?
Note: Cells are empty if there are less than 10 respondents.

6. Exposure to Prevention Programs

Table Q6.1

Tobacco Education in School, Past 12 Months

	NT %
During the past 12 months, did you do any of these things at school?...	
Have lessons about tobacco and its effects on the body	
No	52
Yes	30
Not sure	18
Practice different ways to refuse or say "no" to tobacco offers	
No	60
Yes	21
Not sure	19

Question HS/MS Q.34, 35: During the past 12 months, did you do any of these things at school?... Have lessons about tobacco and its effects on the body... Practice different ways to refuse or say "no" to tobacco offers.
Note: Cells are empty if there are less than 10 respondents.

Table Q6.2

Discussions with Parents/Guardians on the Risks of Tobacco Use, Past 12 Months

	NT %
No	69
Yes	31

Question HS/MS Q.36: During the past 12 months, have you talked with at least one of your parents or guardians about the dangers of tobacco use?
Note: Cells are empty if there are less than 10 respondents.

Table Q6.3

Seeking Help for Quitting Vaping and Smoking at School, Past 12 Months

	NT %
In the past 12 months, did you do any of the following things at school to get help to quit vaping or smoking cigarettes?...	
Go to a special group or class	
No	79
Yes	21
Talk to an adult at your school about how to quit	
No	69
Yes	31
Talk to a peer helper about how to quit	
No	83
Yes	17

Question HS/MS Q.37-39: In the past 12 months, did you do any of the following things at school to get help to quit vaping or smoking cigarettes? Go to a special group or class... Talk to an adult at your school about how to quit... Talk to a peer helper about how to quit.

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

Only respondents who answered "Yes" to the question "Have you ever vaped tobacco or nicotine?" or those who selected "Yes" to the question "Have you ever smoked cigarettes?" were asked to answer these questions.

Appendix

CHKS Content Overview, 2023-24

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 (ca-safe-supportive-schools.wested.org/resources).

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

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 the LCAP. It provides schools with essential data to determine the degree to which they provide the conditions and supports that all youth need to succeed in learning and developmentally thrive. Forty-nine items assessing 14 school climate domains included in a *School Climate Report Card (SCRC)*.[3] All districts receive a district-level SCRC and can request school-level SCRCs. The items used in the SCRC 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 learning and academic performance. Data for high school students show that as school climate improves—as the schools became safer, more supportive, and more engaging—academic performance increased as well.[4]

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 more positive the school climate, 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.[5]

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 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

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[1] To see how local results compare with state averages in California, download a copy of the latest Biennial State CHKS report (calschls.org/reports-data/#state-level_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 and county-level data can also be examined interactively on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard).

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

[3] See calschls.org/reports-data/#scrc

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

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

expectations at school.[6] 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 20 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 being 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.

- **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.[7] 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.[8]

DEMOGRAPHIC CHARACTERISTICS AND POPULATION GROUP DIFFERENCES (Section 3)

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 groups in the school and help them to identify, and target programs for, youth most in need. School districts can use these data to meet LCAP requirements 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 all the LCAP priority groups such as race/ethnicity, gender, parental education, English learner and long-term English learner status, disability status, foster youth, and unhoused youth. For selected key indicators, the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard) can be used to display group differences across these same groups as well as additional groups (e.g., chronic sadness, caring relationships). Districts/schools can also subscribe to the District CalSCHLS private data dashboard to disaggregate their CHKS results by these groups for each school (email calschls@wested.org).

Racial-Ethnic Group Identification

Respondents self-report their identification with six racial/ethnic groups. 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.[9] They were highest in schools with large proportions of white and Asian students, as well as

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

[7] 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.

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

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

in middle- and high-income schools. Controlling for socioeconomic status and other school demographic characteristics reduced these racial/ethnic group differences, but the disparities still remained. This suggests that school climate factors related to student well-being may also play a role in racial/ethnic group differences in achievement. 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*.[10] White students feel more safe, engaged, and supported than their African American, Hispanic, and Asian peers *within the same school*.[11] Inequities in these factors can possibly contribute to the achievement differences. Further, these findings suggest that practices designed to ensure equitable access to academic resources, opportunities, learning supports, and promotion of common experiences may be effective in ameliorating the gap.

Youth in Foster Care

Compared to youth who live with their parents, youth in foster care settings report much higher rates of substance abuse, poor school attendance and grades, more violence-related behaviors, more harassment, and higher depression risk.[12] [13] They were also more likely to be low in caring adult relationships and total developmental support.

Unhoused Youth

Homeless youth are substantially more likely than other youth to engage in substance use, have lower attendance at school and struggle with academic performance, feel less safe at school and experience greater levels of harassment and bullying, and exhibit higher levels of chronic sadness.[14] Like youth in foster care, unhoused youth were also more likely to be low in caring adult relationships at school.

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.[15] [16] For example, analysis of the Biennial State CHKS data indicate that LGBTQ youth[17] 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

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

[11] See calschls.org/my-surveys/

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

[13] See calschls.org/my-surveys/

[14] See calschls.org/my-surveys/

[15] Hanson, T., Zhang, G., Cerna, R., Stern, A., & Austin, G. (2019) Understanding the experiences of LGBTQ youth in California. San Francisco, CA: WestEd. Download wested.org/resources/lgbtq-students-in-california/

[16] 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. https://doi.org/10.1146/annurev-clinpsy-021815-093153

[17] See calschls.org/my-surveys/

- receive substantially fewer social supports from teachers and peers at school than their counterparts who do not identify as LGBTQ.

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 6)

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.[18] 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, school boredom, and self-reported grades provide insight into cognitive engagement; the School Connectedness scale and school value item into emotional engagement; and attendance data into behavioral engagement. Another behavioral engagement indicator on the survey is substance use at school. 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 three protective factors in their school (caring relationships, high expectations, and opportunities for meaningful participation). These protective factors 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 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.

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 2019-21 State CHKS, the percentage of students agreeing with the questions on this scale ranged from 64 percent in 11th grade to 71 percent in 7th.[19]

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

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[18] 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. https://doi.org/10.1016/j.learninstruc.2013.04.002

[19] Download data.calschls.org/resources/Biennial_State_1921.pdf

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

In addition, the supplementary School Climate Module includes Student Learning Environment and Learning Engagement Climate scales and a series of questions about supports for learning and academic rigor.

School Boredom – School Value

Boredom is commonly experienced among secondary students, but its meaning and effects vary from student to student. Student boredom can be associated with specific subjects and academic tasks or it can be a pervasive response to school activities. Frequent boredom is associated with poor academic and mental health outcomes. Two CHKS questions ask about students' school boredom (school is really boring) and how much they value their schooling experience (school is worthless and a waste of time). Combined, these two survey questions are used to identify School Boredom Mindset Profiles.[20,21]

			School is really boring										
			Low Boredom				Mid Boredom			High Boredom			
			0 Disagree	1	2	3	4	5	6	7	8	9	10 Agree
School is worthless, a waste of time	High Value	0 Disagree	**Optimal** 1 Low Boredom–High Value Students did not think school was boring and valued school highly				4 Mid Boredom–High Value Students valued school highly with mid-level school boredom			7 High Boredom–High Value Students indicated school was very boring, yet they valued it highly			
		1											
		2											
		3											
	Mid Value	4	2 Low Boredom–Mid Value				5 Mid Boredom–Mid Value Students with mid-level school boredom and school value			8 High Boredom–Mid Value Students indicated school was very boring, and valued it at a mid level			
		5											
		6											
	Low Value	7	3 Low Boredom–Low Value *Only a low percentage of students' responses place them in groups 2, 3, and 6.*				6 Mid Boredom–Low Value			**Suboptimal** 9 High Boredom–Low Value Students indicated school was very boring, and valued it at a very low level			
		8											
		9											
		10 Agree											

Students with high school boredom and low school-value, a suboptimal profile, report substantially poorer well-being than students with low boredom combined with elevated school-value, an optimal profile.

[20] Furlong, M. J., Smith, D. C., Springer, T., & Dowdy, E. (2021). Bored with school! Bored with life? Well-being characteristics associated with a school boredom mindset. *Journal of Positive School Psychology, 5*(1), 42–64. https://www.covitalityucsb.info/ewExternalFiles/10.%20Furlong%20et%20al%20Boredom-JPSP..pdf

[21] See D. Michael Furlong's RISE 360 School Boredom Resource to learn more about school boredom and how these two items are combined to identify School Boredom Mindset Profiles https://rise.articulate.com/share/evs7SLqtz3xvWkgVnQjW6YNu1vFyRm6_#/

Moreover, students with high school boredom and high school-value may be experiencing episodic or task-specific boredom, which requires different types of support than students who exhibit the suboptimal pattern. The percentage of students falling in each of these profile groups is presented in the CHKS report so that school personnel can monitor the boredom experiences of students to best address their academic and social-emotional needs.

Absenteeism

Before good teachers with quality curriculums and engaging activities can improve academic performance, the students have to show up. The CHKS provides data to identify what proportion of respondents are at risk of chronic absenteeism (missed 3 or more days during the past 30 days) and what were the reasons for absences.

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.[22]

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 schoolwork, and being bored or uninterested in school, another good indicator of disengagement.[23]

Developmental Supports

Research shows that when schools (or families or communities) provide three developmental supports—**caring adult relationships, high expectations, and opportunities for meaningful participation**—students are more likely to report more positive academic, social-emotional, and health outcomes, including higher grades, school connectedness, attendance, and perceived safety. CHKS measures these supports using multi-item scales. Results overall suggest that the great majority of students do not receive sufficient levels of support and that the supports received are lower in high school than in middle school, even though student need for them is arguably higher.[24] [25] [26] [27] [28] [29]

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.[30] 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

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[22] 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/

[23] Austin, Hanson, Bala, & Zheng. (2023). Download data.calschls.org/resources/18th_Biennial_State_1921.pdf

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

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

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

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

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

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

[30] 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.

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 declines markedly after elementary school. A substantial minority of middle and high school students are not connected to their schools. On the 2017-19 State CHKS, the average percentage of students agreeing to these scale questions declined from 62 percent in 7th grade to 53 percent in 11th, a decline similar to that found for the Academic Motivation scale.[31] 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.[32] [33]

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.[34]

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 2018/20 data from the questions on both modules found that a plurality of students report that their school facilities are in good condition, but a non-trivial minority of students were dissatisfied with the condition of their school facilities.[35] 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 8)

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.[36] 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.[37] These behaviors adversely affect not only students' ability

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[31] Austin, Hanson, Zhang, & Zheng. (2020). Download [data.calschls.org/resources/Biennial_State_1719.pdf. School Connectedness was not assessed on the 2019-21 State CHKS because the majority of students did not attend school in-person in 2020-21 due to the COVID-19 pandemic.](data.calschls.org/resources/Biennial_State_1719.pdf)

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

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

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

[35] Hanson & Zheng. (2021). Download calschls.org/docs/facilities_030221.pdf

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

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

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.[38] [39] [40]

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 A6.3).

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.[41]

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.

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 A8.2). About three-in-ten secondary students report experiencing some harassment in the past year on the 2017-19 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.

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

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

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

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

[42] Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf. Harassment at school was not assessed on the 2019-21 State CHKS due to the COVID-19 pandemic.

[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

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.[45] 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.[46] About 14 percent of 7th and 9th graders report seeing someone carrying a weapon compared to 11 percent of 11th graders.

SUBSTANCE USE (Sections 9 and 10)

An important barrier to learning, positive youth development, and health, substance use is assessed by the CHKS Core.

Alcohol and Other Drug Use (Section 9)

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

Reflecting this, on the California School Staff Survey, 39 percent of high school staff statewide reported that alcohol and drug use are a moderate to severe problem at their school.[47]

Alcohol and Other Drug Use at School (Section 9)

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.[48] Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools.[49] [50]

Cigarette Smoking (Section 10)

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.[51] [52]

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[45] Students who participated in school exclusively via remote learning were not asked these questions in 2020-21.

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

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

[48] 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.

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

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

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

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

SOCIAL AND EMOTIONAL HEALTH (Section 7)

Student mental health can have a big impact on their health and well-being. The CHKS Core provides four measures for assessing mental health among students: (1) whether they experience chronic, incapacitating sadness or hopelessness; (2) whether they ever contemplated suicide; (3) social and emotional distress; and (4) life satisfaction. 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.[53] 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.[54]

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.[55] [56]

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 social-emotional competencies.

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

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

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

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