CALIFORNIA
CalSCHLS
SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY

Plumas Unified Secondary 2017-2018 Main Report

California Department of EDUCATION

Health&Human Development Program AT WestEd

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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.

This report provides the detailed results for each question from this school/district's 2017-18 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic.

The CHKS, along with its two companion surveys–*California School Staff Survey* (CSSS) for staff and the *California School Parent Survey* (CSPS)–is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Surveys (CalSCHLS) System*, the largest, most comprehensive state 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, and stakeholder engagement, as well as 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.

These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, emotional, and physical development of all students; create more positive, engaging school environments for students, staff, and parents; 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 survey website (chks.wested.org), including ***Helpful Resources for Local Control and Accountability Plans*** (chks.wested.org/resources/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 Technical Assistance Center offers a Data Workshop to help identify local needs and develop action plans to meet those needs, including a *Listening to Students Workshop* for involving student voice in the process (see below).

THE SURVEY

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

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 outlined in Exhibit 1, 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 great majority of the questions are school-specific, including the following indicators:

- Student grades, truancy, attendance rate and reasons for missing school, academic motivation, and school connectedness, as indicators of engagement;
- The levels of students' three fundamental 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 safety and the frequency and type of harassment and bullying at school; and
- Levels of violence, substance use, and crime-related behavior (e.g., weapons possession) at school.

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

What's New? For 2017-18, the following improvements are made to the Core Module:

- Added questions assessing frequency of school absences; lifetime frequency of heroin use, and vaping, eating, or drinking marijuana; perceived harm and availability of e-cigarettes; being an immigrant as a reason for being harassed or bullied;
- Modified sexual orientation question to better assess gender identity; and
- Expanded Opportunities for Meaningful Participation scale questions for better reliability.

Supplemental School Climate Module

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 and positive peer relationships, respect for diversity, and the quality of the physical environment (download from chks.wested.org/administer/download/supplemental/#clim). These questions are also included in the staff survey, so you can compare staff and student perceptions on the same constructs.

Supplemental Social Emotional Health Module (SEHM)

The SEHM greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional competencies linked to student mental health and well-being, academic success, and college and career readiness. It includes 56 items that capture the totality of core adolescent psychological assets.

SURVEY ADMINISTRATION AND SAMPLING

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. Student participation was voluntary, anonymous, and confidential.

- Table A1.1 gives 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 students enrolled in each of them that completed the survey (included in the district report).
- Appendix II provides detailed information about the survey content areas (included in the district report).

THE REPORT

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

Racial/Ethnic and Gender Results

Summary tables provide key findings (e.g., safety, harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories and gender (see Sections 9 and 10). Schools can request supplementary reports disaggregating all their CHKS results by the race/ethnicity or gender of students or by other demographic categories (see Next Steps below).

UNDERSTANDING THE DATA

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results, such as changes that occur in survey content, administration, and/or sample characteristics between administrations. The following are a few of the key issues that should be kept in mind. A more detailed discussion of these topics can be found in the *CHKS Guidebook to Data Use and Dissemination* (download chks.wested.org/resources/chks_guidebook_3_datause.pdf).

Sample Characteristics.

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%. 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

The CHKS website contains numerous guidebooks and other resources for using and understanding survey results.

- *CHKS* ***Guidebook to Data Use and Dissemination*** provides step-by-step instructions on how to interpret survey results and effectively disseminate them (download chks.wested.org/resources/chks_guidebook_3_datause.pdf).
- CHKS **factsheets** (chks.wested.org/using-results/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.
- ***Making Sense of School Climate*** provides a discussion of all the CalSCHLS survey items that relate to school climate (download californiaS3.wested.org/resources/S3_schoolclimateguidebook_final.pdf).
- ***Helpful Resources for Local Control and Accountability Plans*** (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf) describes how survey items align with LCAP priorities and indicators. Also available is an LCAP-related PowerPoint presentation (chks.wested.org/training-support/workshops-presentations).
- The ***School Climate Connection Newsletter*** provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on the CHKS or CaliforniaS3 websites.
- 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.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process of continuous improvement. The following describes some followup steps you should take and some custom services (additional fees apply) available from the CalSCHLS TA Center to 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

First and foremost, engage students, staff, parents, and community stakeholders in reviewing and exploring the meaning of the results and obtain their input into how the school might better meet the identified needs and into the development of a detailed action plan. This communicates to stakeholders that you value their input into how to improve the schools and gives them an opportunity for meaningful participation. This helps enhance pupil engagement and parent involvement, two LCAP priorities. Their input, in turn, will help in identifying school needs and developing an effective response. It will also promote higher

rates of participation the next time the survey is administered, as stakeholders will see how the data has been used for positive purposes.

As part of this process, it is highly recommended that you conduct a structured *Listening to Students Workshop* in which you explore with students, as adults observe, the meaning of survey results and obtain their input on how to address the needs identified by the survey and school improvement in general. These workshops were found to be a highly effective in fostering school climate improvements as part of CDE's Safe and Supportive School Projects (see CaliforniaS3.wested.org). For more information, email schoolclimate@wested.org.

Compare Results with Other Data

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

- **Staff and Parent Surveys**. The results of this student survey should be compared to those obtained from the CalSCHLS surveys of school staff and parents. It is important to determine how consistent are student, staff, and parent perceptions and experiences. If you did not administer these companion surveys, consider doing so next time.
- **Elementary CHKS Results**. Examine how the results from 7th, 9th, and 11th graders compare with those from 5th graders on common indicators to see the developmental trajectory in the results and explore what programs at the elementary level might help mitigate problems that are evident among older students.
- **Other Data**. Examine how the results compare with other data typically collected by schools that relate to the variables assessed, such as discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

Data Workshop

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

For more information, contact your CalSCHLS TA Center (call 888.841.7536) or email schoolclimate@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 (additional fees apply) are available through the CalSCHLS TA Center 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 (a fee applies). Two types of reports are available:

- A full report with all the survey results; and

- A short, user-friendly, graphic **School Climate Report Card** that provides results across eight domains of school climate and provides an overall **School Climate Index** score based on those domains. (View a sample report: visit (californiaS3.wested.org/resources/California_State_SCRC_1314.pdf).

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 Regional TA Centers can produce full reports that look at how results vary by demographic subgroups (e.g., race/ethnicity as discussed above, or by youth who are low in academic motivation compared those who are high). This is particularly important given the LCAP requirement that districts identify and address the needs of underserved, vulnerable subgroups. This helps in understanding the meaning of the results and developing interventions that target groups most in need.

Analyze Dataset

The complete dataset is available electronically for additional analysis (there is a small fee for preparation). 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 from the CalSCHLS TA Center as a custom service.

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.

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			✓		
Social-emotional competencies and health			✓	✓	
Social emotional distress			✓		
Violence and victimization (bullying)	✓			✓	✓
Zest			✓		
School Climate					
Academic rigor and norms				✓	✓
College and career supports		✓		✓	✓
Family support			✓		
High expectations	✓			✓	✓
Meaningful participation and decision-making	✓			✓	✓
Parent involvement	✓			✓	✓
Quality of physical environment	✓	✓		✓	✓
Relationships among staff				✓	
Relationships among students		✓	✓	✓	✓
Relationships between students and staff	✓			✓	✓
Respect for diversity and cultural sensitivity		✓		✓	✓
Teacher and other supports for learning		✓		✓	✓
School Climate Improvement Practices					
Bullying prevention		✓		✓	✓
Discipline and order (policies, enforcement)		✓		✓	✓
Services and policies to address student needs				✓	
Social-emotional/behavioral supports		✓		✓	✓
Staff supports				✓	

ACKNOWLEDGMENTS

The CHKS and this report were developed by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For more information, call the toll-free helpline at 888.841.7536, or visit the website at chks.wested.org.

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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	
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	
I. Gender & Sex-Based Harassment Module	
J. Military Connected School Module	
K. Physical Health & Nutrition Module	X
L. Resilience & Youth Development Module	
M. Safety & Violence Module	
N. School Climate Module	
O. Sexual Behavior Module	
P. Social Emotional Health Module	
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]
Student Sample Size				
Target sample	136	146	117	–
Final number	122	126	83	–
Response Rate	90%	86%	71%	–

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

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness†	29	25	21	–	A4.6
Academic motivation†	45	38	21	–	A4.6
Chronic truancy (twice a month or more often)§	2	5	5	–	A4.2
Caring adult relationships‡	44	36	41	–	A4.5
High expectations‡	54	44	44	–	A4.5
Meaningful participation‡	24	18	17	–	A4.5
Facilities upkeep	33	26	23	–	A4.13
School Safety and Substance Use					
School perceived as very safe or safe	71	63	65	–	A5.1
Experienced any harassment or bullying§	38	51	35	–	A5.2
Had mean rumors or lies spread about you§	46	50	38	–	A5.3
Been afraid of being beaten up§	28	18	7	–	A5.4
Been in a physical fight§	23	14	14	–	A5.4
Seen a weapon on campus§	23	29	16	–	A5.6
Been drunk or "high" on drugs at school, ever	3	12	16	–	A6.9
Mental and Physical Health					
Current alcohol or drug use¶	11	23	49	–	A6.5
Current binge drinking¶	2	7	23	–	A6.5
Very drunk or "high" 7 or more times	4	10	25	–	A6.7
Current cigarette smoking¶	3	6	5	–	A7.3
Current electronic cigarette use¶	4	10	34	–	A7.3
Experienced chronic sadness/hopelessness§	28	34	33	–	A8.4
Considered suicide§	na	18	17	–	A8.5

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

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

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

§*Past 12 months.*

¶*Past 30 days.*

na—Not asked of middle school students.

3. Demographics

Table A3.1
Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	49	51	51	–
Female	51	49	49	–

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

Table A3.2
Hispanic or Latino

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	83	86	76	–
Yes	17	14	24	–

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

Table A3.3
Race

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	4	7	2	–
Asian	1	0	1	–
Black or African American	4	1	0	–
Native Hawaiian or Pacific Islander	0	1	0	–
White	64	68	66	–
Mixed (two or more) races	27	23	30	–

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

Table A3.4
Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parent or guardian	92	93	93	–
Other relative's home	2	2	1	–
A home with more than one family	3	1	1	–
Friend's home	0	0	1	–
Foster home, group care, or waiting placement	1	0	1	–
Hotel or motel	0	0	0	–
Shelter, car, campground, or other transitional or temporary housing	0	1	1	–
Other living arrangement	2	3	1	–

Question HS/MS A.8: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.
Note: Cells are empty if there are less than 10 respondents.

Table A3.5
Highest Education of Parents

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	3	7	11	–
Graduated from high school	18	18	14	–
Attended college but did not complete four-year degree	14	14	27	–
Graduated from college	43	46	41	–
Don't know	23	14	7	–

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

Table A3.6

Free or Reduced Price Meals Eligibility

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	40	54	45	–
Yes	39	33	40	–
Don't know	21	13	16	–

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

Table A3.7

Participation in Migrant Education Program, Past 3 Years

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	79	83	94	–
Yes	0	2	4	–
Don't know	21	15	2	–

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

Table A3.8

Language Spoken at Home

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
English	93	93	88	–
Spanish	6	6	10	–
Mandarin	0	1	0	–
Cantonese	0	0	0	–
Taiwanese	0	0	0	–
Tagalog	0	0	0	–
Vietnamese	0	0	0	–
Korean	0	0	0	–
Other	2	1	2	–

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

Table A3.9

English Language Proficiency – All Students

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
How well do you...				
understand English?				
Very well	92	94	93	–
Well	7	5	6	–
Not well	1	1	1	–
Not at all	0	0	0	–
speak English?				
Very well	91	94	87	–
Well	7	5	13	–
Not well	2	1	0	–
Not at all	0	0	0	–
read English?				
Very well	87	90	89	–
Well	11	10	10	–
Not well	2	1	1	–
Not at all	0	0	0	–
write English?				
Very well	86	85	81	–
Well	11	13	14	–
Not well	2	1	5	–
Not at all	1	1	0	–
English Language Proficiency Status				
Proficient	86	88	84	–
Not proficient	14	12	16	–

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

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

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

Proficient: students with average item response $>$ 3.5; and

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

Table A3.10

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
How well do you...				
understand English?				
Very well			80	–
Well			10	–
Not well			10	–
Not at all			0	–
speak English?				
Very well			70	–
Well			30	–
Not well			0	–
Not at all			0	–
read English?				
Very well			80	–
Well			10	–
Not well			10	–
Not at all			0	–
write English?				
Very well			70	–
Well			10	–
Not well			20	–
Not at all			0	–
English Language Proficiency Status				
Proficient			70	–
Not proficient			30	–

Question HS/MS A.13-16: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

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

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

Proficient: students with average item response $>$ 3.5; and

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

Table A3.11

Number of Days Attending Afterschool Program

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	86	74	80	–
1 day	2	3	5	–
2 days	2	2	2	–
3 days	1	3	1	–
4 days	2	4	0	–
5 days	8	13	12	–

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

Table A3.12

Military Connections

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	90	97	98	–
Yes	6	3	2	–
Don't know	4	1	0	–

Question HS A.128/MS A.117: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?
Note: Cells are empty if there are less than 10 respondents.

Table A3.13

Sexual Orientation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Straight (not gay)	82	83	88	–
Gay or Lesbian	1	3	0	–
Bisexual	5	5	7	–
I am not sure yet	5	4	4	–
Something else	1	3	0	–
Decline to respond	6	2	1	–

Question HS A.129/MS A.118: Which of the following best describes you?
Note: Cells are empty if there are less than 10 respondents.

Table A3.14

Gender Identity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I am not transgender	92	97	96	–
Yes, I am transgender	3	1	3	–
I am not sure if I am transgender	2	1	0	–
Decline to respond	4	1	1	–

Question HS A.130/MS A.119: 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	23	23	14	–
A's and B's	37	30	28	–
Mostly B's	6	6	11	–
B's and C's	18	18	30	–
Mostly C's	4	10	7	–
C's and D's	8	8	10	–
Mostly D's	3	5	0	–
Mostly F's	1	0	0	–

Question HS/MS A.18: During the past 12 months, how would you describe the grades you mostly received in school?
Notes: 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	72	67	–
1-2 times	7	13	17	–
A few times	9	8	11	–
Once a month	0	2	0	–
Twice a month	1	4	2	–
Once a week	1	0	1	–
More than once a week	0	1	1	–

Question HS/MS A.21: During the past 12 months, about how many times did you skip school or cut classes?
Notes: 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	33	30	31	–
1 day	31	22	14	–
2 days	23	30	20	–
3 or more days	14	19	34	–

Question HS/MS A.19: In the past 30 days, how often did you miss an entire day of school for any reason?
Notes: 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	33	30	28	–
Illness (feeling physically sick), including problems with breathing or your teeth	41	39	34	–
Were being bullied or mistreated at school	3	4	4	–
Felt very sad, hopeless, anxious, stressed, or angry	2	8	11	–
Didn't get enough sleep	3	6	12	–
Didn't feel safe at school or going to and from school	1	4	4	–
Had to take care of or help a family member or friend	6	9	8	–
Wanted to spend time with friends	3	0	1	–
Use alcohol or drugs	0	1	1	–
Were behind in schoolwork or weren't prepared for a test or class assignment	1	2	12	–
Were bored or uninterested in school	1	3	8	–
Had no transportation to school	1	1	0	–
Other reason	23	37	31	–

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

Table A4.5

School Environment Scales (Developmental Supports)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Total school supports					
Average Reporting "Very much true"	41	32	34	–	
High	51	36	41	–	
Moderate	37	55	50	–	
Low	12	9	9	–	
Caring adults in school					
Average Reporting "Very much true"	44	36	41	–	A4.7
High	52	38	49	–	
Moderate	38	55	48	–	
Low	9	7	4	–	
High expectations-adults in school					
Average Reporting "Very much true"	54	44	44	–	A4.8
High	61	56	49	–	
Moderate	31	40	45	–	
Low	8	4	6	–	
Meaningful participation at school					
Average Reporting "Very much true"	24	18	17	–	A4.9
High	24	15	19	–	
Moderate	41	54	39	–	
Low	34	31	42	–	

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.

Table A4.6

School Connectedness, Academic Motivation, and Parent Involvement Scales

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Connectedness					
Average Reporting "Strongly agree"	29	25	21	–	A4.10
High	54	46	43	–	
Moderate	35	37	45	–	
Low	11	17	12	–	
Academic Motivation					
Average Reporting "Strongly agree"	45	38	21	–	A4.11
High	42	35	23	–	
Moderate	34	44	39	–	
Low	24	21	39	–	
Parent Involvement in School					
Average Reporting "Strongly agree"	31	16	16	–	A4.12
High	53	29	29	–	
Moderate	33	43	40	–	
Low	13	28	31	–	

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.

Table A4.7
Caring Relationships Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring adults in school				
Average Reporting "Very much true"	44	36	41	–
At my school, there is a teacher or some other adult...				
who really cares about me.				
Not at all true	9	8	6	–
A little true	20	22	17	–
Pretty much true	31	31	36	–
Very much true	40	39	41	–
who notices when I'm not there.				
Not at all true	10	12	5	–
A little true	18	22	27	–
Pretty much true	27	37	28	–
Very much true	45	29	40	–
who listens to me when I have something to say.				
Not at all true	8	6	4	–
A little true	18	21	23	–
Pretty much true	30	36	30	–
Very much true	45	37	43	–

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

Table A4.8
High Expectations Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-adults in school				
Average Reporting "Very much true"	54	44	44	–
At my school, there is a teacher or some other adult...				
who tells me when I do a good job.				
Not at all true	6	4	6	–
A little true	16	18	20	–
Pretty much true	29	39	35	–
Very much true	49	39	39	–
who always wants me to do my best.				
Not at all true	5	4	2	–
A little true	11	13	17	–
Pretty much true	28	36	31	–
Very much true	56	48	49	–
who believes that I will be a success.				
Not at all true	9	5	7	–
A little true	12	16	20	–
Pretty much true	22	32	28	–
Very much true	57	47	45	–

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

Table A4.9

Meaningful Participation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation at school				
Average Reporting "Very much true"	24	18	17	–
At school...				
I do interesting activities.				
Not at all true	11	13	13	–
A little true	17	22	27	–
Pretty much true	35	31	34	–
Very much true	36	35	26	–
I help decide things like class activities or rules.				
Not at all true	27	37	37	–
A little true	27	32	26	–
Pretty much true	22	20	21	–
Very much true	24	11	17	–
I do things that make a difference.				
Not at all true	21	22	30	–
A little true	35	38	30	–
Pretty much true	16	20	25	–
Very much true	28	20	14	–
I have a say in how things work.				
Not at all true	34	33	39	–
A little true	24	37	29	–
Pretty much true	22	18	16	–
Very much true	19	13	16	–
I help decide school activities or rules.				
Not at all true	48	47	46	–
A little true	24	31	23	–
Pretty much true	13	12	17	–
Very much true	15	10	14	–

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

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

Table A4.10

School Connectedness Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness				
Average Reporting "Strongly agree"	29	25	21	–
I feel close to people at this school.				
Strongly disagree	7	8	6	–
Disagree	7	9	10	–
Neither disagree nor agree	21	20	20	–
Agree	35	34	39	–
Strongly agree	30	29	25	–
I am happy to be at this school.				
Strongly disagree	10	10	12	–
Disagree	7	10	13	–
Neither disagree nor agree	20	22	28	–
Agree	28	33	30	–
Strongly agree	35	25	17	–
I feel like I am part of this school.				
Strongly disagree	8	9	6	–
Disagree	9	11	10	–
Neither disagree nor agree	21	19	27	–
Agree	32	36	36	–
Strongly agree	30	25	22	–
The teachers at this school treat students fairly.				
Strongly disagree	12	12	11	–
Disagree	10	13	17	–
Neither disagree nor agree	18	21	25	–
Agree	34	30	31	–
Strongly agree	26	24	16	–
I feel safe in my school.				
Strongly disagree	8	9	7	–
Disagree	5	7	2	–
Neither disagree nor agree	24	31	27	–
Agree	35	32	37	–
Strongly agree	27	21	27	–

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

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

Table A4.11

Academic Motivation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Academic Motivation				
Average Reporting "Strongly agree"	45	38	21	–
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	6	6	5	–
Disagree	4	2	7	–
Neither disagree nor agree	11	9	20	–
Agree	27	36	42	–
Strongly agree	52	47	25	–
I try hard at school because I am interested in my work.				
Strongly disagree	9	6	6	–
Disagree	8	12	19	–
Neither disagree nor agree	27	27	30	–
Agree	23	30	27	–
Strongly agree	32	24	18	–
I work hard to try to understand new things at school.				
Strongly disagree	7	7	2	–
Disagree	6	5	12	–
Neither disagree nor agree	16	18	24	–
Agree	27	37	43	–
Strongly agree	45	34	18	–
I am always trying to do better in my schoolwork.				
Strongly disagree	7	6	4	–
Disagree	3	4	6	–
Neither disagree nor agree	10	12	22	–
Agree	27	30	46	–
Strongly agree	52	47	23	–

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

Table A4.12

Parent Involvement Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Parent Involvement in School				
Average Reporting "Strongly agree"	31	16	16	–
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	8	13	12	–
Disagree	7	9	18	–
Neither disagree nor agree	22	31	31	–
Agree	36	32	25	–
Strongly agree	28	15	13	–
Parents feel welcome to participate at this school.				
Strongly disagree	7	13	6	–
Disagree	3	10	2	–
Neither disagree nor agree	26	40	42	–
Agree	35	22	33	–
Strongly agree	28	16	17	–
School staff takes parent concerns seriously.				
Strongly disagree	7	12	10	–
Disagree	8	10	17	–
Neither disagree nor agree	21	30	31	–
Agree	28	30	25	–
Strongly agree	36	18	17	–

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

Table A4.13

Quality of School Physical Environment

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	8	4	6	–
Disagree	7	10	6	–
Neither disagree nor agree	14	14	34	–
Agree	37	46	31	–
Strongly agree	33	26	23	–

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

Notes: 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	27	24	26	–
Safe	44	39	39	–
Neither safe nor unsafe	24	30	26	–
Unsafe	4	5	7	–
Very unsafe	2	2	2	–

Question HS A.99/MS A.88: How safe do you feel when you are at school?
Notes: 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	91	85	84	–
1 time	5	7	7	–
2 or more times	4	8	9	–
Religion				
0 times	90	87	93	–
1 time	4	6	2	–
2 or more times	5	7	5	–
Gender (being male or female)				
0 times	86	85	93	–
1 time	9	5	4	–
2 or more times	5	10	4	–
Because you are gay or lesbian or someone thought you were				
0 times	83	81	90	–
1 time	6	5	5	–
2 or more times	11	14	5	–
A physical or mental disability				
0 times	95	93	91	–
1 time	1	4	2	–
2 or more times	4	3	6	–
You are an immigrant or someone thought you were				
0 times	96	94	96	–
1 time	3	2	0	–
2 or more times	2	3	4	–
Any of the above six reasons	27	39	34	–

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

Notes: 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 %
Any other reason				
0 times	71	62	84	–
1 time	6	9	5	–
2 or more times	23	29	11	–
Any harassment	38	51	35	–

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

Table A5.3

Verbal Harassment at School, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During the past 12 months, how many times on school property have you...				
had mean rumors or lies spread about you?				
0 times	54	50	62	–
1 time	16	15	11	–
2 to 3 times	12	15	11	–
4 or more times	18	20	16	–
had sexual jokes, comments, or gestures made to you?				
0 times	70	48	63	–
1 time	9	15	15	–
2 to 3 times	7	12	9	–
4 or more times	14	24	13	–
been made fun of because of your looks or the way you talk?				
0 times	54	47	62	–
1 time	16	15	13	–
2 to 3 times	9	12	9	–
4 or more times	22	26	16	–
been made fun of, insulted, or called names?				
0 times	51	49	68	–
1 time	12	9	13	–
2 to 3 times	13	11	6	–
4 or more times	23	30	12	–

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

Table A5.4

Violence and Victimization on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During the past 12 months, how many times on school property have you...				
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?				
0 times	59	70	86	–
1 time	18	11	9	–
2 to 3 times	10	10	5	–
4 or more times	13	10	0	–
been afraid of being beaten up?				
0 times	72	83	93	–
1 time	11	10	4	–
2 to 3 times	9	5	4	–
4 or more times	8	3	0	–
been threatened with harm or injury?				
0 times	82	79	88	–
1 time	7	9	6	–
2 to 3 times	4	7	1	–
4 or more times	7	6	5	–
been in a physical fight?				
0 times	77	86	86	–
1 time	12	7	10	–
2 to 3 times	4	2	4	–
4 or more times	7	4	0	–
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	90	89	96	–
1 time	7	8	2	–
2 to 3 times	3	2	1	–
4 or more times	0	1	0	–
been offered, sold, or given an illegal drug?				
0 times	93	83	82	–
1 time	3	7	4	–
2 to 3 times	3	8	9	–
4 or more times	1	2	6	–

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

Table A5.5

Property Damage on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had your property stolen or deliberately damaged				
0 times	78	72	89	–
1 time	6	13	6	–
2 to 3 times	9	8	2	–
4 or more times	6	7	2	–
Damaged school property on purpose				
0 times	95	86	94	–
1 time	3	8	5	–
2 to 3 times	1	2	0	–
4 or more times	1	3	1	–

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

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

Table A5.6

Weapons Possession on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Carried a gun				
0 times	97	94	99	–
1 time	3	2	1	–
2 to 3 times	0	2	0	–
4 or more times	1	2	0	–
Carried any other weapon (such as a knife or club)				
0 times	91	89	94	–
1 time	3	3	1	–
2 to 3 times	3	3	0	–
4 or more times	3	4	5	–
Seen someone carrying a gun, knife, or other weapon				
0 times	77	71	84	–
1 time	17	16	5	–
2 to 3 times	2	8	6	–
4 or more times	5	5	5	–

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

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

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"[†]	23	45	72	–	A6.2
Lifetime alcohol or drugs (any use)	23	48	72	–	A6.2
Lifetime very drunk or high (7 or more times)	4	10	25	–	A6.7
Lifetime drinking and driving involvement	34	10	22	–	A6.11
Current alcohol or drugs	11	23	49	–	A6.5
Current heavy drug uses	5	8	11	–	A6.5
Current heavy alcohol use (binge drinking)	2	7	23	–	A6.5
Current alcohol or drug use on school property	4	7	6	–	A6.8
Harmfulness of occasional marijuana use[‡]	46	35	25	–	A6.12
Difficulty of obtaining marijuana[§]	22	16	9	–	A6.13

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

[†]*Excludes prescription pain medication, Diet Pills, and prescription stimulant.*

[‡]*Great harm.*

[§]*Very difficult.*

Table A6.2

Summary of AOD Lifetime Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	19	37	68	–
Marijuana	12	23	52	–
Inhalants	3	6	5	–
Cocaine, Methamphetamine, or any amphetamines	na	1	1	–
Heroin	na	1	0	–
Ecstasy, LSD, or other psychedelics	na	6	9	–
Prescription pain killers, Diet Pills, or other prescription stimulant	na	11	12	–
Cold/Cough Medicines or other over-the-counter medicines to get "high"	na	9	7	–
Any other drug, pill, or medicine to get "high"	3	11	2	–
Any of the above AOD use	23	48	72	–
Any illicit AOD use to get "high"†	23	45	72	–

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

†*Excludes prescription pain medication, 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	81	63	32	–
1 time	6	13	6	–
2 to 3 times	8	10	7	–
4 or more times	5	15	55	–
Marijuana (smoke, vape, eat, or drink)				
0 times	88	77	48	–
1 time	4	5	10	–
2 to 3 times	2	3	12	–
4 or more times	6	15	30	–
Inhalants				
0 times	97	94	95	–
1 time	2	2	2	–
2 to 3 times	0	2	0	–
4 or more times	1	2	2	–
Cocaine, Methamphetamine, or any amphetamines				
0 times	na	99	99	–
1 time	na	0	1	–
2 to 3 times	na	1	0	–
4 or more times	na	0	0	–
Heroin				
0 times	na	99	100	–
1 time	na	0	0	–
2 to 3 times	na	0	0	–
4 or more times	na	1	0	–
Ecstasy, LSD, or other psychedelics				
0 times	na	94	91	–
1 time	na	2	1	–
2 to 3 times	na	3	1	–
4 or more times	na	1	6	–

Question HS A.49-52, 54, 55/MS A.50-52: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get "high" such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, Methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Heroin... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms).
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 or opioids, tranquilizers, or sedatives				
0 times	na	94	89	–
1 time	na	2	3	–
2 to 3 times	na	2	5	–
4 or more times	na	2	4	–
Diet Pills				
0 times	na	96	99	–
1 time	na	1	0	–
2 to 3 times	na	1	0	–
4 or more times	na	2	1	–
Ritalin™ or Adderall™ or other prescription stimulant				
0 times	na	95	96	–
1 time	na	2	0	–
2 to 3 times	na	2	0	–
4 or more times	na	1	4	–
Cold/Cough Medicines or other over-the-counter medicines to get "high"				
0 times	na	91	93	–
1 time	na	5	2	–
2 to 3 times	na	2	1	–
4 or more times	na	2	4	–
Any other drug, pill, or medicine to get "high" or for other than medical reasons				
0 times	97	89	98	–
1 time	3	6	0	–
2 to 3 times	0	2	1	–
4 or more times	0	3	1	–

Question HS A.56-60/MS A.54: During your life, how many times have you used the following?... Prescription pain medication or opioids (Vicodin™, OxyContin™, Percodan™, Lortab™), tranquilizers, or sedatives (Xanax™, Ativan™)... Diet Pills (Didrex, Dexedrine, Zinadrine, Skittles, M&M's)... Ritalin™ or Adderall™ or other prescription stimulant... Cold/Cough Medicines or other over-the-counter medicines to get "high"... Any other drug, pill, or medicine to get "high" or for other than medical reasons.
Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of middle school students.

Table A6.4

Lifetime Marijuana Consumption

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During your life, how many times have you used marijuana in any of the following ways...				
Smoke it?				
0 times	92	79	54	–
1 time	1	2	5	–
2 to 3 times	3	6	11	–
4 or more times	5	13	30	–
In an electronic or e-cigarette or other vaping device?				
0 times	94	90	71	–
1 time	3	2	7	–
2 to 3 times	2	2	15	–
4 or more times	2	6	7	–
Eat or drink it in products made with marijuana?				
0 times	96	82	70	–
1 time	3	5	11	–
2 to 3 times	0	6	9	–
4 or more times	2	6	11	–

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

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

Table A6.5

Current AOD Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks of alcohol)	8	14	40	–
Binge drinking (5 or more drinks in a row)	2	7	23	–
Marijuana (smoke, vape, eat, or drink)	4	14	29	–
Inhalants	2	0	0	–
Prescription drugs to get "high" or for reasons other than prescribed	na	2	0	–
Other drug, pill, or medicine to get "high" or for reasons other than medical	2	1	2	–
Any drug use	6	14	30	–
Heavy drug use	5	8	11	–
Any AOD Use	11	23	49	–
Two or more substances at the same time	na	3	17	–

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

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

Heavy drug use was calculated based on pattern of combined current drug use on three or more days (marijuana, inhalants, prescription pain medicine to get "high" (high school only) and 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	92	86	60	–
1 or 2 days	6	8	22	–
3 to 9 days	0	3	12	–
10 to 19 days	1	0	4	–
20 or more days	1	3	2	–
Binge drinking (5 or more drinks in a row)				
0 days	98	93	77	–
1 or 2 days	2	4	16	–
3 to 9 days	0	2	4	–
10 to 19 days	0	1	4	–
20 or more days	0	1	0	–
Marijuana (smoke, vape, eat, or drink)				
0 days	96	86	71	–
1 or 2 days	1	6	18	–
3 to 9 days	2	2	1	–
10 to 19 days	1	1	4	–
20 or more days	1	5	6	–

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

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

Table A6.7
Lifetime Drunk or "High"

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	92	84	54	–
1 to 2 times	3	10	23	–
3 to 6 times	4	2	14	–
7 or more times	1	4	9	–
"High" (loaded, stoned, or wasted) from using drugs				
0 times	93	80	59	–
1 to 2 times	2	9	9	–
3 to 6 times	2	3	14	–
7 or more times	3	8	19	–
Very drunk or "high" 7 or more times	4	10	25	–

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

Table A6.8

Current AOD Use on School Property, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	97	98	98	–
1 to 2 days	2	1	0	–
3 or more days	1	2	2	–
Marijuana (smoke, vape, eat, or drink)				
0 days	98	94	95	–
1 to 2 days	1	2	2	–
3 or more days	1	4	2	–
Any other drug, pill, or medicine to get "high" or for reasons other than medical?				
0 days	98	100	99	–
1 to 2 days	1	0	1	–
3 or more days	1	0	0	–
Any of the above	4	7	6	–

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

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

Table A6.9

Lifetime Drunk or "High" on School Property

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	97	88	84	–
1 to 2 times	2	6	5	–
3 to 6 times	0	3	5	–
7 or more times	1	3	6	–

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

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

Table A6.10

Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don't use	na	83	63	–
0 times	na	12	32	–
1 time	na	3	4	–
2 to 3 times	na	1	0	–
4 or more times	na	1	1	–
Marijuana				
Does not apply, don't use	na	84	68	–
0 times	na	10	20	–
1 time	na	4	6	–
2 to 3 times	na	1	4	–
4 or more times	na	1	2	–

Question HS A.96, 97: 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	90	78	–
1 time	na	1	9	–
2 times	na	3	7	–
3 to 6 times	na	3	2	–
7 or more times	na	3	4	–
Have ridden in a car driven by someone who had been using alcohol or drugs				
Never	66	na	na	na
1 time	8	na	na	na
2 times	7	na	na	na
3 to 6 times	7	na	na	na
7 or more times	12	na	na	na

Question HS A.98/MS A.87: During your life, how many times have you ever driven a car when you had been using alcohol or drugs, or been in a car driven by a friend when he or she had been using?... In your life, how many times have you ridden in a car driven by someone who had been using alcohol or drugs?
Notes: Cells are empty if there are less than 10 respondents.
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	39	31	25	–
Moderate	17	20	28	–
Slight	25	34	29	–
None	18	15	19	–
Alcohol - 5 or more drinks once or twice a week				
Great	54	43	38	–
Moderate	20	38	33	–
Slight	16	11	16	–
None	11	7	12	–
Marijuana - use occasionally				
Great	46	35	25	–
Moderate	23	33	20	–
Slight	13	18	30	–
None	17	15	25	–
Marijuana - use daily				
Great	62	61	36	–
Moderate	17	22	25	–
Slight	7	6	21	–
None	14	11	19	–

Question HS A.87-90/MS A.79-82: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, 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	17	14	10	–
Fairly difficult	9	2	7	–
Fairly easy	19	28	24	–
Very easy	15	37	40	–
Don't know	41	18	18	–
Marijuana				
Very difficult	22	16	9	–
Fairly difficult	9	2	6	–
Fairly easy	17	28	30	–
Very easy	10	34	38	–
Don't know	41	20	17	–

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

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

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	4	14	24	–	A7.2
Current cigarette smoking†	3	6	5	–	A7.3
Current cigarette smoking at school†	0	2	2	–	A7.4
Ever tried smokeless tobacco	7	10	29	–	A7.2
Current smokeless tobacco use†	4	5	12	–	A7.3
Current smokeless tobacco use at school†	1	2	5	–	A7.4
Ever used electronic cigarettes	14	28	56	–	A7.2
Current use of electronic cigarettes†	4	10	34	–	A7.3
Current use of electronic cigarettes at school†	1	3	7	–	A7.4
Cessation Attempts					
Tried to quit or stop using cigarettes	na	6	4	–	A7.5
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking‡	35	41	26	–	A7.6
Harmfulness of smoking 1 or more packs/day‡	74	83	74	–	A7.6
Difficulty of obtaining cigarettes§	16	12	11	–	A7.8

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

†*Past 30 days.*

‡*Great harm.*

§*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	93	na	na	na
1 time	3	na	na	na
2 to 3 times	1	na	na	na
4 or more times	3	na	na	na
A whole cigarette				
0 times	96	86	76	–
1 time	2	6	7	–
2 to 3 times	0	2	6	–
4 or more times	3	6	11	–
Smokeless tobacco				
0 times	93	90	71	–
1 time	2	4	16	–
2 to 3 times	3	2	5	–
4 or more times	3	4	9	–
An electronic cigarette or other vaping device				
0 times	86	72	44	–
1 time	6	8	11	–
2 to 3 times	2	5	15	–
4 or more times	7	15	30	–

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

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

na—Not asked of middle school students.

Table A7.3

Any Current Use and Daily Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	3	6	5	–
Daily (20 or more days)	0	2	1	–
Smokeless tobacco				
Any	4	5	12	–
Daily (20 or more days)	0	2	5	–
Electronic cigarettes or other vaping device				
Any	4	10	34	–
Daily (20 or more days)	1	3	2	–

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

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

Table A7.4

Current Smoking on School Property, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
0 days	100	98	98	–
1 or 2 days	0	1	2	–
3 to 9 days	0	1	0	–
10 to 19 days	0	0	0	–
20 or more days	0	0	0	–
Smokeless tobacco				
0 days	99	98	95	–
1 or 2 days	0	2	4	–
3 to 9 days	1	0	0	–
10 to 19 days	0	0	0	–
20 or more days	0	0	1	–
Electronic cigarettes or other vaping device				
0 days	99	97	93	–
1 or 2 days	1	2	6	–
3 to 9 days	0	1	1	–
10 to 19 days	0	0	0	–
20 or more days	0	1	0	–

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

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

Table A7.5

Cigarette Smoking Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	90	87	–
0 times	na	5	10	–
1 time	na	2	1	–
2 to 3 times	na	2	2	–
4 or more times	na	2	0	–

Question HS A.95: How many times have you tried to quit or stop using cigarettes?

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

na—Not asked of middle school students.

Table A7.6

Perceived Harm of Cigarette Smoking

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke cigarettes occasionally				
Great	35	41	26	–
Moderate	37	41	40	–
Slight	18	12	20	–
None	11	6	14	–
Smoke 1 or more packs of cigarettes each day				
Great	74	83	74	–
Moderate	11	8	11	–
Slight	5	2	4	–
None	10	6	11	–

Question HS A.83, 84/MS A.75, 76: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.

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

Table A7.7

Perceived Harm of E-Cigarette Use Compared to Smoking

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Use e-cigarettes or vaping device occasionally compared to smoking cigarettes				
Great	32	26	20	–
Moderate	28	27	31	–
Slight	25	35	34	–
None	14	12	15	–
Use e-cigarettes or vaping devices several times a day compared to smoking cigarettes				
Great	54	45	35	–
Moderate	21	29	28	–
Slight	12	19	26	–
None	13	7	11	–

Question HS A.85, 86/MS A.77, 78: How much do people risk harming themselves physically and in other ways when they do the following?... Use e-cigarettes (electronic) or vaping device occasionally compared to smoking cigarettes... Use e-cigarettes or vaping devices several times a day compared to smoking cigarettes.
Note: Cells are empty if there are less than 10 respondents.

Table A7.8

Perceived Difficulty of Obtaining Cigarettes and E-Cigarettes

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Very difficult	16	12	11	–
Fairly difficult	12	7	9	–
Fairly easy	21	25	29	–
Very easy	5	33	29	–
Don't know	46	23	22	–
E-Cigarettes or vaping device				
Very difficult	14	15	9	–
Fairly difficult	18	5	6	–
Fairly easy	18	27	26	–
Very easy	6	30	38	–
Don't know	44	23	22	–

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

8. Other Physical and Mental Health Risks

Table A8.1

Cyber Bullying, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times (never)	63	51	63	–
1 time	16	21	15	–
2 to 3 times	12	15	6	–
4 or more times	10	12	16	–

Question HS A.122/MS A.112: During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?
Note: Cells are empty if there are less than 10 respondents.

Table A8.2

Alone After School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	33	na	na	na
1 day	15	na	na	na
2 days	14	na	na	na
3 days	12	na	na	na
4 days	3	na	na	na
5 days	23	na	na	na

Question MS A.89: 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 A8.3

Eating of Breakfast

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	46	41	48	–
Yes	54	59	52	–

Question HS A.126/MS A.115: 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	72	66	67	–
Yes	28	34	33	–

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

Table A8.5

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	na	82	83	–
Yes	na	18	17	–

Question HS A.125: During the past 12 months, did you ever seriously consider attempting suicide?
Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of middle school students.

Table A8.6

Gang Involvement

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	95	89	98	–
Yes	5	11	2	–

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

9. Race/Ethnic Breakdowns

Table A9.1

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

Percent of Students (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports‡	43					42	37
Caring adults in school‡	45					45	40
High expectations-adults in school‡	55					57	50
Meaningful participation at school‡	28					26	22
School Connectedness†	24					28	33
Academic Motivation†	38					48	45
Parent Involvement in School†	16					35	26

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 "Strongly agree." ‡Average percent of respondents reporting "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
School Environment							
Total school supports‡	40					31	27
Caring adults in school‡	48					35	30
High expectations-adults in school‡	50					43	36
Meaningful participation at school‡	21					16	15
School Connectedness†	19					23	22
Academic Motivation†	42					41	33
Parent Involvement in School†	24					16	8

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 "Strongly agree." ‡Average percent of respondents reporting "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
School Environment							
Total school supports‡	39					35	32
Caring adults in school‡	49					41	40
High expectations-adults in school‡	43					47	36
Meaningful participation at school‡	21					17	19
School Connectedness†	29					21	20
Academic Motivation†	33					22	22
Parent Involvement in School†	30					14	20

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 "Strongly agree." ‡Average percent of respondents reporting "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
School Environment							
Total school supports‡	–	–	–	–	–	–	–
Caring adults in school‡	–	–	–	–	–	–	–
High expectations-adults in school‡	–	–	–	–	–	–	–
Meaningful participation at school‡	–	–	–	–	–	–	–
School Connectedness†	–	–	–	–	–	–	–
Academic Motivation†	–	–	–	–	–	–	–
Parent Involvement in School†	–	–	–	–	–	–	–

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 "Strongly agree." ‡Average percent of respondents reporting "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	61	67	79	–
American Indian or Alaska Native				–
Asian				–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	78	59	59	–
Mixed (two or more) races	71	61	75	–

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

Table A9.6

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	53	44	53	–
American Indian or Alaska Native				–
Asian				–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	24	38	33	–
Mixed (two or more) races	35	43	42	–

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

Table A9.7

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	59	50	53	–
American Indian or Alaska Native				–
Asian				–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	32	48	35	–
Mixed (two or more) races	50	54	42	–

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	6	6	5	–
American Indian or Alaska Native				–
Asian				–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	1	1	2	–
Mixed (two or more) races	8	7	4	–

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

Table A9.9

Cigarette Smoking in the Past 30 Days by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	6	6	5	–
American Indian or Alaska Native				–
Asian				–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	1	6	4	–
Mixed (two or more) races	8	7	8	–

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

Table A9.10

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	11	17	53	–
American Indian or Alaska Native				–
Asian				–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	7	14	37	–
Mixed (two or more) races	11	18	46	–

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

Table A9.11

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	0	6	42	–
American Indian or Alaska Native				–
Asian				–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	6	12	19	–
Mixed (two or more) races	4	25	50	–

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

Table A9.12

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Hispanic or Latino	50	53	39	–
American Indian or Alaska Native				–
Asian				–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	20	31	31	–
Mixed (two or more) races	44	48	35	–

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 %
School Environment								
Total school supports‡	43	39	31	32	35	33	–	–
Caring adults in school‡	45	43	34	35	41	42	–	–
High expectations-adults in school‡	57	52	48	40	46	42	–	–
Meaningful participation at school‡	26	22	15	21	18	17	–	–
School Connectedness†	30	28	22	27	16	27	–	–
Academic Motivation†	52	38	44	33	24	18	–	–
Parent Involvement in School†	26	35	13	18	9	22	–	–

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

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

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

Table A10.2

Select Perceived Safety, Harassment, Alcohol and Other Drug Use, and 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	66	76	53	72	59	71	–	–
Harassment/Bullying at School								
During the past 12 month at school, have you been...								
harassed/bullied for any of the six reasons	32	22	52	26	44	24	–	–
harassed/bullied for any reasons	44	31	65	38	44	27	–	–
Current ATOD Use								
During the past 30 days, did you...								
have at least one drink of alcohol at school	3	2	2	3	2	2	–	–
smoke cigarettes	2	5	5	6	5	5	–	–
have at least one drink of alcohol	6	9	17	13	41	39	–	–
use marijuana	5	4	15	11	37	22	–	–
Mental Health								
Chronic sad or hopeless feelings, past 12 months	36	19	46	22	41	25	–	–

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

Physical Health & Nutrition Module

1. Module Sample

Table K1.1

Student Sample for Physical Health & Nutrition Module

	Grade 7	Grade 9	Grade 11	NT[A]
Student Sample Size				
Target sample	136	146	117	–
Final number	110	119	79	–
Response Rate	81%	82%	68%	–

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

2. Nutrition

Table K2.1

Eating/Drinking of Fruits and Vegetables at Least Once per Day, Past 24 Hours

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
100% fruit juices	60	51	44	–
Fruit	87	87	78	–
Vegetable	79	81	78	–
Five or more times of any	55	49	38	–

Question HS/MS K.6, 8, 9: During the past 24 hours (yesterday), how many times did you... drink 100% fruit juices, such as orange, apple, or grape? (Do not count punch, Kool-Aid, sports drinks, and fruit-flavored drinks.)... eat fruit? (Do not count fruit juice.)... eat vegetables? (Include salads and nonfried potatoes.)

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

Table K2.2

Drinking of Milk or Eating of Yogurt, Past 24 Hours

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	27	15	25	–
1 time	27	26	20	–
2 times	14	22	24	–
3 times	10	11	9	–
4 times	4	9	8	–
5 or more times	18	17	13	–

Question HS/MS K.4: During the past 24 hours (yesterday), how many times did you... drink milk or eat yogurt? (In any form, including in cereal.)

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

Table K2.3

Drinking of Soda Pop, Past 24 Hours

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	54	47	50	–
1 time	25	21	21	–
2 times	10	16	16	–
3 times	4	8	3	–
4 times	0	5	4	–
5 or more times	8	3	7	–

Question HS/MS K.5: During the past 24 hours (yesterday), how many times did you... drink soda pop?
Note: Cells are empty if there are less than 10 respondents.

Table K2.4

Eating of Fried Potatoes, Past 24 Hours

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	49	42	47	–
1 time	28	32	33	–
2 times	8	12	8	–
3 times	9	5	3	–
4 times	2	3	5	–
5 or more times	5	5	4	–

Question HS/MS K.7: During the past 24 hours (yesterday), how many times did you... eat french fries, potato chips, or other fried potatoes?
Note: Cells are empty if there are less than 10 respondents.

Table K2.5

Vitamin Use, Past 7 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	60	63	57	–
1 to 2 days	20	14	13	–
3 to 4 days	4	14	16	–
5 to 6 days	3	3	1	–
Daily	13	7	12	–

Question HS/MS K.26: During the past 7 days, how many days did you take a vitamin?
Note: Cells are empty if there are less than 10 respondents.

3. Physical Activity and Weight

Table K3.1

Exercise on at Least Three of the Past Seven Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Exercise or do a physical activity for at least 20 minutes that made you sweat and breathe hard	85	82	66	–
Participate in a physical activity for at least 30 minutes that did not make you sweat and breathe hard	65	72	59	–
Either	95	92	83	–

Question HS/MS K.1, 2: On how many of the past 7 days did you... exercise or do a physical activity for at least 20 minutes that made you sweat and breathe hard? (For example, basketball, soccer, running, swimming laps, fast bicycling, fast dancing, or similar aerobic activities.)... participate in a physical activity for at least 30 minutes that did not make you sweat and breathe hard? (For example, fast walking, slow bicycling, shooting baskets, skating, raking leaves, or mopping floors.)
Note: Cells are empty if there are less than 10 respondents.

Table K3.2

Frequency of Exercise to Strengthen or Tone Muscles, Past Seven Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	14	18	35	–
1-2 days	10	12	15	–
3 or more days	75	70	51	–

Question HS/MS K.3: On how many of the past 7 days did you... do exercises to strengthen or tone your muscles? (For example, push-ups, sit-ups, or weight lifting.)
Note: Cells are empty if there are less than 10 respondents.

Table K3.3

Hours Spent on TV/Video Game During School Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
None	11	11	9	–
Less than 1 hour	23	13	20	–
1 hour	15	23	5	–
2 hours	21	19	31	–
3 hours	21	21	23	–
4 hours	4	5	5	–
5 hours or more	5	7	7	–

Question HS/MS K.18: On an average school day, how many hours do you watch TV or play video games?
Note: Cells are empty if there are less than 10 respondents.

Table K3.4

Participation in Sports Teams, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
None	25	19	22	–
1 team	24	28	27	–
2 teams	24	33	32	–
3 or more teams	27	20	19	–

Question HS/MS K.19: During the past 12 months, on how many sports teams did you play? (Include school-sponsored and any other sports teams.)
Note: Cells are empty if there are less than 10 respondents.

Table K3.5

Average Days of Physical Activity in Physical Education Class, Per Week

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	1	5	68	–
1 day	2	4	3	–
2 days	2	2	1	–
3 days	13	8	1	–
4 days	12	11	0	–
5 days	70	70	26	–

Question HS/MS K.22: In an average week, on how many days do you have physical activity in your physical education class (P.E. or gym)?

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

Table K3.6

Estimated Actual Minutes Exercising in Physical Education Class

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Do not take P.E.	4	6	74	–
Less than 10 minutes	3	5	0	–
10 to 20 minutes	13	12	0	–
21 to 30 minutes	15	18	9	–
More than 30 minutes	66	58	16	–

Question HS/MS K.23: During an average physical education (P.E.) class, how many minutes do you spend actually exercising or playing sports?

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

Table K3.7

Student Body Mass Index

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Underweight	0	1	2	–
Healthy weight	68	66	71	–
Overweight	15	15	15	–
Obese	17	18	12	–

Physical Health & Nutrition Module Supplement: How tall are you without your shoes on?... How much do you weigh without your shoes on?... HS/MS A.3, 4: What is your sex?... What grade are you in?
Notes: Cells are empty if there are less than 10 respondents. Student weight status categories are based on student Body Mass Index percentile ranges. Data presented are not comparable with results reported prior to the 2016-17 school year due to the removal of the age question.

Table K3.8

Desired Level of Action on Weight

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Lose weight	42	41	49	–
Gain weight	17	10	18	–
Stay the same weigh	23	12	13	–
Not trying to do anything about weight	18	36	20	–

Question HS/MS K.11: Which of the following are you trying to do about your weight?
Note: Cells are empty if there are less than 10 respondents.

Table K3.9

Actions Taken to Lose/Maintain Weight, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Exercise	76	71	67	–
Eat less food, fewer calories, or foods low in fat	44	44	48	–
Go without eating for 24 hours or more	13	12	14	–
Take diet pills, powders, or liquids without doctor's advice	6	10	3	–
Vomit or take laxatives	5	9	4	–

Question HS/MS K.12-16: During the past 30 days, did you do any of the following things to lose weight or to keep from gaining weight?... Exercise... Eat less food, fewer calories, or foods low in fat... Go without eating for 24 hours or more (also called fasting)... Take any diet pills, powders, or liquids without a doctors advice (Do not include meal replacement products, such as Slim Fast)... Vomit or take laxatives.

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

Table K3.10

Perception of Weight

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very underweight	3	3	0	–
Slightly underweight	17	15	12	–
About the right weight	49	49	59	–
Slightly overweight	27	26	28	–
Very overweight	4	6	1	–

Question HS/MS K.17: How do you describe your weight?

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

4. Injury-Related Behavior and Health Care

Table K4.1

Seat Belt Use in Vehicle Driven By Someone Else

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	3	6	3	–
Rarely	6	7	3	–
Sometimes	3	10	4	–
Most of the time	21	27	32	–
Always	67	50	59	–

Question HS/MS K.20: How often do you wear a seat belt riding in a car driven by someone else?
Note: Cells are empty if there are less than 10 respondents.

Table K4.2

Bike Helmet Use, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not ride bicycle	18	15	31	–
Never	26	33	47	–
Rarely	10	11	5	–
Sometimes	9	10	9	–
Most of the time	13	13	3	–
Always	25	17	5	–

Question HS/MS K.21: When you rode a bicycle during the past 12 months, how often did you wear a helmet?
Note: Cells are empty if there are less than 10 respondents.

Table K4.3

Regular Medical Check Up, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	56	50	50	–
Yes	44	50	50	–

Question HS/MS K.24: During the past 12 months, did you have a regular check up with a doctor when you were not sick or injured?
Note: Cells are empty if there are less than 10 respondents.

Table K4.4

Visit Dentist, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	27	22	15	–
Yes	73	78	85	–

Question HS/MS K.25: During the past 12 months, did you visit a dentist for an examination, teeth cleaning, or dental work?

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

Table K4.5

AIDS/HIV Infection Education at School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	na	14	25	–
Yes	na	84	68	–
Not sure	na	2	7	–

Question HS K.27: Have you ever been taught about AIDS or HIV infection at school?
Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of middle school students.

5. Asthma Symptoms

Table K5.1

Students With Asthma

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	70	70	69	–
Yes	17	22	25	–
Don't know	12	8	5	–

Question HS/MS K.10: Has a doctor ever told you or your parent/guardian that you have asthma?
Note: Cells are empty if there are less than 10 respondents.

Table K5.2

Episode of Asthma or Asthma Attack, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	90	88	89	–
Yes	10	12	11	–

Question HS K.28/MS K.27: During the past 12 months, have you had an episode of asthma or an asthma attack?
Note: Cells are empty if there are less than 10 respondents.

Table K5.3

Unable to Complete a Sentence Due to Shortness of Breath, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	67	65	74	–
Yes	33	35	26	–

Question HS K.29/MS K.28: During the past 12 months, have you ever had a cough, chest tightness, trouble breathing, or wheezing that was so bad that you could not finish saying a sentence?
Note: Cells are empty if there are less than 10 respondents.

Table K5.4

Been to the Emergency Room or Stayed in Hospital Due to Shortness of Breath, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	91	87	93	–
Yes	9	13	7	–

Question HS K.30/MS K.29: During the past 12 months, have you been to the emergency room or stayed overnight in the hospital because of a cough, chest tightness, trouble breathing, or wheezing?
Note: Cells are empty if there are less than 10 respondents.

Table K5.5

Used Medicine for Asthma Symptoms, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	82	79	79	–
Yes	18	21	21	–

Question HS K.31/MS K.30: During the past 12 months, have you used a medicine (an inhaler, puffer, or a breathing machine) to treat a cough, chest tightness, trouble breathing, or wheezing?
Note: Cells are empty if there are less than 10 respondents.

Table K5.6

Frequency of Asthma Symptoms, Past 30 days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	71	73	77	–
2 days a week or less	19	22	19	–
More than 2 days each week but not every day	6	1	4	–
Every day	3	4	0	–

Question HS K.32/MS K.31: During the past 30 days, about how many days each week have you had a cough, chest tightness, trouble breathing, or wheezing when you did not have a cold or flu?
Note: Cells are empty if there are less than 10 respondents.

Table K5.7

Woke Up Because of Asthma Symptoms, Past 30 days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	76	83	88	–
2 nights	13	10	9	–
3 or 4 nights	5	5	1	–
More than 4 nights but not every night	3	1	1	–
Every night or almost every night	2	1	0	–

Question HS K.33/MS K.32: During the past 30 days, about how many nights did you wake up because of a cough, chest tightness, trouble breathing, or wheezing when you did not have a cold or flu?
Note: Cells are empty if there are less than 10 respondents.

Appendix I

2017-18 CHKS Secondary Survey Response Rates

Eligible Schools	7th %	9th %	11th %	NT %
Almanor High (Continuation)				
Beckwourth (Jim) High (Continuation)				
Chester Junior/Senior High	91	88	81	
Greenville Junior/Senior High	90	85	67	
Portola Junior/Senior High	94	78	76	
Quincy Junior/Senior High	84	94	61	

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2017-18 public school and enrollment data files. Directly funded charter schools have been excluded from the list.

Appendix II

California Healthy Kids Survey Content Overview

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 relevant CHKS reports and factsheets and What Works Briefs (guides to best practices) that provide further information. These valuable resources can be downloaded, respectively, from the CHKS and California Safe and Supportive Schools websites (chks.wested.org/using-results/factsheets; californiaS3.wested.org/tools/research; 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 data, see CHKS Factsheet #15.

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

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

School climate, as measured by the CHKS, is strongly related to student performance on standardized academic tests. Data show that, for high school students, as CHKS School Climate Index (SCI) scores increased—as the schools became safer, more supportive, and more engaging—test performance as measured by the state's Academic Performance Index (API) increased as well (School Climate Factsheet #3).

In a ground-breaking analysis, a positive school climate was a distinguishing characteristic of California secondary schools that "beat the odds" 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 School Climate Index score, 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 (School Climate Factsheet #6).[3]

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[1] To see how local results compare with state averages in California, download a copy of the latest Biennial Statewide CHKS report (chks.wested.org/reports). The Biennial report provides results from a randomly-selected, representative state sample. County level reports are also available on the CHKS website.

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

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

More generally, 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: (1) were less engaged in risky behaviors such as substance use and violence; (2) were more likely to eat nutritiously and exercise; and (3) reported experiencing caring adult relationships and high expectations at school. 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 (CHKS Factsheet #3).

GRADE-LEVEL PATTERNS

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

- **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.
- In interpreting the results for **11th graders** take into consideration 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.
- Across risk behaviors and problem indicators, **nontraditional (continuation school) students** reported prevalence rates at least twice those of 11th graders in a comprehensive school setting. They also exhibited 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 (CHKS Factsheet #7).

DEMOGRAPHIC CHARACTERISTICS AND POPULATION SUBGROUP DIFFERENCES

Demographic Characteristics (Tables A3.1-3.14)

A wide range of data on the demographic and background characteristics of the survey respondents is provided (in 14 tables) to help users gain a better sense of how representative the survey sample is compared to the student population overall. This also enables users to analyze their data to determine how survey results vary by important subgroups in the school and help them identify, and target programs at, the youth most in need. School districts can use these data to meet the Local Control and Accountability Plan (LCAP) requirement to demonstrate actions across state priorities in regard to six numerically significant subgroups: ethnicity, socioeconomically (SES) disadvantaged, English learners, pupils with disabilities, foster youth, and homeless youth—all categories assessed by the CHKS. In the standard CHKS report, and in the Query CHKS system, breakdowns for selected key indicators are provided by race/ethnicity and gender. Districts/schools

can request reports disaggregating all their results by demographic characteristics from their Regional CHKS Technical Assistance Center.

Racial-Ethnic Identification (Tables A3.2-3.3)

Respondents self-report their identification with six racial/ethnic groups plus mixed (two or more) race. Comparing these data with other evidence of the racial-ethnic composition of student enrollment provides insight into how representative are the survey results. 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. 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 thus 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 (CHKS Factsheet #8).

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*. 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 (CHKS Factsheet #13).

Foster Care Youth (Table A3.4)

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. They were also more likely to be low in caring adult relationships and total environmental assets (CHKS Factsheet #6).

SPECIFIC CONTENT AREAS

Self-Reported Grades (Table A4.1)

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.

Absenteeism and Truancy (Tables A4.2-4.3)

Before top teachers with quality curriculums and engaging activities can even attempt to improve academic performance, the students have to show up. The CHKS report provides data to identify what proportion of respondents are at risk of chronic absenteeism (missed 3 or more of the past 30

school days), what were the reasons for absences, and the level of truancy. Users can request reports looking at the characteristics of youth based on the absenteeism and truancy to guide efforts to improve the LCAP pupil engagement priority.

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% of school days. According to a report by Attendance Works, the nation's large and persistent education achievement gaps are rooted in a largely hidden crisis of chronic absenteeism, especially among low-income and minority children.[4] Biennial State CHKS data (Table A4.3) indicate that generally, after illness, the most important reasons for being absent in secondary school are not getting enough sleep and anxiety or stress, followed by being behind in school work, and being bored or uninterested in school.

Among high school staff statewide, truancy is the top-rated of fourteen potential school problems assessed by the California School Staff Survey (Table A8.4). Truancy has been identified as one of the most powerful predictors of both poor achievement and delinquency.[5] Truants are also more likely to use drugs and have deviant friends.

Developmental Supports (Tables A4.5, A4.7-4.9)

Research shows that when schools (or families or communities) provide three developmental supports measured by the CHKS—**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 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 (CHKS Factsheets #1 and #3; School Climate Factsheets #1 and #2, What Works Briefs #1 and #2).

School Connectedness (Table A4.6)

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. 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. 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. This may be related at least in part to their lower levels of developmental support. The lowest rates of both connectedness and test scores are in low-income schools. The online Query

[4] Attendance Works & Everyone Graduates Center. (2017, September). *Portraits of Change: Aligning School and Community Resources to Reduce Chronic Absence.* Available at www.attendanceworks.org/research/attendance-works-reports

[5] 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.

CHKS system shows how key survey indicators vary by school connectedness (see School Climate Factsheet #5, What Works Brief #4).

Perceived Safety (Table A5.1)

Perceived safety is another indicator districts/schools are required to monitor as part of their LCAP. Perceived 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. If students report low levels of perceived school safety, pay close attention to all the indicators related to bullying and victimization, as well as mental health. Schools may want to request comparisons of students' perceptions of their own safety with the actual level of violence and other safety-related indicators self-reported by students. A follow-up focus group or Student Listening Circle asking why students do not feel safe is recommended (see School Climate What Works Brief #3).

Violent and Nonviolent Misbehavior on School Property (Tables A5.2-5.6)

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. Physical violence and weapons on campus (Tables A5.4, A5.6) 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.[6] 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[7] (see School Climate What Works Briefs #5 and #6).

Harassment (Tables A5.2-5.3)

Nonviolent harassment in any form—threats, intimidation, rumors, and ostracism—can instill a sense of vulnerability, isolation, frustration, and fear among its victims, leading to engagement in health risk behaviors or avoidance behaviors such as missing school and social isolation. This type of misbehavior, vastly more common than any other, ruins the school day for many students. In *Bruised Inside* (2000), the National Association of Attorneys General describes harassment by peers as one of the two causes for kids to express anger using guns, knives, and fists.[8]

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. Analysis of this data 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. 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

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

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

[8] 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.

students who were only harassed for other reasons (CHKS Factsheets #4 and #10; see also School Climate What Works Brief #7).

Substance Abuse (Tables A6.1-6.11)

The misuse of alcohol and other drugs 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 (Table A9.12), high school staff statewide are more likely to perceive alcohol and drug use as moderate to severe problems at their schools than all of seven violence-related indicators (49% for both alcohol and drugs in 2004-06), ranking them among the top 3 of 14 problem indicators.

Use at school is especially troubling (Tables A6.8-6.9). It reflects a level of drug involvement so pervasive that the potential repercussions for violation of school rules are disregarded by these youths. This is behavior that threatens not only the user's learning ability but also school efforts to educate all youth. An analysis of CHKS data found that 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. Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools[9] (CHKS Factsheet #3; see also School Climate What Works Brief #8).

Cigarette Smoking (Tables A7.1-7.4)

Current smokers are significantly more likely than nonsmokers to engage in alcohol and other drug use, be involved in violence and gang membership, and experience school-related problems and disengagement. To a lesser extent, current smokers are also more likely than nonsmokers to be victims of violence and harassment, feel unsafe at school, and experience incapacitating sadness and loneliness. These results suggest that efforts to reduce student smoking may be more successful if embedded in approaches that address a broad range of risk behaviors and problems (CHKS Factsheet #2 and #5).

Mental Health (Tables A8.4-8.5)

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. 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 (CHKS Factsheets #11 and #12).

[9] 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.