

CALIFORNIA HEALTHY KIDS SURVEY



Freshwater Elementary Secondary 2018-2019 Main Report

This report was prepared by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For contract information, contact:

Hilva Chan
California Department of Education
Coordinated School Health and Safety Office
1430 N Street
Sacramento, CA 95814
hchan@cde.ca.gov

Recommended citation:

Freshwater Elementary School District. *California Healthy Kids Survey, 2018-19: Main Report*. San Francisco: WestEd Health and Justice Program for the California Department of Education.

Date prepared: 9 May 2019
CDS code: 12628280000000

Contents

Page

List of Tables	II
PREFACE	IV
Survey Module Administration	1
A. Mini-Core Module Results	2
1. Survey Sample	2
2. Summary of Key Indicators	3
3. Demographics	4
4. School Performance, Supports, and Engagement	10
5. School Violence, Victimization, and Safety	21
6. Alcohol and Other Drug Use	27
7. Tobacco Use	28
8. Other Mental Health Risks	29
9. Race/Ethnic Breakdowns	30
10. Gender Breakdowns	35
Z. Freshwater Elementary Custom Questions	37
1. Module Sample	37
2. Custom Questions	38
Appendix I	56
Appendix II	57

List of Tables

	Page
Survey Module Administration	1
1 CHKS Survey Modules Administered	1
A. Mini-Core Module Results	2
1. Survey Sample	2
A1.1 Student Sample for Mini-Core Module	2
2. Summary of Key Indicators	3
A2.1 Key Indicators of School Climate and Student Well-Being	3
3. Demographics	4
A3.1 Gender of Sample	4
A3.2 Hispanic or Latino	4
A3.3 Race	4
A3.4 Living Situation	5
A3.5 Highest Education of Parents	5
A3.6 Free or Reduced Price Meals Eligibility	6
A3.7 Language Spoken at Home	6
A3.8 English Language Proficiency – All Students	7
A3.9 English Language Proficiency – Home Language Other Than English	8
A3.10 Sexual Orientation	9
A3.11 Gender Identity	9
4. School Performance, Supports, and Engagement	10
A4.1 Grades, Past 12 Months	10
A4.2 Truancy, Past 12 Months	10
A4.3 Absences, Past 30 Days	11
A4.4 School Environment Scales (Developmental Supports)	12
A4.5 School Connectedness, Academic Motivation, and Parent Involvement Scales	13
A4.6 Caring Relationships Scale Questions	14
A4.7 High Expectations Scale Questions	15
A4.8 Meaningful Participation Scale Questions	16
A4.9 School Connectedness Scale Questions	17
A4.10 Academic Motivation Scale Questions	18
A4.11 Parent Involvement Scale Questions	19
A4.12 Quality of School Physical Environment	20
5. School Violence, Victimization, and Safety	21
A5.1 Perceived Safety at School	21
A5.2 Reasons for Harassment on School Property, Past 12 Months	22
A5.2 Reasons for Harassment on School Property, Past 12 Months – Continued	23
A5.3 Verbal Harassment at School, Past 12 Months	24
A5.4 Violence and Victimization on School Property, Past 12 Months	25
A5.5 Property Damage on School Property, Past 12 Months	26

A5.6	Weapons Possession on School Property, Past 12 Months	26
6.	Alcohol and Other Drug Use	27
A6.1	Current AOD Use on School Property, Past 30 Days	27
7.	Tobacco Use	28
A7.1	Current Smoking on School Property, Past 30 Days	28
8.	Other Mental Health Risks	29
A8.1	Chronic Sad or Hopeless Feelings, Past 12 Months	29
A8.2	Seriously Considered Attempting Suicide, Past 12 Months	29
9.	Race/Ethnic Breakdowns	30
A9.1	School Supports and Engagement by Race/Ethnicity - 6th Grade	30
A9.2	School Supports and Engagement by Race/Ethnicity - 7th Grade	30
A9.3	School Supports and Engagement by Race/Ethnicity - 8th Grade	31
A9.4	Feeling Safe or Very Safe at School by Race/Ethnicity	32
A9.5	Harassment Due to Six Reasons at School in the Past 12 Months by Race/Ethnicity	32
A9.6	Any Harassment or Bullying at School in the Past 12 Months by Race/Ethnicity	33
A9.7	Any Alcohol Use at School in the Past 30 Days by Race/Ethnicity	33
A9.8	Chronic Sad or Hopeless Feelings in the Past 12 Months by Race/Ethnicity	34
10.	Gender Breakdowns	35
A10.1	School Supports and Engagement by Gender	35
A10.2	Perceived Safety, Harassment, AOD Use, and Mental Health Measures by Gender	36
	Z. Freshwater Elementary Custom Questions	37
1.	Module Sample	37
Z1.1	Student Sample for Custom Questions	37
2.	Custom Questions	38
	Appendix I	56
	Appendix II	57

PREFACE

HYPERLINK FEATURE

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

ALERT

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

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

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

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

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

THE SURVEY

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

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

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

Core Module

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

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

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

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

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

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

School Climate Module (Supplementary)

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

Social Emotional Health Module (Supplementary)

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

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

SURVEY ADMINISTRATION AND SAMPLE

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

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

NEW IN 2018! EXPLORE RESULTS ON THE ONLINE DATA DASHBOARD

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

THE REPORT

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

Racial/Ethnic and Gender Results

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

UNDERSTANDING THE DATA

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

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

Representativeness

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

Changes Between Survey Administrations

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

RESOURCES

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

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

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

NEXT STEPS

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

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

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

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

Compare Results with Other Data

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

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

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

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

Data Workshop

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

Request Additional Reports and Data

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

School Reports and School Climate Report Cards

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

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

District School Climate Report Card

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

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

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

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

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

ACKNOWLEDGMENTS

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. Special recognition to Cindy Zheng, at WestEd, who oversees the generation of CalSCHLS reports and data quality assurance.

Gregory Austin, Ph.D.
Thomas Hanson, Ph.D.
CalSCHLS Co-Directors, WestEd

Tom Herman
Administrator, Coordinated School Health and Safety Office
California Department of Education

Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Mini-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 (GRAM)	
I. Gender Identity & Sexual Orientation-Based Harassment Module	
J. Military-Connected School Module	
K. Physical Health & Nutrition Module	
L. Resilience & Youth Development Module	
M. Safety & Violence Module	
N. School Climate Module	
O. Sexual Behavior Module	
P. Social Emotional Health Module (SEHM)	
Q. Tobacco Module	
Z. Custom Questions	X

Mini-Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Mini-Core Module

	Grade 6	Grade 7	Grade 8
<i>Student Sample Size</i>			
Target sample	–	28	23
Final number	–	25	19
Average Response Rate	–	89%	83%

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 6 %	Grade 7 %	Grade 8 %	Table
School Engagement and Supports				
School connectedness [†]	–	73	66	A4.5
Academic motivation [†]	–	65	67	A4.5
Chronic truancy (twice a month or more often) [§]	–	0	11	A4.2
Caring adult relationships [‡]	–	72	75	A4.4
High expectations [‡]	–	85	86	A4.4
Meaningful participation [‡]	–	54	58	A4.4
Facilities upkeep [†]	–	80	89	A4.12
Parent involvement in school [†]	–	83	84	A4.5
School Safety				
School perceived as very safe or safe	–	84	65	A5.1
Experienced any harassment or bullying [§]	–	56	28	A5.2
Had mean rumors or lies spread about you [§]	–	56	22	A5.3
Been afraid of being beaten up [§]	–	4	0	A5.4
Been in a physical fight [§]	–	4	11	A5.4
Seen a weapon on campus [§]	–	0	0	A5.6
Mental Health				
Experienced chronic sadness/hopelessness [§]	–	40	35	A8.1
Considered suicide [§]	–	16	22	A8.2

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

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

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

[§]Past 12 months.

3. Demographics

Table A3.1

Gender of Sample

	Grade 6 %	Grade 7 %	Grade 8 %
Male	–	36	53
Female	–	64	47

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 6 %	Grade 7 %	Grade 8 %
No	–	88	84
Yes	–	12	16

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 6 %	Grade 7 %	Grade 8 %
American Indian or Alaska Native	–	4	0
Asian	–	0	5
Black or African American	–	0	0
Native Hawaiian or Pacific Islander	–	0	0
White	–	76	84
Mixed (two or more) races	–	20	11

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 6 %	Grade 7 %	Grade 8 %
A home with one or more parent or guardian	–	100	84
Other relative's home	–	0	11
A home with more than one family	–	0	0
Friend's home	–	0	0
Foster home, group care, or waiting placement	–	0	0
Hotel or motel	–	0	0
Shelter, car, campground, or other transitional or temporary housing	–	0	0
Other living arrangement	–	0	5

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 6 %	Grade 7 %	Grade 8 %
Did not finish high school	–	0	0
Graduated from high school	–	8	11
Attended college but did not complete four-year degree	–	12	17
Graduated from college	–	76	67
Don't know	–	4	6

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 6 %	Grade 7 %	Grade 8 %
No	–	72	53
Yes	–	20	37
Don't know	–	8	11

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***Language Spoken at Home***

	Grade 6 %	Grade 7 %	Grade 8 %
English	–	100	100
Spanish	–	0	0
Mandarin	–	0	0
Cantonese	–	0	0
Taiwanese	–	0	0
Tagalog	–	0	0
Vietnamese	–	0	0
Korean	–	0	0
Other	–	0	0

Question HS/MS A.11: What language is spoken most of the time in your home?

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

Table A3.8
English Language Proficiency – All Students

	Grade 6 %	Grade 7 %	Grade 8 %
How well do you... understand English?			
Very well	–	96	100
Well	–	4	0
Not well	–	0	0
Not at all	–	0	0
speak English?			
Very well	–	96	89
Well	–	4	11
Not well	–	0	0
Not at all	–	0	0
read English?			
Very well	–	96	89
Well	–	4	5
Not well	–	0	5
Not at all	–	0	0
write English?			
Very well	–	96	89
Well	–	4	11
Not well	–	0	0
Not at all	–	0	0
English Language Proficiency Status			
Proficient	–	96	84
Not proficient	–	4	16

Question HS/MS A.12-15: How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

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

	Grade 6 %	Grade 7 %	Grade 8 %
<i>How well do you...</i>			
understand English?			
Very well	—		
Well	—		
Not well	—		
Not at all	—		
speak English?			
Very well	—		
Well	—		
Not well	—		
Not at all	—		
read English?			
Very well	—		
Well	—		
Not well	—		
Not at all	—		
write English?			
Very well	—		
Well	—		
Not well	—		
Not at all	—		
<i>English Language Proficiency Status</i>			
Proficient	—		
Not proficient	—		

Question HS/MS A.11-15: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.10
Sexual Orientation

	Grade 6 %	Grade 7 %	Grade 8 %
Straight (not gay)	–	56	50
Gay or Lesbian	–	4	0
Bisexual	–	12	17
I am not sure yet	–	24	22
Something else	–	0	6
Decline to respond	–	4	6

Question HS/MS A.74: Which of the following best describes you?

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

Table A3.11
Gender Identity

	Grade 6 %	Grade 7 %	Grade 8 %
No, I am not transgender	–	92	89
Yes, I am transgender	–	0	0
I am not sure if I am transgender	–	8	6
Decline to respond	–	0	6

Question HS/MS A.75: 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 6 %	Grade 7 %	Grade 8 %
Mostly A's	–	40	56
A's and B's	–	36	11
Mostly B's	–	8	11
B's and C's	–	12	11
Mostly C's	–	4	6
C's and D's	–	0	0
Mostly D's	–	0	0
Mostly F's	–	0	6

Question HS/MS A.16: During the past 12 months, how would you describe the grades you mostly received in school?

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

Table A4.2

Truancy, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
0 times	–	84	79
1-2 times	–	8	5
A few times	–	8	5
Once a month	–	0	0
Twice a month	–	0	5
Once a week	–	0	0
More than once a week	–	0	5

Question HS/MS A.18: During the past 12 months, about how many times did you skip school or cut classes?

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
I did not miss any days of school in the past 30 days	–	52	50
1 day	–	24	17
2 days	–	16	6
3 or more days	–	8	28

Question HS/MS A.17: In the past 30 days, how often did you miss an entire day of school for any reason?

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

Table A4.4***School Environment Scales (Developmental Supports)***

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Total school supports				
<i>Average reporting “Pretty much true” or “Very much true”</i>	–	70	73	
High	–	56	58	
Moderate	–	40	32	
Low	–	4	11	
Caring adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	–	72	75	A4.6
High	–	52	47	
Moderate	–	44	42	
Low	–	4	11	
High expectations-adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	–	85	86	A4.7
High	–	76	58	
Moderate	–	20	37	
Low	–	4	5	
Meaningful participation at school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	–	54	58	A4.8
High	–	28	32	
Moderate	–	52	47	
Low	–	20	21	

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

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %	Table
School connectedness				
<i>Average reporting “Agree” or “Strongly agree”</i>	–	73	66	A4.9
High	–	68	68	
Moderate	–	24	21	
Low	–	8	11	
Academic motivation				
<i>Average reporting “Agree” or “Strongly agree”</i>	–	65	67	A4.10
High	–	36	37	
Moderate	–	32	32	
Low	–	32	32	
Parent involvement in school				
<i>Average reporting “Agree” or “Strongly agree”</i>	–	83	84	A4.11
High	–	80	74	
Moderate	–	12	26	
Low	–	8	0	

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

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

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Caring adults in school			
<i>Average reporting “Pretty much true” or “Very much true”</i>	–	72	75
<i>At my school, there is a teacher or some other adult... who really cares about me.</i>			
Not at all true	–	4	5
A little true	–	24	21
Pretty much true	–	28	42
Very much true	–	44	32
<i>who notices when I’m not there.</i>			
Not at all true	–	8	16
A little true	–	33	11
Pretty much true	–	25	32
Very much true	–	33	42
<i>who listens to me when I have something to say.</i>			
Not at all true	–	4	6
A little true	–	12	17
Pretty much true	–	52	33
Very much true	–	32	44

Question HS/MS A.32, 34, 36: At my school, there is a teacher or some other adult... who really cares about me... who notices when I am not there... who listens to me when I have something to say.

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
High expectations-adults in school			
<i>Average reporting “Pretty much true” or “Very much true”</i>	–	85	86
<i>At my school, there is a teacher or some other adult... who tells me when I do a good job.</i>			
Not at all true	–	4	5
A little true	–	16	11
Pretty much true	–	32	37
Very much true	–	48	47
<i>who always wants me to do my best.</i>			
Not at all true	–	4	0
A little true	–	4	11
Pretty much true	–	16	37
Very much true	–	76	53
<i>who believes that I will be a success.</i>			
Not at all true	–	4	11
A little true	–	12	5
Pretty much true	–	24	32
Very much true	–	60	53

Question HS/MS A.33, 35, 37: At my school, there is a teacher or some other adult... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.

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

Table A4.8
Meaningful Participation Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Meaningful participation at school			
<i>Average reporting “Pretty much true” or “Very much true”</i>	—	54	58
At school...			
I do interesting activities.			
Not at all true	—	4	5
A little true	—	16	21
Pretty much true	—	40	53
Very much true	—	40	21
I help decide things like class activities or rules.			
Not at all true	—	20	16
A little true	—	20	21
Pretty much true	—	24	16
Very much true	—	36	47
I do things that make a difference.			
Not at all true	—	12	16
A little true	—	36	42
Pretty much true	—	20	26
Very much true	—	32	16
I have a say in how things work.			
Not at all true	—	16	26
A little true	—	36	21
Pretty much true	—	28	32
Very much true	—	20	21
I help decide school activities or rules.			
Not at all true	—	32	21
A little true	—	40	21
Pretty much true	—	12	32
Very much true	—	16	26

Question HS/MS A.38-42: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference... I have a say in how things work... I help decide school activities or rules.

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

Table A4.9
School Connectedness Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
School connectedness			
<i>Average reporting “Agree” or “Strongly agree”</i>	–	73	66
I feel close to people at this school.			
Strongly disagree	–	4	0
Disagree	–	16	5
Neither disagree nor agree	–	12	16
Agree	–	44	53
Strongly agree	–	24	26
I am happy to be at this school.			
Strongly disagree	–	4	5
Disagree	–	13	16
Neither disagree nor agree	–	8	26
Agree	–	50	21
Strongly agree	–	25	32
I feel like I am part of this school.			
Strongly disagree	–	0	0
Disagree	–	20	11
Neither disagree nor agree	–	12	26
Agree	–	48	37
Strongly agree	–	20	26
The teachers at this school treat students fairly.			
Strongly disagree	–	0	5
Disagree	–	4	5
Neither disagree nor agree	–	24	16
Agree	–	44	32
Strongly agree	–	28	42
I feel safe in my school.			
Strongly disagree	–	0	5
Disagree	–	13	11
Neither disagree nor agree	–	4	21
Agree	–	38	32
Strongly agree	–	46	32

Question HS/MS A.19-23: How strongly do you agree or disagree with the following statements?... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.

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

Table A4.10
Academic Motivation Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Academic motivation			
<i>Average reporting “Agree” or “Strongly agree”</i>	–	65	67
I try hard to make sure that I am good at my schoolwork.			
Strongly disagree	–	4	11
Disagree	–	4	0
Neither disagree nor agree	–	16	21
Agree	–	32	16
Strongly agree	–	44	53
I try hard at school because I am interested in my work.			
Strongly disagree	–	4	11
Disagree	–	12	16
Neither disagree nor agree	–	36	16
Agree	–	20	26
Strongly agree	–	28	32
I work hard to try to understand new things at school.			
Strongly disagree	–	4	5
Disagree	–	4	5
Neither disagree nor agree	–	32	16
Agree	–	24	37
Strongly agree	–	36	37
I am always trying to do better in my schoolwork.			
Strongly disagree	–	4	5
Disagree	–	8	0
Neither disagree nor agree	–	12	26
Agree	–	28	26
Strongly agree	–	48	42

Question HS/MS A.28-31: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork.

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Parent involvement in school			
<i>Average reporting “Agree” or “Strongly agree”</i>	–	83	84
Teachers at this school communicate with parents about what students are expected to learn in class.			
Strongly disagree	–	4	0
Disagree	–	4	0
Neither disagree nor agree	–	16	11
Agree	–	40	42
Strongly agree	–	36	47
Parents feel welcome to participate at this school.			
Strongly disagree	–	0	0
Disagree	–	4	0
Neither disagree nor agree	–	12	21
Agree	–	40	37
Strongly agree	–	44	42
School staff takes parent concerns seriously.			
Strongly disagree	–	0	0
Disagree	–	4	5
Neither disagree nor agree	–	8	11
Agree	–	64	53
Strongly agree	–	24	32

Question HS/MS A.25-27: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff takes parent concerns seriously.

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
My school is usually clean and tidy.			
Strongly disagree	–	0	0
Disagree	–	4	0
Neither disagree nor agree	–	16	11
Agree	–	52	42
Strongly agree	–	28	47

Question HS/MS A.24: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.

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

5. School Violence, Victimization, and Safety

Table A5.1

Perceived Safety at School

	Grade 6 %	Grade 7 %	Grade 8 %
Very safe	–	24	24
Safe	–	60	41
Neither safe nor unsafe	–	12	35
Unsafe	–	4	0
Very unsafe	–	0	0

Question HS/MS A.48: How safe do you feel when you are at school?

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Race, ethnicity, or national origin			
0 times	—	92	100
1 time	—	0	0
2 or more times	—	8	0
Religion			
0 times	—	88	100
1 time	—	8	0
2 or more times	—	4	0
Gender			
0 times	—	88	100
1 time	—	13	0
2 or more times	—	0	0
Because you are gay or lesbian or someone thought you were			
0 times	—	80	83
1 time	—	12	6
2 or more times	—	8	11
A physical or mental disability			
0 times	—	100	100
1 time	—	0	0
2 or more times	—	0	0
You are an immigrant or someone thought you were			
0 times	—	100	100
1 time	—	0	0
2 or more times	—	0	0
<i>Any of the above six reasons</i>	—	40	17

Question HS/MS A.64-69: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay or lesbian or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were.

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Any other reason			
0 times	–	50	83
1 time	–	33	6
2 or more times	–	17	11
Any harassment	–	56	28

Question HS/MS A.70: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay or lesbian or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were... Any other reason.

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
<i>During the past 12 months, how many times on school property have you...</i>			
had mean rumors or lies spread about you?			
0 times	—	44	78
1 time	—	20	6
2 to 3 times	—	28	11
4 or more times	—	8	6
had sexual jokes, comments, or gestures made to you?			
0 times	—	76	78
1 time	—	16	11
2 to 3 times	—	0	11
4 or more times	—	8	0
been made fun of because of your looks or the way you talk?			
0 times	—	56	89
1 time	—	28	6
2 to 3 times	—	8	6
4 or more times	—	8	0
been made fun of, insulted, or called names?			
0 times	—	52	78
1 time	—	24	17
2 to 3 times	—	8	0
4 or more times	—	16	6

Question HS/MS A.52-54, 63: During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you... had sexual jokes, comments, or gestures made to you... been made fun of because of your looks or the way you talk... been made fun of, insulted, or called names?

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
<i>During the past 12 months, how many times on school property have you...</i>			
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?			
0 times	—	64	83
1 time	—	24	11
2 to 3 times	—	8	6
4 or more times	—	4	0
been afraid of being beaten up?			
0 times	—	96	100
1 time	—	0	0
2 to 3 times	—	0	0
4 or more times	—	4	0
been threatened with harm or injury?			
0 times	—	92	94
1 time	—	8	0
2 to 3 times	—	0	6
4 or more times	—	0	0
been in a physical fight?			
0 times	—	96	89
1 time	—	4	11
2 to 3 times	—	0	0
4 or more times	—	0	0
been threatened or injured with a weapon (gun, knife, club, etc.)?			
0 times	—	100	100
1 time	—	0	0
2 to 3 times	—	0	0
4 or more times	—	0	0
been offered, sold, or given an illegal drug?			
0 times	—	100	94
1 time	—	0	6
2 to 3 times	—	0	0
4 or more times	—	0	0

Question HS/MS A.49-51, 56, 60, 62: 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 6 %	Grade 7 %	Grade 8 %
Had your property stolen or deliberately damaged			
0 times	—	96	76
1 time	—	4	12
2 to 3 times	—	0	6
4 or more times	—	0	6
Damaged school property on purpose			
0 times	—	96	89
1 time	—	0	6
2 to 3 times	—	4	0
4 or more times	—	0	6

Question HS/MS A.55, 57: 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 6 %	Grade 7 %	Grade 8 %
Carried a gun			
0 times	—	100	100
1 time	—	0	0
2 to 3 times	—	0	0
4 or more times	—	0	0
Carried any other weapon (such as a knife or club)			
0 times	—	100	100
1 time	—	0	0
2 to 3 times	—	0	0
4 or more times	—	0	0
Seen someone carrying a gun, knife, or other weapon			
0 times	—	100	100
1 time	—	0	0
2 to 3 times	—	0	0
4 or more times	—	0	0

Question HS/MS A.58-59, 61: 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

Current AOD Use on School Property, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol			
0 days	–	100	100
1 to 2 days	–	0	0
3 or more days	–	0	0
Marijuana (smoke, vape, eat, or drink)			
0 days	–	100	100
1 to 2 days	–	0	0
3 or more days	–	0	0
Any other drug, pill, or medicine to get “high” or for reasons other than medical?			
0 days	–	100	94
1 to 2 days	–	0	6
3 or more days	–	0	0
<i>Any of the above</i>	–	0	6

Question HS/MS A.45-47: 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.

7. Tobacco Use

Table A7.1

Current Smoking on School Property, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
Cigarettes			
0 days	—	96	94
1 or 2 days	—	4	0
3 to 9 days	—	0	0
10 to 19 days	—	0	0
20 or more days	—	0	6
Electronic cigarettes, e-cigarettes, or other vaping device			
0 days	—	100	100
1 or 2 days	—	0	0
3 to 9 days	—	0	0
10 to 19 days	—	0	0
20 or more days	—	0	0

Question HS/MS A.43-44: During the past 30 days, on how many days on school property did you use... cigarettes... electronic cigarettes, e-cigarettes, or other vaping device such as Juul, e-hookah, hookah pens, or vape pens?

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

8. Other Mental Health Risks

Table A8.1

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
No	–	60	65
Yes	–	40	35

Question HS/MS A.71: 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 A8.2

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
No	–	84	78
Yes	–	16	22

Question HS/MS A.72: During the past 12 months, did you ever seriously consider attempting suicide?

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 - 6th Grade

Percent of Students (%)	Grade 6						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	—	—	—	—	—	—	—
Caring adults in school [‡]	—	—	—	—	—	—	—
High expectations-adults in school [‡]	—	—	—	—	—	—	—
Meaningful participation at school [‡]	—	—	—	—	—	—	—
<i>School Connectedness</i> [†]	—	—	—	—	—	—	—
<i>Academic Motivation</i> [†]	—	—	—	—	—	—	—
<i>Parent Involvement in School</i> [†]	—	—	—	—	—	—	—

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

Table A9.2

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

Percent of Students (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]						67	
Caring adults in school [‡]						68	
High expectations-adults in school [‡]						82	
Meaningful participation at school [‡]						51	
<i>School Connectedness</i> [†]						70	
<i>Academic Motivation</i> [†]						62	
<i>Parent Involvement in School</i> [†]						81	

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

Table A9.3***School Supports and Engagement by Race/Ethnicity - 8th Grade***

Percent of Students (%)	Grade 8						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]						71	
Caring adults in school [‡]						77	
High expectations-adults in school [‡]						83	
Meaningful participation at school [‡]						52	
<i>School Connectedness</i> [†]						70	
<i>Academic Motivation</i> [†]						64	
<i>Parent Involvement in School</i> [†]						85	

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

Table A9.4***Feeling Safe or Very Safe at School by Race/Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
Hispanic or Latino	—		
American Indian or Alaska Native	—		
Asian	—		
Black or African American	—		
Native Hawaiian or Pacific Islander	—		
White	—	79	71
Mixed (two or more) races	—		

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

Table A9.5***Harassment Due to Six Reasons at School in the Past 12 Months by Race/Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
Hispanic or Latino	—		
American Indian or Alaska Native	—		
Asian	—		
Black or African American	—		
Native Hawaiian or Pacific Islander	—		
White	—	37	20
Mixed (two or more) races	—		

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 A9.6***Any Harassment or Bullying at School in the Past 12 Months by Race/Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
Hispanic or Latino	—		
American Indian or Alaska Native	—		
Asian	—		
Black or African American	—		
Native Hawaiian or Pacific Islander	—		
White	—	53	33
Mixed (two or more) races	—		

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

Table A9.7***Any Alcohol Use at School in the Past 30 Days by Race/Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
Hispanic or Latino	—		
American Indian or Alaska Native	—		
Asian	—		
Black or African American	—		
Native Hawaiian or Pacific Islander	—		
White	—	0	0
Mixed (two or more) races	—		

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

Table A9.8***Chronic Sad or Hopeless Feelings in the Past 12 Months by Race/Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
Hispanic or Latino	—		
American Indian or Alaska Native	—		
Asian	—		
Black or African American	—		
Native Hawaiian or Pacific Islander	—		
White	—	42	43
Mixed (two or more) races	—		

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

10. Gender Breakdowns

Table A10.1
School Supports and Engagement by Gender

	Grade 6		Grade 7		Grade 8	
	Female	Male	Female	Male	Female	Male
	%	%	%	%	%	%
<i>School Environment</i>						
Total school supports [‡]	—	—	80			65
Caring adults in school [‡]	—	—	79			57
High expectations-adults in school [‡]	—	—	96			77
Meaningful participation at school [‡]	—	—	64			62
<i>School Connectedness</i> [†]	—	—	79			72
<i>Academic Motivation</i> [†]	—	—	73			68
<i>Parent Involvement in School</i> [†]	—	—	88			93

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

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

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

Table A10.2

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

	Grade 6		Grade 7		Grade 8	
	Female	Male	Female	Male	Female	Male
	%	%	%	%	%	%
Perceived Safety at School						
Feel safe or very safe at school	—	—	88			
Harassment/Bullying at School						
<i>During the past 12 months at school, have you been...</i>						
harassed/bullied for any of the six reasons	—	—	50			
harassed/bullied for any reasons	—	—	63			
Current ATOD Use						
<i>During the past 30 days, did you...</i>						
have at least one drink of alcohol at school	—	—	0			
Mental Health						
Chronic sad or hopeless feelings, past 12 months	—	—	31			

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

Z. Freshwater Elementary Custom Questions

1. Module Sample

Table Z1.1

Student Sample for Custom Questions

	Grade 6	Grade 7	Grade 8
<i>Student Sample Size</i>			
Target sample	–	28	23
Final number	–	25	18
Response Rate	–	89%	78%

2. Custom Questions

Table Z2.1

How much do you think people risk harming themselves physically or in other ways if they smoke marijuana once or twice a week?

	Grade		Total %
	7th %	8th %	
Great risk	48	33	42
Moderate risk	36	22	30
Slight risk	4	11	7
No risk	12	33	21

Question HS/MS Z.1.

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

Table Z2.2

During the past 30 days, have you used prescription drugs not prescribed to you?

	Grade		Total %
	7th %	8th %	
No	96	94	95
Yes	4	6	5

Question HS/MS Z.2.

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

Table Z2.3

How much do you think people risk harming themselves physically or in other ways if they use prescription drugs that are not prescribed to them?

	Grade		Total %
	7th %	8th %	
Great risk	72	56	65
Moderate risk	28	22	26
Slight risk	0	17	7
No risk	0	6	2

Question HS/MS Z.3.

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

Table Z2.4***How wrong do your parents feel it would be for you to use prescription drugs not prescribed to you?***

	Grade		Total %
	7th %	8th %	
Very wrong	100	83	93
Wrong	0	11	5
A little bit wrong	0	6	2

*Question HS/MS Z.4.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.5*****How wrong do your friends feel it would be for you to use prescription drugs not prescribed to you?***

	Grade		Total %
	7th %	8th %	
Very wrong	64	44	56
Wrong	20	28	23
A little bit wrong	12	22	16
Not at all wrong	4	6	5

*Question HS/MS Z.5.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.6*****About how old were you the first time you tried a drink of an alcoholic beverage (other than a sip or two)?***

	Grade		Total %
	7th %	8th %	
Never	84	78	81
10 or under	0	11	5
11	4	0	2
12	4	6	5
13	8	6	7

*Question HS/MS Z.6.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z2.7***About how old were you the first time you tried part or all of a cigarette?***

	Grade		Total %
	7th %	8th %	
Never	96	83	91
10 or under	0	6	2
12	0	11	5
13	4	0	2

*Question HS/MS Z.7.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.8*****About how old were you the first time you tried an electronic cigarette (e-cigarette or vaping device)?***

	Grade		Total %
	7th %	8th %	
Never	96	83	91
12	0	17	7
13	4	0	2

*Question HS/MS Z.8.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z2.9***About how old were you the first time you tried marijuana (smoke, eat, or drink)?***

	Grade		Total %
	7th %	8th %	
Never	96	72	86
10 or under	0	11	5
11	0	6	2
12	0	6	2
13	4	6	5

*Question HS/MS Z.9.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.10*****About how old were you the first time you tried any other illegal drug, or pill to get “high”?***

	Grade		Total %
	7th %	8th %	
Never	96	89	93
10 or under	0	6	2
11	0	6	2
13	4	0	2

*Question HS/MS Z.10.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z2.11***How do most students at your school who drink alcohol usually get it? (Mark All That Apply.)***

	Grade		Total %
	7th %	8th %	
At school	0	0	0
At parties	8	18	12
At concerts or other social events	8	0	5
At their own home	13	18	15
From adults at friends' homes	8	12	10
From friends or another teenager	17	24	20
Get adults to buy it for them	0	6	2
Buy it themselves from a store	4	12	7
At bars, clubs, or gambling casinos	0	0	0
Other	13	0	7
Don't know	83	88	85

*Question HS/MS Z.11.**Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.***Table Z2.12*****How do most kids at your school who use marijuana usually get it? (Mark All That Apply.)***

	Grade		Total %
	7th %	8th %	
At school	0	0	0
At parties	4	12	7
At concerts or other social events	0	0	0
At their own home	13	18	15
From an adult acquaintance	4	6	5
From friends or another teenager	13	18	15
Buy it at a marijuana dispensary	0	18	7
At bars or clubs	0	0	0
Other	8	6	7
Don't know	83	76	80

*Question HS/MS Z.12.**Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.*

Table Z2.13

How do most kids at your school who use prescription drugs (“to get high” or for reasons other than prescribed) usually get them? (Mark All That Apply.)

	Grade		Total %
	7th %	8th %	
At school	0	0	0
At parties	4	12	7
At concerts or other social events	0	0	0
At their own home	8	12	10
From an adult acquaintance	4	6	5
From friends or another teenager	4	6	5
From their own prescription	0	12	5
Buy them online	4	0	2
Other	8	0	5
Don’t know	92	88	90

Question HS/MS Z.13.

Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for “mark all that apply” items.

Table Z2.14

How do most students at your school who use other illegal drugs (ecstasy, methamphetamine, etc.) get them? (Mark All That Apply.)

	Grade		Total %
	7th %	8th %	
At school	0	0	0
At parties	4	6	5
At concerts or other social events	0	0	0
At their own home	8	6	7
From an adult acquaintance	4	6	5
From friends or another teenager	4	6	5
From their own prescription	0	6	2
Buy them online	0	0	0
Other	0	0	0
Don’t know	88	94	90

Question HS/MS Z.14.

Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for “mark all that apply” items.

Table Z2.15***Where do most students at your school go to use alcohol? (Mark All That Apply.)***

	Grade		Total %
	7th %	8th %	
At school during the school day	0	0	0
At school events or activities	0	0	0
At a friend's house	13	12	13
On the way to or from school	0	6	3
Parks, recreational areas	0	12	5
At parties or events outside school	13	12	13
At home with their parents knowledge	0	12	5
At home without their parents knowledge	17	6	13
Vacant buildings	4	12	8
Other	13	0	8
Don't know	78	88	83

*Question HS/MS Z.15.**Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.***Table Z2.16*****Where do most students at your school go to use marijuana? (Mark All That Apply.)***

	Grade		Total %
	7th %	8th %	
At school during the school day	0	0	0
At school events or activities	0	6	3
At a friend's house	8	19	13
On the way to or from school	0	6	3
Parks, recreational areas	0	6	3
At parties or events outside school	4	6	5
At home with their parents knowledge	0	13	5
At home without their parents knowledge	13	6	10
Vacant buildings	4	13	8
Other	8	0	5
Don't know	83	88	85

*Question HS/MS Z.16.**Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.*

Table Z2.17***Where do most students at your school go to use prescription drugs? (Mark All That Apply.)***

	Grade		Total %
	7th %	8th %	
At school during the school day	0	0	0
At school events or activities	0	6	2
At a friend's house	0	12	5
On the way to or from school	0	6	2
Parks, recreational areas	0	12	5
At parties or events outside school	0	12	5
At home with their parents knowledge	0	12	5
At home without their parents knowledge	0	6	2
Vacant buildings	0	12	5
Other	4	0	2
Don't know	96	88	93

*Question HS/MS Z.17.**Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.***Table Z2.18*****During the past 12 months, did you ever seriously consider attempting suicide?***

	Grade		Total %
	7th %	8th %	
No	88	76	83
Yes	12	24	17

*Question HS/MS Z.18.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.19*****During the past 12 months, did you make a plan about how you would attempt suicide?***

	Grade		Total %
	7th %	8th %	
No	80	83	81
Yes	20	17	19

*Question HS/MS Z.19.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z2.20***During the past 12 months, how many times did you actually attempt suicide?***

	Grade		Total %
	7th %	8th %	
0 times	100	94	98
1 time	0	6	2

*Question HS/MS Z.20.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.21*****If you have seriously considered, planned, or attempted suicide during the past 12 months, have you talked to a parent/guardian, counselor, or other adult about this?***

	Grade		Total %
	7th %	8th %	
No	91	93	92
Yes	9	7	8

*Question HS/MS Z.21.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.22*****In the past week, on how many days did you exercise or do physical activity for at least 60 minutes that made you sweat and breathe hard? (For example, basketball, soccer, running, swimming laps, fast bicycling, fast dancing, or similar aerobic activities.)***

	Grade		Total %
	7th %	8th %	
0	4	17	9
1	12	17	14
2	12	11	12
3	24	28	26
4	16	6	12
5	8	17	12
6	8	0	5
7	16	6	12

*Question HS/MS Z.22.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z2.23

In an average week, on how many days do you have physical activity in your physical education class (P.E. or gym)?

	Grade		Total %
	7th %	8th %	
0	4	6	5
1	4	0	2
2	4	11	7
3	88	78	84
7	0	6	2

Question HS/MS Z.23.

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

Table Z2.24

During the past 24 hours (yesterday), how many times did you drink sweetened beverages: regular soda/soft drinks, sweetened tea or coffee, fruit drinks, sport, or energy drinks? (Do not count diet drinks.)

	Grade		Total %
	7th %	8th %	
0	56	22	42
1	16	33	23
2	12	33	21
3	4	0	2
4	8	0	5
5 or more	4	11	7

Question HS/MS Z.24.

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

Table Z2.25***During the past 24 hours (yesterday), how many times did you eat fruit? (Do not count fruit juice.)***

	Grade		Total %
	7th %	8th %	
0	4	17	9
1	16	17	16
2	28	22	26
3	20	17	19
4	12	11	12
5 or more	20	17	19

*Question HS/MS Z.25.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.26*****During the past 24 hours (yesterday), how many times did you eat vegetables? (Include salads and non-fried potatoes.)***

	Grade		Total %
	7th %	8th %	
0	0	17	7
1	20	17	19
2	20	17	19
3	36	22	30
4	8	11	9
5 or more	16	17	16

*Question HS/MS Z.26.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.27*****How safe do you feel in the neighborhood where you live?***

	Grade		Total %
	7th %	8th %	
Very safe	40	29	36
Safe	36	29	33
Neither safe nor unsafe	20	41	29
Unsafe	4	0	2

*Question HS/MS Z.27.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z2.28

Students at this school are motivated to learn. - How strongly do you agree or disagree with the following statements about your school?

	Grade		Total %
	7th %	8th %	
Strongly disagree	0	11	5
Disagree	16	6	12
Neither disagree nor agree	40	72	53
Agree	32	6	21
Strongly agree	12	6	9

Question HS/MS Z.28.

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

Table Z2.29

This school promotes academic success for all students. - How strongly do you agree or disagree with the following statements about your school?

	Grade		Total %
	7th %	8th %	
Strongly disagree	0	11	5
Neither disagree nor agree	4	17	9
Agree	52	39	47
Strongly agree	44	33	40

Question HS/MS Z.29.

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

Table Z2.30

This school is a supportive and inviting place for students to learn. - How strongly do you agree or disagree with the following statements about your school?

	Grade		Total %
	7th %	8th %	
Strongly disagree	0	11	5
Neither disagree nor agree	4	17	9
Agree	48	50	49
Strongly agree	48	22	37

Question HS/MS Z.30.

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

Table Z2.31

Teachers go out of their way to help students. - How strongly do you agree or disagree with the following statements about your school?

	Grade		Total %
	7th %	8th %	
Strongly disagree	4	6	5
Disagree	4	0	2
Neither disagree nor agree	8	17	12
Agree	36	50	42
Strongly agree	48	28	40

Question HS/MS Z.31.

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

Table Z2.32

Adults at this school treat all students with respect. - How strongly do you agree or disagree with the following statements about your school?

	Grade		Total %
	7th %	8th %	
Strongly disagree	4	22	12
Disagree	8	11	9
Neither disagree nor agree	12	17	14
Agree	44	28	37
Strongly agree	32	22	28

Question HS/MS Z.32.

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

Table Z2.33

Students treat teachers with respect. - How strongly do you agree or disagree with the following statements about your school?

	Grade		Total %
	7th %	8th %	
Strongly disagree	8	22	14
Disagree	12	22	16
Neither disagree nor agree	32	39	35
Agree	40	11	28
Strongly agree	8	6	7

Question HS/MS Z.33.

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

Table Z2.34***I have high goals and expectations for myself. - How true do you feel these statements are about you personally?***

	Grade		Total %
	7th %	8th %	
Not at all true	4	18	10
A little true	20	18	19
Pretty much true	20	0	12
Very much true	56	65	60

*Question HS/MS Z.34.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.35*****I plan to graduate from high school. - How true do you feel these statements are about you personally?***

	Grade		Total %
	7th %	8th %	
Not at all true	0	6	2
Pretty much true	16	12	14
Very much true	84	82	83

*Question HS/MS Z.35.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.36*****I plan to go to college or some other school after high school. - How true do you feel these statements are about you personally?***

	Grade		Total %
	7th %	8th %	
Not at all true	4	6	5
A little true	0	12	5
Pretty much true	29	0	17
Very much true	67	82	73

*Question HS/MS Z.36.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z2.37***I am looking forward to a successful career. - How true do you feel these statements are about you personally?***

	Grade		Total
	7th %	8th %	
A little true	0	18	7
Pretty much true	24	18	21
Very much true	76	65	71

*Question HS/MS Z.37.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.38*****In my home, there is a parent or some other adult who believes that I will be a success.***

	Grade		Total
	7th %	8th %	
A little true	0	6	2
Pretty much true	8	12	10
Very much true	92	82	88

*Question HS/MS Z.38.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.39*****In my home, there is a parent or some other adult who thinks I should go to college.***

	Grade		Total
	7th %	8th %	
A little true	0	6	2
Pretty much true	17	6	12
Very much true	83	88	85

*Question HS/MS Z.39.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z2.40

In my home, there is a parent or some other adult who talks to me frequently about the value of attending college.

	Grade		Total %
	7th %	8th %	
Not at all true	12	6	10
A little true	24	18	21
Pretty much true	24	6	17
Very much true	40	71	52

Question HS/MS Z.40.

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

Table Z2.41

How wrong do your parents or guardians feel it would be for you to take one or two drinks of alcohol nearly every day?

	Grade		Total %
	7th %	8th %	
Very wrong	92	88	90
Wrong	4	12	7
A little bit wrong	4	0	2

Question HS/MS Z.41.

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

Table Z2.42

How wrong do your parents or guardians feel it would be for you to smoke tobacco?

	Grade		Total %
	7th %	8th %	
Very wrong	96	94	95
Wrong	4	0	2
A little bit wrong	0	6	2

Question HS/MS Z.42.

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

Table Z2.43***How wrong do your parents or guardians feel it would be for you to use marijuana (smoke, eat, or drink)?***

	Grade		Total %
	7th %	8th %	
Very wrong	92	76	86
Wrong	4	6	5
A little bit wrong	4	18	10

*Question HS/MS Z.43.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.44*****How wrong do your parents or guardians feel it would be for you to use prescription drugs to get high or for reasons other than prescribed?***

	Grade		Total %
	7th %	8th %	
Very wrong	96	94	95
Wrong	4	6	5

*Question HS/MS Z.44.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.45*****How wrong would your close friends feel it would be if you take one or two drinks of alcohol nearly every day?***

	Grade		Total %
	7th %	8th %	
Very wrong	72	59	67
Wrong	16	18	17
A little bit wrong	12	6	10
Not at all wrong	0	18	7

*Question HS/MS Z.45.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z2.46***How wrong would your close friends feel it would be if you smoke tobacco?***

	Grade		Total %
	7th %	8th %	
Very wrong	80	65	74
Wrong	8	6	7
A little bit wrong	12	12	12
Not at all wrong	0	18	7

*Question HS/MS Z.46.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.47*****How wrong would your close friends feel it would be if you use marijuana (smoke, eat, or drink)?***

	Grade		Total %
	7th %	8th %	
Very wrong	76	47	64
Wrong	12	12	12
A little bit wrong	8	18	12
Not at all wrong	4	24	12

*Question HS/MS Z.47.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.48*****How wrong would your close friends feel it would be if you use prescription drugs to get high or for reasons other than prescribed?***

	Grade		Total %
	7th %	8th %	
Very wrong	80	65	74
Wrong	12	12	12
A little bit wrong	8	6	7
Not at all wrong	0	18	7

*Question HS/MS Z.48.**Note: Columns are not displayed if there are less than 10 respondents.*

Appendix I

2018-19 CHKS Secondary Survey Response Rates

Eligible Schools	6th %	7th %	8th %
Freshwater Charter Middle		89	83

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

Appendix II

CHKS Content Overview, 2018-19

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

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

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

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

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

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

In addition, the CHKS Mini-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

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

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

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

⁴ See calschls.org/reports-data/#slcr

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

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

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

GRADE-LEVEL PATTERNS

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

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

DEMOGRAPHIC CHARACTERISTICS AND POPULATION SUBGROUP DIFFERENCES (Section 3)

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

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

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

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

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

Racial-Ethnic Identification

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

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

Foster Care Youth

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

Sexual Orientation and Gender Identity

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

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

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

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

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

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

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

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

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 4)

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

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

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

Self-Reported Grades

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

Academic Motivation

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

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

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

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

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

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

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

Absenteeism and Truancy

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

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

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

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

Developmental Supports

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

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

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

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

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

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

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

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

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

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

School Connectedness

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

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

Parent Involvement

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

Facilities and Physical Environment

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

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

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

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

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

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

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

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 5)

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

Perceived Safety

Perceived safety is another indicator that districts/schools are required to monitor as part of their LCAP school climate priority. School safety is more than the antithesis of violence. Perceived school safety is psychological as well as physical. Feelings of insecurity can have multiple sources, not all of which correctly reflect the level of danger and violence on a school campus, such as verbal bullying. Both physical and psychological safety are essential for high quality teaching and learning. It is a key factor in students feeling connected to school.

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

Harassment and Victimization

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

The CHKS asks about the frequency with which students experienced any bullying/harassment related to six bias-related categories (gender, race/ethnicity, disability, sexual identity, religion, immigrant status), as well as for any other reason (Table A5.2). About three-in-ten secondary students report experiencing

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

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

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

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

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

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

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

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

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

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

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

Vandalism and Weapons

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

SUBSTANCE USE AND MENTAL HEALTH (Sections 6-8)

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

Alcohol and Other Drug Use at School (Section 6)

AOD use at school is especially troubling. 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. It also is an indirect indicator of school disengagement. An analysis of CHKS data found that substance use and intoxication at school, being offered drugs at school, and lifetime intoxication, were significantly related to changes in California achievement test scores one year later.⁴⁵ Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools.^{46 47}

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

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

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

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

⁴⁵ 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.

⁴⁶ Hanson & Austin. (2003). Download data.calschls.org/resources/FACTSHEET-3.pdf

⁴⁷ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief8_AOD_final.pdf

Cigarette Smoking (Section 7)

Current smokers are significantly more likely than nonsmokers to engage in alcohol and other drug use, be involved in violence and gang membership, and experience school-related problems and disengagement. To a lesser extent, current smokers are also more likely than nonsmokers to be victims of violence and harassment, feel unsafe at school, and experience incapacitating sadness and loneliness. These results suggest that efforts to reduce student smoking may be more successful if embedded in approaches that address a broad range of risk behaviors and problems.^{48 49}

Mental Health (Section 8)

The CHKS Mini-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.⁵⁰ 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.⁵¹

CHKS data also show that students who report bias-related harassment, particularly for disability and sexual orientation, have poorer overall well-being than students who are harassed for other reasons or not harassed. Students who report any harassment are about twice as likely to experience chronic sadness/hopelessness than their non-harassed peers.^{52 53}

The supplementary School Climate Module includes a Social and Emotional Supports scale that provides insight from students on what the school does to help promote mental health and the fostering of social-emotional competencies.

⁴⁸ Hanson & Zheng. (2006). Download data.calschls.org/resources/factsheet2update.pdf

⁴⁹ Austin, McCarthy, Slade, & Bailey. (2007). Download data.calschls.org/resources/FACTSHEET-5.pdf

⁵⁰ Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-11.pdf

⁵¹ Austin, Cragle, Delong-Cotty. (2012). Download data.calschls.org/resources/FACTSHEET-12.pdf

⁵² Heck, Russell, O'Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf

⁵³ Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-10.pdf