CALIFORNIA
cal-schls
SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY

Lakeport Unified
Secondary
2016-2017
Main Report

Health&Human Development Program AT WestEd

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:

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Contents

Page

List of Tables . . . . . **ii**

PREFACE . . . . . **v**

Survey Module Administration **1**

A. Core Module Results **2**
1. Survey Sample 2
2. Summary of Key Indicators 3
3. Demographics 4
4. School Performance, Supports, and Engagements 10
5. School Violence, Victimization, and Safety 21
6. Alcohol and Other Drug Use 26
7. Tobacco Use 36
8. Other Physical and Mental Health Risks 41
9. Race/Ethnic Breakdowns 43
10. Gender Breakdowns 49

N. School Climate Module **51**
1. Module Sample 51
2. Supports for Learning & Student Academic Engagement 52
3. Fairness and Respect for Diversity 56
4. Disciplinary Environment 59
5. Student Peer Relationships 61
6. Social and Emotional Learning 62
7. School Anti-Bullying Climate 64
8. Facilities Physical Environment 66
9. Scheduled Lunch 67

Appendix **68**

List of Tables

Page

Survey Module Administration **1**
1 CHKS Survey Modules Administered 1

A. Core Module Results **2**

1. Survey Sample **2**
A1.1 Student Sample Characteristics 2

2. Summary of Key Indicators **3**
A2.1 Key Indicators of School Climate and Student Well-Being 3

3. Demographics **4**
A3.1 Gender of Sample 4
A3.2 Hispanic or Latino 4
A3.3 Race 4
A3.4 Living Situation 5
A3.5 Highest Education of Parents 5
A3.6 Free or Reduced Price Meals Eligibility 6
A3.7 Participation in Migrant Education Program, Past 3 Years 6
A3.8 Language Spoken at Home 6
A3.9 English Language Proficiency – All Students 7
A3.10 English Language Proficiency – Home Language Other Than English 8
A3.11 Number of Days Attending Afterschool Program 9
A3.12 Military Connections 9
A3.13 Sexual Identification 9

4. School Performance, Supports, and Engagements **10**
A4.1 Grades, Past 12 Months 10
A4.2 Truancy, Past 12 Months 10
A4.3 Reasons for Absence, Past 30 Days 11
A4.4 School Environment Scales 12
A4.5 School Connectedness, Parent Involvement, and Academic Motivation 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 Parent Involvement Scale Questions 18
A4.11 Academic Motivation 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
A5.3 Verbal Harassment at School, Past 12 Months 23
A5.4 Violence and Victimization on School Property, Past 12 Months 24

A5.5 Property Damage on School Property, Past 12 Months . . . 25
A5.6 Weapons Possession on School Property, Past 12 Months . . . 25

6. Alcohol and Other Drug Use . . . **26**
A6.1 Summary Measures of Level of AOD Use . . . 26
A6.2 Summary of AOD Lifetime Use . . . 27
A6.3 Lifetime AOD Use . . . 28
A6.3 Lifetime AOD Use – Continued . . . 29
A6.4 Current AOD Use, Past 30 Days . . . 30
A6.5 Frequency of Current AOD Use, Past 30 Days . . . 31
A6.6 Lifetime Drunk or "High" . . . 32
A6.7 Cessation Attempts . . . 32
A6.8 Drinking While Driving, Lifetime . . . 33
A6.9 Current AOD Use on School Property, Past 30 Days . . . 34
A6.10 Lifetime Drunk or "High" on School Property . . . 34
A6.11 Perceived Harm and Availability . . . 35

7. Tobacco Use . . . **36**
A7.1 Summary of Key CHKS Tobacco Indicators . . . 36
A7.2 Lifetime Tobacco Use . . . 37
A7.3 Any Current Use and Daily Use . . . 38
A7.4 Current Smoking on School Property, Past 30 Days . . . 39
A7.5 Cigarette Smoking Cessation Attempts . . . 40
A7.6 Perceived Harm of Cigarette Smoking and Difficulty of Obtaining Cigarettes . . . 40

8. Other Physical and Mental Health Risks . . . **41**
A8.1 Cyber Bullying, Past 12 Months . . . 41
A8.2 Eating of Breakfast . . . 41
A8.3 Chronic Sad or Hopeless Feelings, Past 12 Months . . . 41
A8.4 Seriously Considered Attempting Suicide, Past 12 Months . . . 42
A8.5 Gang Involvement . . . 42

9. Race/Ethnic Breakdowns . . . **43**
A9.1 School Supports and Academic Motivation by Race/Ethnicity - 9th Grade . . . 43
A9.2 School Supports and Academic Motivation by Race/Ethnicity - 10th Grade . . . 43
A9.3 School Supports and Academic Motivation by Race/Ethnicity - 11th Grade . . . 44
A9.4 School Supports and Academic Motivation by Race/Ethnicity - 12th Grade . . . 44
A9.5 Perceived Safety at School by Race/Ethnicity . . . 45
A9.6 Harassment Due to Five Bias-Related Reasons by Race/Ethnicity, Past 12 Months . . . 45
A9.7 Any Harassment or Bullying by Race/Ethnicity, Past 12 Months . . . 46
A9.8 Current Alcohol Use at School by Race/Ethnicity, Past 30 Days . . . 46
A9.9 Current Cigarette Smoking by Race/Ethnicity, Past 30 Days . . . 47
A9.10 Current Alcohol Use by Race/Ethnicity, Past 30 Days . . . 47
A9.11 Current Marijuana Use by Race/Ethnicity, Past 30 Days . . . 48
A9.12 Chronic Sad or Hopeless Feelings by Race/Ethnicity, Past 12 Months . . . 48

10. Gender Breakdowns . . . **49**
A10.1 School Supports and Academic Motivation by Gender . . . 49

A10.2 Perceived Safety, Harassment, AOD Use, and Mental Health Measures by Gender . . 50

N. School Climate Module **51**

1. Module Sample **51**
N1.1 Student Sample for School Climate Module 51

2. Supports for Learning & Student Academic Engagement **52**
N2.1 Supports for Learning 52
N2.1 Supports for Learning – Continued 53
N2.1 Supports for Learning – Continued 54
N2.2 Student Academic Mindset and Learning Engagement 55

3. Fairness and Respect for Diversity **56**
N3.1 Fairness and Respect 56
N3.2 Respect for Diversity 57
N3.2 Respect for Diversity – Continued 58

4. Disciplinary Environment **59**
N4.1 Consistency and Clarity of Rules and Expectations 59
N4.2 Disciplinary Harshness 60

5. Student Peer Relationships **61**
N5.1 Peer Caring Relationships 61

6. Social and Emotional Learning **62**
N6.1 Supports for Social and Emotional Learning 62
N6.1 Supports for Social and Emotional Learning – Continued 63

7. School Anti-Bullying Climate **64**
N7.1 School Responses to Bullying 64
N7.1 School Responses to Bullying – Continued 65

8. Facilities Physical Environment **66**
N8.1 Quality of Physical Environment 66

9. Scheduled Lunch **67**
N9.1 Scheduled Lunch at School 67

Appendix **68**

PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results for each question from this school/district's 2016–17 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic.

The CHKS, along with its two companion surveys–*California School Staff Survey* (CSSS) for staff and the *California School Parent Survey* (CSPS)–is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Surveys (Cal-SCHLS) System*, 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, and stakeholder engagement, as well as youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major school-related domains and constructs assessed by Cal-SCHLS.

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

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

The Cal-SCHLS Technical Assistance Center offers workshops 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 that would 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 youth behaviors, attitudes, and learning conditions is essential to guide school improvement efforts, improve academic performance, and develop effective prevention, health, and youth development programs.

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

Core Module

As outlined in Exhibit 1, the Core Module consists of key questions, identified by an expert advisory committee, that are considered most important for schools to guide improvement of academic, health, and prevention programs and promote student achievement, college and career readiness, positive development, and well-being. The great majority of the questions are school-specific, including the following indicators:

- Student grades, truancy, reasons for missing school, academic motivation, and school connectedness, as indicators of engagement;
- The levels of students' three fundamental developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;
- Perceived safety and the frequency and type of harassment and bullying at school; and
- Levels of violence, substance use, and crime-related behavior (e.g., weapons possession) at school.

Supplementary School Climate Module

To further support school improvement efforts and the LCAP process, a supplementary School Climate Module is available. It provides additional data on student academic mindset, school academic supports, discipline/order, supports for social-emotional learning, bullying prevention and positive peer relationships, respect for diversity, and the quality of the physical environment (download from chks.wested.org/administer/download/supplemental/#clim). A companion Learning Conditions module can be added to the staff survey to compare their perceptions on the same constructs.

Supplementary Social Emotional Health Module (SEHM)

The SEHM greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional capacities linked to student mental health and well-being, academic success, and college and career readiness. It includes 46 items that capture the totality of core adolescent psychological assets.

SURVEY ADMINISTRATION AND SAMPLING

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to maintain confidentiality. Students were surveyed only with the consent of parents or guardians. Each student's participation was voluntary, anonymous, and confidential. Table A1.1 gives the target sample of students and the final number and percent of students who completed the survey (the participation response rate).

THE REPORT

The tables in the Main Report, 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

The demographic questions on the CHKS help districts meet the LCAP requirement to identify and address variations in state priorities among significant student subgroups, including differences by race/ethnicity, gender, socioeconomic status; homeless, migrant, and foster youth; and English language learners. 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, such as changes that occur in survey content, administration, and/or sample characteristics between administrations. The following are a few of the key issues that should be kept in mind. A more detailed discussion of these topics can be found in the *CHKS Guidebook to Data Use and Dissemination* (download chks.wested.org/resources/chks_guidebook_3_datause.pdf).

Sample Characteristics

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

Changes Between Survey Administrations

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

RESOURCES

The CHKS and Cal-SCHLS websites contain guidebooks and other tools for using and understanding survey results, including factsheets that show how data variables are related and offer suggestions for how data can be analyzed at the local level.

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 Cal-SCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

The School Climate Connection Newsletter provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on the CHKS or CaliforniaS3 websites.

Among the tools available to help in understanding and using the survey results, especially for LCAP implementation and monitoring, *Making Sense of School Climate* provides a discussion of all the Cal-SCHLS survey items that relate to school climate (download californias3.wested.org/resources/S3_schoolclimateguidebook_final.pdf)

Helpful Resources for Local Control and Accountability Plans (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf) describes how survey items align with LCAP priorities and indicators. Also available is an LCAP-related PowerPoint presentation (chks.wested.org/training-support/workshops-presentations).

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process. The results of this student survey should be compared to those obtained from the Cal-SCHLS surveys of school staff and parents. It is important to determine how consistent are student, staff, and parent perceptions and experiences.

CHKS results will also be enriched if analyzed in the context of other data typically collected by schools that relate to the variables assessed, such as discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

The following custom services (additional fees apply) are available through the Cal-SCHLS TA Center to help in fostering effective use of the results to support school and program improvement efforts and the LCAP process.

Request School Reports

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

- A full report with all the survey results.
- A short, user-friendly, graphic **School Climate Report Card** that provides results across eight domains of school climate and provides an overall **School Climate Index** score based on those domains. (View a sample report: visit californias3.wested.org/resources/California_State_SCRC_1314.pdf).

Request 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.

Request Disaggregated Reports

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

Conduct Additional Analyses of Dataset

The complete dataset is available electronically for additional analysis (there is a small fee for preparation). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of student and across schools within a district. You can also request an analysis by subgroups as a custom service.

Add Questions to Your Next Surveys

Determine what additional information is needed from students to guide school improvement efforts and add questions to your next CHKS or CSSS. Both surveys were designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

Engage Students, Staff, and Parents in an Action Planning Process

Engage students, staff, and parents in reviewing and exploring the meaning of the results and obtain their input into how the school might better meet the identified needs and into the development of a detailed action plan. This communicates to stakeholders that you value their input into how to improve the school and gives them an opportunity for meaningful participation. This helps enhance pupil engagement and parent involvement, two LCAP priorities. It will also promote higher rates of participation the next time the survey is administered, as stakeholders will see how the data has been used for positive purposes.

On request, Cal-SCHLS staff can conduct a structured *Listening to Students Workshop* designed to explore with students, as staff observe, the meaning of survey results and obtain their input on how to address the needs identified by the survey. Cal-SCHLS 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 Cal-SCHLS Technical Assistance Center (call 888.841.7536 or email schoolclimate@wested.org). See also: californias3.wested.org/training-support/workshops.

Exhibit 1

Major School-related Domains and Constructs Assessed by Cal-SCHLS

	Student Core Module	Student School Climate Module	Staff Survey	Parent Survey
School connectedness	✓			
Student learning engagement and motivation	✓	✓	✓	✓
Student performance (grades)	✓			
Attendance (truancy, reasons for absence)	✓		✓	
Academic mindset		✓		
Academic rigor and norms–high expectations	✓	✓	✓	✓
College and career readiness		✓		✓
Teacher and other supports for learning	✓	✓	✓	✓
Relationships between students and staff	✓		✓	✓
Relationships among students	✓	✓	✓	✓
Relationships among staff			✓	
Parent involvement	✓		✓	✓
Meaningful participation and decision-making	✓		✓	✓
Staff supports			✓	
Perceived safety	✓		✓	✓
Discipline and order (policies, enforcement)		✓	✓	✓
Violence and victimization (bullying)	✓	✓	✓	✓
Alcohol, tobacco, and drug use	✓		✓	✓
Services and policies to address student needs			✓	
Student social-emotional competencies and health	✓		✓	
Social-emotional and behavioral supports		✓	✓	✓
Respect for diversity and cultural sensitivity		✓	✓	✓
Quality of physical environment		✓	✓	✓

ACKNOWLEDGMENTS

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

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1
Student Sample Characteristics

	Grade 9	Grade 10	Grade 11	Grade 12
Student Sample Size				
Target sample	96	105	95	–
Final number	92	74	95	–
Average Response Rate	96%	70%	100%	–

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
School Engagement and Supports					
School connectedness (high)	47	34	40	–	A4.5
Academic motivation (high)	24	30	16	–	A4.5
Truant more than a few times†	2	4	8	–	A4.2
Caring adult relationships (high)	30	24	29	–	A4.4
High expectations (high)	42	31	29	–	A4.4
Meaningful participation (high)	12	15	14	–	A4.4
School Safety and Substance Use					
School perceived as very safe or safe	57	51	61	–	A5.1
Experienced any harassment or bullying†	31	38	27	–	A5.2
Had mean rumors or lies spread about you†	36	32	36	–	A5.3
Been afraid of being beaten up†	19	7	5	–	A5.4
Been in a physical fight†	13	13	4	–	A5.4
Seen a weapon on campus†	17	9	6	–	A5.6
Been drunk or "high" on drugs at school, ever	6	11	14	–	A6.10
Mental and Physical Health					
Current alcohol or drug use‡	19	23	33	–	A6.4
Current binge drinking‡	9	12	19	–	A6.4
Very drunk or "high" 7 or more times	8	14	28	–	A6.6
Current cigarette smoking‡	2	5	3	–	A7.3
Current electronic cigarette use‡	3	9	5	–	A7.3
Experienced chronic sadness/hopelessness†	34	32	34	–	A8.3
Considered suicide†	14	19	19	–	A8.4

Notes: Cells are empty if there are less than 10 respondents.
†*Past 12 months;* ‡*Past 30 days.*

3. Demographics

Table A3.1
Gender of Sample

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Male	54	48	47	–
Female	46	52	53	–

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

Table A3.2
Hispanic or Latino

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	66	73	71	–
Yes	34	27	29	–

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

Table A3.3
Race

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
American Indian or Alaska Native	5	3	7	–
Asian	4	3	1	–
Black or African American	4	1	0	–
Native Hawaiian or Pacific Islander	0	3	1	–
White	54	58	65	–
Mixed (two or more) races	34	32	26	–

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

Table A3.4

Living Situation

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A home with one or more parents or guardian	84	96	98	–
Other relative's home	1	0	0	–
A home with more than one family	3	1	0	–
Friend's home	2	0	0	–
Foster home, group care, or waiting placement	0	0	0	–
Hotel or motel	0	0	0	–
Shelter, car, campground, or other transitional or temporary housing	3	1	1	–
Other living arrangement	7	1	1	–

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

Table A3.5

Highest Education of Parents

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Did not finish high school	8	11	11	–
Graduated from high school	14	22	22	–
Attended college but did not complete four-year degree	19	12	13	–
Graduated from college	43	43	42	–
Don't know	16	12	13	–

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

Table A3.6

Free or Reduced Price Meals Eligibility

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	46	49	48	–
Yes	34	42	40	–
Don't know	20	9	12	–

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

Table A3.7

Participation in Migrant Education Program, Past 3 Years

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	76	85	85	–
Yes	4	4	4	–
Don't know	20	11	11	–

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

Table A3.8

Language Spoken at Home

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
English	84	88	81	–
Spanish	15	11	17	–
Mandarin	0	0	0	–
Cantonese	0	0	0	–
Taiwanese	0	0	0	–
Tagalog	0	1	1	–
Vietnamese	1	0	0	–
Korean	0	0	0	–
Other	0	0	1	–

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

Table A3.9

English Language Proficiency – All Students

	Grade 9 mean/%	Grade 10 mean/%	Grade 11 mean/%	Grade 12 mean/%
English Language Proficiency				
Average Scale Score	3.86	3.84	3.82	–
How well do you...				
understand English?				
Very well	91	91	89	–
Well	8	9	11	–
Not well	1	0	0	–
Not at all	0	0	0	–
speak English?				
Very well	90	92	88	–
Well	8	8	12	–
Not well	2	0	0	–
Not at all	0	0	0	–
read English?				
Very well	86	86	83	–
Well	12	11	14	–
Not well	2	3	3	–
Not at all	0	0	0	–
write English?				
Very well	84	82	72	–
Well	15	13	25	–
Not well	1	4	2	–
Not at all	0	1	1	–
English Language Proficiency Status				
Proficient	83	85	81	–
Not proficient	17	15	19	–

Question HS/MS A.13-16: How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.
Notes: Cells are empty if there are less than 10 respondents.

Table A3.10

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

	Grade 9 mean/%	Grade 10 mean/%	Grade 11 mean/%	Grade 12 mean/%
English Language Proficiency				
Average Scale Score	3.63		3.61	–
How well do you...				
understand English?				
Very well	73		78	–
Well	20		22	–
Not well	7		0	–
Not at all	0		0	–
speak English?				
Very well	73		67	–
Well	13		33	–
Not well	13		0	–
Not at all	0		0	–
read English?				
Very well	67		67	–
Well	27		22	–
Not well	7		11	–
Not at all	0		0	–
write English?				
Very well	67		50	–
Well	33		44	–
Not well	0		6	–
Not at all	0		0	–
English Language Proficiency Status				
Proficient	67		61	–
Not proficient	33		39	–

Question HS/MS A.12-16: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.
Notes: Cells are empty if there are less than 10 respondents.

Table A3.11

Number of Days Attending Afterschool Program

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 days	95	96	95	–
1 day	0	1	1	–
2 days	0	0	1	–
3 days	2	1	2	–
4 days	1	0	0	–
5 days	2	1	1	–

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

Table A3.12

Military Connections

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	91	93	98	–
Yes	3	4	2	–
Don't know	6	3	0	–

Question HS A.117/MS A.107: Is your father, mother, or caretaker currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?
Notes: Cells are empty if there are less than 10 respondents.

Table A3.13

Sexual Identification

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Heterosexual (straight)	82	77	79	–
Gay or Lesbian	2	4	5	–
Bisexual	12	8	9	–
Transgender	2	1	0	–
Not sure	8	4	3	–
Decline to respond	2	9	4	–

Question HS A.118/MS A.108: Which of the following best describes you? (Mark All That Apply.)
Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

4. School Performance, Supports, and Engagements

Table A4.1

Grades, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Mostly A's	24	26	15	–
A's and B's	39	32	37	–
Mostly B's	8	9	7	–
B's and C's	14	22	27	–
Mostly C's	7	3	3	–
C's and D's	8	8	8	–
Mostly D's	1	0	0	–
Mostly F's	0	0	2	–

Question HS/MS A.18: During the past 12 months, how would you describe the grades you mostly received in school?
Notes: Cells are empty if there are less than 10 respondents.

Table A4.2

Truancy, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times	69	78	60	–
1-2 times	19	8	18	–
A few times	10	9	14	–
Once a month	2	4	3	–
Once a week	0	0	3	–
More than once a week	0	0	2	–

Question HS/MS A.19: During the past 12 months, about how many times did you skip school or cut classes?
Notes: Cells are empty if there are less than 10 respondents.

Table A4.3

Reasons for Absence, Past 30 Days

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply, I didn't miss any school	28	32	19	–
Illness (feeling physically sick), including problems with breathing or your teeth	63	63	69	–
Felt very sad, hopeless, anxious, stressed, or angry	5	13	13	–
Didn't get enough sleep	2	17	15	–
Didn't feel safe at school	1	1	1	–
Had to work	0	1	2	–
Had to take care of or help a family member or friend	3	7	12	–
Wanted to spend time with friends who don't go to your school	0	4	1	–
Wanted to use alcohol or drugs	0	3	2	–
Were behind in schoolwork or weren't prepared for a test or class assignment	1	14	6	–
Were bored with or uninterested in school	3	8	8	–
Were suspended	1	7	2	–
Other reason	22	8	16	–

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

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

Table A4.4

School Environment Scales

	Grade 9	Grade 10	Grade 11	Grade 12	Table
Total school supports					
Average Scale Score	2.61	2.59	2.58	–	
High (%)	26	22	22	–	
Moderate (%)	56	66	62	–	
Low (%)	18	12	16	–	
Caring adults in school					
Average Scale Score	2.75	2.77	2.77	–	A4.6
High (%)	30	24	29	–	
Moderate (%)	58	68	60	–	
Low (%)	12	8	11	–	
High expectations-adults in school					
Average Scale Score	2.98	2.90	2.88	–	A4.7
High (%)	42	31	29	–	
Moderate (%)	48	64	62	–	
Low (%)	10	5	8	–	
Meaningful participation at school					
Average Scale Score	2.10	2.10	2.11	–	A4.8
High (%)	12	15	14	–	
Moderate (%)	44	45	47	–	
Low (%)	44	41	39	–	

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

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

Table A4.5

School Connectedness, Parent Involvement, and Academic Motivation Scales

	Grade 9	Grade 10	Grade 11	Grade 12	Table
School Connectedness					
Average Scale Score	3.50	3.41	3.42	–	A4.9
High (%)	47	34	40	–	
Moderate (%)	42	55	46	–	
Low (%)	11	11	14	–	
Parent Involvement in School					
Average Scale Score	3.25	3.19	3.15	–	A4.10
High (%)	24	24	24	–	
Moderate (%)	54	45	45	–	
Low (%)	22	31	31	–	
Academic Motivation					
Average Scale Score	3.76	3.86	3.67	–	A4.11
High (%)	24	30	16	–	
Moderate (%)	47	43	55	–	
Low (%)	29	27	29	–	

Notes: Cells are empty if there are less than 10 respondents.
Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

Table A4.6
Caring Relationships Scale Questions

	Grade 9 mean/%	Grade 10 mean/%	Grade 11 mean/%	Grade 12 mean/%
Caring adults in school				
Average Scale Score	2.75	2.77	2.77	–
At my school, there is a teacher or some other adult...				
who really cares about me.				
Not at all true	11	4	7	–
A little true	27	37	36	–
Pretty much true	38	38	31	–
Very much true	23	21	26	–
who notices when I'm not there.				
Not at all true	13	11	12	–
A little true	24	30	30	–
Pretty much true	37	42	32	–
Very much true	26	18	26	–
who listens to me when I have something to say.				
Not at all true	9	3	8	–
A little true	31	30	26	–
Pretty much true	36	41	39	–
Very much true	24	27	26	–

Question HS/MS A.34, 36, 38: At my school, there is a teacher or some other adult... who really cares about me... who notices when I am not there... who listens to me when I have something to say.
Notes: Cells are empty if there are less than 10 respondents.

Table A4.7
High Expectations Scale Questions

	Grade 9 mean/%	Grade 10 mean/%	Grade 11 mean/%	Grade 12 mean/%
High expectations-adults in school				
Average Scale Score	2.98	2.90	2.88	–
At my school, there is a teacher or some other adult...				
who tells me when I do a good job.				
Not at all true	9	4	7	–
A little true	24	26	27	–
Pretty much true	34	50	43	–
Very much true	32	20	22	–
who always wants me to do my best.				
Not at all true	5	8	6	–
A little true	20	19	19	–
Pretty much true	38	42	41	–
Very much true	38	31	33	–
who believes that I will be a success.				
Not at all true	11	1	6	–
A little true	14	36	29	–
Pretty much true	42	36	40	–
Very much true	33	26	24	–

Question HS/MS A.35, 37, 39: At my school, there is a teacher or some other adult... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.
Notes: Cells are empty if there are less than 10 respondents.

Table A4.8
Meaningful Participation Scale Questions

	Grade 9 mean/%	Grade 10 mean/%	Grade 11 mean/%	Grade 12 mean/%
Meaningful participation at school				
Average Scale Score	2.10	2.10	2.11	–
At school...				
I do interesting activities.				
Not at all true	16	22	18	–
A little true	37	31	34	–
Pretty much true	24	27	25	–
Very much true	23	20	23	–
I help decide things like class activities or rules.				
Not at all true	54	47	46	–
A little true	22	30	38	–
Pretty much true	15	18	7	–
Very much true	9	5	8	–
I do things that make a difference.				
Not at all true	41	35	34	–
A little true	33	36	43	–
Pretty much true	16	18	13	–
Very much true	10	11	11	–

Question HS/MS A.40-42: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference.
Notes: Cells are empty if there are less than 10 respondents.

Table A4.9

School Connectedness Scale Questions

	Grade 9 mean/%	Grade 10 mean/%	Grade 11 mean/%	Grade 12 mean/%
School Connectedness				
Average Scale Score	3.50	3.41	3.42	–
I feel close to people at this school.				
Strongly disagree	5	7	3	–
Disagree	9	5	12	–
Neither disagree nor agree	18	29	29	–
Agree	49	42	42	–
Strongly agree	18	16	14	–
I am happy to be at this school.				
Strongly disagree	11	8	14	–
Disagree	3	8	9	–
Neither disagree nor agree	33	34	28	–
Agree	40	38	38	–
Strongly agree	13	11	11	–
I feel like I am part of this school.				
Strongly disagree	7	5	6	–
Disagree	9	12	10	–
Neither disagree nor agree	33	38	33	–
Agree	37	33	41	–
Strongly agree	14	11	10	–
The teachers at this school treat students fairly.				
Strongly disagree	3	6	7	–
Disagree	10	15	10	–
Neither disagree nor agree	32	25	33	–
Agree	43	44	40	–
Strongly agree	12	10	10	–
I feel safe in my school.				
Strongly disagree	6	3	6	–
Disagree	9	10	5	–
Neither disagree nor agree	27	33	22	–
Agree	47	46	54	–
Strongly agree	11	8	13	–

Question HS/MS A.21-25: 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

Parent Involvement Scale Questions

	Grade 9 mean/%	Grade 10 mean/%	Grade 11 mean/%	Grade 12 mean/%
Parent Involvement in School				
Average Scale Score	3.25	3.19	3.15	–
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	10	8	11	–
Disagree	13	20	17	–
Neither disagree nor agree	38	36	37	–
Agree	27	30	27	–
Strongly agree	11	5	8	–
Parents feel welcome to participate at this school.				
Strongly disagree	7	3	6	–
Disagree	5	18	8	–
Neither disagree nor agree	44	36	48	–
Agree	32	28	30	–
Strongly agree	12	15	8	–
School staff takes parent concerns seriously.				
Strongly disagree	8	5	8	–
Disagree	7	14	16	–
Neither disagree nor agree	47	45	39	–
Agree	34	31	27	–
Strongly agree	5	5	9	–

Question HS/MS A.27-29: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff takes parent concerns seriously.
Notes: Cells are empty if there are less than 10 respondents.

Table A4.11

Academic Motivation Scale Questions

	Grade 9 mean/%	Grade 10 mean/%	Grade 11 mean/%	Grade 12 mean/%
Academic Motivation				
Average Scale Score	3.76	3.86	3.67	–
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	3	1	3	–
Disagree	5	3	4	–
Neither disagree nor agree	12	11	15	–
Agree	41	49	60	–
Strongly agree	38	36	18	–
I try hard at school because I am interested in my work.				
Strongly disagree	5	8	5	–
Disagree	18	12	13	–
Neither disagree nor agree	26	27	39	–
Agree	35	27	28	–
Strongly agree	15	25	15	–
I work hard to try to understand new things at school.				
Strongly disagree	4	3	3	–
Disagree	9	7	6	–
Neither disagree nor agree	27	26	21	–
Agree	40	38	54	–
Strongly agree	20	27	15	–
I am always trying to do better in my schoolwork.				
Strongly disagree	4	3	4	–
Disagree	3	4	5	–
Neither disagree nor agree	17	14	21	–
Agree	39	47	48	–
Strongly agree	36	33	21	–

Question HS/MS A.30-33: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork.
Notes: Cells are empty if there are less than 10 respondents.

Table A4.12
Quality of School Physical Environment

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
My school is usually clean and tidy.				
Strongly disagree	4	4	4	–
Disagree	10	14	15	–
Neither disagree nor agree	41	32	24	–
Agree	33	45	47	–
Strongly agree	11	5	10	–

Question HS/MS A.26: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.
Notes: Cells are empty if there are less than 10 respondents.

5. School Violence, Victimization, and Safety

Table A5.1
Perceived Safety at School

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very safe	6	5	13	–
Safe	52	46	48	–
Neither safe nor unsafe	33	43	35	–
Unsafe	8	5	2	–
Very unsafe	2	0	2	–

Question HS A.89/MS A.79: How safe do you feel when you are at school?
Notes: Cells are empty if there are less than 10 respondents.

Table A5.2

Reasons for Harassment on School Property, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Race, ethnicity, or national origin				
0 times	85	93	87	–
1 time	7	3	8	–
2 or more times	8	4	4	–
Religion				
0 times	91	89	97	–
1 time	6	4	0	–
2 or more times	3	7	3	–
Gender (being male or female)				
0 times	97	90	96	–
1 time	1	3	2	–
2 or more times	2	7	2	–
Because you are gay or lesbian or someone thought you were				
0 times	95	92	98	–
1 time	2	3	1	–
2 or more times	2	5	1	–
A physical or mental disability				
0 times	94	93	95	–
1 time	1	3	2	–
2 or more times	4	4	3	–
Any of the above five bias-related reasons	24	28	21	–
Any other reason				
0 times	84	78	84	–
1 time	4	9	3	–
2 or more times	11	12	13	–
Any harassment	31	38	27	–

Question HS A.105-110/MS A.96-101: 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 (being male or female)... Because you are gay or lesbian or someone thought you were... A physical or mental disability... Any other reason.

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

Table A5.3

Verbal Harassment at School, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
During the past 12 months, how many times on school property have you...				
had mean rumors or lies spread about you?				
0 times	64	68	64	–
1 time	14	14	14	–
2 to 3 times	9	12	14	–
4 or more times	12	7	8	–
had sexual jokes, comments, or gestures made to you?				
0 times	62	65	76	–
1 time	14	8	6	–
2 to 3 times	7	12	8	–
4 or more times	17	15	9	–
been made fun of because of your looks or the way you talk?				
0 times	64	67	72	–
1 time	10	7	12	–
2 to 3 times	13	12	6	–
4 or more times	12	14	10	–
been made fun of, insulted, or called names?				
0 times	61	77	76	–
1 time	11	11	7	–
2 to 3 times	11	5	4	–
4 or more times	17	7	13	–

Question HS A.93-95, 104/MS A.84-86, 95: During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you... had sexual jokes, comments, or gestures made to you... been made fun of because of your looks or the way you talk... been made fun of, insulted, or called names?
Notes: Cells are empty if there are less than 10 respondents.

Table A5.4

Violence and Victimization on School Property, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
During the past 12 months, how many times on school property have you...				
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?				
0 times	82	82	89	–
1 time	7	9	5	–
2 to 3 times	3	5	2	–
4 or more times	8	3	3	–
been afraid of being beaten up?				
0 times	81	93	95	–
1 time	10	5	3	–
2 to 3 times	6	1	1	–
4 or more times	3	0	1	–
been in a physical fight?				
0 times	87	87	96	–
1 time	6	11	1	–
2 to 3 times	8	0	2	–
4 or more times	0	1	1	–
been threatened with harm or injury?				
0 times	91	92	97	–
1 time	6	4	1	–
2 to 3 times	1	3	1	–
4 or more times	2	1	1	–
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	97	95	99	–
1 time	2	3	1	–
2 to 3 times	1	3	0	–
4 or more times	0	0	0	–
been offered, sold, or given an illegal drug?				
0 times	81	90	80	–
1 time	11	4	9	–
2 to 3 times	7	1	5	–
4 or more times	1	4	5	–

Question HS A.90-92, 97, 101, 103/MS A.81-83, 88, 92, 94: 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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Had your property stolen or deliberately damaged				
0 times	81	88	92	–
1 time	11	8	4	–
2 to 3 times	4	1	0	–
4 or more times	3	3	4	–
Damaged school property on purpose				
0 times	98	93	99	–
1 time	2	5	1	–
2 to 3 times	0	1	0	–
4 or more times	0	0	0	–

Question HS A.96, 98/MS A.87, 89: 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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Carried a gun				
0 times	99	97	100	–
1 time	0	0	0	–
2 to 3 times	1	1	0	–
4 or more times	0	1	0	–
Carried any other weapon (such as a knife or club)				
0 times	93	92	99	–
1 time	3	4	0	–
2 to 3 times	2	1	0	–
4 or more times	1	3	1	–
Seen someone carrying a gun, knife, or other weapon				
0 times	83	91	94	–
1 time	8	5	4	–
2 to 3 times	7	3	0	–
4 or more times	2	1	2	–

Question HS A.99, 100, 102/MS A.90, 91, 93: During the past 12 months, how many times on school property have you... carried a gun... carried any other weapon (such as a knife or club)... seen someone carrying a gun, knife, or other weapon?

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

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Lifetime alcohol or drugs (excluding cold/cough medicines and prescription drugs)	33	49	67	–	A6.3
Current alcohol or drugs	19	23	33	–	A6.4
Current heavy drug uses	9	11	13	–	A6.4
Current heavy alcohol use (binge drinking)	9	12	19	–	A6.4
Current alcohol or drug use on school property	2	3	2	–	A6.9

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

Table A6.2

Summary of AOD Lifetime Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol	28	44	61	–
Marijuana	23	28	46	–
Inhalants	3	7	2	–
Cocaine, Methamphetamine, or any amphetamines	1	4	4	–
Ecstasy, LSD, or other psychedelics	1	11	11	–
Prescription pain killers, Diet Pills, or other prescription stimulant	17	20	27	–

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

Table A6.3

Lifetime AOD Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one full drink)				
0 times	72	56	39	–
1 time	9	7	7	–
2 to 3 times	1	10	11	–
4 or more times	18	27	43	–
Marijuana				
0 times	77	72	54	–
1 time	9	4	5	–
2 to 3 times	3	5	6	–
4 or more times	11	19	35	–
Inhalants (to get "high")				
0 times	97	93	98	–
1 time	1	4	1	–
2 to 3 times	2	1	0	–
4 or more times	0	1	1	–
Cocaine, Methamphetamine, or any amphetamines				
0 times	99	96	96	–
1 time	1	1	1	–
2 to 3 times	0	1	1	–
4 or more times	0	1	2	–
Ecstasy, LSD, or other psychedelics				
0 times	99	89	89	–
1 time	1	4	5	–
2 to 3 times	0	4	2	–
4 or more times	0	3	3	–
Any other drug, or pill, or medicine to get "high" or for other than medical reasons				
0 times	99	89	94	–
1 time	0	5	3	–
2 to 3 times	1	1	0	–
4 or more times	0	4	3	–
Any of the above AOD use	33	49	67	–

Question HS A.46-49, 51, 56/MS A.47-49, 51: During your life, how many times have you used the following substances? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (pot, weed, grass, hash, bud)... Inhalants (things you sniff, huff, or breathe to get "high" such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, Methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Any other drug, or pill, or medicine to get "high" or for other than medical reasons.

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

Table A6.3
Lifetime AOD Use – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Prescription pain medication, tranquilizers, or sedatives				
0 times	88	85	79	–
1 time	2	4	12	–
2 to 3 times	4	4	4	–
4 or more times	6	7	5	–
Diet Pills				
0 times	94	95	94	–
1 time	2	1	1	–
2 to 3 times	0	1	0	–
4 or more times	3	3	5	–
Ritalin™ or Adderall™ or other prescription stimulant				
0 times	94	90	90	–
1 time	4	6	2	–
2 to 3 times	1	1	4	–
4 or more times	1	3	3	–
Cold/Cough Medicines or other over-the-counter medicines				
0 times	63	70	71	–
1 time	4	8	8	–
2 to 3 times	7	9	4	–
4 or more times	26	12	17	–

Question HS A.52-55: During your life, how many times have you used the following substances?... Prescription pain medication (Vicodin™, OxyContin™, Percodan™, Lortab™), tranquilizers, or sedatives (Xanax™, Ativan™)... Diet Pills (Didrex, Dexedrine, Zinadrine, Skittles, M&M's)... Ritalin™ or Adderall™ (JIF, R-ball, Skippy) or other prescription stimulant... Cold/Cough Medicines (Triple-C's, Coricidin Cough, Sudafed, TheraFlu, Tylenol Cough) or other over-the-counter medicines.
Notes: Cells are empty if there are less than 10 respondents.

Table A6.4

Current AOD Use, Past 30 Days

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (at least one drink)	11	22	24	–
Binge drinking (5 or more drinks in a row)	9	12	19	–
Marijuana	11	14	19	–
Inhalants	0	3	0	–
Prescription medications to get "high" or for reasons other than prescribed	3	5	1	–
Other drug, pill, or medicine to get "high" or for other than medical reasons	1	4	2	–
Any drug use	14	15	21	–
Heavy drug use	9	11	13	–
Any AOD Use	19	23	33	–
Two or more drugs at the same time	1	8	4	–

Question HS A.63-69/MS A.58-62: During the past 30 days, on how many days did you use... at least one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)... inhalants (things you sniff, huff, or breathe to get "high")... prescription medications to get "high" or for reasons other than prescribed (such as Vicodin™, OxyContin™, Percodan™, Ritalin™, Adderall™, Xanax™)... any other drug, pill, or medicine to get "high" or for other than medical reasons... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

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

Heavy drug use was calculated based on pattern of combined current drug use on three or more days (marijuana, inhalants, prescription pain medicine to get "high" (high school only) and any other illegal drug/pill to get "high").

Table A6.5

Frequency of Current AOD Use, Past 30 Days

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (at least one drink)				
0 days	89	78	76	–
1 or 2 days	8	12	12	–
3 to 9 days	1	7	11	–
10 to 19 days	1	3	0	–
20 or more days	1	0	1	–
Binge drinking (5 or more drinks in a row)				
0 days	91	88	81	–
1 or 2 days	7	3	11	–
3 to 9 days	2	8	6	–
10 to 19 days	0	1	1	–
20 or more days	0	0	1	–
Marijuana				
0 days	89	86	81	–
1 or 2 days	7	4	6	–
3 to 9 days	1	5	2	–
10 to 19 days	2	1	0	–
20 or more days	1	3	11	–

Question HS A.63-65/MS A.58-60: During the past 30 days, on how many days did you use... at least one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)?

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

Table A6.6

Lifetime Drunk or "High"

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very drunk or sick after drinking alcohol				
0 times	90	77	62	–
1 to 2 times	9	9	14	–
3 to 6 times	0	7	9	–
7 or more times	1	7	15	–
"High" (loaded, stoned, or wasted) from using drugs				
0 times	83	77	62	–
1 to 2 times	8	4	6	–
3 to 6 times	1	7	9	–
7 or more times	8	12	22	–
Very drunk or "high" 7 or more times	8	14	28	–

Question HS A.57, 58/MS A.52, 53: During your life, how many times have you been... very drunk or sick after drinking alcohol... "high" (loaded, stoned, or wasted) from using drugs?

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

Table A6.7

Cessation Attempts

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
Does not apply, don't use	88	77	66	–
0 times	10	19	28	–
1 time	1	3	4	–
2 to 3 times	1	0	0	–
4 or more times	0	1	1	–
Marijuana				
Does not apply, don't use	87	78	69	–
0 times	10	15	19	–
1 time	1	4	6	–
2 to 3 times	0	1	2	–
4 or more times	2	1	3	–

Question HS A.86, 87: How many times have you tried to quit or stop using... alcohol... marijuana?

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

Table A6.8
Drinking While Driving, Lifetime

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Driven a car when you had been drinking, or been in a car driven by a friend who had been drinking				
Never	89	95	81	–
1 time	6	3	6	–
2 times	1	0	4	–
3 to 6 times	0	3	4	–
7 or more times	4	0	4	–

Question HS A.88: During your life, how many times have you ever driven a car when you had been drinking alcohol, or been in a car driven by a friend when he or she had been drinking?
Notes: Cells are empty if there are less than 10 respondents.

Table A6.9

Current AOD Use on School Property, Past 30 Days

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
0 days	99	97	99	–
1 to 2 days	1	3	0	–
3 or more days	0	0	1	–
Marijuana				
0 days	98	97	99	–
1 to 2 days	2	1	0	–
3 or more days	0	1	1	–
Any other drug, pill, or medicine to get "high" or for other than medical reasons?				
0 days	99	97	100	–
1 to 2 days	1	1	0	–
3 or more days	0	1	0	–
Any of the above	2	3	2	–

Question HS A.73-75/MS A.66-68: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol... smoke marijuana... use any other drug, pill, or medicine to get "high" or for other than medical reasons?
Notes: Cells are empty if there are less than 10 respondents.

Table A6.10

Lifetime Drunk or "High" on School Property

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times	94	89	86	–
1 to 2 times	3	4	6	–
3 to 6 times	1	4	4	–
7 or more times	1	3	3	–

Question HS A.59/MS A.54: During your life, how many times have you been... drunk on alcohol or "high" on drugs on school property?
Notes: Cells are empty if there are less than 10 respondents.

Table A6.11

Perceived Harm and Availability

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Perceived Harm of Use...				
Alcohol - drink occasionally				
Great	25	28	28	–
Moderate	30	32	26	–
Slight	31	18	35	–
None	14	22	12	–
Alcohol - 5 or more drinks once or twice a week				
Great	49	58	47	–
Moderate	19	17	32	–
Slight	17	10	13	–
None	15	15	8	–
Marijuana - smoke occasionally				
Great	24	31	27	–
Moderate	31	20	12	–
Slight	24	20	26	–
None	22	28	35	–
Marijuana - smoke once or twice a week				
Great	33	36	32	–
Moderate	30	28	14	–
Slight	16	11	21	–
None	21	24	34	–
Perceived Difficulty of Obtaining...				
Alcohol				
Very difficult	8	3	1	–
Fairly difficult	3	9	5	–
Fairly easy	17	26	24	–
Very easy	42	38	53	–
Don’t know	30	24	17	–
Marijuana				
Very difficult	6	4	1	–
Fairly difficult	4	5	4	–
Fairly easy	16	24	20	–
Very easy	44	36	55	–
Don’t know	30	30	20	–

Question HS A.78-81, 83, 84/MS A.71-74, 76, 77: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol occasionally... Have five or more drinks of an alcoholic beverage once or twice a week... Smoke marijuana occasionally... Smoke marijuana once or twice a week... How difficult is it for students in your grade to get any of the following substances if they really want them?... Alcohol... Marijuana.

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

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	6	12	9	–	A7.2
Current cigarette smoking‡	2	5	3	–	A7.3
Current cigarette smoking at school‡	2	0	1	–	A7.4
Ever tried smokeless tobacco	7	11	13	–	A7.2
Current smokeless tobacco use‡	1	0	3	–	A7.3
Current smokeless tobacco use at school‡	1	0	1	–	A7.4
Ever used electronic cigarettes or other vaping device	17	27	34	–	A7.2
Current use of electronic cigarettes or other vaping device‡	3	9	5	–	A7.3
Current use of electronic cigarettes or other vaping device at school‡	1	0	1	–	A7.4
Cessation Attempts					
Tried to quit or stop using cigarettes	1	4	3	–	A7.5
Attitudes and Correlates					
Occasional smoking great harm	31	39	43	–	A7.6
Smoking 1-2 packs per day great harm	69	78	80	–	A7.6
Very easy to obtain cigarettes	33	19	34	–	A7.6

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

‡*Past 30 days.*

Table A7.2
Lifetime Tobacco Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A whole cigarette				
0 times	94	88	91	–
1 time	2	3	2	–
2 to 3 times	1	3	6	–
4 or more times	2	7	1	–
Smokeless tobacco				
0 times	93	89	87	–
1 time	1	5	4	–
2 to 3 times	3	0	5	–
4 or more times	2	5	3	–
An electronic cigarette or other vaping device				
0 times	83	73	66	–
1 time	2	4	9	–
2 to 3 times	6	8	13	–
4 or more times	9	15	13	–

Question HS A.43-45/MS A.44-46: During your life, how many times have you used the following substances? A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens.
Notes: Cells are empty if there are less than 10 respondents.

Table A7.3

Any Current Use and Daily Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
Any	2	5	3	–
Daily (20 or more days)	1	1	1	–
Smokeless Tobacco				
Any	1	0	3	–
Daily (20 or more days)	0	0	2	–
Electronic cigarettes or other vaping device				
Any	3	9	5	–
Daily (20 or more days)	0	0	0	–

Question HS A.60-62/MS A.55-57: During the past 30 days, on how many days did you use... cigarettes... smokeless tobacco (dip, chew, or snuff)... electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?

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

Table A7.4

Current Smoking on School Property, Past 30 Days

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
0 days	98	100	99	–
1 or 2 days	2	0	0	–
3 to 9 days	0	0	0	–
10 to 19 days	0	0	0	–
20 or more days	0	0	1	–
Smokeless Tobacco				
0 days	99	100	99	–
1 or 2 days	1	0	0	–
3 to 9 days	0	0	0	–
10 to 19 days	0	0	1	–
20 or more days	0	0	0	–
Electronic cigarettes or other vaping device				
0 days	99	100	99	–
1 or 2 days	1	0	0	–
3 to 9 days	0	0	0	–
10 to 19 days	0	0	0	–
20 or more days	0	0	1	–

Question HS A.70-72/MS A.63-65: During the past 30 days, on how many days on school property did you... smoke cigarettes... use smokeless tobacco (dip, chew, or snuff)... use electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?
Note: Cells are empty if there are less than 10 respondents.

Table A7.5

Cigarette Smoking Cessation Attempts

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply, don't use	94	89	89	–
0 times	4	7	7	–
1 time	1	3	1	–
2 to 3 times	0	1	1	–
4 or more times	0	0	1	–

Question HS A.85: How many times have you tried to quit or stop using cigarettes?

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

Table A7.6

Perceived Harm of Cigarette Smoking and Difficulty of Obtaining Cigarettes

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Perceived Harm of Use...				
Smoke cigarettes occasionally				
Great	31	39	43	–
Moderate	39	31	33	–
Slight	19	12	15	–
None	11	18	10	–
Smoke 1-2 packs of cigarettes a day				
Great	69	78	80	–
Moderate	11	3	6	–
Slight	6	4	4	–
None	14	15	9	–
Perceived Difficulty of Obtaining...				
Cigarettes				
Very difficult	8	7	4	–
Fairly difficult	6	11	5	–
Fairly easy	14	27	31	–
Very easy	33	19	34	–
Don't know	39	36	26	–

Question HS A.76, 77, 82/MS A.69, 70, 75: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1-2 packs of cigarettes each day... How difficult is it for students in your grade to get any of the following substances if they really want them?... Cigarettes.

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

8. Other Physical and Mental Health Risks

Table A8.1

Cyber Bullying, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times (never)	79	74	81	–
1 time	8	15	5	–
2 to 3 times	7	9	9	–
4 or more times	7	1	4	–

Question HS A.111/MS A.102: During the past 12 months, how many times did other students spread mean rumors or lies about you on the internet (i.e., Facebook™, Instagram™, Snapchat™, email, instant message)?
Note: Cells are empty if there are less than 10 respondents.

Table A8.2

Eating of Breakfast

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	38	22	27	–
Yes	63	78	73	–

Question HS A.115/MS A.105: Did you eat breakfast today?
Note: Cells are empty if there are less than 10 respondents.

Table A8.3

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	66	68	66	–
Yes	34	32	34	–

Question HS A.113/MS A.104: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?
Note: Cells are empty if there are less than 10 respondents.

Table A8.4

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	86	81	81	–
Yes	14	19	19	–

Question HS A.114: During the past 12 months, did you ever seriously consider attempting suicide?
Notes: Cells are empty if there are less than 10 respondents.

Table A8.5

Gang Involvement

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	93	97	94	–
Yes	7	3	6	–

Question HS A.112/MS A.103: Do you consider yourself a member of a gang?
Note: Cells are empty if there are less than 10 respondents.

9. Race/Ethnic Breakdowns

Table A9.1

School Supports and Academic Motivation by Race/Ethnicity - 9th Grade

Percent of students scoring High (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports	20					20	36
Caring adults in school	27					20	39
High expectations-adults in school	33					30	46
Meaningful participation at school	10					11	14
School Connectedness	48					46	45
Parent Involvement in School	23					22	25
Academic Motivation	29					20	28

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.

Table A9.2

School Supports and Academic Motivation by Race/Ethnicity - 10th Grade

Percent of students scoring High (%)	Grade 10						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports	10					25	14
Caring adults in school	15					30	14
High expectations-adults in school	30					30	23
Meaningful participation at school	15					15	14
School Connectedness	20					36	23
Parent Involvement in School	25					20	23
Academic Motivation	20					35	14

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.

Table A9.3

School Supports and Academic Motivation by Race/Ethnicity - 11th Grade

Percent of students scoring High (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports	26					19	21
Caring adults in school	33					27	33
High expectations-adults in school	30					25	33
Meaningful participation at school	15					14	8
School Connectedness	33					39	33
Parent Involvement in School	30					17	25
Academic Motivation	26					10	21

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.

Table A9.4

School Supports and Academic Motivation by Race/Ethnicity - 12th Grade

Percent of students scoring High (%)	Grade 12						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports	–	–	–	–	–	–	–
Caring adults in school	–	–	–	–	–	–	–
High expectations-adults in school	–	–	–	–	–	–	–
Meaningful participation at school	–	–	–	–	–	–	–
School Connectedness	–	–	–	–	–	–	–
Parent Involvement in School	–	–	–	–	–	–	–
Academic Motivation	–	–	–	–	–	–	–

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.

Table A9.5

Perceived Safety at School by Race/Ethnicity

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Feel safe or very safe at school				
Hispanic or Latino	60	45	48	–
American Indian or Alaska Native				–
Asian				–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	50	50	58	–
Mixed (two or more) races	68	41	58	–

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

Table A9.6

Harassment Due to Five Bias-Related Reasons by Race/Ethnicity, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Harassment or bullying due to five bias-related reasons[A]				
Hispanic or Latino	27	30	30	–
American Indian or Alaska Native				–
Asian				–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	16	25	15	–
Mixed (two or more) races	29	32	33	–

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

[A]Bias-related reasons include race, ethnicity or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.

Table A9.7

Any Harassment or Bullying by Race/Ethnicity, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Were harassed or bullied at school				
Hispanic or Latino	27	35	33	–
American Indian or Alaska Native				–
Asian				–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	31	38	24	–
Mixed (two or more) races	29	41	38	–

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

Table A9.8

Current Alcohol Use at School by Race/Ethnicity, Past 30 Days

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Had at least one drink of alcohol at school				
Hispanic or Latino	0	5	0	–
American Indian or Alaska Native				–
Asian				–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	2	0	0	–
Mixed (two or more) races	0	9	0	–

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

Table A9.9

Current Cigarette Smoking by Race/Ethnicity, Past 30 Days

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Smoked cigarettes in the past 30 days				
Hispanic or Latino	0	0	0	–
American Indian or Alaska Native				–
Asian				–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	4	8	3	–
Mixed (two or more) races	0	5	0	–

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

Table A9.10

Current Alcohol Use by Race/Ethnicity, Past 30 Days

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Had at least one drink of alcohol in the past 30 days				
Hispanic or Latino	10	20	19	–
American Indian or Alaska Native				–
Asian				–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	14	26	28	–
Mixed (two or more) races	11	27	21	–

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

Table A9.11

Current Marijuana Use by Race/Ethnicity, Past 30 Days

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Used marijuana in the past 30 days				
Hispanic or Latino	13	15	8	–
American Indian or Alaska Native				–
Asian				–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	9	15	22	–
Mixed (two or more) races	18	18	13	–

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

Table A9.12

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Felt so sad or hopeless almost everyday for two weeks or more				
Hispanic or Latino	32	25	37	–
American Indian or Alaska Native				–
Asian				–
Black or African American				–
Native Hawaiian or Pacific Islander				–
White	35	33	37	–
Mixed (two or more) races	32	32	33	–

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

10. Gender Breakdowns

Table A10.1

School Supports and Academic Motivation by Gender

Percent of Students Scoring High	Grade 9		Grade 10		Grade 11		Grade 12	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
School Environment								
Total school supports	26	27	24	17	24	20	–	–
Caring adults in school	29	31	24	23	30	29	–	–
High expectations-adults in school	45	39	29	31	34	24	–	–
Meaningful participation at school	17	8	18	11	16	11	–	–
School Connectedness	38	54	30	40	42	38	–	–
Parent Involvement in School	14	33	18	31	24	24	–	–
Academic Motivation	19	28	34	26	20	11	–	–

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

Table A10.2

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

	Grade 9		Grade 10		Grade 11		Grade 12	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Perceived Safety at School								
Feel safe or very safe at school	61	54	37	69	60	62	–	–
Harassment/Bullying at School								
During the past 12 month at school, have you been...								
harassed/bullied for any of the five bias-related reasons	19	28	29	26	26	16	–	–
harassed/bullied for any reasons	31	31	39	34	36	18	–	–
Current ATOD Use								
During the past 30 days, did you...								
have at least one drink of alcohol at school	2	0	3	3	0	2	–	–
smoke cigarettes	5	0	11	0	2	5	–	–
have at least one drink of alcohol	22	2	24	21	22	25	–	–
use marijuana	17	6	16	11	24	14	–	–
Mental Health								
Chronic sad or hopeless feelings, past 12 months	33	35	45	20	43	25	–	–

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

School Climate Module

1. Module Sample

Table N1.1
Student Sample for School Climate Module

	Grade 9	Grade 10	Grade 11	Grade 12
Student Sample Size				
Target sample	96	105	95	–
Final number	89	74	95	–
Average Response Rate	93%	70%	100%	–

2. Supports for Learning & Student Academic Engagement

Table N2.1

Supports for Learning

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Students at this school are motivated to learn.				
Strongly disagree	19	12	11	–
Disagree	18	22	21	–
Neither disagree nor agree	40	48	40	–
Agree	18	16	25	–
Strongly agree	4	1	3	–
Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.				
Strongly disagree	10	8	6	–
Disagree	8	18	7	–
Neither disagree nor agree	34	32	36	–
Agree	34	34	42	–
Strongly agree	15	8	8	–
My teachers work hard to help me with my schoolwork when I need it.				
Strongly disagree	8	7	8	–
Disagree	10	11	11	–
Neither disagree nor agree	39	40	26	–
Agree	30	33	40	–
Strongly agree	14	10	15	–
Teachers show how classroom lessons are helpful to students in real life.				
Strongly disagree	12	19	12	–
Disagree	22	16	17	–
Neither disagree nor agree	34	32	42	–
Agree	22	27	22	–
Strongly agree	9	5	7	–

Question HS/MS N.1-4: How strongly do you agree or disagree with the following statements about your school?... Students at this school are motivated to learn... Adults at this school encourage me to work hard so I can be successful in college or at the job I choose... My teachers work hard to help me with my schoolwork when I need it... Teachers show how classroom lessons are helpful to students in real life.

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

Table N2.1

Supports for Learning – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Teachers give students a chance to take part in classroom discussions or activities.				
Strongly disagree	5	8	4	–
Disagree	6	6	7	–
Neither disagree nor agree	34	39	29	–
Agree	45	40	47	–
Strongly agree	10	7	12	–
This school is a supportive and inviting place for students to learn.				
Strongly disagree	9	12	8	–
Disagree	7	10	5	–
Neither disagree nor agree	40	36	41	–
Agree	33	36	38	–
Strongly agree	10	7	7	–
Teachers go out of their way to help students.				
Strongly disagree	8	14	13	–
Disagree	9	12	14	–
Neither disagree nor agree	48	52	41	–
Agree	26	16	24	–
Strongly agree	8	5	7	–
Teachers help students catch up when they return from an absence.				
Strongly disagree	9	19	18	–
Disagree	22	23	16	–
Neither disagree nor agree	34	25	36	–
Agree	22	29	22	–
Strongly agree	14	4	8	–

Question HS/MS N.5-8: How strongly do you agree or disagree with the following statements about your school?... Teachers give students a chance to take part in classroom discussions or activities... This school is a supportive and inviting place for students to learn... Teachers go out of their way to help students... Teachers help students catch up when they return from an absence.

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

Table N2.1

Supports for Learning – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
My teachers give me useful feedback on my work.				
Strongly disagree	10	12	12	–
Disagree	16	15	8	–
Neither disagree nor agree	34	34	45	–
Agree	31	32	25	–
Strongly agree	8	7	9	–
My classroom is so crowded it is hard to concentrate and learn.				
Strongly disagree	17	25	12	–
Disagree	20	29	41	–
Neither disagree nor agree	44	38	35	–
Agree	13	7	11	–
Strongly agree	7	1	2	–

Question HS/MS N.9, 42: How strongly do you agree or disagree with the following statements about your school?... My teachers give me useful feedback on my work... My classroom is so crowded it is hard to concentrate and learn.

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

Table N2.2

Student Academic Mindset and Learning Engagement

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Students pay attention in class.				
Strongly disagree	11	11	9	–
Disagree	24	22	22	–
Neither disagree nor agree	47	53	47	–
Agree	16	13	20	–
Strongly agree	2	1	1	–
Students try their best in school.				
Strongly disagree	9	13	9	–
Disagree	19	15	20	–
Neither disagree nor agree	53	54	49	–
Agree	16	15	18	–
Strongly agree	3	3	3	–
Students usually follow the rules at school.				
Strongly disagree	9	11	7	–
Disagree	19	15	13	–
Neither disagree nor agree	43	44	47	–
Agree	26	25	31	–
Strongly agree	3	4	2	–
Students turn in their homework on time.				
Strongly disagree	11	15	9	–
Disagree	18	17	16	–
Neither disagree nor agree	43	49	46	–
Agree	19	17	25	–
Strongly agree	9	3	3	–

Question HS/MS N.46-49: How strongly do you agree or disagree with the following statements about your school?... Students pay attention in class... Students try their best in school... Students usually follow the rules at school... Students turn in their homework on time.

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

3. Fairness and Respect for Diversity

Table N3.1

Fairness and Respect

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Adults at this school treat all students with respect.				
Strongly disagree	11	12	9	–
Disagree	21	15	9	–
Neither disagree nor agree	31	37	46	–
Agree	30	29	28	–
Strongly agree	6	7	6	–
Students treat teachers with respect.				
Strongly disagree	23	18	8	–
Disagree	22	14	25	–
Neither disagree nor agree	39	48	52	–
Agree	15	19	12	–
Strongly agree	2	1	3	–
The school rules are fair.				
Strongly disagree	8	8	11	–
Disagree	8	8	15	–
Neither disagree nor agree	40	37	41	–
Agree	40	41	28	–
Strongly agree	5	6	5	–
All students are treated fairly when they break school rules.				
Strongly disagree	9	8	12	–
Disagree	15	14	16	–
Neither disagree nor agree	49	40	36	–
Agree	20	33	29	–
Strongly agree	7	5	7	–

Question HS/MS N.10-13: How strongly do you agree or disagree with the following statements about your school?... Adults at this school treat all students with respect... Students treat teachers with respect... The school rules are fair... All students are treated fairly when they break school rules.
Note: Cells are empty if there are less than 10 respondents.

Table N3.2

Respect for Diversity

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I have been disrespected by an adult at this school because of my race, ethnicity, or culture.				
Strongly disagree	39	36	32	–
Disagree	26	25	31	–
Neither disagree nor agree	29	32	31	–
Agree	1	3	7	–
Strongly agree	4	4	0	–
There is a lot of tension in this school between people of different cultures, races, or ethnicities.				
Strongly disagree	28	29	22	–
Disagree	24	22	33	–
Neither disagree nor agree	35	35	36	–
Agree	10	10	8	–
Strongly agree	3	4	1	–
Students in this school respect each other's differences.				
Strongly disagree	9	7	12	–
Disagree	11	11	7	–
Neither disagree nor agree	45	43	41	–
Agree	22	29	34	–
Strongly agree	13	10	6	–
Adults in this school respect differences in students.				
Strongly disagree	8	11	4	–
Disagree	6	6	4	–
Neither disagree nor agree	38	32	39	–
Agree	30	42	42	–
Strongly agree	18	10	11	–

Question HS/MS N.36-39: How strongly do you agree or disagree with the following statements about your school?... I have been disrespected by an adult at this school because of my race, ethnicity, or culture... There is a lot of tension in this school between people of different cultures, races, or ethnicities... Students in this school respect each other's differences (for example, gender, race, culture, sexual orientation)... Adults in this school respect differences in students (for example, gender, race, culture, sexual orientation).

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

Table N3.2

Respect for Diversity – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.				
Strongly disagree	6	8	3	–
Disagree	4	3	6	–
Neither disagree nor agree	46	43	54	–
Agree	24	38	28	–
Strongly agree	20	8	8	–

Question HS/MS N.40: How strongly do you agree or disagree with the following statements about your school?... Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.

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

4. Disciplinary Environment

Table N4.1

Consistency and Clarity of Rules and Expectations

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
This school clearly informs students what would happen if they break school rules.				
Strongly disagree	6	8	3	–
Disagree	7	11	9	–
Neither disagree nor agree	30	38	38	–
Agree	45	39	38	–
Strongly agree	12	4	12	–
Rules in this school are made clear to students.				
Strongly disagree	6	7	3	–
Disagree	9	12	14	–
Neither disagree nor agree	39	41	38	–
Agree	36	36	41	–
Strongly agree	10	4	4	–
This school makes it clear how students are expected to act.				
Strongly disagree	6	7	1	–
Disagree	2	3	9	–
Neither disagree nor agree	43	44	38	–
Agree	41	42	44	–
Strongly agree	8	4	7	–

Question HS/MS N.14, 19-20: How strongly do you agree or disagree with the following statements about your school?... This school clearly informs students what would happen if they break school rules... Rules in this school are made clear to students... This school makes it clear how students are expected to act.
Note: Cells are empty if there are less than 10 respondents.

Table N4.2

Disciplinary Harshness

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
The rules in this school are too strict.				
Strongly disagree	9	18	5	–
Disagree	25	23	24	–
Neither disagree nor agree	46	38	47	–
Agree	17	19	14	–
Strongly agree	3	1	9	–
It is easy for students to get kicked out of class or get suspended.				
Strongly disagree	7	8	5	–
Disagree	20	26	21	–
Neither disagree nor agree	39	44	47	–
Agree	24	19	19	–
Strongly agree	10	1	7	–
Students get in trouble for breaking small rules.				
Strongly disagree	7	11	6	–
Disagree	23	19	17	–
Neither disagree nor agree	35	44	37	–
Agree	27	24	27	–
Strongly agree	8	1	13	–
Teachers are very strict here.				
Strongly disagree	9	6	4	–
Disagree	26	32	31	–
Neither disagree nor agree	53	53	51	–
Agree	6	7	13	–
Strongly agree	6	3	2	–

Question HS/MS N.15-18: How strongly do you agree or disagree with the following statements about your school?... The rules in this school are too strict... It is easy for students to get kicked out of class or get suspended... Students get in trouble for breaking small rules... Teachers are very strict here.

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

5. Student Peer Relationships

Table N5.1

Peer Caring Relationships

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Students enjoy doing things with each other during school activities.				
Strongly disagree	11	7	5	–
Disagree	9	12	11	–
Neither disagree nor agree	40	47	42	–
Agree	34	25	35	–
Strongly agree	6	10	7	–
Students care about each other.				
Strongly disagree	10	14	5	–
Disagree	14	4	15	–
Neither disagree nor agree	51	45	46	–
Agree	18	32	28	–
Strongly agree	7	5	5	–
Students treat each other with respect.				
Strongly disagree	15	16	6	–
Disagree	16	8	20	–
Neither disagree nor agree	52	49	44	–
Agree	15	23	25	–
Strongly agree	3	3	4	–
Students get along well with each other.				
Strongly disagree	13	11	7	–
Disagree	9	7	15	–
Neither disagree nor agree	55	48	43	–
Agree	22	33	29	–
Strongly agree	2	1	5	–

Question HS/MS N.21-24: How strongly do you agree or disagree with the following statements about your school?... Students enjoy doing things with each other during school activities... Students care about each other... Students treat each other with respect... Students get along well with each other.

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

6. Social and Emotional Learning

Table N6.1

Supports for Social and Emotional Learning

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
This school encourages students to feel responsible for how they act.				
Strongly disagree	9	12	4	–
Disagree	8	7	13	–
Neither disagree nor agree	55	44	52	–
Agree	22	32	27	–
Strongly agree	6	5	4	–
Students are often given rewards for being good.				
Strongly disagree	16	24	12	–
Disagree	13	21	26	–
Neither disagree nor agree	48	42	40	–
Agree	16	11	18	–
Strongly agree	7	3	4	–
This school encourages students to understand how others think and feel.				
Strongly disagree	11	14	8	–
Disagree	9	17	18	–
Neither disagree nor agree	52	40	44	–
Agree	22	22	25	–
Strongly agree	6	7	4	–
Students are taught that they can control their own behavior.				
Strongly disagree	7	8	7	–
Disagree	10	12	12	–
Neither disagree nor agree	53	38	43	–
Agree	23	33	33	–
Strongly agree	7	8	5	–

Question HS/MS N.25-28: How strongly do you agree or disagree with the following statements about your school?... This school encourages students to feel responsible for how they act... Students are often given rewards for being good... This school encourages students to understand how others think and feel... Students are taught that they can control their own behavior.

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

Table N6.1

Supports for Social and Emotional Learning – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
This school helps students solve conflicts with one another.				
Strongly disagree	10	15	9	–
Disagree	9	12	19	–
Neither disagree nor agree	41	47	49	–
Agree	33	23	17	–
Strongly agree	7	3	5	–
This school encourages students to care about how others feel.				
Strongly disagree	9	12	7	–
Disagree	7	12	17	–
Neither disagree nor agree	51	51	52	–
Agree	28	22	20	–
Strongly agree	5	3	4	–

Question HS/MS N.29-30: How strongly do you agree or disagree with the following statements about your school?... This school helps students solve conflicts with one another... This school encourages students to care about how others feel.

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

7. School Anti-Bullying Climate

Table N7.1

School Responses to Bullying

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Teachers here make it clear to students that bullying is not tolerated.				
Strongly disagree	8	12	9	–
Disagree	6	11	12	–
Neither disagree nor agree	37	34	32	–
Agree	31	29	39	–
Strongly agree	18	14	8	–
If another student was bullying me, I would tell one of the teachers or staff at school.				
Strongly disagree	15	12	6	–
Disagree	15	14	24	–
Neither disagree nor agree	38	41	38	–
Agree	23	21	24	–
Strongly agree	10	12	7	–
Students tell teachers when other students are being bullied.				
Strongly disagree	16	18	17	–
Disagree	9	14	24	–
Neither disagree nor agree	53	48	43	–
Agree	15	15	12	–
Strongly agree	6	5	4	–

Question HS/MS N.31-33: How strongly do you agree or disagree with the following statements about your school?... Teachers here make it clear to students that bullying is not tolerated... If another student was bullying me, I would tell one of the teachers or staff at school... Students tell teachers when other students are being bullied.

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

Table N7.1

School Responses to Bullying – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
If I tell a teacher that someone is bullying me, the teacher will do something to help.				
Strongly disagree	11	11	7	–
Disagree	7	8	11	–
Neither disagree nor agree	46	49	51	–
Agree	29	18	23	–
Strongly agree	7	14	8	–
Students here try to stop bullying when they see it happening.				
Strongly disagree	18	15	12	–
Disagree	11	10	15	–
Neither disagree nor agree	49	47	49	–
Agree	16	22	16	–
Strongly agree	6	7	8	–

Question HS/MS N.34-35: How strongly do you agree or disagree with the following statements about your school?... If I tell a teacher that someone is bullying me, the teacher will do something to help... Students here try to stop bullying when they see it happening.

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

8. Facilities Physical Environment

Table N8.1

Quality of Physical Environment

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
The schoolyard and buildings are clean and in good condition.				
Strongly disagree	10	8	4	–
Disagree	7	11	6	–
Neither disagree nor agree	40	40	42	–
Agree	34	35	39	–
Strongly agree	9	6	8	–
The school grounds are kept clean.				
Strongly disagree	8	6	5	–
Disagree	9	14	4	–
Neither disagree nor agree	27	40	38	–
Agree	45	36	46	–
Strongly agree	10	4	6	–

Question HS/MS N.41, 45: How strongly do you agree or disagree with the following statements about your school?... The schoolyard and buildings are clean and in good condition... The school grounds are kept clean.
Note: Cells are empty if there are less than 10 respondents.

9. Scheduled Lunch

Table N9.1

Scheduled Lunch at School

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I eat my lunch at the right time of day.				
Strongly disagree	11	10	5	–
Disagree	9	8	8	–
Neither disagree nor agree	33	35	40	–
Agree	34	31	39	–
Strongly agree	13	15	7	–
I have plenty of time to eat my lunch.				
Strongly disagree	18	26	19	–
Disagree	8	21	11	–
Neither disagree nor agree	33	26	40	–
Agree	29	21	26	–
Strongly agree	12	6	4	–

Question HS/MS N.43, 44: How strongly do you agree or disagree with the following statements about your school?... I eat my lunch at the right time of day... I have plenty of time to eat my lunch.
Note: Cells are empty if there are less than 10 respondents.

Appendix

2016-17 CHKS Secondary Survey Response Rates

Eligible Schools	9th %	10th %	11th %	12th %
Clear Lake High	96	70	100	
Lakeport Alternative (Home School)				

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2016-17 public school and 2015-16 enrollment data files. Directly funded charter schools have been excluded from the list.