

CALIFORNIA HEALTHY KIDS SURVEY



Millennium High Alternative Secondary 2017-2018 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:

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Recommended citation:

Millennium High Alternative School. *California Healthy Kids Survey, 2017-18: Main Report*. San Francisco: WestEd Health & Human Development Program for the California Department of Education.

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PREFACE

HYPERLINK FEATURE

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

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

The CHKS, along with its two companion surveys—*California School Staff Survey* (CSSS) for staff and the *California School Parent Survey* (CSPS)—is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Surveys* (CalSCHLS) System, the largest, most comprehensive state effort in the nation to regularly assess students, staff, and parents at the local level to provide key data on school climate and safety, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major school-related domains and constructs assessed by CalSCHLS.

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

Factsheets, guidebooks, and other resources to help in understanding and using CHKS results are available for downloading from the survey website (chks.wested.org), including *Helpful Resources for Local Control and Accountability Plans* (chks.wested.org/resources/LCAP-Cal_SCHLS.pdf). The California Safe and Supportive Schools website (CaliforniaS3.wested.org) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

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

THE SURVEY

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

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The secondary-school CHKS consists of a required general Core Module

and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

Core Module

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

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

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

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

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

Supplemental School Climate Module

To further support school improvement efforts and the LCAP process, a supplementary School Climate Module is available. It provides additional data on student academic mindset, school academic supports, discipline/order, supports for social-emotional learning, bullying prevention and positive peer relationships, respect for diversity, and the quality of the physical environment (download from chks.wested.org/administer/download/supplemental/#clim). These questions are also included in the staff survey, so you can compare staff and student perceptions on the same constructs.

Supplemental Social Emotional Health Module (SEHM)

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

SURVEY ADMINISTRATION AND SAMPLING

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

- Table A1.1 gives the target sample of students and the final number and percent of students who completed the survey (the participation response rate).
- Appendix I lists all the secondary schools in the district that were eligible to participate in the survey and the percentage of students enrolled in each of them that completed the survey (included in the district report).
- Appendix II provides detailed information about the survey content areas (included in the district report).

THE REPORT

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

Racial/Ethnic and Gender Results

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

UNDERSTANDING THE DATA

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

Sample Characteristics.

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

Changes Between Survey Administrations.

Many factors besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in

the characteristics or size of the sample of students who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase during holidays or social events).

RESOURCES

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

- *CHKS Guidebook to Data Use and Dissemination* provides step-by-step instructions on how to interpret survey results and effectively disseminate them (download chks.wested.org/resources/chks_guidebook_3_datause.pdf).
- CHKS factsheets (chks.wested.org/using-results/factsheets) analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level.
- *Making Sense of School Climate* provides a discussion of all the CalSCHLS survey items that relate to school climate (download californiaS3.wested.org/resources/S3_schoolclimateguidebook_final.pdf).
- *Helpful Resources for Local Control and Accountability Plans* (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf) describes how survey items align with LCAP priorities and indicators. Also available is an LCAP-related PowerPoint presentation (chks.wested.org/training-support/workshops-presentations).
- The *School Climate Connection Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on the CHKS or CaliforniaS3 websites.
- CDE's **California Safe and Supportive Schools** website (CaliforniaS3.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

NEXT STEPS

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

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

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

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

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

Compare Results with Other Data

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

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

Data Workshop

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

For more information, contact your CalSCHLS TA Center (call 888.841.7536) or email schoolclimate@wested.org.

Request Additional Reports and Data

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

School Reports and School Climate Report Cards

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

- A full report with all the survey results; and

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

District School Climate Report Card

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

Disaggregated Reports

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

Analyze Dataset

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

Add Questions to Your Next Surveys

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

Exhibit 1

Major School-related Domains and Constructs Assessed by CalSCHLS in Secondary Schools

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

ACKNOWLEDGMENTS

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

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

		NT ^A
<i>Student Sample Size</i>		
Target sample		60
Final number		49
Response Rate		82%

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

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	NT %	Table
School Engagement and Supports		
School connectedness [†]	19	A4.6
Academic motivation [†]	20	A4.6
Chronic truancy (twice a month or more often) [§]	14	A4.2
Caring adult relationships [‡]	52	A4.5
High expectations [‡]	57	A4.5
Meaningful participation [‡]	6	A4.5
Facilities upkeep	12	A4.13
School Safety and Substance Use		
School perceived as very safe or safe	69	A5.1
Experienced any harassment or bullying [§]	41	A5.2
Had mean rumors or lies spread about you [§]	35	A5.3
Been afraid of being beaten up [§]	8	A5.4
Been in a physical fight [§]	2	A5.4
Seen a weapon on campus [§]	6	A5.6
Been drunk or “high” on drugs at school, ever	23	A6.9
Mental and Physical Health		
Current alcohol or drug use [¶]	41	A6.5
Current binge drinking [¶]	20	A6.5
Very drunk or “high” 7 or more times	35	A6.7
Current cigarette smoking [¶]	14	A7.3
Current electronic cigarette use [¶]	24	A7.3
Experienced chronic sadness/hopelessness [§]	43	A8.3
Considered suicide [§]	31	A8.4

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

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

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

[§]*Past 12 months.*

[¶]*Past 30 days.*

3. Demographics

Table A3.1

Gender of Sample

	NT %
Male	49
Female	51

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

	NT %
No	84
Yes	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

	NT %
American Indian or Alaska Native	2
Asian	6
Black or African American	19
Native Hawaiian or Pacific Islander	2
White	42
Mixed (two or more) races	29

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

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

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

	NT %
Did not finish high school	8
Graduated from high school	4
Attended college but did not complete four-year degree	8
Graduated from college	78
Don't know	2

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***

	NT %
No	82
Yes	10
Don't know	8

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***

	NT %
No	96
Yes	0
Don't know	4

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***

	NT %
English	92
Spanish	4
Mandarin	0
Cantonese	0
Taiwanese	0
Tagalog	2
Vietnamese	0
Korean	0
Other	2

Question HS/MS A.12: What language is spoken most of the time in your home?

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

Table A3.9
English Language Proficiency – All Students

	NT %
<i>How well do you...</i>	
understand English?	
Very well	98
Well	2
Not well	0
Not at all	0
speak English?	
Very well	90
Well	10
Not well	0
Not at all	0
read English?	
Very well	84
Well	16
Not well	0
Not at all	0
write English?	
Very well	80
Well	18
Not well	2
Not at all	0
English Language Proficiency Status	
Proficient	86
Not proficient	14

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.10**English Language Proficiency – Students Speaking a Language Other Than English at Home**

	NT %
How well do you...	
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	
English Language Proficiency Status	
Proficient	
Not proficient	

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.11***Number of Days Attending Afterschool Program***

	NT %
0 days	84
1 day	4
2 days	0
3 days	2
4 days	0
5 days	10

Question HS/MS A.17: How many days a week do you usually go to your school's afterschool program?

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

Table A3.12***Military Connections***

	NT %
No	96
Yes	4
Don't know	0

Question HS A.128/MS A.117: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

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

Table A3.13
Sexual Orientation

	NT %
Straight (not gay)	65
Gay or Lesbian	2
Bisexual	12
I am not sure yet	8
Something else	2
Decline to respond	10

Question HS A.129/MS A.118: Which of the following best describes you?

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

Table A3.14
Gender Identity

	NT %
No, I am not transgender	86
Yes, I am transgender	4
I am not sure if I am transgender	4
Decline to respond	6

Question HS A.130/MS A.119: Some people describe themselves as transgender when their sex at birth does not match the way they think or feel about their gender. Are you transgender?

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

4. School Performance, Supports, and Engagement

Table A4.1

Grades, Past 12 Months

	NT %
Mostly A's	20
A's and B's	35
Mostly B's	20
B's and C's	18
Mostly C's	2
C's and D's	2
Mostly D's	0
Mostly F's	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

	NT %
0 times	55
1-2 times	18
A few times	12
Once a month	0
Twice a month	4
Once a week	4
More than once a week	6

Question HS/MS A.21: During the past 12 months, about how many times did you skip school or cut classes?

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

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

	NT %
I did not miss any days of school in the past 30 days	31
1 day	12
2 days	22
3 or more days	35

Question HS/MS A.19: In the past 30 days, how often did you miss an entire day of school for any reason?

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

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

	NT %
Does not apply; I didn't miss any school	26
Illness (feeling physically sick), including problems with breathing or your teeth	47
Were being bullied or mistreated at school	4
Felt very sad, hopeless, anxious, stressed, or angry	23
Didn't get enough sleep	26
Didn't feel safe at school or going to and from school	2
Had to take care of or help a family member or friend	0
Wanted to spend time with friends	6
Use alcohol or drugs	4
Were behind in schoolwork or weren't prepared for a test or class assignment	11
Were bored or uninterested in school	15
Had no transportation to school	2
Other reason	19

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

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

Table A4.5
School Environment Scales (Developmental Supports)

	NT %	Table
Total school supports		
<i>Average Reporting “Very much true”</i>	38	
High	47	
Moderate	47	
Low	6	
Caring adults in school		
<i>Average Reporting “Very much true”</i>	52	A4.7
High	57	
Moderate	37	
Low	6	
High expectations-adults in school		
<i>Average Reporting “Very much true”</i>	57	A4.8
High	63	
Moderate	33	
Low	4	
Meaningful participation at school		
<i>Average Reporting “Very much true”</i>	6	A4.9
High	6	
Moderate	53	
Low	41	

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

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

Table A4.6***School Connectedness, Academic Motivation, and Parent Involvement Scales***

	NT %	Table
School Connectedness		
<i>Average Reporting “Strongly agree”</i>	19	A4.10
High	67	
Moderate	25	
Low	8	
Academic Motivation		
<i>Average Reporting “Strongly agree”</i>	20	A4.11
High	16	
Moderate	47	
Low	37	
Parent Involvement in School		
<i>Average Reporting “Strongly agree”</i>	22	A4.12
High	57	
Moderate	33	
Low	10	

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

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

Table A4.7***Caring Relationships Scale Questions***

	NT %
Caring adults in school	
<i>Average Reporting “Very much true”</i>	52
<i>At my school, there is a teacher or some other adult... who really cares about me.</i>	
Not at all true	6
A little true	10
Pretty much true	29
Very much true	55
<i>who notices when I’m not there.</i>	
Not at all true	8
A little true	10
Pretty much true	41
Very much true	41
<i>who listens to me when I have something to say.</i>	
Not at all true	6
A little true	10
Pretty much true	24
Very much true	59

*Question HS/MS A.35, 37, 39: At my school, there is a teacher or some other adult... who really cares about me...
who notices when I am not there... who listens to me when I have something to say.*

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

Table A4.8
High Expectations Scale Questions

	NT %
High expectations-adults in school	
<i>Average Reporting "Very much true"</i>	57
<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
A little true	8
Pretty much true	35
Very much true	53
<i>who always wants me to do my best.</i>	
Not at all true	4
A little true	6
Pretty much true	31
Very much true	59
<i>who believes that I will be a success.</i>	
Not at all true	4
A little true	14
Pretty much true	22
Very much true	59

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

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

Table A4.9
Meaningful Participation Scale Questions

	NT %
Meaningful participation at school	
<i>Average Reporting “Very much true”</i>	6
<i>At school...</i>	
I do interesting activities.	
Not at all true	16
A little true	41
Pretty much true	33
Very much true	10
I help decide things like class activities or rules.	
Not at all true	35
A little true	47
Pretty much true	14
Very much true	4
I do things that make a difference.	
Not at all true	22
A little true	49
Pretty much true	22
Very much true	6
I have a say in how things work.	
Not at all true	33
A little true	33
Pretty much true	33
Very much true	2
I help decide school activities or rules.	
Not at all true	41
A little true	35
Pretty much true	18
Very much true	6

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

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

Table A4.10
School Connectedness Scale Questions

	NT %
School Connectedness	
<i>Average Reporting “Strongly agree”</i>	19
I feel close to people at this school.	
Strongly disagree	8
Disagree	4
Neither disagree nor agree	20
Agree	57
Strongly agree	10
I am happy to be at this school.	
Strongly disagree	8
Disagree	10
Neither disagree nor agree	14
Agree	47
Strongly agree	20
I feel like I am part of this school.	
Strongly disagree	6
Disagree	10
Neither disagree nor agree	13
Agree	52
Strongly agree	19
The teachers at this school treat students fairly.	
Strongly disagree	4
Disagree	4
Neither disagree nor agree	25
Agree	46
Strongly agree	21
I feel safe in my school.	
Strongly disagree	4
Disagree	4
Neither disagree nor agree	15
Agree	50
Strongly agree	27

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

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

Table A4.11***Academic Motivation Scale Questions***

	NT %
Academic Motivation	
<i>Average Reporting “Strongly agree”</i>	20
I try hard to make sure that I am good at my schoolwork.	
Strongly disagree	4
Disagree	6
Neither disagree nor agree	18
Agree	47
Strongly agree	24
I try hard at school because I am interested in my work.	
Strongly disagree	14
Disagree	22
Neither disagree nor agree	24
Agree	24
Strongly agree	14
I work hard to try to understand new things at school.	
Strongly disagree	8
Disagree	12
Neither disagree nor agree	22
Agree	37
Strongly agree	20
I am always trying to do better in my schoolwork.	
Strongly disagree	8
Disagree	4
Neither disagree nor agree	29
Agree	39
Strongly agree	20

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

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

Table A4.12***Parent Involvement Scale Questions***

	NT %
Parent Involvement in School	
<i>Average Reporting “Strongly agree”</i>	22
Teachers at this school communicate with parents about what students are expected to learn in class.	
Strongly disagree	8
Disagree	10
Neither disagree nor agree	20
Agree	45
Strongly agree	16
Parents feel welcome to participate at this school.	
Strongly disagree	8
Disagree	4
Neither disagree nor agree	18
Agree	47
Strongly agree	22
School staff takes parent concerns seriously.	
Strongly disagree	8
Disagree	0
Neither disagree nor agree	24
Agree	41
Strongly agree	27

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

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

Table A4.13***Quality of School Physical Environment***

	NT %
My school is usually clean and tidy.	
Strongly disagree	4
Disagree	10
Neither disagree nor agree	18
Agree	55
Strongly agree	12

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

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

5. School Violence, Victimization, and Safety

Table A5.1

Perceived Safety at School

	NT %
Very safe	20
Safe	49
Neither safe nor unsafe	22
Unsafe	2
Very unsafe	6

Question HS A.99/MS A.88: How safe do you feel when you are at school?

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

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

	NT %
Race, ethnicity, or national origin	
0 times	78
1 time	6
2 or more times	16
Religion	
0 times	86
1 time	6
2 or more times	8
Gender (being male or female)	
0 times	90
1 time	4
2 or more times	6
Because you are gay or lesbian or someone thought you were	
0 times	94
1 time	2
2 or more times	4
A physical or mental disability	
0 times	78
1 time	4
2 or more times	18
You are an immigrant or someone thought you were	
0 times	100
1 time	0
2 or more times	0
<i>Any of the above six reasons</i>	35

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

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

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

	NT %
Any other reason	
0 times	79
1 time	4
2 or more times	17
Any harassment	41

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

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

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

	NT %
<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	65
1 time	15
2 to 3 times	2
4 or more times	19
had sexual jokes, comments, or gestures made to you?	
0 times	57
1 time	10
2 to 3 times	12
4 or more times	20
been made fun of because of your looks or the way you talk?	
0 times	55
1 time	18
2 to 3 times	8
4 or more times	18
been made fun of, insulted, or called names?	
0 times	61
1 time	10
2 to 3 times	14
4 or more times	14

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

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

Table A5.4

Violence and Victimization on School Property, Past 12 Months

	NT %
<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	92
1 time	6
2 to 3 times	0
4 or more times	2
been afraid of being beaten up?	
0 times	92
1 time	6
2 to 3 times	0
4 or more times	2
been threatened with harm or injury?	
0 times	88
1 time	4
2 to 3 times	4
4 or more times	4
been in a physical fight?	
0 times	98
1 time	0
2 to 3 times	0
4 or more times	2
been threatened or injured with a weapon (gun, knife, club, etc.)?	
0 times	94
1 time	4
2 to 3 times	2
4 or more times	0
been offered, sold, or given an illegal drug?	
0 times	67
1 time	10
2 to 3 times	6
4 or more times	16

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

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

Table A5.5***Property Damage on School Property, Past 12 Months***

	NT %
Had your property stolen or deliberately damaged	
0 times	81
1 time	13
2 to 3 times	4
4 or more times	2
Damaged school property on purpose	
0 times	90
1 time	6
2 to 3 times	2
4 or more times	2

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

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

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

	NT %
Carried a gun	
0 times	98
1 time	2
2 to 3 times	0
4 or more times	0
Carried any other weapon (such as a knife or club)	
0 times	94
1 time	4
2 to 3 times	0
4 or more times	2
Seen someone carrying a gun, knife, or other weapon	
0 times	94
1 time	0
2 to 3 times	2
4 or more times	4

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

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

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use and Perceptions

	NT %	Table
Lifetime illicit AOD use to get “high” [†]	67	A6.2
Lifetime alcohol or drugs (any use)	67	A6.2
Lifetime very drunk or high (7 or more times)	35	A6.7
Lifetime drinking and driving involvement	29	A6.11
Current alcohol or drugs	41	A6.5
Current heavy drug uses	27	A6.5
Current heavy alcohol use (binge drinking)	20	A6.5
Current alcohol or drug use on school property	16	A6.8
Harmfulness of occasional marijuana use [‡]	16	A6.12
Difficulty of obtaining marijuana [§]	2	A6.13

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

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

[‡]*Great harm.*

[§]*Very difficult.*

Table A6.2
Summary of AOD Lifetime Use

	NT %
Alcohol	57
Marijuana	53
Inhalants	14
Cocaine, Methamphetamine, or any amphetamines	6
Heroin	2
Ecstasy, LSD, or other psychedelics	12
Prescription pain killers, Diet Pills, or other prescription stimulant	22
Cold/Cough Medicines or other over-the-counter medicines to get “high”	14
Any other drug, pill, or medicine to get “high”	10
<i>Any of the above AOD use</i>	67
<i>Any illicit AOD use to get “high”[†]</i>	67

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

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

Table A6.3
Lifetime AOD Use

	NT %
Alcohol (one full drink)	
0 times	43
1 time	10
2 to 3 times	14
4 or more times	33
Marijuana (smoke, vape, eat, or drink)	
0 times	47
1 time	2
2 to 3 times	8
4 or more times	43
Inhalants	
0 times	86
1 time	4
2 to 3 times	2
4 or more times	8
Cocaine, Methamphetamine, or any amphetamines	
0 times	94
1 time	0
2 to 3 times	0
4 or more times	6
Heroin	
0 times	98
1 time	0
2 to 3 times	0
4 or more times	2
Ecstasy, LSD, or other psychedelics	
0 times	88
1 time	4
2 to 3 times	4
4 or more times	4

Question HS A.49-52, 54, 55/MS A.50-52: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, Methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Heroin... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms).

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

Table A6.3
Lifetime AOD Use – Continued

	NT %
Prescription pain medication or opioids, tranquilizers, or sedatives	
0 times	88
1 time	2
2 to 3 times	4
4 or more times	6
Diet Pills	
0 times	98
1 time	0
2 to 3 times	0
4 or more times	2
Ritalin™ or Adderall™ or other prescription stimulant	
0 times	80
1 time	4
2 to 3 times	2
4 or more times	14
Cold/Cough Medicines or other over-the-counter medicines to get “high”	
0 times	86
1 time	4
2 to 3 times	6
4 or more times	4
Any other drug, pill, or medicine to get “high” or for other than medical reasons	
0 times	90
1 time	2
2 to 3 times	4
4 or more times	4

Question HS A.56-60/MS A.54: During your life, how many times have you used the following?... Prescription pain medication or opioids (Vicodin™, OxyContin™, Percodan™, Lortab™), tranquilizers, or sedatives (Xanax™, Ativan™)... Diet Pills (Didrex, Dexedrine, Zinadrine, Skittles, M&M’s)... Ritalin™ or Adderall™ or other prescription stimulant... Cold/Cough Medicines or other over-the-counter medicines to get “high”... Any other drug, pill, or medicine to get “high” or for other than medical reasons.

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

Table A6.4
Lifetime Marijuana Consumption

	NT %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>	
Smoke it?	
0 times	51
1 time	2
2 to 3 times	4
4 or more times	43
In an electronic or e-cigarette or other vaping device?	
0 times	55
1 time	6
2 to 3 times	20
4 or more times	18
Eat or drink it in products made with marijuana?	
0 times	58
1 time	17
2 to 3 times	10
4 or more times	15

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

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

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

	NT %
Alcohol (one or more drinks of alcohol)	31
Binge drinking (5 or more drinks in a row)	20
Marijuana (smoke, vape, eat, or drink)	31
Inhalants	6
Prescription drugs to get “high” or for reasons other than prescribed	4
Other drug, pill, or medicine to get “high” or for reasons other than medical	6
<i>Any drug use</i>	35
<i>Heavy drug use</i>	27
<i>Any AOD Use</i>	41
Two or more substances at the same time	14

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

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

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

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

	NT %
Alcohol (one or more drinks)	
0 days	69
1 or 2 days	14
3 to 9 days	10
10 to 19 days	0
20 or more days	6
Binge drinking (5 or more drinks in a row)	
0 days	80
1 or 2 days	10
3 to 9 days	6
10 to 19 days	0
20 or more days	4
Marijuana (smoke, vape, eat, or drink)	
0 days	69
1 or 2 days	6
3 to 9 days	13
10 to 19 days	6
20 or more days	6

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

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

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

	NT %
Very drunk or sick after drinking alcohol	
0 times	69
1 to 2 times	17
3 to 6 times	4
7 or more times	10
“High” (loaded, stoned, or wasted) from using drugs	
0 times	52
1 to 2 times	2
3 to 6 times	10
7 or more times	35
<i>Very drunk or “high” 7 or more times</i>	35

Question HS A.61, 62/MS A.55, 56: During your life, how many times have you been... very drunk or sick after drinking alcohol... “high” (loaded, stoned, or wasted) from using drugs?

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

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

	NT %
Alcohol	
0 days	98
1 to 2 days	0
3 or more days	2
Marijuana (smoke, vape, eat, or drink)	
0 days	84
1 to 2 days	12
3 or more days	4
Any other drug, pill, or medicine to get “high” or for reasons other than medical?	
0 days	96
1 to 2 days	2
3 or more days	2
<i>Any of the above</i>	16

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

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

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

	NT %
0 times	77
1 to 2 times	13
3 to 6 times	6
7 or more times	4

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

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

Table A6.10
Cessation Attempts

	NT %
Alcohol	
Does not apply, don't use	69
0 times	22
1 time	4
2 to 3 times	0
4 or more times	4
Marijuana	
Does not apply, don't use	58
0 times	23
1 time	13
2 to 3 times	2
4 or more times	4

Question HS A.96, 97: How many times have you tried to quit or stop using... alcohol... marijuana?

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

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

	NT %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using	
Never	71
1 time	2
2 times	8
3 to 6 times	6
7 or more times	13

Question HS A.98: During your life, how many times have you ever driven a car when you had been using alcohol or drugs, or been in a car driven by a friend when he or she had been using?

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

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

	NT %
Alcohol - drink occasionally	
Great	20
Moderate	24
Slight	33
None	22
Alcohol - 5 or more drinks once or twice a week	
Great	47
Moderate	31
Slight	6
None	16
Marijuana - use occasionally	
Great	16
Moderate	20
Slight	29
None	35
Marijuana - use daily	
Great	27
Moderate	33
Slight	16
None	24

Question HS A.87-90/MS A.79-82: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, eat, or drink) ... Use marijuana daily.

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

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

	NT %
Alcohol	
Very difficult	2
Fairly difficult	10
Fairly easy	20
Very easy	41
Don't know	27
Marijuana	
Very difficult	2
Fairly difficult	2
Fairly easy	21
Very easy	50
Don't know	25

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

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

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	NT %	Table
Use Prevalence and Patterns		
Ever smoked a whole cigarette	18	A7.2
Current cigarette smoking [†]	14	A7.3
Current cigarette smoking at school [†]	4	A7.4
Ever tried smokeless tobacco	8	A7.2
Current smokeless tobacco use [†]	4	A7.3
Current smokeless tobacco use at school [†]	0	A7.4
Ever used electronic cigarettes	41	A7.2
Current use of electronic cigarettes [†]	24	A7.3
Current use of electronic cigarettes at school [†]	12	A7.4
Cessation Attempts		
Tried to quit or stop using cigarettes	13	A7.5
Attitudes and Correlates		
Harmfulness of occasional cigarette smoking [‡]	35	A7.6
Harmfulness of smoking 1 or more packs/day [‡]	69	A7.6
Difficulty of obtaining cigarettes [§]	2	A7.8

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

[†]Past 30 days.

[‡]Great harm.

[§]Very difficult.

Table A7.2
Lifetime Tobacco Use

	NT %
A whole cigarette	
0 times	82
1 time	2
2 to 3 times	0
4 or more times	16
Smokeless tobacco	
0 times	92
1 time	0
2 to 3 times	2
4 or more times	6
An electronic cigarette or other vaping device	
0 times	59
1 time	6
2 to 3 times	12
4 or more times	22

Question HS A.46-48/MS A.47-49: During your life, how many times have you used the following? 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***

	NT %
Cigarettes	
Any	14
Daily (20 or more days)	4
Smokeless tobacco	
Any	4
Daily (20 or more days)	0
Electronic cigarettes or other vaping device	
Any	24
Daily (20 or more days)	6

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

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

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

	NT %
Cigarettes	
0 days	96
1 or 2 days	0
3 to 9 days	0
10 to 19 days	2
20 or more days	2
Smokeless tobacco	
0 days	100
1 or 2 days	0
3 to 9 days	0
10 to 19 days	0
20 or more days	0
Electronic cigarettes or other vaping device	
0 days	88
1 or 2 days	8
3 to 9 days	0
10 to 19 days	0
20 or more days	4

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

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

Table A7.5***Cigarette Smoking Cessation Attempts***

	NT %
Does not apply, don't use	79
0 times	8
1 time	6
2 to 3 times	2
4 or more times	4

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

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

Table A7.6***Perceived Harm of Cigarette Smoking***

	NT %
Smoke cigarettes occasionally	
Great	35
Moderate	31
Slight	16
None	18
Smoke 1 or more packs of cigarettes each day	
Great	69
Moderate	14
Slight	4
None	12

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

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

Table A7.7***Perceived Harm of E-Cigarette Use Compared to Smoking***

	NT %
Use e-cigarettes or vaping device occasionally compared to smoking cigarettes	
Great	22
Moderate	29
Slight	29
None	20
Use e-cigarettes or vaping devices several times a day compared to smoking cigarettes	
Great	41
Moderate	24
Slight	20
None	14

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

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

Table A7.8***Perceived Difficulty of Obtaining Cigarettes and E-Cigarettes***

	NT %
Cigarettes	
Very difficult	2
Fairly difficult	10
Fairly easy	24
Very easy	31
Don't know	33
E-Cigarettes or vaping device	
Very difficult	2
Fairly difficult	8
Fairly easy	20
Very easy	47
Don't know	22

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

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

8. Other Physical and Mental Health Risks

Table A8.1

Cyber Bullying, Past 12 Months

	NT %
0 times (never)	71
1 time	10
2 to 3 times	8
4 or more times	10

Question HS A.122/MS A.112: During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?

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

Table A8.2

Eating of Breakfast

	NT %
No	33
Yes	67

Question HS A.126/MS A.115: Did you eat breakfast today?

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

Table A8.3

Chronic Sad or Hopeless Feelings, Past 12 Months

	NT %
No	57
Yes	43

Question HS A.124/MS A.114: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

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

Table A8.4***Seriously Considered Attempting Suicide, Past 12 Months***

	NT %
No	69
Yes	31

Question HS A.125: During the past 12 months, did you ever seriously consider attempting suicide?

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

Table A8.5***Gang Involvement***

	NT %
No	92
Yes	8

Question HS A.123/MS A.113: Do you consider yourself a member of a gang?

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

9. Race/Ethnic Breakdowns

Table A9.1

School Supports and Engagement by Race/Ethnicity - Non-Traditional

Percent of Students (%)	NT						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]						28	40
Caring adults in school [‡]						38	52
High expectations-adults in school [‡]						42	64
Meaningful participation at school [‡]						4	3
<i>School Connectedness</i> [†]						13	29
<i>Academic Motivation</i> [†]						14	23
<i>Parent Involvement in School</i> [†]						18	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. [†]Average percent of respondents reporting “Strongly agree.” [‡]Average percent of respondents reporting “Very much true.”

Table A9.2***Feeling Safe or Very Safe at School by Race/Ethnicity***

	NT %
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	75
Mixed (two or more) races	71

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

Table A9.3***Harassment Due to Six Reasons at School in the Past 12 Months by Race/Ethnicity***

	NT %
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	40
Mixed (two or more) races	29

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 A9.4***Any Harassment or Bullying at School in the Past 12 Months by Race/Ethnicity***

	NT %
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	50
Mixed (two or more) races	29

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

Table A9.5***Any Alcohol Use at School in the Past 30 Days by Race/Ethnicity***

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

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

Table A9.6***Cigarette Smoking in the Past 30 Days by Race/Ethnicity***

	NT %
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	15
Mixed (two or more) races	7

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

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

	NT %
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	45
Mixed (two or more) races	21

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

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

	NT %
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	35
Mixed (two or more) races	31

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

Table A9.9***Chronic Sad or Hopeless Feelings in the Past 12 Months by Race/Ethnicity***

	NT %
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	37
Mixed (two or more) races	46

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

10. Gender Breakdowns

Table A10.1

School Supports and Engagement by Gender

	NT	
	Female %	Male %
<i>School Environment</i>		
Total school supports [‡]	37	40
Caring adults in school [‡]	52	51
High expectations-adults in school [‡]	55	60
Meaningful participation at school [‡]	3	8
<i>School Connectedness</i> [†]	18	21
<i>Academic Motivation</i> [†]	20	20
<i>Parent Involvement in School</i> [†]	20	24

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

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

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

Table A10.2

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

	NT	
	Female	Male
	%	%
Perceived Safety at School		
Feel safe or very safe at school	68	71
Harassment/Bullying at School		
<i>During the past 12 month at school, have you been...</i>		
harassed/bullied for any of the six reasons	48	21
harassed/bullied for any reasons	56	25
Current ATOD Use		
<i>During the past 30 days, did you...</i>		
have at least one drink of alcohol at school	4	0
smoke cigarettes	4	25
have at least one drink of alcohol	24	38
use marijuana	20	43
Mental Health		
Chronic sad or hopeless feelings, past 12 months	50	35

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

Z. Piedmont City Unified Custom Questions

1. Module Sample

Table Z1.1

Student Sample for Custom Questions

		NT ^A
<i>Student Sample Size</i>		
Target sample		60
Final number		48
Response Rate		80%

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

2. Custom Questions

Table Z.2.1

I feel I have a good understanding about my body and my sexual development.

	Grade	
	NT %	Total %
Strongly agree	75	75
Somewhat agree	19	19
Somewhat disagree	4	4
Disagree	2	2

Question HS/MS Z.1.

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

Table Z.2.2

When I have a question or concern about sex or want to talk about a sexual experience, I talk to my parents or another adult in my family.

	Grade	
	NT %	Total %
All the time	15	15
Most of the time	8	8
Some of the time	27	27
None of the time	50	50

Question HS/MS Z.2.

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

Table Z.2.3

When I have a question or concern about sex or want to talk about a sexual experience, I talk to an adult at school.

	Grade	
	NT %	Total %
All the time	2	2
Some of the time	7	7
None of the time	91	91

Question HS/MS Z.3.

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

Table Z.2.4

If I have a confidential question or concern about sex or sexual health, I speak to an intern or staff member at the Wellness Center.

	Grade	
	NT %	Total %
All the time	4	4
Most of the time	2	2
None of the time	94	94

Question HS/MS Z.4.

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

Table Z.2.5

If I have a confidential question or concern about sex or sexual health, I speak to a school nurse.

	Grade	
	NT %	Total %
All the time	2	2
Some of the time	2	2
None of the time	96	96

Question HS/MS Z.5.

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

Table Z.2.6

If I choose to abstain from sex, I feel my choice is respected by my peers.

	Grade	
	NT %	Total %
All the time	52	52
Most of the time	17	17
Some of the time	21	21
None of the time	10	10

Question HS/MS Z.6.

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

Table Z.2.7***When it comes to decisions about sex, I feel in control.***

	Grade	
	NT %	Total %
All the time	73	73
Most of the time	19	19
Some of the time	6	6
None of the time	2	2

*Question HS/MS Z.7.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z.2.8*****I believe sexually explicit material, such as pornography, can influence the way I think and feel about sex and relationships.***

	Grade	
	NT %	Total %
Strongly agree	23	23
Somewhat agree	38	38
Somewhat disagree	13	13
Strongly disagree	26	26

*Question HS/MS Z.8.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z.2.9*****I personally need to be committed to someone before having sex.***

	Grade	
	NT %	Total %
Strongly agree	38	38
Somewhat agree	29	29
Somewhat disagree	15	15
Strongly disagree	19	19

*Question HS/MS Z.9.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z.2.10***I believe that condoms should be made available for students at school.***

	Grade	
	NT %	Total %
Strongly agree	69	69
Somewhat agree	25	25
Somewhat disagree	2	2
Strongly disagree	4	4

*Question HS/MS Z.10.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z.2.11*****At the beginning of the California Healthy Kids Survey, you were asked to identify your gender as either male or female. Do you believe that question (and/or your answer to that question) fully describes your gender identity?***

	Grade	
	NT %	Total %
Yes	83	83
No	15	15
I'm not sure	2	2

*Question HS/MS Z.11.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z.2.12*****Have you ever felt pressured to take and/or share a photo of yourself (or a part of your body) that was sexual in nature?***

	Grade	
	NT %	Total %
Yes	29	29
No	65	65
I'm not sure	6	6

*Question HS/MS Z.12.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z.2.13***Have you ever sent someone a photo of yourself (or a part of your body) that was sexual in nature?***

	Grade	
	NT %	Total %
Yes	48	48
No	52	52

*Question HS/MS Z.13.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z.2.14*****Have you ever accidentally or intentionally viewed sexually explicit material online?***

	Grade	
	NT %	Total %
Yes	73	73
No	27	27

*Question HS/MS Z.14.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z.2.15*****Have you ever been sexually active? To be sexually active means a person has engaged in oral, vaginal, or rectal sex one or more times.***

	Grade	
	NT %	Total %
Yes	52	52
No	48	48

*Question HS/MS Z.15.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z.2.16***If you have been sexually active, how old were you the first time you were sexually active?***

	Grade	
	NT %	Total %
I have not been sexually active	47	47
13 or under	4	4
14	17	17
15	17	17
16	6	6
17	6	6
18 or older	2	2

*Question HS/MS Z.16.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z.2.17*****If you engage in sexual activity that puts either you or a partner at risk of pregnancy, do you use protection (e.g., a condom/barrier or a combination of a condom and other birth control methods)?***

	Grade	
	NT %	Total %
I am not sexually active	51	51
Yes	36	36
No	13	13

*Question HS/MS Z.17.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z.2.18*****If you are sexually active, do you use protection against sexually transmitted diseases/infections (e.g., a condom/barrier)?***

	Grade	
	NT %	Total %
I am not sexually active	53	53
Yes	32	32
No	15	15

*Question HS/MS Z.18.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z.2.19***If you have been sexually active, did you ever use alcohol or drugs beforehand?***

	Grade	
	NT %	Total %
I am not sexually active	51	51
Yes	19	19
No	30	30

*Question HS/MS Z.19.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z.2.20*****Have you ever felt coerced into having vaginal, rectal, or oral sex when you did not want to?***

	Grade	
	NT %	Total %
Yes	11	11
No	85	85
I'm not sure	4	4

*Question HS/MS Z.20.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z.2.21*****How comfortable did you feel taking this survey about your sexual attitudes and behavior?***

	Grade	
	NT %	Total %
Very comfortable	36	36
Somewhat comfortable	28	28
Somewhat uncomfortable	21	21
Very uncomfortable	15	15

*Question HS/MS Z.21.**Note: Columns are not displayed if there are less than 10 respondents.*