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CalSCHLS
SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY



Alvord Unified Secondary 2021-2022 Main Report

California Department of EDUCATION

WestEd
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PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results for each question from the 2021-22 *California Healthy Kids Survey* (CHKS) for schools within this school district. The CHKS, along with its two companion surveys—the *California School Staff Survey* (CSSS) and the *California School Parent Survey* (CSPS)—form the California Department of Education's *California School Climate, Health, and Learning Survey* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive state effort in the nation to regularly assess students, staff, and parents to provide key data on school climate and safety, learning supports and barriers, stakeholder engagement, and youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major domains and constructs assessed by CalSCHLS. Appendix I lists the schools that administered the survey in the district and their response rates; Appendix II provides more information about CHKS questions.

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

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

The CalSCHLS Regional Centers offer data workshops and coaching to help identify local needs and develop action plans to meet those needs.

THE SURVEY

CDE has funded the CHKS since 1997 to provide data to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs. Appendix II is a brief guide to key CHKS Core Module indicators designed to help survey users more easily understand and interpret their findings.

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The secondary-school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules that districts can elect to administer.

Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

Core Module

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

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

The Core Module also assesses indicators of student well-being in general, including the scope and nature of substance use and mental health and wellness (chronic sadness, social and emotional distress, life satisfaction, and contemplation of suicide). These questions provide insight into important barriers to learning and development.

A wide range of demographic questions help districts identify differences among student groups and to better address the needs of significant and vulnerable students, including those required to be included in LCAP efforts. These include differences in the results related to race/ethnicity, gender, sexual orientation, and socioeconomic status; homeless and foster status; and English language proficiency.

What's New? Although most school buildings have re-opened in 2021-22 for in-person instruction in California, the CHKS still contains skip logic to direct students to some questions relevant to remote instruction for students participating in school remotely via the California's Independent Study option. In addition, questions asking about students' social and emotional distress and optimism about the future have been retained and life satisfaction items have been added to the Core Module to assess student wellness. The new content assessed by the Core Module includes the following:

- boredom at school;
- life satisfaction;
- perceived harm of occasional and frequent vaping of tobacco/nicotine;
- perceived difficulty of obtaining prescription drugs; and
- frequency of vaping specific substances (tobacco or nicotine, marijuana or THC, other).

In addition, display logic has been added to the survey so that all students are not asked questions that are not applicable to them (e.g., cessation attempts are only asked of students who had used substances in their lifetime). To reduce survey burden, items assessing self-efficacy, problem solving, self-awareness, gratitude, and adult and peer caring relationships have been moved back to the Social Emotional Health Module (SEHM).

School Climate Module (Supplementary)

To further support school improvement efforts and the LCAP process, a supplementary School Climate Module is available. It provides additional data on student academic mindset, school academic supports, discipline/order, supports for social-emotional learning, bullying prevention, peer relationships, respect for diversity, and the quality of the physical environment (calschls.org/survey-administration/downloads).

Social Emotional Health Module (Supplementary)

The Social Emotional Health Module (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 and academic success. It includes 43 items that capture core adolescent psychological assets. The combination of the SEHM and Core Module yields a comprehensive set of data to inform decisions about mental health and social-emotional learning programs.

SURVEY ADMINISTRATION AND SAMPLE

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

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

THE REPORT

The report tables, organized by topic, provide the percentage of students that responded to each question response option by grade level. Percentages are rounded to the nearest whole number.

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. Districts can subscribe to the District CalSCHLS data dashboard to disaggregate their CHKS results by the race/ethnicity or gender of students or by other demographic categories.

ONLINE DATA DASHBOARDS

Public Dashboard. Anyone can examine online key state, county, and district CHKS results on the public CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard). The dashboard can be used to graphically display statewide, county, and district key indicators from the Core and School Climate Module, trends over time, and disparities in survey outcomes across subgroups. Group differences by gender, race/ethnicity, parental education, parent military status, homeless status, afterschool participation, gender identity, and sexual orientation can be examined. In addition, results can be displayed for English learners, free and reduced-priced meal eligible students (before 2021-22), and foster youth – three important LCAP priority groups. In addition to displaying results interactively on the web, dashboard

results can be exported as Image and PDF files for dissemination. District data are publicly posted on the dashboard by the end of November of the year following survey administration.

The District Dashboard Option. Districts may now also purchase a two-year subscription to a password protected, private data dashboard that displays up to eight years of CalSCHLS data at not only the district level but also the *individual school level*. The dashboard provides designated staff with graphical data displays for the district as a whole, for all schools in the district on the same page to enable comparisons across schools, and for a single, individual school. At both the district and school level, viewers can:

- compare their data with district and state averages;
- make comparisons across groups such as race/ethnicity, sexual orientation, gender identity, and afterschool participation; and
- examine data trends over time overall and by different demographic groups.

Viewers at both the district level and the school level have the option to download data displays as a PDF document which can be shared with stakeholders.

UNDERSTANDING THE DATA

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

Representativeness

Among the most important factors affecting the quality of survey results is the level and type of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 70 percent (see Table A1.1 and Appendix I for student response rates). One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the student enrollment. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

Changes Between Survey Administrations

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

RESOURCES

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

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets).
- ***Assessing School Climate*** describes the value of the CalSCHLS student, staff, and parent surveys for assessing school climate, listing constructs and individual indicators (data.calschls.org/resources/Cal-SCHLS_AssessingClimate2013-14.pdf).

- ***Making Sense of School Climate*** provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).
- ***Using CalSCHLS to Assess Social-Emotional Learning and Health*** describes how the CHKS Core and SEHM module provide a comprehensive profile of student social-emotional competency (learning) and health, and the related supports schools provide, including questions aligned with the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) (data.calschls.org/resources/CalSCHLS_AssessSELH.pdf). The staff survey provides data on the perception of adults in the school on social-emotional service needs and provision.
- ***Helpful Resources for Local Control and Accountability Plans*** describes how survey items align with LCAP priorities and indicators (calschls.org/docs/lcap_cal_schls.pdf). Also available is an LCAP-related PowerPoint presentation (calschls.org/site/assets/files/1036/cal-schls-lcap_schoolclimatev6-1.pptx).
- The ***California Safe and Supportive Schools Newsletter*** provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/resources.
- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.
- The **CalSCHLS Item Crosswalk** (calschls.org/docs/calschls-crosswalk.pdf) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

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

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

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

As part of this process, WestEd staff can facilitate a *Data Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center 888.841.7536 or email calschls@wested.org.

Compare Results with Other Data

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

- **Staff and Parent Surveys**. If your school district has administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Survey Item Crosswalk (calschls.org/docs/calschls-crosswalk.pdf) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer these companion surveys, urge them to do so next time.
- **Elementary CHKS Results**. Examine how the results from 9th and 11th graders compare with those from 5th and 7th graders if your district also administered the CHKS at these school levels. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle school levels might help mitigate problems that are evident among older students.
- **Other Data**. Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.
- **Similar District and Statewide Results**. The results from the biennial state administration of the CHKS, which provide representative state norms, can be downloaded from the CalSCHLS website (data.calschls.org/resources/Biennial_State_1719.pdf) or examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports). How you compare to state and district results can provide some context for your results, but the most important consideration is what your own results say about the students in your school/community.

Data Workshop

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

Request Additional Reports and Data

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

School Reports and School Climate Report Cards

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

- A full report with all the survey results
- A short, user-friendly, graphic **School Climate Report Card** that provides results across key indicators of school climate and provides two-year state averages on those indicators (calschls.org/reports-data)

District School Climate Report Card

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

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

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

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

	Student Core	Student School Climate	Student Social Emotional Health	Staff Survey	Parent Survey
Student Learning Engagement					
Academic mindset			✓		
Academic motivation	✓	✓		✓	✓
Academic performance (grades)	✓				
Attendance (absences and reasons absent)	✓			✓	
School connectedness	✓				
Student Social-Emotional and Physical Well-being					
Alcohol, tobacco, and drug use	✓			✓	✓
Behavioral self-control			✓		
Bedtime	✓				
Collaboration			✓		
Emotional self-regulation			✓		
Empathy			✓		
Gratitude			✓		
Life satisfaction	✓				
Optimism	✓				
Perceived safety	✓			✓	✓
Persistence			✓		
Problem solving			✓		
Self-awareness			✓		
Self-efficacy			✓		
Social-emotional competencies and health			✓	✓	
Social-emotional distress	✓				
Violence and victimization (bullying)	✓			✓	✓
Zest			✓		
School Climate Conditions					
Academic rigor and norms				✓	✓
College and career supports		✓		✓	✓
Family support			✓		
High expectations	✓			✓	✓
Meaningful participation and decision-making	✓			✓	✓
Parent involvement	✓			✓	✓
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				✓	

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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. Closing the Achievement Gap (CTAG) Module	
D. Community Health Module	
E. District Afterschool Module (DASM)	
F. Drug-Free Communities (DFC) Module	
G. Gang Risk Awareness Module (GRAM)	
H. Gender Identity & Sexual Orientation-Based Harassment Module	
I. Mental Health Supports Module	
J. Military-Connected School Module	
K. Physical Health & Nutrition Module	
L. Resilience & Youth Development Module	
M. Safety & Violence Module	
N. School Climate Module	
O. Sexual Behavior Module	
P. Social Emotional Health Module (SEHM)	
Q. Tobacco Module	
R. Trauma-Informed Practice Module	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 7	Grade 9	Grade 11	NT[A]
Student Sample Size				
Target sample	1,378	1,739	1,819	132
Final number	787	891	816	68
Response Rate	57%	51%	45%	52%

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

Table A1.2

Number of Respondents by Instructional Model

	Grade 7	Grade 9	Grade 11	NT
In-school learning only	769	857	787	65
Remote learning only	18	34	29	3

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness[†#] ***(In-School Only)***	57	45	47	52	A6.4
School connectedness[†ψ] ***(Remote Only)***	41	42	41		A6.4
Academic motivation[†]	65	55	59	61	A6.4
School is really boring[±]	49	59	63	66	A6.11
School is worthless and a waste of time[±]	15	19	20	20	A6.11
Monthly Absences (3 or more)	34	33	38	52	A6.2
Maintaining focus on schoolwork[†]	35	30	27	31	A6.10
Caring adult relationships[‡]	51	42	53	53	A6.4
High expectations-adults in school[‡]	69	60	67	73	A6.4
Meaningful participation[‡]	20	16	18	17	A6.4
Facilities upkeep[†Φ]	45	35	40	85	A6.14
Promotion of parental involvement in school[†]	51	35	34	53	A6.4
School Safety and Cyberbullying					
School perceived as very safe or safe[Φ]	59	47	48	66	A8.1
Experienced any harassment or bullying[§]	33	26	20	17	A8.2
Had mean rumors or lies spread about you[§]	29	21	21	13	A8.3
Been afraid of being beaten up[§Φ]	21	12	8	5	A8.3
Been in a physical fight[§Φ]	10	7	4	3	A8.4
Seen a weapon on campus[§Φ]	8	8	6	0	A8.6
Cyberbullying[§]	25	19	16	12	A8.3

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

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

[#]*The scale was based on five survey questions for in-school respondents.*

[ψ]*The scale was based on four questions for remote respondents.*

[±]*Rating of 6 or higher.*

[Φ]*In-school only.*

[‡]*Average percent of respondents reporting "Pretty much true" or "Very much true."*

[§]*Past 12 months.*

Table A2.2

Key Indicators of Substance Use, Remote Learning, and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Substance Use					
Current alcohol or drug use[¶]	5	8	12	11	A9.5
Current marijuana use[¶]	1	4	6	5	A9.5
Current binge drinking[¶]	1	2	4	3	A9.5
Very drunk or "high" 7 or more times, ever	1	2	5	5	A9.7
Been drunk or "high" on drugs at school, ever	2	3	5	5	A9.9
Current cigarette smoking[¶]	1	1	1	2	A10.4
Current vaping[¶]	3	3	6	5	A10.4
Current tobacco vaping[¶]	2	2	3	0	A10.5
Current marijuana vaping[¶]	1	2	3	3	A10.5
Routines					
Eating of breakfast[|]	53	46	50	35	A4.1
Bedtime (at 12 am or later)	19	19	27	39	A4.2
Learning from Home					
Average days worked on schoolwork (≥ 5)[¶δ]	87	45	36		A5.1
Synchronous instruction (4 days or more)[‖δ]	14	10	7		A5.1
Interest in schoolwork done from home[δ]	7	21	27		A5.3
Meaningful opportunities[‡δ]	14	32	33		A5.2
Social and Emotional Health					
Social emotional distress[‡]	30	31	36	36	A7.5
Experienced chronic sadness/hopelessness[§]	42	36	42	50	A7.1
Considered suicide[§]	19	15	14	20	A7.2
Optimism[‡]	47	40	38	33	A7.3
Life satisfaction[∓]	62	61	59	54	A7.4

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

[¶]*Past 30 days.*

[|]*Today.*

[δ]*Remote only.*

[‖]*Past 7 days.*

[‡]*Average percent of respondents reporting "Pretty much true" or "Very much true."*

[§]*Past 12 months.*

[∓]*Average percent of respondents reporting "Satisfied" or "Very satisfied."*

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
In-School Model	98	96	96	96
Remote Learning Model	2	4	4	4

Question HS/MS A.1: Which of the following best describes your school schedule during the past 30 days?
Notes: Cells are empty if there are less than 10 respondents.
In-School Model - Respondents selecting "I went to school in person at my school building for the entire day, Monday through Friday."
Remote Learning Model - Respondents selecting "I participated in school from home for the entire day on most or all weekdays and did not go to school in person."

Table A3.2

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	42	48	44	59
Female	51	48	53	40
Nonbinary	3	2	2	1
Something else	3	2	1	0

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

Table A3.3

Sexual Orientation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Straight (not gay)	72	73	76	80
Lesbian or Gay	2	3	3	2
Bisexual	9	10	10	12
Something else	6	4	3	0
Not sure	6	5	3	2
Decline to respond	5	5	5	5

Question HS/MS A.5: Which of the following best describes you?
Note: Cells are empty if there are less than 10 respondents.

Table A3.4

Gender Identity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I am not transgender	90	92	94	93
Yes, I am transgender	2	1	1	1
I am not sure if I am transgender	3	2	2	1
Decline to respond	5	5	3	4

Question HS/MS A.4: Some people describe themselves as transgender when how they think or feel about their gender is different from the sex they were assigned at birth. Are you transgender?
Note: Cells are empty if there are less than 10 respondents.

Table A3.5

Race or Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native, non-Hispanic	1	1	0	0
Asian or Asian American, non-Hispanic	4	6	5	0
Black or African American, non-Hispanic	2	4	3	4
Hispanic or Latinx	80	77	80	91
Native Hawaiian or Pacific Islander, non-Hispanic	0	0	0	0
White, non-Hispanic	4	6	6	0
Multiracial, non-Hispanic	3	3	3	1
Something else, non-Hispanic	5	5	2	3

Question HS/MS A.6: What is your race or ethnicity? (Mark All That Apply.)... American Indian or Alaska Native... Asian or Asian American... Black or African American... Hispanic or Latinx... Native Hawaiian or Pacific Islander.. White... Something else.
Note: Cells are empty if there are less than 10 respondents.

Table A3.6

Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parent or guardian	86	89	91	88
Other relative's home	2	1	2	3
A home with more than one family	7	6	5	3
Friend's home	0	1	0	3
Foster home, group care, or waiting placement	0	0	0	0
Hotel or motel	0	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0	0	2
Other living arrangement	5	2	2	2

Question HS/MS A.9: 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 A3.7

Highest Education of Parents

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	12	19	23	33
Graduated from high school	22	22	24	21
Attended college but did not complete four-year degree	11	14	15	6
Graduated from college	16	20	20	6
Don't know	39	24	18	33

Question HS/MS A.10: 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 A3.8

Language Spoken at Home

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
English	47	49	50	44
Spanish	49	44	45	55
Mandarin	0	0	0	0
Cantonese	0	0	0	0
Taiwanese	0	0	0	0
Tagalog	1	1	1	0
Vietnamese	1	2	2	0
Korean	0	0	0	0
Arabic	0	1	0	0
Other	2	2	1	2

Question HS/MS A.14: 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 Among Students Speaking a Language Other Than English at Home

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
How well do you...				
understand English?				
Very well	85	79	84	81
Well	13	19	14	19
Not well	2	1	1	0
Not at all	1	0	1	0
speak English?				
Very well	69	66	76	70
Well	27	29	20	30
Not well	2	4	3	0
Not at all	1	1	1	0
read English?				
Very well	68	63	72	70
Well	29	31	24	30
Not well	3	5	2	0
Not at all	1	1	1	0
write English?				
Very well	63	56	67	49
Well	31	37	27	46
Not well	5	6	5	5
Not at all	1	1	1	0
English Language Proficiency Status				
Proficient	65	61	71	59
Not proficient	35	39	29	41

Question HS/MS A.14, 14A-14D: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

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

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

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

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

Table A3.10

Number of Days Attending Afterschool Program (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I do not attend my school's afterschool program	89	77	82	95
1 day	1	2	3	2
2 days	1	4	3	0
3 days	1	2	3	0
4 days	1	2	2	2
5 days	6	12	8	2

Question HS/MS A.21: 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 A3.11

Military Connections

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	94	95	97	92
Yes	2	2	2	8
Don't know	4	3	1	0

Question HS/MS A.11: 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.

4. Routines

Table A4.1

Eating of Breakfast

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	47	54	50	65
Yes	53	46	50	35

Question HS/MS A.16: Did you eat breakfast today?
Note: Cells are empty if there are less than 10 respondents.

Table A4.2

Bedtime

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Before 7:00 pm	1	2	0	2
7:00-7:59 pm	1	1	0	2
8:00-8:59 pm	7	5	4	0
9:00-9:59 pm	23	20	14	14
10:00-10:59 pm	31	30	27	27
11:00-11:59 pm	17	22	28	17
12:00-12:59 am	9	10	14	21
After 1:00 am	11	10	12	18
Bedtime at 12 am or later	19	19	27	39

Question HS/MS A.15: What time did you go to bed last night?
Note: Cells are empty if there are less than 10 respondents.

5. Learning from Home

Table A5.1

Remote Learning Schedule and Instructional Time (Remote Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Time spent on learning and completing schoolwork from home on the average weekday				
Less than 1 hour	20	10	18	
Between 1 and 2 hours	40	52	18	
Between 2 and 3 hours	13	6	36	
Between 3 and 4 hours	7	6	14	
Between 4 and 5 hours	0	10	11	
More than 5 hours	20	16	4	
Number of days in the past week participating in an online class from home where your teacher talked to students				
0 days	86	71	71	
1 day	0	10	4	
2 days	0	3	11	
3 days	0	6	7	
4 days	0	0	0	
5 days	14	10	7	
Number of weekdays participating in school from home for the entire school day				
0 days	0	19	18	
1 day	0	6	0	
2 days	7	13	14	
3 days	0	3	25	
4 days	7	13	7	
5 days	87	45	36	

Question HS/MS A.22, 24, 25: In the past 30 days, how many weekdays in an average week did you participate in school from home for an entire school day? On the average weekday, how much of your day did you spend learning and completing schoolwork from home?... How many days in the past week did you participate in an online class from home where your teacher talked to students from a computer, phone, or tablet (iPad)?

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

Table A5.2

Interesting Activities Provided for Student in Remote Learning ***(Remote Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Not at all true	36	32	38	
A little true	50	36	29	
Pretty much true	7	25	21	
Very much true	7	7	13	

Question HS/MS A.53: There is a teacher or some other adult from my school... who provides me with interesting activities to do while I am participating in school from home.

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

Table A5.3

Interest in Schoolwork Done from Home ***(Remote Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Strongly disagree	14	17	15	
Disagree	14	28	31	
Neither disagree nor agree	64	34	27	
Agree	0	14	15	
Strongly agree	7	7	12	

Question HS/MS A.44: How strongly do you agree or disagree with the following statements?... I am interested in the schoolwork I do when participating in school from home.

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

6. School Performance, Engagement, and Supports

Table A6.1

Grades, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	29	24	21	8
A's and B's	37	27	31	18
Mostly B's	3	5	7	5
B's and C's	19	21	21	22
Mostly C's	2	5	6	8
C's and D's	7	9	9	20
Mostly D's	1	3	2	11
Mostly F's	3	6	3	9

Question HS/MS A.27: During the past 12 months, how would you describe the grades you mostly received in school?
Note: Cells are empty if there are less than 10 respondents.

Table A6.2

Absences, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I did not miss any days of school in the past 30 days	37	33	27	20
1 day	15	20	19	12
2 days	13	14	16	17
3 or more days	34	33	38	52

Question HS/MS A.17, 26: In the past 30 days, how often did you miss an entire day of school for any reason? [In-school only]. In the past 30 days, how often did you miss an entire day of remote learning classes for any reason? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

Table A6.3

Reasons for Absence, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I didn't miss any school	35	30	26	19
Illness (feeling physically sick), including problems with breathing or your teeth	47	50	52	67
Were being bullied or mistreated at school ***(In-School Only)***	1	1	1	2
Felt very sad, hopeless, anxious, stressed, or angry	9	14	16	27
Didn't get enough sleep	8	14	18	22
Didn't feel safe at school or going to and from school ***(In-School Only)***	3	4	7	2
Had to take care of or help a family member or friend	7	7	9	13
Wanted to spend time with friends	1	2	1	2
Used alcohol or drugs	0	0	1	2
Were behind in schoolwork or weren't prepared for a test or class assignment	2	4	10	8
Were bored or uninterested in school	4	8	9	11
Had no transportation to school ***(In-School Only)***	2	4	4	11
Other reason	16	16	16	8

Question HS/MS A.28, 30: In the past 30 days, did you miss a day of school for any of the following reasons? (Mark All That Apply.) [In-school only]... In the past 30 days, did you miss a day of school from home for any of the following reasons? (Mark All That Apply.) [Remote only]

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

Total percentages may exceed 100% for "mark all that apply" items.

Table A6.4

School Environment, School Connectedness, Academic Motivation, and Promotion of Parental Involvement Scales

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Total school supports	47	39	46	48	
Caring adults in school[‡]	51	42	53	53	A6.5
High expectations-adults in school[‡]	69	60	67	73	A6.6
Meaningful participation at school[‡]	20	16	18	17	A6.7
School connectedness[†#] ***(In-School Only)***	57	45	47	52	A6.8
School connectedness[†ψ] ***(Remote Only)***	41	42	41		A6.8
Academic motivation[†]	65	55	59	61	A6.9
Promotion of parental involvement in school[†]	51	35	34	53	A6.12

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

[‡]Scales are based on average of respondents reporting "Pretty much true" or "Very much true."

[†]Scales are based on average of respondents reporting "Agree" or "Strongly agree."

[#]The scale was based on five survey questions for in-school respondents.

[ψ]The scale was based on four questions for remote respondents.

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

Table A6.5

Caring Relationships Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring adults in school				
Average reporting "Pretty much true" or "Very much true"	51	42	53	53
There is a teacher or some other adult from my school...				
who really cares about me.				
Not at all true	16	21	13	8
A little true	38	44	35	47
Pretty much true	32	22	29	39
Very much true	15	14	22	6
who notices when I'm not there.				
Not at all true	18	23	17	9
A little true	33	32	32	38
Pretty much true	27	28	28	30
Very much true	22	18	23	23
who listens to me when I have something to say.				
Not at all true	16	20	16	16
A little true	27	33	29	23
Pretty much true	35	29	29	33
Very much true	22	18	26	28

Question HS/MS A.51, 54, 57: There is a teacher or some other adult from my school... who really cares about me... who notices when I'm not there... who listens to me when I have something to say.

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

Table A6.6

High Expectations Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-adults in school				
Average reporting "Pretty much true" or "Very much true"	69	60	67	73
There is a teacher or some other adult from my school...				
who tells me when I do a good job.				
Not at all true	8	15	12	9
A little true	26	30	25	23
Pretty much true	40	36	35	42
Very much true	26	19	27	25
who always wants me to do my best.				
Not at all true	6	10	7	3
A little true	18	23	20	17
Pretty much true	39	35	35	41
Very much true	37	32	39	39
who believes that I will be a success.				
Not at all true	10	16	11	11
A little true	25	27	24	16
Pretty much true	32	31	32	39
Very much true	33	26	32	34

Question HS/MS A.52, 55, 58: There is a teacher or some other adult from my school... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.

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

Table A6.7

Meaningful Participation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation at school				
Average reporting "Pretty much true" or "Very much true"	20	16	18	17
At school/When I participate in school,...				
I do interesting activities.				
Not at all true	16	27	29	33
A little true	44	37	34	39
Pretty much true	29	22	22	19
Very much true	12	14	15	9
I help decide things like class activities or rules.				
Not at all true	59	63	62	70
A little true	28	25	25	17
Pretty much true	8	8	9	8
Very much true	5	4	4	5
I do things that make a difference.				
Not at all true	41	50	48	50
A little true	39	35	35	31
Pretty much true	14	10	13	14
Very much true	6	4	5	5
I have a say in how things work.				
Not at all true	51	63	58	53
A little true	33	25	29	31
Pretty much true	12	9	10	14
Very much true	4	4	3	2
I help decide school activities or rules.				
Not at all true	75	78	78	86
A little true	17	16	16	6
Pretty much true	5	3	5	6
Very much true	3	3	1	2

Question HS/MS A.59-68: At school [In-School only],... When I participate in school [Remote only],... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference... I have a say in how things work... I help decide school activities or rules.

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

Table A6.8

School Connectedness Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School connectedness[#] *(In-School Only)*				
Average reporting "Agree" or "Strongly agree"	57	45	47	52
School connectedness[ψ] *(Remote Only)*				
Average reporting "Agree" or "Strongly agree"	41	42	41	
I feel close to people at/from this school.				
Strongly disagree	4	7	8	15
Disagree	9	10	12	15
Neither disagree nor agree	24	27	29	42
Agree	43	39	36	26
Strongly agree	19	17	15	2
I am happy with/to be at this school.				
Strongly disagree	6	10	9	14
Disagree	6	12	12	12
Neither disagree nor agree	35	38	37	25
Agree	36	31	35	35
Strongly agree	17	9	7	14
I feel like I am part of this school.				
Strongly disagree	6	10	11	6
Disagree	10	18	15	11
Neither disagree nor agree	34	38	39	51
Agree	38	29	28	25
Strongly agree	12	6	6	8

Question HS/MS A.31-38: How strongly do you agree or disagree with the following statements?... I feel close to people at this school. [In-School only]... I feel close to people from this school. [Remote only]... I am happy to be at this school. [In-School only]... I am happy with this school. [Remote only]... I feel like I am part of this school.... The teachers at this school treat students fairly. [In-School only]... The teachers treat students fairly. [Remote only]... I feel safe in my school. [In-School only]

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

[#]The scale was based on five survey questions for in-school respondents.

[ψ]The scale was based on four questions for remote respondents.

Table A6.8

School Connectedness Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
The teachers at this school treat students fairly/The teachers treat students fairly.				
Strongly disagree	5	5	4	2
Disagree	7	10	9	3
Neither disagree nor agree	29	36	28	17
Agree	45	38	48	40
Strongly agree	14	11	10	38
I feel safe in my school. ***(In-School Only)***				
Strongly disagree	5	5	4	11
Disagree	5	10	10	3
Neither disagree nor agree	31	38	37	13
Agree	42	39	41	56
Strongly agree	17	8	8	16

Question HS/MS A.36-38 How strongly do you agree or disagree with the following statements?... The teachers at this school treat students fairly. [In-School only]... The teachers treat students fairly. [Remote only]...I feel safe in my school. [In-School only]

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

Table A6.9

Academic Motivation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Academic motivation				
Average reporting "Agree" or "Strongly agree"	65	55	59	61
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	2	2	1	5
Disagree	2	6	5	5
Neither disagree nor agree	15	22	21	17
Agree	46	47	46	58
Strongly agree	34	23	28	15
I try hard on my schoolwork because I am interested in it.				
Strongly disagree	8	10	9	12
Disagree	17	24	22	17
Neither disagree nor agree	39	37	37	35
Agree	25	22	22	29
Strongly agree	11	7	10	6
I work hard to try to understand new things when doing my schoolwork.				
Strongly disagree	4	4	4	9
Disagree	6	11	9	12
Neither disagree nor agree	28	33	28	14
Agree	42	41	44	48
Strongly agree	20	12	15	17
I am always trying to do better in my schoolwork.				
Strongly disagree	2	2	2	5
Disagree	2	6	5	3
Neither disagree nor agree	16	23	20	22
Agree	47	47	47	47
Strongly agree	33	22	26	23

Question HS/MS A.45-48: 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 on my schoolwork because I am interested in it... I work hard to try to understand new things when doing my schoolwork... I am always trying to do better in my schoolwork.

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

Table A6.10

Maintaining Focus on Schoolwork

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
It is hard for me to stay focused when doing my schoolwork.				
Strongly disagree	9	7	6	8
Disagree	25	23	21	23
Neither disagree nor agree	27	27	26	31
Agree	23	23	29	22
Strongly agree	15	20	19	17

Question HS/MS A.43: How strongly do you agree or disagree with the following statements?... It is hard for me to stay focused when doing my schoolwork.

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

Table A6.11

School Boredom

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School is really boring.				
0 (Strongly disagree)	5	5	3	2
1	4	2	2	3
2	5	2	3	5
3	8	6	5	5
4	11	8	6	2
5	17	17	19	19
6	11	9	11	9
7	11	17	16	13
8	9	12	12	9
9	4	5	5	6
10 (Strongly agree)	14	17	19	28
School is worthless and a waste of time.				
0 (Strongly disagree)	29	24	22	33
1	11	9	8	16
2	13	12	12	6
3	12	11	13	6
4	9	10	9	3
5	10	15	16	16
6	4	4	6	3
7	4	3	5	5
8	3	3	3	0
9	1	1	1	3
10 (Strongly agree)	4	7	5	9

Question HS/MS A.49, 50: How strongly do you agree or disagree with the following statements?... School is really boring... School is worthless and a waste of time.

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

Table A6.12

Promotion of Parental Involvement Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Promotion of parental involvement in school				
Average reporting "Agree" or "Strongly agree"	51	35	34	53
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	2	7	6	2
Disagree	8	12	14	6
Neither disagree nor agree	30	43	41	32
Agree	47	32	31	46
Strongly agree	12	6	7	14
Parents feel welcome to participate at this school.				
Strongly disagree	3	4	3	3
Disagree	6	11	14	3
Neither disagree nor agree	47	52	50	47
Agree	36	29	27	42
Strongly agree	9	4	5	5
School staff take parent concerns seriously.				
Strongly disagree	4	7	6	5
Disagree	9	14	14	3
Neither disagree nor agree	38	46	47	39
Agree	36	27	27	36
Strongly agree	13	5	5	17

Question HS/MS A.40-42: 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 take parent concerns seriously.

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

Table A6.13

Checking Student Progress

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A teacher or some other adult from my school checks on how I am feeling.				
Not at all true	29	38	28	23
A little true	34	32	30	34
Pretty much true	23	17	23	28
Very much true	15	14	19	14

Question HS/MS A.56: There is a teacher or some other adult from my school... who checks on how I am feeling.
Note: Cells are empty if there are less than 10 respondents.

Table A6.14

Quality of School Physical Environment (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	4	9	7	2
Disagree	14	19	19	2
Neither disagree nor agree	37	37	34	11
Agree	38	30	35	68
Strongly agree	7	4	5	18

Question HS/MS A.39: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.
Note: Cells are empty if there are less than 10 respondents.

7. Social and Emotional Health

Table A7.1

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	58	64	58	50
Yes	42	36	42	50

Question HS A.157/MS A.150: 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 A7.2

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	81	85	86	80
Yes	19	15	14	20

Question HS A.158/MS A.151: During the past 12 months, did you ever seriously consider attempting suicide?
Note: Cells are empty if there are less than 10 respondents.

Table A7.3

Optimism Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Optimism				
Average reporting "Pretty much true" or "Very much true"	47	40	38	33
Each day I look forward to having a lot of fun.				
Not at all true	14	23	24	30
A little true	39	39	40	43
Pretty much true	27	24	25	18
Very much true	20	15	10	8
I usually expect to have a good day.				
Not at all true	19	25	23	23
A little true	33	34	39	42
Pretty much true	30	25	25	23
Very much true	18	15	12	12
Overall, I expect more good things to happen to me than bad things.				
Not at all true	22	27	25	22
A little true	32	32	33	40
Pretty much true	25	24	26	20
Very much true	22	17	16	18

Question HS A.164-166/MS A.157-159: Please tell us how true each statement is of you... Each day I look forward to having a lot of fun... I usually expect to have a good day... Overall, I expect more good things to happen to me than bad things.

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

Table A7.4

Life Satisfaction Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Life satisfaction				
Average reporting "Satisfied" or "Very satisfied"	62	61	59	54
I would describe my satisfaction with...				
my family life as...				
Very dissatisfied	3	4	4	7
Dissatisfied	2	4	5	5
A little dissatisfied	7	9	9	7
A little satisfied	14	13	12	23
Satisfied	36	37	36	35
Very satisfied	37	34	34	23
my friendships as...				
Very dissatisfied	3	4	2	5
Dissatisfied	1	2	5	5
A little dissatisfied	6	7	6	7
A little satisfied	14	14	16	18
Satisfied	34	39	40	42
Very satisfied	40	33	31	23
my school experience as...				
Very dissatisfied	6	8	7	12
Dissatisfied	6	10	10	10
A little dissatisfied	18	16	19	8
A little satisfied	31	27	29	29
Satisfied	29	28	27	32
Very satisfied	10	10	9	8

Question HS A.167-169/MS A.160-162: Please describe your level of satisfaction below. I would describe my satisfaction with... my family life as... my friendships as... my school experience as...

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

Table A7.4

Life Satisfaction Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I would describe my satisfaction with...				
myself as...				
Very dissatisfied	13	14	9	18
Dissatisfied	8	8	11	5
A little dissatisfied	15	11	12	15
A little satisfied	18	20	19	15
Satisfied	22	25	28	30
Very satisfied	24	22	20	17
where I live as...				
Very dissatisfied	2	4	4	10
Dissatisfied	2	4	4	2
A little dissatisfied	5	6	8	7
A little satisfied	15	12	13	20
Satisfied	35	38	39	38
Very satisfied	40	36	33	23

Question HS A.170, 171/MS A.163, 164: Please describe your level of satisfaction below. I would describe my satisfaction with... myself as... where I live as...

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

Table A7.5

Social Emotional Distress Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress				
Average reporting "Pretty much true" or "Very much true"	30	31	36	36
I had a hard time relaxing.				
Not at all true	31	37	28	33
A little true	38	32	33	28
Pretty much true	19	19	22	22
Very much true	12	12	17	17
I felt sad and down.				
Not at all true	36	42	29	43
A little true	28	25	30	22
Pretty much true	18	18	23	18
Very much true	18	16	18	17
I was easily irritated.				
Not at all true	38	37	25	27
A little true	22	22	26	32
Pretty much true	18	19	24	25
Very much true	22	21	25	15
It was hard for me to cope and I thought I would panic.				
Not at all true	59	60	51	53
A little true	19	16	23	15
Pretty much true	11	13	13	17
Very much true	11	10	13	15
It was hard for me to get excited about anything.				
Not at all true	52	53	46	47
A little true	24	22	29	20
Pretty much true	13	12	13	17
Very much true	11	12	13	17

Question HS A.159-163/MS A.152-156: Over the past 30 days, how true do you feel these statements are about you?... I had a hard time relaxing... I felt sad and down... I was easily irritated... It was hard for me to cope and I thought I would panic... It was hard for me to get excited about anything.

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

8. School Violence, Victimization, and Safety

Table A8.1

Perceived Safety at School ***(In-School Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	14	10	9	14
Safe	46	37	39	53
Neither safe nor unsafe	35	46	46	29
Unsafe	4	5	4	2
Very unsafe	2	3	2	3

Question HS A.121/MS A.114: How safe do you feel when you are at school?

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

Table A8.2

Reasons for Harassment, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	86	85	91	100
1 time	7	8	3	0
2 or more times	7	7	5	0
Religion				
0 times	95	94	97	98
1 time	2	2	1	2
2 or more times	3	4	2	0
Gender				
0 times	90	93	95	97
1 time	5	4	1	2
2 or more times	6	3	3	2
Because you are gay, lesbian, or bisexual or someone thought you were				
0 times	86	90	93	88
1 time	6	4	2	5
2 or more times	8	6	5	7
A physical or mental disability				
0 times	94	94	96	98
1 time	3	3	1	2
2 or more times	2	3	3	0
Any of the above five reasons	28	23	16	13

Question HS A.141-145, 148-152/MS A.134-138, 141-145: 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 [In-school only]... Your religion [In-school only]... Your gender [In-school only]... Because you are gay, lesbian, or bisexual or someone thought you were [In-school only]... A physical or mental disability [In-school only]... During the past 12 months, how many times did students from your school harass you or bully you for any of the following reasons?... Your race, ethnicity, or national origin [Remote only]... Your religion [Remote only]... Your gender [Remote only]... Because you are gay, lesbian, or bisexual or someone thought you were [Remote only]... A physical or mental disability. [Remote only]

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

Table A8.2

Reasons for Harassment on School Property, Past 12 Months – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
You are an immigrant or someone thought you were				
0 times	96	95	96	98
1 time	2	3	1	2
2 or more times	2	3	3	0
Any other reason				
0 times	84	90	90	93
1 time	6	3	3	3
2 or more times	10	8	7	3
Any harassment	33	26	20	17

Question HS A.141-154/MS A.134-147: 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 [In-school only]... Your religion [In-school only]... Your gender [In-school only]... Because you are gay, lesbian, or bisexual or someone thought you were [In-school only]... A physical or mental disability [In-school only]... You are an immigrant or someone thought you were [In-school only]... Any other reason [In-school only]... During the past 12 months, how many times did students from your school harass you or bully you for any of the following reasons?... Your race, ethnicity, or national origin [Remote only]... Your religion [Remote only]... Your gender [Remote only]... Because you are gay, lesbian, or bisexual or someone thought you were [Remote only]... A physical or mental disability [Remote only]... You are an immigrant or someone thought you were [Remote only]... Any other reason. [Remote only]

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

Table A8.3

School Violence Victimization Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School violence victimization *(In-School Only)*				
Average reporting "1 or more times"	27	18	15	8
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? *(In-School Only)*				
0 times	72	86	91	98
1 time	14	7	5	2
2 to 3 times	6	3	3	0
4 or more times	7	4	1	0
been afraid of being beaten up? *(In-School Only)*				
0 times	79	88	92	95
1 time	12	8	4	3
2 to 3 times	4	2	3	2
4 or more times	5	3	2	0
During the past 12 months, how many times have you...				
had mean rumors or lies spread about you?				
0 times	71	79	79	87
1 time	15	10	11	8
2 to 3 times	8	5	6	5
4 or more times	6	6	4	0
had sexual jokes, comments, or gestures made to you?				
0 times	70	77	81	97
1 time	11	8	6	2
2 to 3 times	7	6	7	2
4 or more times	11	10	5	0

Question HS A.122, 123, 125, 126, 133, 137, 138/MS A.115, 116, 118, 119, 130, 131: 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? [In-school only]... been afraid of being beaten up? [In-school only]... had mean rumors or lies spread about you? [In-school only]... had sexual jokes, comments, or gestures made to you? [In-school only]... During the past 12 months, how many times did students from your school... spread mean rumors or lies spread about you? [Remote only]... make sexual jokes, comments, or gestures toward you? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

Table A8.3

School Violence Victimization Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During the past 12 months, how many times on school property have you...				
had your property stolen or deliberately damaged? *(In-School Only)*				
0 times	86	89	93	98
1 time	9	7	5	2
2 to 3 times	2	3	2	0
4 or more times	3	1	0	0
been made fun of because of your looks or the way you talk?				
0 times	62	74	79	89
1 time	15	11	9	8
2 to 3 times	11	7	6	2
4 or more times	12	8	6	2
been made fun of, insulted, or called names?				
0 times	65	79	81	89
1 time	15	8	7	8
2 to 3 times	9	3	5	3
4 or more times	12	9	7	0
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?				
0 times (never)	75	81	84	88
1 time	12	9	9	10
2 to 3 times	6	5	4	0
4 or more times	7	6	3	2

Question HS A.127, 128, 136, 139, 140, 155/MS A.120, 121, 129, 132, 133, 148: During the past 12 months, how many times on school property have you... been made fun of because of your looks or the way you talk? [In-school only]... had your property stolen or deliberately damaged, such as your car, clothing, or books? [In-school only]... been made fun of, insulted, or called names? [In-school only]... During the past 12 months, how many times did students from your school... make fun of you because of your looks or the way you talk? [Remote only]...make fun of you, insult you, or call you names? [Remote only]... 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 A8.4

School Violence Perpetration Scale Questions (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School violence perpetration				
Average reporting "1 or more times"	4	5	4	2
During the past 12 months, how many times on school property have you...				
been in a physical fight?				
0 times	90	93	96	97
1 time	6	4	2	3
2 to 3 times	2	2	1	0
4 or more times	3	1	1	0
been offered, sold, or given an illegal drug?				
0 times	96	87	88	93
1 time	2	7	7	3
2 to 3 times	1	3	2	0
4 or more times	1	2	3	3
damaged school property on purpose?				
0 times	96	97	97	100
1 time	4	2	1	0
2 to 3 times	0	1	1	0
4 or more times	0	1	0	0
carried a gun?				
0 times	100	99	99	100
1 time	0	0	0	0
2 to 3 times	0	0	0	0
4 or more times	0	0	0	0
carried any other weapon (such as a knife or club)?				
0 times	97	98	98	100
1 time	2	0	1	0
2 to 3 times	0	1	0	0
4 or more times	1	1	0	0

Question HS A.124, 129-132/MS A.117, 122-125: During the past 12 months, how many times on school property have you... been in a physical fight?... been offered, sold, or given an illegal drug?... damaged school property on purpose?... carried a gun?... carried any other weapon (such as a knife or club)?

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

Table A8.5

Threats and Injuries with Weapons at School, Past 12 Months (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During the past 12 months, how many times on school property have you...				
been threatened with harm or injury?				
0 times	89	94	95	100
1 time	7	3	3	0
2 to 3 times	2	2	1	0
4 or more times	2	1	1	0
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	96	97	99	100
1 time	2	2	1	0
2 to 3 times	2	1	0	0
4 or more times	0	0	0	0

Question HS A.133, 135/MS A.126, 128: During the past 12 months, how many times on school property have you... 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 A8.6

Weapons Possession on School Property, Past 12 Months (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During the past 12 months, how many times on school property have you...				
seen someone carrying a gun, knife, or other weapon?				
0 times	92	92	94	100
1 time	6	4	5	0
2 to 3 times	1	2	1	0
4 or more times	1	1	1	0

Question HS A.134/MS A.127: During the past 12 months, how many times on school property have you... seen someone carrying a gun, knife, or other weapon?
Note: Cells are empty if there are less than 10 respondents.

9. Alcohol and Other Drug Use

Table A9.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime illicit AOD use to get "high"[^]	12	21	28	30	A9.2
Lifetime alcohol or drug use	12	22	29	32	A9.2
Lifetime marijuana use	2	7	13	16	A9.2
Lifetime very drunk or high (7 or more times)	1	2	5	5	A9.7
Current alcohol or drug use[¶]	5	8	12	11	A9.5
Current marijuana use[¶]	1	4	6	5	A9.5
Current heavy drug use[¶]	2	3	5	2	A9.5
Current heavy alcohol use (binge drinking)[¶]	1	2	4	3	A9.5
Current alcohol or drug use on school property[¶Φ]	3	3	4	0	A9.8
Harmfulness of occasional marijuana use[BΦ]	38	33	31	29	A9.11
Difficulty of obtaining marijuana[CΦ]	25	10	6	11	A9.12

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

[^]*Excludes prescription pain medication.*

[¶]*Past 30 days.*

[Φ]*In-School only.*

[B]*Great harm.*

[C]*Very difficult.*

Table A9.2

Summary of AOD Lifetime Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	10	14	23	22
Marijuana	2	7	13	16
Inhalants	3	3	3	3
Cocaine, methamphetamine, or any amphetamines	na	1	1	2
Ecstasy, LSD, or other psychedelics	na	1	3	5
Prescription pain medication (opioids)	na	6	5	6
Cold/cough medicines or other over-the-counter medicines to get "high"	na	7	7	5
Any other drug, pill, or medicine to get "high"	3	4	3	3
Any of the above AOD use	12	22	29	32
Any illicit AOD use to get "high"[^]	12	21	28	30

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

[^]*Excludes prescription pain medication, tranquilizers or sedatives, diet pills, and prescription stimulant.*

na—Not asked of middle school students.

Table A9.3
Lifetime AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	90	86	77	78
1 time	5	7	5	2
2 to 3 times	3	2	7	10
4 or more times	2	4	10	11
Marijuana (smoke, vape, eat, or drink)				
0 times	98	93	87	84
1 time	1	2	3	6
2 to 3 times	0	1	2	2
4 or more times	1	3	8	8
Inhalants				
0 times	97	97	97	97
1 time	1	1	1	3
2 to 3 times	1	1	1	0
4 or more times	1	1	1	0
Cocaine, methamphetamine, or any amphetamines				
0 times	na	99	99	98
1 time	na	0	1	2
2 to 3 times	na	0	0	0
4 or more times	na	1	1	0
Ecstasy, LSD, or other psychedelics				
0 times	na	99	97	95
1 time	na	1	1	3
2 to 3 times	na	0	1	2
4 or more times	na	0	1	0
Prescription pain medication				
0 times	na	94	95	94
1 time	na	2	1	3
2 to 3 times	na	1	2	0
4 or more times	na	4	2	3

Question HS A.72-75, 77, 78/MS A.73-75: 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)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Prescription pain medication (Vicodin, OxyContin, Percodan, Fentanyl).
Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of middle school students.

Table A9.3
Lifetime AOD Use – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cold/cough medicines or other over-the-counter medicines to get "high"				
0 times	na	93	93	95
1 time	na	2	2	0
2 to 3 times	na	2	2	0
4 or more times	na	4	3	5
Any other drug, pill, or medicine to get "high" or for reasons other than medical				
0 times	97	96	97	97
1 time	2	1	1	2
2 to 3 times	1	1	1	0
4 or more times	1	2	1	2

Question HS A.79, 80/MS A.77: During your life, how many times have you used the following?... Cold/cough medicines or other over-the-counter medicines to get "high..." Any other drug, pill, or medicine to get "high" or for reasons other than medical.

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

na—Not asked of middle school students.

Table A9.4

Methods of Marijuana Consumption

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During your life, how many times have you used marijuana in any of the following ways...				
Smoke it?				
0 times	98	95	90	89
1 time	0	2	2	5
2 to 3 times	0	1	2	2
4 or more times	1	2	6	5
In a vaping device?				
0 times	99	95	90	87
1 time	0	1	2	5
2 to 3 times	0	1	2	3
4 or more times	1	3	6	5
Eat or drink it in products made with marijuana?				
0 times	99	96	92	89
1 time	1	1	2	3
2 to 3 times	0	1	2	6
4 or more times	0	1	5	2

Question HS A.84-86/MS A.81-83: During your life, how many times have you used marijuana in any of the following ways... Smoke it?... In a vaping device (vape pens, mods, portable vaporizers)?... Eat or drink it in products made with marijuana?

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

Table A9.5

Current AOD Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks of alcohol)	4	4	9	6
Binge drinking (5 or more drinks in a row)	1	2	4	3
Marijuana (smoke, vape, eat, or drink)	1	4	6	5
Inhalants	1	2	1	0
Prescription drugs to get "high" or for reasons other than prescribed	na	1	2	0
Other drug, pill, or medicine to get "high" or for reasons other than medical	2	1	2	0
Any drug use	3	5	7	5
Heavy drug use	2	3	5	2
Any AOD Use	5	8	12	11
Two or more substances at the same time	na	1	2	2

Question HS A.90-96/MS A.87-91: 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), or any other illegal drug/pill to get "high").

na—Not asked of middle school students.

Table A9.6

Frequency of Current AOD Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks)				
0 days	96	96	91	94
1 or 2 days	2	4	7	6
3 to 9 days	1	0	0	0
10 to 19 days	0	0	1	0
20 to 30 days	0	0	1	0
Binge drinking (5 or more drinks in a row)				
0 days	99	98	96	97
1 or 2 days	1	1	3	3
3 to 9 days	0	0	1	0
10 to 19 days	0	0	1	0
20 to 30 days	0	0	0	0
Marijuana (smoke, vape, eat, or drink)				
0 days	99	96	94	95
1 or 2 days	1	2	2	3
3 to 9 days	0	1	1	0
10 to 19 days	0	1	1	0
20 to 30 days	0	1	1	2

Question HS A.90-92/MS A.87-89: 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 A9.7

Lifetime Drunk or "High"

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	98	96	90	87
1 to 2 times	1	3	7	11
3 to 6 times	0	1	2	2
7 or more times	0	0	2	0
"High" (loaded, stoned, or wasted) from using drugs				
0 times	97	94	88	85
1 to 2 times	2	3	6	5
3 to 6 times	0	1	2	5
7 or more times	1	2	5	5
Very drunk or "high" 7 or more times	1	2	5	5

Question HS A.81, 82/MS A.78, 79: 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 A9.8

Current AOD Use on School Property, Past 30 Days (In-School Only)

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

Question HS A.100-102/MS A.95-97: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol?... use marijuana (smoke, vape, eat, or drink)?... use 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 A9.9

Lifetime Drunk or "High" on School Property

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	98	97	95	95
1 to 2 times	1	2	2	5
3 to 6 times	1	1	1	0
7 or more times	0	1	2	0

Question HS A.83/MS A.80: 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 A9.10

Cessation Attempts (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don't use	na	96	91	95
0 times	na	3	5	3
1 time	na	1	3	2
2 to 3 times	na	0	1	0
4 or more times	na	0	0	0
Marijuana				
Does not apply, don't use	na	96	92	89
0 times	na	2	4	0
1 time	na	1	2	8
2 to 3 times	na	1	1	3
4 or more times	na	0	1	0

Question HS A.118, 119: How many times have you tried to quit or stop using... alcohol?... marijuana?

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

na—Not asked of middle school students.

Table A9.11

Perceived Harm of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol - drink occasionally				
Great	28	27	30	29
Moderate	22	24	25	31
Slight	14	19	24	26
None	36	30	21	15
Alcohol - 5 or more drinks once or twice a week				
Great	38	42	50	52
Moderate	19	23	23	24
Slight	9	7	9	11
None	35	28	18	13
Marijuana - use occasionally				
Great	38	33	31	29
Moderate	20	23	25	23
Slight	7	14	20	27
None	35	30	24	21
Marijuana - use daily				
Great	53	51	50	39
Moderate	8	14	18	26
Slight	3	7	12	16
None	35	28	20	19

Question HS A.108-111/MS A.103-106: 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, vape, eat, or drink) ... Use marijuana daily.
Note: Cells are empty if there are less than 10 respondents.

Table A9.12

Perceived Difficulty of Obtaining Alcohol, Marijuana, and Prescription Drugs to Get "High"

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Very difficult	20	9	7	11
Fairly difficult	8	11	10	11
Fairly easy	11	19	22	21
Very easy	7	20	28	31
Don't know	53	41	33	26
Marijuana				
Very difficult	25	10	6	11
Fairly difficult	9	10	9	10
Fairly easy	7	16	20	13
Very easy	3	20	30	35
Don't know	56	44	36	31
Prescription drugs to get "high" or for reasons other than prescribed				
Very difficult	22	12	10	13
Fairly difficult	9	9	15	10
Fairly easy	7	14	18	13
Very easy	6	17	16	24
Don't know	55	48	42	40

Question HS A.114-116/MS A.109-111: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana... Prescription drugs to get "high" or for reasons other than prescribed.

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

10. Tobacco Use

Table A10.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	2	1	4	3	A10.2
Current cigarette smoking[¶]	1	1	1	2	A10.4
Current cigarette smoking at school[¶Φ]	0	0	1	0	A10.6
Ever tried smokeless tobacco	2	3	2	3	A10.2
Current smokeless tobacco use[¶]	1	1	1	0	A10.4
Current smokeless tobacco use at school[¶Φ]	0	0	1	0	A10.6
Ever used vape products	6	10	17	16	A10.2
Current use of vape products[¶]	3	3	6	5	A10.4
Current tobacco vaping[¶]	2	2	3	0	A10.5
Current marijuana vaping[¶]	1	2	3	3	A10.5
Current vaping at school[¶Φ]	3	2	2	2	A10.6
Cessation Attempts					
Tried to quit smoking or vaping tobacco or nicotine[Φ]	na	2	4	3	A10.8
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking[BΦ]	36	32	38	40	A10.9
Harmfulness of smoking 1 or more packs/day[BΦ]	49	54	66	73	A10.9
Harmfulness of vaping occasionally[BΦ]	36	34	40	37	A10.10
Harmfulness of vaping several times a day[BΦ]	54	60	65	66	A10.10
Difficulty of obtaining cigarettes[CΦ]	20	10	8	11	A10.11
Difficulty of obtaining vape products[CΦ]	16	7	5	10	A10.11
Anti-Tobacco Policy					
School bans tobacco use and vaping[Φ]	69	60	75	75	A10.12

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

[¶]Past 30 days.

[Φ]In-School only.

[B]Great harm.

[C]Very difficult.

na—Not asked of middle school students.

Table A10.2
Lifetime Tobacco Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	97	na	na	na
1 time	1	na	na	na
2 to 3 times	1	na	na	na
4 or more times	1	na	na	na
A whole cigarette				
0 times	98	99	96	97
1 time	1	1	2	2
2 to 3 times	0	0	1	2
4 or more times	0	0	1	0
Smokeless tobacco				
0 times	98	97	98	97
1 time	1	2	1	0
2 to 3 times	0	1	1	3
4 or more times	1	1	1	0
Vape products				
0 times	94	90	83	84
1 time	3	4	6	6
2 to 3 times	1	3	4	0
4 or more times	2	4	8	10

Question HS A.69-71/MS A.69-72: During your life, how many times have you used the following?... A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Vape products.
Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of high school students.

Table A10.3

Substances Ever Vaped

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vaped tobacco or nicotine				
0 times	97	94	87	89
1 time	1	2	4	5
2 to 3 times	1	1	4	3
4 or more times	1	2	5	3
Vaped marijuana or THC				
0 times	98	95	90	90
1 time	1	1	2	3
2 to 3 times	0	1	2	2
4 or more times	1	3	6	5
Vaped other product				
0 times	97	97	95	95
1 time	1	1	1	3
2 to 3 times	0	1	2	0
4 or more times	1	1	2	2

Question HS A.71A-71C/MS A.72A-72C: During your life, how many times have you used the following?... Vaped tobacco or nicotine... Vaped marijuana or THC... Vaped other product.

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

Table A10.4

Any Current Use and Daily Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	1	1	1	2
Daily (20 or more days)	0	0	0	0
Smokeless tobacco				
Any	1	1	1	0
Daily (20 or more days)	0	0	0	0
Vape products				
Any	3	3	6	5
Daily (20 or more days)	0	1	1	0

Question HS A.87-89/MS A.84-86: During the past 30 days, on how many days did you use... cigarettes?... smokeless tobacco (dip, chew, or snuff)?... vape products?

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

Table A10.5

Substances Vaped, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vaped tobacco or nicotine?				
0 days	98	98	97	100
1 or 2 days	1	1	2	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	1	0
20 to 30 days	0	1	0	0
Vaped marijuana or THC?				
0 days	99	98	97	97
1 or 2 days	0	1	1	0
3 to 9 days	0	1	1	0
10 to 19 days	0	0	1	3
20 to 30 days	0	0	1	0
Vaped other product?				
0 days	98	99	98	100
1 or 2 days	1	0	1	0
3 to 9 days	0	1	0	0
10 to 19 days	0	0	1	0
20 to 30 days	0	0	0	0

Question HS A.89A-89C/MS A.86A-86C: During the past 30 days, on how many days did you use vape products?... Vaped tobacco or nicotine... Vaped marijuana or THC... Vaped other product?

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

Table A10.6

Current Smoking on School Property, Past 30 Days (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
0 days	100	100	99	100
1 or 2 days	0	0	0	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	0
Smokeless tobacco				
0 days	100	100	99	100
1 or 2 days	0	0	0	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	0
Vape				
0 days	97	98	98	98
1 or 2 days	2	1	2	2
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	0

Question HS A.97-99/MS A.92-94: During the past 30 days, on how many days on school property did you... smoke cigarettes?... use smokeless tobacco (dip, chew, or snuff)?... vape?

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

Table A10.7

Secondhand Smoke on School Property, Past 30 days (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes				
0 days	95	96	95	93
1 day	2	2	2	2
2 days	0	1	1	2
3-9 days	0	1	1	2
10-19 days	0	0	0	0
20-30 days	1	0	0	2

Question HS A.103/MS A.98: During the past 30 days, on how many days on school property did you... breathe the smoke or vapor from someone who was using cigarettes or e-cigarettes?

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

Table A10.8

Cigarette Smoking and Vaping Cessation Attempts (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	96	93	97
0 times	na	2	3	0
1 time	na	1	2	3
2 to 3 times	na	0	1	0
4 or more times	na	0	0	0

Question HS A.117: How many times have you tried to quit or stop using... smoking or vaping tobacco or nicotine?

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

na—Not asked of middle school students.

Table A10.9

Perceived Harm of Cigarette Smoking

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke cigarettes occasionally				
Great	36	32	38	40
Moderate	20	25	27	27
Slight	12	15	16	18
None	33	27	19	15
Smoke 1 or more packs of cigarettes each day				
Great	49	54	66	73
Moderate	13	13	12	10
Slight	5	5	4	5
None	33	27	18	13

Question HS A.104, 105/MS A.99, 100: 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 A10.10

Perceived Harm of Using Vape Products

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vape tobacco or nicotine occasionally				
Great	36	34	40	37
Moderate	24	26	27	29
Slight	7	13	15	16
None	33	27	18	18
Vape tobacco or nicotine several times a day (100 puffs or more)				
Great	54	60	65	66
Moderate	10	10	14	16
Slight	2	4	4	5
None	33	26	17	13

Question HS A.106, 107/MS A.101, 102: How much do people risk harming themselves physically and in other ways when they do the following?... Vape tobacco or nicotine occasionally... Vape tobacco or nicotine several times a day (100 puffs or more).

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

Table A10.11

Perceived Difficulty of Obtaining Cigarettes and Vape Products

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Very difficult	20	10	8	11
Fairly difficult	11	11	15	8
Fairly easy	10	20	20	16
Very easy	4	14	17	31
Don't know	55	44	40	34
Vape products				
Very difficult	16	7	5	10
Fairly difficult	10	5	6	10
Fairly easy	14	22	21	8
Very easy	11	27	36	45
Don't know	49	39	33	27

Question HS A.112, 113/MS A.107, 108: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes... Vape products.

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

Table A10.12

School Bans Tobacco Use and Vaping (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	8	7	4	3
Yes	69	60	75	75
Don't know	23	33	21	22

Question HS A.120/MS A.112: Does your school ban tobacco use and vaping on school property and at school sponsored events?

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

11. Other Health Risks

Table A11.1

***Alone After School** (In-School Only)*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	61	na	na	na
1 day	11	na	na	na
2 days	7	na	na	na
3 days	4	na	na	na
4 days	2	na	na	na
5 days	15	na	na	na

Question MS A.113: In a normal week, how many days are you home after school for at least one hour without an adult there?

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

na—Not asked of high school students.

Table A11.2

***Gang Involvement** (In-School Only)*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	99	98	98	100
Yes	1	2	2	0

Question HS A.156/MS A.149: Do you consider yourself a member of a gang?

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

12. Race/Ethnic Breakdowns

Table A12.1

School Engagement and Supports by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness[†#] ***(In-School Only)***				
American Indian or Alaska Native				
Asian or Asian American	51	47	51	
Black or African American	43	33	41	
Hispanic or Latinx	57	46	47	52
Native Hawaiian or Pacific Islander				
White	62	48	53	
Mixed (two or more) ethnics	63	32	38	
Something else	51	41	35	
School Connectedness[†ψ] ***(Remote Only)***				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	41	48	40	
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
Academic Motivation[†]				
American Indian or Alaska Native				
Asian or Asian American	70	48	75	
Black or African American	65	52	56	
Hispanic or Latinx	65	56	59	60
Native Hawaiian or Pacific Islander				
White	68	55	52	
Mixed (two or more) ethnics	71	51	58	
Something else	59	54	70	

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

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

[#]*The scale was based on five survey questions for in-school respondents.*

[ψ]*The scale was based on four questions for remote respondents.*

Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School is really boring[±]				
American Indian or Alaska Native				
Asian or Asian American	48	60	57	
Black or African American	46	46	74	
Hispanic or Latinx	50	58	61	66
Native Hawaiian or Pacific Islander				
White	37	66	70	
Mixed (two or more) ethnics	37	86	77	
Something else	52	68	75	
School is worthless and a waste of time[±]				
American Indian or Alaska Native				
Asian or Asian American	15	25	21	
Black or African American	31	7	37	
Hispanic or Latinx	14	18	19	21
Native Hawaiian or Pacific Islander				
White	17	18	28	
Mixed (two or more) ethnics	16	30	18	
Something else	18	44	25	
Monthly Absences (3 or more)				
American Indian or Alaska Native				
Asian or Asian American	34	20	23	
Black or African American	15	32	55	
Hispanic or Latinx	36	35	39	52
Native Hawaiian or Pacific Islander				
White	26	26	22	
Mixed (two or more) ethnics	36	10	29	
Something else	24	33	65	

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

[±]*Rating of 6 or higher.*

Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Maintaining focus on schoolwork[†]				
American Indian or Alaska Native				
Asian or Asian American	44	30	32	
Black or African American	50	29	37	
Hispanic or Latinx	34	30	26	32
Native Hawaiian or Pacific Islander				
White	28	35	26	
Mixed (two or more) ethnics	58	19	32	
Something else	28	29	25	
Caring adults in school[‡]				
American Indian or Alaska Native				
Asian or Asian American	51	36	55	
Black or African American	56	49	60	
Hispanic or Latinx	49	43	52	51
Native Hawaiian or Pacific Islander				
White	70	45	61	
Mixed (two or more) ethnics	65	30	63	
Something else	59	46	38	
High expectations-adults in school[‡]				
American Indian or Alaska Native				
Asian or Asian American	71	53	71	
Black or African American	76	67	65	
Hispanic or Latinx	68	61	67	71
Native Hawaiian or Pacific Islander				
White	77	69	68	
Mixed (two or more) ethnics	83	40	75	
Something else	71	44	40	

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

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

[‡]*Average percent of respondents reporting "Pretty much true" or "Very much true."*

Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation at school‡				
American Indian or Alaska Native				
Asian or Asian American	12	10	28	
Black or African American	37	18	12	
Hispanic or Latinx	19	17	16	17
Native Hawaiian or Pacific Islander				
White	26	15	28	
Mixed (two or more) ethnics	28	10	17	
Something else	22	22	19	
Facilities upkeep† ***(In-School Only)***				
American Indian or Alaska Native				
Asian or Asian American	33	20	37	
Black or African American	42	34	39	
Hispanic or Latinx	45	36	41	86
Native Hawaiian or Pacific Islander				
White	57	42	35	
Mixed (two or more) ethnics	61	22	35	
Something else	34	32	44	
Promotion of parental involvement in School†				
American Indian or Alaska Native				
Asian or Asian American	64	32	41	
Black or African American	58	26	35	
Hispanic or Latinx	50	36	34	51
Native Hawaiian or Pacific Islander				
White	58	37	29	
Mixed (two or more) ethnics	61	32	38	
Something else	39	26	35	

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

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

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

Table A12.2

School Safety by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe *(In-School Only)*				
American Indian or Alaska Native				
Asian or Asian American	48	44	32	
Black or African American	82	32	44	
Hispanic or Latinx	58	47	50	67
Native Hawaiian or Pacific Islander				
White	75	51	49	
Mixed (two or more) ethnics	69	35	30	
Something else	59	45	23	
Experienced harassment due to five reasons[λ§]				
American Indian or Alaska Native				
Asian or Asian American	44	24	39	
Black or African American	42	38	12	
Hispanic or Latinx	26	20	13	13
Native Hawaiian or Pacific Islander				
White	25	36	30	
Mixed (two or more) ethnics	53	32	32	
Something else	21	26	15	
Experienced any harassment or bullying[§]				
American Indian or Alaska Native				
Asian or Asian American	48	31	42	
Black or African American	42	42	12	
Hispanic or Latinx	32	24	17	16
Native Hawaiian or Pacific Islander				
White	32	38	41	
Mixed (two or more) ethnics	65	32	32	
Something else	28	29	23	

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

[λ]*The five reasons include race, ethnicity, or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.*

[§]*Past 12 months.*

Table A12.2

School Safety by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had mean rumors or lies spread about you[§]				
American Indian or Alaska Native				
Asian or Asian American	25	17	26	
Black or African American	17	21	18	
Hispanic or Latinx	30	21	18	11
Native Hawaiian or Pacific Islander				
White	26	21	32	
Mixed (two or more) ethnics	38	42	27	
Something else	24	23	43	
Been afraid of being beaten up[§] ***(In-School Only)***				
American Indian or Alaska Native				
Asian or Asian American	36	31	11	
Black or African American	9	13	0	
Hispanic or Latinx	21	10	7	4
Native Hawaiian or Pacific Islander				
White	21	13	19	
Mixed (two or more) ethnics	20	25	20	
Something else	18	13	15	
Been in a physical fight[§] ***(In-School Only)***				
American Indian or Alaska Native				
Asian or Asian American	0	0	3	
Black or African American	9	22	13	
Hispanic or Latinx	11	7	4	0
Native Hawaiian or Pacific Islander				
White	11	4	2	
Mixed (two or more) ethnics	13	6	15	
Something else	11	3	0	

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

[§]*Past 12 months.*

Table A12.2

School Safety by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Seen a weapon on campus[§] ***(In-School Only)***				
American Indian or Alaska Native				
Asian or Asian American	4	8	3	
Black or African American	0	13	6	
Hispanic or Latinx	9	8	6	0
Native Hawaiian or Pacific Islander				
White	7	7	7	
Mixed (two or more) ethnics	27	0	15	
Something else	0	3	8	

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

[§]Past 12 months.

Table A12.3

Cyberbullying by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
American Indian or Alaska Native				
Asian or Asian American	16	12	36	
Black or African American	8	21	12	
Hispanic or Latinx	28	19	14	11
Native Hawaiian or Pacific Islander				
White	21	15	18	
Mixed (two or more) ethnics	12	30	18	
Something else	10	25	31	

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

[§]Past 12 months.

Table A12.4

Substance Use by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use¶				
American Indian or Alaska Native				
Asian or Asian American	0	2	8	
Black or African American	0	4	26	
Hispanic or Latinx	6	9	11	12
Native Hawaiian or Pacific Islander				
White	4	4	13	
Mixed (two or more) ethnics	0	20	23	
Something else	0	0	20	
Current marijuana use¶				
American Indian or Alaska Native				
Asian or Asian American	0	0	3	
Black or African American	0	0	21	
Hispanic or Latinx	2	4	5	5
Native Hawaiian or Pacific Islander				
White	4	2	9	
Mixed (two or more) ethnics	0	15	14	
Something else	0	0	20	
Current binge drinking¶				
American Indian or Alaska Native				
Asian or Asian American	0	0	3	
Black or African American	0	0	11	
Hispanic or Latinx	1	2	4	4
Native Hawaiian or Pacific Islander				
White	0	0	2	
Mixed (two or more) ethnics	0	0	5	
Something else	0	0	7	

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

¶Past 30 days.

Table A12.4

Substance Use by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or "high" 7 or more times, ever				
American Indian or Alaska Native				
Asian or Asian American	0	0	3	
Black or African American	0	4	11	
Hispanic or Latinx	1	2	5	5
Native Hawaiian or Pacific Islander				
White	0	0	4	
Mixed (two or more) ethnics	0	0	9	
Something else	0	3	13	
Been drunk or "high" on drugs at school, ever				
American Indian or Alaska Native				
Asian or Asian American	0	0	3	
Black or African American	0	4	26	
Hispanic or Latinx	2	4	5	5
Native Hawaiian or Pacific Islander				
White	0	2	0	
Mixed (two or more) ethnics	0	0	9	
Something else	0	3	0	
Current alcohol use[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	2	8	
Black or African American	0	0	26	
Hispanic or Latinx	4	5	7	7
Native Hawaiian or Pacific Islander				
White	0	0	13	
Mixed (two or more) ethnics	0	0	23	
Something else	0	0	7	

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

[¶]Past 30 days.

Table A12.4

Substance Use by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use at school[¶] ***(In-School Only)***				
American Indian or Alaska Native				
Asian or Asian American	0	2	3	
Black or African American	0	0	0	
Hispanic or Latinx	2	2	2	0
Native Hawaiian or Pacific Islander				
White	0	0	4	
Mixed (two or more) ethnics	0	0	10	
Something else	3	0	0	
Current cigarette smoking[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	0	0	
Black or African American	0	0	5	
Hispanic or Latinx	1	1	1	2
Native Hawaiian or Pacific Islander				
White	0	0	0	
Mixed (two or more) ethnics	6	0	5	
Something else	0	0	13	
Current vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	0	5	
Black or African American	0	4	16	
Hispanic or Latinx	3	4	5	5
Native Hawaiian or Pacific Islander				
White	3	2	4	
Mixed (two or more) ethnics	0	5	9	
Something else	0	0	19	

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

[¶]Past 30 days.

Table A12.4

Substance Use by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current tobacco vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	0	3	
Black or African American	0	4	5	
Hispanic or Latinx	2	2	3	0
Native Hawaiian or Pacific Islander				
White	3	2	0	
Mixed (two or more) ethnics	0	0	9	
Something else	0	0	13	
Current marijuana vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	0	3	
Black or African American	0	0	16	
Hispanic or Latinx	1	2	2	4
Native Hawaiian or Pacific Islander				
White	0	2	2	
Mixed (two or more) ethnics	0	0	9	
Something else	0	0	13	

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

[¶]Past 30 days.

Table A12.5

Routines by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast[1]				
American Indian or Alaska Native				
Asian or Asian American	66	61	59	
Black or African American	38	35	55	
Hispanic or Latinx	51	44	48	35
Native Hawaiian or Pacific Islander				
White	68	60	59	
Mixed (two or more) ethnics	73	41	46	
Something else	51	47	44	
Bedtime (at 12 am or later)				
American Indian or Alaska Native				
Asian or Asian American	24	20	25	
Black or African American	15	19	45	
Hispanic or Latinx	20	19	25	40
Native Hawaiian or Pacific Islander				
White	6	20	31	
Mixed (two or more) ethnics	24	18	38	
Something else	11	31	33	

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

[1] *Today.*

Table A12.6

Learning from Home by Race/Ethnicity (Remote Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Average days worked on schoolwork (5 or more)[¶]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	92	45	32	
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
Synchronous instruction (4 days or more)[‖]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	18	15	9	
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
Interest in schoolwork done from home				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	0	10	29	
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				

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

[¶] *Past 30 days.*

[‖] *Past 7 days.*

Table A12.6

Learning from Home by Race/Ethnicity – Continued (Remote Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful opportunities‡				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	9	30	26	
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				

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

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

Table A12.7

Social and Emotional Health by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
American Indian or Alaska Native				
Asian or Asian American	45	44	44	
Black or African American	28	40	28	
Hispanic or Latinx	30	29	35	36
Native Hawaiian or Pacific Islander				
White	28	31	44	
Mixed (two or more) ethnics	29	31	39	
Something else	29	32	33	
Experienced chronic sadness/hopelessness[§]				
American Indian or Alaska Native				
Asian or Asian American	42	41	49	
Black or African American	25	46	29	
Hispanic or Latinx	45	36	41	51
Native Hawaiian or Pacific Islander				
White	25	31	52	
Mixed (two or more) ethnics	50	37	45	
Something else	17	26	42	
Considered suicide[§]				
American Indian or Alaska Native				
Asian or Asian American	33	29	22	
Black or African American	17	25	18	
Hispanic or Latinx	19	14	12	19
Native Hawaiian or Pacific Islander				
White	15	8	25	
Mixed (two or more) ethnics	29	26	9	
Something else	14	10	8	

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

[‡]*Average percent of respondents reporting "Pretty much true" or "Very much true."*

[§]*Past 12 months.*

Table A12.7

Social and Emotional Health by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Optimism‡				
American Indian or Alaska Native				
Asian or Asian American	39	37	39	
Black or African American	61	32	40	
Hispanic or Latinx	48	41	38	33
Native Hawaiian or Pacific Islander				
White	51	37	36	
Mixed (two or more) ethnics	42	41	42	
Something else	41	40	53	
Life satisfaction∓				
American Indian or Alaska Native				
Asian or Asian American	57	51	52	
Black or African American	80	52	49	
Hispanic or Latinx	60	62	60	55
Native Hawaiian or Pacific Islander				
White	70	58	61	
Mixed (two or more) ethnics	64	60	54	
Something else	66	63	55	

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

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

∓*Average percent of respondents reporting "Satisfied" or "Very satisfied."*

13. Gender Breakdowns

Table A13.1

School Engagement and Supports by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness†# *(In-School Only)*				
Male	59	50	51	54
Female	56	41	45	52
Nonbinary	41	31	22	
Something else	45	47		
School Connectedness†ψ *(Remote Only)*				
Male		45		
Female			38	
Nonbinary				
Something else				
Academic Motivation†				
Male	66	53	57	53
Female	66	58	63	75
Nonbinary	47	53	33	
Something else	57	48		
School is really boring±				
Male	48	56	62	76
Female	51	62	63	50
Nonbinary	27	60	67	
Something else	62	67		
School is worthless and a waste of time±				
Male	16	20	23	27
Female	14	18	16	8
Nonbinary	18	13	17	
Something else	10	42		

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

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

#The scale was based on five survey questions for in-school respondents.

ψThe scale was based on four questions for remote respondents.

Table A13.1

School Engagement and Supports by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Monthly Absences (3 or more)				
Male	34	29	34	37
Female	34	36	41	70
Nonbinary	32	40	46	
Something else	48	33		
Maintaining focus on schoolwork[†]				
Male	39	33	30	39
Female	32	29	26	19
Nonbinary	27	13	0	
Something else	29	17		
Caring adults in school[‡]				
Male	53	44	52	54
Female	50	41	53	54
Nonbinary	38	44	47	
Something else	52	50		
High expectations-adults in school[‡]				
Male	70	61	66	70
Female	69	59	67	81
Nonbinary	62	47	56	
Something else	71	56		
Meaningful participation at school[‡]				
Male	20	19	18	13
Female	19	13	17	22
Nonbinary	31	16	15	
Something else	17	24		

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

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

[‡]*Average percent of respondents reporting "Pretty much true" or "Very much true."*

Table A13.1

School Engagement and Supports by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Facilities upkeep† ***(In-School Only)***				
Male	45	32	41	86
Female	45	37	41	88
Nonbinary	36	40	20	
Something else	43	27		
Promotion of parental involvement in School†				
Male	53	36	38	57
Female	50	34	32	51
Nonbinary	48	31	14	
Something else	46	22		

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

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

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

Table A13.2

School Safety by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe *(In-School Only)*				
Male	60	53	50	63
Female	60	43	47	73
Nonbinary	50	14	30	
Something else	43	27		
Experienced harassment due to five reasons[λ§]				
Male	21	18	17	6
Female	30	26	14	20
Nonbinary	60	43	58	
Something else	50	50		
Experienced any harassment or bullying[§]				
Male	25	21	21	9
Female	37	29	19	24
Nonbinary	65	57	58	
Something else	50	58		
Had mean rumors or lies spread about you[§]				
Male	26	16	19	6
Female	33	26	22	25
Nonbinary	26	36	25	
Something else	30	8		
Been afraid of being beaten up[§] *(In-School Only)*				
Male	19	11	11	3
Female	21	14	6	8
Nonbinary	42	0	10	
Something else	45	9		

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

[λ]The five reasons include race, ethnicity, or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.

[§]Past 12 months.

Table A13.2

School Safety by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Been in a physical fight[§] ***(In-School Only)***				
Male	13	10	6	3
Female	9	4	3	4
Nonbinary	0	7	10	
Something else	5	0		
Seen a weapon on campus[§] ***(In-School Only)***				
Male	11	9	6	0
Female	7	7	6	0
Nonbinary	5	14	20	
Something else	0	0		

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

[§]Past 12 months.

Table A13.3

Cyberbullying by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Male	17	15	16	12
Female	30	22	15	12
Nonbinary	35	43	25	
Something else	35	23		

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

[§]Past 12 months.

Table A13.4

Substance Use by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use¶				
Male	4	6	9	3
Female	5	9	13	23
Nonbinary	5	27	42	
Something else	5	17		
Current marijuana use¶				
Male	1	2	4	3
Female	2	5	7	8
Nonbinary	0	13	18	
Something else	0	17		
Current binge drinking¶				
Male	1	1	3	0
Female	1	2	5	8
Nonbinary	0	7	0	
Something else	0	0		
Very drunk or "high" 7 or more times, ever				
Male	0	1	4	6
Female	1	2	6	4
Nonbinary	0	7	8	
Something else	0	8		
Been drunk or "high" on drugs at school, ever				
Male	0	2	3	3
Female	3	4	7	8
Nonbinary	5	13	17	
Something else	0	8		
Current alcohol use¶				
Male	3	4	7	0
Female	4	4	9	15
Nonbinary	5	20	42	
Something else	5	0		

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

¶Past 30 days.

Table A13.4

Substance Use by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use at school[¶] ***(In-School Only)***				
Male	1	1	3	0
Female	3	1	1	0
Nonbinary	0	20	10	
Something else	5	0		
Current cigarette smoking[¶]				
Male	0	1	2	0
Female	1	1	1	4
Nonbinary	0	0	0	
Something else	0	0		
Current vaping[¶]				
Male	1	1	3	6
Female	4	5	7	4
Nonbinary	0	20	25	
Something else	0	0		
Current tobacco vaping[¶]				
Male	1	1	2	0
Female	3	3	4	0
Nonbinary	0	14	17	
Something else	0	0		
Current marijuana vaping[¶]				
Male	0	1	2	3
Female	1	3	4	4
Nonbinary	0	7	17	
Something else	0	0		

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

[¶]Past 30 days.

Table A13.5

Routines by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast[|]				
Male	51	50	53	39
Female	55	41	47	30
Nonbinary	50	47	46	
Something else	52	31		
Bedtime (at 12 am or later)				
Male	19	18	29	45
Female	19	20	25	30
Nonbinary	12	33	38	
Something else	24	31		

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

Aerobic physical fitness standards–at least 150 minutes of moderate-intensity or 75 minutes of vigorous-intensity physical activity per week.

[|] *Today.*

[‖] *Past 7 days.*

Table A13.6

Learning from Home by Gender (Remote Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Average days worked on schoolwork (5 or more)[¶]				
Male		57	40	
Female			38	
Nonbinary				
Something else				
Synchronous instruction (4 days or more)[‖]				
Male		10	10	
Female			6	
Nonbinary				
Something else				
Interest in schoolwork done from home				
Male		25		
Female			38	
Nonbinary				
Something else				
Meaningful opportunities[‡]				
Male		30		
Female			40	
Nonbinary				
Something else				

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

[¶] *Past 30 days.*

[‖] *Past 7 days.*

[‡] *Average percent of respondents reporting "Pretty much true" or "Very much true."*

Table A13.7

Social and Emotional Health by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress‡				
Male	20	21	24	28
Female	36	39	44	45
Nonbinary	48	61	75	
Something else	57	57		
Experienced chronic sadness/hopelessness§				
Male	28	24	31	32
Female	51	45	50	72
Nonbinary	63	71	75	
Something else	65	58		
Considered suicide§				
Male	11	9	7	12
Female	23	20	17	29
Nonbinary	30	54	67	
Something else	42	33		
Optimism‡				
Male	53	45	45	39
Female	44	35	34	27
Nonbinary	22	28	14	
Something else	28	44		
Life satisfaction∓				
Male	67	66	65	61
Female	59	55	56	47
Nonbinary	44	42	31	
Something else	45	57		

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

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

§*Past 12 months.*

∓*Average percent of respondents reporting "Satisfied" or "Very satisfied."*

Appendix I

2021-22 CHKS Secondary Survey Response Rates

Eligible Schools	7th %	9th %	11th %	NT %
Alvord Alternative Continuation High				20
Alvord Continuation High				100
Arizona Middle	21			
Hillcrest High		67	56	
La Sierra High		74	59	
Loma Vista Middle	82			
Norte Vista High		68	67	
Summit Secondary				
Wells Middle	100			
Ysmael Villegas Middle	30			

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2021-22 public school and 2020-21 enrollment data files. Directly funded charter schools have been excluded from the list.

Appendix II

CHKS Content Overview, 2021-22

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

Special attention is directed toward indicators related to the requirements of California's Local Control and Accountability Plans (LCAP).[2] For a summary of state-level LCAP-related baseline CHKS data, see Factsheet #15.[3]

MAIN CONTENT FOCUS: REMOTE LEARNING EXPERIENCES, SCHOOL CLIMATE, AND THE NEEDS OF THE WHOLE CHILD

The main purpose of the CHKS Core Module is to assess indicators of school climate, pupil engagement, and students supports, all three key priorities required of the LCAP. It provides schools with essential data to determine the degree to which they provide the conditions and supports that all youth need to succeed in learning and developmentally thrive. Fifty-one items assessing 14 school climate domains included in a *School Climate Report Card (SCRC)* that districts can request at the district and school level.[4] The items used in the SCRC assess school connectedness, developmental supports (e.g., caring adult relationships), and safety, including bullying and victimization.

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

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

In addition, the CHKS Core Module provides data to help understand the degree to which schools address the needs of the Whole Child. CHKS data show that California secondary schools made greater progress in raising standardized test scores over a one-year period when they had higher percentages of students

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

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

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

[4] See calschls.org/reports-data/#slcr

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

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

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

GRADE-LEVEL PATTERNS

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

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

DEMOGRAPHIC CHARACTERISTICS AND POPULATION GROUP DIFFERENCES (Section 3)

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

In the standard CHKS report, breakdowns for selected key indicators are provided by race/ethnicity and gender. For selected key indicators, the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard) can be used to display group differences by gender, race/ethnicity, parental education, parent military status, homeless status, afterschool participation, gender identity, and sexual orientation. Results can also be displayed for English learners, free and reduced-priced meal eligible students (prior to 2021-22), and foster youth—three important LCAP priority groups. Districts/schools can also subscribe to the District CalSCHLS private data dashboard to disaggregate their CHKS results by demographic groups for each school (call 888.841.7536 or email calschls@wested.org).

Racial-Ethnic Group Identification

Respondents self-report their identification with six racial/ethnic groups plus mixed (two or more) race.

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

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

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

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

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

Foster Care Youth

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

Sexual Orientation and Gender Identity

Lesbian, gay, bisexual, transgender, and questioning or queer (LGBTQ) youth are at elevated risk for bullying and violence victimization, mental health problems, drug and alcohol use, and exhibiting poor performance in school.[13] [14] For example, analysis of the latest Biennial CHKS data indicate that LGBTQ youth[15] are:

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

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

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

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

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

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

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

[15] See calschls.org/reports-data/dashboard/

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 6)

A major focus of the CHKS is providing data to gauge the level of pupil engagement, an LCAP state priority on which districts are required to show improvement. Enhancing student engagement has been identified as the key to addressing problems of low achievement, high levels of student misbehavior, alienation, and high dropout rates.[16] CHKS and other surveys consistently show that as youth progress through the school system, indicators of engagement decline.

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

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

Self-Reported Grades

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

Academic Motivation

A four-item scale gauges student academic motivation by asking how strongly they agree that they try hard to do well on schoolwork, try hard because they are interested in the work, work hard to understand new things at school, and always try to do better. On the 2017-19 State CHKS, the percentage of students agreeing with the questions on this scale ranged from 71 percent in 11th grade to 75 percent in 11th.[17]

In order to achieve rigorous academic goals, students need not only a challenging and engaging curriculum, but they need to be emotionally connected to their learning. Student perceptions of the school environment and their degree of school connectedness influence their achievement motivation. But students may be behaviorally and/or emotionally invested in a given activity without actually exerting the necessary mental effort to understand and master the knowledge, craft, or skill that the activity promotes. This scale provides insight into the overall level of that mental effort.

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

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

[17] Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf

Absenteeism

Before good teachers with quality curriculums and engaging activities can improve academic performance, the students have to show up. The CHKS provides data to identify what proportion of respondents are at risk of chronic absenteeism (missed 2 or more days during the past 30 days) and what were the reasons for absences.[18] Users can request reports looking at the characteristics of youth based on absenteeism indicators to guide efforts to improve the LCAP pupil engagement priority (call 888.841.7536 or email calschls@wested.org).

Poor attendance is a marker of a wider variety of other problems, including low school connectedness and learning engagement. Both the US Department of Education and the California Office of the Attorney General have launched initiatives designed to raise awareness about and combat chronic absenteeism, generally defined as missing 10 percent of school days. According to a report by Attendance Works, the nation's large and persistent achievement gaps are rooted in a largely hidden crisis of chronic absenteeism, especially among low-income and minority children.[19]

Biennial State CHKS data indicate that the most common reasons for being absent in secondary school, after illness, are generally not getting enough sleep and anxiety or stress, followed by being behind in schoolwork, and being bored or uninterested in school, another good indicator of disengagement.[20]

Developmental Supports

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

School Connectedness

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

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[18] Because most students participated in school via remote learning in 2020-21, the CHKS did not ask about student truancy so that additional items could be included to assess absenteeism.

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

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

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

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

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

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

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

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

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

School connectedness appears to have increased in California in the second half of the last decade, but it still declines markedly after elementary school. A substantial minority of middle and high school students are not connected to their schools. On the 2017-19 State CHKS, the average percentage of students agreeing to these scale questions declined from 62 percent in 7th grade to 53 percent in 11th, a decline similar to that found for the Academic Motivation scale.[28] This may be related at least in part to their lower levels of developmental support. Prior analyses have indicated that the lowest rates of both connectedness and test scores are in low-income schools.[29] [30]

Parent Involvement

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

Facilities and Physical Environment

As an indicator of student perceptions of the school's physical environment, the CHKS includes a question asking students how much they agree the school "is usually clean and tidy." Additional questions are included in the supplementary School Climate Module. An analysis of 2015/17 data from the questions on both modules found that a plurality of students report that their school facilities are in good condition, but a non-trivial minority of students were dissatisfied with the condition of their school facilities.[32] Between 20 percent and 25 percent of students disagree or strongly disagree on the quality of the physical environment items. Almost one-third of schools serving 11th graders were categorized as having low quality physical environments based on student reports on the clean and tidy item. Student perceptions of the quality of their school's physical environment were strongly related to student achievement.

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 8)

The CHKS asks students a wide range of questions to ascertain the scope and nature of physical and verbal violence and victimization that occurs on campus, as well as vandalism, and the overall level of school safety.[33] Physical violence and weapons on campus have long been a major public concern. Equally disruptive are the uncounted acts of bullying, teasing, and other nonviolent misbehavior among youth, such as substance use and sales on campus.[34] These behaviors adversely affect not only students' ability

[28] Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf

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

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

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

[32] Hanson & Austin. (2018). Download calschls.org/docs/facilities_2-18-1.pdf

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

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

to learn and willingness to attend school, but also the overall school environment, the ability of teachers to teach, and the willingness of adults to enter the teaching profession.[35] [36] [37]

Perceived Safety

Perceived safety is another indicator that districts/schools are required to monitor as part of their LCAP school climate priority. School safety is more than the antithesis of violence. Perceived school safety is psychological as well as physical. Feelings of insecurity can have multiple sources, not all of which correctly reflect the level of danger and violence on a school campus, such as verbal bullying. Both physical and psychological safety are essential for high quality teaching and learning. It is a key factor in students feeling connected to school. Another indicator important for attendance is the percentage of students who report missing school because they didn't feel safe (Table A6.3).

If students report low levels of perceived school safety, further examination of all the indicators related to bullying and victimization is warranted. Consider conducting follow-up student voice and feedback sessions such as focus groups or Student Listening Circles and integrating questions on why students do not feel safe.[38]

Harassment and Victimization

Most of the safety-related questions on the survey assess victimization. Because a relatively small number of students can victimize a large number of their peers, victimization questions provide important insight into the overall school climate. Nonviolent harassment in any form—threats, intimidation, rumors, and ostracism—can instill a sense of vulnerability, isolation, frustration, and fear among its victims, leading to engagement in health risk behaviors or avoidance behaviors such as missing school and social isolation. This type of misbehavior, vastly more common than any other, ruins the school day for many students. In *Bruised Inside* (2000), the National Association of Attorneys General describes harassment by peers as one of the two causes for kids to express anger using guns, knives, and fists.[39]

The CHKS asks about the frequency with which students experienced any bullying/harassment related to six bias-related categories (gender, race/ethnicity, disability, sexual identity, religion, immigrant status), as well as for any other reason (Table A8.2). About three-in-ten secondary students report experiencing some harassment in the past year on the State CHKS, with the percentages declining between 7th and 11th grades.[40] Analyses show that victims of harassment are more likely to not feel safe at, and connected to, school; to have higher truancy; and to experience lower developmental (resilience) supports at school.[41] [42] They report higher rates of fighting and weapons possession at school, as well as risk of depression. Students who report bias-related harassment, particularly for disability and sexual orientation, have poorer well-being than students who were only harassed for other reasons.

Different forms of verbal harassment at school are assessed by asking students about: mean rumors or lies; sexual-related jokes, comments, or gestures; being made fun of because of looks or speech; and, more generally, being made fun of, insulted or called names. Physical victimization is assessed by questions

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

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

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

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

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

[40] Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf

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

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

about having been pushed/shoved, threatened with harm or injury (without or without weapon), and being afraid of being beaten up. Students are also asked whether they have ever been in a physical fight as a measure of general violence.

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

Vandalism and Weapons

Two other safety-related areas assessed by the survey are school vandalism and weapons possession. Students are asked whether they damaged school property or had their property damaged at school and whether they carried a knife or other weapon to school or observed someone else doing these things.[43] Overall, weapons possession is not common. Statewide, only about two percent of secondary students report carrying a gun and 4-5 percent report carrying another weapon.[44] About 14 percent of 7th and 9th graders report seeing someone carrying a weapon compared to 11 percent of 11th graders.

SUBSTANCE USE (Sections 9 and 10)

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

Alcohol and Other Drug Use (Section 9)

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

Reflecting this, on the California School Staff Survey, 39 percent of high school staff statewide reported that alcohol and drug use are a moderate to severe problem at their school.[45]

Alcohol and Other Drug Use at School (Section 9)

AOD use at school is especially troubling. This is behavior that threatens not only the user's learning ability but also the school's efforts to educate all youth. It also is an indirect indicator of school disengagement. An analysis of CHKS data found that substance use and intoxication at school, being offered drugs at school, and lifetime intoxication were significantly related to changes in California achievement test scores one year later.[46] Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools.[47] [48]

Cigarette Smoking (Section 10)

Students who report smoking cigarettes are significantly more likely than those who do not to engage in alcohol and other drug use, be involved in violence and gang membership, and experience school-related problems and disengagement. To a lesser extent, students who smoke are also more likely to be victims of violence and harassment, feel unsafe at school, and experience incapacitating sadness and loneliness.

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

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

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

[46] Hanson, T. L., Austin, G. A., & Lee-Bayha, J. (2004). *Ensuring that No Child is Left Behind: How are Student Health Risks & Resilience Related to the Academic Progress of Schools*. San Francisco: WestEd.

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

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

These results suggest that efforts to reduce student smoking may be more successful if embedded in approaches that address a broad range of risk behaviors and problems.[49] [50]

MENTAL HEALTH (Section 7)

Student mental health can have a big impact on their health and well-being. The CHKS Core provides four measures for assessing mental health among students: (1) whether they experience chronic, incapacitating sadness or hopelessness; (2) whether they ever contemplated suicide; (3) social and emotional distress; and (4) life sastisfaction. Students who experience chronic sadness, compared to their peers who do not, are at elevated risk of a wide range of educational, health, social, and emotional problems, including lower school attendance, performance, and connectedness.[51] They also report lower levels of the developmental supports in their schools and communities that have been shown to mitigate these problems. Similar findings are found among youth who have contemplated suicide.[52]

CHKS data also show that students who report bias-related harassment, particularly for disability and sexual orientation, have poorer overall mental health than students who are harassed for other reasons or not harassed. Students who report any harassment are about twice as likely to experience chronic sadness/hopelessness than their non-harassed peers.[53] [54]

See also the percentage of students who report missing school because they "felt very sad, hopeless, anxious, stressed, or angry." In addition, the supplementary School Climate Module includes a Social and Emotional Supports scale that provides insight from students on what the school does to help promote mental health and foster of social-emotional competencies.

[49] Hanson & Zheng. (2006). Download data.calschls.org/resources/factsheet2update.pdf
[50] Austin, McCarthy, Slade, & Bailey. (2007). Download data.calschls.org/resources/FACTSHEET-5.pdf
[51] Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-11.pdf
[52] Austin, Cragle, Delong-Cotty. (2012). Download data.calschls.org/resources/FACTSHEET-12.pdf
[53] Heck, Russell, O'Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf
[54] Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-10.pdf