

CALIFORNIA HEALTHY KIDS SURVEY



Berkeley Unified Secondary 2021-2022 Main Report

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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/calschls-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
<i>Student Sample Size</i>				
Target sample	667	807	781	60
Final number	599	612	348	37
Response Rate	90%	76%	45%	62%

Note: ^ANT 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	594	608	345	33
Remote learning only	5	4	3	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 ^{†#} (<i>In-School Only</i>)	62	60	55	51	A6.4
School connectedness ^{†ψ} (<i>Remote Only</i>)					A6.4
Academic motivation [†]	64	62	61	42	A6.4
School is really boring [±]	48	55	60	49	A6.11
School is worthless and a waste of time [±]	15	18	18	23	A6.11
Monthly Absences (3 or more)	17	15	18	39	A6.2
Maintaining focus on schoolwork [†]	41	30	21	34	A6.10
Caring adult relationships [‡]	62	61	65	75	A6.4
High expectations-adults in school [‡]	77	73	73	83	A6.4
Meaningful participation [‡]	28	24	25	26	A6.4
Facilities upkeep ^{†Φ}	32	16	16	55	A6.14
Promotion of parental involvement in school [†]	51	38	26	35	A6.4
School Safety and Cyberbullying					
School perceived as very safe or safe ^Φ	61	54	49	59	A8.1
Experienced any harassment or bullying [§]	40	35	24	20	A8.2
Had mean rumors or lies spread about you [§]	34	26	19	28	A8.3
Been afraid of being beaten up ^{§Φ}	22	17	14	4	A8.3
Been in a physical fight ^{§Φ}	13	7	2	11	A8.4
Seen a weapon on campus ^{§Φ}	15	23	20	7	A8.6
Cyberbullying [§]	26	21	15	33	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.

^ψThe scale was based on four questions for remote respondents.

[±]Rating of 6 or higher.

^ΦIn-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	23	32	44	A9.5
Current marijuana use [¶]	1	16	25	41	A9.5
Current binge drinking [¶]	1	7	10	18	A9.5
Very drunk or “high” 7 or more times, ever	1	9	19	35	A9.7
Been drunk or “high” on drugs at school, ever	1	9	16	21	A9.9
Current cigarette smoking [¶]	1	3	4	15	A10.4
Current vaping [¶]	1	9	10	21	A10.4
Current tobacco vaping [¶]	1	7	8	21	A10.5
Current marijuana vaping [¶]	1	7	7	18	A10.5
Routines					
Eating of breakfast [‡]	72	67	67	32	A4.1
Bedtime (at 12 am or later)	15	22	32	50	A4.2
Learning from Home					
Average days worked on schoolwork (≥ 5) ^{¶δ}					A5.1
Synchronous instruction (4 days or more) ^{¶δ}					A5.1
Interest in schoolwork done from home ^{δ}					A5.3
Meaningful opportunities ^{‡δ}					A5.2
Social and Emotional Health					
Social emotional distress [‡]	25	32	42	33	A7.5
Experienced chronic sadness/hopelessness [§]	29	33	46	42	A7.1
Considered suicide [§]	13	17	20	27	A7.2
Optimism [‡]	52	43	37	42	A7.3
Life satisfaction [‡]	67	61	58	58	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	99	99	99	92
Remote Learning Model	1	1	1	8

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	51	49	41	56
Female	39	43	50	36
Nonbinary	5	5	6	8
Something else	5	3	3	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)	56	60	51	67
Lesbian or Gay	7	5	6	3
Bisexual	13	17	20	22
Something else	7	7	10	3
Not sure	12	8	8	3
Decline to respond	4	4	4	3

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	88	89	86	92
Yes, I am transgender	5	4	7	3
I am not sure if I am transgender	3	3	4	3
Decline to respond	4	4	3	3

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	0	0	0	0
Asian or Asian American, non-Hispanic	12	8	9	0
Black or African American, non-Hispanic	11	9	10	53
Hispanic or Latinx	17	21	20	28
Native Hawaiian or Pacific Islander, non-Hispanic	1	0	0	0
White, non-Hispanic	37	45	38	3
Multiracial, non-Hispanic	17	13	18	14
Something else, non-Hispanic	6	4	5	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	93	94	98	83
Other relative's home	0	1	0	6
A home with more than one family	2	3	1	3
Friend's home	0	0	0	0
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	3
Other living arrangement	4	2	1	6

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	3	6	9	21
Graduated from high school	5	6	5	18
Attended college but did not complete four-year degree	3	6	8	18
Graduated from college	76	74	74	24
Don't know	12	8	4	21

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	81	79	82	89
Spanish	7	10	9	11
Mandarin	0	0	1	0
Cantonese	1	1	0	0
Taiwanese	0	0	0	0
Tagalog	0	1	0	0
Vietnamese	1	0	0	0
Korean	0	0	0	0
Arabic	2	0	2	0
Other	8	9	6	0

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 %
<i>How well do you...</i>				
understand English?				
Very well	82	88	90	
Well	17	11	10	
Not well	1	1	0	
Not at all	0	0	0	
speak English?				
Very well	76	75	81	
Well	21	24	18	
Not well	3	1	2	
Not at all	0	0	0	
read English?				
Very well	71	72	78	
Well	27	27	21	
Not well	2	1	2	
Not at all	0	0	0	
write English?				
Very well	65	62	72	
Well	32	34	26	
Not well	3	4	2	
Not at all	0	0	0	
<i>English Language Proficiency Status</i>				
Proficient	71	69	79	
Not proficient	29	31	21	

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 ≤ 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	75	77	79	94
1 day	5	2	4	0
2 days	10	2	6	0
3 days	3	4	3	0
4 days	2	6	3	3
5 days	5	9	5	3

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	98	98	98	92
Yes	1	1	1	6
Don't know	1	1	1	3

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	28	33	33	68
Yes	72	67	67	32

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	0	0	3
7:00-7:59 pm	1	0	0	6
8:00-8:59 pm	6	1	1	0
9:00-9:59 pm	26	12	7	6
10:00-10:59 pm	33	35	28	25
11:00-11:59 pm	19	30	32	11
12:00-12:59 am	7	11	20	11
After 1:00 am	8	10	12	39
<i>Bedtime at 12 am or later</i>	15	22	32	50

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				
Between 1 and 2 hours				
Between 2 and 3 hours				
Between 3 and 4 hours				
Between 4 and 5 hours				
More than 5 hours				
Number of days in the past week participating in an online class from home where your teacher talked to students				
0 days				
1 day				
2 days				
3 days				
4 days				
5 days				
Number of weekdays participating in school from home for the entire school day				
0 days				
1 day				
2 days				
3 days				
4 days				
5 days				

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				
A little true				
Pretty much true				
Very much true				

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				
Disagree				
Neither disagree nor agree				
Agree				
Strongly agree				

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	44	50	43	11
A's and B's	42	27	30	20
Mostly B's	6	6	7	23
B's and C's	6	12	12	20
Mostly C's	0	1	2	6
C's and D's	1	3	4	9
Mostly D's	0	1	1	0
Mostly F's	0	0	0	11

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	50	48	48	31
1 day	21	25	22	14
2 days	13	12	12	17
3 or more days	17	15	18	39

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	48	45	46	31
Illness (feeling physically sick), including problems with breathing or your teeth	31	39	33	31
Were being bullied or mistreated at school <i>(In-School Only)</i>	1	1	1	0
Felt very sad, hopeless, anxious, stressed, or angry	10	16	21	20
Didn't get enough sleep	9	12	16	29
Didn't feel safe at school or going to and from school <i>(In-School Only)</i>	2	2	2	3
Had to take care of or help a family member or friend	3	3	3	14
Wanted to spend time with friends	2	2	3	11
Used alcohol or drugs	0	2	1	9
Were behind in schoolwork or weren't prepared for a test or class assignment	2	5	13	6
Were bored or uninterested in school	3	7	11	23
Had no transportation to school <i>(In-School Only)</i>	1	1	3	9
Other reason	18	12	12	31

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	55	53	55	61	
Caring adults in school [‡]	62	61	65	75	A6.5
High expectations-adults in school [‡]	77	73	73	83	A6.6
Meaningful participation at school [‡]	28	24	25	26	A6.7
School connectedness ^{†#} <i>(In-School Only)</i>	62	60	55	51	A6.8
School connectedness ^{†ψ} <i>(Remote Only)</i>					A6.8
Academic motivation [†]	64	62	61	42	A6.9
Promotion of parental involvement in school [†]	51	38	26	35	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				
<i>Average reporting “Pretty much true” or “Very much true”</i>	62	61	65	75
<i>There is a teacher or some other adult from my school... who really cares about me.</i>				
Not at all true	13	8	7	12
A little true	32	39	35	15
Pretty much true	35	37	37	44
Very much true	19	16	22	29
<i>who notices when I’m not there.</i>				
Not at all true	9	9	10	12
A little true	27	31	31	9
Pretty much true	39	37	37	41
Very much true	25	23	22	38
<i>who listens to me when I have something to say.</i>				
Not at all true	9	5	5	14
A little true	23	24	18	14
Pretty much true	41	44	43	40
Very much true	26	27	33	31

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				
<i>Average reporting “Pretty much true” or “Very much true”</i>	77	73	73	83
<i>There is a teacher or some other adult from my school... who tells me when I do a good job.</i>				
Not at all true	3	6	7	6
A little true	22	25	26	12
Pretty much true	44	44	41	53
Very much true	31	24	26	29
<i>who always wants me to do my best.</i>				
Not at all true	3	4	3	3
A little true	12	16	19	12
Pretty much true	37	40	45	50
Very much true	48	40	33	35
<i>who believes that I will be a success.</i>				
Not at all true	8	7	4	6
A little true	22	23	21	12
Pretty much true	37	38	43	41
Very much true	34	32	33	41

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				
<i>Average reporting “Pretty much true” or “Very much true”</i>	28	24	25	26
<i>At school/When I participate in school,...</i>				
I do interesting activities.				
Not at all true	9	11	12	18
A little true	35	36	33	45
Pretty much true	36	38	38	30
Very much true	20	15	17	6
I help decide things like class activities or rules.				
Not at all true	43	43	48	49
A little true	35	40	31	34
Pretty much true	16	14	19	9
Very much true	6	3	2	9
I do things that make a difference.				
Not at all true	28	31	30	41
A little true	43	44	45	25
Pretty much true	21	19	19	19
Very much true	8	5	7	16
I have a say in how things work.				
Not at all true	40	42	46	38
A little true	37	39	37	25
Pretty much true	18	16	14	34
Very much true	5	3	3	3
I help decide school activities or rules.				
Not at all true	64	68	71	69
A little true	26	26	21	22
Pretty much true	8	5	7	6
Very much true	2	1	1	3

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[#] (<i>In-School Only</i>)				
<i>Average reporting “Agree” or “Strongly agree”</i>	62	60	55	51
School connectedness^ψ (<i>Remote Only</i>)				
<i>Average reporting “Agree” or “Strongly agree”</i>				
I feel close to people at/from this school.				
Strongly disagree	2	4	3	17
Disagree	4	7	11	3
Neither disagree nor agree	23	23	26	43
Agree	46	46	41	31
Strongly agree	25	20	19	6
I am happy with/to be at this school.				
Strongly disagree	5	3	3	6
Disagree	11	8	14	9
Neither disagree nor agree	24	29	26	48
Agree	39	48	46	30
Strongly agree	20	12	11	6
I feel like I am part of this school.				
Strongly disagree	5	2	4	9
Disagree	8	9	11	9
Neither disagree nor agree	28	32	34	35
Agree	43	47	41	38
Strongly agree	16	10	10	9

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.

^ψThe 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	6	2	3	3
Disagree	10	7	8	3
Neither disagree nor agree	24	29	32	29
Agree	43	50	52	56
Strongly agree	18	12	5	9
I feel safe in my school. <i>(In-School Only)</i>				
Strongly disagree	3	2	2	3
Disagree	8	9	10	3
Neither disagree nor agree	27	34	38	42
Agree	44	47	44	42
Strongly agree	19	8	7	10

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				
<i>Average reporting “Agree” or “Strongly agree”</i>	64	62	61	42
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	2	1	2	6
Disagree	2	3	6	6
Neither disagree nor agree	14	15	14	35
Agree	41	50	43	32
Strongly agree	42	31	35	21
I try hard on my schoolwork because I am interested in it.				
Strongly disagree	9	6	12	17
Disagree	22	23	23	9
Neither disagree nor agree	34	34	29	43
Agree	24	31	29	23
Strongly agree	11	6	8	9
I work hard to try to understand new things when doing my schoolwork.				
Strongly disagree	3	3	3	9
Disagree	8	8	10	6
Neither disagree nor agree	25	28	25	41
Agree	43	47	45	35
Strongly agree	21	14	17	9
I am always trying to do better in my schoolwork.				
Strongly disagree	2	2	2	9
Disagree	5	4	8	3
Neither disagree nor agree	18	24	24	47
Agree	40	51	43	21
Strongly agree	35	20	24	21

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	11	4	3	17
Disagree	30	27	18	17
Neither disagree nor agree	25	25	19	34
Agree	21	31	37	11
Strongly agree	13	13	23	20

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)	4	2	2	6
1	5	1	1	0
2	9	5	5	9
3	9	11	8	0
4	9	11	10	3
5	15	15	13	34
6	9	15	14	3
7	13	15	20	9
8	10	10	11	17
9	6	4	5	0
10 (Strongly agree)	11	11	10	20
School is worthless and a waste of time.				
0 (Strongly disagree)	36	22	14	23
1	13	10	11	0
2	10	15	13	9
3	11	16	20	6
4	7	9	11	14
5	9	10	14	26
6	5	7	7	17
7	3	3	4	0
8	2	4	3	6
9	1	1	1	0
10 (Strongly agree)	3	3	3	0

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				
<i>Average reporting “Agree” or “Strongly agree”</i>	51	38	26	35
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	2	3	4	0
Disagree	8	15	31	9
Neither disagree nor agree	27	36	38	46
Agree	48	40	24	37
Strongly agree	14	6	3	9
Parents feel welcome to participate at this school.				
Strongly disagree	3	2	4	6
Disagree	10	12	16	9
Neither disagree nor agree	44	54	54	60
Agree	34	28	24	20
Strongly agree	9	4	2	6
School staff take parent concerns seriously.				
Strongly disagree	3	5	6	6
Disagree	10	11	23	9
Neither disagree nor agree	40	47	45	53
Agree	36	33	24	32
Strongly agree	11	4	3	0

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	23	21	26	18
A little true	35	38	28	18
Pretty much true	26	28	27	36
Very much true	15	13	19	27

*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	10	17	14	0
Disagree	25	36	41	10
Neither disagree nor agree	32	31	29	35
Agree	30	14	15	55
Strongly agree	3	1	1	0

*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	71	67	54	58
Yes	29	33	46	42

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	87	83	80	73
Yes	13	17	20	27

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				
<i>Average reporting “Pretty much true” or “Very much true”</i>	52	43	37	42
Each day I look forward to having a lot of fun.				
Not at all true	14	21	24	30
A little true	35	41	45	27
Pretty much true	32	27	23	27
Very much true	19	12	8	17
I usually expect to have a good day.				
Not at all true	19	21	25	30
A little true	29	38	42	20
Pretty much true	35	30	26	33
Very much true	17	10	8	17
Overall, I expect more good things to happen to me than bad things.				
Not at all true	16	18	22	37
A little true	29	32	33	30
Pretty much true	30	36	30	20
Very much true	24	15	16	13

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				
<i>Average reporting “Satisfied” or “Very satisfied”</i>	67	61	58	58
<i>I would describe my satisfaction with...</i>				
my family life as...				
Very dissatisfied	2	2	4	3
Dissatisfied	4	6	7	3
A little dissatisfied	8	8	11	10
A little satisfied	9	15	17	16
Satisfied	38	41	39	32
Very satisfied	39	28	22	35
my friendships as...				
Very dissatisfied	2	3	0	0
Dissatisfied	3	4	4	3
A little dissatisfied	5	6	8	3
A little satisfied	15	16	14	13
Satisfied	39	45	48	53
Very satisfied	35	26	26	27
my school experience as...				
Very dissatisfied	5	6	7	7
Dissatisfied	10	9	13	17
A little dissatisfied	14	16	18	14
A little satisfied	27	31	29	21
Satisfied	29	32	30	21
Very satisfied	14	5	3	21

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>I would describe my satisfaction with...</i>				
myself as...				
Very dissatisfied	8	9	9	10
Dissatisfied	8	12	14	10
A little dissatisfied	11	13	15	13
A little satisfied	17	18	21	17
Satisfied	29	31	29	20
Very satisfied	27	17	13	30
where I live as...				
Very dissatisfied	3	1	3	0
Dissatisfied	2	3	3	6
A little dissatisfied	4	7	9	19
A little satisfied	7	10	7	19
Satisfied	35	40	41	26
Very satisfied	49	39	37	29

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				
<i>Average reporting “Pretty much true” or “Very much true”</i>	25	32	42	33
I had a hard time relaxing.				
Not at all true	38	26	19	52
A little true	37	43	37	19
Pretty much true	15	21	26	19
Very much true	10	10	18	10
I felt sad and down.				
Not at all true	41	30	18	50
A little true	31	33	33	20
Pretty much true	18	21	25	17
Very much true	11	16	24	13
I was easily irritated.				
Not at all true	29	24	17	35
A little true	34	31	29	6
Pretty much true	18	24	31	29
Very much true	20	21	23	29
It was hard for me to cope and I thought I would panic.				
Not at all true	61	50	38	65
A little true	20	25	26	10
Pretty much true	10	15	22	6
Very much true	10	11	14	19
It was hard for me to get excited about anything.				
Not at all true	59	48	41	48
A little true	25	31	32	32
Pretty much true	9	13	15	13
Very much true	7	8	12	6

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	13	10	9	24
Safe	48	44	40	34
Neither safe nor unsafe	32	41	44	34
Unsafe	5	5	7	0
Very unsafe	2	1	0	7

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	83	87	94	90
1 time	7	7	3	7
2 or more times	10	6	4	3
Religion				
0 times	92	96	99	97
1 time	4	2	1	0
2 or more times	4	2	0	3
Gender				
0 times	86	89	91	97
1 time	6	6	5	0
2 or more times	8	5	3	3
Because you are gay, lesbian, or bisexual or someone thought you were				
0 times	83	90	94	83
1 time	8	7	3	0
2 or more times	9	3	3	17
A physical or mental disability				
0 times	94	93	96	93
1 time	2	4	2	0
2 or more times	3	3	3	7
Any of the above five reasons	33	28	17	20

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	97	97	99	93
1 time	3	2	0	0
2 or more times	1	1	1	7
Any other reason				
0 times	80	83	88	86
1 time	8	9	6	0
2 or more times	12	9	6	14
Any harassment	40	35	24	20

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 (<i>In-School Only</i>)				
<i>Average reporting “1 or more times”</i>	30	25	19	20
<i>During the past 12 months, how many times on school property have you...</i>				
been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around? (<i>In-School Only</i>)				
0 times	69	79	88	93
1 time	16	11	7	4
2 to 3 times	9	7	5	0
4 or more times	7	3	0	4
been afraid of being beaten up? (<i>In-School Only</i>)				
0 times	78	83	86	96
1 time	12	11	10	0
2 to 3 times	4	4	3	0
4 or more times	6	2	2	4
<i>During the past 12 months, how many times have you...</i>				
had mean rumors or lies spread about you?				
0 times	66	74	81	72
1 time	16	14	11	7
2 to 3 times	10	8	3	10
4 or more times	8	4	5	10
had sexual jokes, comments, or gestures made to you?				
0 times	63	67	69	70
1 time	13	11	13	7
2 to 3 times	11	11	12	11
4 or more times	13	11	6	11

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 %
<i>During the past 12 months, how many times on school property have you...</i>				
had your property stolen or deliberately damaged? (In-School Only)				
0 times	83	88	91	85
1 time	12	9	8	8
2 to 3 times	3	2	1	4
4 or more times	2	1	1	4
been made fun of because of your looks or the way you talk?				
0 times	63	65	74	82
1 time	15	17	11	7
2 to 3 times	10	9	8	7
4 or more times	13	9	7	4
been made fun of, insulted, or called names?				
0 times	60	63	75	83
1 time	15	16	11	7
2 to 3 times	9	10	9	7
4 or more times	16	10	6	3
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)	74	79	85	67
1 time	12	13	9	10
2 to 3 times	9	6	4	7
4 or more times	6	3	3	17

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				
<i>Average reporting “1 or more times”</i>	7	10	9	10
<i>During the past 12 months, how many times on school property have you...</i>				
been in a physical fight?				
0 times	87	93	98	89
1 time	8	6	1	0
2 to 3 times	3	1	0	0
4 or more times	2	0	0	11
been offered, sold, or given an illegal drug?				
0 times	95	73	72	80
1 time	3	13	12	4
2 to 3 times	2	8	9	8
4 or more times	1	7	6	8
damaged school property on purpose?				
0 times	91	90	92	88
1 time	6	5	6	0
2 to 3 times	1	3	1	8
4 or more times	2	2	1	4
carried a gun?				
0 times	99	99	100	100
1 time	0	1	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	95	94	95	93
1 time	2	3	1	4
2 to 3 times	1	1	0	0
4 or more times	2	2	4	4

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 %
<i>During the past 12 months, how many times on school property have you...</i>				
been threatened with harm or injury?				
0 times	86	91	92	93
1 time	7	5	5	4
2 to 3 times	3	3	2	0
4 or more times	3	1	0	4
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	95	96	99	93
1 time	3	3	1	4
2 to 3 times	1	0	0	4
4 or more times	1	1	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 %
<i>During the past 12 months, how many times on school property have you...</i>				
seen someone carrying a gun, knife, or other weapon?				
0 times	85	77	80	93
1 time	10	14	12	7
2 to 3 times	4	6	6	0
4 or more times	1	3	3	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” [^]	13	40	55	53	A9.2
Lifetime alcohol or drug use	13	41	56	53	A9.2
Lifetime marijuana use	2	24	39	53	A9.2
Lifetime very drunk or high (7 or more times)	1	9	19	35	A9.7
Current alcohol or drug use [‡]	5	23	32	44	A9.5
Current marijuana use [‡]	1	16	25	41	A9.5
Current heavy drug use [‡]	1	10	16	36	A9.5
Current heavy alcohol use (binge drinking) [‡]	1	7	10	18	A9.5
Current alcohol or drug use on school property ^{‡Φ}	2	10	11	17	A9.8
Harmfulness of occasional marijuana use ^{BΦ}	27	16	12	19	A9.11
Difficulty of obtaining marijuana ^{CΦ}	22	4	4	6	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	9	32	49	29
Marijuana	2	24	39	53
Inhalants	3	6	4	9
Cocaine, methamphetamine, or any amphetamines	na	2	2	9
Ecstasy, LSD, or other psychedelics	na	4	6	21
Prescription pain medication (opioids)	na	8	6	12
Cold/cough medicines or other over-the-counter medicines to get “high”	na	7	5	12
Any other drug, pill, or medicine to get “high”	1	5	3	12
Any of the above AOD use	13	41	56	53
Any illicit AOD use to get “high”[^]	13	40	55	53

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	91	68	51	71
1 time	5	8	8	0
2 to 3 times	2	10	9	3
4 or more times	2	13	32	26
Marijuana (smoke, vape, eat, or drink)				
0 times	98	76	61	47
1 time	1	5	6	6
2 to 3 times	1	5	6	0
4 or more times	1	14	27	47
Inhalants				
0 times	97	94	96	91
1 time	1	3	1	3
2 to 3 times	1	1	2	3
4 or more times	1	1	0	3
Cocaine, methamphetamine, or any amphetamines				
0 times	na	98	98	91
1 time	na	1	1	3
2 to 3 times	na	1	0	6
4 or more times	na	1	0	0
Ecstasy, LSD, or other psychedelics				
0 times	na	96	94	79
1 time	na	1	2	3
2 to 3 times	na	1	2	3
4 or more times	na	1	2	15
Prescription pain medication				
0 times	na	92	94	88
1 time	na	3	1	3
2 to 3 times	na	1	2	9
4 or more times	na	4	3	0

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	95	88
1 time	na	3	1	3
2 to 3 times	na	1	2	6
4 or more times	na	3	2	3
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 times	99	95	97	88
1 time	1	2	1	3
2 to 3 times	0	2	1	6
4 or more times	1	2	1	3

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	99	80	65	53
1 time	0	4	4	0
2 to 3 times	0	4	6	0
4 or more times	1	11	25	47
In a vaping device?				
0 times	98	85	75	64
1 time	0	3	4	3
2 to 3 times	1	5	7	0
4 or more times	1	7	14	33
Eat or drink it in products made with marijuana?				
0 times	98	84	72	59
1 time	1	5	9	0
2 to 3 times	1	5	6	3
4 or more times	1	6	13	38

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)	3	15	22	24
Binge drinking (5 or more drinks in a row)	1	7	10	18
Marijuana (smoke, vape, eat, or drink)	1	16	25	41
Inhalants	1	1	1	6
Prescription drugs to get “high” or for reasons other than prescribed	na	2	1	12
Other drug, pill, or medicine to get “high” or for reasons other than medical	1	2	2	9
<i>Any drug use</i>	2	17	25	41
<i>Heavy drug use</i>	1	10	16	36
<i>Any AOD Use</i>	5	23	32	44
Two or more substances at the same time	na	5	10	12

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	97	85	78	76
1 or 2 days	2	11	15	9
3 to 9 days	1	3	7	9
10 to 19 days	0	1	0	0
20 to 30 days	0	1	1	6
Binge drinking (5 or more drinks in a row)				
0 days	99	93	90	82
1 or 2 days	1	5	8	6
3 to 9 days	0	2	1	12
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	0
Marijuana (smoke, vape, eat, or drink)				
0 days	99	84	75	59
1 or 2 days	0	7	9	6
3 to 9 days	0	5	10	6
10 to 19 days	0	2	2	6
20 to 30 days	0	2	4	24

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	86	75	79
1 to 2 times	2	9	12	12
3 to 6 times	0	3	9	3
7 or more times	0	2	4	6
“High” (loaded, stoned, or wasted) from using drugs				
0 times	98	80	67	58
1 to 2 times	1	8	9	6
3 to 6 times	1	4	5	0
7 or more times	0	8	19	36
<i>Very drunk or “high” 7 or more times</i>	1	9	19	35

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	96	97	90
1 to 2 days	1	3	2	7
3 or more days	0	1	1	3
Marijuana (smoke, vape, eat, or drink)				
0 days	99	91	90	83
1 to 2 days	0	5	5	3
3 or more days	0	4	4	13
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 days	100	99	99	97
1 to 2 days	0	0	0	3
3 or more days	0	0	0	0
Any of the above	2	10	11	17

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	99	91	84	79
1 to 2 times	1	3	8	12
3 to 6 times	0	2	3	0
7 or more times	0	3	5	9

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	89	79	76
0 times	na	9	17	18
1 time	na	2	2	0
2 to 3 times	na	0	2	3
4 or more times	na	0	0	3
Marijuana				
Does not apply, don't use	na	85	76	55
0 times	na	11	15	24
1 time	na	3	3	6
2 to 3 times	na	1	4	12
4 or more times	na	1	2	3

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	15	12	13	28
Moderate	26	27	27	6
Slight	39	39	42	31
None	20	22	18	34
Alcohol - 5 or more drinks once or twice a week				
Great	41	42	47	28
Moderate	35	35	36	19
Slight	11	11	12	19
None	13	12	5	34
Marijuana - use occasionally				
Great	27	16	12	19
Moderate	38	34	23	3
Slight	20	33	42	28
None	15	17	23	50
Marijuana - use daily				
Great	67	50	35	19
Moderate	14	27	38	9
Slight	6	10	18	22
None	14	13	8	50

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	17	4	4	6
Fairly difficult	18	11	6	13
Fairly easy	16	31	32	3
Very easy	11	26	37	28
Don't know	38	27	22	50
Marijuana				
Very difficult	22	4	4	6
Fairly difficult	19	9	4	3
Fairly easy	10	27	21	3
Very easy	7	32	51	38
Don't know	42	29	21	50
Prescription drugs to get “high” or for reasons other than prescribed				
Very difficult	22	9	6	6
Fairly difficult	18	14	15	3
Fairly easy	9	24	23	9
Very easy	7	13	10	22
Don't know	44	40	45	59

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	1	8	9	21	A10.2
Current cigarette smoking [¶]	1	3	4	15	A10.4
Current cigarette smoking at school ^{¶Φ}	0	2	2	10	A10.6
Ever tried smokeless tobacco	1	2	2	9	A10.2
Current smokeless tobacco use [¶]	1	0	1	3	A10.4
Current smokeless tobacco use at school ^{¶Φ}	0	0	0	0	A10.6
Ever used vape products	4	18	24	39	A10.2
Current use of vape products [¶]	1	9	10	21	A10.4
Current tobacco vaping [¶]	1	7	8	21	A10.5
Current marijuana vaping [¶]	1	7	7	18	A10.5
Current vaping at school ^{¶Φ}	1	5	7	17	A10.6
Cessation Attempts					
Tried to quit smoking or vaping tobacco or nicotine ^Φ	na	4	7	24	A10.8
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking ^{BΦ}	22	18	22	34	A10.9
Harmfulness of smoking 1 or more packs/day ^{BΦ}	69	70	79	47	A10.9
Harmfulness of vaping occasionally ^{BΦ}	29	20	23	34	A10.10
Harmfulness of vaping several times a day ^{BΦ}	77	74	77	44	A10.10
Difficulty of obtaining cigarettes ^{CΦ}	15	4	4	3	A10.11
Difficulty of obtaining vape products ^{CΦ}	14	3	3	3	A10.11
Anti-Tobacco Policy					
School bans tobacco use and vaping ^Φ	58	65	61	28	A10.12

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

[¶]Past 30 days.

^ΦIn-School only.

^BGreat harm.

^CVery 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	99	92	91	79
1 time	0	3	3	0
2 to 3 times	0	2	3	3
4 or more times	0	3	4	18
Smokeless tobacco				
0 times	99	98	98	91
1 time	0	1	1	0
2 to 3 times	0	1	0	9
4 or more times	0	1	1	0
Vape products				
0 times	96	82	76	61
1 time	2	4	3	6
2 to 3 times	1	6	7	3
4 or more times	1	8	14	30

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	98	85	79	67
1 time	1	3	3	3
2 to 3 times	1	4	7	0
4 or more times	1	8	12	30
Vaped marijuana or THC				
0 times	99	86	81	64
1 time	1	3	3	0
2 to 3 times	0	3	3	0
4 or more times	1	8	13	36
Vaped other product				
0 times	98	96	94	88
1 time	1	1	1	0
2 to 3 times	0	1	2	3
4 or more times	0	2	3	9

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	3	4	15
Daily (20 or more days)	0	0	1	3
Smokeless tobacco				
Any	1	0	1	3
Daily (20 or more days)	0	0	0	0
Vape products				
Any	1	9	10	21
Daily (20 or more days)	0	2	4	15

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	99	93	92	79
1 or 2 days	1	2	2	0
3 to 9 days	0	2	2	0
10 to 19 days	0	1	1	3
20 to 30 days	0	2	3	18
Vaped marijuana or THC?				
0 days	99	93	93	82
1 or 2 days	0	3	2	0
3 to 9 days	0	1	3	0
10 to 19 days	0	1	1	0
20 to 30 days	0	1	2	18
Vaped other product?				
0 days	100	98	99	88
1 or 2 days	0	1	0	0
3 to 9 days	0	0	1	0
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	12

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	98	98	90
1 or 2 days	0	1	1	3
3 to 9 days	0	0	0	3
10 to 19 days	0	0	0	0
20 to 30 days	0	0	1	3
Smokeless tobacco				
0 days	100	100	100	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	99	95	93	83
1 or 2 days	1	1	2	3
3 to 9 days	0	2	1	3
10 to 19 days	0	1	1	0
20 to 30 days	0	1	2	10

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	91	86	81	87
1 day	4	4	5	7
2 days	2	3	4	0
3-9 days	2	3	5	0
10-19 days	1	2	2	0
20-30 days	0	2	4	7

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	91	91	70
0 times	na	5	2	6
1 time	na	2	3	12
2 to 3 times	na	1	2	9
4 or more times	na	1	2	3

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	22	18	22	34
Moderate	44	42	44	13
Slight	20	26	25	19
None	14	13	8	34
Smoke 1 or more packs of cigarettes each day				
Great	69	70	79	47
Moderate	13	14	12	13
Slight	4	4	4	9
None	13	12	5	31

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	29	20	23	34
Moderate	43	48	46	13
Slight	15	20	25	19
None	12	12	6	34
Vape tobacco or nicotine several times a day (100 puffs or more)				
Great	77	74	77	44
Moderate	7	12	16	13
Slight	3	3	2	9
None	13	11	5	34

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	15	4	4	3
Fairly difficult	19	10	6	6
Fairly easy	17	33	30	13
Very easy	7	21	33	28
Don't know	41	32	27	50
Vape products				
Very difficult	14	3	3	3
Fairly difficult	14	5	2	6
Fairly easy	20	25	22	13
Very easy	14	41	52	29
Don't know	38	26	21	48

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	4	4	2	7
Yes	58	65	61	28
Don't know	37	32	37	66

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	37	na	na	na
1 day	25	na	na	na
2 days	12	na	na	na
3 days	9	na	na	na
4 days	3	na	na	na
5 days	14	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	98	98	97	93
Yes	2	2	3	7

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^{†#} (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	68	62	67	
Black or African American	51	43	43	53
Hispanic or Latinx	65	59	47	
Native Hawaiian or Pacific Islander				
White	66	64	61	
Mixed (two or more) ethnics	56	58	59	
Something else	62	58	31	
School Connectedness^{†ψ} (<i>Remote Only</i>)				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
Academic Motivation[†]				
American Indian or Alaska Native				
Asian or Asian American	69	59	63	
Black or African American	61	59	52	53
Hispanic or Latinx	66	59	54	
Native Hawaiian or Pacific Islander				
White	63	65	63	
Mixed (two or more) ethnics	65	63	67	
Something else	70	63	63	

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	43	43	57	
Black or African American	50	70	77	42
Hispanic or Latinx	48	57	66	
Native Hawaiian or Pacific Islander				
White	49	55	59	
Mixed (two or more) ethnics	49	52	56	
Something else	37	50	40	
School is worthless and a waste of time[±]				
American Indian or Alaska Native				
Asian or Asian American	19	7	3	
Black or African American	16	26	27	26
Hispanic or Latinx	9	22	15	
Native Hawaiian or Pacific Islander				
White	16	18	18	
Mixed (two or more) ethnics	13	16	23	
Something else	14	10	27	
Monthly Absences (3 or more)				
American Indian or Alaska Native				
Asian or Asian American	10	9	13	
Black or African American	31	15	22	32
Hispanic or Latinx	21	17	18	60
Native Hawaiian or Pacific Islander				
White	13	14	16	
Mixed (two or more) ethnics	15	19	23	
Something else	17	18	13	

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	50	26	28	
Black or African American	37	21	37	42
Hispanic or Latinx	28	29	14	
Native Hawaiian or Pacific Islander				
White	45	34	20	
Mixed (two or more) ethnics	42	31	16	
Something else	44	17	33	
Caring adults in school[‡]				
American Indian or Alaska Native				
Asian or Asian American	60	64	68	
Black or African American	61	56	67	75
Hispanic or Latinx	59	55	63	
Native Hawaiian or Pacific Islander				
White	68	68	62	
Mixed (two or more) ethnics	55	55	68	
Something else	62	58	69	
High expectations-adults in school[‡]				
American Indian or Alaska Native				
Asian or Asian American	74	74	74	
Black or African American	76	65	79	81
Hispanic or Latinx	76	68	74	
Native Hawaiian or Pacific Islander				
White	80	79	73	
Mixed (two or more) ethnics	70	69	70	
Something else	82	72	81	

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	31	26	30	
Black or African American	26	26	21	35
Hispanic or Latinx	23	17	20	
Native Hawaiian or Pacific Islander				
White	30	28	24	
Mixed (two or more) ethnics	24	17	31	
Something else	37	27	33	
Facilities upkeep[†] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	27	11	27	
Black or African American	22	8	7	69
Hispanic or Latinx	36	16	14	
Native Hawaiian or Pacific Islander				
White	38	16	13	
Mixed (two or more) ethnics	33	27	21	
Something else	18	0	21	
Promotion of parental involvement in School[†]				
American Indian or Alaska Native				
Asian or Asian American	55	38	43	
Black or African American	46	31	38	42
Hispanic or Latinx	55	41	23	
Native Hawaiian or Pacific Islander				
White	53	39	23	
Mixed (two or more) ethnics	43	36	23	
Something else	49	42	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 A12.2
School Safety by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	71	49	54	
Black or African American	55	43	39	63
Hispanic or Latinx	61	52	42	
Native Hawaiian or Pacific Islander				
White	62	57	52	
Mixed (two or more) ethnics	57	60	50	
Something else	61	37	46	
Experienced harassment due to five reasons^{^§}				
American Indian or Alaska Native				
Asian or Asian American	28	24	17	
Black or African American	27	41	9	6
Hispanic or Latinx	29	19	25	
Native Hawaiian or Pacific Islander				
White	30	28	20	
Mixed (two or more) ethnics	44	34	8	
Something else	38	35	17	
Experienced any harassment or bullying[§]				
American Indian or Alaska Native				
Asian or Asian American	31	29	17	
Black or African American	35	43	17	6
Hispanic or Latinx	41	28	37	
Native Hawaiian or Pacific Islander				
White	39	36	24	
Mixed (two or more) ethnics	49	39	16	
Something else	41	41	25	

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

[^]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	27	16	
Black or African American	35	24	21	20
Hispanic or Latinx	35	26	25	
Native Hawaiian or Pacific Islander				
White	33	27	18	
Mixed (two or more) ethnics	39	19	19	
Something else	36	33	8	
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	17	20	12	
Black or African American	17	18	13	7
Hispanic or Latinx	21	16	17	
Native Hawaiian or Pacific Islander				
White	25	15	12	
Mixed (two or more) ethnics	24	21	12	
Something else	18	11	42	
Been in a physical fight[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	6	2	0	
Black or African American	23	27	9	14
Hispanic or Latinx	10	7	4	
Native Hawaiian or Pacific Islander				
White	11	6	1	
Mixed (two or more) ethnics	20	3	0	
Something else	18	0	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[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	18	23	16	
Black or African American	21	30	18	14
Hispanic or Latinx	18	19	27	
Native Hawaiian or Pacific Islander				
White	12	25	17	
Mixed (two or more) ethnics	14	25	23	
Something else	9	6	25	

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	20	21	13	
Black or African American	29	27	17	25
Hispanic or Latinx	32	19	24	
Native Hawaiian or Pacific Islander				
White	23	22	12	
Mixed (two or more) ethnics	30	20	16	
Something else	24	19	8	

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	4	17	24	
Black or African American	8	15	23	28
Hispanic or Latinx	2	17	25	
Native Hawaiian or Pacific Islander				
White	6	29	41	
Mixed (two or more) ethnics	4	27	33	
Something else	3	6	8	
Current marijuana use[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	9	17	
Black or African American	2	13	23	28
Hispanic or Latinx	0	13	21	
Native Hawaiian or Pacific Islander				
White	1	18	31	
Mixed (two or more) ethnics	1	22	25	
Something else	3	6	8	
Current binge drinking[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	0	7	
Black or African American	2	6	0	12
Hispanic or Latinx	1	5	7	
Native Hawaiian or Pacific Islander				
White	1	10	12	
Mixed (two or more) ethnics	0	8	19	
Something else	0	0	0	

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	2	4	15	22
Hispanic or Latinx	0	10	17	
Native Hawaiian or Pacific Islander				
White	0	10	23	
Mixed (two or more) ethnics	1	9	23	
Something else	0	16	8	
Been drunk or “high” on drugs at school, ever				
American Indian or Alaska Native				
Asian or Asian American	0	0	7	
Black or African American	2	4	15	18
Hispanic or Latinx	0	11	17	
Native Hawaiian or Pacific Islander				
White	1	10	16	
Mixed (two or more) ethnics	0	11	20	
Something else	6	5	8	
Current alcohol use[¶]				
American Indian or Alaska Native				
Asian or Asian American	3	9	17	
Black or African American	8	6	8	11
Hispanic or Latinx	1	11	14	
Native Hawaiian or Pacific Islander				
White	5	23	33	
Mixed (two or more) ethnics	0	12	25	
Something else	0	0	0	

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	0	0	
Black or African American	4	9	4	6
Hispanic or Latinx	2	4	0	
Native Hawaiian or Pacific Islander				
White	2	4	2	
Mixed (two or more) ethnics	1	3	10	
Something else	3	0	0	
Current cigarette smoking[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	0	3	
Black or African American	2	0	0	11
Hispanic or Latinx	1	6	3	
Native Hawaiian or Pacific Islander				
White	1	4	5	
Mixed (two or more) ethnics	1	3	6	
Something else	0	0	0	
Current vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American	1	2	14	
Black or African American	2	4	15	17
Hispanic or Latinx	0	10	7	
Native Hawaiian or Pacific Islander				
White	1	11	9	
Mixed (two or more) ethnics	2	8	11	
Something else	3	0	8	

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	1	0	14	
Black or African American	0	2	8	17
Hispanic or Latinx	0	7	5	
Native Hawaiian or Pacific Islander				
White	0	9	9	
Mixed (two or more) ethnics	1	7	8	
Something else	3	0	0	
Current marijuana vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	2	3	
Black or African American	2	2	15	17
Hispanic or Latinx	0	9	7	
Native Hawaiian or Pacific Islander				
White	0	9	3	
Mixed (two or more) ethnics	1	7	10	
Something else	3	0	8	

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 breakfast¹				
American Indian or Alaska Native				
Asian or Asian American	69	70	61	
Black or African American	59	38	45	39
Hispanic or Latinx	69	63	62	20
Native Hawaiian or Pacific Islander				
White	78	74	75	
Mixed (two or more) ethnics	70	65	72	
Something else	74	77	69	
Bedtime (at 12 am or later)				
American Indian or Alaska Native				
Asian or Asian American	10	22	42	
Black or African American	25	22	33	42
Hispanic or Latinx	16	29	38	60
Native Hawaiian or Pacific Islander				
White	13	18	23	
Mixed (two or more) ethnics	15	23	32	
Something else	14	5	50	

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				
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				
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				
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				
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	17	30	36	
Black or African American	17	26	31	24
Hispanic or Latinx	26	30	49	
Native Hawaiian or Pacific Islander				
White	28	32	46	
Mixed (two or more) ethnics	30	38	36	
Something else	18	36	33	
Experienced chronic sadness/hopelessness[§]				
American Indian or Alaska Native				
Asian or Asian American	25	35	54	
Black or African American	27	45	42	24
Hispanic or Latinx	35	31	55	
Native Hawaiian or Pacific Islander				
White	28	27	43	
Mixed (two or more) ethnics	35	46	46	
Something else	15	33	36	
Considered suicide[§]				
American Indian or Alaska Native				
Asian or Asian American	13	21	26	
Black or African American	14	19	17	18
Hispanic or Latinx	10	15	24	
Native Hawaiian or Pacific Islander				
White	14	15	19	
Mixed (two or more) ethnics	15	25	16	
Something else	12	12	9	

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	58	44	43	
Black or African American	59	43	43	48
Hispanic or Latinx	49	40	32	
Native Hawaiian or Pacific Islander				
White	50	48	33	
Mixed (two or more) ethnics	50	35	42	
Something else	63	37	42	
Life satisfaction[‡]				
American Indian or Alaska Native				
Asian or Asian American	70	59	60	
Black or African American	70	53	64	66
Hispanic or Latinx	66	61	56	
Native Hawaiian or Pacific Islander				
White	68	63	57	
Mixed (two or more) ethnics	62	58	58	
Something else	65	64	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^{†#} (<i>In-School Only</i>)				
Male	68	65	55	51
Female	62	56	57	55
Nonbinary	35	53	56	
Something else	42	48		
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Male				
Female				
Nonbinary				
Something else				
Academic Motivation[†]				
Male	67	63	52	38
Female	66	63	70	50
Nonbinary	44	60	48	
Something else	43	51		
School is really boring[±]				
Male	46	55	61	58
Female	47	55	56	38
Nonbinary	48	56	75	
Something else	63	67		
School is worthless and a waste of time[±]				
Male	16	17	17	32
Female	10	15	16	8
Nonbinary	26	30	35	
Something else	26	39		

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	15	16	18	50
Female	15	15	16	15
Nonbinary	29	15	20	
Something else	31	17	30	
Maintaining focus on schoolwork[†]				
Male	47	32	26	47
Female	41	31	17	23
Nonbinary	6	11	20	
Something else	22	18		
Caring adults in school[‡]				
Male	66	62	68	72
Female	59	61	62	73
Nonbinary	46	62	65	
Something else	58	57		
High expectations-adults in school[‡]				
Male	78	74	76	86
Female	78	73	74	75
Nonbinary	61	73	60	
Something else	68	63		
Meaningful participation at school[‡]				
Male	30	26	25	20
Female	27	21	27	42
Nonbinary	19	21	17	
Something else	20	30		

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[†] (<i>In-School Only</i>)				
Male	31	15	16	35
Female	34	16	19	83
Nonbinary	33	11	0	
Something else	30	27		
Promotion of parental involvement in School[‡]				
Male	55	42	30	32
Female	49	35	24	46
Nonbinary	38	36	25	
Something else	37	29		

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 (<i>In-School Only</i>)				
Male	67	62	56	63
Female	61	45	46	55
Nonbinary	27	50	33	
Something else	35	50		
Experienced harassment due to five reasons^{λ§}				
Male	24	24	16	13
Female	34	28	15	17
Nonbinary	79	38	20	
Something else	56	67		
Experienced any harassment or bullying[§]				
Male	33	33	24	13
Female	40	34	20	17
Nonbinary	86	42	20	
Something else	64	73		
Had mean rumors or lies spread about you[§]				
Male	33	24	16	21
Female	31	28	22	42
Nonbinary	57	17	13	
Something else	40	27		
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
Male	20	13	19	0
Female	20	19	9	10
Nonbinary	57	25	13	
Something else	28	23		

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

^λThe 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[§] (<i>In-School Only</i>)				
Male	18	10	3	7
Female	6	4	1	18
Nonbinary	23	4	0	
Something else	12	8		
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Male	16	22	27	0
Female	14	24	14	9
Nonbinary	20	21	20	
Something else	8	31		

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	22	20	14	27
Female	26	24	17	42
Nonbinary	55	9	13	
Something else	36	27		

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	5	17	32	33
Female	5	30	32	46
Nonbinary	10	19	38	
Something else	0	29		
Current marijuana use[¶]				
Male	0	13	25	33
Female	1	20	24	46
Nonbinary	6	8	31	
Something else	0	21		
Current binge drinking[¶]				
Male	1	5	7	12
Female	0	10	12	15
Nonbinary	3	4	19	
Something else	0	7		
Very drunk or “high” 7 or more times, ever				
Male	0	6	20	28
Female	0	11	17	46
Nonbinary	6	8	28	
Something else	0	19		
Been drunk or “high” on drugs at school, ever				
Male	1	6	19	12
Female	0	11	12	23
Nonbinary	3	4	28	
Something else	0	19		
Current alcohol use[¶]				
Male	4	11	20	11
Female	2	20	25	23
Nonbinary	6	12	25	
Something else	0	29		

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[¶] (<i>In-School Only</i>)				
Male	1	2	4	6
Female	2	5	1	9
Nonbinary	6	8	6	
Something else	0	8		
Current cigarette smoking[¶]				
Male	1	1	4	11
Female	0	5	2	15
Nonbinary	3	4	17	
Something else	0	13		
Current vaping[¶]				
Male	1	6	8	11
Female	0	12	11	23
Nonbinary	6	12	17	
Something else	0	13		
Current tobacco vaping[¶]				
Male	0	4	7	11
Female	0	9	8	23
Nonbinary	6	4	12	
Something else	0	13		
Current marijuana vaping[¶]				
Male	0	6	4	6
Female	0	9	8	23
Nonbinary	6	8	12	
Something else	0	13		

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	74	73	68	45
Female	71	62	65	18
Nonbinary	58	63	65	
Something else	72	61	80	
Bedtime (at 12 am or later)				
Male	14	24	34	60
Female	14	18	28	38
Nonbinary	33	30	40	
Something else	17	22	50	

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				
Female				
Nonbinary				
Something else				
Synchronous instruction (4 days or more)[¶]				
Male				
Female				
Nonbinary				
Something else				
Interest in schoolwork done from home				
Male				
Female				
Nonbinary				
Something else				
Meaningful opportunities[‡]				
Male				
Female				
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	17	21	26	21
Female	29	40	50	33
Nonbinary	54	53	60	
Something else	48	65		
Experienced chronic sadness/hopelessness[§]				
Male	18	19	38	31
Female	36	42	48	42
Nonbinary	66	70	73	
Something else	56	88		
Considered suicide[§]				
Male	8	9	15	6
Female	13	21	17	45
Nonbinary	34	42	53	
Something else	44	44		
Optimism[‡]				
Male	58	52	48	42
Female	51	36	30	47
Nonbinary	24	25	36	
Something else	29	22		
Life satisfaction[‡]				
Male	74	69	64	67
Female	61	54	56	53
Nonbinary	46	49	44	
Something else	61	40		

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 %
Berkeley High		76	45	
Berkeley Technology Academy				62
Longfellow Arts and Technology Middle	69			
Martin Luther King Middle	93			
Willard Middle	100			

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

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/#sclr

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.

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 youth¹⁵ 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.

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/](https://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.

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.

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

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.

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 satisfaction. 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