

CALIFORNIA HEALTHY KIDS SURVEY



Folsom-Cordova Unified Secondary 2023-2024 Main Report

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

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

Recommended citation:

Folsom-Cordova Unified School District. *California Healthy Kids Survey, 2023-2024: Main Report*.
San Francisco: WestEd for the California Department of Education.

Contents

	Page
List of Tables	II
PREFACE	VII
Survey Module Administration	1
A. Core Module Results	2
1. Survey Sample	2
2. Summary of Key Indicators	3
3. Demographics	5
4. Routines	13
5. Remote Schooling	14
6. School Performance, Engagement, and Supports	16
7. Social and Emotional Health	33
8. School Violence, Victimization, and Safety	38
9. Alcohol and Other Drug Use	45
10. Tobacco Use	57
11. Other Health Risks	66
12. Race/Ethnicity Breakdowns	67
13. Gender Breakdowns	83
14. Parental Education Breakdowns	93
15. English Learner Breakdowns	104
16. Long-Term English Learner (LTEL) Breakdowns	112
17. Special Education Breakdowns	120
18. Living Situation Breakdowns	130
Appendix I	140
Appendix II	141

List of Tables

	Page
Survey Module Administration	1
1 CHKS Survey Modules Administered	1
A. Core Module Results	2
1. Survey Sample	2
A1.1 Student Sample for Core Module	2
A1.2 Number of Respondents by Instructional Model	2
2. Summary of Key Indicators	3
A2.1 Key Indicators of School Climate	3
A2.2 Key Indicators of Substance Use, Remote Schooling, and Student Well-Being	4
3. Demographics	5
A3.1 School Schedule, Past 30 Days	5
A3.2 Gender of Sample	5
A3.3 Sexual Orientation	6
A3.4 Gender Identity	6
A3.5 Race or Ethnicity	7
A3.6 Living Arrangements and Housing Status	7
A3.7 Living Situation	8
A3.8 Parental Education	8
A3.9 Special Education Services	9
A3.10 English Learner Program Designation	9
A3.11 English Learner Program Duration and Long-Term English Learner Status	9
A3.12 Language Spoken at Home	10
A3.13 English Language Proficiency – Home Language Other Than English	11
A3.14 Number of Days Attending Afterschool Program	12
A3.15 Military Connections	12
4. Routines	13
A4.1 Eating of Breakfast	13
A4.2 Bedtime	13
5. Remote Schooling	14
A5.1 Remote Schooling Schedule and Instructional Time	14
A5.2 Interesting Activities Provided for Student in Remote Schooling	15
A5.3 Interest in Schoolwork Done from Home	15
6. School Performance, Engagement, and Supports	16
A6.1 Grades, Past 12 Months	16
A6.2 Absences, Past 30 Days	16
A6.3 Reasons for Absence, Past 30 Days	17
A6.4 School Environment & Connectedness, Academic Motivation, Parental Involvement	18
A6.5 Caring Relationships Scale Questions	19

A6.6	High Expectations Scale Questions	20
A6.7	Meaningful Participation Scale Questions	21
A6.8	School Connectedness Scale Questions	22
A6.8	School Connectedness Scale Questions – Continued	23
A6.9	Academic Motivation Scale Questions	24
A6.10	Maintaining Focus on Schoolwork	25
A6.11	School Boredom and Value of School	26
A6.12A	School Boredom Profile Groups - 7th Grade	27
A6.12B	School Boredom Profile Groups - 9th Grade	28
A6.12C	School Boredom Profile Groups - 11th Grade	29
A6.12D	School Boredom Profile Groups - Non-Traditional	30
A6.13	Promotion of Parental Involvement Scale Questions	31
A6.14	Checking Student Progress	32
A6.15	Quality of School Physical Environment	32
7.	Social and Emotional Health	33
A7.1	Chronic Sad or Hopeless Feelings, Past 12 Months	33
A7.2	Seriously Considered Attempting Suicide, Past 12 Months	33
A7.3	Optimism Scale Questions	34
A7.4	Life Satisfaction Scale Questions	35
A7.4	Life Satisfaction Scale Questions – Continued	36
A7.5	Social Emotional Distress Scale Questions	37
8.	School Violence, Victimization, and Safety	38
A8.1	Perceived Safety at School	38
A8.2	Reasons for Harassment, Past 12 Months	39
A8.2	Reasons for Harassment, Past 12 Months – Continued	40
A8.3	School Violence Victimization Scale Questions	41
A8.3	School Violence Victimization Scale Questions – Continued	42
A8.4	School Violence Perpetration Scale Questions	43
A8.5	Threats and Injuries with Weapons at School, Past 12 Months	44
A8.6	Weapons Possession on School Property, Past 12 Months	44
9.	Alcohol and Other Drug Use	45
A9.1	Summary Measures of Level of AOD Use and Perceptions	45
A9.2	Summary of AOD Lifetime Use	46
A9.3	Lifetime AOD Use	47
A9.3	Lifetime AOD Use – Continued	48
A9.4	Methods of Marijuana Consumption	49
A9.5	Current AOD Use, Past 30 Days	50
A9.6	Frequency of Current AOD Use, Past 30 Days	51
A9.7	Lifetime Drunk or “High”	52
A9.8	Current AOD Use on School Property, Past 30 Days	53
A9.9	Lifetime Drunk or “High” on School Property	53
A9.10	Cessation Attempts	54
A9.11	Perceived Harm of AOD Use	55
A9.12	Perceived Difficulty of Obtaining Alcohol, Marijuana, and Prescription Drugs	56

10. Tobacco Use	57
A10.1 Summary of Key CHKS Tobacco Indicators	57
A10.2 Lifetime Tobacco Use	58
A10.3 Substances Ever Vaped	59
A10.4 Any Current Use and Daily Use	60
A10.5 Substances Vaped, Past 30 Days	61
A10.6 Current Tobacco Use, Past 30 Days	62
A10.7 Current Smoking on School Property, Past 30 Days	62
A10.8 Secondhand Smoke on School Property, Past 30 Days	63
A10.9 Cigarette Smoking and Vaping Cessation Attempts	63
A10.10 Perceived Harm of Cigarette Smoking	64
A10.11 Perceived Harm of Using Vape Products	64
A10.12 Perceived Difficulty of Obtaining Cigarettes and Vape Products	65
A10.13 School Bans Tobacco Use and Vaping	65
11. Other Health Risks	66
A11.1 Alone After School	66
A11.2 Gang Involvement	66
12. Race/Ethnicity Breakdowns	67
A12.1 School Engagement and Supports by Race/Ethnicity	67
A12.1 School Engagement and Supports by Race/Ethnicity – Continued	68
A12.1 School Engagement and Supports by Race/Ethnicity – Continued	69
A12.1 School Engagement and Supports by Race/Ethnicity – Continued	70
A12.2 School Safety by Race/Ethnicity	71
A12.2 School Safety by Race/Ethnicity – Continued	72
A12.2 School Safety by Race/Ethnicity – Continued	73
A12.3 Cyberbullying by Race/Ethnicity	73
A12.4 Substance Use by Race/Ethnicity	74
A12.4 Substance Use by Race/Ethnicity – Continued	75
A12.4 Substance Use by Race/Ethnicity – Continued	76
A12.4 Substance Use by Race/Ethnicity – Continued	77
A12.5 Routines by Race/Ethnicity	78
A12.6 Remote Schooling by Race/Ethnicity	79
A12.6 Remote Schooling by Race/Ethnicity – Continued	80
A12.7 Social and Emotional Health by Race/Ethnicity	81
A12.7 Social and Emotional Health by Race/Ethnicity – Continued	82
13. Gender Breakdowns	83
A13.1 School Engagement and Supports by Gender	83
A13.1 School Engagement and Supports by Gender – Continued	84
A13.1 School Engagement and Supports by Gender – Continued	85
A13.2 School Safety by Gender	86
A13.2 School Safety by Gender – Continued	87
A13.3 Cyberbullying by Gender	87
A13.4 Substance Use by Gender	88
A13.4 Substance Use by Gender – Continued	89
A13.5 Routines by Gender	90

A13.6	Remote Schooling by Gender	91
A13.7	Social and Emotional Health by Gender	92
14.	Parental Education Breakdowns	93
A14.1	School Engagement and Supports by Parental Education	93
A14.1	School Engagement and Supports by Parental Education – Continued	94
A14.1	School Engagement and Supports by Parental Education – Continued	95
A14.2	School Safety by Parental Education	96
A14.2	School Safety by Parental Education – Continued	97
A14.3	Cyberbullying by Parental Education	97
A14.4	Substance Use by Parental Education	98
A14.4	Substance Use by Parental Education – Continued	99
A14.4	Substance Use by Parental Education – Continued	100
A14.5	Routines by Parental Education	101
A14.6	Remote Schooling by Parental Education	102
A14.7	Social and Emotional Health by Parental Education	103
15.	English Learner Breakdowns	104
A15.1	School Engagement and Supports by English Learner Status	104
A15.1	School Engagement and Supports by English Learner Status – Continued	105
A15.2	School Safety by English Learner Status	106
A15.3	Cyberbullying by English Learner Status	107
A15.4	Substance Use by English Learner Status	107
A15.4	Substance Use by English Learner Status – Continued	108
A15.5	Routines by English Learner Status	109
A15.6	Remote Schooling by English Learner Status	110
A15.7	Social and Emotional Health by English Learner Status	111
16.	Long-Term English Learner (LTEL) Breakdowns	112
A16.1	School Engagement and Supports by English Learner (EL) Program Duration	112
A16.1	School Engagement and Supports by English Learner Program Duration – Continued	113
A16.2	School Safety by English Learner (EL) Program Duration	114
A16.3	Cyberbullying by English Learner (EL) Program Duration	115
A16.4	Substance Use by English Learner (EL) Program Duration	115
A16.4	Substance Use by English Learner (EL) Program Duration – Continued	116
A16.5	Routines by English Learner (EL) Program Duration	117
A16.6	Remote Schooling by English Learner (EL) Program Duration	118
A16.7	Social and Emotional Health by English Learner (EL) Program Duration	119
17.	Special Education Breakdowns	120
A17.1	School Engagement and Supports by Individualized Education Plan (IEP) Placement	120
A17.1	School Engagement and Supports by Individualized Ed. Plan Placement – Continued	121
A17.1	School Engagement and Supports by Individualized Ed. Plan Placement – Continued	122
A17.2	School Safety by Individualized Education Plan (IEP) Placement	123
A17.2	School Safety by Individualized Education Plan (IEP) Placement – Continued	124
A17.3	Cyberbullying by Individualized Education Plan (IEP) Placement	124
A17.4	Substance Use by Individualized Education Plan (IEP) Placement	125
A17.4	Substance Use by Individualized Education Plan (IEP) Placement – Continued	126

A17.5	Routines by Individualized Education Plan (IEP) Placement	127
A17.6	Remote Schooling by Individualized Education Plan (IEP) Placement	128
A17.7	Social and Emotional Health by Individualized Education Plan (IEP) Placement	129
18.	Living Situation Breakdowns	130
A18.1	School Engagement and Supports by Living Situation	130
A18.1	School Engagement and Supports by Living Situation – Continued	131
A18.1	School Engagement and Supports by Living Situation – Continued	132
A18.2	School Safety by Living Situation	133
A18.2	School Safety by Living Situation – Continued	134
A18.3	Cyberbullying by Living Situation	134
A18.4	Substance Use by Living Situation	135
A18.4	Substance Use by Living Situation – Continued	136
A18.5	Routines by Living Situation	137
A18.6	Remote Schooling by Living Situation	138
A18.7	Social and Emotional Health by Living Situation	139
Appendix I	140
Appendix II	141

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 2023-24 *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). 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 technical advisor team offers 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.

Behavioral Health Module (Supplementary)

The Behavioral Health Module (BHM) is a multiform survey module that assesses secondary student well-being indicators (i.e., social isolation, body image and disordered eating, responses to trauma, stress-associated health conditions, and precursors to and consequences of substance use) and protective factors (i.e., home adult supports, peer supports, and school mental health supports). This module assesses almost all of the measures that were assessed on the 2022-23 Mental Health Supports Module, Student Trauma Module, and Alcohol and Other Drugs (AOD) Module—which have been discontinued. The BHM assesses more content while minimizing the survey length for individual students by using a multiform instrument. Students are randomly administered one of two BHM survey forms to reduce survey burden and collect representative data on more aspects of behavioral health. Because the BHM is administered to all schools participating in the Biennial State CHKS, statewide comparison data will be available for all BHM results.

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.

LCAP Subgroup Results

Summary tables provide key findings (e.g., safety, school connectedness, bullying and harassment, developmental supports) disaggregated by each of the LCAP subgroups (race/ethnic subgroups, socioeconomically disadvantaged students, English learners and long-term English learners, students with disabilities, students in foster care, and unhoused youth). Results are also disaggregated by gender. Districts can subscribe to the District CalSCHLS data dashboard to disaggregate their CHKS results by these and other factors (i.e., students who report different levels of caring relations with adults at school).

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 Modules, trends over time, and disparities in survey outcomes across subgroups. Group differences across LCAP subgroups and other characteristics (e.g., chronic sadness) can be examined. 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 also purchase a two-year subscription to a password-protected, private data dashboard that displays up to 11 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 many other characteristics (LCAP subgroups, chronic sadness, caring relationships); 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).
- *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).
- The **California Center for School Climate** (ca-safe-supportive-schools.wested.org/california-center-for-school-climate/) provides free support and trainings on school climate and data use to LEAs in California. The website provides archived virtual events and other school climate improvement resources.
- The *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on ca-safe-supportive-schools.wested.org/subscribe/.
- 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/resources/#resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process of continuous improvement. The following describes some additional steps you should take and some custom services (additional fees apply) available from the CalSCHLS technical advisor team. 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 technical advisor (calschls.org/contact) 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/resources/#resources_and_tools) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If 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_1921.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 technical advisor 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 technical advisor (calschls.org/contact) 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 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, School Climate Report Cards, Mental Health Reports, and School Boredom Reports

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

- A full report with all the survey results
- A short, user-friendly, graphic **School Climate Report Card** that provides trends across key indicators of school climate and provides two-year state averages on those indicators (calschls.org/reports-data/#slcr)
- A graphic **Mental Health Report** that describes key indicators of mental health by grade level and by survey administration year (calschls.org/reports-data/#slcr)
- A **School Boredom Report** that describes how much students value school and how bored they feel at school (calschls.org/reports-data/#slcr)

Disaggregated Reports

CalSCHLS staff 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 (562.799.5164) 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 boredom	✓				
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				✓	

ACKNOWLEDGMENTS

The CHKS and this report were developed by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education, School Health and Safety Office. Special recognition to Cindy Zheng, at WestEd, who oversees the generation of CalSCHLS reports and data quality assurance.

Thomas Hanson, Ph.D.
CalSCHLS Director, WestEd

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

Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Behavioral Health Module (BHM)	
C. Closing the Achievement Gap (CTAG) Module	
D. Community Health Module (CHM)	
E. Community Schools Module	
F. District Afterschool Module (DASM)	
G. Drug-Free Communities (DFC) Module	
H. Gang Risk Awareness Module (GRAM)	
I. Gender Identity & Sexual Orientation-Based Harassment Module	
J. Military-Connected School Module	
K. Physical Health & Nutrition Module	
L. Resilience & Youth Development Module (RYDM)	
M. Safety & Violence Module	
N. School Climate Module (SCM)	
O. Sexual Behavior Module	
P. Social Emotional Health Module (SEHM)	
Q. Tobacco 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	1,677	1,690	1,627	212
Final number	1,538	1,516	1,384	158
Response Rate	92%	90%	85%	75%

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	1,489	1,472	1,346	154
Remote learning only	49	44	38	4

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	59	58	41	A6.4
School connectedness ^{†ψ} (<i>Remote Only</i>)	54	50	52		A6.4
Academic motivation [†]	64	62	62	48	A6.4
School is really boring [±]	40	42	41	41	A6.11
School is worthless and a waste of time [±]	12	11	12	18	A6.11
Monthly Absences (3 or more)	12	14	15	39	A6.2
Maintaining focus on schoolwork ^{†Γ}	39	34	31	30	A6.10
Caring adult relationships [‡]	64	56	62	59	A6.4
High expectations [‡]	74	69	68	65	A6.4
Meaningful participation [‡]	30	29	31	31	A6.4
Facilities upkeep ^{†Φ}	34	49	45	27	A6.15
Promotion of parental involvement in school [†]	57	47	45	37	A6.4
School Safety and Cyberbullying					
School perceived as very safe or safe ^Φ	59	65	67	53	A8.1
Experienced any harassment or bullying [§]	42	31	24	23	A8.2
Had mean rumors or lies spread about you [§]	40	31	26	26	A8.3
Been afraid of being beaten up ^{§Φ}	23	14	8	8	A8.3
Been in a physical fight ^{§Φ}	12	6	5	17	A8.4
Seen a weapon on campus ^{§Φ}	10	8	8	12	A8.6
Cyberbullying [§]	25	24	19	22	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 7 or higher.

^ΓSurvey question was reverse-coded.

^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 Schooling, and Student Well-Being**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Substance Use					
Current alcohol or drug use [¶]	3	6	10	35	A9.5
Current tobacco use [¶]	1	2	3	20	A10.6
Current marijuana use [¶]	1	3	6	29	A9.5
Current binge drinking [¶]	0	2	3	10	A9.5
Very drunk or “high” 7 or more times, ever	0	3	5	18	A9.7
Been drunk or “high” on drugs at school, ever	1	2	4	16	A9.9
Current cigarette smoking [¶]	0	1	1	5	A10.4
Current use of vape products [¶]	2	3	4	25	A10.4
Current tobacco vaping [¶]	1	2	3	18	A10.5
Current marijuana vaping [¶]	0	2	3	17	A10.5
Routines					
Eating of breakfast	72	65	60	47	A4.1
Bedtime (at 12 am or later)	11	18	29	38	A4.2
Remote Schooling					
Remote learning frequency (5 days per week) ^{¶δ}	48	45	55		A5.1
Synchronous instruction (4 days or more) ^{¶δ}	43	40	41		A5.1
Interest in schoolwork done from home ^{†δ}	48	20	45		A5.3
Meaningful opportunities ^{‡δ}	60	38	60		A5.2
Social and Emotional Health					
Social emotional distress [‡]	24	26	28	28	A7.5
Experienced chronic sadness/hopelessness [§]	25	28	31	35	A7.1
Considered suicide [§]	13	13	12	16	A7.2
Optimism [‡]	58	49	45	34	A7.3
Life satisfaction [‡]	71	67	64	50	A7.4

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

[¶]Past 30 days.

[|]Today.

^δRemote only.

[¶]Past 7 days.

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

[‡]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	97	97	97	97
Remote Learning Model	3	3	3	3

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	52	48	49	62
Female	46	50	48	37
Nonbinary	1	2	2	0
Something else	1	1	1	2

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)	81	79	77	77
Lesbian or Gay	1	3	2	2
Bisexual	5	7	10	11
Something else	2	3	3	3
Not sure	6	4	3	3
Decline to respond	4	4	5	5

Question HS/MS A.5: Which of the following best describes you?

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

Table A3.4***Gender Identity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I am not transgender	92	92	94	87
Yes, I am transgender	1	2	2	6
I am not sure if I am transgender	3	2	1	2
Decline to respond	5	4	3	5

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	3	1	1	3
Asian or Asian American, non-Hispanic	21	23	21	1
Black or African American, non-Hispanic	4	5	4	20
Hispanic or Latinx	22	23	24	36
Native Hawaiian or Pacific Islander, non-Hispanic	0	1	1	1
White, non-Hispanic	28	29	35	17
Multiracial, non-Hispanic	12	13	11	15
Something else, non-Hispanic	10	5	5	7

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 Arrangements and Housing Status***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parent or guardian	93	94	95	89
Other relative's home	0	1	1	3
A home with more than one family	3	2	1	3
Friend's home	0	0	0	0
Foster home, group care, or waiting placement	0	0	0	1
Hotel or motel	0	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0	1	0
Other living arrangement	3	2	1	3

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
Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Home with one or more parent or guardian	93	94	95	89
Foster home	0	0	0	1
Homeless	1	1	1	0
Other living arrangement	7	5	4	10

Question HS/MS A.9: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.

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

Category “Homeless” includes “Friend’s home,” “Hotel or motel,” and “Shelter, car, campground, or other transitional or temporary housing.”

Category “Other living arrangement” includes “Other relative’s home,” “A home with more than one family,” and “Other living arrangement.”

Table A3.8
Parental Education

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	4	5	8	24
Graduated from high school	9	10	9	23
Attended college but did not complete four-year degree	6	8	10	9
Graduated from college	60	65	65	23
Don’t know	21	12	8	22

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 A3.9***Special Education Services***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	73	77	82	61
Yes	5	9	9	18
Don't know	19	12	7	19
Prefer not to say	3	2	2	2

Question HS/MS A.15: Do you have an IEP (Individualized Education Plan) or get special education services?

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

Table A3.10***English Learner Program Designation***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	69	78	84	75
Yes	8	7	6	6
Don't know	23	15	11	19

Question HS/MS A.13: Are you in the English Learner Program at school?

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

Table A3.11***English Learner (EL) Program Duration and Long-Term English Learner (LTEL) Status***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Not currently in English Learner Program	90	92	94	93
Less than 7 years (EL)	7	4	4	6
7 years or more (LTEL)	3	3	2	2

Question HS/MS A.13, 14: Are you in the English Learner Program at school?... How many years have you been in the English Learner Program across all schools you've attended?

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

Category "Less than 7 years (EL)" includes responses "Less than 3 years," "3 to 4 years," and "5 to 6 years."

Table A3.12
Language Spoken at Home

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
English	67	69	73	78
Spanish	9	8	10	16
Mandarin	1	2	0	0
Cantonese	0	1	1	1
Taiwanese	0	0	0	1
Tagalog	1	1	1	0
Vietnamese	0	0	1	0
Korean	1	1	1	0
Arabic	1	1	1	1
Other	19	18	13	5

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

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

Table A3.13***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	81	77	73
Well	16	15	20	18
Not well	2	3	2	6
Not at all	0	1	1	3
speak English?				
Very well	74	73	68	58
Well	20	20	24	33
Not well	4	4	8	0
Not at all	1	2	1	9
read English?				
Very well	77	73	70	45
Well	20	21	25	36
Not well	3	4	5	15
Not at all	0	1	1	3
write English?				
Very well	72	68	68	45
Well	21	24	24	33
Not well	6	6	7	12
Not at all	0	2	1	9
<i>English Language Proficiency Status</i>				
Proficient	71	70	68	48
Not proficient	29	30	32	52

Question HS/MS A.12, 12A-12D: 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 A3.14***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	80	78	81	88
1 day	8	6	5	3
2 days	3	5	4	3
3 days	3	4	2	1
4 days	2	3	2	1
5 days	4	5	5	3

Question HS/MS A.19: 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 A3.15***Military Connections***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	94	95	97	87
Yes	3	3	2	5
Don't know	4	3	1	8

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	35	40	53
Yes	72	65	60	47

Question HS/MS A.17: 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	0	1	1	3
7:00-7:59 pm	1	0	1	3
8:00-8:59 pm	9	4	2	4
9:00-9:59 pm	33	16	8	14
10:00-10:59 pm	34	36	28	16
11:00-11:59 pm	13	25	32	23
12:00-12:59 am	5	10	18	11
After 1:00 am	5	8	11	27
<i>Bedtime at 12 am or later</i>	11	18	29	38

Question HS/MS A.16: What time did you go to bed last night?

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

5. Remote Schooling

Table A5.1

Remote Schooling 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	22	21	13	
Between 1 and 2 hours	30	24	22	
Between 2 and 3 hours	20	19	6	
Between 3 and 4 hours	7	19	16	
Between 4 and 5 hours	9	10	31	
More than 5 hours	13	7	13	
Number of days in the past week participating in an online class from home where your teacher talked to students				
0 days	41	45	38	
1 day	4	10	13	
2 days	7	2	6	
3 days	4	2	3	
4 days	2	5	3	
5 days	41	36	38	
Number of weekdays participating in school from home for the entire school day				
0 days	22	12	0	
1 day	9	14	3	
2 days	9	10	13	
3 days	7	12	13	
4 days	7	7	16	
5 days	48	45	55	

Question HS/MS A.20-22: 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 Schooling (Remote Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Not at all true	19	23	13	
A little true	21	38	27	
Pretty much true	33	18	43	
Very much true	26	21	17	

Question HS/MS A.49: 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	9	10	10	
Disagree	9	10	6	
Neither disagree nor agree	34	60	39	
Agree	39	15	39	
Strongly agree	9	5	6	

Question HS/MS A.40: 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	30	33	19	4
A's and B's	37	33	40	18
Mostly B's	7	8	11	4
B's and C's	16	16	18	34
Mostly C's	3	4	5	9
C's and D's	6	4	4	20
Mostly D's	1	1	1	3
Mostly F's	1	2	2	8

Question HS/MS A.24: 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	51	51	42	23
1 day	22	22	25	15
2 days	14	14	18	22
3 or more days	12	14	15	39

Question HS/MS A.18, 23: 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	49	49	38	22
Illness (feeling physically sick), including problems with breathing or your teeth	35	39	45	46
Were being bullied or mistreated at school <i>(In-School Only)</i>	2	1	1	3
Felt very sad, hopeless, anxious, stressed, or angry	5	8	12	22
Didn't get enough sleep	6	8	14	29
Didn't feel safe at school or going to and from school <i>(In-School Only)</i>	1	1	1	3
Had to take care of or help a family member or friend	3	3	4	13
Wanted to spend time with friends	1	1	1	7
Used alcohol or drugs	0	1	0	2
Were behind in schoolwork or weren't prepared for a test or class assignment	2	4	10	9
Were bored or uninterested in school	2	4	6	13
Had no transportation to school <i>(In-School Only)</i>	2	2	2	9
Other reason	17	14	16	24

Question HS/MS A.25, 26: 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	56	51	54	52	
Caring relationships-adults in school [‡]	64	56	62	59	A6.5
High expectations-adults in school [‡]	74	69	68	65	A6.6
Meaningful participation at school [‡]	30	29	31	31	A6.7
School connectedness ^{†#} <i>(In-School Only)</i>	62	59	58	41	A6.8
School connectedness ^{†ψ} <i>(Remote Only)</i>	54	50	52		A6.8
Academic motivation [†]	64	62	62	48	A6.9
Promotion of parental involvement in school [†]	57	47	45	37	A6.13

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 relationships-adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	64	56	62	59
<i>There is a teacher or some other adult from my school... who really cares about me.</i>				
Not at all true	11	11	9	8
A little true	29	36	31	33
Pretty much true	38	36	38	44
Very much true	22	17	22	15
<i>who notices when I’m not there.</i>				
Not at all true	12	16	12	9
A little true	26	32	30	32
Pretty much true	36	33	36	39
Very much true	26	18	22	19
<i>who listens to me when I have something to say.</i>				
Not at all true	9	9	9	9
A little true	22	26	22	31
Pretty much true	35	40	43	38
Very much true	34	24	26	22

Question HS/MS A.47, 50, 53: 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>	74	69	68	65
<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	9	8	8	7
A little true	21	26	27	26
Pretty much true	38	41	41	49
Very much true	31	25	24	18
<i>who always wants me to do my best.</i>				
Not at all true	5	5	5	7
A little true	15	20	21	25
Pretty much true	35	43	42	48
Very much true	46	32	33	21
<i>who believes that I will be a success.</i>				
Not at all true	8	8	9	7
A little true	19	25	26	33
Pretty much true	35	40	39	41
Very much true	38	27	26	19

Question HS/MS A.48, 51, 54: 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>	30	29	31	31
<i>At school/When I participate in school,...</i>				
I do interesting activities.				
Not at all true	12	13	14	27
A little true	32	33	33	33
Pretty much true	37	36	37	30
Very much true	19	17	17	10
I help decide things like class activities or rules.				
Not at all true	44	46	40	39
A little true	33	32	36	32
Pretty much true	17	16	18	21
Very much true	6	5	7	8
I do things that make a difference.				
Not at all true	29	31	29	35
A little true	38	39	40	35
Pretty much true	24	23	23	21
Very much true	9	8	8	9
I have a say in how things work.				
Not at all true	41	43	38	40
A little true	33	34	36	28
Pretty much true	18	17	20	25
Very much true	8	6	6	7
I help decide school activities or rules.				
Not at all true	63	60	55	53
A little true	24	25	27	21
Pretty much true	9	11	13	19
Very much true	4	5	5	7

Question HS/MS A.55-64: 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	59	58	41
School connectedness^ψ (<i>Remote Only</i>)				
<i>Average reporting “Agree” or “Strongly agree”</i>	54	50	52	
I feel close to people at/from this school.				
Strongly disagree	4	3	4	10
Disagree	6	9	10	10
Neither disagree nor agree	27	28	28	38
Agree	44	45	41	35
Strongly agree	20	15	17	6
I am happy with/to be at this school.				
Strongly disagree	6	4	6	14
Disagree	8	7	8	12
Neither disagree nor agree	24	31	31	36
Agree	39	43	40	28
Strongly agree	23	15	15	10
I feel like I am part of this school.				
Strongly disagree	5	4	6	13
Disagree	9	9	9	8
Neither disagree nor agree	28	35	35	45
Agree	37	41	38	28
Strongly agree	20	12	12	6

Question HS/MS A.27-34: 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	5	3	3	9
Disagree	8	6	7	6
Neither disagree nor agree	23	27	29	33
Agree	38	45	45	38
Strongly agree	26	18	16	13
I feel safe in my school. <i>(In-School Only)</i>				
Strongly disagree	6	3	3	9
Disagree	8	6	5	6
Neither disagree nor agree	26	31	28	45
Agree	37	45	48	33
Strongly agree	23	15	16	8

Question HS/MS A.32-34 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	62	48
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	2	1	1	6
Disagree	3	3	4	5
Neither disagree nor agree	14	18	19	30
Agree	46	47	52	48
Strongly agree	35	31	25	11
I try hard on my schoolwork because I am interested in it.				
Strongly disagree	8	8	6	9
Disagree	19	19	20	19
Neither disagree nor agree	36	37	35	39
Agree	25	25	30	28
Strongly agree	12	10	9	6
I work hard to try to understand new things when doing my schoolwork.				
Strongly disagree	3	3	2	9
Disagree	10	8	7	7
Neither disagree nor agree	27	31	28	41
Agree	40	42	46	35
Strongly agree	21	17	16	9
I am always trying to do better in my schoolwork.				
Strongly disagree	2	1	1	7
Disagree	4	3	4	4
Neither disagree nor agree	17	21	24	34
Agree	41	48	48	44
Strongly agree	36	27	23	12

Question HS/MS A.41-44: 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	10	7	5	12
Disagree	29	27	26	18
Neither disagree nor agree	28	28	30	37
Agree	19	24	26	22
Strongly agree	14	13	12	11

Question HS/MS A.39: 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 and Value of School***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School boredom				
Low (0-3)	27	19	17	15
Medium (4-6)	33	39	42	44
High (7-10)	40	42	41	41
Value of school				
High (0-3)	68	64	64	58
Medium (4-6)	20	25	24	23
Low (7-10)	12	11	12	18

Question HS/MS A.45, 46: 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 A6.12A

School Boredom Profile Groups - 7th Grade

		School is really boring (Grade 7)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value			Mid Boredom & High Value			High Boredom & High Value				
	1	25%			25%			18%				
	2											
	3											
	4	Low Boredom & Mid Value [̄]			Mid Boredom & Mid Value			High Boredom & Mid Value				
	5				6%			12%				
	6											
	7											
	8	Low Boredom & Low Value [̄]			Mid Boredom & Low Value [̄]			High Boredom & Low Value				
	9							10%				
10 Strongly Agree												

Question HS/MS A.45, 46: How strongly do you agree or disagree with the following statements?... School is really boring... School is worthless and a waste of time.

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

[̄]Results are not reported due to a very small number of responses.

Percentages may not add up to 100% because categories with very low responses are not reported.

Table A6.12B

School Boredom Profile Groups - 9th Grade

		School is really boring (Grade 9)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value			Mid Boredom & High Value			High Boredom & High Value				
	1	17%			29%			17%				
	2											
	3											
	4	Low Boredom & Mid Value [̄]			Mid Boredom & Mid Value			High Boredom & Mid Value				
	5				9%			15%				
	6											
	7											
	8	Low Boredom & Low Value [̄]			Mid Boredom & Low Value [̄]			High Boredom & Low Value				
	9											
	10 Strongly Agree							9%				

Question HS/MS A.45, 46: How strongly do you agree or disagree with the following statements?... School is really boring... School is worthless and a waste of time.

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

[̄]Results are not reported due to a very small number of responses.

Percentages may not add up to 100% because categories with very low responses are not reported.

Table A6.12C

School Boredom Profile Groups - 11th Grade

		School is really boring (Grade 11)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value			Mid Boredom & High Value			High Boredom & High Value				
	1	16%			31%			17%				
	2											
	3											
	4	Low Boredom & Mid Value [̄]			Mid Boredom & Mid Value			High Boredom & Mid Value				
	5				9%			14%				
	6											
	7											
	8	Low Boredom & Low Value [̄]			Mid Boredom & Low Value [̄]			High Boredom & Low Value				
	9											
10 Strongly Agree							10%					

Question HS/MS A.45, 46: How strongly do you agree or disagree with the following statements?... School is really boring... School is worthless and a waste of time.

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

[̄]Results are not reported due to a very small number of responses.

Percentages may not add up to 100% because categories with very low responses are not reported.

Table A6.12D

School Boredom Profile Groups - Non-Traditional

		School is really boring (NT)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value			Mid Boredom & High Value			High Boredom & High Value				
	1	13%			30%			14%				
	2											
	3											
	4	Low Boredom & Mid Value [̄]			Mid Boredom & Mid Value			High Boredom & Mid Value				
	5				11%			12%				
	6											
	7											
	8	Low Boredom & Low Value [̄]			Mid Boredom & Low Value [̄]			High Boredom & Low Value				
	9							14%				
10 Strongly Agree												

Question HS/MS A.45, 46: How strongly do you agree or disagree with the following statements?... School is really boring... School is worthless and a waste of time.

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

[̄]Results are not reported due to a very small number of responses.

Percentages may not add up to 100% because categories with very low responses are not reported.

Table A6.13***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>	57	47	45	37
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	2	2	3	11
Disagree	7	8	9	10
Neither disagree nor agree	27	36	38	40
Agree	43	43	41	33
Strongly agree	21	11	9	6
Parents feel welcome to participate at this school.				
Strongly disagree	2	2	2	7
Disagree	5	5	9	6
Neither disagree nor agree	38	48	48	53
Agree	39	35	35	29
Strongly agree	16	9	7	6
School staff take parent concerns seriously.				
Strongly disagree	5	3	5	10
Disagree	9	8	12	7
Neither disagree nor agree	33	46	42	46
Agree	35	33	33	32
Strongly agree	18	10	9	6

Question HS/MS A.36-38: 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 A6.14**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	24	25	20	9
A little true	32	33	32	36
Pretty much true	24	27	31	38
Very much true	20	16	18	17

*Question HS/MS A.52: 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 A6.15**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	5	5	13
Disagree	20	12	17	14
Neither disagree nor agree	36	34	32	46
Agree	28	39	37	25
Strongly agree	6	9	8	2

*Question HS/MS A.35: 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	75	72	69	65
Yes	25	28	31	35

Question HS A.153/MS A.146: 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	87	88	84
Yes	13	13	12	16

Question HS A.154/MS A.147: 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>	58	49	45	34
Each day I look forward to having a lot of fun.				
Not at all true	15	19	22	38
A little true	29	34	36	31
Pretty much true	31	31	30	20
Very much true	26	16	12	10
I usually expect to have a good day.				
Not at all true	14	20	22	32
A little true	28	30	33	30
Pretty much true	35	33	32	22
Very much true	23	17	12	16
Overall, I expect more good things to happen to me than bad things.				
Not at all true	16	20	23	37
A little true	25	28	28	28
Pretty much true	31	31	33	22
Very much true	28	21	15	13

Question HS A.160-162/MS A.153-155: 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>	71	67	64	50
<i>I would describe my satisfaction with...</i>				
my family life as...				
Very dissatisfied	2	4	4	13
Dissatisfied	3	4	6	8
A little dissatisfied	6	6	8	11
A little satisfied	8	10	13	14
Satisfied	29	36	36	27
Very satisfied	53	40	33	27
my friendships as...				
Very dissatisfied	2	3	3	10
Dissatisfied	3	2	4	3
A little dissatisfied	5	7	7	12
A little satisfied	14	16	16	15
Satisfied	35	39	40	33
Very satisfied	41	33	30	27
my school experience as...				
Very dissatisfied	6	5	6	20
Dissatisfied	8	6	8	12
A little dissatisfied	14	14	13	17
A little satisfied	24	26	27	19
Satisfied	32	32	34	25
Very satisfied	16	15	12	8

Question HS A.163-165/MS A.156-158: 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	7	8	12
Dissatisfied	6	8	7	10
A little dissatisfied	9	11	12	10
A little satisfied	13	17	18	18
Satisfied	29	32	33	29
Very satisfied	35	25	22	22
where I live as...				
Very dissatisfied	1	2	3	10
Dissatisfied	2	3	2	3
A little dissatisfied	5	5	6	13
A little satisfied	6	9	11	20
Satisfied	29	34	36	31
Very satisfied	57	47	42	23

Question HS A.166, 167/MS A.159, 160: 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>	24	26	28	28
I had a hard time relaxing.				
Not at all true	42	39	35	47
A little true	36	35	35	28
Pretty much true	13	17	19	14
Very much true	9	9	11	11
I felt sad and down.				
Not at all true	43	42	38	54
A little true	29	30	31	17
Pretty much true	16	17	16	11
Very much true	12	11	14	18
I was easily irritated.				
Not at all true	35	35	33	42
A little true	27	27	30	16
Pretty much true	18	21	20	18
Very much true	20	17	16	24
It was hard for me to cope and I thought I would panic.				
Not at all true	64	61	56	57
A little true	18	19	22	20
Pretty much true	10	11	12	8
Very much true	8	8	10	15
It was hard for me to get excited about anything.				
Not at all true	63	59	54	54
A little true	22	24	27	26
Pretty much true	10	10	11	9
Very much true	5	7	9	11

Question HS A.155-159/MS A.148-152: 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	17	16	19	22
Safe	42	48	48	32
Neither safe nor unsafe	32	29	29	38
Unsafe	6	4	3	3
Very unsafe	3	2	2	5

Question HS A.117/MS A.110: 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	78	84	88	89
1 time	8	7	4	2
2 or more times	14	9	7	8
Religion				
0 times	90	93	94	94
1 time	5	3	2	3
2 or more times	6	3	4	3
Gender				
0 times	90	92	93	96
1 time	4	4	2	2
2 or more times	7	4	4	2
Because you are gay, lesbian, or bisexual or someone thought you were				
0 times	89	92	93	92
1 time	4	3	3	4
2 or more times	7	5	4	4
A physical or mental disability				
0 times	94	94	96	95
1 time	2	2	2	0
2 or more times	4	3	2	5
Any of the above five reasons	33	24	19	15

Question HS A.137-141, 144-148/MS A.130-134, 137-141: 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, Past 12 Months – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
You are an immigrant or someone thought you were				
0 times	92	95	96	96
1 time	4	3	2	2
2 or more times	4	2	2	2
Any other reason				
0 times	77	83	88	86
1 time	7	5	3	5
2 or more times	16	12	8	9
Any harassment	42	31	24	23

Question HS A.137-150/MS A.130-143: 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>)				
Average reporting “1 or more times”	34	24	18	18
<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	60	81	88	86
1 time	16	10	6	5
2 to 3 times	13	5	4	3
4 or more times	11	3	2	6
been afraid of being beaten up? (<i>In-School Only</i>)				
0 times	77	86	92	92
1 time	12	8	5	6
2 to 3 times	5	4	1	1
4 or more times	6	3	1	2
<i>During the past 12 months, how many times have you...</i>				
had mean rumors or lies spread about you?				
0 times	60	69	74	74
1 time	18	14	12	8
2 to 3 times	11	9	8	9
4 or more times	11	7	7	9
had sexual jokes, comments, or gestures made to you?				
0 times	70	74	77	74
1 time	11	9	8	9
2 to 3 times	7	8	7	7
4 or more times	12	9	9	11

Question HS A.118, 119, 121, 122, 133, 134/MS A.111, 112, 114, 115, 126, 127: 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/did students from your school... had your property stolen or deliberately damaged? (In-School Only)</i>				
0 times	78	87	91	92
1 time	12	8	6	5
2 to 3 times	6	3	2	2
4 or more times	4	2	1	2
<i>been made fun of because of your looks or the way you talk?</i>				
0 times	57	67	75	75
1 time	15	12	9	9
2 to 3 times	12	10	8	9
4 or more times	16	11	7	7
<i>been made fun of, insulted, or called names?</i>				
0 times	54	69	79	81
1 time	16	11	8	5
2 to 3 times	11	8	6	6
4 or more times	19	12	7	7
<i>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?</i>				
0 times (never)	75	76	81	78
1 time	13	11	8	6
2 to 3 times	6	7	5	8
4 or more times	6	5	6	8

Question HS A.123, 124, 132, 135, 136, 151/MS A.116, 117, 125, 128, 129, 144: 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>	5	4	4	8
<i>During the past 12 months, how many times on school property have you... been in a physical fight?</i>				
0 times	88	94	95	83
1 time	8	4	3	5
2 to 3 times	3	1	1	7
4 or more times	1	1	1	5
<i>been offered, sold, or given an illegal drug?</i>				
0 times	94	92	90	87
1 time	3	5	5	2
2 to 3 times	1	2	2	5
4 or more times	1	2	3	7
<i>damaged school property on purpose?</i>				
0 times	97	97	98	98
1 time	2	1	1	1
2 to 3 times	1	1	1	1
4 or more times	1	0	1	1
<i>carried a gun?</i>				
0 times	99	99	99	99
1 time	1	0	0	1
2 to 3 times	0	0	0	0
4 or more times	0	0	0	0
<i>carried any other weapon (such as a knife or club)?</i>				
0 times	98	98	98	93
1 time	1	1	1	6
2 to 3 times	0	0	0	1
4 or more times	1	0	1	0

Question HS A.120, 125-128/MS A.113, 118-121: 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	85	92	95	89
1 time	8	4	2	3
2 to 3 times	4	3	1	5
4 or more times	3	1	1	2
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	96	96	97	90
1 time	3	2	2	3
2 to 3 times	1	1	1	4
4 or more times	0	1	0	2

Question HS A.129, 131/MS A.122, 124: 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	90	92	92	88
1 time	8	4	4	6
2 to 3 times	1	2	2	1
4 or more times	1	1	2	5

Question HS A.130/MS A.123: 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” [^]	7	16	24	51	A9.2
Lifetime alcohol or drug use	7	16	24	52	A9.2
Lifetime marijuana use	2	6	12	43	A9.2
Lifetime very drunk or high (7 or more times)	0	3	5	18	A9.7
Current alcohol or drug use [¶]	3	6	10	35	A9.5
Current marijuana use [¶]	1	3	6	29	A9.5
Current heavy drug use [¶]	1	3	4	20	A9.5
Current heavy alcohol use (binge drinking) [¶]	0	2	3	10	A9.5
Current alcohol or drug use on school property ^{¶Φ}	1	2	3	11	A9.8
Harmfulness of occasional marijuana use ^B	41	41	37	26	A9.11
Difficulty of obtaining marijuana ^C	23	9	7	14	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	5	10	19	41
Marijuana	2	6	12	43
Inhalants	3	2	1	5
Cocaine, methamphetamine, or any amphetamines	na	1	1	5
Ecstasy, LSD, or other psychedelics	na	1	2	12
Prescription pain medication (opioids)	na	4	3	7
Cold/cough medicines or other over-the-counter medicines to get “high”	na	5	3	7
Any other drug, pill, or medicine to get “high”	1	2	2	9
Any of the above AOD use	7	16	24	52
Any illicit AOD use to get “high”[^]	7	16	24	51

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

[^]Excludes prescription pain medication.

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	95	90	81	59
1 time	3	3	4	8
2 to 3 times	1	3	6	10
4 or more times	1	4	9	23
Marijuana (smoke, vape, eat, or drink)				
0 times	98	94	88	57
1 time	1	2	3	7
2 to 3 times	0	1	2	6
4 or more times	1	4	7	31
Inhalants				
0 times	97	98	99	95
1 time	1	1	0	2
2 to 3 times	0	0	0	1
4 or more times	1	1	0	1
Cocaine, methamphetamine, or any amphetamines				
0 times	na	99	99	95
1 time	na	0	0	2
2 to 3 times	na	0	0	3
4 or more times	na	1	0	1
Ecstasy, LSD, or other psychedelics				
0 times	na	99	98	88
1 time	na	0	1	3
2 to 3 times	na	0	1	5
4 or more times	na	0	0	3
Prescription pain medication				
0 times	na	96	97	93
1 time	na	0	1	2
2 to 3 times	na	1	1	4
4 or more times	na	2	1	2

Question HS A.68-71, 73, 74/MS A.69-71: 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, hard seltzer, 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	95	97	93
1 time	na	0	1	1
2 to 3 times	na	1	1	5
4 or more times	na	3	2	2
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 times	99	98	98	91
1 time	1	1	1	3
2 to 3 times	0	0	0	3
4 or more times	0	1	1	3

Question HS A.75, 76/MS A.73: 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	96	92	61
1 time	0	1	1	4
2 to 3 times	0	1	2	7
4 or more times	0	3	5	28
In a vaping device?				
0 times	99	96	92	62
1 time	0	1	1	4
2 to 3 times	0	1	2	6
4 or more times	0	3	5	28
Eat or drink it in products made with marijuana?				
0 times	99	97	93	67
1 time	0	1	2	6
2 to 3 times	0	1	2	9
4 or more times	0	2	3	18

Question HS A.69, 80-82/MS A.70, 77-79: During your life, how many times have you used the following?... Marijuana (smoke, vape, eat, or drink)... 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, or 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)	2	4	7	15
Binge drinking (5 or more drinks in a row)	0	2	3	10
Marijuana (smoke, vape, eat, or drink)	1	3	6	29
Inhalants	1	1	0	2
Prescription drugs to get “high” or for reasons other than prescribed	na	1	1	2
Other drug, pill, or medicine to get “high” or for reasons other than medical	1	1	1	3
<i>Any drug use</i>	2	4	6	30
<i>Heavy drug use</i>	1	3	4	20
<i>Any AOD Use</i>	3	6	10	35
Two or more substances at the same time	na	1	2	9

Question HS A.86-92/MS A.83-87: 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	98	96	93	85
1 or 2 days	1	2	5	7
3 to 9 days	0	1	1	4
10 to 19 days	0	0	0	3
20 to 30 days	0	0	0	2
Binge drinking (5 or more drinks in a row)				
0 days	100	98	97	90
1 or 2 days	0	1	2	2
3 to 9 days	0	0	1	5
10 to 19 days	0	0	0	1
20 to 30 days	0	0	0	1
Marijuana (smoke, vape, eat, or drink)				
0 days	99	97	94	71
1 or 2 days	0	1	2	10
3 to 9 days	0	1	1	2
10 to 19 days	0	1	0	2
20 to 30 days	0	1	2	15

Question HS A.86-88/MS A.83-85: 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	99	96	92	75
1 to 2 times	1	3	4	15
3 to 6 times	0	0	2	8
7 or more times	0	1	1	2
“High” (loaded, stoned, or wasted) from using drugs				
0 times	99	95	91	67
1 to 2 times	1	2	3	6
3 to 6 times	0	1	2	9
7 or more times	0	2	5	18
<i>Very drunk or “high” 7 or more times</i>	0	3	5	18

Question HS A.77, 78/MS A.74, 75: 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	99	99	99	95
1 to 2 days	1	1	1	2
3 or more days	0	1	1	3
Marijuana (smoke, vape, eat, or drink)				
0 days	100	98	98	90
1 to 2 days	0	0	1	3
3 or more days	0	1	1	7
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 days	100	99	100	98
1 to 2 days	0	0	0	0
3 or more days	0	0	0	2
<i>Any of the above</i>	1	2	3	11

Question HS A.96-98/MS A.91-93: 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	98	96	84
1 to 2 times	1	1	1	6
3 to 6 times	0	0	1	4
7 or more times	0	1	2	6

Question HS A.79/MS A.76: 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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don't use	na	96	93	78
0 times	na	2	4	14
1 time	na	1	2	6
2 to 3 times	na	0	1	1
4 or more times	na	0	0	2
Marijuana				
Does not apply, don't use	na	96	93	72
0 times	na	2	4	13
1 time	na	1	2	8
2 to 3 times	na	1	1	3
4 or more times	na	1	1	5

Question HS A.68, 69, 114, 115: 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, hard seltzer, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... How many times have you tried to quit or stop using... alcohol?... marijuana?

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

Respondents reporting "0 times" on lifetime alcohol and marijuana use are coded as "Does not apply, don't use" on alcohol and marijuana cessation attempts, respectively.

na—Not asked of middle school students.

Table A9.11***Perceived Harm of AOD Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol - drink occasionally				
Great	28	33	30	32
Moderate	19	23	28	14
Slight	23	25	26	19
None	30	19	16	36
Alcohol - 5 or more drinks once or twice a week				
Great	46	55	61	43
Moderate	20	22	22	14
Slight	8	8	6	10
None	26	15	11	33
Marijuana - use occasionally				
Great	41	41	37	26
Moderate	25	27	30	11
Slight	10	14	18	24
None	25	18	15	40
Marijuana - use daily				
Great	65	65	65	34
Moderate	6	13	17	16
Slight	4	6	6	12
None	25	16	12	38

Question HS A.104-107/MS A.99-102: 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	18	8	8	13
Fairly difficult	12	11	7	7
Fairly easy	13	18	22	12
Very easy	11	21	33	28
Don't know	47	42	31	41
Marijuana				
Very difficult	23	9	7	14
Fairly difficult	12	11	9	3
Fairly easy	8	19	21	11
Very easy	8	17	29	35
Don't know	50	45	34	37
Prescription drugs to get “high” or for reasons other than prescribed				
Very difficult	20	10	9	15
Fairly difficult	10	12	13	9
Fairly easy	10	18	19	12
Very easy	10	14	18	13
Don't know	50	46	41	50

Question HS A.110-112/MS A.105-107: 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	2	3	16	A10.2
Current cigarette smoking [¶]	0	1	1	5	A10.4
Current cigarette smoking at school ^{¶Φ}	0	0	1	1	A10.7
Ever tried smokeless tobacco	1	1	3	9	A10.2
Current smokeless tobacco use [¶]	0	1	1	3	A10.4
Current smokeless tobacco use at school ^{¶Φ}	0	0	0	0	A10.7
Ever used vape products	4	7	11	39	A10.2
Current use of vape products [¶]	2	3	4	25	A10.4
Current tobacco vaping [¶]	1	2	3	18	A10.5
Current marijuana vaping [¶]	0	2	3	17	A10.5
Current vaping at school ^{¶Φ}	1	2	1	9	A10.7
Lifetime tobacco use	3	6	9	35	A10.2
Current tobacco use [¶]	1	2	3	20	A10.6
Cessation Attempts					
Tried to quit smoking or vaping tobacco or nicotine	na	2	4	17	A10.9
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking ^B	32	38	37	36	A10.10
Harmfulness of smoking 1 or more packs/day ^B	59	68	74	47	A10.10
Harmfulness of vaping occasionally ^B	39	41	39	34	A10.11
Harmfulness of vaping several times a day ^B	66	72	76	44	A10.11
Difficulty of obtaining cigarettes ^C	18	8	7	16	A10.12
Difficulty of obtaining vape products ^C	13	6	6	14	A10.12
Anti-Tobacco Policy					
School bans tobacco use and vaping	71	71	81	64	A10.13

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	98	na	na	na
1 time	1	na	na	na
2 to 3 times	0	na	na	na
4 or more times	0	na	na	na
A whole cigarette				
0 times	99	98	97	84
1 time	0	0	1	6
2 to 3 times	0	1	1	2
4 or more times	0	1	1	8
Smokeless tobacco				
0 times	99	99	97	91
1 time	0	1	1	4
2 to 3 times	0	0	1	1
4 or more times	0	1	1	4
Vape products				
0 times	96	93	89	61
1 time	2	2	3	6
2 to 3 times	1	1	1	8
4 or more times	1	4	7	26
<i>Lifetime tobacco use</i>				
No	97	94	91	65
Yes	3	6	9	35

Question HS A.65-67/MS A.65-68: 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.

Lifetime tobacco use includes using a whole cigarette or smokeless tobacco, or vaping tobacco or nicotine. 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	95	92	68
1 time	1	1	1	4
2 to 3 times	1	1	2	6
4 or more times	1	3	5	23
Vaped marijuana or THC				
0 times	99	96	92	66
1 time	0	1	1	4
2 to 3 times	0	1	1	4
4 or more times	0	3	5	26
Vaped other product				
0 times	99	97	98	87
1 time	0	1	1	4
2 to 3 times	0	1	0	3
4 or more times	0	1	1	7

Question HS A.67, 67A-67C/MS A.68, 68A-68C: During your life, how many times have you used the following?... 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 A10.4
Any Current Use and Daily Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	0	1	1	5
Daily (20 or more days)	0	0	0	0
Smokeless tobacco				
Any	0	1	1	3
Daily (20 or more days)	0	0	0	0
Vape products				
Any	2	3	4	25
Daily (20 or more days)	0	1	1	11

Question HS A.83-85/MS A.80-82: 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	98	97	82
1 or 2 days	1	1	1	4
3 to 9 days	0	0	0	2
10 to 19 days	0	0	0	2
20 to 30 days	0	1	1	9
Vaped marijuana or THC				
0 days	100	98	97	83
1 or 2 days	0	1	1	4
3 to 9 days	0	0	1	2
10 to 19 days	0	0	0	1
20 to 30 days	0	1	1	10
Vaped other product				
0 days	99	99	99	95
1 or 2 days	0	0	0	3
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	1
20 to 30 days	0	0	0	1

Question HS A.85, 85A-85C/MS A.82, 82A-82C: 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 Tobacco Use, Past 30 Days**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	99	98	97	80
Yes	1	2	3	20

Question HS A.83-85, 85A/MS A.80-82, 82A: During the past 30 days, on how many days did you use... cigarettes?... smokeless tobacco (dip, chew, or snuff)?... vape products?... During the past 30 days, on how many days did you use vape products?... Vaped tobacco or nicotine.

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

Current tobacco use includes using cigarettes or smokeless tobacco, or vaping tobacco or nicotine.

Table A10.7**Current Smoking on School Property, Past 30 Days (In-School Only)**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
0 days	100	100	99	99
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	1
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	98	99	91
1 or 2 days	1	0	0	5
3 to 9 days	0	0	0	2
10 to 19 days	0	0	0	1
20 to 30 days	0	1	0	2

Question HS A.93-95/MS A.88-90: 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 A10.8***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	97	96	95	95
1 day	2	2	1	2
2 days	0	1	1	1
3-9 days	1	1	1	2
10-19 days	0	0	0	0
20-30 days	0	1	1	2

Question HS A.99/MS A.94: 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 A10.9***Cigarette Smoking and Vaping Cessation Attempts***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	97	95	80
0 times	na	1	1	4
1 time	na	1	2	8
2 to 3 times	na	1	1	6
4 or more times	na	0	1	3

Question HS A.65, 67, 113: During your life, how many times have you used the following? A whole cigarette... Vape products... 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.

Respondents reporting "0 Times" on lifetime cigarette or vape product use are coded as "Does not apply, don't use" on cigarette smoking and vaping cessation attempts.

na—Not asked of middle school students.

Table A10.10***Perceived Harm of Cigarette Smoking***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke cigarettes occasionally				
Great	32	38	37	36
Moderate	28	30	35	15
Slight	15	16	16	12
None	25	16	12	36
Smoke 1 or more packs of cigarettes each day				
Great	59	68	74	47
Moderate	11	12	11	14
Slight	4	4	3	3
None	25	16	11	36

Question HS A.100, 101/MS A.95, 96: 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 A10.11***Perceived Harm of Using Vape Products***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vape tobacco or nicotine occasionally				
Great	39	41	39	34
Moderate	28	31	36	17
Slight	10	13	13	15
None	24	15	11	34
Vape tobacco or nicotine several times a day (100 puffs or more)				
Great	66	72	76	44
Moderate	7	9	10	16
Slight	4	4	3	6
None	24	15	10	34

Question HS A.102, 103/MS A.97, 98: 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 A10.12***Perceived Difficulty of Obtaining Cigarettes and Vape Products***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Very difficult	18	8	7	16
Fairly difficult	15	14	12	6
Fairly easy	12	21	23	15
Very easy	6	13	20	21
Don't know	50	44	38	42
Vape products				
Very difficult	13	6	6	14
Fairly difficult	11	7	5	4
Fairly easy	17	21	21	12
Very easy	17	28	39	35
Don't know	42	38	30	35

Question HS A.108, 109/MS A.103, 104: 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 A10.13***School Bans Tobacco Use and Vaping***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	4	4	4	12
Yes	71	71	81	64
Don't know	24	25	15	24

Question HS A.116/MS A.108: 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	50	na	na	na
1 day	18	na	na	na
2 days	10	na	na	na
3 days	7	na	na	na
4 days	3	na	na	na
5 days	12	na	na	na

Question MS A.109: 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	97	97	98	90
Yes	3	3	2	10

Question HS A.152/MS A.145: Do you consider yourself a member of a gang?

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

12. Race/Ethnicity 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	71	68	38	
Asian or Asian American	65	66	63	
Black or African American	57	43	40	42
Hispanic or Latinx	51	51	50	43
Native Hawaiian or Pacific Islander		71	53	
White	66	61	64	43
Multiracial	59	58	54	43
Something else	64	59	49	
School Connectedness^{†ψ} (<i>Remote Only</i>)				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	60	52		
Native Hawaiian or Pacific Islander				
White	55		52	
Multiracial		57		
Something else				
Academic Motivation[†]				
American Indian or Alaska Native	71	71	63	
Asian or Asian American	71	72	73	
Black or African American	64	52	46	38
Hispanic or Latinx	55	58	56	52
Native Hawaiian or Pacific Islander		76	71	
White	63	58	61	40
Multiracial	61	60	61	54
Something else	72	66	64	

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	26	42	50	
Asian or Asian American	29	32	35	
Black or African American	54	47	57	52
Hispanic or Latinx	48	47	45	47
Native Hawaiian or Pacific Islander		17	33	
White	43	46	43	30
Multiracial	38	41	38	35
Something else	37	39	39	20
School is worthless and a waste of time[±]				
American Indian or Alaska Native	8	26	0	
Asian or Asian American	8	5	5	
Black or African American	13	12	18	14
Hispanic or Latinx	18	12	14	24
Native Hawaiian or Pacific Islander		8	8	
White	13	12	13	22
Multiracial	11	13	14	11
Something else	12	16	17	
Monthly Absences (3 or more)				
American Indian or Alaska Native	8	11	10	
Asian or Asian American	4	5	10	
Black or African American	24	19	17	27
Hispanic or Latinx	15	16	19	41
Native Hawaiian or Pacific Islander		8	17	
White	14	15	15	30
Multiracial	16	21	15	43
Something else	10	10	15	60

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

[±]Rating of 7 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	50	63	30	
Asian or Asian American	51	46	34	
Black or African American	36	31	34	46
Hispanic or Latinx	28	26	27	25
Native Hawaiian or Pacific Islander		42	25	
White	37	29	32	32
Multiracial	38	30	29	30
Something else	38	39	30	
Caring adult relationships[‡]				
American Indian or Alaska Native	69	65	53	
Asian or Asian American	62	60	65	
Black or African American	66	49	59	64
Hispanic or Latinx	55	48	58	57
Native Hawaiian or Pacific Islander		53	56	
White	67	57	65	58
Multiracial	68	61	62	67
Something else	68	58	58	
High expectations[‡]				
American Indian or Alaska Native	80	83	60	
Asian or Asian American	75	73	73	
Black or African American	73	63	61	64
Hispanic or Latinx	66	61	66	63
Native Hawaiian or Pacific Islander		75	58	
White	76	72	70	68
Multiracial	76	70	67	74
Something else	82	69	62	

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[‡]				
American Indian or Alaska Native	43	50	54	
Asian or Asian American	31	35	37	
Black or African American	28	30	26	37
Hispanic or Latinx	24	24	25	24
Native Hawaiian or Pacific Islander		35	22	
White	31	27	31	39
Multiracial	33	26	28	36
Something else	33	33	31	
Facilities upkeep[†] (<i>In-School Only</i>)				
American Indian or Alaska Native	19	56	40	
Asian or Asian American	37	55	54	
Black or African American	19	32	19	22
Hispanic or Latinx	29	40	36	30
Native Hawaiian or Pacific Islander		42	33	
White	39	54	52	19
Multiracial	34	49	37	42
Something else	40	43	51	
Promotion of parental involvement in school[†]				
American Indian or Alaska Native	72	65	17	
Asian or Asian American	61	54	53	
Black or African American	58	36	33	33
Hispanic or Latinx	48	44	41	41
Native Hawaiian or Pacific Islander		56	67	
White	59	45	43	30
Multiracial	51	44	42	47
Something else	65	52	53	

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	81	81	70	
Asian or Asian American	63	69	76	
Black or African American	52	61	44	46
Hispanic or Latinx	50	56	58	48
Native Hawaiian or Pacific Islander		67	67	
White	64	68	73	68
Multiracial	53	61	55	72
Something else	60	64	57	
Experienced harassment due to five reasons^{^§}				
American Indian or Alaska Native	42	42		
Asian or Asian American	41	23	18	
Black or African American	33	35	34	14
Hispanic or Latinx	33	25	19	20
Native Hawaiian or Pacific Islander		25	17	
White	24	21	17	12
Multiracial	40	28	21	0
Something else	30	19	23	20
Experienced any harassment or bullying[§]				
American Indian or Alaska Native	47	53		
Asian or Asian American	48	29	24	
Black or African American	40	35	38	13
Hispanic or Latinx	44	32	25	32
Native Hawaiian or Pacific Islander		25	25	
White	33	29	23	12
Multiracial	51	36	26	13
Something else	38	24	27	40

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	42	42	30	
Asian or Asian American	37	24	26	
Black or African American	45	38	23	24
Hispanic or Latinx	42	30	27	29
Native Hawaiian or Pacific Islander		33	42	
White	38	34	26	25
Multiracial	46	31	24	20
Something else	37	32	26	30
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
American Indian or Alaska Native	24	25	10	
Asian or Asian American	21	9	5	
Black or African American	12	13	12	4
Hispanic or Latinx	22	16	9	7
Native Hawaiian or Pacific Islander		33	17	
White	23	14	8	13
Multiracial	30	19	8	7
Something else	23	11	13	
Been in a physical fight[§] (<i>In-School Only</i>)				
American Indian or Alaska Native	8	25	20	
Asian or Asian American	12	2	2	
Black or African American	17	14	12	33
Hispanic or Latinx	13	11	8	12
Native Hawaiian or Pacific Islander		0	8	
White	11	4	2	4
Multiracial	14	5	8	13
Something else	10	7	11	

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	11	6	0	
Asian or Asian American	6	3	5	
Black or African American	14	7	14	13
Hispanic or Latinx	14	11	11	9
Native Hawaiian or Pacific Islander		18	8	
White	10	8	5	8
Multiracial	13	9	14	13
Something else	9	13	5	

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	21	32		
Asian or Asian American	20	16	15	
Black or African American	31	24	18	25
Hispanic or Latinx	31	23	22	22
Native Hawaiian or Pacific Islander		33	17	
White	24	30	19	20
Multiracial	30	23	20	31
Something else	21	18	25	10

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	0	16	0	
Asian or Asian American	1	2	5	
Black or African American	7	8	18	25
Hispanic or Latinx	5	8	15	31
Native Hawaiian or Pacific Islander		8	0	
White	2	6	10	38
Multiracial	5	8	10	58
Something else	0	5	3	30
Current tobacco use[¶]				
American Indian or Alaska Native	0	16	0	
Asian or Asian American	0	1	2	
Black or African American	2	3	7	7
Hispanic or Latinx	3	3	5	18
Native Hawaiian or Pacific Islander		8	0	
White	0	2	3	19
Multiracial	4	2	1	40
Something else	0	3	3	20
Current marijuana use[¶]				
American Indian or Alaska Native	0	11	0	
Asian or Asian American	0	1	2	
Black or African American	0	6	16	25
Hispanic or Latinx	2	4	9	18
Native Hawaiian or Pacific Islander		8	0	
White	0	2	5	38
Multiracial	1	5	6	50
Something else	0	3	2	

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 binge drinking[¶]				
American Indian or Alaska Native	0	11	0	
Asian or Asian American	0	1	2	
Black or African American	0	2	2	0
Hispanic or Latinx	1	1	6	12
Native Hawaiian or Pacific Islander		8	0	
White	0	2	3	15
Multiracial	2	1	3	17
Something else	0	4	0	
Very drunk or “high” 7 or more times, ever				
American Indian or Alaska Native	0	11	0	
Asian or Asian American	0	1	2	
Black or African American	0	6	13	11
Hispanic or Latinx	1	2	9	16
Native Hawaiian or Pacific Islander		0	0	
White	0	3	4	27
Multiracial	0	4	5	26
Something else	0	4	0	10
Been drunk or “high” on drugs at school, ever				
American Indian or Alaska Native	0	11	0	
Asian or Asian American	0	1	2	
Black or African American	2	6	13	11
Hispanic or Latinx	2	2	6	22
Native Hawaiian or Pacific Islander		8	0	
White	0	2	3	8
Multiracial	1	5	4	30
Something else	1	3	3	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[¶]				
American Indian or Alaska Native	0	16	0	
Asian or Asian American	1	2	4	
Black or African American	3	3	7	4
Hispanic or Latinx	2	6	10	22
Native Hawaiian or Pacific Islander		8	0	
White	2	4	7	15
Multiracial	2	4	6	22
Something else	0	5	3	10
Current alcohol use at school[¶] (<i>In-School Only</i>)				
American Indian or Alaska Native	0	0	0	
Asian or Asian American	1	1	1	
Black or African American	2	3	2	4
Hispanic or Latinx	1	2	2	11
Native Hawaiian or Pacific Islander		0	0	
White	1	1	1	4
Multiracial	2	1	2	0
Something else	0	4	2	
Current cigarette smoking[¶]				
American Indian or Alaska Native	0	11	0	
Asian or Asian American	0	0	0	
Black or African American	0	2	4	0
Hispanic or Latinx	1	1	1	2
Native Hawaiian or Pacific Islander		8	0	
White	0	0	1	8
Multiracial	1	0	0	11
Something else	0	3	3	

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 use of vape products[¶]				
American Indian or Alaska Native	0	11	0	
Asian or Asian American	1	1	2	
Black or African American	5	6	7	14
Hispanic or Latinx	3	3	6	27
Native Hawaiian or Pacific Islander		8	0	
White	1	3	4	23
Multiracial	5	4	3	33
Something else	0	0	3	30
Current tobacco vaping[¶]				
American Indian or Alaska Native	0	11	0	
Asian or Asian American	0	1	2	
Black or African American	2	3	5	7
Hispanic or Latinx	3	3	4	18
Native Hawaiian or Pacific Islander		0	0	
White	0	2	3	19
Multiracial	3	2	1	33
Something else	0	0	3	10
Current marijuana vaping[¶]				
American Indian or Alaska Native	0	11	0	
Asian or Asian American	0	1	1	
Black or African American	0	5	7	7
Hispanic or Latinx	1	2	5	18
Native Hawaiian or Pacific Islander		8	0	
White	0	1	3	19
Multiracial	2	4	3	28
Something else	0	0	2	10

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	84	63	60	
Asian or Asian American	82	78	69	
Black or African American	69	59	58	53
Hispanic or Latinx	59	51	50	50
Native Hawaiian or Pacific Islander		58	54	
White	73	67	60	67
Multiracial	69	67	73	30
Something else	79	71	55	36
Bedtime (at 12 am or later)				
American Indian or Alaska Native	5	11	50	
Asian or Asian American	8	21	42	
Black or African American	14	28	25	40
Hispanic or Latinx	16	19	21	37
Native Hawaiian or Pacific Islander		17	15	
White	6	15	26	33
Multiracial	14	20	29	48
Something else	9	18	31	20

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

¹*Today.*

Table A12.6**Remote Schooling by Race/Ethnicity (Remote Only)**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	36	21		
Native Hawaiian or Pacific Islander				
White	45		56	
Multiracial		80		
Something else				
Synchronous instruction (4 days or more)[¶]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	43	43		
Native Hawaiian or Pacific Islander				
White	18		31	
Multiracial		60		
Something else				
Interest in schoolwork done from home[†]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	46	14		
Native Hawaiian or Pacific Islander				
White	73		63	
Multiracial		10		
Something else				

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

[¶]Past 30 days.

[¶]Past 7 days.

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

Table A12.6**Remote Schooling 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	46	36		
Native Hawaiian or Pacific Islander				
White	70		67	
Multiracial		30		
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	16	28		
Asian or Asian American	25	22	29	
Black or African American	20	27	27	23
Hispanic or Latinx	28	30	28	34
Native Hawaiian or Pacific Islander		13	30	
White	20	25	26	18
Multiracial	34	28	31	35
Something else	19	21	25	
Experienced chronic sadness/hopelessness[§]				
American Indian or Alaska Native	26	32		
Asian or Asian American	22	26	27	
Black or African American	25	16	36	9
Hispanic or Latinx	31	32	35	56
Native Hawaiian or Pacific Islander		17	25	
White	20	29	28	32
Multiracial	34	30	32	38
Something else	25	26	34	10
Considered suicide[§]				
American Indian or Alaska Native	11	16		
Asian or Asian American	13	11	12	
Black or African American	15	15	18	4
Hispanic or Latinx	15	16	15	23
Native Hawaiian or Pacific Islander		8	8	
White	11	11	9	12
Multiracial	19	16	15	25
Something else	7	15	11	0

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	65	48		
Asian or Asian American	62	56	46	
Black or African American	49	47	34	31
Hispanic or Latinx	49	43	44	28
Native Hawaiian or Pacific Islander		75	44	
White	61	48	48	39
Multiracial	55	47	43	53
Something else	65	57	43	
Life satisfaction[‡]				
American Indian or Alaska Native	82	64		
Asian or Asian American	75	72	65	
Black or African American	71	64	59	57
Hispanic or Latinx	66	60	60	46
Native Hawaiian or Pacific Islander		65	62	
White	72	67	68	55
Multiracial	65	66	61	55
Something else	76	72	60	

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	65	62	61	43
Female	59	57	56	38
Nonbinary	37	29	49	
Something else	31	56	24	
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Male	56	57	67	
Female	53	38	50	
Nonbinary				
Something else				
Academic Motivation[†]				
Male	63	60	58	44
Female	66	64	66	56
Nonbinary	44	42	59	
Something else	54	73	52	
School is really boring[±]				
Male	45	44	44	40
Female	35	39	39	43
Nonbinary	38	33	40	
Something else	58	69	36	
School is worthless and a waste of time[±]				
Male	13	13	15	23
Female	12	8	9	9
Nonbinary	13	19	30	
Something else	17	23	7	

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 7 or higher.

Table A13.1
School Engagement and Supports by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Monthly Absences (3 or more)				
Male	11	14	12	37
Female	12	14	18	40
Nonbinary	25	10	10	
Something else	15	21	21	
Maintaining focus on schoolwork[†]				
Male	42	37	34	28
Female	36	32	28	33
Nonbinary	13	29	33	
Something else	17	8	7	
Caring adult relationships[‡]				
Male	65	57	63	58
Female	63	56	62	60
Nonbinary	44	46	57	
Something else	53	56	57	
High expectations[‡]				
Male	74	69	68	62
Female	75	70	68	70
Nonbinary	53	52	65	
Something else	78	67	69	
Meaningful participation[‡]				
Male	31	30	31	36
Female	30	29	30	23
Nonbinary	27	12	27	
Something else	13	26	20	

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	45	46	24
Female	38	53	45	33
Nonbinary	33	22	50	
Something else	18	64	14	
Promotion of parental involvement in school[‡]				
Male	59	51	46	36
Female	55	44	44	40
Nonbinary	48	33	38	
Something else	25	56	14	

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	63	67	70	64
Female	56	63	65	39
Nonbinary	33	24	56	
Something else	18	42	14	
Experienced harassment due to five reasons^{λ§}				
Male	30	23	16	9
Female	35	24	21	18
Nonbinary	75	55	65	
Something else	67	64	36	
Experienced any harassment or bullying[§]				
Male	38	30	20	17
Female	45	30	26	26
Nonbinary	81	65	75	
Something else	75	86	36	
Had mean rumors or lies spread about you[§]				
Male	37	26	21	19
Female	43	33	31	33
Nonbinary	56	50	40	
Something else	67	71	29	
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
Male	22	13	8	7
Female	23	13	8	8
Nonbinary	73	59	22	
Something else	55	33	14	

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	19	7	7	17
Female	5	5	3	12
Nonbinary	0	18	11	
Something else	27	18	7	
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Male	11	9	9	15
Female	9	6	6	4
Nonbinary	13	47	11	
Something else	9	25	21	

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	20	19	15	17
Female	31	27	22	25
Nonbinary	44	40	35	
Something else	25	50	21	

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	2	7	9	28
Female	4	5	11	45
Nonbinary	13	19	15	
Something else	0	7	29	
Current tobacco use[¶]				
Male	1	2	3	14
Female	2	2	3	28
Nonbinary	0	10	10	
Something else	0	7	7	
Current marijuana use[¶]				
Male	1	3	5	26
Female	1	3	6	34
Nonbinary	6	10	15	
Something else	0	7	21	
Current binge drinking[¶]				
Male	1	2	2	8
Female	0	1	4	13
Nonbinary	0	19	0	
Something else	0	0	0	
Very drunk or “high” 7 or more times, ever				
Male	0	3	4	15
Female	0	2	5	25
Nonbinary	0	10	14	
Something else	0	14	14	
Been drunk or “high” on drugs at school, ever				
Male	1	2	4	16
Female	1	2	4	19
Nonbinary	6	14	14	
Something else	0	14	7	

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[¶]				
Male	1	5	6	7
Female	2	3	8	26
Nonbinary	0	14	5	
Something else	0	7	14	
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Male	1	1	1	5
Female	1	1	1	6
Nonbinary	0	12	0	
Something else	0	8	0	
Current cigarette smoking[¶]				
Male	1	1	1	4
Female	0	1	0	6
Nonbinary	0	10	10	
Something else	0	0	7	
Current use of vape products[¶]				
Male	1	2	3	20
Female	3	3	4	33
Nonbinary	0	0	19	
Something else	0	7	0	
Current tobacco vaping[¶]				
Male	1	1	2	12
Female	2	2	3	27
Nonbinary	0	0	10	
Something else	0	7	0	
Current marijuana vaping[¶]				
Male	0	2	3	12
Female	1	2	3	25
Nonbinary	0	0	19	
Something else	0	7	0	

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

[¶]Past 30 days.

Table A13.5
Routines by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast¹				
Male	77	70	65	51
Female	67	62	57	36
Nonbinary	56	48	59	
Something else	54	71	50	
Bedtime (at 12 am or later)				
Male	8	17	27	43
Female	13	19	31	32
Nonbinary	38	38	32	
Something else	31	29	36	

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

¹*Today.*

Table A13.6**Remote Schooling by Gender (Remote Only)**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
Male	27	33	42	
Female	82	54	63	
Nonbinary				
Something else				
Synchronous instruction (4 days or more)[¶]				
Male	19	25	8	
Female	76	46	56	
Nonbinary				
Something else				
Interest in schoolwork done from home[†]				
Male	52	22	50	
Female	35	17	50	
Nonbinary				
Something else				
Meaningful opportunities[‡]				
Male	52	43	58	
Female	65	31	63	
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 “Agree” or “Strongly agree.”

[‡]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	18	18	19	14
Female	30	31	35	41
Nonbinary	61	63	55	
Something else	55	69	56	
Experienced chronic sadness/hopelessness[§]				
Male	18	21	21	16
Female	32	34	39	57
Nonbinary	81	70	55	
Something else	58	79	43	
Considered suicide[§]				
Male	8	9	9	8
Female	17	15	15	24
Nonbinary	75	55	40	
Something else	42	43	29	
Optimism[‡]				
Male	63	53	49	38
Female	54	48	42	29
Nonbinary	15	3	23	
Something else	28	21	19	
Life satisfaction[‡]				
Male	76	68	66	51
Female	67	66	63	50
Nonbinary	45	39	42	
Something else	47	39	47	

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.”

14. Parental Education Breakdowns

Table A14.1

School Engagement and Supports by Parental Education

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness^{†#} (<i>In-School Only</i>)				
Less than high school	41	44	51	37
High school graduate	50	48	46	41
Some college	50	51	49	45
College degree	68	65	63	54
Don't know	53	43	47	33
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Less than high school				
High school graduate				
Some college				
College degree	42	51	54	
Don't know	69			
Academic Motivation[†]				
Less than high school	51	56	49	51
High school graduate	52	63	58	47
Some college	54	54	56	56
College degree	69	65	66	51
Don't know	59	52	54	43
School is really boring[±]				
Less than high school	53	43	41	47
High school graduate	51	42	44	42
Some college	41	47	50	55
College degree	36	40	39	25
Don't know	44	44	43	43

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 A14.1***School Engagement and Supports by Parental Education – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School is worthless and a waste of time[±]				
Less than high school	23	17	13	17
High school graduate	20	11	18	10
Some college	18	16	15	9
College degree	10	9	9	23
Don't know	14	14	22	27
Monthly Absences (3 or more)				
Less than high school	19	30	23	53
High school graduate	19	16	23	32
Some college	24	23	24	38
College degree	9	10	11	33
Don't know	15	17	18	43
Maintaining focus on schoolwork[†]				
Less than high school	15	22	23	34
High school graduate	35	28	34	31
Some college	30	22	29	18
College degree	43	39	33	29
Don't know	34	23	27	27
Caring adult relationships[‡]				
Less than high school	50	49	56	72
High school graduate	57	47	59	62
Some college	58	54	57	67
College degree	68	61	66	60
Don't know	57	44	52	37

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

[±]Rating of 7 or higher.

Table A14.1***School Engagement and Supports by Parental Education – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High expectations[‡]				
Less than high school	56	63	60	77
High school graduate	67	57	63	71
Some college	63	70	66	79
College degree	79	74	72	68
Don't know	70	56	57	39
Meaningful participation[‡]				
Less than high school	18	27	26	31
High school graduate	22	26	26	27
Some college	25	25	26	38
College degree	34	31	33	35
Don't know	27	19	23	23
Facilities upkeep[†] (<i>In-School Only</i>)				
Less than high school	18	28	40	27
High school graduate	30	41	37	17
Some college	33	40	31	27
College degree	37	55	51	43
Don't know	33	36	32	23
Promotion of parental involvement in school[†]				
Less than high school	45	40	42	31
High school graduate	50	49	40	39
Some college	46	36	37	53
College degree	61	50	47	43
Don't know	53	38	37	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 A14.2
School Safety by Parental Education

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe (<i>In-School Only</i>)				
Less than high school	41	43	55	44
High school graduate	48	58	57	68
Some college	46	59	55	27
College degree	65	70	73	60
Don't know	53	51	59	46
Experienced harassment due to five reasons[^][§]				
Less than high school	27	32	21	13
High school graduate	35	27	14	4
Some college	45	32	22	36
College degree	32	23	20	24
Don't know	33	23	14	4
Experienced any harassment or bullying[§]				
Less than high school	39	37	28	29
High school graduate	45	34	25	7
Some college	52	44	29	36
College degree	41	29	24	31
Don't know	41	27	16	12
Had mean rumors or lies spread about you[§]				
Less than high school	46	32	22	23
High school graduate	45	30	27	21
Some college	54	39	31	55
College degree	40	30	26	27
Don't know	34	26	19	13

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 A14.2***School Safety by Parental Education – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
Less than high school	39	19	11	8
High school graduate	31	17	7	8
Some college	34	17	9	9
College degree	20	13	8	14
Don't know	22	15	6	0
Been in a physical fight[§] (<i>In-School Only</i>)				
Less than high school	6	24	7	12
High school graduate	16	9	6	12
Some college	26	10	4	36
College degree	11	3	4	14
Don't know	11	10	8	8
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Less than high school	14	7	8	8
High school graduate	9	11	8	12
Some college	19	16	15	9
College degree	10	7	7	14
Don't know	10	6	8	4

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

[§]Past 12 months.

Table A14.3***Cyberbullying by Parental Education***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Less than high school	24	28	15	24
High school graduate	35	25	20	18
Some college	36	34	23	36
College degree	24	23	18	17
Don't know	23	18	19	16

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

[§]Past 12 months.

Table A14.4
Substance Use by Parental Education

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
Less than high school	12	7	8	32
High school graduate	3	10	15	47
Some college	3	10	9	55
College degree	3	5	10	25
Don't know	2	4	7	31
Current tobacco use[¶]				
Less than high school	4	3	6	25
High school graduate	3	3	5	32
Some college	3	5	5	27
College degree	1	1	2	9
Don't know	1	4	4	10
Current marijuana use[¶]				
Less than high school	4	3	5	29
High school graduate	0	5	12	34
Some college	1	7	7	45
College degree	0	2	5	25
Don't know	2	4	6	28
Current binge drinking[¶]				
Less than high school	4	2	3	7
High school graduate	0	2	6	21
Some college	1	2	2	27
College degree	0	1	3	6
Don't know	1	2	2	0

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

[¶]Past 30 days.

Table A14.4**Substance Use by Parental Education – Continued**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or “high” 7 or more times, ever				
Less than high school	2	5	4	25
High school graduate	1	2	11	23
Some college	1	6	8	55
College degree	0	2	4	13
Don’t know	0	4	6	3
Been drunk or “high” on drugs at school, ever				
Less than high school	2	2	4	21
High school graduate	3	2	9	29
Some college	3	5	5	36
College degree	0	2	3	3
Don’t know	1	2	7	7
Current alcohol use[¶]				
Less than high school	6	5	4	18
High school graduate	3	7	9	27
Some college	1	4	4	27
College degree	1	4	8	6
Don’t know	1	4	5	7
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Less than high school	2	4	1	11
High school graduate	1	4	2	11
Some college	0	3	2	0
College degree	1	1	1	0
Don’t know	2	1	2	4

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

[¶]Past 30 days.

Table A14.4
Substance Use by Parental Education – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current cigarette smoking[¶]				
Less than high school	2	3	2	11
High school graduate	0	2	1	3
Some college	1	1	2	18
College degree	0	0	0	0
Don't know	1	2	2	0
Current use of vape products[¶]				
Less than high school	4	2	6	26
High school graduate	3	3	7	35
Some college	6	8	6	36
College degree	1	2	3	13
Don't know	2	4	4	21
Current tobacco vaping[¶]				
Less than high school	2	2	4	19
High school graduate	3	2	4	32
Some college	3	5	5	27
College degree	1	1	2	9
Don't know	1	2	3	10
Current marijuana vaping[¶]				
Less than high school	2	2	4	22
High school graduate	0	2	5	26
Some college	2	4	5	27
College degree	0	1	3	9
Don't know	1	3	3	10

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

[¶]Past 30 days.

Table A14.5
Routines by Parental Education

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast¹				
Less than high school	65	44	44	53
High school graduate	55	54	50	38
Some college	61	55	53	31
College degree	79	71	67	55
Don't know	65	60	50	42
Bedtime (at 12 am or later)				
Less than high school	22	24	23	47
High school graduate	20	18	26	28
Some college	15	20	24	46
College degree	7	18	30	39
Don't know	12	18	28	42

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

¹*Today.*

Table A14.6**Remote Schooling by Parental Education (Remote Only)**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
Less than high school				
High school graduate				
Some college				
College degree	46	50	58	
Don't know	71			
Synchronous instruction (4 days or more)[¶]				
Less than high school				
High school graduate				
Some college				
College degree	31	36	31	
Don't know	71			
Interest in schoolwork done from home[†]				
Less than high school				
High school graduate				
Some college				
College degree	46	19	58	
Don't know	47			
Meaningful opportunities[‡]				
Less than high school				
High school graduate				
Some college				
College degree	75	27	75	
Don't know	59			

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

Table A14.7***Social and Emotional Health by Parental Education***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
Less than high school	28	32	28	26
High school graduate	32	27	31	36
Some college	34	33	34	45
College degree	22	25	27	18
Don't know	25	24	23	17
Experienced chronic sadness/hopelessness[§]				
Less than high school	35	40	31	40
High school graduate	32	34	40	48
Some college	41	44	40	36
College degree	22	25	28	30
Don't know	27	28	29	20
Considered suicide[§]				
Less than high school	18	13	18	16
High school graduate	17	16	18	21
Some college	21	18	11	18
College degree	11	12	12	17
Don't know	16	16	7	13
Optimism[‡]				
Less than high school	39	41	37	28
High school graduate	49	40	44	31
Some college	45	41	40	42
College degree	63	54	48	54
Don't know	54	40	42	16
Life satisfaction[‡]				
Less than high school	52	47	61	46
High school graduate	60	63	60	47
Some college	61	60	58	49
College degree	75	70	67	58
Don't know	69	62	58	44

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.”

15. English Learner Breakdowns

Table A15.1

School Engagement and Supports by English Learner Status

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness^{†#} (<i>In-School Only</i>)				
Not English learner	63	60	59	42
English learner	58	54	56	
Don't know	59	55	49	38
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Not English learner	52	50	59	
English learner				
Don't know	55			
Academic Motivation[†]				
Not English learner	65	62	63	52
English learner	69	65	64	
Don't know	60	60	58	40
School is really boring[±]				
Not English learner	39	41	40	43
English learner	36	48	40	
Don't know	43	41	53	26
School is worthless and a waste of time[±]				
Not English learner	11	10	10	18
English learner	16	18	20	
Don't know	15	15	20	23
Monthly Absences (3 or more)				
Not English learner	11	13	15	32
English learner	17	21	15	
Don't know	13	16	19	62

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 7 or higher.

Table A15.1***School Engagement and Supports by English Learner Status – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Maintaining focus on schoolwork[†]				
Not English learner	39	35	31	30
English learner	44	28	32	
Don't know	35	29	28	31
Caring adult relationships[‡]				
Not English learner	65	58	64	64
English learner	67	50	52	
Don't know	59	51	55	50
High expectations[‡]				
Not English learner	75	71	70	68
English learner	73	62	59	
Don't know	72	64	63	62
Meaningful participation[‡]				
Not English learner	30	29	31	31
English learner	42	38	32	
Don't know	28	24	26	37
Facilities upkeep[†] (<i>In-School Only</i>)				
Not English learner	35	49	46	32
English learner	35	47	49	
Don't know	32	47	40	15
Promotion of parental involvement in school[†]				
Not English learner	58	48	45	36
English learner	57	52	51	
Don't know	52	41	35	42

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 A15.2
School Safety by English Learner Status

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe (<i>In-School Only</i>)				
Not English learner	61	65	68	57
English learner	59	60	65	
Don't know	54	65	55	35
Experienced harassment due to five reasons^λ				
Not English learner	33	24	19	12
English learner	27	25	15	
Don't know	36	26	21	19
Experienced any harassment or bullying[§]				
Not English learner	41	30	24	20
English learner	43	34	19	
Don't know	46	35	25	29
Had mean rumors or lies spread about you[§]				
Not English learner	39	29	26	23
English learner	38	40	29	
Don't know	43	34	26	30
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
Not English learner	21	14	7	8
English learner	26	15	17	
Don't know	29	15	11	9
Been in a physical fight[§] (<i>In-School Only</i>)				
Not English learner	12	5	4	17
English learner	16	13	11	
Don't know	13	7	9	17
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Not English learner	11	8	7	10
English learner	10	11	10	
Don't know	10	9	10	22

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 A15.3
Cyberbullying by English Learner Status

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Not English learner	25	23	19	23
English learner	27	32	23	
Don't know	27	25	20	22

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

[§]Past 12 months.

Table A15.4
Substance Use by English Learner Status

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
Not English learner	3	5	10	37
English learner	3	9	12	
Don't know	3	8	7	30
Current alcohol or drug use[¶]				
Not English learner	2	2	3	23
English learner	1	6	9	
Don't know	1	3	1	15
Current marijuana use[¶]				
Not English learner	1	3	6	31
English learner	1	6	4	
Don't know	1	4	3	30
Current binge drinking[¶]				
Not English learner	1	1	3	9
English learner	1	4	4	
Don't know	0	3	4	19
Very drunk or "high" 7 or more times, ever				
Not English learner	0	3	6	21
English learner	1	3	1	
Don't know	0	3	3	11

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

[¶]Past 30 days.

Table A15.4
Substance Use by English Learner Status – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Been drunk or “high” on drugs at school, ever				
Not English learner	1	2	4	17
English learner	3	5	5	
Don’t know	0	3	1	15
Current alcohol use[¶]				
Not English learner	2	3	7	14
English learner	2	8	8	
Don’t know	2	6	6	19
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Not English learner	1	1	1	4
English learner	2	2	4	
Don’t know	1	2	0	7
Current cigarette smoking[¶]				
Not English learner	0	0	0	4
English learner	1	4	7	
Don’t know	0	0	1	11
Current use of vape products[¶]				
Not English learner	2	2	4	26
English learner	2	5	7	
Don’t know	1	4	2	22
Current tobacco vaping[¶]				
Not English learner	2	1	3	20
English learner	1	4	7	
Don’t know	0	3	1	15
Current marijuana vaping[¶]				
Not English learner	1	1	3	18
English learner	1	4	4	
Don’t know	0	3	2	19

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

[¶]Past 30 days.

Table A15.5
Routines by English Learner Status

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast¹				
Not English learner	72	67	60	52
English learner	73	56	60	
Don't know	73	63	63	28
Bedtime (at 12 am or later)				
Not English learner	11	18	29	41
English learner	10	14	24	
Don't know	9	21	28	34

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

¹*Today.*

Table A15.6**Remote Schooling by English Learner Status (Remote Only)**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
Not English learner	59	47	60	
English learner				
Don't know	45			
Synchronous instruction (4 days or more)[¶]				
Not English learner	48	38	45	
English learner				
Don't know	45			
Interest in schoolwork done from home[†]				
Not English learner	41	16	50	
English learner				
Don't know	55			
Meaningful opportunities[‡]				
Not English learner	68	45	70	
English learner				
Don't know	45			

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

Table A15.7
Social and Emotional Health by English Learner Status

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
Not English learner	24	25	28	27
English learner	23	25	12	
Don't know	26	31	30	27
Experienced chronic sadness/hopelessness[§]				
Not English learner	25	27	31	38
English learner	29	31	16	
Don't know	27	35	36	26
Considered suicide[§]				
Not English learner	13	11	13	17
English learner	18	19	5	
Don't know	14	20	11	9
Optimism[‡]				
Not English learner	58	50	45	37
English learner	59	46	48	
Don't know	59	45	44	23
Life satisfaction[‡]				
Not English learner	72	68	64	49
English learner	70	61	71	
Don't know	68	59	58	53

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.”

16. Long-Term English Learner (LTEL) Breakdowns

Table A16.1

School Engagement and Supports by English Learner (EL) Program Duration

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness^{†#} (<i>In-School Only</i>)				
Not currently in English Learner Program	63	60	59	42
Less than 7 years (EL)	57	44	53	
7 years or more (LTEL)	62	65	67	
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Not currently in English Learner Program	52	50	59	
Less than 7 years (EL)				
7 years or more (LTEL)				
Academic Motivation[†]				
Not currently in English Learner Program	65	62	63	52
Less than 7 years (EL)	74	61	66	
7 years or more (LTEL)	59	68	58	
School is really boring[±]				
Not currently in English Learner Program	39	41	40	43
Less than 7 years (EL)	29	43	43	
7 years or more (LTEL)	51	62	30	
School is worthless and a waste of time[±]				
Not currently in English Learner Program	11	10	10	18
Less than 7 years (EL)	14	23	24	
7 years or more (LTEL)	22	13	9	
Monthly Absences (3 or more)				
Not currently in English Learner Program	11	13	15	32
Less than 7 years (EL)	15	24	18	
7 years or more (LTEL)	18	18	13	

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 7 or higher.

Table A16.1***School Engagement and Supports by English Learner (EL) Program Duration – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Maintaining focus on schoolwork[†]				
Not currently in English Learner Program	39	35	31	30
Less than 7 years (EL)	45	27	35	
7 years or more (LTEL)	43	31	29	
Caring adult relationships[‡]				
Not currently in English Learner Program	65	58	64	64
Less than 7 years (EL)	61	48	52	
7 years or more (LTEL)	77	54	55	
High expectations[‡]				
Not currently in English Learner Program	75	71	70	68
Less than 7 years (EL)	70	61	58	
7 years or more (LTEL)	79	64	68	
Meaningful participation[‡]				
Not currently in English Learner Program	30	29	31	31
Less than 7 years (EL)	47	42	30	
7 years or more (LTEL)	34	34	39	
Facilities upkeep[†] (<i>In-School Only</i>)				
Not currently in English Learner Program	35	49	46	32
Less than 7 years (EL)	42	41	45	
7 years or more (LTEL)	25	53	50	
Promotion of parental involvement in school[†]				
Not currently in English Learner Program	58	48	45	36
Less than 7 years (EL)	60	52	49	
7 years or more (LTEL)	52	54	49	

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 A16.2***School Safety by English Learner (EL) Program Duration***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe (<i>In-School Only</i>)				
Not currently in English Learner Program	61	65	68	57
Less than 7 years (EL)	55	54	57	
7 years or more (LTEL)	69	68	84	
Experienced harassment due to five reasons^{λ§}				
Not currently in English Learner Program	33	24	19	12
Less than 7 years (EL)	28	28	16	
7 years or more (LTEL)	22	24	15	
Experienced any harassment or bullying[§]				
Not currently in English Learner Program	41	30	24	20
Less than 7 years (EL)	44	36	20	
7 years or more (LTEL)	39	34	19	
Had mean rumors or lies spread about you[§]				
Not currently in English Learner Program	39	29	26	23
Less than 7 years (EL)	35	37	34	
7 years or more (LTEL)	44	42	20	
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
Not currently in English Learner Program	21	14	7	8
Less than 7 years (EL)	31	15	19	
7 years or more (LTEL)	17	17	17	
Been in a physical fight[§] (<i>In-School Only</i>)				
Not currently in English Learner Program	12	5	4	17
Less than 7 years (EL)	15	22	14	
7 years or more (LTEL)	14	3	6	
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Not currently in English Learner Program	11	8	7	10
Less than 7 years (EL)	10	11	10	
7 years or more (LTEL)	11	14	11	

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 A16.3**Cyberbullying by English Learner (EL) Program Duration**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Not currently in English Learner Program	25	23	19	23
Less than 7 years (EL)	23	33	26	
7 years or more (LTEL)	33	29	19	

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

[§]Past 12 months.

Table A16.4**Substance Use by English Learner (EL) Program Duration**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
Not currently in English Learner Program	3	5	10	37
Less than 7 years (EL)	4	10	8	
7 years or more (LTEL)	0	8	24	
Current tobacco use[¶]				
Not currently in English Learner Program	2	2	3	23
Less than 7 years (EL)	1	8	8	
7 years or more (LTEL)	0	5	14	
Current marijuana use[¶]				
Not currently in English Learner Program	1	3	6	31
Less than 7 years (EL)	1	4	4	
7 years or more (LTEL)	0	8	5	
Current binge drinking[¶]				
Not currently in English Learner Program	1	1	3	9
Less than 7 years (EL)	1	2	2	
7 years or more (LTEL)	0	5	10	
Very drunk or “high” 7 or more times, ever				
Not currently in English Learner Program	0	3	6	21
Less than 7 years (EL)	0	4	2	
7 years or more (LTEL)	3	0	0	

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

[¶]Past 30 days.

Table A16.4**Substance Use by English Learner (EL) Program Duration – Continued**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Been drunk or “high” on drugs at school, ever				
Not currently in English Learner Program	1	2	4	17
Less than 7 years (EL)	4	2	2	
7 years or more (LTEL)	0	8	14	
Current alcohol use[¶]				
Not currently in English Learner Program	2	3	7	14
Less than 7 years (EL)	3	10	4	
7 years or more (LTEL)	0	5	19	
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Not currently in English Learner Program	1	1	1	4
Less than 7 years (EL)	2	4	4	
7 years or more (LTEL)	3	0	6	
Current cigarette smoking[¶]				
Not currently in English Learner Program	0	0	0	4
Less than 7 years (EL)	1	6	6	
7 years or more (LTEL)	0	3	9	
Current use of vape products[¶]				
Not currently in English Learner Program	2	2	4	26
Less than 7 years (EL)	1	6	6	
7 years or more (LTEL)	3	5	10	
Current tobacco vaping[¶]				
Not currently in English Learner Program	2	1	3	20
Less than 7 years (EL)	1	6	6	
7 years or more (LTEL)	0	3	10	
Current marijuana vaping[¶]				
Not currently in English Learner Program	1	1	3	18
Less than 7 years (EL)	1	4	2	
7 years or more (LTEL)	0	5	10	

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

[¶]Past 30 days.

Table A16.5***Routines by English Learner (EL) Program Duration***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast¹				
Not currently in English Learner Program	72	67	60	52
Less than 7 years (EL)	74	52	61	
7 years or more (LTEL)	71	61	63	
Bedtime (at 12 am or later)				
Not currently in English Learner Program	11	18	29	41
Less than 7 years (EL)	8	14	25	
7 years or more (LTEL)	16	12	25	

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

¹*Today.*

Table A16.6**Remote Schooling by English Learner (EL) Program Duration (Remote Only)**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
Not currently in English Learner Program	59	47	60	
Less than 7 years (EL)				
7 years or more (LTEL)				
Synchronous instruction (4 days or more)[¶]				
Not currently in English Learner Program	48	38	45	
Less than 7 years (EL)				
7 years or more (LTEL)				
Interest in schoolwork done from home[†]				
Not currently in English Learner Program	41	16	50	
Less than 7 years (EL)				
7 years or more (LTEL)				
Meaningful opportunities[‡]				
Not currently in English Learner Program	68	45	70	
Less than 7 years (EL)				
7 years or more (LTEL)				

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

Table A16.7***Social and Emotional Health by English Learner (EL) Program Duration***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
Not currently in English Learner Program	24	25	28	27
Less than 7 years (EL)	21	23	14	
7 years or more (LTEL)	27	25	9	
Experienced chronic sadness/hopelessness[§]				
Not currently in English Learner Program	25	27	31	38
Less than 7 years (EL)	23	35	18	
7 years or more (LTEL)	39	26	14	
Considered suicide[§]				
Not currently in English Learner Program	13	11	13	17
Less than 7 years (EL)	17	22	8	
7 years or more (LTEL)	19	11	0	
Optimism[‡]				
Not currently in English Learner Program	58	50	45	37
Less than 7 years (EL)	62	40	45	
7 years or more (LTEL)	54	54	55	
Life satisfaction[‡]				
Not currently in English Learner Program	72	68	64	49
Less than 7 years (EL)	68	62	67	
7 years or more (LTEL)	74	59	83	

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.”

17. Special Education Breakdowns

Table A17.1

School Engagement and Supports by Individualized Education Plan (IEP) Placement

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness^{†#} (<i>In-School Only</i>)				
No IEP	64	61	60	45
IEP	61	50	46	41
Don't know	53	55	50	28
Prefer not to say	53	36	49	
School Connectedness^{†ψ} (<i>Remote Only</i>)				
No IEP	45	50	49	
IEP		47		
Don't know	65			
Prefer not to say				
Academic Motivation[†]				
No IEP	65	63	63	47
IEP	61	57	53	51
Don't know	61	63	59	47
Prefer not to say	66	51	65	
School is really boring[±]				
No IEP	39	41	40	44
IEP	55	46	49	33
Don't know	42	45	51	37
Prefer not to say	37	46	45	
School is worthless and a waste of time[±]				
No IEP	12	9	10	15
IEP	15	20	16	20
Don't know	12	15	22	31
Prefer not to say	7	19	27	

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 7 or higher.

Table A17.1***School Engagement and Supports by Individualized Education Plan (IEP) Placement – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Monthly Absences (3 or more)				
No IEP	11	11	14	37
IEP	9	24	20	48
Don't know	17	20	17	38
Prefer not to say	14	26	26	
Maintaining focus on schoolwork[†]				
No IEP	42	36	33	38
IEP	17	23	21	20
Don't know	32	28	22	16
Prefer not to say	32	29	30	
Caring adult relationships[‡]				
No IEP	65	57	64	62
IEP	71	61	57	55
Don't know	59	51	55	53
Prefer not to say	55	40	45	
High expectations[‡]				
No IEP	75	70	70	66
IEP	79	70	60	67
Don't know	71	65	59	58
Prefer not to say	65	53	62	
Meaningful participation[‡]				
No IEP	31	29	32	30
IEP	29	26	26	35
Don't know	27	28	26	33
Prefer not to say	30	28	17	

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 A17.1***School Engagement and Supports by Individualized Education Plan (IEP) Placement – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Facilities upkeep[†] (<i>In-School Only</i>)				
No IEP	35	50	47	35
IEP	39	44	37	15
Don't know	31	47	39	15
Prefer not to say	40	30	30	
Promotion of parental involvement in school[‡]				
No IEP	58	48	45	39
IEP	60	46	42	39
Don't know	51	44	41	28
Prefer not to say	58	44	38	

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 A17.2***School Safety by Individualized Education Plan (IEP) Placement***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe <i>(In-School Only)</i>				
No IEP	61	67	69	51
IEP	57	52	61	65
Don't know	52	65	56	46
Prefer not to say	51	35	45	
Experienced harassment due to five reasons^{λ§}				
No IEP	33	23	19	13
IEP	27	36	19	23
Don't know	37	25	20	11
Prefer not to say	34	39	24	
Experienced any harassment or bullying[§]				
No IEP	41	29	24	17
IEP	40	43	28	39
Don't know	47	34	26	21
Prefer not to say	42	50	24	
Had mean rumors or lies spread about you[§]				
No IEP	40	29	26	24
IEP	41	42	27	30
Don't know	40	29	27	25
Prefer not to say	35	56	29	
Been afraid of being beaten up[§] <i>(In-School Only)</i>				
No IEP	21	11	7	8
IEP	20	34	7	9
Don't know	29	16	17	5
Prefer not to say	35	29	16	

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 A17.2***School Safety by Individualized Education Plan (IEP) Placement – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Been in a physical fight[§] (<i>In-School Only</i>)				
No IEP	12	5	4	14
IEP	9	12	5	26
Don't know	16	7	11	15
Prefer not to say	11	22	5	
Seen a weapon on campus[§] (<i>In-School Only</i>)				
No IEP	9	7	8	12
IEP	14	13	10	14
Don't know	14	9	8	10
Prefer not to say	11	22	5	

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

[§]Past 12 months.

Table A17.3***Cyberbullying by Individualized Education Plan (IEP) Placement***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
No IEP	26	22	18	23
IEP	30	36	25	25
Don't know	25	22	24	15
Prefer not to say	13	28	19	

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

[§]Past 12 months.

Table A17.4***Substance Use by Individualized Education Plan (IEP) Placement***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
No IEP	2	5	10	38
IEP	7	15	13	37
Don't know	4	5	6	24
Prefer not to say	5	12	10	
Current tobacco use[¶]				
No IEP	1	1	3	22
IEP	4	7	9	26
Don't know	1	2	2	8
Prefer not to say	5	8	9	
Current marijuana use[¶]				
No IEP	1	2	6	31
IEP	1	10	5	36
Don't know	1	2	4	20
Prefer not to say	3	8	5	
Current binge drinking[¶]				
No IEP	0	1	3	13
IEP	0	6	7	8
Don't know	0	1	3	4
Prefer not to say	5	4	0	
Very drunk or "high" 7 or more times, ever				
No IEP	0	2	5	22
IEP	1	10	3	23
Don't know	0	1	4	0
Prefer not to say	0	4	5	
Been drunk or "high" on drugs at school, ever				
No IEP	0	2	4	19
IEP	4	10	4	19
Don't know	1	1	4	8
Prefer not to say	8	8	13	

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

[¶]Past 30 days.

Table A17.4

Substance Use by Individualized Education Plan (IEP) Placement – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use[¶]				
No IEP	2	3	7	20
IEP	3	12	9	8
Don't know	1	4	6	8
Prefer not to say	5	12	5	
Current alcohol use at school[¶] (<i>In-School Only</i>)				
No IEP	1	1	1	6
IEP	3	4	3	4
Don't know	2	2	1	4
Prefer not to say	3	0	5	
Current cigarette smoking[¶]				
No IEP	0	0	0	6
IEP	0	5	2	4
Don't know	0	0	2	4
Prefer not to say	5	0	9	
Current use of vape products[¶]				
No IEP	2	2	4	25
IEP	5	8	7	35
Don't know	1	4	2	15
Prefer not to say	5	8	9	
Current tobacco vaping[¶]				
No IEP	1	1	2	21
IEP	4	5	6	19
Don't know	1	2	2	8
Prefer not to say	3	8	9	
Current marijuana vaping[¶]				
No IEP	0	1	3	18
IEP	1	8	3	27
Don't know	0	1	2	8
Prefer not to say	5	8	9	

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

[¶]Past 30 days.

Table A17.5***Routines by Individualized Education Plan (IEP) Placement***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast¹				
No IEP	74	68	61	49
IEP	63	62	58	46
Don't know	70	60	55	41
Prefer not to say	69	36	54	
Bedtime (at 12 am or later)				
No IEP	10	18	29	45
IEP	15	15	29	37
Don't know	11	20	23	24
Prefer not to say	9	29	35	

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

¹*Today.*

Table A17.6**Remote Schooling by Individualized Education Plan (IEP) Placement (Remote Only)**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
No IEP	46	36	61	
IEP		64		
Don't know	53			
Prefer not to say				
Synchronous instruction (4 days or more)[¶]				
No IEP	43	36	44	
IEP		64		
Don't know	40			
Prefer not to say				
Interest in schoolwork done from home[†]				
No IEP	44	29	44	
IEP		0		
Don't know	60			
Prefer not to say				
Meaningful opportunities[‡]				
No IEP	48	43	56	
IEP		40		
Don't know	73			
Prefer not to say				

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

Table A17.7***Social and Emotional Health by Individualized Education Plan (IEP) Placement***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
No IEP	23	24	28	29
IEP	27	33	27	27
Don't know	30	29	27	21
Prefer not to say	22	42	30	
Experienced chronic sadness/hopelessness[§]				
No IEP	23	26	29	38
IEP	37	37	36	33
Don't know	33	37	38	30
Prefer not to say	24	48	33	
Considered suicide[§]				
No IEP	12	12	12	16
IEP	25	21	13	13
Don't know	17	15	17	20
Prefer not to say	16	20	14	
Optimism[‡]				
No IEP	60	51	46	35
IEP	53	42	36	38
Don't know	52	42	42	23
Prefer not to say	50	37	46	
Life satisfaction[‡]				
No IEP	73	69	65	49
IEP	67	53	58	57
Don't know	66	62	62	49
Prefer not to say	59	50	63	

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.”

18. Living Situation Breakdowns

Table A18.1

School Engagement and Supports by Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness^{†#} (<i>In-School Only</i>)				
Home with one or more parent or guardian	63	60	59	42
Foster home				
Homeless				
Other living arrangement	50	44	40	35
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Home with one or more parent or guardian	51	48	54	
Foster home				
Homeless				
Other living arrangement				
Academic Motivation[†]				
Home with one or more parent or guardian	64	62	62	48
Foster home				
Homeless				
Other living arrangement	61	51	57	52
School is really boring[±]				
Home with one or more parent or guardian	40	41	40	41
Foster home				
Homeless				
Other living arrangement	32	44	67	42
School is worthless and a waste of time[±]				
Home with one or more parent or guardian	12	11	12	19
Foster home				
Homeless				
Other living arrangement	17	17	11	17

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 7 or higher.

Table A18.1***School Engagement and Supports by Living Situation – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Monthly Absences (3 or more)				
Home with one or more parent or guardian	12	14	15	40
Foster home				
Homeless			50	
Other living arrangement	18	17	28	38
Maintaining focus on schoolwork[†]				
Home with one or more parent or guardian	38	35	31	30
Foster home				
Homeless				
Other living arrangement	40	21	30	42
Caring adult relationships[‡]				
Home with one or more parent or guardian	64	57	63	59
Foster home				
Homeless				
Other living arrangement	52	49	48	61
High expectations[‡]				
Home with one or more parent or guardian	75	70	69	66
Foster home				
Homeless				
Other living arrangement	63	60	55	61
Meaningful participation[‡]				
Home with one or more parent or guardian	30	29	31	31
Foster home				
Homeless				
Other living arrangement	29	26	20	41

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 A18.1***School Engagement and Supports by Living Situation – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Facilities upkeep[†] (<i>In-School Only</i>)				
Home with one or more parent or guardian	34	50	46	28
Foster home				
Homeless				
Other living arrangement	36	36	26	23
Promotion of parental involvement in school[†]				
Home with one or more parent or guardian	57	47	46	36
Foster home				
Homeless				
Other living arrangement	52	41	26	49

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 A18.2
School Safety by Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe (<i>In-School Only</i>)				
Home with one or more parent or guardian	60	66	68	52
Foster home				
Homeless				
Other living arrangement	47	43	51	62
Experienced harassment due to five reasons^λ				
Home with one or more parent or guardian	33	24	18	15
Foster home				
Homeless				
Other living arrangement	34	28	26	9
Experienced any harassment or bullying[§]				
Home with one or more parent or guardian	41	30	23	24
Foster home				
Homeless				
Other living arrangement	47	35	34	9
Had mean rumors or lies spread about you[§]				
Home with one or more parent or guardian	40	30	26	26
Foster home				
Homeless				
Other living arrangement	45	32	32	18
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
Home with one or more parent or guardian	23	13	8	8
Foster home				
Homeless				
Other living arrangement	28	21	6	0

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 A18.2***School Safety by Living Situation – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Been in a physical fight[§] (<i>In-School Only</i>)				
Home with one or more parent or guardian	12	6	4	18
Foster home				
Homeless				
Other living arrangement	15	14	9	0
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Home with one or more parent or guardian	10	8	7	12
Foster home				
Homeless				
Other living arrangement	10	10	13	9

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

[§]Past 12 months.

Table A18.3***Cyberbullying by Living Situation***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Home with one or more parent or guardian	25	23	18	24
Foster home				
Homeless				
Other living arrangement	34	22	32	9

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

[§]Past 12 months.

Table A18.4
Substance Use by Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
Home with one or more parent or guardian	3	6	10	33
Foster home				
Homeless				
Other living arrangement	6	12	13	50
Current tobacco use[¶]				
Home with one or more parent or guardian	1	2	3	21
Foster home				
Homeless				
Other living arrangement	3	7	6	17
Current marijuana use[¶]				
Home with one or more parent or guardian	1	3	5	27
Foster home				
Homeless				
Other living arrangement	3	9	9	50
Current binge drinking[¶]				
Home with one or more parent or guardian	0	1	3	11
Foster home				
Homeless				
Other living arrangement	2	6	4	8
Very drunk or “high” 7 or more times, ever				
Home with one or more parent or guardian	0	3	5	18
Foster home				
Homeless				
Other living arrangement	0	6	4	17
Been drunk or “high” on drugs at school, ever				
Home with one or more parent or guardian	1	2	4	17
Foster home				
Homeless				
Other living arrangement	4	9	6	17

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

[¶]Past 30 days.

Table A18.4
Substance Use by Living Situation – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use[¶]				
Home with one or more parent or guardian	2	4	7	16
Foster home				
Homeless				
Other living arrangement	3	7	6	8
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Home with one or more parent or guardian	1	1	1	5
Foster home				
Homeless				
Other living arrangement	2	2	2	8
Current cigarette smoking[¶]				
Home with one or more parent or guardian	0	1	1	6
Foster home				
Homeless				
Other living arrangement	2	3	2	0
Current use of vape products[¶]				
Home with one or more parent or guardian	2	3	4	25
Foster home				
Homeless				
Other living arrangement	4	6	4	25
Current tobacco vaping[¶]				
Home with one or more parent or guardian	1	2	2	19
Foster home				
Homeless				
Other living arrangement	2	5	4	17
Current marijuana vaping[¶]				
Home with one or more parent or guardian	0	2	3	17
Foster home				
Homeless				
Other living arrangement	2	5	2	25

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

[¶]Past 30 days.

Table A18.5
Routines by Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast¹				
Home with one or more parent or guardian	72	66	61	49
Foster home				
Homeless			50	
Other living arrangement	74	60	58	31
Bedtime (at 12 am or later)				
Home with one or more parent or guardian	10	18	28	39
Foster home				
Homeless			50	
Other living arrangement	17	17	38	43

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

¹*Today.*

Table A18.6**Remote Schooling by Living Situation (Remote Only)**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
Home with one or more parent or guardian	54	45	57	
Foster home				
Homeless				
Other living arrangement				
Synchronous instruction (4 days or more)[¶]				
Home with one or more parent or guardian	44	45	39	
Foster home				
Homeless				
Other living arrangement				
Interest in schoolwork done from home[†]				
Home with one or more parent or guardian	45	16	47	
Foster home				
Homeless				
Other living arrangement				
Meaningful opportunities[‡]				
Home with one or more parent or guardian	59	42	60	
Foster home				
Homeless				
Other living arrangement				

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

Table A18.7
Social and Emotional Health by Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
Home with one or more parent or guardian	24	25	28	27
Foster home				
Homeless				
Other living arrangement	26	30	28	26
Experienced chronic sadness/hopelessness[§]				
Home with one or more parent or guardian	25	28	30	35
Foster home				
Homeless				
Other living arrangement	40	38	40	30
Considered suicide[§]				
Home with one or more parent or guardian	13	13	12	14
Foster home				
Homeless				
Other living arrangement	21	14	13	36
Optimism[‡]				
Home with one or more parent or guardian	59	50	46	34
Foster home				
Homeless				
Other living arrangement	48	34	33	45
Life satisfaction[‡]				
Home with one or more parent or guardian	72	68	65	53
Foster home				
Homeless				
Other living arrangement	60	50	46	26

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

2023-24 CHKS Secondary Survey Response Rates

Eligible Schools	7th %	9th %	11th %	NT %
Cordova High		84	86	
Folsom Cordova K-8 Community Charter	18			
Folsom High		91	84	
Folsom Lake High				44
Folsom Middle	96			
Innovations Academy	100	100	100	
Kinney High (Continuation)				90
Mills Middle	90			
Prospect Community Day				76
Sutter Middle	96			
Vista del Lago High		97	88	
W. E. Mitchell Middle	83			
Walnutwood High (Independent Study)		46	43	

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2023-24 public school and enrollment data files. Directly funded charter schools have been excluded from the list.

Appendix II

CHKS Content Overview, 2023-24

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). For a summary of state-level LCAP-related baseline CHKS data, see Factsheet #15.²

MAIN CONTENT FOCUS: 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 student 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. Forty-nine items assessing 14 school climate domains included in a *School Climate Report Card (SCRC)*.³ All districts receive a district-level SCRC and can request school-level SCRCs. 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 learning and academic performance. Data for high school students show that as school climate improves—as the schools became safer, more supportive, and more engaging—academic performance increased as well.⁴

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.⁵

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 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

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

³ See calschls.org/reports-data/#scrc

⁴ O’Malley & Hanson. (2012). Download data.calschls.org/resources/S3factsheet3_API_20120716.pdf

⁵ Voight, Austin, & Hanson. (2013). Download www.wested.org/online_pubs/hd-13-10.pdf

expectations at school.⁶ 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 20 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.⁷ 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.⁸

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 all the LCAP priority groups such as race/ethnicity, gender, parental education, English learner and long-term English learner status, disability status, foster youth, and unhoused youth. For selected key indicators, the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard) can be used to display group differences across these same groups as well as additional groups (e.g., chronic sadness, caring relationships). Districts/schools can also subscribe to the District CalSCHLS private data dashboard to disaggregate their CHKS results by these groups for each school (email calschls@wested.org).

Racial-Ethnic Group Identification

Respondents self-report their identification with six racial/ethnic groups. 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.⁹ They were highest in schools with large proportions of white and Asian students, as well as

⁶ Hanson & Austin. (2003). Download data.calschls.org/resources/FACTSHEET-3.pdf

⁷ 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.

⁸ Austin, Dixon, & Bailey. (2007). Download data.calschls.org/resources/FACTSHEET-7.pdf

⁹ Austin, Hanson, Bono, & Zheng. (2008). Download data.calschls.org/resources/factsheet_8.pdf

in middle- and high-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 racial/ethnic group differences in achievement. 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*.¹⁰ White students feel more safe, engaged, and supported than their African American, Hispanic, and Asian peers *within the same school*.¹¹ Inequities in these factors can possibly contribute to the achievement differences. Further, these findings suggest that practices designed to ensure equitable access to academic resources, opportunities, learning supports, and promotion of common experiences may be effective in ameliorating the gap.

Youth in Foster Care

Compared to youth who live with their parents, youth in foster care settings report much higher rates of substance abuse, poor school attendance and grades, more violence-related behaviors, more harassment, and higher depression risk.^{12 13} They were also more likely to be low in caring adult relationships and total developmental support.

Unhoused Youth

Homeless youth are substantially more likely than other youth to engage in substance use, have lower attendance at school and struggle with academic performance, feel less safe at school and experience greater levels of harassment and bullying, and exhibit higher levels of chronic sadness.¹⁴ Like youth in foster care, unhoused youth were also more likely to be low in caring adult relationships at school.

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.^{15 16} For example, analysis of the Biennial State CHKS data indicate that LGBTQ youth¹⁷ 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

¹⁰ Hanson, Austin, & Li. (2012). Download data.calschls.org/resources/FACTSHEET-13_20120405.pdf

¹¹ See calschls.org/my-surveys/

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

¹³ See calschls.org/my-surveys/

¹⁴ See calschls.org/my-surveys/

¹⁵ 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://www.wested.org/resources/lgbtq-students-in-california/)

¹⁶ 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. <https://doi.org/10.1146/annurev-clinpsy-021815-093153>

¹⁷ See calschls.org/my-surveys/

- 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.

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.¹⁸ 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, school boredom, and self-reported grades provide insight into cognitive engagement; the School Connectedness scale and school value item into emotional engagement; and attendance data into behavioral engagement. Another behavioral engagement indicator on the survey is substance use at school. 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.

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 2019-21 State CHKS, the percentage of students agreeing with the questions on this scale ranged from 64 percent in 11th grade to 71 percent in 7th.¹⁹

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

¹⁸ 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. <https://doi.org/10.1016/j.learninstruc.2013.04.002>

¹⁹ Download data.calschls.org/resources/Biennial_State_1921.pdf

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

In addition, the supplementary School Climate Module includes Student Learning Environment and Learning Engagement Climate scales and a series of questions about supports for learning and academic rigor.

School Boredom – School Value

Boredom is commonly experienced among secondary students, but its meaning and effects vary from student to student. Student boredom can be associated with specific subjects and academic tasks or it can be a pervasive response to school activities. Frequent boredom is associated with poor academic and mental health outcomes. Two CHKS questions ask about students’ school boredom (school is really boring) and how much they value their schooling experience (school is worthless and a waste of time). Combined, these two survey questions are used to identify School Boredom Mindset Profiles.^{20,21}

			School is really boring										
			Low Boredom				Mid Boredom			High Boredom			
			0 Disagree	1	2	3	4	5	6	7	8	9	10 Agree
School is worthless, a waste of time	High Value	0 Disagree	Optimal 1 Low Boredom-High Value Students did not think school was boring and valued school highly				4 Mid Boredom-High Value Students valued school highly with mid-level school boredom			7 High Boredom-High Value Students indicated school was very boring, yet they valued it highly			
		1											
		2											
		3											
	Mid Value	4	2 Low Boredom-Mid Value				5 Mid Boredom-Mid Value Students with mid-level school boredom and school value			8 High Boredom-Mid Value Students indicated school was very boring, and valued it at a mid level			
		5											
		6											
	Low Value	7	3 Low Boredom-Low Value				6 Mid Boredom-Low Value			Suboptimal 9 High Boredom-Low Value Students indicated school was very boring, and valued it at a very low level			
		8											
		9											
		10 Agree											<i>Only a low percentage of students' responses place them in groups 2, 3, and 6.</i>

Students with high school boredom and low school-value, a suboptimal profile, report substantially poorer well-being than students with low boredom combined with elevated school-value, an optimal profile.

²⁰ Furlong, M. J., Smith, D. C., Springer, T., & Dowdy, E. (2021). Bored with school! Bored with life? Well-being characteristics associated with a school boredom mindset. *Journal of Positive School Psychology*, 5(1), 42–64. <https://www.covitalityucsb.info/ewExternalFiles/10.%20Furlong%20et%20al%20Boredom-JPSP.pdf>

²¹ See D. Michael Furlong’s RISE 360 School Boredom Resource to learn more about school boredom and how these two items are combined to identify School Boredom Mindset Profiles https://rise.articulate.com/share/evs7SLqtz3xvWkgVnQjW6YNu1vFyRm6_#/

Moreover, students with high school boredom and high school-value may be experiencing episodic or task-specific boredom, which requires different types of support than students who exhibit the suboptimal pattern. The percentage of students falling in each of these profile groups is presented in the CHKS report so that school personnel can monitor the boredom experiences of students to best address their academic and social-emotional needs.

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 3 or more days during the past 30 days) and what were the reasons for absences.

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.²²

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.²³

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.^{24 25 26 27 28 29}

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.³⁰ 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

²² 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/

²³ Austin, Hanson, Bala, & Zheng. (2023). Download data.calschls.org/resources/18th_Biennial_State_1921.pdf

²⁴ Hanson & Austin. (2002). Download data.calschls.org/resources/factsheet.pdf

²⁵ Hanson & Austin. (2002). Download data.calschls.org/resources/FACTSHEET-3.pdf

²⁶ Hanson. (2011). Download data.calschls.org/resources/S3factsheet1_caring_20120223.pdf

²⁷ Hanson. (2012). Download data.calschls.org/resources/S3factsheet2_participation_20120224.pdf

²⁸ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief1_CaringRelationships_final.pdf

²⁹ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief2_MeaningfulPart_final.pdf

³⁰ 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.

indicator of school quality. The online Query CalSCHLS system (calschls.org/reports-data/query-calschls/) enables examination of how key survey indicators vary by school connectedness.

School connectedness 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.³¹ 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.^{32 33}

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.³⁴

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 2018/20 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.³⁵ 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.³⁶ 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.³⁷ These behaviors adversely affect not only students’ ability

³¹ Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf. School Connectedness was not assessed on the 2019-21 State CHKS because the majority of students did not attend school in-person in 2020-21 due to the COVID-19 pandemic.

³² Austin, Hanson, & Voight. (2013). Download data.calschls.org/resources/S3factsheet5_connectedness_20130827.pdf

³³ O’Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief4_Connectedness_final.pdf

³⁴ Wilder, S. (2014). Effects of parental involvement on academic achievement. A meta-synthesis. *Educational Review*, 66:3, 377-397.

³⁵ Hanson & Zheng. (2021). Download calschls.org/docs/facilities_030221.pdf

³⁶ The CHKS also includes two violence-related questions that are not school based: the frequency students experienced cyberbullying and whether they are gang members.

³⁷ 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.^{38 39 40}

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.⁴¹

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.

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 2017-19 State CHKS, with the percentages declining between 7th and 11th grades.⁴² 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.^{43 44} 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 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.

³⁸ Barton, P. E. (2001). *Facing the hard facts in education reform*. Princeton, NJ: Educational Testing Service.

³⁹ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief5_ViolencePerpetration_final.pdf

⁴⁰ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief6_ViolenceVictimization_final.pdf

⁴¹ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief3_Safety_final.pdf

⁴² Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf. Harassment at school was not assessed on the 2019-21 State CHKS due to the COVID-19 pandemic.

⁴³ Heck, Russell, O'Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf

⁴⁴ Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-10.pdf

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.⁴⁵ 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.⁴⁶ 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.⁴⁷

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.⁴⁸ Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools.^{49 50}

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. 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.^{51 52}

⁴⁵ Students who participated in school exclusively via remote learning were not asked these questions in 2020-21.

⁴⁶ Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

⁴⁷ Statewide CSSS. (2018). Download calschls.org/docs/statewide_1517_csss.pdf

⁴⁸ 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.

⁴⁹ Hanson & Austin. (2003). Download data.calschls.org/resources/FACTSHEET-3.pdf

⁵⁰ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief8_AOD_final.pdf

⁵¹ Hanson & Zheng. (2006). Download data.calschls.org/resources/factsheet2update.pdf

⁵² Austin, McCarthy, Slade, & Bailey. (2007). Download data.calschls.org/resources/FACTSHEET-5.pdf

SOCIAL AND EMOTIONAL 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.⁵³ 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.⁵⁴

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.^{55 56}

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 social-emotional competencies.

⁵³ Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-11.pdf

⁵⁴ Austin, Cragle, Delong-Cotty. (2012). Download data.calschls.org/resources/FACTSHEET-12.pdf

⁵⁵ Heck, Russell, O’Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf

⁵⁶ Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-10.pdf