

CALIFORNIA HEALTHY KIDS SURVEY



Humboldt County Secondary 2021-2023 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:

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PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results for each question from the 2021-22 and 2022-23 *California Healthy Kids Survey* (CHKS) for schools within this county. 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. The appendix lists the districts that administered the survey in the county and their response rates, and 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 Regional Centers offer data workshops and coaching to help identify local needs and develop action plans to meet those needs.

THE SURVEY

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

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 districts in the county.

Core Module

As summarized in the appendix, 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.

Trauma Module (Supplementary)

The Student Trauma Module was developed in 2022 to provide LEAs with data to assess factors related to community trauma and implementation of trauma-informed practices. Developed in collaboration with a state advisory group, the module assesses family-, peer-, and school co-regulation supports (supports that help students cope with trauma); emotional safety at school; impacts of trauma on student wellness; emotion regulation; and stress-associated health conditions (somatic symptoms).

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 reports numbers of districts, schools, and total responses for students who completed the survey.
- All the districts serving secondary grades in the county that were eligible to participate in the survey and the percentage of their enrolled students that completed the survey are displayed in the appendix.

THE REPORT

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

Racial/Ethnic and Gender Results

Summary tables provide key findings (e.g., safety, harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories and gender. Districts can subscribe to the District CalSCHLS data dashboard to disaggregate their CHKS results by the race/ethnicity or gender of students or by other demographic categories.

PUBLIC ONLINE DATA DASHBOARD

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

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 the appendix 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 calschls.org/resources.
- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.
- The **CalSCHLS Item Crosswalk** (calschls.org/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 Regional Centers. These will help in fostering effective use of the results and provide additional information to support school and program improvement efforts and the LCAP process.

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

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

As part of this process, WestEd staff can facilitate a *Data Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center (562.799.5460) 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 school districts in your county have 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 districts did not administer these companion surveys, urge them to do so next time.
- **Elementary CHKS Results.** Examine how the results from 7th, 9th, and 11th graders compare with those from 5th graders if your districts also administered the CHKS at this school level. 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 county 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 County 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 county 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 county results can provide some context for your results, but the most important consideration is what your own results say about the students in your county/community.

Data Workshop

To assist in your review of the survey results, you can request your CalSCHLS Regional Center to conduct a structured, customized *Data Workshop*. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center (562.799.5460) or email calschls@wested.org.

Request Additional Reports and Data

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

Disaggregated Reports

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

Additional Analysis of Data

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

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 (562.799.5460) 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				✓	

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 7	Grade 9	Grade 11	NT ^A
Number of districts	13	6	6	5
Number of schools	17	10	9	9
Number of students	1,337	1,767	1,271	507

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	1,313	1,738	1,259	418
Remote learning only	24	29	12	82

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>)	51	54	52	58	A6.4
School connectedness ^{†ψ} (<i>Remote Only</i>)	31	33	52	55	A6.4
Academic motivation [†]	57	58	54	53	A6.4
School is really boring [±]	42	45	49	39	A6.11
School is worthless and a waste of time [±]	18	14	18	20	A6.11
Monthly Absences (3 or more)	21	24	27	40	A6.2
Maintaining focus on schoolwork ^{†Γ}	28	28	21	28	A6.10
Caring adult relationships [‡]	54	57	64	67	A6.4
High expectations-adults in school [‡]	65	67	70	70	A6.4
Meaningful participation [‡]	24	23	24	25	A6.4
Facilities upkeep ^{†Φ}	34	44	41	74	A6.15
Promotion of parental involvement in school [†]	44	38	34	54	A6.4
School Safety and Cyberbullying					
School perceived as very safe or safe ^Φ	49	55	58	65	A8.1
Experienced any harassment or bullying [§]	48	36	29	18	A8.2
Had mean rumors or lies spread about you [§]	48	30	28	24	A8.3
Been afraid of being beaten up ^{§Φ}	31	18	11	10	A8.3
Been in a physical fight ^{§Φ}	23	10	6	17	A8.4
Seen a weapon on campus ^{§Φ}	18	24	18	17	A8.6
Cyberbullying [§]	40	27	21	18	A8.3

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

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

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

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

[±] Rating of 7 or higher.

^Γ Survey question was reverse-coded.

^Φ In-School only.

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

[§] Past 12 months.

Table A2.2**Key Indicators of Substance Use, Remote Learning, and Student Well-Being**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Substance Use					
Current alcohol or drug use [¶]	9	17	31	51	A9.5
Current marijuana use [¶]	5	12	24	47	A9.5
Current binge drinking [¶]	2	5	15	25	A9.5
Very drunk or “high” 7 or more times, ever	3	8	21	40	A9.7
Been drunk or “high” on drugs at school, ever	3	8	15	35	A9.9
Current cigarette smoking [¶]	1	2	4	18	A10.4
Current vaping [¶]	6	9	16	38	A10.4
Current tobacco vaping [¶]	4	7	14	35	A10.5
Current marijuana vaping [¶]	3	5	11	30	A10.5
Routines					
Eating of breakfast [‡]	59	54	56	43	A4.1
Bedtime (at 12 am or later)	21	25	30	47	A4.2
Learning from Home					
Average days worked on schoolwork (≥ 5) ^{¶δ}	28	33	42	11	A5.1
Synchronous instruction (4 days or more) ^{¶δ}	0	13		1	A5.1
Interest in schoolwork done from home ^{†δ}	7	6	10	36	A5.3
Meaningful opportunities ^{‡δ}	31	7		69	A5.2
Social and Emotional Health					
Social emotional distress [‡]	33	34	38	36	A7.5
Experienced chronic sadness/hopelessness [§]	37	37	44	45	A7.1
Considered suicide [§]	21	21	22	20	A7.2
Optimism [‡]	43	43	36	40	A7.3
Life satisfaction [¶]	61	60	55	52	A7.4

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

[¶]Past 30 days.

[‡]Today.

^{δ} Remote only.

[¶]Past 7 days.

[†]Average percent of respondents reporting “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	98	98	99	77
Remote Learning Model	2	2	1	23

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	47	46	43	51
Female	48	48	50	44
Nonbinary	2	4	4	3
Something else	3	2	2	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)	71	70	65	67
Lesbian or Gay	4	3	6	4
Bisexual	10	13	17	18
Something else	6	5	5	6
Not sure	7	6	5	2
Decline to respond	3	3	2	4

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I am not transgender	88	89	91	91
Yes, I am transgender	2	4	3	3
I am not sure if I am transgender	4	3	3	1
Decline to respond	6	4	2	4

Question HS/MS A.4: Some people describe themselves as transgender when how they think or feel about their gender is different from the sex they were assigned at birth. Are you transgender?

Notes: 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	5	5	4	10
Asian or Asian American, non-Hispanic	3	4	5	1
Black or African American, non-Hispanic	2	3	3	2
Hispanic or Latinx	23	21	19	20
Native Hawaiian or Pacific Islander, non-Hispanic	1	1	1	1
White, non-Hispanic	51	55	57	52
Multiracial, non-Hispanic	9	9	8	10
Something else, non-Hispanic	6	3	4	4

Question HS/MS A.6: What is your race or ethnicity? (Mark All That Apply.)... American Indian or Alaska Native... Asian or Asian American... Black or African American... Hispanic or Latinx... Native Hawaiian or Pacific Islander... White... Something else.

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

Table A3.6***Living Situation***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parent or guardian	89	94	94	80
Other relative's home	2	2	1	7
A home with more than one family	3	2	2	1
Friend's home	0	0	0	4
Foster home, group care, or waiting placement	1	0	0	1
Hotel or motel	1	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0	0	1
Other living arrangement	4	2	1	5

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

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

Table A3.7***Highest Education of Parents***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	6	9	9	25
Graduated from high school	14	18	14	22
Attended college but did not complete four-year degree	12	15	17	18
Graduated from college	37	45	49	18
Don't know	31	13	10	17

Question HS/MS A.10: What is the highest level of education your parents or guardians completed? (Mark the educational level of the parent or guardian who went the furthest in school.)

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

Table A3.8***Language Spoken at Home***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
English	86	89	90	90
Spanish	11	8	7	7
Mandarin	0	0	0	0
Cantonese	0	0	0	1
Taiwanese	0	0	0	0
Tagalog	0	0	0	0
Vietnamese	0	0	0	0
Korean	0	0	0	0
Arabic	0	0	0	0
Other	3	2	2	1

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

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

Table A3.9***English Language Proficiency 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	75	69	73	60
Well	22	27	25	35
Not well	3	3	1	4
Not at all	0	0	1	1
speak English?				
Very well	61	58	67	51
Well	35	32	29	42
Not well	3	9	4	7
Not at all	1	1	1	0
read English?				
Very well	57	52	61	54
Well	33	36	33	35
Not well	10	12	4	11
Not at all	0	1	2	0
write English?				
Very well	50	43	56	46
Well	39	44	38	42
Not well	9	13	5	12
Not at all	2	1	1	0
<i>English Language Proficiency Status</i>				
Proficient	53	49	58	50
Not proficient	47	51	42	50

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 A3.10***Number of Days Attending Afterschool Program (In-School Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I do not attend my school's afterschool program	79	94	94	92
1 day	3	1	2	1
2 days	2	1	1	2
3 days	3	1	0	2
4 days	2	1	0	1
5 days	10	3	3	2

Question HS/MS A.16: How many days a week do you usually go to your school's afterschool program?

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

Table A3.11***Military Connections***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	91	96	97	97
Yes	5	2	2	2
Don't know	4	2	1	1

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	41	46	44	57
Yes	59	54	56	43

Question HS/MS A.14: 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	0	0	0
7:00-7:59 pm	1	1	1	2
8:00-8:59 pm	8	4	3	2
9:00-9:59 pm	25	13	9	7
10:00-10:59 pm	28	30	29	19
11:00-11:59 pm	16	27	28	22
12:00-12:59 am	9	12	18	20
After 1:00 am	11	12	12	28
<i>Bedtime at 12 am or later</i>	21	25	30	47

Question HS/MS A.13: What time did you go to bed last night?

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

5. Learning from Home

Table A5.1

Remote Learning Schedule and Instructional Time (Remote Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Time spent on learning and completing schoolwork from home on the average weekday				
Less than 1 hour	60	52	39	22
Between 1 and 2 hours	11	26	18	44
Between 2 and 3 hours	0	6	17	15
Between 3 and 4 hours	14	0	0	10
Between 4 and 5 hours	8	5	0	5
More than 5 hours	6	9	26	4
Number of days in the past week participating in an online class from home where your teacher talked to students				
0 days	83	75		87
1 day	6	10		3
2 days	3	0		9
3 days	8	2		0
4 days	0	9		0
5 days	0	4		1
Number of weekdays participating in school from home for the entire school day				
0 days	35	31	16	22
1 day	4	0	0	9
2 days	18	9	33	21
3 days	3	24	9	18
4 days	12	4	0	18
5 days	28	33	42	11

Question HS/MS A.17, 18, 19: In the past 30 days, how many weekdays in an average week did you participate in school from home for an entire school day? On the average weekday, how much of your day did you spend learning and completing schoolwork from home?... How many days in the past week did you participate in an online class from home where your teacher talked to students from a computer, phone, or tablet (iPad)?

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

Table A5.2***Interesting Activities Provided for Student in Remote Learning (Remote Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Not at all true	41	47		14
A little true	28	46		17
Pretty much true	22	7		31
Very much true	9	0		38

Question HS/MS A.46: 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	41	24	37	8
Disagree	25	28	43	23
Neither disagree nor agree	28	42	9	33
Agree	7	6	10	28
Strongly agree	0	0	0	8

Question HS/MS A.37: 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	23	32	27	8
A's and B's	32	30	38	32
Mostly B's	7	7	7	10
B's and C's	22	17	15	20
Mostly C's	3	4	3	9
C's and D's	8	7	8	10
Mostly D's	1	1	1	4
Mostly F's	4	2	2	7

Question HS/MS A.21: 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	41	40	35	30
1 day	22	20	20	10
2 days	16	16	17	20
3 or more days	21	24	27	40

Question HS/MS A.15, 20: 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	40	39	34	26
Illness (feeling physically sick), including problems with breathing or your teeth	42	43	46	46
Were being bullied or mistreated at school <i>(In-School Only)</i>	4	2	2	1
Felt very sad, hopeless, anxious, stressed, or angry	11	14	20	21
Didn't get enough sleep	10	12	17	30
Didn't feel safe at school or going to and from school <i>(In-School Only)</i>	2	2	2	1
Had to take care of or help a family member or friend	4	4	6	13
Wanted to spend time with friends	1	3	6	7
Used alcohol or drugs	0	1	2	3
Were behind in schoolwork or weren't prepared for a test or class assignment	2	4	9	4
Were bored or uninterested in school	4	7	14	15
Had no transportation to school <i>(In-School Only)</i>	2	3	3	9
Other reason	20	18	20	15

Question HS/MS A.22, 23: 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	48	49	53	54	
Caring adults in school [‡]	54	57	64	67	A6.5
High expectations-adults in school [‡]	65	67	70	70	A6.6
Meaningful participation at school [‡]	24	23	24	25	A6.7
School connectedness ^{†#} <i>(In-School Only)</i>	51	54	52	58	A6.8
School connectedness ^{†ψ} <i>(Remote Only)</i>	31	33	52	55	A6.8
Academic motivation [†]	57	58	54	53	A6.9
Promotion of parental involvement in school [†]	44	38	34	54	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 adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	54	57	64	67
<i>There is a teacher or some other adult from my school... who really cares about me.</i>				
Not at all true	12	11	8	9
A little true	35	35	29	29
Pretty much true	30	34	32	37
Very much true	23	20	30	24
<i>who notices when I’m not there.</i>				
Not at all true	16	14	11	11
A little true	29	29	28	20
Pretty much true	30	33	33	32
Very much true	26	23	28	37
<i>who listens to me when I have something to say.</i>				
Not at all true	15	11	7	9
A little true	30	29	25	22
Pretty much true	33	36	34	34
Very much true	22	25	34	35

Question HS/MS A.44, 47, 50: 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>	65	67	70	70
<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	11	9	7	7
A little true	27	26	26	23
Pretty much true	37	40	35	37
Very much true	26	25	31	33
<i>who always wants me to do my best.</i>				
Not at all true	6	5	4	5
A little true	22	21	20	21
Pretty much true	32	38	36	32
Very much true	40	35	40	42
<i>who believes that I will be a success.</i>				
Not at all true	13	11	8	9
A little true	27	25	25	25
Pretty much true	29	35	32	30
Very much true	31	29	34	37

Question HS/MS A.45, 48, 51: 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>	24	23	24	25
<i>At school/When I participate in school,...</i>				
I do interesting activities.				
Not at all true	16	18	17	16
A little true	37	36	39	40
Pretty much true	29	32	30	32
Very much true	18	15	15	13
I help decide things like class activities or rules.				
Not at all true	51	50	47	49
A little true	30	31	32	30
Pretty much true	13	15	15	15
Very much true	6	5	6	6
I do things that make a difference.				
Not at all true	37	38	37	44
A little true	37	38	37	34
Pretty much true	19	18	17	16
Very much true	7	6	8	6
I have a say in how things work.				
Not at all true	53	51	47	47
A little true	29	32	35	31
Pretty much true	12	13	12	16
Very much true	6	4	5	7
I help decide school activities or rules.				
Not at all true	66	68	65	65
A little true	24	22	24	20
Pretty much true	8	8	7	11
Very much true	3	2	4	4

Question HS/MS A.52-61: 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>	51	54	52	58
School connectedness^ψ (<i>Remote Only</i>)				
<i>Average reporting “Agree” or “Strongly agree”</i>	31	33	52	55
I feel close to people at/from this school.				
Strongly disagree	4	5	5	13
Disagree	7	10	9	14
Neither disagree nor agree	27	25	27	39
Agree	42	41	42	25
Strongly agree	20	18	17	9
I am happy with/to be at this school.				
Strongly disagree	13	6	8	6
Disagree	11	12	14	5
Neither disagree nor agree	33	30	33	28
Agree	29	40	35	42
Strongly agree	13	12	9	20
I feel like I am part of this school.				
Strongly disagree	10	6	8	4
Disagree	11	11	13	9
Neither disagree nor agree	31	36	32	36
Agree	36	38	39	35
Strongly agree	12	9	8	15

Question HS/MS A.24-31: 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	9	3	3	2
Disagree	12	9	8	2
Neither disagree nor agree	30	31	33	19
Agree	35	45	45	40
Strongly agree	14	11	11	36
I feel safe in my school. <i>(In-School Only)</i>				
Strongly disagree	7	4	4	3
Disagree	11	10	8	5
Neither disagree nor agree	33	33	33	27
Agree	35	44	45	42
Strongly agree	14	10	10	23

Question HS/MS A.29-31 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>	57	58	54	53
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	3	2	2	1
Disagree	5	3	5	8
Neither disagree nor agree	20	20	22	28
Agree	42	48	49	46
Strongly agree	31	27	22	17
I try hard on my schoolwork because I am interested in it.				
Strongly disagree	13	10	9	7
Disagree	24	24	25	23
Neither disagree nor agree	32	36	36	40
Agree	22	23	23	20
Strongly agree	8	8	7	10
I work hard to try to understand new things when doing my schoolwork.				
Strongly disagree	6	4	3	4
Disagree	10	10	12	8
Neither disagree nor agree	29	29	30	33
Agree	38	44	44	42
Strongly agree	17	14	11	13
I am always trying to do better in my schoolwork.				
Strongly disagree	3	2	2	3
Disagree	6	6	8	7
Neither disagree nor agree	23	24	29	28
Agree	37	46	44	44
Strongly agree	31	23	16	17

Question HS/MS A.38-41: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard on my schoolwork because I am interested in it... I work hard to try to understand new things when doing my schoolwork... I am always trying to do better in my schoolwork.

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

Table A6.10***Maintaining Focus on Schoolwork***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
It is hard for me to stay focused when doing my schoolwork.				
Strongly disagree	9	5	4	10
Disagree	19	23	16	18
Neither disagree nor agree	27	24	29	34
Agree	24	31	32	22
Strongly agree	21	17	18	15

Question HS/MS A.36: 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)	21	15	15	21
Medium (4-6)	36	40	36	40
High (7-10)	42	45	49	39
Value of school				
High (0-3)	59	62	52	58
Medium (4-6)	24	24	31	22
Low (7-10)	18	14	18	20

Question HS/MS A.42, 43: 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	19%			25%			14%				
	2											
	3											
	4	Low Boredom & Mid Value [̄]			Mid Boredom & Mid Value			High Boredom & Mid Value				
	5				8%			14%				
	6											
	7											
	8	Low Boredom & Low Value [̄]			Mid Boredom & Low Value [̄]			High Boredom & Low Value				
	9							14%				
	10 Strongly Agree											

Question HS/MS A.42, 43: 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	14%			29%			19%				
	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							11%				
	10 Strongly Agree											

Question HS/MS A.42, 43: 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	13%			23%			15%				
	2											
	3											
	4	Low Boredom & Mid Value [̄]			Mid Boredom & Mid Value			High Boredom & Mid Value				
	5				11%			19%				
	6											
	7											
	8	Low Boredom & Low Value [̄]			Mid Boredom & Low Value [̄]			High Boredom & Low Value				
	9							16%				
	10 Strongly Agree											

Question HS/MS A.42, 43: 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	19%			28%			12%				
	2											
	3											
	4	Low Boredom & Mid Value [̄]			Mid Boredom & Mid Value			High Boredom & Mid Value				
	5				11%			11%				
	6											
	7											
	8	Low Boredom & Low Value [̄]			Mid Boredom & Low Value [̄]			High Boredom & Low Value				
	9							17%				
	10 Strongly Agree											

Question HS/MS A.42, 43: 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>	44	38	34	54
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	7	4	7	3
Disagree	12	17	16	6
Neither disagree nor agree	33	40	42	32
Agree	37	33	30	40
Strongly agree	12	6	5	19
Parents feel welcome to participate at this school.				
Strongly disagree	5	3	4	2
Disagree	9	7	12	6
Neither disagree nor agree	45	54	53	46
Agree	31	30	28	33
Strongly agree	9	6	4	13
School staff take parent concerns seriously.				
Strongly disagree	9	5	8	3
Disagree	13	11	16	4
Neither disagree nor agree	35	45	43	37
Agree	29	32	29	37
Strongly agree	14	6	5	18

Question HS/MS A.33-35: 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	28	26	19	12
A little true	33	32	29	32
Pretty much true	24	24	26	28
Very much true	16	19	26	28

Question HS/MS A.49: 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	9	4	6	3
Disagree	21	17	17	4
Neither disagree nor agree	36	35	36	19
Agree	29	39	36	48
Strongly agree	6	5	5	26

Question HS/MS A.32: 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	63	63	56	55
Yes	37	37	44	45

Question HS A.150/MS A.143: 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	79	79	78	80
Yes	21	21	22	20

Question HS A.151/MS A.144: 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>	43	43	36	40
Each day I look forward to having a lot of fun.				
Not at all true	22	22	26	25
A little true	34	37	42	38
Pretty much true	26	27	21	27
Very much true	17	14	11	10
I usually expect to have a good day.				
Not at all true	25	24	24	30
A little true	33	34	41	29
Pretty much true	26	28	23	30
Very much true	16	14	12	11
Overall, I expect more good things to happen to me than bad things.				
Not at all true	29	24	26	29
A little true	29	29	33	30
Pretty much true	24	29	25	27
Very much true	18	18	16	14

Question HS A.157-159/MS A.150-152: 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>	61	60	55	52
<i>I would describe my satisfaction with...</i>				
my family life as...				
Very dissatisfied	5	4	5	10
Dissatisfied	5	6	7	8
A little dissatisfied	8	9	12	8
A little satisfied	12	12	14	18
Satisfied	32	37	35	38
Very satisfied	39	32	27	18
my friendships as...				
Very dissatisfied	3	3	3	3
Dissatisfied	3	4	3	4
A little dissatisfied	8	7	8	8
A little satisfied	14	13	16	20
Satisfied	37	41	41	39
Very satisfied	36	32	28	26
my school experience as...				
Very dissatisfied	12	8	10	9
Dissatisfied	10	11	10	8
A little dissatisfied	18	17	17	13
A little satisfied	26	27	29	27
Satisfied	22	29	27	30
Very satisfied	12	9	7	14

Question HS A.160-162/MS A.153-155: 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	16	12	12	14
Dissatisfied	9	12	10	12
A little dissatisfied	10	12	14	11
A little satisfied	14	18	22	20
Satisfied	24	28	26	27
Very satisfied	27	19	15	16
where I live as...				
Very dissatisfied	4	4	5	7
Dissatisfied	3	6	5	7
A little dissatisfied	6	6	8	8
A little satisfied	12	12	13	25
Satisfied	31	36	37	33
Very satisfied	44	36	32	20

Question HS A.163, 164/MS A.156, 157: 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>	33	34	38	36
I had a hard time relaxing.				
Not at all true	33	32	28	34
A little true	34	33	32	30
Pretty much true	16	20	22	19
Very much true	17	15	18	17
I felt sad and down.				
Not at all true	36	34	27	38
A little true	27	28	29	28
Pretty much true	16	19	22	20
Very much true	21	19	22	13
I was easily irritated.				
Not at all true	29	26	24	26
A little true	24	29	28	23
Pretty much true	19	21	22	23
Very much true	28	24	26	28
It was hard for me to cope and I thought I would panic.				
Not at all true	56	53	47	51
A little true	17	19	21	20
Pretty much true	11	14	16	16
Very much true	16	14	15	13
It was hard for me to get excited about anything.				
Not at all true	53	50	44	45
A little true	23	23	28	24
Pretty much true	10	13	14	16
Very much true	13	13	14	14

Question HS A.152-156/MS A.145-149: 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	11	10	11	31
Safe	38	44	46	33
Neither safe nor unsafe	37	38	35	27
Unsafe	9	6	4	4
Very unsafe	4	2	3	4

Question HS A.114/MS A.107: 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 on School Property, Past 12 Months**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	81	88	89	95
1 time	6	5	4	3
2 or more times	13	7	7	2
Religion				
0 times	89	94	96	98
1 time	4	3	2	1
2 or more times	7	3	2	1
Gender				
0 times	85	88	88	94
1 time	5	5	5	3
2 or more times	10	7	7	3
Because you are gay, lesbian, or bisexual or someone thought you were				
0 times	80	86	90	91
1 time	5	5	4	5
2 or more times	14	9	7	4
A physical or mental disability				
0 times	89	92	93	93
1 time	4	4	3	3
2 or more times	7	4	4	4
Any of the above five reasons	40	28	23	14

Question HS A.134-138, 141-145/MS A.127-131, 134-138: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin [In-school only]... Your religion [In-school only]... Your gender [In-school only]... Because you are gay, lesbian, or bisexual or someone thought you were [In-school only]... A physical or mental disability [In-school only]... During the past 12 months, how many times did students from your school harass you or bully you for any of the following reasons?... Your race, ethnicity, or national origin [Remote only]... Your religion [Remote only]... Your gender [Remote only]... Because you are gay, lesbian, or bisexual or someone thought you were [Remote only]... A physical or mental disability. [Remote only]

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

Table A8.2**Reasons for Harassment on School Property, Past 12 Months – Continued**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
You are an immigrant or someone thought you were				
0 times	93	96	95	98
1 time	3	2	2	1
2 or more times	4	3	3	1
Any other reason				
0 times	69	80	85	90
1 time	6	6	5	3
2 or more times	25	14	11	8
Any harassment	48	36	29	18

Question HS A.134-147/MS A.127-140: 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”	43	27	21	19
<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	57	79	87	85
1 time	14	10	6	9
2 to 3 times	13	6	5	3
4 or more times	16	6	2	3
been afraid of being beaten up? (<i>In-School Only</i>)				
0 times	69	82	89	90
1 time	14	10	5	5
2 to 3 times	8	4	4	1
4 or more times	10	4	2	3
<i>During the past 12 months, how many times have you...</i>				
had mean rumors or lies spread about you?				
0 times	52	70	72	76
1 time	17	12	13	11
2 to 3 times	13	10	8	5
4 or more times	18	9	7	9
had sexual jokes, comments, or gestures made to you?				
0 times	57	66	70	80
1 time	10	9	8	5
2 to 3 times	9	10	10	6
4 or more times	23	14	11	10

Question HS A.115, 116, 118, 119, 130, 131/MS A.108, 109, 111, 112, 123, 124: 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	72	82	87	85
1 time	14	12	7	11
2 to 3 times	8	4	4	2
4 or more times	7	2	1	2
<i>been made fun of because of your looks or the way you talk?</i>				
0 times	46	65	74	80
1 time	15	13	9	7
2 to 3 times	12	10	7	7
4 or more times	28	12	9	5
<i>been made fun of, insulted, or called names?</i>				
0 times	45	65	74	82
1 time	11	10	8	5
2 to 3 times	12	10	7	5
4 or more times	31	15	12	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)	60	73	79	82
1 time	12	12	10	7
2 to 3 times	11	8	6	6
4 or more times	17	6	5	6

Question HS A.120, 121, 129, 132, 133, 148/MS A.113, 114, 122, 125, 126, 141: 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>	10	9	9	14
<i>During the past 12 months, how many times on school property have you...</i>				
been in a physical fight?				
0 times	77	90	94	83
1 time	13	6	3	8
2 to 3 times	6	2	2	5
4 or more times	4	2	1	4
been offered, sold, or given an illegal drug?				
0 times	88	81	80	81
1 time	6	7	6	5
2 to 3 times	3	6	7	7
4 or more times	3	6	7	7
damaged school property on purpose?				
0 times	93	93	94	89
1 time	4	3	3	6
2 to 3 times	2	2	2	2
4 or more times	1	2	2	3
carried a gun?				
0 times	98	99	98	95
1 time	1	0	1	3
2 to 3 times	0	0	0	0
4 or more times	1	1	1	2
carried any other weapon (such as a knife or club)?				
0 times	93	92	91	81
1 time	4	3	2	5
2 to 3 times	2	1	2	3
4 or more times	2	3	5	12

Question HS A.117, 122-125/MS A.110, 115-118: 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	78	88	91	88
1 time	10	5	4	5
2 to 3 times	5	4	3	3
4 or more times	7	3	2	4
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	92	94	96	90
1 time	5	4	2	6
2 to 3 times	1	1	1	2
4 or more times	3	1	1	3

Question HS A.126, 128/MS A.119, 121: 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	82	76	82	83
1 time	11	12	6	6
2 to 3 times	3	6	6	3
4 or more times	4	6	7	8

Question HS A.127/MS A.120: 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” [^]	20	32	49	69	A9.2
Lifetime alcohol or drug use	20	33	50	69	A9.2
Lifetime marijuana use	11	21	37	62	A9.2
Lifetime very drunk or high (7 or more times)	3	8	21	40	A9.7
Current alcohol or drug use [¶]	9	17	31	51	A9.5
Current marijuana use [¶]	5	12	24	47	A9.5
Current heavy drug use [¶]	3	9	17	40	A9.5
Current heavy alcohol use (binge drinking) [¶]	2	5	15	25	A9.5
Current alcohol or drug use on school property ^{¶Φ}	5	8	12	23	A9.8
Harmfulness of occasional marijuana use ^B	31	25	19	18	A9.11
Difficulty of obtaining marijuana ^C	14	7	5	8	A9.12

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

[^]Excludes prescription pain medication.

[¶]Past 30 days.

^ΦIn-School only.

^BGreat harm.

^CVery difficult.

Table A9.2**Summary of AOD Lifetime Use**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	14	23	43	60
Marijuana	11	21	37	62
Inhalants	4	3	4	11
Cocaine, methamphetamine, or any amphetamines	na	1	2	8
Ecstasy, LSD, or other psychedelics	na	3	10	34
Prescription pain medication (opioids)	na	3	6	19
Cold/cough medicines or other over-the-counter medicines to get “high”	na	4	6	18
Any other drug, pill, or medicine to get “high”	3	3	5	15
Any of the above AOD use	20	33	50	69
Any illicit AOD use to get “high”[^]	20	32	49	69

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

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

na—Not asked of middle school students.

Table A9.3***Lifetime AOD Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	86	77	57	40
1 time	7	6	6	9
2 to 3 times	3	6	8	7
4 or more times	4	10	29	45
Marijuana (smoke, vape, eat, or drink)				
0 times	89	79	63	38
1 time	4	5	4	4
2 to 3 times	3	4	5	4
4 or more times	4	13	28	54
Inhalants				
0 times	96	97	96	89
1 time	2	1	1	2
2 to 3 times	1	1	1	4
4 or more times	2	1	2	5
Cocaine, methamphetamine, or any amphetamines				
0 times	na	99	98	92
1 time	na	0	1	1
2 to 3 times	na	0	0	2
4 or more times	na	0	1	5
Ecstasy, LSD, or other psychedelics				
0 times	na	97	90	66
1 time	na	2	1	6
2 to 3 times	na	1	3	10
4 or more times	na	1	5	18
Prescription pain medication				
0 times	na	97	94	81
1 time	na	1	2	5
2 to 3 times	na	1	1	5
4 or more times	na	1	2	9

Question HS A.65-68, 70, 71/MS A.66-68: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Prescription pain medication (Vicodin, OxyContin, Percodan, Fentanyl).

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

na—Not asked of middle school students.

Table A9.3***Lifetime AOD Use – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cold/cough medicines or other over-the-counter medicines to get “high”				
0 times	na	96	94	82
1 time	na	1	1	4
2 to 3 times	na	1	3	6
4 or more times	na	2	2	8
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 times	97	97	95	85
1 time	1	1	1	3
2 to 3 times	1	1	2	3
4 or more times	1	1	2	9

Question HS A.72, 73/MS A.70: 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	92	83	67	42
1 time	3	3	3	3
2 to 3 times	1	3	4	3
4 or more times	4	11	26	52
In a vaping device?				
0 times	93	86	71	46
1 time	2	2	3	4
2 to 3 times	1	3	4	3
4 or more times	4	9	22	48
Eat or drink it in products made with marijuana?				
0 times	93	87	73	46
1 time	3	4	5	5
2 to 3 times	1	3	7	6
4 or more times	3	6	16	43

Question HS A.77-79/MS A.74-76: 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)	6	10	23	34
Binge drinking (5 or more drinks in a row)	2	5	15	25
Marijuana (smoke, vape, eat, or drink)	5	12	24	47
Inhalants	1	2	2	3
Prescription drugs to get “high” or for reasons other than prescribed	na	1	2	5
Other drug, pill, or medicine to get “high” or for reasons other than medical	1	1	2	5
<i>Any drug use</i>	6	13	24	47
<i>Heavy drug use</i>	3	9	17	40
<i>Any AOD Use</i>	9	17	31	51
Two or more substances at the same time	na	5	10	21

Question HS A.83-89/MS A.80-84: 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	94	90	77	66
1 or 2 days	5	7	14	17
3 to 9 days	1	2	7	9
10 to 19 days	0	0	1	3
20 to 30 days	0	0	1	6
Binge drinking (5 or more drinks in a row)				
0 days	98	95	85	75
1 or 2 days	1	3	9	10
3 to 9 days	0	1	5	8
10 to 19 days	0	1	1	1
20 to 30 days	0	0	1	5
Marijuana (smoke, vape, eat, or drink)				
0 days	95	88	76	53
1 or 2 days	3	4	8	7
3 to 9 days	1	3	5	5
10 to 19 days	0	2	3	5
20 to 30 days	1	3	8	30

Question HS A.83-85/MS A.80-82: 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	95	91	75	50
1 to 2 times	4	6	11	21
3 to 6 times	1	2	8	13
7 or more times	0	1	6	16
“High” (loaded, stoned, or wasted) from using drugs				
0 times	93	84	69	48
1 to 2 times	4	5	6	7
3 to 6 times	1	3	5	7
7 or more times	3	8	20	38
<i>Very drunk or “high” 7 or more times</i>	3	8	21	40

Question HS A.74, 75/MS A.71, 72: 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	97	96	95	88
1 to 2 days	3	3	3	5
3 or more days	0	2	2	7
Marijuana (smoke, vape, eat, or drink)				
0 days	97	94	90	80
1 to 2 days	1	2	4	5
3 or more days	1	4	6	14
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 days	99	99	99	96
1 to 2 days	0	0	1	2
3 or more days	0	0	1	3
<i>Any of the above</i>	5	8	12	23

Question HS A.93-95/MS A.88-90: 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	97	92	85	65
1 to 2 times	2	4	5	9
3 to 6 times	1	2	3	8
7 or more times	1	2	7	18

Question HS A.76/MS A.73: 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	90	77	59
0 times	na	7	19	28
1 time	na	2	3	9
2 to 3 times	na	1	1	2
4 or more times	na	1	1	2
Marijuana				
Does not apply, don't use	na	86	74	51
0 times	na	8	17	29
1 time	na	3	4	6
2 to 3 times	na	1	4	8
4 or more times	na	1	1	7

Question HS A.65, 66, 111, 112: During your life, how many times have you used the following?... One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... 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	24	23	21	25
Moderate	20	28	25	26
Slight	25	32	35	24
None	31	18	19	25
Alcohol - 5 or more drinks once or twice a week				
Great	35	45	43	39
Moderate	25	31	33	28
Slight	12	10	10	11
None	28	13	13	22
Marijuana - use occasionally				
Great	31	25	19	18
Moderate	23	27	19	14
Slight	15	27	33	28
None	31	22	29	40
Marijuana - use daily				
Great	47	46	35	24
Moderate	16	25	28	22
Slight	7	13	20	24
None	30	16	18	30

Question HS A.101-104/MS A.96-99: 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	14	7	5	10
Fairly difficult	13	11	9	9
Fairly easy	16	23	26	23
Very easy	15	26	32	31
Don't know	43	33	27	27
Marijuana				
Very difficult	14	7	5	8
Fairly difficult	13	7	4	6
Fairly easy	12	20	17	17
Very easy	17	35	48	44
Don't know	43	31	27	24
Prescription drugs to get “high” or for reasons other than prescribed				
Very difficult	16	11	10	11
Fairly difficult	13	12	14	12
Fairly easy	12	17	15	16
Very easy	12	15	15	23
Don't know	47	45	45	38

Question HS A.107-109/MS A.102-104: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana... Prescription drugs to get “high” or for reasons other than prescribed.

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

10. Tobacco Use

Table A10.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	2	6	10	38	A10.2
Current cigarette smoking [¶]	1	2	4	18	A10.4
Current cigarette smoking at school ^{¶Φ}	0	1	1	8	A10.6
Ever tried smokeless tobacco	2	3	6	23	A10.2
Current smokeless tobacco use [¶]	1	1	1	5	A10.4
Current smokeless tobacco use at school ^{¶Φ}	0	1	1	4	A10.6
Ever used vape products	13	20	30	60	A10.2
Current use of vape products [¶]	6	9	16	38	A10.4
Current tobacco vaping [¶]	4	7	14	35	A10.5
Current marijuana vaping [¶]	3	5	11	30	A10.5
Current vaping at school ^{¶Φ}	4	5	10	22	A10.6
Cessation Attempts					
Tried to quit smoking or vaping tobacco or nicotine	na	5	9	31	A10.8
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking ^B	30	29	30	29	A10.9
Harmfulness of smoking 1 or more packs/day ^B	57	71	74	61	A10.9
Harmfulness of vaping occasionally ^B	31	31	30	30	A10.10
Harmfulness of vaping several times a day ^B	60	71	71	57	A10.10
Difficulty of obtaining cigarettes ^C	15	7	6	10	A10.11
Difficulty of obtaining vape products ^C	9	5	4	8	A10.11
Anti-Tobacco Policy					
School bans tobacco use and vaping	71	69	80	77	A10.12

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

[¶]Past 30 days.

^ΦIn-School only.

^BGreat harm.

^CVery difficult.

na—Not asked of middle school students.

Table A10.2
Lifetime Tobacco Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	94	na	na	na
1 time	3	na	na	na
2 to 3 times	1	na	na	na
4 or more times	2	na	na	na
A whole cigarette				
0 times	98	94	90	62
1 time	1	2	2	5
2 to 3 times	0	1	3	7
4 or more times	1	3	6	26
Smokeless tobacco				
0 times	98	97	94	77
1 time	1	1	2	8
2 to 3 times	0	1	2	4
4 or more times	1	1	2	11
Vape products				
0 times	87	80	70	40
1 time	4	6	4	6
2 to 3 times	3	4	5	7
4 or more times	6	10	20	47

Question HS A.62-64/MS A.62-65: During your life, how many times have you used the following?... A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Vape products.

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

na—Not asked of high school students.

Table A10.3
Substances Ever Vaped

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vaped tobacco or nicotine				
0 times	90	83	75	43
1 time	3	4	3	6
2 to 3 times	2	4	3	4
4 or more times	5	9	18	47
Vaped marijuana or THC				
0 times	95	87	75	46
1 time	1	2	2	3
2 to 3 times	1	2	4	4
4 or more times	3	8	19	47
Vaped other product				
0 times	96	96	93	77
1 time	2	1	1	2
2 to 3 times	1	1	1	4
4 or more times	2	2	5	18

Question HS A.64A-64C/MS A.65A-65C: During your life, how many times have you used the following?... Vaped tobacco or nicotine... Vaped marijuana or THC... Vaped other product.

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

Table A10.4
Any Current Use and Daily Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	1	2	4	18
Daily (20 or more days)	0	0	0	5
Smokeless tobacco				
Any	1	1	1	5
Daily (20 or more days)	0	0	0	2
Vape products				
Any	6	9	16	38
Daily (20 or more days)	2	2	5	19

Question HS A.80-82/MS A.77-79: 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	96	93	86	65
1 or 2 days	2	3	4	6
3 to 9 days	0	1	3	6
10 to 19 days	0	1	2	7
20 to 30 days	1	2	4	17
Vaped marijuana or THC?				
0 days	97	95	89	70
1 or 2 days	1	2	4	4
3 to 9 days	1	1	2	6
10 to 19 days	1	1	2	7
20 to 30 days	0	2	3	13
Vaped other product?				
0 days	98	98	97	90
1 or 2 days	1	1	1	3
3 to 9 days	0	0	1	2
10 to 19 days	0	0	0	2
20 to 30 days	1	1	1	3

Question HS A.82A-82C/MS A.79A-79C: During the past 30 days, on how many days did you use vape products?... Vaped tobacco or nicotine... Vaped marijuana or THC... Vaped other product?

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

Table A10.6**Current Smoking on School Property, Past 30 Days (In-School Only)**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
0 days	100	99	99	92
1 or 2 days	0	1	0	2
3 to 9 days	0	0	0	2
10 to 19 days	0	0	0	1
20 to 30 days	0	0	0	2
Smokeless tobacco				
0 days	100	99	99	96
1 or 2 days	0	0	0	1
3 to 9 days	0	0	0	3
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	1
Vape				
0 days	96	95	90	78
1 or 2 days	2	2	3	3
3 to 9 days	1	1	2	5
10 to 19 days	0	1	2	4
20 to 30 days	1	1	3	10

Question HS A.90-92/MS A.85-87: During the past 30 days, on how many days on school property did you... smoke cigarettes?... use smokeless tobacco (dip, chew, or snuff)?... vape?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes				
0 days	95	93	94	87
1 day	2	2	2	2
2 days	1	1	1	1
3-9 days	1	1	1	2
10-19 days	0	1	1	1
20-30 days	1	2	2	8

Question HS A.96/MS A.91: During the past 30 days, on how many days on school property did you... breathe the smoke or vapor from someone who was using cigarettes or e-cigarettes?

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

Table A10.8***Cigarette Smoking and Vaping Cessation Attempts***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	90	83	54
0 times	na	4	8	14
1 time	na	3	4	13
2 to 3 times	na	2	3	11
4 or more times	na	1	2	8

Question HS A.62, 64, 110: 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 A10.9***Perceived Harm of Cigarette Smoking***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke cigarettes occasionally				
Great	30	29	30	29
Moderate	28	36	36	27
Slight	14	20	21	20
None	28	15	14	24
Smoke 1 or more packs of cigarettes each day				
Great	57	71	74	61
Moderate	10	12	11	12
Slight	4	3	3	5
None	28	14	13	22

Question HS A.97, 98/MS A.92, 93: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.

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

Table A10.10***Perceived Harm of Using Vape Products***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vape tobacco or nicotine occasionally				
Great	31	31	30	30
Moderate	30	37	37	28
Slight	12	18	21	22
None	27	13	13	19
Vape tobacco or nicotine several times a day (100 puffs or more)				
Great	60	71	71	57
Moderate	9	14	14	17
Slight	3	3	4	6
None	27	13	11	20

Question HS A.99, 100/MS A.94, 95: How much do people risk harming themselves physically and in other ways when they do the following?... Vape tobacco or nicotine occasionally... Vape tobacco or nicotine several times a day (100 puffs or more).

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

Table A10.11***Perceived Difficulty of Obtaining Cigarettes and Vape Products***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Very difficult	15	7	6	10
Fairly difficult	15	13	13	8
Fairly easy	15	23	25	22
Very easy	10	18	20	31
Don't know	45	39	36	28
Vape products				
Very difficult	9	5	4	8
Fairly difficult	10	5	3	6
Fairly easy	20	23	21	20
Very easy	24	38	45	41
Don't know	36	29	27	25

Question HS A.105, 106/MS A.100, 101: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes... Vape products.

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

Table A10.12***School Bans Tobacco Use and Vaping***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	6	4	5	4
Yes	71	69	80	77
Don't know	23	27	16	19

Question HS A.113/MS A.105: 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	41	na	na	na
1 day	15	na	na	na
2 days	10	na	na	na
3 days	9	na	na	na
4 days	5	na	na	na
5 days	21	na	na	na

Question MS A.106: 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	93	96	96	94
Yes	7	4	4	6

Question HS A.149/MS A.142: Do you consider yourself a member of a gang?

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

12. Race/Ethnic Breakdowns

Table A12.1

School Engagement and Supports by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness^{†#} (<i>In-School Only</i>)				
American Indian or Alaska Native	40	45	51	62
Asian or Asian American	42	54	53	
Black or African American	51	45	52	65
Hispanic or Latinx	50	51	46	50
Native Hawaiian or Pacific Islander	50	59		
White	54	57	55	60
Mixed (two or more) ethnics	47	54	50	60
Something else	39	48	55	61
School Connectedness^{†ψ} (<i>Remote Only</i>)				
American Indian or Alaska Native				50
Asian or Asian American				
Black or African American				
Hispanic or Latinx				57
Native Hawaiian or Pacific Islander				
White	39			58
Mixed (two or more) ethnics				55
Something else				
Academic Motivation[†]				
American Indian or Alaska Native	52	49	54	55
Asian or Asian American	67	70	61	
Black or African American	58	48	55	73
Hispanic or Latinx	57	57	57	50
Native Hawaiian or Pacific Islander	71	62		
White	56	58	54	52
Mixed (two or more) ethnics	58	60	51	58
Something else	51	49	42	44

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	62	51	45	35
Asian or Asian American	32	35	41	
Black or African American	38	62	67	37
Hispanic or Latinx	35	46	50	46
Native Hawaiian or Pacific Islander	36	36		
White	44	44	49	41
Mixed (two or more) ethnics	50	42	53	27
Something else	42	55	41	31
School is worthless and a waste of time[±]				
American Indian or Alaska Native	26	26	15	25
Asian or Asian American	5	8	10	
Black or African American	29	26	36	8
Hispanic or Latinx	19	17	13	21
Native Hawaiian or Pacific Islander	9	0		
White	17	11	18	22
Mixed (two or more) ethnics	16	18	18	20
Something else	18	21	31	2
Monthly Absences (3 or more)				
American Indian or Alaska Native	33	25	48	42
Asian or Asian American	11	12	10	
Black or African American	20	43	19	59
Hispanic or Latinx	20	23	25	28
Native Hawaiian or Pacific Islander	34	21		
White	19	22	29	42
Mixed (two or more) ethnics	27	29	25	46
Something else	25	34	18	39

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	17	14	24	27
Asian or Asian American	28	40	33	
Black or African American	52	24	18	36
Hispanic or Latinx	26	30	18	27
Native Hawaiian or Pacific Islander	16	35		
White	30	28	21	30
Mixed (two or more) ethnics	23	31	14	29
Something else	29	34	29	24
Caring adult relationships[‡]				
American Indian or Alaska Native	38	56	58	59
Asian or Asian American	43	54	53	
Black or African American	49	52	56	73
Hispanic or Latinx	50	49	59	67
Native Hawaiian or Pacific Islander	38	72		
White	60	60	67	69
Mixed (two or more) ethnics	52	61	61	68
Something else	48	51	68	71
High expectations-adults in school[‡]				
American Indian or Alaska Native	44	56	78	65
Asian or Asian American	60	68	67	
Black or African American	70	74	59	86
Hispanic or Latinx	59	59	64	70
Native Hawaiian or Pacific Islander	69	89		
White	69	70	72	71
Mixed (two or more) ethnics	66	70	66	70
Something else	63	63	67	73

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	18	21	27	28
Asian or Asian American	29	21	24	
Black or African American	31	24	31	11
Hispanic or Latinx	23	21	20	19
Native Hawaiian or Pacific Islander	20	26		
White	25	24	26	28
Mixed (two or more) ethnics	24	24	23	24
Something else	23	26	12	22
Facilities upkeep[†] (<i>In-School Only</i>)				
American Indian or Alaska Native	37	37	40	84
Asian or Asian American	16	38	32	
Black or African American	24	42	15	96
Hispanic or Latinx	35	39	39	72
Native Hawaiian or Pacific Islander	22	72		
White	37	47	45	73
Mixed (two or more) ethnics	30	39	39	77
Something else	27	38	24	86
Promotion of parental involvement in school[†]				
American Indian or Alaska Native	33	31	41	50
Asian or Asian American	43	39	36	
Black or African American	39	31	31	69
Hispanic or Latinx	46	39	31	53
Native Hawaiian or Pacific Islander	54	68		
White	45	39	34	55
Mixed (two or more) ethnics	42	35	30	55
Something else	42	26	40	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	42	52	56	71
Asian or Asian American	38	52	65	
Black or African American	48	46	65	80
Hispanic or Latinx	54	48	49	53
Native Hawaiian or Pacific Islander	63	63		
White	50	57	62	68
Mixed (two or more) ethnics	37	55	52	73
Something else	45	62	59	52
Experienced harassment due to five reasons^{^§}				
American Indian or Alaska Native	48	28	21	8
Asian or Asian American	43	25	27	
Black or African American	45	32	16	16
Hispanic or Latinx	39	30	31	12
Native Hawaiian or Pacific Islander	38	31		
White	39	26	20	13
Mixed (two or more) ethnics	46	34	34	19
Something else	37	35	9	23
Experienced any harassment or bullying[§]				
American Indian or Alaska Native	56	39	26	15
Asian or Asian American	44	28	31	
Black or African American	53	41	21	16
Hispanic or Latinx	48	38	35	17
Native Hawaiian or Pacific Islander	56	35		
White	47	35	26	16
Mixed (two or more) ethnics	55	44	39	25
Something else	42	44	9	34

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	57	29	22	23
Asian or Asian American	31	13	16	
Black or African American	36	22	11	29
Hispanic or Latinx	45	29	21	21
Native Hawaiian or Pacific Islander	58	24		
White	49	31	32	24
Mixed (two or more) ethnics	48	41	37	20
Something else	47	37	18	50
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
American Indian or Alaska Native	23	15	18	13
Asian or Asian American	46	14	3	
Black or African American	9	27	0	
Hispanic or Latinx	27	15	11	6
Native Hawaiian or Pacific Islander	28	12		
White	33	20	12	11
Mixed (two or more) ethnics	32	18	15	5
Something else	30	24	3	8
Been in a physical fight[§] (<i>In-School Only</i>)				
American Indian or Alaska Native	31	5	7	13
Asian or Asian American	3	6	8	
Black or African American	44	8	2	
Hispanic or Latinx	25	12	7	20
Native Hawaiian or Pacific Islander	21	24		
White	20	9	5	17
Mixed (two or more) ethnics	28	10	6	15
Something else	28	24	13	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	16	25	21	11
Asian or Asian American	8	12	11	
Black or African American	28	25	13	
Hispanic or Latinx	17	24	14	8
Native Hawaiian or Pacific Islander	14	21		
White	18	25	20	22
Mixed (two or more) ethnics	27	24	23	17
Something else	16	38	6	11

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	42	20	18	18
Asian or Asian American	32	15	11	
Black or African American	31	21	24	43
Hispanic or Latinx	41	27	18	14
Native Hawaiian or Pacific Islander	66	21		
White	42	27	23	18
Mixed (two or more) ethnics	41	30	30	14
Something else	29	35	10	34

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	12	12	36	50
Asian or Asian American	4	5	18	
Black or African American	0	23	26	49
Hispanic or Latinx	10	19	30	40
Native Hawaiian or Pacific Islander	0	8		
White	8	18	33	54
Mixed (two or more) ethnics	11	17	41	56
Something else	12	19	9	70
Current marijuana use[¶]				
American Indian or Alaska Native	7	9	25	49
Asian or Asian American	0	4	4	
Black or African American	0	21	22	49
Hispanic or Latinx	6	14	21	33
Native Hawaiian or Pacific Islander	0	8		
White	6	12	26	51
Mixed (two or more) ethnics	5	11	32	50
Something else	6	13	6	65
Current binge drinking[¶]				
American Indian or Alaska Native	9	6	24	29
Asian or Asian American	0	2	10	
Black or African American	0	5	16	16
Hispanic or Latinx	3	4	18	14
Native Hawaiian or Pacific Islander	0	8		
White	1	5	13	27
Mixed (two or more) ethnics	3	4	21	29
Something else	1	7	0	30

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

[¶]Past 30 days.

Table A12.4**Substance Use by Race/Ethnicity – Continued**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or “high” 7 or more times, ever				
American Indian or Alaska Native	7	7	21	39
Asian or Asian American	0	2	6	
Black or African American	0	11	8	36
Hispanic or Latinx	4	10	18	27
Native Hawaiian or Pacific Islander	0	4		
White	2	8	23	46
Mixed (two or more) ethnics	3	9	31	41
Something else	4	5	9	39
Been drunk or “high” on drugs at school, ever				
American Indian or Alaska Native	7	9	20	40
Asian or Asian American	0	4	7	
Black or African American	0	11	6	29
Hispanic or Latinx	3	9	11	19
Native Hawaiian or Pacific Islander	0	4		
White	2	8	16	41
Mixed (two or more) ethnics	3	9	19	30
Something else	5	16	6	29
Current alcohol use[¶]				
American Indian or Alaska Native	10	7	18	31
Asian or Asian American	4	2	16	
Black or African American	0	7	16	23
Hispanic or Latinx	8	10	24	26
Native Hawaiian or Pacific Islander	0	8		
White	4	11	24	36
Mixed (two or more) ethnics	6	12	33	39
Something else	7	6	3	50

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

[¶]Past 30 days.

Table A12.4**Substance Use by Race/Ethnicity – Continued**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use at school[¶] (In-School Only)				
American Indian or Alaska Native	5	5	3	12
Asian or Asian American	2	2	7	
Black or African American	0	4	8	5
Hispanic or Latinx	5	5	7	6
Native Hawaiian or Pacific Islander	6	0		
White	2	4	4	12
Mixed (two or more) ethnics	4	3	4	18
Something else	6	4	0	13
Current cigarette smoking[¶]				
American Indian or Alaska Native	4	1	1	24
Asian or Asian American	0	0	4	
Black or African American	0	3	0	16
Hispanic or Latinx	1	2	4	7
Native Hawaiian or Pacific Islander	0	4		
White	1	3	5	22
Mixed (two or more) ethnics	0	3	5	12
Something else	2	3	2	26
Current vaping[¶]				
American Indian or Alaska Native	11	6	16	49
Asian or Asian American	3	2	8	
Black or African American	0	17	25	20
Hispanic or Latinx	8	8	16	28
Native Hawaiian or Pacific Islander	26	8		
White	4	9	17	41
Mixed (two or more) ethnics	10	10	19	37
Something else	8	13	0	44

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

[¶]Past 30 days.

Table A12.4**Substance Use by Race/Ethnicity – Continued**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current tobacco vaping[¶]				
American Indian or Alaska Native	8	4	16	49
Asian or Asian American	3	2	8	
Black or African American	0	15	16	20
Hispanic or Latinx	4	7	14	26
Native Hawaiian or Pacific Islander	16	8		
White	1	7	14	38
Mixed (two or more) ethnics	9	8	14	32
Something else	6	13	0	44
Current marijuana vaping[¶]				
American Indian or Alaska Native	5	4	14	40
Asian or Asian American	0	2	5	
Black or African American	0	9	22	4
Hispanic or Latinx	3	5	12	23
Native Hawaiian or Pacific Islander	0	8		
White	2	6	11	31
Mixed (two or more) ethnics	3	5	14	33
Something else	4	6	0	36

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	56	58	48	43
Asian or Asian American	62	54	58	
Black or African American	72	59	62	64
Hispanic or Latinx	52	41	47	43
Native Hawaiian or Pacific Islander	52	57		
White	61	59	60	43
Mixed (two or more) ethnics	59	53	49	40
Something else	60	47	43	41
Bedtime (at 12 am or later)				
American Indian or Alaska Native	21	29	35	51
Asian or Asian American	25	33	43	
Black or African American	10	16	24	37
Hispanic or Latinx	22	27	37	37
Native Hawaiian or Pacific Islander	23	14		
White	20	23	25	51
Mixed (two or more) ethnics	23	28	35	48
Something else	16	36	23	31

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

¹*Today.*

Table A12.6
Learning from Home by Race/Ethnicity (Remote Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Average days worked on schoolwork (5 or more)[¶]				
American Indian or Alaska Native				17
Asian or Asian American				
Black or African American				
Hispanic or Latinx				2
Native Hawaiian or Pacific Islander				
White	37	33		7
Mixed (two or more) ethnics				22
Something else				
Synchronous instruction (4 days or more)[¶]				
American Indian or Alaska Native				0
Asian or Asian American				
Black or African American				
Hispanic or Latinx				0
Native Hawaiian or Pacific Islander				
White	0			0
Mixed (two or more) ethnics				0
Something else				
Interest in schoolwork done from home[†]				
American Indian or Alaska Native				19
Asian or Asian American				
Black or African American				
Hispanic or Latinx				30
Native Hawaiian or Pacific Islander				
White	16			40
Mixed (two or more) ethnics				34
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***Learning from Home by Race/Ethnicity – Continued (Remote Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful opportunities[‡]				
American Indian or Alaska Native				75
Asian or Asian American				
Black or African American				
Hispanic or Latinx				54
Native Hawaiian or Pacific Islander				
White	49			78
Mixed (two or more) ethnics				50
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	47	36	38	31
Asian or Asian American	27	26	32	
Black or African American	22	27	25	37
Hispanic or Latinx	32	34	32	34
Native Hawaiian or Pacific Islander	38	30		
White	34	34	41	38
Mixed (two or more) ethnics	36	40	42	28
Something else	30	34	26	50
Experienced chronic sadness/hopelessness[§]				
American Indian or Alaska Native	54	45	50	34
Asian or Asian American	40	33	47	
Black or African American	19	37	25	67
Hispanic or Latinx	36	38	45	31
Native Hawaiian or Pacific Islander	41	31		
White	35	36	43	50
Mixed (two or more) ethnics	38	41	51	53
Something else	49	32	17	56
Considered suicide[§]				
American Indian or Alaska Native	39	27	18	21
Asian or Asian American	20	9	18	
Black or African American	16	24	16	29
Hispanic or Latinx	17	18	19	12
Native Hawaiian or Pacific Islander	28	7		
White	20	22	23	23
Mixed (two or more) ethnics	27	28	29	19
Something else	20	24	13	16

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	31	36	37	29
Asian or Asian American	46	49	50	
Black or African American	56	57	57	65
Hispanic or Latinx	42	41	34	39
Native Hawaiian or Pacific Islander	54	33		
White	43	44	35	42
Mixed (two or more) ethnics	40	43	29	44
Something else	42	39	36	26
Life satisfaction[‡]				
American Indian or Alaska Native	54	55	56	44
Asian or Asian American	63	56	56	
Black or African American	73	59	59	75
Hispanic or Latinx	63	59	55	53
Native Hawaiian or Pacific Islander	41	66		
White	61	61	56	52
Mixed (two or more) ethnics	59	56	51	52
Something else	52	61	65	55

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

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

[‡]Average percent of respondents reporting “Satisfied” or “Very satisfied.”

13. Gender Breakdowns

Table A13.1

School Engagement and Supports by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness^{†#} (<i>In-School Only</i>)				
Male	54	59	57	55
Female	50	51	50	63
Nonbinary	24	39	38	
Something else	27	37	46	
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Male	41			52
Female	23	28		54
Nonbinary				
Something else				
Academic Motivation[†]				
Male	56	56	52	46
Female	59	59	59	62
Nonbinary	41	50	32	24
Something else	38	58	50	
School is really boring[±]				
Male	45	46	52	41
Female	39	44	46	35
Nonbinary	59	44	53	54
Something else	53	57	62	
School is worthless and a waste of time[±]				
Male	22	15	23	27
Female	13	12	12	11
Nonbinary	18	22	27	28
Something else	20	30	36	

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	19	21	22	35
Female	22	25	32	47
Nonbinary	20	30	32	40
Something else	17	31	11	
Maintaining focus on schoolwork[†]				
Male	28	33	23	27
Female	30	25	19	30
Nonbinary	3	21	12	27
Something else	17	17	11	
Caring adult relationships[‡]				
Male	56	59	65	62
Female	54	57	63	70
Nonbinary	37	37	58	85
Something else	46	54	58	
High expectations-adults in school[‡]				
Male	66	68	70	64
Female	65	69	70	75
Nonbinary	56	50	67	93
Something else	55	63	67	
Meaningful participation[‡]				
Male	28	24	23	27
Female	22	23	26	24
Nonbinary	12	18	18	24
Something else	14	27	26	

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	33	42	40	73
Female	36	47	42	75
Nonbinary	30	29	49	
Something else	21	34	24	
Promotion of parental involvement in school[‡]				
Male	48	40	38	52
Female	42	37	31	57
Nonbinary	20	29	24	65
Something else	32	27	37	

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	53	61	66	64
Female	48	52	52	69
Nonbinary	13	25	39	
Something else	25	30	59	
Experienced harassment due to five reasons^{λ§}				
Male	29	20	16	10
Female	46	30	26	20
Nonbinary	82	69	59	9
Something else	78	87	38	
Experienced any harassment or bullying[§]				
Male	38	28	21	14
Female	55	39	32	23
Nonbinary	86	75	61	9
Something else	81	88	41	
Had mean rumors or lies spread about you[§]				
Male	41	22	23	24
Female	52	36	32	23
Nonbinary	73	47	45	49
Something else	61	41	31	
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
Male	26	17	11	8
Female	33	17	11	14
Nonbinary	53	46	24	
Something else	63	41	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 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	29	12	8	20
Female	17	9	3	9
Nonbinary	29	7	13	
Something else	15	12	12	
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Male	22	25	21	19
Female	14	22	13	13
Nonbinary	11	37	42	
Something else	34	34	29	

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	30	18	13	17
Female	49	33	26	19
Nonbinary	56	45	35	26
Something else	47	35	33	

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	6	15	23	51
Female	12	18	38	50
Nonbinary	15	34	32	67
Something else	7	25	43	
Current marijuana use[¶]				
Male	3	11	18	46
Female	7	12	28	46
Nonbinary	11	26	27	67
Something else	5	18	34	
Current binge drinking[¶]				
Male	2	3	12	23
Female	2	6	18	26
Nonbinary	10	9	10	29
Something else	2	8	14	
Very drunk or “high” 7 or more times, ever				
Male	2	7	16	41
Female	3	9	24	38
Nonbinary	8	21	30	56
Something else	3	11	31	
Been drunk or “high” on drugs at school, ever				
Male	1	6	11	35
Female	4	10	18	34
Nonbinary	10	18	17	
Something else	5	13	22	
Current alcohol use[¶]				
Male	4	7	18	34
Female	7	12	28	34
Nonbinary	12	19	22	29
Something else	2	14	21	

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

[¶]Past 30 days.

Table A13.4
Substance Use by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Male	3	3	3	11
Female	3	4	6	11
Nonbinary	7	7	2	
Something else	2	12	10	
Current cigarette smoking[¶]				
Male	1	1	3	17
Female	1	2	6	19
Nonbinary	7	5	2	19
Something else	2	11	7	
Current vaping[¶]				
Male	3	5	10	36
Female	9	11	22	39
Nonbinary	22	17	14	65
Something else	11	17	15	
Current tobacco vaping[¶]				
Male	2	5	9	33
Female	5	9	18	38
Nonbinary	8	10	12	42
Something else	2	15	12	
Current marijuana vaping[¶]				
Male	1	3	7	29
Female	4	7	15	29
Nonbinary	0	11	12	60
Something else	2	14	12	

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	68	60	64	39
Female	51	51	50	48
Nonbinary	44	32	51	68
Something else	49	34	50	
Bedtime (at 12 am or later)				
Male	23	24	32	48
Female	16	24	26	48
Nonbinary	48	39	44	11
Something else	49	43	49	

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

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

¹*Today.*

Table A13.6
Learning from Home by Gender (Remote Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Average days worked on schoolwork (5 or more)[¶]				
Male	38	22		10
Female	22	36		12
Nonbinary				
Something else				
Synchronous instruction (4 days or more)[¶]				
Male	0	0		0
Female	0	20		3
Nonbinary				
Something else				
Interest in schoolwork done from home[†]				
Male	12			22
Female	3	5		41
Nonbinary				
Something else				
Meaningful opportunities[‡]				
Male	61			63
Female	7	5		73
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	21	23	26	29
Female	42	42	46	42
Nonbinary	74	62	62	75
Something else	54	65	39	
Experienced chronic sadness/hopelessness[§]				
Male	23	24	29	36
Female	46	46	54	55
Nonbinary	84	66	68	72
Something else	75	72	52	
Considered suicide[§]				
Male	12	14	12	16
Female	26	24	27	23
Nonbinary	55	59	51	53
Something else	50	54	34	
Optimism[‡]				
Male	51	51	44	44
Female	38	38	31	35
Nonbinary	9	20	21	
Something else	20	23	28	
Life satisfaction[‡]				
Male	67	65	62	57
Female	58	57	52	48
Nonbinary	26	41	31	
Something else	32	35	50	

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.”

Alcohol and Other Drugs (AOD) Module

1. Module Sample

Table B1.1

Student Sample for AOD Module

	Grade 7	Grade 9	Grade 11	NT ^A
Number of districts	10	5	5	4
Number of schools	11	7	7	8
Number of students	445	648	453	261

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

2. Summary of Key Indicators

Table B2.1

Key Indicators of Alcohol and Other Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Alcohol and Marijuana Consumption Patterns					
Usually drank until felt it a lot	2	4	14	17	B3.4
Usually used marijuana or other drugs until felt it a lot	na	8	14	19	B3.5
Driving under the influence experiences	35	13	23	27	B3.6
Consequences of AOD Consumption					
Caused one or more problems	na	11	21	36	B4.2
Caused one or more dependency-related experiences	na	13	26	37	B4.3
Supports to Reduce AOD Use					
Very likely to find help at school for quitting or reducing use	na	24	15	31	B5.2
Strong Personal Disapproval of AOD Use					
Having one or two drinks of any alcoholic beverage nearly every day	50	42	43	28	B7.1
Trying marijuana once or twice	42	22	14	10	B7.1
Using marijuana once a month or more	53	33	21	11	B7.1

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

na—Not asked of middle school students.

3. ATOD Consumption Patterns

Table B3.1

Lifetime Use of Heroin, Sedatives, Appetite Suppressants, and Prescription Stimulant

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Heroin				
0 times	na	99	99	99
1 time	na	0	0	0
2 to 3 times	na	0	0	0
4 or more times	na	1	0	1
Tranquilizers or sedatives				
0 times	na	98	97	86
1 time	na	0	0	3
2 to 3 times	na	0	1	3
4 or more times	na	1	1	8
Appetite suppressants				
0 times	na	95	95	93
1 time	na	1	1	1
2 to 3 times	na	1	1	3
4 or more times	na	4	4	3
Ritalin or Adderall or other prescription stimulant				
0 times	na	97	94	86
1 time	na	1	1	1
2 to 3 times	na	1	1	4
4 or more times	na	2	4	8

Question HS B.6-9: During your life, how many times have you used the following?... Heroin... Tranquilizers or sedatives (Xanax, Klonopin, Ativan, Valium)... Appetite suppressants (Didrex, Dexedrine, Xenadrine, Skittles, M&Ms)... Ritalin or Adderall or other prescription stimulant.

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

na—Not asked of middle school students.

Table B3.2
Age of Onset – AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
Never	79	70	50	34
10 years or under	10	8	7	12
11-12 years old	9	6	9	15
13-14 years old	2	13	13	21
15-16 years old	0	2	18	16
17 years or older	1	1	3	3
Marijuana (smoke, vape, eat, or drink)				
Never	86	74	57	34
10 years or under	4	3	2	11
11-12 years old	6	4	10	19
13-14 years old	3	17	14	25
15-16 years old	0	1	16	9
17 years or older	1	1	1	2
Any other illegal drug or pill to get “high”				
Never	96	95	90	75
10 years or under	1	1	0	1
11-12 years old	1	1	2	2
13-14 years old	1	3	4	10
15-16 years old	0	0	4	7
17 years or older	1	0	0	3

Question HS/MS B.1, 4, 5: About how old were you the first time you tried any of these things?... A drink of an alcoholic beverage (other than a sip or two)... Marijuana (smoke, vape, eat, or drink)... Any other illegal drug or pill to get “high.”

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

Table B3.3***Age of Onset – Tobacco Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked part or all of a cigarette				
Never	93	91	80	50
10 years or under	3	1	2	10
11-12 years old	2	4	3	11
13-14 years old	2	4	6	17
15-16 years old	0	0	8	9
17 years or older	1	0	1	2
A vape product such as an e-cigarette, vape pen, or mod				
Never	84	81	67	36
10 years or under	3	1	0	7
11-12 years old	9	5	5	12
13-14 years old	2	12	12	26
15-16 years old	1	1	14	16
17 years or older	1	1	2	3

Question HS/MS B.2, 3: About how old were you the first time you tried any of these things?... Part or all of a cigarette... A vape product such as an e-cigarette (JUUL), vape pen, or mod.

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

Table B3.4***Usual Alcohol Consumption Level***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't drink alcohol	91	85	63	52
Just enough to feel it a little	5	6	11	14
Enough to feel it moderately	2	5	12	18
Until I feel it a lot or get really drunk	2	4	14	17

Question HS B.10/MS B.6: If you drink alcohol, how much do you usually drink?

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

Table B3.5***Usual Drug Consumption Level***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't use drugs	na	81	63	51
Just enough to feel a little high	na	4	8	9
Enough to feel it moderately	na	7	14	22
Until I feel it a lot or get really high	na	8	14	19

Question HS B.11: If you use marijuana or other drugs, how "high" (stoned, faded, wasted, trashed) do you usually like to get?

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

na—Not asked of middle school students.

Table B3.6***Driving Under the Influence Experiences, Lifetime***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using				
Never	na	87	77	73
1 time	na	4	5	7
2 times	na	3	3	6
3 to 6 times	na	3	7	5
7 or more times	na	3	7	9
Have ridden in a car driven by someone who had been using alcohol or drugs				
Never	65	na	na	na
1 time	7	na	na	na
2 times	7	na	na	na
3 to 6 times	6	na	na	na
7 or more times	16	na	na	na

Question HS B.35/MS B.25: During your life, how many times have you ever driven a car when you had been using alcohol or drugs, or been in a car driven by a friend when he or she had been using?... During your life, how many times have you ridden in a car driven by someone who had been using alcohol or drugs?

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

na—Not asked of middle school students.

4. Reasons for and Consequences of AOD Consumption

Table B4.1

Reasons for AOD Use, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months.	79	70	56	36
To experiment (try using)	8	12	18	9
To get high	6	14	29	30
To have a good time with friends	6	16	35	38
To fit in with a group you like	2	4	5	2
Because of boredom	6	10	20	19
To relax	8	14	26	41
To get away from problems	7	12	19	24
Because of anger or frustration	5	6	12	26
To get through the day	4	6	14	24
Because it made you feel better	6	11	21	30
To seek deeper insights and understanding	1	5	13	13
None of the above	16	8	8	6

Question HS B.12/MS B.7: Have you used alcoholic beverages, marijuana, or other drugs in the past 12 months for any of the following reasons? (Mark All That Apply.)

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

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

Table B4.2***Problems Caused by AOD Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I've never used alcohol or drugs	na	76	61	38
I've used alcohol or drugs but never had any problems	na	15	22	32
Have problems with emotions, nerves, or mental health	na	5	11	17
Get into trouble or have problems with the police	na	2	5	18
Have money problems	na	1	3	8
Miss school	na	2	6	11
Have problems with schoolwork	na	3	7	9
Fight with others	na	2	3	12
Damage a friendship	na	3	6	8
Physically hurt or injure yourself	na	3	7	13
Have unwanted or unprotected sex	na	1	5	8
Forget what happened or pass out	na	4	12	17
Been suspended from school	na	1	2	12
<i>One or more problems</i>	na	11	21	36

Question HS B.13: Has using alcohol, marijuana, or other drugs ever caused you to have any of the following problems? (Mark All That Apply.)

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

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

na—Not asked of middle school students.

Table B4.3***Alcohol or Other Drug Use Caused Negative Experiences***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I have not used alcohol or drugs	na	78	61	45
I use alcohol or drugs but have not experienced any of these things	na	11	16	21
Found you had to increase how much you use to have the same effect as before	na	4	14	23
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	na	3	8	13
Used alcohol or drugs a lot more than you intended	na	4	8	10
Used alcohol or drugs when you were alone	na	8	19	26
Your use of alcohol or drugs often kept you from doing a normal activity	na	1	4	5
You didn't feel OK unless you had something to drink or used a drug	na	2	7	12
Thought about reducing or stopping use	na	6	13	19
Told yourself you were not going to use but found yourself using anyway	na	3	7	11
Spoke with someone about reducing or stopping use	na	2	6	9
Attended counseling, a program, or group to help you reduce or stop use	na	1	1	5
<i>One or more negative experiences</i>	na	13	26	37

Question HS B.14: If you use alcohol, marijuana, or another drug, have you had any of the following experiences? (Mark All That Apply.)

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

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

na—Not asked of middle school students.

Table B4.4***Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	29	28	27
Likely	na	33	31	30
Not likely	na	15	20	13
Don't know	na	23	21	30

Question HS B.17: In your opinion, how likely is it that a student will be suspended, expelled, or transferred if caught on school property using or possessing alcohol or other drugs?

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

na—Not asked of middle school students.

5. Supports to Reduce AOD Use

Table B5.1

Needed Counseling for Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I never used alcohol or other drugs	na	79	61	48
No, but I do use alcohol or other drugs	na	19	33	45
Yes, I have felt that I needed help	na	2	5	7

Question HS B.15: Have you ever felt that you needed help (such as counseling or treatment) for your alcohol or other drug use?

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

na—Not asked of middle school students.

Table B5.2

Likelihood of Finding Help at School for Quitting or Reducing Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	24	15	31
Likely	na	33	37	29
Not likely	na	17	20	13
Don't know	na	26	29	27

Question HS B.16: In your opinion, how likely is it that a student could find help at your school from a counselor, teacher, or other adult to stop or reduce using alcohol or other drugs?

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

na—Not asked of middle school students.

Table B5.3

Talked with Parent About AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	52	46	47	45
Yes	48	54	53	55

Question HS B.23/MS B.13: During the past 12 months, have you talked with at least one of your parents or guardians about the dangers of alcohol or drug use?

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

6. Availability

Table B6.1

Sources for Obtaining Alcohol

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
At school	8	14	11	6
At parties	9	33	49	26
At concerts or other social events	3	12	15	10
At their own home	21	30	40	21
From adults at friends' homes	11	21	28	20
From friends or another teenager	17	34	45	28
Get adults to buy it for them	10	22	30	24
Buy it themselves from a store	4	11	18	9
At bars, clubs, or gambling casinos	1	2	3	3
Other	11	16	19	19
Don't know	75	63	46	65

Question HS B.18/MS B.8: How do most students at your school who drink alcohol usually get it? (Mark All That Apply.)

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

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

Table B6.2***Sources for Obtaining Marijuana***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
At school	12	25	31	11
At parties	6	24	41	19
At concerts or other social events	4	13	20	14
At their own home	19	29	41	26
From an adult acquaintance	12	24	34	25
From friends or another teenager	20	35	47	32
Buy it at a marijuana dispensary	5	13	19	15
At bars or clubs	2	2	6	4
Other	10	16	13	22
Don't know	73	62	48	64

Question HS B.19/MS B.9: How do most kids at your school who use marijuana usually get it? (Mark All That Apply.)

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

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

7. Influences on ATOD Use

Table B7.1

Personal Disapproval of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Having one or two drinks of any alcoholic beverage nearly every day				
Neither approve nor disapprove	34	36	35	50
Somewhat disapprove	16	21	22	22
Strongly disapprove	50	42	43	28
Trying marijuana once or twice				
Neither approve nor disapprove	39	61	72	80
Somewhat disapprove	19	17	14	10
Strongly disapprove	42	22	14	10
Using marijuana once a month or more regularly				
Neither approve nor disapprove	36	50	61	80
Somewhat disapprove	11	17	19	9
Strongly disapprove	53	33	21	11

Question HS B.20-22/MS B.10-12: How do you feel about someone your age doing the following?... Having one or two drinks of any alcoholic beverage nearly every day... Trying marijuana once or twice... Using marijuana once a month or more regularly.

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

Table B7.2***Parent Disapproval of ATOD Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong	81	75	72	68
Wrong	14	18	19	21
A little wrong	3	4	5	7
Not at all wrong	2	3	3	4
Smoke tobacco				
Very wrong	87	82	77	67
Wrong	10	13	17	22
A little wrong	2	3	4	9
Not at all wrong	1	2	2	2
Use vape products such as e-cigarettes, vape pens, or mods				
Very wrong	86	80	75	64
Wrong	10	14	17	23
A little wrong	2	3	5	11
Not at all wrong	1	2	2	3
Use marijuana (smoke, vape, eat, or drink)				
Very wrong	78	66	51	45
Wrong	15	14	15	19
A little wrong	5	12	23	14
Not at all wrong	2	8	12	22
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	90	86	85	81
Wrong	7	10	11	15
A little wrong	1	2	2	3
Not at all wrong	1	2	2	1

Question HS B.25-29/MS B.15-19: How wrong do your parents or guardians feel it would be for you to do the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use vape products such as e-cigarettes (JUUL), vape pens, or mods... Use marijuana (smoke, vape, eat, or drink)... Use prescription drugs to get high or for reasons other than prescribed.

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

Table B7.3**Peer Disapproval of ATOD Use**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong	61	48	44	39
Wrong	22	27	28	22
A little wrong	11	13	15	17
Not at all wrong	6	12	14	22
Smoke tobacco				
Very wrong	68	55	46	40
Wrong	20	24	26	21
A little wrong	7	12	13	16
Not at all wrong	5	9	16	24
Use vape products such as e-cigarettes, vape pens, or mods				
Very wrong	64	49	42	33
Wrong	19	21	20	16
A little wrong	11	17	16	17
Not at all wrong	6	13	21	34
Use marijuana (smoke, vape, eat, or drink)				
Very wrong	63	42	30	26
Wrong	18	17	16	10
A little wrong	11	16	14	15
Not at all wrong	8	25	40	49
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	70	62	57	52
Wrong	18	21	26	22
A little wrong	7	9	10	13
Not at all wrong	5	8	7	13

Question HS B.30-34/MS B.20-24: How wrong would your close friends feel it would be if you did the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use vape products such as e-cigarettes (JUUL), vape pens, or mods... Use marijuana (smoke, vape, eat, or drink)... Use prescription drugs to get high or for reasons other than prescribed.

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

Table B7.4

Heard, Read, or Watched Any Anti-ATOD Messages, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	32	27	35	37
Yes	68	73	65	63

Question HS B.24/MS B.14: During the past 12 months, have you heard, read, or watched any messages about not using alcohol or drugs?

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

Drug-Free Communities (DFC) Module

1. Module Sample

Table H1.1

Student Sample for DFC Module

	Grade 7	Grade 9	Grade 11	NT ^A
Number of districts	0	4	4	4
Number of schools	0	6	6	8
Number of students	0	595	419	241

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

2. Prescription Drug Use

Table H2.1

Prescription Drug Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No		96	96	94
Yes		4	4	6

Question HS/MS H.2: During the past 30 days, have you used prescription drugs not prescribed to you?

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

3. Disapproval of Prescription Drug Use

Table H3.1

Parental Disapproval of Prescription Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very wrong		85	84	79
Wrong		10	12	12
A little wrong		3	3	6
Not at all wrong		2	1	3

Question HS/MS H.4: How wrong do your parents feel it would be for you to use prescription drugs not prescribed to you?

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

Table H3.2

Peer Disapproval of Prescription Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very wrong		65	61	58
Wrong		21	25	23
A little wrong		8	10	10
Not at all wrong		6	4	10

Question HS/MS H.5: How wrong do your friends feel it would be for you to use prescription drugs not prescribed to you?

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

4. Perceived Harm of Substance Use

Table H4.1

Perceived Risks Associated with Marijuana and Prescription Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke marijuana once or twice a week				
Great risk		25	18	15
Moderate risk		29	26	11
Slight risk		31	30	28
No risk		16	26	47
Use prescription drugs that are not prescribed to them				
Great risk		60	61	52
Moderate risk		28	26	29
Slight risk		6	9	10
No risk		6	4	9

Question HS/MS H.1, 3: How much do you think people risk harming themselves physically or in other ways if they smoke marijuana once or twice a week?... How much do you think people risk harming themselves physically or in other ways if they use prescription drugs that are not prescribed to them?

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

Appendix I

2021-22 CHKS Secondary Survey Response Rates

Eligible Districts	7th %	9th %	11th %	NT %
Arcata Elementary	75			
Blue Lake Union Elementary	74			
Bridgeville Elementary				
Cuddeback Union Elementary				
Eureka City Schools	62	74	69	45
Ferndale Unified	100	84	70	
Fieldbrook Elementary				
Fortuna Elementary	69			
Fortuna Union High		80	62	100
Freshwater Elementary	90			
Green Point Elementary				
Humboldt County Office of Education				58
Hydesville Elementary				
Jacoby Creek Elementary				
Klamath-Trinity Joint Unified	85	49	20	27
Kneeland Elementary				
Loleta Union Elementary				
Mattole Unified				
McKinleyville Union Elementary	89			
Northern Humboldt Union High		91	74	69
Orick Elementary				
Pacific Union Elementary	81			
Peninsula Union				
Rio Dell Elementary				
Scotia Union Elementary	89			
South Bay Union Elementary				
Southern Humboldt Joint Unified				
Trinidad Union Elementary	75			

Notes: Response rates are presented by grade level. Eligible districts listed are based on CBEDS 2021-23 public school and enrollment data files.

Appendix II

2022-23 CHKS Secondary Survey Response Rates

Eligible Districts	7th %	9th %	11th %	NT %
Arcata Elementary	65			
Blue Lake Union Elementary	72			
Bridgeville Elementary				
Cuddeback Union Elementary				
Eureka City Schools	65	79	49	33
Ferndale Unified	71	71	60	
Fieldbrook Elementary				
Fortuna Elementary	88			
Fortuna Union High		98	100	
Freshwater Elementary	74			
Green Point Elementary				
Humboldt County Office of Education				60
Hydesville Elementary				
Jacoby Creek Elementary				
Klamath-Trinity Joint Unified		70	52	64
Kneeland Elementary				
Loleta Union Elementary				
Mattole Unified				
McKinleyville Union Elementary	86			
Northern Humboldt Union High		81	74	82
Orick Elementary				
Pacific Union Elementary	48			
Peninsula Union				
Rio Dell Elementary	91			
Scotia Union Elementary	76			
South Bay Union Elementary				
Southern Humboldt Joint Unified	100	67	32	
Trinidad Union Elementary	75			

Notes: Response rates are presented by grade level. Eligible districts listed are based on CBEDS 2021-23 public school and enrollment data files.

Appendix II

CHKS Content Overview, 2022-23

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 students supports, all three key priorities required of the LCAP. It provides schools with essential data to determine the degree to which they provide the conditions and supports that all youth need to succeed in learning and developmentally thrive. Forty-nine items assessing 14 school climate domains included in a *School Climate Report Card (SCRC)* that districts can request at the district and school level.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 performance on standardized academic tests. Data for high school students show that as school climate improves—as the schools became safer, more supportive, and more engaging—test performance increased as well.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

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

more likely to eat nutritiously and exercise; and (3) experiencing caring adult relationships and high 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 twenty years of survey administration has demonstrated that as youth progress through secondary school, they become: (1) less likely to report feeling connected to school and being academically motivated; and (2) more likely to report truancy, involvement in substance use, and chronic sadness and hopelessness. Here are some additional grade-level patterns in CHKS data:

- **Seventh graders** report the highest rates of harassment and victimization, as well as participation in a physical fight and seeing a weapon on campus.
- **Ninth graders** report the lowest rates of developmental support.
- **Nontraditional (continuation school) students** report risk behavior (e.g., binge drinking, fighting at school) prevalence rates at least twice those of 11th graders in traditional comprehensive high schools.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 race/ethnicity and gender. For selected key indicators, the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard) can be used to display group differences by gender, race/ethnicity, parental education, parent military status, homeless status, afterschool participation, gender identity, and sexual orientation. Results can also be displayed for English learners, free and reduced-priced meal eligible students (prior to 2021-22), and foster youth—three important LCAP priority groups. Districts/schools can also subscribe to the District CalSCHLS private data dashboard to disaggregate their CHKS results by demographic groups for each school (call 562.799.5164 or 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,

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

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 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, Latino, and Asian peers *within the same school*. 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.¹¹ They were also more likely to be low in caring adult relationships and total developmental support.

Sexual Orientation and Gender Identity

Lesbian, gay, bisexual, transgender, and questioning or queer (LGBTQ) youth are at elevated risk for bullying and violence victimization, mental health problems, drug and alcohol use, and exhibiting poor performance in school.^{12 13} For example, analysis of the Biennial CHKS data indicate that LGBTQ youth¹⁴ are:

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

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

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

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

¹¹ Austin, Jones, & Annon. (2007). Download data.calschls.org/resources/FACTSHEET-6.pdf

¹² 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://wested.org/resources/lgbtq-students-in-california/)

¹³ 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.

¹⁴ See calschls.org/reports-data/dashboard/

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 6)

A major focus of the CHKS is providing data to gauge the level of pupil engagement, an LCAP state priority on which districts are required to show improvement. Enhancing student engagement has been identified as the key to addressing problems of low achievement, high levels of student misbehavior, alienation, and high dropout rates.¹⁵ 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. Other behavioral engagement indicators on the survey include substance use at school and violence perpetration. Research shows that student engagement is malleable and that all three types of engagement are influenced by the level to which students perceive the school as having a positive environment.

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

Self-Reported Grades

The CHKS asks students to indicate what grades they received in school in the past 12 months. Although self-reports are not as accurate as actual report card data, they provide a general sense of the school performance of the survey respondents from their self-perception.

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.¹⁶

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

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

¹⁵ 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.

¹⁶ Download data.calschls.org/resources/Biennial_State_1921.pdf

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.^{17,18}

			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 <i>Only a low percentage of students' responses place them in groups 2, 3, and 6.</i>				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											

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. 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.

¹⁷ 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>

¹⁸ 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_#/

Absenteeism

Before good teachers with quality curriculums and engaging activities can improve academic performance, the students have to show up. The CHKS provides data to identify what proportion of respondents are at risk of chronic absenteeism (missed 2 or more days during the past 30 days) and what were the reasons for absences.

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

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

Developmental Supports

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

School Connectedness

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

School connectedness appears to have increased in California in the second half of the last decade, but it still declines markedly after elementary school. A substantial minority of middle and high school students are not connected to their schools. On the 2017-19 State CHKS, the average percentage of students

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

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

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

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

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

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

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

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

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

agreeing to these scale questions declined from 62 percent in 7th grade to 53 percent in 11th, a decline similar to that found for the Academic Motivation scale.²⁸ This may be related at least in part to their lower levels of developmental support. Prior analyses have indicated that the lowest rates of both connectedness and test scores are in low-income schools.^{29 30}

Parent Involvement

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

Facilities and Physical Environment

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

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 8)

The CHKS asks students a wide range of questions to ascertain the scope and nature of physical and verbal violence and victimization that occurs on campus, as well as vandalism, and the overall level of school safety.³³ Physical violence and weapons on campus have long been a major public concern. Equally disruptive are the uncounted acts of bullying, teasing, and other nonviolent misbehavior among youth, such as substance use and sales on campus.³⁴ These behaviors adversely affect not only students' ability to learn and willingness to attend school, but also the overall school environment, the ability of teachers to teach, and the willingness of adults to enter the teaching profession.^{35 36 37}

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

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

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

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

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

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

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

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

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

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

Perceived Safety

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

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

Harassment and Victimization

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

The CHKS asks about the frequency with which students experienced any bullying/harassment related to six bias-related categories (gender, race/ethnicity, disability, sexual identity, religion, immigrant status), as well as for any other reason (Table A8.2). About three-in-ten secondary students report experiencing some harassment in the past year on the 2017-19 State CHKS, with the percentages declining between 7th and 11th grades.⁴⁰ Analyses show that victims of harassment are more likely to not feel safe at, and connected to, school; to have higher truancy; and to experience lower developmental (resilience) supports at school.⁴¹ ⁴² They report higher rates of fighting and weapons possession at school, as well as risk of depression. Students who report bias-related harassment, particularly for disability and sexual orientation, have poorer well-being than students who were only harassed for other reasons.

Different forms of verbal harassment at school are assessed by asking students about: mean rumors or lies; sexual-related jokes, comments, or gestures; being made fun of because of looks or speech; and, more generally, being made fun of, insulted or called names. Physical victimization is assessed by questions about having been pushed/shoved, threatened with harm or injury (without or without weapon), and being afraid of being beaten up. Students are also asked whether they have ever been in a physical fight as a measure of general violence.

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

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

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

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

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

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

Vandalism and Weapons

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

SUBSTANCE USE (Sections 9 and 10)

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

Alcohol and Other Drug Use (Section 9)

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

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

Alcohol and Other Drug Use at School (Section 9)

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

Cigarette Smoking (Section 10)

Students who report smoking cigarettes are significantly more likely than those who do not to engage in alcohol and other drug use, be involved in violence and gang membership, and experience school-related problems and disengagement. To a lesser extent, students who smoke are also more likely to be victims of violence and harassment, feel unsafe at school, and experience incapacitating sadness and loneliness. These results suggest that efforts to reduce student smoking may be more successful if embedded in approaches that address a broad range of risk behaviors and problems.^{49 50}

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

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

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

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

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

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

⁴⁹ Hanson & Zheng. (2006). Download data.calschls.org/resources/factsheet2update.pdf

⁵⁰ Austin, McCarthy, Slade, & Bailey. (2007). Download data.calschls.org/resources/FACTSHEET-5.pdf

MENTAL HEALTH (Section 7)

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

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

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

⁵¹ Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-11.pdf

⁵² Austin, Cragle, Delong-Cotty. (2012). Download data.calschls.org/resources/FACTSHEET-12.pdf

⁵³ Heck, Russell, O’Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf

⁵⁴ Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-10.pdf