

CALIFORNIA HEALTHY KIDS SURVEY



Newark Unified Secondary 2023-2024 Main Report

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PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results for each question from the 2023-24 *California Healthy Kids Survey* (CHKS) for schools within this school district. The CHKS, along with its two companion surveys—the *California School Staff Survey* (CSSS) and the *California School Parent Survey* (CSPS)—form the California Department of Education’s *California School Climate, Health, and Learning Survey* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive state effort in the nation to regularly assess students, staff, and parents to provide key data on school climate and safety, learning supports and barriers, stakeholder engagement, and youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major domains and constructs assessed by CalSCHLS. Appendix I lists the schools that administered the survey in the district and their response rates; Appendix II provides more information about CHKS questions.

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

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

The CalSCHLS technical advisor team offers data workshops and coaching to help identify local needs and develop action plans to meet those needs.

THE SURVEY

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

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

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

Core Module

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

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

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

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

Behavioral Health Module (Supplementary)

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

School Climate Module (Supplementary)

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

Social Emotional Health Module (Supplementary)

The Social Emotional Health Module (SEHM) greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-

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

SURVEY ADMINISTRATION AND SAMPLE

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

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

THE REPORT

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

LCAP Subgroup Results

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

ONLINE DATA DASHBOARDS

Public Dashboard. Anyone can examine online key state, county, and district CHKS results on the public CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard). The dashboard can be used to graphically display statewide, county, and district key indicators from the Core and School Climate Modules, trends over time, and disparities in survey outcomes across subgroups. Group differences across LCAP subgroups and other characteristics (e.g., chronic sadness) can be examined. In addition to displaying results interactively on the web, dashboard results can be exported as Image and PDF files for dissemination. District data are publicly posted on the dashboard by the end of November of the year following survey administration.

The District Dashboard Option. Districts may also purchase a two-year subscription to a password-protected, private data dashboard that displays up to 11 years of CalSCHLS data at not only the district level but also the *individual school level*. The dashboard provides designated staff with graphical data displays for the district as a whole, for all schools in the district on the same page to enable comparisons across schools, and for a single, individual school. At both the district and school level, viewers can:

- compare their data with district and state averages;

- make comparisons across groups such as race/ethnicity, sexual orientation, gender identity, and many other characteristics (LCAP subgroups, chronic sadness, caring relationships); and
- examine data trends over time overall and by different demographic groups.

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

UNDERSTANDING THE DATA

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

Representativeness

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

Changes Between Survey Administrations

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

RESOURCES

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

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets).
- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).
- The **California Center for School Climate** (ca-safe-supportive-schools.wested.org/california-center-for-school-climate/) provides free support and trainings on school climate and data use to LEAs in California. The website provides archived virtual events and other school climate improvement resources.
- The *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on ca-safe-supportive-schools.wested.org/subscribe/.
- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate

improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

- The **CalSCHLS Item Crosswalk** (calschls.org/resources/#resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

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

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

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

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

Compare Results with Other Data

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

- **Staff and Parent Surveys.** If your school district has administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Survey Item Crosswalk (calschls.org/resources/#resources_and_tools) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer these companion surveys, urge them to do so next time.
- **Elementary CHKS Results.** Examine how the results from 9th and 11th graders compare with those from 5th and 7th graders if your district also administered the CHKS at these school levels. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle school levels might help mitigate problems that are evident among older students.
- **Other Data.** Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline

referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

- **Similar District and Statewide Results.** The results from the biennial state administration of the CHKS, which provide representative state norms, can be downloaded from the CalSCHLS website (data.calschls.org/resources/Biennial_State_1921.pdf) or examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports). How you compare to state and district results can provide some context for your results, but the most important consideration is what your own results say about the students in your school/community.

Data Workshop

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

Request Additional Reports and Data

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

School Reports, School Climate Report Cards, Mental Health Reports, and School Boredom Reports

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

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

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

For more information about survey planning or technical assistance in understanding survey results and developing effective action plans to address identified needs, call the CalSCHLS helpline (562.799.5164) or email calschls@wested.org.

Exhibit 1

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

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

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	336	345	369	79
Final number	240	312	291	24
Response Rate	71%	90%	79%	30%

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	235	308	291	23
Remote learning only	5	4	0	1

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>)	37	41	41	44	A6.4
School connectedness ^{†ψ} (<i>Remote Only</i>)					A6.4
Academic motivation [†]	57	58	56	55	A6.4
School is really boring [±]	59	49	47	39	A6.11
School is worthless and a waste of time [±]	20	17	13	26	A6.11
Monthly Absences (3 or more)	16	11	15	38	A6.2
Maintaining focus on schoolwork ^{†Γ}	31	35	28	48	A6.10
Caring adult relationships [‡]	45	46	51	54	A6.4
High expectations [‡]	63	59	61	64	A6.4
Meaningful participation [‡]	18	17	23	28	A6.4
Facilities upkeep ^{†Φ}	11	17	11	39	A6.15
Promotion of parental involvement in school [†]	37	32	25	44	A6.4
School Safety and Cyberbullying					
School perceived as very safe or safe ^Φ	32	41	48	52	A8.1
Experienced any harassment or bullying [§]	42	31	20	13	A8.2
Had mean rumors or lies spread about you [§]	36	30	28	17	A8.3
Been afraid of being beaten up ^{§Φ}	27	16	13	0	A8.3
Been in a physical fight ^{§Φ}	9	8	4	5	A8.4
Seen a weapon on campus ^{§Φ}	10	8	8	13	A8.6
Cyberbullying [§]	33	28	24	13	A8.3

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

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

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

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

[±]Rating of 7 or higher.

^ΓSurvey question was reverse-coded.

^ΦIn-School only.

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Substance Use					
Current alcohol or drug use [¶]	2	6	13	46	A9.5
Current tobacco use [¶]	1	5	5	17	A10.6
Current marijuana use [¶]	1	3	6	42	A9.5
Current binge drinking [¶]	0	2	4	21	A9.5
Very drunk or “high” 7 or more times, ever	0	3	7	33	A9.7
Been drunk or “high” on drugs at school, ever	1	3	9	21	A9.9
Current cigarette smoking [¶]	0	1	1	4	A10.4
Current use of vape products [¶]	2	4	6	33	A10.4
Current tobacco vaping [¶]	1	4	4	13	A10.5
Current marijuana vaping [¶]	1	1	5	29	A10.5
Routines					
Eating of breakfast	62	57	51	33	A4.1
Bedtime (at 12 am or later)	16	26	38	33	A4.2
Remote Schooling					
Remote learning frequency (5 days per week) ^{¶δ}					A5.1
Synchronous instruction (4 days or more) ^{¶δ}					A5.1
Interest in schoolwork done from home ^{†δ}					A5.3
Meaningful opportunities ^{‡δ}					A5.2
Social and Emotional Health					
Social emotional distress [‡]	24	28	27	27	A7.5
Experienced chronic sadness/hopelessness [§]	27	29	31	26	A7.1
Considered suicide [§]	10	16	9	0	A7.2
Optimism [‡]	39	37	41	30	A7.3
Life satisfaction [‡]	63	61	62	64	A7.4

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

[¶]Past 30 days.

[|]Today.

^δRemote only.

[¶]Past 7 days.

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

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

[§]Past 12 months.

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

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
In-School Model	98	99	100	96
Remote Learning Model	2	1	0	4

Question HS/MS A.1: Which of the following best describes your school schedule during the past 30 days?

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

In-School Model - Respondents selecting “I went to school in person at my school building for the entire day, Monday through Friday.”

Remote Learning Model - Respondents selecting “I participated in school from home for the entire day on most or all weekdays and did not go to school in person.”

Table A3.2

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	45	47	51	67
Female	53	51	48	33
Nonbinary	1	1	1	0
Something else	1	2	0	0

Question HS/MS A.3: What is your gender?

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

Table A3.3***Sexual Orientation***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Straight (not gay)	80	80	85	88
Lesbian or Gay	0	3	2	4
Bisexual	4	7	7	0
Something else	2	2	1	0
Not sure	6	4	2	0
Decline to respond	8	4	3	8

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I am not transgender	90	91	95	87
Yes, I am transgender	0	2	1	0
I am not sure if I am transgender	4	1	1	0
Decline to respond	6	6	2	13

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

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

Table A3.5***Race or Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native, non-Hispanic	2	1	0	0
Asian or Asian American, non-Hispanic	21	24	24	9
Black or African American, non-Hispanic	3	4	3	4
Hispanic or Latinx	50	50	51	70
Native Hawaiian or Pacific Islander, non-Hispanic	1	2	3	0
White, non-Hispanic	8	5	6	0
Multiracial, non-Hispanic	11	7	7	4
Something else, non-Hispanic	4	7	5	13

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

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

Table A3.6***Living Arrangements and Housing Status***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parent or guardian	92	87	94	100
Other relative's home	1	2	1	0
A home with more than one family	5	9	3	0
Friend's home	0	0	0	0
Foster home, group care, or waiting placement	0	0	0	0
Hotel or motel	0	0	1	0
Shelter, car, campground, or other transitional or temporary housing	0	1	0	0
Other living arrangement	2	0	1	0

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

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

Table A3.7
Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Home with one or more parent or guardian	92	87	94	100
Foster home	0	0	0	0
Homeless	0	1	1	0
Other living arrangement	8	11	5	0

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

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

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

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

Table A3.8
Parental Education

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	8	10	13	13
Graduated from high school	14	17	23	35
Attended college but did not complete four-year degree	9	12	9	9
Graduated from college	41	39	40	13
Don’t know	28	22	15	30

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	71	73	82	67
Yes	8	10	9	21
Don't know	18	15	8	8
Prefer not to say	3	2	0	4

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	79	79	88	67
Yes	8	7	5	17
Don't know	12	14	7	17

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Not currently in English Learner Program	91	92	94	80
Less than 7 years (EL)	6	7	5	15
7 years or more (LTEL)	3	2	0	5

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

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

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

Table A3.12
Language Spoken at Home

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
English	54	58	59	38
Spanish	28	22	28	50
Mandarin	2	1	0	0
Cantonese	2	1	1	0
Taiwanese	0	0	0	0
Tagalog	3	4	3	0
Vietnamese	1	3	1	0
Korean	1	0	1	0
Arabic	0	1	1	0
Other	9	10	6	13

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

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

Table A3.13***English Language Proficiency Among Students Speaking a Language Other Than English at Home***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>How well do you...</i>				
understand English?				
Very well	88	74	75	93
Well	8	20	23	7
Not well	3	3	2	0
Not at all	2	2	0	0
speak English?				
Very well	83	65	68	87
Well	11	28	24	13
Not well	3	5	7	0
Not at all	3	3	0	0
read English?				
Very well	80	65	66	87
Well	13	28	31	13
Not well	5	5	3	0
Not at all	2	3	0	0
write English?				
Very well	79	60	59	87
Well	14	30	35	13
Not well	5	8	6	0
Not at all	2	3	0	0
<i>English Language Proficiency Status</i>				
Proficient	78	61	64	87
Not proficient	22	39	36	13

Question HS/MS A.12, 12A-12D: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.14***Number of Days Attending Afterschool Program (In-School Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I do not attend my school's afterschool program	86	89	82	91
1 day	0	1	3	0
2 days	0	2	2	4
3 days	1	1	7	0
4 days	4	2	1	0
5 days	9	5	5	4

Question HS/MS A.19: How many days a week do you usually go to your school's afterschool program?

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

Table A3.15***Military Connections***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	91	95	98	96
Yes	2	1	1	4
Don't know	7	4	1	0

Question HS/MS A.11: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

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

4. Routines

Table A4.1

Eating of Breakfast

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	38	43	49	67
Yes	62	57	51	33

Question HS/MS A.17: Did you eat breakfast today?

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

Table A4.2

Bedtime

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Before 7:00 pm	0	2	0	0
7:00-7:59 pm	0	0	1	0
8:00-8:59 pm	5	2	1	4
9:00-9:59 pm	22	12	5	17
10:00-10:59 pm	33	32	20	17
11:00-11:59 pm	22	27	34	29
12:00-12:59 am	9	16	23	0
After 1:00 am	8	10	15	33
<i>Bedtime at 12 am or later</i>	16	26	38	33

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

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

5. Remote Schooling

Table A5.1

Remote Schooling Schedule and Instructional Time (Remote Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Time spent on learning and completing schoolwork from home on the average weekday				
Less than 1 hour				
Between 1 and 2 hours				
Between 2 and 3 hours				
Between 3 and 4 hours				
Between 4 and 5 hours				
More than 5 hours				
Number of days in the past week participating in an online class from home where your teacher talked to students				
0 days				
1 day				
2 days				
3 days				
4 days				
5 days				
Number of weekdays participating in school from home for the entire school day				
0 days				
1 day				
2 days				
3 days				
4 days				
5 days				

Question HS/MS A.20-22: In the past 30 days, how many weekdays in an average week did you participate in school from home for an entire school day?... On the average weekday, how much of your day did you spend learning and completing schoolwork from home?... How many days in the past week did you participate in an online class from home where your teacher talked to students from a computer, phone, or tablet (iPad)?

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

Table A5.2

Interesting Activities Provided for Student in Remote Schooling (Remote Only)

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Not at all true				
A little true				
Pretty much true				
Very much true				

Question HS/MS A.49: There is a teacher or some other adult from my school... who provides me with interesting activities to do while I am participating in school from home.

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

Table A5.3

Interest in Schoolwork Done from Home (Remote Only)

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
Strongly disagree				
Disagree				
Neither disagree nor agree				
Agree				
Strongly agree				

Question HS/MS A.40: How strongly do you agree or disagree with the following statements?... I am interested in the schoolwork I do when participating in school from home.

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

6. School Performance, Engagement, and Supports

Table A6.1

Grades, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	38	35	27	13
A's and B's	31	26	33	21
Mostly B's	5	6	6	13
B's and C's	14	19	15	21
Mostly C's	2	3	6	13
C's and D's	8	6	8	4
Mostly D's	1	2	2	0
Mostly F's	2	3	3	17

Question HS/MS A.24: During the past 12 months, how would you describe the grades you mostly received in school?

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

Table A6.2

Absences, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I did not miss any days of school in the past 30 days	50	48	42	17
1 day	23	26	21	21
2 days	12	15	22	25
3 or more days	16	11	15	38

Question HS/MS A.18, 23: In the past 30 days, how often did you miss an entire day of school for any reason? [In-School only]. In the past 30 days, how often did you miss an entire day of remote learning classes for any reason? [Remote only]

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

Table A6.3***Reasons for Absence, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I didn't miss any school	47	43	40	21
Illness (feeling physically sick), including problems with breathing or your teeth	41	48	51	63
Were being bullied or mistreated at school <i>(In-School Only)</i>	1	1	1	0
Felt very sad, hopeless, anxious, stressed, or angry	6	7	11	17
Didn't get enough sleep	5	8	14	17
Didn't feel safe at school or going to and from school <i>(In-School Only)</i>	1	1	0	0
Had to take care of or help a family member or friend	4	2	5	4
Wanted to spend time with friends	1	0	0	4
Used alcohol or drugs	0	1	0	0
Were behind in schoolwork or weren't prepared for a test or class assignment	1	1	8	0
Were bored or uninterested in school	3	4	5	17
Had no transportation to school <i>(In-School Only)</i>	0	2	2	9
Other reason	14	12	13	17

Question HS/MS A.25, 26: In the past 30 days, did you miss a day of school for any of the following reasons? (Mark All That Apply.) [In-School only]... In the past 30 days, did you miss a day of school from home for any of the following reasons? (Mark All That Apply.) [Remote only]

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

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

Table A6.4***School Environment, School Connectedness, Academic Motivation, and Promotion of Parental Involvement Scales***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Total school supports	42	41	45	49	
Caring relationships-adults in school [‡]	45	46	51	54	A6.5
High expectations-adults in school [‡]	63	59	61	64	A6.6
Meaningful participation at school [‡]	18	17	23	28	A6.7
School connectedness ^{†#} <i>(In-School Only)</i>	37	41	41	44	A6.8
School connectedness ^{†ψ} <i>(Remote Only)</i>					A6.8
Academic motivation [†]	57	58	56	55	A6.9
Promotion of parental involvement in school [†]	37	32	25	44	A6.13

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

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

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

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

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

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

Table A6.5***Caring Relationships Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring relationships-adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	45	46	51	54
<i>There is a teacher or some other adult from my school... who really cares about me.</i>				
Not at all true	17	13	14	21
A little true	40	42	36	33
Pretty much true	30	33	30	29
Very much true	13	13	20	17
<i>who notices when I’m not there.</i>				
Not at all true	26	23	19	17
A little true	32	36	30	25
Pretty much true	26	28	31	33
Very much true	16	13	19	25
<i>who listens to me when I have something to say.</i>				
Not at all true	20	14	13	21
A little true	30	35	34	21
Pretty much true	31	33	33	42
Very much true	19	18	20	17

Question HS/MS A.47, 50, 53: There is a teacher or some other adult from my school... who really cares about me... who notices when I’m not there... who listens to me when I have something to say.

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

Table A6.6***High Expectations Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	63	59	61	64
<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	12	19	13
A little true	29	32	26	30
Pretty much true	41	38	37	43
Very much true	20	18	18	13
<i>who always wants me to do my best.</i>				
Not at all true	12	9	9	8
A little true	19	27	20	21
Pretty much true	38	39	40	54
Very much true	32	25	30	17
<i>who believes that I will be a success.</i>				
Not at all true	13	14	14	21
A little true	27	31	27	17
Pretty much true	34	32	36	46
Very much true	25	23	23	17

Question HS/MS A.48, 51, 54: There is a teacher or some other adult from my school... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.

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

Table A6.7

Meaningful Participation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation at school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	18	17	23	28
<i>At school/When I participate in school,...</i>				
I do interesting activities.				
Not at all true	24	25	16	21
A little true	40	39	37	38
Pretty much true	26	23	31	42
Very much true	10	12	16	0
I help decide things like class activities or rules.				
Not at all true	65	61	55	46
A little true	23	28	30	29
Pretty much true	9	8	10	21
Very much true	3	3	5	4
I do things that make a difference.				
Not at all true	54	45	41	33
A little true	29	39	33	38
Pretty much true	13	13	19	25
Very much true	5	4	7	4
I have a say in how things work.				
Not at all true	61	56	56	42
A little true	25	30	28	38
Pretty much true	11	10	10	17
Very much true	3	4	6	4
I help decide school activities or rules.				
Not at all true	78	70	70	54
A little true	15	21	19	25
Pretty much true	5	6	7	17
Very much true	3	2	5	4

Question HS/MS A.55-64: At school [In-School only],... When I participate in school [Remote only],... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference... I have a say in how things work... I help decide school activities or rules.

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

Table A6.8***School Connectedness Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School connectedness[#] (<i>In-School Only</i>)				
<i>Average reporting “Agree” or “Strongly agree”</i>	37	41	41	44
School connectedness^ψ (<i>Remote Only</i>)				
<i>Average reporting “Agree” or “Strongly agree”</i>				
I feel close to people at/from this school.				
Strongly disagree	5	6	8	13
Disagree	8	11	13	21
Neither disagree nor agree	32	33	29	29
Agree	41	39	40	29
Strongly agree	14	11	10	8
I am happy with/to be at this school.				
Strongly disagree	14	14	10	8
Disagree	14	17	12	13
Neither disagree nor agree	44	35	44	46
Agree	22	30	28	17
Strongly agree	6	4	6	17
I feel like I am part of this school.				
Strongly disagree	10	8	9	4
Disagree	13	18	15	17
Neither disagree nor agree	41	36	38	38
Agree	30	33	31	29
Strongly agree	6	5	7	13

Question HS/MS A.27-34: How strongly do you agree or disagree with the following statements?... I feel close to people at this school. [In-School only]... I feel close to people from this school. [Remote only]... I am happy to be at this school. [In-School only]... I am happy with this school. [Remote only]... I feel like I am part of this school.... The teachers at this school treat students fairly. [In-School only]... The teachers treat students fairly. [Remote only]... I feel safe in my school. [In-School only]

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

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

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

Table A6.8***School Connectedness Scale Questions – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
The teachers at this school treat students fairly/The teachers treat students fairly.				
Strongly disagree	9	6	7	8
Disagree	9	16	13	0
Neither disagree nor agree	44	35	34	29
Agree	34	39	40	38
Strongly agree	5	5	6	25
I feel safe in my school. <i>(In-School Only)</i>				
Strongly disagree	15	10	7	4
Disagree	18	10	12	0
Neither disagree nor agree	38	43	45	48
Agree	24	33	31	35
Strongly agree	5	5	5	13

Question HS/MS A.32-34 How strongly do you agree or disagree with the following statements?... The teachers at this school treat students fairly. [In-School only]... The teachers treat students fairly. [Remote only]...I feel safe in my school. [In-School only]

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

Table A6.9**Academic Motivation Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Academic motivation				
<i>Average reporting “Agree” or “Strongly agree”</i>	57	58	56	55
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	3	4	3	0
Disagree	2	5	3	8
Neither disagree nor agree	16	19	23	29
Agree	40	44	43	38
Strongly agree	39	29	28	25
I try hard on my schoolwork because I am interested in it.				
Strongly disagree	12	10	5	8
Disagree	17	20	21	13
Neither disagree nor agree	43	38	39	38
Agree	17	23	28	29
Strongly agree	10	10	7	13
I work hard to try to understand new things when doing my schoolwork.				
Strongly disagree	5	5	6	8
Disagree	9	10	8	8
Neither disagree nor agree	37	27	33	33
Agree	35	40	41	33
Strongly agree	15	18	11	17
I am always trying to do better in my schoolwork.				
Strongly disagree	4	4	3	4
Disagree	4	4	5	4
Neither disagree nor agree	19	21	26	25
Agree	44	43	43	42
Strongly agree	30	28	23	25

Question HS/MS A.41-44: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard on my schoolwork because I am interested in it... I work hard to try to understand new things when doing my schoolwork... I am always trying to do better in my schoolwork.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
It is hard for me to stay focused when doing my schoolwork.				
Strongly disagree	10	11	7	13
Disagree	21	24	21	35
Neither disagree nor agree	32	29	30	26
Agree	26	24	31	4
Strongly agree	11	11	11	22

Question HS/MS A.39: How strongly do you agree or disagree with the following statements?... It is hard for me to stay focused when doing my schoolwork.

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

Table A6.11***School Boredom and Value of School***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School boredom				
Low (0-3)	12	11	11	17
Medium (4-6)	29	40	42	43
High (7-10)	59	49	47	39
Value of school				
High (0-3)	48	52	53	52
Medium (4-6)	31	30	34	22
Low (7-10)	20	17	13	26

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

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

Table A6.12A

School Boredom Profile Groups - 7th Grade

		School is really boring (Grade 7)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value			Mid Boredom & High Value			High Boredom & High Value				
	1	10%			19%			19%				
	2											
	3											
	4	Low Boredom & Mid Value [̄]			Mid Boredom & Mid Value			High Boredom & Mid Value				
	5				9%			22%				
	6											
	7											
	8	Low Boredom & Low Value [̄]			Mid Boredom & Low Value [̄]			High Boredom & Low Value				
	9											
	10 Strongly Agree							18%				

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

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	10%			28%			15%				
	2											
	3											
	4	Low Boredom & Mid Value [̄]			Mid Boredom & Mid Value			High Boredom & Mid Value				
	5				9%			20%				
	6											
	7											
	8	Low Boredom & Low Value [̄]			Mid Boredom & Low Value [̄]			High Boredom & Low Value				
	9											
	10 Strongly Agree							13%				

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

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

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

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

Table A6.12C

School Boredom Profile Groups - 11th Grade

		School is really boring (Grade 11)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value			Mid Boredom & High Value			High Boredom & High Value				
	1	10%			25%			17%				
	2											
	3											
	4	Low Boredom & Mid Value [̄]			Mid Boredom & Mid Value			High Boredom & Mid Value				
	5				14%			19%				
	6											
	7											
	8	Low Boredom & Low Value [̄]			Mid Boredom & Low Value [̄]			High Boredom & Low Value				
	9							10%				
10 Strongly Agree												

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

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

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

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

Table A6.12D

School Boredom Profile Groups - Non-Traditional

		School is really boring (NT)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value			Mid Boredom & High Value			High Boredom & High Value				
	1	13%			26%			13%				
	2											
	3											
	4	Low Boredom & Mid Value [̄]			Mid Boredom & Mid Value			High Boredom & Mid Value				
	5				17%			0%				
	6											
	7											
	8	Low Boredom & Low Value [̄]			Mid Boredom & Low Value [̄]			High Boredom & Low Value				
	9											
	10 Strongly Agree							26%				

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

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

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

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

Table A6.13***Promotion of Parental Involvement Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Promotion of parental involvement in school				
<i>Average reporting “Agree” or “Strongly agree”</i>	37	32	25	44
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	7	9	11	8
Disagree	10	14	21	8
Neither disagree nor agree	41	40	44	42
Agree	37	34	22	25
Strongly agree	5	3	2	17
Parents feel welcome to participate at this school.				
Strongly disagree	4	7	6	8
Disagree	9	9	14	4
Neither disagree nor agree	53	57	54	50
Agree	28	26	24	25
Strongly agree	6	2	2	13
School staff take parent concerns seriously.				
Strongly disagree	9	8	11	0
Disagree	17	15	18	0
Neither disagree nor agree	39	45	45	46
Agree	27	26	24	38
Strongly agree	8	6	2	17

Question HS/MS A.36-38: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff take parent concerns seriously.

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

Table A6.14
Checking Student Progress

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A teacher or some other adult from my school checks on how I am feeling.				
Not at all true	34	33	31	38
A little true	31	35	32	17
Pretty much true	22	21	23	29
Very much true	13	11	14	17

Question HS/MS A.52: There is a teacher or some other adult from my school... who checks on how I am feeling.
Note: Cells are empty if there are less than 10 respondents.

Table A6.15
Quality of School Physical Environment (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	25	17	25	0
Disagree	32	30	37	13
Neither disagree nor agree	31	36	28	48
Agree	10	16	10	30
Strongly agree	1	1	1	9

Question HS/MS A.35: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.
Note: Cells are empty if there are less than 10 respondents.

7. Social and Emotional Health

Table A7.1

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
No	73	71	69	74
Yes	27	29	31	26

Question HS A.153/MS A.146: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

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

Table A7.2

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
No	90	84	91	100
Yes	10	16	9	0

Question HS A.154/MS A.147: During the past 12 months, did you ever seriously consider attempting suicide?

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

Table A7.3***Optimism Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Optimism				
<i>Average reporting “Pretty much true” or “Very much true”</i>	39	37	41	30
Each day I look forward to having a lot of fun.				
Not at all true	25	25	23	35
A little true	40	41	43	26
Pretty much true	22	24	27	30
Very much true	13	10	7	9
I usually expect to have a good day.				
Not at all true	26	24	19	43
A little true	35	38	40	30
Pretty much true	26	26	33	17
Very much true	13	12	8	9
Overall, I expect more good things to happen to me than bad things.				
Not at all true	31	30	24	61
A little true	27	29	29	13
Pretty much true	27	23	36	13
Very much true	16	17	11	13

Question HS A.160-162/MS A.153-155: Please tell us how true each statement is of you... Each day I look forward to having a lot of fun... I usually expect to have a good day... Overall, I expect more good things to happen to me than bad things.

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

Table A7.4***Life Satisfaction Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Life satisfaction				
<i>Average reporting “Satisfied” or “Very satisfied”</i>	63	61	62	64
<i>I would describe my satisfaction with...</i>				
my family life as...				
Very dissatisfied	3	3	3	4
Dissatisfied	3	4	4	0
A little dissatisfied	5	8	8	22
A little satisfied	9	10	8	4
Satisfied	34	35	39	39
Very satisfied	46	40	38	30
my friendships as...				
Very dissatisfied	3	2	4	4
Dissatisfied	1	4	3	0
A little dissatisfied	5	6	7	17
A little satisfied	19	19	16	9
Satisfied	36	38	41	39
Very satisfied	36	30	29	30
my school experience as...				
Very dissatisfied	15	12	7	5
Dissatisfied	15	8	7	0
A little dissatisfied	21	19	17	23
A little satisfied	22	28	33	18
Satisfied	17	23	30	23
Very satisfied	11	10	7	32

Question HS A.163-165/MS A.156-158: Please describe your level of satisfaction below. I would describe my satisfaction with... my family life as... my friendships as... my school experience as...

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

Table A7.4***Life Satisfaction Scale Questions – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>I would describe my satisfaction with...</i>				
myself as...				
Very dissatisfied	11	9	7	4
Dissatisfied	6	9	7	9
A little dissatisfied	9	10	11	9
A little satisfied	18	16	21	17
Satisfied	26	32	32	35
Very satisfied	30	23	22	26
where I live as...				
Very dissatisfied	3	5	6	4
Dissatisfied	1	4	3	0
A little dissatisfied	8	6	5	17
A little satisfied	10	11	12	13
Satisfied	34	37	40	26
Very satisfied	45	37	34	39

Question HS A.166, 167/MS A.159, 160: Please describe your level of satisfaction below. I would describe my satisfaction with... myself as... where I live as...

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

Table A7.5***Social Emotional Distress Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress				
<i>Average reporting “Pretty much true” or “Very much true”</i>	24	28	27	27
I had a hard time relaxing.				
Not at all true	40	45	37	61
A little true	36	29	34	13
Pretty much true	12	12	19	17
Very much true	12	14	10	9
I felt sad and down.				
Not at all true	45	46	38	61
A little true	29	24	33	13
Pretty much true	13	14	17	13
Very much true	12	17	12	13
I was easily irritated.				
Not at all true	37	29	32	57
A little true	22	26	28	4
Pretty much true	19	22	24	26
Very much true	22	23	16	13
It was hard for me to cope and I thought I would panic.				
Not at all true	70	63	63	65
A little true	14	18	20	13
Pretty much true	9	8	11	13
Very much true	7	10	7	9
It was hard for me to get excited about anything.				
Not at all true	65	58	54	70
A little true	23	22	24	9
Pretty much true	6	10	14	4
Very much true	7	10	7	17

Question HS A.155-159/MS A.148-152: Over the past 30 days, how true do you feel these statements are about you?... I had a hard time relaxing... I felt sad and down... I was easily irritated... It was hard for me to cope and I thought I would panic... It was hard for me to get excited about anything.

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

8. School Violence, Victimization, and Safety

Table A8.1

Perceived Safety at School (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	6	8	7	17
Safe	26	33	40	35
Neither safe nor unsafe	46	45	37	43
Unsafe	14	6	9	4
Very unsafe	8	7	6	0

Question HS A.117/MS A.110: How safe do you feel when you are at school?

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

Table A8.2**Reasons for Harassment, Past 12 Months**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	70	80	86	91
1 time	12	9	5	4
2 or more times	18	11	9	4
Religion				
0 times	94	96	93	96
1 time	2	2	3	4
2 or more times	5	2	4	0
Gender				
0 times	93	92	95	100
1 time	3	4	1	0
2 or more times	5	4	3	0
Because you are gay, lesbian, or bisexual or someone thought you were				
0 times	90	91	95	100
1 time	4	4	2	0
2 or more times	7	5	3	0
A physical or mental disability				
0 times	93	94	98	100
1 time	3	2	1	0
2 or more times	4	4	1	0
Any of the above five reasons	35	28	18	9

Question HS A.137-141, 144-148/MS A.130-134, 137-141: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin [In-school only]... Your religion [In-school only]... Your gender [In-school only]... Because you are gay, lesbian, or bisexual or someone thought you were [In-school only]... A physical or mental disability [In-school only]... During the past 12 months, how many times did students from your school harass you or bully you for any of the following reasons?... Your race, ethnicity, or national origin [Remote only]... Your religion [Remote only]... Your gender [Remote only]... Because you are gay, lesbian, or bisexual or someone thought you were [Remote only]... A physical or mental disability. [Remote only]

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
You are an immigrant or someone thought you were				
0 times	95	94	94	96
1 time	2	3	3	0
2 or more times	4	3	3	4
Any other reason				
0 times	76	87	89	92
1 time	7	4	3	4
2 or more times	18	9	8	4
Any harassment	42	31	20	13

Question HS A.137-150/MS A.130-143: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin [In-school only]... Your religion [In-school only]... Your gender [In-school only]... Because you are gay, lesbian, or bisexual or someone thought you were [In-school only]... A physical or mental disability [In-school only]... You are an immigrant or someone thought you were [In-school only]... Any other reason [In-school only]... During the past 12 months, how many times did students from your school harass you or bully you for any of the following reasons?... Your race, ethnicity, or national origin [Remote only]... Your religion [Remote only]... Your gender [Remote only]... Because you are gay, lesbian, or bisexual or someone thought you were [Remote only]... A physical or mental disability [Remote only]... You are an immigrant or someone thought you were [Remote only]... Any other reason. [Remote only]

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

Table A8.3

School Violence Victimization Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School violence victimization (<i>In-School Only</i>)				
Average reporting “1 or more times”	33	25	19	11
<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	72	77	91	87
1 time	10	11	5	9
2 to 3 times	10	10	3	4
4 or more times	9	2	1	0
been afraid of being beaten up? (<i>In-School Only</i>)				
0 times	73	84	87	100
1 time	14	10	8	0
2 to 3 times	4	1	1	0
4 or more times	9	5	4	0
<i>During the past 12 months, how many times have you...</i>				
had mean rumors or lies spread about you?				
0 times	64	70	72	83
1 time	15	15	9	4
2 to 3 times	14	9	11	0
4 or more times	7	6	8	13
had sexual jokes, comments, or gestures made to you?				
0 times	70	75	81	83
1 time	10	7	6	4
2 to 3 times	5	4	5	0
4 or more times	15	13	8	13

Question HS A.118, 119, 121, 122, 133, 134/MS A.111, 112, 114, 115, 126, 127: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around? [In-school only]... been afraid of being beaten up? [In-school only]... had mean rumors or lies spread about you? [In-school only]... had sexual jokes, comments, or gestures made to you? [In-School only]... During the past 12 months, how many times did students from your school... spread mean rumors or lies spread about you? [Remote only]... make sexual jokes, comments, or gestures toward you? [Remote only]

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

Table A8.3

School Violence Victimization Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you/did students from your school... had your property stolen or deliberately damaged? (In-School Only)</i>				
0 times	74	83	87	87
1 time	15	10	8	4
2 to 3 times	8	5	2	9
4 or more times	3	2	3	0
<i>been made fun of because of your looks or the way you talk?</i>				
0 times	56	69	74	88
1 time	11	10	10	4
2 to 3 times	9	11	8	0
4 or more times	24	10	9	8
<i>been made fun of, insulted, or called names?</i>				
0 times	58	72	80	92
1 time	12	9	7	0
2 to 3 times	6	6	6	0
4 or more times	24	13	7	8
<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)	68	72	76	88
1 time	13	13	11	0
2 to 3 times	11	7	7	4
4 or more times	9	7	6	8

Question HS A.123, 124, 132, 135, 136, 151/MS A.116, 117, 125, 128, 129, 144: During the past 12 months, how many times on school property have you... been made fun of because of your looks or the way you talk? [In-school only]... had your property stolen or deliberately damaged, such as your car, clothing, or books? [In-school only]... been made fun of, insulted, or called names? [In-school only]... During the past 12 months, how many times did students from your school... make fun of you because of your looks or the way you talk? [Remote only]...make fun of you, insult you, or call you names? [Remote only]... During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?

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

Table A8.4

School Violence Perpetration Scale Questions (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School violence perpetration				
<i>Average reporting “1 or more times”</i>	6	6	5	3
<i>During the past 12 months, how many times on school property have you...</i>				
been in a physical fight?				
0 times	91	92	96	95
1 time	3	4	4	0
2 to 3 times	4	2	0	5
4 or more times	1	1	0	0
been offered, sold, or given an illegal drug?				
0 times	84	87	86	96
1 time	11	6	6	0
2 to 3 times	4	4	4	0
4 or more times	1	2	5	4
damaged school property on purpose?				
0 times	95	96	97	100
1 time	4	2	2	0
2 to 3 times	1	1	1	0
4 or more times	0	1	1	0
carried a gun?				
0 times	99	99	100	100
1 time	1	0	0	0
2 to 3 times	0	0	0	0
4 or more times	0	0	0	0
carried any other weapon (such as a knife or club)?				
0 times	99	97	97	96
1 time	1	2	1	0
2 to 3 times	0	0	0	0
4 or more times	0	0	1	4

Question HS A.120, 125-128/MS A.113, 118-121: During the past 12 months, how many times on school property have you... been in a physical fight?... been offered, sold, or given an illegal drug?... damaged school property on purpose?... carried a gun?... carried any other weapon (such as a knife or club)?

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

Table A8.5***Threats and Injuries with Weapons at School, Past 12 Months (In-School Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
been threatened with harm or injury?				
0 times	83	93	95	100
1 time	7	4	4	0
2 to 3 times	6	1	0	0
4 or more times	3	1	0	0
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	93	95	97	100
1 time	3	5	2	0
2 to 3 times	2	0	0	0
4 or more times	1	0	1	0

Question HS A.129, 131/MS A.122, 124: During the past 12 months, how many times on school property have you... been threatened or injured with a weapon (gun, knife, club, etc.)?... been threatened with harm or injury?

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

Table A8.6***Weapons Possession on School Property, Past 12 Months (In-School Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
seen someone carrying a gun, knife, or other weapon?				
0 times	90	92	92	87
1 time	6	5	5	4
2 to 3 times	3	1	2	0
4 or more times	0	2	1	9

Question HS A.130/MS A.123: During the past 12 months, how many times on school property have you... seen someone carrying a gun, knife, or other weapon?

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

9. Alcohol and Other Drug Use

Table A9.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime illicit AOD use to get “high” [^]	7	20	31	50	A9.2
Lifetime alcohol or drug use	7	21	33	54	A9.2
Lifetime marijuana use	1	9	19	46	A9.2
Lifetime very drunk or high (7 or more times)	0	3	7	33	A9.7
Current alcohol or drug use [¶]	2	6	13	46	A9.5
Current marijuana use [¶]	1	3	6	42	A9.5
Current heavy drug use [¶]	0	2	4	25	A9.5
Current heavy alcohol use (binge drinking) [¶]	0	2	4	21	A9.5
Current alcohol or drug use on school property ^{¶Φ}	1	3	4	26	A9.8
Harmfulness of occasional marijuana use ^B	35	31	33	39	A9.11
Difficulty of obtaining marijuana ^C	8	14	7	17	A9.12

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

[^]*Excludes prescription pain medication.*

[¶]*Past 30 days.*

^Φ*In-School only.*

^B*Great harm.*

^C*Very difficult.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	5	15	26	46
Marijuana	1	9	19	46
Inhalants	1	1	2	0
Cocaine, methamphetamine, or any amphetamines	na	1	1	8
Ecstasy, LSD, or other psychedelics	na	1	2	17
Prescription pain medication (opioids)	na	3	3	13
Cold/cough medicines or other over-the-counter medicines to get “high”	na	3	4	4
Any other drug, pill, or medicine to get “high”	0	3	2	4
Any of the above AOD use	7	21	33	54
Any illicit AOD use to get “high”[^]	7	20	31	50

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

[^]Excludes prescription pain medication.

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	95	85	74	54
1 time	2	6	3	4
2 to 3 times	2	3	9	13
4 or more times	1	5	13	29
Marijuana (smoke, vape, eat, or drink)				
0 times	99	91	81	54
1 time	0	2	4	0
2 to 3 times	0	2	3	0
4 or more times	1	4	11	46
Inhalants				
0 times	99	99	98	100
1 time	1	0	0	0
2 to 3 times	0	0	0	0
4 or more times	0	1	1	0
Cocaine, methamphetamine, or any amphetamines				
0 times	na	99	99	92
1 time	na	1	0	8
2 to 3 times	na	0	0	0
4 or more times	na	0	1	0
Ecstasy, LSD, or other psychedelics				
0 times	na	99	98	83
1 time	na	0	1	8
2 to 3 times	na	1	0	0
4 or more times	na	0	1	8
Prescription pain medication				
0 times	na	97	97	88
1 time	na	1	2	13
2 to 3 times	na	1	0	0
4 or more times	na	0	1	0

Question HS A.68-71, 73, 74/MS A.69-71: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, hard seltzer, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Prescription pain medication (Vicodin, OxyContin, Percodan, Fentanyl).

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cold/cough medicines or other over-the-counter medicines to get “high”				
0 times	na	97	96	96
1 time	na	1	1	0
2 to 3 times	na	1	1	0
4 or more times	na	1	2	4
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 times	100	97	98	96
1 time	0	1	0	4
2 to 3 times	0	1	2	0
4 or more times	0	1	1	0

Question HS A.75, 76/MS A.73: During your life, how many times have you used the following?... Cold/cough medicines or other over-the-counter medicines to get “high”... Any other drug, pill, or medicine to get “high” or for reasons other than medical.

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

na—Not asked of middle school students.

Table A9.4**Methods of Marijuana Consumption**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During your life, how many times have you used marijuana in any of the following ways...				
Smoke it?				
0 times	99	95	87	54
1 time	0	1	2	0
2 to 3 times	1	1	3	4
4 or more times	0	3	9	42
In a vaping device?				
0 times	99	95	88	63
1 time	0	1	2	0
2 to 3 times	0	1	2	4
4 or more times	0	3	8	33
Eat or drink it in products made with marijuana?				
0 times	99	96	90	75
1 time	0	0	3	4
2 to 3 times	1	1	4	8
4 or more times	0	2	3	13

Question HS A.69, 80-82/MS A.70, 77-79: During your life, how many times have you used the following?... Marijuana (smoke, vape, eat, or drink)... During your life, how many times have you used marijuana in any of the following ways... Smoke it?... In a vaping device (vape pens, mods, or portable vaporizers)?... Eat or drink it in products made with marijuana?

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

Table A9.5***Current AOD Use, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks of alcohol)	1	3	10	30
Binge drinking (5 or more drinks in a row)	0	2	4	21
Marijuana (smoke, vape, eat, or drink)	1	3	6	42
Inhalants	0	0	0	0
Prescription drugs to get “high” or for reasons other than prescribed	na	0	0	4
Other drug, pill, or medicine to get “high” or for reasons other than medical	1	0	0	0
<i>Any drug use</i>	2	3	7	42
<i>Heavy drug use</i>	0	2	4	25
<i>Any AOD Use</i>	2	6	13	46
Two or more substances at the same time	na	1	2	13

Question HS A.86-92/MS A.83-87: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?... inhalants (things you sniff, huff, or breathe to get “high”)?... prescription drugs to get “high” or for reasons other than prescribed?... any other drug, pill, or medicine to get “high” or for reasons other than medical?... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

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

Heavy drug use was calculated based on pattern of combined current drug use on three or more days (marijuana, inhalants, prescription pain medicine to get “high” (high school only), or any other illegal drug/pill to get “high”). na—Not asked of middle school students.

Table A9.6***Frequency of Current AOD Use, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks)				
0 days	99	97	90	70
1 or 2 days	1	1	7	22
3 to 9 days	0	1	1	0
10 to 19 days	0	1	1	0
20 to 30 days	0	0	1	9
Binge drinking (5 or more drinks in a row)				
0 days	100	98	96	79
1 or 2 days	0	1	2	8
3 to 9 days	0	1	1	0
10 to 19 days	0	0	0	4
20 to 30 days	0	0	1	8
Marijuana (smoke, vape, eat, or drink)				
0 days	99	97	94	58
1 or 2 days	1	1	3	17
3 to 9 days	0	0	1	4
10 to 19 days	0	0	2	0
20 to 30 days	0	1	0	21

Question HS A.86-88/MS A.83-85: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?

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

Table A9.7***Lifetime Drunk or “High”***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	98	95	89	63
1 to 2 times	2	4	7	21
3 to 6 times	0	1	3	4
7 or more times	0	1	1	13
“High” (loaded, stoned, or wasted) from using drugs				
0 times	98	94	86	54
1 to 2 times	1	3	4	4
3 to 6 times	0	1	3	8
7 or more times	0	3	7	33
<i>Very drunk or “high” 7 or more times</i>	0	3	7	33

Question HS A.77, 78/MS A.74, 75: During your life, how many times have you been... very drunk or sick after drinking alcohol?... “high” (loaded, stoned, or wasted) from using drugs?

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

Table A9.8***Current AOD Use on School Property, Past 30 Days (In-School Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	100	97	97	78
1 to 2 days	0	2	2	4
3 or more days	0	1	1	17
Marijuana (smoke, vape, eat, or drink)				
0 days	100	98	98	83
1 to 2 days	0	1	1	4
3 or more days	0	1	1	13
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 days	100	100	99	96
1 to 2 days	0	0	1	4
3 or more days	0	0	0	0
<i>Any of the above</i>	1	3	4	26

Question HS A.96-98/MS A.91-93: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol?... use marijuana (smoke, vape, eat, or drink)?... use any other drug, pill, or medicine to get “high” or for reasons other than medical?

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

Table A9.9***Lifetime Drunk or “High” on School Property***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	99	97	91	79
1 to 2 times	0	0	5	8
3 to 6 times	0	1	2	0
7 or more times	0	1	2	13

Question HS A.79/MS A.76: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

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

Table A9.10
Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don't use	na	95	89	67
0 times	na	2	8	19
1 time	na	2	1	5
2 to 3 times	na	0	2	5
4 or more times	na	0	0	5
Marijuana				
Does not apply, don't use	na	96	89	54
0 times	na	1	5	13
1 time	na	1	3	13
2 to 3 times	na	1	2	13
4 or more times	na	1	0	8

Question HS A.68, 69, 114, 115: During your life, how many times have you used the following?... One full drink of alcohol (such as a can of beer, glass of wine, hard seltzer, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... How many times have you tried to quit or stop using... alcohol?... marijuana?

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol - drink occasionally				
Great	29	22	31	39
Moderate	14	26	24	17
Slight	22	19	25	17
None	35	34	21	26
Alcohol - 5 or more drinks once or twice a week				
Great	45	40	53	43
Moderate	14	25	19	13
Slight	8	6	8	9
None	33	29	20	35
Marijuana - use occasionally				
Great	35	31	33	39
Moderate	21	29	29	9
Slight	12	12	17	22
None	32	29	22	30
Marijuana - use daily				
Great	53	52	54	48
Moderate	11	15	16	13
Slight	3	3	8	9
None	33	30	22	30

Question HS A.104-107/MS A.99-102: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, vape, eat, or drink) ... Use marijuana daily.

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

Table A9.12***Perceived Difficulty of Obtaining Alcohol, Marijuana, and Prescription Drugs to Get “High”***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Very difficult	10	12	7	17
Fairly difficult	11	12	9	4
Fairly easy	18	16	20	17
Very easy	14	18	31	17
Don't know	48	42	34	43
Marijuana				
Very difficult	8	14	7	17
Fairly difficult	12	9	7	0
Fairly easy	14	17	17	13
Very easy	17	18	34	30
Don't know	49	43	35	39
Prescription drugs to get “high” or for reasons other than prescribed				
Very difficult	11	14	9	17
Fairly difficult	6	9	12	0
Fairly easy	15	14	15	9
Very easy	16	13	21	26
Don't know	52	50	42	48

Question HS A.110-112/MS A.105-107: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana... Prescription drugs to get “high” or for reasons other than prescribed.

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

10. Tobacco Use

Table A10.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	0	2	4	13	A10.2
Current cigarette smoking [¶]	0	1	1	4	A10.4
Current cigarette smoking at school ^{¶Φ}	0	0	0	0	A10.7
Ever tried smokeless tobacco	0	1	4	0	A10.2
Current smokeless tobacco use [¶]	0	1	2	0	A10.4
Current smokeless tobacco use at school ^{¶Φ}	0	0	2	0	A10.7
Ever used vape products	4	11	18	29	A10.2
Current use of vape products [¶]	2	4	6	33	A10.4
Current tobacco vaping [¶]	1	4	4	13	A10.5
Current marijuana vaping [¶]	1	1	5	29	A10.5
Current vaping at school ^{¶Φ}	0	3	3	17	A10.7
Lifetime tobacco use	2	8	14	25	A10.2
Current tobacco use [¶]	1	5	5	17	A10.6
Cessation Attempts					
Tried to quit smoking or vaping tobacco or nicotine	na	4	4	25	A10.9
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking ^B	30	32	38	46	A10.10
Harmfulness of smoking 1 or more packs/day ^B	49	51	62	57	A10.10
Harmfulness of vaping occasionally ^B	38	31	37	48	A10.11
Harmfulness of vaping several times a day ^B	57	55	64	57	A10.11
Difficulty of obtaining cigarettes ^C	10	10	8	17	A10.12
Difficulty of obtaining vape products ^C	8	9	6	18	A10.12
Anti-Tobacco Policy					
School bans tobacco use and vaping	65	60	73	58	A10.13

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

[¶]Past 30 days.

^ΦIn-School only.

^BGreat harm.

^CVery difficult.

na—Not asked of middle school students.

Table A10.2
Lifetime Tobacco Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	99	na	na	na
1 time	1	na	na	na
2 to 3 times	0	na	na	na
4 or more times	0	na	na	na
A whole cigarette				
0 times	100	98	96	87
1 time	0	0	2	4
2 to 3 times	0	0	0	4
4 or more times	0	1	2	4
Smokeless tobacco				
0 times	100	99	96	100
1 time	0	0	0	0
2 to 3 times	0	0	1	0
4 or more times	0	0	2	0
Vape products				
0 times	96	89	82	71
1 time	2	2	5	0
2 to 3 times	0	3	4	13
4 or more times	1	6	9	17
<i>Lifetime tobacco use</i>				
No	98	92	86	75
Yes	2	8	14	25

Question HS A.65-67/MS A.65-68: During your life, how many times have you used the following?... A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Vape products.

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

Lifetime tobacco use includes using a whole cigarette or smokeless tobacco, or vaping tobacco or nicotine. na—Not asked of high school students.

Table A10.3
Substances Ever Vaped

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vaped tobacco or nicotine				
0 times	98	92	88	75
1 time	0	1	3	0
2 to 3 times	0	1	2	4
4 or more times	1	6	7	21
Vaped marijuana or THC				
0 times	100	94	89	71
1 time	0	1	1	0
2 to 3 times	0	2	2	0
4 or more times	0	4	8	29
Vaped other product				
0 times	99	98	96	88
1 time	0	1	0	0
2 to 3 times	0	0	0	4
4 or more times	0	1	3	8

Question HS A.67, 67A-67C/MS A.68, 68A-68C: During your life, how many times have you used the following?... Vape products... Vaped tobacco or nicotine... Vaped marijuana or THC... Vaped other product.

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

Table A10.4***Any Current Use and Daily Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	0	1	1	4
Daily (20 or more days)	0	0	0	4
Smokeless tobacco				
Any	0	1	2	0
Daily (20 or more days)	0	0	0	0
Vape products				
Any	2	4	6	33
Daily (20 or more days)	1	1	2	21

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

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

Table A10.5**Substances Vaped, Past 30 Days**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vaped tobacco or nicotine				
0 days	99	96	96	88
1 or 2 days	0	1	2	0
3 to 9 days	0	0	0	0
10 to 19 days	0	1	2	0
20 to 30 days	0	1	1	13
Vaped marijuana or THC				
0 days	99	99	95	71
1 or 2 days	0	0	2	8
3 to 9 days	0	0	0	8
10 to 19 days	0	0	2	0
20 to 30 days	0	1	0	13
Vaped other product				
0 days	100	99	98	96
1 or 2 days	0	1	0	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	1	0
20 to 30 days	0	0	0	4

Question HS A.85, 85A-85C/MS A.82, 82A-82C: During the past 30 days, on how many days did you use... vape products?... vaped tobacco or nicotine?... vaped marijuana or THC?... vaped other product?

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

Table A10.6**Current Tobacco Use, Past 30 Days**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	99	95	95	83
Yes	1	5	5	17

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
0 days	100	100	100	100
1 or 2 days	0	0	0	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	0
Smokeless tobacco				
0 days	100	100	98	100
1 or 2 days	0	0	2	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	0
Vape				
0 days	100	97	97	83
1 or 2 days	0	0	2	0
3 to 9 days	0	1	0	0
10 to 19 days	0	1	0	9
20 to 30 days	0	0	0	9

Question HS A.93-95/MS A.88-90: During the past 30 days, on how many days on school property did you... smoke cigarettes?... use smokeless tobacco (dip, chew, or snuff)?... vape?

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

Table A10.8***Secondhand Smoke on School Property, Past 30 Days (In-School Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes				
0 days	96	97	94	100
1 day	3	0	2	0
2 days	0	0	1	0
3-9 days	0	0	2	0
10-19 days	0	2	1	0
20-30 days	0	0	0	0

Question HS A.99/MS A.94: During the past 30 days, on how many days on school property did you... breathe the smoke or vapor from someone who was using cigarettes or e-cigarettes?

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

Table A10.9***Cigarette Smoking and Vaping Cessation Attempts***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	94	93	71
0 times	na	1	3	4
1 time	na	2	3	4
2 to 3 times	na	1	0	8
4 or more times	na	1	0	13

Question HS A.65, 67, 113: During your life, how many times have you used the following? A whole cigarette... Vape products... How many times have you tried to quit or stop using... smoking or vaping tobacco or nicotine?

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke cigarettes occasionally				
Great	30	32	38	46
Moderate	22	29	28	4
Slight	15	10	15	8
None	32	29	19	42
Smoke 1 or more packs of cigarettes each day				
Great	49	51	62	57
Moderate	15	16	10	4
Slight	2	3	9	4
None	34	29	20	35

Question HS A.100, 101/MS A.95, 96: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.

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

Table A10.11***Perceived Harm of Using Vape Products***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vape tobacco or nicotine occasionally				
Great	38	31	37	48
Moderate	21	32	32	17
Slight	11	11	11	4
None	30	27	20	30
Vape tobacco or nicotine several times a day (100 puffs or more)				
Great	57	55	64	57
Moderate	9	14	9	9
Slight	2	3	8	4
None	32	28	20	30

Question HS A.102, 103/MS A.97, 98: How much do people risk harming themselves physically and in other ways when they do the following?... Vape tobacco or nicotine occasionally... Vape tobacco or nicotine several times a day (100 puffs or more).

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

Table A10.12***Perceived Difficulty of Obtaining Cigarettes and Vape Products***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Very difficult	10	10	8	17
Fairly difficult	9	13	12	9
Fairly easy	18	18	21	17
Very easy	12	13	19	13
Don't know	51	45	40	43
Vape products				
Very difficult	8	9	6	18
Fairly difficult	5	6	5	0
Fairly easy	17	19	15	9
Very easy	30	31	45	27
Don't know	40	35	29	45

Question HS A.108, 109/MS A.103, 104: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes... Vape products.

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

Table A10.13***School Bans Tobacco Use and Vaping***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	7	5	5	21
Yes	65	60	73	58
Don't know	29	35	22	21

Question HS A.116/MS A.108: Does your school ban tobacco use and vaping on school property and at school sponsored events?

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

11. Other Health Risks

Table A11.1

Alone After School (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	67	na	na	na
1 day	12	na	na	na
2 days	8	na	na	na
3 days	3	na	na	na
4 days	1	na	na	na
5 days	10	na	na	na

Question MS A.109: In a normal week, how many days are you home after school for at least one hour without an adult there?

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

na—Not asked of high school students.

Table A11.2

Gang Involvement (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	97	96	99	88
Yes	3	4	1	13

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

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

12. Race/Ethnicity Breakdowns

Table A12.1

School Engagement and Supports by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness^{†#} (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	46	47	36	
Black or African American		38		
Hispanic or Latinx	36	37	37	45
Native Hawaiian or Pacific Islander			50	
White	35	41	39	
Multiracial	30	32	66	
Something else		66	54	
School Connectedness^{†ψ} (<i>Remote Only</i>)				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				
Academic Motivation[†]				
American Indian or Alaska Native				
Asian or Asian American	67	63	62	
Black or African American		38		
Hispanic or Latinx	56	55	52	55
Native Hawaiian or Pacific Islander			63	
White	45	53	64	
Multiracial	48	63	54	
Something else	70	79	50	

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

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

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

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

Table A12.1***School Engagement and Supports by Race/Ethnicity – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School is really boring[±]				
American Indian or Alaska Native				
Asian or Asian American	55	35	45	
Black or African American		67		
Hispanic or Latinx	65	53	51	25
Native Hawaiian or Pacific Islander			50	
White	56	56	29	
Multiracial	44	55	47	
Something else	80	38	38	
School is worthless and a waste of time[±]				
American Indian or Alaska Native				
Asian or Asian American	14	1	11	
Black or African American		25		
Hispanic or Latinx	28	24	15	6
Native Hawaiian or Pacific Islander			10	
White	31	13	21	
Multiracial	4	23	12	
Something else	0	13	8	
Monthly Absences (3 or more)				
American Indian or Alaska Native				
Asian or Asian American	14	7	9	
Black or African American		8		
Hispanic or Latinx	15	15	15	31
Native Hawaiian or Pacific Islander			20	
White	18	6	43	
Multiracial	12	5	17	
Something else	20	9	15	

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				
Asian or Asian American	37	34	28	
Black or African American		58		
Hispanic or Latinx	31	31	30	63
Native Hawaiian or Pacific Islander			20	
White	27	40	36	
Multiracial	26	20	12	
Something else	30	67	15	
Caring adult relationships[‡]				
American Indian or Alaska Native				
Asian or Asian American	51	50	53	
Black or African American		58		
Hispanic or Latinx	39	38	46	48
Native Hawaiian or Pacific Islander			53	
White	64	54	55	
Multiracial	43	47	63	
Something else	43	67	51	
High expectations[‡]				
American Indian or Alaska Native				
Asian or Asian American	75	67	61	
Black or African American		58		
Hispanic or Latinx	53	51	57	56
Native Hawaiian or Pacific Islander			70	
White	79	52	67	
Multiracial	70	71	73	
Something else	47	65	62	

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

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

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

Table A12.1***School Engagement and Supports by Race/Ethnicity – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation[‡]				
American Indian or Alaska Native				
Asian or Asian American	16	21	18	
Black or African American		15		
Hispanic or Latinx	16	12	22	28
Native Hawaiian or Pacific Islander				
White	20	21	17	
Multiracial	29	18	43	
Something else	4	48	25	
Facilities upkeep[†] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	13	16	8	
Black or African American		17		
Hispanic or Latinx	13	17	11	27
Native Hawaiian or Pacific Islander			20	
White	6	20	7	
Multiracial	0	9	12	
Something else		28	8	
Promotion of parental involvement in school[†]				
American Indian or Alaska Native				
Asian or Asian American	38	35	27	
Black or African American		19		
Hispanic or Latinx	38	31	21	38
Native Hawaiian or Pacific Islander			43	
White	29	19	24	
Multiracial	37	30	27	
Something else	27	61	36	

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

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

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

Table A12.2
School Safety by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	40	49	42	
Black or African American		36		
Hispanic or Latinx	36	35	48	47
Native Hawaiian or Pacific Islander			70	
White	25	33	46	
Multiracial	12	33	47	
Something else		93	58	
Experienced harassment due to five reasons^{^§}				
American Indian or Alaska Native				
Asian or Asian American	35	33	17	
Black or African American		9		
Hispanic or Latinx	31	25	14	13
Native Hawaiian or Pacific Islander			10	
White	25	38	31	
Multiracial	46	48	40	
Something else		21	25	
Experienced any harassment or bullying[§]				
American Indian or Alaska Native				
Asian or Asian American	39	36	23	
Black or African American		9		
Hispanic or Latinx	44	26	16	19
Native Hawaiian or Pacific Islander			10	
White	31	50	31	
Multiracial	46	52	40	
Something else		21	25	

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

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

[§]Past 12 months.

Table A12.2
School Safety by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had mean rumors or lies spread about you[§]				
American Indian or Alaska Native				
Asian or Asian American	31	15	34	
Black or African American		9		
Hispanic or Latinx	38	34	27	25
Native Hawaiian or Pacific Islander				
White	31	50	38	
Multiracial	50	67	27	
Something else		13	8	
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	21	11	18	
Black or African American		9		
Hispanic or Latinx	27	16	9	0
Native Hawaiian or Pacific Islander			10	
White	25	33	31	
Multiracial	42	33	20	
Something else		7	8	
Been in a physical fight[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	2	2	3	
Black or African American		0		
Hispanic or Latinx	11	9	4	7
Native Hawaiian or Pacific Islander			0	
White	13	13	8	
Multiracial	15	19	7	
Something else		0	0	

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

[§]Past 12 months.

Table A12.2**School Safety by Race/Ethnicity – Continued**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Seen a weapon on campus[§] (In-School Only)				
American Indian or Alaska Native				
Asian or Asian American	10	3	11	
Black or African American		0		
Hispanic or Latinx	7	10	7	13
Native Hawaiian or Pacific Islander			0	
White	13	0	8	
Multiracial	15	14	13	
Something else		7	0	

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

[§]Past 12 months.

Table A12.3**Cyberbullying by Race/Ethnicity**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
American Indian or Alaska Native				
Asian or Asian American	31	8	25	
Black or African American		9		
Hispanic or Latinx	31	34	23	19
Native Hawaiian or Pacific Islander			10	
White	25	50	38	
Multiracial	50	52	40	
Something else		7	0	

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
American Indian or Alaska Native				
Asian or Asian American	2	2	13	
Black or African American		0		
Hispanic or Latinx	1	8	14	63
Native Hawaiian or Pacific Islander			10	
White	6	0	21	
Multiracial	7	10	7	
Something else		0	15	
Current tobacco use[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	0	5	
Black or African American		0		
Hispanic or Latinx	1	7	5	19
Native Hawaiian or Pacific Islander			10	
White	0	13	0	
Multiracial	7	5	0	
Something else		6	23	
Current marijuana use[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	0	5	
Black or African American		0		
Hispanic or Latinx	1	5	6	56
Native Hawaiian or Pacific Islander				
White	0	0	14	
Multiracial	4	0	7	
Something else		0	15	

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

[¶]Past 30 days.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current binge drinking[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	0	5	
Black or African American		0		
Hispanic or Latinx	0	5	3	31
Native Hawaiian or Pacific Islander			0	
White	0	0	7	
Multiracial	4	0	0	
Something else		0	15	
Very drunk or “high” 7 or more times, ever				
American Indian or Alaska Native				
Asian or Asian American	0	0	6	
Black or African American		0		
Hispanic or Latinx	1	6	7	44
Native Hawaiian or Pacific Islander			0	
White	0	6	14	
Multiracial	0	0	7	
Something else	0	0	15	
Been drunk or “high” on drugs at school, ever				
American Indian or Alaska Native				
Asian or Asian American	0	0	5	
Black or African American		0		
Hispanic or Latinx	1	6	12	25
Native Hawaiian or Pacific Islander			0	
White	0	0	23	
Multiracial	4	0	0	
Something else	0	0	8	

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

[¶]Past 30 days.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	2	11	
Black or African American		0		
Hispanic or Latinx	0	5	13	40
Native Hawaiian or Pacific Islander			0	
White	6	0	7	
Multiracial	4	10	0	
Something else		0	15	
Current alcohol use at school[¶] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	0	0	0	
Black or African American		0		
Hispanic or Latinx	0	5	5	27
Native Hawaiian or Pacific Islander			0	
White	6	0	0	
Multiracial	0	0	0	
Something else		0	8	
Current cigarette smoking[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	0	0	
Black or African American		0		
Hispanic or Latinx	0	1	1	6
Native Hawaiian or Pacific Islander			0	
White	0	6	0	
Multiracial	4	0	0	
Something else		0	8	

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

[¶]Past 30 days.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current use of vape products[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	0	5	
Black or African American		0		
Hispanic or Latinx	2	7	6	38
Native Hawaiian or Pacific Islander			10	
White	0	13	0	
Multiracial	7	5	7	
Something else		0	15	
Current tobacco vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	0	5	
Black or African American		0		
Hispanic or Latinx	1	6	4	13
Native Hawaiian or Pacific Islander			10	
White	0	6	0	
Multiracial	4	5	0	
Something else		0	15	
Current marijuana vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	0	3	
Black or African American		0		
Hispanic or Latinx	1	3	5	38
Native Hawaiian or Pacific Islander			10	
White	0	0	0	
Multiracial	4	0	7	
Something else		0	15	

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

[¶]Past 30 days.

Table A12.5***Routines by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast¹				
American Indian or Alaska Native				
Asian or Asian American	61	72	55	
Black or African American		58		
Hispanic or Latinx	56	52	46	38
Native Hawaiian or Pacific Islander			50	
White	59	69	47	
Multiracial	67	45	44	
Something else	80	45	77	
Bedtime (at 12 am or later)				
American Indian or Alaska Native				
Asian or Asian American	8	31	49	
Black or African American		17		
Hispanic or Latinx	20	25	34	19
Native Hawaiian or Pacific Islander			30	
White	24	38	33	
Multiracial	15	27	44	
Something else	30	23	15	

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

¹*Today.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				
Synchronous instruction (4 days or more)[¶]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				
Interest in schoolwork done from home[†]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				

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

[¶]Past 30 days.

[¶]Past 7 days.

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

Table A12.6

Remote Schooling by Race/Ethnicity – Continued (Remote Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful opportunities[‡]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				

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

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

Table A12.7***Social and Emotional Health by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
American Indian or Alaska Native				
Asian or Asian American	19	19	30	
Black or African American		29		
Hispanic or Latinx	25	30	26	29
Native Hawaiian or Pacific Islander			28	
White	33	39	45	
Multiracial	25	42	30	
Something else		23	7	
Experienced chronic sadness/hopelessness[§]				
American Indian or Alaska Native				
Asian or Asian American	14	18	35	
Black or African American		18		
Hispanic or Latinx	33	34	33	33
Native Hawaiian or Pacific Islander			20	
White	31	38	38	
Multiracial	31	48	27	
Something else		21	8	
Considered suicide[§]				
American Indian or Alaska Native				
Asian or Asian American	8	8	12	
Black or African American		27		
Hispanic or Latinx	9	16	10	0
Native Hawaiian or Pacific Islander			0	
White	13	19	0	
Multiracial	19	38	7	
Something else		14	0	

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

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

[§]Past 12 months.

Table A12.7***Social and Emotional Health by Race/Ethnicity – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Optimism[‡]				
American Indian or Alaska Native				
Asian or Asian American	49	43	39	
Black or African American		30		
Hispanic or Latinx	35	38	41	27
Native Hawaiian or Pacific Islander			33	
White	33	31	28	
Multiracial	37	29	48	
Something else		50	53	
Life satisfaction[‡]				
American Indian or Alaska Native				
Asian or Asian American	67	68	60	
Black or African American		53		
Hispanic or Latinx	62	60	61	53
Native Hawaiian or Pacific Islander			62	
White	63	49	66	
Multiracial	55	56	73	
Something else		77	67	

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	43	44	46	43
Female	33	39	35	
Nonbinary				
Something else				
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Male				
Female				
Nonbinary				
Something else				
Academic Motivation[†]				
Male	56	52	50	47
Female	59	66	64	
Nonbinary				
Something else				
School is really boring[±]				
Male	60	52	50	47
Female	59	45	45	
Nonbinary				
Something else				
School is worthless and a waste of time[±]				
Male	24	22	17	33
Female	16	13	9	
Nonbinary				
Something else				

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	17	12	13	38
Female	15	12	19	
Nonbinary				
Something else				
Maintaining focus on schoolwork[†]				
Male	41	39	30	47
Female	22	33	25	
Nonbinary				
Something else				
Caring adult relationships[‡]				
Male	49	45	48	54
Female	42	48	56	
Nonbinary				
Something else				
High expectations[‡]				
Male	68	57	60	54
Female	59	61	64	
Nonbinary				
Something else				
Meaningful participation[‡]				
Male	18	16	23	28
Female	17	19	23	
Nonbinary				
Something else				

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	11	16	10	47
Female	10	19	12	
Nonbinary				
Something else				
Promotion of parental involvement in school[†]				
Male	47	31	29	38
Female	28	33	22	
Nonbinary				
Something else				

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	30	44	52	53
Female	33	40	44	
Nonbinary				
Something else				
Experienced harassment due to five reasons^{λ§}				
Male	37	32	18	0
Female	31	23	17	
Nonbinary				
Something else				
Experienced any harassment or bullying[§]				
Male	40	35	20	0
Female	41	25	20	
Nonbinary				
Something else				
Had mean rumors or lies spread about you[§]				
Male	32	30	23	0
Female	39	30	35	
Nonbinary				
Something else				
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
Male	29	18	13	0
Female	25	13	13	
Nonbinary				
Something else				

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	13	8	4	0
Female	6	8	5	
Nonbinary				
Something else				
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Male	15	9	9	13
Female	5	7	6	
Nonbinary				
Something else				

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	26	26	22	6
Female	39	30	25	
Nonbinary				
Something else				

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	3	4	12	38
Female	2	7	15	
Nonbinary				
Something else				
Current tobacco use[¶]				
Male	1	5	4	13
Female	2	5	6	
Nonbinary				
Something else				
Current marijuana use[¶]				
Male	0	2	5	31
Female	2	3	8	
Nonbinary				
Something else				
Current binge drinking[¶]				
Male	1	2	2	19
Female	0	3	6	
Nonbinary				
Something else				
Very drunk or “high” 7 or more times, ever				
Male	0	3	6	25
Female	1	4	9	
Nonbinary				
Something else				
Been drunk or “high” on drugs at school, ever				
Male	1	2	6	6
Female	1	4	12	
Nonbinary				
Something else				

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

[¶]Past 30 days.

Table A13.4
Substance Use by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use[¶]				
Male	2	2	10	27
Female	0	5	12	
Nonbinary				
Something else				
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Male	1	2	2	20
Female	0	4	4	
Nonbinary				
Something else				
Current cigarette smoking[¶]				
Male	1	1	1	7
Female	0	1	1	
Nonbinary				
Something else				
Current use of vape products[¶]				
Male	1	5	4	25
Female	3	4	8	
Nonbinary				
Something else				
Current tobacco vaping[¶]				
Male	0	4	4	6
Female	2	4	5	
Nonbinary				
Something else				
Current marijuana vaping[¶]				
Male	1	2	4	19
Female	1	1	6	
Nonbinary				
Something else				

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	69	60	52	25
Female	56	53	49	
Nonbinary				
Something else				
Bedtime (at 12 am or later)				
Male	14	23	31	44
Female	19	27	44	
Nonbinary				
Something else				

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

¹*Today.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
Male				
Female				
Nonbinary				
Something else				
Synchronous instruction (4 days or more)				
Male				
Female				
Nonbinary				
Something else				
Interest in schoolwork done from home[†]				
Male				
Female				
Nonbinary				
Something else				
Meaningful opportunities[‡]				
Male				
Female				
Nonbinary				
Something else				

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

[¶]Past 30 days.

^{||}Past 7 days.

[†]Average percent of respondents reporting “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	20	21	21	11
Female	27	33	35	
Nonbinary				
Something else				
Experienced chronic sadness/hopelessness[§]				
Male	20	23	23	19
Female	33	33	41	
Nonbinary				
Something else				
Considered suicide[§]				
Male	8	14	6	0
Female	11	16	11	
Nonbinary				
Something else				
Optimism[‡]				
Male	38	41	44	21
Female	39	35	37	
Nonbinary				
Something else				
Life satisfaction[‡]				
Male	65	62	65	68
Female	62	62	59	
Nonbinary				
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.”

[§]Past 12 months.

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

14. Parental Education Breakdowns

Table A14.1

School Engagement and Supports by Parental Education

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness^{†#} (<i>In-School Only</i>)				
Less than high school	29	37	44	
High school graduate	38	40	36	
Some college	31	31	39	
College degree	43	50	44	
Don't know	33	32	39	
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Less than high school				
High school graduate				
Some college				
College degree				
Don't know				
Academic Motivation[†]				
Less than high school	46	57	62	
High school graduate	59	60	52	
Some college	58	59	51	
College degree	65	66	60	
Don't know	49	48	51	
School is really boring[±]				
Less than high school	59	46	53	
High school graduate	57	53	48	
Some college	60	38	40	
College degree	51	47	50	
Don't know	73	53	34	

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

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School is worthless and a waste of time[±]				
Less than high school	18	21	15	
High school graduate	13	20	14	
Some college	10	22	12	
College degree	18	11	12	
Don't know	31	18	16	
Monthly Absences (3 or more)				
Less than high school	28	14	14	
High school graduate	17	6	21	
Some college	15	24	23	
College degree	16	6	12	
Don't know	13	13	12	
Maintaining focus on schoolwork[†]				
Less than high school	41	24	30	
High school graduate	40	49	33	
Some college	20	42	20	
College degree	36	39	27	
Don't know	21	21	24	
Caring adult relationships[‡]				
Less than high school	24	39	54	
High school graduate	44	36	41	
Some college	28	34	63	
College degree	56	57	52	
Don't know	42	42	54	

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

[±]Rating of 7 or higher.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High expectations[‡]				
Less than high school	43	50	66	
High school graduate	64	44	55	
Some college	50	52	67	
College degree	75	67	63	
Don't know	55	60	61	
Meaningful participation[‡]				
Less than high school	12	19	27	
High school graduate	19	10	19	
Some college	6	15	22	
College degree	25	22	24	
Don't know	11	13	23	
Facilities upkeep[†] (<i>In-School Only</i>)				
Less than high school	0	25	12	
High school graduate	10	17	10	
Some college	10	13	8	
College degree	13	17	10	
Don't know	12	15	13	
Promotion of parental involvement in school[†]				
Less than high school	25	30	36	
High school graduate	32	36	22	
Some college	40	30	32	
College degree	44	33	22	
Don't know	31	32	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 A14.2
School Safety by Parental Education

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe (<i>In-School Only</i>)				
Less than high school	29	48	53	
High school graduate	34	44	46	
Some college	30	26	44	
College degree	34	47	46	
Don't know	29	33	53	
Experienced harassment due to five reasons[^][§]				
Less than high school	59	17	6	
High school graduate	40	25	12	
Some college	26	52	20	
College degree	40	27	23	
Don't know	19	29	19	
Experienced any harassment or bullying[§]				
Less than high school	65	17	6	
High school graduate	56	25	14	
Some college	26	52	24	
College degree	43	30	25	
Don't know	30	33	25	
Had mean rumors or lies spread about you[§]				
Less than high school	59	35	19	
High school graduate	35	21	24	
Some college	25	44	36	
College degree	38	29	33	
Don't know	30	31	24	

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

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
Less than high school	35	17	3	
High school graduate	32	14	16	
Some college	25	19	16	
College degree	30	13	13	
Don't know	19	22	18	
Been in a physical fight[§] (<i>In-School Only</i>)				
Less than high school	18	4	7	
High school graduate	16	5	8	
Some college	10	8	0	
College degree	5	5	3	
Don't know	7	16	3	
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Less than high school	18	9	3	
High school graduate	12	7	10	
Some college	0	19	12	
College degree	13	6	7	
Don't know	4	6	6	

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Less than high school	47	25	22	
High school graduate	40	23	18	
Some college	26	43	40	
College degree	35	27	26	
Don't know	21	30	13	

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

[§]Past 12 months.

Table A14.4
Substance Use by Parental Education

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
Less than high school	6	11	9	
High school graduate	0	7	17	
Some college	5	14	20	
College degree	1	3	13	
Don't know	3	2	8	
Current tobacco use[¶]				
Less than high school	6	11	9	
High school graduate	0	2	5	
Some college	5	10	8	
College degree	0	5	4	
Don't know	2	2	3	
Current marijuana use[¶]				
Less than high school	6	4	3	
High school graduate	0	4	17	
Some college	5	7	4	
College degree	0	1	4	
Don't know	0	2	3	
Current binge drinking[¶]				
Less than high school	0	4	0	
High school graduate	0	4	4	
Some college	0	7	4	
College degree	0	1	6	
Don't know	2	0	3	

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

[¶]Past 30 days.

Table A14.4
Substance Use by Parental Education – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or “high” 7 or more times, ever				
Less than high school	0	4	3	
High school graduate	0	7	9	
Some college	5	7	8	
College degree	0	1	8	
Don’t know	0	4	5	
Been drunk or “high” on drugs at school, ever				
Less than high school	0	7	6	
High school graduate	0	4	9	
Some college	5	3	16	
College degree	0	2	7	
Don’t know	2	2	11	
Current alcohol use[¶]				
Less than high school	0	4	9	
High school graduate	0	4	9	
Some college	0	14	20	
College degree	0	2	10	
Don’t know	3	0	8	
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Less than high school	0	12	0	
High school graduate	0	4	4	
Some college	0	4	4	
College degree	0	1	1	
Don’t know	2	0	8	

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

[¶]Past 30 days.

Table A14.4
Substance Use by Parental Education – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current cigarette smoking[¶]				
Less than high school	0	0	0	
High school graduate	0	0	2	
Some college	0	4	4	
College degree	0	1	0	
Don't know	2	0	0	
Current use of vape products[¶]				
Less than high school	11	12	6	
High school graduate	0	2	9	
Some college	5	10	12	
College degree	0	4	3	
Don't know	2	2	5	
Current tobacco vaping[¶]				
Less than high school	6	12	6	
High school graduate	0	2	5	
Some college	5	7	8	
College degree	0	3	3	
Don't know	0	2	3	
Current marijuana vaping[¶]				
Less than high school	0	0	6	
High school graduate	0	2	9	
Some college	5	7	4	
College degree	0	1	2	
Don't know	2	0	5	

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

[¶]Past 30 days.

Table A14.5***Routines by Parental Education***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast¹				
Less than high school	50	55	43	
High school graduate	53	35	53	
Some college	55	65	46	
College degree	71	65	55	
Don't know	59	55	44	
Bedtime (at 12 am or later)				
Less than high school	17	28	43	
High school graduate	33	14	29	
Some college	15	38	50	
College degree	9	26	41	
Don't know	16	30	29	

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

¹*Today.*

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

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

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
Less than high school	22	15	24	
High school graduate	30	27	21	
Some college	26	50	33	
College degree	21	22	33	
Don't know	22	33	17	
Experienced chronic sadness/hopelessness[§]				
Less than high school	24	17	29	
High school graduate	48	28	27	
Some college	37	43	44	
College degree	20	24	33	
Don't know	28	36	23	
Considered suicide[§]				
Less than high school	12	22	6	
High school graduate	12	13	6	
Some college	0	21	12	
College degree	10	14	12	
Don't know	13	13	0	
Optimism[‡]				
Less than high school	20	41	52	
High school graduate	20	32	40	
Some college	46	31	29	
College degree	49	43	40	
Don't know	38	32	45	
Life satisfaction[‡]				
Less than high school	61	64	70	
High school graduate	52	60	69	
Some college	68	47	42	
College degree	66	68	60	
Don't know	66	57	68	

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

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

[§]Past 12 months.

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

15. English Learner Breakdowns

Table A15.1

School Engagement and Supports by English Learner Status

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness^{†#} (<i>In-School Only</i>)				
Not English learner	37	40	41	50
English learner	38	44	51	
Don't know	41	39	30	
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Not English learner				
English learner				
Don't know				
Academic Motivation[†]				
Not English learner	57	60	56	59
English learner	62	55	71	
Don't know	54	54	54	
School is really boring[±]				
Not English learner	58	48	49	40
English learner	58	40	15	
Don't know	68	54	42	
School is worthless and a waste of time[±]				
Not English learner	18	18	14	27
English learner	26	20	0	
Don't know	28	13	11	
Monthly Absences (3 or more)				
Not English learner	15	11	15	25
English learner	16	14	21	
Don't know	21	13	15	

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

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

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

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

[±]Rating of 7 or higher.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Maintaining focus on schoolwork[†]				
Not English learner	32	36	27	53
English learner	16	36	46	
Don't know	40	31	28	
Caring adult relationships[‡]				
Not English learner	45	46	50	60
English learner	49	49	64	
Don't know	47	41	56	
High expectations[‡]				
Not English learner	62	59	60	71
English learner	60	64	85	
Don't know	75	55	59	
Meaningful participation[‡]				
Not English learner	17	17	23	28
English learner	17	15	28	
Don't know	23	16	26	
Facilities upkeep[†] (<i>In-School Only</i>)				
Not English learner	9	14	9	38
English learner	28	33	31	
Don't know	15	24	22	
Promotion of parental involvement in school[†]				
Not English learner	37	31	24	48
English learner	45	38	46	
Don't know	35	34	22	

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

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

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

Table A15.2
School Safety by English Learner Status

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe (<i>In-School Only</i>)				
Not English learner	29	40	46	69
English learner	50	60	77	
Don't know	40	42	53	
Experienced harassment due to five reasons^{λ§}				
Not English learner	36	28	17	6
English learner	24	25	31	
Don't know	33	33	15	
Experienced any harassment or bullying[§]				
Not English learner	43	30	19	6
English learner	35	31	31	
Don't know	38	36	23	
Had mean rumors or lies spread about you[§]				
Not English learner	38	31	30	13
English learner	16	14	15	
Don't know	36	30	19	
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
Not English learner	29	17	15	0
English learner	28	7	0	
Don't know	16	16	0	
Been in a physical fight[§] (<i>In-School Only</i>)				
Not English learner	7	6	4	7
English learner	25	15	0	
Don't know	8	13	13	
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Not English learner	10	8	9	13
English learner	11	7	0	
Don't know	8	6	0	

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

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

[§]Past 12 months.

Table A15.3
Cyberbullying by English Learner Status

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Not English learner	30	27	25	13
English learner	41	27	15	
Don't know	42	34	21	

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

[§]Past 12 months.

Table A15.4
Substance Use by English Learner Status

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
Not English learner	2	6	13	44
English learner	0	6	8	
Don't know	8	5	24	
Current alcohol or drug use[¶]				
Not English learner	1	5	6	13
English learner	0	7	0	
Don't know	8	5	0	
Current marijuana use[¶]				
Not English learner	1	2	6	38
English learner	0	0	0	
Don't know	4	5	12	
Current binge drinking[¶]				
Not English learner	0	2	4	13
English learner	0	0	0	
Don't know	4	3	12	
Very drunk or "high" 7 or more times, ever				
Not English learner	0	3	7	31
English learner	0	0	0	
Don't know	4	5	17	

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

[¶]Past 30 days.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Been drunk or “high” on drugs at school, ever				
Not English learner	0	3	8	19
English learner	0	0	0	
Don’t know	8	3	22	
Current alcohol use[¶]				
Not English learner	1	3	10	27
English learner	0	6	8	
Don’t know	4	3	24	
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Not English learner	1	3	2	19
English learner	0	0	0	
Don’t know	0	3	12	
Current cigarette smoking[¶]				
Not English learner	0	1	1	6
English learner	0	0	0	
Don’t know	4	0	0	
Current use of vape products[¶]				
Not English learner	1	4	7	25
English learner	0	7	0	
Don’t know	8	5	0	
Current tobacco vaping[¶]				
Not English learner	1	3	5	6
English learner	0	7	0	
Don’t know	4	5	0	
Current marijuana vaping[¶]				
Not English learner	0	1	5	25
English learner	0	0	0	
Don’t know	8	3	0	

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

[¶]Past 30 days.

Table A15.5
Routines by English Learner Status

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast¹				
Not English learner	65	59	50	19
English learner	58	41	57	
Don't know	46	52	55	
Bedtime (at 12 am or later)				
Not English learner	15	24	40	31
English learner	21	18	7	
Don't know	21	40	25	

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

¹*Today.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
Not English learner				
English learner				
Don't know				
Synchronous instruction (4 days or more)[¶]				
Not English learner				
English learner				
Don't know				
Interest in schoolwork done from home[†]				
Not English learner				
English learner				
Don't know				
Meaningful opportunities[‡]				
Not English learner				
English learner				
Don't know				

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
Not English learner	25	28	29	28
English learner	23	24	11	
Don't know	18	28	15	
Experienced chronic sadness/hopelessness[§]				
Not English learner	26	30	33	31
English learner	29	20	15	
Don't know	38	26	23	
Considered suicide[§]				
Not English learner	11	17	9	0
English learner	18	13	0	
Don't know	0	9	8	
Optimism[‡]				
Not English learner	40	38	39	33
English learner	25	39	54	
Don't know	43	31	53	
Life satisfaction[‡]				
Not English learner	63	62	61	63
English learner	61	83	71	
Don't know	65	50	68	

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

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

[§]Past 12 months.

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

16. Long-Term English Learner (LTEL) Breakdowns

Table A16.1

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness^{†#} (<i>In-School Only</i>)				
Not currently in English Learner Program	37	40	41	50
Less than 7 years (EL)	33		53	
7 years or more (LTEL)				
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Not currently in English Learner Program				
Less than 7 years (EL)				
7 years or more (LTEL)				
Academic Motivation[†]				
Not currently in English Learner Program	57	60	56	59
Less than 7 years (EL)	65	43	71	
7 years or more (LTEL)				
School is really boring[±]				
Not currently in English Learner Program	58	48	49	40
Less than 7 years (EL)	42	30	17	
7 years or more (LTEL)				
School is worthless and a waste of time[±]				
Not currently in English Learner Program	18	18	14	27
Less than 7 years (EL)	25	20	0	
7 years or more (LTEL)				
Monthly Absences (3 or more)				
Not currently in English Learner Program	15	11	15	25
Less than 7 years (EL)	17	13	23	
7 years or more (LTEL)				

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

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

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

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

[±]Rating of 7 or higher.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Maintaining focus on schoolwork[†]				
Not currently in English Learner Program	32	36	27	53
Less than 7 years (EL)	17	40	42	
7 years or more (LTEL)				
Caring adult relationships[‡]				
Not currently in English Learner Program	45	46	50	60
Less than 7 years (EL)	50	40	64	
7 years or more (LTEL)				
High expectations[‡]				
Not currently in English Learner Program	62	59	60	71
Less than 7 years (EL)	61	57	83	
7 years or more (LTEL)				
Meaningful participation[‡]				
Not currently in English Learner Program	17	17	23	28
Less than 7 years (EL)	15	18	30	
7 years or more (LTEL)				
Facilities upkeep[†] (<i>In-School Only</i>)				
Not currently in English Learner Program	9	14	9	38
Less than 7 years (EL)	36	40	33	
7 years or more (LTEL)				
Promotion of parental involvement in school[†]				
Not currently in English Learner Program	37	31	24	48
Less than 7 years (EL)	43	37	47	
7 years or more (LTEL)				

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe (<i>In-School Only</i>)				
Not currently in English Learner Program	29	40	46	69
Less than 7 years (EL)	45	70	83	
7 years or more (LTEL)				
Experienced harassment due to five reasons^{λ§}				
Not currently in English Learner Program	36	28	17	6
Less than 7 years (EL)	20	18	25	
7 years or more (LTEL)				
Experienced any harassment or bullying[§]				
Not currently in English Learner Program	43	30	19	6
Less than 7 years (EL)	30	18	25	
7 years or more (LTEL)				
Had mean rumors or lies spread about you[§]				
Not currently in English Learner Program	38	31	30	13
Less than 7 years (EL)	17		8	
7 years or more (LTEL)				
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
Not currently in English Learner Program	29	17	15	0
Less than 7 years (EL)	27		0	
7 years or more (LTEL)				
Been in a physical fight[§] (<i>In-School Only</i>)				
Not currently in English Learner Program	7	6	4	7
Less than 7 years (EL)			0	
7 years or more (LTEL)				
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Not currently in English Learner Program	10	8	9	13
Less than 7 years (EL)	18		0	
7 years or more (LTEL)				

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

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Not currently in English Learner Program	30	27	25	13
Less than 7 years (EL)	60	10	8	
7 years or more (LTEL)				

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
Not currently in English Learner Program	2	6	13	44
Less than 7 years (EL)	0	0	8	
7 years or more (LTEL)				
Current tobacco use[¶]				
Not currently in English Learner Program	1	5	6	13
Less than 7 years (EL)	0	0	0	
7 years or more (LTEL)				
Current marijuana use[¶]				
Not currently in English Learner Program	1	2	6	38
Less than 7 years (EL)	0	0	0	
7 years or more (LTEL)				
Current binge drinking[¶]				
Not currently in English Learner Program	0	2	4	13
Less than 7 years (EL)	0	0	0	
7 years or more (LTEL)				
Very drunk or “high” 7 or more times, ever				
Not currently in English Learner Program	0	3	7	31
Less than 7 years (EL)	0	0	0	
7 years or more (LTEL)				

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

[¶]Past 30 days.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Been drunk or “high” on drugs at school, ever				
Not currently in English Learner Program	0	3	8	19
Less than 7 years (EL)	0	0	0	
7 years or more (LTEL)				
Current alcohol use[¶]				
Not currently in English Learner Program	1	3	10	27
Less than 7 years (EL)	0	0	8	
7 years or more (LTEL)				
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Not currently in English Learner Program	1	3	2	19
Less than 7 years (EL)	0		0	
7 years or more (LTEL)				
Current cigarette smoking[¶]				
Not currently in English Learner Program	0	1	1	6
Less than 7 years (EL)	0	0	0	
7 years or more (LTEL)				
Current use of vape products[¶]				
Not currently in English Learner Program	1	4	7	25
Less than 7 years (EL)	0	0	0	
7 years or more (LTEL)				
Current tobacco vaping[¶]				
Not currently in English Learner Program	1	3	5	6
Less than 7 years (EL)	0	0	0	
7 years or more (LTEL)				
Current marijuana vaping[¶]				
Not currently in English Learner Program	0	1	5	25
Less than 7 years (EL)	0	0	0	
7 years or more (LTEL)				

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

[¶]Past 30 days.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast¹				
Not currently in English Learner Program	65	59	50	19
Less than 7 years (EL)	42	47	54	
7 years or more (LTEL)				
Bedtime (at 12 am or later)				
Not currently in English Learner Program	15	24	40	31
Less than 7 years (EL)	33	12	8	
7 years or more (LTEL)				

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

¹*Today.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
Not currently in English Learner Program				
Less than 7 years (EL)				
7 years or more (LTEL)				
Synchronous instruction (4 days or more)[¶]				
Not currently in English Learner Program				
Less than 7 years (EL)				
7 years or more (LTEL)				
Interest in schoolwork done from home[†]				
Not currently in English Learner Program				
Less than 7 years (EL)				
7 years or more (LTEL)				
Meaningful opportunities[‡]				
Not currently in English Learner Program				
Less than 7 years (EL)				
7 years or more (LTEL)				

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
Not currently in English Learner Program	25	28	29	28
Less than 7 years (EL)		4	7	
7 years or more (LTEL)				
Experienced chronic sadness/hopelessness[§]				
Not currently in English Learner Program	26	30	33	31
Less than 7 years (EL)	30	0	8	
7 years or more (LTEL)				
Considered suicide[§]				
Not currently in English Learner Program	11	17	9	0
Less than 7 years (EL)	10	0	0	
7 years or more (LTEL)				
Optimism[‡]				
Not currently in English Learner Program	40	38	39	33
Less than 7 years (EL)		28	53	
7 years or more (LTEL)				
Life satisfaction[‡]				
Not currently in English Learner Program	63	62	61	63
Less than 7 years (EL)		88	70	
7 years or more (LTEL)				

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

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

[§]Past 12 months.

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

17. Special Education Breakdowns

Table A17.1

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness^{†#} (<i>In-School Only</i>)				
No IEP	40	45	41	48
IEP	32	20	41	
Don't know	31	34	41	
Prefer not to say				
School Connectedness^{†ψ} (<i>Remote Only</i>)				
No IEP				
IEP				
Don't know				
Prefer not to say				
Academic Motivation[†]				
No IEP	59	61	57	58
IEP	53	50	62	
Don't know	51	54	42	
Prefer not to say				
School is really boring[±]				
No IEP	58	46	47	44
IEP	56	50	42	
Don't know	66	59	44	
Prefer not to say				
School is worthless and a waste of time[±]				
No IEP	21	13	13	31
IEP	25	29	23	
Don't know	15	21	0	
Prefer not to say				

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

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

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

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

[±]Rating of 7 or higher.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Monthly Absences (3 or more)				
No IEP	14	8	16	38
IEP	28	17	15	
Don't know	20	20	14	
Prefer not to say				
Maintaining focus on schoolwork[†]				
No IEP	34	41	29	53
IEP	25	19	23	
Don't know	24	16	22	
Prefer not to say				
Caring adult relationships[‡]				
No IEP	45	49	50	50
IEP	38	43	68	
Don't know	46	38	37	
Prefer not to say				
High expectations[‡]				
No IEP	63	61	62	63
IEP	50	53	69	
Don't know	66	54	45	
Prefer not to say				
Meaningful participation[‡]				
No IEP	17	20	23	31
IEP	25	8	36	
Don't know	18	10	8	
Prefer not to say				

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Facilities upkeep[†] (<i>In-School Only</i>)				
No IEP	10	19	10	40
IEP	20	4	19	
Don't know	15	17	11	
Prefer not to say				
Promotion of parental involvement in school[†]				
No IEP	37	33	25	56
IEP	42	25	38	
Don't know	34	38	13	
Prefer not to say				

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe <i>(In-School Only)</i>				
No IEP	31	47	48	53
IEP	27	26	36	
Don't know	35	31	63	
Prefer not to say				
Experienced harassment due to five reasons^{λ§}				
No IEP	30	27	19	13
IEP	27	42	13	
Don't know	54	26	13	
Prefer not to say				
Experienced any harassment or bullying[§]				
No IEP	38	28	22	19
IEP	27	46	13	
Don't know	62	35	13	
Prefer not to say				
Had mean rumors or lies spread about you[§]				
No IEP	33	29	29	25
IEP	47	50	24	
Don't know	48	19	31	
Prefer not to say				
Been afraid of being beaten up[§] <i>(In-School Only)</i>				
No IEP	23	13	12	0
IEP	40	31	24	
Don't know	44	19	13	
Prefer not to say				

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

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Been in a physical fight[§] (<i>In-School Only</i>)				
No IEP	8	5	4	7
IEP	27	19	4	
Don't know	5	12	6	
Prefer not to say				
Seen a weapon on campus[§] (<i>In-School Only</i>)				
No IEP	5	7	8	7
IEP	13	12	0	
Don't know	26	9	13	
Prefer not to say				

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
No IEP	30	26	26	13
IEP	33	38	21	
Don't know	44	27	7	
Prefer not to say				

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
No IEP	3	5	13	50
IEP	0	4	19	
Don't know	0	5	12	
Prefer not to say				
Current tobacco use[¶]				
No IEP	1	5	4	19
IEP	0	0	15	
Don't know	0	5	0	
Prefer not to say				
Current marijuana use[¶]				
No IEP	1	3	6	50
IEP	0	0	8	
Don't know	0	0	12	
Prefer not to say				
Current binge drinking[¶]				
No IEP	0	2	2	25
IEP	0	0	15	
Don't know	0	3	6	
Prefer not to say				
Very drunk or "high" 7 or more times, ever				
No IEP	1	3	6	38
IEP	0	4	12	
Don't know	0	0	12	
Prefer not to say				
Been drunk or "high" on drugs at school, ever				
No IEP	1	3	8	25
IEP	0	0	15	
Don't know	0	0	6	
Prefer not to say				

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

[¶]Past 30 days.

Table A17.4

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use[¶]				
No IEP	1	3	9	27
IEP	0	4	19	
Don't know	0	3	12	
Prefer not to say				
Current alcohol use at school[¶] (<i>In-School Only</i>)				
No IEP	1	3	1	20
IEP	0	0	12	
Don't know	0	3	6	
Prefer not to say				
Current cigarette smoking[¶]				
No IEP	0	1	0	7
IEP	0	0	8	
Don't know	0	0	0	
Prefer not to say				
Current use of vape products[¶]				
No IEP	1	5	5	44
IEP	0	0	15	
Don't know	2	6	0	
Prefer not to say				
Current tobacco vaping[¶]				
No IEP	1	4	3	13
IEP	0	0	15	
Don't know	0	6	0	
Prefer not to say				
Current marijuana vaping[¶]				
No IEP	1	2	4	38
IEP	0	0	12	
Don't know	0	0	0	
Prefer not to say				

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

[¶]*Past 30 days.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast¹				
No IEP	62	60	52	44
IEP	56	34	54	
Don't know	63	56	33	
Prefer not to say				
Bedtime (at 12 am or later)				
No IEP	17	26	38	38
IEP	22	31	23	
Don't know	12	22	48	
Prefer not to say				

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

¹*Today.*

Table A17.6

Remote Schooling by Individualized Education Plan (IEP) Placement (Remote Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
No IEP				
IEP				
Don't know				
Prefer not to say				
Synchronous instruction (4 days or more)[¶]				
No IEP				
IEP				
Don't know				
Prefer not to say				
Interest in schoolwork done from home[†]				
No IEP				
IEP				
Don't know				
Prefer not to say				
Meaningful opportunities[‡]				
No IEP				
IEP				
Don't know				
Prefer not to say				

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
No IEP	22	25	28	28
IEP	24	42	24	
Don't know	31	35	24	
Prefer not to say				
Experienced chronic sadness/hopelessness[§]				
No IEP	22	27	31	20
IEP	53	46	29	
Don't know	38	24	33	
Prefer not to say				
Considered suicide[§]				
No IEP	10	13	7	0
IEP	13	35	13	
Don't know	10	21	27	
Prefer not to say				
Optimism[‡]				
No IEP	39	39	41	36
IEP	38	37	44	
Don't know	39	32	33	
Prefer not to say				
Life satisfaction[‡]				
No IEP	64	65	62	72
IEP	73	49	69	
Don't know	60	54	49	
Prefer not to say				

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

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

[§]Past 12 months.

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

18. Living Situation Breakdowns

Table A18.1

School Engagement and Supports by Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness^{†#} (<i>In-School Only</i>)				
Home with one or more parent or guardian	37	40	41	44
Foster home				
Homeless				
Other living arrangement	39	41	44	
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Home with one or more parent or guardian				
Foster home				
Homeless				
Other living arrangement				
Academic Motivation[†]				
Home with one or more parent or guardian	58	57	56	55
Foster home				
Homeless				
Other living arrangement	46	69	57	
School is really boring[±]				
Home with one or more parent or guardian	60	48	48	39
Foster home				
Homeless				
Other living arrangement	53	52	36	
School is worthless and a waste of time[±]				
Home with one or more parent or guardian	21	17	14	26
Foster home				
Homeless				
Other living arrangement	18	10	14	

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

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

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

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

[±]Rating of 7 or higher.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Monthly Absences (3 or more)				
Home with one or more parent or guardian	17	10	14	38
Foster home				
Homeless				
Other living arrangement	6	18	27	
Maintaining focus on schoolwork[†]				
Home with one or more parent or guardian	33	36	27	48
Foster home				
Homeless				
Other living arrangement	13	29	29	
Caring adult relationships[‡]				
Home with one or more parent or guardian	45	47	51	54
Foster home				
Homeless				
Other living arrangement	45	40	45	
High expectations[‡]				
Home with one or more parent or guardian	64	60	62	64
Foster home				
Homeless				
Other living arrangement	51	52	60	
Meaningful participation[‡]				
Home with one or more parent or guardian	18	17	23	28
Foster home				
Homeless				
Other living arrangement	13	19	24	

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Facilities upkeep[†] (<i>In-School Only</i>)				
Home with one or more parent or guardian	10	17	11	39
Foster home				
Homeless				
Other living arrangement	29	21	14	
Promotion of parental involvement in school[†]				
Home with one or more parent or guardian	37	30	24	44
Foster home				
Homeless				
Other living arrangement	37	54	40	

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

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

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

Table A18.2
School Safety by Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe (<i>In-School Only</i>)				
Home with one or more parent or guardian	33	42	46	52
Foster home				
Homeless				
Other living arrangement	24	35	64	
Experienced harassment due to five reasons^{λ§}				
Home with one or more parent or guardian	34	27	16	9
Foster home				
Homeless				
Other living arrangement	40	35	36	
Experienced any harassment or bullying[§]				
Home with one or more parent or guardian	41	30	19	13
Foster home				
Homeless				
Other living arrangement	47	35	36	
Had mean rumors or lies spread about you[§]				
Home with one or more parent or guardian	37	29	27	17
Foster home				
Homeless				
Other living arrangement	25	44	36	
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
Home with one or more parent or guardian	26	17	13	0
Foster home				
Homeless				
Other living arrangement	38	13	14	

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

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Been in a physical fight[§] (<i>In-School Only</i>)				
Home with one or more parent or guardian	9	7	5	5
Foster home				
Homeless				
Other living arrangement	0	13	0	
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Home with one or more parent or guardian	8	8	7	13
Foster home				
Homeless				
Other living arrangement	19	8	14	

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Home with one or more parent or guardian	32	27	23	13
Foster home				
Homeless				
Other living arrangement	40	32	31	

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

[§]Past 12 months.

Table A18.4
Substance Use by Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
Home with one or more parent or guardian	2	5	14	46
Foster home				
Homeless				
Other living arrangement	6	7	7	
Current tobacco use[¶]				
Home with one or more parent or guardian	1	5	6	17
Foster home				
Homeless				
Other living arrangement	6	4	0	
Current marijuana use[¶]				
Home with one or more parent or guardian	1	3	6	42
Foster home				
Homeless				
Other living arrangement	0	0	7	
Current binge drinking[¶]				
Home with one or more parent or guardian	0	2	4	21
Foster home				
Homeless				
Other living arrangement	6	4	0	
Very drunk or “high” 7 or more times, ever				
Home with one or more parent or guardian	0	3	6	33
Foster home				
Homeless				
Other living arrangement	0	3	14	
Been drunk or “high” on drugs at school, ever				
Home with one or more parent or guardian	0	3	9	21
Foster home				
Homeless				
Other living arrangement	6	7	14	

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

[¶]Past 30 days.

Table A18.4
Substance Use by Living Situation – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use[¶]				
Home with one or more parent or guardian	0	3	11	30
Foster home				
Homeless				
Other living arrangement	6	7	0	
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Home with one or more parent or guardian	1	2	3	22
Foster home				
Homeless				
Other living arrangement	0	8	0	
Current cigarette smoking[¶]				
Home with one or more parent or guardian	0	1	1	4
Foster home				
Homeless				
Other living arrangement	6	0	0	
Current use of vape products[¶]				
Home with one or more parent or guardian	2	4	6	33
Foster home				
Homeless				
Other living arrangement	6	4	0	
Current tobacco vaping[¶]				
Home with one or more parent or guardian	1	3	5	13
Foster home				
Homeless				
Other living arrangement	0	4	0	
Current marijuana vaping[¶]				
Home with one or more parent or guardian	1	1	5	29
Foster home				
Homeless				
Other living arrangement	6	0	0	

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

[¶]Past 30 days.

Table A18.5
Routines by Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast¹				
Home with one or more parent or guardian	61	59	51	33
Foster home				
Homeless				
Other living arrangement	71	41	47	
Bedtime (at 12 am or later)				
Home with one or more parent or guardian	16	26	38	33
Foster home				
Homeless				
Other living arrangement	24	24	33	

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

¹*Today.*

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

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

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

[¶]Past 30 days.

^{||}Past 7 days.

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

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

Table A18.7
Social and Emotional Health by Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
Home with one or more parent or guardian	22	26	27	27
Foster home				
Homeless				
Other living arrangement	34	33	28	
Experienced chronic sadness/hopelessness[§]				
Home with one or more parent or guardian	27	27	32	26
Foster home				
Homeless				
Other living arrangement	33	33	15	
Considered suicide[§]				
Home with one or more parent or guardian	9	15	9	0
Foster home				
Homeless				
Other living arrangement	20	21	0	
Optimism[‡]				
Home with one or more parent or guardian	41	37	41	30
Foster home				
Homeless				
Other living arrangement	17	38	38	
Life satisfaction[‡]				
Home with one or more parent or guardian	65	63	63	64
Foster home				
Homeless				
Other living arrangement	46	52	60	

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

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

[§]Past 12 months.

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

Appendix I

2023-24 CHKS Secondary Survey Response Rates

Eligible Schools	7th %	9th %	11th %	NT %
Bridgepoint High				30
Crossroads High (Alternative)				
Newark Memorial High		91	80	
Newark Middle	71			

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

Appendix II

CHKS Content Overview, 2023-24

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

Special attention is directed toward indicators related to the requirements of California’s Local Control and Accountability Plans (LCAP). For a summary of state-level LCAP-related baseline CHKS data, see Factsheet #15.²

MAIN CONTENT FOCUS: SCHOOL CLIMATE AND THE NEEDS OF THE WHOLE CHILD

The main purpose of the CHKS Core Module is to assess indicators of school climate, pupil engagement, and student supports, all three key priorities required of the LCAP. It provides schools with essential data to determine the degree to which they provide the conditions and supports that all youth need to succeed in learning and developmentally thrive. Forty-nine items assessing 14 school climate domains included in a *School Climate Report Card (SCRC)*.³ All districts receive a district-level SCRC and can request school-level SCRCs. The items used in the SCRC assess school connectedness, developmental supports (e.g., caring adult relationships), and safety, including bullying and victimization.

School climate, as measured by the CHKS, is strongly related to student learning and academic performance. Data for high school students show that as school climate improves—as the schools became safer, more supportive, and more engaging—academic performance increased as well.⁴

In a ground-breaking analysis, a positive school climate was a distinguishing characteristic of California secondary schools that “beat the odds” academically and consistently performed better on the state’s standardized tests than *would be predicted* based on the characteristics of their students (i.e., comparing schools with similar student demographics). The more positive the school climate, the greater the probability there was for beating the odds. School climate was more strongly associated with beating the odds than a school’s level of personnel resources.⁵

In addition, the CHKS Core Module provides data to help understand the degree to which schools address the needs of the whole child. CHKS data show that California secondary schools made greater progress in raising standardized test scores over a one-year period when they had higher percentages of students who reported: (1) being less engaged in risky behaviors such as substance use and violence; (2) being more likely to eat nutritiously and exercise; and (3) experiencing caring adult relationships and high

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

² Austin. (2016). Download calschls.org/docs/factsheet-15.pdf

³ See calschls.org/reports-data/#scrc

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

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

expectations at school.⁶ These results suggest that addressing the health and developmental needs of youth is a critical component of a comprehensive strategy for meeting accountability demands for improved academic performance.

GRADE-LEVEL PATTERNS

More than 20 years of survey administration has demonstrated that as youth progress through secondary school, they become: (1) less likely to report feeling connected to school and being academically motivated; and (2) more likely to report truancy, involvement in substance use, and chronic sadness and hopelessness. Here are some additional grade-level patterns in CHKS data:

- **Seventh graders** report the highest rates of harassment and victimization, as well as participation in a physical fight and seeing a weapon on campus.
- **Ninth graders** report the lowest rates of developmental support.
- **Nontraditional (continuation school) students** report risk behavior (e.g., binge drinking, fighting at school) prevalence rates at least twice those of 11th graders in traditional comprehensive high schools.⁷ They also exhibit lower perceived school safety, school connectedness, and developmental supports. Continuation school students are a highly vulnerable population in need of a wide range of academic, social, emotional, and behavioral supports and intervention services.⁸

DEMOGRAPHIC CHARACTERISTICS AND POPULATION GROUP DIFFERENCES (Section 3)

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

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

Racial-Ethnic Group Identification

Respondents self-report their identification with six racial/ethnic groups. In one study of CHKS data, both academic performance and school well-being—the degree to which students feel safe at, supported by, and connected to the school—varied consistently and persistently across schools by racial/ethnic groupings.⁹ They were highest in schools with large proportions of white and Asian students, as well as

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

⁷ In interpreting the results for 11th graders, note that many youth who are most disengaged and involved in high risk behaviors may have already dropped out of school or did not participate in the survey because of truancy or absenteeism.

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

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

in middle- and high-income schools. Controlling for socioeconomic status and other school demographic characteristics reduced these racial/ethnic group differences, but the disparities still remained. This suggests that school climate factors related to student well-being may also play a role in racial/ethnic group differences in achievement. One strategy to close the gap may be to enhance learning supports that foster caring adult relationships, high expectations, meaningful participation, safety, and connectedness in schools serving large proportions of low-income African American and Hispanic students.

In the majority of cases, with notable exceptions for Asians, *the racial/ethnic gaps in performance, engagement, perceived support, and safety are greater within-schools than between-schools*.¹⁰ White students feel more safe, engaged, and supported than their African American, Hispanic, and Asian peers *within the same school*.¹¹ Inequities in these factors can possibly contribute to the achievement differences. Further, these findings suggest that practices designed to ensure equitable access to academic resources, opportunities, learning supports, and promotion of common experiences may be effective in ameliorating the gap.

Youth in Foster Care

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

Unhoused Youth

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

Sexual Orientation and Gender Identity

Lesbian, gay, bisexual, transgender, and questioning or queer (LGBTQ) youth are at elevated risk for bullying and violence victimization, mental health problems, drug and alcohol use, and exhibiting poor performance in school.^{15 16} For example, analysis of the Biennial State CHKS data indicate that LGBTQ youth¹⁷ are:

- about 30 percentage points more likely than non-LGBTQ youth to experience harassment and bullying at school;
- 30-to-40 percentage points more likely to exhibit chronic sadness;
- 2-to-3 times more likely to smoke cigarettes, binge drink, and to have been drunk or high at school; and

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

¹¹ See calschls.org/my-surveys/

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

¹³ See calschls.org/my-surveys/

¹⁴ See calschls.org/my-surveys/

¹⁵ Hanson, T., Zhang, G., Cerna, R., Stern, A., & Austin, G. (2019) Understanding the experiences of LGBTQ youth in California. San Francisco, CA: WestEd. [Download wested.org/resources/lgbtq-students-in-california/](https://www.wested.org/resources/lgbtq-students-in-california/)

¹⁶ Russell, S. T., & Fish, J. N. (2016). Mental health in lesbian, gay, bisexual, and transgender (LGBT) youth. *Annual Review of Clinical Psychology*, 12, 465-487. <https://doi.org/10.1146/annurev-clinpsy-021815-093153>

¹⁷ See calschls.org/my-surveys/

- receive substantially fewer social supports from teachers and peers at school than their counterparts who do not identify as LGBTQ.

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

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 6)

A major focus of the CHKS is providing data to gauge the level of pupil engagement, an LCAP state priority on which districts are required to show improvement. Enhancing student engagement has been identified as the key to addressing problems of low achievement, high levels of student misbehavior, alienation, and high dropout rates.¹⁸ CHKS and other surveys consistently show that as youth progress through the school system, indicators of engagement decline.

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

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

Self-Reported Grades

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

Academic Motivation

A four-item scale gauges student academic motivation by asking how strongly they agree that they try hard to do well on schoolwork, try hard because they are interested in the work, work hard to understand new things at school, and always try to do better. On the 2019-21 State CHKS, the percentage of students agreeing with the questions on this scale ranged from 64 percent in 11th grade to 71 percent in 7th.¹⁹

In order to achieve rigorous academic goals, students need not only a challenging and engaging curriculum, but they need to be emotionally connected to their learning. Student perceptions of the school environment and their degree of school connectedness influence their achievement motivation. But students may be behaviorally and/or emotionally invested in a given activity without actually exerting the

¹⁸ Wang, M-T, & Eccles, J. (2013). School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective. *Learning and Instruction*, 28, 12-23. <https://doi.org/10.1016/j.learninstruc.2013.04.002>

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

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

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

School Boredom – School Value

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

			School is really boring										
			Low Boredom				Mid Boredom			High Boredom			
			0 Disagree	1	2	3	4	5	6	7	8	9	10 Agree
School is worthless, a waste of time	High Value	0 Disagree	Optimal 1 Low Boredom-High Value Students did not think school was boring and valued school highly				4 Mid Boredom-High Value Students valued school highly with mid-level school boredom			7 High Boredom-High Value Students indicated school was very boring, yet they valued it highly			
		1											
		2											
		3											
	Mid Value	4	2 Low Boredom-Mid Value				5 Mid Boredom-Mid Value Students with mid-level school boredom and school value			8 High Boredom-Mid Value Students indicated school was very boring, and valued it at a mid level			
		5											
		6											
	Low Value	7	3 Low Boredom-Low Value				6 Mid Boredom-Low Value			Suboptimal 9 High Boredom-Low Value Students indicated school was very boring, and valued it at a very low level			
		8											
		9											
		10 Agree											

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

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

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

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

Absenteeism

Before good teachers with quality curriculums and engaging activities can improve academic performance, the students have to show up. The CHKS provides data to identify what proportion of respondents are at risk of chronic absenteeism (missed 3 or more days during the past 30 days) and what were the reasons for absences.

Poor attendance is a marker of a wider variety of other problems, including low school connectedness and learning engagement. Both the US Department of Education and the California Office of the Attorney General have launched initiatives designed to raise awareness about and combat chronic absenteeism, generally defined as missing 10 percent of school days. According to a report by Attendance Works, the nation's large and persistent achievement gaps are rooted in a largely hidden crisis of chronic absenteeism, especially among low-income and minority children.²²

Biennial State CHKS data indicate that the most common reasons for being absent in secondary school, after illness, are generally not getting enough sleep and anxiety or stress, followed by being behind in schoolwork, and being bored or uninterested in school, another good indicator of disengagement.²³

Developmental Supports

Research shows that when schools (or families or communities) provide three developmental supports—**caring adult relationships, high expectations, and opportunities for meaningful participation**—students are more likely to report more positive academic, social-emotional, and health outcomes, including higher grades, school connectedness, attendance, and perceived safety. CHKS measures these supports using multi-item scales. Results overall suggest that the great majority of students do not receive sufficient levels of support and that the supports received are lower in high school than in middle school, even though student need for them is arguably higher.^{24 25 26 27 28 29}

School Connectedness

School connectedness is one of the indicators of school climate that a California school district must address in its LCAP. Research shows that school connectedness is associated with multiple positive academic, social-emotional, and health outcomes.³⁰ It also shows that youth who feel safe at school, experience caring adults, and have opportunities for engagement and other developmental supports are more likely to feel connected to the school. The CHKS five-item School Connectedness scale is an important differentiator between low-performing and high-performing high schools and has value as an

²² Attendance Works & Everyone Graduates Center. (2017, September). *Portraits of Change: Aligning School and Community Resources to Reduce Chronic Absence*. Download www.attendanceworks.org/portraits-of-change/

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

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

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

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

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

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

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

³⁰ National Research Council and the Institute of Medicine. (2004). *Engaging schools: Fostering high school students' motivation to learn*. Washington, D.C.: The National Academies Press.

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

School connectedness declines markedly after elementary school. A substantial minority of middle and high school students are not connected to their schools. On the 2017-19 State CHKS, the average percentage of students agreeing to these scale questions declined from 62 percent in 7th grade to 53 percent in 11th, a decline similar to that found for the Academic Motivation scale.³¹ This may be related at least in part to their lower levels of developmental support. Prior analyses have indicated that the lowest rates of both connectedness and test scores are in low-income schools.^{32 33}

Parent Involvement

Parent involvement, including promoting parental participation in school programs, is one of the LCAP state priorities. A three-item scale assesses student perceptions (level of agreement) of three components of parent involvement: teachers communicating with parents about what students are expected to learn in class, parents feeling welcome to participate at this school, and school staff taking parent concerns seriously. The same questions also are asked on the staff and parent surveys so that perceptions can be compared across all three stakeholder groups. A large and growing body of evidence has linked school success to the manner and degree to which a school communicates with parents, engages them both in school activities and education, and fosters a school climate that parents perceive as warm, inviting, and helpful.³⁴

Facilities and Physical Environment

As an indicator of student perceptions of the school’s physical environment, the CHKS includes a question asking students how much they agree the school “is usually clean and tidy.” Additional questions are included in the supplementary School Climate Module. An analysis of 2018/20 data from the questions on both modules found that a plurality of students report that their school facilities are in good condition, but a non-trivial minority of students were dissatisfied with the condition of their school facilities.³⁵ Between 20 percent and 25 percent of students disagree or strongly disagree on the quality of the physical environment items. Almost one-third of schools serving 11th graders were categorized as having low quality physical environments based on student reports on the clean and tidy item. Student perceptions of the quality of their school’s physical environment were strongly related to student achievement.

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 8)

The CHKS asks students a wide range of questions to ascertain the scope and nature of physical and verbal violence and victimization that occurs on campus, as well as vandalism, and the overall level of school safety.³⁶ Physical violence and weapons on campus have long been a major public concern. Equally disruptive are the uncounted acts of bullying, teasing, and other nonviolent misbehavior among youth, such as substance use and sales on campus.³⁷ These behaviors adversely affect not only students’ ability

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

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

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

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

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

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

³⁷ Juvonen, J., & Graham, S. (2001). *Peer harassment in school: The plight of the vulnerable and victimized*. New York: Guilford Press.

to learn and willingness to attend school, but also the overall school environment, the ability of teachers to teach, and the willingness of adults to enter the teaching profession.^{38 39 40}

Perceived Safety

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

If students report low levels of perceived school safety, further examination of all the indicators related to bullying and victimization is warranted. Consider conducting follow-up student voice and feedback sessions such as focus groups or Student Listening Circles and integrating questions on why students do not feel safe.⁴¹

Harassment and Victimization

Most of the safety-related questions on the survey assess victimization. Because a relatively small number of students can victimize a large number of their peers, victimization questions provide important insight into the overall school climate. Nonviolent harassment in any form—threats, intimidation, rumors, and ostracism—can instill a sense of vulnerability, isolation, frustration, and fear among its victims, leading to engagement in health risk behaviors or avoidance behaviors such as missing school and social isolation. This type of misbehavior, vastly more common than any other, ruins the school day for many students.

The CHKS asks about the frequency with which students experienced any bullying/harassment related to six bias-related categories (gender, race/ethnicity, disability, sexual identity, religion, immigrant status), as well as for any other reason (Table A8.2). About three-in-ten secondary students report experiencing some harassment in the past year on the 2017-19 State CHKS, with the percentages declining between 7th and 11th grades.⁴² Analyses show that victims of harassment are more likely to not feel safe at, and connected to, school; to have higher truancy; and to experience lower developmental (resilience) supports at school.^{43 44} They report higher rates of fighting and weapons possession at school, as well as risk of depression. Students who report bias-related harassment, particularly for disability and sexual orientation, have poorer well-being than students who were only harassed for other reasons.

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

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

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

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

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

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

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

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

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

Vandalism and Weapons

Two other safety-related areas assessed by the survey are school vandalism and weapons possession. Students are asked whether they damaged school property or had their property damaged at school and whether they carried a knife or other weapon to school or observed someone else doing these things.⁴⁵ Overall, weapons possession is not common. Statewide, only about two percent of secondary students report carrying a gun and 4-5 percent report carrying another weapon.⁴⁶ About 14 percent of 7th and 9th graders report seeing someone carrying a weapon compared to 11 percent of 11th graders.

SUBSTANCE USE (Sections 9 and 10)

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

Alcohol and Other Drug Use (Section 9)

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

Reflecting this, on the California School Staff Survey, 39 percent of high school staff statewide reported that alcohol and drug use are a moderate to severe problem at their school.⁴⁷

Alcohol and Other Drug Use at School (Section 9)

AOD use at school is especially troubling. This is behavior that threatens not only the user's learning ability but also the school's efforts to educate all youth. It also is an indirect indicator of school disengagement. An analysis of CHKS data found that substance use and intoxication at school, being offered drugs at school, and lifetime intoxication were significantly related to changes in California achievement test scores one year later.⁴⁸ Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools.^{49 50}

Cigarette Smoking (Section 10)

Students who report smoking cigarettes are significantly more likely than those who do not to engage in alcohol and other drug use, be involved in violence and gang membership, and experience school-related problems and disengagement. To a lesser extent, students who smoke are also more likely to be victims of violence and harassment, feel unsafe at school, and experience incapacitating sadness and loneliness. These results suggest that efforts to reduce student smoking may be more successful if embedded in approaches that address a broad range of risk behaviors and problems.^{51 52}

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

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

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

⁴⁸ Hanson, T. L., Austin, G. A., & Lee-Bayha, J. (2004). *Ensuring that No Child is Left Behind: How are Student Health Risks & Resilience Related to the Academic Progress of Schools*. San Francisco: WestEd.

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

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

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

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

SOCIAL AND EMOTIONAL HEALTH (Section 7)

Student mental health can have a big impact on their health and well-being. The CHKS Core provides four measures for assessing mental health among students: (1) whether they experience chronic, incapacitating sadness or hopelessness; (2) whether they ever contemplated suicide; (3) social and emotional distress; and (4) life satisfaction. Students who experience chronic sadness, compared to their peers who do not, are at elevated risk of a wide range of educational, health, social, and emotional problems, including lower school attendance, performance, and connectedness.⁵³ They also report lower levels of the developmental supports in their schools and communities that have been shown to mitigate these problems. Similar findings are found among youth who have contemplated suicide.⁵⁴

CHKS data also show that students who report bias-related harassment, particularly for disability and sexual orientation, have poorer overall mental health than students who are harassed for other reasons or not harassed. Students who report any harassment are about twice as likely to experience chronic sadness/hopelessness than their non-harassed peers.^{55 56}

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

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

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

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

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