

CALIFORNIA HEALTHY KIDS SURVEY



San Luis Coastal Unified Secondary 2021-2022 Main Report

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

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Recommended citation:

San Luis Coastal Unified School District. *California Healthy Kids Survey, 2021-2022: Main Report*.
San Francisco: WestEd for the California Department of Education.

Contents

	Page
List of Tables	III
PREFACE	VIII
Survey Module Administration	1
A. Core Module Results	2
1. Survey Sample	2
2. Summary of Key Indicators	3
3. Demographics	5
4. Routines	11
5. Learning from Home	12
6. School Performance, Engagement, and Supports	14
7. Social and Emotional Health	27
8. School Violence, Victimization, and Safety	32
9. Alcohol and Other Drug Use	39
10. Tobacco Use	51
11. Other Health Risks	60
12. Race/Ethnic Breakdowns	61
13. Gender Breakdowns	77
B. Alcohol and Other Drugs (AOD) Module	87
1. Module Sample	87
2. Summary of Key Indicators	88
3. ATOD Consumption Patterns	89
4. Reasons for and Consequences of AOD Consumption	93
5. Supports to Reduce AOD Use	97
6. Availability	98
7. Influences on ATOD Use	100
F. Drug-Free Communities (DFC) Module	104
1. Module Sample	104
2. Prescription Drug Use	105
3. Disapproval of Prescription Drug Use	106
4. Perceived Harm of Substance Use	107
N. School Climate Module	108

1. Module Sample	108
2. Key Indicators of School Climate	109
3. Student Learning Environment & Academic Engagement	110
4. Fairness and Respect for Diversity	115
5. Disciplinary Environment	119
6. Student Peer Relationships	121
7. Social and Emotional Learning	122
8. School Antibullying Climate	124
9. School Physical Environment	126
10. Scheduled Lunch and Drinkable Water	128
Z. San Luis Coastal Unified Custom Questions	130
1. Module Sample	130
2. Custom Questions	131
Appendix I	132
Appendix II	133

List of Tables

	Page
Survey Module Administration	1
1 CHKS Survey Modules Administered	1
A. Core Module Results	2
1. Survey Sample	2
A1.1 Student Sample for Core Module	2
A1.2 Number of Respondents by Instructional Model	2
2. Summary of Key Indicators	3
A2.1 Key Indicators of School Climate	3
A2.2 Key Indicators of Substance Use, Remote Learning, and Student Well-Being	4
3. Demographics	5
A3.1 School Schedule, Past 30 Days	5
A3.2 Gender of Sample	5
A3.3 Sexual Orientation	6
A3.4 Gender Identity	6
A3.5 Race or Ethnicity	7
A3.6 Living Situation	7
A3.7 Highest Education of Parents	8
A3.8 Language Spoken at Home	8
A3.9 English Language Proficiency – Home Language Other Than English	9
A3.10 Number of Days Attending Afterschool Program	10
A3.11 Military Connections	10
4. Routines	11
A4.1 Eating of Breakfast	11
A4.2 Bedtime	11
5. Learning from Home	12
A5.1 Remote Learning Schedule and Instructional Time	12
A5.2 Interesting Activities Provided for Student in Remote Learning	13
A5.3 Interest in Schoolwork Done from Home	13
6. School Performance, Engagement, and Supports	14
A6.1 Grades, Past 12 Months	14
A6.2 Absences, Past 30 Days	14
A6.3 Reasons for Absence, Past 30 Days	15
A6.4 School Environment & Connectedness, Academic Motivation, Parental Involvement	16
A6.5 Caring Relationships Scale Questions	17
A6.6 High Expectations Scale Questions	18
A6.7 Meaningful Participation Scale Questions	19
A6.8 School Connectedness Scale Questions	20
A6.8 School Connectedness Scale Questions – Continued	21

A6.9	Academic Motivation Scale Questions	22
A6.10	Maintaining Focus on Schoolwork	23
A6.11	School Boredom	24
A6.12	Promotion of Parental Involvement Scale Questions	25
A6.13	Checking Student Progress	26
A6.14	Quality of School Physical Environment	26
7.	Social and Emotional Health	27
A7.1	Chronic Sad or Hopeless Feelings, Past 12 Months	27
A7.2	Seriously Considered Attempting Suicide, Past 12 Months	27
A7.3	Optimism Scale Questions	28
A7.4	Life Satisfaction Scale Questions	29
A7.4	Life Satisfaction Scale Questions – Continued	30
A7.5	Social Emotional Distress Scale Questions	31
8.	School Violence, Victimization, and Safety	32
A8.1	Perceived Safety at School	32
A8.2	Reasons for Harassment on School Property, Past 12 Months	33
A8.2	Reasons for Harassment on School Property, Past 12 Months – Continued	34
A8.3	School Violence Victimization Scale Questions	35
A8.3	School Violence Victimization Scale Questions – Continued	36
A8.4	School Violence Perpetration Scale Questions	37
A8.5	Threats and Injuries with Weapons at School, Past 12 Months	38
A8.6	Weapons Possession on School Property, Past 12 Months	38
9.	Alcohol and Other Drug Use	39
A9.1	Summary Measures of Level of AOD Use and Perceptions	39
A9.2	Summary of AOD Lifetime Use	40
A9.3	Lifetime AOD Use	41
A9.3	Lifetime AOD Use – Continued	42
A9.4	Methods of Marijuana Consumption	43
A9.5	Current AOD Use, Past 30 Days	44
A9.6	Frequency of Current AOD Use, Past 30 Days	45
A9.7	Lifetime Drunk or “High”	46
A9.8	Current AOD Use on School Property, Past 30 Days	47
A9.9	Lifetime Drunk or “High” on School Property	47
A9.10	Cessation Attempts	48
A9.11	Perceived Harm of AOD Use	49
A9.12	Perceived Difficulty of Obtaining Alcohol, Marijuana, and Prescription Drugs	50
10.	Tobacco Use	51
A10.1	Summary of Key CHKS Tobacco Indicators	51
A10.2	Lifetime Tobacco Use	52
A10.3	Substances Ever Vaped	53
A10.4	Any Current Use and Daily Use	54
A10.5	Substances Vaped, Past 30 Days	55
A10.6	Current Smoking on School Property, Past 30 Days	56
A10.7	Secondhand Smoke on School Property, Past 30 days	57

A10.8	Cigarette Smoking and Vaping Cessation Attempts	57
A10.9	Perceived Harm of Cigarette Smoking	58
A10.10	Perceived Harm of Using Vape Products	58
A10.11	Perceived Difficulty of Obtaining Cigarettes and Vape Products	59
A10.12	School Bans Tobacco Use and Vaping	59
11.	Other Health Risks	60
A11.1	Alone After School	60
A11.2	Gang Involvement	60
12.	Race/Ethnic Breakdowns	61
A12.1	School Engagement and Supports by Race/Ethnicity	61
A12.1	School Engagement and Supports by Race/Ethnicity – Continued	62
A12.1	School Engagement and Supports by Race/Ethnicity – Continued	63
A12.1	School Engagement and Supports by Race/Ethnicity – Continued	64
A12.2	School Safety by Race/Ethnicity	65
A12.2	School Safety by Race/Ethnicity – Continued	66
A12.2	School Safety by Race/Ethnicity – Continued	67
A12.3	Cyberbullying by Race/Ethnicity	67
A12.4	Substance Use by Race/Ethnicity	68
A12.4	Substance Use by Race/Ethnicity – Continued	69
A12.4	Substance Use by Race/Ethnicity – Continued	70
A12.4	Substance Use by Race/Ethnicity – Continued	71
A12.5	Routines by Race/Ethnicity	72
A12.6	Learning from Home by Race/Ethnicity	73
A12.6	Learning from Home by Race/Ethnicity – Continued	74
A12.7	Social and Emotional Health by Race/Ethnicity	75
A12.7	Social and Emotional Health by Race/Ethnicity – Continued	76
13.	Gender Breakdowns	77
A13.1	School Engagement and Supports by Gender	77
A13.1	School Engagement and Supports by Gender – Continued	78
A13.1	School Engagement and Supports by Gender – Continued	79
A13.2	School Safety by Gender	80
A13.2	School Safety by Gender – Continued	81
A13.3	Cyberbullying by Gender	81
A13.4	Substance Use by Gender	82
A13.4	Substance Use by Gender – Continued	83
A13.5	Routines by Gender	84
A13.6	Learning from Home by Gender	85
A13.7	Social and Emotional Health by Gender	86
B.	Alcohol and Other Drugs (AOD) Module	87
1.	Module Sample	87
B1.1	Student Sample for AOD Module	87
2.	Summary of Key Indicators	88

B2.1	Key Indicators of Alcohol and Other Drug Use	88
3.	ATOD Consumption Patterns	89
B3.1	Lifetime Use of Heroin, Sedatives, Appetite Suppressants, and Prescription Stimulant	89
B3.2	Age of Onset – AOD Use	90
B3.3	Age of Onset – Tobacco Use	91
B3.4	Usual Alcohol Consumption Level	91
B3.5	Usual Drug Consumption Level	92
B3.6	Driving Under the Influence Experiences, Lifetime	92
4.	Reasons for and Consequences of AOD Consumption	93
B4.1	Reasons for AOD Use, Past 12 Months	93
B4.2	Problems Caused by AOD Use	94
B4.3	Alcohol or Other Drug Use Caused Negative Experiences	95
B4.4	Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession	96
5.	Supports to Reduce AOD Use	97
B5.1	Needed Counseling for Use	97
B5.2	Likelihood of Finding Help at School for Quitting or Reducing Use	97
B5.3	Talked with Parent About AOD Use	97
6.	Availability	98
B6.1	Sources for Obtaining Alcohol	98
B6.2	Sources for Obtaining Marijuana	99
7.	Influences on ATOD Use	100
B7.1	Personal Disapproval of AOD Use	100
B7.2	Parent Disapproval of ATOD Use	101
B7.3	Peer Disapproval of ATOD Use	102
B7.4	Heard, Read, or Watched Any Anti-ATOD Messages, Past 12 Months	103
F.	Drug-Free Communities (DFC) Module	104
1.	Module Sample	104
F1.1	Student Sample for DFC Module	104
2.	Prescription Drug Use	105
F2.1	Prescription Drug Use, Past 30 Days	105
3.	Disapproval of Prescription Drug Use	106
F3.1	Parental Disapproval of Prescription Drug Use	106
F3.2	Peer Disapproval of Prescription Drug Use	106
4.	Perceived Harm of Substance Use	107
F4.1	Perceived Risks Associated with Marijuana and Prescription Drug Use	107
N.	School Climate Module	108
1.	Module Sample	108
N1.1	Student Sample for School Climate Module	108

2. Key Indicators of School Climate	109
N2.1 School Climate Scales	109
3. Student Learning Environment & Academic Engagement	110
N3.1 Student Learning Environment Questions	110
N3.1 Student Learning Environment Questions – Continued	111
N3.1 Student Learning Environment Questions – Continued	112
N3.2 Learning Engagement Climate Questions	113
N3.2 Learning Engagement Climate Questions – Continued	114
N3.3 School Promotes Academic Success	114
4. Fairness and Respect for Diversity	115
N4.1 Fairness and Respect Scale Questions	115
N4.2 Racial/Ethnic Conflict Scale Questions	116
N4.3 Respect for Diversity Scale Questions	117
N4.4 Restorative Practices	118
5. Disciplinary Environment	119
N5.1 Clarity of Rules Scale Questions	119
N5.2 Disciplinary Harshness Scale Questions	120
6. Student Peer Relationships	121
N6.1 Student Peer Relationships Scale Questions	121
7. Social and Emotional Learning	122
N7.1 Support for Social Emotional Learning Scale Questions	122
N7.1 Support for Social Emotional Learning Scale Questions – Continued	123
8. School Antibullying Climate	124
N8.1 Antibullying Climate Scale Questions	124
N8.1 Antibullying Climate Scale Questions – Continued	125
9. School Physical Environment	126
N9.1 Quality of School Facilities Scale Questions	126
N9.2 Classroom Crowding	127
10. Scheduled Lunch and Drinkable Water	128
N10.1 Time for Lunch Scale Questions	128
N10.2 Clean and Drinkable Water	129
Z. San Luis Coastal Unified Custom Questions	130
1. Module Sample	130
Z1.1 Student Sample for Custom Questions	130
2. Custom Questions	131
Appendix I	132
Appendix II	133

PREFACE

HYPERLINK FEATURE

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

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

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

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

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

THE SURVEY

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

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

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

Core Module

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

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

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

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

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

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

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

School Climate Module (Supplementary)

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

Social Emotional Health Module (Supplementary)

The Social Emotional Health Module (SEHM) greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional capacities linked to student mental health and well-being and academic success. It includes 43 items that capture core adolescent psychological assets. The combination of the SEHM and Core Module yields a comprehensive set of data to inform decisions about mental health and social-emotional learning programs.

SURVEY ADMINISTRATION AND SAMPLE

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

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

THE REPORT

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

Racial/Ethnic and Gender Results

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

ONLINE DATA DASHBOARDS

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

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

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

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

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

UNDERSTANDING THE DATA

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

Representativeness

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

Changes Between Survey Administrations

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

RESOURCES

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

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

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

NEXT STEPS

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

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

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

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

Compare Results with Other Data

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

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

Data Workshop

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

Request Additional Reports and Data

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

School Reports and School Climate Report Cards

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

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

District School Climate Report Card

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

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

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

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

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

ACKNOWLEDGMENTS

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

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

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	561	619	620	65
Final number	509	526	508	65
Response Rate	91%	85%	82%	100%

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	507	523	501	59
Remote learning only	2	3	7	3

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness ^{†#} (<i>In-School Only</i>)	59	61	65	73	A6.4
School connectedness ^{†ψ} (<i>Remote Only</i>)					A6.4
Academic motivation [†]	65	63	63	68	A6.4
School is really boring [±]	43	64	54	43	A6.11
School is worthless and a waste of time [±]	13	19	19	11	A6.11
Monthly Absences (3 or more)	19	17	17	29	A6.2
Maintaining focus on schoolwork [†]	38	30	33	33	A6.10
Caring adult relationships [‡]	62	58	67	72	A6.4
High expectations-adults in school [‡]	77	71	76	76	A6.4
Meaningful participation [‡]	28	25	26	23	A6.4
Facilities upkeep ^{†Φ}	31	42	50	82	A6.14
Promotion of parental involvement in school [†]	48	44	43	66	A6.4
School Safety and Cyberbullying					
School perceived as very safe or safe ^Φ	57	67	79	85	A8.1
Experienced any harassment or bullying [§]	38	31	22	11	A8.2
Had mean rumors or lies spread about you [§]	35	31	23	9	A8.3
Been afraid of being beaten up ^{§Φ}	24	14	7	6	A8.3
Been in a physical fight ^{§Φ}	12	7	2	2	A8.4
Seen a weapon on campus ^{§Φ}	9	15	9	6	A8.6
Cyberbullying [§]	31	26	20	23	A8.3

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

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

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

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

[±]Rating of 6 or higher.

^ΦIn-school only.

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Substance Use					
Current alcohol or drug use [¶]	6	11	23	48	A9.5
Current marijuana use [¶]	2	7	14	47	A9.5
Current binge drinking [¶]	1	5	8	30	A9.5
Very drunk or “high” 7 or more times, ever	1	5	13	35	A9.7
Been drunk or “high” on drugs at school, ever	1	5	7	33	A9.9
Current cigarette smoking [¶]	1	2	2	25	A10.4
Current vaping [¶]	3	6	10	39	A10.4
Current tobacco vaping [¶]	1	4	8	37	A10.5
Current marijuana vaping [¶]	0	4	6	35	A10.5
Routines					
Eating of breakfast [‡]	69	58	58	36	A4.1
Bedtime (at 12 am or later)	11	22	21	48	A4.2
Learning from Home					
Average days worked on schoolwork (≥ 5) ^{¶δ}					A5.1
Synchronous instruction (4 days or more) ^{¶δ}					A5.1
Interest in schoolwork done from home ^{δ}					A5.3
Meaningful opportunities ^{‡δ}					A5.2
Social and Emotional Health					
Social emotional distress [‡]	25	35	37	33	A7.5
Experienced chronic sadness/hopelessness [§]	30	37	40	49	A7.1
Considered suicide [§]	16	21	18	20	A7.2
Optimism [‡]	54	47	47	31	A7.3
Life satisfaction [‡]	67	62	62	51	A7.4

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

[¶]Past 30 days.

[‡]Today.

^{δ} Remote only.

[¶]Past 7 days.

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

[§]Past 12 months.

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

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
In-School Model	100	99	99	94
Remote Learning Model	0	1	1	6

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	54	45	50	65
Female	41	50	46	35
Nonbinary	2	3	2	0
Something else	3	2	2	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)	71	68	78	87
Lesbian or Gay	2	4	1	2
Bisexual	10	12	11	3
Something else	5	7	4	3
Not sure	6	6	3	2
Decline to respond	4	3	2	3

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I am not transgender	89	91	95	97
Yes, I am transgender	4	4	2	2
I am not sure if I am transgender	3	3	1	0
Decline to respond	4	2	2	2

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native, non-Hispanic	1	0	1	0
Asian or Asian American, non-Hispanic	6	3	6	0
Black or African American, non-Hispanic	3	1	0	0
Hispanic or Latinx	32	29	29	52
Native Hawaiian or Pacific Islander, non-Hispanic	1	0	0	2
White, non-Hispanic	43	55	54	45
Multiracial, non-Hispanic	9	9	9	2
Something else, non-Hispanic	6	3	2	0

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parent or guardian	90	94	97	80
Other relative's home	2	1	1	0
A home with more than one family	2	2	1	7
Friend's home	0	0	0	3
Foster home, group care, or waiting placement	0	0	0	2
Hotel or motel	0	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0	0	0
Other living arrangement	4	2	0	8

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	5	6	9	23
Graduated from high school	9	11	8	30
Attended college but did not complete four-year degree	8	9	14	21
Graduated from college	56	66	61	11
Don't know	22	8	7	14

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
English	77	86	82	63
Spanish	18	10	13	32
Mandarin	0	1	0	0
Cantonese	0	0	0	0
Taiwanese	0	0	0	2
Tagalog	1	0	1	0
Vietnamese	0	0	0	0
Korean	0	0	0	0
Arabic	1	1	1	2
Other	3	2	2	2

Question HS/MS A.14: What language is spoken most of the time in your home?

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

Table A3.9***English Language Proficiency Among Students Speaking a Language Other Than English at Home***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>How well do you...</i>				
understand English?				
Very well	79	85	83	81
Well	18	9	16	19
Not well	3	1	0	0
Not at all	0	4	1	0
speak English?				
Very well	68	67	75	67
Well	30	28	22	33
Not well	2	5	0	0
Not at all	0	0	2	0
read English?				
Very well	64	69	62	62
Well	33	27	36	29
Not well	3	1	1	5
Not at all	1	3	1	5
write English?				
Very well	54	57	54	43
Well	37	37	41	48
Not well	9	1	2	10
Not at all	0	4	2	0
<i>English Language Proficiency Status</i>				
Proficient	60	59	62	62
Not proficient	40	41	38	38

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I do not attend my school's afterschool program	68	77	88	95
1 day	7	2	1	4
2 days	5	2	2	0
3 days	3	2	1	2
4 days	6	3	1	0
5 days	10	15	6	0

Question HS/MS A.21: How many days a week do you usually go to your school's afterschool program?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	95	95	98	97
Yes	2	3	2	2
Don't know	2	2	0	2

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	31	42	42	64
Yes	69	58	58	36

Question HS/MS A.16: Did you eat breakfast today?

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

Table A4.2

Bedtime

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Before 7:00 pm	1	0	1	0
7:00-7:59 pm	2	0	0	0
8:00-8:59 pm	11	3	2	0
9:00-9:59 pm	30	20	12	2
10:00-10:59 pm	29	32	29	27
11:00-11:59 pm	17	23	34	23
12:00-12:59 am	5	15	11	27
After 1:00 am	6	7	11	22
<i>Bedtime at 12 am or later</i>	11	22	21	48

Question HS/MS A.15: What time did you go to bed last night?

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

5. Learning from Home

Table A5.1

Remote Learning Schedule and Instructional Time (Remote Only)

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

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

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

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

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

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

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

Table A5.3***Interest in Schoolwork Done from Home (Remote Only)***

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

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

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

6. School Performance, Engagement, and Supports

Table A6.1

Grades, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	33	45	38	15
A's and B's	34	26	34	36
Mostly B's	7	6	7	14
B's and C's	14	12	11	25
Mostly C's	3	3	5	3
C's and D's	7	5	4	3
Mostly D's	0	1	1	3
Mostly F's	2	2	0	0

Question HS/MS A.27: During the past 12 months, how would you describe the grades you mostly received in school?

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

Table A6.2

Absences, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I did not miss any days of school in the past 30 days	55	49	46	24
1 day	18	21	24	31
2 days	9	13	14	17
3 or more days	19	17	17	29

Question HS/MS A.17, 26: In the past 30 days, how often did you miss an entire day of school for any reason? [In-school only]. In the past 30 days, how often did you miss an entire day of remote learning classes for any reason? [Remote only]

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I didn't miss any school	52	45	41	21
Illness (feeling physically sick), including problems with breathing or your teeth	29	34	36	36
Were being bullied or mistreated at school <i>(In-School Only)</i>	2	2	1	0
Felt very sad, hopeless, anxious, stressed, or angry	7	12	16	28
Didn't get enough sleep	5	13	16	26
Didn't feel safe at school or going to and from school <i>(In-School Only)</i>	2	1	1	0
Had to take care of or help a family member or friend	3	2	4	19
Wanted to spend time with friends	1	2	4	3
Used alcohol or drugs	0	1	1	10
Were behind in schoolwork or weren't prepared for a test or class assignment	2	5	8	10
Were bored or uninterested in school	2	6	8	10
Had no transportation to school <i>(In-School Only)</i>	2	1	1	7
Other reason	20	19	20	24

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Total school supports	56	51	56	57	
Caring adults in school [‡]	62	58	67	72	A6.5
High expectations-adults in school [‡]	77	71	76	76	A6.6
Meaningful participation at school [‡]	28	25	26	23	A6.7
School connectedness ^{†#} <i>(In-School Only)</i>	59	61	65	73	A6.8
School connectedness ^{†ψ} <i>(Remote Only)</i>					A6.8
Academic motivation [†]	65	63	63	68	A6.9
Promotion of parental involvement in school [†]	48	44	43	66	A6.12

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

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

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

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	62	58	67	72
<i>There is a teacher or some other adult from my school... who really cares about me.</i>				
Not at all true	9	9	8	7
A little true	30	35	28	28
Pretty much true	41	39	40	34
Very much true	20	17	25	31
<i>who notices when I’m not there.</i>				
Not at all true	9	12	11	5
A little true	30	30	25	19
Pretty much true	37	40	37	40
Very much true	24	18	27	36
<i>who listens to me when I have something to say.</i>				
Not at all true	10	11	7	7
A little true	26	28	22	17
Pretty much true	39	41	43	36
Very much true	25	20	28	40

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	77	71	76	76
<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	6	9	5	3
A little true	20	22	23	17
Pretty much true	45	42	42	45
Very much true	29	26	29	34
<i>who always wants me to do my best.</i>				
Not at all true	4	3	3	3
A little true	13	19	14	21
Pretty much true	39	42	44	33
Very much true	45	35	39	43
<i>who believes that I will be a success.</i>				
Not at all true	6	8	7	7
A little true	21	25	21	19
Pretty much true	38	41	40	34
Very much true	35	27	32	40

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

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

Table A6.7

Meaningful Participation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation at school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	28	25	26	23
<i>At school/When I participate in school,...</i>				
I do interesting activities.				
Not at all true	10	12	13	17
A little true	34	32	33	52
Pretty much true	38	39	37	21
Very much true	19	17	17	10
I help decide things like class activities or rules.				
Not at all true	41	47	48	40
A little true	37	35	34	44
Pretty much true	17	14	13	9
Very much true	5	4	5	7
I do things that make a difference.				
Not at all true	26	34	37	32
A little true	45	42	37	44
Pretty much true	23	19	19	18
Very much true	6	4	7	7
I have a say in how things work.				
Not at all true	39	47	48	40
A little true	40	36	33	34
Pretty much true	15	14	15	17
Very much true	6	3	5	9
I help decide school activities or rules.				
Not at all true	64	68	68	53
A little true	26	22	20	31
Pretty much true	7	7	8	10
Very much true	3	2	3	5

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School connectedness[#] (<i>In-School Only</i>)				
<i>Average reporting “Agree” or “Strongly agree”</i>	59	61	65	73
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	3	3	3	3
Disagree	5	7	10	7
Neither disagree nor agree	22	23	21	28
Agree	46	50	51	53
Strongly agree	24	17	15	9
I am happy with/to be at this school.				
Strongly disagree	6	5	5	2
Disagree	10	10	11	2
Neither disagree nor agree	30	29	27	22
Agree	42	45	45	55
Strongly agree	13	11	11	19
I feel like I am part of this school.				
Strongly disagree	6	5	4	0
Disagree	10	10	13	5
Neither disagree nor agree	30	35	29	26
Agree	42	41	46	50
Strongly agree	12	9	7	19

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

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
The teachers at this school treat students fairly/The teachers treat students fairly.				
Strongly disagree	6	4	2	0
Disagree	9	4	5	0
Neither disagree nor agree	29	27	21	21
Agree	39	55	58	50
Strongly agree	17	10	14	29
I feel safe in my school. <i>(In-School Only)</i>				
Strongly disagree	5	3	1	0
Disagree	7	6	3	0
Neither disagree nor agree	29	26	20	16
Agree	45	53	57	66
Strongly agree	14	13	18	18

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Academic motivation				
<i>Average reporting “Agree” or “Strongly agree”</i>	65	63	63	68
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	1	1	1	0
Disagree	4	2	5	2
Neither disagree nor agree	13	14	15	12
Agree	44	48	51	67
Strongly agree	37	35	28	19
I try hard on my schoolwork because I am interested in it.				
Strongly disagree	10	7	6	3
Disagree	17	20	23	16
Neither disagree nor agree	34	38	32	36
Agree	29	24	32	38
Strongly agree	9	10	7	7
I work hard to try to understand new things when doing my schoolwork.				
Strongly disagree	4	2	3	3
Disagree	7	7	9	3
Neither disagree nor agree	27	31	25	26
Agree	46	44	47	50
Strongly agree	16	16	15	17
I am always trying to do better in my schoolwork.				
Strongly disagree	2	1	1	2
Disagree	3	3	5	0
Neither disagree nor agree	17	21	23	24
Agree	43	49	46	57
Strongly agree	34	26	24	17

Question HS/MS A.45-48: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard on my schoolwork because I am interested in it... I work hard to try to understand new things when doing my schoolwork... I am always trying to do better in my schoolwork.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
It is hard for me to stay focused when doing my schoolwork.				
Strongly disagree	9	5	4	5
Disagree	29	25	29	28
Neither disagree nor agree	27	26	23	33
Agree	23	29	30	24
Strongly agree	12	16	15	10

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

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

Table A6.11
School Boredom

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School is really boring.				
0 (Strongly disagree)	5	1	3	3
1	5	3	3	10
2	6	4	5	5
3	11	7	6	5
4	12	9	13	14
5	18	13	16	19
6	12	15	13	16
7	11	17	13	9
8	8	13	12	10
9	3	6	6	3
10 (Strongly agree)	10	14	10	5
School is worthless and a waste of time.				
0 (Strongly disagree)	33	20	19	23
1	13	14	12	23
2	14	15	15	11
3	11	11	14	11
4	8	9	10	4
5	8	12	10	18
6	4	7	7	2
7	2	2	5	2
8	2	2	3	4
9	1	1	1	2
10 (Strongly agree)	4	6	4	2

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

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

Table A6.12***Promotion of Parental Involvement Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Promotion of parental involvement in school				
<i>Average reporting “Agree” or “Strongly agree”</i>	48	44	43	66
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	5	3	3	2
Disagree	9	13	18	2
Neither disagree nor agree	33	35	34	33
Agree	41	42	40	41
Strongly agree	13	7	5	22
Parents feel welcome to participate at this school.				
Strongly disagree	4	3	3	0
Disagree	6	10	10	3
Neither disagree nor agree	48	49	47	33
Agree	36	33	35	53
Strongly agree	7	5	5	10
School staff take parent concerns seriously.				
Strongly disagree	4	4	2	2
Disagree	8	11	14	0
Neither disagree nor agree	39	40	39	29
Agree	37	39	38	45
Strongly agree	11	6	7	24

Question HS/MS A.40-42: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff take parent concerns seriously.

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

Table A6.13**Checking Student Progress**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A teacher or some other adult from my school checks on how I am feeling.				
Not at all true	22	28	24	9
A little true	36	35	37	26
Pretty much true	25	25	23	33
Very much true	17	11	16	33

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

Table A6.14**Quality of School Physical Environment (In-School Only)**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	8	5	2	0
Disagree	15	16	15	2
Neither disagree nor agree	47	37	32	16
Agree	28	38	44	61
Strongly agree	3	4	6	21

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

7. Social and Emotional Health

Table A7.1

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
No	70	63	60	51
Yes	30	37	40	49

Question HS A.157/MS A.150: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

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

Table A7.2

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
No	84	79	82	80
Yes	16	21	18	20

Question HS A.158/MS A.151: During the past 12 months, did you ever seriously consider attempting suicide?

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

Table A7.3**Optimism Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Optimism				
<i>Average reporting “Pretty much true” or “Very much true”</i>	54	47	47	31
Each day I look forward to having a lot of fun.				
Not at all true	14	18	18	27
A little true	34	39	39	42
Pretty much true	38	32	32	25
Very much true	15	12	11	6
I usually expect to have a good day.				
Not at all true	17	19	21	33
A little true	30	33	31	38
Pretty much true	39	35	35	19
Very much true	15	13	12	10
Overall, I expect more good things to happen to me than bad things.				
Not at all true	17	21	20	37
A little true	28	30	28	29
Pretty much true	35	35	31	21
Very much true	20	14	21	13

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Life satisfaction				
<i>Average reporting “Satisfied” or “Very satisfied”</i>	67	62	62	51
<i>I would describe my satisfaction with...</i>				
my family life as...				
Very dissatisfied	4	4	4	12
Dissatisfied	4	7	5	14
A little dissatisfied	6	8	9	10
A little satisfied	9	12	11	18
Satisfied	37	39	41	27
Very satisfied	40	30	30	20
my friendships as...				
Very dissatisfied	2	2	2	10
Dissatisfied	2	3	3	2
A little dissatisfied	5	8	7	6
A little satisfied	12	15	20	25
Satisfied	42	45	40	35
Very satisfied	36	28	28	22
my school experience as...				
Very dissatisfied	5	6	4	4
Dissatisfied	7	8	8	4
A little dissatisfied	17	17	17	14
A little satisfied	29	26	30	24
Satisfied	31	37	33	39
Very satisfied	11	7	8	16

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>I would describe my satisfaction with...</i>				
myself as...				
Very dissatisfied	8	10	7	20
Dissatisfied	8	12	11	12
A little dissatisfied	12	14	12	14
A little satisfied	14	16	20	18
Satisfied	32	32	32	14
Very satisfied	25	16	17	22
where I live as...				
Very dissatisfied	2	3	2	6
Dissatisfied	1	4	3	12
A little dissatisfied	6	5	6	6
A little satisfied	8	12	11	18
Satisfied	38	38	35	29
Very satisfied	45	38	43	29

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress				
<i>Average reporting “Pretty much true” or “Very much true”</i>	25	35	37	33
I had a hard time relaxing.				
Not at all true	33	25	24	37
A little true	40	40	35	31
Pretty much true	17	21	23	17
Very much true	10	14	18	15
I felt sad and down.				
Not at all true	37	28	29	31
A little true	34	33	31	29
Pretty much true	14	21	23	24
Very much true	14	18	17	16
I was easily irritated.				
Not at all true	33	20	26	31
A little true	34	32	28	27
Pretty much true	18	24	26	29
Very much true	15	24	20	13
It was hard for me to cope and I thought I would panic.				
Not at all true	58	47	48	52
A little true	20	25	24	25
Pretty much true	12	16	15	12
Very much true	10	12	14	12
It was hard for me to get excited about anything.				
Not at all true	57	46	44	40
A little true	26	27	28	29
Pretty much true	10	15	17	17
Very much true	7	12	11	13

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

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

8. School Violence, Victimization, and Safety

Table A8.1

Perceived Safety at School (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	12	13	25	40
Safe	45	54	53	44
Neither safe nor unsafe	35	28	18	15
Unsafe	7	3	2	0
Very unsafe	2	1	1	0

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	87	89	92	92
1 time	7	3	4	8
2 or more times	6	7	4	0
Religion				
0 times	94	95	97	98
1 time	3	2	2	2
2 or more times	3	3	2	0
Gender				
0 times	88	92	94	98
1 time	6	2	2	2
2 or more times	7	6	4	0
Because you are gay, lesbian, or bisexual or someone thought you were				
0 times	86	90	95	98
1 time	5	3	2	2
2 or more times	9	7	3	0
A physical or mental disability				
0 times	94	94	94	96
1 time	4	2	3	4
2 or more times	2	4	2	0
Any of the above five reasons	28	23	18	9

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
You are an immigrant or someone thought you were				
0 times	95	97	98	96
1 time	3	1	1	2
2 or more times	2	2	1	2
Any other reason				
0 times	76	82	90	92
1 time	10	5	5	6
2 or more times	14	14	5	2
Any harassment	38	31	22	11

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

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

Table A8.3

School Violence Victimization Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School violence victimization (<i>In-School Only</i>)				
Average reporting “1 or more times”	31	24	16	10
<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	67	84	94	96
1 time	18	9	3	0
2 to 3 times	9	4	1	4
4 or more times	6	3	2	0
been afraid of being beaten up? (<i>In-School Only</i>)				
0 times	76	86	93	94
1 time	15	7	5	4
2 to 3 times	5	3	1	2
4 or more times	4	3	1	0
<i>During the past 12 months, how many times have you...</i>				
had mean rumors or lies spread about you?				
0 times	65	69	77	91
1 time	20	12	11	6
2 to 3 times	8	10	7	4
4 or more times	8	9	5	0
had sexual jokes, comments, or gestures made to you?				
0 times	68	67	78	88
1 time	12	11	9	6
2 to 3 times	7	11	6	2
4 or more times	13	11	7	4

Question HS A.122, 123, 125, 126, 133, 137, 138/MS A.115, 116, 118, 119, 130, 131: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around? [In-school only]... been afraid of being beaten up? [In-school only]... had mean rumors or lies spread about you? [In-school only]... had sexual jokes, comments, or gestures made to you? [In-school only]... During the past 12 months, how many times did students from your school... spread mean rumors or lies spread about you? [Remote only]... make sexual jokes, comments, or gestures toward you? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

Table A8.3

School Violence Victimization Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
had your property stolen or deliberately damaged? (In-School Only)				
0 times	86	87	93	92
1 time	9	7	5	6
2 to 3 times	3	4	1	2
4 or more times	2	3	1	0
been made fun of because of your looks or the way you talk?				
0 times	62	69	77	91
1 time	15	10	9	4
2 to 3 times	12	9	7	4
4 or more times	11	13	7	2
been made fun of, insulted, or called names?				
0 times	59	69	81	89
1 time	16	11	7	8
2 to 3 times	11	7	5	4
4 or more times	15	13	6	0
During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?				
0 times (never)	69	74	80	77
1 time	16	10	9	15
2 to 3 times	10	9	6	6
4 or more times	5	7	5	2

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

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

Table A8.4

School Violence Perpetration Scale Questions (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School violence perpetration				
<i>Average reporting “1 or more times”</i>	6	7	5	5
<i>During the past 12 months, how many times on school property have you...</i>				
been in a physical fight?				
0 times	88	93	98	98
1 time	8	3	1	0
2 to 3 times	3	2	0	2
4 or more times	1	1	0	0
been offered, sold, or given an illegal drug?				
0 times	91	84	86	87
1 time	7	8	7	6
2 to 3 times	0	5	4	4
4 or more times	1	4	3	4
damaged school property on purpose?				
0 times	95	94	95	96
1 time	4	4	2	4
2 to 3 times	0	1	1	0
4 or more times	1	1	1	0
carried a gun?				
0 times	99	99	99	98
1 time	1	0	0	2
2 to 3 times	0	0	0	0
4 or more times	0	1	1	0
carried any other weapon (such as a knife or club)?				
0 times	95	96	97	94
1 time	3	2	2	4
2 to 3 times	1	1	0	2
4 or more times	1	1	2	0

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
been threatened with harm or injury?				
0 times	86	91	96	94
1 time	8	4	2	4
2 to 3 times	4	2	1	2
4 or more times	2	2	0	0
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	95	95	98	98
1 time	2	3	1	2
2 to 3 times	2	2	0	0
4 or more times	0	1	0	0

Question HS A.133, 135/MS A.126, 128: During the past 12 months, how many times on school property have you... been threatened or injured with a weapon (gun, knife, club, etc.)?... been threatened with harm or injury?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
seen someone carrying a gun, knife, or other weapon?				
0 times	91	85	91	94
1 time	6	8	4	4
2 to 3 times	2	4	2	2
4 or more times	2	2	2	0

Question HS A.134/MS A.127: During the past 12 months, how many times on school property have you... seen someone carrying a gun, knife, or other weapon?

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

9. Alcohol and Other Drug Use

Table A9.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime illicit AOD use to get “high” [^]	13	26	44	67	A9.2
Lifetime alcohol or drug use	13	27	45	67	A9.2
Lifetime marijuana use	5	11	30	64	A9.2
Lifetime very drunk or high (7 or more times)	1	5	13	35	A9.7
Current alcohol or drug use [‡]	6	11	23	48	A9.5
Current marijuana use [‡]	2	7	14	47	A9.5
Current heavy drug use [‡]	2	5	9	38	A9.5
Current heavy alcohol use (binge drinking) [‡]	1	5	8	30	A9.5
Current alcohol or drug use on school property ^{‡Φ}	2	4	4	18	A9.8
Harmfulness of occasional marijuana use ^{BΦ}	36	31	19	25	A9.11
Difficulty of obtaining marijuana ^{CΦ}	15	5	5	13	A9.12

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

[^]*Excludes prescription pain medication.*

[‡]*Past 30 days.*

^Φ*In-School only.*

^B*Great harm.*

^C*Very difficult.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	9	22	39	54
Marijuana	5	11	30	64
Inhalants	4	3	5	9
Cocaine, methamphetamine, or any amphetamines	na	2	3	18
Ecstasy, LSD, or other psychedelics	na	4	8	39
Prescription pain medication (opioids)	na	5	6	23
Cold/cough medicines or other over-the-counter medicines to get “high”	na	5	6	21
Any other drug, pill, or medicine to get “high”	3	3	4	21
Any of the above AOD use	13	27	45	67
Any illicit AOD use to get “high”[^]	13	26	44	67

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	91	78	61	46
1 time	6	7	6	4
2 to 3 times	3	6	8	5
4 or more times	1	10	25	45
Marijuana (smoke, vape, eat, or drink)				
0 times	95	89	70	36
1 time	2	2	5	9
2 to 3 times	1	2	6	9
4 or more times	1	7	19	46
Inhalants				
0 times	96	97	95	91
1 time	2	1	1	0
2 to 3 times	1	0	1	4
4 or more times	1	2	2	5
Cocaine, methamphetamine, or any amphetamines				
0 times	na	98	97	82
1 time	na	0	1	5
2 to 3 times	na	0	1	2
4 or more times	na	2	1	11
Ecstasy, LSD, or other psychedelics				
0 times	na	96	92	61
1 time	na	1	3	11
2 to 3 times	na	1	2	5
4 or more times	na	1	3	23
Prescription pain medication				
0 times	na	95	94	77
1 time	na	1	2	7
2 to 3 times	na	2	2	2
4 or more times	na	2	3	14

Question HS A.72-75, 77, 78/MS A.73-75: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Prescription pain medication (Vicodin, OxyContin, Percodan, Fentanyl).

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cold/cough medicines or other over-the-counter medicines to get “high”				
0 times	na	95	94	79
1 time	na	1	1	4
2 to 3 times	na	1	2	7
4 or more times	na	2	2	11
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 times	97	97	96	79
1 time	1	1	1	2
2 to 3 times	0	0	1	9
4 or more times	1	2	2	11

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During your life, how many times have you used marijuana in any of the following ways...				
Smoke it?				
0 times	98	92	76	43
1 time	1	2	6	5
2 to 3 times	0	1	4	7
4 or more times	1	5	14	45
In a vaping device?				
0 times	98	92	78	50
1 time	1	1	4	5
2 to 3 times	0	1	4	4
4 or more times	1	6	13	41
Eat or drink it in products made with marijuana?				
0 times	97	93	79	48
1 time	1	1	7	11
2 to 3 times	1	2	5	9
4 or more times	0	4	9	32

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks of alcohol)	4	8	16	35
Binge drinking (5 or more drinks in a row)	1	5	8	30
Marijuana (smoke, vape, eat, or drink)	2	7	14	47
Inhalants	1	2	2	5
Prescription drugs to get “high” or for reasons other than prescribed	na	2	2	7
Other drug, pill, or medicine to get “high” or for reasons other than medical	2	2	1	14
<i>Any drug use</i>	4	8	15	47
<i>Heavy drug use</i>	2	5	9	38
<i>Any AOD Use</i>	6	11	23	48
Two or more substances at the same time	na	4	4	30

Question HS A.90-96/MS A.87-91: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?... inhalants (things you sniff, huff, or breathe to get “high”)?... prescription drugs to get “high” or for reasons other than prescribed?... any other drug, pill, or medicine to get “high” or for reasons other than medical?... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks)				
0 days	96	92	84	65
1 or 2 days	3	5	9	9
3 to 9 days	0	3	5	12
10 to 19 days	0	0	1	9
20 to 30 days	0	0	0	5
Binge drinking (5 or more drinks in a row)				
0 days	99	95	92	70
1 or 2 days	1	3	5	11
3 to 9 days	0	1	2	11
10 to 19 days	0	0	0	7
20 to 30 days	0	1	0	2
Marijuana (smoke, vape, eat, or drink)				
0 days	98	93	86	53
1 or 2 days	0	2	7	9
3 to 9 days	1	1	3	9
10 to 19 days	1	1	2	7
20 to 30 days	0	2	2	22

Question HS A.90-92/MS A.87-89: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	97	91	78	56
1 to 2 times	2	5	13	16
3 to 6 times	0	3	4	19
7 or more times	0	1	6	9
“High” (loaded, stoned, or wasted) from using drugs				
0 times	97	90	75	51
1 to 2 times	2	3	8	7
3 to 6 times	0	3	5	7
7 or more times	1	5	12	35
<i>Very drunk or “high” 7 or more times</i>	1	5	13	35

Question HS A.81, 82/MS A.78, 79: During your life, how many times have you been... very drunk or sick after drinking alcohol?... “high” (loaded, stoned, or wasted) from using drugs?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	99	97	99	91
1 to 2 days	1	2	1	2
3 or more days	0	1	0	7
Marijuana (smoke, vape, eat, or drink)				
0 days	99	97	96	84
1 to 2 days	1	1	2	5
3 or more days	0	2	2	11
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 days	99	99	99	91
1 to 2 days	1	0	0	5
3 or more days	0	1	0	4
<i>Any of the above</i>	2	4	4	18

Question HS A.100-102/MS A.95-97: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol?... use marijuana (smoke, vape, eat, or drink)?... use any other drug, pill, or medicine to get “high” or for reasons other than medical?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	99	95	93	67
1 to 2 times	1	2	3	9
3 to 6 times	0	1	2	5
7 or more times	0	3	3	19

Question HS A.83/MS A.80: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

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

Table A9.10
Cessation Attempts (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don't use	na	91	83	69
0 times	na	6	15	16
1 time	na	1	1	7
2 to 3 times	na	1	1	2
4 or more times	na	0	0	5
Marijuana				
Does not apply, don't use	na	93	83	55
0 times	na	4	11	11
1 time	na	2	3	17
2 to 3 times	na	1	3	9
4 or more times	na	1	1	8

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol - drink occasionally				
Great	23	22	16	33
Moderate	25	28	26	24
Slight	27	35	39	24
None	25	15	20	20
Alcohol - 5 or more drinks once or twice a week				
Great	43	51	51	52
Moderate	27	32	28	20
Slight	9	10	11	17
None	21	7	10	11
Marijuana - use occasionally				
Great	36	31	19	25
Moderate	30	33	28	15
Slight	13	24	30	24
None	22	12	24	36
Marijuana - use daily				
Great	63	64	47	36
Moderate	12	18	28	25
Slight	4	9	11	13
None	21	9	14	25

Question HS A.108-111/MS A.103-106: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, vape, eat, or drink) ... Use marijuana daily.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Very difficult	15	6	5	9
Fairly difficult	13	10	9	15
Fairly easy	17	22	26	26
Very easy	12	26	32	24
Don't know	43	36	28	26
Marijuana				
Very difficult	15	5	5	13
Fairly difficult	16	10	7	7
Fairly easy	12	21	26	24
Very easy	9	24	31	33
Don't know	48	41	31	22
Prescription drugs to get “high” or for reasons other than prescribed				
Very difficult	14	7	10	9
Fairly difficult	11	13	15	22
Fairly easy	15	18	18	17
Very easy	10	16	13	11
Don't know	49	47	45	41

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

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

10. Tobacco Use

Table A10.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	1	5	9	37	A10.2
Current cigarette smoking [¶]	1	2	2	25	A10.4
Current cigarette smoking at school ^{¶Φ}	1	0	1	2	A10.6
Ever tried smokeless tobacco	1	2	4	16	A10.2
Current smokeless tobacco use [¶]	0	1	2	4	A10.4
Current smokeless tobacco use at school ^{¶Φ}	0	0	1	2	A10.6
Ever used vape products	6	13	25	56	A10.2
Current use of vape products [¶]	3	6	10	39	A10.4
Current tobacco vaping [¶]	1	4	8	37	A10.5
Current marijuana vaping [¶]	0	4	6	35	A10.5
Current vaping at school ^{¶Φ}	2	5	4	20	A10.6
Cessation Attempts					
Tried to quit smoking or vaping tobacco or nicotine ^Φ	na	5	7	29	A10.8
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking ^{BΦ}	32	30	25	38	A10.9
Harmfulness of smoking 1 or more packs/day ^{BΦ}	63	78	77	67	A10.9
Harmfulness of vaping occasionally ^{BΦ}	36	37	31	44	A10.10
Harmfulness of vaping several times a day ^{BΦ}	69	79	75	60	A10.10
Difficulty of obtaining cigarettes ^{CΦ}	13	4	7	11	A10.11
Difficulty of obtaining vape products ^{CΦ}	8	4	4	9	A10.11
Anti-Tobacco Policy					
School bans tobacco use and vaping ^Φ	68	67	77	58	A10.12

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

[¶]Past 30 days.

^ΦIn-School only.

^BGreat harm.

^CVery difficult.

na—Not asked of middle school students.

Table A10.2
Lifetime Tobacco Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	97	na	na	na
1 time	1	na	na	na
2 to 3 times	1	na	na	na
4 or more times	1	na	na	na
A whole cigarette				
0 times	99	95	91	63
1 time	1	1	2	9
2 to 3 times	0	1	3	5
4 or more times	0	4	4	23
Smokeless tobacco				
0 times	99	98	96	84
1 time	0	0	1	5
2 to 3 times	0	0	1	4
4 or more times	0	1	3	7
Vape products				
0 times	94	88	75	44
1 time	2	4	7	7
2 to 3 times	1	1	5	9
4 or more times	2	7	14	40

Question HS A.69-71/MS A.69-72: During your life, how many times have you used the following?... A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Vape products.

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

na—Not asked of high school students.

Table A10.3
Substances Ever Vaped

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vaped tobacco or nicotine				
0 times	95	90	78	51
1 time	1	2	6	4
2 to 3 times	1	1	3	7
4 or more times	2	7	13	39
Vaped marijuana or THC				
0 times	98	92	81	49
1 time	0	1	2	5
2 to 3 times	0	2	5	2
4 or more times	1	5	12	44
Vaped other product				
0 times	97	95	93	81
1 time	1	1	1	2
2 to 3 times	1	0	1	2
4 or more times	1	4	5	16

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

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

Table A10.4
Any Current Use and Daily Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	1	2	2	25
Daily (20 or more days)	0	0	0	5
Smokeless tobacco				
Any	0	1	2	4
Daily (20 or more days)	0	1	1	0
Vape products				
Any	3	6	10	39
Daily (20 or more days)	0	2	4	21

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vaped tobacco or nicotine?				
0 days	99	96	92	63
1 or 2 days	0	0	2	4
3 to 9 days	1	1	2	2
10 to 19 days	0	0	1	9
20 to 30 days	0	2	3	23
Vaped marijuana or THC?				
0 days	100	96	94	65
1 or 2 days	0	1	2	4
3 to 9 days	0	1	1	11
10 to 19 days	0	1	1	4
20 to 30 days	0	1	1	18
Vaped other product?				
0 days	99	98	99	88
1 or 2 days	0	1	0	4
3 to 9 days	0	0	0	4
10 to 19 days	0	0	0	0
20 to 30 days	0	1	0	5

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
0 days	99	100	99	98
1 or 2 days	1	0	0	0
3 to 9 days	0	0	0	2
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	0
Smokeless tobacco				
0 days	100	100	99	98
1 or 2 days	0	0	0	2
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	0
Vape				
0 days	98	95	96	80
1 or 2 days	1	2	1	7
3 to 9 days	0	1	2	4
10 to 19 days	0	1	1	4
20 to 30 days	0	1	1	5

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes				
0 days	93	94	96	93
1 day	3	2	1	0
2 days	2	1	1	2
3-9 days	1	1	1	2
10-19 days	0	0	1	2
20-30 days	0	1	1	2

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

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

Table A10.8***Cigarette Smoking and Vaping Cessation Attempts (In-School Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	93	88	64
0 times	na	2	5	7
1 time	na	2	4	7
2 to 3 times	na	2	2	15
4 or more times	na	1	2	7

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

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

na—Not asked of middle school students.

Table A10.9***Perceived Harm of Cigarette Smoking***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke cigarettes occasionally				
Great	32	30	25	38
Moderate	34	39	42	25
Slight	15	22	21	22
None	20	9	12	15
Smoke 1 or more packs of cigarettes each day				
Great	63	78	77	67
Moderate	12	13	10	11
Slight	4	2	3	7
None	20	7	10	15

Question HS A.104, 105/MS A.99, 100: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vape tobacco or nicotine occasionally				
Great	36	37	31	44
Moderate	33	37	40	16
Slight	12	18	18	25
None	19	8	11	15
Vape tobacco or nicotine several times a day (100 puffs or more)				
Great	69	79	75	60
Moderate	9	12	13	20
Slight	3	3	3	9
None	19	7	9	11

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Very difficult	13	4	7	11
Fairly difficult	16	13	14	19
Fairly easy	17	25	28	26
Very easy	7	17	15	19
Don't know	47	41	36	26
Vape products				
Very difficult	8	4	4	9
Fairly difficult	12	5	4	11
Fairly easy	22	23	25	26
Very easy	18	32	40	30
Don't know	40	34	26	23

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

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

Table A10.12***School Bans Tobacco Use and Vaping (In-School Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	5	3	4	6
Yes	68	67	77	58
Don't know	28	30	19	37

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

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

11. Other Health Risks

Table A11.1

Alone After School (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	37	na	na	na
1 day	19	na	na	na
2 days	14	na	na	na
3 days	9	na	na	na
4 days	4	na	na	na
5 days	17	na	na	na

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

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

na—Not asked of high school students.

Table A11.2

Gang Involvement (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	98	97	96	100
Yes	2	3	4	0

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

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

12. Race/Ethnic Breakdowns

Table A12.1

School Engagement and Supports by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness^{†#} (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	65	65	67	
Black or African American	29			
Hispanic or Latinx	57	54	57	73
Native Hawaiian or Pacific Islander				
White	61	65	69	74
Mixed (two or more) ethnics	60	58	64	
Something else	49	57		
School Connectedness^{†ψ} (<i>Remote Only</i>)				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
Academic Motivation[†]				
American Indian or Alaska Native				
Asian or Asian American	86	77	76	
Black or African American	28			
Hispanic or Latinx	63	63	57	69
Native Hawaiian or Pacific Islander				
White	65	64	64	67
Mixed (two or more) ethnics	66	61	62	
Something else	59	54		

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	18	73	53	
Black or African American	83			
Hispanic or Latinx	41	60	60	40
Native Hawaiian or Pacific Islander				
White	48	63	53	50
Mixed (two or more) ethnics	36	73	49	
Something else	44	75		
School is worthless and a waste of time[±]				
American Indian or Alaska Native				
Asian or Asian American	7	13	0	
Black or African American	58			
Hispanic or Latinx	10	20	26	7
Native Hawaiian or Pacific Islander				
White	14	18	19	17
Mixed (two or more) ethnics	9	14	17	
Something else	19	56		
Monthly Absences (3 or more)				
American Indian or Alaska Native				
Asian or Asian American	11	13	13	
Black or African American	54			
Hispanic or Latinx	19	22	20	23
Native Hawaiian or Pacific Islander				
White	18	13	16	38
Mixed (two or more) ethnics	20	13	12	
Something else	19	31		

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

[±]Rating of 6 or higher.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Maintaining focus on schoolwork[†]				
American Indian or Alaska Native				
Asian or Asian American	70	33	37	
Black or African American	10			
Hispanic or Latinx	29	22	26	43
Native Hawaiian or Pacific Islander				
White	41	35	36	23
Mixed (two or more) ethnics	42	20	37	
Something else	37	14		
Caring adults in school[‡]				
American Indian or Alaska Native				
Asian or Asian American	70	58	61	
Black or African American	40			
Hispanic or Latinx	55	52	63	79
Native Hawaiian or Pacific Islander				
White	67	63	69	64
Mixed (two or more) ethnics	72	57	76	
Something else	49	44		
High expectations-adults in school[‡]				
American Indian or Alaska Native				
Asian or Asian American	75	82	78	
Black or African American				
Hispanic or Latinx	75	66	73	81
Native Hawaiian or Pacific Islander				
White	82	74	76	72
Mixed (two or more) ethnics	77	67	85	
Something else	62	66		

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation at school[‡]				
American Indian or Alaska Native				
Asian or Asian American	41	28	31	
Black or African American	15			
Hispanic or Latinx	23	22	20	25
Native Hawaiian or Pacific Islander				
White	30	27	28	17
Mixed (two or more) ethnics	29	23	28	
Something else	25	20		
Facilities upkeep[†] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	36	60	33	
Black or African American	40			
Hispanic or Latinx	27	37	50	80
Native Hawaiian or Pacific Islander				
White	33	45	53	88
Mixed (two or more) ethnics	23	45	51	
Something else	30	23		
Promotion of parental involvement in School[†]				
American Indian or Alaska Native				
Asian or Asian American	56	52	48	
Black or African American	47			
Hispanic or Latinx	46	44	42	69
Native Hawaiian or Pacific Islander				
White	48	47	44	62
Mixed (two or more) ethnics	56	33	38	
Something else	40	31		

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	57	87	73	
Black or African American	36			
Hispanic or Latinx	56	60	70	90
Native Hawaiian or Pacific Islander				
White	58	72	85	81
Mixed (two or more) ethnics	57	65	74	
Something else	58	36		
Experienced harassment due to five reasons^{^§}				
American Indian or Alaska Native				
Asian or Asian American	36	40	30	
Black or African American	55			
Hispanic or Latinx	30	26	17	7
Native Hawaiian or Pacific Islander				
White	26	19	16	9
Mixed (two or more) ethnics	29	26	22	
Something else	21	43		
Experienced any harassment or bullying[§]				
American Indian or Alaska Native				
Asian or Asian American	39	47	30	
Black or African American	64			
Hispanic or Latinx	38	31	20	7
Native Hawaiian or Pacific Islander				
White	38	27	21	14
Mixed (two or more) ethnics	39	44	32	
Something else	21	43		

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	36	20	27	
Black or African American	45			
Hispanic or Latinx	33	34	22	3
Native Hawaiian or Pacific Islander				
White	39	31	22	18
Mixed (two or more) ethnics	37	24	27	
Something else	21	50		
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	18	27	10	
Black or African American	30			
Hispanic or Latinx	26	13	8	0
Native Hawaiian or Pacific Islander				
White	26	14	6	10
Mixed (two or more) ethnics	26	14	2	
Something else	4	8		
Been in a physical fight[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	11	7	0	
Black or African American	45			
Hispanic or Latinx	12	9	1	0
Native Hawaiian or Pacific Islander				
White	10	5	2	0
Mixed (two or more) ethnics	21	9	7	
Something else	4	8		

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Seen a weapon on campus[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	11	20	3	
Black or African American	36			
Hispanic or Latinx	8	16	12	3
Native Hawaiian or Pacific Islander				
White	9	13	7	5
Mixed (two or more) ethnics	10	14	12	
Something else	4	23		

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	29	20	23	
Black or African American	50			
Hispanic or Latinx	32	29	19	21
Native Hawaiian or Pacific Islander				
White	32	24	19	23
Mixed (two or more) ethnics	27	23	27	
Something else	17	36		

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
American Indian or Alaska Native				
Asian or Asian American	4	0	13	
Black or African American	18			
Hispanic or Latinx	6	11	21	37
Native Hawaiian or Pacific Islander				
White	5	12	26	60
Mixed (two or more) ethnics	7	9	24	
Something else	8	13		
Current marijuana use[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	0	3	
Black or African American	9			
Hispanic or Latinx	3	8	11	37
Native Hawaiian or Pacific Islander				
White	1	7	19	56
Mixed (two or more) ethnics	0	5	8	
Something else	4	7		
Current binge drinking[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	0	3	
Black or African American	9			
Hispanic or Latinx	1	4	5	23
Native Hawaiian or Pacific Islander				
White	1	5	10	38
Mixed (two or more) ethnics	2	5	7	
Something else	4	7		

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

[¶]Past 30 days.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or “high” 7 or more times, ever				
American Indian or Alaska Native				
Asian or Asian American	0	0	3	
Black or African American				
Hispanic or Latinx	1	6	12	27
Native Hawaiian or Pacific Islander				
White	0	5	16	48
Mixed (two or more) ethnics	0	2	12	
Something else	4	7		
Been drunk or “high” on drugs at school, ever				
American Indian or Alaska Native				
Asian or Asian American	0	0	0	
Black or African American				
Hispanic or Latinx	3	6	8	20
Native Hawaiian or Pacific Islander				
White	0	5	8	48
Mixed (two or more) ethnics	2	9	7	
Something else	4	0		
Current alcohol use[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	0	13	
Black or African American	18			
Hispanic or Latinx	3	8	12	27
Native Hawaiian or Pacific Islander				
White	3	9	17	44
Mixed (two or more) ethnics	2	7	19	
Something else	8	13		

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

[¶]Past 30 days.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use at school[¶] (In-School Only)				
American Indian or Alaska Native				
Asian or Asian American	0	0	0	
Black or African American	0			
Hispanic or Latinx	1	3	0	7
Native Hawaiian or Pacific Islander				
White	2	3	2	4
Mixed (two or more) ethnics	0	5	0	
Something else	0	0		
Current cigarette smoking[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	0	0	
Black or African American	18			
Hispanic or Latinx	1	1	1	10
Native Hawaiian or Pacific Islander				
White	1	2	4	40
Mixed (two or more) ethnics	2	2	2	
Something else	0	0		
Current vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American	7	0	3	
Black or African American	18			
Hispanic or Latinx	3	8	8	30
Native Hawaiian or Pacific Islander				
White	0	4	12	48
Mixed (two or more) ethnics	7	9	10	
Something else	0	7		

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

[¶]Past 30 days.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current tobacco vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American	4	0	3	
Black or African American	9			
Hispanic or Latinx	2	6	6	27
Native Hawaiian or Pacific Islander				
White	0	3	10	48
Mixed (two or more) ethnics	5	5	7	
Something else	0	7		
Current marijuana vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	0	3	
Black or African American	9			
Hispanic or Latinx	1	6	5	27
Native Hawaiian or Pacific Islander				
White	0	3	8	44
Mixed (two or more) ethnics	0	7	5	
Something else	0	7		

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	93	73	77	
Black or African American	54			
Hispanic or Latinx	52	48	52	42
Native Hawaiian or Pacific Islander				
White	77	65	59	27
Mixed (two or more) ethnics	70	43	60	
Something else	85	50		
Bedtime (at 12 am or later)				
American Indian or Alaska Native				
Asian or Asian American	11	13	13	
Black or African American	46			
Hispanic or Latinx	14	28	24	42
Native Hawaiian or Pacific Islander				
White	10	17	19	58
Mixed (two or more) ethnics	7	27	33	
Something else	4	44		

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

¹Today.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Average days worked on schoolwork (5 or more)[¶]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
Synchronous instruction (4 days or more)^{¶¶}				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
Interest in schoolwork done from home				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				

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

[¶]*Past 30 days.*

^{¶¶}*Past 7 days.*

Table A12.6

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

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
American Indian or Alaska Native				
Asian or Asian American	9	44	38	
Black or African American	36			
Hispanic or Latinx	26	40	40	25
Native Hawaiian or Pacific Islander				
White	27	32	36	45
Mixed (two or more) ethnics	26	39	33	
Something else	20	44		
Experienced chronic sadness/hopelessness[§]				
American Indian or Alaska Native				
Asian or Asian American	11	40	50	
Black or African American	36			
Hispanic or Latinx	38	41	43	48
Native Hawaiian or Pacific Islander				
White	28	35	39	50
Mixed (two or more) ethnics	34	35	39	
Something else	17	36		
Considered suicide[§]				
American Indian or Alaska Native				
Asian or Asian American	4	33	20	
Black or African American	18			
Hispanic or Latinx	24	22	20	11
Native Hawaiian or Pacific Islander				
White	13	20	19	32
Mixed (two or more) ethnics	15	23	15	
Something else	4	21		

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	74	36	54	
Black or African American	30			
Hispanic or Latinx	48	40	39	42
Native Hawaiian or Pacific Islander				
White	56	52	49	20
Mixed (two or more) ethnics	55	46	45	
Something else	50	31		
Life satisfaction[‡]				
American Indian or Alaska Native				
Asian or Asian American	79	47	60	
Black or African American	44			
Hispanic or Latinx	61	58	57	50
Native Hawaiian or Pacific Islander				
White	69	66	64	51
Mixed (two or more) ethnics	72	61	63	
Something else	67	46		

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	61	61	69	73
Female	59	63	63	73
Nonbinary		45		
Something else	29			
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Male				
Female				
Nonbinary				
Something else				
Academic Motivation[†]				
Male	65	61	61	68
Female	66	68	66	69
Nonbinary		52		
Something else	38			
School is really boring[±]				
Male	45	69	56	42
Female	41	58	52	45
Nonbinary		73		
Something else	54			
School is worthless and a waste of time[±]				
Male	16	20	21	11
Female	8	15	16	10
Nonbinary		47		
Something else	23			

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 A13.1
School Engagement and Supports by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Monthly Absences (3 or more)				
Male	18	16	12	33
Female	20	17	21	20
Nonbinary		13		
Something else	31			
Maintaining focus on schoolwork[†]				
Male	42	34	33	37
Female	34	27	33	25
Nonbinary		13		
Something else	25			
Caring adults in school[‡]				
Male	64	56	68	72
Female	61	60	66	73
Nonbinary		60		
Something else	53			
High expectations-adults in school[‡]				
Male	77	69	75	75
Female	79	74	78	78
Nonbinary		60		
Something else	64			
Meaningful participation at school[‡]				
Male	29	24	27	24
Female	27	26	26	22
Nonbinary		23		
Something else	12			

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	29	41	52	83
Female	33	43	50	80
Nonbinary		50		
Something else	36			
Promotion of parental involvement in School[‡]				
Male	52	46	48	66
Female	44	44	38	65
Nonbinary		47		
Something else	44			

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	61	67	82	85
Female	54	70	79	84
Nonbinary		46		
Something else	36			
Experienced harassment due to five reasons^{λ§}				
Male	22	22	14	6
Female	32	23	20	16
Nonbinary		36		
Something else	58			
Experienced any harassment or bullying[§]				
Male	32	28	19	6
Female	42	32	24	21
Nonbinary		43		
Something else	67			
Had mean rumors or lies spread about you[§]				
Male	31	27	21	0
Female	38	35	25	26
Nonbinary		36		
Something else	58			
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
Male	22	16	4	0
Female	26	11	8	16
Nonbinary		38		
Something else	45			

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

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

[§]Past 12 months.

Table A13.2
School Safety by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Been in a physical fight[§] (<i>In-School Only</i>)				
Male	18	10	4	0
Female	6	4	0	5
Nonbinary		15		
Something else	9			
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Male	10	17	13	3
Female	9	11	4	11
Nonbinary		31		
Something else	18			

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	25	19	18	12
Female	36	31	21	42
Nonbinary		43		
Something else	50			

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

[§]Past 12 months.

Table A13.4
Substance Use by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
Male	6	13	21	38
Female	4	9	24	65
Nonbinary		21		
Something else	15			
Current marijuana use[¶]				
Male	2	7	13	38
Female	2	6	15	60
Nonbinary		14		
Something else	0			
Current binge drinking[¶]				
Male	1	5	7	24
Female	1	5	8	42
Nonbinary		0		
Something else	0			
Very drunk or “high” 7 or more times, ever				
Male	1	6	14	32
Female	1	4	13	40
Nonbinary		7		
Something else	0			
Been drunk or “high” on drugs at school, ever				
Male	2	6	5	22
Female	2	5	8	55
Nonbinary		13		
Something else	0			
Current alcohol use[¶]				
Male	4	10	15	30
Female	2	6	16	45
Nonbinary		14		
Something else	15			

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

[¶]Past 30 days.

Table A13.4
Substance Use by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use at school[¶] (In-School Only)				
Male	1	4	0	6
Female	1	2	1	10
Nonbinary		8		
Something else	0			
Current cigarette smoking[¶]				
Male	2	2	2	19
Female	0	2	2	35
Nonbinary		0		
Something else	0			
Current vaping[¶]				
Male	2	6	6	30
Female	3	5	13	55
Nonbinary		13		
Something else	0			
Current tobacco vaping[¶]				
Male	1	5	5	30
Female	2	3	10	50
Nonbinary		7		
Something else	0			
Current marijuana vaping[¶]				
Male	0	5	4	30
Female	1	3	8	45
Nonbinary		13		
Something else	0			

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

[¶]Past 30 days.

Table A13.5
Routines by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast[†]				
Male	73	64	61	33
Female	68	55	56	40
Nonbinary		44		
Something else	31			
Bedtime (at 12 am or later)				
Male	12	22	22	49
Female	9	21	20	50
Nonbinary		44		
Something else	23			

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

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

[†]*Today.*

[‡]*Past 7 days.*

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

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

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

[¶]Past 30 days.

[¶]Past 7 days.

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

Table A13.7
Social and Emotional Health by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
Male	18	29	30	26
Female	30	39	43	46
Nonbinary		60		
Something else	58			
Experienced chronic sadness/hopelessness[§]				
Male	22	25	31	38
Female	35	45	48	68
Nonbinary		71		
Something else	75			
Considered suicide[§]				
Male	12	15	16	12
Female	15	23	19	33
Nonbinary		64		
Something else	67			
Optimism[‡]				
Male	57	50	52	36
Female	54	46	44	23
Nonbinary		29		
Something else	3			
Life satisfaction[‡]				
Male	72	64	65	59
Female	65	62	60	37
Nonbinary		49		
Something else	40			

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

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

[§]Past 12 months.

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

Alcohol and Other Drugs (AOD) Module

1. Module Sample

Table B1.1

Student Sample for AOD Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	561	619	620	65
Final number	441	486	438	47
Response Rate	79%	79%	71%	72%

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

2. Summary of Key Indicators

Table B2.1

Key Indicators of Alcohol and Other Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Alcohol and Marijuana Consumption Patterns					
Usually drank until felt it a lot	1	3	8	6	B3.4
Usually used marijuana or other drugs until felt it a lot	na	4	8	17	B3.5
Driving under the influence experiences	26	8	11	30	B3.6
Consequences of AOD Consumption					
Caused one or more problems	na	7	12	28	B4.2
Caused one or more dependency-related experiences	na	8	13	35	B4.3
Supports to Reduce AOD Use					
Very likely to find help at school for quitting or reducing use	na	20	18	53	B5.2
Strong Personal Disapproval of AOD Use					
Having one or two drinks of any alcoholic beverage nearly every day	58	51	46	30	B7.1
Trying marijuana once or twice	52	33	18	13	B7.1
Using marijuana once a month or more	63	46	29	13	B7.1

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

na—Not asked of middle school students.

3. ATOD Consumption Patterns

Table B3.1

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Heroin				
0 times	na	98	98	96
1 time	na	0	1	2
2 to 3 times	na	0	0	0
4 or more times	na	1	1	2
Tranquilizers or sedatives				
0 times	na	97	97	83
1 time	na	1	1	4
2 to 3 times	na	0	1	4
4 or more times	na	2	1	9
Appetite suppressants				
0 times	na	94	94	89
1 time	na	1	0	6
2 to 3 times	na	0	1	2
4 or more times	na	5	5	2
Ritalin or Adderall or other prescription stimulant				
0 times	na	95	96	83
1 time	na	1	1	2
2 to 3 times	na	1	2	4
4 or more times	na	3	2	11

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

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

na—Not asked of middle school students.

Table B3.2**Age of Onset – AOD Use**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
Never	81	72	54	51
10 years or under	9	7	6	9
11-12 years old	7	6	3	6
13-14 years old	2	14	14	15
15-16 years old	0	1	21	17
17 years or older	1	1	2	2
Marijuana (smoke, vape, eat, or drink)				
Never	95	88	69	40
10 years or under	1	1	1	2
11-12 years old	3	2	3	9
13-14 years old	1	7	9	26
15-16 years old	0	1	17	21
17 years or older	0	1	1	2
Any other illegal drug or pill to get “high”				
Never	98	96	91	72
10 years or under	0	0	1	2
11-12 years old	0	1	1	2
13-14 years old	1	3	2	15
15-16 years old	0	0	4	4
17 years or older	0	1	1	4

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked part or all of a cigarette				
Never	96	94	88	65
10 years or under	1	1	2	2
11-12 years old	2	1	0	4
13-14 years old	0	3	3	15
15-16 years old	0	0	5	9
17 years or older	0	1	1	4
A vape product such as an e-cigarette, vape pen, or mod				
Never	93	86	73	53
10 years or under	1	1	2	0
11-12 years old	5	3	1	11
13-14 years old	1	8	11	23
15-16 years old	0	0	11	11
17 years or older	0	1	1	2

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't drink alcohol	97	88	72	62
Just enough to feel it a little	2	5	10	6
Enough to feel it moderately	0	5	11	26
Until I feel it a lot or get really drunk	1	3	8	6

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't use drugs	na	91	78	53
Just enough to feel a little high	na	2	7	19
Enough to feel it moderately	na	3	7	11
Until I feel it a lot or get really high	na	4	8	17

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using				
Never	na	92	89	70
1 time	na	2	4	4
2 times	na	2	2	4
3 to 6 times	na	1	2	11
7 or more times	na	3	3	11
Have ridden in a car driven by someone who had been using alcohol or drugs				
Never	74	na	na	na
1 time	9	na	na	na
2 times	6	na	na	na
3 to 6 times	3	na	na	na
7 or more times	8	na	na	na

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

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

na—Not asked of middle school students.

4. Reasons for and Consequences of AOD Consumption

Table B4.1

Reasons for AOD Use, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months.	88	80	64	49
To experiment (try using)	3	8	15	11
To get high	1	7	16	30
To have a good time with friends	1	10	25	36
To fit in with a group you like	0	2	3	6
Because of boredom	1	7	10	19
To relax	3	7	17	28
To get away from problems	2	9	14	26
Because of anger or frustration	2	5	8	21
To get through the day	1	4	8	21
Because it made you feel better	2	7	14	26
To seek deeper insights and understanding	1	4	8	15
None of the above	11	5	6	11

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I've never used alcohol or drugs	na	84	70	47
I've used alcohol or drugs but never had any problems	na	12	20	26
Have problems with emotions, nerves, or mental health	na	3	5	13
Get into trouble or have problems with the police	na	1	3	4
Have money problems	na	1	2	13
Miss school	na	2	2	9
Have problems with schoolwork	na	2	2	6
Fight with others	na	1	2	4
Damage a friendship	na	1	3	2
Physically hurt or injure yourself	na	1	2	4
Have unwanted or unprotected sex	na	1	2	6
Forget what happened or pass out	na	3	6	11
Been suspended from school	na	1	1	2
<i>One or more problems</i>	na	7	12	28

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

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I have not used alcohol or drugs	na	85	71	52
I use alcohol or drugs but have not experienced any of these things	na	8	18	17
Found you had to increase how much you use to have the same effect as before	na	5	6	20
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	na	2	3	17
Used alcohol or drugs a lot more than you intended	na	2	4	15
Used alcohol or drugs when you were alone	na	5	10	22
Your use of alcohol or drugs often kept you from doing a normal activity	na	1	2	9
You didn't feel OK unless you had something to drink or used a drug	na	2	3	15
Thought about reducing or stopping use	na	3	6	17
Told yourself you were not going to use but found yourself using anyway	na	3	4	15
Spoke with someone about reducing or stopping use	na	1	3	13
Attended counseling, a program, or group to help you reduce or stop use	na	1	1	7
<i>One or more negative experiences</i>	na	8	13	35

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

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	37	37	28
Likely	na	31	32	32
Not likely	na	9	13	13
Don't know	na	23	18	28

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

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

na—Not asked of middle school students.

5. Supports to Reduce AOD Use

Table B5.1

Needed Counseling for Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I never used alcohol or other drugs	na	87	73	57
No, but I do use alcohol or other drugs	na	11	25	36
Yes, I have felt that I needed help	na	1	2	6

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

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

na—Not asked of middle school students.

Table B5.2

Likelihood of Finding Help at School for Quitting or Reducing Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	20	18	53
Likely	na	37	36	29
Not likely	na	17	24	9
Don't know	na	26	21	9

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

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

na—Not asked of middle school students.

Table B5.3

Talked with Parent About AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	41	43	48	51
Yes	59	57	52	49

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

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

6. Availability

Table B6.1

Sources for Obtaining Alcohol

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
At school	5	10	8	0
At parties	7	28	47	26
At concerts or other social events	3	9	17	13
At their own home	11	30	33	19
From adults at friends' homes	7	19	22	15
From friends or another teenager	14	32	40	30
Get adults to buy it for them	5	16	26	23
Buy it themselves from a store	5	13	18	17
At bars, clubs, or gambling casinos	1	3	4	2
Other	6	11	10	9
Don't know	83	64	51	64

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
At school	8	14	15	9
At parties	4	16	30	15
At concerts or other social events	1	8	15	4
At their own home	6	15	19	19
From an adult acquaintance	5	16	22	26
From friends or another teenager	15	25	36	30
Buy it at a marijuana dispensary	2	9	15	28
At bars or clubs	0	2	3	2
Other	8	9	8	9
Don't know	82	70	57	62

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

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

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

7. Influences on ATOD Use

Table B7.1

Personal Disapproval of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Having one or two drinks of any alcoholic beverage nearly every day				
Neither approve nor disapprove	22	26	30	51
Somewhat disapprove	20	22	24	19
Strongly disapprove	58	51	46	30
Trying marijuana once or twice				
Neither approve nor disapprove	26	46	62	74
Somewhat disapprove	22	20	20	13
Strongly disapprove	52	33	18	13
Using marijuana once a month or more regularly				
Neither approve nor disapprove	21	32	49	78
Somewhat disapprove	15	22	22	9
Strongly disapprove	63	46	29	13

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong	80	78	75	68
Wrong	14	18	17	26
A little wrong	5	4	5	4
Not at all wrong	1	1	2	2
Smoke tobacco				
Very wrong	87	86	81	66
Wrong	10	12	14	23
A little wrong	1	1	3	11
Not at all wrong	1	1	2	0
Use vape products such as e-cigarettes, vape pens, or mods				
Very wrong	87	84	78	64
Wrong	9	12	17	23
A little wrong	3	3	3	11
Not at all wrong	1	1	1	2
Use marijuana (smoke, vape, eat, or drink)				
Very wrong	87	76	64	53
Wrong	8	15	21	9
A little wrong	3	7	11	26
Not at all wrong	2	1	4	13
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	91	88	86	83
Wrong	6	10	10	13
A little wrong	2	1	2	2
Not at all wrong	1	0	2	2

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong	65	53	50	50
Wrong	22	31	30	22
A little wrong	8	10	12	11
Not at all wrong	4	6	8	17
Smoke tobacco				
Very wrong	69	60	55	48
Wrong	21	28	27	15
A little wrong	7	7	11	15
Not at all wrong	3	5	8	22
Use vape products such as e-cigarettes, vape pens, or mods				
Very wrong	66	54	45	41
Wrong	18	28	27	26
A little wrong	11	8	15	4
Not at all wrong	4	10	13	28
Use marijuana (smoke, vape, eat, or drink)				
Very wrong	68	53	38	36
Wrong	20	26	22	13
A little wrong	8	11	16	9
Not at all wrong	4	9	25	42
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	72	62	64	57
Wrong	19	26	24	28
A little wrong	6	6	7	2
Not at all wrong	3	5	5	13

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

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

Table B7.4

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	27	23	33	38
Yes	73	77	67	62

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

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

Drug-Free Communities (DFC) Module

1. Module Sample

Table F1.1

Student Sample for DFC Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	561	619	620	65
Final number	410	472	414	46
Response Rate	73%	76%	67%	71%

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

2. Prescription Drug Use

Table F2.1

Prescription Drug Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	98	96	97	84
Yes	2	4	3	16

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

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

3. Disapproval of Prescription Drug Use

Table F3.1

Parental Disapproval of Prescription Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very wrong	87	86	85	74
Wrong	10	12	11	17
A little wrong	2	1	1	4
Not at all wrong	2	1	2	4

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

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

Table F3.2

Peer Disapproval of Prescription Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very wrong	68	67	66	48
Wrong	25	24	24	33
A little wrong	5	6	8	9
Not at all wrong	2	3	3	11

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

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

4. Perceived Harm of Substance Use

Table F4.1

Perceived Risks Associated with Marijuana and Prescription Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke marijuana once or twice a week				
Great risk	47	33	29	24
Moderate risk	36	35	29	15
Slight risk	12	23	22	24
No risk	5	8	19	37
Use prescription drugs that are not prescribed to them				
Great risk	69	64	65	57
Moderate risk	21	28	24	26
Slight risk	5	4	6	9
No risk	5	4	5	9

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

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

School Climate Module

1. Module Sample

Table N1.1

Student Sample for School Climate Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	561	619	620	65
Final number	454	489	452	51
Response Rate	81%	79%	73%	78%

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

2. Key Indicators of School Climate

Table N2.1

School Climate Scales

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Student learning environment [†]	59	52	58	73	N3.1
Learning engagement climate [†]	27	24	35	51	N3.2
Fairness and respect [†]	41	42	49	69	N4.1
Racial/Ethnic conflict [†]	16	12	12	18	N4.2
Respect for diversity [†]	57	60	63	66	N4.3
Clarity of rules [†]	53	48	51	71	N5.1
Disciplinary harshness [†]	31	22	19	16	N5.2
Student peer relationships [†]	48	46	55	58	N6.1
Support for social emotional learning [†]	55	49	49	59	N7.1
Antibullying climate [†]	41	36	40	57	N8.1
Quality of school facilities ^{†Φ}	35	45	50	72	N9.1
Time for lunch [†]	54	50	48	46	N10.1

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

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

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

^Φ*In-school only.*

3. Student Learning Environment & Academic Engagement

Table N3.1

Student Learning Environment Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Student learning environment				
<i>Average reporting “Agree” or “Strongly agree”</i>	59	52	58	73
Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.				
Strongly disagree	4	4	3	6
Disagree	8	9	8	4
Neither disagree nor agree	28	27	25	14
Agree	42	50	53	47
Strongly agree	18	10	10	29
My teachers work hard to help me with my schoolwork when I need it.				
Strongly disagree	3	4	3	4
Disagree	6	9	6	6
Neither disagree nor agree	30	28	24	18
Agree	44	50	54	48
Strongly agree	18	9	13	24
Teachers show how classroom lessons are helpful to students in real life.				
Strongly disagree	5	10	8	8
Disagree	14	21	20	4
Neither disagree nor agree	31	33	30	16
Agree	40	31	37	56
Strongly agree	10	5	5	16

Question HS/MS N.3-6: How strongly do you agree or disagree with the following statements about your school?... Adults at this school encourage me to work hard so I can be successful in college or at the job I choose. [In-school]... Adults from this school encourage me to work hard so I can be successful in college or at the job I choose. [Remote only]... My teachers work hard to help me with my schoolwork when I need it... Teachers show how classroom lessons are helpful to students in real life.

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

Table N3.1
Student Learning Environment Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Teachers give students a chance to take part in classroom discussions or activities.				
Strongly disagree	3	3	2	4
Disagree	4	5	2	4
Neither disagree nor agree	23	22	21	16
Agree	49	57	59	52
Strongly agree	20	13	16	24
Teachers go out of their way to help students.				
Strongly disagree	5	6	4	8
Disagree	7	8	9	4
Neither disagree nor agree	31	40	31	16
Agree	41	39	48	46
Strongly agree	16	7	9	26
Teachers help students catch up when they return from an absence.				
Strongly disagree	6	9	5	6
Disagree	14	17	17	4
Neither disagree nor agree	29	35	29	24
Agree	40	33	38	40
Strongly agree	11	7	10	26
My teachers give me useful feedback on my work.				
Strongly disagree	3	4	3	6
Disagree	8	12	11	4
Neither disagree nor agree	26	31	31	16
Agree	50	47	45	46
Strongly agree	13	6	11	28

Question HS/MS N.7, 9-12: How strongly do you agree or disagree with the following statements about your school?... Teachers give students a chance to take part in classroom discussions or activities... Teachers go out of their way to help students... Teachers help students catch up when they return from an absence. [In-school]... Teachers help students catch up after being absent from online classes. [Remote only]... My teachers give me useful feedback on my work.

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

Table N3.1***Student Learning Environment Questions – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school is a supportive and inviting place for students to learn.^Ø (<i>In-School Only</i>)				
Strongly disagree	4	4	2	4
Disagree	9	6	7	8
Neither disagree nor agree	29	32	29	14
Agree	45	50	52	49
Strongly agree	14	7	10	24

Question HS/MS N.8: How strongly do you agree or disagree with the following statements about your school?...

This school is a supportive and inviting place for students to learn.

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

^ØItem not included in the scale.

Table N3.2***Learning Engagement Climate Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Learning engagement climate				
<i>Average reporting “Agree” or “Strongly agree”</i>	27	24	35	51
Students at this school are motivated to learn.				
Strongly disagree	6	7	6	6
Disagree	17	23	21	10
Neither disagree nor agree	54	49	43	30
Agree	20	18	27	46
Strongly agree	4	2	3	8
Students pay attention in class.				
Strongly disagree	6	6	4	6
Disagree	16	20	18	6
Neither disagree nor agree	54	51	46	38
Agree	20	21	28	38
Strongly agree	4	2	3	13
Students try their best in school.				
Strongly disagree	4	6	3	6
Disagree	13	15	15	4
Neither disagree nor agree	51	56	46	35
Agree	26	21	32	42
Strongly agree	6	2	3	13

Question HS/MS N.1, 2, 57-60: How strongly do you agree or disagree with the following statements about your school?... Students at this school are motivated to learn. [In-school]... Students from this school are motivated to learn. [Remote only]... Students pay attention in class. [In-school]... Students pay attention during class. [Remote only]... Students try their best in school. [In-school]... Students try their best on schoolwork. [Remote only]

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

Table N3.2***Learning Engagement Climate Questions – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students turn in their homework on time.				
Strongly disagree	3	6	4	6
Disagree	14	13	13	4
Neither disagree nor agree	54	53	42	44
Agree	26	25	37	33
Strongly agree	4	3	3	13
Students usually follow the rules at school.^ø <i>(In-School Only)</i>				
Strongly disagree	6	8	3	7
Disagree	14	13	11	4
Neither disagree nor agree	44	44	39	33
Agree	32	32	43	46
Strongly agree	4	2	4	11

Question HS/MS N.61, 62: How strongly do you agree or disagree with the following statements about your school?... Students usually follow the rules at school... Students turn in their homework on time.

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

^øItem not included in the scale.

Table N3.3***School Promotes Academic Success***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school promotes academic success for all students.				
Strongly disagree	3	3	3	6
Disagree	6	4	6	2
Neither disagree nor agree	35	34	25	21
Agree	47	48	57	44
Strongly agree	9	10	9	27

Question HS/MS N.63: How strongly do you agree or disagree with the following statements about your school?... This school promotes academic success for all students.

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

4. Fairness and Respect for Diversity

Table N4.1

Fairness and Respect Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Fairness and respect				
<i>Average reporting “Agree” or “Strongly agree”</i>	41	42	49	69
Adults at this school treat all students with respect.				
Strongly disagree	6	5	4	6
Disagree	11	9	10	2
Neither disagree nor agree	32	34	26	22
Agree	38	43	48	40
Strongly agree	13	9	11	30
Students treat teachers with respect.				
Strongly disagree	8	8	8	6
Disagree	19	26	19	2
Neither disagree nor agree	45	44	42	31
Agree	23	19	27	41
Strongly agree	5	3	5	20
The school rules are fair.				
Strongly disagree	9	5	3	6
Disagree	13	10	8	4
Neither disagree nor agree	33	31	31	16
Agree	35	46	49	48
Strongly agree	9	8	10	26
All students are treated fairly when they break school rules.				
Strongly disagree	10	8	6	6
Disagree	12	12	11	6
Neither disagree nor agree	37	41	38	18
Agree	33	35	39	48
Strongly agree	8	4	6	22

Question HS/MS N.13-17: How strongly do you agree or disagree with the following statements about your school?... Adults at this school treat all students with respect. [In-school]... Adults from this school treat all students with respect. [Remote only]... Students treat teachers with respect... The school rules are fair... All students are treated fairly when they break school rules.

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

Table N4.2***Racial/Ethnic Conflict Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Racial/Ethnic conflict				
<i>Average reporting “Agree” or “Strongly agree”</i>	16	12	12	18
I have been disrespected by an adult at this school because of my race, ethnicity, or culture.				
Strongly disagree	39	43	40	37
Disagree	23	26	26	22
Neither disagree nor agree	23	21	22	22
Agree	11	7	9	8
Strongly agree	3	3	2	10
There is a lot of tension in this school between people of different cultures, races, or ethnicities.				
Strongly disagree	20	24	26	35
Disagree	25	30	30	22
Neither disagree nor agree	37	33	31	24
Agree	14	11	10	8
Strongly agree	4	3	3	10

Question HS/MS N.43-45: How strongly do you agree or disagree with the following statements about your school?... I have been disrespected by an adult at this school because of my race, ethnicity, or culture. [In-school]... I have been disrespected by an adult from this school because of my race, ethnicity, or culture. [Remote only]... There is a lot of tension in this school between people of different cultures, races, or ethnicities.

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

Table N4.3**Respect for Diversity Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Respect for diversity				
<i>Average reporting “Agree” or “Strongly agree”</i>	57	60	63	66
Students in this school respect each other’s differences.				
Strongly disagree	8	8	8	2
Disagree	13	10	13	4
Neither disagree nor agree	41	37	31	29
Agree	29	34	39	35
Strongly agree	9	11	10	31
Adults/teachers in this school respect differences in students.				
Strongly disagree	4	3	3	6
Disagree	4	4	3	2
Neither disagree nor agree	28	23	22	23
Agree	46	51	55	35
Strongly agree	19	19	18	33
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.				
Strongly disagree	3	3	2	6
Disagree	3	4	4	2
Neither disagree nor agree	26	28	27	27
Agree	49	48	51	33
Strongly agree	19	17	16	31

Question HS/MS N.46-51: How strongly do you agree or disagree with the following statements about your school?... Students in this school respect each other’s differences (for example, gender, race, culture, sexual orientation). [In-school]... Students from this school respect each other’s differences (for example, gender, race, culture, sexual orientation). [Remote only]... Adults in this school respect differences in students (for example, gender, race, culture, sexual orientation). [In-school]... Teachers from this school respect differences in students (for example, gender, race, culture, sexual orientation). [Remote only]... Teachers show that they think it is important for students of different races and cultures at this school to get along with each other. [In-school]... Teachers show that they think it is important for students of different races and cultures to get along with each other. [Remote only]

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

Table N4.4***Restorative Practices***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict.				
Strongly disagree	6	6	6	6
Disagree	8	9	10	2
Neither disagree nor agree	40	46	42	38
Agree	38	33	37	33
Strongly agree	8	6	6	21

Question HS/MS N.64: How strongly do you agree or disagree with the following statements about your school?... When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict (like restorative practices).

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

5. Disciplinary Environment

Table N5.1

Clarity of Rules Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Clarity of rules				
<i>Average reporting “Agree” or “Strongly agree”</i>	53	48	51	71
This school clearly informs students what would happen if they break school rules.				
Strongly disagree	6	5	7	6
Disagree	10	15	14	4
Neither disagree nor agree	30	29	30	18
Agree	41	40	39	42
Strongly agree	13	11	10	30
Rules in this school are made clear to students.				
Strongly disagree	5	6	4	8
Disagree	12	13	16	2
Neither disagree nor agree	37	39	34	20
Agree	36	34	40	56
Strongly agree	10	8	6	14
This school makes it clear how students are expected to act.				
Strongly disagree	4	5	4	6
Disagree	5	8	9	2
Neither disagree nor agree	35	35	30	22
Agree	41	44	50	54
Strongly agree	16	8	7	16

Question HS/MS N.18, 23-25: How strongly do you agree or disagree with the following statements about your school?... This school clearly informs students what would happen if they break school rules... Rules in this school are made clear to students. [In-school]... School rules are made clear to students. [Remote only]... This school makes it clear how students are expected to act.

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

Table N5.2***Disciplinary Harshness Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Disciplinary harshness				
<i>Average reporting “Agree” or “Strongly agree”</i>	31	22	19	16
The rules in this school are too strict.				
Strongly disagree	6	5	6	8
Disagree	25	39	38	46
Neither disagree nor agree	45	42	42	28
Agree	19	9	11	10
Strongly agree	5	5	3	8
It is easy for students to get kicked out of class or get suspended.				
Strongly disagree	8	9	8	14
Disagree	26	28	42	40
Neither disagree nor agree	43	41	33	32
Agree	17	16	14	4
Strongly agree	6	6	3	10
Students get in trouble for breaking small rules.				
Strongly disagree	4	6	5	12
Disagree	16	20	33	30
Neither disagree nor agree	36	45	36	42
Agree	36	22	22	8
Strongly agree	8	7	4	8

Question HS/MS N.19-22: How strongly do you agree or disagree with the following statements about your school?... The rules in this school are too strict... It is easy for students to get kicked out of class or get suspended. [In-school]... It is easy for students to get kicked out of class (in person or remote) or get suspended. [Remote only]... Students get in trouble for breaking small rules.

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

6. Student Peer Relationships

Table N6.1

Student Peer Relationships Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Student peer relationships				
<i>Average reporting “Agree” or “Strongly agree”</i>	48	46	55	58
Students enjoy doing things with each other during school activities.				
Strongly disagree	3	4	4	2
Disagree	5	7	7	12
Neither disagree nor agree	30	33	28	35
Agree	50	47	53	41
Strongly agree	13	9	9	10
Students care about each other.				
Strongly disagree	3	4	4	4
Disagree	6	8	8	12
Neither disagree nor agree	39	39	34	31
Agree	43	44	48	41
Strongly agree	9	5	7	12
Students treat each other with respect.				
Strongly disagree	6	5	4	2
Disagree	10	12	12	10
Neither disagree nor agree	48	49	36	24
Agree	31	30	43	49
Strongly agree	5	4	5	14
Students get along well with each other.				
Strongly disagree	3	4	3	2
Disagree	8	7	9	12
Neither disagree nor agree	46	44	34	22
Agree	36	40	49	51
Strongly agree	6	5	6	12

Question HS/MS N.26-29: How strongly do you agree or disagree with the following statements about your school?... Students enjoy doing things with each other during school activities... Students care about each other... Students treat each other with respect... Students get along well with each other.

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

7. Social and Emotional Learning

Table N7.1

Support for Social Emotional Learning Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Support for social emotional learning				
<i>Average reporting “Agree” or “Strongly agree”</i>	55	49	49	59
This school encourages students to feel responsible for how they act.				
Strongly disagree	3	3	4	4
Disagree	6	8	10	8
Neither disagree nor agree	35	35	33	21
Agree	46	46	47	52
Strongly agree	10	9	7	15
This school encourages students to understand how others think and feel.				
Strongly disagree	4	4	5	2
Disagree	6	10	15	8
Neither disagree nor agree	35	34	33	33
Agree	45	43	41	40
Strongly agree	10	8	6	17
Students are taught that they can control their own behavior.				
Strongly disagree	3	4	4	2
Disagree	7	8	13	8
Neither disagree nor agree	36	41	33	37
Agree	45	42	45	41
Strongly agree	9	6	6	12

Question HS/MS N.30-32: How strongly do you agree or disagree with the following statements about your school?... This school encourages students to feel responsible for how they act... This school encourages students to understand how others think and feel.... Students are taught that they can control their own behavior.

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

Table N7.1**Support for Social Emotional Learning Scale Questions – Continued**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school helps students resolve conflicts with one another.				
Strongly disagree	4	6	5	2
Disagree	11	15	16	6
Neither disagree nor agree	41	44	43	35
Agree	35	31	31	45
Strongly agree	9	4	5	12
This school encourages students to care about how others feel.				
Strongly disagree	4	5	5	2
Disagree	6	8	13	10
Neither disagree nor agree	37	41	39	31
Agree	43	40	37	45
Strongly agree	11	6	6	12
Teachers here make it clear to students that bullying is not tolerated.				
Strongly disagree	4	4	4	2
Disagree	4	5	8	10
Neither disagree nor agree	27	28	24	27
Agree	44	44	50	47
Strongly agree	20	19	15	14

Question HS/MS N.33-36: How strongly do you agree or disagree with the following statements about your school?... This school helps students resolve conflicts with one another... This school encourages students to care about how others feel... Teachers here make it clear to students that bullying is not tolerated. [In-school]... Teachers make it clear to students that bullying is not tolerated. [Remote only]

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

8. School Antibullying Climate

Table N8.1

Antibullying Climate Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Antibullying climate				
<i>Average reporting “Agree” or “Strongly agree”</i>	41	36	40	57
If another student was bullying me, I would tell one of the teachers or staff at school.				
Strongly disagree	12	8	11	4
Disagree	12	16	19	12
Neither disagree nor agree	34	34	30	33
Agree	28	31	31	35
Strongly agree	14	10	10	16
Students tell teachers when other students are being bullied.				
Strongly disagree	9	11	10	2
Disagree	14	20	24	16
Neither disagree nor agree	45	46	41	35
Agree	27	20	21	35
Strongly agree	5	4	5	12
If I tell a teacher that someone is bullying me, the teacher will do something to help.				
Strongly disagree	4	4	2	2
Disagree	6	6	5	4
Neither disagree nor agree	28	33	32	22
Agree	45	45	49	43
Strongly agree	17	12	12	29

Question HS/MS N.37-40: How strongly do you agree or disagree with the following statements about your school?... If another student was bullying me, I would tell one of the teachers or staff at school. [In-school]... If another student was bullying me, I would tell one of the teachers or school staff. [Remote only]...Students tell teachers when other students are being bullied... If I tell a teacher that someone is bullying me, the teacher will do something to help.

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

Table N8.1***Antibullying Climate Scale Questions – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students here try to stop bullying when they see it happening.				
Strongly disagree	9	9	6	2
Disagree	16	19	18	4
Neither disagree nor agree	46	49	45	37
Agree	23	18	26	41
Strongly agree	6	4	5	16

Question HS/MS N.41, 42: How strongly do you agree or disagree with the following statements about your school?... Students here try to stop bullying when they see it happening. [In-school]... Students try to stop bullying when they see it happening. [Remote only]

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

9. School Physical Environment

Table N9.1

Quality of School Facilities Scale Questions (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Quality of school facilities				
<i>Average reporting “Agree” or “Strongly agree”</i>	35	45	50	72
My school is usually clean and tidy.				
Strongly disagree	7	5	2	0
Disagree	15	16	16	2
Neither disagree nor agree	48	36	32	16
Agree	27	39	43	57
Strongly agree	3	4	6	24
The schoolyard and buildings are clean and in good condition.				
Strongly disagree	7	4	3	6
Disagree	9	10	10	2
Neither disagree nor agree	44	35	31	26
Agree	33	42	46	45
Strongly agree	7	9	10	21
The school grounds are kept clean.				
Strongly disagree	7	5	5	6
Disagree	14	16	15	2
Neither disagree nor agree	44	37	37	23
Agree	28	36	38	49
Strongly agree	6	5	6	19

Question HS/MS A.39, N.52, 56: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy... How strongly do you agree or disagree with the following statements about your school?... The schoolyard and buildings are clean and in good condition... The school grounds are kept clean.

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

Table N9.2***Classroom Crowding (In-School Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My classroom is so crowded it is hard to concentrate and learn.				
Strongly disagree	10	11	12	32
Disagree	37	39	45	32
Neither disagree nor agree	36	35	28	26
Agree	13	12	13	6
Strongly agree	4	3	2	4

Question HS/MS N.53: How strongly do you agree or disagree with the following statements about your school?...

My classroom is so crowded it is hard to concentrate and learn.

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

10. Scheduled Lunch and Drinkable Water

Table N10.1

Time for Lunch Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Time for lunch				
<i>Average reporting “Agree” or “Strongly agree”</i>	54	50	48	46
I eat my lunch at the right time of day.				
Strongly disagree	6	6	5	8
Disagree	9	7	6	6
Neither disagree nor agree	29	27	24	44
Agree	41	51	54	27
Strongly agree	14	10	11	15
I have plenty of time to eat my lunch.				
Strongly disagree	8	16	22	8
Disagree	15	20	27	10
Neither disagree nor agree	24	24	19	31
Agree	44	33	28	33
Strongly agree	10	7	4	17

Question HS/MS N.54, 55: How strongly do you agree or disagree with the following statements about your school?... I eat my lunch at the right time of day... I have plenty of time to eat my lunch.

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

Table N10.2
Clean and Drinkable Water (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school has clean and drinkable water.				
Strongly disagree	8	10	9	6
Disagree	12	13	14	2
Neither disagree nor agree	34	33	30	21
Agree	37	36	38	35
Strongly agree	9	8	9	35

Question HS/MS N.65: How strongly do you agree or disagree with the following statements about your school?...

This school has clean and drinkable water.

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

Z. San Luis Coastal Unified Custom Questions

1. Module Sample

Table Z1.1

Student Sample for Custom Questions

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	561	619	620	65
Final number	448	489	457	51
Response Rate	80%	79%	74%	78%

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

2. Custom Questions

Table Z2.1

Are you aware of the free resources available for students who are interested in learning how to quit vaping at LiveVapeFree.org?

	Grade				Total %
	7th %	9th %	11th %	NT %	
Yes	44	45	48	65	47
No	28	38	37	25	34
Unsure	28	16	15	10	19

Question HS/MS Z.1.

Note: Columns are not displayed if there are less than 10 respondents.

Appendix I

2021-22 CHKS Secondary Survey Response Rates

Eligible Schools	7th %	9th %	11th %	NT %
Laguna Middle	90			
Los Osos Middle	92			
Morro Bay High		74	74	
Pacific Beach High				100
PEEP - PREPARE				
San Luis Obispo High		90	86	

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

Appendix II

CHKS Content Overview, 2021-22

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

Special attention is directed toward indicators related to the requirements of California’s Local Control and Accountability Plans (LCAP).² For a summary of state-level LCAP-related baseline CHKS data, see Factsheet #15.³

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

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

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

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

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

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

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

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

⁴ See calschls.org/reports-data/#sclr

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

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

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

GRADE-LEVEL PATTERNS

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

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

DEMOGRAPHIC CHARACTERISTICS AND POPULATION GROUP DIFFERENCES (Section 3)

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

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

Racial-Ethnic Group Identification

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

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

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

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

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

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

Foster Care Youth

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

Sexual Orientation and Gender Identity

Lesbian, gay, bisexual, transgender, and questioning or queer (LGBTQ) youth are at elevated risk for bullying and violence victimization, mental health problems, drug and alcohol use, and exhibiting poor performance in school.¹³ ¹⁴ For example, analysis of the latest Biennial CHKS data indicate that LGBTQ youth¹⁵ are:

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

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

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

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

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

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

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

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

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 6)

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

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

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

Self-Reported Grades

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

Academic Motivation

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

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

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

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

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

Absenteeism

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

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

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

Developmental Supports

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

School Connectedness

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

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

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

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

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

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

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

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

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

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

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

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

Parent Involvement

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

Facilities and Physical Environment

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

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 8)

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

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

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

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

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

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

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

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

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

Perceived Safety

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

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

Harassment and Victimization

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

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

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

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

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

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

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

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

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

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

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

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

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

Vandalism and Weapons

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

SUBSTANCE USE (Sections 9 and 10)

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

Alcohol and Other Drug Use (Section 9)

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

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

Alcohol and Other Drug Use at School (Section 9)

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

Cigarette Smoking (Section 10)

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

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

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

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

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

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

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

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

MENTAL HEALTH (Section 7)

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

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

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

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

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

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

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

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

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