

CALIFORNIA HEALTHY KIDS SURVEY



San Luis Obispo County Secondary 2021-2023 Main Report

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

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

Recommended citation:
San Luis Obispo County. *California Healthy Kids Survey, 2021-2023: Main Report*. San Francisco: WestEd for the California Department of Education.

Date prepared: 3 May 2024

Contents

Page

List of Tables	III
PREFACE	IX
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	31
8. School Violence, Victimization, and Safety	36
9. Alcohol and Other Drug Use	43
10. Tobacco Use	55
11. Other Health Risks	64
12. Race/Ethnic Breakdowns	65
13. Gender Breakdowns	81
B. Alcohol and Other Drugs (AOD) Module	91
1. Module Sample	91
2. Summary of Key Indicators	92
3. ATOD Consumption Patterns	93
4. Reasons for and Consequences of AOD Consumption	97
5. Supports to Reduce AOD Use	101
6. Availability	102
7. Influences on ATOD Use	104
H. Drug-Free Communities (DFC) Module	108
1. Module Sample	108
2. Prescription Drug Use	109
3. Disapproval of Prescription Drug Use	110
4. Perceived Harm of Substance Use	111
K. Mental Health Supports Module	112

1. Module Sample	112
2. Mental Health Perceptions, Attitudes, and Supports	113
R. Social Emotional Health Module	120
1. Module Sample	120
2. Summary of Key Indicators	121
3. Belief in Self	123
4. Belief in Others	126
5. Emotional Competence	129
6. Engaged Living	132
7. Growth Mindset	135
8. Goals	136
9. Collaboration	137
10. Problem Solving	138
Z. San Luis Obispo County Custom Questions	139
1. Module Sample	139
2. Custom Questions	140
Appendix I	141
Appendix II	142

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 and Value of School	24
A6.12A	School Boredom Profile Groups - 7th Grade	25
A6.12B	School Boredom Profile Groups - 9th Grade	26
A6.12C	School Boredom Profile Groups - 11th Grade	27
A6.12D	School Boredom Profile Groups - Non-Traditional	28
A6.13	Promotion of Parental Involvement Scale Questions	29
A6.14	Checking Student Progress	30
A6.15	Quality of School Physical Environment	30
7.	Social and Emotional Health	31
A7.1	Chronic Sad or Hopeless Feelings, Past 12 Months	31
A7.2	Seriously Considered Attempting Suicide, Past 12 Months	31
A7.3	Optimism Scale Questions	32
A7.4	Life Satisfaction Scale Questions	33
A7.4	Life Satisfaction Scale Questions – Continued	34
A7.5	Social Emotional Distress Scale Questions	35
8.	School Violence, Victimization, and Safety	36
A8.1	Perceived Safety at School	36
A8.2	Reasons for Harassment on School Property, Past 12 Months	37
A8.2	Reasons for Harassment on School Property, Past 12 Months – Continued	38
A8.3	School Violence Victimization Scale Questions	39
A8.3	School Violence Victimization Scale Questions – Continued	40
A8.4	School Violence Perpetration Scale Questions	41
A8.5	Threats and Injuries with Weapons at School, Past 12 Months	42
A8.6	Weapons Possession on School Property, Past 12 Months	42
9.	Alcohol and Other Drug Use	43
A9.1	Summary Measures of Level of AOD Use and Perceptions	43
A9.2	Summary of AOD Lifetime Use	44
A9.3	Lifetime AOD Use	45
A9.3	Lifetime AOD Use – Continued	46
A9.4	Methods of Marijuana Consumption	47
A9.5	Current AOD Use, Past 30 Days	48
A9.6	Frequency of Current AOD Use, Past 30 Days	49
A9.7	Lifetime Drunk or “High”	50
A9.8	Current AOD Use on School Property, Past 30 Days	51
A9.9	Lifetime Drunk or “High” on School Property	51
A9.10	Cessation Attempts	52
A9.11	Perceived Harm of AOD Use	53
A9.12	Perceived Difficulty of Obtaining Alcohol, Marijuana, and Prescription Drugs	54
10.	Tobacco Use	55
A10.1	Summary of Key CHKS Tobacco Indicators	55
A10.2	Lifetime Tobacco Use	56
A10.3	Substances Ever Vaped	57

A10.4	Any Current Use and Daily Use	58
A10.5	Substances Vaped, Past 30 Days	59
A10.6	Current Smoking on School Property, Past 30 Days	60
A10.7	Secondhand Smoke on School Property, Past 30 Days	61
A10.8	Cigarette Smoking and Vaping Cessation Attempts	61
A10.9	Perceived Harm of Cigarette Smoking	62
A10.10	Perceived Harm of Using Vape Products	62
A10.11	Perceived Difficulty of Obtaining Cigarettes and Vape Products	63
A10.12	School Bans Tobacco Use and Vaping	63
11.	Other Health Risks	64
A11.1	Alone After School	64
A11.2	Gang Involvement	64
12.	Race/Ethnic Breakdowns	65
A12.1	School Engagement and Supports by Race/Ethnicity	65
A12.1	School Engagement and Supports by Race/Ethnicity – Continued	66
A12.1	School Engagement and Supports by Race/Ethnicity – Continued	67
A12.1	School Engagement and Supports by Race/Ethnicity – Continued	68
A12.2	School Safety by Race/Ethnicity	69
A12.2	School Safety by Race/Ethnicity – Continued	70
A12.2	School Safety by Race/Ethnicity – Continued	71
A12.3	Cyberbullying by Race/Ethnicity	71
A12.4	Substance Use by Race/Ethnicity	72
A12.4	Substance Use by Race/Ethnicity – Continued	73
A12.4	Substance Use by Race/Ethnicity – Continued	74
A12.4	Substance Use by Race/Ethnicity – Continued	75
A12.5	Routines by Race/Ethnicity	76
A12.6	Learning from Home by Race/Ethnicity	77
A12.6	Learning from Home by Race/Ethnicity – Continued	78
A12.7	Social and Emotional Health by Race/Ethnicity	79
A12.7	Social and Emotional Health by Race/Ethnicity – Continued	80
13.	Gender Breakdowns	81
A13.1	School Engagement and Supports by Gender	81
A13.1	School Engagement and Supports by Gender – Continued	82
A13.1	School Engagement and Supports by Gender – Continued	83
A13.2	School Safety by Gender	84
A13.2	School Safety by Gender – Continued	85
A13.3	Cyberbullying by Gender	85
A13.4	Substance Use by Gender	86
A13.4	Substance Use by Gender – Continued	87
A13.5	Routines by Gender	88
A13.6	Learning from Home by Gender	89
A13.7	Social and Emotional Health by Gender	90
B.	Alcohol and Other Drugs (AOD) Module	91

1. Module Sample	91
B1.1 Student Sample for AOD Module	91
2. Summary of Key Indicators	92
B2.1 Key Indicators of Alcohol and Other Drug Use	92
3. ATOD Consumption Patterns	93
B3.1 Lifetime Use of Heroin, Sedatives, Appetite Suppressants, and Prescription Stimulant	93
B3.2 Age of Onset – AOD Use	94
B3.3 Age of Onset – Tobacco Use	95
B3.4 Usual Alcohol Consumption Level	95
B3.5 Usual Drug Consumption Level	96
B3.6 Driving Under the Influence Experiences, Lifetime	96
4. Reasons for and Consequences of AOD Consumption	97
B4.1 Reasons for AOD Use, Past 12 Months	97
B4.2 Problems Caused by AOD Use	98
B4.3 Alcohol or Other Drug Use Caused Negative Experiences	99
B4.4 Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession . . .	100
5. Supports to Reduce AOD Use	101
B5.1 Needed Counseling for Use	101
B5.2 Likelihood of Finding Help at School for Quitting or Reducing Use	101
B5.3 Talked with Parent About AOD Use	101
6. Availability	102
B6.1 Sources for Obtaining Alcohol	102
B6.2 Sources for Obtaining Marijuana	103
7. Influences on ATOD Use	104
B7.1 Personal Disapproval of AOD Use	104
B7.2 Parent Disapproval of ATOD Use	105
B7.3 Peer Disapproval of ATOD Use	106
B7.4 Heard, Read, or Watched Any Anti-ATOD Messages, Past 12 Months	107
H. Drug-Free Communities (DFC) Module	108
1. Module Sample	108
H1.1 Student Sample for DFC Module	108
2. Prescription Drug Use	109
H2.1 Prescription Drug Use, Past 30 Days	109
3. Disapproval of Prescription Drug Use	110
H3.1 Parental Disapproval of Prescription Drug Use	110
H3.2 Peer Disapproval of Prescription Drug Use	110
4. Perceived Harm of Substance Use	111
H4.1 Perceived Risks Associated with Marijuana and Prescription Drug Use	111

K. Mental Health Supports Module	112
1. Module Sample	112
K1.1 Student Sample for Mental Health Supports Module	112
2. Mental Health Perceptions, Attitudes, and Supports	113
K2.1 Feeling Lonely, Past Month	113
K2.2 Availability of Mental Health Supports at School, Past Year	113
K2.3 Mental Health Help-Seeking Attitudes	114
K2.4 Mental Health Help-Seeking Attitudes Toward Peers	115
K2.5 Mental Health Awareness	116
K2.6 Mental Health Services Usage, Past Year	117
K2.7 Barriers to Seeking Help from Health Professionals	118
K2.8 School Promotion of Mental Health Awareness	119
R. Social Emotional Health Module	120
1. Module Sample	120
R1.1 Student Sample for Social Emotional Health Module	120
2. Summary of Key Indicators	121
R2.1 Key Indicators of Social Emotional Health	121
R2.2 Covitality Domains and Subdomains	122
3. Belief in Self	123
R3.1 Self-Efficacy Scale Questions	123
R3.2 Self-Awareness Scale Questions	124
R3.3 Persistence Scale Questions	125
4. Belief in Others	126
R4.1 School Supports Scale Questions	126
R4.2 Family Connectedness Scale Questions	127
R4.3 Peer Supports Scale Questions	128
5. Emotional Competence	129
R5.1 Emotional Regulation Scale Questions	129
R5.2 Empathy Scale Questions	130
R5.3 Behavioral Self-Control Scale Questions	131
6. Engaged Living	132
R6.1 Optimism Scale Questions	132
R6.2 Gratitude Scale Questions	133
R6.3 Zest Scale Questions	134
7. Growth Mindset	135
R7.1 Growth Mindset Scale Questions	135
8. Goals	136
R8.1 Goals Scale Questions	136

9. Collaboration	137
R9.1 Collaboration Scale Questions	137
10. Problem Solving	138
R10.1 Problem Solving Scale Questions	138
Z. San Luis Obispo County Custom Questions	139
1. Module Sample	139
Z1.1 Student Sample for Custom Questions	139
2. Custom Questions	140
Appendix I	141
Appendix II	142

PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results for each question from the 2021-22 and 2022-23 *California Healthy Kids Survey* (CHKS) for schools within this county. The CHKS, along with its two companion surveys—the *California School Staff Survey* (CSSS) and the *California School Parent Survey* (CSPS)—form the California Department of Education’s *California School Climate, Health, and Learning Survey* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive state effort in the nation to regularly assess students, staff, and parents to provide key data on school climate and safety, learning supports and barriers, stakeholder engagement, and youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major domains and constructs assessed by CalSCHLS. The appendix lists the districts that administered the survey in the county and their response rates, and provides more information about CHKS questions.

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

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

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

THE SURVEY

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

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

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

Core Module

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

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

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

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

Trauma Module (Supplementary)

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

School Climate Module (Supplementary)

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

Social Emotional Health Module (Supplementary)

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

SURVEY ADMINISTRATION AND SAMPLE

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

- Table A1.1 reports numbers of districts, schools, and total responses for students who completed the survey.
- All the districts serving secondary grades in the county that were eligible to participate in the survey and the percentage of their enrolled students that completed the survey are displayed in the appendix.

THE REPORT

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

Racial/Ethnic and Gender Results

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

PUBLIC ONLINE DATA DASHBOARD

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

UNDERSTANDING THE DATA

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

Representativeness

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

Changes Between Survey Administrations

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

RESOURCES

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

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets).
- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).
- The **California Center for School Climate** (ca-safe-supportive-schools.wested.org/california-center-for-school-climate/) provides free support and trainings on school climate and data use to LEAs in California. The website provides archived virtual events and other school climate improvement resources.
- The *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/resources.
- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.
- The **CalSCHLS Item Crosswalk** (calschls.org/resources/#resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

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

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

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

As part of this process, WestEd staff can facilitate a *Data Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center (562.799.5460) or email calschls@wested.org.

Compare Results with Other Data

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

- **Staff and Parent Surveys.** If school districts in your county have administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Survey Item Crosswalk (calschls.org/resources/#resources_and_tools) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your districts did not administer these companion surveys, urge them to do so next time.
- **Elementary CHKS Results.** Examine how the results from 7th, 9th, and 11th graders compare with those from 5th graders if your districts also administered the CHKS at this school level. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle school levels might help mitigate problems that are evident among older students.
- **Other Data.** Examine how the results compare with other youth data collected within the county that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.
- **Similar County and Statewide Results.** The results from the biennial state administration of the CHKS, which provide representative state norms, can be downloaded from the CalSCHLS website (data.calschls.org/resources/Biennial_State_1921.pdf) or examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard). If there is a county that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports). How you compare to state and county results can provide some context for your results, but the most important consideration is what your own results say about the students in your county/community.

Data Workshop

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

Request Additional Reports and Data

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

Disaggregated Reports

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

Additional Analysis of Data

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

For more information about survey planning or technical assistance in understanding survey results and developing effective action plans to address identified needs, call the CalSCHLS helpline (562.799.5460) or email calschls@wested.org.

Exhibit 1

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

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

ACKNOWLEDGMENTS

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

Thomas Hanson, Ph.D.
CalSCHLS Director, WestEd

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

Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Alcohol and Other Drugs (AOD) Module	X
C. Behavioral Health Module	
D. Closing the Achievement Gap (CTAG) Module	
E. Community Health Module	
F. Community Schools Module	
G. District Afterschool Module (DASM)	
H. Drug-Free Communities (DFC) Module	X
I. Gang Risk Awareness Module (GRAM)	
J. Gender Identity & Sexual Orientation-Based Harassment Module	
K. Mental Health Supports Module	X
L. Military-Connected School Module	
M. Physical Health & Nutrition Module	
N. Resilience & Youth Development Module	
O. Safety & Violence Module	
P. School Climate Module	
Q. Sexual Behavior Module	
R. Social Emotional Health Module (SEHM)	X
S. Tobacco Module	
T. 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
Number of districts	9	7	7	7
Number of schools	17	13	13	9
Number of students	2,093	2,313	1,686	332

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	2,063	2,237	1,600	310
Remote learning only	30	76	86	16

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>)	60	52	53	70	A6.4
School connectedness ^{†ψ} (<i>Remote Only</i>)	43	44	46	77	A6.4
Academic motivation [†]	64	60	56	56	A6.4
School is really boring [±]	33	46	48	34	A6.11
School is worthless and a waste of time [±]	9	14	15	12	A6.11
Monthly Absences (3 or more)	19	22	22	37	A6.2
Maintaining focus on schoolwork ^{†Γ}	36	29	27	28	A6.10
Caring adult relationships [‡]	60	54	64	72	A6.4
High expectations-adults in school [‡]	76	66	72	79	A6.4
Meaningful participation [‡]	26	22	23	25	A6.4
Facilities upkeep ^{†Φ}	36	31	40	80	A6.15
Promotion of parental involvement in school [†]	51	38	38	53	A6.4
School Safety and Cyberbullying					
School perceived as very safe or safe ^Φ	57	52	59	72	A8.1
Experienced any harassment or bullying [§]	39	32	27	13	A8.2
Had mean rumors or lies spread about you [§]	36	31	27	23	A8.3
Been afraid of being beaten up ^{§Φ}	24	18	9	5	A8.3
Been in a physical fight ^{§Φ}	11	7	4	6	A8.4
Seen a weapon on campus ^{§Φ}	12	13	10	6	A8.6
Cyberbullying [§]	32	25	22	20	A8.3

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

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

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

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

[±]Rating of 7 or higher.

^ΓSurvey question was reverse-coded.

^ΦIn-School only.

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Substance Use					
Current alcohol or drug use [¶]	5	11	24	38	A9.5
Current marijuana use [¶]	1	6	13	29	A9.5
Current binge drinking [¶]	1	4	9	23	A9.5
Very drunk or “high” 7 or more times, ever	1	5	13	33	A9.7
Been drunk or “high” on drugs at school, ever	1	5	9	21	A9.9
Current cigarette smoking [¶]	1	1	2	7	A10.4
Current vaping [¶]	2	6	12	27	A10.4
Current tobacco vaping [¶]	1	5	10	24	A10.5
Current marijuana vaping [¶]	0	4	8	20	A10.5
Routines					
Eating of breakfast [‡]	62	56	57	39	A4.1
Bedtime (at 12 am or later)	13	22	25	33	A4.2
Learning from Home					
Average days worked on schoolwork (≥ 5) ^{¶δ}	26	50	24	10	A5.1
Synchronous instruction (4 days or more) ^{¶δ}	10	25	12	8	A5.1
Interest in schoolwork done from home ^{†δ}	25	42	27	61	A5.3
Meaningful opportunities ^{‡δ}	64	34	40	67	A5.2
Social and Emotional Health					
Social emotional distress [‡]	29	32	39	29	A7.5
Experienced chronic sadness/hopelessness [§]	35	37	42	46	A7.1
Considered suicide [§]	16	18	18	20	A7.2
Optimism [‡]	51	45	41	35	A7.3
Life satisfaction [¶]	66	61	59	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 “Agree” or “Strongly agree.”

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

[§]Past 12 months.

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

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
In-School Model	99	99	98	97
Remote Learning Model	1	1	2	3

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

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

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

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

Table A3.2

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	48	48	45	47
Female	47	48	52	51
Nonbinary	2	2	2	1
Something else	2	2	1	2

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Straight (not gay)	72	76	79	82
Lesbian or Gay	2	3	2	1
Bisexual	10	9	10	10
Something else	5	4	4	1
Not sure	6	5	3	1
Decline to respond	5	3	2	5

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I am not transgender	90	91	94	95
Yes, I am transgender	3	2	2	1
I am not sure if I am transgender	3	3	2	2
Decline to respond	4	3	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?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native, non-Hispanic	0	0	0	0
Asian or Asian American, non-Hispanic	2	2	2	0
Black or African American, non-Hispanic	0	1	0	0
Hispanic or Latinx	44	42	40	58
Native Hawaiian or Pacific Islander, non-Hispanic	0	0	0	0
White, non-Hispanic	47	50	52	39
Multiracial, non-Hispanic	4	4	4	1
Something else, non-Hispanic	2	1	1	2

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	91	94	96	91
Other relative's home	1	1	1	2
A home with more than one family	3	2	1	3
Friend's home	0	0	0	1
Foster home, group care, or waiting placement	0	0	0	1
Hotel or motel	0	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0	0	0
Other living arrangement	4	1	1	2

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	7	11	13	22
Graduated from high school	12	15	13	32
Attended college but did not complete four-year degree	10	12	15	11
Graduated from college	47	46	49	11
Don't know	25	16	10	24

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	74	76	78	71
Spanish	24	22	19	28
Mandarin	0	0	0	0
Cantonese	0	0	0	0
Taiwanese	0	0	0	0
Tagalog	0	0	0	0
Vietnamese	0	0	0	0
Korean	0	0	0	0
Arabic	0	0	0	0
Other	1	1	1	1

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>How well do you...</i>				
understand English?				
Very well	73	76	79	85
Well	25	19	17	15
Not well	2	3	1	0
Not at all	0	2	3	0
speak English?				
Very well	61	62	73	79
Well	35	33	23	17
Not well	3	5	2	4
Not at all	0	1	1	0
read English?				
Very well	58	60	66	81
Well	37	34	29	14
Not well	5	5	3	5
Not at all	1	2	2	0
write English?				
Very well	53	54	59	67
Well	38	39	35	27
Not well	9	5	5	6
Not at all	0	2	2	0
<i>English Language Proficiency Status</i>				
Proficient	55	57	63	81
Not proficient	45	43	37	19

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I do not attend my school's afterschool program	78	80	85	63
1 day	5	2	2	14
2 days	4	1	2	6
3 days	3	2	2	7
4 days	4	2	2	5
5 days	6	13	8	5

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	95	95	97	97
Yes	2	3	2	1
Don't know	3	2	1	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	38	44	43	61
Yes	62	56	57	39

Question HS/MS A.14: Did you eat breakfast today?

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

Table A4.2

Bedtime

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Before 7:00 pm	0	0	1	1
7:00-7:59 pm	1	1	1	2
8:00-8:59 pm	10	5	2	2
9:00-9:59 pm	29	18	10	9
10:00-10:59 pm	29	32	30	28
11:00-11:59 pm	17	22	32	25
12:00-12:59 am	7	12	13	17
After 1:00 am	7	10	11	16
<i>Bedtime at 12 am or later</i>	13	22	25	33

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

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

5. Learning from Home

Table A5.1

Remote Learning Schedule and Instructional Time (Remote Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Time spent on learning and completing schoolwork from home on the average weekday				
Less than 1 hour	47	35	27	26
Between 1 and 2 hours	8	27	17	33
Between 2 and 3 hours	17	12	10	19
Between 3 and 4 hours	2	10	25	0
Between 4 and 5 hours	9	3	11	8
More than 5 hours	17	13	9	13
Number of days in the past week participating in an online class from home where your teacher talked to students				
0 days	75	68	69	58
1 day	8	2	14	11
2 days	7	0	4	15
3 days	1	5	0	8
4 days	1	0	0	8
5 days	9	25	12	0
Number of weekdays participating in school from home for the entire school day				
0 days	30	25	40	7
1 day	1	4	5	4
2 days	20	0	10	15
3 days	15	14	9	56
4 days	8	8	13	8
5 days	26	50	24	10

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Not at all true	18	33	39	5
A little true	18	33	21	27
Pretty much true	39	28	29	31
Very much true	25	6	11	36

Question HS/MS A.46: There is a teacher or some other adult from my school... who provides me with interesting activities to do while I am participating in school from home.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Strongly disagree	2	15	18	4
Disagree	17	21	8	5
Neither disagree nor agree	55	21	48	30
Agree	23	19	17	0
Strongly agree	2	24	10	61

Question HS/MS A.37: How strongly do you agree or disagree with the following statements?... I am interested in the schoolwork I do when participating in school from home.

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

6. School Performance, Engagement, and Supports

Table A6.1
Grades, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	30	30	29	9
A's and B's	34	31	32	24
Mostly B's	7	7	7	8
B's and C's	16	16	17	18
Mostly C's	3	4	4	5
C's and D's	7	8	7	19
Mostly D's	1	1	2	7
Mostly F's	2	3	3	10

Question HS/MS A.21: During the past 12 months, how would you describe the grades you mostly received in school?

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

Table A6.2
Absences, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I did not miss any days of school in the past 30 days	52	44	40	26
1 day	18	20	22	21
2 days	11	14	16	17
3 or more days	19	22	22	37

Question HS/MS A.15, 20: In the past 30 days, how often did you miss an entire day of school for any reason? [In-School only]. In the past 30 days, how often did you miss an entire day of remote learning classes for any reason? [Remote only]

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I didn't miss any school	50	41	37	25
Illness (feeling physically sick), including problems with breathing or your teeth	31	39	38	41
Were being bullied or mistreated at school (<i>In-School Only</i>)	2	2	1	1
Felt very sad, hopeless, anxious, stressed, or angry	8	12	19	22
Didn't get enough sleep	6	10	17	30
Didn't feel safe at school or going to and from school (<i>In-School Only</i>)	2	2	2	0
Had to take care of or help a family member or friend	3	4	4	11
Wanted to spend time with friends	1	2	4	6
Used alcohol or drugs	0	1	1	2
Were behind in schoolwork or weren't prepared for a test or class assignment	2	5	11	4
Were bored or uninterested in school	3	6	11	11
Had no transportation to school (<i>In-School Only</i>)	2	3	3	18
Other reason	20	20	20	20

Question HS/MS A.22, 23: In the past 30 days, did you miss a day of school for any of the following reasons? (Mark All That Apply.) [In-School only]... In the past 30 days, did you miss a day of school from home for any of the following reasons? (Mark All That Apply.) [Remote only]

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Total school supports	54	47	53	59	
Caring adults in school [‡]	60	54	64	72	A6.5
High expectations-adults in school [‡]	76	66	72	79	A6.6
Meaningful participation at school [‡]	26	22	23	25	A6.7
School connectedness ^{†#} <i>(In-School Only)</i>	60	52	53	70	A6.8
School connectedness ^{†ψ} <i>(Remote Only)</i>	43	44	46	77	A6.8
Academic motivation [†]	64	60	56	56	A6.9
Promotion of parental involvement in school [†]	51	38	38	53	A6.13

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

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

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

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	60	54	64	72
<i>There is a teacher or some other adult from my school... who really cares about me.</i>				
Not at all true	10	12	9	9
A little true	31	35	27	22
Pretty much true	37	35	36	37
Very much true	21	18	27	32
<i>who notices when I’m not there.</i>				
Not at all true	12	16	14	9
A little true	31	33	26	20
Pretty much true	32	33	33	31
Very much true	25	18	26	41
<i>who listens to me when I have something to say.</i>				
Not at all true	11	13	9	5
A little true	25	30	23	18
Pretty much true	37	38	40	40
Very much true	27	19	28	37

Question HS/MS A.44, 47, 50: There is a teacher or some other adult from my school... who really cares about me... who notices when I’m not there... who listens to me when I have something to say.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	76	66	72	79
<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	7	11	7	6
A little true	21	27	25	15
Pretty much true	40	40	38	48
Very much true	32	22	30	31
<i>who always wants me to do my best.</i>				
Not at all true	4	6	4	3
A little true	13	20	17	13
Pretty much true	34	40	38	36
Very much true	49	33	41	48
<i>who believes that I will be a success.</i>				
Not at all true	8	10	8	6
A little true	20	27	21	19
Pretty much true	34	36	39	35
Very much true	38	27	32	40

Question HS/MS A.45, 48, 51: There is a teacher or some other adult from my school... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.

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

Table A6.7

Meaningful Participation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation at school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	26	22	23	25
<i>At school/When I participate in school,...</i>				
I do interesting activities.				
Not at all true	12	19	20	17
A little true	34	36	35	40
Pretty much true	35	29	29	29
Very much true	18	16	15	14
I help decide things like class activities or rules.				
Not at all true	49	52	54	46
A little true	33	32	28	31
Pretty much true	14	13	13	14
Very much true	5	4	5	9
I do things that make a difference.				
Not at all true	30	38	40	35
A little true	42	40	36	42
Pretty much true	21	17	17	15
Very much true	8	5	7	8
I have a say in how things work.				
Not at all true	46	51	52	42
A little true	36	31	31	36
Pretty much true	14	13	13	16
Very much true	5	4	4	6
I help decide school activities or rules.				
Not at all true	69	69	71	61
A little true	21	22	18	25
Pretty much true	6	6	8	9
Very much true	3	3	3	6

Question HS/MS A.52-61: At school [In-School only],... When I participate in school [Remote only],... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference... I have a say in how things work... I help decide school activities or rules.

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

Table A6.8
School Connectedness Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School connectedness[#] (In-School Only)				
Average reporting “Agree” or “Strongly agree”	60	52	53	70
School connectedness^ψ (Remote Only)				
Average reporting “Agree” or “Strongly agree”	43	44	46	77
I feel close to people at/from this school.				
Strongly disagree	3	5	5	4
Disagree	5	7	12	12
Neither disagree nor agree	22	23	24	33
Agree	46	45	43	44
Strongly agree	23	19	16	7
I am happy with/to be at this school.				
Strongly disagree	5	8	8	2
Disagree	9	11	14	4
Neither disagree nor agree	28	33	33	21
Agree	39	37	37	48
Strongly agree	18	11	8	25
I feel like I am part of this school.				
Strongly disagree	5	7	7	2
Disagree	10	13	16	5
Neither disagree nor agree	30	35	34	26
Agree	40	36	36	49
Strongly agree	14	9	6	18

Question HS/MS A.24-31: How strongly do you agree or disagree with the following statements?... I feel close to people at this school. [In-School only]... I feel close to people from this school. [Remote only]... I am happy to be at this school. [In-School only]... I am happy with this school. [Remote only]... I feel like I am part of this school.... The teachers at this school treat students fairly. [In-School only]... The teachers treat students fairly. [Remote only]... I feel safe in my school. [In-School only]

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
The teachers at this school treat students fairly/The teachers treat students fairly.				
Strongly disagree	4	7	4	1
Disagree	8	10	10	0
Neither disagree nor agree	28	32	25	17
Agree	40	41	49	53
Strongly agree	20	10	13	30
I feel safe in my school. <i>(In-School Only)</i>				
Strongly disagree	4	6	4	2
Disagree	7	10	8	1
Neither disagree nor agree	30	33	30	21
Agree	43	40	45	54
Strongly agree	16	11	12	22

Question HS/MS A.29-31 How strongly do you agree or disagree with the following statements?... The teachers at this school treat students fairly. [In-School only]... The teachers treat students fairly. [Remote only]...I feel safe in my school. [In-School only]

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Academic motivation				
<i>Average reporting “Agree” or “Strongly agree”</i>	64	60	56	56
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	1	2	2	2
Disagree	3	4	6	6
Neither disagree nor agree	14	17	19	25
Agree	46	47	46	54
Strongly agree	36	29	27	14
I try hard on my schoolwork because I am interested in it.				
Strongly disagree	8	10	9	7
Disagree	20	20	26	16
Neither disagree nor agree	37	37	34	44
Agree	26	24	23	26
Strongly agree	10	9	8	7
I work hard to try to understand new things when doing my schoolwork.				
Strongly disagree	3	4	4	2
Disagree	8	8	11	5
Neither disagree nor agree	27	30	29	31
Agree	44	43	42	49
Strongly agree	18	15	14	13
I am always trying to do better in my schoolwork.				
Strongly disagree	2	3	3	2
Disagree	3	4	6	4
Neither disagree nor agree	18	22	25	32
Agree	43	46	43	44
Strongly agree	34	25	23	18

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
It is hard for me to stay focused when doing my schoolwork.				
Strongly disagree	10	7	5	6
Disagree	26	22	22	22
Neither disagree nor agree	26	26	25	33
Agree	25	28	29	26
Strongly agree	14	17	20	13

Question HS/MS A.36: How strongly do you agree or disagree with the following statements?... It is hard for me to stay focused when doing my schoolwork.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School boredom				
Low (0-3)	27	15	15	24
Medium (4-6)	40	39	37	42
High (7-10)	33	46	48	34
Value of school				
High (0-3)	71	58	56	64
Medium (4-6)	20	27	29	25
Low (7-10)	9	14	15	12

Question HS/MS A.42, 43: How strongly do you agree or disagree with the following statements?... School is really boring... School is worthless and a waste of time.

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

Table A6.12A

School Boredom Profile Groups - 7th Grade

		School is really boring (Grade 7)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value			Mid Boredom & High Value			High Boredom & High Value				
	1	26%			30%			15%				
	2											
	3											
	4	Low Boredom & Mid Value [̄]			Mid Boredom & Mid Value			High Boredom & Mid Value				
	5				9%			11%				
	6											
	7											
	8	Low Boredom & Low Value [̄]			Mid Boredom & Low Value [̄]			High Boredom & Low Value				
	9							7%				
	10 Strongly Agree											

Question HS/MS A.42, 43: How strongly do you agree or disagree with the following statements?... School is really boring... School is worthless and a waste of time.

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

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

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

Table A6.12B

School Boredom Profile Groups - 9th Grade

		School is really boring (Grade 9)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value			Mid Boredom & High Value			High Boredom & High Value				
	1	14%			26%			18%				
	2											
	3											
	4	Low Boredom & Mid Value [̄]			Mid Boredom & Mid Value			High Boredom & Mid Value				
	5				11%			16%				
	6											
	7											
	8	Low Boredom & Low Value [̄]			Mid Boredom & Low Value [̄]			High Boredom & Low Value				
	9							12%				
	10 Strongly Agree											

Question HS/MS A.42, 43: How strongly do you agree or disagree with the following statements?... School is really boring... School is worthless and a waste of time.

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

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

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

Table A6.12C

School Boredom Profile Groups - 11th Grade

		School is really boring (Grade 11)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value			Mid Boredom & High Value			High Boredom & High Value				
	1	14%			26%			16%				
	2											
	3											
	4	Low Boredom & Mid Value [̄]			Mid Boredom & Mid Value			High Boredom & Mid Value				
	5				10%			18%				
	6											
	7											
	8	Low Boredom & Low Value [̄]			Mid Boredom & Low Value [̄]			High Boredom & Low Value				
	9							14%				
10 Strongly Agree												

Question HS/MS A.42, 43: How strongly do you agree or disagree with the following statements?... School is really boring... School is worthless and a waste of time.

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

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

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

Table A6.12D

School Boredom Profile Groups - Non-Traditional

		School is really boring (NT)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value			Mid Boredom & High Value			High Boredom & High Value				
	1	23%			27%			14%				
	2											
	3											
	4	Low Boredom & Mid Value [̄]			Mid Boredom & Mid Value			High Boredom & Mid Value				
	5				11%			13%				
	6											
	7											
	8	Low Boredom & Low Value [̄]			Mid Boredom & Low Value [̄]			High Boredom & Low Value				
	9							6%				
	10 Strongly Agree											

Question HS/MS A.42, 43: How strongly do you agree or disagree with the following statements?... School is really boring... School is worthless and a waste of time.

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Promotion of parental involvement in school				
<i>Average reporting “Agree” or “Strongly agree”</i>	51	38	38	53
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	3	6	6	1
Disagree	9	14	17	8
Neither disagree nor agree	31	37	38	38
Agree	43	36	34	38
Strongly agree	14	7	5	15
Parents feel welcome to participate at this school.				
Strongly disagree	2	5	4	1
Disagree	7	9	11	3
Neither disagree nor agree	45	51	50	54
Agree	35	29	29	31
Strongly agree	10	6	5	10
School staff take parent concerns seriously.				
Strongly disagree	4	7	7	1
Disagree	9	14	15	2
Neither disagree nor agree	37	41	38	31
Agree	35	30	33	47
Strongly agree	14	8	7	18

Question HS/MS A.33-35: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff take parent concerns seriously.

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

Table A6.14**Checking Student Progress**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A teacher or some other adult from my school checks on how I am feeling.				
Not at all true	23	30	23	9
A little true	33	33	33	25
Pretty much true	26	24	25	35
Very much true	18	13	18	30

*Question HS/MS A.49: There is a teacher or some other adult from my school... who checks on how I am feeling.
Note: Cells are empty if there are less than 10 respondents.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	6	11	7	0
Disagree	18	22	18	1
Neither disagree nor agree	40	36	34	19
Agree	32	28	36	59
Strongly agree	5	3	4	21

*Question HS/MS A.32: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.
Note: Cells are empty if there are less than 10 respondents.*

7. Social and Emotional Health

Table A7.1

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	65	63	58	54
Yes	35	37	42	46

Question HS A.150/MS A.143: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

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

Table A7.2

Seriously Considered Attempting Suicide, Past 12 Months

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

Question HS A.151/MS A.144: During the past 12 months, did you ever seriously consider attempting suicide?

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

Table A7.3**Optimism Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Optimism				
<i>Average reporting “Pretty much true” or “Very much true”</i>	51	45	41	35
Each day I look forward to having a lot of fun.				
Not at all true	15	20	24	24
A little true	35	38	40	42
Pretty much true	33	29	26	26
Very much true	18	13	10	8
I usually expect to have a good day.				
Not at all true	18	20	23	24
A little true	32	34	36	42
Pretty much true	34	33	30	24
Very much true	16	13	11	10
Overall, I expect more good things to happen to me than bad things.				
Not at all true	20	22	24	27
A little true	27	31	30	36
Pretty much true	31	30	29	25
Very much true	22	17	17	12

Question HS A.157-159/MS A.150-152: Please tell us how true each statement is of you... Each day I look forward to having a lot of fun... I usually expect to have a good day... Overall, I expect more good things to happen to me than bad things.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Life satisfaction				
<i>Average reporting “Satisfied” or “Very satisfied”</i>	66	61	59	51
<i>I would describe my satisfaction with...</i>				
my family life as...				
Very dissatisfied	3	4	4	13
Dissatisfied	4	5	6	8
A little dissatisfied	6	8	9	16
A little satisfied	11	13	13	17
Satisfied	35	38	36	26
Very satisfied	42	33	32	21
my friendships as...				
Very dissatisfied	2	3	3	9
Dissatisfied	2	3	5	4
A little dissatisfied	6	6	6	9
A little satisfied	14	16	17	19
Satisfied	37	42	39	37
Very satisfied	39	30	30	21
my school experience as...				
Very dissatisfied	6	8	7	8
Dissatisfied	6	8	11	4
A little dissatisfied	15	18	19	16
A little satisfied	30	30	27	28
Satisfied	31	28	29	30
Very satisfied	13	8	7	13

Question HS A.160-162/MS A.153-155: Please describe your level of satisfaction below. I would describe my satisfaction with... my family life as... my friendships as... my school experience as...

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>I would describe my satisfaction with...</i>				
myself as...				
Very dissatisfied	9	11	8	16
Dissatisfied	9	10	12	10
A little dissatisfied	12	13	13	16
A little satisfied	17	18	19	17
Satisfied	27	31	31	30
Very satisfied	26	18	17	11
where I live as...				
Very dissatisfied	2	3	3	9
Dissatisfied	2	3	4	7
A little dissatisfied	5	6	7	8
A little satisfied	9	12	11	13
Satisfied	36	38	36	38
Very satisfied	46	39	40	26

Question HS A.163, 164/MS A.156, 157: Please describe your level of satisfaction below. I would describe my satisfaction with... myself as... where I live as...

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress				
<i>Average reporting “Pretty much true” or “Very much true”</i>	29	32	39	29
I had a hard time relaxing.				
Not at all true	31	32	26	38
A little true	39	34	32	36
Pretty much true	17	20	23	19
Very much true	13	13	19	7
I felt sad and down.				
Not at all true	36	35	30	38
A little true	31	30	28	31
Pretty much true	16	17	21	18
Very much true	17	17	21	14
I was easily irritated.				
Not at all true	31	31	24	30
A little true	29	27	26	29
Pretty much true	19	21	23	22
Very much true	21	21	26	20
It was hard for me to cope and I thought I would panic.				
Not at all true	57	54	47	54
A little true	19	20	23	21
Pretty much true	13	13	14	15
Very much true	11	13	16	10
It was hard for me to get excited about anything.				
Not at all true	55	52	47	52
A little true	25	25	24	27
Pretty much true	12	13	16	13
Very much true	8	11	13	8

Question HS A.152-156/MS A.145-149: Over the past 30 days, how true do you feel these statements are about you?... I had a hard time relaxing... I felt sad and down... I was easily irritated... It was hard for me to cope and I thought I would panic... It was hard for me to get excited about anything.

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

8. School Violence, Victimization, and Safety

Table A8.1

Perceived Safety at School (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	13	11	16	27
Safe	43	42	43	45
Neither safe nor unsafe	37	38	33	26
Unsafe	5	7	6	2
Very unsafe	2	3	2	0

Question HS A.114/MS A.107: How safe do you feel when you are at school?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	86	87	90	95
1 time	7	5	5	3
2 or more times	7	8	5	2
Religion				
0 times	94	94	94	98
1 time	3	3	3	1
2 or more times	3	3	3	1
Gender				
0 times	88	90	91	98
1 time	5	4	3	1
2 or more times	7	7	6	2
Because you are gay, lesbian, or bisexual or someone thought you were				
0 times	84	89	91	97
1 time	6	3	3	2
2 or more times	10	8	6	2
A physical or mental disability				
0 times	94	94	95	97
1 time	3	3	2	1
2 or more times	3	4	3	2
Any of the above five reasons	30	26	22	8

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
You are an immigrant or someone thought you were				
0 times	96	96	97	97
1 time	2	1	2	2
2 or more times	2	3	1	1
Any other reason				
0 times	78	83	88	91
1 time	8	5	4	6
2 or more times	14	12	8	4
Any harassment	39	32	27	13

Question HS A.134-147/MS A.127-140: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin [In-school only]... Your religion [In-school only]... Your gender [In-school only]... Because you are gay, lesbian, or bisexual or someone thought you were [In-school only]... A physical or mental disability [In-school only]... You are an immigrant or someone thought you were [In-school only]... Any other reason [In-school only]... During the past 12 months, how many times did students from your school harass you or bully you for any of the following reasons?... Your race, ethnicity, or national origin [Remote only]... Your religion [Remote only]... Your gender [Remote only]... Because you are gay, lesbian, or bisexual or someone thought you were [Remote only]... A physical or mental disability [Remote only]... You are an immigrant or someone thought you were [Remote only]... Any other reason. [Remote only]

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

Table A8.3

School Violence Victimization Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School violence victimization (<i>In-School Only</i>)				
Average reporting “1 or more times”	33	26	21	13
<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	79	88	92
1 time	16	10	6	4
2 to 3 times	10	5	3	3
4 or more times	7	5	3	1
been afraid of being beaten up? (<i>In-School Only</i>)				
0 times	76	82	91	95
1 time	14	9	4	3
2 to 3 times	5	4	2	2
4 or more times	4	4	3	0
<i>During the past 12 months, how many times have you...</i>				
had mean rumors or lies spread about you?				
0 times	64	69	73	77
1 time	18	12	12	8
2 to 3 times	11	9	8	6
4 or more times	8	9	7	10
had sexual jokes, comments, or gestures made to you?				
0 times	66	67	70	87
1 time	12	10	9	4
2 to 3 times	8	9	8	6
4 or more times	15	13	13	3

Question HS A.115, 116, 118, 119, 130, 131/MS A.108, 109, 111, 112, 123, 124: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around? [In-school only]... been afraid of being beaten up? [In-school only]... had mean rumors or lies spread about you? [In-school only]... had sexual jokes, comments, or gestures made to you? [In-School only]... During the past 12 months, how many times did students from your school... spread mean rumors or lies spread about you? [Remote only]... make sexual jokes, comments, or gestures toward you? [Remote only]

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

Table A8.3

School Violence Victimization Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you/did students from your school... had your property stolen or deliberately damaged? (In-School Only)</i>				
0 times	82	85	89	95
1 time	10	9	7	3
2 to 3 times	4	4	3	2
4 or more times	3	2	1	1
<i>been made fun of because of your looks or the way you talk?</i>				
0 times	59	67	72	85
1 time	15	12	10	8
2 to 3 times	12	8	9	2
4 or more times	14	13	10	5
<i>been made fun of, insulted, or called names?</i>				
0 times	58	68	75	85
1 time	15	11	8	6
2 to 3 times	10	8	6	5
4 or more times	16	13	11	4
<i>During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?</i>				
0 times (never)	68	75	78	80
1 time	16	12	9	5
2 to 3 times	10	7	7	6
4 or more times	6	6	6	9

Question HS A.120, 121, 129, 132, 133, 148/MS A.113, 114, 122, 125, 126, 141: During the past 12 months, how many times on school property have you... been made fun of because of your looks or the way you talk? [In-school only]... had your property stolen or deliberately damaged, such as your car, clothing, or books? [In-school only]... been made fun of, insulted, or called names? [In-school only]... During the past 12 months, how many times did students from your school... make fun of you because of your looks or the way you talk? [Remote only]...make fun of you, insult you, or call you names? [Remote only]... During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?

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

Table A8.4

School Violence Perpetration Scale Questions (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School violence perpetration				
<i>Average reporting “1 or more times”</i>	6	7	6	6
<i>During the past 12 months, how many times on school property have you...</i>				
been in a physical fight?				
0 times	89	93	96	94
1 time	7	4	3	2
2 to 3 times	2	2	0	2
4 or more times	1	2	1	2
been offered, sold, or given an illegal drug?				
0 times	92	81	83	87
1 time	6	9	8	7
2 to 3 times	1	5	4	2
4 or more times	1	5	4	3
damaged school property on purpose?				
0 times	95	95	96	97
1 time	3	2	2	1
2 to 3 times	1	1	1	1
4 or more times	1	1	1	1
carried a gun?				
0 times	99	99	99	99
1 time	0	0	0	1
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	96	95	95	94
1 time	2	2	2	3
2 to 3 times	1	1	1	2
4 or more times	1	1	2	2

Question HS A.117, 122-125/MS A.110, 115-118: During the past 12 months, how many times on school property have you... been in a physical fight?... been offered, sold, or given an illegal drug?... damaged school property on purpose?... carried a gun?... carried any other weapon (such as a knife or club)?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
been threatened with harm or injury?				
0 times	86	92	94	96
1 time	8	4	3	2
2 to 3 times	4	2	2	1
4 or more times	2	2	2	1
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	95	96	97	98
1 time	3	2	2	2
2 to 3 times	1	1	1	0
4 or more times	0	1	0	0

Question HS A.126, 128/MS A.119, 121: During the past 12 months, how many times on school property have you... been threatened or injured with a weapon (gun, knife, club, etc.)?... been threatened with harm or injury?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
seen someone carrying a gun, knife, or other weapon?				
0 times	88	87	90	94
1 time	8	7	4	1
2 to 3 times	3	4	2	2
4 or more times	1	3	4	3

Question HS A.127/MS A.120: During the past 12 months, how many times on school property have you... seen someone carrying a gun, knife, or other weapon?

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

9. Alcohol and Other Drug Use

Table A9.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime illicit AOD use to get “high” [^]	12	26	43	60	A9.2
Lifetime alcohol or drug use	12	27	44	61	A9.2
Lifetime marijuana use	3	11	27	49	A9.2
Lifetime very drunk or high (7 or more times)	1	5	13	33	A9.7
Current alcohol or drug use [¶]	5	11	24	38	A9.5
Current marijuana use [¶]	1	6	13	29	A9.5
Current heavy drug use [¶]	1	4	9	24	A9.5
Current heavy alcohol use (binge drinking) [¶]	1	4	9	23	A9.5
Current alcohol or drug use on school property ^{¶Φ}	2	5	6	15	A9.8
Harmfulness of occasional marijuana use ^B	36	31	21	25	A9.11
Difficulty of obtaining marijuana ^C	16	7	5	7	A9.12

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

[^]Excludes prescription pain medication.

[¶]Past 30 days.

^ΦIn-School only.

^BGreat harm.

^CVery difficult.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	8	19	38	54
Marijuana	3	11	27	49
Inhalants	3	3	4	10
Cocaine, methamphetamine, or any amphetamines	na	1	2	11
Ecstasy, LSD, or other psychedelics	na	2	5	20
Prescription pain medication (opioids)	na	6	6	16
Cold/cough medicines or other over-the-counter medicines to get “high”	na	6	6	13
Any other drug, pill, or medicine to get “high”	2	4	4	12
Any of the above AOD use	12	27	44	61
Any illicit AOD use to get “high”[^]	12	26	43	60

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	92	81	62	46
1 time	4	7	6	8
2 to 3 times	3	6	7	7
4 or more times	1	7	25	38
Marijuana (smoke, vape, eat, or drink)				
0 times	97	89	73	51
1 time	1	3	4	7
2 to 3 times	1	2	5	3
4 or more times	1	6	17	39
Inhalants				
0 times	97	97	96	90
1 time	2	1	1	4
2 to 3 times	1	1	1	2
4 or more times	1	1	2	4
Cocaine, methamphetamine, or any amphetamines				
0 times	na	99	98	89
1 time	na	0	1	2
2 to 3 times	na	0	1	2
4 or more times	na	1	1	6
Ecstasy, LSD, or other psychedelics				
0 times	na	98	95	80
1 time	na	1	1	6
2 to 3 times	na	1	2	4
4 or more times	na	1	2	10
Prescription pain medication				
0 times	na	94	94	84
1 time	na	1	1	6
2 to 3 times	na	2	2	3
4 or more times	na	3	2	7

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cold/cough medicines or other over-the-counter medicines to get “high”				
0 times	na	94	94	87
1 time	na	1	2	5
2 to 3 times	na	1	1	3
4 or more times	na	3	2	5
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 times	98	96	96	88
1 time	1	1	1	3
2 to 3 times	0	1	1	3
4 or more times	0	2	2	6

Question HS A.72, 73/MS A.70: During your life, how many times have you used the following?... Cold/cough medicines or other over-the-counter medicines to get “high”... Any other drug, pill, or medicine to get “high” or for reasons other than medical.

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During your life, how many times have you used marijuana in any of the following ways...				
Smoke it?				
0 times	98	91	78	56
1 time	1	2	4	4
2 to 3 times	0	2	4	6
4 or more times	1	5	14	35
In a vaping device?				
0 times	98	92	80	60
1 time	0	1	3	2
2 to 3 times	0	1	4	4
4 or more times	1	5	13	34
Eat or drink it in products made with marijuana?				
0 times	98	93	83	64
1 time	1	2	5	6
2 to 3 times	0	2	4	9
4 or more times	0	3	9	21

Question HS A.77-79/MS A.74-76: During your life, how many times have you used marijuana in any of the following ways... Smoke it?... In a vaping device (vape pens, mods, or portable vaporizers)?... Eat or drink it in products made with marijuana?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks of alcohol)	3	7	17	27
Binge drinking (5 or more drinks in a row)	1	4	9	23
Marijuana (smoke, vape, eat, or drink)	1	6	13	29
Inhalants	1	1	2	4
Prescription drugs to get “high” or for reasons other than prescribed	na	1	2	3
Other drug, pill, or medicine to get “high” or for reasons other than medical	1	1	2	5
<i>Any drug use</i>	3	7	15	29
<i>Heavy drug use</i>	1	4	9	24
<i>Any AOD Use</i>	5	11	24	38
Two or more substances at the same time	na	2	5	13

Question HS A.83-89/MS A.80-84: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?... inhalants (things you sniff, huff, or breathe to get “high”)?... prescription drugs to get “high” or for reasons other than prescribed?... any other drug, pill, or medicine to get “high” or for reasons other than medical?... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks)				
0 days	97	93	83	73
1 or 2 days	3	5	11	11
3 to 9 days	0	1	4	9
10 to 19 days	0	0	1	3
20 to 30 days	0	0	1	3
Binge drinking (5 or more drinks in a row)				
0 days	99	96	91	77
1 or 2 days	1	2	5	10
3 to 9 days	0	1	3	8
10 to 19 days	0	0	1	2
20 to 30 days	0	0	1	3
Marijuana (smoke, vape, eat, or drink)				
0 days	99	94	87	71
1 or 2 days	1	2	5	5
3 to 9 days	0	1	3	7
10 to 19 days	0	1	2	2
20 to 30 days	0	2	4	15

Question HS A.83-85/MS A.80-82: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	97	92	78	70
1 to 2 times	2	5	12	10
3 to 6 times	0	2	6	7
7 or more times	0	1	4	13
“High” (loaded, stoned, or wasted) from using drugs				
0 times	98	89	77	60
1 to 2 times	1	4	8	6
3 to 6 times	1	2	4	3
7 or more times	1	5	11	31
<i>Very drunk or “high” 7 or more times</i>	1	5	13	33

Question HS A.74, 75/MS A.71, 72: During your life, how many times have you been... very drunk or sick after drinking alcohol?... “high” (loaded, stoned, or wasted) from using drugs?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	98	97	97	92
1 to 2 days	1	2	2	5
3 or more days	0	1	1	3
Marijuana (smoke, vape, eat, or drink)				
0 days	99	97	95	87
1 to 2 days	1	1	1	3
3 or more days	0	2	4	10
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 days	99	99	99	98
1 to 2 days	0	0	0	0
3 or more days	0	0	0	2
<i>Any of the above</i>	2	5	6	15

Question HS A.93-95/MS A.88-90: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol?... use marijuana (smoke, vape, eat, or drink)?... use any other drug, pill, or medicine to get “high” or for reasons other than medical?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	99	95	91	79
1 to 2 times	1	2	3	5
3 to 6 times	0	1	2	5
7 or more times	0	2	4	12

Question HS A.76/MS A.73: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

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

Table A9.10
Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don't use	na	93	82	69
0 times	na	5	15	19
1 time	na	1	1	8
2 to 3 times	na	0	1	2
4 or more times	na	0	1	3
Marijuana				
Does not apply, don't use	na	93	84	69
0 times	na	3	11	11
1 time	na	2	2	10
2 to 3 times	na	1	2	6
4 or more times	na	1	1	4

Question HS A.65, 66, 111, 112: During your life, how many times have you used the following?... One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... How many times have you tried to quit or stop using... alcohol?... marijuana?

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol - drink occasionally				
Great	23	24	19	31
Moderate	24	26	28	23
Slight	26	28	34	24
None	27	22	19	22
Alcohol - 5 or more drinks once or twice a week				
Great	40	45	49	40
Moderate	25	27	31	30
Slight	11	11	10	12
None	24	17	10	18
Marijuana - use occasionally				
Great	36	31	21	25
Moderate	28	27	29	19
Slight	12	20	26	22
None	24	21	23	34
Marijuana - use daily				
Great	60	54	47	35
Moderate	12	18	28	23
Slight	4	9	11	17
None	23	19	15	25

Question HS A.101-104/MS A.96-99: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, vape, eat, or drink) ... Use marijuana daily.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Very difficult	14	7	5	8
Fairly difficult	13	10	8	7
Fairly easy	16	21	24	35
Very easy	12	26	36	27
Don't know	44	36	27	24
Marijuana				
Very difficult	16	7	5	7
Fairly difficult	14	10	5	3
Fairly easy	11	20	24	25
Very easy	9	25	36	42
Don't know	49	38	30	23
Prescription drugs to get “high” or for reasons other than prescribed				
Very difficult	14	10	9	10
Fairly difficult	11	11	15	19
Fairly easy	14	19	18	16
Very easy	11	17	14	20
Don't know	49	44	44	35

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

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

10. Tobacco Use

Table A10.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	1	3	8	25	A10.2
Current cigarette smoking [¶]	1	1	2	7	A10.4
Current cigarette smoking at school ^{¶Φ}	0	0	1	1	A10.6
Ever tried smokeless tobacco	1	2	4	15	A10.2
Current smokeless tobacco use [¶]	0	1	1	1	A10.4
Current smokeless tobacco use at school ^{¶Φ}	0	0	1	1	A10.6
Ever used vape products	6	15	26	46	A10.2
Current use of vape products [¶]	2	6	12	27	A10.4
Current tobacco vaping [¶]	1	5	10	24	A10.5
Current marijuana vaping [¶]	0	4	8	20	A10.5
Current vaping at school ^{¶Φ}	1	4	6	13	A10.6
Cessation Attempts					
Tried to quit smoking or vaping tobacco or nicotine	na	5	7	22	A10.8
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking ^B	30	32	30	38	A10.9
Harmfulness of smoking 1 or more packs/day ^B	61	65	77	66	A10.9
Harmfulness of vaping occasionally ^B	34	33	31	39	A10.10
Harmfulness of vaping several times a day ^B	66	68	74	61	A10.10
Difficulty of obtaining cigarettes ^C	14	7	7	11	A10.11
Difficulty of obtaining vape products ^C	9	5	4	7	A10.11
Anti-Tobacco Policy					
School bans tobacco use and vaping	69	66	77	76	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	97	92	75
1 time	1	1	2	7
2 to 3 times	0	1	3	4
4 or more times	0	2	3	14
Smokeless tobacco				
0 times	99	98	96	85
1 time	0	1	1	4
2 to 3 times	0	0	1	3
4 or more times	0	1	2	8
Vape products				
0 times	94	85	74	54
1 time	2	5	6	7
2 to 3 times	1	3	4	3
4 or more times	2	8	15	35

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

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

na—Not asked of high school students.

Table A10.3
Substances Ever Vaped

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vaped tobacco or nicotine				
0 times	96	88	78	60
1 time	1	3	5	4
2 to 3 times	1	2	4	3
4 or more times	2	7	14	32
Vaped marijuana or THC				
0 times	98	91	81	58
1 time	1	2	2	3
2 to 3 times	0	1	3	4
4 or more times	1	6	13	35
Vaped other product				
0 times	98	95	94	82
1 time	1	1	1	1
2 to 3 times	0	1	1	3
4 or more times	0	3	5	14

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

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

Table A10.4
Any Current Use and Daily Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	1	1	2	7
Daily (20 or more days)	0	0	1	2
Smokeless tobacco				
Any	0	1	1	1
Daily (20 or more days)	0	0	0	1
Vape products				
Any	2	6	12	27
Daily (20 or more days)	0	2	5	16

Question HS A.80-82/MS A.77-79: During the past 30 days, on how many days did you use... cigarettes?... smokeless tobacco (dip, chew, or snuff)?... vape products?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vaped tobacco or nicotine?				
0 days	99	95	90	76
1 or 2 days	0	1	3	3
3 to 9 days	0	1	1	1
10 to 19 days	0	0	1	5
20 to 30 days	0	2	5	15
Vaped marijuana or THC?				
0 days	100	96	92	80
1 or 2 days	0	1	2	1
3 to 9 days	0	1	1	5
10 to 19 days	0	1	1	2
20 to 30 days	0	1	3	11
Vaped other product?				
0 days	99	98	98	94
1 or 2 days	0	1	1	2
3 to 9 days	0	1	0	0
10 to 19 days	0	0	0	1
20 to 30 days	0	0	1	3

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
0 days	100	100	99	99
1 or 2 days	0	0	0	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	0
Smokeless tobacco				
0 days	100	100	99	99
1 or 2 days	0	0	0	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	1
Vape				
0 days	99	96	94	87
1 or 2 days	1	2	1	4
3 to 9 days	0	1	1	1
10 to 19 days	0	1	1	1
20 to 30 days	0	1	3	7

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

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

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

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	93	88	73
0 times	na	2	5	6
1 time	na	2	3	6
2 to 3 times	na	1	2	6
4 or more times	na	1	2	9

Question HS A.62, 64, 110: During your life, how many times have you used the following? A whole cigarette... Vape products... How many times have you tried to quit or stop using... smoking or vaping tobacco or nicotine?

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke cigarettes occasionally				
Great	30	32	30	38
Moderate	33	32	40	27
Slight	15	18	19	17
None	22	18	11	18
Smoke 1 or more packs of cigarettes each day				
Great	61	65	77	66
Moderate	12	14	11	16
Slight	4	4	3	5
None	22	17	9	12

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vape tobacco or nicotine occasionally				
Great	34	33	31	39
Moderate	33	33	40	22
Slight	12	17	19	22
None	21	17	10	17
Vape tobacco or nicotine several times a day (100 puffs or more)				
Great	66	68	74	61
Moderate	9	12	14	15
Slight	3	3	3	12
None	22	16	9	13

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Very difficult	14	7	7	11
Fairly difficult	15	12	13	15
Fairly easy	17	22	26	22
Very easy	7	18	18	15
Don't know	48	41	36	37
Vape products				
Very difficult	9	5	4	7
Fairly difficult	11	4	3	3
Fairly easy	19	22	22	27
Very easy	19	36	46	39
Don't know	42	33	25	23

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	4	5	4	4
Yes	69	66	77	76
Don't know	26	28	19	19

Question HS A.113/MS A.105: Does your school ban tobacco use and vaping on school property and at school sponsored events?

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

11. Other Health Risks

Table A11.1

Alone After School (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	40	na	na	na
1 day	17	na	na	na
2 days	12	na	na	na
3 days	8	na	na	na
4 days	4	na	na	na
5 days	18	na	na	na

Question MS A.106: In a normal week, how many days are you home after school for at least one hour without an adult there?

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

na—Not asked of high school students.

Table A11.2

Gang Involvement (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	98	96	97	93
Yes	2	4	3	7

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

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

12. Race/Ethnic Breakdowns

Table A12.1

School Engagement and Supports by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness^{†#} (<i>In-School Only</i>)				
American Indian or Alaska Native	59	28		
Asian or Asian American	58	52	58	
Black or African American	41	38		
Hispanic or Latinx	57	47	46	68
Native Hawaiian or Pacific Islander				
White	64	56	58	73
Mixed (two or more) ethnics	60	52	53	73
Something else	53	39	53	46
School Connectedness^{†ψ} (<i>Remote Only</i>)				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	43	53	37	
Native Hawaiian or Pacific Islander				
White		38	52	
Mixed (two or more) ethnics				
Something else				
Academic Motivation[†]				
American Indian or Alaska Native	77	20		
Asian or Asian American	77	74	70	
Black or African American	40	51		
Hispanic or Latinx	62	58	56	61
Native Hawaiian or Pacific Islander				
White	66	61	56	51
Mixed (two or more) ethnics	64	56	55	55
Something else	60	47	69	40

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	43	76		
Asian or Asian American	27	34	31	
Black or African American	57	45		
Hispanic or Latinx	35	44	50	36
Native Hawaiian or Pacific Islander				
White	31	48	48	31
Mixed (two or more) ethnics	30	51	43	27
Something else	31	47	20	27
School is worthless and a waste of time[±]				
American Indian or Alaska Native	9	10		
Asian or Asian American	8	1	7	
Black or African American	37	22		
Hispanic or Latinx	9	16	16	10
Native Hawaiian or Pacific Islander				
White	9	14	14	13
Mixed (two or more) ethnics	10	11	21	25
Something else	14	27	11	20
Monthly Absences (3 or more)				
American Indian or Alaska Native	26	31		
Asian or Asian American	18	14	19	
Black or African American	30	22	10	
Hispanic or Latinx	19	25	21	32
Native Hawaiian or Pacific Islander				
White	18	20	23	43
Mixed (two or more) ethnics	23	24	22	67
Something else	26	25	31	50

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

[±]Rating of 7 or higher.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Maintaining focus on schoolwork[†]				
American Indian or Alaska Native	15	25		
Asian or Asian American	59	29	40	
Black or African American	16	30		
Hispanic or Latinx	28	24	24	29
Native Hawaiian or Pacific Islander				
White	41	32	28	27
Mixed (two or more) ethnics	43	32	25	0
Something else	32	33	13	40
Caring adult relationships[‡]				
American Indian or Alaska Native	66	39		
Asian or Asian American	62	52	58	
Black or African American	49	45		
Hispanic or Latinx	54	48	58	71
Native Hawaiian or Pacific Islander				
White	66	59	68	75
Mixed (two or more) ethnics	67	55	69	46
Something else	46	35	58	84
High expectations-adults in school[‡]				
American Indian or Alaska Native	74	47		
Asian or Asian American	72	71	76	
Black or African American	69	49		
Hispanic or Latinx	71	61	67	78
Native Hawaiian or Pacific Islander				
White	81	70	76	82
Mixed (two or more) ethnics	75	68	76	78
Something else	64	47	73	81

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation[‡]				
American Indian or Alaska Native	38	11		
Asian or Asian American	32	25	27	
Black or African American	25	25		
Hispanic or Latinx	21	19	20	23
Native Hawaiian or Pacific Islander				
White	30	25	24	29
Mixed (two or more) ethnics	28	19	20	33
Something else	20	21	24	16
Facilities upkeep[†] (<i>In-School Only</i>)				
American Indian or Alaska Native	42	0		
Asian or Asian American	31	34	26	
Black or African American	25	11		
Hispanic or Latinx	34	31	37	75
Native Hawaiian or Pacific Islander				
White	38	32	44	85
Mixed (two or more) ethnics	35	31	30	97
Something else	38	23	26	100
Promotion of parental involvement in school[†]				
American Indian or Alaska Native	55	3		
Asian or Asian American	50	48	36	
Black or African American	53	37		
Hispanic or Latinx	51	39	39	52
Native Hawaiian or Pacific Islander				
White	51	38	37	55
Mixed (two or more) ethnics	53	31	32	47
Something else	44	30	42	45

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	69	22		
Asian or Asian American	53	52	62	
Black or African American	40	49		
Hispanic or Latinx	54	48	53	76
Native Hawaiian or Pacific Islander				
White	60	56	63	66
Mixed (two or more) ethnics	54	53	59	69
Something else	55	29	53	53
Experienced harassment due to five reasons^{^§}				
American Indian or Alaska Native	35	5		
Asian or Asian American	41	47	27	
Black or African American	46	60		
Hispanic or Latinx	30	24	22	7
Native Hawaiian or Pacific Islander				
White	29	25	22	9
Mixed (two or more) ethnics	39	37	25	11
Something else	32	38	34	18
Experienced any harassment or bullying[§]				
American Indian or Alaska Native	49	11		
Asian or Asian American	46	51	27	
Black or African American	62	68		
Hispanic or Latinx	38	28	26	14
Native Hawaiian or Pacific Islander				
White	38	32	27	12
Mixed (two or more) ethnics	49	44	30	11
Something else	37	38	38	18

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	45	25		
Asian or Asian American	38	32	18	
Black or African American	36	38		
Hispanic or Latinx	32	26	23	24
Native Hawaiian or Pacific Islander				
White	40	34	30	22
Mixed (two or more) ethnics	45	36	31	49
Something else	35	37	34	36
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
American Indian or Alaska Native	14	5		
Asian or Asian American	30	25	9	
Black or African American	35	31		
Hispanic or Latinx	22	15	8	3
Native Hawaiian or Pacific Islander				
White	25	20	11	6
Mixed (two or more) ethnics	31	22	7	29
Something else	21	23	10	37
Been in a physical fight[§] (<i>In-School Only</i>)				
American Indian or Alaska Native	37	19		
Asian or Asian American	8	6	0	
Black or African American	31	18		
Hispanic or Latinx	12	8	3	6
Native Hawaiian or Pacific Islander				
White	9	7	4	3
Mixed (two or more) ethnics	16	8	8	85
Something else	12	10	11	18

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	26	9		
Asian or Asian American	11	15	2	
Black or African American	27	24		
Hispanic or Latinx	11	10	9	3
Native Hawaiian or Pacific Islander				
White	13	15	12	9
Mixed (two or more) ethnics	16	17	16	20
Something else	7	18	4	18

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	33	11		
Asian or Asian American	31	27	21	
Black or African American	35	33		
Hispanic or Latinx	30	20	20	18
Native Hawaiian or Pacific Islander				
White	33	29	23	21
Mixed (two or more) ethnics	37	32	33	38
Something else	29	31	27	18

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	4	18		
Asian or Asian American	8	5	15	
Black or African American	9	9		
Hispanic or Latinx	5	11	19	33
Native Hawaiian or Pacific Islander				
White	5	11	27	43
Mixed (two or more) ethnics	7	12	27	84
Something else	3	20	3	61
Current marijuana use[¶]				
American Indian or Alaska Native	4	13		
Asian or Asian American	1	0	6	
Black or African American	3	9		
Hispanic or Latinx	2	7	11	26
Native Hawaiian or Pacific Islander				
White	1	5	15	30
Mixed (two or more) ethnics	2	5	13	76
Something else	2	9	3	44
Current binge drinking[¶]				
American Indian or Alaska Native	4	18		
Asian or Asian American	0	0	5	
Black or African American	3	0		
Hispanic or Latinx	1	3	7	16
Native Hawaiian or Pacific Islander				
White	1	4	11	30
Mixed (two or more) ethnics	1	2	11	76
Something else	1	8	3	42

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	0	13		
Asian or Asian American	1	0	3	
Black or African American	0	4		
Hispanic or Latinx	1	5	11	29
Native Hawaiian or Pacific Islander				
White	0	5	14	37
Mixed (two or more) ethnics	1	4	14	82
Something else	1	5	3	47
Been drunk or “high” on drugs at school, ever				
American Indian or Alaska Native	0	13		
Asian or Asian American	1	0	0	
Black or African American	0	0		
Hispanic or Latinx	2	5	8	18
Native Hawaiian or Pacific Islander				
White	0	5	10	24
Mixed (two or more) ethnics	1	5	11	67
Something else	1	2	5	24
Current alcohol use[¶]				
American Indian or Alaska Native	4	18		
Asian or Asian American	4	5	15	
Black or African American	9	0		
Hispanic or Latinx	3	6	13	22
Native Hawaiian or Pacific Islander				
White	4	8	20	33
Mixed (two or more) ethnics	4	8	21	76
Something else	3	13	3	42

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	0	13		
Asian or Asian American	2	0	1	
Black or African American	0	0		
Hispanic or Latinx	1	2	3	4
Native Hawaiian or Pacific Islander				
White	2	3	4	12
Mixed (two or more) ethnics	1	3	0	11
Something else	1	6	0	23
Current cigarette smoking[¶]				
American Indian or Alaska Native	0	0		
Asian or Asian American	0	0	3	
Black or African American	7	0		
Hispanic or Latinx	0	0	2	4
Native Hawaiian or Pacific Islander				
White	1	1	3	11
Mixed (two or more) ethnics	1	1	1	47
Something else	1	0	0	5
Current vaping[¶]				
American Indian or Alaska Native	4	13		
Asian or Asian American	5	5	9	
Black or African American	7	12		
Hispanic or Latinx	3	6	10	19
Native Hawaiian or Pacific Islander				
White	1	6	14	37
Mixed (two or more) ethnics	3	8	12	81
Something else	1	14	2	60

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	0	13		
Asian or Asian American	2	4	9	
Black or African American	3	1		
Hispanic or Latinx	2	4	8	15
Native Hawaiian or Pacific Islander				
White	0	5	11	36
Mixed (two or more) ethnics	2	4	7	78
Something else	0	9	2	60
Current marijuana vaping[¶]				
American Indian or Alaska Native	4	13		
Asian or Asian American	0	0	7	
Black or African American	3	5		
Hispanic or Latinx	1	4	6	15
Native Hawaiian or Pacific Islander				
White	0	3	9	23
Mixed (two or more) ethnics	0	3	10	73
Something else	0	9	2	43

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	35	38		
Asian or Asian American	81	69	74	
Black or African American	52	51	36	
Hispanic or Latinx	53	48	55	38
Native Hawaiian or Pacific Islander				
White	70	62	58	39
Mixed (two or more) ethnics	66	50	53	35
Something else	64	65	43	42
Bedtime (at 12 am or later)				
American Indian or Alaska Native	22	23		
Asian or Asian American	17	9	32	
Black or African American	25	19	29	
Hispanic or Latinx	16	26	23	28
Native Hawaiian or Pacific Islander				
White	10	19	25	40
Mixed (two or more) ethnics	14	23	32	58
Something else	18	40	39	37

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

¹*Today.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Average days worked on schoolwork (5 or more)[¶]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	27	78	23	
Native Hawaiian or Pacific Islander				
White		38	24	
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	10	33	13	
Native Hawaiian or Pacific Islander				
White		23	11	
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	20	47	16	
Native Hawaiian or Pacific Islander				
White		40	33	
Mixed (two or more) ethnics				
Something else				

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful opportunities[‡]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	64	40	45	
Native Hawaiian or Pacific Islander				
White		30	39	
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	31	30		
Asian or Asian American	20	43	34	
Black or African American	42	41		
Hispanic or Latinx	29	29	36	24
Native Hawaiian or Pacific Islander				
White	29	34	40	36
Mixed (two or more) ethnics	32	34	42	26
Something else	35	35	34	45
Experienced chronic sadness/hopelessness[§]				
American Indian or Alaska Native	42	33		
Asian or Asian American	23	49	44	
Black or African American	44	37		
Hispanic or Latinx	38	36	41	39
Native Hawaiian or Pacific Islander				
White	31	36	42	55
Mixed (two or more) ethnics	37	40	47	85
Something else	36	44	43	58
Considered suicide[§]				
American Indian or Alaska Native	25	6		
Asian or Asian American	12	24	18	
Black or African American	19	29		
Hispanic or Latinx	18	17	16	12
Native Hawaiian or Pacific Islander				
White	14	18	20	32
Mixed (two or more) ethnics	18	18	26	22
Something else	17	21	10	18

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	44	18		
Asian or Asian American	60	36	41	
Black or African American	49	55		
Hispanic or Latinx	47	44	40	35
Native Hawaiian or Pacific Islander				
White	55	46	42	35
Mixed (two or more) ethnics	50	44	34	54
Something else	42	26	34	22
Life satisfaction[‡]				
American Indian or Alaska Native	64	49		
Asian or Asian American	71	57	55	
Black or African American	60	60		
Hispanic or Latinx	63	60	59	52
Native Hawaiian or Pacific Islander				
White	69	62	60	49
Mixed (two or more) ethnics	67	58	58	72
Something else	58	51	57	44

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	63	56	59	66
Female	60	50	49	73
Nonbinary	39	35	33	
Something else	32	34	29	
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Male	47	68	51	
Female	41	22	44	
Nonbinary				
Something else				
Academic Motivation[†]				
Male	65	59	54	51
Female	65	62	60	64
Nonbinary	48	46	41	
Something else	36	47	48	
School is really boring[±]				
Male	36	50	49	37
Female	29	40	45	30
Nonbinary	33	58	66	
Something else	47	59	50	
School is worthless and a waste of time[±]				
Male	11	15	17	17
Female	6	13	13	7
Nonbinary	22	17	29	
Something else	16	25	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.

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

[±]Rating of 7 or higher.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Monthly Absences (3 or more)				
Male	17	21	18	28
Female	19	23	25	45
Nonbinary	23	19	39	
Something else	37	21	31	
Maintaining focus on schoolwork[†]				
Male	41	32	31	24
Female	33	27	23	33
Nonbinary	26	18	14	
Something else	12	10	22	
Caring adult relationships[‡]				
Male	63	54	63	65
Female	59	54	64	78
Nonbinary	49	51	65	
Something else	53	47	56	
High expectations-adults in school[‡]				
Male	77	64	70	72
Female	76	68	75	85
Nonbinary	62	62	65	
Something else	66	61	68	
Meaningful participation[‡]				
Male	27	23	24	26
Female	26	22	21	25
Nonbinary	19	18	21	
Something else	16	22	36	

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Facilities upkeep[†] (<i>In-School Only</i>)				
Male	35	30	39	75
Female	39	33	41	82
Nonbinary	28	20	43	
Something else	22	19	29	
Promotion of parental involvement in school[‡]				
Male	54	42	41	51
Female	49	36	35	55
Nonbinary	40	27	31	
Something else	36	29	28	

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	60	57	67	71
Female	56	51	53	72
Nonbinary	20	25	27	
Something else	31	16	29	
Experienced harassment due to five reasons^{λ§}				
Male	24	20	19	6
Female	32	29	23	8
Nonbinary	83	68	67	
Something else	70	53	55	
Experienced any harassment or bullying[§]				
Male	33	25	23	6
Female	41	35	28	16
Nonbinary	83	71	67	
Something else	77	62	57	
Had mean rumors or lies spread about you[§]				
Male	32	23	22	11
Female	39	39	30	35
Nonbinary	49	39	47	
Something else	55	31	45	
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
Male	22	16	8	3
Female	24	17	9	7
Nonbinary	47	42	43	
Something else	51	35	24	

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	15	11	6	4
Female	6	4	2	8
Nonbinary	5	7	9	
Something else	12	10	2	
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Male	14	14	13	9
Female	11	11	8	2
Nonbinary	18	21	13	
Something else	18	17	25	

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	18	18	9
Female	37	32	25	30
Nonbinary	51	41	44	
Something else	44	26	39	

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

[§]Past 12 months.

Table A13.4
Substance Use by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
Male	5	10	21	43
Female	5	11	25	30
Nonbinary	11	18	57	
Something else	24	11	19	
Current marijuana use[¶]				
Male	1	6	12	32
Female	1	5	13	23
Nonbinary	2	16	56	
Something else	7	4	6	
Current binge drinking[¶]				
Male	1	4	9	31
Female	1	4	9	16
Nonbinary	3	6	17	
Something else	0	3	11	
Very drunk or “high” 7 or more times, ever				
Male	1	5	13	37
Female	0	5	12	28
Nonbinary	1	5	35	
Something else	0	10	16	
Been drunk or “high” on drugs at school, ever				
Male	1	5	8	27
Female	1	5	9	17
Nonbinary	3	10	30	
Something else	0	7	11	
Current alcohol use[¶]				
Male	3	6	14	32
Female	3	8	19	20
Nonbinary	8	12	23	
Something else	14	6	14	

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

[¶]Past 30 days.

Table A13.4
Substance Use by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Male	1	2	3	12
Female	2	3	3	3
Nonbinary	7	5	11	
Something else	0	1	1	
Current cigarette smoking[¶]				
Male	1	1	3	8
Female	0	1	2	5
Nonbinary	0	0	7	
Something else	6	2	0	
Current vaping[¶]				
Male	1	5	9	27
Female	3	7	14	27
Nonbinary	0	12	30	
Something else	7	8	25	
Current tobacco vaping[¶]				
Male	1	4	7	22
Female	1	5	11	26
Nonbinary	0	4	19	
Something else	5	7	18	
Current marijuana vaping[¶]				
Male	0	4	6	25
Female	0	3	8	13
Nonbinary	0	8	23	
Something else	3	4	6	

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

[¶]Past 30 days.

Table A13.5
Routines by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast¹				
Male	66	60	57	42
Female	61	52	57	34
Nonbinary	47	54	45	
Something else	32	59	34	
Bedtime (at 12 am or later)				
Male	12	21	26	33
Female	13	21	22	33
Nonbinary	26	41	33	
Something else	42	34	44	

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

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

¹*Today.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Average days worked on schoolwork (5 or more)[¶]				
Male	31	63	24	
Female	25	31	24	
Nonbinary				
Something else				
Synchronous instruction (4 days or more)[¶]				
Male	20	25	5	
Female	4	16	18	
Nonbinary				
Something else				
Interest in schoolwork done from home[†]				
Male	22	47	37	
Female	39	44	22	
Nonbinary				
Something else				
Meaningful opportunities[‡]				
Male	77	39	34	
Female	58	33	44	
Nonbinary				
Something else				

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

Table A13.7
Social and Emotional Health by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
Male	20	21	29	19
Female	35	40	44	36
Nonbinary	60	59	85	
Something else	62	50	60	
Experienced chronic sadness/hopelessness[§]				
Male	25	24	29	34
Female	40	46	51	55
Nonbinary	85	73	79	
Something else	76	58	57	
Considered suicide[§]				
Male	10	12	15	12
Female	17	22	20	25
Nonbinary	56	46	49	
Something else	59	29	33	
Optimism[‡]				
Male	59	50	48	38
Female	47	42	36	32
Nonbinary	28	22	16	
Something else	15	36	33	
Life satisfaction[‡]				
Male	72	65	63	54
Female	64	59	58	49
Nonbinary	37	40	32	
Something else	39	46	37	

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

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

[§]Past 12 months.

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

Alcohol and Other Drugs (AOD) Module

1. Module Sample

Table B1.1

Student Sample for AOD Module

	Grade 7	Grade 9	Grade 11	NT ^A
Number of districts	9	7	7	7
Number of schools	17	13	13	8
Number of students	1,698	1,906	1,363	275

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	2	6	13	B3.4
Usually used marijuana or other drugs until felt it a lot	na	4	7	17	B3.5
Driving under the influence experiences	30	6	13	23	B3.6
Consequences of AOD Consumption					
Caused one or more problems	na	6	12	29	B4.2
Caused one or more dependency-related experiences	na	7	16	32	B4.3
Supports to Reduce AOD Use					
Very likely to find help at school for quitting or reducing use	na	17	19	43	B5.2
Strong Personal Disapproval of AOD Use					
Having one or two drinks of any alcoholic beverage nearly every day	59	45	45	19	B7.1
Trying marijuana once or twice	52	33	21	8	B7.1
Using marijuana once a month or more	64	44	31	12	B7.1

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

na—Not asked of middle school students.

3. ATOD Consumption Patterns

Table B3.1

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Heroin				
0 times	na	99	99	95
1 time	na	0	1	1
2 to 3 times	na	0	0	1
4 or more times	na	1	0	3
Tranquilizers or sedatives				
0 times	na	98	97	88
1 time	na	0	1	3
2 to 3 times	na	1	1	2
4 or more times	na	1	1	7
Appetite suppressants				
0 times	na	94	96	91
1 time	na	1	1	2
2 to 3 times	na	1	1	2
4 or more times	na	5	3	6
Ritalin or Adderall or other prescription stimulant				
0 times	na	96	96	85
1 time	na	1	1	2
2 to 3 times	na	1	1	3
4 or more times	na	2	2	10

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	82	75	54	42
10 years or under	9	7	5	14
11-12 years old	7	6	5	9
13-14 years old	1	11	14	11
15-16 years old	0	1	20	23
17 years or older	0	1	2	2
Marijuana (smoke, vape, eat, or drink)				
Never	96	88	70	46
10 years or under	1	1	1	5
11-12 years old	2	2	2	9
13-14 years old	1	7	12	22
15-16 years old	0	1	14	15
17 years or older	0	1	1	3
Any other illegal drug or pill to get “high”				
Never	98	96	92	79
10 years or under	1	1	1	2
11-12 years old	1	1	0	4
13-14 years old	0	2	3	9
15-16 years old	0	0	4	5
17 years or older	0	1	1	1

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	97	94	89	68
10 years or under	1	2	1	7
11-12 years old	1	1	1	8
13-14 years old	0	2	3	10
15-16 years old	0	0	6	7
17 years or older	0	0	1	1
A vape product such as an e-cigarette, vape pen, or mod				
Never	93	84	71	52
10 years or under	2	2	1	3
11-12 years old	4	5	2	12
13-14 years old	1	8	15	21
15-16 years old	0	1	10	10
17 years or older	0	1	1	3

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't drink alcohol	96	89	72	59
Just enough to feel it a little	3	6	10	12
Enough to feel it moderately	1	3	11	16
Until I feel it a lot or get really drunk	1	2	6	13

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	81	62
Just enough to feel a little high	na	2	5	9
Enough to feel it moderately	na	3	7	12
Until I feel it a lot or get really high	na	4	7	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	94	87	77
1 time	na	2	4	2
2 times	na	2	2	4
3 to 6 times	na	1	3	6
7 or more times	na	2	3	11
Have ridden in a car driven by someone who had been using alcohol or drugs				
Never	70	na	na	na
1 time	11	na	na	na
2 times	6	na	na	na
3 to 6 times	5	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.	87	81	63	50
To experiment (try using)	4	7	13	8
To get high	1	6	14	24
To have a good time with friends	1	8	25	28
To fit in with a group you like	1	2	3	3
Because of boredom	1	6	11	14
To relax	2	8	16	26
To get away from problems	2	7	14	17
Because of anger or frustration	2	4	6	18
To get through the day	1	4	7	13
Because it made you feel better	2	6	13	17
To seek deeper insights and understanding	1	3	6	11
None of the above	13	11	7	13

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	87	67	50
I've used alcohol or drugs but never had any problems	na	10	23	23
Have problems with emotions, nerves, or mental health	na	2	5	15
Get into trouble or have problems with the police	na	1	2	9
Have money problems	na	1	2	7
Miss school	na	1	1	6
Have problems with schoolwork	na	1	2	5
Fight with others	na	1	1	5
Damage a friendship	na	1	3	6
Physically hurt or injure yourself	na	1	2	6
Have unwanted or unprotected sex	na	1	1	6
Forget what happened or pass out	na	2	7	7
Been suspended from school	na	1	1	8
<i>One or more problems</i>	na	6	12	29

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	88	69	50
I use alcohol or drugs but have not experienced any of these things	na	6	17	22
Found you had to increase how much you use to have the same effect as before	na	3	8	19
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	na	2	3	9
Used alcohol or drugs a lot more than you intended	na	2	6	10
Used alcohol or drugs when you were alone	na	4	11	20
Your use of alcohol or drugs often kept you from doing a normal activity	na	1	2	5
You didn't feel OK unless you had something to drink or used a drug	na	2	3	9
Thought about reducing or stopping use	na	3	8	11
Told yourself you were not going to use but found yourself using anyway	na	2	5	8
Spoke with someone about reducing or stopping use	na	1	3	7
Attended counseling, a program, or group to help you reduce or stop use	na	0	1	3
<i>One or more negative experiences</i>	na	7	16	32

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	36	41	43
Likely	na	31	32	30
Not likely	na	11	9	10
Don't know	na	23	17	17

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	89	71	56
No, but I do use alcohol or other drugs	na	9	27	37
Yes, I have felt that I needed help	na	2	2	7

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

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

na—Not asked of middle school students.

Table B5.2

Likelihood of Finding Help at School for Quitting or Reducing Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	17	19	43
Likely	na	33	34	30
Not likely	na	21	23	13
Don't know	na	29	24	15

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	47	49	51	53
Yes	53	51	49	47

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	13	8	6
At parties	9	27	45	36
At concerts or other social events	4	10	16	17
At their own home	15	26	38	25
From adults at friends' homes	9	18	26	22
From friends or another teenager	17	29	40	35
Get adults to buy it for them	8	18	29	31
Buy it themselves from a store	6	11	18	20
At bars, clubs, or gambling casinos	1	3	3	4
Other	8	10	11	14
Don't know	80	63	51	49

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	16	18	10
At parties	4	16	28	22
At concerts or other social events	3	7	13	11
At their own home	7	16	22	22
From an adult acquaintance	7	14	24	23
From friends or another teenager	16	23	36	31
Buy it at a marijuana dispensary	4	9	16	22
At bars or clubs	1	2	3	4
Other	8	9	10	9
Don't know	82	69	58	58

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	24	35	32	56
Somewhat disapprove	17	20	23	25
Strongly disapprove	59	45	45	19
Trying marijuana once or twice				
Neither approve nor disapprove	28	45	60	74
Somewhat disapprove	20	22	19	18
Strongly disapprove	52	33	21	8
Using marijuana once a month or more regularly				
Neither approve nor disapprove	23	38	47	71
Somewhat disapprove	13	18	22	17
Strongly disapprove	64	44	31	12

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	83	78	75	65
Wrong	12	16	17	19
A little wrong	4	4	5	9
Not at all wrong	1	2	3	7
Smoke tobacco				
Very wrong	91	85	83	69
Wrong	7	13	14	21
A little wrong	1	2	2	4
Not at all wrong	1	1	1	5
Use vape products such as e-cigarettes, vape pens, or mods				
Very wrong	90	83	79	62
Wrong	7	12	17	21
A little wrong	2	3	2	11
Not at all wrong	1	2	1	5
Use marijuana (smoke, vape, eat, or drink)				
Very wrong	89	79	69	58
Wrong	7	14	17	21
A little wrong	3	5	9	10
Not at all wrong	2	2	4	12
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	92	88	89	81
Wrong	5	10	9	10
A little wrong	2	1	1	5
Not at all wrong	1	1	1	4

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	67	60	51	41
Wrong	21	25	24	28
A little wrong	8	9	16	16
Not at all wrong	4	6	9	15
Smoke tobacco				
Very wrong	72	65	55	47
Wrong	19	25	25	30
A little wrong	6	6	11	10
Not at all wrong	3	4	8	13
Use vape products such as e-cigarettes, vape pens, or mods				
Very wrong	68	60	46	36
Wrong	18	23	23	23
A little wrong	9	9	16	20
Not at all wrong	5	8	15	21
Use marijuana (smoke, vape, eat, or drink)				
Very wrong	71	59	41	33
Wrong	18	21	20	20
A little wrong	8	11	16	13
Not at all wrong	4	8	23	34
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	74	69	66	59
Wrong	17	22	22	25
A little wrong	6	5	7	11
Not at all wrong	3	4	5	5

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	26	33	32	39
Yes	74	67	68	61

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

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

Drug-Free Communities (DFC) Module

1. Module Sample

Table H1.1

Student Sample for DFC Module

	Grade 7	Grade 9	Grade 11	NT ^A
Number of districts	9	7	7	7
Number of schools	17	13	13	8
Number of students	1,572	1,729	1,275	256

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

2. Prescription Drug Use

Table H2.1

Prescription Drug Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	98	96	97	94
Yes	2	4	3	6

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

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

3. Disapproval of Prescription Drug Use

Table H3.1

Parental Disapproval of Prescription Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very wrong	89	84	86	84
Wrong	8	11	9	12
A little wrong	2	2	2	2
Not at all wrong	1	2	2	2

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

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

Table H3.2

Peer Disapproval of Prescription Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very wrong	70	69	67	67
Wrong	22	20	22	21
A little wrong	6	6	8	9
Not at all wrong	3	4	3	3

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

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

4. Perceived Harm of Substance Use

Table H4.1

Perceived Risks Associated with Marijuana and Prescription Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke marijuana once or twice a week				
Great risk	51	36	26	23
Moderate risk	32	31	30	17
Slight risk	12	20	25	24
No risk	5	13	18	36
Use prescription drugs that are not prescribed to them				
Great risk	70	59	67	64
Moderate risk	20	26	23	24
Slight risk	5	8	5	5
No risk	4	7	5	7

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

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

Mental Health Supports Module

1. Module Sample

Table K1.1

Student Sample for Mental Health Supports Module

	Grade 7	Grade 9	Grade 11	NT ^A
Number of districts	7	5	5	5
Number of schools	14	10	10	7
Number of students	1,284	1,436	909	224

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

2. Mental Health Perceptions, Attitudes, and Supports

Table K2.1

Feeling Lonely, Past Month

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
In the past month, how often did you feel very lonely?				
Never	34	31	28	32
Sometimes	44	44	42	43
Most of the time	17	17	21	17
All of the time	5	8	8	8

Question HS/MS K.10: In the past month, how often did you feel very lonely?

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

Table K2.2

Availability of Mental Health Supports at School, Past Year

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	80	78	81	68
Yes	9	12	14	25
I don't know	11	10	5	7

Question HS/MS K.15: In the past year, did an adult at school refer or connect you to a counselor or therapist outside of school to talk about your feelings?

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

Table K2.3***Mental Health Help-Seeking Attitudes***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>If I was very sad, stressed, lonely, or depressed...</i>				
talking to an adult could help me feel better.				
Strongly disagree	18	18	18	14
Disagree	24	25	25	22
Agree	36	43	41	48
Strongly agree	21	15	16	16
kids at my school would be nice to me.				
Strongly disagree	15	16	14	11
Disagree	24	27	27	20
Agree	44	45	49	56
Strongly agree	17	12	9	13
If you were feeling very sad, stressed, lonely, or depressed, would you... (Mark All That Apply.)#				
talk to a teacher or another adult from your school?	18	17	20	34
talk to your parents or someone else in your family?	48	44	45	37
get help from a counselor or therapist?	22	19	24	24
talk to your friends?	63	61	72	57
be afraid to get help?	25	24	24	9
not know what to do?	32	32	29	33

Question HS/MS K.8, 9, 11: If I was very sad, stressed, lonely, or depressed... talking to an adult could help me feel better... kids at my school would be nice to me... If you were feeling very sad, stressed, lonely, or depressed, would you... (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 K2.4***Mental Health Help-Seeking Attitudes Toward Peers***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>If someone my age felt very sad, stressed, lonely, or depressed...</i>				
talking to an adult could help them feel better.				
Strongly disagree	9	11	7	8
Disagree	18	19	23	17
Agree	50	53	52	57
Strongly agree	22	18	17	18
kids at my school would be nice to them.				
Strongly disagree	9	15	11	7
Disagree	27	30	36	17
Agree	49	46	46	64
Strongly agree	15	10	7	13

Question HS/MS K.6, 7: If someone my age felt very sad, stressed, lonely, or depressed... talking to an adult could help them feel better.... kids at my school would be nice to them.

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

Table K2.5

Mental Health Awareness

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mental health is an important issue for people my age.				
Strongly disagree	3	5	4	8
Disagree	6	6	5	11
Agree	42	39	31	42
Strongly agree	49	49	61	39

Question HS/MS K.3: How strongly do you agree or disagree with the following statements?... Mental health is an important issue for people my age.

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

Table K2.6***Mental Health Services Usage, Past Year***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>In the past year,...</i>				
did you want to talk to a counselor or therapist about feeling very sad, stressed, lonely, or depressed?				
No	69	68	60	59
Yes	20	22	30	33
I don't know	11	9	9	8
did you get help from a counselor or therapist when you needed it?				
Does not apply, I didn't need help	59	57	46	48
No, I didn't get help when I needed it	25	27	31	18
Yes, I got help when I needed it	16	17	24	35
where did you get help from a counselor or therapist? (Mark All That Apply.)				
Nowhere	67	69	65	52
At school (in person, by phone, or online)	15	11	14	26
From a counselor or therapist not from my school (in person, by phone, or online)	11	13	19	29
Somewhere else	6	7	6	7
I don't know	10	9	5	8

Question HS/MS K.12-14: In the past year, did you want to talk to a counselor or therapist about feeling very sad, stressed, lonely, or depressed?... In the past year, did you get help from a counselor or therapist when you needed it? ... In the past year, where did you get help from a counselor or therapist? (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 K2.7***Barriers to Seeking Help from Health Professionals***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
You don't know where to go for help	22	24	20	15
There isn't anyone you can talk to	16	16	16	11
They wouldn't understand	30	27	25	16
People would think there's something wrong with you	24	25	20	14
Your parents might find out	31	26	24	8
Other students might find out	28	20	17	8
You don't have a way to pay for it	12	10	15	13
You don't want to talk to a counselor or therapist	32	29	31	23
Other reasons	19	20	19	22
Does not apply, none of these things would stop me from talking to a counselor or therapist.	33	34	34	46

Question HS/MS K.16: If you were very sad, stressed, lonely, or depressed, would any of these things stop you from talking to a counselor or therapist? (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 K2.8***School Promotion of Mental Health Awareness***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I have an adult at my school that I can talk to about my problems.				
Strongly disagree	16	20	19	15
Disagree	19	22	20	10
Agree	41	41	38	52
Strongly agree	23	17	23	23
I know where to go or who to contact at school for help when I am very sad, stressed, lonely, or depressed.				
Strongly disagree	14	15	15	12
Disagree	15	19	18	12
Agree	43	46	42	56
Strongly agree	29	19	25	20
People at my school talk openly about mental health.				
Strongly disagree	14	17	16	13
Disagree	41	34	34	34
Agree	33	36	37	38
Strongly agree	11	13	13	15
My school encourages students to take care of their mental health.				
Strongly disagree	7	13	14	9
Disagree	13	18	20	6
Agree	48	50	46	58
Strongly agree	32	20	20	27

Question HS/MS K.1, 2, 4, 5: How strongly do you agree or disagree with the following statements?... I have an adult at my school that I can talk to about my problems... I know where to go or who to contact at school for help when I am very sad, stressed, lonely, or depressed... People at my school talk openly about mental health... My school encourages students to take care of their mental health.

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

Social Emotional Health Module

1. Module Sample

Table R1.1

Student Sample for Social Emotional Health Module

	Grade 7	Grade 9	Grade 11	NT ^A
Number of districts	8	6	6	6
Number of schools	15	11	11	8
Number of students	1,388	1,552	1,004	244

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

2. Summary of Key Indicators

Table R2.1

Key Indicators of Social Emotional Health

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Covitality[†]	66	62	61	59	
Belief in self [†]	60	58	55	58	R2.2
Belief in others [†]	74	68	71	64	R2.2
Emotional competence [†]	70	69	72	68	R2.2
Engaged living [†]	58	52	46	44	R2.2
Growth mindset[‡]	73	69	75	70	R7.1
Goals[†]	80	76	78	72	R8.1
Collaboration[†]	68	61	62	53	R9.1
Problem solving[†]	46	45	45	42	R10.1

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

Table numbers refer to tables with scale categories for domains or sub-domains, or item-level results for the survey questions that comprise each scale.

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

[‡]*Average percent of respondents reporting “A little true” or “Not at all true.”*

Table R2.2***Covitality Domains and Subdomains***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Belief in self	60	58	55	58	
Self-efficacy	72	71	73	71	R3.1
Self-awareness	66	61	59	59	R3.2
Persistence	43	42	33	43	R3.3
Belief in others	74	68	71	64	
School supports	72	64	73	79	R4.1
Family connectedness	75	70	65	51	R4.2
Peer supports	73	71	75	63	R4.3
Emotional competence	70	69	72	68	
Emotional regulation	72	73	75	73	R5.1
Empathy	76	74	78	69	R5.2
Behavioral self-control	60	62	64	62	R5.3
Engaged living	58	52	46	44	
Optimism	51	44	39	36	R6.1
Gratitude	69	63	60	57	R6.2
Zest	56	50	40	39	R6.3

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

Table numbers refer to tables with scale categories for domains or sub-domains, or item-level results for the survey questions that comprise each scale.

Scales are based on average percent of respondents reporting “Pretty much true” or “Very much true.”

3. Belief in Self

Table R3.1

Self-Efficacy Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Self-efficacy				
<i>Average reporting “Pretty much true” or “Very much true”</i>	72	71	73	71
I can work out my problems.				
Not at all true	6	7	4	8
A little true	30	27	26	26
Pretty much true	42	43	42	41
Very much true	22	23	27	25
I can do most things if I try.				
Not at all true	4	5	3	6
A little true	19	18	17	19
Pretty much true	43	48	45	46
Very much true	34	29	35	29
There are many things that I do well.				
Not at all true	6	8	6	9
A little true	20	22	25	20
Pretty much true	41	43	39	50
Very much true	32	28	30	22

Question HS/MS R.1-3: Please tell us how true each statement is of you... I can work out my problems... I can do most things if I try... There are many things that I do well.

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

Table R3.2**Self-Awareness Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Self-awareness				
<i>Average reporting “Pretty much true” or “Very much true”</i>	66	61	59	59
There is a purpose to my life.				
Not at all true	10	12	11	16
A little true	20	22	24	22
Pretty much true	26	30	28	34
Very much true	43	36	37	28
I understand my moods and feelings.				
Not at all true	12	14	17	15
A little true	25	29	31	31
Pretty much true	37	35	32	35
Very much true	26	21	21	20
I understand why I do what I do.				
Not at all true	12	13	14	14
A little true	24	27	27	24
Pretty much true	37	35	35	36
Very much true	28	25	24	26

Question HS/MS R.4, 6, 7: Please tell us how true each statement is of you... There is a purpose to my life... I understand my moods and feelings... I understand why I do what I do.

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

Table R3.3**Persistence Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Persistence				
<i>Average reporting “Pretty much true” or “Very much true”</i>	43	42	33	43
When I do not understand something, I ask the teacher again and again until I understand.				
Not at all true	26	25	31	25
A little true	33	35	34	24
Pretty much true	26	25	22	38
Very much true	15	16	13	13
I try to answer all the questions asked in class.				
Not at all true	28	30	36	29
A little true	33	31	34	23
Pretty much true	26	25	19	36
Very much true	14	14	11	11
When I try to solve a math problem, I will not stop until I find a final solution.				
Not at all true	20	24	32	36
A little true	33	29	32	33
Pretty much true	29	27	21	17
Very much true	18	19	15	14

Question HS/MS R.9-11: Please tell us how true each statement is of you... When I do not understand something, I ask the teacher again and again until I understand... I try to answer all the questions asked in class... When I try to solve a math problem, I will not stop until I find a final solution.

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

4. Belief in Others

Table R4.1

School Supports Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School supports				
<i>Average reporting “Pretty much true” or “Very much true”</i>	72	64	73	79
<i>There is a teacher or some other adult from my school... who always wants me to do my best.</i>				
Not at all true	4	7	5	3
A little true	14	20	16	12
Pretty much true	32	40	37	36
Very much true	50	33	42	49
<i>who listens to me when I have something to say.</i>				
Not at all true	11	13	10	5
A little true	24	30	22	18
Pretty much true	36	37	39	41
Very much true	29	19	29	37
<i>who believes that I will be a success.</i>				
Not at all true	9	10	9	5
A little true	20	28	21	19
Pretty much true	32	35	39	35
Very much true	39	26	32	41

Question HS/MS A.48, 50, 51: There is a teacher or some other adult from my school... who always wants me to do my best... who listens to me when I have something to say... who believes that I will be a success.

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

Table R4.2**Family Connectedness Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Family connectedness				
<i>Average reporting “Pretty much true” or “Very much true”</i>	75	70	65	51
My family members really help and support one another.				
Not at all true	5	8	9	15
A little true	17	20	23	32
Pretty much true	35	37	35	32
Very much true	44	35	33	22
There is a feeling of togetherness in my family.				
Not at all true	7	9	13	17
A little true	17	21	23	34
Pretty much true	32	34	32	27
Very much true	44	35	33	22
My family really gets along well with each other.				
Not at all true	8	11	13	18
A little true	21	20	26	31
Pretty much true	36	38	32	32
Very much true	35	31	29	20

Question HS/MS R.38-40: How true do you feel these statements are about your family and friends?... My family members really help and support one another... There is a feeling of togetherness in my family... My family really gets along well with each other.

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

Table R4.3**Peer Supports Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Peer supports				
<i>Average reporting “Pretty much true” or “Very much true”</i>	73	71	75	63
I have a friend my age who really cares about me.				
Not at all true	4	7	5	10
A little true	12	14	14	24
Pretty much true	27	31	26	26
Very much true	57	48	55	40
I have a friend my age who talks with me about my problems.				
Not at all true	16	16	14	16
A little true	20	21	14	23
Pretty much true	25	25	24	23
Very much true	39	38	48	38
I have a friend my age who helps me when I’m having a hard time.				
Not at all true	12	13	11	16
A little true	17	19	16	22
Pretty much true	24	28	23	22
Very much true	48	40	50	40

Question HS/MS R.41-43: How true do you feel these statements are about your family and friends?... I have a friend my age who really cares about me... I have a friend my age who talks with me about my problems... I have a friend my age who helps me when I’m having a hard time.

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

5. Emotional Competence

Table R5.1

Emotional Regulation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Emotional Regulation				
<i>Average reporting “Pretty much true” or “Very much true”</i>	72	73	75	73
I accept responsibility for my actions.				
Not at all true	4	5	4	7
A little true	19	19	16	16
Pretty much true	44	42	43	38
Very much true	33	34	37	39
When I make a mistake I admit it.				
Not at all true	8	7	4	7
A little true	29	25	23	22
Pretty much true	40	40	42	36
Very much true	24	28	30	35
I can deal with being told no.				
Not at all true	5	7	8	10
A little true	19	19	19	20
Pretty much true	43	39	38	40
Very much true	33	36	35	30

Question HS/MS R.12, 14, 15: Please tell us how true each statement is of you... I accept responsibility for my actions... When I make a mistake I admit it... I can deal with being told no.

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

Table R5.2***Empathy Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Empathy				
<i>Average reporting “Pretty much true” or “Very much true”</i>	76	74	78	69
I feel bad when someone gets their feelings hurt.				
Not at all true	5	8	7	11
A little true	18	19	17	30
Pretty much true	32	33	31	32
Very much true	45	39	45	26
I try to understand what other people go through.				
Not at all true	6	7	6	8
A little true	17	18	15	18
Pretty much true	34	35	35	38
Very much true	43	40	44	37
I try to understand how other people feel and think.				
Not at all true	6	7	6	8
A little true	18	18	16	17
Pretty much true	35	37	34	42
Very much true	41	38	44	33

Question HS/MS R.16, 18, 20: Please tell us how true each statement is of you... I feel bad when someone gets their feelings hurt... I try to understand what other people go through... I try to understand how other people feel and think.

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

Table R5.3***Behavioral Self-Control Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Behavioral self-control				
<i>Average reporting “Pretty much true” or “Very much true”</i>	60	62	64	62
I can wait for what I want.				
Not at all true	7	8	8	10
A little true	25	24	25	23
Pretty much true	38	39	38	40
Very much true	30	30	29	27
I don’t bother others when they are busy.				
Not at all true	7	9	9	11
A little true	33	31	29	26
Pretty much true	38	37	38	33
Very much true	23	23	24	30
I think before I act.				
Not at all true	10	10	9	12
A little true	38	34	29	34
Pretty much true	36	36	41	33
Very much true	16	21	22	22

Question HS/MS R.21, 23, 24: Please tell us how true each statement is of you... I can wait for what I want... I don’t bother others when they are busy... I think before I act.

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

6. Engaged Living

Table R6.1

Optimism Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Optimism				
<i>Average reporting “Pretty much true” or “Very much true”</i>	51	44	39	36
Each day I look forward to having a lot of fun.				
Not at all true	15	21	26	23
A little true	35	38	40	42
Pretty much true	30	28	24	26
Very much true	20	13	10	8
I usually expect to have a good day.				
Not at all true	18	21	24	23
A little true	32	35	37	42
Pretty much true	32	32	29	25
Very much true	18	13	10	10
Overall, I expect more good things to happen to me than bad things.				
Not at all true	22	23	25	26
A little true	27	31	31	36
Pretty much true	28	29	28	25
Very much true	23	17	16	12

Question HSA.157-159/MSA.150-152: Please tell us how true each statement is of you... Each day I look forward to having a lot of fun... I usually expect to have a good day... Overall, I expect more good things to happen to me than bad things.

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

Table R6.2**Gratitude Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Gratitude				
<i>Average reporting “Pretty much true” or “Very much true”</i>	69	63	60	57
On most days I feel grateful.				
Not at all true	7	10	12	11
A little true	23	27	29	32
Pretty much true	35	34	31	34
Very much true	35	29	28	23
On most days I feel thankful.				
Not at all true	8	10	12	11
A little true	21	25	27	29
Pretty much true	35	36	30	31
Very much true	37	29	30	28
On most days I feel appreciative.				
Not at all true	8	12	13	10
A little true	28	27	28	36
Pretty much true	33	34	32	31
Very much true	31	27	28	24

Question HS/MS R.32-34: Please tell us how true each statement is of you... On most days I feel GRATEFUL... On most days I feel THANKFUL... On most days I feel APPRECIATIVE.

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

Table R6.3**Zest Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Zest				
<i>Average reporting “Pretty much true” or “Very much true”</i>	56	50	40	39
On most days I feel energetic.				
Not at all true	16	19	26	16
A little true	28	32	37	45
Pretty much true	29	29	22	23
Very much true	27	20	15	16
On most days I feel active.				
Not at all true	16	18	24	21
A little true	26	30	31	42
Pretty much true	28	30	27	24
Very much true	30	22	18	14
On most days I feel enthusiastic.				
Not at all true	16	19	24	17
A little true	31	33	36	44
Pretty much true	28	28	24	24
Very much true	25	20	16	15

Question HS/MS R.35-37: Please tell us how true each statement is of you... On most days I feel ENERGETIC... On most days I feel ACTIVE... On most days I feel ENTHUSIASTIC.

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

7. Growth Mindset

Table R7.1

Growth Mindset Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Growth mindset[†]				
<i>Average reporting “A little true” or “Not at all true”</i>	73	69	75	70
My intelligence is something I cannot change very much.				
Not at all true	30	27	31	27
A little true	32	32	34	34
Pretty much true	26	27	23	30
Very much true	12	14	12	9
Challenging myself will not make me any smarter.				
Not at all true	49	46	56	37
A little true	29	28	25	33
Pretty much true	15	14	12	17
Very much true	7	12	7	14
There are some things I am not capable of learning.				
Not at all true	27	28	29	26
A little true	41	37	42	44
Pretty much true	21	21	19	17
Very much true	12	14	10	12
If I am not naturally smart in a subject, I will never do well in it.				
Not at all true	53	43	44	38
A little true	29	34	36	41
Pretty much true	11	15	16	13
Very much true	7	8	4	9

Question HS/MS R.5, 22, 27, 31: Please tell us how true each statement is of you... My intelligence is something I cannot change very much... Challenging myself will not make me any smarter... There are some things I am not capable of learning... If I am not naturally smart in a subject, I will never do well in it.

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

[†]All survey questions that comprise the scale were reverse-coded in computing the scale score.

8. Goals

Table R8.1

Goals Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Goals				
<i>Average reporting “Pretty much true” or “Very much true”</i>	80	76	78	72
I am looking forward to a successful career.				
Not at all true	4	7	6	10
A little true	12	17	17	14
Pretty much true	29	32	31	39
Very much true	54	45	46	37
I have high goals and expectations for myself.				
Not at all true	8	9	8	17
A little true	18	18	17	17
Pretty much true	29	29	25	34
Very much true	45	44	50	31
I don’t expect very much of myself in the future.[†]				
Not at all true	57	53	62	46
A little true	26	27	21	29
Pretty much true	10	13	10	13
Very much true	7	8	7	12

Question HS/MS R.13, 19, 29: Please tell us how true each statement is of you... I am looking forward to a successful career... I have high goals and expectations for myself... I don’t expect very much of myself in the future.

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

[†]*Survey question was reverse-coded in computing the scale score.*

9. Collaboration

Table R9.1

Collaboration Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Collaboration				
<i>Average reporting “Pretty much true” or “Very much true”</i>	68	61	62	53
I enjoy working together with other students on class activities.				
Not at all true	12	17	18	18
A little true	27	34	33	40
Pretty much true	34	30	32	26
Very much true	28	19	17	15
When I work in school groups, I do my fair share.				
Not at all true	4	5	4	12
A little true	17	15	13	18
Pretty much true	37	39	38	47
Very much true	43	41	45	23
I like to listen to other students’ ideas in class.				
Not at all true	8	13	12	11
A little true	28	33	33	42
Pretty much true	41	38	38	31
Very much true	23	16	17	16

Question HS/MS R.8, 25, 28: Please tell us how true each statement is of you... I enjoy working together with other students on class activities... When I work in school groups, I do my fair share... I like to listen to other students’ ideas in class.

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

10. Problem Solving

Table R10.1

Problem Solving Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Problem solving				
<i>Average reporting “Pretty much true” or “Very much true”</i>	46	45	45	42
When I need help I find someone to talk with.				
Not at all true	25	26	25	24
A little true	31	33	32	41
Pretty much true	24	24	27	21
Very much true	20	17	16	14
I try to work out my problems by talking or writing about them.				
Not at all true	34	32	28	32
A little true	30	32	35	33
Pretty much true	23	23	24	23
Very much true	13	12	12	12
I trust my ability to solve difficult problems.				
Not at all true	10	9	10	13
A little true	31	33	33	29
Pretty much true	36	35	35	42
Very much true	23	22	22	16

Question HS/MS R.17, 26, 30: Please tell us how true each statement is of you... When I need help I find someone to talk with... I try to work out my problems by talking or writing about them... I trust my ability to solve difficult problems.

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

Z. San Luis Obispo County Custom Questions

1. Module Sample

Table Z1.1

Student Sample for Custom Questions

	Grade 7	Grade 9	Grade 11	NT ^A
Number of districts	9	7	7	7
Number of schools	17	12	12	9
Number of students	1,863	2,026	1,416	297

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	43	47	48	67	47
No	28	30	35	19	31
Unsure	29	23	18	14	22

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 Districts	7th %	9th %	11th %	NT %
Atascadero Unified	76	84	70	76
Cayucos Elementary	90			
Coast Unified	100	95	100	75
Lucia Mar Unified	90	97	69	94
Paso Robles Joint Unified	89	75	56	30
San Luis Coastal Unified	91	85	82	100
San Luis Obispo County Office of Education				48
San Miguel Joint Union	94			
Shandon Joint Unified	100	80	91	
Templeton Unified	93	75	58	100

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

Appendix II

CHKS Content Overview, 2022-23

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

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

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

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

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

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

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

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

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

³ See calschls.org/reports-data/#scrc

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

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

more likely to eat nutritiously and exercise; and (3) experiencing caring adult relationships and high expectations at school.⁶ These results suggest that addressing the health and developmental needs of youth is a critical component of a comprehensive strategy for meeting accountability demands for improved academic performance.

GRADE-LEVEL PATTERNS

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

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

DEMOGRAPHIC CHARACTERISTICS AND POPULATION GROUP DIFFERENCES (Section 3)

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

In the standard CHKS report, breakdowns for selected key indicators are provided by race/ethnicity and gender. For selected key indicators, the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard) can be used to display group differences by gender, race/ethnicity, parental education, parent military status, homeless status, afterschool participation, gender identity, and sexual orientation. Results can also be displayed for English learners, free and reduced-priced meal eligible students (prior to 2021-22), and foster youth—three important LCAP priority groups. Districts/schools can also subscribe to the District CalSCHLS private data dashboard to disaggregate their CHKS results by demographic groups for each school (call 562.799.5164 or email calschls@wested.org).

Racial-Ethnic Group Identification

Respondents self-report their identification with six racial/ethnic groups. In one study of CHKS data, both academic performance and school well-being—the degree to which students feel safe at, supported by,

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

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

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

and connected to the school—varied consistently and persistently across schools by racial/ethnic groupings.⁹ They were highest in schools with large proportions of white and Asian students, as well as in middle- and high-income schools. Controlling for socioeconomic status and other school demographic characteristics reduced these racial/ethnic group differences, but the disparities still remained. This suggests that school climate factors related to student well-being may also play a role in racial/ethnic group differences in achievement. One strategy to close the gap may be to enhance learning supports that foster caring adult relationships, high expectations, meaningful participation, safety, and connectedness in schools serving large proportions of low-income African American and Hispanic students.

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

Youth in Foster Care

Compared to youth who live with their parents, youth in foster care settings report much higher rates of substance abuse, poor school attendance and grades, more violence-related behaviors, more harassment, and higher depression risk.¹¹ They were also more likely to be low in caring adult relationships and total developmental support.

Sexual Orientation and Gender Identity

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

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

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

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

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

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

¹² Hanson, T., Zhang, G., Cerna, R., Stern, A., & Austin, G. (2019) Understanding the experiences of LGBTQ youth in California. San Francisco, CA: WestEd. [Download wested.org/resources/lgbtq-students-in-california/](https://wested.org/resources/lgbtq-students-in-california/)

¹³ Russell, S. T., & Fish, J. N. (2016). Mental health in lesbian, gay, bisexual, and transgender (LGBT) youth. *Annual Review of Clinical Psychology*, 12, 465-487.

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

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 6)

A major focus of the CHKS is providing data to gauge the level of pupil engagement, an LCAP state priority on which districts are required to show improvement. Enhancing student engagement has been identified as the key to addressing problems of low achievement, high levels of student misbehavior, alienation, and high dropout rates.¹⁵ CHKS and other surveys consistently show that as youth progress through the school system, indicators of engagement decline.

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

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

Self-Reported Grades

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

Academic Motivation

A four-item scale gauges student academic motivation by asking how strongly they agree that they try hard to do well on schoolwork, try hard because they are interested in the work, work hard to understand new things at school, and always try to do better. On the 2019-21 State CHKS, the percentage of students agreeing with the questions on this scale ranged from 64 percent in 11th grade to 71 percent in 7th.¹⁶

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

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

¹⁵ Wang, M-T, & Eccles, J. (2013). School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective. *Learning and Instruction*, 28, 12-23.

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

School Boredom – School Value

Boredom is commonly experienced among secondary students, but its meaning and effects vary from student to student. Student boredom can be associated with specific subjects and academic tasks or it can be a pervasive response to school activities. Frequent boredom is associated with poor academic and mental health outcomes. Two CHKS questions ask about students’ school boredom (school is really boring) and how much they value their schooling experience (school is worthless and a waste of time). Combined, these two survey questions are used to identify School Boredom Mindset Profiles.^{17,18}

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

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

¹⁷ Furlong, M. J., Smith, D. C., Springer, T., & Dowdy, E. (2021). Bored with school! Bored with life? Well-being characteristics associated with a school boredom mindset. *Journal of Positive School Psychology*, 5(1), 42–64.
<https://www.covitalityucsb.info/ewExternalFiles/10.%20Furlong%20et%20al%20Boredom-JPSP..pdf>

¹⁸ See D. Michael Furlong’s RISE 360 School Boredom Resource to learn more about school boredom and how these two items are combined to identify School Boredom Mindset Profiles
https://rise.articulate.com/share/evs7SLqtz3xvWkgVnQjW6YNu1vFyRm6_#/

Absenteeism

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

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

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

Developmental Supports

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

School Connectedness

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

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

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

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

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

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

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

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

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

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

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

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

Parent Involvement

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

Facilities and Physical Environment

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

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 8)

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

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

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

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

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

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

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

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

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

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

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

Perceived Safety

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

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

Harassment and Victimization

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

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

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

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

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

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

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

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

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

Vandalism and Weapons

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

SUBSTANCE USE (Sections 9 and 10)

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

Alcohol and Other Drug Use (Section 9)

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

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

Alcohol and Other Drug Use at School (Section 9)

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

Cigarette Smoking (Section 10)

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

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

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

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

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

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

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

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

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

MENTAL HEALTH (Section 7)

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

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

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

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

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

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

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