

# CALIFORNIA HEALTHY KIDS SURVEY



## Stockton Unified Secondary 2020-2021 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](mailto:hchan@cde.ca.gov)

Recommended citation:  
Stockton Unified School District. *California Healthy Kids Survey, 2020-2021: Main Report*. San Francisco: WestEd for the California Department of Education.

# Contents

## Page

<b>List of Tables</b> . . . . .	<b>III</b>
<b>PREFACE</b> . . . . .	<b>VIII</b>
<b>Survey Module Administration</b> . . . . .	<b>1</b>
<b>A. Core Module Results</b> . . . . .	<b>2</b>
1. Survey Sample . . . . .	2
2. Summary of Key Indicators . . . . .	3
3. Demographics . . . . .	5
4. Routines . . . . .	13
5. Learning from Home . . . . .	16
6. School Performance, Engagement, and Supports . . . . .	19
7. Social and Emotional Health . . . . .	31
8. School Violence, Victimization, and Safety . . . . .	42
9. Alcohol and Other Drug Use . . . . .	49
10. Tobacco Use . . . . .	63
11. Other Health Risks . . . . .	70
12. Race/Ethnic Breakdowns . . . . .	71
13. Gender Breakdowns . . . . .	89
<b>B. Alcohol and Other Drugs (AOD) Module</b> . . . . .	<b>100</b>
1. Module Sample . . . . .	100
2. Summary of Key Indicators . . . . .	101
3. Alcohol, Tobacco, and Marijuana Consumption Patterns . . . . .	102
4. Reasons for and Consequences of AOD Consumption . . . . .	105
5. Supports to Reduce AOD Use . . . . .	109
6. Availability . . . . .	110
7. Influences on ATOD Use . . . . .	112
<b>N. School Climate Module</b> . . . . .	<b>116</b>
1. Module Sample . . . . .	116
2. Key Indicators of School Climate . . . . .	117
3. Student Learning Environment & Academic Engagement . . . . .	118
4. Fairness and Respect for Diversity . . . . .	123
5. Disciplinary Environment . . . . .	127

6. Student Peer Relationships . . . . .	129
7. Social and Emotional Learning . . . . .	130
8. School Antibullying Climate . . . . .	132
9. School Physical Environment . . . . .	134
10. Scheduled Lunch and Drinkable Water . . . . .	136
<b>Appendix I . . . . .</b>	<b>138</b>
<b>Appendix II . . . . .</b>	<b>140</b>

# List of Tables

	Page
<b>Survey Module Administration</b> . . . . .	<b>1</b>
1 CHKS Survey Modules Administered . . . . .	1
<b>A. Core Module Results</b> . . . . .	<b>2</b>
1. Survey Sample . . . . .	<b>2</b>
A1.1 Student Sample for Core Module . . . . .	2
A1.2 Number of Respondents by Instructional Model . . . . .	2
2. Summary of Key Indicators . . . . .	<b>3</b>
A2.1 Key Indicators of School Climate and Substance Use . . . . .	3
A2.2 Key Indicators of Student Well-Being, Remote Learning, and Social and Emotional Health . . . . .	4
3. Demographics . . . . .	<b>5</b>
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 Free or Reduced Price Meals Eligibility . . . . .	8
A3.9 Language Spoken at Home . . . . .	9
A3.10 English Language Proficiency – All Students . . . . .	10
A3.11 English Language Proficiency – Home Language Other Than English . . . . .	11
A3.12 Number of Days Attending Afterschool Program . . . . .	12
A3.13 Military Connections . . . . .	12
4. Routines . . . . .	<b>13</b>
A4.1 Sleep Schedule . . . . .	13
A4.2 Attending School in Person . . . . .	14
A4.3 Peer Interactions (Virtual), Past 7 Days . . . . .	14
A4.4 Number of Days Exercising, Past 7 Days . . . . .	15
5. Learning from Home . . . . .	<b>16</b>
A5.1 Remote Learning Schedule and Instructional Time . . . . .	16
A5.1 Remote Learning Schedule and Instructional Time – Continued . . . . .	17
A5.2 Interesting Activities Provided for Student in Remote Learning . . . . .	17
A5.3 Interest in Schoolwork Done from Home . . . . .	18
6. School Performance, Engagement, and Supports . . . . .	<b>19</b>
A6.1 Grades, Past 12 Months . . . . .	19
A6.2 Absences, Past 30 Days . . . . .	19
A6.3 Missing School from Home, Past 30 Days . . . . .	20

A6.4	Missing Classes at School, Past 30 Days . . . . .	20
A6.5	Missing Remote Classes, Past 30 Days . . . . .	20
A6.6	Reasons for Absence, Past 30 Days . . . . .	21
A6.7	School Environment & Connectedness, Academic Motivation, Parent Involvement . .	22
A6.8	Caring Relationships Scale Questions . . . . .	23
A6.9	High Expectations Scale Questions . . . . .	24
A6.10	Meaningful Participation Scale Questions . . . . .	25
A6.11	School Connectedness Scale Questions . . . . .	26
A6.12	Academic Motivation Scale Questions . . . . .	27
A6.13	Maintaining Focus on Schoolwork . . . . .	28
A6.14	Promotion of Parent Involvement Scale Questions . . . . .	29
A6.15	Checking Student Progress . . . . .	30
A6.16	Quality of School Physical Environment . . . . .	30
7.	Social and Emotional Health . . . . .	<b>31</b>
A7.1	Chronic Sad or Hopeless Feelings, Past 12 Months . . . . .	31
A7.2	Seriously Considered Attempting Suicide, Past 12 Months . . . . .	31
A7.3	Self-Efficacy Scale Questions . . . . .	32
A7.4	Self-Awareness Scale Questions . . . . .	33
A7.5	Problem Solving Scale Questions . . . . .	34
A7.6	Peer Supports Scale Questions . . . . .	35
A7.7	Adult Supports Scale Questions . . . . .	36
A7.8	Optimism Scale Questions . . . . .	37
A7.9	Gratitude Scale Questions . . . . .	38
A7.10	Social Emotional Distress Scale Questions . . . . .	39
A7.10	Social Emotional Distress Scale Questions – Continued . . . . .	40
A7.10	Social Emotional Distress Scale Questions – Continued . . . . .	41
8.	School Violence, Victimization, and Safety . . . . .	<b>42</b>
A8.1	Perceived Safety at School . . . . .	42
A8.2	Reasons for Harassment on School Property, Past 12 Months . . . . .	43
A8.2	Reasons for Harassment on School Property, Past 12 Months – Continued . . . . .	44
A8.3	School Violence Victimization Scale Questions . . . . .	45
A8.3	School Violence Victimization Scale Questions – Continued . . . . .	46
A8.4	School Violence Perpetration Scale Questions . . . . .	47
A8.5	Threats and Injuries with Weapons at School, Past 12 Months . . . . .	48
A8.6	Weapons Possession on School Property, Past 12 Months . . . . .	48
9.	Alcohol and Other Drug Use . . . . .	<b>49</b>
A9.1	Summary Measures of Level of AOD Use and Perceptions . . . . .	49
A9.2	Summary of AOD Lifetime Use . . . . .	50
A9.3	Lifetime AOD Use . . . . .	51
A9.3	Lifetime AOD Use – Continued . . . . .	52
A9.3	Lifetime AOD Use – Continued . . . . .	53
A9.4	Methods of Marijuana Consumption . . . . .	54
A9.5	Current AOD Use, Past 30 Days . . . . .	55
A9.6	Frequency of Current AOD Use, Past 30 Days . . . . .	56
A9.7	Lifetime Drunk or “High” . . . . .	57

A9.8	Current AOD Use on School Property, Past 30 Days . . . . .	58
A9.9	Lifetime Drunk or “High” on School Property . . . . .	58
A9.10	Cessation Attempts . . . . .	59
A9.11	Drinking While Driving, Lifetime . . . . .	60
A9.12	Perceived Harm of AOD Use . . . . .	61
A9.13	Perceived Difficulty of Obtaining Alcohol and Marijuana . . . . .	62
10.	Tobacco Use . . . . .	<b>63</b>
A10.1	Summary of Key CHKS Tobacco Indicators . . . . .	63
A10.2	Lifetime Tobacco Use . . . . .	64
A10.3	Any Current Use and Daily Use . . . . .	65
A10.4	Current Smoking on School Property, Past 30 Days . . . . .	66
A10.5	Secondhand Smoke on School Property, Past 30 days . . . . .	67
A10.6	Cigarette Smoking and Vaping Cessation Attempts . . . . .	67
A10.7	Perceived Harm of Cigarette Smoking . . . . .	68
A10.8	Perceived Harm of Using Vape Products . . . . .	68
A10.9	Perceived Difficulty of Obtaining Cigarettes and Vape Products . . . . .	69
A10.10	School Bans Tobacco Use and Vaping . . . . .	69
11.	Other Health Risks . . . . .	<b>70</b>
A11.1	Alone After School . . . . .	70
A11.2	Eating of Breakfast . . . . .	70
A11.3	Gang Involvement . . . . .	70
12.	Race/Ethnic Breakdowns . . . . .	<b>71</b>
A12.1	School Engagement and Supports by Race/Ethnicity . . . . .	71
A12.1	School Engagement and Supports by Race/Ethnicity – Continued . . . . .	72
A12.1	School Engagement and Supports by Race/Ethnicity – Continued . . . . .	73
A12.2	School Safety by Race/Ethnicity . . . . .	74
A12.2	School Safety by Race/Ethnicity – Continued . . . . .	75
A12.2	School Safety by Race/Ethnicity – Continued . . . . .	76
A12.3	Substance Use by Race/Ethnicity . . . . .	77
A12.3	Substance Use by Race/Ethnicity – Continued . . . . .	78
A12.3	Substance Use by Race/Ethnicity – Continued . . . . .	79
A12.4	Routines by Race/Ethnicity . . . . .	80
A12.4	Routines by Race/Ethnicity – Continued . . . . .	81
A12.5	Learning from Home by Race/Ethnicity . . . . .	82
A12.5	Learning from Home by Race/Ethnicity – Continued . . . . .	83
A12.6	Adult and Peer Relationships by Race/Ethnicity . . . . .	84
A12.6	Adult and Peer Relationships by Race/Ethnicity – Continued . . . . .	85
A12.7	Social and Emotional Health by Race/Ethnicity . . . . .	86
A12.7	Social and Emotional Health by Race/Ethnicity – Continued . . . . .	87
A12.7	Social and Emotional Health by Race/Ethnicity – Continued . . . . .	88
13.	Gender Breakdowns . . . . .	<b>89</b>
A13.1	School Engagement and Supports by Gender . . . . .	89
A13.1	School Engagement and Supports by Gender – Continued . . . . .	90
A13.2	School Safety by Gender . . . . .	91

A13.2	School Safety by Gender – Continued . . . . .	92
A13.3	Substance Use by Gender . . . . .	93
A13.3	Substance Use by Gender – Continued . . . . .	94
A13.4	Routines by Gender . . . . .	95
A13.5	Learning from Home by Gender . . . . .	96
A13.6	Adult and Peer Relationships by Gender . . . . .	97
A13.7	Social and Emotional Health by Gender . . . . .	98
A13.7	Social and Emotional Health by Gender – Continued . . . . .	99
<b>B.</b>	<b>Alcohol and Other Drugs (AOD) Module . . . . .</b>	<b>100</b>
1.	Module Sample . . . . .	<b>100</b>
B1.1	Student Sample for AOD Module . . . . .	100
2.	Summary of Key Indicators . . . . .	<b>101</b>
B2.1	Key Indicators of Alcohol and Other Drug Use . . . . .	101
3.	Alcohol, Tobacco, and Marijuana Consumption Patterns . . . . .	<b>102</b>
B3.1	Age of Onset – AOD Use . . . . .	102
B3.2	Age of Onset – Tobacco Use . . . . .	103
B3.3	Usual Alcohol Consumption Level . . . . .	103
B3.4	Usual Drug Consumption Level . . . . .	104
B3.5	Vaping Substances . . . . .	104
4.	Reasons for and Consequences of AOD Consumption . . . . .	<b>105</b>
B4.1	Reasons for AOD Use, Past 12 Months . . . . .	105
B4.2	Problems Caused by AOD Use . . . . .	106
B4.3	Alcohol or Other Drug Use Caused Negative Experiences . . . . .	107
B4.4	Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession . . . . .	108
5.	Supports to Reduce AOD Use . . . . .	<b>109</b>
B5.1	Needed Counseling for Use . . . . .	109
B5.2	Likelihood of Finding Help at School for Quitting or Reducing Use . . . . .	109
B5.3	Talked with Parent About AOD Use . . . . .	109
6.	Availability . . . . .	<b>110</b>
B6.1	Sources for Obtaining Alcohol . . . . .	110
B6.2	Sources for Obtaining Marijuana . . . . .	111
7.	Influences on ATOD Use . . . . .	<b>112</b>
B7.1	Personal Disapproval of AOD Use . . . . .	112
B7.2	Parent Disapproval of ATOD Use . . . . .	113
B7.3	Peer Disapproval of ATOD Use . . . . .	114
B7.4	Heard, Read, or Watched Any Anti-ATOD Messages, Past 12 Months . . . . .	115
<b>N.</b>	<b>School Climate Module . . . . .</b>	<b>116</b>
1.	Module Sample . . . . .	<b>116</b>
N1.1	Student Sample for School Climate Module . . . . .	116



2. Key Indicators of School Climate . . . . .	<b>117</b>
N2.1 School Climate Scales . . . . .	117
3. Student Learning Environment & Academic Engagement . . . . .	<b>118</b>
N3.1 Student Learning Environment Questions . . . . .	118
N3.1 Student Learning Environment Questions – Continued . . . . .	119
N3.1 Student Learning Environment Questions – Continued . . . . .	120
N3.2 Learning Engagement Climate Questions . . . . .	121
N3.2 Learning Engagement Climate Questions – Continued . . . . .	122
N3.3 School Promotes Academic Success . . . . .	122
4. Fairness and Respect for Diversity . . . . .	<b>123</b>
N4.1 Fairness Scale Questions . . . . .	123
N4.2 Racial/Ethnic Conflict Scale Questions . . . . .	124
N4.3 Respect for Diversity Scale Questions . . . . .	125
N4.4 Restorative Practices . . . . .	126
5. Disciplinary Environment . . . . .	<b>127</b>
N5.1 Clarity of Rules Scale Questions . . . . .	127
N5.2 Disciplinary Harshness Scale Questions . . . . .	128
6. Student Peer Relationships . . . . .	<b>129</b>
N6.1 Student Peer Relationships Scale Questions . . . . .	129
7. Social and Emotional Learning . . . . .	<b>130</b>
N7.1 Support for Social Emotional Learning Scale Questions . . . . .	130
N7.1 Support for Social Emotional Learning Scale Questions – Continued . . . . .	131
8. School Antibullying Climate . . . . .	<b>132</b>
N8.1 Antibullying Climate Scale Questions . . . . .	132
N8.1 Antibullying Climate Scale Questions – Continued . . . . .	133
9. School Physical Environment . . . . .	<b>134</b>
N9.1 Quality of School Facilities Scale Questions . . . . .	134
N9.2 Classroom Crowding . . . . .	135
10. Scheduled Lunch and Drinkable Water . . . . .	<b>136</b>
N10.1 Time for Lunch Scale Questions . . . . .	136
N10.2 Clean and Drinkable Water . . . . .	137
<b>Appendix I . . . . .</b>	<b>138</b>
<b>Appendix II . . . . .</b>	<b>140</b>

# 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 2020-21 *California Healthy Kids Survey* (CHKS) for schools within the district. The CHKS, along with its two companion surveys—the *California School Staff Survey* (CSSS) and the *California School Parent Survey* (CSPS)—form the California Department of Education’s *California School Climate, Health, and Learning Survey* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive effort in the nation to regularly assess students, staff, and parents at the local level 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 school-related domains and constructs assessed by CalSCHLS. Appendix I lists the schools that administered the survey in the district and their response rates; Appendix II provides more information about CHKS questions.

These surveys grew out of the California Department of Education’s (CDE) commitment to helping schools promote the successful cognitive, social, emotional, and physical development of all students; create more positive, engaging school environments; and ensure college and career readiness. 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](https://calschls.org)), including *Helpful Resources for Local Control and Accountability Plans* ([calschls.org/docs/lcap\\_cal\\_schls.pdf](https://calschls.org/docs/lcap_cal_schls.pdf)). The California Safe and Supportive Schools website ([ca-safe-supportive-schools.wested.org](https://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 a Data Workshop to help identify local needs and develop action plans to meet those needs, including a *Listening to Students Workshop* for involving student voice in the process (see below).

## THE SURVEY

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

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The secondary-school CHKS consists of a required general Core Module

and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

## **Core Module**

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

- students' home educational routines, engagement and motivation in educational activities, quality of relationships with teachers and peers, and social-emotional well-being;
- student grades, truancy, 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 the scope and nature of substance use and includes two key indicators of mental health: chronic sadness and contemplation of suicide. These questions provide insight into important barriers to learning and development.

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

**What's New?** With school buildings throughout much of California closed due to the pandemic and many districts shifting to remote and/or hybrid instructional models in 2020-21, the Core Modules have expanded this year to help districts better understand the impacts of COVID-19 and how best to support students' social, emotional, and academic needs. The first question on the Core Module asks students if they attend school in person every weekday (in-person instructional model), they participate in school remotely from home (remote instructional model), or they participate in school both remotely and in-person (hybrid instructional model). Based on responses to this question, students are directed to questions only relevant to their instructional model. Questions asking about experiences in school buildings are only available for students who attend school in-person (100% in-person and hybrid instructional models). The expanded student Core Module measures students' home educational routines, engagement and motivation in educational activities, quality of relationships with teachers and peers, and social-emotional well-being. The new content assessed by the Core Module includes the following:

- school schedules and attendance (remote and in-school), whether students participate in school in-person or remotely, and participation in synchronous learning activities;
- sleep hygiene and physical exercise;
- students' interest in and ability to focus on schoolwork;
- teacher support while learning remotely;

- virtual interactions with peers; and
- social and emotional health, including a 10-item measure of social-emotional distress.

In addition, modifications have been made to items measuring eligibility for free or reduced-price meals, truancy, caring relationships with teachers, and high expectations to make the questions applicable across all instructional models. Other changes include modification of the gender item to be more inclusive, combining the questions asking about ethnicity and race, and inclusion of an item that asks about Hispanic/Latinx subgroup membership.

### **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](https://calschls.org/survey-administration/downloads)). Only questions relevant to the instructional model implemented in the school are answered by students in 2020/21. For example, students who participate in school remotely are not asked questions about the physical environment at the school. In addition, a handful of the items in the School Climate Module have been modified slightly to be applicable to all students, regardless of instructional model.

### **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, academic success, and college and career readiness. It includes 28 items that capture core adolescent psychological assets. The combination of the SEHM and Core Module yields a comprehensive set of data to inform decisions about mental health and social-emotional learning programs.

## **SURVEY ADMINISTRATION AND SAMPLE**

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

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

## **PUBLIC ONLINE DATA DASHBOARD**

The most recent state, county, and district CHKS results can be examined on the CalSCHLS Data Dashboard ([calschls.org/reports-data/dashboard](https://calschls.org/reports-data/dashboard)). The dashboard can be used to graphically display statewide and district key indicators from the Core and School Climate Module, trends over time, and disparities in survey outcomes across subgroups. Subgroup 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, and foster youth – three important LCAP priority subgroups. In addition to

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

## ***New in 2019!* EXPLORE RESULTS ON THE DISTRICT CALSCHLS DATA DASHBOARD**

Districts may purchase a two-year subscription to a password protected, private data dashboard that displays up to seven years of CalSCHLS data at the district level and individual school level. The dashboard provides designated staff with graphical data displays for the district as a whole, for all schools in the district on the same page to enable comparisons across schools, and for a single, individual school. At both the district and school level, viewers can:

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

New in 2020 is the ability to make comparisons across students who participate in school via different instructional models (in-person, remote, and hybrid).

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

## **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**

In this report, 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 all their CHKS results by the race/ethnicity or gender of students or by other demographic categories.

## **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. 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](http://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](http://calschls.org/resources/factsheets)).
- *Assessing School Climate* describes the value of the CalSCHLS student, staff, and parent surveys for assessing school climate, listing constructs and individual indicators ([data.calschls.org/resources/Cal-SCHLS\\_AssessingClimate2013-14.pdf](http://data.calschls.org/resources/Cal-SCHLS_AssessingClimate2013-14.pdf)).
- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate ([data.calschls.org/resources/S3\\_schoolclimateguidebook\\_final.pdf](http://data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf)).
- *Using CalSCHLS to Assess Social-Emotional Learning and Health* describes how the CHKS Core and SEHM module provide a comprehensive profile of student social-emotional competency (learning) and health, and the related supports schools provide, including questions aligned with the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) ([data.calschls.org/resources/CalSCHLS\\_AssessSELH.pdf](http://data.calschls.org/resources/CalSCHLS_AssessSELH.pdf)). The staff survey provides data on the perception of adults in the school on social-emotional service needs and provision.
- *Helpful Resources for Local Control and Accountability Plans* describes how survey items align with LCAP priorities and indicators ([calschls.org/docs/lcap\\_cal\\_schls.pdf](http://calschls.org/docs/lcap_cal_schls.pdf)). Also available is an LCAP-related PowerPoint presentation ([calschls.org/site/assets/files/1036/cal-schls-lcap\\_schoolclimatev6-1.pptx](http://calschls.org/site/assets/files/1036/cal-schls-lcap_schoolclimatev6-1.pptx)).
- The *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on [calschls.org/resources](http://calschls.org/resources).
- CDE's **California Safe and Supportive Schools** website ([ca-safe-supportive-schools.wested.org](http://ca-safe-supportive-schools.wested.org)) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.
- The **CalSCHLS Item Crosswalk** ([calschls.org/docs/calschls-2019-20-crosswalk.pdf](http://calschls.org/docs/calschls-2019-20-crosswalk.pdf)) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

## NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process of continuous improvement. The following describes some additional steps you should take and some custom services

(additional fees apply) available from the CalSCHLS Regional Centers. These will help in fostering effective use of the results and provide additional information to support school and program improvement efforts and the LCAP process.

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

Engage students, parents, and school/community stakeholders in reviewing and exploring the meaning of the results. Obtain their input into how the school might better meet the identified needs. Engage them in 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.

As part of this process, it is highly recommended that you conduct a structured *Listening to Students Workshop* designed to explore with students—as staff observe—the meaning of survey results and obtain student input on how to address the needs identified by the survey. WestEd staff also can conduct a *Data Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center 888.841.7536 or email [calschls@wested.org](mailto:calschls@wested.org).

## **Compare Results with Other Data**

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

- **Staff and Parent Surveys.** If your school district has administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Item Crosswalk ([calschls.org/docs/calschls-2019-20-crosswalk.pdf](https://calschls.org/docs/calschls-2019-20-crosswalk.pdf)) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer these companion surveys, urge them to do so next time.
- **Elementary CHKS Results.** Examine how the results from 9<sup>th</sup> and 11<sup>th</sup> graders compare with those from 5<sup>th</sup> and 7<sup>th</sup> graders if your district also administered the CHKS at these school levels. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle school levels might help mitigate problems that are evident among older students.
- **Other Data.** Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.
- **Similar District and Statewide Results.** The results from the biennial state administration of the CHKS, which provide representative state norms, can be downloaded from the CalSCHLS website ([data.calschls.org/resources/Biennial\\_State\\_1719.pdf](https://data.calschls.org/resources/Biennial_State_1719.pdf)) or examined on the CalSCHLS Data Dashboard ([calschls.org/reports-data/dashboard](https://calschls.org/reports-data/dashboard)). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison ([calschls.org/reports-data/search-lea-reports](https://calschls.org/reports-data/search-lea-reports)). How you compare to state and district results can provide some context for your results, but the most



important consideration is what your own results say about the students in your school/community.

## **Data Workshop**

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

## **Request Additional Reports and Data**

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

## **School Reports and School Climate Report Cards**

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

- A full report with all the survey results
- A short, user-friendly, graphic **School Climate Report Card** that provides results across seven domains of school climate and provides an overall **School Climate Index** score based on those domains ([calschls.org/reports-data](http://calschls.org/reports-data))

## **District School Climate Report Card**

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

## **Disaggregated Reports**

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

## **Additional Analysis of Data**

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



## **Add Questions to Your Next Surveys**

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

For more information about survey planning or technical assistance in understanding survey results and developing effective action plans to address identified needs, call the CalSCHLS helpline (888.841.7536) or email [calschls@wested.org](mailto: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
<b>Student Well-Being</b>					
Academic mindset			✓		
Academic motivation	✓	✓		✓	✓
Academic performance (grades)	✓				
Alcohol, tobacco, and drug use	✓			✓	✓
Attendance (absences, truancy, reasons absent)	✓			✓	
Behavioral self-control			✓		
Collaboration			✓		
Emotional self-regulation			✓		
Empathy			✓		
Gratitude	✓				
Optimism	✓				
Perceived safety	✓			✓	✓
Persistence			✓		
Problem solving	✓				
School connectedness	✓				
Self-awareness	✓				
Self-efficacy	✓				
Sleep duration (bedtime and waketime)	✓				
Social-emotional competencies and health			✓	✓	
Social-emotional distress	✓				
Violence and victimization (bullying)	✓			✓	✓
Zest			✓		
<b>School Climate</b>					
Academic rigor and norms				✓	✓
College and career supports		✓		✓	✓
Family support			✓		
High expectations	✓			✓	✓
Meaningful participation and decision-making	✓			✓	✓
Parent involvement	✓			✓	✓
Quality of 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		✓		✓	✓
<b>School Climate Improvement Practices</b>					
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.

Gregory Austin, Ph.D.  
Thomas Hanson, Ph.D.  
CalSCHLS Co-Directors, 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. Closing the Achievement Gap (CTAG) Module	
D. Community Health Module	
E. District Afterschool Module (DASM)	
F. Drug-Free Communities (DFC) Module	
G. Gang Risk Awareness Module (GRAM)	
H. Gender Identity & Sexual Orientation-Based Harassment Module	
I. Mental Health Supports Module	
J. Military-Connected School Module	
K. Physical Health & Nutrition Module	
L. Resilience & Youth Development Module	
M. Safety & Violence Module	
N. School Climate Module	X
O. Sexual Behavior Module	
P. Social Emotional Health Module (SEHM)	
Q. Tobacco Module	
Z. Custom Questions	

# Core Module Results

## 1. Survey Sample

**Table A1.1**

***Student Sample for Core Module***

	Grade 7	Grade 9	Grade 11	NT <sup>A</sup>
<b><i>Student Sample Size</i></b>				
Target sample	2,930	2,875	2,596	141
Final number	1,820	1,364	1,376	57
<b>Response Rate</b>	62%	47%	53%	40%

*Note:* <sup>A</sup>NT 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	54	31	38	4
Remote learning only	1,703	1,293	1,295	50
Hybrid learning	63	40	43	3

## 2. Summary of Key Indicators

**Table A2.1**

***Key Indicators of School Climate and Substance Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
<b>School Engagement and Supports</b>					
School connectedness <sup>†Φ</sup>	49	49	54		A6.7
Academic motivation <sup>†</sup>	63	63	57	54	A6.7
Monthly Absences (3 or more) <sup>Φ</sup>	22	17	11		A6.2
Maintaining focus on schoolwork <sup>†</sup>	28	21	20	32	A6.13
Caring adult relationships <sup>‡</sup>	66	60	58	64	A6.7
High expectations-adults in school <sup>‡</sup>	75	71	67	73	A6.7
Meaningful participation <sup>‡Φ</sup>	37	36	36		A6.7
Facilities upkeep <sup>†Φ</sup>	50	39	51		A6.16
Promotion of parent involvement in school <sup>†</sup>	58	50	44	45	A6.7
<b>School Safety</b>					
School perceived as very safe or safe <sup>Φ</sup>	68	59	57		A8.1
Experienced any harassment or bullying <sup>§Φ</sup>	15	17	19		A8.2
Had mean rumors or lies spread about you <sup>§Φ</sup>	19	17	19		A8.3
Been afraid of being beaten up <sup>§Φ</sup>	14	9	16		A8.3
Been in a physical fight <sup>§Φ</sup>	8	13	18		A8.4
Seen a weapon on campus <sup>§Φ</sup>	6	9	10		A8.6
<b>Substance Use</b>					
Current alcohol or drug use <sup>¶</sup>	4	5	11	20	A9.5
Current marijuana use <sup>¶</sup>	1	3	7	14	A9.5
Current binge drinking <sup>¶</sup>	1	2	3	6	A9.5
Very drunk or “high” 7 or more times, ever	0	2	7	17	A9.7
Been drunk or “high” on drugs at school, ever	1	3	7	10	A9.9
Current cigarette smoking <sup>¶</sup>	1	1	0	2	A10.3
Current vaping <sup>¶</sup>	2	3	4	10	A10.3

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

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

<sup>§</sup>Past 12 months.

<sup>¶</sup>Past 30 days.

<sup>Φ</sup>In-School and Hybrid Models only.

**Table A2.2****Key Indicators of Student Well-Being, Remote Learning, and Social and Emotional Health**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
<b>Routines</b>					
Eating of breakfast <sup>l</sup>	62	56	50	54	A11.2
Bedtime (before 11 pm)	59	40	29	22	A4.1
Sleep deprivation (less than 8 hours)	21	28	31	20	A4.1
Physical exercise (meets standards) <sup>ll</sup>	71	72	63	50	A4.4
<b>Learning from Home</b>					
Average days worked on schoolwork ( $\geq 5$ ) <sup>lll</sup>	77	80	79	68	A5.1
Synchronous instruction (4 days or more) <sup>lll</sup>	84	85	85	65	A5.1
Interest in schoolwork done from home <sup>δ</sup>	34	32	30	28	A5.3
Meaningful opportunities <sup>‡δ</sup>	57	50	47	50	A5.2
<b>Adult and Peer Relationships</b>					
Adult supports <sup>‡</sup>	73	72	67	74	A7.7
Peer supports <sup>‡</sup>	69	71	68	70	A7.6
Virtual peer interactions (4 days or more) <sup>ll</sup>	51	57	61	48	A4.3
Cyberbullying <sup>§</sup>	17	14	12	13	A8.3
<b>Social and Emotional Health</b>					
Social emotional distress <sup>‡</sup>	26	28	30	22	A7.10
Experienced chronic sadness/hopelessness <sup>§</sup>	39	44	48	39	A7.1
Considered suicide <sup>§</sup>	15	13	15	14	A7.2
Self-Efficacy <sup>‡</sup>	65	68	67	65	A7.3
Self-Awareness <sup>‡</sup>	63	63	62	68	A7.4
Problem Solving <sup>‡</sup>	47	47	47	45	A7.5
Optimism <sup>‡</sup>	56	51	48	56	A7.8
Gratitude <sup>‡</sup>	69	69	61	61	A7.9

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.

<sup>l</sup>Today.

<sup>ll</sup>Past 7 days.

<sup>lll</sup>Past 30 days.

<sup>δ</sup>Remote and Hybrid Models only.

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

<sup>§</sup>Past 12 months.

### 3. Demographics

**Table A3.1**

***School Schedule, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
In-School Model	3	2	3	7
Remote Learning Model	94	95	94	88
Hybrid Model (in school on alternate days)	2	1	2	4
Hybrid Model (in school half days)	1	2	1	2

*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.”*

*Hybrid Model (in school on alternate days) - Respondents selecting “I went to school in person at my school building for the entire day on some weekdays and participated in school from home on other weekdays.”*

*Hybrid Model (in school half days) - Respondents selecting “I went to school in person at my school building for half of the day and participated in classes from home during the other half of the day on most or all weekdays.”*

**Table A3.2**

***Gender of Sample***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	45	47	47	54
Female	50	50	51	44
Nonbinary	3	2	2	2
Something else	2	1	0	0

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

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



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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Straight (not gay)	72	77	78	77
Lesbian or Gay	2	2	3	4
Bisexual	10	10	11	11
Something else	4	2	2	4
Not sure	6	4	3	0
Decline to respond	7	4	3	5

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I am not transgender	87	94	93	96
Yes, I am transgender	1	1	1	0
I am not sure if I am transgender	4	2	1	0
Decline to respond	8	3	4	4

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	1	1	1	0
Asian or Asian American	12	15	17	4
Black or African American	8	6	8	14
Hispanic or Latinx	60	68	63	68
Native Hawaiian or Pacific Islander	1	1	0	0
White	4	2	4	4
Mixed (two or more) ethnics	4	3	4	11
Something else	10	4	2	0

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parent or guardian	89	92	91	82
Other relative's home	1	1	2	5
A home with more than one family	6	5	4	4
Friend's home	0	0	1	0
Foster home, group care, or waiting placement	0	0	1	4
Hotel or motel	0	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0	0	0
Other living arrangement	3	1	1	5

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	13	23	28	31
Graduated from high school	19	20	24	35
Attended college but did not complete four-year degree	11	13	15	7
Graduated from college	16	18	16	7
Don't know	41	26	17	20

*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*****Free or Reduced Price Meals Eligibility***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	9	8	9	24
Yes	65	68	72	53
Don't know	26	24	19	24

*Question HS/MS A.12, 13: Do you receive free or reduced-price lunches at school? (Receiving free or reduced-price lunches means that lunch at school is provided to you for free or you pay less for it.) [In-school/Hybrid only]... Last year, did you receive free or reduced-price lunches at school? (Receiving free or reduced-price lunches means that lunch at school is provided to you for free or you pay less for it.) [Remote only]*

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

**Table A3.9*****Language Spoken at Home***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
English	53	52	55	63
Spanish	39	41	37	33
Mandarin	0	0	0	0
Cantonese	0	0	0	0
Taiwanese	0	0	0	0
Tagalog	2	2	2	0
Vietnamese	0	1	1	0
Korean	0	0	0	0
Arabic	0	0	0	0
Other	4	4	4	4

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

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

**Table A3.10**  
**English Language Proficiency – All Students**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>How well do you...</b>				
<b>understand English?</b>				
Very well	83	84	86	94
Well	16	15	12	6
Not well	1	1	1	0
Not at all	0	0	0	0
<b>speak English?</b>				
Very well	73	76	80	85
Well	24	21	18	15
Not well	3	3	2	0
Not at all	0	1	1	0
<b>read English?</b>				
Very well	70	73	77	80
Well	26	23	20	19
Not well	3	3	3	2
Not at all	1	0	1	0
<b>write English?</b>				
Very well	68	68	73	75
Well	26	27	23	21
Not well	5	4	3	4
Not at all	1	0	1	0
<b>English Language Proficiency Status</b>				
Proficient	68	72	76	80
Not proficient	32	28	24	20

*Question HS/MS A.15-18: 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 A3.11*****English Language Proficiency – Students Speaking a Language Other Than English at Home***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>How well do you...</i></b>				
<b>understand English?</b>				
Very well	75	75	81	85
Well	23	22	17	15
Not well	1	2	2	0
Not at all	0	1	0	0
<b>speak English?</b>				
Very well	61	67	72	65
Well	35	28	24	35
Not well	4	5	3	0
Not at all	0	1	1	0
<b>read English?</b>				
Very well	60	65	69	70
Well	34	29	25	30
Not well	5	5	4	0
Not at all	1	1	1	0
<b>write English?</b>				
Very well	58	59	66	63
Well	35	33	28	32
Not well	6	7	4	5
Not at all	1	1	1	0
<b><i>English Language Proficiency Status</i></b>				
Proficient	57	63	68	70
Not proficient	43	37	32	30

*Question HS/MS A.14-18: 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 A3.12*****Number of Days Attending Afterschool Program (In-School and Hybrid Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I do not attend my school's afterschool program	79	80	76	
1 day	4	3	4	
2 days	3	10	4	
3 days	5	0	6	
4 days	2	3	7	
5 days	7	3	3	

*Question HS/MS A.28: 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 A3.13*****Military Connections***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	93	96	96	91
Yes	2	2	2	2
Don't know	5	3	2	7

*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**

***Sleep Schedule***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>What time did you go to bed last night?</b>				
Before 7:00 pm	1	0	0	0
7:00-7:59 pm	1	1	1	0
8:00-8:59 pm	8	3	2	0
9:00-9:59 pm	21	13	8	9
10:00-10:59 pm	27	23	18	13
11:00-11:59 pm	17	22	21	22
12:00-12:59 am	11	15	19	9
After 1:00 am	14	23	31	46
<b>What time did you wake up this morning?</b>				
Before 5:00 am	2	2	2	4
5:00-5:59 am	3	2	2	0
6:00-6:59 am	16	8	7	2
7:00-7:59 am	50	41	32	13
8:00-8:59 am	25	38	40	44
9:00-9:59 am	3	7	12	33
10:00-10:59 am	1	1	3	4
11:00-11:59 am	0	0	1	0
12 pm or later	0	0	1	0
<b>Sleep duration</b>				
Less than 6 hours	2	2	3	4
6-7 hours	19	26	28	17
8-9 hours	47	47	50	61
10-11 hours	29	23	17	17
12 hours or more	3	2	2	2
<b><i>Sleep deprivation (less than 8 hours)</i></b>	21	28	31	20

*Question HS/MS A.19, 20: What time did you go to bed last night?... What time did you wake up this morning?*

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



**Table A4.2****Attending School in Person (Hybrid Only)**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Are you attending school in person today?</b>				
No	81	92	74	
Yes	19	8	26	
<b>In the past 30 days, how many days in an average week did you go to school in person?</b>				
0 days	52	64	45	
1 day	8	8	8	
2 days	8	11	3	
3 days	3	6	11	
4 days	7	0	21	
5 days	22	11	13	

Question HS/MS A.24, 25: In the past 30 days, how many days in an average week did you go to school in person?... Are you attending school in person today?

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

**Table A4.3****Peer Interactions (Virtual), Past 7 Days**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	22	16	14	14
1 day	9	8	7	14
2 days	8	8	7	12
3 days	11	10	11	12
4 days	7	6	8	6
5 days	7	7	8	4
6 days	4	4	5	0
7 days	33	39	41	38

Question HS/MS A.68: On how many of the past 7 days did you talk to your friends by phone, computer, or tablet (iPad)?

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

**Table A4.4*****Number of Days Exercising, Past 7 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Exercise or do a physical activity for at least 20 minutes that made you sweat and breathe hard</b>				
0 days	13	15	21	26
1 day	10	8	10	20
2 days	12	11	13	6
3 days	16	14	13	14
4 days	11	12	11	6
5 days	15	18	13	6
6 days	5	5	4	2
7 days	17	17	15	20
<b>Participate in a physical activity for at least 30 minutes that did not make you sweat and breathe hard</b>				
0 days	18	18	22	18
1 day	13	13	11	10
2 days	13	13	12	20
3 days	15	14	14	18
4 days	10	10	9	2
5 days	11	11	10	6
6 days	4	4	4	2
7 days	16	17	18	24
<b><i>Meets aerobic physical fitness standards</i></b>	71	72	63	50

*Question HS/MS A.69, 70: On how many of the past 7 days did you... exercise or do a physical activity for at least 20 minutes that made you sweat and breathe hard? (For example, basketball, soccer, running, fast bicycling, fast dancing, or similar aerobic activities.)... participate in a physical activity for at least 30 minutes that did not make you sweat and breathe hard? (For example, fast walking, slow bicycling, shooting baskets, raking leaves, or mopping floors.)*

*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.*

## 5. Learning from Home

**Table A5.1**

**Remote Learning Schedule and Instructional Time (Remote and Hybrid Only)**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Time started schoolwork from home today<sup>#</sup></b>				
Before 7:00 am	3	3	2	2
7:00-7:59 am	12	4	5	2
8:00-8:59 am	38	23	21	14
9:00-9:59 am	14	33	34	44
10:00-10:59 am	4	4	6	8
11:00-11:59 am	5	3	4	4
12 pm or later	24	29	29	26
<b>Time spent on learning and completing schoolwork from home on the average weekday</b>				
Less than 1 hour	13	9	8	22
Between 1 and 2 hours	26	23	20	30
Between 2 and 3 hours	15	16	19	14
Between 3 and 4 hours	11	14	15	10
Between 4 and 5 hours	17	19	16	12
More than 5 hours	19	19	21	12
<b>Number of days in the past week participating in an online class from home where your teacher talked to students</b>				
0 days	4	4	3	10
1 day	3	2	2	4
2 days	3	5	4	10
3 days	5	5	5	10
4 days	5	5	6	4
5 days	79	79	80	61

*Question HS/MS A.30-33: On the weekdays you participated in school from home, how much of your day did you spend learning and completing schoolwork on the average day? [Hybrid only]... On the average weekday, how much of your day did you spend learning and completing schoolwork from home? [Remote only]... What time did you start your schoolwork from home today?... 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)?*

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

*<sup>#</sup>Based on 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” to question “Which of the following best describes your school schedule during the past 30 days?” or “No” to question “Are you attending school in person today?”*

**Table A5.1*****Remote Learning Schedule and Instructional Time – Continued (Remote and Hybrid Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Number of weekdays participating in school from home for the entire school day</b>				
0 days	7	5	5	6
1 day	2	2	1	4
2 days	3	3	2	4
3 days	4	4	5	12
4 days	7	6	8	6
5 days	77	80	79	68

*Question HS/MS A.29: In the past 30 days, how many weekdays in an average week did you participate in school from home for an entire school day?*

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Not at all true	15	18	21	22
A little true	27	32	32	28
Pretty much true	34	33	31	33
Very much true	23	17	16	17

*Question HS/MS A.57: 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 and Hybrid Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Strongly disagree	15	11	17	22
Disagree	17	18	18	17
Neither disagree nor agree	34	38	35	33
Agree	25	22	23	24
Strongly agree	9	10	7	4

*Question HS/MS A.50: 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	13	17	18	4
A's and B's	23	28	28	15
Mostly B's	6	5	5	12
B's and C's	22	17	19	17
Mostly C's	5	4	7	12
C's and D's	15	15	12	19
Mostly D's	5	4	5	13
Mostly F's	10	9	6	8

*Question HS/MS A.36: 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 (In-School and Hybrid Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I did not miss any days of school in the past 30 days	49	65	58	
1 day	15	12	20	
2 days	15	7	11	
3 or more days	22	17	11	

*Question HS/MS A.22, 26: In the past 30 days, how often did you miss an entire day of school for any reason? [In-school only]... In the past 30 days, how often did you miss an entire day of in-person school for any reason? [Hybrid only]*

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

**Table A6.3****Missing School from Home, Past 30 Days (Remote and Hybrid Only)**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I did not miss an entire day of remote learning classes	64	65	61	33
1 day	17	16	16	15
2 days	11	10	12	21
3 or more days	8	8	11	31

Question HS/MS A.34: In the past 30 days, how often did you miss an entire day of remote learning classes for any reason?

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

**Table A6.4****Missing Classes at School, Past 30 Days (In-School and Hybrid Only)**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I did not miss any classes/scheduled in-person classes	53	64	54	
1-2 classes	24	19	23	
3-4 classes	11	3	11	
5 or more classes	12	14	13	

Question HS/MS A.23, 27: In the past 30 days, how many classes did you miss for any reason? [In-school only]...

In the past 30 days, how many in-person school classes did you miss for any reason? [Hybrid only]

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

**Table A6.5****Missing Remote Classes, Past 30 Days (Remote and Hybrid Only)**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I did not miss any remote learning classes	49	50	48	16
1-2 classes	35	36	33	45
3-4 classes	8	10	13	20
5 or more classes	9	5	7	18

Question HS/MS A.35: In the past 30 days, how many remote learning classes did you miss for any reason?

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

**Table A6.6*****Reasons for Absence, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I didn't miss any school	49	50	45	33
Illness (feeling physically sick), including problems with breathing or your teeth	13	13	17	21
Were being bullied or mistreated at school <i>(In-School and Hybrid Only)</i>	4	2	3	
Felt very sad, hopeless, anxious, stressed, or angry	13	17	24	17
Didn't get enough sleep	18	18	24	35
Didn't feel safe at school or going to and from school <i>(In-School and Hybrid Only)</i>	2	0	3	
Had to take care of or help a family member or friend	13	13	16	23
Wanted to spend time with friends	3	2	2	8
Used alcohol or drugs	0	0	0	4
Were behind in schoolwork or weren't prepared for a test or class assignment	7	9	16	12
Were bored or uninterested in school	8	9	13	23
Had no transportation to school <i>(In-School and Hybrid Only)</i>	1	0	1	
Other reason	24	23	17	27

*Question HS/MS A.37-39: 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 in-person school or school from home for any of the following reasons? (Mark All That Apply.) [Hybrid 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 A6.7*****School Environment, School Connectedness, Academic Motivation, and Promotion of Parent Involvement Scales***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Total school supports	56	51	51		
Caring adults in school <sup>‡</sup>	66	60	58	64	A6.8
High expectations-adults in school <sup>‡</sup>	75	71	67	73	A6.9
Meaningful participation at school <sup>‡Φ</sup>	37	36	36		A6.10
School connectedness <sup>†Φ</sup>	49	49	54		A6.11
Academic motivation <sup>†</sup>	63	63	57	54	A6.12
Promotion of parent involvement in school <sup>†</sup>	58	50	44	45	A6.14

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

<sup>†</sup>*Scales are based on average of respondents reporting “Agree” or “Strongly agree.”*

<sup>‡</sup>*Scales are based on average of respondents reporting “Pretty much true” or “Very much true.”*

<sup>Φ</sup>*In-School and Hybrid Models only.*

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

**Table A6.8*****Caring Relationships Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Caring adults in school</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	66	60	58	64
<b><i>There is a teacher or some other adult from my school... who really cares about me.</i></b>				
Not at all true	9	10	9	14
A little true	29	31	32	24
Pretty much true	37	40	37	40
Very much true	26	19	22	22
<b><i>who notices when I’m not there.</i></b>				
Not at all true	12	15	15	18
A little true	22	29	33	22
Pretty much true	36	34	32	32
Very much true	30	21	20	28
<b><i>who listens to me when I have something to say.</i></b>				
Not at all true	9	9	10	12
A little true	21	25	28	18
Pretty much true	38	38	35	36
Very much true	32	28	27	34

*Question HS/MS A.55, 58, 61: 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 A6.9*****High Expectations Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>High expectations-adults in school</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	75	71	67	73
<b><i>There is a teacher or some other adult from my school... who tells me when I do a good job.</i></b>				
Not at all true	7	9	7	18
A little true	19	20	26	14
Pretty much true	40	41	39	37
Very much true	34	30	27	31
<b><i>who always wants me to do my best.</i></b>				
Not at all true	5	6	7	10
A little true	15	19	23	12
Pretty much true	35	39	38	42
Very much true	45	35	33	36
<b><i>who believes that I will be a success.</i></b>				
Not at all true	9	11	9	14
A little true	20	22	27	12
Pretty much true	34	37	33	44
Very much true	38	30	31	30

*Question HS/MS A.56, 59, 62: 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 A6.10****Meaningful Participation Scale Questions (In-School and Hybrid Only)**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Meaningful participation at school</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	37	36	36	
<b>At school,...</b>				
<b>I do interesting activities.</b>				
Not at all true	15	24	29	
A little true	36	28	35	
Pretty much true	37	35	23	
Very much true	12	13	13	
<b>I help decide things like class activities or rules.</b>				
Not at all true	31	43	37	
A little true	36	26	31	
Pretty much true	24	24	15	
Very much true	9	7	18	
<b>I do things that make a difference.</b>				
Not at all true	25	31	33	
A little true	37	31	23	
Pretty much true	29	24	28	
Very much true	9	13	16	
<b>I have a say in how things work.</b>				
Not at all true	30	34	34	
A little true	33	36	31	
Pretty much true	26	21	20	
Very much true	11	9	15	
<b>I help decide school activities or rules.</b>				
Not at all true	52	46	37	
A little true	21	22	30	
Pretty much true	19	24	20	
Very much true	8	7	13	

*Question HS/MS A.63-67: At school,... 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 A6.11*****School Connectedness Scale Questions (In-School and Hybrid Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>School connectedness</b>				
<i>Average reporting “Agree” or “Strongly agree”</i>	49	49	54	
<b>I feel close to people at this school.</b>				
Strongly disagree	10	16	11	
Disagree	19	23	14	
Neither disagree nor agree	37	28	27	
Agree	21	25	29	
Strongly agree	12	9	20	
<b>I am happy to be at this school.</b>				
Strongly disagree	7	12	9	
Disagree	7	2	5	
Neither disagree nor agree	33	26	23	
Agree	32	51	43	
Strongly agree	21	9	20	
<b>I feel like I am part of this school.</b>				
Strongly disagree	10	14	12	
Disagree	6	7	15	
Neither disagree nor agree	39	39	23	
Agree	37	32	35	
Strongly agree	7	9	14	
<b>The teachers at this school treat students fairly.</b>				
Strongly disagree	9	2	8	
Disagree	9	9	9	
Neither disagree nor agree	22	29	25	
Agree	40	46	36	
Strongly agree	20	14	22	
<b>I feel safe in my school.</b>				
Strongly disagree	9	11	13	
Disagree	11	5	8	
Neither disagree nor agree	28	34	27	
Agree	36	39	33	
Strongly agree	17	11	19	

*Question HS/MS A.40-44: How strongly do you agree or disagree with the following statements?... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.*

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

**Table A6.12*****Academic Motivation Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Academic motivation</b>				
<i>Average reporting “Agree” or “Strongly agree”</i>	63	63	57	54
<b>I try hard to make sure that I am good at my schoolwork.</b>				
Strongly disagree	4	3	4	14
Disagree	4	3	5	6
Neither disagree nor agree	19	18	24	27
Agree	44	46	43	37
Strongly agree	29	29	25	16
<b>I try hard on my schoolwork because I am interested in it.</b>				
Strongly disagree	9	9	10	14
Disagree	17	15	18	12
Neither disagree nor agree	36	40	38	26
Agree	27	26	24	34
Strongly agree	11	10	10	14
<b>I work hard to try to understand new things when doing my schoolwork.</b>				
Strongly disagree	5	4	5	14
Disagree	6	6	8	6
Neither disagree nor agree	23	24	31	20
Agree	45	48	41	40
Strongly agree	21	19	16	20
<b>I am always trying to do better in my schoolwork.</b>				
Strongly disagree	4	3	4	16
Disagree	3	2	5	6
Neither disagree nor agree	16	18	22	24
Agree	43	45	45	28
Strongly agree	34	31	25	26

*Question HS/MS A.51-54: 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 A6.13*****Maintaining Focus on Schoolwork***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>It is hard for me to stay focused when doing my schoolwork.</b>				
Strongly disagree	10	6	6	8
Disagree	18	15	14	24
Neither disagree nor agree	22	24	21	22
Agree	25	29	29	26
Strongly agree	25	26	29	20

*Question HS/MS A.49: 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 A6.14*****Promotion of Parent Involvement Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Promotion of parent involvement in school</b>				
<i>Average reporting “Agree” or “Strongly agree”</i>	58	50	44	45
<b>Teachers at this school communicate with parents about what students are expected to learn in class.</b>				
Strongly disagree	6	5	6	8
Disagree	5	8	14	22
Neither disagree nor agree	26	32	35	22
Agree	41	40	35	34
Strongly agree	22	15	11	14
<b>Parents feel welcome to participate at this school.</b>				
Strongly disagree	4	4	5	10
Disagree	5	6	9	16
Neither disagree nor agree	35	45	45	36
Agree	39	34	31	26
Strongly agree	17	11	9	12
<b>School staff take parent concerns seriously.</b>				
Strongly disagree	5	4	6	8
Disagree	8	6	8	12
Neither disagree nor agree	32	39	41	32
Agree	35	36	33	38
Strongly agree	19	15	13	10

*Question HS/MS A.46-48: 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 A6.15*****Checking Student Progress***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>A teacher or some other adult from my school checks on how I am doing</b>				
Not at all true	13	14	15	18
A little true	24	26	26	16
Pretty much true	34	36	34	32
Very much true	28	25	24	34

*Question HS/MS A.60: There is a teacher or some other adult from my school... who checks on how I am doing.*

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

**Table A6.16*****Quality of School Physical Environment (In-School and Hybrid Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>My school is usually clean and tidy.</b>				
Strongly disagree	8	4	8	
Disagree	9	13	5	
Neither disagree nor agree	32	45	37	
Agree	41	29	37	
Strongly agree	9	11	14	

*Question HS/MS A.45: 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	61	56	52	61
Yes	39	44	48	39

*Question HS A.153/MS A.141: 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	85	87	85	86
Yes	15	13	15	14

*Question HS A.154/MS A.142: 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**  
**Self-Efficacy Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Self-efficacy</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	65	68	67	65
<b>I can work out my problems.</b>				
Not at all true	9	7	9	16
A little true	32	32	30	27
Pretty much true	35	41	38	27
Very much true	24	21	22	31
<b>I can do most things if I try.</b>				
Not at all true	4	4	6	12
A little true	25	22	19	14
Pretty much true	42	45	44	37
Very much true	29	29	31	37
<b>There are many things that I do well.</b>				
Not at all true	7	6	9	16
A little true	27	26	25	20
Pretty much true	36	43	39	31
Very much true	30	25	27	33

*Question HS A.165-167/MS A.153-155: 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 A7.4**  
**Self-Awareness Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Self-awareness</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	63	63	62	68
<b>There is a purpose to my life.</b>				
Not at all true	11	10	12	16
A little true	23	23	24	16
Pretty much true	26	31	30	24
Very much true	40	37	35	43
<b>I understand my moods and feelings.</b>				
Not at all true	12	13	16	17
A little true	25	28	25	17
Pretty much true	31	32	32	29
Very much true	32	27	27	38
<b>I understand why I do what I do.</b>				
Not at all true	12	12	12	13
A little true	28	26	26	19
Pretty much true	33	35	35	27
Very much true	27	26	26	42

*Question HS A.168-170/MS A.156-158: 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 A7.5*****Problem Solving Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Problem solving</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	47	47	47	45
<b>When I need help I find someone to talk with.</b>				
Not at all true	24	24	26	27
A little true	26	27	27	27
Pretty much true	24	27	27	20
Very much true	26	23	21	27
<b>I try to work out my problems by talking or writing about them.</b>				
Not at all true	35	36	34	37
A little true	28	27	27	27
Pretty much true	20	22	23	20
Very much true	18	15	16	16
<b>I trust my ability to solve difficult problems.</b>				
Not at all true	15	14	15	19
A little true	32	32	31	29
Pretty much true	30	34	34	27
Very much true	23	21	20	25

*Question HS A.171, 175, 176/MS A.159, 163, 164: 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.*

**Table A7.6*****Peer Supports Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Peer supports</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	69	71	68	70
<b>I have a friend my age who really cares about me.</b>				
Not at all true	8	8	9	15
A little true	15	13	16	13
Pretty much true	24	28	26	30
Very much true	54	51	48	41
<b>I have a friend my age who talks with me about my problems.</b>				
Not at all true	19	18	15	24
A little true	20	17	21	7
Pretty much true	21	26	22	26
Very much true	40	39	41	43
<b>I have a friend my age who helps me when I’m having a hard time.</b>				
Not at all true	15	13	15	26
A little true	17	17	20	7
Pretty much true	23	27	22	26
Very much true	46	43	43	41

*Question HS A.183-185/MS A.171-173: How true do you feel these statements are about your 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.*

**Table A7.7**  
**Adult Supports Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Adult supports</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	73	72	67	74
<b>How true do you feel these statements are about your family?</b>				
<b>There is an adult who really cares about me.</b>				
Not at all true	3	3	6	11
A little true	10	9	14	9
Pretty much true	21	24	25	27
Very much true	67	63	56	53
<b>There is an adult who talks with me about my problems.</b>				
Not at all true	17	17	22	11
A little true	20	22	20	18
Pretty much true	20	22	22	29
Very much true	42	38	36	42
<b>There is an adult who helps me when I am having a hard time.</b>				
Not at all true	13	15	18	16
A little true	19	18	20	13
Pretty much true	20	24	23	24
Very much true	49	43	39	47

*Question HS A.180-182/MS A.168-170: How true do you feel these statements are about your family?... There is an adult who really cares about me... There is an adult who talks with me about my problems... There is an adult who helps me when I am having a hard time.*

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

**Table A7.8**  
**Optimism Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Optimism</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	56	51	48	56
<b>Each day I look forward to having a lot of fun.</b>				
Not at all true	18	20	23	24
A little true	29	30	32	18
Pretty much true	24	27	23	27
Very much true	29	24	22	31
<b>I usually expect to have a good day.</b>				
Not at all true	16	18	23	24
A little true	28	31	28	20
Pretty much true	28	29	27	29
Very much true	28	22	22	27
<b>Overall, I expect more good things to happen to me than bad things.</b>				
Not at all true	17	17	21	20
A little true	25	30	28	24
Pretty much true	27	29	26	27
Very much true	31	24	25	29

*Question HS A.172-174/MS A.160-162: 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 A7.9*****Gratitude Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Gratitude</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	69	69	61	61
<b>On most days I feel grateful.</b>				
Not at all true	9	9	13	16
A little true	21	22	26	22
Pretty much true	29	34	30	29
Very much true	41	35	31	33
<b>On most days I feel thankful.</b>				
Not at all true	8	8	12	17
A little true	21	20	25	27
Pretty much true	28	35	30	23
Very much true	43	36	33	33
<b>On most days I feel appreciative.</b>				
Not at all true	11	11	15	15
A little true	22	23	26	19
Pretty much true	28	32	29	29
Very much true	38	34	30	38

*Question HS A.177-179/MS A.165-167: 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 A7.10**  
***Social Emotional Distress Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Social emotional distress</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	26	28	30	22
<b>I had a hard time breathing because I was anxious.</b>				
Not at all true	66	62	60	63
A little true	18	21	21	18
Pretty much true	8	10	10	8
Very much true	7	6	9	10
<b>I worried that I would embarrass myself in front of others.</b>				
Not at all true	36	35	44	60
A little true	25	26	24	19
Pretty much true	15	17	16	10
Very much true	24	22	17	10
<b>I was tense and uptight.</b>				
Not at all true	60	51	50	67
A little true	21	24	23	12
Pretty much true	10	14	13	6
Very much true	9	10	14	14
<b>I had a hard time relaxing.</b>				
Not at all true	48	42	42	59
A little true	22	26	23	12
Pretty much true	15	17	17	12
Very much true	15	15	18	16

*Question HS A.155-158/MS A.143-146: Over the past 30 days, how true do you feel these statements are about you?... I had a hard time breathing because I was anxious... I worried that I would embarrass myself in front of others... I was tense and uptight... I had a hard time relaxing.*

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

**Table A7.10**  
***Social Emotional Distress Scale Questions – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>I felt sad and down.</b>				
Not at all true	47	40	39	61
A little true	22	26	23	16
Pretty much true	12	15	14	8
Very much true	19	19	24	14
<b>I was easily irritated.</b>				
Not at all true	41	35	32	41
A little true	24	25	24	27
Pretty much true	15	19	20	16
Very much true	21	20	24	16
<b>It was hard for me to cope and I thought I would panic.</b>				
Not at all true	65	61	59	69
A little true	16	19	16	10
Pretty much true	10	10	13	10
Very much true	9	10	11	10
<b>It was hard for me to get excited about anything.</b>				
Not at all true	57	54	50	67
A little true	23	23	22	16
Pretty much true	9	13	14	6
Very much true	11	10	14	10

*Question HS A.159-162/MS A.147-150: Over the past 30 days, how true do you feel these statements are about you?... 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.*

**Table A7.10*****Social Emotional Distress Scale Questions – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>I was easily annoyed and sensitive.</b>				
Not at all true	45	43	43	51
A little true	20	23	21	20
Pretty much true	15	16	17	14
Very much true	20	18	20	14
<b>I was scared for no good reason.</b>				
Not at all true	65	65	63	82
A little true	14	16	16	4
Pretty much true	9	8	9	6
Very much true	12	12	12	8

*Question HS A.163, 164/MS A.151, 152: Over the past 30 days, how true do you feel these statements are about you?... I was easily annoyed and sensitive... I was scared for no good reason.*

*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 and Hybrid Only)*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	29	22	28	
Safe	39	37	28	
Neither safe nor unsafe	25	39	30	
Unsafe	2	0	5	
Very unsafe	5	2	8	

*Question HS A.128/MS A.116: 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 (In-School and Hybrid Only)**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Race, ethnicity, or national origin</b>				
0 times	90	96	90	
1 time	6	4	7	
2 or more times	4	0	3	
<b>Religion</b>				
0 times	92	94	93	
1 time	4	2	7	
2 or more times	4	4	0	
<b>Gender</b>				
0 times	93	91	95	
1 time	1	7	0	
2 or more times	5	2	5	
<b>Because you are gay, lesbian, or bisexual or someone thought you were</b>				
0 times	95	89	93	
1 time	3	4	2	
2 or more times	3	6	5	
<b>A physical or mental disability</b>				
0 times	95	96	97	
1 time	3	2	0	
2 or more times	3	2	3	
<b>Any of the above five reasons</b>	15	15	15	

*Question HS A.144-148/MS A.132-136: 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... Your religion... Your gender... Because you are gay, lesbian, or bisexual or someone thought you were... A physical or mental disability.*

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

**Table A8.2**

**Reasons for Harassment on School Property, Past 12 Months – Continued** *(In-School and Hybrid Only)*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>You are an immigrant or someone thought you were</b>				
0 times	99	94	95	
1 time	1	2	2	
2 or more times	0	4	3	
<b>Any other reason</b>				
0 times	96	96	91	
1 time	3	0	3	
2 or more times	1	4	5	
<b>Any harassment</b>	15	17	19	

*Question HS A.144-150/MS A.132-138: 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... Your religion... Your gender... Because you are gay, lesbian, or bisexual or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were... Any other reason.*

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

**Table A8.3*****School Violence Victimization Scale Questions (In-School and Hybrid Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>School violence victimization</b>				
<i>Average reporting “1 or more times”</i>	16	9	16	
<b><i>During the past 12 months, how many times on school property have you...</i></b>				
<b>been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around?</b>				
0 times	86	91	85	
1 time	8	6	10	
2 to 3 times	5	2	3	
4 or more times	1	0	2	
<b>been afraid of being beaten up?</b>				
0 times	86	91	84	
1 time	9	4	10	
2 to 3 times	5	4	2	
4 or more times	0	0	3	
<b>had mean rumors or lies spread about you?</b>				
0 times	81	83	81	
1 time	14	13	5	
2 to 3 times	3	4	10	
4 or more times	3	0	3	
<b>had sexual jokes, comments, or gestures made to you?</b>				
0 times	92	87	88	
1 time	5	11	5	
2 to 3 times	1	0	5	
4 or more times	1	2	2	

*Question HS A.129, 130, 132, 133/MS A.117, 118, 120, 121: 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?... been afraid of being beaten up?... had mean rumors or lies spread about you?... had sexual jokes, comments, or gestures made to you?*

*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 %
<b><i>During the past 12 months, how many times on school property have you...</i></b>				
<b>been made fun of because of your looks or the way you talk? <i>(In-School and Hybrid Only)</i></b>				
0 times	73	94	81	
1 time	15	4	5	
2 to 3 times	5	2	10	
4 or more times	6	0	3	
<b>had your property stolen or deliberately damaged? <i>(In-School and Hybrid Only)</i></b>				
0 times	87	98	93	
1 time	9	2	5	
2 to 3 times	4	0	2	
4 or more times	0	0	0	
<b>been made fun of, insulted, or called names? <i>(In-School and Hybrid Only)</i></b>				
0 times	82	89	84	
1 time	8	4	5	
2 to 3 times	4	2	5	
4 or more times	6	4	5	
<b>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?</b>				
0 times (never)	83	86	88	88
1 time	9	7	6	6
2 to 3 times	5	4	4	6
4 or more times	4	3	2	0

*Question HS A.134, 135, 143, 151/MS A.122, 123, 131, 139: 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?... had your property stolen or deliberately damaged, such as your car, clothing, or books?... been made fun of, insulted, or called names?... 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 and Hybrid Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>School violence perpetration</b>				
<i>Average reporting “1 or more times”</i>	5	6	9	
<b><i>During the past 12 months, how many times on school property have you...</i></b>				
<b>been in a physical fight?</b>				
0 times	92	87	82	
1 time	4	6	4	
2 to 3 times	1	2	5	
4 or more times	3	4	9	
<b>been offered, sold, or given an illegal drug?</b>				
0 times	97	98	93	
1 time	1	2	4	
2 to 3 times	0	0	2	
4 or more times	1	0	2	
<b>damaged school property on purpose?</b>				
0 times	95	91	95	
1 time	3	9	2	
2 to 3 times	1	0	2	
4 or more times	1	0	2	
<b>carried a gun?</b>				
0 times	97	98	95	
1 time	3	0	0	
2 to 3 times	0	2	3	
4 or more times	0	0	2	
<b>carried any other weapon (such as a knife or club)?</b>				
0 times	94	98	92	
1 time	4	0	2	
2 to 3 times	3	2	5	
4 or more times	0	0	2	

*Question HS A.131, 136-139/MS A.119, 124-127: 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 and Hybrid Only)**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>During the past 12 months, how many times on school property have you...</b>				
<b>been threatened with harm or injury?</b>				
0 times	94	96	91	
1 time	5	2	3	
2 to 3 times	1	2	3	
4 or more times	0	0	2	
<b>been threatened or injured with a weapon (gun, knife, club, etc.)?</b>				
0 times	99	98	93	
1 time	1	2	2	
2 to 3 times	0	0	5	
4 or more times	0	0	0	

Question HS A.140, 142/MS A.128, 130: 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 and Hybrid Only)**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>During the past 12 months, how many times on school property have you...</b>				
<b>seen someone carrying a gun, knife, or other weapon?</b>				
0 times	94	91	90	
1 time	5	6	2	
2 to 3 times	1	2	3	
4 or more times	0	0	5	

Question HS A.141/MS A.129: 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” <sup>^</sup>	9	17	26	41	A9.2
Lifetime alcohol or drug use	9	19	27	41	A9.2
Lifetime marijuana use	3	7	16	29	A9.2
Lifetime very drunk or high (7 or more times)	0	2	7	17	A9.7
Lifetime drinking and driving involvement	22	6	6	4	A9.11
Current alcohol or drug use <sup>¶</sup>	4	5	11	20	A9.5
Current marijuana use <sup>¶</sup>	1	3	7	14	A9.5
Current heavy drug use <sup>¶</sup>	1	2	5	10	A9.5
Current heavy alcohol use (binge drinking) <sup>¶</sup>	1	2	3	6	A9.5
Current alcohol or drug use on school property <sup>¶ψ</sup>	7	8	17		A9.8
Harmfulness of occasional marijuana use <sup>BΦ</sup>	18	29	24		A9.12
Difficulty of obtaining marijuana <sup>CΦ</sup>	13	20	17		A9.13

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

<sup>^</sup>*Excludes prescription pain medication, tranquilizers or sedatives, diet pills, and prescription stimulant.*

<sup>¶</sup>*Past 30 days.*

<sup>ψ</sup>*In-School Models only.*

<sup>Φ</sup>*In-School and Hybrid Models only.*

<sup>B</sup>*Great harm.*

<sup>C</sup>*Very difficult.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	6	10	18	31
Marijuana	3	7	16	29
Inhalants	2	2	2	6
Cocaine, methamphetamine, or any amphetamines	na	1	1	2
Heroin	na	1	1	2
Ecstasy, LSD, or other psychedelics	na	1	2	4
Prescription pain medication (opioids)	na	3	3	8
Tranquilizers or sedatives	na	1	2	8
Diet pills or other prescription stimulant	na	4	4	8
Cold/cough medicines or other over-the-counter medicines to get “high”	na	6	6	12
Any other drug, pill, or medicine to get “high”	2	3	3	6
<b><i>Any of the above AOD use</i></b>	9	19	27	41
<b><i>Any illicit AOD use to get “high”<sup>^</sup></i></b>	9	17	26	41

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

<sup>^</sup>*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 %
<b>Alcohol (one full drink)</b>				
0 times	94	90	82	69
1 time	3	3	5	6
2 to 3 times	2	3	5	10
4 or more times	1	4	8	14
<b>Marijuana (smoke, vape, eat, or drink)</b>				
0 times	97	93	84	71
1 time	1	2	4	4
2 to 3 times	1	2	3	4
4 or more times	1	3	9	20
<b>Inhalants</b>				
0 times	98	98	98	94
1 time	1	1	1	0
2 to 3 times	1	1	1	4
4 or more times	0	1	1	2
<b>Cocaine, methamphetamine, or any amphetamines</b>				
0 times	na	99	99	98
1 time	na	0	0	2
2 to 3 times	na	0	0	0
4 or more times	na	0	0	0
<b>Heroin</b>				
0 times	na	99	99	98
1 time	na	0	0	0
2 to 3 times	na	0	1	2
4 or more times	na	0	0	0
<b>Ecstasy, LSD, or other psychedelics</b>				
0 times	na	99	98	96
1 time	na	0	1	2
2 to 3 times	na	0	1	2
4 or more times	na	0	1	0

*Question HS A.74-77, 79, 80/MS A.75-77: 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)... Heroin... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms).*

*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 %
<b>Prescription pain medication</b>				
0 times	na	97	97	92
1 time	na	1	0	2
2 to 3 times	na	1	2	4
4 or more times	na	1	1	2
<b>Tranquilizers or sedatives</b>				
0 times	na	99	98	92
1 time	na	0	1	2
2 to 3 times	na	1	1	2
4 or more times	na	0	0	4
<b>Diet pills</b>				
0 times	na	97	97	96
1 time	na	1	1	0
2 to 3 times	na	1	1	4
4 or more times	na	1	1	0
<b>Ritalin or Adderall or other prescription stimulant</b>				
0 times	na	98	98	96
1 time	na	0	0	2
2 to 3 times	na	1	1	2
4 or more times	na	1	1	0
<b>Cold/cough medicines or other over-the-counter medicines to get “high”</b>				
0 times	na	94	95	88
1 time	na	2	1	0
2 to 3 times	na	2	2	6
4 or more times	na	2	2	6

*Question HS A.81-85: During your life, how many times have you used the following?... Prescription pain medication (Vicodin, OxyContin, Percodan, Fentanyl)... Tranquilizers or sedatives (Xanax, Klonopin, Ativan, Valium)... Diet pills (Didrex, Dexedrine, Xenadrine, Skittles, M&M’s)... Ritalin or Adderall or other prescription stimulant... Cold/cough medicines or other over-the-counter medicines to get “high.”*

*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 %
<b>Any other drug, pill, or medicine to get “high” or for reasons other than medical</b>				
0 times	98	97	97	94
1 time	1	1	1	0
2 to 3 times	1	1	1	0
4 or more times	0	1	1	6

*Question HS A.86/MS A.79: During your life, how many times have you used the following?... 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 A9.4**  
**Methods of Marijuana Consumption**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b><i>During your life, how many times have you used marijuana in any of the following ways...</i></b>				
<b>Smoke it?</b>				
0 times	97	93	86	69
1 time	1	2	2	6
2 to 3 times	1	2	4	6
4 or more times	1	3	8	19
<b>In a vaping device?</b>				
0 times	97	94	89	77
1 time	1	1	3	9
2 to 3 times	1	1	3	4
4 or more times	1	3	6	11
<b>Eat or drink it in products made with marijuana?</b>				
0 times	98	95	87	71
1 time	1	2	3	10
2 to 3 times	1	2	4	8
4 or more times	0	2	5	10

*Question HS A.90-92/MS A.83-85: During your life, how many times have you used marijuana in any of the following ways... Smoke it?... In a vaping device (vape pens, mods, portable vaporizers)?... Eat or drink it in products made with marijuana?*

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks of alcohol)	2	4	7	12
Binge drinking (5 or more drinks in a row)	1	2	3	6
Marijuana (smoke, vape, eat, or drink)	1	3	7	14
Inhalants	1	1	1	2
Prescription drugs to get “high” or for reasons other than prescribed	na	1	1	2
Other drug, pill, or medicine to get “high” or for reasons other than medical	1	1	1	4
<b><i>Any drug use</i></b>	2	4	7	16
<b><i>Heavy drug use</i></b>	1	2	5	10
<b><i>Any AOD Use</i></b>	4	5	11	20
Two or more substances at the same time	na	1	2	4

*Question HS A.96-102/MS A.89-93: 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 %
<b>Alcohol (one or more drinks)</b>				
0 days	98	96	93	88
1 or 2 days	2	2	5	8
3 to 9 days	0	1	1	2
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	2
<b>Binge drinking (5 or more drinks in a row)</b>				
0 days	99	98	97	94
1 or 2 days	0	1	2	4
3 to 9 days	0	1	1	2
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	0
<b>Marijuana (smoke, vape, eat, or drink)</b>				
0 days	99	97	93	86
1 or 2 days	1	1	2	6
3 to 9 days	0	1	2	4
10 to 19 days	0	0	1	0
20 to 30 days	0	1	2	4

*Question HS A.96-98/MS A.89-91: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?*

*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 %
<b>Very drunk or sick after drinking alcohol</b>				
0 times	99	96	91	79
1 to 2 times	1	3	5	10
3 to 6 times	0	1	3	8
7 or more times	0	1	1	2
<b>“High” (loaded, stoned, or wasted) from using drugs</b>				
0 times	97	94	86	77
1 to 2 times	2	3	4	4
3 to 6 times	0	1	3	2
7 or more times	0	2	7	17
<b><i>Very drunk or “high” 7 or more times</i></b>	0	2	7	17

*Question HS A.87, 88/MS A.80, 81: 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 %
<b>Alcohol</b>				
0 days	93	96	86	
1 to 2 days	8	0	10	
3 or more days	0	4	3	
<b>Marijuana (smoke, vape, eat, or drink)</b>				
0 days	95	92	90	
1 to 2 days	5	4	7	
3 or more days	0	4	3	
<b>Any other drug, pill, or medicine to get “high” or for reasons other than medical</b>				
0 days	95	96	90	
1 to 2 days	5	0	3	
3 or more days	0	4	7	
<b>Any of the above</b>	7	8	17	

Question HS A.106-108/MS A.97-99: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol?... use marijuana (smoke, vape, eat, or drink)?... use any other drug, pill, or medicine to get “high” or for reasons other than medical?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	99	97	93	90
1 to 2 times	1	2	3	2
3 to 6 times	0	1	1	2
7 or more times	0	0	3	6

Question HS A.89/MS A.82: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Alcohol</b>				
Does not apply, don't use	na	90	81	
0 times	na	8	14	
1 time	na	2	0	
2 to 3 times	na	0	3	
4 or more times	na	0	2	
<b>Marijuana</b>				
Does not apply, don't use	na	86	77	
0 times	na	12	16	
1 time	na	2	2	
2 to 3 times	na	0	2	
4 or more times	na	0	4	

*Question HS A.124, 125: How many times have you tried to quit or stop using... alcohol?... marijuana?*

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

*na—Not asked of middle school students.*

**Table A9.11*****Drinking While Driving, Lifetime***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using</b>				
Never	na	94	94	96
1 time	na	2	2	2
2 times	na	1	1	2
3 to 6 times	na	1	1	0
7 or more times	na	1	2	0
<b>Have ridden in a car driven by someone who had been using alcohol or drugs</b>				
Never	78	na	na	na
1 time	6	na	na	na
2 times	4	na	na	na
3 to 6 times	4	na	na	na
7 or more times	9	na	na	na

*Question HS A.127/MS A.114: 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/high school students.*

**Table A9.12*****Perceived Harm of AOD Use (In-School and Hybrid Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Alcohol - drink occasionally</b>				
Great	16	29	28	
Moderate	14	12	9	
Slight	8	8	9	
None	63	51	55	
<b>Alcohol - 5 or more drinks once or twice a week</b>				
Great	21	33	33	
Moderate	13	14	7	
Slight	2	4	7	
None	63	49	53	
<b>Marijuana - use occasionally</b>				
Great	18	29	24	
Moderate	13	14	5	
Slight	6	8	14	
None	64	49	57	
<b>Marijuana - use daily</b>				
Great	20	33	29	
Moderate	9	10	3	
Slight	8	8	10	
None	64	49	57	

*Question HS A.114-117/MS A.105-108: 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 A9.13*****Perceived Difficulty of Obtaining Alcohol and Marijuana (In-School and Hybrid Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Alcohol</b>				
Very difficult	16	22	18	
Fairly difficult	2	4	7	
Fairly easy	4	6	11	
Very easy	2	6	5	
Don't know	76	63	60	
<b>Marijuana</b>				
Very difficult	13	20	17	
Fairly difficult	5	0	7	
Fairly easy	0	4	9	
Very easy	2	14	9	
Don't know	79	62	59	

*Question HS A.120, 121/MS A.111, 112: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana.*

*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
<b>Use Prevalence and Patterns</b>					
Ever smoked a whole cigarette	1	2	3	8	A10.2
Current cigarette smoking <sup>¶</sup>	1	1	0	2	A10.3
Current cigarette smoking at school <sup>¶ψ</sup>	5	4	3		A10.4
Ever tried smokeless tobacco	1	1	2	4	A10.2
Current smokeless tobacco use <sup>¶</sup>	1	1	0	2	A10.3
Current smokeless tobacco use at school <sup>¶ψ</sup>	3	4	4		A10.4
Ever used vape products	5	8	14	25	A10.2
Current use of vape products <sup>¶</sup>	2	3	4	10	A10.3
Current vaping at school <sup>¶ψ</sup>	5	4	11		A10.4
<b>Cessation Attempts</b>					
Tried to quit or stop using cigarettes <sup>Φ</sup>	na	0	5		A10.6
Tried to quit or stop using vapes <sup>Φ</sup>	na	4	7		A10.6
<b>Attitudes and Correlates</b>					
Harmfulness of occasional cigarette smoking <sup>BΦ</sup>	18	31	32		A10.7
Harmfulness of smoking 1 or more packs/day <sup>BΦ</sup>	25	41	34		A10.7
Harmfulness of vaping occasionally <sup>BΦ</sup>	17	35	31		A10.8
Harmfulness of vaping several times a day <sup>BΦ</sup>	23	41	36		A10.8
Difficulty of obtaining cigarettes <sup>CΦ</sup>	13	22	19		A10.9
Difficulty of obtaining vape products <sup>CΦ</sup>	12	20	18		A10.9
<b>Anti-Tobacco Policy</b>					
School bans tobacco use and vaping <sup>Φ</sup>	40	28	47		A10.10

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

<sup>¶</sup>Past 30 days.

<sup>ψ</sup>In-School Models only.

<sup>Φ</sup>In-School and Hybrid Models only.

<sup>B</sup>Great harm.

<sup>C</sup>Very difficult.

na—Not asked of middle school students.

**Table A10.2*****Lifetime Tobacco Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>A cigarette, even one or two puffs</b>				
0 times	97	na	na	na
1 time	2	na	na	na
2 to 3 times	1	na	na	na
4 or more times	0	na	na	na
<b>A whole cigarette</b>				
0 times	99	98	97	92
1 time	0	1	1	0
2 to 3 times	1	1	1	2
4 or more times	0	0	1	6
<b>Smokeless tobacco</b>				
0 times	99	99	98	96
1 time	0	0	0	2
2 to 3 times	1	0	1	2
4 or more times	0	0	0	0
<b>Vape products</b>				
0 times	95	92	86	75
1 time	2	3	5	13
2 to 3 times	2	2	3	4
4 or more times	1	3	6	8

*Question HS A.71-73/MS A.71-74: 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*****Any Current Use and Daily Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Cigarettes</b>				
Any	1	1	0	2
Daily (20 or more days)	0	0	0	0
<b>Smokeless tobacco</b>				
Any	1	1	0	2
Daily (20 or more days)	0	0	0	0
<b>Vape products</b>				
Any	2	3	4	10
Daily (20 or more days)	0	1	1	2

*Question HS A.93-95/MS A.86-88: 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 A10.4*****Current Smoking on School Property, Past 30 Days (In-School Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Cigarettes</b>				
0 days	95	96	97	
1 or 2 days	5	0	3	
3 to 9 days	0	0	0	
10 to 19 days	0	0	0	
20 to 30 days	0	4	0	
<b>Smokeless tobacco</b>				
0 days	98	96	96	
1 or 2 days	3	0	4	
3 to 9 days	0	0	0	
10 to 19 days	0	0	0	
20 to 30 days	0	4	0	
<b>Vape</b>				
0 days	95	96	89	
1 or 2 days	3	0	11	
3 to 9 days	3	4	0	
10 to 19 days	0	0	0	
20 to 30 days	0	0	0	

*Question HS A.103-105/MS A.94-96: 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 A10.5*****Secondhand Smoke on School Property, Past 30 days (In-School Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes</b>				
0 days	95	96	90	
1 day	2	0	3	
2 days	2	0	3	
3-9 days	0	4	0	
10-19 days	0	0	0	
20-30 days	0	0	3	

*Question HS A.109/MS A.100: 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 A10.6*****Cigarette Smoking and Vaping Cessation Attempts (In-School and Hybrid Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Cigarettes</b>				
Does not apply, don't use	na	90	79	
0 times	na	10	16	
1 time	na	0	2	
2 to 3 times	na	0	2	
4 or more times	na	0	2	
<b>Vapes</b>				
Does not apply, don't use	na	88	76	
0 times	na	8	17	
1 time	na	4	2	
2 to 3 times	na	0	2	
4 or more times	na	0	3	

*Question HS A.122, 123: How many times have you tried to quit or stop using... cigarettes?... vapes?*

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

*na—Not asked of middle school students.*

**Table A10.7*****Perceived Harm of Cigarette Smoking (In-School and Hybrid Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Smoke cigarettes occasionally</b>				
Great	18	31	32	
Moderate	10	16	7	
Slight	11	4	5	
None	61	49	56	
<b>Smoke 1 or more packs of cigarettes each day</b>				
Great	25	41	34	
Moderate	6	10	3	
Slight	5	0	5	
None	64	49	57	

*Question HS A.110, 111/MS A.101, 102: 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 A10.8*****Perceived Harm of Using Vape Products (In-School and Hybrid Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Use vape products occasionally</b>				
Great	17	35	31	
Moderate	14	12	5	
Slight	6	6	9	
None	63	47	55	
<b>Use vape products several times a day</b>				
Great	23	41	36	
Moderate	7	10	3	
Slight	6	2	7	
None	63	47	53	

*Question HS A.112, 113/MS A.103, 104: How much do people risk harming themselves physically and in other ways when they do the following?... Use vape products occasionally... Use vape products several times a day (100 puffs or more).*

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

**Table A10.9*****Perceived Difficulty of Obtaining Cigarettes and Vape Products (In-School and Hybrid Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Cigarettes</b>				
Very difficult	13	22	19	
Fairly difficult	2	2	9	
Fairly easy	5	6	7	
Very easy	4	6	5	
Don't know	76	65	60	
<b>Vape products</b>				
Very difficult	12	20	18	
Fairly difficult	4	6	7	
Fairly easy	4	4	8	
Very easy	5	12	10	
Don't know	76	59	57	

*Question HS A.118, 119/MS A.109, 110: 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 A10.10*****School Bans Tobacco Use and Vaping (In-School and Hybrid Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	23	24	27	
Yes	40	28	47	
Don't know	37	48	27	

*Question HS A.126/MS A.113: Does your school have a policy that bans tobacco use and vaping on school property and at school sponsored events?*

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



## 11. Other Health Risks

**Table A11.1**

***Alone After School (In-School Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	50	na	na	na
1 day	11	na	na	na
2 days	6	na	na	na
3 days	5	na	na	na
4 days	3	na	na	na
5 days	24	na	na	na

*Question MS A.115: 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**

***Eating of Breakfast***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	38	44	50	46
Yes	62	56	50	54

*Question HS/MS A.21: Did you eat breakfast today?*

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

**Table A11.3**

***Gang Involvement (In-School and Hybrid Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	99	98	98	
Yes	1	2	2	

*Question HS A.152/MS A.140: 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 %
<b>School Connectedness<sup>†</sup> (<i>In-School and Hybrid Only</i>)</b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American	50			
Hispanic or Latinx	56	57	57	
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else	44			
<b>Academic Motivation<sup>†</sup></b>				
American Indian or Alaska Native	50			
Asian or Asian American	63	62	54	
Black or African American	64	61	54	
Hispanic or Latinx	64	66	59	55
Native Hawaiian or Pacific Islander	62			
White	62	52	48	
Mixed (two or more) ethnics	65	60	53	
Something else	64	59	69	
<b>Monthly Absences (3 or more) (<i>In-School and Hybrid Only</i>)</b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American	25		0	
Hispanic or Latinx	18	20	12	
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else	28			

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

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Maintaining focus on schoolwork<sup>†</sup></b>				
American Indian or Alaska Native	27			
Asian or Asian American	31	25	15	
Black or African American	31	24	22	
Hispanic or Latinx	27	20	22	31
Native Hawaiian or Pacific Islander	38			
White	25	16	15	
Mixed (two or more) ethnics	33	20	19	
Something else	27	29	21	
<b>Caring adults in school<sup>‡</sup></b>				
American Indian or Alaska Native				
Asian or Asian American	65	58	60	
Black or African American	64	55	54	
Hispanic or Latinx	66	61	58	64
Native Hawaiian or Pacific Islander	64			
White	72	69	62	
Mixed (two or more) ethnics	68	60	57	
Something else	64	65	58	
<b>High expectations-adults in school<sup>‡</sup></b>				
American Indian or Alaska Native				
Asian or Asian American	76	73	70	
Black or African American	79	66	63	
Hispanic or Latinx	75	71	66	76
Native Hawaiian or Pacific Islander	67			
White	78	76	70	
Mixed (two or more) ethnics	79	76	72	
Something else	74	70	65	

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

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>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 %
<b>Meaningful participation at school<sup>‡</sup> (<i>In-School and Hybrid Only</i>)</b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American	43			
Hispanic or Latinx	38	34	30	
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else	34			
<b>Facilities upkeep<sup>†</sup> (<i>In-School and Hybrid Only</i>)</b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American	25			
Hispanic or Latinx	58	49	52	
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else	47			
<b>Promotion of parent involvement in School<sup>†</sup></b>				
American Indian or Alaska Native	36			
Asian or Asian American	56	45	42	
Black or African American	53	45	36	
Hispanic or Latinx	59	53	46	42
Native Hawaiian or Pacific Islander	62			
White	55	36	37	
Mixed (two or more) ethnics	52	39	36	
Something else	55	52	56	

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

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

**Table A12.2*****School Safety by Race/Ethnicity (In-School and Hybrid Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>School perceived as very safe or safe</b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American	50			
Hispanic or Latinx	77	56	61	
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else	64			
<b>Experienced harassment due to five reasons at school<sup>λ§</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	11	10	11	
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else	23			
<b>Experienced any harassment or bullying at school<sup>§</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	11	13	18	
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else	23			

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

<sup>λ</sup>The five reasons include race, ethnicity, or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.

<sup>§</sup>Past 12 months.

**Table A12.2*****School Safety by Race/Ethnicity – Continued (In-School and Hybrid Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Had mean rumors or lies spread about you<sup>§</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	17	13	19	
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else	23			
<b>Been afraid of being beaten up<sup>§</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	13	3	19	
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else	14			
<b>Been in a physical fight<sup>§</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	4	6	15	
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else	8			

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

<sup>§</sup>Past 12 months.

**Table A12.2*****School Safety by Race/Ethnicity – Continued (In-School and Hybrid Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Seen a weapon on campus<sup>\$</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	7	3	11	
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else	0			

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

*<sup>\$</sup>Past 12 months.*

**Table A12.3*****Substance Use by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Current alcohol or drug use<sup>¶</sup></b>				
American Indian or Alaska Native	9			
Asian or Asian American	2	3	4	
Black or African American	4	8	17	
Hispanic or Latinx	4	6	12	22
Native Hawaiian or Pacific Islander	0			
White	5	13	18	
Mixed (two or more) ethnics	2	2	13	
Something else	7	2	19	
<b>Current marijuana use<sup>¶</sup></b>				
American Indian or Alaska Native	9			
Asian or Asian American	0	1	1	
Black or African American	3	7	12	
Hispanic or Latinx	1	3	7	17
Native Hawaiian or Pacific Islander	0			
White	3	3	13	
Mixed (two or more) ethnics	0	0	6	
Something else	4	2	15	
<b>Current binge drinking<sup>¶</sup></b>				
American Indian or Alaska Native	0			
Asian or Asian American	1	2	1	
Black or African American	0	1	2	
Hispanic or Latinx	0	2	4	8
Native Hawaiian or Pacific Islander	0			
White	3	3	9	
Mixed (two or more) ethnics	0	0	0	
Something else	2	0	7	

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

<sup>¶</sup>*Past 30 days.*



**Table A12.3*****Substance Use by Race/Ethnicity – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Very drunk or “high” 7 or more times, ever</b>				
American Indian or Alaska Native	0			
Asian or Asian American	0	2	3	
Black or African American	0	4	7	
Hispanic or Latinx	0	2	7	17
Native Hawaiian or Pacific Islander	0			
White	2	3	16	
Mixed (two or more) ethnics	0	0	9	
Something else	0	2	11	
<b>Been drunk or “high” on drugs at school, ever</b>				
American Indian or Alaska Native	0			
Asian or Asian American	1	2	2	
Black or African American	0	7	7	
Hispanic or Latinx	1	2	7	11
Native Hawaiian or Pacific Islander	0			
White	2	7	18	
Mixed (two or more) ethnics	0	0	8	
Something else	1	2	14	
<b>Current alcohol use<sup>¶</sup></b>				
American Indian or Alaska Native	0			
Asian or Asian American	1	2	3	
Black or African American	0	3	6	
Hispanic or Latinx	3	4	8	14
Native Hawaiian or Pacific Islander	0			
White	3	3	14	
Mixed (two or more) ethnics	2	0	8	
Something else	4	0	7	

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

<sup>¶</sup>*Past 30 days.*

**Table A12.3*****Substance Use by Race/Ethnicity – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Current alcohol use at school<sup>¶</sup> (<i>In-School Only</i>)</b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	0	0	21	
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
<b>Current cigarette smoking<sup>¶</sup></b>				
American Indian or Alaska Native	0			
Asian or Asian American	0	1	0	
Black or African American	0	1	0	
Hispanic or Latinx	0	1	0	3
Native Hawaiian or Pacific Islander	0			
White	3	7	2	
Mixed (two or more) ethnics	0	0	0	
Something else	2	0	0	
<b>Current vaping<sup>¶</sup></b>				
American Indian or Alaska Native	0			
Asian or Asian American	1	2	2	
Black or African American	2	6	6	
Hispanic or Latinx	2	3	4	14
Native Hawaiian or Pacific Islander	0			
White	5	3	13	
Mixed (two or more) ethnics	2	2	4	
Something else	3	2	12	

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

<sup>¶</sup>Past 30 days.

**Table A12.4*****Routines by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Eating of breakfast<sup>‡</sup></b>				
American Indian or Alaska Native	67	45		
Asian or Asian American	57	46	37	
Black or African American	57	66	57	
Hispanic or Latinx	63	58	53	62
Native Hawaiian or Pacific Islander	64			
White	62	55	35	
Mixed (two or more) ethnics	58	46	51	
Something else	62	58	32	
<b>Bedtime (before 11 pm)</b>				
American Indian or Alaska Native	67	64		
Asian or Asian American	48	33	19	
Black or African American	50	43	37	
Hispanic or Latinx	60	41	32	27
Native Hawaiian or Pacific Islander	57			
White	64	45	26	
Mixed (two or more) ethnics	66	33	15	
Something else	65	46	43	
<b>Sleep deprivation (less than 8 hours)</b>				
American Indian or Alaska Native	8	18		
Asian or Asian American	30	37	40	
Black or African American	26	42	27	
Hispanic or Latinx	19	25	29	24
Native Hawaiian or Pacific Islander	29			
White	21	20	24	
Mixed (two or more) ethnics	15	39	38	
Something else	21	32	30	

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

<sup>‡</sup>Today.

**Table A12.4*****Routines by Race/Ethnicity – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Physical exercise (meets standards)<sup>  </sup></b>				
American Indian or Alaska Native				
Asian or Asian American	65	74	58	
Black or African American	67	76	65	
Hispanic or Latinx	72	71	66	58
Native Hawaiian or Pacific Islander	69			
White	76	77	69	
Mixed (two or more) ethnics	78	69	58	
Something else	72	75	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.*

<sup>||</sup>*Past 7 days.*

**Table A12.5*****Learning from Home by Race/Ethnicity (Remote and Hybrid Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Average days worked on schoolwork (5 or more)<sup>¶</sup></b>				
American Indian or Alaska Native	73			
Asian or Asian American	84	90	87	
Black or African American	72	82	81	
Hispanic or Latinx	75	78	77	74
Native Hawaiian or Pacific Islander	77			
White	75	84	84	
Mixed (two or more) ethnics	78	84	77	
Something else	84	72	77	
<b>Synchronous instruction (4 days or more)<sup>¶</sup></b>				
American Indian or Alaska Native	75			
Asian or Asian American	84	93	89	
Black or African American	79	84	88	
Hispanic or Latinx	84	84	84	69
Native Hawaiian or Pacific Islander	83			
White	93	77	89	
Mixed (two or more) ethnics	91	81	88	
Something else	87	83	93	
<b>Interest in schoolwork done from home</b>				
American Indian or Alaska Native	20			
Asian or Asian American	30	29	25	
Black or African American	34	35	22	
Hispanic or Latinx	36	34	33	29
Native Hawaiian or Pacific Islander	25			
White	39	31	20	
Mixed (two or more) ethnics	32	16	28	
Something else	32	30	39	

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

<sup>¶</sup>Past 30 days.

<sup>¶</sup>Past 7 days.

**Table A12.5*****Learning from Home by Race/Ethnicity – Continued (Remote and Hybrid Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Meaningful opportunities<sup>‡</sup></b>				
American Indian or Alaska Native				
Asian or Asian American	56	45	51	
Black or African American	59	45	35	
Hispanic or Latinx	58	51	47	56
Native Hawaiian or Pacific Islander	58			
White	60	47	40	
Mixed (two or more) ethnics	52	40	55	
Something else	55	61	44	

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

*<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”*

**Table A12.6*****Adult and Peer Relationships by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Adult supports<sup>‡</sup></b>				
American Indian or Alaska Native				
Asian or Asian American	70	64	66	
Black or African American	77	71	60	
Hispanic or Latinx	72	73	69	76
Native Hawaiian or Pacific Islander	51			
White	84	71	70	
Mixed (two or more) ethnics	76	70	61	
Something else	76	79	68	
<b>Peer supports<sup>‡</sup></b>				
American Indian or Alaska Native				
Asian or Asian American	71	75	75	
Black or African American	69	66	59	
Hispanic or Latinx	70	72	67	71
Native Hawaiian or Pacific Islander	56			
White	70	48	75	
Mixed (two or more) ethnics	69	74	61	
Something else	62	67	63	
<b>Virtual peer interactions (4 days or more)<sup>  </sup></b>				
American Indian or Alaska Native	50			
Asian or Asian American	55	60	70	
Black or African American	53	58	60	
Hispanic or Latinx	50	57	58	50
Native Hawaiian or Pacific Islander	46			
White	56	60	80	
Mixed (two or more) ethnics	57	62	54	
Something else	45	46	50	

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

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

<sup>||</sup>Past 7 days.

**Table A12.6*****Adult and Peer Relationships by Race/Ethnicity – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Cyberbullying<sup>§</sup></b>				
American Indian or Alaska Native	10			
Asian or Asian American	19	13	8	
Black or African American	14	13	17	
Hispanic or Latinx	17	15	11	11
Native Hawaiian or Pacific Islander	23			
White	10	21	16	
Mixed (two or more) ethnics	21	20	21	
Something else	22	7	31	

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

*<sup>§</sup>Past 12 months.*



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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Social emotional distress<sup>‡</sup></b>				
American Indian or Alaska Native				
Asian or Asian American	27	31	35	
Black or African American	24	22	21	
Hispanic or Latinx	27	28	29	24
Native Hawaiian or Pacific Islander	32			
White	23	32	46	
Mixed (two or more) ethnics	29	36	39	
Something else	26	16	32	
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>				
American Indian or Alaska Native	30			
Asian or Asian American	41	50	52	
Black or African American	38	34	40	
Hispanic or Latinx	41	43	45	42
Native Hawaiian or Pacific Islander	46			
White	36	36	58	
Mixed (two or more) ethnics	41	56	66	
Something else	32	35	58	
<b>Considered suicide<sup>§</sup></b>				
American Indian or Alaska Native	0			
Asian or Asian American	16	13	17	
Black or African American	11	6	12	
Hispanic or Latinx	16	12	13	17
Native Hawaiian or Pacific Islander	23			
White	8	24	36	
Mixed (two or more) ethnics	16	34	28	
Something else	16	5	23	

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

*<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”*

*<sup>§</sup>Past 12 months.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Self-Efficacy<sup>‡</sup></b>				
American Indian or Alaska Native				
Asian or Asian American	63	67	65	
Black or African American	74	69	68	
Hispanic or Latinx	64	68	68	68
Native Hawaiian or Pacific Islander	53			
White	66	61	68	
Mixed (two or more) ethnics	73	74	65	
Something else	65	67	68	
<b>Self-Awareness<sup>‡</sup></b>				
American Indian or Alaska Native				
Asian or Asian American	62	61	59	
Black or African American	67	63	64	
Hispanic or Latinx	62	64	63	74
Native Hawaiian or Pacific Islander	54			
White	67	47	51	
Mixed (two or more) ethnics	68	51	60	
Something else	64	70	63	
<b>Problem Solving<sup>‡</sup></b>				
American Indian or Alaska Native				
Asian or Asian American	46	50	49	
Black or African American	49	46	45	
Hispanic or Latinx	47	47	48	48
Native Hawaiian or Pacific Islander	38			
White	51	43	45	
Mixed (two or more) ethnics	46	41	42	
Something else	46	56	46	

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

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Optimism<sup>‡</sup></b>				
American Indian or Alaska Native				
Asian or Asian American	55	49	45	
Black or African American	55	52	50	
Hispanic or Latinx	55	52	50	58
Native Hawaiian or Pacific Islander	51			
White	62	46	38	
Mixed (two or more) ethnics	57	44	49	
Something else	58	60	50	
<b>Gratitude<sup>‡</sup></b>				
American Indian or Alaska Native				
Asian or Asian American	67	64	55	
Black or African American	76	73	64	
Hispanic or Latinx	69	70	65	69
Native Hawaiian or Pacific Islander	51			
White	68	57	44	
Mixed (two or more) ethnics	72	68	52	
Something else	71	71	56	

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

*<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”*

## 13. Gender Breakdowns

**Table A13.1**

***School Engagement and Supports by Gender***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>School Connectedness<sup>†</sup> (<i>In-School and Hybrid Only</i>)</b>				
Male	50	43	55	
Female	49	59	50	
Nonbinary				
Something else				
<b>Academic Motivation<sup>†</sup></b>				
Male	63	59	54	43
Female	66	69	61	70
Nonbinary	47	53	47	
Something else	44	42		
<b>Monthly Absences (3 or more) (<i>In-School and Hybrid Only</i>)</b>				
Male	28	16	10	
Female	14	19	14	
Nonbinary				
Something else				
<b>Maintaining focus on schoolwork<sup>†</sup></b>				
Male	32	24	22	32
Female	26	19	19	29
Nonbinary	6	3	3	
Something else	21	8		
<b>Caring adults in school<sup>‡</sup></b>				
Male	70	63	59	63
Female	64	59	58	63
Nonbinary	55	57	49	
Something else	48	41		

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

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>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 %
<b>High expectations-adults in school<sup>‡</sup></b>				
Male	77	71	66	69
Female	75	72	69	78
Nonbinary	63	59	54	
Something else	64	51		
<b>Meaningful participation at school<sup>‡</sup> (<i>In-School and Hybrid Only</i>)</b>				
Male	38	37	34	
Female	36	37	38	
Nonbinary				
Something else				
<b>Facilities upkeep<sup>†</sup> (<i>In-School and Hybrid Only</i>)</b>				
Male	46	34	44	
Female	58	48	56	
Nonbinary				
Something else				
<b>Promotion of parent involvement in School<sup>†</sup></b>				
Male	59	51	44	44
Female	58	50	44	48
Nonbinary	52	40	29	
Something else	40	41		

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

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

**Table A13.2**  
**School Safety by Gender (In-School and Hybrid Only)**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>School perceived as very safe or safe</b>				
Male	71	55	70	
Female	69	65	36	
Nonbinary				
Something else				
<b>Experienced harassment due to five reasons at school<sup>λ§</sup></b>				
Male	9	14	18	
Female	18	17	13	
Nonbinary				
Something else				
<b>Experienced any harassment or bullying at school<sup>§</sup></b>				
Male	9	17	21	
Female	18	17	17	
Nonbinary				
Something else				
<b>Had mean rumors or lies spread about you<sup>§</sup></b>				
Male	12	17	16	
Female	28	17	25	
Nonbinary				
Something else				
<b>Been afraid of being beaten up<sup>§</sup></b>				
Male	10	10	13	
Female	18	6	21	
Nonbinary				
Something else				

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

<sup>λ</sup>The five reasons include race, ethnicity, or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.

<sup>§</sup>Past 12 months.

**Table A13.2*****School Safety by Gender – Continued (In-School and Hybrid Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Been in a physical fight<sup>§</sup></b>				
Male	9	10	19	
Female	3	17	17	
Nonbinary				
Something else				
<b>Seen a weapon on campus<sup>§</sup></b>				
Male	5	10	13	
Female	9	6	8	
Nonbinary				
Something else				

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

*<sup>§</sup>Past 12 months.*

**Table A13.3**  
**Substance Use by Gender**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Current alcohol or drug use<sup>¶</sup></b>				
Male	3	4	9	15
Female	4	7	13	24
Nonbinary	10	11	19	
Something else	8	8		
<b>Current marijuana use<sup>¶</sup></b>				
Male	1	2	5	11
Female	2	4	9	19
Nonbinary	4	7	7	
Something else	4	8		
<b>Current binge drinking<sup>¶</sup></b>				
Male	0	1	2	4
Female	0	2	5	5
Nonbinary	0	7	0	
Something else	4	0		
<b>Very drunk or “high” 7 or more times, ever</b>				
Male	0	1	5	12
Female	0	4	8	24
Nonbinary	0	0	14	
Something else	0	0		
<b>Been drunk or “high” on drugs at school, ever</b>				
Male	0	2	5	4
Female	1	4	8	14
Nonbinary	2	7	18	
Something else	4	0		
<b>Current alcohol use<sup>¶</sup></b>				
Male	1	3	6	7
Female	3	4	8	14
Nonbinary	6	7	11	
Something else	4	0		

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

<sup>¶</sup>Past 30 days.



**Table A13.3**  
**Substance Use by Gender – Continued**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Current alcohol use at school<sup>¶</sup> (<i>In-School Only</i>)</b>				
Male	5	8	19	
Female	0	0		
Nonbinary				
Something else				
<b>Current cigarette smoking<sup>¶</sup></b>				
Male	0	1	1	0
Female	1	1	0	0
Nonbinary	2	7	0	
Something else	4	0		
<b>Current vaping<sup>¶</sup></b>				
Male	1	2	3	7
Female	3	4	5	10
Nonbinary	8	4	4	
Something else	4	8		

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

<sup>¶</sup>Past 30 days.

**Table A13.4**  
***Routines by Gender***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Eating of breakfast<sup> </sup></b>				
Male	65	57	54	62
Female	60	56	46	46
Nonbinary	40	48	37	
Something else	52	46		
<b>Bedtime (before 11 pm)</b>				
Male	64	44	31	21
Female	55	37	28	21
Nonbinary	41	21	7	
Something else	45	46		
<b>Sleep deprivation (less than 8 hours)</b>				
Male	19	27	33	24
Female	23	28	27	17
Nonbinary	37	55	63	
Something else	34	38		
<b>Physical exercise (meets standards)<sup>  </sup></b>				
Male	75	77	69	57
Female	68	68	59	38
Nonbinary	63	57	50	
Something else	70	62		

*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.*

<sup>|</sup>*Today.*

<sup>||</sup>*Past 7 days.*

**Table A13.5*****Learning from Home by Gender (Remote and Hybrid Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Average days worked on schoolwork (5 or more)<sup>¶</sup></b>				
Male	78	79	83	70
Female	76	81	77	64
Nonbinary	79	90	72	
Something else	75	92		
<b>Synchronous instruction (4 days or more)<sup>¶</sup></b>				
Male	86	84	87	67
Female	84	85	84	62
Nonbinary	83	94	86	
Something else	75	92		
<b>Interest in schoolwork done from home</b>				
Male	36	33	29	23
Female	35	33	32	37
Nonbinary	17	23	29	
Something else	11	31		
<b>Meaningful opportunities<sup>‡</sup></b>				
Male	62	51	47	54
Female	54	49	48	42
Nonbinary	37	40	34	
Something else	42	46		

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

<sup>¶</sup>Past 30 days.

<sup>¶</sup>Past 7 days.

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

**Table A13.6**  
**Adult and Peer Relationships by Gender**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Adult supports<sup>‡</sup></b>				
Male	81	78	71	69
Female	68	67	65	78
Nonbinary	47	44	52	
Something else	68	51		
<b>Peer supports<sup>‡</sup></b>				
Male	68	72	66	71
Female	69	71	69	67
Nonbinary	70	76	65	
Something else	74	67		
<b>Virtual peer interactions (4 days or more)<sup>  </sup></b>				
Male	50	57	62	46
Female	50	57	61	48
Nonbinary	59	61	68	
Something else	63	62		
<b>Cyberbullying<sup>§</sup></b>				
Male	11	11	9	15
Female	22	18	14	10
Nonbinary	34	11	15	
Something else	36	23		

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

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

<sup>||</sup>Past 7 days.

<sup>§</sup>Past 12 months.

**Table A13.7**  
***Social and Emotional Health by Gender***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Social emotional distress<sup>‡</sup></b>				
Male	16	16	18	10
Female	33	37	40	34
Nonbinary	69	67	69	
Something else	49	58		
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>				
Male	27	30	34	26
Female	48	55	59	52
Nonbinary	81	81	74	
Something else	72	54		
<b>Considered suicide<sup>§</sup></b>				
Male	8	6	8	11
Female	18	16	21	14
Nonbinary	55	48	42	
Something else	52	38		
<b>Self-Efficacy<sup>‡</sup></b>				
Male	71	71	71	59
Female	62	65	65	71
Nonbinary	38	55	47	
Something else	53	38		
<b>Self-Awareness<sup>‡</sup></b>				
Male	72	69	68	67
Female	58	58	58	68
Nonbinary	26	38	32	
Something else	36	46		
<b>Problem Solving<sup>‡</sup></b>				
Male	52	51	50	43
Female	44	44	46	48
Nonbinary	23	24	26	
Something else	36	41		

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

<sup>‡</sup>*Average percent of respondents reporting “Pretty much true” or “Very much true.”*

<sup>§</sup>*Past 12 months.*

**Table A13.7**  
***Social and Emotional Health by Gender – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Optimism<sup>‡</sup></b>				
Male	65	60	54	49
Female	50	45	45	62
Nonbinary	21	12	21	
Something else	36	28		
<b>Gratitude<sup>‡</sup></b>				
Male	75	72	64	59
Female	66	68	61	63
Nonbinary	49	32	11	
Something else	49	41		

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

*<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”*

# Alcohol and Other Drugs (AOD) Module

## 1. Module Sample

**Table B1.1**

***Student Sample for AOD Module***

	Grade 7	Grade 9	Grade 11	NT <sup>A</sup>
<b><i>Student Sample Size</i></b>				
Target sample	2,930	2,875	2,596	141
Final number	66	193	146	0
<b>Response Rate</b>	2%	7%	6%	0%

*Note:* <sup>A</sup>NT 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
<b>Alcohol and Marijuana Consumption Patterns</b>					
Usually drank until felt it a lot	0	1	2		B3.3
Usually used marijuana or other drugs until felt it a lot	na	1	3		B3.4
<b>Consequences of AOD Consumption</b>					
Caused one or more problems	na	6	3		B4.2
Caused one or more dependency-related experiences	na	2	7		B4.3
<b>Supports to Reduce AOD Use</b>					
Very likely to find help at school for quitting or reducing use	na	25	13		B5.2
<b>Strong Personal Disapproval of AOD Use</b>					
Having one or two drinks of any alcoholic beverage nearly every day	48	54	36		B7.1
Trying marijuana once or twice	51	43	30		B7.1
Using marijuana once a month or more	53	51	33		B7.1

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

*na—Not asked of middle school students.*



### 3. Alcohol, Tobacco, and Marijuana Consumption Patterns

**Table B3.1**

*Age of Onset – AOD Use*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Alcohol (one full drink)</b>				
Never	88	88	74	
10 years or under	5	2	6	
11-12 years old	8	3	2	
13-14 years old	0	6	6	
15-16 years old	0	0	10	
17 years or older	0	1	3	
<b>Marijuana (smoke, vape, eat, or drink)</b>				
Never	95	93	78	
10 years or under	0	1	1	
11-12 years old	5	2	1	
13-14 years old	0	4	7	
15-16 years old	0	0	11	
17 years or older	0	1	3	
<b>Any other illegal drug or pill to get “high”</b>				
Never	98	98	96	
10 years or under	0	1	0	
11-12 years old	2	0	0	
13-14 years old	0	1	1	
15-16 years old	0	0	2	
17 years or older	0	0	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 B3.2*****Age of Onset – Tobacco Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Smoked part or all of a cigarette</b>				
Never	94	96	97	
10 years or under	3	2	0	
11-12 years old	3	1	1	
13-14 years old	0	1	1	
15-16 years old	0	1	0	
17 years or older	0	0	1	
<b>A vape product such as an e-cigarette, vape pen, or mod</b>				
Never	92	91	85	
10 years or under	2	2	0	
11-12 years old	5	2	1	
13-14 years old	2	5	6	
15-16 years old	0	0	7	
17 years or older	0	0	1	

*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 B3.3*****Usual Alcohol Consumption Level***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't drink alcohol	94	95	87	
Just enough to feel it a little	5	4	8	
Enough to feel it moderately	2	1	3	
Until I feel it a lot or get really drunk	0	1	2	

*Question HS/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 B3.4*****Usual Drug Consumption Level***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't use drugs	na	97	90	
Just enough to feel a little high	na	1	4	
Enough to feel it moderately	na	2	3	
Until I feel it a lot or get really high	na	1	3	

*Question HS B.7: 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 B3.5*****Vaping Substances***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I've never used a vaping device or e-cigarette	89	88	87	
Nicotine or tobacco substitute	5	2	4	
Marijuana or THC	2	4	5	
Amphetamines, cocaine, or heroin	0	1	0	
A flavored product without nicotine, alcohol, or other drug	2	2	3	
Any other product or substance	0	1	0	
I was not sure what was in the vaping device or e-cigarette	8	5	6	

*Question HS B.31/MS B.25: Have you ever used a vaping device or e-cigarette to consume any of the following? (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.*

## 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.	91	88	82	
To experiment (try using)	2	2	3	
To get high	2	2	3	
To have a good time with friends	2	1	3	
To fit in with a group you like	0	0	0	
Because of boredom	3	2	4	
To relax	3	4	7	
To get away from problems	3	4	6	
Because of anger or frustration	2	2	2	
To get through the day	0	2	5	
Because it made you feel better	0	3	5	
To seek deeper insights and understanding	0	1	1	
None of the above	11	10	16	

*Question HS B.8/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	92	83	
I've used alcohol or drugs but never had any problems	na	3	15	
Have problems with emotions, nerves, or mental health	na	4	1	
Get into trouble or have problems with the police	na	1	1	
Have money problems	na	1	0	
Miss school	na	0	1	
Have problems with schoolwork	na	1	1	
Fight with others	na	1	1	
Damage a friendship	na	1	1	
Physically hurt or injure yourself	na	1	1	
Have unwanted or unprotected sex	na	0	1	
Forget what happened or pass out	na	1	1	
Been suspended from school	na	1	0	
<b><i>One or more problems</i></b>	na	6	3	

*Question HS B.9: 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	94	82	
I use alcohol or drugs but have not experienced any of these things	na	4	12	
Found you had to increase how much you use to have the same effect as before	na	1	3	
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	na	0	1	
Used alcohol or drugs a lot more than you intended	na	1	3	
Used alcohol or drugs when you were alone	na	1	4	
Your use of alcohol or drugs often kept you from doing a normal activity	na	0	1	
You didn't feel OK unless you had something to drink or used a drug	na	0	1	
Thought about reducing or stopping use	na	1	0	
Told yourself you were not going to use but found yourself using anyway	na	1	1	
Spoke with someone about reducing or stopping use	na	0	2	
Attended counseling, a program, or group to help you reduce or stop use	na	0	1	
<b><i>One or more negative experiences</i></b>	na	2	7	

*Question HS B.10: 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	40	34	
Likely	na	28	22	
Not likely	na	5	14	
Don't know	na	27	30	

*Question HS B.13: 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	94	85	
No, but I do use alcohol or other drugs	na	5	13	
Yes, I have felt that I needed help	na	1	3	

*Question HS B.11: 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	25	13	
Likely	na	27	29	
Not likely	na	9	19	
Don't know	na	38	39	

*Question HS B.12: 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	66	60	67	
Yes	34	40	33	

*Question HS B.19/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	0	4	8	
At parties	5	12	24	
At concerts or other social events	3	4	7	
At their own home	11	9	23	
From adults at friends' homes	3	9	13	
From friends or another teenager	8	13	19	
Get adults to buy it for them	3	8	11	
Buy it themselves from a store	3	6	13	
At bars, clubs, or gambling casinos	0	2	1	
Other	0	5	8	
Don't know	89	81	73	

*Question HS B.14/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	3	8	20	
At parties	2	6	15	
At concerts or other social events	0	2	6	
At their own home	6	9	16	
From an adult acquaintance	2	8	15	
From friends or another teenager	6	13	23	
Buy it at a marijuana dispensary	0	5	10	
At bars or clubs	0	1	3	
Other	0	5	6	
Don't know	92	82	72	

*Question HS B.15/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 %
<b>Having one or two drinks of any alcoholic beverage nearly every day</b>				
Neither approve nor disapprove	39	29	46	
Somewhat disapprove	13	17	19	
Strongly disapprove	48	54	36	
<b>Trying marijuana once or twice</b>				
Neither approve nor disapprove	32	38	53	
Somewhat disapprove	17	19	17	
Strongly disapprove	51	43	30	
<b>Using marijuana once a month or more regularly</b>				
Neither approve nor disapprove	31	34	49	
Somewhat disapprove	16	15	19	
Strongly disapprove	53	51	33	

*Question HS B.16-18/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 %
<b>Take one or two drinks of alcohol nearly every day</b>				
Very wrong	90	85	71	
Wrong	5	10	19	
A little wrong	3	4	6	
Not at all wrong	2	0	4	
<b>Smoke tobacco</b>				
Very wrong	95	90	77	
Wrong	3	8	18	
A little wrong	2	3	3	
Not at all wrong	0	0	2	
<b>Use vape products such as e-cigarettes, vape pens, or mods</b>				
Very wrong	92	89	76	
Wrong	5	9	18	
A little wrong	2	2	4	
Not at all wrong	2	1	2	
<b>Use marijuana (smoke, vape, eat, or drink)</b>				
Very wrong	90	87	76	
Wrong	5	9	16	
A little wrong	3	3	6	
Not at all wrong	2	1	3	
<b>Use prescription drugs to get high or for reasons other than prescribed</b>				
Very wrong	94	91	78	
Wrong	5	6	17	
A little wrong	0	2	3	
Not at all wrong	2	1	2	

*Question HS B.21-25/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 %
<b>Take one or two drinks of alcohol nearly every day</b>				
Very wrong	70	61	53	
Wrong	19	24	23	
A little wrong	5	12	15	
Not at all wrong	6	3	9	
<b>Smoke tobacco</b>				
Very wrong	74	66	63	
Wrong	19	26	21	
A little wrong	2	5	11	
Not at all wrong	5	3	6	
<b>Use vape products such as e-cigarettes, vape pens, or mods</b>				
Very wrong	75	63	58	
Wrong	16	22	20	
A little wrong	3	10	13	
Not at all wrong	5	5	8	
<b>Use marijuana (smoke, vape, eat, or drink)</b>				
Very wrong	75	61	53	
Wrong	16	24	20	
A little wrong	3	9	14	
Not at all wrong	5	6	13	
<b>Use prescription drugs to get high or for reasons other than prescribed</b>				
Very wrong	79	70	63	
Wrong	15	23	21	
A little wrong	2	4	10	
Not at all wrong	5	3	6	

*Question HS B.26-30/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	53	44	52	
Yes	47	56	48	

*Question HS B.20/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.*

# School Climate Module

## 1. Module Sample

**Table N1.1**

*Student Sample for School Climate Module*

	Grade 7	Grade 9	Grade 11	NT <sup>A</sup>
<b><i>Student Sample Size</i></b>				
Target sample	2,930	2,875	2,596	141
Final number	1,397	1,121	1,141	45
<b>Response Rate</b>	48%	39%	44%	32%

*Note:* <sup>A</sup>NT includes continuation, community day, and other alternative school types.

## 2. Key Indicators of School Climate

**Table N2.1**

***School Climate Scales***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Student learning environment <sup>†</sup>	69	66	59	63	N3.1
Learning engagement climate <sup>†</sup>	37	36	32	37	N3.2
Fairness <sup>†</sup>	54	54	48	60	N4.1
Racial/Ethnic conflict <sup>†</sup>	15	12	18	20	N4.2
Respect for diversity <sup>†</sup>	62	58	54	63	N4.3
Clarity of rules <sup>†</sup>	65	60	58	57	N5.1
Disciplinary harshness <sup>†</sup>	31	23	27	29	N5.2
Student peer relationships <sup>†</sup>	48	47	44	41	N6.1
Support for social emotional learning <sup>†</sup>	63	55	49	46	N7.1
Antibullying climate <sup>†</sup>	54	45	41	42	N8.1
Quality of school facilities <sup>†</sup>	57	36	47		N9.1
Time for lunch <sup>†</sup>	58	49	46	51	N10.1

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

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

*<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”*



### 3. Student Learning Environment & Academic Engagement

**Table N3.1**

***Student Learning Environment Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Student learning environment</b>				
<i>Average reporting “Agree” or “Strongly agree”</i>	69	66	59	63
<b>Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.</b>				
Strongly disagree	4	4	5	13
Disagree	5	5	6	2
Neither disagree nor agree	20	21	27	13
Agree	39	45	40	51
Strongly agree	32	25	22	20
<b>My teachers work hard to help me with my schoolwork when I need it.</b>				
Strongly disagree	4	3	5	11
Disagree	4	5	6	4
Neither disagree nor agree	17	24	27	22
Agree	42	42	42	42
Strongly agree	34	26	21	20
<b>Teachers show how classroom lessons are helpful to students in real life.</b>				
Strongly disagree	7	6	10	16
Disagree	8	11	15	7
Neither disagree nor agree	25	32	32	20
Agree	34	35	31	40
Strongly agree	26	16	13	18

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Teachers give students a chance to take part in classroom discussions or activities.</b>				
Strongly disagree	3	2	4	13
Disagree	3	3	4	4
Neither disagree nor agree	17	20	24	18
Agree	42	49	47	44
Strongly agree	35	27	21	20
<b>Teachers go out of their way to help students.</b>				
Strongly disagree	4	3	5	13
Disagree	4	5	7	7
Neither disagree nor agree	21	25	29	18
Agree	39	42	40	44
Strongly agree	32	26	20	18
<b>Teachers help students catch up when they return from an absence.</b>				
Strongly disagree	6	5	7	9
Disagree	9	8	10	13
Neither disagree nor agree	27	28	28	13
Agree	35	38	38	44
Strongly agree	23	20	18	20
<b>My teachers give me useful feedback on my work.</b>				
Strongly disagree	4	3	5	9
Disagree	6	7	7	11
Neither disagree nor agree	19	22	26	20
Agree	41	46	45	40
Strongly agree	29	22	17	20

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>This school is a supportive and inviting place for students to learn.<sup>Ø</sup> (<i>In-School and Hybrid Only</i>)</b>				
Strongly disagree	9	7	10	
Disagree	5	12	12	
Neither disagree nor agree	31	24	31	
Agree	34	40	29	
Strongly agree	22	17	19	

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

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

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

*<sup>Ø</sup>Item not included in the scale.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Learning engagement climate</b>				
<i>Average reporting “Agree” or “Strongly agree”</i>	37	36	32	37
<b>Students at this school are motivated to learn.</b>				
Strongly disagree	9	8	13	11
Disagree	11	10	18	9
Neither disagree nor agree	42	45	39	44
Agree	26	26	23	24
Strongly agree	13	11	7	11
<b>Students pay attention in class.</b>				
Strongly disagree	6	6	8	10
Disagree	10	9	11	17
Neither disagree nor agree	50	51	51	39
Agree	23	24	22	24
Strongly agree	11	8	8	10
<b>Students try their best in school.</b>				
Strongly disagree	4	3	5	7
Disagree	6	7	9	10
Neither disagree nor agree	43	46	46	31
Agree	33	33	31	40
Strongly agree	15	12	9	12

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Students turn in their homework on time.</b>				
Strongly disagree	5	4	7	10
Disagree	12	12	14	10
Neither disagree nor agree	56	57	53	55
Agree	18	21	20	21
Strongly agree	9	6	6	5
<b>Students usually follow the rules at school.<sup>ø</sup></b> <b><i>(In-School and Hybrid Only)</i></b>				
Strongly disagree	6	6	11	
Disagree	4	3	7	
Neither disagree nor agree	40	50	34	
Agree	38	25	36	
Strongly agree	13	16	11	

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

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

<sup>ø</sup>Item not included in the scale.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>This school promotes academic success for all students.</b>				
Strongly disagree	3	2	4	7
Disagree	3	3	3	10
Neither disagree nor agree	32	32	35	33
Agree	41	42	40	38
Strongly agree	21	21	18	12

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

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

## 4. Fairness and Respect for Diversity

**Table N4.1**

***Fairness Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Fairness</b>				
<i>Average reporting “Agree” or “Strongly agree”</i>	54	54	48	60
<b>Adults at this school treat all students with respect.</b>				
Strongly disagree	5	3	6	9
Disagree	6	5	7	9
Neither disagree nor agree	24	28	31	16
Agree	37	42	38	47
Strongly agree	28	23	17	20
<b>Students treat teachers with respect.</b>				
Strongly disagree	5	3	7	9
Disagree	8	7	11	7
Neither disagree nor agree	37	38	40	30
Agree	31	34	30	36
Strongly agree	18	18	12	18
<b>The school rules are fair.</b>				
Strongly disagree	7	4	6	9
Disagree	7	4	8	9
Neither disagree nor agree	32	38	38	18
Agree	34	37	35	42
Strongly agree	20	18	14	22
<b>All students are treated fairly when they break school rules.</b>				
Strongly disagree	8	4	7	7
Disagree	9	6	8	16
Neither disagree nor agree	35	46	41	24
Agree	30	29	31	33
Strongly agree	19	15	13	20

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Racial/Ethnic conflict</b>				
<i>Average reporting “Agree” or “Strongly agree”</i>	15	12	18	20
<b>I have been disrespected by an adult at this school because of my race, ethnicity, or culture.</b>				
Strongly disagree	44	40	34	26
Disagree	23	22	22	33
Neither disagree nor agree	20	28	30	21
Agree	7	7	10	9
Strongly agree	5	4	5	12
<b>There is a lot of tension in this school between people of different cultures, races, or ethnicities.</b>				
Strongly disagree	28	23	22	23
Disagree	20	22	20	21
Neither disagree nor agree	34	41	37	37
Agree	11	10	15	9
Strongly agree	7	4	7	9

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Respect for diversity</b>				
<i>Average reporting “Agree” or “Strongly agree”</i>	62	58	54	63
<b>Students in this school respect each other’s differences.</b>				
Strongly disagree	9	5	7	7
Disagree	7	5	8	5
Neither disagree nor agree	34	42	42	37
Agree	30	30	28	30
Strongly agree	20	19	14	21
<b>Adults in this school respect differences in students.</b>				
Strongly disagree	3	3	4	10
Disagree	3	2	4	5
Neither disagree nor agree	26	32	32	17
Agree	38	39	39	43
Strongly agree	30	24	21	26
<b>Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.</b>				
Strongly disagree	3	2	4	7
Disagree	3	3	3	5
Neither disagree nor agree	24	32	34	21
Agree	40	39	39	48
Strongly agree	30	24	20	19

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

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



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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict.</b>				
Strongly disagree	5	3	6	10
Disagree	5	3	7	10
Neither disagree nor agree	36	52	46	40
Agree	32	29	30	31
Strongly agree	21	13	12	10

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

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

## 5. Disciplinary Environment

**Table N5.1**

***Clarity of Rules Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Clarity of rules</b>				
<i>Average reporting “Agree” or “Strongly agree”</i>	65	60	58	57
<b>This school clearly informs students what would happen if they break school rules.</b>				
Strongly disagree	3	3	4	7
Disagree	5	5	5	9
Neither disagree nor agree	25	30	30	22
Agree	42	41	43	40
Strongly agree	26	21	18	22
<b>Rules in this school are made clear to students.</b>				
Strongly disagree	4	3	4	7
Disagree	5	6	6	9
Neither disagree nor agree	30	36	35	30
Agree	38	39	40	39
Strongly agree	23	16	15	16
<b>This school makes it clear how students are expected to act.</b>				
Strongly disagree	3	2	4	7
Disagree	4	4	5	9
Neither disagree nor agree	27	32	34	29
Agree	41	42	41	33
Strongly agree	25	20	17	22

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Disciplinary harshness</b>				
<i>Average reporting “Agree” or “Strongly agree”</i>	31	23	27	29
<b>The rules in this school are too strict.</b>				
Strongly disagree	9	6	7	9
Disagree	20	20	22	31
Neither disagree nor agree	49	58	52	36
Agree	13	10	13	16
Strongly agree	9	6	6	9
<b>It is easy for students to get kicked out of class or get suspended.</b>				
Strongly disagree	7	6	7	9
Disagree	16	14	16	13
Neither disagree nor agree	43	54	47	47
Agree	22	19	22	20
Strongly agree	12	8	8	11
<b>Students get in trouble for breaking small rules.</b>				
Strongly disagree	5	5	6	9
Disagree	14	15	16	18
Neither disagree nor agree	42	54	47	41
Agree	27	19	24	20
Strongly agree	12	6	7	11

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

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

## 6. Student Peer Relationships

**Table N6.1**

***Student Peer Relationships Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Student peer relationships</b>				
<i>Average reporting “Agree” or “Strongly agree”</i>	48	47	44	41
<b>Students enjoy doing things with each other during school activities.</b>				
Strongly disagree	5	4	6	7
Disagree	7	8	8	5
Neither disagree nor agree	33	45	37	40
Agree	36	32	37	36
Strongly agree	19	12	12	12
<b>Students care about each other.</b>				
Strongly disagree	5	3	6	7
Disagree	7	6	6	7
Neither disagree nor agree	38	46	42	52
Agree	33	34	35	24
Strongly agree	16	11	11	10
<b>Students treat each other with respect.</b>				
Strongly disagree	7	3	6	7
Disagree	10	6	9	7
Neither disagree nor agree	42	41	44	44
Agree	28	39	31	30
Strongly agree	14	11	9	12
<b>Students get along well with each other.</b>				
Strongly disagree	5	3	5	5
Disagree	8	5	7	5
Neither disagree nor agree	42	43	45	50
Agree	32	38	34	29
Strongly agree	14	11	9	12

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

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

## 7. Social and Emotional Learning

**Table N7.1**

***Support for Social Emotional Learning Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Support for social emotional learning</b>				
<i>Average reporting “Agree” or “Strongly agree”</i>	63	55	49	46
<b>This school encourages students to feel responsible for how they act.</b>				
Strongly disagree	4	2	5	7
Disagree	3	4	5	5
Neither disagree nor agree	28	34	36	40
Agree	44	42	42	33
Strongly agree	20	17	13	16
<b>This school encourages students to understand how others think and feel.</b>				
Strongly disagree	5	3	6	7
Disagree	5	5	7	5
Neither disagree nor agree	31	36	38	42
Agree	39	41	37	35
Strongly agree	20	15	11	12
<b>Students are taught that they can control their own behavior.</b>				
Strongly disagree	4	2	5	9
Disagree	6	5	8	5
Neither disagree nor agree	29	39	40	35
Agree	43	39	37	40
Strongly agree	18	13	10	12

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>This school helps students resolve conflicts with one another.</b>				
Strongly disagree	5	3	6	7
Disagree	7	7	11	5
Neither disagree nor agree	31	46	42	51
Agree	40	33	31	26
Strongly agree	17	11	9	12
<b>This school encourages students to care about how others feel.</b>				
Strongly disagree	5	2	6	7
Disagree	4	5	8	7
Neither disagree nor agree	29	39	42	49
Agree	42	40	34	26
Strongly agree	20	14	10	12
<b>Teachers here make it clear to students that bullying is not tolerated.</b>				
Strongly disagree	3	3	5	7
Disagree	3	3	6	2
Neither disagree nor agree	18	29	31	33
Agree	40	41	38	29
Strongly agree	36	24	20	29

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

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

## 8. School Antibullying Climate

**Table N8.1**

***Antibullying Climate Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Antibullying climate</b>				
<i>Average reporting “Agree” or “Strongly agree”</i>	54	45	41	42
<b>If another student was bullying me, I would tell one of the teachers or staff at school.</b>				
Strongly disagree	8	7	11	9
Disagree	8	8	11	9
Neither disagree nor agree	25	32	34	35
Agree	32	33	30	28
Strongly agree	27	20	14	19
<b>Students tell teachers when other students are being bullied.</b>				
Strongly disagree	7	6	10	12
Disagree	8	10	12	9
Neither disagree nor agree	36	50	45	42
Agree	31	24	23	23
Strongly agree	19	11	10	14
<b>If I tell a teacher that someone is bullying me, the teacher will do something to help.</b>				
Strongly disagree	5	3	5	12
Disagree	4	4	5	5
Neither disagree nor agree	26	37	40	35
Agree	40	38	36	33
Strongly agree	25	18	15	16

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Students here try to stop bullying when they see it happening.</b>				
Strongly disagree	8	6	8	7
Disagree	10	7	10	17
Neither disagree nor agree	41	51	48	38
Agree	27	26	25	24
Strongly agree	15	10	10	14

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

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



## 9. School Physical Environment

**Table N9.1**

***Quality of School Facilities Scale Questions (In-School and Hybrid Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Quality of school facilities</b>				
<i>Average reporting “Agree” or “Strongly agree”</i>	57	36	47	
<b>My school is usually clean and tidy.</b>				
Strongly disagree	6	2	10	
Disagree	8	14	2	
Neither disagree nor agree	29	49	41	
Agree	46	23	37	
Strongly agree	11	12	10	
<b>The schoolyard and buildings are clean and in good condition.</b>				
Strongly disagree	4	6	9	
Disagree	2	13	9	
Neither disagree nor agree	37	44	32	
Agree	43	25	36	
Strongly agree	15	13	14	
<b>The school grounds are kept clean.</b>				
Strongly disagree	5	9	16	
Disagree	4	9	4	
Neither disagree nor agree	35	44	33	
Agree	36	25	33	
Strongly agree	20	13	13	

*Question HS/MS A.45, N.52, 56: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.... How strongly do you agree or disagree with the following statements about your school?... The schoolyard and buildings are clean and in good condition... The school grounds are kept clean.*

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>My classroom is so crowded it is hard to concentrate and learn.</b>				
Strongly disagree	17	10	13	
Disagree	26	19	24	
Neither disagree nor agree	28	55	31	
Agree	11	10	22	
Strongly agree	17	6	9	

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

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

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

## 10. Scheduled Lunch and Drinkable Water

**Table N10.1**

***Time for Lunch Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>Time for lunch</b>				
<i>Average reporting “Agree” or “Strongly agree”</i>	58	49	46	51
<b>I eat my lunch at the right time of day.</b>				
Strongly disagree	7	7	11	14
Disagree	12	14	14	7
Neither disagree nor agree	27	35	33	29
Agree	33	30	30	36
Strongly agree	21	13	12	14
<b>I have plenty of time to eat my lunch.</b>				
Strongly disagree	6	7	9	14
Disagree	9	9	10	10
Neither disagree nor agree	23	30	32	24
Agree	38	38	34	38
Strongly agree	24	16	14	14

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<b>This school has clean and drinkable water.</b>				
Strongly disagree	13	9	11	
Disagree	2	9	5	
Neither disagree nor agree	33	47	32	
Agree	33	22	36	
Strongly agree	19	13	16	

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

*This school has clean and drinkable water.*

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

# Appendix I

## 2020-21 CHKS Secondary Survey Response Rates

Eligible Schools	7th %	9th %	11th %	NT %
Adams Elementary	35			
Alexander Hamilton Elementary	63			
August Elementary	62			
Cesar Chavez High		47	76	
Cleveland Elementary	62			
Commodore Stockton Skills	80			
District Special Education				
Dolores Huerta Elementary				
Edison High		44	45	
Edward C. Merlo Inst. of Environ. Studies		73	57	
El Dorado Elementary	73			
Elmwood Elementary	66			
Fillmore Elementary	80			
Flora Arca Mata	72			
Franklin High	71	41	38	
George W. Bush Elementary	85			
George Washington Elementary	58			
Grunsky Elementary	29			
Harrison Elementary	51			
Hazelton Elementary	51			
Health Careers Academy		84	55	
Hoover Elementary	89			
Jane Frederick High				40
John C. Fremont Elementary	75			
John Marshall Elementary	44			
Kennedy Elementary	53			
King Elementary	68			
Kohl Open Elementary	40			

*Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2020-21 public school and 2019-20 enrollment data files. Directly funded charter schools have been excluded from the list.*

## 2020-21 CHKS Secondary Survey Response Rates - Continued

Eligible Schools	7th %	9th %	11th %	NT %
Madison Elementary	43			
Marshall K-8 Community Day				
Maxine Hong Kingston Elementary	100			
McKinley Elementary	72			
Monroe Elementary	77			
Montezuma Elementary	62			
Nightingale Charter	61			
Pacific Law Academy		71	69	
Pittman Charter	53			
Pulliam Elementary	56			
Rio Calaveras Elementary	65			
Roosevelt Elementary	60			
San Joaquin Elementary	55			
Spanos (Alex G.) Elementary	75			
Stagg Senior High	71	28	35	
Stockton Early College Academy		97	94	
Stockton High			33	
Taft Elementary	35			
Taylor Leadership Academy	87			
Valentine Peyton Elementary	70			
Van Buren Elementary	56			
Victory Elementary	56			
Walton Development Center				
Weber Institute		80	71	
Wilhelmina Henry Elementary	89			
Wilson Elementary	47			

*Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2020-21 public school and 2019-20 enrollment data files. Directly funded charter schools have been excluded from the list.*

# Appendix II

## CHKS Content Overview, 2020-21

This brief guide to key CHKS Core Module indicators is designed to help survey users more easily understand and interpret their findings.<sup>1</sup> 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](https://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](https://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).<sup>2</sup> For a summary of state-level LCAP-related baseline CHKS data, see Factsheet #15.<sup>3</sup>

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

In addition to assessing school climate, pupil engagement, and student supports, all three key priorities required of LCAP and helpful for monitoring student needs targeted by LEAs 2020-21 Learning Continuity and Attendance Plans, the CHKS Core Module added a section in 2020-21 that measures students' remote learning experiences due to school closures or change of instructional models during the 2020 pandemic. It focuses on students' home educational routines, engagement and motivation in educational activities, quality of relationships with teachers and peers, and social-emotional well-being.

The Core Module seeks to provide 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. Twenty-nine items assessing seven domains are used to calculate a School Climate Index (SCI) score that is included in a *School Climate Report Card* that districts can request at the district and school level.<sup>4</sup> The items used in the SCI 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 CHKS SCI scores increased—as the schools became safer, more supportive, and more engaging—test performance increased as well.<sup>5</sup>

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 higher (more positive) the CHKS SCI, the greater the

---

<sup>1</sup> 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](https://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](https://calschls.org/reports-data/dashboard)).

<sup>2</sup> For a guide to how CalSCHLS survey items align with LCAP indicator requirements, download Helpful Resources for Local Control and Accountability Plans at [calschls.org/resources/#survey-content-guides](https://calschls.org/resources/#survey-content-guides).

<sup>3</sup> Austin. (2016). Download [calschls.org/docs/factsheet-15.pdf](https://calschls.org/docs/factsheet-15.pdf)

<sup>4</sup> See [calschls.org/reports-data/#sler](https://calschls.org/reports-data/#sler)

<sup>5</sup> O'Malley & Hanson. (2012). Download [data.calschls.org/resources/S3factsheet3\\_API\\_20120716.pdf](https://data.calschls.org/resources/S3factsheet3_API_20120716.pdf)

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.<sup>6</sup>

In addition, the CHKS Core Module provides data to help understand the degree to which schools address the needs of the Whole Child. CHKS data show that California secondary schools made greater progress in raising standardized test scores over a one-year period when they had higher percentages of students who reported: (1) being less engaged in risky behaviors such as substance use and violence; (2) being more likely to eat nutritiously and exercise; and (3) experiencing caring adult relationships and high expectations at school.<sup>7</sup> 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 11<sup>th</sup> graders in traditional comprehensive high schools.<sup>8</sup> 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.<sup>9</sup>

## 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 and Learning Continuity and Attendance Plan 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](https://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

---

<sup>6</sup> Voight, Austin, & Hanson. (2013). Download [www.wested.org/online\\_pubs/hd-13-10.pdf](http://www.wested.org/online_pubs/hd-13-10.pdf)

<sup>7</sup> Hanson & Austin. (2003). Download [data.calschls.org/resources/FACTSHEET-3.pdf](https://data.calschls.org/resources/FACTSHEET-3.pdf)

<sup>8</sup> In interpreting the results for 11<sup>th</sup> 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.

<sup>9</sup> Austin, Dixon, & Bailey. (2007). Download [data.calschls.org/resources/FACTSHEET-7.pdf](https://data.calschls.org/resources/FACTSHEET-7.pdf)



be displayed for English learners, free and reduced-priced meal eligible students, and foster youth—three important LCAP priority groups. Districts/schools can also subscribe to the District CalSCHLS private data dashboard to disaggregate their CHKS results by demographic groups for each school (call 888.841.7536 or email [calschls@wested.org](mailto:calschls@wested.org)).

## Racial-Ethnic Group Identification

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

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

## Foster Care Youth

Compared to youth who live with their parents, foster care youth report much higher rates of substance abuse, poor school attendance and grades, more violence-related behaviors, more harassment, and higher depression risk.<sup>12</sup> 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.<sup>13 14</sup> For example, analysis of the latest Biennial CHKS data indicate that LGBTQ youth<sup>15</sup> 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;

---

<sup>10</sup> Austin, Hanson, Bono, & Zheng. (2008). Download [data.calschls.org/resources/factsheet\\_8.pdf](http://data.calschls.org/resources/factsheet_8.pdf)

<sup>11</sup> Hanson, Austin, & Li. (2012). Download [data.calschls.org/resources/FACTSHEET-13\\_20120405.pdf](http://data.calschls.org/resources/FACTSHEET-13_20120405.pdf)

<sup>12</sup> Austin, Jones, & Annon. (2007). Download [data.calschls.org/resources/FACTSHEET-6.pdf](http://data.calschls.org/resources/FACTSHEET-6.pdf)

<sup>13</sup> 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/](http://Download.wested.org/resources/lgbtq-students-in-california/)

<sup>14</sup> 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.

<sup>15</sup> See [calschls.org/reports-data/dashboard/](http://calschls.org/reports-data/dashboard/)

- 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.

## **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.<sup>16</sup> A 2009 Gallup study found that a one-percentage-point uptick in a school's average student engagement was connected to a six-point increase in reading achievement and eight points in math.<sup>17</sup> CHKS and other surveys consistently show that as youth progress through the school system, indicators of engagement decline.

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

The CHKS Developmental Supports scales provide insight into whether students experience in their school the three protective factors (caring relationships, high expectations, and opportunities for meaningful participation) that 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 mostly received in school in the past 12 months. Although self-reports are not as accurate as actual report card data, they provide a general sense of the school performance of the survey respondents from their self-perception. To learn more about the factors that might be causing poor performance, request a CHKS report showing how all the survey results vary by level of performance (call 888.841.7536 or email [calschls@wested.org](mailto:calschls@wested.org)).

### **Academic Motivation**

A four-item scale gauges student academic motivation by asking how strongly they agree that they try hard to do well on schoolwork, try hard because they are interested in the work, work hard to understand

---

<sup>16</sup> 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.

<sup>17</sup> Gallop. (2014). Download [www.gallup.com/services/178769/state-america-schools-report.aspx](http://www.gallup.com/services/178769/state-america-schools-report.aspx)

new things at school, and always try to do better. On the 2017-19 State CHKS, the percentage of students agreeing with the questions on this scale ranged from 71 percent in 11<sup>th</sup> grade to 75 percent in 11<sup>th</sup>.<sup>18</sup>

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.

## 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.<sup>19</sup> In 2020-21, absenteeism is assessed for students who are participating in school in-person or learning remotely. Users can request reports looking at the characteristics of youth based on absenteeism indicators to guide efforts to improve the LCAP pupil engagement priority (call 888.841.7536 or email [calschls@wested.org](mailto:calschls@wested.org)).

Poor attendance is a marker of a wider variety of other problems, including low school connectedness and learning engagement. Both the US Department of Education and the California Office of the Attorney General have launched initiatives designed to raise awareness about and combat chronic absenteeism, generally defined as missing 10 percent of school days. According to a report by Attendance Works, the nation's large and persistent achievement gaps are rooted in a largely hidden crisis of chronic absenteeism, especially among low-income and minority children.<sup>20</sup>

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.<sup>21</sup>

## 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

---

<sup>18</sup> Austin, Hanson, Zhang, & Zheng. (2020). Download [data.calschls.org/resources/Biennial\\_State\\_1719.pdf](https://data.calschls.org/resources/Biennial_State_1719.pdf)

<sup>19</sup> Because most students participated in school via remote learning in 2020-21, the CHKS did not ask about student truancy so that additional items could be included to assess absenteeism.

<sup>20</sup> 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/](https://www.attendanceworks.org/portraits-of-change/)

<sup>21</sup> Austin, Hanson, Polik, & Zheng. (2018). Download [data.calschls.org/resources/Biennial\\_State\\_1517.pdf](https://data.calschls.org/resources/Biennial_State_1517.pdf)

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.<sup>22 23 24 25 26 27</sup>

## 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.<sup>28</sup> 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/](https://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 agreeing to these scale questions declined from 62 percent in 7<sup>th</sup> grade to 53 percent in 11<sup>th</sup>, a decline similar to that found for the Academic Motivation scale.<sup>29</sup> 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.<sup>30 31</sup>

## 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.<sup>32</sup>

## 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."<sup>33</sup> Additional questions are

---

<sup>22</sup> Hanson & Austin. (2002). Download [data.calschls.org/resources/factsheet.pdf](https://data.calschls.org/resources/factsheet.pdf)

<sup>23</sup> Hanson & Austin. (2002). Download [data.calschls.org/resources/FACTSHEET-3.pdf](https://data.calschls.org/resources/FACTSHEET-3.pdf)

<sup>24</sup> Hanson. (2011). Download [data.calschls.org/resources/S3factsheet1\\_caring\\_20120223.pdf](https://data.calschls.org/resources/S3factsheet1_caring_20120223.pdf)

<sup>25</sup> Hanson. (2012). Download [data.calschls.org/resources/S3factsheet2\\_participation\\_20120224.pdf](https://data.calschls.org/resources/S3factsheet2_participation_20120224.pdf)

<sup>26</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief1\\_CaringRelationships\\_final.pdf](https://data.calschls.org/resources/S3_WhatWorksBrief1_CaringRelationships_final.pdf)

<sup>27</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief2\\_MeaningfulPart\\_final.pdf](https://data.calschls.org/resources/S3_WhatWorksBrief2_MeaningfulPart_final.pdf)

<sup>28</sup> 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.

<sup>29</sup> Austin, Hanson, Zhang, & Zheng. (2020). Download [data.calschls.org/resources/Biennial\\_State\\_1719.pdf](https://data.calschls.org/resources/Biennial_State_1719.pdf)

<sup>30</sup> Austin, Hanson, & Voight. (2013). Download [data.calschls.org/resources/S3factsheet5\\_connectedness\\_20130827.pdf](https://data.calschls.org/resources/S3factsheet5_connectedness_20130827.pdf)

<sup>31</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief4\\_Connectedness\\_final.pdf](https://data.calschls.org/resources/S3_WhatWorksBrief4_Connectedness_final.pdf)

<sup>32</sup> Wilder, S. (2014). Effects of parental involvement on academic achievement. A meta-synthesis. *Educational Review*, 66:3, 377-397.

<sup>33</sup> Questions about school facilities and the physical environment were not asked to students who participated in school exclusively via remote learning in 2020-21.

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.<sup>34</sup> 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 11<sup>th</sup> 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.<sup>35</sup> 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.<sup>36</sup> 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.<sup>37 38 39</sup>

### **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 A6.6).

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.<sup>40</sup>

### **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

---

<sup>34</sup> Hanson & Austin. (2018). Download [calschls.org/docs/facilities\\_2-18-1.pdf](https://data.calschls.org/docs/facilities_2-18-1.pdf)

<sup>35</sup> The CHKS also includes two violence-related questions that are not school based: the frequency students experienced cyberbullying and whether they are gang members.

<sup>36</sup> Juvonen, J., & Graham, S. (2001). *Peer harassment in school: The plight of the vulnerable and victimized*. New York: Guilford Press.

<sup>37</sup> Barton, P. E. (2001). *Facing the hard facts in education reform*. Princeton, NJ: Educational Testing Service.

<sup>38</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief5\\_ViolencePerpetration\\_final.pdf](https://data.calschls.org/resources/S3_WhatWorksBrief5_ViolencePerpetration_final.pdf)

<sup>39</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief6\\_ViolenceVictimization\\_final.pdf](https://data.calschls.org/resources/S3_WhatWorksBrief6_ViolenceVictimization_final.pdf)

<sup>40</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief3\\_Safety\\_final.pdf](https://data.calschls.org/resources/S3_WhatWorksBrief3_Safety_final.pdf)



*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.<sup>41</sup>

The CHKS asks about the frequency with which students experienced any bullying/harassment related to six bias-related categories (gender, race/ethnicity, disability, sexual identity, religion, immigrant status), as well as for any other reason (Table A8.2). About three-in-ten secondary students report experiencing some harassment in the past year on the State CHKS, with the percentages declining between 7<sup>th</sup> and 11<sup>th</sup> grades.<sup>42</sup> 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.<sup>43</sup> <sup>44</sup> 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.

## **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.<sup>45</sup> 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.<sup>46</sup> About 14 percent of 7<sup>th</sup> and 9<sup>th</sup> graders report seeing someone carrying a weapon compared to 11 percent of 11<sup>th</sup> 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.

---

<sup>41</sup> 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.

<sup>42</sup> Austin, Hanson, Zhang, & Zheng. (2020). Download [data.calschls.org/resources/Biennial\\_State\\_1719.pdf](https://data.calschls.org/resources/Biennial_State_1719.pdf)

<sup>43</sup> Heck, Russell, O'Shaughnessy, Laub, Calhoun, & Austin. (2005). Download [data.calschls.org/resources/FACTSHEET-4.pdf](https://data.calschls.org/resources/FACTSHEET-4.pdf)

<sup>44</sup> Austin, Nakamoto, & Bailey. (2010). Download [data.calschls.org/resources/FACTSHEET-10.pdf](https://data.calschls.org/resources/FACTSHEET-10.pdf)

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

<sup>46</sup> Austin, Hanson, Polik, & Zheng. (2018). Download [data.calschls.org/resources/Biennial\\_State\\_1517.pdf](https://data.calschls.org/resources/Biennial_State_1517.pdf)

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.<sup>47</sup>

### **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.<sup>48</sup> Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools.<sup>49 50</sup>

### **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.<sup>51 52</sup>

### **MENTAL HEALTH (Section 7)**

Student mental health can have a big impact on their health and well-being. The CHKS Core provides two measures for assessing mental health among students: (1) whether they experience chronic, incapacitating sadness or hopelessness; and (2) whether they ever contemplated suicide. 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.<sup>53</sup> 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.<sup>54</sup>

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.<sup>55 56</sup>

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.

---

<sup>47</sup> Statewide CSSS. (2018). Download [calschls.org/docs/statewide\\_1517\\_csss.pdf](https://calschls.org/docs/statewide_1517_csss.pdf)

<sup>48</sup> 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.

<sup>49</sup> Hanson & Austin. (2003). Download [data.calschls.org/resources/FACTSHEET-3.pdf](https://data.calschls.org/resources/FACTSHEET-3.pdf)

<sup>50</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief8\\_AOD\\_final.pdf](https://data.calschls.org/resources/S3_WhatWorksBrief8_AOD_final.pdf)

<sup>51</sup> Hanson & Zheng. (2006). Download [data.calschls.org/resources/factsheet2update.pdf](https://data.calschls.org/resources/factsheet2update.pdf)

<sup>52</sup> Austin, McCarthy, Slade, & Bailey. (2007). Download [data.calschls.org/resources/FACTSHEET-5.pdf](https://data.calschls.org/resources/FACTSHEET-5.pdf)

<sup>53</sup> Austin, Nakamoto, & Bailey. (2010). Download [data.calschls.org/resources/FACTSHEET-11.pdf](https://data.calschls.org/resources/FACTSHEET-11.pdf)

<sup>54</sup> Austin, Cragle, Delong-Cotty. (2012). Download [data.calschls.org/resources/FACTSHEET-12.pdf](https://data.calschls.org/resources/FACTSHEET-12.pdf)

<sup>55</sup> Heck, Russell, O'Shaughnessy, Laub, Calhoun, & Austin. (2005). Download [data.calschls.org/resources/FACTSHEET-4.pdf](https://data.calschls.org/resources/FACTSHEET-4.pdf)

<sup>56</sup> Austin, Nakamoto, & Bailey. (2010). Download [data.calschls.org/resources/FACTSHEET-10.pdf](https://data.calschls.org/resources/FACTSHEET-10.pdf)