CALIFORNIA HEALTHY KIDS SURVEY

Stockton Unified
Secondary
2022-2023
Main Report

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PREFACE

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

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

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

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

THE SURVEY

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

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

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

Core Module

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

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

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

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

Trauma Module (Supplementary)

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

School Climate Module (Supplementary)

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

Social Emotional Health Module (Supplementary)

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

SURVEY ADMINISTRATION AND SAMPLE

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

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

THE REPORT

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

Racial/Ethnic and Gender Results

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

ONLINE DATA DASHBOARDS

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

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

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

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

UNDERSTANDING THE DATA

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

Representativeness

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

Changes Between Survey Administrations

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

RESOURCES

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

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets).

- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).

- The **California Center for School Climate** (ca-safe-supportive-schools.wested.org/california-center-for-school-climate/) provides free support and trainings on school climate and data use to LEAs in California. The website provides archived virtual events and other school climate improvement resources.

- The *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/resources.

- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

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

NEXT STEPS

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

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

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

As part of this process, WestEd staff can facilitate a *Data Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center 562.799.5164 or email calschls@wested.org.

Compare Results with Other Data

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

- **Staff and Parent Surveys**. If your school district has administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Survey Item Crosswalk (calschls.org/resources/#resources_and_tools) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer these companion surveys, urge them to do so next time.

- **Elementary CHKS Results**. Examine how the results from 9th and 11th graders compare with those from 5th and 7th graders if your district also administered the CHKS at these school levels. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle school levels might help mitigate problems that are evident among older students.

- **Other Data**. Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

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

you compare to state and district results can provide some context for your results, but the most important consideration is what your own results say about the students in your school/community.

Data Workshop

To assist in your review of the survey results, you can request your CalSCHLS Regional Center to conduct a structured, customized *Data Workshop*. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center (562.799.5164) or email calschls@wested.org.

Request Additional Reports and Data

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

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

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

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

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

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

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

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

ACKNOWLEDGMENTS

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 7	Grade 9	Grade 11	NT[A]
Student Sample Size				
Target sample	2,871	2,697	2,757	203
Final number	2,225	1,295	1,631	111
Response Rate	77%	48%	59%	55%

Note: [A]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	2,172	1,276	1,594	104
Remote learning only	53	19	37	4

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness$^{\dagger\#}$ *(In-School Only)*	52	47	46	48	A6.4
School connectedness$^{\dagger\psi}$ *(Remote Only)*	45	50	42		A6.4
Academic motivation†	68	63	60	66	A6.4
School is really boring$^{\pm}$	34	36	45	41	A6.11
School is worthless and a waste of time$^{\pm}$	11	11	15	20	A6.11
Monthly Absences (3 or more)	19	22	24	47	A6.2
Maintaining focus on schoolwork$^{\dagger\Gamma}$	33	27	27	28	A6.10
Caring adult relationships‡	56	54	57	56	A6.4
High expectations-adults in school‡	69	67	67	65	A6.4
Meaningful participation‡	28	24	25	24	A6.4
Facilities upkeep$^{\dagger\Phi}$	32	49	39	56	A6.15
Promotion of parental involvement in school†	55	47	43	42	A6.4
School Safety and Cyberbullying					
School perceived as very safe or safe$^{\Phi}$	47	46	41	39	A8.1
Experienced any harassment or bullying§	34	19	16	10	A8.2
Had mean rumors or lies spread about you§	36	18	17	14	A8.3
Been afraid of being beaten up$^{\S\Phi}$	22	11	8	4	A8.3
Been in a physical fight$^{\S\Phi}$	16	6	4	7	A8.4
Seen a weapon on campus$^{\S\Phi}$	11	7	8	5	A8.6
Cyberbullying§	29	17	14	11	A8.3

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

†*Average percent of respondents reporting "Agree" or "Strongly agree."*

$^{\#}$*The scale was based on five survey questions for in-school respondents.*

$^{\psi}$*The scale was based on four questions for remote respondents.*

$^{\pm}$*Rating of 7 or higher.*

$^{\Gamma}$*Survey question was reverse-coded.*

$^{\Phi}$*In-School only.*

‡*Average percent of respondents reporting "Pretty much true" or "Very much true."*

§*Past 12 months.*

Table A2.2

Key Indicators of Substance Use, Remote Learning, and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Substance Use					
Current alcohol or drug use[¶]	6	7	11	16	A9.5
Current marijuana use[¶]	2	4	7	12	A9.5
Current binge drinking[¶]	1	2	3	9	A9.5
Very drunk or "high" 7 or more times, ever	1	2	5	7	A9.7
Been drunk or "high" on drugs at school, ever	1	4	5	9	A9.9
Current cigarette smoking[¶]	1	1	0	2	A10.4
Current vaping[¶]	3	6	5	10	A10.4
Current tobacco vaping[¶]	2	4	3	9	A10.5
Current marijuana vaping[¶]	2	2	3	7	A10.5
Routines					
Eating of breakfast[ǀ]	48	47	44	42	A4.1
Bedtime (at 12 am or later)	24	26	34	39	A4.2
Learning from Home					
Average days worked on schoolwork (≥ 5)[¶δ]	23	20	24		A5.1
Synchronous instruction (4 days or more)[‖δ]	17	27	9		A5.1
Interest in schoolwork done from home[†δ]	36	54	41		A5.3
Meaningful opportunities[‡δ]	41	31	48		A5.2
Social and Emotional Health					
Social emotional distress[‡]	25	25	28	25	A7.5
Experienced chronic sadness/hopelessness[§]	34	33	37	31	A7.1
Considered suicide[§]	15	14	14	10	A7.2
Optimism[‡]	49	44	41	31	A7.3
Life satisfaction[∓]	63	60	57	49	A7.4

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

[¶]*Past 30 days.*

[ǀ]*Today.*

[δ]*Remote only.*

[‖]*Past 7 days.*

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

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

[§]*Past 12 months.*

[∓]*Average percent of respondents reporting "Satisfied" or "Very satisfied."*

3. Demographics

Table A3.1

School Schedule, Past 30 Days

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

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

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

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

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

Table A3.2

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	51	47	50	49
Female	45	49	46	46
Nonbinary	2	2	3	5
Something else	2	1	1	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)	78	75	76	75
Lesbian or Gay	2	3	3	2
Bisexual	7	10	9	10
Something else	3	4	3	4
Not sure	4	5	3	3
Decline to respond	5	4	5	6

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	88	91	93	90
Yes, I am transgender	2	2	2	2
I am not sure if I am transgender	3	3	1	3
Decline to respond	6	5	4	5

Question HS/MS A.4: Some people describe themselves as transgender when how they think or feel about their gender is different from the sex they were assigned at birth. Are you transgender?
Note: Cells are empty if there are less than 10 respondents.

Table A3.5

Race or Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native, non-Hispanic	1	0	0	3
Asian or Asian American, non-Hispanic	11	12	14	4
Black or African American, non-Hispanic	7	7	5	9
Hispanic or Latinx	64	70	70	74
Native Hawaiian or Pacific Islander, non-Hispanic	0	0	1	0
White, non-Hispanic	4	2	3	3
Multiracial, non-Hispanic	5	5	3	4
Something else, non-Hispanic	7	4	3	4

Question HS/MS A.6: What is your race or ethnicity? (Mark All That Apply.)... American Indian or Alaska Native... Asian or Asian American... Black or African American... Hispanic or Latinx... Native Hawaiian or Pacific Islander... White... Something else.
Note: Cells are empty if there are less than 10 respondents.

Table A3.6

Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parent or guardian	88	93	93	86
Other relative's home	2	1	2	2
A home with more than one family	7	4	4	9
Friend's home	0	0	0	0
Foster home, group care, or waiting placement	0	0	0	0
Hotel or motel	0	0	0	0
Shelter, car, campground, or other transitional or temporary housing	1	0	0	1
Other living arrangement	2	1	1	2

Question HS/MS A.9: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.
Note: Cells are empty if there are less than 10 respondents.

Table A3.7

Highest Education of Parents

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	13	25	28	44
Graduated from high school	19	26	24	20
Attended college but did not complete four-year degree	7	9	11	8
Graduated from college	18	17	18	6
Don't know	43	24	19	22

Question HS/MS A.10: What is the highest level of education your parents or guardians completed? (Mark the educational level of the parent or guardian who went the furthest in school.)
Note: Cells are empty if there are less than 10 respondents.

Table A3.8

Language Spoken at Home

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
English	53	46	49	55
Spanish	41	47	44	43
Mandarin	0	0	0	0
Cantonese	0	1	0	0
Taiwanese	0	0	0	0
Tagalog	1	2	2	0
Vietnamese	0	0	0	0
Korean	0	0	0	0
Arabic	0	0	0	0
Other	4	3	4	2

Question HS/MS A.12: What language is spoken most of the time in your home?
Note: Cells are empty if there are less than 10 respondents.

Table A3.9

English Language Proficiency Among Students Speaking a Language Other Than English at Home

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
How well do you...				
understand English?				
Very well	77	75	77	82
Well	20	22	20	11
Not well	3	2	3	7
Not at all	0	1	0	0
speak English?				
Very well	67	67	65	73
Well	28	27	30	18
Not well	4	5	4	9
Not at all	0	2	1	0
read English?				
Very well	64	64	64	58
Well	30	30	31	40
Not well	5	5	4	2
Not at all	1	1	1	0
write English?				
Very well	59	61	60	53
Well	34	31	32	40
Not well	6	7	6	7
Not at all	1	1	1	0
English Language Proficiency Status				
Proficient	61	62	62	56
Not proficient	39	38	38	44

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.10

Number of Days Attending Afterschool Program (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I do not attend my school's afterschool program	79	88	91	72
1 day	2	4	2	9
2 days	3	3	2	12
3 days	3	1	1	3
4 days	2	1	1	0
5 days	11	2	3	4

Question HS/MS A.16: How many days a week do you usually go to your school's afterschool program?
Note: Cells are empty if there are less than 10 respondents.

Table A3.11

Military Connections

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	91	94	96	93
Yes	3	2	2	1
Don't know	6	4	2	6

Question HS/MS A.11: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?
Note: Cells are empty if there are less than 10 respondents.

4. Routines

Table A4.1

Eating of Breakfast

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	52	53	56	58
Yes	48	47	44	42

Question HS/MS A.14: Did you eat breakfast today?
Note: Cells are empty if there are less than 10 respondents.

Table A4.2

Bedtime

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Before 7:00 pm	1	1	1	1
7:00-7:59 pm	2	1	1	1
8:00-8:59 pm	8	5	3	10
9:00-9:59 pm	21	16	11	16
10:00-10:59 pm	28	28	27	17
11:00-11:59 pm	16	23	24	17
12:00-12:59 am	10	13	17	25
After 1:00 am	13	13	17	14
Bedtime at 12 am or later	24	26	34	39

Question HS/MS A.13: What time did you go to bed last night?
Note: Cells are empty if there are less than 10 respondents.

5. Learning from Home

Table A5.1

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Time spent on learning and completing schoolwork from home on the average weekday				
Less than 1 hour	35	14	31	
Between 1 and 2 hours	48	43	23	
Between 2 and 3 hours	10	21	34	
Between 3 and 4 hours	2	0	6	
Between 4 and 5 hours	0	7	6	
More than 5 hours	4	14	0	
Number of days in the past week participating in an online class from home where your teacher talked to students				
0 days	63	73	83	
1 day	2	0	3	
2 days	17	0	3	
3 days	2	0	3	
4 days	8	0	3	
5 days	8	27	6	
Number of weekdays participating in school from home for the entire school day				
0 days	25	40	29	
1 day	4	7	9	
2 days	15	33	6	
3 days	17	0	26	
4 days	17	0	6	
5 days	23	20	24	

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

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

Table A5.2

Interesting Activities Provided for Student in Remote Learning *(Remote Only)*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Not at all true	25	38	18	
A little true	34	31	33	
Pretty much true	27	15	42	
Very much true	14	15	6	

Question HS/MS A.46: There is a teacher or some other adult from my school... who provides me with interesting activities to do while I am participating in school from home.
Note: Cells are empty if there are less than 10 respondents.

Table A5.3

Interest in Schoolwork Done from Home *(Remote Only)*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Strongly disagree	9	15	9	
Disagree	22	8	18	
Neither disagree nor agree	33	23	32	
Agree	29	8	35	
Strongly agree	7	46	6	

Question HS/MS A.37: How strongly do you agree or disagree with the following statements?... I am interested in the schoolwork I do when participating in school from home.
Note: Cells are empty if there are less than 10 respondents.

6. School Performance, Engagement, and Supports

Table A6.1

Grades, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	12	14	15	4
A's and B's	34	29	30	16
Mostly B's	6	6	8	6
B's and C's	25	25	23	21
Mostly C's	4	6	6	7
C's and D's	10	13	11	21
Mostly D's	2	3	3	12
Mostly F's	5	4	3	12

Question HS/MS A.21: During the past 12 months, how would you describe the grades you mostly received in school?
Note: Cells are empty if there are less than 10 respondents.

Table A6.2

Absences, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I did not miss any days of school in the past 30 days	46	43	38	14
1 day	19	19	21	17
2 days	16	16	17	21
3 or more days	19	22	24	47

Question HS/MS A.15, 20: In the past 30 days, how often did you miss an entire day of school for any reason? [In-School only]. In the past 30 days, how often did you miss an entire day of remote learning classes for any reason? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

Table A6.3

Reasons for Absence, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I didn't miss any school	45	41	37	18
Illness (feeling physically sick), including problems with breathing or your teeth	33	43	47	56
Were being bullied or mistreated at school *(In-School Only)*	2	0	1	1
Felt very sad, hopeless, anxious, stressed, or angry	7	8	10	22
Didn't get enough sleep	9	10	12	17
Didn't feel safe at school or going to and from school *(In-School Only)*	1	1	1	0
Had to take care of or help a family member or friend	5	7	8	18
Wanted to spend time with friends	1	1	1	0
Used alcohol or drugs	0	1	0	2
Were behind in schoolwork or weren't prepared for a test or class assignment	2	3	6	6
Were bored or uninterested in school	4	4	8	8
Had no transportation to school *(In-School Only)*	3	5	6	11
Other reason	17	14	14	17

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

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

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

Table A6.4

School Environment, School Connectedness, Academic Motivation, and Promotion of Parental Involvement Scales

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Total school supports	51	49	50	48	
Caring adults in school‡	56	54	57	56	A6.5
High expectations-adults in school‡	69	67	67	65	A6.6
Meaningful participation at school‡	28	24	25	24	A6.7
School connectedness†# *(In-School Only)*	52	47	46	48	A6.8
School connectedness†ψ *(Remote Only)*	45	50	42		A6.8
Academic motivation†	68	63	60	66	A6.9
Promotion of parental involvement in school†	55	47	43	42	A6.13

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

‡Scales are based on average of respondents reporting "Pretty much true" or "Very much true."

†Scales are based on average of respondents reporting "Agree" or "Strongly agree."

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

ψThe scale was based on four questions for remote respondents.

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

Table A6.5
Caring Relationships Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring adults in school				
Average reporting "Pretty much true" or "Very much true"	56	54	57	56
There is a teacher or some other adult from my school...				
who really cares about me.				
Not at all true	11	11	10	10
A little true	34	38	34	43
Pretty much true	34	36	36	29
Very much true	20	15	20	18
who notices when I'm not there.				
Not at all true	15	17	14	8
A little true	30	30	32	34
Pretty much true	33	35	32	30
Very much true	23	18	22	28
who listens to me when I have something to say.				
Not at all true	13	13	12	13
A little true	27	27	26	22
Pretty much true	35	37	36	41
Very much true	24	22	25	23

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

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

Table A6.6
High Expectations Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-adults in school				
Average reporting "Pretty much true" or "Very much true"	69	67	67	65
There is a teacher or some other adult from my school...				
who tells me when I do a good job.				
Not at all true	11	10	10	10
A little true	24	26	26	28
Pretty much true	40	42	39	40
Very much true	24	22	25	22
who always wants me to do my best.				
Not at all true	6	7	6	8
A little true	20	21	21	24
Pretty much true	37	42	41	37
Very much true	37	31	31	31
who believes that I will be a success.				
Not at all true	10	12	10	13
A little true	23	24	24	23
Pretty much true	32	37	37	36
Very much true	34	28	28	28

Question HS/MS A.45, 48, 51: There is a teacher or some other adult from my school... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.
Note: Cells are empty if there are less than 10 respondents.

Table A6.7

Meaningful Participation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation at school				
Average reporting "Pretty much true" or "Very much true"	28	24	25	24
At school/When I participate in school,...				
I do interesting activities.				
Not at all true	14	20	26	31
A little true	37	36	34	30
Pretty much true	31	27	26	28
Very much true	18	16	14	10
I help decide things like class activities or rules.				
Not at all true	47	49	49	53
A little true	31	31	28	24
Pretty much true	15	15	16	17
Very much true	7	5	7	6
I do things that make a difference.				
Not at all true	36	41	43	42
A little true	37	36	33	36
Pretty much true	19	17	17	17
Very much true	8	6	7	6
I have a say in how things work.				
Not at all true	42	43	46	49
A little true	34	35	30	27
Pretty much true	17	17	17	20
Very much true	7	5	6	3
I help decide school activities or rules.				
Not at all true	59	65	62	62
A little true	22	23	22	21
Pretty much true	12	9	10	13
Very much true	7	4	5	3

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

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

Table A6.8
School Connectedness Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School connectedness# *(In-School Only)*				
Average reporting "Agree" or "Strongly agree"	52	47	46	48
School connectedness$^\psi$ *(Remote Only)*				
Average reporting "Agree" or "Strongly agree"	45	50	42	
I feel close to people at/from this school.				
Strongly disagree	4	6	7	14
Disagree	6	8	11	15
Neither disagree nor agree	26	31	30	32
Agree	43	40	36	33
Strongly agree	21	15	17	5
I am happy with/to be at this school.				
Strongly disagree	7	6	8	6
Disagree	10	8	9	7
Neither disagree nor agree	32	39	40	30
Agree	35	32	33	46
Strongly agree	15	15	9	12
I feel like I am part of this school.				
Strongly disagree	7	7	8	1
Disagree	12	11	12	10
Neither disagree nor agree	34	42	41	44
Agree	35	30	32	33
Strongly agree	12	10	8	11

Question HS/MS A.24-31: How strongly do you agree or disagree with the following statements?... I feel close to people at this school. [In-School only]... I feel close to people from this school. [Remote only]... I am happy to be at this school. [In-School only]... I am happy with this school. [Remote only]... I feel like I am part of this school.... The teachers at this school treat students fairly. [In-School only]... The teachers treat students fairly. [Remote only]... I feel safe in my school. [In-School only]
Notes: Cells are empty if there are less than 10 respondents.
#The scale was based on five survey questions for in-school respondents.
$^\psi$The scale was based on four questions for remote respondents.

Table A6.8

School Connectedness Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
The teachers at this school treat students fairly/The teachers treat students fairly.				
Strongly disagree	9	6	5	3
Disagree	10	8	8	8
Neither disagree nor agree	30	33	32	34
Agree	35	40	43	40
Strongly agree	15	13	12	15
I feel safe in my school. *(In-School Only)*				
Strongly disagree	9	7	8	6
Disagree	10	11	13	9
Neither disagree nor agree	34	41	40	41
Agree	33	30	31	39
Strongly agree	14	12	9	5

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

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

Table A6.9

Academic Motivation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Academic motivation				
Average reporting "Agree" or "Strongly agree"	68	63	60	66
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	2	2	2	0
Disagree	2	3	3	3
Neither disagree nor agree	14	20	22	25
Agree	47	50	48	53
Strongly agree	34	25	25	18
I try hard on my schoolwork because I am interested in it.				
Strongly disagree	7	6	7	2
Disagree	14	14	16	11
Neither disagree nor agree	37	40	38	36
Agree	28	29	27	37
Strongly agree	13	11	11	13
I work hard to try to understand new things when doing my schoolwork.				
Strongly disagree	3	4	4	1
Disagree	6	6	6	2
Neither disagree nor agree	23	28	32	30
Agree	46	44	41	47
Strongly agree	23	17	17	20
I am always trying to do better in my schoolwork.				
Strongly disagree	2	2	3	2
Disagree	2	3	3	2
Neither disagree nor agree	15	19	25	20
Agree	44	47	44	44
Strongly agree	37	29	25	32

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

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

Table A6.10
Maintaining Focus on Schoolwork

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
It is hard for me to stay focused when doing my schoolwork.				
Strongly disagree	10	6	7	8
Disagree	23	21	20	20
Neither disagree nor agree	29	32	32	28
Agree	23	25	26	33
Strongly agree	15	16	14	11

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

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

Table A6.11

School Boredom and Value of School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School boredom				
Low (0-3)	23	21	17	22
Medium (4-6)	43	42	38	37
High (7-10)	34	36	45	41
Value of school				
High (0-3)	65	64	57	62
Medium (4-6)	24	25	28	19
Low (7-10)	11	11	15	20

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

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

Table A6.12A

School Boredom Profile Groups - 7th Grade

		School is really boring (Grade 7)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value 21%				Mid Boredom & High Value 30%			High Boredom & High Value 14%			
	1											
	2											
	3											
	4	Low Boredom & Mid Value$^{\overline{\overline{\wedge}}}$				Mid Boredom & Mid Value 10%			High Boredom & Mid Value 12%			
	5											
	6											
	7	Low Boredom & Low Value$^{\overline{\overline{\wedge}}}$				Mid Boredom & Low Value$^{\overline{\overline{\wedge}}}$			High Boredom & Low Value 8%			
	8											
	9											
	10 Strongly Agree											

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

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

$^{\overline{\overline{\wedge}}}$*Results are not reported due to a very small number of responses.*

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

Table A6.12B

School Boredom Profile Groups - 9th Grade

		School is really boring (Grade 9)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value 19%				Mid Boredom & High Value 29%			High Boredom & High Value 15%			
	1											
	2											
	3											
	4	Low Boredom & Mid Value$^{\bar{\bar{\wedge}}}$				Mid Boredom & Mid Value 11%			High Boredom & Mid Value 12%			
	5											
	6											
	7	Low Boredom & Low Value$^{\bar{\bar{\wedge}}}$				Mid Boredom & Low Value$^{\bar{\bar{\wedge}}}$			High Boredom & Low Value 9%			
	8											
	9											
	10 Strongly Agree											

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

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

$^{\bar{\bar{\wedge}}}$*Results are not reported due to a very small number of responses.*

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

Table A6.12C

School Boredom Profile Groups - 11th Grade

		School is really boring (Grade 11)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value 15%				Mid Boredom & High Value 24%			High Boredom & High Value 17%			
	1											
	2											
	3											
	4	Low Boredom & Mid Value$^{\bar{\bar{\wedge}}}$				Mid Boredom & Mid Value 11%			High Boredom & Mid Value 15%			
	5											
	6											
	7	Low Boredom & Low Value$^{\bar{\bar{\wedge}}}$				Mid Boredom & Low Value$^{\bar{\bar{\wedge}}}$			High Boredom & Low Value 12%			
	8											
	9											
	10 Strongly Agree											

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

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

$^{\bar{\bar{\wedge}}}$*Results are not reported due to a very small number of responses.*

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

Table A6.12D

School Boredom Profile Groups - Non-Traditional

		School is really boring (NT)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value 21%				Mid Boredom & High Value 27%			High Boredom & High Value 13%			
	1											
	2											
	3											
	4	Low Boredom & Mid Value$^{\bar{\bar{\wedge}}}$				Mid Boredom & Mid Value 8%			High Boredom & Mid Value 10%			
	5											
	6											
	7	Low Boredom & Low Value$^{\bar{\bar{\wedge}}}$				Mid Boredom & Low Value$^{\bar{\bar{\wedge}}}$			High Boredom & Low Value 17%			
	8											
	9											
	10 Strongly Agree											

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

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

$^{\bar{\bar{\wedge}}}$*Results are not reported due to a very small number of responses.*

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

Table A6.13

Promotion of Parental Involvement Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Promotion of parental involvement in school				
Average reporting "Agree" or "Strongly agree"	55	47	43	42
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	3	3	4	4
Disagree	6	6	10	10
Neither disagree nor agree	28	38	38	46
Agree	47	41	38	35
Strongly agree	16	12	10	4
Parents feel welcome to participate at this school.				
Strongly disagree	3	3	4	5
Disagree	6	5	7	7
Neither disagree nor agree	38	48	49	47
Agree	42	35	33	38
Strongly agree	11	8	7	2
School staff take parent concerns seriously.				
Strongly disagree	6	4	6	7
Disagree	9	6	9	9
Neither disagree nor agree	36	44	45	37
Agree	36	34	31	41
Strongly agree	13	12	8	7

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

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

Table A6.14

Checking Student Progress

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A teacher or some other adult from my school checks on how I am feeling.				
Not at all true	26	27	23	27
A little true	31	30	30	23
Pretty much true	25	28	28	29
Very much true	18	15	19	21

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

Table A6.15

Quality of School Physical Environment (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	11	7	10	2
Disagree	20	12	16	14
Neither disagree nor agree	38	32	35	28
Agree	26	35	32	51
Strongly agree	6	14	8	5

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

7. Social and Emotional Health

Table A7.1

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	66	67	63	69
Yes	34	33	37	31

Question HS A.150/MS A.143: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?
Note: Cells are empty if there are less than 10 respondents.

Table A7.2

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	85	86	86	90
Yes	15	14	14	10

Question HS A.151/MS A.144: During the past 12 months, did you ever seriously consider attempting suicide?
Note: Cells are empty if there are less than 10 respondents.

Table A7.3

Optimism Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Optimism				
Average reporting "Pretty much true" or "Very much true"	49	44	41	31
Each day I look forward to having a lot of fun.				
Not at all true	18	23	25	44
A little true	34	34	37	31
Pretty much true	26	29	26	19
Very much true	23	14	12	7
I usually expect to have a good day.				
Not at all true	21	24	25	33
A little true	30	33	35	34
Pretty much true	29	29	29	25
Very much true	20	14	12	8
Overall, I expect more good things to happen to me than bad things.				
Not at all true	23	27	27	38
A little true	28	29	30	28
Pretty much true	25	25	26	22
Very much true	23	19	17	12

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

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

Table A7.4
Life Satisfaction Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Life satisfaction				
Average reporting "Satisfied" or "Very satisfied"	63	60	57	49
I would describe my satisfaction with...				
my family life as...				
Very dissatisfied	3	4	5	11
Dissatisfied	3	5	4	7
A little dissatisfied	6	9	9	9
A little satisfied	12	15	16	20
Satisfied	31	35	36	35
Very satisfied	45	33	30	18
my friendships as...				
Very dissatisfied	4	4	5	12
Dissatisfied	2	3	3	4
A little dissatisfied	7	7	8	8
A little satisfied	14	15	16	24
Satisfied	32	40	37	35
Very satisfied	41	31	31	17
my school experience as...				
Very dissatisfied	9	8	9	9
Dissatisfied	8	7	9	7
A little dissatisfied	16	16	17	15
A little satisfied	30	27	29	25
Satisfied	23	30	25	35
Very satisfied	15	12	11	9

Question HS A.160-162/MS A.153-155: Please describe your level of satisfaction below. I would describe my satisfaction with... my family life as... my friendships as... my school experience as...
Note: Cells are empty if there are less than 10 respondents.

Table A7.4

Life Satisfaction Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I would describe my satisfaction with...				
myself as...				
Very dissatisfied	12	11	11	15
Dissatisfied	8	9	8	9
A little dissatisfied	11	12	14	9
A little satisfied	15	19	20	23
Satisfied	24	29	26	25
Very satisfied	31	21	20	19
where I live as...				
Very dissatisfied	5	5	5	8
Dissatisfied	3	4	4	7
A little dissatisfied	6	8	9	11
A little satisfied	12	13	16	20
Satisfied	32	39	38	31
Very satisfied	41	30	27	24

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

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

Table A7.5
Social Emotional Distress Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress				
Average reporting "Pretty much true" or "Very much true"	25	25	28	25
I had a hard time relaxing.				
Not at all true	45	40	37	45
A little true	31	33	34	30
Pretty much true	12	15	17	14
Very much true	12	12	12	11
I felt sad and down.				
Not at all true	48	48	42	52
A little true	25	26	27	23
Pretty much true	12	14	18	9
Very much true	15	12	14	16
I was easily irritated.				
Not at all true	44	41	35	38
A little true	20	23	24	23
Pretty much true	15	19	22	18
Very much true	21	17	19	21
It was hard for me to cope and I thought I would panic.				
Not at all true	65	63	62	64
A little true	17	18	18	22
Pretty much true	9	9	12	5
Very much true	9	10	8	9
It was hard for me to get excited about anything.				
Not at all true	61	58	52	57
A little true	21	22	27	20
Pretty much true	9	11	12	11
Very much true	10	9	9	12

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

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

8. School Violence, Victimization, and Safety

Table A8.1

Perceived Safety at School *(In-School Only)*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	12	12	9	16
Safe	35	34	32	23
Neither safe nor unsafe	39	44	48	51
Unsafe	7	6	6	10
Very unsafe	7	4	5	0

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

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

Table A8.2

Reasons for Harassment on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	83	91	93	94
1 time	7	4	3	5
2 or more times	10	5	4	1
Religion				
0 times	92	97	97	99
1 time	3	2	1	0
2 or more times	5	1	1	1
Gender				
0 times	91	95	95	99
1 time	4	2	2	1
2 or more times	5	3	3	0
Because you are gay, lesbian, or bisexual or someone thought you were				
0 times	89	92	94	99
1 time	4	3	2	1
2 or more times	8	5	3	0
A physical or mental disability				
0 times	95	97	97	99
1 time	2	2	1	1
2 or more times	3	1	2	0
Any of the above five reasons	27	15	12	9

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

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

Table A8.2

Reasons for Harassment on School Property, Past 12 Months – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
You are an immigrant or someone thought you were				
0 times	93	97	96	99
1 time	3	1	2	0
2 or more times	4	2	2	1
Any other reason				
0 times	80	90	92	95
1 time	6	3	3	4
2 or more times	14	6	5	1
Any harassment	34	19	16	10

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

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

Table A8.3
School Violence Victimization Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School violence victimization *(In-School Only)*				
Average reporting "1 or more times"	29	15	12	8
During the past 12 months, how many times on school property have you...				
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around? *(In-School Only)*				
0 times	70	89	92	97
1 time	15	5	4	1
2 to 3 times	8	3	2	1
4 or more times	8	3	2	0
been afraid of being beaten up? *(In-School Only)*				
0 times	78	89	92	96
1 time	12	7	5	4
2 to 3 times	4	2	2	0
4 or more times	6	2	1	0
During the past 12 months, how many times have you...				
had mean rumors or lies spread about you?				
0 times	64	82	83	86
1 time	15	9	7	10
2 to 3 times	9	4	5	1
4 or more times	11	5	4	3
had sexual jokes, comments, or gestures made to you?				
0 times	75	82	85	90
1 time	9	7	5	4
2 to 3 times	6	5	5	6
4 or more times	10	6	5	0

Question HS A.115, 116, 118, 119, 130, 131/MS A.108, 109, 111, 112, 123, 124: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around? [In-school only]... been afraid of being beaten up? [In-school only]... had mean rumors or lies spread about you? [In-school only]... had sexual jokes, comments, or gestures made to you? [In-School only]... During the past 12 months, how many times did students from your school... spread mean rumors or lies spread about you? [Remote only]... make sexual jokes, comments, or gestures toward you? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

Table A8.3

School Violence Victimization Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During the past 12 months, how many times on school property have you/did students from your school...				
had your property stolen or deliberately damaged? *(In-School Only)*				
0 times	84	92	94	99
1 time	9	5	4	1
2 to 3 times	3	1	2	0
4 or more times	3	1	1	0
been made fun of because of your looks or the way you talk?				
0 times	59	77	83	88
1 time	15	10	7	8
2 to 3 times	10	7	5	3
4 or more times	16	6	5	3
been made fun of, insulted, or called names?				
0 times	63	83	87	94
1 time	11	7	4	4
2 to 3 times	9	4	4	3
4 or more times	17	6	5	0
During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?				
0 times (never)	71	83	86	89
1 time	14	8	7	9
2 to 3 times	8	6	4	3
4 or more times	7	4	3	0

Question HS A.120, 121, 129, 132, 133, 148/MS A.113, 114, 122, 125, 126, 141: During the past 12 months, how many times on school property have you... been made fun of because of your looks or the way you talk? [In-school only]... had your property stolen or deliberately damaged, such as your car, clothing, or books? [In-school only]... been made fun of, insulted, or called names? [In-school only]... During the past 12 months, how many times did students from your school... make fun of you because of your looks or the way you talk? [Remote only]...make fun of you, insult you, or call you names? [Remote only]... During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone? Note: Cells are empty if there are less than 10 respondents.

Table A8.4

School Violence Perpetration Scale Questions *(In-School Only)*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School violence perpetration				
Average reporting "1 or more times"	6	4	4	3
During the past 12 months, how many times on school property have you...				
been in a physical fight?				
0 times	84	94	96	93
1 time	9	4	3	3
2 to 3 times	4	1	1	3
4 or more times	3	1	1	1
been offered, sold, or given an illegal drug?				
0 times	94	90	90	93
1 time	3	5	4	5
2 to 3 times	2	2	3	1
4 or more times	1	2	3	0
damaged school property on purpose?				
0 times	95	97	98	100
1 time	3	2	2	0
2 to 3 times	1	1	0	0
4 or more times	1	1	0	0
carried a gun?				
0 times	98	99	99	97
1 time	1	0	0	0
2 to 3 times	0	0	0	3
4 or more times	0	1	0	0
carried any other weapon (such as a knife or club)?				
0 times	96	98	97	99
1 time	2	1	1	1
2 to 3 times	1	0	1	0
4 or more times	1	1	1	0

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

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

Table A8.5

Threats and Injuries with Weapons at School, Past 12 Months (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During the past 12 months, how many times on school property have you...				
been threatened with harm or injury?				
0 times	88	94	96	97
1 time	6	4	2	3
2 to 3 times	3	1	1	0
4 or more times	3	1	1	0
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	95	97	98	99
1 time	3	2	1	1
2 to 3 times	1	1	1	0
4 or more times	1	1	0	0

Question HS A.126, 128/MS A.119, 121: During the past 12 months, how many times on school property have you... been threatened or injured with a weapon (gun, knife, club, etc.)?... been threatened with harm or injury?
Note: Cells are empty if there are less than 10 respondents.

Table A8.6

Weapons Possession on School Property, Past 12 Months (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During the past 12 months, how many times on school property have you...				
seen someone carrying a gun, knife, or other weapon?				
0 times	89	93	92	95
1 time	7	3	4	4
2 to 3 times	2	2	2	0
4 or more times	2	1	2	1

Question HS A.127/MS A.120: During the past 12 months, how many times on school property have you... seen someone carrying a gun, knife, or other weapon?
Note: Cells are empty if there are less than 10 respondents.

9. Alcohol and Other Drug Use

Table A9.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime illicit AOD use to get "high"[^∧]	12	18	24	29	A9.2
Lifetime alcohol or drug use	12	19	25	29	A9.2
Lifetime marijuana use	5	8	12	22	A9.2
Lifetime very drunk or high (7 or more times)	1	2	5	7	A9.7
Current alcohol or drug use[^¶]	6	7	11	16	A9.5
Current marijuana use[^¶]	2	4	7	12	A9.5
Current heavy drug use[^¶]	1	3	5	8	A9.5
Current heavy alcohol use (binge drinking)[^¶]	1	2	3	9	A9.5
Current alcohol or drug use on school property[^¶Φ]	3	4	4	7	A9.8
Harmfulness of occasional marijuana use[^B]	33	37	33	21	A9.11
Difficulty of obtaining marijuana[^C]	19	15	10	8	A9.12

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

$^{\bar\wedge}$*Excludes prescription pain medication.*

¶*Past 30 days.*

^{Φ}*In-School only.*

^{B}*Great harm.*

^{C}*Very difficult.*

Table A9.2

Summary of AOD Lifetime Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	9	11	18	23
Marijuana	5	8	12	22
Inhalants	3	4	2	3
Cocaine, methamphetamine, or any amphetamines	na	1	1	3
Ecstasy, LSD, or other psychedelics	na	2	2	6
Prescription pain medication (opioids)	na	4	3	2
Cold/cough medicines or other over-the-counter medicines to get "high"	na	5	5	7
Any other drug, pill, or medicine to get "high"	2	3	2	7
Any of the above AOD use	12	19	25	29
Any illicit AOD use to get "high"[^]	12	18	24	29

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

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

na—Not asked of middle school students.

Table A9.3

Lifetime AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	91	89	82	77
1 time	4	4	5	4
2 to 3 times	2	3	5	2
4 or more times	2	4	7	17
Marijuana (smoke, vape, eat, or drink)				
0 times	95	92	88	78
1 time	2	2	3	2
2 to 3 times	1	2	3	5
4 or more times	2	4	7	15
Inhalants				
0 times	97	96	98	97
1 time	2	1	1	1
2 to 3 times	1	1	1	1
4 or more times	1	2	1	1
Cocaine, methamphetamine, or any amphetamines				
0 times	na	99	99	97
1 time	na	0	0	1
2 to 3 times	na	1	0	2
4 or more times	na	0	0	0
Ecstasy, LSD, or other psychedelics				
0 times	na	98	98	94
1 time	na	1	1	2
2 to 3 times	na	1	1	2
4 or more times	na	1	0	1
Prescription pain medication				
0 times	na	96	97	98
1 time	na	1	1	0
2 to 3 times	na	1	1	1
4 or more times	na	2	1	1

Question HS A.65-68, 70, 71/MS A.66-68: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get "high" such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Prescription pain medication (Vicodin, OxyContin, Percodan, Fentanyl).
Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of middle school students.

Table A9.3

Lifetime AOD Use – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cold/cough medicines or other over-the-counter medicines to get "high"				
0 times	na	95	95	93
1 time	na	1	2	3
2 to 3 times	na	1	1	1
4 or more times	na	3	2	2
Any other drug, pill, or medicine to get "high" or for reasons other than medical				
0 times	98	97	98	93
1 time	1	1	1	6
2 to 3 times	1	1	1	0
4 or more times	1	1	1	1

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

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

na—Not asked of middle school students.

Table A9.4

Methods of Marijuana Consumption

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During your life, how many times have you used marijuana in any of the following ways...				
Smoke it?				
0 times	97	94	91	81
1 time	1	1	1	3
2 to 3 times	1	1	2	3
4 or more times	1	3	6	13
In a vaping device?				
0 times	97	94	91	86
1 time	1	2	2	0
2 to 3 times	1	1	1	3
4 or more times	2	4	5	10
Eat or drink it in products made with marijuana?				
0 times	97	95	92	84
1 time	1	1	2	3
2 to 3 times	1	1	2	2
4 or more times	1	2	4	10

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

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

Table A9.5
Current AOD Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks of alcohol)	3	3	8	11
Binge drinking (5 or more drinks in a row)	1	2	3	9
Marijuana (smoke, vape, eat, or drink)	2	4	7	12
Inhalants	1	1	1	1
Prescription drugs to get "high" or for reasons other than prescribed	na	1	1	0
Other drug, pill, or medicine to get "high" or for reasons other than medical	1	1	1	0
Any drug use	4	5	7	11
Heavy drug use	1	3	5	8
Any AOD Use	6	7	11	16
Two or more substances at the same time	na	2	2	6

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

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

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

Table A9.6

Frequency of Current AOD Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks)				
0 days	97	97	92	89
1 or 2 days	3	2	6	6
3 to 9 days	0	1	2	1
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	4
Binge drinking (5 or more drinks in a row)				
0 days	99	98	97	91
1 or 2 days	1	1	2	3
3 to 9 days	0	0	0	1
10 to 19 days	0	0	0	1
20 to 30 days	0	0	0	3
Marijuana (smoke, vape, eat, or drink)				
0 days	98	96	93	88
1 or 2 days	2	1	2	3
3 to 9 days	0	1	2	1
10 to 19 days	0	1	1	2
20 to 30 days	0	1	2	5

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

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

Table A9.7

Lifetime Drunk or "High"

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	97	95	93	87
1 to 2 times	2	3	5	9
3 to 6 times	1	1	1	2
7 or more times	0	1	1	2
"High" (loaded, stoned, or wasted) from using drugs				
0 times	97	93	89	82
1 to 2 times	1	4	4	7
3 to 6 times	1	1	2	5
7 or more times	1	2	5	7
Very drunk or "high" 7 or more times	1	2	5	7

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

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

Table A9.8

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	98	99	97	94
1 to 2 days	2	1	2	4
3 or more days	0	1	1	2
Marijuana (smoke, vape, eat, or drink)				
0 days	99	97	97	93
1 to 2 days	1	2	2	2
3 or more days	1	1	2	5
Any other drug, pill, or medicine to get "high" or for reasons other than medical				
0 days	100	99	100	100
1 to 2 days	0	1	0	0
3 or more days	0	0	0	0
Any of the above	3	4	4	7

Question HS A.93-95/MS A.88-90: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol?... use marijuana (smoke, vape, eat, or drink)?... use any other drug, pill, or medicine to get "high" or for reasons other than medical?
Note: Cells are empty if there are less than 10 respondents.

Table A9.9

Lifetime Drunk or "High" on School Property

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	99	96	95	91
1 to 2 times	1	2	2	1
3 to 6 times	0	1	1	2
7 or more times	0	1	2	6

Question HS A.76/MS A.73: During your life, how many times have you been... drunk on alcohol or "high" on drugs on school property?
Note: Cells are empty if there are less than 10 respondents.

Table A9.10

Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don't use	na	96	94	89
0 times	na	3	4	9
1 time	na	0	1	0
2 to 3 times	na	0	0	1
4 or more times	na	0	1	1
Marijuana				
Does not apply, don't use	na	96	92	86
0 times	na	2	4	5
1 time	na	1	2	4
2 to 3 times	na	1	1	4
4 or more times	na	0	1	2

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

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

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

na—Not asked of middle school students.

Table A9.11

Perceived Harm of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol - drink occasionally				
Great	25	32	31	24
Moderate	17	21	21	26
Slight	14	18	19	9
None	44	29	29	41
Alcohol - 5 or more drinks once or twice a week				
Great	32	43	46	29
Moderate	16	20	19	22
Slight	9	9	8	9
None	44	28	28	40
Marijuana - use occasionally				
Great	33	37	33	21
Moderate	16	21	21	21
Slight	8	13	16	15
None	44	28	30	44
Marijuana - use daily				
Great	43	51	46	24
Moderate	8	12	16	22
Slight	5	8	8	10
None	44	28	30	44

Question HS A.101-104/MS A.96-99: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, vape, eat, or drink) ... Use marijuana daily. Note: Cells are empty if there are less than 10 respondents.

Table A9.12

Perceived Difficulty of Obtaining Alcohol, Marijuana, and Prescription Drugs to Get "High"

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Very difficult	17	15	10	9
Fairly difficult	8	11	7	11
Fairly easy	10	17	20	15
Very easy	9	15	21	13
Don't know	57	43	43	52
Marijuana				
Very difficult	19	15	10	8
Fairly difficult	8	10	6	10
Fairly easy	7	15	17	10
Very easy	7	15	25	23
Don't know	58	44	42	49
Prescription drugs to get "high" or for reasons other than prescribed				
Very difficult	17	15	12	10
Fairly difficult	8	10	8	10
Fairly easy	8	12	14	9
Very easy	8	13	16	16
Don't know	60	49	50	56

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

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

10. Tobacco Use

Table A10.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	2	2	2	9	A10.2
Current cigarette smoking¶	1	1	0	2	A10.4
Current cigarette smoking at school¶Φ	0	0	0	0	A10.6
Ever tried smokeless tobacco	2	3	2	6	A10.2
Current smokeless tobacco use¶	1	1	1	3	A10.4
Current smokeless tobacco use at school¶Φ	0	1	0	0	A10.6
Ever used vape products	8	13	13	19	A10.2
Current use of vape products¶	3	6	5	10	A10.4
Current tobacco vaping¶	2	4	3	9	A10.5
Current marijuana vaping¶	2	2	3	7	A10.5
Current vaping at school¶Φ	2	4	2	5	A10.6
Cessation Attempts					
Tried to quit smoking or vaping tobacco or nicotine	na	4	3	9	A10.8
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking[B]	28	36	36	29	A10.9
Harmfulness of smoking 1 or more packs/day[B]	39	53	54	39	A10.9
Harmfulness of vaping occasionally[B]	30	36	37	30	A10.10
Harmfulness of vaping several times a day[B]	44	54	57	35	A10.10
Difficulty of obtaining cigarettes[C]	16	15	10	10	A10.11
Difficulty of obtaining vape products[C]	13	12	9	7	A10.11
Anti-Tobacco Policy					
School bans tobacco use and vaping	63	55	62	58	A10.12

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

¶*Past 30 days.*

Φ*In-School only.*

[B]*Great harm.*

[C]*Very difficult.*

na—*Not asked of middle school students.*

Table A10.2

Lifetime Tobacco Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	96	na	na	na
1 time	2	na	na	na
2 to 3 times	1	na	na	na
4 or more times	1	na	na	na
A whole cigarette				
0 times	98	98	98	91
1 time	1	1	1	2
2 to 3 times	0	1	1	0
4 or more times	1	1	0	7
Smokeless tobacco				
0 times	98	97	98	94
1 time	1	1	1	2
2 to 3 times	0	1	1	1
4 or more times	1	1	1	2
Vape products				
0 times	92	87	87	81
1 time	3	4	3	5
2 to 3 times	1	4	3	3
4 or more times	3	6	7	11

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

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

na—Not asked of high school students.

Table A10.3

Substances Ever Vaped

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vaped tobacco or nicotine				
0 times	95	91	91	83
1 time	2	2	2	3
2 to 3 times	1	2	2	1
4 or more times	2	4	5	13
Vaped marijuana or THC				
0 times	97	94	93	86
1 time	1	1	1	2
2 to 3 times	1	1	1	0
4 or more times	1	3	5	11
Vaped other product				
0 times	96	96	96	92
1 time	2	1	1	0
2 to 3 times	1	1	1	1
4 or more times	2	2	2	7

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

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

Table A10.4

Any Current Use and Daily Use

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

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

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

Table A10.5

Substances Vaped, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vaped tobacco or nicotine?				
0 days	98	96	97	91
1 or 2 days	1	2	1	1
3 to 9 days	1	1	0	2
10 to 19 days	0	1	0	1
20 to 30 days	0	0	1	5
Vaped marijuana or THC?				
0 days	98	98	97	93
1 or 2 days	1	0	1	1
3 to 9 days	0	1	1	0
10 to 19 days	0	1	0	1
20 to 30 days	0	1	1	5
Vaped other product?				
0 days	98	98	98	97
1 or 2 days	1	1	1	0
3 to 9 days	0	1	0	0
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	3

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

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

Table A10.6

Current Smoking on School Property, Past 30 Days *(In-School Only)*

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

Question HS A.90-92/MS A.85-87: During the past 30 days, on how many days on school property did you... smoke cigarettes?... use smokeless tobacco (dip, chew, or snuff)?... vape?
Note: Cells are empty if there are less than 10 respondents.

Table A10.7

Secondhand Smoke on School Property, Past 30 Days **(In-School Only)**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes				
0 days	97	96	96	95
1 day	1	1	1	0
2 days	0	1	1	0
3-9 days	1	1	1	2
10-19 days	0	0	0	1
20-30 days	0	1	0	1

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

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

Table A10.8

Cigarette Smoking and Vaping Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	94	95	86
0 times	na	2	2	5
1 time	na	2	2	2
2 to 3 times	na	1	1	5
4 or more times	na	1	0	2

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

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

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

na—Not asked of middle school students.

Table A10.9

Perceived Harm of Cigarette Smoking

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke cigarettes occasionally				
Great	28	36	36	29
Moderate	19	23	22	20
Slight	10	12	13	6
None	43	29	28	45
Smoke 1 or more packs of cigarettes each day				
Great	39	53	54	39
Moderate	11	13	12	13
Slight	6	5	5	5
None	44	29	29	43

Question HS A.97, 98/MS A.92, 93: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.
Note: Cells are empty if there are less than 10 respondents.

Table A10.10

Perceived Harm of Using Vape Products

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vape tobacco or nicotine occasionally				
Great	30	36	37	30
Moderate	19	25	25	20
Slight	9	12	12	10
None	43	27	27	40
Vape tobacco or nicotine several times a day (100 puffs or more)				
Great	44	54	57	35
Moderate	9	14	11	18
Slight	4	5	4	6
None	43	27	27	40

Question HS A.99, 100/MS A.94, 95: How much do people risk harming themselves physically and in other ways when they do the following?... Vape tobacco or nicotine occasionally... Vape tobacco or nicotine several times a day (100 puffs or more).
Note: Cells are empty if there are less than 10 respondents.

Table A10.11

Perceived Difficulty of Obtaining Cigarettes and Vape Products

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Very difficult	16	15	10	10
Fairly difficult	9	11	9	10
Fairly easy	9	15	17	12
Very easy	7	11	16	12
Don't know	58	48	48	57
Vape products				
Very difficult	13	12	9	7
Fairly difficult	7	7	4	9
Fairly easy	14	20	19	12
Very easy	15	24	30	23
Don't know	52	38	39	49

Question HS A.105, 106/MS A.100, 101: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes... Vape products.
Note: Cells are empty if there are less than 10 respondents.

Table A10.12

School Bans Tobacco Use and Vaping

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	8	5	7	8
Yes	63	55	62	58
Don't know	29	40	31	34

Question HS A.113/MS A.105: Does your school ban tobacco use and vaping on school property and at school sponsored events?
Note: Cells are empty if there are less than 10 respondents.

11. Other Health Risks

Table A11.1

Alone After School *(In-School Only)*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	58	na	na	na
1 day	12	na	na	na
2 days	5	na	na	na
3 days	3	na	na	na
4 days	2	na	na	na
5 days	19	na	na	na

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

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

na—Not asked of high school students.

Table A11.2

Gang Involvement *(In-School Only)*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	96	98	98	91
Yes	4	2	2	9

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

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

12. Race/Ethnic Breakdowns

Table A12.1

School Engagement and Supports by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness[†#] *(In-School Only)*				
American Indian or Alaska Native	58			
Asian or Asian American	57	56	47	
Black or African American	48	47	44	
Hispanic or Latinx	52	47	46	50
Native Hawaiian or Pacific Islander			35	
White	49	61	51	
Mixed (two or more) ethnics	46	36	47	
Something else	55	41	41	
School Connectedness[†ψ] *(Remote Only)*				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	38		36	
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
Academic Motivation[†]				
American Indian or Alaska Native	69			
Asian or Asian American	72	70	63	
Black or African American	71	67	58	
Hispanic or Latinx	68	63	60	65
Native Hawaiian or Pacific Islander			50	
White	68	73	56	
Mixed (two or more) ethnics	61	51	52	
Something else	66	58	54	

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

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

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

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

Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School is really boring$^\pm$				
American Indian or Alaska Native	17			
Asian or Asian American	28	34	44	
Black or African American	38	43	53	
Hispanic or Latinx	35	35	44	40
Native Hawaiian or Pacific Islander			69	
White	35	24	46	
Mixed (two or more) ethnics	42	54	39	
Something else	31	33	48	
School is worthless and a waste of time$^\pm$				
American Indian or Alaska Native	0			
Asian or Asian American	11	8	12	
Black or African American	17	14	19	
Hispanic or Latinx	10	11	15	21
Native Hawaiian or Pacific Islander			23	
White	12	12	10	
Mixed (two or more) ethnics	17	13	16	
Something else	14	12	14	
Monthly Absences (3 or more)				
American Indian or Alaska Native	8			
Asian or Asian American	13	15	20	
Black or African American	23	33	26	
Hispanic or Latinx	18	21	24	45
Native Hawaiian or Pacific Islander			54	
White	17	16	34	
Mixed (two or more) ethnics	37	33	37	
Something else	23	27	18	

Notes: Cells are empty if there are less than 10 respondents.
$^\pm$*Rating of 7 or higher.*

Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Maintaining focus on schoolwork[†]				
American Indian or Alaska Native	58			
Asian or Asian American	38	32	31	
Black or African American	36	40	39	
Hispanic or Latinx	31	24	26	20
Native Hawaiian or Pacific Islander			23	
White	33	46	28	
Mixed (two or more) ethnics	35	30	24	
Something else	30	31	22	
Caring adult relationships[‡]				
American Indian or Alaska Native	67			
Asian or Asian American	61	62	62	
Black or African American	59	62	68	
Hispanic or Latinx	55	52	55	57
Native Hawaiian or Pacific Islander			51	
White	60	63	64	
Mixed (two or more) ethnics	62	55	59	
Something else	53	53	65	
High expectations-adults in school[‡]				
American Indian or Alaska Native	69			
Asian or Asian American	76	77	75	
Black or African American	71	77	78	
Hispanic or Latinx	67	65	65	65
Native Hawaiian or Pacific Islander			58	
White	68	72	70	
Mixed (two or more) ethnics	71	59	68	
Something else	65	61	69	

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

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

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

Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation‡				
American Indian or Alaska Native	35			
Asian or Asian American	28	32	31	
Black or African American	31	27	31	
Hispanic or Latinx	28	22	24	25
Native Hawaiian or Pacific Islander			30	
White	27	31	26	
Mixed (two or more) ethnics	27	25	29	
Something else	32	25	19	
Facilities upkeep† *(In-School Only)*				
American Indian or Alaska Native	25			
Asian or Asian American	26	49	40	
Black or African American	28	32	26	
Hispanic or Latinx	33	52	40	55
Native Hawaiian or Pacific Islander			25	
White	37	56	46	
Mixed (two or more) ethnics	26	43	34	
Something else	31	46	48	
Promotion of parental involvement in school†				
American Indian or Alaska Native	56			
Asian or Asian American	57	55	46	
Black or African American	54	45	41	
Hispanic or Latinx	55	48	43	43
Native Hawaiian or Pacific Islander			36	
White	61	52	50	
Mixed (two or more) ethnics	47	28	37	
Something else	59	44	40	

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

†Average percent of respondents reporting "Agree" or "Strongly agree."

‡Average percent of respondents reporting "Pretty much true" or "Very much true."

Table A12.2

School Safety by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe *(In-School Only)*				
American Indian or Alaska Native	67			
Asian or Asian American	52	45	40	
Black or African American	43	36	36	
Hispanic or Latinx	47	50	42	38
Native Hawaiian or Pacific Islander			36	
White	47	44	37	
Mixed (two or more) ethnics	38	37	45	
Something else	47	35	38	
Experienced harassment due to five reasons[λ][§]				
American Indian or Alaska Native	8			
Asian or Asian American	28	21	17	
Black or African American	35	15	12	
Hispanic or Latinx	24	13	10	10
Native Hawaiian or Pacific Islander			18	
White	44	16	18	
Mixed (two or more) ethnics	47	33	23	
Something else	31	15	10	
Experienced any harassment or bullying[§]				
American Indian or Alaska Native	8			
Asian or Asian American	35	24	20	
Black or African American	45	18	15	
Hispanic or Latinx	31	18	15	12
Native Hawaiian or Pacific Islander			27	
White	52	20	26	
Mixed (two or more) ethnics	49	35	29	
Something else	35	19	10	

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

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

[§]*Past 12 months.*

Table A12.2

School Safety by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had mean rumors or lies spread about you[§]				
American Indian or Alaska Native	0			
Asian or Asian American	32	17	20	
Black or African American	49	18	14	
Hispanic or Latinx	34	18	16	13
Native Hawaiian or Pacific Islander			17	
White	45	12	22	
Mixed (two or more) ethnics	50	40	25	
Something else	38	10	13	
Been afraid of being beaten up[§] *(In-School Only)*				
American Indian or Alaska Native	0			
Asian or Asian American	22	13	8	
Black or African American	19	9	4	
Hispanic or Latinx	22	11	8	3
Native Hawaiian or Pacific Islander			0	
White	26	4	10	
Mixed (two or more) ethnics	29	15	15	
Something else	19	11	9	
Been in a physical fight[§] *(In-School Only)*				
American Indian or Alaska Native	0			
Asian or Asian American	11	1	2	
Black or African American	35	10	10	
Hispanic or Latinx	14	6	4	7
Native Hawaiian or Pacific Islander			0	
White	24	8	10	
Mixed (two or more) ethnics	19	14	2	
Something else	18	7	2	

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

[§]*Past 12 months.*

Table A12.2

School Safety by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Seen a weapon on campus[§] *(In-School Only)*				
American Indian or Alaska Native	0			
Asian or Asian American	7	3	9	
Black or African American	13	5	6	
Hispanic or Latinx	11	8	8	7
Native Hawaiian or Pacific Islander			0	
White	14	8	15	
Mixed (two or more) ethnics	13	13	13	
Something else	8	2	6	

Notes: Cells are empty if there are less than 10 respondents.
[§]*Past 12 months.*

Table A12.3

Cyberbullying by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
American Indian or Alaska Native	8			
Asian or Asian American	24	16	14	
Black or African American	32	14	12	
Hispanic or Latinx	29	17	14	14
Native Hawaiian or Pacific Islander			18	
White	38	16	18	
Mixed (two or more) ethnics	40	37	29	
Something else	23	11	8	

Notes: Cells are empty if there are less than 10 respondents.
[§]*Past 12 months.*

Table A12.4

Substance Use by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
American Indian or Alaska Native	0			
Asian or Asian American	2	4	9	
Black or African American	9	3	11	
Hispanic or Latinx	6	7	11	20
Native Hawaiian or Pacific Islander			8	
White	17	8	8	
Mixed (two or more) ethnics	10	13	22	
Something else	2	8	10	
Current marijuana use[¶]				
American Indian or Alaska Native	0			
Asian or Asian American	0	1	4	
Black or African American	6	3	11	
Hispanic or Latinx	2	4	6	14
Native Hawaiian or Pacific Islander			8	
White	10	0	8	
Mixed (two or more) ethnics	5	8	18	
Something else	0	6	8	
Current binge drinking[¶]				
American Indian or Alaska Native	0			
Asian or Asian American	0	1	2	
Black or African American	2	0	0	
Hispanic or Latinx	1	3	3	11
Native Hawaiian or Pacific Islander			0	
White	5	4	0	
Mixed (two or more) ethnics	3	4	8	
Something else	0	2	2	

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

[¶]*Past 30 days.*

Table A12.4

Substance Use by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or "high" 7 or more times, ever				
American Indian or Alaska Native	0			
Asian or Asian American	0	3	3	
Black or African American	2	0	5	
Hispanic or Latinx	1	3	5	9
Native Hawaiian or Pacific Islander			8	
White	8	0	5	
Mixed (two or more) ethnics	2	0	8	
Something else	0	2	10	
Been drunk or "high" on drugs at school, ever				
American Indian or Alaska Native	0			
Asian or Asian American	0	4	3	
Black or African American	3	4	9	
Hispanic or Latinx	1	4	4	12
Native Hawaiian or Pacific Islander			8	
White	3	4	5	
Mixed (two or more) ethnics	2	6	11	
Something else	0	4	10	
Current alcohol use[¶]				
American Indian or Alaska Native	0			
Asian or Asian American	1	2	7	
Black or African American	3	0	4	
Hispanic or Latinx	3	4	8	14
Native Hawaiian or Pacific Islander			8	
White	4	4	3	
Mixed (two or more) ethnics	7	4	18	
Something else	2	4	8	

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

[¶]*Past 30 days.*

Table A12.4

Substance Use by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use at school¶ *(In-School Only)*				
American Indian or Alaska Native	0			
Asian or Asian American	2	0	3	
Black or African American	4	1	3	
Hispanic or Latinx	2	2	3	8
Native Hawaiian or Pacific Islander			9	
White	3	0	3	
Mixed (two or more) ethnics	4	2	4	
Something else	1	0	0	
Current cigarette smoking¶				
American Indian or Alaska Native	0			
Asian or Asian American	0	2	0	
Black or African American	1	0	0	
Hispanic or Latinx	1	1	0	2
Native Hawaiian or Pacific Islander			0	
White	3	0	0	
Mixed (two or more) ethnics	2	0	2	
Something else	0	0	0	
Current vaping¶				
American Indian or Alaska Native	0			
Asian or Asian American	2	4	7	
Black or African American	6	3	1	
Hispanic or Latinx	4	6	5	11
Native Hawaiian or Pacific Islander			8	
White	6	0	5	
Mixed (two or more) ethnics	4	17	8	
Something else	1	4	8	

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

¶*Past 30 days.*

Table A12.4

Substance Use by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current tobacco vaping¶				
American Indian or Alaska Native	0			
Asian or Asian American	1	1	4	
Black or African American	4	0	0	
Hispanic or Latinx	2	4	3	9
Native Hawaiian or Pacific Islander			8	
White	6	0	0	
Mixed (two or more) ethnics	3	15	4	
Something else	1	2	8	
Current marijuana vaping¶				
American Indian or Alaska Native	0			
Asian or Asian American	0	1	3	
Black or African American	4	0	1	
Hispanic or Latinx	2	3	3	8
Native Hawaiian or Pacific Islander			8	
White	3	0	3	
Mixed (two or more) ethnics	3	8	6	
Something else	0	2	6	

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

¶Past 30 days.

Table A12.5

Routines by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast[|]				
American Indian or Alaska Native	85			
Asian or Asian American	55	57	54	
Black or African American	48	37	40	
Hispanic or Latinx	46	46	42	45
Native Hawaiian or Pacific Islander			38	
White	61	52	51	
Mixed (two or more) ethnics	39	48	56	
Something else	56	38	43	
Bedtime (at 12 am or later)				
American Indian or Alaska Native	15			
Asian or Asian American	21	30	39	
Black or African American	31	28	36	
Hispanic or Latinx	23	25	31	40
Native Hawaiian or Pacific Islander			54	
White	24	12	38	
Mixed (two or more) ethnics	25	31	46	
Something else	21	35	41	

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

[|]*Today.*

Table A12.6

Learning from Home by Race/Ethnicity *(Remote Only)*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Average days worked on schoolwork (5 or more)[¶]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	19		19	
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
Synchronous instruction (4 days or more)[‖]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	11		7	
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
Interest in schoolwork done from home[†]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	27		35	
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				

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

[¶]*Past 30 days.*

[‖]*Past 7 days.*

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

Table A12.6

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful opportunities‡				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	38		40	
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				

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

‡Average percent of respondents reporting "Pretty much true" or "Very much true."

Table A12.7

Social and Emotional Health by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
American Indian or Alaska Native	4			
Asian or Asian American	24	27	28	
Black or African American	29	23	27	
Hispanic or Latinx	24	25	28	26
Native Hawaiian or Pacific Islander			35	
White	35	20	35	
Mixed (two or more) ethnics	35	35	41	
Something else	23	20	23	
Experienced chronic sadness/hopelessness[§]				
American Indian or Alaska Native	8			
Asian or Asian American	34	34	41	
Black or African American	36	35	31	
Hispanic or Latinx	34	34	36	31
Native Hawaiian or Pacific Islander			55	
White	32	20	35	
Mixed (two or more) ethnics	47	49	40	
Something else	30	21	35	
Considered suicide[§]				
American Indian or Alaska Native	0			
Asian or Asian American	13	16	13	
Black or African American	17	9	13	
Hispanic or Latinx	15	14	13	12
Native Hawaiian or Pacific Islander			27	
White	16	0	20	
Mixed (two or more) ethnics	20	17	35	
Something else	12	13	19	

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

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

[§]*Past 12 months.*

Table A12.7

Social and Emotional Health by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Optimism‡				
American Indian or Alaska Native	55			
Asian or Asian American	52	50	43	
Black or African American	49	48	45	
Hispanic or Latinx	49	42	40	30
Native Hawaiian or Pacific Islander			18	
White	44	52	28	
Mixed (two or more) ethnics	43	46	42	
Something else	47	34	45	
Life satisfaction⊤				
American Indian or Alaska Native	73			
Asian or Asian American	66	59	55	
Black or African American	63	65	54	
Hispanic or Latinx	64	60	58	49
Native Hawaiian or Pacific Islander			44	
White	50	74	49	
Mixed (two or more) ethnics	58	48	53	
Something else	63	54	49	

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

‡Average percent of respondents reporting "Pretty much true" or "Very much true."

⊤Average percent of respondents reporting "Satisfied" or "Very satisfied."

13. Gender Breakdowns

Table A13.1

School Engagement and Supports by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness[†][#] *(In-School Only)*				
Male	58	50	48	40
Female	47	45	44	55
Nonbinary	38	46	34	
Something else	27	29	29	
School Connectedness[†][ψ] *(Remote Only)*				
Male	43		35	
Female	44		46	
Nonbinary				
Something else				
Academic Motivation[†]				
Male	69	61	54	63
Female	69	67	66	69
Nonbinary	69	54	52	
Something else	53	50	52	
School is really boring[±]				
Male	34	38	47	45
Female	33	35	42	40
Nonbinary	49	33	49	
Something else	47	32	50	
School is worthless and a waste of time[±]				
Male	11	13	19	32
Female	11	10	11	9
Nonbinary	15	0	13	
Something else	19	21	17	

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

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

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

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

[±]*Rating of 7 or higher.*

Table A13.1

School Engagement and Supports by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Monthly Absences (3 or more)				
Male	18	17	20	45
Female	20	27	28	49
Nonbinary	10	12	36	
Something else	23	21	15	
Maintaining focus on schoolwork[†]				
Male	35	32	30	28
Female	32	24	25	30
Nonbinary	23	4	11	
Something else	14	11	25	
Caring adult relationships[‡]				
Male	60	57	57	56
Female	53	52	58	59
Nonbinary	52	54	45	
Something else	41	42	69	
High expectations-adults in school[‡]				
Male	71	68	65	61
Female	67	66	70	72
Nonbinary	66	76	60	
Something else	54	56	69	
Meaningful participation[‡]				
Male	29	28	24	26
Female	28	21	26	23
Nonbinary	25	27	25	
Something else	16	22	42	

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

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

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

Table A13.1

School Engagement and Supports by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Facilities upkeep† *(In-School Only)*				
Male	32	44	35	37
Female	33	55	45	76
Nonbinary	13	50	21	
Something else	12	44	45	
Promotion of parental involvement in school†				
Male	59	48	42	36
Female	53	47	44	50
Nonbinary	46	39	40	
Something else	29	43	39	

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

†Average percent of respondents reporting "Agree" or "Strongly agree."

‡Average percent of respondents reporting "Pretty much true" or "Very much true."

Table A13.2

School Safety by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe *(In-School Only)*				
Male	54	47	43	36
Female	42	46	40	43
Nonbinary	33	43	35	
Something else	22	32	30	
Experienced harassment due to five reasons[λ][§]				
Male	20	12	12	3
Female	32	16	10	14
Nonbinary	63	52	39	
Something else	68	47	55	
Experienced any harassment or bullying[§]				
Male	26	16	15	3
Female	39	20	15	13
Nonbinary	71	57	39	
Something else	73	47	55	
Had mean rumors or lies spread about you[§]				
Male	29	15	13	13
Female	43	21	20	13
Nonbinary	49	17	22	
Something else	43	21	27	
Been afraid of being beaten up[§] *(In-School Only)*				
Male	19	10	9	5
Female	22	10	6	0
Nonbinary	49	36	22	
Something else	44	37	10	

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

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

[§]*Past 12 months.*

Table A13.2

School Safety by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Been in a physical fight[§] *(In-School Only)*				
Male	21	7	5	11
Female	11	5	4	3
Nonbinary	12	4	8	
Something else	13	0	0	
Seen a weapon on campus[§] *(In-School Only)*				
Male	9	9	10	5
Female	12	5	5	3
Nonbinary	15	13	17	
Something else	10	5	10	

Notes: Cells are empty if there are less than 10 respondents.
[§]*Past 12 months.*

Table A13.3

Cyberbullying by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Male	21	14	12	5
Female	36	21	16	16
Nonbinary	37	13	25	
Something else	37	16	18	

Notes: Cells are empty if there are less than 10 respondents.
[§]*Past 12 months.*

Table A13.4

Substance Use by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
Male	5	7	11	19
Female	6	7	11	12
Nonbinary	5	21	18	
Something else	17	0	8	
Current marijuana use[¶]				
Male	2	4	7	14
Female	3	4	6	10
Nonbinary	3	13	13	
Something else	7	0	8	
Current binge drinking[¶]				
Male	0	3	3	12
Female	2	2	3	5
Nonbinary	3	4	5	
Something else	10	0	8	
Very drunk or "high" 7 or more times, ever				
Male	1	3	4	7
Female	1	2	5	5
Nonbinary	0	4	10	
Something else	5	5	0	
Been drunk or "high" on drugs at school, ever				
Male	1	4	4	9
Female	2	4	5	8
Nonbinary	0	8	13	
Something else	7	11	8	
Current alcohol use[¶]				
Male	2	4	7	16
Female	4	3	9	5
Nonbinary	0	13	8	
Something else	12	0	8	

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

[¶]*Past 30 days.*

Table A13.4

Substance Use by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use at school¶ *(In-School Only)*				
Male	1	2	2	7
Female	3	1	3	5
Nonbinary	0	0	5	
Something else	10	0	9	
Current cigarette smoking¶				
Male	1	2	0	2
Female	1	1	0	2
Nonbinary	0	0	5	
Something else	7	5	8	
Current vaping¶				
Male	3	5	4	12
Female	4	7	6	8
Nonbinary	5	21	15	
Something else	5	5	8	
Current tobacco vaping¶				
Male	1	2	2	12
Female	3	4	3	5
Nonbinary	0	17	10	
Something else	5	0	8	
Current marijuana vaping¶				
Male	1	2	2	7
Female	2	2	3	5
Nonbinary	5	8	8	
Something else	5	0	8	

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

¶*Past 30 days.*

Table A13.5

Routines by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast[†]				
Male	54	49	44	40
Female	43	45	46	39
Nonbinary	37	40	40	
Something else	32	32	23	
Bedtime (at 12 am or later)				
Male	23	26	36	32
Female	24	25	31	47
Nonbinary	26	36	33	
Something else	41	37	38	

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

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

[†]*Today.*

Table A13.6

Learning from Home by Gender *(Remote Only)*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Average days worked on schoolwork (5 or more)¶				
Male	30		19	
Female	15		31	
Nonbinary				
Something else				
Synchronous instruction (4 days or more)‖				
Male	15		13	
Female	19		6	
Nonbinary				
Something else				
Interest in schoolwork done from home†				
Male	28		40	
Female	36		41	
Nonbinary				
Something else				
Meaningful opportunities‡				
Male	37		33	
Female	43		56	
Nonbinary				
Something else				

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

¶Past 30 days.

‖Past 7 days.

†Average percent of respondents reporting "Agree" or "Strongly agree."

‡Average percent of respondents reporting "Pretty much true" or "Very much true."

Table A13.7
Social and Emotional Health by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
Male	16	16	21	15
Female	32	32	34	36
Nonbinary	53	64	57	
Something else	45	44	58	
Experienced chronic sadness/hopelessness[§]				
Male	23	22	28	18
Female	44	41	45	44
Nonbinary	74	78	61	
Something else	54	68	45	
Considered suicide[§]				
Male	8	9	10	5
Female	21	16	15	14
Nonbinary	57	65	53	
Something else	37	33	36	
Optimism[‡]				
Male	56	50	42	32
Female	42	39	40	30
Nonbinary	32	23	15	
Something else	36	40	24	
Life satisfaction[⊤]				
Male	70	65	59	50
Female	58	56	56	49
Nonbinary	40	46	30	
Something else	41	45	36	

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

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

[§]Past 12 months.

[⊤]Average percent of respondents reporting "Satisfied" or "Very satisfied."

School Climate Module

1. Module Sample

Table P1.1

Student Sample for School Climate Module

	Grade 7	Grade 9	Grade 11	NT[A]
Student Sample Size				
Target sample	2,871	2,697	2,757	203
Final number	1,748	1,059	1,376	75
Response Rate	61%	39%	50%	37%

Note: [A]*NT includes continuation, community day, and other alternative school types.*

2. Key Indicators of School Climate

Table P2.1

__School Climate Scales__

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Student learning environment[†]	62	56	54	52	P3.1
Learning engagement climate[†]	30	30	26	21	P3.2
Fairness and respect[†]	40	41	37	41	P4.1
Racial/Ethnic conflict[†]	21	14	15	14	P4.2
Respect for diversity[†]	53	50	47	37	P4.3
Clarity of rules[†]	57	51	47	44	P5.1
Disciplinary harshness[†]	36	26	25	20	P5.2
Student peer relationships[†]	44	44	42	24	P6.1
Support for social emotional learning[†]	52	45	40	30	P7.1
Antibullying climate[†]	43	40	34	24	P8.1
Quality of school facilities[†Φ]	35	48	40	48	P9.1
Time for lunch[†]	43	40	33	29	P10.1

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

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

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

[Φ]*In-school only.*

3. Student Learning Environment & Academic Engagement

Table P3.1

Student Learning Environment Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Student learning environment				
Average reporting "Agree" or "Strongly agree"	62	56	54	52
Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.				
Strongly disagree	6	7	7	9
Disagree	5	6	6	1
Neither disagree nor agree	25	27	29	38
Agree	40	40	43	39
Strongly agree	25	19	15	12
My teachers work hard to help me with my schoolwork when I need it.				
Strongly disagree	5	7	6	8
Disagree	4	5	5	3
Neither disagree nor agree	24	28	30	35
Agree	44	43	42	43
Strongly agree	23	17	16	11
Teachers show how classroom lessons are helpful to students in real life.				
Strongly disagree	7	9	10	11
Disagree	9	8	10	8
Neither disagree nor agree	28	35	36	36
Agree	37	35	33	38
Strongly agree	19	12	10	7

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

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

Table P3.1

Student Learning Environment Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Teachers give students a chance to take part in classroom discussions or activities.				
Strongly disagree	5	7	6	9
Disagree	3	3	5	3
Neither disagree nor agree	24	28	29	39
Agree	45	46	45	39
Strongly agree	22	17	16	9
Teachers go out of their way to help students.				
Strongly disagree	6	7	7	8
Disagree	5	6	6	3
Neither disagree nor agree	28	30	34	32
Agree	40	40	40	42
Strongly agree	21	17	14	15
Teachers help students catch up when they return from an absence.				
Strongly disagree	8	9	9	7
Disagree	10	9	9	3
Neither disagree nor agree	30	33	35	39
Agree	37	36	36	43
Strongly agree	15	12	12	8
My teachers give me useful feedback on my work.				
Strongly disagree	5	6	6	7
Disagree	5	7	5	1
Neither disagree nor agree	26	30	33	36
Agree	45	42	44	46
Strongly agree	19	15	13	9

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

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

Table P3.1

Student Learning Environment Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school is a supportive and inviting place for students to learn.^Ø *(In-School Only)*				
Strongly disagree	7	7	7	11
Disagree	7	6	7	6
Neither disagree nor agree	30	33	39	34
Agree	40	39	36	39
Strongly agree	17	15	11	10

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

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

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

ØItem not included in the scale.

Table P3.2
Learning Engagement Climate Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Learning engagement climate				
Average reporting "Agree" or "Strongly agree"	30	30	26	21
Students at this school are motivated to learn.				
Strongly disagree	11	12	14	18
Disagree	14	15	18	15
Neither disagree nor agree	44	40	43	48
Agree	22	25	19	18
Strongly agree	9	8	5	1
Students pay attention in class.				
Strongly disagree	10	8	9	9
Disagree	16	13	14	14
Neither disagree nor agree	49	51	51	56
Agree	18	22	22	17
Strongly agree	7	7	4	5
Students try their best in school.				
Strongly disagree	7	7	8	11
Disagree	10	9	11	15
Neither disagree nor agree	44	50	51	44
Agree	26	25	25	23
Strongly agree	12	9	6	8

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

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

Table P3.2

Learning Engagement Climate Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students turn in their homework on time.				
Strongly disagree	7	6	8	10
Disagree	12	13	13	9
Neither disagree nor agree	55	58	56	67
Agree	20	19	18	12
Strongly agree	6	5	4	1
Students usually follow the rules at school.^Ø *(In-School Only)*				
Strongly disagree	10	7	9	11
Disagree	15	9	12	8
Neither disagree nor agree	42	47	47	52
Agree	24	28	27	24
Strongly agree	8	9	6	5

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

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

ØItem not included in the scale.

Table P3.3

School Promotes Academic Success

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school promotes academic success for all students.				
Strongly disagree	4	4	6	7
Disagree	5	4	5	1
Neither disagree nor agree	42	40	41	53
Agree	35	37	38	29
Strongly agree	14	15	10	9

Question HS/MS P.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 P4.1

Fairness and Respect Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Fairness and respect				
Average reporting "Agree" or "Strongly agree"	40	41	37	41
Adults at this school treat all students with respect.				
Strongly disagree	7	7	9	7
Disagree	8	7	9	4
Neither disagree nor agree	33	37	38	40
Agree	34	34	33	36
Strongly agree	18	14	11	14
Students treat teachers with respect.				
Strongly disagree	10	9	11	14
Disagree	16	14	14	16
Neither disagree nor agree	41	42	45	43
Agree	23	25	23	23
Strongly agree	10	10	7	4
The school rules are fair.				
Strongly disagree	10	7	10	8
Disagree	14	9	11	3
Neither disagree nor agree	37	40	41	41
Agree	27	33	29	42
Strongly agree	12	11	9	7
All students are treated fairly when they break school rules.				
Strongly disagree	12	9	11	5
Disagree	13	8	9	4
Neither disagree nor agree	37	44	44	49
Agree	26	28	28	34
Strongly agree	12	11	8	7

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

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

Table P4.2
Racial/Ethnic Conflict Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Racial/Ethnic conflict				
Average reporting "Agree" or "Strongly agree"	21	14	15	14
I have been disrespected by an adult at this school because of my race, ethnicity, or culture.				
Strongly disagree	34	34	31	31
Disagree	22	20	20	10
Neither disagree nor agree	27	34	35	47
Agree	9	7	9	9
Strongly agree	7	4	5	3
There is a lot of tension in this school between people of different cultures, races, or ethnicities.				
Strongly disagree	17	23	22	25
Disagree	17	18	19	6
Neither disagree nor agree	39	42	43	52
Agree	17	11	12	13
Strongly agree	10	6	4	4

Question HS/MS P.43-45: How strongly do you agree or disagree with the following statements about your school?... I have been disrespected by an adult at this school because of my race, ethnicity, or culture. [In-school]... I have been disrespected by an adult from this school because of my race, ethnicity, or culture. [Remote only]... There is a lot of tension in this school between people of different cultures, races, or ethnicities.
Note: Cells are empty if there are less than 10 respondents.

Table P4.3
Respect for Diversity Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Respect for diversity				
Average reporting "Agree" or "Strongly agree"	53	50	47	37
Students in this school respect each other's differences.				
Strongly disagree	12	11	9	12
Disagree	11	6	8	4
Neither disagree nor agree	39	43	46	62
Agree	25	25	26	18
Strongly agree	12	14	10	4
Adults/teachers in this school respect differences in students.				
Strongly disagree	5	5	7	9
Disagree	4	3	3	3
Neither disagree nor agree	30	34	37	40
Agree	39	38	37	37
Strongly agree	22	20	16	10
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.				
Strongly disagree	4	4	5	11
Disagree	4	3	3	2
Neither disagree nor agree	32	38	41	47
Agree	40	37	38	32
Strongly agree	20	17	13	9

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

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

Table P4.4

Restorative Practices

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict.				
Strongly disagree	7	7	8	9
Disagree	6	5	7	4
Neither disagree nor agree	43	51	55	53
Agree	31	28	23	26
Strongly agree	12	9	6	7

Question HS/MS P.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 P5.1

Clarity of Rules Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Clarity of rules				
Average reporting "Agree" or "Strongly agree"	57	51	47	44
This school clearly informs students what would happen if they break school rules.				
Strongly disagree	5	7	8	5
Disagree	7	4	6	3
Neither disagree nor agree	27	33	35	41
Agree	39	38	38	41
Strongly agree	22	17	13	11
Rules in this school are made clear to students.				
Strongly disagree	5	6	6	5
Disagree	9	7	7	7
Neither disagree nor agree	34	39	45	50
Agree	36	37	31	31
Strongly agree	16	11	11	7
This school makes it clear how students are expected to act.				
Strongly disagree	5	6	7	5
Disagree	6	5	5	3
Neither disagree nor agree	32	38	41	49
Agree	39	36	34	36
Strongly agree	18	15	13	7

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

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

Table P5.2
Disciplinary Harshness Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Disciplinary harshness				
Average reporting "Agree" or "Strongly agree"	36	26	25	20
The rules in this school are too strict.				
Strongly disagree	7	9	9	12
Disagree	18	20	15	23
Neither disagree nor agree	45	52	54	49
Agree	17	13	14	14
Strongly agree	12	7	8	3
It is easy for students to get kicked out of class or get suspended.				
Strongly disagree	8	8	9	8
Disagree	20	14	17	15
Neither disagree nor agree	38	48	51	51
Agree	22	22	17	18
Strongly agree	12	8	7	8
Students get in trouble for breaking small rules.				
Strongly disagree	6	8	7	8
Disagree	14	14	15	16
Neither disagree nor agree	37	49	48	57
Agree	29	20	22	11
Strongly agree	15	8	8	8

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

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

6. Student Peer Relationships

Table P6.1

Student Peer Relationships Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Student peer relationships				
Average reporting "Agree" or "Strongly agree"	44	44	42	24
Students enjoy doing things with each other during school activities.				
Strongly disagree	5	6	6	12
Disagree	5	3	6	1
Neither disagree nor agree	31	40	41	58
Agree	43	39	38	25
Strongly agree	15	12	9	4
Students care about each other.				
Strongly disagree	7	6	6	14
Disagree	9	7	7	9
Neither disagree nor agree	39	40	43	55
Agree	32	36	36	17
Strongly agree	14	11	9	4
Students treat each other with respect.				
Strongly disagree	9	8	6	13
Disagree	16	10	9	7
Neither disagree nor agree	40	46	48	59
Agree	25	27	30	18
Strongly agree	10	10	6	3
Students get along well with each other.				
Strongly disagree	8	7	6	10
Disagree	11	7	5	4
Neither disagree nor agree	41	43	47	63
Agree	29	33	35	19
Strongly agree	10	11	7	3

Question HS/MS P.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 P7.1

Support for Social Emotional Learning Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Support for social emotional learning				
Average reporting "Agree" or "Strongly agree"	52	45	40	30
This school encourages students to feel responsible for how they act.				
Strongly disagree	7	7	6	10
Disagree	7	4	6	3
Neither disagree nor agree	36	41	44	59
Agree	37	36	35	19
Strongly agree	14	11	9	9
This school encourages students to understand how others think and feel.				
Strongly disagree	7	6	8	10
Disagree	7	6	7	4
Neither disagree nor agree	36	42	46	55
Agree	36	36	32	26
Strongly agree	14	10	8	4
Students are taught that they can control their own behavior.				
Strongly disagree	6	6	7	10
Disagree	8	6	8	7
Neither disagree nor agree	36	43	44	45
Agree	37	35	34	33
Strongly agree	14	10	8	4

Question HS/MS P.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 P7.1

Support for Social Emotional Learning Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school helps students resolve conflicts with one another.				
Strongly disagree	6	7	8	10
Disagree	10	8	11	10
Neither disagree nor agree	39	47	50	55
Agree	33	30	25	20
Strongly agree	12	9	6	4
This school encourages students to care about how others feel.				
Strongly disagree	6	7	7	9
Disagree	7	7	9	6
Neither disagree nor agree	36	44	48	61
Agree	38	32	30	22
Strongly agree	14	10	7	3
Teachers here make it clear to students that bullying is not tolerated.				
Strongly disagree	4	5	7	9
Disagree	4	4	6	9
Neither disagree nor agree	27	37	40	51
Agree	38	37	36	23
Strongly agree	26	17	12	9

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

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

8. School Antibullying Climate

Table P8.1

Antibullying Climate Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Antibullying climate				
Average reporting "Agree" or "Strongly agree"	43	40	34	24
If another student was bullying me, I would tell one of the teachers or staff at school.				
Strongly disagree	11	9	12	17
Disagree	9	8	10	6
Neither disagree nor agree	33	37	40	48
Agree	30	29	28	23
Strongly agree	18	16	11	6
Students tell teachers when other students are being bullied.				
Strongly disagree	10	9	11	14
Disagree	12	11	13	7
Neither disagree nor agree	40	48	50	65
Agree	25	21	19	10
Strongly agree	13	10	7	3
If I tell a teacher that someone is bullying me, the teacher will do something to help.				
Strongly disagree	6	6	7	9
Disagree	6	4	5	4
Neither disagree nor agree	31	39	43	51
Agree	37	36	33	33
Strongly agree	20	15	12	3

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

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

Table P8.1

Antibullying Climate Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students here try to stop bullying when they see it happening.				
Strongly disagree	14	10	11	13
Disagree	15	12	12	4
Neither disagree nor agree	40	47	50	65
Agree	21	22	20	14
Strongly agree	10	9	6	3

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

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

9. School Physical Environment

Table P9.1

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Quality of school facilities				
Average reporting "Agree" or "Strongly agree"	35	48	40	48
My school is usually clean and tidy.				
Strongly disagree	10	6	10	3
Disagree	20	11	15	13
Neither disagree nor agree	38	32	35	34
Agree	26	36	33	46
Strongly agree	6	14	8	4
The schoolyard and buildings are clean and in good condition.				
Strongly disagree	10	6	7	8
Disagree	12	7	10	3
Neither disagree nor agree	42	40	43	44
Agree	26	33	30	34
Strongly agree	11	13	10	11
The school grounds are kept clean.				
Strongly disagree	10	6	7	8
Disagree	15	9	11	2
Neither disagree nor agree	39	39	42	44
Agree	26	34	33	37
Strongly agree	9	12	8	10

Question HS/MS A.39, P.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 P9.2

Classroom Crowding (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My classroom is so crowded it is hard to concentrate and learn.				
Strongly disagree	12	14	14	17
Disagree	23	27	28	17
Neither disagree nor agree	42	44	43	42
Agree	15	11	11	16
Strongly agree	7	5	4	8

Question HS/MS P.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 P10.1

Time for Lunch Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Time for lunch				
Average reporting "Agree" or "Strongly agree"	43	40	33	29
I eat my lunch at the right time of day.				
Strongly disagree	11	11	13	16
Disagree	10	9	10	7
Neither disagree nor agree	38	42	41	48
Agree	28	28	28	22
Strongly agree	14	10	7	6
I have plenty of time to eat my lunch.				
Strongly disagree	8	11	16	10
Disagree	12	14	17	3
Neither disagree nor agree	36	32	35	57
Agree	32	32	25	24
Strongly agree	13	10	6	6

Question HS/MS P.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 P10.2

Clean and Drinkable Water *(In-School Only)*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school has clean and drinkable water.				
Strongly disagree	11	8	11	11
Disagree	10	8	9	9
Neither disagree nor agree	42	46	47	52
Agree	26	27	26	22
Strongly agree	11	11	8	6

Question HS/MS P.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

2022-23 CHKS Secondary Survey Response Rates

Eligible Schools	7th %	9th %	11th %	NT %
Adams Elementary	80			
Alexander Hamilton Elementary	63			
August Elementary	35			
Cesar Chavez High		15	42	
Cleveland Elementary	85			
Commodore Stockton Skills	100			
District Special Education				
Dolores Huerta Elementary	94			
Edison High		83	62	
Edward C. Merlo Inst. of Environ. Studies		86	92	
El Dorado Elementary	82			
Elmwood Elementary	100			
Fillmore Elementary	100			
Flora Arca Mata	65			
Franklin High	100	23	51	
George W. Bush Elementary	81			
George Washington Elementary	71			
Grunsky Elementary	41			
Harrison Elementary	73			
Hazelton Elementary	41			
Health Careers Academy		100	90	
Hoover Elementary	95			
Jane Frederick High				55
John C. Fremont Elementary	97			
John Marshall Elementary	71			
Kennedy Elementary	83			
King Elementary	90			
Kohl Open Elementary	68			

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2022-23 public school and enrollment data files. Directly funded charter schools have been excluded from the list.

2022-23 CHKS Secondary Survey Response Rates - Continued

Eligible Schools	7th %	9th %	11th %	NT %
Madison Elementary	70			
Maxine Hong Kingston Elementary	68			
McKinley Elementary	81			
Monroe Elementary	75			
Montezuma Elementary	49			
Nightingale Charter	73			
Pacific Law Academy		100	100	
Pittman Charter	84			
Pulliam Elementary	83			
Rio Calaveras Elementary	100			
Roosevelt Elementary	51			
San Joaquin Elementary	52			
Spanos (Alex G.) Elementary	87			
Stagg Senior High		25	55	
Stockton Early College Academy		98	96	
Stockton High		30	65	
Taft Elementary	72			
Taylor Leadership Academy	55			
Valentine Peyton Elementary	95			
Van Buren Elementary	75			
Victory Elementary	80			
Walton Development Center				
Weber Institute		100	87	
Wilhelmina Henry Elementary	89			
Wilson Elementary	83			

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2022-23 public school and enrollment data files. Directly funded charter schools have been excluded from the list.

Appendix II

CHKS Content Overview, 2022-23

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

Special attention is directed toward indicators related to the requirements of California's Local Control and Accountability Plans (LCAP). For a summary of state-level LCAP-related baseline CHKS data, see Factsheet #15.[2]

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

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

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

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

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

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

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

[3] See calschls.org/reports-data/#scrc

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

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

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

GRADE-LEVEL PATTERNS

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

- **Seventh graders** report the highest rates of harassment and victimization, as well as participation in a physical fight and seeing a weapon on campus.

- **Ninth graders** report the lowest rates of developmental support.

- **Nontraditional (continuation school) students** report risk behavior (e.g., binge drinking, fighting at school) prevalence rates at least twice those of 11th graders in traditional comprehensive high schools.[7] They also exhibit lower perceived school safety, school connectedness, and developmental supports. Continuation school students are a highly vulnerable population in need of a wide range of academic, social, emotional, and behavioral supports and intervention services.[8]

DEMOGRAPHIC CHARACTERISTICS AND POPULATION GROUP DIFFERENCES (Section 3)

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

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

Racial-Ethnic Group Identification

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

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

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

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

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

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

Youth in Foster Care

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

Sexual Orientation and Gender Identity

Lesbian, gay, bisexual, transgender, and questioning or queer (LGBTQ) youth are at elevated risk for bullying and violence victimization, mental health problems, drug and alcohol use, and exhibiting poor performance in school.[12] [13] For example, analysis of the Biennial CHKS data indicate that LGBTQ youth[14] are:

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

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

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

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

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

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

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

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

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 6)

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

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

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

Self-Reported Grades

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

Academic Motivation

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

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

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

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

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

School Boredom – School Value

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

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

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

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

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

Absenteeism

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

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

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

Developmental Supports

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

School Connectedness

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

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

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

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

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

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

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

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

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

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

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

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

Parent Involvement

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

Facilities and Physical Environment

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

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 8)

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

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

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

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

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

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

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

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

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

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

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

Perceived Safety

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

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

Harassment and Victimization

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

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

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

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

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

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

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

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

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

Vandalism and Weapons

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

SUBSTANCE USE (Sections 9 and 10)

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

Alcohol and Other Drug Use (Section 9)

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

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

Alcohol and Other Drug Use at School (Section 9)

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

Cigarette Smoking (Section 10)

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

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

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

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

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

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

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

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

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

MENTAL HEALTH (Section 7)

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

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

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

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

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

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

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