CALIFORNIA HEALTHY KIDS SURVEY

Santa Monica-Malibu Unified Secondary

2022-2023
Main Report

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PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results for each question from the 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	
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	740	860	870	–
Final number	602	546	484	–
Response Rate	81%	63%	56%	–

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	599	541	482	–
Remote learning only	3	5	2	–

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)*	66	64	65	–	A6.4
School connectedness$^{\dagger\psi}$ *(Remote Only)*				–	A6.4
Academic motivation†	67	66	66	–	A6.4
School is really boring$^{\pm}$	28	38	38	–	A6.11
School is worthless and a waste of time$^{\pm}$	7	10	12	–	A6.11
Monthly Absences (3 or more)	15	19	25	–	A6.2
Maintaining focus on schoolwork$^{\dagger\Gamma}$	40	34	25	–	A6.10
Caring adult relationships‡	64	62	67	–	A6.4
High expectations-adults in school‡	77	74	73	–	A6.4
Meaningful participation‡	28	27	30	–	A6.4
Facilities upkeep$^{\dagger\Phi}$	36	54	54	–	A6.15
Promotion of parental involvement in school†	55	50	50	–	A6.4
School Safety and Cyberbullying					
School perceived as very safe or safe$^{\Phi}$	63	63	64	–	A8.1
Experienced any harassment or bullying§	38	23	21	–	A8.2
Had mean rumors or lies spread about you§	40	26	21	–	A8.3
Been afraid of being beaten up$^{\S\Phi}$	18	14	7	–	A8.3
Been in a physical fight$^{\S\Phi}$	14	6	3	–	A8.4
Seen a weapon on campus$^{\S\Phi}$	10	11	9	–	A8.6
Cyberbullying§	29	22	17	–	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[¶]	3	14	28	–	A9.5
Current marijuana use[¶]	1	6	18	–	A9.5
Current binge drinking[¶]	0	4	12	–	A9.5
Very drunk or "high" 7 or more times, ever	0	3	13	–	A9.7
Been drunk or "high" on drugs at school, ever	1	3	9	–	A9.9
Current cigarette smoking[¶]	0	1	7	–	A10.4
Current vaping[¶]	2	5	12	–	A10.4
Current tobacco vaping[¶]	1	4	10	–	A10.5
Current marijuana vaping[¶]	1	3	9	–	A10.5
Routines					
Eating of breakfast[‖]	68	67	67	–	A4.1
Bedtime (at 12 am or later)	9	17	32	–	A4.2
Learning from Home					
Average days worked on schoolwork (≥ 5)[¶δ]				–	A5.1
Synchronous instruction (4 days or more)[‖δ]				–	A5.1
Interest in schoolwork done from home[†δ]				–	A5.3
Meaningful opportunities[‡δ]				–	A5.2
Social and Emotional Health					
Social emotional distress[‡]	23	23	34	–	A7.5
Experienced chronic sadness/hopelessness[§]	25	26	38	–	A7.1
Considered suicide[§]	10	13	15	–	A7.2
Optimism[‡]	58	50	45	–	A7.3
Life satisfaction[∓]	70	69	63	–	A7.4

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

[¶]*Past 30 days.*

[‖]*Today.*

[δ]*Remote only.*

[‖]*Past 7 days.*

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

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

[§]*Past 12 months.*

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

3. Demographics

Table A3.1

School Schedule, Past 30 Days

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

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	50	55	50	–
Female	47	42	46	–
Nonbinary	2	1	2	–
Something else	2	1	1	–

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)	70	75	71	–
Lesbian or Gay	4	3	3	–
Bisexual	8	10	14	–
Something else	4	2	3	–
Not sure	11	7	5	–
Decline to respond	4	3	3	–

Question HS/MS A.5: Which of the following best describes you?
Note: Cells are empty if there are less than 10 respondents.

Table A3.4

**Gender Identity**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I am not transgender	92	93	93	–
Yes, I am transgender	1	3	1	–
I am not sure if I am transgender	3	2	4	–
Decline to respond	3	3	2	–

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

Table A3.5

Race or Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native, non-Hispanic	1	0	0	–
Asian or Asian American, non-Hispanic	9	6	5	–
Black or African American, non-Hispanic	7	6	5	–
Hispanic or Latinx	32	33	30	–
Native Hawaiian or Pacific Islander, non-Hispanic	0	0	0	–
White, non-Hispanic	33	37	44	–
Multiracial, non-Hispanic	13	13	12	–
Something else, non-Hispanic	6	5	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	93	96	97	–
Other relative's home	1	0	0	–
A home with more than one family	3	2	0	–
Friend's home	0	0	0	–
Foster home, group care, or waiting placement	0	0	0	–
Hotel or motel	0	0	0	–
Shelter, car, campground, or other transitional or temporary housing	0	0	0	–
Other living arrangement	2	2	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	3	5	5	–
Graduated from high school	7	9	9	–
Attended college but did not complete four-year degree	5	9	11	–
Graduated from college	67	69	69	–
Don't know	18	8	5	–

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	78	79	81	–
Spanish	12	11	10	–
Mandarin	1	0	1	–
Cantonese	0	0	0	–
Taiwanese	0	0	0	–
Tagalog	0	1	0	–
Vietnamese	0	0	0	–
Korean	1	0	0	–
Arabic	1	1	1	–
Other	8	9	8	–

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	82	88	89	–
Well	18	12	10	–
Not well	0	1	1	–
Not at all	0	0	0	–
speak English?				
Very well	73	82	89	–
Well	24	16	10	–
Not well	2	2	1	–
Not at all	0	0	0	–
read English?				
Very well	65	78	76	–
Well	32	19	22	–
Not well	2	3	2	–
Not at all	1	0	0	–
write English?				
Very well	57	72	74	–
Well	36	25	21	–
Not well	6	3	4	–
Not at all	1	0	0	–
English Language Proficiency Status				
Proficient	63	77	79	–
Not proficient	37	23	21	–

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	75	81	82	–
1 day	6	2	3	–
2 days	4	2	2	–
3 days	4	2	3	–
4 days	6	2	2	–
5 days	6	11	9	–

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	96	98	98	–
Yes	2	1	2	–
Don't know	2	1	0	–

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

4. Routines

Table A4.1

Eating of Breakfast

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	32	33	33	–
Yes	68	67	67	–

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

Table A4.2

Bedtime

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Before 7:00 pm	0	0	1	–
7:00-7:59 pm	0	0	1	–
8:00-8:59 pm	9	4	2	–
9:00-9:59 pm	34	16	10	–
10:00-10:59 pm	32	33	25	–
11:00-11:59 pm	16	29	29	–
12:00-12:59 am	5	9	20	–
After 1:00 am	4	8	12	–
Bedtime at 12 am or later	9	17	32	–

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				–
Between 1 and 2 hours				–
Between 2 and 3 hours				–
Between 3 and 4 hours				–
Between 4 and 5 hours				–
More than 5 hours				–
Number of days in the past week participating in an online class from home where your teacher talked to students				
0 days				–
1 day				–
2 days				–
3 days				–
4 days				–
5 days				–
Number of weekdays participating in school from home for the entire school day				
0 days				–
1 day				–
2 days				–
3 days				–
4 days				–
5 days				–

Question HS/MS A.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				–
A little true				–
Pretty much true				–
Very much true				–

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				–
Disagree				–
Neither disagree nor agree				–
Agree				–
Strongly agree				–

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	43	42	38	–
A's and B's	38	34	37	–
Mostly B's	5	8	9	–
B's and C's	11	11	11	–
Mostly C's	2	3	3	–
C's and D's	1	2	2	–
Mostly D's	0	0	0	–
Mostly F's	0	0	0	–

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	47	43	34	–
1 day	23	22	21	–
2 days	15	15	19	–
3 or more days	15	19	25	–

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	44	39	30	–
Illness (feeling physically sick), including problems with breathing or your teeth	44	51	59	–
Were being bullied or mistreated at school *(In-School Only)*	2	2	0	–
Felt very sad, hopeless, anxious, stressed, or angry	6	7	13	–
Didn't get enough sleep	7	7	11	–
Didn't feel safe at school or going to and from school *(In-School Only)*	1	2	0	–
Had to take care of or help a family member or friend	4	1	3	–
Wanted to spend time with friends	1	1	2	–
Used alcohol or drugs	0	1	1	–
Were behind in schoolwork or weren't prepared for a test or class assignment	1	4	11	–
Were bored or uninterested in school	1	3	6	–
Had no transportation to school *(In-School Only)*	1	1	2	–
Other reason	13	13	12	–

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	56	54	57	–	
Caring adults in school[‡]	64	62	67	–	A6.5
High expectations-adults in school[‡]	77	74	73	–	A6.6
Meaningful participation at school[‡]	28	27	30	–	A6.7
School connectedness[†#] *(In-School Only)*	66	64	65	–	A6.8
School connectedness[†ψ] *(Remote Only)*				–	A6.8
Academic motivation[†]	67	66	66	–	A6.9
Promotion of parental involvement in school[†]	55	50	50	–	A6.13

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

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

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

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

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

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

Table A6.5
Caring Relationships Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring adults in school				
Average reporting "Pretty much true" or "Very much true"	64	62	67	–
There is a teacher or some other adult from my school...				
who really cares about me.				
Not at all true	11	9	6	–
A little true	33	33	28	–
Pretty much true	31	38	34	–
Very much true	25	20	31	–
who notices when I'm not there.				
Not at all true	9	8	11	–
A little true	28	34	27	–
Pretty much true	35	37	33	–
Very much true	28	21	29	–
who listens to me when I have something to say.				
Not at all true	6	5	6	–
A little true	21	25	19	–
Pretty much true	37	45	43	–
Very much true	36	25	32	–

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"	77	74	73	–
There is a teacher or some other adult from my school...				
who tells me when I do a good job.				
Not at all true	6	4	6	–
A little true	19	24	25	–
Pretty much true	38	44	38	–
Very much true	37	28	31	–
who always wants me to do my best.				
Not at all true	3	3	4	–
A little true	13	16	14	–
Pretty much true	34	43	39	–
Very much true	50	39	43	–
who believes that I will be a success.				
Not at all true	7	7	8	–
A little true	21	24	22	–
Pretty much true	35	38	34	–
Very much true	37	31	35	–

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	27	30	–
At school/When I participate in school,...				
I do interesting activities.				
Not at all true	10	12	10	–
A little true	35	32	30	–
Pretty much true	34	37	36	–
Very much true	21	20	25	–
I help decide things like class activities or rules.				
Not at all true	49	50	45	–
A little true	32	34	34	–
Pretty much true	14	13	13	–
Very much true	5	3	8	–
I do things that make a difference.				
Not at all true	30	27	29	–
A little true	39	45	41	–
Pretty much true	23	22	21	–
Very much true	7	6	9	–
I have a say in how things work.				
Not at all true	44	42	39	–
A little true	31	37	37	–
Pretty much true	17	17	17	–
Very much true	7	4	7	–
I help decide school activities or rules.				
Not at all true	66	66	65	–
A little true	23	22	23	–
Pretty much true	8	9	8	–
Very much true	4	2	5	–

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"	66	64	65	–
School connectedness$^\psi$ *(Remote Only)*				
Average reporting "Agree" or "Strongly agree"				–
I feel close to people at/from this school.				
Strongly disagree	2	2	3	–
Disagree	2	6	4	–
Neither disagree nor agree	21	20	19	–
Agree	45	48	46	–
Strongly agree	30	24	29	–
I am happy with/to be at this school.				
Strongly disagree	3	4	4	–
Disagree	6	9	6	–
Neither disagree nor agree	24	24	29	–
Agree	43	47	43	–
Strongly agree	24	16	19	–
I feel like I am part of this school.				
Strongly disagree	2	3	3	–
Disagree	6	9	8	–
Neither disagree nor agree	30	26	29	–
Agree	43	48	43	–
Strongly agree	19	13	18	–

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

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

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

$^\psi$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	4	3	3	–
Disagree	8	6	5	–
Neither disagree nor agree	27	23	24	–
Agree	43	55	53	–
Strongly agree	18	14	15	–
I feel safe in my school. *(In-School Only)*				
Strongly disagree	3	3	3	–
Disagree	5	9	8	–
Neither disagree nor agree	26	33	28	–
Agree	46	44	45	–
Strongly agree	20	12	16	–

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"	67	66	66	–
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	1	1	1	–
Disagree	2	2	3	–
Neither disagree nor agree	13	12	13	–
Agree	43	51	49	–
Strongly agree	43	34	34	–
I try hard on my schoolwork because I am interested in it.				
Strongly disagree	5	3	8	–
Disagree	17	23	19	–
Neither disagree nor agree	38	34	32	–
Agree	29	31	32	–
Strongly agree	12	9	10	–
I work hard to try to understand new things when doing my schoolwork.				
Strongly disagree	3	2	2	–
Disagree	5	8	10	–
Neither disagree nor agree	28	25	24	–
Agree	39	49	47	–
Strongly agree	25	16	18	–
I am always trying to do better in my schoolwork.				
Strongly disagree	1	1	2	–
Disagree	3	4	5	–
Neither disagree nor agree	17	20	20	–
Agree	40	47	47	–
Strongly agree	38	27	26	–

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	4	–
Disagree	29	28	21	–
Neither disagree nor agree	31	30	25	–
Agree	17	24	32	–
Strongly agree	13	13	18	–

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**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School is really boring.				
High (7-10)	28	38	38	–
Medium (4-6)	42	41	45	–
Low (0-3)	30	21	17	–
School is worthless and a waste of time.				
High (7-10)	7	10	12	–
Medium (4-6)	20	24	26	–
Low (0-3)	72	66	62	–

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

Level of School Boredom and Value of School - 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 29%				Mid-Boredom & High Value 32%			High Boredom & High Value 11%			
	1											
	2											
	3											
	4	Low Boredom & Mid-Value$^{\overline{\overline{\wedge}}}$				Mid-Boredom & Mid-Value 9%			High Boredom & Mid-Value 11%			
	5											
	6											
	7	Low Boredom & Low Value$^{\overline{\overline{\wedge}}}$				Mid-Boredom & Low Value$^{\overline{\overline{\wedge}}}$			High Boredom & Low Value 6%			
	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

Level of School Boredom and Value of School - 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 20%				Mid-Boredom & High Value 31%			High Boredom & High Value 16%			
	1											
	2											
	3											
	4	Low Boredom & Mid-Value$^{\bar{\bar{\wedge}}}$				Mid-Boredom & Mid-Value 10%			High Boredom & Mid-Value 13%			
	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

Level of School Boredom and Value of School - 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 16%				Mid-Boredom & High Value 32%			High Boredom & High Value 14%			
	1											
	2											
	3											
	4	Low Boredom & Mid-Value$^{\overline{\overline{\wedge}}}$				Mid-Boredom & Mid-Value 11%			High Boredom & Mid-Value 14%			
	5											
	6											
	7	Low Boredom & Low Value$^{\overline{\overline{\wedge}}}$				Mid-Boredom & Low Value$^{\overline{\overline{\wedge}}}$			High Boredom & Low Value 10%			
	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 A6.12D

Level of School Boredom and Value of School - Non-Traditional

		School is really boring (NT)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value –				Mid-Boredom & High Value –			High Boredom & High Value –			
	1											
	2											
	3											
	4	Low Boredom & Mid-Value$^{\overline{\overline{\wedge}}}$				Mid-Boredom & Mid-Value –			High Boredom & Mid-Value –			
	5											
	6											
	7	Low Boredom & Low Value$^{\overline{\overline{\wedge}}}$				Mid-Boredom & Low Value$^{\overline{\overline{\wedge}}}$			High Boredom & Low Value –			
	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 A6.13

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	50	50	–
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	2	2	3	–
Disagree	7	8	10	–
Neither disagree nor agree	30	32	27	–
Agree	44	48	49	–
Strongly agree	17	10	11	–
Parents feel welcome to participate at this school.				
Strongly disagree	2	1	2	–
Disagree	5	9	7	–
Neither disagree nor agree	39	45	42	–
Agree	39	39	40	–
Strongly agree	14	7	9	–
School staff take parent concerns seriously.				
Strongly disagree	4	1	4	–
Disagree	8	10	14	–
Neither disagree nor agree	40	43	40	–
Agree	33	38	33	–
Strongly agree	17	8	8	–

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	27	24	24	–
A little true	29	32	29	–
Pretty much true	23	28	26	–
Very much true	21	15	22	–

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	8	2	4	–
Disagree	17	11	12	–
Neither disagree nor agree	39	33	30	–
Agree	29	46	44	–
Strongly agree	7	8	10	–

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	75	74	62	–
Yes	25	26	38	–

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	90	87	85	–
Yes	10	13	15	–

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"	58	50	45	–
Each day I look forward to having a lot of fun.				
Not at all true	11	18	24	–
A little true	31	36	37	–
Pretty much true	35	31	28	–
Very much true	23	16	11	–
I usually expect to have a good day.				
Not at all true	15	19	24	–
A little true	29	32	32	–
Pretty much true	36	33	33	–
Very much true	21	16	11	–
Overall, I expect more good things to happen to me than bad things.				
Not at all true	16	18	21	–
A little true	26	29	27	–
Pretty much true	30	31	32	–
Very much true	29	22	20	–

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"	70	69	63	–
I would describe my satisfaction with...				
my family life as...				
Very dissatisfied	2	2	4	–
Dissatisfied	4	4	7	–
A little dissatisfied	6	6	9	–
A little satisfied	9	10	11	–
Satisfied	34	36	32	–
Very satisfied	45	41	38	–
my friendships as...				
Very dissatisfied	2	2	3	–
Dissatisfied	1	3	5	–
A little dissatisfied	6	5	6	–
A little satisfied	12	16	15	–
Satisfied	42	46	40	–
Very satisfied	37	28	32	–
my school experience as...				
Very dissatisfied	5	3	5	–
Dissatisfied	6	9	11	–
A little dissatisfied	12	12	13	–
A little satisfied	27	26	28	–
Satisfied	35	39	30	–
Very satisfied	16	11	13	–

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

Table A7.4

Life Satisfaction Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I would describe my satisfaction with...				
myself as...				
Very dissatisfied	6	7	6	–
Dissatisfied	7	7	12	–
A little dissatisfied	11	9	13	–
A little satisfied	14	19	19	–
Satisfied	29	34	32	–
Very satisfied	32	24	18	–
where I live as...				
Very dissatisfied	1	2	3	–
Dissatisfied	3	3	3	–
A little dissatisfied	5	4	5	–
A little satisfied	9	8	9	–
Satisfied	34	36	36	–
Very satisfied	48	47	44	–

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"	23	23	34	–
I had a hard time relaxing.				
Not at all true	45	40	31	–
A little true	33	37	33	–
Pretty much true	14	14	21	–
Very much true	9	9	14	–
I felt sad and down.				
Not at all true	48	41	32	–
A little true	26	32	29	–
Pretty much true	13	17	22	–
Very much true	12	10	16	–
I was easily irritated.				
Not at all true	38	34	26	–
A little true	25	33	28	–
Pretty much true	17	20	23	–
Very much true	19	13	23	–
It was hard for me to cope and I thought I would panic.				
Not at all true	64	60	51	–
A little true	19	23	21	–
Pretty much true	9	11	15	–
Very much true	8	7	14	–
It was hard for me to get excited about anything.				
Not at all true	68	63	51	–
A little true	19	23	26	–
Pretty much true	8	9	13	–
Very much true	5	5	10	–

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	15	13	18	–
Safe	48	49	46	–
Neither safe nor unsafe	34	31	30	–
Unsafe	3	5	4	–
Very unsafe	1	1	2	–

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	85	89	91	–
1 time	9	5	5	–
2 or more times	7	6	4	–
Religion				
0 times	94	96	96	–
1 time	3	2	2	–
2 or more times	2	2	2	–
Gender				
0 times	91	94	93	–
1 time	6	2	4	–
2 or more times	3	4	3	–
Because you are gay, lesbian, or bisexual or someone thought you were				
0 times	91	94	92	–
1 time	4	2	3	–
2 or more times	5	4	5	–
A physical or mental disability				
0 times	94	96	95	–
1 time	4	2	3	–
2 or more times	2	2	2	–
Any of the above five reasons	27	18	18	–

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	94	97	97	–
1 time	3	1	2	–
2 or more times	3	2	1	–
Any other reason				
0 times	76	85	91	–
1 time	10	7	4	–
2 or more times	14	8	5	–
Any harassment	38	23	21	–

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"	30	20	15	–
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	74	86	92	–
1 time	13	7	5	–
2 to 3 times	8	4	2	–
4 or more times	4	3	1	–
been afraid of being beaten up? *(In-School Only)*				
0 times	82	86	93	–
1 time	11	9	5	–
2 to 3 times	3	3	2	–
4 or more times	3	2	0	–
During the past 12 months, how many times have you...				
had mean rumors or lies spread about you?				
0 times	60	74	79	–
1 time	20	14	10	–
2 to 3 times	11	7	6	–
4 or more times	8	5	5	–
had sexual jokes, comments, or gestures made to you?				
0 times	69	79	75	–
1 time	12	9	13	–
2 to 3 times	8	5	7	–
4 or more times	12	8	5	–

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	82	87	93	–
1 time	12	9	6	–
2 to 3 times	3	3	0	–
4 or more times	2	1	0	–
been made fun of because of your looks or the way you talk?				
0 times	61	72	79	–
1 time	18	11	11	–
2 to 3 times	8	8	5	–
4 or more times	13	10	4	–
been made fun of, insulted, or called names?				
0 times	60	75	82	–
1 time	15	9	6	–
2 to 3 times	10	6	7	–
4 or more times	16	10	5	–
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	78	83	–
1 time	16	12	11	–
2 to 3 times	8	6	4	–
4 or more times	5	3	2	–

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"	5	4	5	–
During the past 12 months, how many times on school property have you...				
been in a physical fight?				
0 times	86	94	97	–
1 time	9	4	2	–
2 to 3 times	3	1	0	–
4 or more times	1	1	1	–
been offered, sold, or given an illegal drug?				
0 times	96	89	84	–
1 time	3	5	7	–
2 to 3 times	0	4	5	–
4 or more times	0	2	3	–
damaged school property on purpose?				
0 times	97	97	97	–
1 time	3	1	2	–
2 to 3 times	0	1	1	–
4 or more times	0	0	1	–
carried a gun?				
0 times	100	100	99	–
1 time	0	0	0	–
2 to 3 times	0	0	0	–
4 or more times	0	0	0	–
carried any other weapon (such as a knife or club)?				
0 times	98	98	98	–
1 time	1	1	1	–
2 to 3 times	0	0	0	–
4 or more times	0	0	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	94	–
1 time	7	3	3	–
2 to 3 times	3	1	2	–
4 or more times	2	2	1	–
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	96	98	99	–
1 time	3	1	0	–
2 to 3 times	1	0	0	–
4 or more times	0	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	90	89	91	–
1 time	8	7	5	–
2 to 3 times	2	3	2	–
4 or more times	0	1	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"[^]	9	26	47	–	A9.2
Lifetime alcohol or drug use	9	27	48	–	A9.2
Lifetime marijuana use	1	11	28	–	A9.2
Lifetime very drunk or high (7 or more times)	0	3	13	–	A9.7
Current alcohol or drug use[¶]	3	14	28	–	A9.5
Current marijuana use[¶]	1	6	18	–	A9.5
Current heavy drug use[¶]	1	3	11	–	A9.5
Current heavy alcohol use (binge drinking)[¶]	0	4	12	–	A9.5
Current alcohol or drug use on school property[¶Φ]	1	4	6	–	A9.8
Harmfulness of occasional marijuana use[B]	37	25	21	–	A9.11
Difficulty of obtaining marijuana[C]	20	6	5	–	A9.12

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

[^]*Excludes prescription pain medication.*

[¶]*Past 30 days.*

[Φ]*In-School only.*

[B]*Great harm.*

[C]*Very difficult.*

Table A9.2

Summary of AOD Lifetime Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	8	21	43	–
Marijuana	1	11	28	–
Inhalants	1	4	4	–
Cocaine, methamphetamine, or any amphetamines	na	0	1	–
Ecstasy, LSD, or other psychedelics	na	2	5	–
Prescription pain medication (opioids)	na	3	5	–
Cold/cough medicines or other over-the-counter medicines to get "high"	na	5	5	–
Any other drug, pill, or medicine to get "high"	1	3	3	–
Any of the above AOD use	9	27	48	–
Any illicit AOD use to get "high"[^]	9	26	47	–

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

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

na—Not asked of middle school students.

Table A9.3

Lifetime AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	92	79	57	–
1 time	4	7	7	–
2 to 3 times	3	7	10	–
4 or more times	1	6	27	–
Marijuana (smoke, vape, eat, or drink)				
0 times	99	89	72	–
1 time	1	4	4	–
2 to 3 times	0	3	5	–
4 or more times	1	5	19	–
Inhalants				
0 times	99	96	96	–
1 time	0	1	1	–
2 to 3 times	0	1	1	–
4 or more times	0	1	1	–
Cocaine, methamphetamine, or any amphetamines				
0 times	na	100	99	–
1 time	na	0	1	–
2 to 3 times	na	0	0	–
4 or more times	na	0	0	–
Ecstasy, LSD, or other psychedelics				
0 times	na	98	95	–
1 time	na	0	3	–
2 to 3 times	na	0	2	–
4 or more times	na	1	0	–
Prescription pain medication				
0 times	na	97	95	–
1 time	na	1	1	–
2 to 3 times	na	1	2	–
4 or more times	na	2	2	–

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	–
1 time	na	2	2	–
2 to 3 times	na	1	1	–
4 or more times	na	1	2	–
Any other drug, pill, or medicine to get "high" or for reasons other than medical				
0 times	99	97	97	–
1 time	0	1	1	–
2 to 3 times	0	0	2	–
4 or more times	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	99	93	76	–
1 time	0	2	3	–
2 to 3 times	0	2	4	–
4 or more times	0	3	17	–
In a vaping device?				
0 times	99	93	79	–
1 time	1	2	4	–
2 to 3 times	0	1	4	–
4 or more times	0	4	14	–
Eat or drink it in products made with marijuana?				
0 times	99	94	83	–
1 time	0	2	4	–
2 to 3 times	0	2	5	–
4 or more times	0	2	9	–

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)	2	10	24	–
Binge drinking (5 or more drinks in a row)	0	4	12	–
Marijuana (smoke, vape, eat, or drink)	1	6	18	–
Inhalants	0	1	1	–
Prescription drugs to get "high" or for reasons other than prescribed	na	1	0	–
Other drug, pill, or medicine to get "high" or for reasons other than medical	1	1	2	–
Any drug use	1	8	18	–
Heavy drug use	1	3	11	–
Any AOD Use	3	14	28	–
Two or more substances at the same time	na	2	9	–

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	98	90	76	–
1 or 2 days	2	8	13	–
3 to 9 days	0	1	8	–
10 to 19 days	0	0	2	–
20 to 30 days	0	0	1	–
Binge drinking (5 or more drinks in a row)				
0 days	100	96	88	–
1 or 2 days	0	3	7	–
3 to 9 days	0	0	4	–
10 to 19 days	0	0	1	–
20 to 30 days	0	0	0	–
Marijuana (smoke, vape, eat, or drink)				
0 days	99	94	82	–
1 or 2 days	1	4	7	–
3 to 9 days	0	0	5	–
10 to 19 days	0	0	2	–
20 to 30 days	0	1	3	–

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	98	92	78	–
1 to 2 times	2	5	10	–
3 to 6 times	0	2	8	–
7 or more times	0	0	3	–
"High" (loaded, stoned, or wasted) from using drugs				
0 times	99	91	76	–
1 to 2 times	1	4	6	–
3 to 6 times	0	2	5	–
7 or more times	0	3	13	–
Very drunk or "high" 7 or more times	0	3	13	–

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	99	98	98	–
1 to 2 days	1	2	1	–
3 or more days	0	0	1	–
Marijuana (smoke, vape, eat, or drink)				
0 days	100	98	95	–
1 to 2 days	0	1	2	–
3 or more days	0	1	3	–
Any other drug, pill, or medicine to get "high" or for reasons other than medical				
0 days	100	100	99	–
1 to 2 days	0	0	0	–
3 or more days	0	0	0	–
Any of the above	1	4	6	–

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	97	91	–
1 to 2 times	0	2	4	–
3 to 6 times	0	1	2	–
7 or more times	0	1	4	–

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	94	80	–
0 times	na	6	16	–
1 time	na	0	2	–
2 to 3 times	na	0	1	–
4 or more times	na	0	1	–
Marijuana				
Does not apply, don't use	na	95	81	–
0 times	na	3	11	–
1 time	na	1	5	–
2 to 3 times	na	0	2	–
4 or more times	na	1	1	–

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

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

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

na—Not asked of middle school students.

Table A9.11

Perceived Harm of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol - drink occasionally				
Great	23	19	20	–
Moderate	22	24	24	–
Slight	28	36	37	–
None	27	22	20	–
Alcohol - 5 or more drinks once or twice a week				
Great	46	46	53	–
Moderate	25	33	28	–
Slight	9	9	10	–
None	19	13	9	–
Marijuana - use occasionally				
Great	37	25	21	–
Moderate	30	31	27	–
Slight	13	26	34	–
None	19	19	19	–
Marijuana - use daily				
Great	68	60	51	–
Moderate	10	19	28	–
Slight	4	8	10	–
None	18	13	10	–

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	18	5	5	–
Fairly difficult	14	8	5	–
Fairly easy	14	25	27	–
Very easy	8	25	40	–
Don't know	46	37	23	–
Marijuana				
Very difficult	20	6	5	–
Fairly difficult	13	10	6	–
Fairly easy	9	24	24	–
Very easy	5	20	38	–
Don't know	52	40	27	–
Prescription drugs to get "high" or for reasons other than prescribed				
Very difficult	19	9	9	–
Fairly difficult	12	13	13	–
Fairly easy	10	18	19	–
Very easy	7	13	16	–
Don't know	52	47	43	–

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

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

10. Tobacco Use

Table A10.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	1	4	14	–	A10.2
Current cigarette smoking¶	0	1	7	–	A10.4
Current cigarette smoking at school$^{\P\Phi}$	0	0	1	–	A10.6
Ever tried smokeless tobacco	1	2	4	–	A10.2
Current smokeless tobacco use¶	0	1	1	–	A10.4
Current smokeless tobacco use at school$^{\P\Phi}$	0	1	0	–	A10.6
Ever used vape products	4	12	22	–	A10.2
Current use of vape products¶	2	5	12	–	A10.4
Current tobacco vaping¶	1	4	10	–	A10.5
Current marijuana vaping¶	1	3	9	–	A10.5
Current vaping at school$^{\P\Phi}$	1	3	7	–	A10.6
Cessation Attempts					
Tried to quit smoking or vaping tobacco or nicotine	na	3	7	–	A10.8
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking[B]	30	24	29	–	A10.9
Harmfulness of smoking 1 or more packs/day[B]	66	70	77	–	A10.9
Harmfulness of vaping occasionally[B]	36	26	29	–	A10.10
Harmfulness of vaping several times a day[B]	73	74	74	–	A10.10
Difficulty of obtaining cigarettes[C]	16	7	5	–	A10.11
Difficulty of obtaining vape products[C]	11	5	5	–	A10.11
Anti-Tobacco Policy					
School bans tobacco use and vaping	72	67	78	–	A10.12

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

¶*Past 30 days.*

$^\Phi$*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	98	na	na	na
1 time	1	na	na	na
2 to 3 times	0	na	na	na
4 or more times	1	na	na	na
A whole cigarette				
0 times	99	96	86	–
1 time	0	2	4	–
2 to 3 times	0	1	3	–
4 or more times	1	2	7	–
Smokeless tobacco				
0 times	99	98	96	–
1 time	0	1	2	–
2 to 3 times	0	1	2	–
4 or more times	0	1	0	–
Vape products				
0 times	96	88	78	–
1 time	2	4	4	–
2 to 3 times	1	3	4	–
4 or more times	2	6	14	–

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	97	90	80	–
1 time	1	3	3	–
2 to 3 times	1	2	3	–
4 or more times	1	5	13	–
Vaped marijuana or THC				
0 times	99	93	83	–
1 time	1	2	2	–
2 to 3 times	0	1	1	–
4 or more times	1	4	13	–
Vaped other product				
0 times	99	98	96	–
1 time	1	0	1	–
2 to 3 times	0	0	0	–
4 or more times	0	1	3	–

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	0	1	7	–
Daily (20 or more days)	0	0	0	–
Smokeless tobacco				
Any	0	1	1	–
Daily (20 or more days)	0	0	0	–
Vape products				
Any	2	5	12	–
Daily (20 or more days)	0	1	4	–

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

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

Table A10.5

Substances Vaped, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vaped tobacco or nicotine?				
0 days	99	96	90	–
1 or 2 days	0	2	2	–
3 to 9 days	1	1	3	–
10 to 19 days	0	0	2	–
20 to 30 days	0	1	4	–
Vaped marijuana or THC?				
0 days	99	97	91	–
1 or 2 days	0	1	3	–
3 to 9 days	0	0	2	–
10 to 19 days	0	0	2	–
20 to 30 days	0	1	2	–
Vaped other product?				
0 days	100	99	99	–
1 or 2 days	0	0	0	–
3 to 9 days	0	0	0	–
10 to 19 days	0	0	0	–
20 to 30 days	0	0	0	–

Question HS A.82A-82C/MS A.79A-79C: During the past 30 days, on how many days did you use vape products?...
Vaped tobacco or nicotine... Vaped marijuana or THC... Vaped other product?
Note: Cells are empty if there are less than 10 respondents.

Table A10.6

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
0 days	100	100	99	–
1 or 2 days	0	0	0	–
3 to 9 days	0	0	1	–
10 to 19 days	0	0	0	–
20 to 30 days	0	0	0	–
Smokeless tobacco				
0 days	100	99	100	–
1 or 2 days	0	1	0	–
3 to 9 days	0	0	0	–
10 to 19 days	0	0	0	–
20 to 30 days	0	0	0	–
Vape				
0 days	99	97	93	–
1 or 2 days	0	1	2	–
3 to 9 days	1	0	0	–
10 to 19 days	0	0	1	–
20 to 30 days	0	1	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	98	94	94	–
1 day	1	2	1	–
2 days	1	1	1	–
3-9 days	1	1	1	–
10-19 days	0	1	1	–
20-30 days	0	1	2	–

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	88	–
0 times	na	3	5	–
1 time	na	1	3	–
2 to 3 times	na	1	3	–
4 or more times	na	1	1	–

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

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

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

na—Not asked of middle school students.

Table A10.9

Perceived Harm of Cigarette Smoking

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke cigarettes occasionally				
Great	30	24	29	–
Moderate	34	36	36	–
Slight	16	26	23	–
None	20	14	12	–
Smoke 1 or more packs of cigarettes each day				
Great	66	70	77	–
Moderate	12	14	10	–
Slight	4	4	5	–
None	18	12	9	–

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	36	26	29	–
Moderate	33	37	39	–
Slight	14	24	23	–
None	17	13	9	–
Vape tobacco or nicotine several times a day (100 puffs or more)				
Great	73	74	74	–
Moderate	7	10	15	–
Slight	3	4	3	–
None	17	12	8	–

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	7	5	–
Fairly difficult	17	9	9	–
Fairly easy	13	25	27	–
Very easy	5	15	25	–
Don't know	49	43	34	–
Vape products				
Very difficult	11	5	5	–
Fairly difficult	14	3	2	–
Fairly easy	17	26	25	–
Very easy	14	34	45	–
Don't know	44	32	23	–

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

Table A10.12

School Bans Tobacco Use and Vaping

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	4	3	4	–
Yes	72	67	78	–
Don't know	24	30	19	–

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

11. Other Health Risks

Table A11.1

Alone After School *(In-School Only)*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	42	na	na	na
1 day	23	na	na	na
2 days	11	na	na	na
3 days	8	na	na	na
4 days	2	na	na	na
5 days	15	na	na	na

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

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

na—Not asked of high school students.

Table A11.2

Gang Involvement *(In-School Only)*

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

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				–
Asian or Asian American	78	66	62	–
Black or African American	64	46	38	–
Hispanic or Latinx	62	59	62	–
Native Hawaiian or Pacific Islander				–
White	71	69	70	–
Mixed (two or more) ethnics	65	67	66	–
Something else	57	70	76	–
School Connectedness[†][ψ] *(Remote Only)*				
American Indian or Alaska Native				–
Asian or Asian American				–
Black or African American				–
Hispanic or Latinx				–
Native Hawaiian or Pacific Islander				–
White				–
Mixed (two or more) ethnics				–
Something else				–
Academic Motivation[†]				
American Indian or Alaska Native				–
Asian or Asian American	75	75	74	–
Black or African American	68	60	52	–
Hispanic or Latinx	65	62	68	–
Native Hawaiian or Pacific Islander				–
White	68	67	63	–
Mixed (two or more) ethnics	65	67	71	–
Something else	66	72	75	–

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				–
Asian or Asian American	25	38	46	–
Black or African American	33	33	39	–
Hispanic or Latinx	29	43	38	–
Native Hawaiian or Pacific Islander				–
White	30	38	39	–
Mixed (two or more) ethnics	25	29	32	–
Something else	21	36	27	–
School is worthless and a waste of time$^\pm$				
American Indian or Alaska Native				–
Asian or Asian American	10	9	21	–
Black or African American	8	26	17	–
Hispanic or Latinx	10	13	11	–
Native Hawaiian or Pacific Islander				–
White	5	7	12	–
Mixed (two or more) ethnics	7	7	5	–
Something else	3	17	7	–
Monthly Absences (3 or more)				
American Indian or Alaska Native				–
Asian or Asian American	8	12	17	–
Black or African American	21	24	35	–
Hispanic or Latinx	16	21	23	–
Native Hawaiian or Pacific Islander				–
White	13	20	24	–
Mixed (two or more) ethnics	13	17	29	–
Something else	30	8	38	–

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				–
Asian or Asian American	58	42	25	–
Black or African American	45	39	29	–
Hispanic or Latinx	32	26	18	–
Native Hawaiian or Pacific Islander				–
White	41	35	28	–
Mixed (two or more) ethnics	33	40	29	–
Something else	36	44	40	–
Caring adult relationships[‡]				
American Indian or Alaska Native				–
Asian or Asian American	76	62	61	–
Black or African American	57	51	60	–
Hispanic or Latinx	60	57	71	–
Native Hawaiian or Pacific Islander				–
White	67	67	69	–
Mixed (two or more) ethnics	63	64	60	–
Something else	66	68	71	–
High expectations-adults in school[‡]				
American Indian or Alaska Native				–
Asian or Asian American	84	75	71	–
Black or African American	72	70	65	–
Hispanic or Latinx	73	71	75	–
Native Hawaiian or Pacific Islander				–
White	79	75	74	–
Mixed (two or more) ethnics	80	78	72	–
Something else	74	81	76	–

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

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

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

Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation‡				
American Indian or Alaska Native				–
Asian or Asian American	38	30	33	–
Black or African American	28	29	29	–
Hispanic or Latinx	24	22	27	–
Native Hawaiian or Pacific Islander				–
White	31	30	31	–
Mixed (two or more) ethnics	24	26	33	–
Something else	29	21	37	–
Facilities upkeep† *(In-School Only)*				
American Indian or Alaska Native				–
Asian or Asian American	41	59	42	–
Black or African American	21	46	63	–
Hispanic or Latinx	32	53	53	–
Native Hawaiian or Pacific Islander				–
White	38	54	60	–
Mixed (two or more) ethnics	44	59	41	–
Something else	30	48	40	–
Promotion of parental involvement in school†				
American Indian or Alaska Native				–
Asian or Asian American	50	54	61	–
Black or African American	54	50	32	–
Hispanic or Latinx	54	51	48	–
Native Hawaiian or Pacific Islander				–
White	57	49	52	–
Mixed (two or more) ethnics	52	45	50	–
Something else	64	59	51	–

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				–
Asian or Asian American	78	66	70	–
Black or African American	68	50	55	–
Hispanic or Latinx	53	54	59	–
Native Hawaiian or Pacific Islander				–
White	67	69	70	–
Mixed (two or more) ethnics	63	69	52	–
Something else	67	63	67	–
Experienced harassment due to five reasons[λ][§]				
American Indian or Alaska Native				–
Asian or Asian American	22	26	13	–
Black or African American	33	8	23	–
Hispanic or Latinx	32	17	16	–
Native Hawaiian or Pacific Islander				–
White	23	16	19	–
Mixed (two or more) ethnics	27	27	22	–
Something else	30	17	29	–
Experienced any harassment or bullying[§]				
American Indian or Alaska Native				–
Asian or Asian American	27	26	17	–
Black or African American	36	12	23	–
Hispanic or Latinx	41	21	18	–
Native Hawaiian or Pacific Islander				–
White	40	25	23	–
Mixed (two or more) ethnics	39	31	22	–
Something else	36	17	29	–

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				–
Asian or Asian American	24	21	13	–
Black or African American	44	19	9	–
Hispanic or Latinx	41	24	20	–
Native Hawaiian or Pacific Islander				–
White	41	28	24	–
Mixed (two or more) ethnics	41	37	20	–
Something else	39	17	20	–
Been afraid of being beaten up[§] *(In-School Only)*				
American Indian or Alaska Native				–
Asian or Asian American	20	13	9	–
Black or African American	19	4	5	–
Hispanic or Latinx	15	15	4	–
Native Hawaiian or Pacific Islander				–
White	20	14	8	–
Mixed (two or more) ethnics	9	14	13	–
Something else	27	21	7	–
Been in a physical fight[§] *(In-School Only)*				
American Indian or Alaska Native				–
Asian or Asian American	16	6	4	–
Black or African American	27	12	0	–
Hispanic or Latinx	13	6	3	–
Native Hawaiian or Pacific Islander				–
White	12	5	4	–
Mixed (two or more) ethnics	13	2	6	–
Something else	16	4	0	–

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

[§]*Past 12 months.*

Table A12.2

School Safety by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Seen a weapon on campus[§] *(In-School Only)*				
American Indian or Alaska Native				–
Asian or Asian American	6	6	4	–
Black or African American	11	13	5	–
Hispanic or Latinx	13	15	8	–
Native Hawaiian or Pacific Islander				–
White	8	10	11	–
Mixed (two or more) ethnics	11	13	9	–
Something else	6	0	0	–

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

Table A12.3

Cyberbullying by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
American Indian or Alaska Native				–
Asian or Asian American	24	21	4	–
Black or African American	44	23	5	–
Hispanic or Latinx	31	22	15	–
Native Hawaiian or Pacific Islander				–
White	28	22	21	–
Mixed (two or more) ethnics	28	19	19	–
Something else	21	17	13	–

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

Table A12.4

Substance Use by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use¶				
American Indian or Alaska Native				–
Asian or Asian American	0	15	17	–
Black or African American	3	0	9	–
Hispanic or Latinx	3	16	19	–
Native Hawaiian or Pacific Islander				–
White	4	16	39	–
Mixed (two or more) ethnics	5	15	27	–
Something else	0	0	36	–
Current marijuana use¶				
American Indian or Alaska Native				–
Asian or Asian American	0	3	4	–
Black or African American	0	0	9	–
Hispanic or Latinx	1	10	12	–
Native Hawaiian or Pacific Islander				–
White	1	6	25	–
Mixed (two or more) ethnics	3	4	18	–
Something else	0	0	15	–
Current binge drinking¶				
American Indian or Alaska Native				–
Asian or Asian American	0	6	9	–
Black or African American	0	0	4	–
Hispanic or Latinx	1	2	7	–
Native Hawaiian or Pacific Islander				–
White	0	5	17	–
Mixed (two or more) ethnics	0	7	13	–
Something else	0	0	7	–

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

¶*Past 30 days.*

Table A12.4

Substance Use by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or "high" 7 or more times, ever				
American Indian or Alaska Native				–
Asian or Asian American	0	3	9	–
Black or African American	3	0	9	–
Hispanic or Latinx	0	4	9	–
Native Hawaiian or Pacific Islander				–
White	0	3	17	–
Mixed (two or more) ethnics	1	3	13	–
Something else	0	0	21	–
Been drunk or "high" on drugs at school, ever				
American Indian or Alaska Native				–
Asian or Asian American	0	3	4	–
Black or African American	0	0	13	–
Hispanic or Latinx	1	4	7	–
Native Hawaiian or Pacific Islander				–
White	0	4	11	–
Mixed (two or more) ethnics	1	1	11	–
Something else	0	0	14	–
Current alcohol use¶				
American Indian or Alaska Native				–
Asian or Asian American	0	15	17	–
Black or African American	3	0	4	–
Hispanic or Latinx	2	9	15	–
Native Hawaiian or Pacific Islander				–
White	3	13	33	–
Mixed (two or more) ethnics	4	12	22	–
Something else	0	0	36	–

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

¶Past 30 days.

Table A12.4

Substance Use by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use at school¶ *(In-School Only)*				
American Indian or Alaska Native				–
Asian or Asian American	0	3	0	–
Black or African American	3	0	0	–
Hispanic or Latinx	0	2	2	–
Native Hawaiian or Pacific Islander				–
White	1	2	3	–
Mixed (two or more) ethnics	0	2	2	–
Something else	3	0	7	–
Current cigarette smoking¶				
American Indian or Alaska Native				–
Asian or Asian American	0	0	0	–
Black or African American	0	0	4	–
Hispanic or Latinx	0	1	5	–
Native Hawaiian or Pacific Islander				–
White	0	1	8	–
Mixed (two or more) ethnics	1	1	15	–
Something else	0	0	0	–
Current vaping¶				
American Indian or Alaska Native				–
Asian or Asian American	0	3	4	–
Black or African American	3	0	9	–
Hispanic or Latinx	3	9	7	–
Native Hawaiian or Pacific Islander				–
White	1	3	17	–
Mixed (two or more) ethnics	3	9	15	–
Something else	6	0	14	–

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

¶*Past 30 days.*

Table A12.4

Substance Use by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current tobacco vaping¶				
American Indian or Alaska Native				–
Asian or Asian American	0	3	4	–
Black or African American	3	0	9	–
Hispanic or Latinx	3	5	6	–
Native Hawaiian or Pacific Islander				–
White	0	3	13	–
Mixed (two or more) ethnics	3	6	13	–
Something else	0	0	14	–
Current marijuana vaping¶				
American Indian or Alaska Native				–
Asian or Asian American	0	3	4	–
Black or African American	3	0	0	–
Hispanic or Latinx	0	5	5	–
Native Hawaiian or Pacific Islander				–
White	1	2	13	–
Mixed (two or more) ethnics	1	3	13	–
Something else	0	0	14	–

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				–
Asian or Asian American	73	76	71	–
Black or African American	57	77	62	–
Hispanic or Latinx	59	59	64	–
Native Hawaiian or Pacific Islander				–
White	78	67	66	–
Mixed (two or more) ethnics	75	74	75	–
Something else	55	69	82	–
Bedtime (at 12 am or later)				
American Indian or Alaska Native				–
Asian or Asian American	8	24	33	–
Black or African American	17	13	38	–
Hispanic or Latinx	9	19	27	–
Native Hawaiian or Pacific Islander				–
White	6	16	35	–
Mixed (two or more) ethnics	13	12	29	–
Something else	9	19	29	–

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				–
Native Hawaiian or Pacific Islander				–
White				–
Mixed (two or more) ethnics				–
Something else				–
Synchronous instruction (4 days or more)[‖]				
American Indian or Alaska Native				–
Asian or Asian American				–
Black or African American				–
Hispanic or Latinx				–
Native Hawaiian or Pacific Islander				–
White				–
Mixed (two or more) ethnics				–
Something else				–
Interest in schoolwork done from home[†]				
American Indian or Alaska Native				–
Asian or Asian American				–
Black or African American				–
Hispanic or Latinx				–
Native Hawaiian or Pacific Islander				–
White				–
Mixed (two or more) ethnics				–
Something else				–

Notes: Cells are empty if there are less than 10 respondents.
[¶]*Past 30 days.*
[‖]*Past 7 days.*
[†]*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				–
Native Hawaiian or Pacific Islander				–
White				–
Mixed (two or more) ethnics				–
Something else				–

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

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

Table A12.7

Social and Emotional Health by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress‡				
American Indian or Alaska Native				–
Asian or Asian American	18	24	46	–
Black or African American	16	6	19	–
Hispanic or Latinx	29	23	35	–
Native Hawaiian or Pacific Islander				–
White	20	27	35	–
Mixed (two or more) ethnics	27	24	33	–
Something else	17	15	21	–
Experienced chronic sadness/hopelessness§				
American Indian or Alaska Native				–
Asian or Asian American	16	26	39	–
Black or African American	24	12	27	–
Hispanic or Latinx	30	31	46	–
Native Hawaiian or Pacific Islander				–
White	21	25	34	–
Mixed (two or more) ethnics	27	22	33	–
Something else	24	30	33	–
Considered suicide§				
American Indian or Alaska Native				–
Asian or Asian American	14	15	9	–
Black or African American	11	4	9	–
Hispanic or Latinx	12	11	18	–
Native Hawaiian or Pacific Islander				–
White	8	14	15	–
Mixed (two or more) ethnics	11	22	17	–
Something else	6	9	0	–

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

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

§Past 12 months.

Table A12.7

Social and Emotional Health by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Optimism‡				
American Indian or Alaska Native				–
Asian or Asian American	72	50	35	–
Black or African American	52	55	30	–
Hispanic or Latinx	50	46	44	–
Native Hawaiian or Pacific Islander				–
White	62	51	50	–
Mixed (two or more) ethnics	57	48	40	–
Something else	64	54	69	–
Life satisfaction∓				
American Indian or Alaska Native				–
Asian or Asian American	78	75	58	–
Black or African American	66	73	56	–
Hispanic or Latinx	66	67	62	–
Native Hawaiian or Pacific Islander				–
White	75	67	63	–
Mixed (two or more) ethnics	66	69	67	–
Something else	68	74	76	–

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	70	68	71	–
Female	64	61	60	–
Nonbinary	34		62	–
Something else	55			–
School Connectedness[†ψ] *(Remote Only)*				
Male				–
Female				–
Nonbinary				–
Something else				–
Academic Motivation[†]				
Male	66	66	63	–
Female	70	68	69	–
Nonbinary	40		67	–
Something else	50			–
School is really boring[±]				
Male	29	45	37	–
Female	24	29	38	–
Nonbinary	70		50	–
Something else	45			–
School is worthless and a waste of time[±]				
Male	9	14	14	–
Female	5	5	9	–
Nonbinary	0		17	–
Something else	9			–

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	13	19	20	–
Female	16	19	28	–
Nonbinary	40		58	–
Something else	27			–
Maintaining focus on schoolwork[†]				
Male	46	35	29	–
Female	35	33	21	–
Nonbinary	10		17	–
Something else	9			–
Caring adult relationships[‡]				
Male	67	64	70	–
Female	63	61	66	–
Nonbinary	53		64	–
Something else	42			–
High expectations-adults in school[‡]				
Male	78	74	74	–
Female	76	75	73	–
Nonbinary	65		72	–
Something else	58			–
Meaningful participation[‡]				
Male	30	27	32	–
Female	27	27	28	–
Nonbinary	14		25	–
Something else	13			–

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	37	50	52	–
Female	34	60	58	–
Nonbinary	30		42	–
Something else	36			–
Promotion of parental involvement in school[†]				
Male	55	53	56	–
Female	55	47	44	–
Nonbinary	33		36	–
Something else	45			–

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

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

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

Table A13.2

School Safety by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe *(In-School Only)*				
Male	68	66	73	–
Female	60	61	55	–
Nonbinary	20		64	–
Something else	55			–
Experienced harassment due to five reasons$^{\lambda\S}$				
Male	22	15	14	–
Female	31	18	21	–
Nonbinary	60		50	–
Something else	55			–
Experienced any harassment or bullying§				
Male	32	21	16	–
Female	42	24	24	–
Nonbinary	70		60	–
Something else	73			–
Had mean rumors or lies spread about you§				
Male	36	22	15	–
Female	42	31	25	–
Nonbinary	70		36	–
Something else	64			–
Been afraid of being beaten up§ *(In-School Only)*				
Male	17	13	5	–
Female	17	14	7	–
Nonbinary	40		18	–
Something else	18			–

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

$^{\lambda}$*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	23	8	6	–
Female	5	2	0	–
Nonbinary	40		0	–
Something else	9			–
Seen a weapon on campus§ *(In-School Only)*				
Male	10	13	9	–
Female	9	7	7	–
Nonbinary	40		36	–
Something else	9			–

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

§*Past 12 months.*

Table A13.3

Cyberbullying by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying§				
Male	25	18	15	–
Female	33	25	18	–
Nonbinary	60		40	–
Something else	36			–

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

§*Past 12 months.*

Table A13.4

Substance Use by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use¶				
Male	3	15	26	–
Female	3	14	29	–
Nonbinary	0		70	–
Something else	9			–
Current marijuana use¶				
Male	1	7	14	–
Female	0	5	20	–
Nonbinary	0		50	–
Something else	0			–
Current binge drinking¶				
Male	0	2	11	–
Female	0	7	12	–
Nonbinary	0		30	–
Something else	0			–
Very drunk or "high" 7 or more times, ever				
Male	0	3	11	–
Female	0	3	15	–
Nonbinary	0		27	–
Something else	0			–
Been drunk or "high" on drugs at school, ever				
Male	0	2	5	–
Female	1	4	12	–
Nonbinary	0		36	–
Something else	0			–
Current alcohol use¶				
Male	2	9	23	–
Female	2	12	23	–
Nonbinary	0		40	–
Something else	9			–

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	0	1	3	–
Female	0	2	2	–
Nonbinary	10			–
Something else	9			–
Current cigarette smoking¶				
Male	0	1	4	–
Female	0	0	8	–
Nonbinary	0		18	–
Something else	0			–
Current vaping¶				
Male	2	4	8	–
Female	3	7	16	–
Nonbinary	10		36	–
Something else	0			–
Current tobacco vaping¶				
Male	1	3	6	–
Female	2	6	14	–
Nonbinary	0		20	–
Something else	0			–
Current marijuana vaping¶				
Male	1	3	7	–
Female	0	3	11	–
Nonbinary	0		20	–
Something else	0			–

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

¶*Past 30 days.*

Table A13.5

Routines by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast[|]				
Male	73	69	72	–
Female	63	65	63	–
Nonbinary	50		42	–
Something else	73			–
Bedtime (at 12 am or later)				
Male	7	17	30	–
Female	9	17	34	–
Nonbinary	50		17	–
Something else	27			–

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				–
Female				–
Nonbinary				–
Something else				–
Synchronous instruction (4 days or more)[‖]				
Male				–
Female				–
Nonbinary				–
Something else				–
Interest in schoolwork done from home[†]				
Male				–
Female				–
Nonbinary				–
Something else				–
Meaningful opportunities[‡]				
Male				–
Female				–
Nonbinary				–
Something else				–

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

[¶]*Past 30 days.*

[‖]*Past 7 days.*

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

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

Table A13.7
Social and Emotional Health by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress‡				
Male	14	16	24	–
Female	30	31	43	–
Nonbinary	74		60	–
Something else	49			–
Experienced chronic sadness/hopelessness§				
Male	16	17	30	–
Female	31	36	44	–
Nonbinary	80		73	–
Something else	64			–
Considered suicide§				
Male	5	8	12	–
Female	13	17	15	–
Nonbinary	60		64	–
Something else	18			–
Optimism‡				
Male	67	55	52	–
Female	51	45	39	–
Nonbinary	10		39	–
Something else	33			–
Life satisfaction⊤				
Male	75	74	69	–
Female	66	63	59	–
Nonbinary	42		38	–
Something else	58			–

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

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

§Past 12 months.

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

Appendix I

2022-23 CHKS Secondary Survey Response Rates

Eligible Schools	7th %	9th %	11th %	NT %
John Adams Middle	93			
Lincoln Middle	78			
Malibu High		82	72	
Malibu Middle	83			
Olympic High (Continuation)				
PBL High		36	29	
Santa Monica Alternative (K-8)	53			
Santa Monica High		67	58	

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2022-23 public school and 2021-22 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]
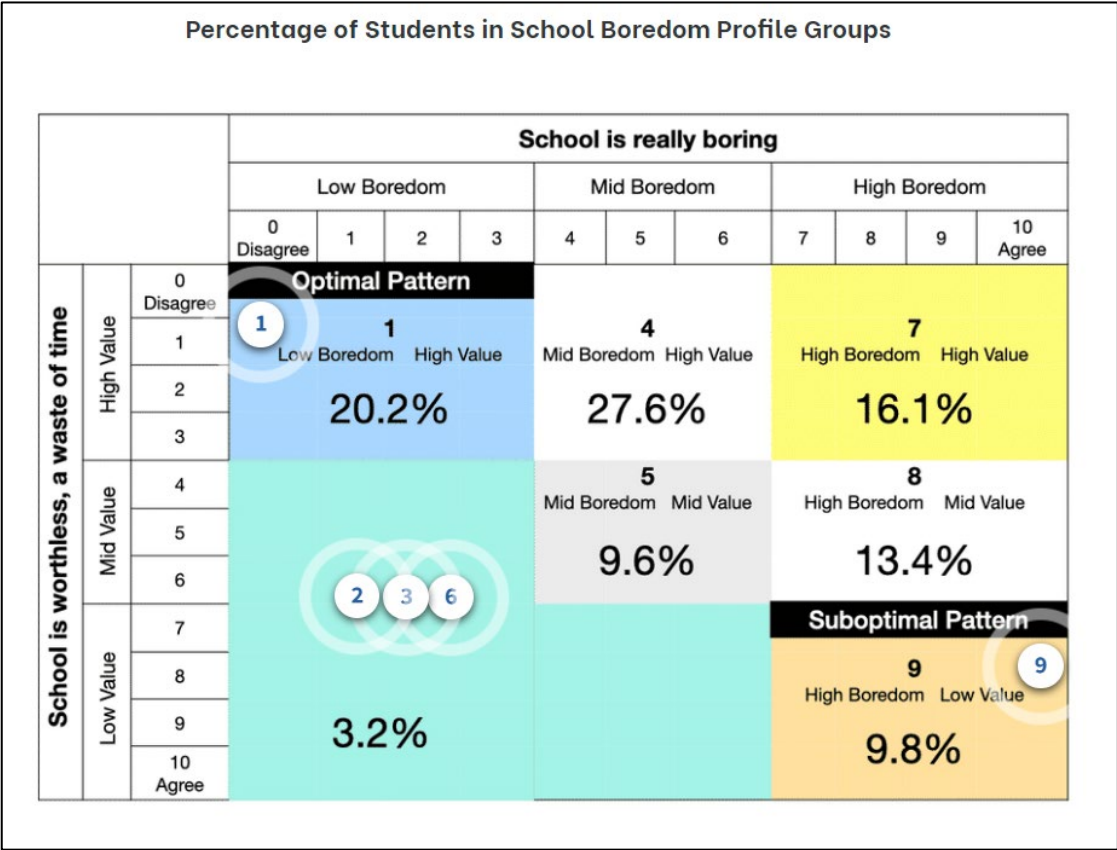
Students with high school boredom and low school-value, a suboptimal profile, report substantially poorer well-being than students with low boredom combined with elevated school-value, an optimal profile. Moreover, students with high school boredom and high school-value may be experiencing episodic or 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