

CALIFORNIA HEALTHY KIDS SURVEY



Santa Monica-Malibu Unified Secondary 2023-2024 Main Report

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

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Contents

	Page
List of Tables	III
PREFACE	IX
Survey Module Administration	1
A. Core Module Results	2
1. Survey Sample	2
2. Summary of Key Indicators	3
3. Demographics	5
4. Routines	13
5. Remote Schooling	14
6. School Performance, Engagement, and Supports	16
7. Social and Emotional Health	33
8. School Violence, Victimization, and Safety	38
9. Alcohol and Other Drug Use	45
10. Tobacco Use	57
11. Other Health Risks	66
12. Race/Ethnicity Breakdowns	67
13. Gender Breakdowns	83
14. Parental Education Breakdowns	93
15. English Learner Breakdowns	104
16. Long-Term English Learner (LTEL) Breakdowns	112
17. Special Education Breakdowns	120
18. Living Situation Breakdowns	130
B. Behavioral Health Module (Form A)	140
Alcohol and Other Drugs	140
1. Student Sample	140
2. Summary of Key Indicators	141
3. Alcohol, Tobacco, and Other Drug Consumption Patterns	142
4. Reasons for and Consequences of AOD Consumption	146
5. Supports to Reduce AOD Use	150
6. Availability	151
7. Influences on ATOD Use	153

B. Behavioral Health Module (Form B)	157
Other Behavioral Health Factors	157
1. Student Sample	157
2. Summary of Key Indicators	158
3. Behavioral Health Protective Factors	159
4. Resilience Assets	164
5. Student Wellness	165
6. Mental Health Supports	173
Appendix I	178
Appendix II	179

List of Tables

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

A6.6	High Expectations Scale Questions	20
A6.7	Meaningful Participation Scale Questions	21
A6.8	School Connectedness Scale Questions	22
A6.8	School Connectedness Scale Questions – Continued	23
A6.9	Academic Motivation Scale Questions	24
A6.10	Maintaining Focus on Schoolwork	25
A6.11	School Boredom and Value of School	26
A6.12A	School Boredom Profile Groups - 7th Grade	27
A6.12B	School Boredom Profile Groups - 9th Grade	28
A6.12C	School Boredom Profile Groups - 11th Grade	29
A6.12D	School Boredom Profile Groups - Non-Traditional	30
A6.13	Promotion of Parental Involvement Scale Questions	31
A6.14	Checking Student Progress	32
A6.15	Quality of School Physical Environment	32
7.	Social and Emotional Health	33
A7.1	Chronic Sad or Hopeless Feelings, Past 12 Months	33
A7.2	Seriously Considered Attempting Suicide, Past 12 Months	33
A7.3	Optimism Scale Questions	34
A7.4	Life Satisfaction Scale Questions	35
A7.4	Life Satisfaction Scale Questions – Continued	36
A7.5	Social Emotional Distress Scale Questions	37
8.	School Violence, Victimization, and Safety	38
A8.1	Perceived Safety at School	38
A8.2	Reasons for Harassment, Past 12 Months	39
A8.2	Reasons for Harassment, Past 12 Months – Continued	40
A8.3	School Violence Victimization Scale Questions	41
A8.3	School Violence Victimization Scale Questions – Continued	42
A8.4	School Violence Perpetration Scale Questions	43
A8.5	Threats and Injuries with Weapons at School, Past 12 Months	44
A8.6	Weapons Possession on School Property, Past 12 Months	44
9.	Alcohol and Other Drug Use	45
A9.1	Summary Measures of Level of AOD Use and Perceptions	45
A9.2	Summary of AOD Lifetime Use	46
A9.3	Lifetime AOD Use	47
A9.3	Lifetime AOD Use – Continued	48
A9.4	Methods of Marijuana Consumption	49
A9.5	Current AOD Use, Past 30 Days	50
A9.6	Frequency of Current AOD Use, Past 30 Days	51
A9.7	Lifetime Drunk or “High”	52
A9.8	Current AOD Use on School Property, Past 30 Days	53
A9.9	Lifetime Drunk or “High” on School Property	53
A9.10	Cessation Attempts	54
A9.11	Perceived Harm of AOD Use	55
A9.12	Perceived Difficulty of Obtaining Alcohol, Marijuana, and Prescription Drugs	56

10. Tobacco Use	57
A10.1 Summary of Key CHKS Tobacco Indicators	57
A10.2 Lifetime Tobacco Use	58
A10.3 Substances Ever Vaped	59
A10.4 Any Current Use and Daily Use	60
A10.5 Substances Vaped, Past 30 Days	61
A10.6 Current Tobacco Use, Past 30 Days	62
A10.7 Current Smoking on School Property, Past 30 Days	62
A10.8 Secondhand Smoke on School Property, Past 30 Days	63
A10.9 Cigarette Smoking and Vaping Cessation Attempts	63
A10.10 Perceived Harm of Cigarette Smoking	64
A10.11 Perceived Harm of Using Vape Products	64
A10.12 Perceived Difficulty of Obtaining Cigarettes and Vape Products	65
A10.13 School Bans Tobacco Use and Vaping	65
11. Other Health Risks	66
A11.1 Alone After School	66
A11.2 Gang Involvement	66
12. Race/Ethnicity Breakdowns	67
A12.1 School Engagement and Supports by Race/Ethnicity	67
A12.1 School Engagement and Supports by Race/Ethnicity – Continued	68
A12.1 School Engagement and Supports by Race/Ethnicity – Continued	69
A12.1 School Engagement and Supports by Race/Ethnicity – Continued	70
A12.2 School Safety by Race/Ethnicity	71
A12.2 School Safety by Race/Ethnicity – Continued	72
A12.2 School Safety by Race/Ethnicity – Continued	73
A12.3 Cyberbullying by Race/Ethnicity	73
A12.4 Substance Use by Race/Ethnicity	74
A12.4 Substance Use by Race/Ethnicity – Continued	75
A12.4 Substance Use by Race/Ethnicity – Continued	76
A12.4 Substance Use by Race/Ethnicity – Continued	77
A12.5 Routines by Race/Ethnicity	78
A12.6 Remote Schooling by Race/Ethnicity	79
A12.6 Remote Schooling by Race/Ethnicity – Continued	80
A12.7 Social and Emotional Health by Race/Ethnicity	81
A12.7 Social and Emotional Health by Race/Ethnicity – Continued	82
13. Gender Breakdowns	83
A13.1 School Engagement and Supports by Gender	83
A13.1 School Engagement and Supports by Gender – Continued	84
A13.1 School Engagement and Supports by Gender – Continued	85
A13.2 School Safety by Gender	86
A13.2 School Safety by Gender – Continued	87
A13.3 Cyberbullying by Gender	87
A13.4 Substance Use by Gender	88
A13.4 Substance Use by Gender – Continued	89
A13.5 Routines by Gender	90

A13.6	Remote Schooling by Gender	91
A13.7	Social and Emotional Health by Gender	92
14.	Parental Education Breakdowns	93
A14.1	School Engagement and Supports by Parental Education	93
A14.1	School Engagement and Supports by Parental Education – Continued	94
A14.1	School Engagement and Supports by Parental Education – Continued	95
A14.2	School Safety by Parental Education	96
A14.2	School Safety by Parental Education – Continued	97
A14.3	Cyberbullying by Parental Education	97
A14.4	Substance Use by Parental Education	98
A14.4	Substance Use by Parental Education – Continued	99
A14.4	Substance Use by Parental Education – Continued	100
A14.5	Routines by Parental Education	101
A14.6	Remote Schooling by Parental Education	102
A14.7	Social and Emotional Health by Parental Education	103
15.	English Learner Breakdowns	104
A15.1	School Engagement and Supports by English Learner Status	104
A15.1	School Engagement and Supports by English Learner Status – Continued	105
A15.2	School Safety by English Learner Status	106
A15.3	Cyberbullying by English Learner Status	107
A15.4	Substance Use by English Learner Status	107
A15.4	Substance Use by English Learner Status – Continued	108
A15.5	Routines by English Learner Status	109
A15.6	Remote Schooling by English Learner Status	110
A15.7	Social and Emotional Health by English Learner Status	111
16.	Long-Term English Learner (LTEL) Breakdowns	112
A16.1	School Engagement and Supports by English Learner (EL) Program Duration	112
A16.1	School Engagement and Supports by English Learner Program Duration – Continued	113
A16.2	School Safety by English Learner (EL) Program Duration	114
A16.3	Cyberbullying by English Learner (EL) Program Duration	115
A16.4	Substance Use by English Learner (EL) Program Duration	115
A16.4	Substance Use by English Learner (EL) Program Duration – Continued	116
A16.5	Routines by English Learner (EL) Program Duration	117
A16.6	Remote Schooling by English Learner (EL) Program Duration	118
A16.7	Social and Emotional Health by English Learner (EL) Program Duration	119
17.	Special Education Breakdowns	120
A17.1	School Engagement and Supports by Individualized Education Plan (IEP) Placement	120
A17.1	School Engagement and Supports by Individualized Ed. Plan Placement – Continued	121
A17.1	School Engagement and Supports by Individualized Ed. Plan Placement – Continued	122
A17.2	School Safety by Individualized Education Plan (IEP) Placement	123
A17.2	School Safety by Individualized Education Plan (IEP) Placement – Continued	124
A17.3	Cyberbullying by Individualized Education Plan (IEP) Placement	124
A17.4	Substance Use by Individualized Education Plan (IEP) Placement	125
A17.4	Substance Use by Individualized Education Plan (IEP) Placement – Continued	126

A17.5	Routines by Individualized Education Plan (IEP) Placement	127
A17.6	Remote Schooling by Individualized Education Plan (IEP) Placement	128
A17.7	Social and Emotional Health by Individualized Education Plan (IEP) Placement	129
18.	Living Situation Breakdowns	130
A18.1	School Engagement and Supports by Living Situation	130
A18.1	School Engagement and Supports by Living Situation – Continued	131
A18.1	School Engagement and Supports by Living Situation – Continued	132
A18.2	School Safety by Living Situation	133
A18.2	School Safety by Living Situation – Continued	134
A18.3	Cyberbullying by Living Situation	134
A18.4	Substance Use by Living Situation	135
A18.4	Substance Use by Living Situation – Continued	136
A18.5	Routines by Living Situation	137
A18.6	Remote Schooling by Living Situation	138
A18.7	Social and Emotional Health by Living Situation	139
B.	Behavioral Health Module (Form A)	140
	Alcohol and Other Drugs (AOD)	140
1.	Student Sample	140
B.I.1.1	Student Sample for AOD Indicators	140
2.	Summary of Key Indicators	141
B.I.2.1	Key Indicators of Alcohol and Other Drug Use	141
3.	Alcohol, Tobacco, and Other Drug Consumption Patterns	142
B.I.3.1	Lifetime Use of Heroin, Sedatives, Appetite Suppressants, and Prescription Stimulants	142
B.I.3.2	Age of Onset – AOD Use	143
B.I.3.3	Age of Onset – Tobacco Use	144
B.I.3.4	Usual Alcohol Consumption Level	144
B.I.3.5	Usual Drug Consumption Level	145
B.I.3.6	Driving Under the Influence Experiences, Lifetime	145
4.	Reasons for and Consequences of AOD Consumption	146
B.I.4.1	Reasons for AOD Use, Past 12 Months	146
B.I.4.2	Problems Caused by AOD Use	147
B.I.4.3	Alcohol or Other Drug Use Caused Dependency-Related Experiences	148
B.I.4.4	Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession	149
5.	Supports to Reduce AOD Use	150
B.I.5.1	Needed Counseling for Use	150
B.I.5.2	Likelihood of Finding Help at School for Quitting or Reducing Use	150
B.I.5.3	Talked with Parent About AOD Use, Past 12 Months	150
6.	Availability	151
B.I.6.1	Sources for Obtaining Alcohol	151
B.I.6.2	Sources for Obtaining Marijuana	152

7. Influences on ATOD Use	153
B.I.7.1 Personal Disapproval of AOD Use	153
B.I.7.2 Parent Disapproval of ATOD Use	154
B.I.7.3 Peer Disapproval of ATOD Use	155
B.I.7.4 Heard, Read, or Watched Any Anti-AOD Messages, Past 12 Months	156
B. Behavioral Health Module (Form B)	157
Other Behavioral Health Factors	157
1. Student Sample	157
B.II.1.1 Student Sample on Other Behavioral Health Factors	157
2. Summary of Key Indicators	158
B.II.2.1 Key Indicators of Other Behavioral Health Factors	158
3. Behavioral Health Protective Factors	159
B.II.3.1 Perceived Safety at Home and in Neighborhood	159
B.II.3.2 Emotional Safety at School Scale Questions	160
B.II.3.3 School Co-Regulation Supports Scale Questions	161
B.II.3.4 Home Adult Co-Regulation Supports Scale Questions	162
B.II.3.5 Peer Co-Regulation Supports Scale Questions	163
4. Resilience Assets	164
B.II.4.1 Emotion Regulation Scale Questions	164
5. Student Wellness	165
B.II.5.1 Responses to Trauma Scale Questions	165
B.II.5.1 Responses to Trauma Scale Questions – Continued	166
B.II.5.2 Post-Traumatic Stress (PTS) Profile, Past 30 Days	166
B.II.5.3 Stress Associated Health Symptoms Scale Questions	167
B.II.5.3 Stress Associated Health Symptoms Scale Questions – Continued	168
B.II.5.4 Loneliness Scale Questions	169
B.II.5.5 Body Image	170
B.II.5.6 Weight Management	170
B.II.5.7 Disordered Eating Behavior	171
B.II.5.8 Self-Harm, Past 12 Months	172
6. Mental Health Supports	173
B.II.6.1 Availability of Mental Health Supports at School, Past Year	173
B.II.6.2 Mental Health Help-Seeking Attitude	173
B.II.6.3 Mental Health Help-Seeking Attitude Toward Peers	174
B.II.6.4 Mental Health Services Usage, Past Year	175
B.II.6.5 Barriers to Using Mental Health Services	176
B.II.6.6 School Promotion of Mental Health Awareness	177
Appendix I	178
Appendix II	179

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 2023-24 *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 technical advisor team offers 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.

Behavioral Health Module (Supplementary)

The Behavioral Health Module (BHM) is a multiform survey module that assesses secondary student well-being indicators (i.e., social isolation, body image and disordered eating, responses to trauma, stress-associated health conditions, and precursors to and consequences of substance use) and protective factors (i.e., home adult supports, peer supports, and school mental health supports). This module assesses almost all of the measures that were assessed on the 2022-23 Mental Health Supports Module, Student Trauma Module, and Alcohol and Other Drugs (AOD) Module—which have been discontinued. The BHM assesses more content while minimizing the survey length for individual students by using a multiform instrument. Students are randomly administered one of two BHM survey forms to reduce survey burden and collect representative data on more aspects of behavioral health. Because the BHM is administered to all schools participating in the Biennial State CHKS, statewide comparison data will be available for all BHM results.

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.

LCAP Subgroup Results

Summary tables provide key findings (e.g., safety, school connectedness, bullying and harassment, developmental supports) disaggregated by each of the LCAP subgroups (race/ethnic subgroups, socioeconomically disadvantaged students, English learners and long-term English learners, students with disabilities, students in foster care, and unhoused youth). Results are also disaggregated by gender. Districts can subscribe to the District CalSCHLS data dashboard to disaggregate their CHKS results by these and other factors (i.e., students who report different levels of caring relations with adults at school).

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 Modules, trends over time, and disparities in survey outcomes across subgroups. Group differences across LCAP subgroups and other characteristics (e.g., chronic sadness) can be examined. 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 11 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 many other characteristics (LCAP subgroups, chronic sadness, caring relationships); 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 ca-safe-supportive-schools.wested.org/subscribe/.
- 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 technical advisor team. 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 technical advisor (calschls.org/contact) 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 technical advisor 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 technical advisor (calschls.org/contact) 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 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, Mental Health Reports, and School Boredom Reports

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school. Four 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/#slcr)
- A graphic **Mental Health Report** that describes key indicators of mental health by grade level and by survey administration year (calschls.org/reports-data/#slcr)
- A **School Boredom Report** that describes how much students value school and how bored they feel at school (calschls.org/reports-data/#slcr)

Disaggregated Reports

CalSCHLS staff 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				✓	

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Thomas Hanson, Ph.D.
CalSCHLS Director, WestEd

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

Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	696	677	782	34
Final number	605	600	595	5
Response Rate	87%	89%	76%	15%

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

Table A1.2

Number of Respondents by Instructional Model

	Grade 7	Grade 9	Grade 11	NT
In-school learning only	600	596	591	5
Remote learning only	5	4	4	0

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness ^{†#} (<i>In-School Only</i>)	69	64	65		A6.4
School connectedness ^{†ψ} (<i>Remote Only</i>)					A6.4
Academic motivation [†]	69	65	64		A6.4
School is really boring [±]	34	37	41		A6.11
School is worthless and a waste of time [±]	13	12	10		A6.11
Monthly Absences (3 or more)	14	13	17		A6.2
Maintaining focus on schoolwork ^{†Γ}	42	33	24		A6.10
Caring adult relationships [‡]	68	63	66		A6.4
High expectations-adults in school [‡]	79	74	73		A6.4
Meaningful participation [‡]	32	27	26		A6.4
Facilities upkeep ^{†Φ}	43	57	49		A6.15
Promotion of parental involvement in school [†]	63	50	47		A6.4
School Safety and Cyberbullying					
School perceived as very safe or safe ^Φ	72	70	71		A8.1
Experienced any harassment or bullying [§]	33	26	21		A8.2
Had mean rumors or lies spread about you [§]	36	26	26		A8.3
Been afraid of being beaten up ^{§Φ}	15	11	8		A8.3
Been in a physical fight ^{§Φ}	12	6	4		A8.4
Seen a weapon on campus ^{§Φ}	6	8	8		A8.6
Cyberbullying [§]	28	23	20		A8.3

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

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

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

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

[±] Rating of 7 or higher.

^Γ Survey question was reverse-coded.

^Φ 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 Schooling, and Student Well-Being**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Substance Use					
Current alcohol or drug use [¶]	4	12	28		A9.5
Current tobacco use [¶]	1	7	10		A10.6
Current marijuana use [¶]	1	8	18		A9.5
Current binge drinking [¶]	0	5	12		A9.5
Very drunk or “high” 7 or more times, ever	1	6	12		A9.7
Been drunk or “high” on drugs at school, ever	1	5	10		A9.9
Current cigarette smoking [¶]	1	2	7		A10.4
Current use of vape products [¶]	1	8	11		A10.4
Current tobacco vaping [¶]	1	6	8		A10.5
Current marijuana vaping [¶]	1	6	8		A10.5
Routines					
Eating of breakfast	74	65	67		A4.1
Bedtime (at 12 am or later)	11	17	36		A4.2
Remote Schooling					
Remote learning frequency (5 days per week) ^{¶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 [‡]	19	24	32		A7.5
Experienced chronic sadness/hopelessness [§]	21	27	35		A7.1
Considered suicide [§]	10	11	13		A7.2
Optimism [‡]	63	51	44		A7.3
Life satisfaction [‡]	76	66	64		A7.4

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

[¶]Past 30 days.

[|]Today.

^δRemote only.

[¶]Past 7 days.

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

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

[§]Past 12 months.

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

3. Demographics

Table A3.1

School Schedule, Past 30 Days

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

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

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

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

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

Table A3.2

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	48	54	49	
Female	49	44	49	
Nonbinary	2	1	1	
Something else	2	2	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)	81	81	74	
Lesbian or Gay	4	2	3	
Bisexual	5	5	11	
Something else	2	3	2	
Not sure	6	6	5	
Decline to respond	3	4	5	

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I am not transgender	92	93	94	
Yes, I am transgender	2	3	2	
I am not sure if I am transgender	4	2	1	
Decline to respond	3	3	3	

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	0	0	0	
Asian or Asian American, non-Hispanic	8	7	5	
Black or African American, non-Hispanic	8	8	5	
Hispanic or Latinx	27	32	30	
Native Hawaiian or Pacific Islander, non-Hispanic	0	0	0	
White, non-Hispanic	35	39	43	
Multiracial, non-Hispanic	15	12	15	
Something else, non-Hispanic	8	2	2	

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

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

Table A3.6***Living Arrangements and Housing Status***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parent or guardian	91	96	98	
Other relative's home	1	0	0	
A home with more than one family	3	1	0	
Friend's home	1	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	1	0	0	
Other living arrangement	4	2	1	

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
Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Home with one or more parent or guardian	91	96	98	
Foster home	0	0	0	
Homeless	1	1	0	
Other living arrangement	7	3	1	

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

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

Category “Homeless” includes “Friend’s home,” “Hotel or motel,” and “Shelter, car, campground, or other transitional or temporary housing.”

Category “Other living arrangement” includes “Other relative’s home,” “A home with more than one family,” and “Other living arrangement.”

Table A3.8
Parental Education

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	2	8	6	
Graduated from high school	7	8	9	
Attended college but did not complete four-year degree	5	7	9	
Graduated from college	69	65	68	
Don’t know	16	12	8	

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 A3.9***Special Education Services***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	75	78	79	
Yes	9	11	15	
Don't know	14	9	4	
Prefer not to say	2	2	2	

Question HS/MS A.15: Do you have an IEP (Individualized Education Plan) or get special education services?

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

Table A3.10***English Learner Program Designation***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	79	79	88	
Yes	5	5	2	
Don't know	16	16	10	

Question HS/MS A.13: Are you in the English Learner Program at school?

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

Table A3.11***English Learner (EL) Program Duration and Long-Term English Learner (LTEL) Status***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Not currently in English Learner Program	94	95	98	
Less than 7 years (EL)	2	3	2	
7 years or more (LTEL)	3	2	1	

Question HS/MS A.13, 14: Are you in the English Learner Program at school?... How many years have you been in the English Learner Program across all schools you've attended?

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

Category "Less than 7 years (EL)" includes responses "Less than 3 years," "3 to 4 years," and "5 to 6 years."

Table A3.12
Language Spoken at Home

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
English	77	76	82	
Spanish	8	12	10	
Mandarin	1	1	1	
Cantonese	0	0	0	
Taiwanese	0	0	0	
Tagalog	0	1	0	
Vietnamese	0	0	0	
Korean	1	1	1	
Arabic	1	1	1	
Other	11	9	5	

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 A3.13***English Language Proficiency Among Students Speaking a Language Other Than English at Home***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>How well do you...</i>				
understand English?				
Very well	86	82	86	
Well	9	17	12	
Not well	2	1	1	
Not at all	4	0	1	
speak English?				
Very well	80	74	76	
Well	14	23	23	
Not well	3	3	0	
Not at all	4	1	1	
read English?				
Very well	79	70	69	
Well	14	25	30	
Not well	3	5	0	
Not at all	4	0	1	
write English?				
Very well	71	67	63	
Well	23	28	35	
Not well	2	4	1	
Not at all	4	1	1	
<i>English Language Proficiency Status</i>				
Proficient	79	69	68	
Not proficient	21	31	32	

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 A3.14***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	73	85	90	
1 day	6	2	3	
2 days	6	3	1	
3 days	4	2	2	
4 days	4	1	1	
5 days	7	7	4	

Question HS/MS A.19: 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 A3.15***Military Connections***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	95	96	98	
Yes	2	2	1	
Don't know	3	2	1	

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	26	35	33	
Yes	74	65	67	

Question HS/MS A.17: Did you eat breakfast today?

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

Table A4.2

Bedtime

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Before 7:00 pm	1	0	1	
7:00-7:59 pm	1	0	0	
8:00-8:59 pm	10	3	2	
9:00-9:59 pm	32	18	7	
10:00-10:59 pm	31	36	27	
11:00-11:59 pm	15	25	27	
12:00-12:59 am	6	10	20	
After 1:00 am	5	7	16	
<i>Bedtime at 12 am or later</i>	11	17	36	

Question HS/MS A.16: What time did you go to bed last night?

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

5. Remote Schooling

Table A5.1

Remote Schooling 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.20-22: 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 Schooling (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.49: 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.40: 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	47	39	32	
A's and B's	36	36	40	
Mostly B's	5	6	9	
B's and C's	9	14	15	
Mostly C's	1	3	2	
C's and D's	1	2	2	
Mostly D's	0	0	0	
Mostly F's	0	0	0	

Question HS/MS A.24: 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	49	46	42	
1 day	22	23	23	
2 days	14	18	17	
3 or more days	14	13	17	

Question HS/MS A.18, 23: In the past 30 days, how often did you miss an entire day of school for any reason? [In-School only]. In the past 30 days, how often did you miss an entire day of remote learning classes for any reason? [Remote only]

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I didn't miss any school	50	43	39	
Illness (feeling physically sick), including problems with breathing or your teeth	39	47	48	
Were being bullied or mistreated at school <i>(In-School Only)</i>	1	1	0	
Felt very sad, hopeless, anxious, stressed, or angry	6	8	13	
Didn't get enough sleep	7	10	16	
Didn't feel safe at school or going to and from school <i>(In-School Only)</i>	1	1	1	
Had to take care of or help a family member or friend	3	4	2	
Wanted to spend time with friends	2	2	1	
Used alcohol or drugs	1	0	1	
Were behind in schoolwork or weren't prepared for a test or class assignment	2	4	12	
Were bored or uninterested in school	3	5	6	
Had no transportation to school <i>(In-School Only)</i>	1	1	2	
Other reason	14	13	12	

Question HS/MS A.25, 26: 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	59	55	55		
Caring adults in school [‡]	68	63	66		A6.5
High expectations-adults in school [‡]	79	74	73		A6.6
Meaningful participation at school [‡]	32	27	26		A6.7
School connectedness ^{†#} <i>(In-School Only)</i>	69	64	65		A6.8
School connectedness ^{†ψ} <i>(Remote Only)</i>					A6.8
Academic motivation [†]	69	65	64		A6.9
Promotion of parental involvement in school [†]	63	50	47		A6.13

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

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

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

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	68	63	66	
<i>There is a teacher or some other adult from my school... who really cares about me.</i>				
Not at all true	10	8	8	
A little true	22	32	26	
Pretty much true	40	40	39	
Very much true	27	20	27	
<i>who notices when I’m not there.</i>				
Not at all true	12	11	12	
A little true	27	32	27	
Pretty much true	34	37	35	
Very much true	27	20	27	
<i>who listens to me when I have something to say.</i>				
Not at all true	8	6	7	
A little true	17	24	23	
Pretty much true	37	41	40	
Very much true	37	30	31	

Question HS/MS A.47, 50, 53: There is a teacher or some other adult from my school... who really cares about me... who notices when I’m not there... who listens to me when I have something to say.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	79	74	73	
<i>There is a teacher or some other adult from my school... who tells me when I do a good job.</i>				
Not at all true	6	7	7	
A little true	17	21	23	
Pretty much true	40	41	39	
Very much true	36	30	31	
<i>who always wants me to do my best.</i>				
Not at all true	5	3	3	
A little true	12	15	17	
Pretty much true	30	42	38	
Very much true	53	39	42	
<i>who believes that I will be a success.</i>				
Not at all true	7	9	8	
A little true	15	24	22	
Pretty much true	36	36	39	
Very much true	42	31	31	

Question HS/MS A.48, 51, 54: There is a teacher or some other adult from my school... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.

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

Table A6.7

Meaningful Participation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation at school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	32	27	26	
<i>At school/When I participate in school,...</i>				
I do interesting activities.				
Not at all true	8	12	13	
A little true	32	32	32	
Pretty much true	37	35	35	
Very much true	22	21	21	
I help decide things like class activities or rules.				
Not at all true	41	49	52	
A little true	35	31	29	
Pretty much true	15	15	15	
Very much true	9	5	4	
I do things that make a difference.				
Not at all true	26	29	36	
A little true	41	44	40	
Pretty much true	21	21	17	
Very much true	12	6	7	
I have a say in how things work.				
Not at all true	38	41	48	
A little true	37	37	32	
Pretty much true	14	16	14	
Very much true	10	6	6	
I help decide school activities or rules.				
Not at all true	60	62	66	
A little true	23	25	22	
Pretty much true	9	9	9	
Very much true	8	4	3	

Question HS/MS A.55-64: At school [In-School only],... When I participate in school [Remote only],... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference... I have a say in how things work... I help decide school activities or rules.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School connectedness[#] (<i>In-School Only</i>)				
<i>Average reporting “Agree” or “Strongly agree”</i>	69	64	65	
School connectedness^ψ (<i>Remote Only</i>)				
<i>Average reporting “Agree” or “Strongly agree”</i>				
I feel close to people at/from this school.				
Strongly disagree	4	3	3	
Disagree	3	5	6	
Neither disagree nor agree	14	24	18	
Agree	46	49	49	
Strongly agree	34	19	25	
I am happy with/to be at this school.				
Strongly disagree	6	5	5	
Disagree	3	5	7	
Neither disagree nor agree	21	24	25	
Agree	44	49	49	
Strongly agree	25	17	14	
I feel like I am part of this school.				
Strongly disagree	6	4	4	
Disagree	4	6	8	
Neither disagree nor agree	22	33	30	
Agree	45	41	47	
Strongly agree	22	16	12	

Question HS/MS A.27-34: How strongly do you agree or disagree with the following statements?... I feel close to people at this school. [In-School only]... I feel close to people from this school. [Remote only]... I am happy to be at this school. [In-School only]... I am happy with this school. [Remote only]... I feel like I am part of this school.... The teachers at this school treat students fairly. [In-School only]... The teachers treat students fairly. [Remote only]... I feel safe in my school. [In-School only]

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
The teachers at this school treat students fairly/The teachers treat students fairly.				
Strongly disagree	6	4	2	
Disagree	8	6	10	
Neither disagree nor agree	25	27	25	
Agree	43	49	54	
Strongly agree	18	15	8	
I feel safe in my school. <i>(In-School Only)</i>				
Strongly disagree	4	2	3	
Disagree	5	5	6	
Neither disagree nor agree	21	28	24	
Agree	46	47	55	
Strongly agree	24	18	12	

Question HS/MS A.32-34 How strongly do you agree or disagree with the following statements?... The teachers at this school treat students fairly. [In-School only]... The teachers treat students fairly. [Remote only]...I feel safe in my school. [In-School only]

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Academic motivation				
<i>Average reporting “Agree” or “Strongly agree”</i>	69	65	64	
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	3	1	1	
Disagree	2	3	3	
Neither disagree nor agree	10	14	14	
Agree	41	47	49	
Strongly agree	45	35	33	
I try hard on my schoolwork because I am interested in it.				
Strongly disagree	8	7	8	
Disagree	16	18	23	
Neither disagree nor agree	35	33	33	
Agree	27	28	27	
Strongly agree	14	13	9	
I work hard to try to understand new things when doing my schoolwork.				
Strongly disagree	4	3	2	
Disagree	8	9	9	
Neither disagree nor agree	20	27	28	
Agree	41	42	44	
Strongly agree	27	20	17	
I am always trying to do better in my schoolwork.				
Strongly disagree	2	2	1	
Disagree	2	4	4	
Neither disagree nor agree	16	18	20	
Agree	40	47	48	
Strongly agree	40	29	27	

Question HS/MS A.41-44: 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	15	8	5	
Disagree	27	25	20	
Neither disagree nor agree	26	28	21	
Agree	19	26	34	
Strongly agree	13	14	21	

Question HS/MS A.39: How strongly do you agree or disagree with the following statements?... It is hard for me to stay focused when doing my schoolwork.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School boredom				
Low (0-3)	29	20	20	
Medium (4-6)	37	43	39	
High (7-10)	34	37	41	
Value of school				
High (0-3)	70	68	66	
Medium (4-6)	18	21	24	
Low (7-10)	13	12	10	

Question HS/MS A.45, 46: How strongly do you agree or disagree with the following statements?... School is really boring... School is worthless and a waste of time.

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

Table A6.12A

School Boredom Profile Groups - 7th Grade

		School is really boring (Grade 7)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value			Mid Boredom & High Value			High Boredom & High Value				
	1	27%			27%			15%				
	2											
	3											
	4	Low Boredom & Mid Value [̄]			Mid Boredom & Mid Value			High Boredom & Mid Value				
	5				8%			9%				
	6											
	7											
	8	Low Boredom & Low Value [̄]			Mid Boredom & Low Value [̄]			High Boredom & Low Value				
	9							10%				
	10 Strongly Agree											

Question HS/MS A.45, 46: How strongly do you agree or disagree with the following statements?... School is really boring... School is worthless and a waste of time.

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

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

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

Table A6.12B

School Boredom Profile Groups - 9th Grade

		School is really boring (Grade 9)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value			Mid Boredom & High Value			High Boredom & High Value				
	1	19%			33%			16%				
	2											
	3											
	4	Low Boredom &			Mid Boredom &			High Boredom &				
	5	Mid Value [̄]			Mid Value			Mid Value				
	6				8%			11%				
	7											
	8	Low Boredom &			Mid Boredom &			High Boredom &				
	9	Low Value [̄]			Low Value [̄]			Low Value				
	10 Strongly Agree							10%				

Question HS/MS A.45, 46: How strongly do you agree or disagree with the following statements?... School is really boring... School is worthless and a waste of time.

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

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

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

Table A6.12C

School Boredom Profile Groups - 11th Grade

		School is really boring (Grade 11)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value			Mid Boredom & High Value			High Boredom & High Value				
	1	19%			29%			18%				
	2											
	3											
	4	Low Boredom & Mid Value [̄]			Mid Boredom & Mid Value			High Boredom & Mid Value				
	5				8%			15%				
	6											
	7											
	8	Low Boredom & Low Value [̄]			Mid Boredom & Low Value [̄]			High Boredom & Low Value				
	9							8%				
	10 Strongly Agree											

Question HS/MS A.45, 46: How strongly do you agree or disagree with the following statements?... School is really boring... School is worthless and a waste of time.

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

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

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

Table A6.12D

School Boredom Profile Groups - Non-Traditional

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

Question HS/MS A.45, 46: How strongly do you agree or disagree with the following statements?... School is really boring... School is worthless and a waste of time.

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Promotion of parental involvement in school				
<i>Average reporting “Agree” or “Strongly agree”</i>	63	50	47	
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	3	3	2	
Disagree	4	7	11	
Neither disagree nor agree	27	34	31	
Agree	49	44	46	
Strongly agree	17	12	10	
Parents feel welcome to participate at this school.				
Strongly disagree	4	2	2	
Disagree	3	5	11	
Neither disagree nor agree	31	45	42	
Agree	45	36	38	
Strongly agree	17	12	7	
School staff take parent concerns seriously.				
Strongly disagree	5	3	4	
Disagree	6	7	14	
Neither disagree nor agree	30	45	42	
Agree	43	34	34	
Strongly agree	16	11	6	

Question HS/MS A.36-38: 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	19	20	23	
A little true	26	33	31	
Pretty much true	30	29	27	
Very much true	26	18	19	

Question HS/MS A.52: There is a teacher or some other adult from my school... who checks on how I am feeling.
Note: Cells are empty if there are less than 10 respondents.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	6	4	5	
Disagree	19	9	17	
Neither disagree nor agree	31	31	29	
Agree	36	48	44	
Strongly agree	7	9	5	

Question HS/MS A.35: 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	79	73	65	
Yes	21	27	35	

Question HS A.153/MS A.146: 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	89	87	
Yes	10	11	13	

Question HS A.154/MS A.147: During the past 12 months, did you ever seriously consider attempting suicide?

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

Table A7.3***Optimism Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Optimism				
<i>Average reporting “Pretty much true” or “Very much true”</i>	63	51	44	
Each day I look forward to having a lot of fun.				
Not at all true	10	16	24	
A little true	27	36	36	
Pretty much true	35	33	27	
Very much true	28	15	13	
I usually expect to have a good day.				
Not at all true	12	17	24	
A little true	25	31	32	
Pretty much true	39	36	32	
Very much true	24	15	12	
Overall, I expect more good things to happen to me than bad things.				
Not at all true	13	17	24	
A little true	24	27	27	
Pretty much true	34	36	32	
Very much true	29	19	16	

Question HS A.160-162/MS A.153-155: Please tell us how true each statement is of you... Each day I look forward to having a lot of fun... I usually expect to have a good day... Overall, I expect more good things to happen to me than bad things.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Life satisfaction				
<i>Average reporting “Satisfied” or “Very satisfied”</i>	76	66	64	
<i>I would describe my satisfaction with...</i>				
my family life as...				
Very dissatisfied	2	2	5	
Dissatisfied	3	4	5	
A little dissatisfied	3	7	7	
A little satisfied	6	12	10	
Satisfied	30	37	34	
Very satisfied	56	39	39	
my friendships as...				
Very dissatisfied	1	1	3	
Dissatisfied	1	4	3	
A little dissatisfied	4	7	7	
A little satisfied	12	15	14	
Satisfied	37	40	41	
Very satisfied	44	33	31	
my school experience as...				
Very dissatisfied	5	5	5	
Dissatisfied	4	6	9	
A little dissatisfied	9	13	17	
A little satisfied	25	30	26	
Satisfied	36	34	35	
Very satisfied	21	12	8	

Question HS A.163-165/MS A.156-158: Please describe your level of satisfaction below. I would describe my satisfaction with... my family life as... my friendships as... my school experience as...

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>I would describe my satisfaction with...</i>				
myself as...				
Very dissatisfied	5	6	8	
Dissatisfied	4	7	9	
A little dissatisfied	7	13	12	
A little satisfied	14	19	20	
Satisfied	32	35	34	
Very satisfied	39	20	17	
where I live as...				
Very dissatisfied	2	2	3	
Dissatisfied	1	2	2	
A little dissatisfied	2	5	4	
A little satisfied	8	9	9	
Satisfied	28	42	40	
Very satisfied	57	41	42	

Question HS A.166, 167/MS A.159, 160: Please describe your level of satisfaction below. I would describe my satisfaction with... myself as... where I live as...

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress				
<i>Average reporting “Pretty much true” or “Very much true”</i>	19	24	32	
I had a hard time relaxing.				
Not at all true	49	40	31	
A little true	32	34	33	
Pretty much true	12	17	20	
Very much true	7	9	16	
I felt sad and down.				
Not at all true	51	41	31	
A little true	29	32	34	
Pretty much true	11	16	18	
Very much true	9	12	16	
I was easily irritated.				
Not at all true	43	34	27	
A little true	25	30	29	
Pretty much true	16	20	23	
Very much true	16	15	21	
It was hard for me to cope and I thought I would panic.				
Not at all true	71	60	54	
A little true	16	21	21	
Pretty much true	6	12	13	
Very much true	7	7	12	
It was hard for me to get excited about anything.				
Not at all true	72	58	54	
A little true	18	27	24	
Pretty much true	6	10	12	
Very much true	4	5	10	

Question HS A.155-159/MS A.148-152: 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	20	17	18	
Safe	52	53	52	
Neither safe nor unsafe	22	26	24	
Unsafe	4	3	4	
Very unsafe	2	1	2	

Question HS A.117/MS A.110: How safe do you feel when you are at school?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	81	89	91	
1 time	7	5	3	
2 or more times	12	6	5	
Religion				
0 times	91	96	94	
1 time	4	2	2	
2 or more times	5	2	4	
Gender				
0 times	91	95	93	
1 time	3	2	2	
2 or more times	6	3	5	
Because you are gay, lesbian, or bisexual or someone thought you were				
0 times	92	96	94	
1 time	4	1	3	
2 or more times	5	3	3	
A physical or mental disability				
0 times	93	96	96	
1 time	3	1	1	
2 or more times	4	2	3	
Any of the above five reasons	28	20	17	

Question HS A.137-141, 144-148/MS A.130-134, 137-141: 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, Past 12 Months – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
You are an immigrant or someone thought you were				
0 times	96	96	97	
1 time	2	2	1	
2 or more times	3	2	2	
Any other reason				
0 times	81	87	90	
1 time	5	5	3	
2 or more times	14	8	7	
Any harassment	33	26	21	

Question HS A.137-150/MS A.130-143: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin [In-school only]... Your religion [In-school only]... Your gender [In-school only]... Because you are gay, lesbian, or bisexual or someone thought you were [In-school only]... A physical or mental disability [In-school only]... You are an immigrant or someone thought you were [In-school only]... Any other reason [In-school only]... During the past 12 months, how many times did students from your school harass you or bully you for any of the following reasons?... Your race, ethnicity, or national origin [Remote only]... Your religion [Remote only]... Your gender [Remote only]... Because you are gay, lesbian, or bisexual or someone thought you were [Remote only]... A physical or mental disability [Remote only]... You are an immigrant or someone thought you were [Remote only]... Any other reason. [Remote only]

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

Table A8.3

School Violence Victimization Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School violence victimization (<i>In-School Only</i>)				
Average reporting “1 or more times”	27	19	17	
<i>During the past 12 months, how many times on school property have you...</i>				
been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around? (<i>In-School Only</i>)				
0 times	75	86	92	
1 time	12	9	4	
2 to 3 times	7	2	2	
4 or more times	6	2	2	
been afraid of being beaten up? (<i>In-School Only</i>)				
0 times	85	89	92	
1 time	7	7	5	
2 to 3 times	5	3	1	
4 or more times	3	1	2	
<i>During the past 12 months, how many times have you...</i>				
had mean rumors or lies spread about you?				
0 times	64	74	74	
1 time	15	13	12	
2 to 3 times	12	7	9	
4 or more times	9	6	5	
had sexual jokes, comments, or gestures made to you?				
0 times	71	79	78	
1 time	10	8	8	
2 to 3 times	5	6	6	
4 or more times	14	8	9	

Question HS A.118, 119, 121, 122, 133, 134/MS A.111, 112, 114, 115, 126, 127: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around? [In-school only]... been afraid of being beaten up? [In-school only]... had mean rumors or lies spread about you? [In-school only]... had sexual jokes, comments, or gestures made to you? [In-School only]... During the past 12 months, how many times did students from your school... spread mean rumors or lies spread about you? [Remote only]... make sexual jokes, comments, or gestures toward you? [Remote only]

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

Table A8.3

School Violence Victimization Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you/did students from your school... had your property stolen or deliberately damaged? (In-School Only)</i>				
0 times	87	91	92	
1 time	8	6	5	
2 to 3 times	2	3	1	
4 or more times	2	1	1	
<i>been made fun of because of your looks or the way you talk?</i>				
0 times	63	71	77	
1 time	15	11	10	
2 to 3 times	9	10	5	
4 or more times	13	8	7	
<i>been made fun of, insulted, or called names?</i>				
0 times	64	76	82	
1 time	12	8	6	
2 to 3 times	9	6	5	
4 or more times	15	10	7	
<i>During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?</i>				
0 times (never)	72	77	80	
1 time	12	12	9	
2 to 3 times	10	6	8	
4 or more times	6	5	3	

Question HS A.123, 124, 132, 135, 136, 151/MS A.116, 117, 125, 128, 129, 144: During the past 12 months, how many times on school property have you... been made fun of because of your looks or the way you talk? [In-school only]... had your property stolen or deliberately damaged, such as your car, clothing, or books? [In-school only]... been made fun of, insulted, or called names? [In-school only]... During the past 12 months, how many times did students from your school... make fun of you because of your looks or the way you talk? [Remote only]...make fun of you, insult you, or call you names? [Remote only]... During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?

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

Table A8.4

School Violence Perpetration Scale Questions (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School violence perpetration				
<i>Average reporting “1 or more times”</i>	5	4	5	
<i>During the past 12 months, how many times on school property have you... been in a physical fight?</i>				
0 times	88	94	96	
1 time	8	4	3	
2 to 3 times	3	1	1	
4 or more times	2	1	1	
<i>been offered, sold, or given an illegal drug?</i>				
0 times	95	88	86	
1 time	3	5	5	
2 to 3 times	1	4	4	
4 or more times	1	2	6	
<i>damaged school property on purpose?</i>				
0 times	95	97	97	
1 time	3	2	1	
2 to 3 times	1	1	1	
4 or more times	1	1	1	
<i>carried a gun?</i>				
0 times	98	100	99	
1 time	1	0	0	
2 to 3 times	0	0	0	
4 or more times	1	0	1	
<i>carried any other weapon (such as a knife or club)?</i>				
0 times	97	99	98	
1 time	1	1	1	
2 to 3 times	1	0	0	
4 or more times	1	0	1	

Question HS A.120, 125-128/MS A.113, 118-121: During the past 12 months, how many times on school property have you... been in a physical fight?... been offered, sold, or given an illegal drug?... damaged school property on purpose?... carried a gun?... carried any other weapon (such as a knife or club)?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
been threatened with harm or injury?				
0 times	90	95	96	
1 time	4	3	2	
2 to 3 times	3	1	1	
4 or more times	2	1	1	
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	96	98	98	
1 time	4	2	1	
2 to 3 times	0	0	1	
4 or more times	1	0	0	

Question HS A.129, 131/MS A.122, 124: During the past 12 months, how many times on school property have you... been threatened or injured with a weapon (gun, knife, club, etc.)?... been threatened with harm or injury?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
seen someone carrying a gun, knife, or other weapon?				
0 times	94	92	92	
1 time	3	5	5	
2 to 3 times	2	2	2	
4 or more times	1	1	1	

Question HS A.130/MS A.123: 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” [^]	10	25	43		A9.2
Lifetime alcohol or drug use	10	26	43		A9.2
Lifetime marijuana use	2	13	28		A9.2
Lifetime very drunk or high (7 or more times)	1	6	12		A9.7
Current alcohol or drug use [¶]	4	12	28		A9.5
Current marijuana use [¶]	1	8	18		A9.5
Current heavy drug use [¶]	1	5	10		A9.5
Current heavy alcohol use (binge drinking) [¶]	0	5	12		A9.5
Current alcohol or drug use on school property ^{¶Φ}	2	4	7		A9.8
Harmfulness of occasional marijuana use ^B	41	28	22		A9.11
Difficulty of obtaining marijuana ^C	21	8	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	7	20	38	
Marijuana	2	13	28	
Inhalants	4	3	3	
Cocaine, methamphetamine, or any amphetamines	na	1	1	
Ecstasy, LSD, or other psychedelics	na	4	7	
Prescription pain medication (opioids)	na	3	3	
Cold/cough medicines or other over-the-counter medicines to get “high”	na	4	2	
Any other drug, pill, or medicine to get “high”	1	2	3	
Any of the above AOD use	10	26	43	
Any illicit AOD use to get “high”[^]	10	25	43	

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

[^]Excludes prescription pain medication.

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	93	80	62	
1 time	5	6	5	
2 to 3 times	2	6	8	
4 or more times	1	8	24	
Marijuana (smoke, vape, eat, or drink)				
0 times	98	87	72	
1 time	1	4	4	
2 to 3 times	1	2	5	
4 or more times	1	8	19	
Inhalants				
0 times	96	97	97	
1 time	1	1	1	
2 to 3 times	1	1	1	
4 or more times	1	1	1	
Cocaine, methamphetamine, or any amphetamines				
0 times	na	99	99	
1 time	na	0	0	
2 to 3 times	na	0	1	
4 or more times	na	0	1	
Ecstasy, LSD, or other psychedelics				
0 times	na	96	93	
1 time	na	2	2	
2 to 3 times	na	1	2	
4 or more times	na	1	3	
Prescription pain medication				
0 times	na	97	97	
1 time	na	1	1	
2 to 3 times	na	1	1	
4 or more times	na	2	1	

Question HS A.68-71, 73, 74/MS A.69-71: 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, hard seltzer, 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	96	98	
1 time	na	1	1	
2 to 3 times	na	1	1	
4 or more times	na	2	1	
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 times	99	98	97	
1 time	0	1	1	
2 to 3 times	0	0	1	
4 or more times	1	1	1	

Question HS A.75, 76/MS A.73: During your life, how many times have you used the following?... Cold/cough medicines or other over-the-counter medicines to get “high”... Any other drug, pill, or medicine to get “high” or for reasons other than medical.

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During your life, how many times have you used marijuana in any of the following ways...				
Smoke it?				
0 times	98	90	77	
1 time	1	2	3	
2 to 3 times	1	1	3	
4 or more times	1	6	16	
In a vaping device?				
0 times	98	89	79	
1 time	1	2	3	
2 to 3 times	0	2	4	
4 or more times	1	7	14	
Eat or drink it in products made with marijuana?				
0 times	99	93	81	
1 time	0	2	3	
2 to 3 times	0	2	6	
4 or more times	1	3	10	

Question HS A.69, 80-82/MS A.70, 77-79: During your life, how many times have you used the following?... Marijuana (smoke, vape, eat, or drink)... 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	9	22	
Binge drinking (5 or more drinks in a row)	0	5	12	
Marijuana (smoke, vape, eat, or drink)	1	8	18	
Inhalants	1	1	1	
Prescription drugs to get “high” or for reasons other than prescribed	na	1	1	
Other drug, pill, or medicine to get “high” or for reasons other than medical	0	1	1	
<i>Any drug use</i>	2	8	18	
<i>Heavy drug use</i>	1	5	10	
<i>Any AOD Use</i>	4	12	28	
Two or more substances at the same time	na	3	9	

Question HS A.86-92/MS A.83-87: 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	91	78	
1 or 2 days	2	6	15	
3 to 9 days	0	2	6	
10 to 19 days	0	1	1	
20 to 30 days	0	0	0	
Binge drinking (5 or more drinks in a row)				
0 days	100	95	88	
1 or 2 days	0	4	7	
3 to 9 days	0	1	4	
10 to 19 days	0	1	0	
20 to 30 days	0	0	0	
Marijuana (smoke, vape, eat, or drink)				
0 days	99	92	82	
1 or 2 days	1	3	9	
3 to 9 days	0	2	5	
10 to 19 days	0	1	2	
20 to 30 days	0	2	3	

Question HS A.86-88/MS A.83-85: 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	90	81	
1 to 2 times	1	6	10	
3 to 6 times	0	2	6	
7 or more times	1	2	3	
“High” (loaded, stoned, or wasted) from using drugs				
0 times	98	89	77	
1 to 2 times	1	3	5	
3 to 6 times	1	2	6	
7 or more times	1	5	12	
<i>Very drunk or “high” 7 or more times</i>	1	6	12	

Question HS A.77, 78/MS A.74, 75: 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	99	97	
1 to 2 days	1	1	2	
3 or more days	0	0	1	
Marijuana (smoke, vape, eat, or drink)				
0 days	100	97	94	
1 to 2 days	0	1	2	
3 or more days	0	2	4	
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 days	100	99	99	
1 to 2 days	0	1	0	
3 or more days	0	0	1	
<i>Any of the above</i>	2	4	7	

Question HS A.96-98/MS A.91-93: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol?... use marijuana (smoke, vape, eat, or drink)?... use any other drug, pill, or medicine to get “high” or for reasons other than medical?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	99	95	90	
1 to 2 times	1	1	4	
3 to 6 times	0	1	4	
7 or more times	0	2	2	

Question HS A.79/MS A.76: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

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

Table A9.10
Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don't use	na	93	80	
0 times	na	5	16	
1 time	na	1	2	
2 to 3 times	na	1	1	
4 or more times	na	0	0	
Marijuana				
Does not apply, don't use	na	92	82	
0 times	na	3	10	
1 time	na	3	4	
2 to 3 times	na	2	1	
4 or more times	na	1	2	

Question HS A.68, 69, 114, 115: 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, hard seltzer, 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	29	22	18	
Moderate	20	20	26	
Slight	24	36	36	
None	28	22	20	
Alcohol - 5 or more drinks once or twice a week				
Great	49	47	53	
Moderate	21	30	28	
Slight	6	9	9	
None	24	14	10	
Marijuana - use occasionally				
Great	41	28	22	
Moderate	24	28	28	
Slight	11	25	31	
None	24	18	19	
Marijuana - use daily				
Great	67	62	54	
Moderate	7	18	26	
Slight	2	4	10	
None	23	15	9	

Question HS A.104-107/MS A.99-102: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, vape, eat, or drink) ... Use marijuana daily.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Very difficult	17	6	6	
Fairly difficult	12	9	8	
Fairly easy	11	24	24	
Very easy	12	23	38	
Don't know	47	38	23	
Marijuana				
Very difficult	21	8	5	
Fairly difficult	13	8	6	
Fairly easy	9	22	27	
Very easy	7	22	35	
Don't know	49	40	26	
Prescription drugs to get “high” or for reasons other than prescribed				
Very difficult	21	10	9	
Fairly difficult	10	14	17	
Fairly easy	10	17	18	
Very easy	9	13	14	
Don't know	51	46	42	

Question HS A.110-112/MS A.105-107: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana... Prescription drugs to get “high” or for reasons other than prescribed.

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

10. Tobacco Use

Table A10.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	1	5	11		A10.2
Current cigarette smoking [¶]	1	2	7		A10.4
Current cigarette smoking at school ^{¶Φ}	0	1	1		A10.7
Ever tried smokeless tobacco	1	3	6		A10.2
Current smokeless tobacco use [¶]	1	1	2		A10.4
Current smokeless tobacco use at school ^{¶Φ}	0	0	1		A10.7
Ever used vape products	5	15	20		A10.2
Current use of vape products [¶]	1	8	11		A10.4
Current tobacco vaping [¶]	1	6	8		A10.5
Current marijuana vaping [¶]	1	6	8		A10.5
Current vaping at school ^{¶Φ}	1	4	6		A10.7
Lifetime tobacco use	4	13	18		A10.2
Current tobacco use [¶]	1	7	10		A10.6
Cessation Attempts					
Tried to quit smoking or vaping tobacco or nicotine	na	4	6		A10.9
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking ^B	31	27	26		A10.10
Harmfulness of smoking 1 or more packs/day ^B	61	70	77		A10.10
Harmfulness of vaping occasionally ^B	39	28	30		A10.11
Harmfulness of vaping several times a day ^B	69	71	81		A10.11
Difficulty of obtaining cigarettes ^C	19	7	5		A10.12
Difficulty of obtaining vape products ^C	12	5	4		A10.12
Anti-Tobacco Policy					
School bans tobacco use and vaping	71	69	81		A10.13

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

[¶]Past 30 days.

^ΦIn-School only.

^BGreat harm.

^CVery difficult.

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	97	na	na	na
1 time	1	na	na	na
2 to 3 times	1	na	na	na
4 or more times	1	na	na	na
A whole cigarette				
0 times	99	95	89	
1 time	0	2	3	
2 to 3 times	1	2	2	
4 or more times	1	2	6	
Smokeless tobacco				
0 times	99	97	94	
1 time	1	1	2	
2 to 3 times	0	1	1	
4 or more times	1	1	2	
Vape products				
0 times	95	85	80	
1 time	2	4	5	
2 to 3 times	1	3	4	
4 or more times	2	7	11	
<i>Lifetime tobacco use</i>				
No	96	87	82	
Yes	4	13	18	

Question HS A.65-67/MS A.65-68: 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.

Lifetime tobacco use includes using a whole cigarette or smokeless tobacco, or vaping tobacco or nicotine. na—Not asked of high school students.

Table A10.3
Substances Ever Vaped

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vaped tobacco or nicotine				
0 times	96	88	84	
1 time	2	3	2	
2 to 3 times	1	2	3	
4 or more times	1	6	10	
Vaped marijuana or THC				
0 times	98	90	83	
1 time	1	2	1	
2 to 3 times	0	2	2	
4 or more times	1	6	13	
Vaped other product				
0 times	98	96	96	
1 time	1	1	1	
2 to 3 times	0	1	1	
4 or more times	1	2	3	

Question HS A.67, 67A-67C/MS A.68, 68A-68C: During your life, how many times have you used the following?... 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 A10.4
Any Current Use and Daily Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	1	2	7	
Daily (20 or more days)	0	0	1	
Smokeless tobacco				
Any	1	1	2	
Daily (20 or more days)	0	0	1	
Vape products				
Any	1	8	11	
Daily (20 or more days)	0	2	3	

Question HS A.83-85/MS A.80-82: 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	94	92	
1 or 2 days	1	2	2	
3 to 9 days	0	1	2	
10 to 19 days	0	1	1	
20 to 30 days	0	2	3	
Vaped marijuana or THC				
0 days	99	94	92	
1 or 2 days	0	3	3	
3 to 9 days	0	1	3	
10 to 19 days	0	1	2	
20 to 30 days	0	1	1	
Vaped other product				
0 days	100	98	98	
1 or 2 days	0	1	1	
3 to 9 days	0	0	1	
10 to 19 days	0	0	0	
20 to 30 days	0	0	0	

Question HS A.85, 85A-85C/MS A.82, 82A-82C: 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 Tobacco Use, Past 30 Days**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	99	93	90	
Yes	1	7	10	

Question HS A.83-85, 85A/MS A.80-82, 82A: During the past 30 days, on how many days did you use... cigarettes?... smokeless tobacco (dip, chew, or snuff)?... vape products?... During the past 30 days, on how many days did you use vape products?... Vaped tobacco or nicotine.

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

Current tobacco use includes using cigarettes or smokeless tobacco, or vaping tobacco or nicotine.

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

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

Question HS A.93-95/MS A.88-90: 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 A10.8***Secondhand Smoke on School Property, Past 30 Days (In-School Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes				
0 days	97	94	93	
1 day	1	2	1	
2 days	1	2	1	
3-9 days	1	1	3	
10-19 days	0	0	1	
20-30 days	0	1	1	

Question HS A.99/MS A.94: 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 A10.9***Cigarette Smoking and Vaping Cessation Attempts***

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

Question HS A.65, 67, 113: 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 A10.10***Perceived Harm of Cigarette Smoking***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke cigarettes occasionally				
Great	31	27	26	
Moderate	31	33	41	
Slight	15	25	21	
None	23	16	12	
Smoke 1 or more packs of cigarettes each day				
Great	61	70	77	
Moderate	13	13	10	
Slight	3	3	4	
None	23	14	9	

Question HS A.100, 101/MS A.95, 96: 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 A10.11***Perceived Harm of Using Vape Products***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vape tobacco or nicotine occasionally				
Great	39	28	30	
Moderate	28	36	41	
Slight	12	21	20	
None	22	15	10	
Vape tobacco or nicotine several times a day (100 puffs or more)				
Great	69	71	81	
Moderate	6	13	8	
Slight	3	3	2	
None	22	13	9	

Question HS A.102, 103/MS A.97, 98: 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 A10.12***Perceived Difficulty of Obtaining Cigarettes and Vape Products***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Very difficult	19	7	5	
Fairly difficult	12	12	10	
Fairly easy	12	25	29	
Very easy	8	15	26	
Don't know	49	41	30	
Vape products				
Very difficult	12	5	4	
Fairly difficult	11	6	4	
Fairly easy	17	22	23	
Very easy	17	33	48	
Don't know	43	33	21	

Question HS A.108, 109/MS A.103, 104: 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 A10.13***School Bans Tobacco Use and Vaping***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	6	2	2	
Yes	71	69	81	
Don't know	23	30	17	

Question HS A.116/MS A.108: 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	43	na	na	na
1 day	22	na	na	na
2 days	12	na	na	na
3 days	7	na	na	na
4 days	3	na	na	na
5 days	13	na	na	na

Question MS A.109: 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	95	97	97	
Yes	5	3	3	

Question HS A.152/MS A.145: Do you consider yourself a member of a gang?

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

12. Race/Ethnicity Breakdowns

Table A12.1

School Engagement and Supports by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness^{†#} (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	69	67	59	
Black or African American	64	57	61	
Hispanic or Latinx	66	65	60	
Native Hawaiian or Pacific Islander				
White	72	67	70	
Mixed (two or more) ethnics	74	61	66	
Something else	60	47		
School Connectedness^{†ψ} (<i>Remote Only</i>)				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
Academic Motivation[†]				
American Indian or Alaska Native				
Asian or Asian American	69	69	57	
Black or African American	70	69	59	
Hispanic or Latinx	68	69	67	
Native Hawaiian or Pacific Islander				
White	67	63	64	
Mixed (two or more) ethnics	70	66	63	
Something else	74	48		

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

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School is really boring[±]				
American Indian or Alaska Native				
Asian or Asian American	27	25	39	
Black or African American	37	40	38	
Hispanic or Latinx	33	34	37	
Native Hawaiian or Pacific Islander				
White	35	41	41	
Mixed (two or more) ethnics	34	36	47	
Something else	31	50		
School is worthless and a waste of time[±]				
American Indian or Alaska Native				
Asian or Asian American	11	10	10	
Black or African American	9	17	7	
Hispanic or Latinx	14	7	10	
Native Hawaiian or Pacific Islander				
White	13	15	8	
Mixed (two or more) ethnics	11	13	19	
Something else	14	17		
Monthly Absences (3 or more)				
American Indian or Alaska Native				
Asian or Asian American	9	8	10	
Black or African American	5	11	14	
Hispanic or Latinx	13	13	20	
Native Hawaiian or Pacific Islander				
White	16	15	17	
Mixed (two or more) ethnics	13	16	17	
Something else	23	8		

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

[±]Rating of 7 or higher.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Maintaining focus on schoolwork[†]				
American Indian or Alaska Native				
Asian or Asian American	51	33	19	
Black or African American	48	46	45	
Hispanic or Latinx	33	28	22	
Native Hawaiian or Pacific Islander				
White	46	34	24	
Mixed (two or more) ethnics	45	39	24	
Something else	38	17		
Caring adult relationships[‡]				
American Indian or Alaska Native				
Asian or Asian American	69	65	67	
Black or African American	61	62	69	
Hispanic or Latinx	65	63	58	
Native Hawaiian or Pacific Islander				
White	70	61	71	
Mixed (two or more) ethnics	71	69	69	
Something else	63	44		
High expectations-adults in school[‡]				
American Indian or Alaska Native				
Asian or Asian American	74	73	68	
Black or African American	75	72	82	
Hispanic or Latinx	75	77	67	
Native Hawaiian or Pacific Islander				
White	81	72	77	
Mixed (two or more) ethnics	82	75	74	
Something else	83	58		

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	43	31	36	
Black or African American	31	25	30	
Hispanic or Latinx	29	24	23	
Native Hawaiian or Pacific Islander				
White	31	27	27	
Mixed (two or more) ethnics	29	36	28	
Something else	34	35		
Facilities upkeep[†] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	42	60	39	
Black or African American	32	47	45	
Hispanic or Latinx	45	59	48	
Native Hawaiian or Pacific Islander				
White	38	58	53	
Mixed (two or more) ethnics	53	54	44	
Something else	55	55		
Promotion of parental involvement in school[†]				
American Indian or Alaska Native				
Asian or Asian American	73	48	47	
Black or African American	63	48	57	
Hispanic or Latinx	64	57	44	
Native Hawaiian or Pacific Islander				
White	59	48	49	
Mixed (two or more) ethnics	62	43	46	
Something else	67	33		

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

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

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

Table A12.2
School Safety by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	66	59	60	
Black or African American	63	74	72	
Hispanic or Latinx	67	73	71	
Native Hawaiian or Pacific Islander				
White	76	69	73	
Mixed (two or more) ethnics	77	69	68	
Something else	76	64		
Experienced harassment due to five reasons^{^§}				
American Indian or Alaska Native				
Asian or Asian American	31	23	23	
Black or African American	48	20	7	
Hispanic or Latinx	24	20	17	
Native Hawaiian or Pacific Islander				
White	26	20	16	
Mixed (two or more) ethnics	25	16	18	
Something else	37	25		
Experienced any harassment or bullying[§]				
American Indian or Alaska Native				
Asian or Asian American	38	31	23	
Black or African American	50	22	10	
Hispanic or Latinx	29	26	22	
Native Hawaiian or Pacific Islander				
White	31	26	21	
Mixed (two or more) ethnics	35	25	22	
Something else	39	25		

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

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had mean rumors or lies spread about you[§]				
American Indian or Alaska Native				
Asian or Asian American	29	18	13	
Black or African American	55	13	18	
Hispanic or Latinx	33	25	23	
Native Hawaiian or Pacific Islander				
White	36	30	30	
Mixed (two or more) ethnics	40	28	25	
Something else	39	33		
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	5	5	7	
Black or African American	28	7	14	
Hispanic or Latinx	17	12	9	
Native Hawaiian or Pacific Islander				
White	15	11	6	
Mixed (two or more) ethnics	8	15	12	
Something else	20	9		
Been in a physical fight[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	10	0	3	
Black or African American	25	13	7	
Hispanic or Latinx	15	7	3	
Native Hawaiian or Pacific Islander				
White	9	5	3	
Mixed (two or more) ethnics	14	5	9	
Something else	13	9		

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Seen a weapon on campus[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	2	8	7	
Black or African American	8	7	10	
Hispanic or Latinx	7	8	7	
Native Hawaiian or Pacific Islander				
White	5	8	8	
Mixed (two or more) ethnics	8	10	12	
Something else	5	9		

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	17	16	10	
Black or African American	34	15	17	
Hispanic or Latinx	30	22	17	
Native Hawaiian or Pacific Islander				
White	25	26	23	
Mixed (two or more) ethnics	30	23	21	
Something else	37	25		

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	2	3	10	
Black or African American	0	7	24	
Hispanic or Latinx	6	14	25	
Native Hawaiian or Pacific Islander				
White	3	14	32	
Mixed (two or more) ethnics	4	10	31	
Something else	0	8		
Current tobacco use[¶]				
American Indian or Alaska Native				
Asian or Asian American	2	0	3	
Black or African American	0	4	17	
Hispanic or Latinx	3	6	6	
Native Hawaiian or Pacific Islander				
White	0	8	12	
Mixed (two or more) ethnics	1	6	11	
Something else	0	17		
Current marijuana use[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	0	7	
Black or African American	0	4	21	
Hispanic or Latinx	3	8	13	
Native Hawaiian or Pacific Islander				
White	1	9	22	
Mixed (two or more) ethnics	0	6	23	
Something else	0	8		

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

[¶]Past 30 days.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current binge drinking[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	0	7	
Black or African American	0	2	10	
Hispanic or Latinx	1	4	8	
Native Hawaiian or Pacific Islander				
White	1	7	15	
Mixed (two or more) ethnics	0	6	16	
Something else	0	8		
Very drunk or “high” 7 or more times, ever				
American Indian or Alaska Native				
Asian or Asian American	0	0	7	
Black or African American	0	2	10	
Hispanic or Latinx	1	5	8	
Native Hawaiian or Pacific Islander				
White	0	7	14	
Mixed (two or more) ethnics	1	7	20	
Something else	0	8		
Been drunk or “high” on drugs at school, ever				
American Indian or Alaska Native				
Asian or Asian American	0	0	7	
Black or African American	0	2	14	
Hispanic or Latinx	1	5	7	
Native Hawaiian or Pacific Islander				
White	1	6	11	
Mixed (two or more) ethnics	4	3	14	
Something else	0	8		

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

[¶]Past 30 days.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use[¶]				
American Indian or Alaska Native				
Asian or Asian American	2	3	3	
Black or African American	0	2	17	
Hispanic or Latinx	3	9	19	
Native Hawaiian or Pacific Islander				
White	2	12	26	
Mixed (two or more) ethnics	3	9	29	
Something else	0	8		
Current alcohol use at school[¶] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	2	0	0	
Black or African American	0	0	10	
Hispanic or Latinx	1	1	3	
Native Hawaiian or Pacific Islander				
White	2	0	3	
Mixed (two or more) ethnics	3	1	1	
Something else	0	9		
Current cigarette smoking[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	0	3	
Black or African American	0	0	7	
Hispanic or Latinx	1	2	2	
Native Hawaiian or Pacific Islander				
White	0	4	10	
Mixed (two or more) ethnics	1	1	9	
Something else	0	8		

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

[¶]Past 30 days.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American	2	0	3	
Black or African American	0	7	21	
Hispanic or Latinx	2	7	8	
Native Hawaiian or Pacific Islander				
White	0	11	13	
Mixed (two or more) ethnics	1	7	11	
Something else	0	17		
Current tobacco vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American	2	0	3	
Black or African American	0	4	10	
Hispanic or Latinx	2	5	5	
Native Hawaiian or Pacific Islander				
White	0	9	10	
Mixed (two or more) ethnics	0	6	11	
Something else	0	17		
Current marijuana vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	0	3	
Black or African American	0	7	17	
Hispanic or Latinx	2	3	6	
Native Hawaiian or Pacific Islander				
White	0	9	11	
Mixed (two or more) ethnics	0	6	6	
Something else	0	8		

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

[¶]Past 30 days.

Table A12.5***Routines by Race/Ethnicity***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast¹				
American Indian or Alaska Native				
Asian or Asian American	83	73	58	
Black or African American	81	70	67	
Hispanic or Latinx	62	59	59	
Native Hawaiian or Pacific Islander				
White	79	68	74	
Mixed (two or more) ethnics	77	69	67	
Something else	75	64		
Bedtime (at 12 am or later)				
American Indian or Alaska Native				
Asian or Asian American	11	18	52	
Black or African American	20	19	27	
Hispanic or Latinx	10	17	37	
Native Hawaiian or Pacific Islander				
White	10	17	32	
Mixed (two or more) ethnics	9	14	46	
Something else	9	21		

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

¹*Today.*

Table A12.6**Remote Schooling by Race/Ethnicity (Remote Only)**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
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

Remote Schooling 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	21	22	31	
Black or African American	9	15	24	
Hispanic or Latinx	19	24	31	
Native Hawaiian or Pacific Islander				
White	18	26	34	
Mixed (two or more) ethnics	23	27	35	
Something else	21	25		
Experienced chronic sadness/hopelessness[§]				
American Indian or Alaska Native				
Asian or Asian American	12	26	37	
Black or African American	21	15	24	
Hispanic or Latinx	23	29	39	
Native Hawaiian or Pacific Islander				
White	19	27	32	
Mixed (two or more) ethnics	25	35	38	
Something else	27	25		
Considered suicide[§]				
American Indian or Alaska Native				
Asian or Asian American	5	11	27	
Black or African American	10	7	10	
Hispanic or Latinx	12	9	10	
Native Hawaiian or Pacific Islander				
White	8	10	13	
Mixed (two or more) ethnics	15	19	18	
Something else	15	25		

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	65	52	29	
Black or African American	60	51	56	
Hispanic or Latinx	65	50	44	
Native Hawaiian or Pacific Islander				
White	61	53	47	
Mixed (two or more) ethnics	65	50	40	
Something else	56	44		
Life satisfaction[‡]				
American Indian or Alaska Native				
Asian or Asian American	74	71	54	
Black or African American	79	67	72	
Hispanic or Latinx	77	65	62	
Native Hawaiian or Pacific Islander				
White	74	66	68	
Mixed (two or more) ethnics	79	68	62	
Something else	71	69		

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

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

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

13. Gender Breakdowns

Table A13.1

School Engagement and Supports by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness^{†#} (<i>In-School Only</i>)				
Male	70	68	67	
Female	71	61	64	
Nonbinary				
Something else	22			
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Male				
Female				
Nonbinary				
Something else				
Academic Motivation[†]				
Male	65	63	59	
Female	74	68	69	
Nonbinary	52			
Something else	52			
School is really boring[±]				
Male	40	43	46	
Female	27	30	36	
Nonbinary	50			
Something else	60			
School is worthless and a waste of time[±]				
Male	15	15	13	
Female	9	7	7	
Nonbinary	30			
Something else	50			

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

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

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

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

[±]Rating of 7 or higher.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Monthly Absences (3 or more)				
Male	14	13	16	
Female	14	14	18	
Nonbinary	0			
Something else	10			
Maintaining focus on schoolwork[†]				
Male	45	35	28	
Female	40	32	21	
Nonbinary	60			
Something else	10			
Caring adult relationships[‡]				
Male	68	65	67	
Female	69	60	65	
Nonbinary	53			
Something else	47			
High expectations-adults in school[‡]				
Male	78	73	73	
Female	81	75	74	
Nonbinary	63			
Something else	57			
Meaningful participation[‡]				
Male	31	28	26	
Female	32	27	26	
Nonbinary	36			
Something else	28			

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Facilities upkeep[†] (<i>In-School Only</i>)				
Male	39	51	43	
Female	48	62	55	
Nonbinary				
Something else	30			
Promotion of parental involvement in school[†]				
Male	63	50	49	
Female	64	50	45	
Nonbinary	37			
Something else	37			

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

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

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

Table A13.2
School Safety by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe (<i>In-School Only</i>)				
Male	74	74	74	
Female	71	65	70	
Nonbinary				
Something else	60			
Experienced harassment due to five reasons^{λ§}				
Male	24	20	15	
Female	29	18	17	
Nonbinary	60			
Something else	60			
Experienced any harassment or bullying[§]				
Male	28	26	21	
Female	35	24	21	
Nonbinary	60			
Something else	80			
Had mean rumors or lies spread about you[§]				
Male	33	21	23	
Female	39	29	29	
Nonbinary	50			
Something else				
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
Male	14	10	9	
Female	15	11	7	
Nonbinary				
Something else	10			

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

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

[§]Past 12 months.

Table A13.2
School Safety by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Been in a physical fight[§] (<i>In-School Only</i>)				
Male	18	9	6	
Female	6	2	2	
Nonbinary				
Something else	10			
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Male	8	9	11	
Female	4	6	5	
Nonbinary				
Something else	0			

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	20	19	19	
Female	34	26	22	
Nonbinary	50			
Something else	30			

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	4	14	27	
Female	3	10	29	
Nonbinary	0			
Something else	20			
Current tobacco use[¶]				
Male	2	7	9	
Female	0	7	12	
Nonbinary	0			
Something else	0			
Current marijuana use[¶]				
Male	1	9	19	
Female	1	6	18	
Nonbinary	0			
Something else	0			
Current binge drinking[¶]				
Male	1	8	13	
Female	0	3	11	
Nonbinary	0			
Something else	0			
Very drunk or “high” 7 or more times, ever				
Male	1	7	13	
Female	0	4	12	
Nonbinary	0			
Something else	0			
Been drunk or “high” on drugs at school, ever				
Male	1	6	11	
Female	1	3	9	
Nonbinary	10			
Something else	0			

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[¶]				
Male	3	11	21	
Female	1	7	23	
Nonbinary	0			
Something else	10			
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Male	2	1	3	
Female	1	1	3	
Nonbinary				
Something else	0			
Current cigarette smoking[¶]				
Male	1	3	7	
Female	0	2	7	
Nonbinary	0			
Something else	0			
Current vaping[¶]				
Male	2	8	10	
Female	0	9	12	
Nonbinary	0			
Something else	0			
Current tobacco vaping[¶]				
Male	1	7	8	
Female	0	7	9	
Nonbinary	0			
Something else	0			
Current marijuana vaping[¶]				
Male	1	7	8	
Female	0	6	9	
Nonbinary	0			
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 breakfast¹				
Male	75	70	68	
Female	74	61	66	
Nonbinary	70			
Something else	50			
Bedtime (at 12 am or later)				
Male	11	19	40	
Female	8	13	32	
Nonbinary	50			
Something else	20			

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

¹*Today.*

Table A13.6

Remote Schooling by Gender (Remote Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
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	12	19	26	
Female	25	31	38	
Nonbinary	38			
Something else				
Experienced chronic sadness/hopelessness[§]				
Male	12	20	27	
Female	27	35	41	
Nonbinary	50			
Something else	50			
Considered suicide[§]				
Male	6	7	13	
Female	13	14	13	
Nonbinary	40			
Something else	40			
Optimism[‡]				
Male	70	55	50	
Female	59	47	40	
Nonbinary	33			
Something else	10			
Life satisfaction[‡]				
Male	80	70	66	
Female	73	63	64	
Nonbinary	68			
Something else	43			

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.”*

14. Parental Education Breakdowns

Table A14.1

School Engagement and Supports by Parental Education

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness^{†#} (<i>In-School Only</i>)				
Less than high school	69	54	54	
High school graduate	64	57	55	
Some college	68	62	64	
College degree	71	67	70	
Don't know	63	63	46	
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Less than high school				
High school graduate				
Some college				
College degree				
Don't know				
Academic Motivation[†]				
Less than high school	59	60	67	
High school graduate	66	60	60	
Some college	64	61	58	
College degree	70	69	65	
Don't know	66	57	62	
School is really boring[±]				
Less than high school	36	47	42	
High school graduate	44	31	50	
Some college	47	42	41	
College degree	32	36	39	
Don't know	34	40	43	

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

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

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

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

Table A14.1***School Engagement and Supports by Parental Education – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School is worthless and a waste of time[±]				
Less than high school	18	14	13	
High school graduate	19	9	24	
Some college	23	12	8	
College degree	10	13	8	
Don't know	16	7	14	
Monthly Absences (3 or more)				
Less than high school	27	13	16	
High school graduate	23	15	16	
Some college	10	21	31	
College degree	11	12	16	
Don't know	20	15	19	
Maintaining focus on schoolwork[†]				
Less than high school	55	28	19	
High school graduate	37	35	31	
Some college	41	30	20	
College degree	46	35	24	
Don't know	27	30	24	
Caring adult relationships[‡]				
Less than high school	58	63	51	
High school graduate	71	66	60	
Some college	60	57	63	
College degree	69	64	70	
Don't know	63	57	54	

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

[±]Rating of 7 or higher.

Table A14.1***School Engagement and Supports by Parental Education – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-adults in school[‡]				
Less than high school	76	74	54	
High school graduate	78	71	70	
Some college	71	71	72	
College degree	80	75	77	
Don't know	74	71	64	
Meaningful participation[‡]				
Less than high school	25	22	22	
High school graduate	33	17	15	
Some college	26	20	28	
College degree	33	31	29	
Don't know	25	26	16	
Facilities upkeep[†] (<i>In-School Only</i>)				
Less than high school	27	57	40	
High school graduate	50	59	56	
Some college	46	51	43	
College degree	43	58	51	
Don't know	41	56	31	
Promotion of parental involvement in school[†]				
Less than high school	40	51	41	
High school graduate	66	48	41	
Some college	74	52	46	
College degree	64	50	49	
Don't know	54	48	42	

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

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

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

Table A14.2
School Safety by Parental Education

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe (<i>In-School Only</i>)				
Less than high school	73	60	80	
High school graduate	63	68	61	
Some college	73	72	66	
College degree	73	70	73	
Don't know	71	77	59	
Experienced harassment due to five reasons[^][§]				
Less than high school	18	26	26	
High school graduate	22	23	20	
Some college	24	16	22	
College degree	29	19	16	
Don't know	29	20	12	
Experienced any harassment or bullying[§]				
Less than high school	18	33	39	
High school graduate	29	34	22	
Some college	28	21	26	
College degree	35	24	20	
Don't know	33	29	17	
Had mean rumors or lies spread about you[§]				
Less than high school	45	28	30	
High school graduate	48	25	20	
Some college	40	28	35	
College degree	36	25	27	
Don't know	28	32	17	

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

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

[§]Past 12 months.

Table A14.2***School Safety by Parental Education – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
Less than high school	18	12	17	
High school graduate	12	14	4	
Some college	20	12	8	
College degree	15	10	7	
Don't know	13	11	12	
Been in a physical fight[§] (<i>In-School Only</i>)				
Less than high school	18	14	7	
High school graduate	23	9	4	
Some college	13	5	8	
College degree	10	5	3	
Don't know	19	3	10	
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Less than high school	27	12	20	
High school graduate	7	2	6	
Some college	13	7	14	
College degree	4	8	8	
Don't know	6	8	0	

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

[§]Past 12 months.

Table A14.3***Cyberbullying by Parental Education***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Less than high school	36	28	29	
High school graduate	56	23	16	
Some college	31	26	22	
College degree	25	21	21	
Don't know	23	22	15	

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

[§]Past 12 months.

Table A14.4**Substance Use by Parental Education**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
Less than high school	0	14	32	
High school graduate	10	9	24	
Some college	0	14	22	
College degree	3	13	31	
Don't know	6	6	10	
Current tobacco use[¶]				
Less than high school	0	5	19	
High school graduate	7	9	7	
Some college	0	7	8	
College degree	0	7	11	
Don't know	3	3	2	
Current marijuana use[¶]				
Less than high school	0	14	23	
High school graduate	7	7	15	
Some college	0	9	20	
College degree	0	7	20	
Don't know	2	6	2	
Current binge drinking[¶]				
Less than high school	0	5	19	
High school graduate	2	2	7	
Some college	0	2	10	
College degree	0	7	13	
Don't know	1	2	7	

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

[¶]Past 30 days.

Table A14.4
Substance Use by Parental Education – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or “high” 7 or more times, ever				
Less than high school	9	5	16	
High school graduate	0	7	9	
Some college	0	7	14	
College degree	0	5	13	
Don’t know	2	6	2	
Been drunk or “high” on drugs at school, ever				
Less than high school	9	2	13	
High school graduate	5	4	9	
Some college	3	5	12	
College degree	0	5	10	
Don’t know	2	5	7	
Current alcohol use[¶]				
Less than high school	0	5	23	
High school graduate	7	5	18	
Some college	0	9	16	
College degree	2	11	25	
Don’t know	2	5	10	
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Less than high school	0	0	10	
High school graduate	5	0	6	
Some college	0	0	2	
College degree	1	1	2	
Don’t know	2	0	0	

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

[¶]Past 30 days.

Table A14.4
Substance Use by Parental Education – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current cigarette smoking[¶]				
Less than high school	0	0	13	
High school graduate	0	2	2	
Some college	0	2	2	
College degree	0	2	8	
Don't know	2	2	0	
Current vaping[¶]				
Less than high school	0	7	23	
High school graduate	7	11	13	
Some college	0	7	12	
College degree	0	8	11	
Don't know	2	5	2	
Current tobacco vaping[¶]				
Less than high school	0	5	16	
High school graduate	7	7	7	
Some college	0	7	8	
College degree	0	7	8	
Don't know	1	3	2	
Current marijuana vaping[¶]				
Less than high school	0	7	16	
High school graduate	5	5	11	
Some college	0	7	10	
College degree	0	6	8	
Don't know	1	5	0	

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

[¶]Past 30 days.

Table A14.5
Routines by Parental Education

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast¹				
Less than high school	73	56	63	
High school graduate	63	57	56	
Some college	67	53	65	
College degree	79	69	69	
Don't know	63	66	70	
Bedtime (at 12 am or later)				
Less than high school	18	13	38	
High school graduate	19	13	27	
Some college	7	21	37	
College degree	9	18	37	
Don't know	16	13	39	

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

¹*Today.*

Table A14.6**Remote Schooling by Parental Education (Remote Only)**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
Less than high school				
High school graduate				
Some college				
College degree				
Don't know				
Synchronous instruction (4 days or more)[¶]				
Less than high school				
High school graduate				
Some college				
College degree				
Don't know				
Interest in schoolwork done from home[†]				
Less than high school				
High school graduate				
Some college				
College degree				
Don't know				
Meaningful opportunities[‡]				
Less than high school				
High school graduate				
Some college				
College degree				
Don't know				

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 A14.7***Social and Emotional Health by Parental Education***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
Less than high school	36	29	48	
High school graduate	22	21	28	
Some college	20	23	34	
College degree	19	25	33	
Don't know	17	21	24	
Experienced chronic sadness/hopelessness[§]				
Less than high school	50	42	48	
High school graduate	26	33	43	
Some college	28	28	44	
College degree	18	25	33	
Don't know	29	22	24	
Considered suicide[§]				
Less than high school	30	21	13	
High school graduate	21	5	14	
Some college	10	7	12	
College degree	9	12	14	
Don't know	10	8	12	
Optimism[‡]				
Less than high school	73	52	44	
High school graduate	62	52	52	
Some college	69	36	40	
College degree	65	53	44	
Don't know	51	51	42	
Life satisfaction[‡]				
Less than high school	80	61	55	
High school graduate	69	69	65	
Some college	74	59	60	
College degree	77	68	66	
Don't know	72	64	61	

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.”

15. English Learner Breakdowns

Table A15.1

School Engagement and Supports by English Learner Status

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness^{†#} (<i>In-School Only</i>)				
Not English learner	70	66	66	
English learner	68	48	62	
Don't know	66	59	61	
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Not English learner				
English learner				
Don't know				
Academic Motivation[†]				
Not English learner	69	65	65	
English learner	67	59	58	
Don't know	68	66	56	
School is really boring[±]				
Not English learner	32	37	41	
English learner	36	54	36	
Don't know	42	35	43	
School is worthless and a waste of time[±]				
Not English learner	12	10	10	
English learner	18	31	9	
Don't know	13	16	10	
Monthly Absences (3 or more)				
Not English learner	13	13	17	
English learner	14	7	10	
Don't know	19	14	23	

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

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

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

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

[±]Rating of 7 or higher.

Table A15.1***School Engagement and Supports by English Learner Status – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Maintaining focus on schoolwork[†]				
Not English learner	44	34	25	
English learner	37	31	18	
Don't know	37	28	22	
Caring adult relationships[‡]				
Not English learner	68	65	67	
English learner	61	52	65	
Don't know	66	53	60	
High expectations-adults in school[‡]				
Not English learner	79	75	74	
English learner	70	68	67	
Don't know	79	68	68	
Meaningful participation[‡]				
Not English learner	31	29	27	
English learner	36	25	43	
Don't know	31	22	22	
Facilities upkeep[†] (<i>In-School Only</i>)				
Not English learner	44	59	50	
English learner	41	42	60	
Don't know	38	52	40	
Promotion of parental involvement in school[†]				
Not English learner	64	50	46	
English learner	60	46	43	
Don't know	58	48	52	

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 A15.2
School Safety by English Learner Status

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe <i>(In-School Only)</i>				
Not English learner	72	72	71	
English learner	70	65	60	
Don't know	73	59	69	
Experienced harassment due to five reasons^λ				
Not English learner	27	18	16	
English learner	37	19	20	
Don't know	31	26	22	
Experienced any harassment or bullying[§]				
Not English learner	33	24	20	
English learner	41	23	40	
Don't know	34	32	29	
Had mean rumors or lies spread about you[§]				
Not English learner	35	26	25	
English learner	48	35		
Don't know	40	23	31	
Been afraid of being beaten up[§] <i>(In-School Only)</i>				
Not English learner	15	9	7	
English learner	24	20	40	
Don't know	11	18	12	
Been in a physical fight[§] <i>(In-School Only)</i>				
Not English learner	12	5	4	
English learner	27	24	10	
Don't know	13	6	5	
Seen a weapon on campus[§] <i>(In-School Only)</i>				
Not English learner	6	7	8	
English learner	12	12	20	
Don't know	3	10	10	

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

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

[§]Past 12 months.

Table A15.3
Cyberbullying by English Learner Status

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Not English learner	27	23	19	
English learner	29	28	40	
Don't know	31	18	31	

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

[§]Past 12 months.

Table A15.4
Substance Use by English Learner Status

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
Not English learner	3	13	28	
English learner	7	4	40	
Don't know	3	8	23	
Current alcohol or drug use[¶]				
Not English learner	1	7	9	
English learner	0	0	18	
Don't know	2	6	15	
Current marijuana use[¶]				
Not English learner	0	8	19	
English learner	4	4	20	
Don't know	3	7	15	
Current binge drinking[¶]				
Not English learner	0	6	12	
English learner	0	0	30	
Don't know	1	4	12	
Very drunk or "high" 7 or more times, ever				
Not English learner	0	6	12	
English learner	3	0	9	
Don't know	0	6	18	

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

[¶]Past 30 days.

Table A15.4
Substance Use by English Learner Status – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Been drunk or “high” on drugs at school, ever				
Not English learner	1	5	9	
English learner	7	4	18	
Don’t know	1	4	17	
Current alcohol use[¶]				
Not English learner	2	11	23	
English learner	4	4	40	
Don’t know	2	4	17	
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Not English learner	1	1	3	
English learner	4	0	10	
Don’t know	2	1	2	
Current cigarette smoking[¶]				
Not English learner	1	2	6	
English learner	0	0	18	
Don’t know	0	2	10	
Current vaping[¶]				
Not English learner	1	9	10	
English learner	0	0	27	
Don’t know	2	6	15	
Current tobacco vaping[¶]				
Not English learner	0	7	7	
English learner	0	0	18	
Don’t know	2	6	13	
Current marijuana vaping[¶]				
Not English learner	0	7	7	
English learner	0	0	27	
Don’t know	1	5	13	

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

[¶]Past 30 days.

Table A15.5
Routines by English Learner Status

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast¹				
Not English learner	75	66	67	
English learner	68	68	83	
Don't know	75	60	68	
Bedtime (at 12 am or later)				
Not English learner	9	18	37	
English learner	14	7	42	
Don't know	17	14	27	

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

¹*Today.*

Table A15.6

Remote Schooling by English Learner Status (Remote Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
Not English learner				
English learner				
Don't know				
Synchronous instruction (4 days or more)[¶]				
Not English learner				
English learner				
Don't know				
Interest in schoolwork done from home[†]				
Not English learner				
English learner				
Don't know				
Meaningful opportunities[‡]				
Not English learner				
English learner				
Don't know				

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 A15.7***Social and Emotional Health by English Learner Status***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
Not English learner	19	25	32	
English learner	19	22	46	
Don't know	19	21	33	
Experienced chronic sadness/hopelessness[§]				
Not English learner	21	27	35	
English learner	25	20	50	
Don't know	22	30	34	
Considered suicide[§]				
Not English learner	10	11	13	
English learner	11	8	0	
Don't know	13	12	16	
Optimism[‡]				
Not English learner	64	53	45	
English learner	65	37		
Don't know	55	46	39	
Life satisfaction[‡]				
Not English learner	76	68	64	
English learner	76	54		
Don't know	77	63	64	

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.”

16. Long-Term English Learner (LTEL) Breakdowns

Table A16.1

School Engagement and Supports by English Learner (EL) Program Duration

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness^{†#} (<i>In-School Only</i>)				
Not currently in English Learner Program	70	66	66	
Less than 7 years (EL)	76	54		
7 years or more (LTEL)	63	40		
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Not currently in English Learner Program				
Less than 7 years (EL)				
7 years or more (LTEL)				
Academic Motivation[†]				
Not currently in English Learner Program	69	65	65	
Less than 7 years (EL)	70	73		
7 years or more (LTEL)	65	42		
School is really boring[±]				
Not currently in English Learner Program	32	37	41	
Less than 7 years (EL)	36	50		
7 years or more (LTEL)	35	58		
School is worthless and a waste of time[±]				
Not currently in English Learner Program	12	10	10	
Less than 7 years (EL)	0	29		
7 years or more (LTEL)	29	33		
Monthly Absences (3 or more)				
Not currently in English Learner Program	13	13	17	
Less than 7 years (EL)	9	0		
7 years or more (LTEL)	18	8		

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

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

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

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

[±]Rating of 7 or higher.

Table A16.1***School Engagement and Supports by English Learner (EL) Program Duration – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Maintaining focus on schoolwork[†]				
Not currently in English Learner Program	44	34	25	
Less than 7 years (EL)	45	21		
7 years or more (LTEL)	31	42		
Caring adult relationships[‡]				
Not currently in English Learner Program	68	65	67	
Less than 7 years (EL)	76	69		
7 years or more (LTEL)	51	33		
High expectations-adults in school[‡]				
Not currently in English Learner Program	79	75	74	
Less than 7 years (EL)	79	74		
7 years or more (LTEL)	65	61		
Meaningful participation[‡]				
Not currently in English Learner Program	31	29	27	
Less than 7 years (EL)	42	32		
7 years or more (LTEL)	28	17		
Facilities upkeep[†] (<i>In-School Only</i>)				
Not currently in English Learner Program	44	59	50	
Less than 7 years (EL)	45	50		
7 years or more (LTEL)	38	33		
Promotion of parental involvement in school[†]				
Not currently in English Learner Program	64	50	46	
Less than 7 years (EL)	67	60		
7 years or more (LTEL)	55	31		

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

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

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

Table A16.2***School Safety by English Learner (EL) Program Duration***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe (<i>In-School Only</i>)				
Not currently in English Learner Program	72	72	71	
Less than 7 years (EL)	90	86		
7 years or more (LTEL)	56	42		
Experienced harassment due to five reasons^{λ§}				
Not currently in English Learner Program	27	18	16	
Less than 7 years (EL)	30	14		
7 years or more (LTEL)	41	25		
Experienced any harassment or bullying[§]				
Not currently in English Learner Program	33	24	20	
Less than 7 years (EL)	30	21		
7 years or more (LTEL)	47	25		
Had mean rumors or lies spread about you[§]				
Not currently in English Learner Program	35	26	25	
Less than 7 years (EL)	30	36		
7 years or more (LTEL)	59	33		
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
Not currently in English Learner Program	15	9	7	
Less than 7 years (EL)	0	15		
7 years or more (LTEL)	40	25		
Been in a physical fight[§] (<i>In-School Only</i>)				
Not currently in English Learner Program	12	5	4	
Less than 7 years (EL)	10	23		
7 years or more (LTEL)	38	25		
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Not currently in English Learner Program	6	7	8	
Less than 7 years (EL)	10	14		
7 years or more (LTEL)	13	8		

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

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

[§]Past 12 months.

Table A16.3**Cyberbullying by English Learner (EL) Program Duration**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Not currently in English Learner Program	27	23	19	
Less than 7 years (EL)	0	31		
7 years or more (LTEL)	47	25		

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

[§]Past 12 months.

Table A16.4**Substance Use by English Learner (EL) Program Duration**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
Not currently in English Learner Program	3	13	28	
Less than 7 years (EL)	0	7		
7 years or more (LTEL)	13	0		
Current tobacco use[¶]				
Not currently in English Learner Program	1	7	9	
Less than 7 years (EL)	0	0		
7 years or more (LTEL)	0	0		
Current marijuana use[¶]				
Not currently in English Learner Program	0	8	19	
Less than 7 years (EL)	0	7		
7 years or more (LTEL)	6	0		
Current binge drinking[¶]				
Not currently in English Learner Program	0	6	12	
Less than 7 years (EL)	0	0		
7 years or more (LTEL)	0	0		
Very drunk or “high” 7 or more times, ever				
Not currently in English Learner Program	0	6	12	
Less than 7 years (EL)	0	0		
7 years or more (LTEL)	6	0		

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

[¶]Past 30 days.

Table A16.4***Substance Use by English Learner (EL) Program Duration – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Been drunk or “high” on drugs at school, ever				
Not currently in English Learner Program	1	5	9	
Less than 7 years (EL)	0	7		
7 years or more (LTEL)	12	0		
Current alcohol use[¶]				
Not currently in English Learner Program	2	11	23	
Less than 7 years (EL)	0	7		
7 years or more (LTEL)	6	0		
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Not currently in English Learner Program	1	1	3	
Less than 7 years (EL)	9	0		
7 years or more (LTEL)	0	0		
Current cigarette smoking[¶]				
Not currently in English Learner Program	1	2	6	
Less than 7 years (EL)	0	0		
7 years or more (LTEL)	0	0		
Current vaping[¶]				
Not currently in English Learner Program	1	9	10	
Less than 7 years (EL)	0	0		
7 years or more (LTEL)	0	0		
Current tobacco vaping[¶]				
Not currently in English Learner Program	0	7	7	
Less than 7 years (EL)	0	0		
7 years or more (LTEL)	0	0		
Current marijuana vaping[¶]				
Not currently in English Learner Program	0	7	7	
Less than 7 years (EL)	0	0		
7 years or more (LTEL)	0	0		

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

[¶]Past 30 days.

Table A16.5
Routines by English Learner (EL) Program Duration

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast¹				
Not currently in English Learner Program	75	66	67	
Less than 7 years (EL)	82	67		
7 years or more (LTEL)	59	67		
Bedtime (at 12 am or later)				
Not currently in English Learner Program	9	18	37	
Less than 7 years (EL)	18	13		
7 years or more (LTEL)	12	0		

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

¹*Today.*

Table A16.6**Remote Schooling by English Learner (EL) Program Duration (Remote Only)**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
Not currently in English Learner Program				
Less than 7 years (EL)				
7 years or more (LTEL)				
Synchronous instruction (4 days or more)[¶]				
Not currently in English Learner Program				
Less than 7 years (EL)				
7 years or more (LTEL)				
Interest in schoolwork done from home[†]				
Not currently in English Learner Program				
Less than 7 years (EL)				
7 years or more (LTEL)				
Meaningful opportunities[‡]				
Not currently in English Learner Program				
Less than 7 years (EL)				
7 years or more (LTEL)				

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 A16.7***Social and Emotional Health by English Learner (EL) Program Duration***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
Not currently in English Learner Program	19	25	32	
Less than 7 years (EL)	12	18		
7 years or more (LTEL)	24	27		
Experienced chronic sadness/hopelessness[§]				
Not currently in English Learner Program	21	27	35	
Less than 7 years (EL)	30	31		
7 years or more (LTEL)	18	8		
Considered suicide[§]				
Not currently in English Learner Program	10	11	13	
Less than 7 years (EL)	20	15		
7 years or more (LTEL)	6	0		
Optimism[‡]				
Not currently in English Learner Program	64	53	45	
Less than 7 years (EL)	77	44		
7 years or more (LTEL)	59	31		
Life satisfaction[‡]				
Not currently in English Learner Program	76	68	64	
Less than 7 years (EL)	82	60		
7 years or more (LTEL)	73	47		

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.”

17. Special Education Breakdowns

Table A17.1

School Engagement and Supports by Individualized Education Plan (IEP) Placement

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness^{†#} (<i>In-School Only</i>)				
No IEP	71	66	67	
IEP	60	61	60	
Don't know	69	57	52	
Prefer not to say	51	48	52	
School Connectedness^{†ψ} (<i>Remote Only</i>)				
No IEP				
IEP				
Don't know				
Prefer not to say				
Academic Motivation[†]				
No IEP	69	67	65	
IEP	68	58	57	
Don't know	71	63	60	
Prefer not to say	48	48	63	
School is really boring[±]				
No IEP	34	38	40	
IEP	27	38	40	
Don't know	35	30	41	
Prefer not to say	38	38	69	
School is worthless and a waste of time[±]				
No IEP	12	11	10	
IEP	18	16	11	
Don't know	8	13	9	
Prefer not to say	31	23	0	

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

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

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

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

[±]Rating of 7 or higher.

Table A17.1***School Engagement and Supports by Individualized Education Plan (IEP) Placement – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Monthly Absences (3 or more)				
No IEP	12	12	15	
IEP	22	17	26	
Don't know	17	13	26	
Prefer not to say	29	31	23	
Maintaining focus on schoolwork[†]				
No IEP	46	35	25	
IEP	25	22	21	
Don't know	31	26	14	
Prefer not to say	62	38	15	
Caring adult relationships[‡]				
No IEP	69	64	67	
IEP	63	62	64	
Don't know	62	53	59	
Prefer not to say	72	44	56	
High expectations-adults in school[‡]				
No IEP	80	74	74	
IEP	76	74	72	
Don't know	72	68	65	
Prefer not to say	92	64	64	
Meaningful participation[‡]				
No IEP	32	29	27	
IEP	32	22	23	
Don't know	29	25	23	
Prefer not to say	28	17	18	

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 A17.1***School Engagement and Supports by Individualized Education Plan (IEP) Placement – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Facilities upkeep[†] (<i>In-School Only</i>)				
No IEP	43	59	51	
IEP	46	54	45	
Don't know	43	43	36	
Prefer not to say	31	38	31	
Promotion of parental involvement in school[‡]				
No IEP	63	51	46	
IEP	63	50	52	
Don't know	60	40	47	
Prefer not to say	64	51	38	

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 A17.2***School Safety by Individualized Education Plan (IEP) Placement***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe (<i>In-School Only</i>)				
No IEP	74	73	74	
IEP	65	62	58	
Don't know	67	62	62	
Prefer not to say	69	42	54	
Experienced harassment due to five reasons^{λ§}				
No IEP	25	17	16	
IEP	38	26	21	
Don't know	35	33	20	
Prefer not to say	31	25	17	
Experienced any harassment or bullying[§]				
No IEP	31	23	19	
IEP	38	29	35	
Don't know	41	42	20	
Prefer not to say	38	25	25	
Had mean rumors or lies spread about you[§]				
No IEP	34	25	24	
IEP	46	34	35	
Don't know	37	25	32	
Prefer not to say	54	25	31	
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
No IEP	13	9	5	
IEP	26	17	17	
Don't know	17	17	20	
Prefer not to say	31	25	31	

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

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

[§]Past 12 months.

Table A17.2**School Safety by Individualized Education Plan (IEP) Placement – Continued**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Been in a physical fight[§] (<i>In-School Only</i>)				
No IEP	11	6	3	
IEP	24	8	8	
Don't know	13	6	0	
Prefer not to say	8	9	23	
Seen a weapon on campus[§] (<i>In-School Only</i>)				
No IEP	5	8	7	
IEP	11	12	11	
Don't know	4	8	0	
Prefer not to say	8	8	31	

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

[§]Past 12 months.

Table A17.3**Cyberbullying by Individualized Education Plan (IEP) Placement**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
No IEP	25	20	18	
IEP	40	34	32	
Don't know	32	25	35	
Prefer not to say	50	33	15	

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

[§]Past 12 months.

Table A17.4***Substance Use by Individualized Education Plan (IEP) Placement***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
No IEP	4	12	28	
IEP	6	17	31	
Don't know	1	11	14	
Prefer not to say	0	8	15	
Current tobacco use[¶]				
No IEP	1	6	8	
IEP	4	14	21	
Don't know	0	4	14	
Prefer not to say	8	8	8	
Current marijuana use[¶]				
No IEP	1	7	18	
IEP	4	13	22	
Don't know	0	8	14	
Prefer not to say	0	8	8	
Current binge drinking[¶]				
No IEP	0	5	12	
IEP	0	10	13	
Don't know	0	2	5	
Prefer not to say	0	0	8	
Very drunk or "high" 7 or more times, ever				
No IEP	0	6	12	
IEP	0	5	17	
Don't know	1	4	9	
Prefer not to say	0	0	0	
Been drunk or "high" on drugs at school, ever				
No IEP	1	4	9	
IEP	2	10	14	
Don't know	1	4	18	
Prefer not to say	0	0	0	

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

[¶]Past 30 days.

Table A17.4

Substance Use by Individualized Education Plan (IEP) Placement – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use[¶]				
No IEP	2	9	23	
IEP	4	16	24	
Don't know	1	6	14	
Prefer not to say	0	0	15	
Current alcohol use at school[¶] (<i>In-School Only</i>)				
No IEP	1	1	3	
IEP	2	3	4	
Don't know	3	0	0	
Prefer not to say	0	0	0	
Current cigarette smoking[¶]				
No IEP	0	2	5	
IEP	2	6	14	
Don't know	0	4	5	
Prefer not to say	0	0	8	
Current vaping[¶]				
No IEP	1	8	9	
IEP	2	16	21	
Don't know	0	4	18	
Prefer not to say	0	8	0	
Current tobacco vaping[¶]				
No IEP	1	6	6	
IEP	2	14	18	
Don't know	0	4	14	
Prefer not to say	0	8	0	
Current marijuana vaping[¶]				
No IEP	0	6	7	
IEP	2	11	14	
Don't know	0	4	18	
Prefer not to say	0	8	0	

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

[¶]*Past 30 days.*

Table A17.5
Routines by Individualized Education Plan (IEP) Placement

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast¹				
No IEP	76	69	66	
IEP	68	58	69	
Don't know	74	51	71	
Prefer not to say	62	38	85	
Bedtime (at 12 am or later)				
No IEP	10	16	38	
IEP	12	20	37	
Don't know	10	13	25	
Prefer not to say	21	46	0	

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

¹*Today.*

Table A17.6

Remote Schooling by Individualized Education Plan (IEP) Placement (Remote Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
No IEP				
IEP				
Don't know				
Prefer not to say				
Synchronous instruction (4 days or more)[¶]				
No IEP				
IEP				
Don't know				
Prefer not to say				
Interest in schoolwork done from home[†]				
No IEP				
IEP				
Don't know				
Prefer not to say				
Meaningful opportunities[‡]				
No IEP				
IEP				
Don't know				
Prefer not to say				

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 A17.7***Social and Emotional Health by Individualized Education Plan (IEP) Placement***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
No IEP	17	23	31	
IEP	30	32	40	
Don't know	20	25	33	
Prefer not to say	18	22	25	
Experienced chronic sadness/hopelessness[§]				
No IEP	18	24	33	
IEP	38	45	48	
Don't know	25	31	35	
Prefer not to say	15	33	38	
Considered suicide[§]				
No IEP	8	10	12	
IEP	23	21	21	
Don't know	13	10	20	
Prefer not to say	8	8	8	
Optimism[‡]				
No IEP	64	53	45	
IEP	60	49	44	
Don't know	59	43	30	
Prefer not to say	69	44	67	
Life satisfaction[‡]				
No IEP	76	67	66	
IEP	70	63	56	
Don't know	77	62	57	
Prefer not to say	78	57	68	

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.”

18. Living Situation Breakdowns

Table A18.1

School Engagement and Supports by Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness^{†#} (<i>In-School Only</i>)				
Home with one or more parent or guardian	71	65	65	
Foster home				
Homeless				
Other living arrangement	55	52		
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Home with one or more parent or guardian				
Foster home				
Homeless				
Other living arrangement				
Academic Motivation[†]				
Home with one or more parent or guardian	69	66	64	
Foster home				
Homeless				
Other living arrangement	72	55		
School is really boring[±]				
Home with one or more parent or guardian	33	36	41	
Foster home				
Homeless				
Other living arrangement	40	58		
School is worthless and a waste of time[±]				
Home with one or more parent or guardian	12	11	10	
Foster home				
Homeless				
Other living arrangement	15	26		

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

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

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

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

[±]Rating of 7 or higher.

Table A18.1***School Engagement and Supports by Living Situation – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Monthly Absences (3 or more)				
Home with one or more parent or guardian	12	13	18	
Foster home				
Homeless				
Other living arrangement	31	21		
Maintaining focus on schoolwork[†]				
Home with one or more parent or guardian	44	33	24	
Foster home				
Homeless				
Other living arrangement	30	21		
Caring adult relationships[‡]				
Home with one or more parent or guardian	68	63	66	
Foster home				
Homeless				
Other living arrangement	64	58		
High expectations-adults in school[‡]				
Home with one or more parent or guardian	79	74	73	
Foster home				
Homeless				
Other living arrangement	81	70		
Meaningful participation[‡]				
Home with one or more parent or guardian	31	28	27	
Foster home				
Homeless				
Other living arrangement	39	18		

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 A18.1***School Engagement and Supports by Living Situation – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Facilities upkeep[†] (<i>In-School Only</i>)				
Home with one or more parent or guardian	43	57	49	
Foster home				
Homeless				
Other living arrangement	41	67		
Promotion of parental involvement in school[†]				
Home with one or more parent or guardian	63	50	47	
Foster home				
Homeless				
Other living arrangement	57	47		

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 A18.2
School Safety by Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe (<i>In-School Only</i>)				
Home with one or more parent or guardian	73	70	71	
Foster home				
Homeless				
Other living arrangement	62	72		
Experienced harassment due to five reasons^λ				
Home with one or more parent or guardian	27	19	17	
Foster home				
Homeless				
Other living arrangement	31	42		
Experienced any harassment or bullying[§]				
Home with one or more parent or guardian	33	25	21	
Foster home				
Homeless				
Other living arrangement	36	42		
Had mean rumors or lies spread about you[§]				
Home with one or more parent or guardian	36	25	26	
Foster home				
Homeless				
Other living arrangement	42	42		
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
Home with one or more parent or guardian	14	10	7	
Foster home				
Homeless				
Other living arrangement	19	28		

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

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

[§]Past 12 months.

Table A18.2***School Safety by Living Situation – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Been in a physical fight[§] (<i>In-School Only</i>)				
Home with one or more parent or guardian	11	6	4	
Foster home				
Homeless				
Other living arrangement	24	11		
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Home with one or more parent or guardian	5	8	8	
Foster home				
Homeless				
Other living arrangement	8	11		

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

[§]Past 12 months.

Table A18.3***Cyberbullying by Living Situation***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Home with one or more parent or guardian	26	22	20	
Foster home				
Homeless				
Other living arrangement	34	26		

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

[§]Past 12 months.

Table A18.4
Substance Use by Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
Home with one or more parent or guardian	3	13	27	
Foster home				
Homeless				
Other living arrangement	5	5		
Current tobacco use[¶]				
Home with one or more parent or guardian	1	7	10	
Foster home				
Homeless				
Other living arrangement	5	5		
Current marijuana use[¶]				
Home with one or more parent or guardian	1	8	18	
Foster home				
Homeless				
Other living arrangement	5	5		
Current binge drinking[¶]				
Home with one or more parent or guardian	0	5	12	
Foster home				
Homeless				
Other living arrangement	0	5		
Very drunk or “high” 7 or more times, ever				
Home with one or more parent or guardian	0	6	12	
Foster home				
Homeless				
Other living arrangement	3	0		
Been drunk or “high” on drugs at school, ever				
Home with one or more parent or guardian	1	5	10	
Foster home				
Homeless				
Other living arrangement	3	5		

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

[¶]Past 30 days.

Table A18.4
Substance Use by Living Situation – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use[¶]				
Home with one or more parent or guardian	2	9	22	
Foster home				
Homeless				
Other living arrangement	3	5		
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Home with one or more parent or guardian	1	1	3	
Foster home				
Homeless				
Other living arrangement	0	0		
Current cigarette smoking[¶]				
Home with one or more parent or guardian	0	2	6	
Foster home				
Homeless				
Other living arrangement	3	5		
Current vaping[¶]				
Home with one or more parent or guardian	1	8	11	
Foster home				
Homeless				
Other living arrangement	5	5		
Current tobacco vaping[¶]				
Home with one or more parent or guardian	1	7	8	
Foster home				
Homeless				
Other living arrangement	3	5		
Current marijuana vaping[¶]				
Home with one or more parent or guardian	0	6	8	
Foster home				
Homeless				
Other living arrangement	3	5		

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

[¶]Past 30 days.

Table A18.5
Routines by Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast¹				
Home with one or more parent or guardian	76	65	67	
Foster home				
Homeless				
Other living arrangement	64	63		
Bedtime (at 12 am or later)				
Home with one or more parent or guardian	10	17	37	
Foster home				
Homeless				
Other living arrangement	17	21		

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

¹*Today.*

Table A18.6**Remote Schooling by Living Situation (Remote Only)**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Remote learning frequency (5 days per week)[¶]				
Home with one or more parent or guardian				
Foster home				
Homeless				
Other living arrangement				
Synchronous instruction (4 days or more)				
Home with one or more parent or guardian				
Foster home				
Homeless				
Other living arrangement				
Interest in schoolwork done from home[†]				
Home with one or more parent or guardian				
Foster home				
Homeless				
Other living arrangement				
Meaningful opportunities[‡]				
Home with one or more parent or guardian				
Foster home				
Homeless				
Other living arrangement				

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 A18.7
Social and Emotional Health by Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
Home with one or more parent or guardian	18	24	32	
Foster home				
Homeless				
Other living arrangement	28	28		
Experienced chronic sadness/hopelessness[§]				
Home with one or more parent or guardian	19	28	35	
Foster home				
Homeless				
Other living arrangement	31	21		
Considered suicide[§]				
Home with one or more parent or guardian	10	10	13	
Foster home				
Homeless				
Other living arrangement	9	26		
Optimism[‡]				
Home with one or more parent or guardian	64	51	44	
Foster home				
Homeless				
Other living arrangement	52	54		
Life satisfaction[‡]				
Home with one or more parent or guardian	76	67	65	
Foster home				
Homeless				
Other living arrangement	73	52		

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.”

Behavioral Health Module

Form A. Alcohol and Other Drugs (AOD)

1. Student Sample

Table B.I.1.1

Student Sample for AOD Indicators

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	336	339	391	17
Final number	272	275	265	2
Response Rate	81%	81%	68%	12%

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

2. Summary of Key Indicators

Table B.I.2.1

Key Indicators of Alcohol and Other Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Alcohol and Marijuana Consumption Patterns					
Usually drank until felt it a lot	1	4	8		B.I.3.4
Usually used marijuana or other drugs until felt it a lot	na	4	6		B.I.3.5
Driving under the influence experiences	21	6	10		B.I.3.6
Consequences of AOD Consumption					
Caused one or more problems	na	6	14		B.I.4.2
Caused one or more dependency-related experiences	na	6	21		B.I.4.3
Supports to Reduce AOD Use					
Very likely to find help at school for quitting or reducing use	na	27	17		B.I.5.2
Strong Personal Disapproval of AOD Use					
Having one or two drinks of any alcoholic beverage nearly every day	71	58	54		B.I.7.1
Trying marijuana once or twice	60	33	14		B.I.7.1
Using marijuana once a month or more	75	53	29		B.I.7.1

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

na—Not asked of middle school students.

3. Alcohol, Tobacco, and Other Drug Consumption Patterns

Table B.I.3.1

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Heroin				
0 times	na	100	98	
1 time	na	0	0	
2 to 3 times	na	0	0	
4 or more times	na	0	2	
Tranquilizers or sedatives				
0 times	na	99	98	
1 time	na	1	1	
2 to 3 times	na	0	0	
4 or more times	na	0	2	
Appetite suppressants				
0 times	na	97	95	
1 time	na	0	0	
2 to 3 times	na	0	1	
4 or more times	na	2	4	
Ritalin or Adderall or other prescription stimulant				
0 times	na	98	94	
1 time	na	0	1	
2 to 3 times	na	0	1	
4 or more times	na	1	4	

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

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

na—Not asked of middle school students.

Table B.I.3.2
Age of Onset – AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
Never	87	78	55	
10 years or under	7	6	4	
11-12 years old	4	7	5	
13-14 years old	0	9	12	
15-16 years old	0	0	23	
17 years or older	1	0	2	
Marijuana (smoke, vape, eat, or drink)				
Never	98	86	69	
10 years or under	0	0	1	
11-12 years old	1	3	1	
13-14 years old	0	9	10	
15-16 years old	0	1	18	
17 years or older	1	0	2	
Any other illegal drug or pill to get “high”				
Never	99	95	92	
10 years or under	0	0	0	
11-12 years old	0	0	0	
13-14 years old	0	4	1	
15-16 years old	0	0	5	
17 years or older	1	0	1	

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

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

Table B.I.3.3***Age of Onset – Tobacco Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked part or all of a cigarette				
Never	99	92	84	
10 years or under	0	1	1	
11-12 years old	1	2	1	
13-14 years old	0	4	2	
15-16 years old	0	1	11	
17 years or older	1	0	1	
A vape product such as an e-cigarette, vape pen, or mod				
Never	96	85	79	
10 years or under	1	0	0	
11-12 years old	3	4	2	
13-14 years old	0	10	7	
15-16 years old	0	0	11	
17 years or older	1	0	1	

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

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

Table B.I.3.4***Usual Alcohol Consumption Level***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't drink alcohol	97	87	70	
Just enough to feel it a little	2	5	11	
Enough to feel it moderately	0	3	11	
Until I feel it a lot or get really drunk	1	4	8	

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

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

Table B.I.3.5***Usual Drug Consumption Level***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't use drugs	na	90	78	
Just enough to feel a little high	na	4	5	
Enough to feel it moderately	na	2	10	
Until I feel it a lot or get really high	na	4	6	

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

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

na—Not asked of middle school students.

Table B.I.3.6***Driving Under the Influence Experiences, Lifetime***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using				
Never	na	94	90	
1 time	na	4	3	
2 times	na	1	5	
3 to 6 times	na	1	2	
7 or more times	na	0	1	
Have ridden in a car driven by someone who had been using alcohol or drugs				
Never	79	na	na	na
1 time	8	na	na	na
2 times	5	na	na	na
3 to 6 times	3	na	na	na
7 or more times	4	na	na	na

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

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

na—Not asked of middle school students.

4. Reasons for and Consequences of AOD Consumption

Table B.I.4.1

Reasons for AOD Use, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months.	92	79	59	
To experiment (try using)	2	10	15	
To get high	1	6	17	
To have a good time with friends	1	11	30	
To fit in with a group you like	0	1	3	
Because of boredom	0	5	10	
To relax	1	5	16	
To get away from problems	1	4	10	
Because of anger or frustration	0	3	2	
To get through the day	1	3	3	
Because it made you feel better	1	5	12	
To seek deeper insights and understanding	0	2	8	
None of the above	13	7	7	

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

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

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

Table B.I.4.2***Problems Caused by AOD Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I've never used alcohol or drugs	na	86	65	
I've used alcohol or drugs but never had any of these problems	na	10	22	
Have problems with emotions, nerves, or mental health	na	3	6	
Get into trouble or have problems with the police	na	2	1	
Have money problems	na	1	2	
Miss school	na	1	2	
Have problems with schoolwork	na	2	3	
Fight with others	na	0	2	
Damage a friendship	na	3	2	
Physically hurt or injure yourself	na	2	2	
Have unwanted or unprotected sex	na	1	2	
Forget what happened or pass out	na	3	8	
Been suspended from school	na	1	1	
<i>One or more problems</i>	na	6	14	

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

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

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

na—Not asked of middle school students.

Table B.I.4.3***Alcohol or Other Drug Use Caused Dependency-Related Experiences***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I have not used alcohol or drugs	na	87	67	
I use alcohol or drugs but have not experienced any of these things	na	7	14	
Found you had to increase how much you use to have the same effect as before	na	3	11	
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	na	3	3	
Used alcohol or drugs a lot more than you intended	na	4	7	
Used alcohol or drugs when you were alone	na	5	12	
Your use of alcohol or drugs often kept you from doing a normal activity, like going to school, working, or doing recreational activities or hobbies	na	1	2	
You didn't feel OK unless you had something to drink or used a drug	na	1	0	
Thought about reducing or stopping use	na	4	9	
Told yourself you were not going to use but found yourself using anyway	na	3	4	
Spoke with someone about reducing or stopping use	na	2	3	
Attended counseling, a program, or group to help you reduce or stop use	na	1	1	
<i>One or more dependency-related experiences</i>	na	6	21	

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

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

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

na—Not asked of middle school students.

Table B.I.4.4***Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	38	32	
Likely	na	28	36	
Not likely	na	13	13	
Don't know	na	20	19	

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

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

na—Not asked of middle school students.

5. Supports to Reduce AOD Use

Table B.I.5.1

Needed Counseling for Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I never used alcohol or other drugs	na	88	69	
No, but I do use alcohol or other drugs	na	10	31	
Yes, I have felt that I needed help	na	2	0	

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

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

na—Not asked of middle school students.

Table B.I.5.2

Likelihood of Finding Help at School for Quitting or Reducing Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	27	17	
Likely	na	36	37	
Not likely	na	14	20	
Don't know	na	23	27	

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

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

na—Not asked of middle school students.

Table B.I.5.3

Talked with Parent About AOD Use, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	41	39	42	
Yes	59	61	58	

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

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

6. Availability

Table B.I.6.1
Sources for Obtaining Alcohol

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
At school	6	6	10	
At parties	8	31	57	
At concerts or other social events	3	10	20	
At their own home	13	20	36	
From adults at friends' homes	5	10	19	
From friends or another teenager	16	22	43	
Get adults to buy it for them	5	16	21	
Buy it themselves from a store	4	11	29	
At bars, clubs, or gambling casinos	2	2	6	
Other	7	11	11	
Don't know	84	70	45	

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

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

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

Table B.I.6.2***Sources for Obtaining Marijuana***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
At school	6	13	21	
At parties	6	17	41	
At concerts or other social events	3	9	18	
At their own home	5	10	19	
From an adult acquaintance	5	14	23	
From friends or another teenager	12	25	39	
Buy it at a marijuana dispensary	4	7	24	
At bars or clubs	1	3	4	
Other	5	9	10	
Don't know	85	72	53	

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

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

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

7. Influences on ATOD Use

Table B.I.7.1

Personal Disapproval of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Having one or two drinks of any alcoholic beverage nearly every day				
Neither approve nor disapprove	16	26	25	
Somewhat disapprove	13	16	21	
Strongly disapprove	71	58	54	
Trying marijuana once or twice				
Neither approve nor disapprove	20	42	71	
Somewhat disapprove	20	25	15	
Strongly disapprove	60	33	14	
Using marijuana once a month or more regularly				
Neither approve nor disapprove	14	29	49	
Somewhat disapprove	11	18	21	
Strongly disapprove	75	53	29	

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

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

Table B.I.7.2**Parent Disapproval of ATOD Use**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong	90	79	82	
Wrong	6	14	15	
A little wrong	3	3	2	
Not at all wrong	1	4	1	
Smoke tobacco				
Very wrong	93	81	80	
Wrong	5	14	15	
A little wrong	2	2	5	
Not at all wrong	1	2	0	
Use vape products such as e-cigarettes, vape pens, or mods				
Very wrong	92	80	79	
Wrong	6	16	17	
A little wrong	1	2	4	
Not at all wrong	1	2	0	
Use marijuana (smoke, vape, eat, or drink)				
Very wrong	94	77	65	
Wrong	3	16	19	
A little wrong	2	4	12	
Not at all wrong	1	3	4	
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	97	86	90	
Wrong	2	11	8	
A little wrong	1	1	2	
Not at all wrong	1	2	0	

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

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

Table B.I.7.3**Peer Disapproval of ATOD Use**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong	73	54	47	
Wrong	20	25	38	
A little wrong	6	14	11	
Not at all wrong	2	7	5	
Smoke tobacco				
Very wrong	78	60	41	
Wrong	17	23	35	
A little wrong	4	8	16	
Not at all wrong	1	8	8	
Use vape products such as e-cigarettes, vape pens, or mods				
Very wrong	76	53	37	
Wrong	17	25	32	
A little wrong	6	15	17	
Not at all wrong	1	8	14	
Use marijuana (smoke, vape, eat, or drink)				
Very wrong	78	55	28	
Wrong	17	21	25	
A little wrong	5	12	21	
Not at all wrong	1	12	26	
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	81	63	56	
Wrong	15	25	31	
A little wrong	3	8	10	
Not at all wrong	1	4	3	

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

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

Table B.I.7.4

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	26	26	25	
Yes	74	74	75	

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

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

Behavioral Health Module

Form B. Other Behavioral Health Factors

1. Student Sample

Table B.II.1.1

Student Sample on Other Behavioral Health Factors

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	336	339	391	17
Final number	294	290	278	1
Response Rate	88%	86%	71%	6%

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

2. Summary of Key Indicators

Table B.II.2.1

Key Indicators of Other Behavioral Health Factors

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Behavioral Health Protective Factors					
Emotional safety at school [†]	71	65	67		B.II.3.2
School co-regulation supports [†]	61	55	57		B.II.3.3
Home adult co-regulation supports [†]	80	78	73		B.II.3.4
Peer co-regulation supports [†]	72	73	80		B.II.3.5
Resilience Assets					
Emotion regulation ^ô	39	43	46		B.II.4.1
Student Wellness					
Responses to trauma [¶]	13	17	19		B.II.5.1
Potential Post-Traumatic Stress [¶]	22	28	28		B.II.5.2
Stress associated health symptoms [*]	13	12	18		B.II.5.3
Loneliness ^ê	28	37	41		B.II.5.4
Self-harm [§]	19	13	16		B.II.5.8
Fasting for 12 hours or more	25	24	25		B.II.5.7
Trouble sleeping (daily)	13	9	10		B.II.5.1
Mental Health Supports					
Wanted to get mental health services [§]	20	22	33		B.II.6.4
Received mental health services [§]	24	22	27		B.II.6.4
Barriers to receiving services (3 or more)	20	19	23		B.II.6.5

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

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

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

^ôAverage percent of respondents reporting the top two response categories (“Quite relaxed,” “Extremely relaxed,” “Frequently,” “Almost always,” “Quite calm,” and “Extremely calm”).

[¶]Average percent of respondents reporting “2-3 times a week” or “Almost every day.”

[¶]Past 30 days.

^{*}Past 2 weeks.

^êAverage percent of respondents reporting “Sometimes” or “Often.”

[§]Past 12 months.

3. Behavioral Health Protective Factors

Table B.II.3.1

Perceived Safety at Home and in Neighborhood

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>How safe do you feel...</i>				
<i>at home or the place where you live?</i>				
Very safe	65	62	62	
Safe	29	31	29	
Neither safe nor unsafe	6	5	8	
Unsafe	0	0	0	
Very unsafe	1	1	1	
<i>in the neighborhood where you live?</i>				
Very safe	49	54	44	
Safe	36	34	40	
Neither safe nor unsafe	13	10	14	
Unsafe	1	0	1	
Very unsafe	1	1	1	

Question HS/MS B.II.12, 13: How safe do you feel at home or the place where you live?... How safe do you feel in the neighborhood where you live?

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

Table B.II.3.2***Emotional Safety at School Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Emotional safety at school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	71	65	67	
<i>At my school,...</i>				
I feel socially accepted.				
Not at all true	8	8	6	
A little true	20	22	21	
Pretty much true	39	42	42	
Very much true	33	29	31	
I feel that I matter to others.				
Not at all true	12	14	10	
A little true	19	28	29	
Pretty much true	38	38	32	
Very much true	31	21	29	

Question HS/MS B.II.10,11: How true do you feel these statements are about your feelings at school? At my school,... I feel socially accepted... I feel that I matter to others.

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

Table B.II.3.3***School Co-Regulation Supports Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School co-regulation supports				
<i>Average reporting “Pretty much true” or “Very much true”</i>	61	55	57	
<i>At my school, there is a teacher or other adult who... would understand my problems if I shared them.</i>				
Not at all true	17	15	15	
A little true	21	31	27	
Pretty much true	36	31	33	
Very much true	26	23	25	
<i>would be helpful to me if I came to school upset.</i>				
Not at all true	19	18	17	
A little true	23	25	28	
Pretty much true	27	34	30	
Very much true	30	23	26	
<i>makes me feel good about myself.</i>				
Not at all true	15	15	17	
A little true	20	29	26	
Pretty much true	33	32	31	
Very much true	32	24	26	

Question HS/MS B.II.7-9: How true do you feel these statements are about a teacher or other adult at school? At my school, there is a teacher or other adult who... would understand my problems if I shared them... would be helpful to me if I came to school upset... makes me feel good about myself.

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

Table B.II.3.4***Home Adult Co-Regulation Supports Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Home adult co-regulation supports				
<i>Average reporting “Pretty much true” or “Very much true”</i>	80	78	73	
<i>In my home, there is a parent or some other adult who...</i>				
talks with me about my problems.				
Not at all true	8	9	10	
A little true	17	15	17	
Pretty much true	22	28	19	
Very much true	54	49	54	
helps me when I am upset.				
Not at all true	8	7	11	
A little true	9	14	16	
Pretty much true	22	24	21	
Very much true	61	56	52	
makes me feel good about myself.				
Not at all true	7	7	9	
A little true	11	15	19	
Pretty much true	23	25	22	
Very much true	59	53	50	

Question HS/MS B.II.1-3: How true do you feel these statements are about your family? In my home, there is a parent or some other adult who... talks with me about my problems... helps me when I am upset... makes me feel good about myself.

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

Table B.II.3.5**Peer Co-Regulation Supports Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Peer co-regulation supports				
<i>Average reporting “Pretty much true” or “Very much true”</i>	72	73	80	
<i>I have a friend my age who... talks with me about my problems.</i>				
Not at all true	14	13	10	
A little true	21	21	11	
Pretty much true	29	22	29	
Very much true	36	45	50	
<i>helps me when I am upset.</i>				
Not at all true	10	12	9	
A little true	18	15	12	
Pretty much true	23	30	29	
Very much true	49	43	51	
<i>makes me feel good about myself.</i>				
Not at all true	7	8	8	
A little true	14	14	12	
Pretty much true	27	32	27	
Very much true	52	46	53	

Question HS/MS B.II.4-6: How true do you feel these statements are about your friends? I have a friend my age who... talks with me about my problems... helps me when I am upset... makes me feel good about myself.

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

4. Resilience Assets

Table B.II.4.1

Emotion Regulation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Emotion regulation				
<i>Average reporting the top two response categories^o</i>	39	43	46	
When everybody around you gets angry, how relaxed can you stay?				
Not relaxed at all	16	11	14	
Slightly relaxed	27	25	21	
Somewhat relaxed	31	31	30	
Quite relaxed	20	25	24	
Extremely relaxed	6	9	11	
How often are you able to control your emotions when you need to?				
Almost never	6	5	2	
Once in a while	12	10	8	
Sometimes	23	23	24	
Frequently	33	35	32	
Almost always	25	27	34	
When things go wrong for you, how calm are you able to remain?				
Not calm at all	9	8	6	
Slightly calm	25	22	21	
Somewhat calm	32	35	35	
Quite calm	27	27	26	
Extremely calm	7	8	12	

Question HS/MS B.II.21-23: When everybody around you gets angry, how relaxed can you stay?... How often are you able to control your emotions when you need to?... When things go wrong for you, how calm are you able to remain?

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

^oThe top two response categories include “Quite relaxed,” “Extremely relaxed,” “Frequently,” “Almost always,” “Quite calm,” and “Extremely calm.”

5. Student Wellness

Table B.II.5.1

Responses to Trauma Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Responses to trauma				
<i>Average reporting “2-3 times a week” or “Almost every day”</i>	13	17	19	
<i>During the past 30 days,...</i>				
I got upset easily or got into arguments or physical fights.				
Never	62	64	63	
1-3 times a month	22	22	22	
1-2 times a week	7	8	7	
2-3 times a week	5	4	4	
Almost every day	4	2	4	
I had trouble concentrating or paying attention.				
Never	39	37	26	
1-3 times a month	28	22	22	
1-2 times a week	13	12	16	
2-3 times a week	7	11	10	
Almost every day	13	19	26	
I had trouble feeling happiness or love.				
Never	70	59	55	
1-3 times a month	16	15	19	
1-2 times a week	8	11	10	
2-3 times a week	4	10	9	
Almost every day	3	5	7	

Question HS/MS B.II.14-16: These questions ask about how you felt or what you did in the past 30 days... I got upset easily or got into arguments or physical fights... I had trouble concentrating or paying attention... I had trouble feeling happiness or love.

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

Table B.II.5.1**Responses to Trauma Scale Questions – Continued**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During the past 30 days,...				
I felt alone even when I was around other people.				
Never	59	49	44	
1-3 times a month	20	21	28	
1-2 times a week	9	14	13	
2-3 times a week	6	10	8	
Almost every day	5	6	8	
I had trouble going to sleep, woke up often, or had trouble getting back to sleep.				
Never	51	49	45	
1-3 times a month	24	21	24	
1-2 times a week	8	12	10	
2-3 times a week	5	10	10	
Almost every day	13	9	10	

Question HS/MS B.II.17, 18: These questions ask about how you felt or what you did in the past 30 days... I felt alone even when I was around other people... I had trouble going to sleep, woke up often, or had trouble getting back to sleep.

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

Table B.II.5.2**Post-Traumatic Stress (PTS) Profile, Past 30 Days**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Minimal PTS Symptoms	50	38	38	
Mild PTS Symptoms	29	34	33	
Potential PTS	22	28	28	

Question HS/MS B.II.14-18: These questions ask about how you felt or what you did in the past 30 days... I got upset easily or got into arguments or physical fights... I had trouble concentrating or paying attention... I had trouble feeling happiness or love... I felt alone even when I was around other people... I had trouble going to sleep, woke up often, or had trouble getting back to sleep.

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

PTS Profile categories are based on the UCLA Brief Screen for Child/Adolescent Trauma and PTSD.

Table B.II.5.3***Stress Associated Health Symptoms Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Stress associated health symptoms				
<i>Average reporting “A lot” or “A whole lot”</i>	13	12	18	
<i>In the last 2 weeks, how much were you bothered by the following physical problems?</i>				
Stomachaches				
Not at all	41	43	43	
A little	31	30	24	
Some	16	18	17	
A lot	9	5	9	
A whole lot	4	5	7	
Headaches				
Not at all	36	31	34	
A little	28	30	22	
Some	20	22	22	
A lot	10	12	10	
A whole lot	6	5	12	
Pains in your lower back				
Not at all	56	47	40	
A little	17	21	21	
Some	12	17	16	
A lot	8	9	12	
A whole lot	7	5	9	

Question HS/MS B.II.27-29: Below is a list of symptoms that students sometimes have. In the last 2 weeks, how much were you bothered by the following physical problems?... Stomachaches... Headaches... Pains in your lower back.

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

Table B.II.5.3***Stress Associated Health Symptoms Scale Questions – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>In the last 2 weeks, how much were you bothered by the following physical problems?</i>				
Feeling faint or dizzy				
Not at all	59	54	46	
A little	15	21	23	
Some	11	13	16	
A lot	9	7	9	
A whole lot	5	5	7	
Heart beating too fast (even when you are not exercising)				
Not at all	69	66	63	
A little	13	16	13	
Some	8	10	11	
A lot	4	5	8	
A whole lot	5	3	5	

Question HS/MS B.II.30, 31: Below is a list of symptoms that students sometimes have. In the last 2 weeks, how much were you bothered by the following physical problems?... Feeling faint or dizzy... Heart beating too fast (even when you are not exercising).

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

Table B.II.5.4
Loneliness Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Loneliness				
<i>Average reporting “Sometimes” or “Often”</i>	28	37	41	
How often do you feel lonely?				
Never	29	28	25	
Rarely	41	30	27	
Sometimes	20	27	31	
Often	10	14	16	
How often do you feel that you are no longer close to anyone?				
Never	45	41	41	
Rarely	29	27	24	
Sometimes	15	21	22	
Often	11	12	13	

Question HS/MS B.II.19, 20: How often do you feel lonely?... How often do you feel that you are no longer close to anyone?

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

Table B.II.5.5**Body Image**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very dissatisfied	11	9	9	
Dissatisfied	12	18	18	
Neither dissatisfied nor satisfied	26	26	31	
Satisfied	33	31	26	
Very satisfied	20	16	16	

Question HS/MS B.II.24: Over the past 30 days, how satisfied have you been with your weight and shape?

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

Table B.II.5.6**Weight Management**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Which of the following are you trying to do about your weight?				
Lose weight	38	36	39	
Gain weight	12	19	19	
Stay the same weight	11	14	14	
I am not trying to do anything about my weight	39	32	28	

Question HS/MS B.II.25: Which of the following are you trying to do about your weight?

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

Table B.II.5.7***Disordered Eating Behavior***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 30 days, please indicate which of the following things you did to lose weight or keep from gaining weight:</i>				
Exercise				
No	10	18	18	
Yes	90	82	82	
Eat less food, fewer calories, or foods low in fat				
No	38	42	36	
Yes	62	58	64	
Go without eating for 12 hours or more				
No	75	76	75	
Yes	25	24	25	
Take diet pills, powders, or liquids without a doctor's advice				
No	96	89	96	
Yes	4	11	4	
Vomit or take laxatives				
No	90	91	93	
Yes	10	9	7	

Question HS/MS B.II.25A-25E: During the past 30 days, please indicate which of the following things you did to lose weight or keep from gaining weight:... Exercise... Eat less food, fewer calories, or foods low in fat... Go without eating for 12 hours or more (also called fasting)... Take diet pills, powders, or liquids without a doctor's advice (do not include meal replacement products such as Ensure, Muscle Milk, or SlimFast)... Vomit or take laxatives.

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

Only respondents who selected "Lose weight" or "Stay the same weight" to question "Which of the following are you trying to do about your weight?" were asked to answer these questions.

Table B.II.5.8

Self-Harm, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	81	87	84	
1 time	7	4	5	
2 or 3 times	5	4	5	
4 or 5 times	2	2	3	
6 or more times	4	4	3	

Question HS/MS B.II.26: During the past 12 months, how many times did you do something to purposely hurt yourself, such as cutting, scratching, or burning yourself?

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

6. Mental Health Supports

Table B.II.6.1

Availability of Mental Health Supports at School, Past Year

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	82	78	85	
Yes	8	13	11	
I don't know	10	9	4	

Question HS/MS B.II.41: In the past year, did an adult at school refer or connect you to a counselor or therapist outside of school to get help?

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

Table B.II.6.2

Mental Health Help-Seeking Attitude

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>If you were feeling very sad, stressed, lonely, or depressed, would you...</i>				
talk to a teacher or another adult from your school?	26	25	23	
talk to your parents or someone else in your family?	69	61	65	
get help from a counselor or therapist?	29	31	35	
talk to your friends?	67	68	77	
be afraid to get help?	20	17	18	
not know what to do?	22	19	18	

Question HS/MS B.II.37: If you were feeling very sad, stressed, lonely, or depressed, would you... (Mark All That Apply.)

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

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

Table B.II.6.3***Mental Health Help-Seeking Attitude Toward Peers***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>If someone my age felt very sad, stressed, lonely, or depressed,...</i>				
talking to an adult could help them feel better.				
Strongly disagree	14	8	10	
Disagree	10	14	19	
Agree	53	60	59	
Strongly agree	23	18	13	
kids at my school would be nice to them.				
Strongly disagree	14	11	7	
Disagree	22	25	26	
Agree	47	53	57	
Strongly agree	17	11	10	

Question HS/MS B.II.35, 36: If someone my age felt very sad, stressed, lonely, or depressed,... talking to an adult could help them feel better.... kids at my school would be nice to them.

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

Table B.II.6.4***Mental Health Services Usage, Past Year***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>In the past year,...</i>				
did you want to talk to a counselor or therapist about feeling very sad, stressed, lonely, or depressed?				
No	71	65	62	
Yes	20	22	33	
I don't know	10	12	6	
did you get help from a counselor or therapist when you needed it?				
Does not apply, I didn't need help	58	62	55	
No, I didn't get help when I needed it	18	17	19	
Yes, I got help when I needed it	24	22	27	
where did you get help from a counselor or therapist? (Mark All That Apply.)[#]				
Nowhere	6	2	0	
At school (in person, by phone, or online)	60	44	26	
From a counselor or therapist not from my school (in person, by phone, or online)	42	56	71	
Somewhere else	15	14	12	
I don't know	6	0	0	

Question HS/MS B.II.38-40: In the past year, did you want to talk to a counselor or therapist about feeling very sad, stressed, lonely, or depressed?... In the past year, did you get help from a counselor or therapist when you needed it? ... In the past year, where did you get help from a counselor or therapist? (Mark All That Apply.)

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

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

Table B.II.6.5***Barriers to Using Mental Health Services***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I would not know where to go for help	18	16	22	
There isn't anyone I can talk to	10	9	10	
They wouldn't understand	21	17	19	
People would think there's something wrong with me	16	14	15	
My parents might find out	19	18	20	
Other students might find out	18	14	10	
I wouldn't have a way to pay for it	6	10	10	
I wouldn't want to talk to a counselor or therapist	21	29	28	
Other reasons	18	11	16	
Does not apply, none of these things would stop you from talking to a counselor or therapist.	44	44	43	
<i>Three or more barriers</i>	20	19	23	

Question HS/MS B.II.42: If you were very sad, stressed, lonely, or depressed, would any of these things stop you from talking to a counselor or therapist? (Mark All That Apply.)

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

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

Table B.II.6.6***School Promotion of Mental Health Awareness***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I know where to go or who to contact at school for help when I am very sad, stressed, lonely, or depressed.				
Strongly disagree	13	12	9	
Disagree	10	17	19	
Agree	46	54	53	
Strongly agree	31	17	19	
People at my school talk openly about mental health.				
Strongly disagree	16	13	12	
Disagree	24	24	22	
Agree	42	49	50	
Strongly agree	18	14	16	
My school encourages students to take care of their mental health.				
Strongly disagree	8	8	12	
Disagree	8	8	14	
Agree	42	53	51	
Strongly agree	42	30	24	

Question HS/MS B.II.32-34: How strongly do you agree or disagree with the following statements?... I know where to go or who to contact at school for help when I am very sad, stressed, lonely, or depressed... People at my school talk openly about mental health... My school encourages students to take care of their mental health.

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

Appendix I

2023-24 CHKS Secondary Survey Response Rates

Eligible Schools	7th %	9th %	11th %	NT %
John Adams Middle	71			
Lincoln Middle	98			
Malibu High		78	80	
Malibu Middle	98			
Olympic High (Continuation)				15
Santa Monica Alternative (K-8)	96			
Santa Monica High		90	76	

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2023-24 public school and 2022-23 enrollment data files. Directly funded charter schools have been excluded from the list.

Appendix II

CHKS Content Overview, 2023-24

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 student 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)*.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 learning and academic performance. Data for high school students show that as school climate improves—as the schools became safer, more supportive, and more engaging—academic 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 more likely to eat nutritiously and exercise; and (3) experiencing caring adult relationships and high

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

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 20 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 all the LCAP priority groups such as race/ethnicity, gender, parental education, English learner and long-term English learner status, disability status, foster youth, and unhoused youth. For selected key indicators, the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard) can be used to display group differences across these same groups as well as additional groups (e.g., chronic sadness, caring relationships). Districts/schools can also subscribe to the District CalSCHLS private data dashboard to disaggregate their CHKS results by these groups for each school (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, 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

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

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

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, Hispanic, and Asian peers *within the same school*.¹¹ 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.^{12 13} They were also more likely to be low in caring adult relationships and total developmental support.

Unhoused Youth

Homeless youth are substantially more likely than other youth to engage in substance use, have lower attendance at school and struggle with academic performance, feel less safe at school and experience greater levels of harassment and bullying, and exhibit higher levels of chronic sadness.¹⁴ Like youth in foster care, unhoused youth were also more likely to be low in caring adult relationships at school.

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.^{15 16} For example, analysis of the Biennial State CHKS data indicate that LGBTQ youth¹⁷ 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

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

¹¹ See calschls.org/my-surveys/

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

¹³ See calschls.org/my-surveys/

¹⁴ See calschls.org/my-surveys/

¹⁵ Hanson, T., Zhang, G., Cerna, R., Stern, A., & Austin, G. (2019) Understanding the experiences of LGBTQ youth in California. San Francisco, CA: WestEd. [Download wested.org/resources/lgbtq-students-in-california/](https://download.wested.org/resources/lgbtq-students-in-california/)

¹⁶ 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. <https://doi.org/10.1146/annurev-clinpsy-021815-093153>

¹⁷ See calschls.org/my-surveys/

- receive substantially fewer social supports from teachers and peers at school than their counterparts who do not identify as LGBTQ.

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

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 6)

A major focus of the CHKS is providing data to gauge the level of pupil engagement, an LCAP state priority on which districts are required to show improvement. Enhancing student engagement has been identified as the key to addressing problems of low achievement, high levels of student misbehavior, alienation, and high dropout rates.¹⁸ 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. Another behavioral engagement indicator on the survey is substance use at school. Research shows that student engagement is malleable and that all three types of engagement are influenced by the level to which students perceive the school as having a positive environment.

The CHKS Developmental Supports scales provide insight into whether students experience 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.¹⁹

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

¹⁸ 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. <https://doi.org/10.1016/j.learninstruc.2013.04.002>

¹⁹ Download data.calschls.org/resources/Biennial_State_1921.pdf

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 Student Learning Environment and Learning Engagement Climate scales and a series of questions about supports for learning and academic rigor.

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.^{20,21}

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

Students with high school boredom and low school-value, a suboptimal profile, report substantially poorer well-being than students with low boredom combined with elevated school-value, an optimal profile.

²⁰ 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>

²¹ 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_#/

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.

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 3 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.²²

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.²³

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.^{24 25 26 27 28 29}

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.³⁰ 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

²² 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/

²³ Austin, Hanson, Bala, & Zheng. (2023). Download data.calschls.org/resources/18th_Biennial_State_1921.pdf

²⁴ Hanson & Austin. (2002). Download data.calschls.org/resources/factsheet.pdf

²⁵ Hanson & Austin. (2002). Download data.calschls.org/resources/FACTSHEET-3.pdf

²⁶ Hanson. (2011). Download data.calschls.org/resources/S3factsheet1_caring_20120223.pdf

²⁷ Hanson. (2012). Download data.calschls.org/resources/S3factsheet2_participation_20120224.pdf

²⁸ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief1_CaringRelationships_final.pdf

²⁹ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief2_MeaningfulPart_final.pdf

³⁰ 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.

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 declines markedly after elementary school. A substantial minority of middle and high school students are not connected to their schools. On the 2017-19 State CHKS, the average percentage of students agreeing to these scale questions declined from 62 percent in 7th grade to 53 percent in 11th, a decline similar to that found for the Academic Motivation scale.³¹ 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.^{32 33}

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.³⁴

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 2018/20 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.³⁵ 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.³⁶ 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.³⁷ These behaviors adversely affect not only students’ ability

³¹ Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf. School Connectedness was not assessed on the 2019-21 State CHKS because the majority of students did not attend school in-person in 2020-21 due to the COVID-19 pandemic.

³² Austin, Hanson, & Voight. (2013). Download data.calschls.org/resources/S3factsheet5_connectedness_20130827.pdf

³³ O’Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief4_Connectedness_final.pdf

³⁴ Wilder, S. (2014). Effects of parental involvement on academic achievement. A meta-synthesis. *Educational Review*, 66:3, 377-397.

³⁵ Hanson & Zheng. (2021). Download calschls.org/docs/facilities_030221.pdf

³⁶ The CHKS also includes two violence-related questions that are not school based: the frequency students experienced cyberbullying and whether they are gang members.

³⁷ Juvonen, J., & Graham, S. (2001). *Peer harassment in school: The plight of the vulnerable and victimized*. New York: Guilford Press.

to learn and willingness to attend school, but also the overall school environment, the ability of teachers to teach, and the willingness of adults to enter the teaching profession.^{38 39 40}

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.⁴¹

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.

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.⁴² 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.^{43 44} 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.

³⁸ Barton, P. E. (2001). *Facing the hard facts in education reform*. Princeton, NJ: Educational Testing Service.

³⁹ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief5_ViolencePerpetration_final.pdf

⁴⁰ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief6_ViolenceVictimization_final.pdf

⁴¹ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief3_Safety_final.pdf

⁴² Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf. Harassment at school was not assessed on the 2019-21 State CHKS due to the COVID-19 pandemic.

⁴³ Heck, Russell, O'Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf

⁴⁴ Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-10.pdf

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

Vandalism and Weapons

Two other safety-related areas assessed by the survey are school vandalism and weapons possession. Students are asked whether they damaged school property or had their property damaged at school and whether they carried a knife or other weapon to school or observed someone else doing these things.⁴⁵ 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.⁴⁶ 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.⁴⁷

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.⁴⁸ Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools.^{49 50}

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.^{51 52}

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

⁴⁶ Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

⁴⁷ Statewide CSSS. (2018). Download calschls.org/docs/statewide_1517_csss.pdf

⁴⁸ 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.

⁴⁹ Hanson & Austin. (2003). Download data.calschls.org/resources/FACTSHEET-3.pdf

⁵⁰ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief8_AOD_final.pdf

⁵¹ Hanson & Zheng. (2006). Download data.calschls.org/resources/factsheet2update.pdf

⁵² Austin, McCarthy, Slade, & Bailey. (2007). Download data.calschls.org/resources/FACTSHEET-5.pdf

SOCIAL AND EMOTIONAL 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.⁵³ 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.⁵⁴

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.^{55 56}

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 social-emotional competencies.

⁵³ Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-11.pdf

⁵⁴ Austin, Cragle, Delong-Cotty. (2012). Download data.calschls.org/resources/FACTSHEET-12.pdf

⁵⁵ Heck, Russell, O’Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf

⁵⁶ Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-10.pdf