

CALIFORNIA HEALTHY KIDS SURVEY



Pleasanton Unified Secondary 2021-2022 Main Report

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PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results for each question from the 2021-22 *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), including *Helpful Resources for Local Control and Accountability Plans* (calschls.org/docs/lcap_cal_schls.pdf). The California Safe and Supportive Schools website (ca-safe-supportive-schools.wested.org) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

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

THE SURVEY

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

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

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

Core Module

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

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

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

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

What's New? Although most school buildings have re-opened in 2021-22 for in-person instruction in California, the CHKS still contains skip logic to direct students to some questions relevant to remote instruction for students participating in school remotely via the California's Independent Study option. In addition, questions asking about students' social and emotional distress and optimism about the future have been retained and life satisfaction items have been added to the Core Module to assess student wellness. The new content assessed by the Core Module includes the following:

- boredom at school;
- life satisfaction;
- perceived harm of occasional and frequent vaping of tobacco/nicotine;
- perceived difficulty of obtaining prescription drugs; and
- frequency of vaping specific substances (tobacco or nicotine, marijuana or THC, other).

In addition, display logic has been added to the survey so that all students are not asked questions that are not applicable to them (e.g., cessation attempts are only asked of students who had used substances in their lifetime). To reduce survey burden, items assessing self-efficacy, problem solving, self-awareness, gratitude, and adult and peer caring relationships have been moved back to the Social Emotional Health Module (SEHM).

School Climate Module (Supplementary)

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

Social Emotional Health Module (Supplementary)

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

SURVEY ADMINISTRATION AND SAMPLE

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

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

THE REPORT

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

Racial/Ethnic and Gender Results

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

ONLINE DATA DASHBOARDS

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

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

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

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

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

UNDERSTANDING THE DATA

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

Representativeness

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

Changes Between Survey Administrations

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

RESOURCES

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

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets).
- *Assessing School Climate* describes the value of the CalSCHLS student, staff, and parent surveys for assessing school climate, listing constructs and individual indicators (data.calschls.org/resources/Cal-SCHLS_AssessingClimate2013-14.pdf).

- ***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).
- ***Using CalSCHLS to Assess Social-Emotional Learning and Health*** describes how the CHKS Core and SEHM module provide a comprehensive profile of student social-emotional competency (learning) and health, and the related supports schools provide, including questions aligned with the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) (data.calschls.org/resources/CalSCHLS_AssessSELH.pdf). The staff survey provides data on the perception of adults in the school on social-emotional service needs and provision.
- ***Helpful Resources for Local Control and Accountability Plans*** describes how survey items align with LCAP priorities and indicators (calschls.org/docs/lcap_cal_schls.pdf). Also available is an LCAP-related PowerPoint presentation (calschls.org/site/assets/files/1036/calschls-lcap_schoolclimatev6-1.pptx).
- The ***California Safe and Supportive Schools Newsletter*** provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/resources.
- 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/docs/calschls-crosswalk.pdf) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

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

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

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

As part of this process, WestEd staff can facilitate a *Data Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center 888.841.7536 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/docs/calschls-crosswalk.pdf) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer these companion surveys, urge them to do so next time.
- **Elementary CHKS Results.** Examine how the results from 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_1719.pdf) or examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports). How you compare to state and district results can provide some context for your results, but the most important consideration is what your own results say about the students in your school/community.

Data Workshop

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

Request Additional Reports and Data

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

School Reports and School Climate Report Cards

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

- A full report with all the survey results
- A short, user-friendly, graphic **School Climate Report Card** that provides results across key indicators of school climate and provides two-year state averages on those indicators (calschls.org/reports-data)

District School Climate Report Card

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

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

For more information about survey planning or technical assistance in understanding survey results and developing effective action plans to address identified needs, call the CalSCHLS helpline (888.841.7536) or email calschls@wested.org.

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 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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Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Alcohol and Other Drugs (AOD) Module	X
C. Closing the Achievement Gap (CTAG) Module	
D. Community Health Module	
E. District Afterschool Module (DASM)	
F. Drug-Free Communities (DFC) Module	
G. Gang Risk Awareness Module (GRAM)	
H. Gender Identity & Sexual Orientation-Based Harassment Module	
I. Mental Health Supports Module	
J. Military-Connected School Module	
K. Physical Health & Nutrition Module	
L. Resilience & Youth Development Module	
M. Safety & Violence Module	
N. School Climate Module	
O. Sexual Behavior Module	X
P. Social Emotional Health Module (SEHM)	
Q. Tobacco Module	
R. Trauma Informed Care 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	1,138	1,219	1,255	91
Final number	1,025	1,005	968	41
Response Rate	90%	82%	77%	45%

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	1,021	998	955	41
Remote learning only	4	7	13	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>)	70	68	64	52	A6.4
School connectedness ^{†ψ} (<i>Remote Only</i>)			70		A6.4
Academic motivation [†]	71	69	66	51	A6.4
School is really boring [±]	37	48	56	57	A6.11
School is worthless and a waste of time [±]	8	13	20	22	A6.11
Monthly Absences (3 or more)	11	11	12	18	A6.2
Maintaining focus on schoolwork [†]	47	38	26	20	A6.10
Caring adult relationships [‡]	63	56	58	50	A6.4
High expectations-adults in school [‡]	76	69	68	66	A6.4
Meaningful participation [‡]	31	25	24	16	A6.4
Facilities upkeep ^{†Φ}	51	44	46	36	A6.14
Promotion of parental involvement in school [†]	56	47	42	39	A6.4
School Safety and Cyberbullying					
School perceived as very safe or safe ^Φ	73	77	76	53	A8.1
Experienced any harassment or bullying [§]	25	22	20	37	A8.2
Had mean rumors or lies spread about you [§]	27	19	18	26	A8.3
Been afraid of being beaten up ^{§Φ}	17	9	6	14	A8.3
Been in a physical fight ^{§Φ}	7	3	2	23	A8.4
Seen a weapon on campus ^{§Φ}	8	5	4	21	A8.6
Cyberbullying [§]	21	17	14	23	A8.3

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

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

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

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

[±]Rating of 6 or higher.

^ΦIn-school only.

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Substance Use					
Current alcohol or drug use [¶]	3	3	18	33	A9.5
Current marijuana use [¶]	0	1	7	28	A9.5
Current binge drinking [¶]	0	0	9	17	A9.5
Very drunk or “high” 7 or more times, ever	0	1	6	25	A9.7
Been drunk or “high” on drugs at school, ever	0	1	4	22	A9.9
Current cigarette smoking [¶]	0	0	1	8	A10.4
Current vaping [¶]	1	1	5	25	A10.4
Current tobacco vaping [¶]	0	1	4	14	A10.5
Current marijuana vaping [¶]	0	1	3	22	A10.5
Routines					
Eating of breakfast [‡]	81	74	70	38	A4.1
Bedtime (at 12 am or later)	12	21	44	43	A4.2
Learning from Home					
Average days worked on schoolwork (≥ 5) ^{¶δ}			27		A5.1
Synchronous instruction (4 days or more) ^{¶δ}			18		A5.1
Interest in schoolwork done from home ^{δ}			40		A5.3
Meaningful opportunities ^{‡δ}			50		A5.2
Social and Emotional Health					
Social emotional distress [‡]	25	27	38	38	A7.5
Experienced chronic sadness/hopelessness [§]	25	24	34	52	A7.1
Considered suicide [§]	15	14	16	44	A7.2
Optimism [‡]	60	52	38	28	A7.3
Life satisfaction [‡]	73	70	61	43	A7.4

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

[¶]Past 30 days.

[‡]Today.

^{δ} Remote only.

[¶]Past 7 days.

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

[§]Past 12 months.

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

3. Demographics

Table A3.1

School Schedule, Past 30 Days

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

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

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

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

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

Table A3.2

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	50	50	46	61
Female	46	46	50	24
Nonbinary	1	2	2	10
Something else	2	2	2	5

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)	71	76	72	65
Lesbian or Gay	2	2	2	3
Bisexual	7	8	12	20
Something else	4	3	3	10
Not sure	11	7	6	3
Decline to respond	5	4	5	0

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	91	94	93	83
Yes, I am transgender	1	1	1	10
I am not sure if I am transgender	5	3	2	3
Decline to respond	3	3	3	5

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	4	1	1	0
Asian or Asian American	46	46	45	3
Black or African American	1	1	1	5
Hispanic or Latinx	10	12	10	38
Native Hawaiian or Pacific Islander	0	0	0	3
White	24	28	32	33
Mixed (two or more) ethnics	9	8	8	15
Something else	5	3	2	3

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parent or guardian	96	99	98	88
Other relative's home	0	0	1	8
A home with more than one family	2	0	1	3
Friend's home	0	0	0	0
Foster home, group care, or waiting placement	0	0	0	0
Hotel or motel	0	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0	0	0
Other living arrangement	2	0	0	3

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	2	3	4	18
Graduated from high school	3	3	2	21
Attended college but did not complete four-year degree	3	4	6	26
Graduated from college	81	84	85	28
Don't know	12	6	4	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 A3.8***Language Spoken at Home***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
English	63	69	74	85
Spanish	4	3	3	15
Mandarin	8	6	7	0
Cantonese	1	1	1	0
Taiwanese	0	0	0	0
Tagalog	0	1	0	0
Vietnamese	1	0	0	0
Korean	2	3	4	0
Arabic	1	1	1	0
Other	19	15	10	0

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>How well do you...</i>				
understand English?				
Very well	84	86	89	
Well	15	13	10	
Not well	1	1	1	
Not at all	0	0	0	
speak English?				
Very well	80	79	87	
Well	17	20	12	
Not well	3	1	1	
Not at all	1	0	0	
read English?				
Very well	80	81	85	
Well	16	18	13	
Not well	4	1	2	
Not at all	0	0	0	
write English?				
Very well	71	75	82	
Well	23	19	15	
Not well	5	5	3	
Not at all	1	0	0	
<i>English Language Proficiency Status</i>				
Proficient	77	79	85	
Not proficient	23	21	15	

Question HS/MS A.14, 14A-14D: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I do not attend my school's afterschool program	87	82	90	95
1 day	3	3	2	0
2 days	5	2	2	0
3 days	2	4	3	3
4 days	2	3	1	0
5 days	1	6	3	3

Question HS/MS A.21: How many days a week do you usually go to your school's afterschool program?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	97	98	98	93
Yes	1	1	1	5
Don't know	1	1	1	3

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	19	26	30	63
Yes	81	74	70	38

Question HS/MS A.16: Did you eat breakfast today?

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

Table A4.2

Bedtime

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Before 7:00 pm	0	0	0	0
7:00-7:59 pm	0	0	0	0
8:00-8:59 pm	5	2	0	0
9:00-9:59 pm	27	9	4	10
10:00-10:59 pm	38	34	20	25
11:00-11:59 pm	18	33	31	23
12:00-12:59 am	7	14	25	23
After 1:00 am	5	7	18	20
<i>Bedtime at 12 am or later</i>	12	21	44	43

Question HS/MS A.15: What time did you go to bed last night?

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

5. Learning from Home

Table A5.1

Remote Learning Schedule and Instructional Time (Remote Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Time spent on learning and completing schoolwork from home on the average weekday				
Less than 1 hour			0	
Between 1 and 2 hours			0	
Between 2 and 3 hours			9	
Between 3 and 4 hours			45	
Between 4 and 5 hours			9	
More than 5 hours			36	
Number of days in the past week participating in an online class from home where your teacher talked to students				
0 days			82	
1 day			0	
2 days			0	
3 days			0	
4 days			0	
5 days			18	
Number of weekdays participating in school from home for the entire school day				
0 days			55	
1 day			0	
2 days			0	
3 days			9	
4 days			9	
5 days			27	

Question HS/MS A.22, 24, 25: In the past 30 days, how many weekdays in an average week did you participate in school from home for an entire school day? On the average weekday, how much of your day did you spend learning and completing schoolwork from home?... How many days in the past week did you participate in an online class from home where your teacher talked to students from a computer, phone, or tablet (iPad)?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Not at all true			10	
A little true			40	
Pretty much true			30	
Very much true			20	

Question HS/MS A.53: 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			10	
Disagree			0	
Neither disagree nor agree			50	
Agree			20	
Strongly agree			20	

Question HS/MS A.44: 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	50	46	33	26
A's and B's	35	37	41	37
Mostly B's	4	5	8	3
B's and C's	7	8	12	21
Mostly C's	1	2	2	8
C's and D's	2	2	3	5
Mostly D's	0	0	0	0
Mostly F's	1	1	0	0

Question HS/MS A.27: 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	65	62	56	30
1 day	15	17	19	30
2 days	9	11	13	23
3 or more days	11	11	12	18

Question HS/MS A.17, 26: In the past 30 days, how often did you miss an entire day of school for any reason? [In-school only]. In the past 30 days, how often did you miss an entire day of 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	63	60	54	37
Illness (feeling physically sick), including problems with breathing or your teeth	23	26	28	34
Were being bullied or mistreated at school <i>(In-School Only)</i>	1	1	1	0
Felt very sad, hopeless, anxious, stressed, or angry	3	5	11	24
Didn't get enough sleep	2	5	11	39
Didn't feel safe at school or going to and from school <i>(In-School Only)</i>	1	1	1	3
Had to take care of or help a family member or friend	1	1	2	16
Wanted to spend time with friends	0	1	0	8
Used alcohol or drugs	0	0	1	11
Were behind in schoolwork or weren't prepared for a test or class assignment	1	2	8	5
Were bored or uninterested in school	1	2	3	26
Had no transportation to school <i>(In-School Only)</i>	0	1	1	18
Other reason	13	12	12	11

Question HS/MS A.28, 30: 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	57	50	50	44	
Caring adults in school [‡]	63	56	58	50	A6.5
High expectations-adults in school [‡]	76	69	68	66	A6.6
Meaningful participation at school [‡]	31	25	24	16	A6.7
School connectedness ^{†#} <i>(In-School Only)</i>	70	68	64	52	A6.8
School connectedness ^{†ψ} <i>(Remote Only)</i>			70		A6.8
Academic motivation [†]	71	69	66	51	A6.9
Promotion of parental involvement in school [†]	56	47	42	39	A6.12

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>	63	56	58	50
<i>There is a teacher or some other adult from my school... who really cares about me.</i>				
Not at all true	11	14	13	8
A little true	34	35	34	49
Pretty much true	35	34	33	19
Very much true	20	16	20	24
<i>who notices when I’m not there.</i>				
Not at all true	8	14	15	16
A little true	25	31	29	35
Pretty much true	37	36	34	22
Very much true	29	19	22	27
<i>who listens to me when I have something to say.</i>				
Not at all true	9	11	10	22
A little true	22	25	24	22
Pretty much true	35	41	39	35
Very much true	33	23	27	22

Question HS/MS A.51, 54, 57: There is a teacher or some other adult from my school... who really cares about me... who notices when I’m not there... who listens to me when I have something to say.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	76	69	68	66
There is a teacher or some other adult from my school... who tells me when I do a good job.				
Not at all true	6	9	9	3
A little true	20	25	28	32
Pretty much true	41	40	38	38
Very much true	33	25	25	27
who always wants me to do my best.				
Not at all true	3	4	3	6
A little true	13	19	20	25
Pretty much true	31	37	40	36
Very much true	53	39	37	33
who believes that I will be a success.				
Not at all true	7	8	11	11
A little true	23	27	26	24
Pretty much true	33	41	36	38
Very much true	37	24	28	27

Question HS/MS A.52, 55, 58: 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>	31	25	24	16
<i>At school/When I participate in school,...</i>				
I do interesting activities.				
Not at all true	8	10	13	24
A little true	32	34	37	46
Pretty much true	40	36	34	22
Very much true	20	20	16	8
I help decide things like class activities or rules.				
Not at all true	44	55	50	35
A little true	33	29	33	51
Pretty much true	15	12	12	5
Very much true	7	4	5	8
I do things that make a difference.				
Not at all true	30	32	36	49
A little true	37	42	40	35
Pretty much true	23	21	18	8
Very much true	10	5	7	8
I have a say in how things work.				
Not at all true	40	50	49	37
A little true	32	32	33	49
Pretty much true	19	15	13	11
Very much true	8	4	6	3
I help decide school activities or rules.				
Not at all true	66	71	69	50
A little true	24	21	21	39
Pretty much true	7	6	7	8
Very much true	4	2	3	3

Question HS/MS A.59-68: 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>	70	68	64	52
School connectedness^ψ (<i>Remote Only</i>)				
<i>Average reporting “Agree” or “Strongly agree”</i>			70	
I feel close to people at/from this school.				
Strongly disagree	2	3	4	16
Disagree	6	8	10	14
Neither disagree nor agree	24	21	20	32
Agree	48	47	45	32
Strongly agree	20	22	21	5
I am happy with/to be at this school.				
Strongly disagree	3	4	5	8
Disagree	6	7	12	14
Neither disagree nor agree	22	23	30	33
Agree	43	48	41	33
Strongly agree	27	18	12	11
I feel like I am part of this school.				
Strongly disagree	4	3	4	6
Disagree	7	6	10	14
Neither disagree nor agree	25	29	33	42
Agree	43	45	42	33
Strongly agree	21	16	11	6

Question HS/MS A.31-38: 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	2	3	3	0
Disagree	6	6	7	6
Neither disagree nor agree	18	23	22	19
Agree	45	51	52	50
Strongly agree	28	17	16	25
I feel safe in my school. <i>(In-School Only)</i>				
Strongly disagree	2	2	2	3
Disagree	5	3	4	3
Neither disagree nor agree	17	20	17	33
Agree	47	54	57	53
Strongly agree	29	21	20	8

Question HS/MS A.36-38 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>	71	69	66	51
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	0	1	1	5
Disagree	2	2	3	8
Neither disagree nor agree	8	8	13	27
Agree	38	48	48	41
Strongly agree	52	41	35	19
I try hard on my schoolwork because I am interested in it.				
Strongly disagree	7	7	7	6
Disagree	18	20	21	17
Neither disagree nor agree	31	30	32	39
Agree	28	30	29	33
Strongly agree	16	13	11	6
I work hard to try to understand new things when doing my schoolwork.				
Strongly disagree	2	3	2	3
Disagree	9	8	9	6
Neither disagree nor agree	21	22	23	47
Agree	40	47	46	39
Strongly agree	27	21	20	6
I am always trying to do better in my schoolwork.				
Strongly disagree	1	2	2	3
Disagree	4	4	5	6
Neither disagree nor agree	14	17	19	31
Agree	38	45	47	50
Strongly agree	43	32	27	11

Question HS/MS A.45-48: 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	6
Disagree	33	31	21	14
Neither disagree nor agree	23	26	25	43
Agree	19	22	30	20
Strongly agree	11	13	19	17

Question HS/MS A.43: How strongly do you agree or disagree with the following statements?... It is hard for me to stay focused when doing my schoolwork.

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

Table A6.11
School Boredom

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School is really boring.				
0 (Strongly disagree)	9	4	2	5
1	8	4	3	8
2	10	8	5	0
3	10	12	9	8
4	12	9	9	3
5	14	15	17	19
6	11	14	14	8
7	10	14	16	19
8	6	10	11	11
9	3	3	5	3
10 (Strongly agree)	6	8	9	16
School is worthless and a waste of time.				
0 (Strongly disagree)	44	28	18	17
1	13	13	10	17
2	13	15	15	11
3	8	14	15	22
4	7	8	10	0
5	6	8	11	11
6	2	4	6	3
7	2	4	5	0
8	1	2	3	3
9	1	1	2	3
10 (Strongly agree)	2	2	4	14

Question HS/MS A.49, 50: 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 A6.12***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>	56	47	42	39
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	1	4	4	3
Disagree	8	12	16	6
Neither disagree nor agree	25	32	35	47
Agree	47	41	37	38
Strongly agree	19	11	9	6
Parents feel welcome to participate at this school.				
Strongly disagree	1	3	2	0
Disagree	7	11	10	11
Neither disagree nor agree	42	44	46	57
Agree	36	34	33	29
Strongly agree	14	9	9	3
School staff take parent concerns seriously.				
Strongly disagree	3	5	5	3
Disagree	8	9	14	6
Neither disagree nor agree	36	40	41	49
Agree	34	37	31	40
Strongly agree	20	9	9	3

Question HS/MS A.40-42: 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 A6.13**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	29	34	30	30
A little true	35	32	34	30
Pretty much true	21	23	22	27
Very much true	15	11	15	14

*Question HS/MS A.56: 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 A6.14**Quality of School Physical Environment (In-School Only)**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	4	6	6	11
Disagree	14	19	20	17
Neither disagree nor agree	31	31	28	36
Agree	41	37	38	33
Strongly agree	10	7	8	3

*Question HS/MS A.39: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.
Note: Cells are empty if there are less than 10 respondents.*

7. Social and Emotional Health

Table A7.1

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	75	76	66	48
Yes	25	24	34	52

Question HS A.157/MS A.150: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

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

Table A7.2

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	85	86	84	56
Yes	15	14	16	44

Question HS A.158/MS A.151: 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>	60	52	38	28
Each day I look forward to having a lot of fun.				
Not at all true	13	16	26	38
A little true	28	37	40	35
Pretty much true	34	32	24	24
Very much true	26	15	10	3
I usually expect to have a good day.				
Not at all true	15	18	25	38
A little true	27	32	39	32
Pretty much true	34	34	28	24
Very much true	25	16	8	6
Overall, I expect more good things to happen to me than bad things.				
Not at all true	15	18	23	32
A little true	24	24	34	38
Pretty much true	29	35	30	21
Very much true	32	23	14	9

Question HS A.164-166/MS A.157-159: 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>	73	70	61	43
<i>I would describe my satisfaction with...</i>				
my family life as...				
Very dissatisfied	2	3	4	18
Dissatisfied	4	5	8	12
A little dissatisfied	5	6	9	12
A little satisfied	8	10	11	15
Satisfied	33	39	39	35
Very satisfied	49	38	29	9
my friendships as...				
Very dissatisfied	1	2	3	12
Dissatisfied	2	2	4	6
A little dissatisfied	5	7	7	6
A little satisfied	12	12	17	18
Satisfied	38	44	42	41
Very satisfied	42	32	27	18
my school experience as...				
Very dissatisfied	3	4	6	12
Dissatisfied	5	6	9	12
A little dissatisfied	10	12	16	12
A little satisfied	24	27	28	32
Satisfied	38	38	34	29
Very satisfied	19	14	7	3

Question HS A.167-169/MS A.160-162: 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	7	8	10	24
Dissatisfied	9	8	12	12
A little dissatisfied	9	13	12	18
A little satisfied	17	16	23	18
Satisfied	30	34	30	21
Very satisfied	28	22	13	6
where I live as...				
Very dissatisfied	2	2	3	12
Dissatisfied	1	2	1	3
A little dissatisfied	3	3	5	6
A little satisfied	7	6	9	26
Satisfied	30	36	39	35
Very satisfied	57	51	43	18

Question HS A.170, 171/MS A.163, 164: 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>	25	27	38	38
I had a hard time relaxing.				
Not at all true	35	32	23	29
A little true	40	38	35	35
Pretty much true	15	17	24	9
Very much true	10	12	19	26
I felt sad and down.				
Not at all true	41	39	26	26
A little true	32	32	32	41
Pretty much true	13	15	21	12
Very much true	14	14	20	21
I was easily irritated.				
Not at all true	30	32	24	26
A little true	32	31	30	26
Pretty much true	19	20	25	21
Very much true	19	17	22	26
It was hard for me to cope and I thought I would panic.				
Not at all true	61	58	43	41
A little true	18	21	26	12
Pretty much true	10	12	16	26
Very much true	10	9	15	21
It was hard for me to get excited about anything.				
Not at all true	63	58	44	41
A little true	22	24	29	32
Pretty much true	10	9	15	6
Very much true	6	9	12	21

Question HS A.159-163/MS A.152-156: 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	22	20	20	14
Safe	52	57	55	39
Neither safe nor unsafe	21	20	21	42
Unsafe	4	2	2	3
Very unsafe	1	1	1	3

Question HS A.121/MS A.114: 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	91	90	91	89
1 time	4	4	4	6
2 or more times	5	6	5	6
Religion				
0 times	95	96	96	94
1 time	2	2	1	3
2 or more times	2	2	2	3
Gender				
0 times	93	94	93	89
1 time	3	3	3	6
2 or more times	4	3	4	6
Because you are gay, lesbian, or bisexual or someone thought you were				
0 times	91	94	93	89
1 time	4	3	3	6
2 or more times	5	4	4	6
A physical or mental disability				
0 times	96	98	97	91
1 time	2	1	2	3
2 or more times	2	1	1	6
Any of the above five reasons	19	16	17	31

Question HS A.141-145, 148-152/MS A.134-138, 141-145: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin [In-school only]... Your religion [In-school only]... Your gender [In-school only]... Because you are gay, lesbian, or bisexual or someone thought you were [In-school only]... A physical or mental disability [In-school only]... During the past 12 months, how many times did students from your school harass you or bully you for any of the following reasons?... Your race, ethnicity, or national origin [Remote only]... Your religion [Remote only]... Your gender [Remote only]... Because you are gay, lesbian, or bisexual or someone thought you were [Remote only]... A physical or mental disability. [Remote only]

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
You are an immigrant or someone thought you were				
0 times	98	97	96	97
1 time	1	2	1	0
2 or more times	1	1	2	3
Any other reason				
0 times	85	88	91	86
1 time	6	5	5	3
2 or more times	10	7	4	11
Any harassment	25	22	20	37

Question HS A.141-154/MS A.134-147: 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”	23	16	14	22
<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	78	89	92	89
1 time	10	7	6	6
2 to 3 times	7	3	2	3
4 or more times	5	1	1	3
been afraid of being beaten up? (<i>In-School Only</i>)				
0 times	83	91	94	86
1 time	9	5	4	6
2 to 3 times	4	2	1	3
4 or more times	4	2	1	6
<i>During the past 12 months, how many times have you...</i>				
had mean rumors or lies spread about you?				
0 times	73	81	82	74
1 time	15	11	8	14
2 to 3 times	7	5	5	9
4 or more times	6	4	5	3
had sexual jokes, comments, or gestures made to you?				
0 times	75	80	79	66
1 time	10	8	8	17
2 to 3 times	5	5	6	9
4 or more times	10	7	8	9

Question HS A.122, 123, 125, 126, 133, 137, 138/MS A.115, 116, 118, 119, 130, 131: 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...</i>				
had your property stolen or deliberately damaged? (In-School Only)				
0 times	87	91	94	83
1 time	8	6	4	11
2 to 3 times	3	2	1	6
4 or more times	3	1	1	0
<i>During the past 12 months, how many times have you...</i>				
been made fun of because of your looks or the way you talk?				
0 times	71	77	80	77
1 time	14	10	9	6
2 to 3 times	6	6	6	3
4 or more times	9	6	5	14
been made fun of, insulted, or called names?				
0 times	69	76	82	74
1 time	14	10	9	6
2 to 3 times	7	7	4	9
4 or more times	10	7	5	11
During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?				
0 times (never)	79	83	86	77
1 time	12	9	6	6
2 to 3 times	5	5	3	0
4 or more times	4	3	4	17

Question HS A.127, 128, 136, 139, 140, 155/MS A.120, 121, 129, 132, 133, 148: 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>	3	3	3	14
<i>During the past 12 months, how many times on school property have you...</i>				
been in a physical fight?				
0 times	93	97	98	77
1 time	4	2	1	17
2 to 3 times	2	1	0	6
4 or more times	1	0	1	0
been offered, sold, or given an illegal drug?				
0 times	98	95	92	80
1 time	1	2	4	9
2 to 3 times	0	2	2	3
4 or more times	0	1	2	9
damaged school property on purpose?				
0 times	97	98	98	86
1 time	2	2	1	3
2 to 3 times	1	0	0	6
4 or more times	0	0	0	6
carried a gun?				
0 times	100	100	100	100
1 time	0	0	0	0
2 to 3 times	0	0	0	0
4 or more times	0	0	0	0
carried any other weapon (such as a knife or club)?				
0 times	97	98	99	89
1 time	2	1	1	3
2 to 3 times	0	0	0	3
4 or more times	1	0	0	6

Question HS A.124, 129-132/MS A.117, 122-125: 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	93	96	96	86
1 time	5	2	2	3
2 to 3 times	2	1	0	0
4 or more times	1	1	1	11
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	98	98	99	94
1 time	1	1	1	3
2 to 3 times	1	0	0	0
4 or more times	0	0	0	3

Question HS A.133, 135/MS A.126, 128: 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	92	95	96	79
1 time	6	4	3	12
2 to 3 times	1	1	0	6
4 or more times	1	0	0	3

Question HS A.134/MS A.127: 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” [^]	7	13	27	47	A9.2
Lifetime alcohol or drug use	7	15	28	47	A9.2
Lifetime marijuana use	1	3	14	42	A9.2
Lifetime very drunk or high (7 or more times)	0	1	6	25	A9.7
Current alcohol or drug use [‡]	3	3	18	33	A9.5
Current marijuana use [‡]	0	1	7	28	A9.5
Current heavy drug use [‡]	1	1	4	25	A9.5
Current heavy alcohol use (binge drinking) [‡]	0	0	9	17	A9.5
Current alcohol or drug use on school property ^{‡Φ}	1	1	3	19	A9.8
Harmfulness of occasional marijuana use ^{BΦ}	41	34	30	25	A9.11
Difficulty of obtaining marijuana ^{CΦ}	32	12	6	17	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	5	8	25	33
Marijuana	1	3	14	42
Inhalants	2	1	1	11
Cocaine, methamphetamine, or any amphetamines	na	0	1	11
Ecstasy, LSD, or other psychedelics	na	1	2	17
Prescription pain medication (opioids)	na	4	3	14
Cold/cough medicines or other over-the-counter medicines to get “high”	na	3	2	14
Any other drug, pill, or medicine to get “high”	1	1	2	14
Any of the above AOD use	7	15	28	47
Any illicit AOD use to get “high”[^]	7	13	27	47

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	95	92	75	67
1 time	2	4	4	3
2 to 3 times	2	2	7	8
4 or more times	0	2	14	22
Marijuana (smoke, vape, eat, or drink)				
0 times	99	97	86	58
1 time	0	1	3	0
2 to 3 times	0	0	3	3
4 or more times	0	1	8	39
Inhalants				
0 times	98	99	99	89
1 time	1	1	0	3
2 to 3 times	1	0	0	0
4 or more times	1	1	0	9
Cocaine, methamphetamine, or any amphetamines				
0 times	na	100	99	89
1 time	na	0	0	3
2 to 3 times	na	0	0	0
4 or more times	na	0	0	8
Ecstasy, LSD, or other psychedelics				
0 times	na	99	98	83
1 time	na	0	1	6
2 to 3 times	na	0	1	0
4 or more times	na	0	0	11
Prescription pain medication				
0 times	na	96	97	86
1 time	na	1	1	3
2 to 3 times	na	1	1	0
4 or more times	na	2	1	11

Question HS A.72-75, 77, 78/MS A.73-75: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Prescription pain medication (Vicodin, OxyContin, Percodan, Fentanyl).

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cold/cough medicines or other over-the-counter medicines to get “high”				
0 times	na	97	98	86
1 time	na	0	0	3
2 to 3 times	na	1	1	0
4 or more times	na	2	1	11
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 times	99	99	98	86
1 time	1	0	1	6
2 to 3 times	0	0	1	0
4 or more times	0	1	1	8

Question HS A.79, 80/MS A.77: 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	100	98	91	67
1 time	0	1	2	0
2 to 3 times	0	0	3	6
4 or more times	0	1	4	28
In a vaping device?				
0 times	99	98	91	69
1 time	0	1	2	0
2 to 3 times	0	0	2	3
4 or more times	0	1	6	29
Eat or drink it in products made with marijuana?				
0 times	99	98	91	67
1 time	0	1	3	3
2 to 3 times	0	0	3	3
4 or more times	0	1	4	28

Question HS A.84-86/MS A.81-83: During your life, how many times have you used marijuana in any of the following ways... Smoke it?... In a vaping device (vape pens, mods, portable vaporizers)?... Eat or drink it in products made with marijuana?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks of alcohol)	2	2	16	19
Binge drinking (5 or more drinks in a row)	0	0	9	17
Marijuana (smoke, vape, eat, or drink)	0	1	7	28
Inhalants	0	0	1	6
Prescription drugs to get “high” or for reasons other than prescribed	na	0	0	8
Other drug, pill, or medicine to get “high” or for reasons other than medical	1	0	1	8
<i>Any drug use</i>	1	2	8	31
<i>Heavy drug use</i>	1	1	4	25
<i>Any AOD Use</i>	3	3	18	33
Two or more substances at the same time	na	0	3	14

Question HS A.90-96/MS A.87-91: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?... 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	98	84	81
1 or 2 days	2	2	11	6
3 to 9 days	0	0	4	8
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	6
Binge drinking (5 or more drinks in a row)				
0 days	100	100	91	83
1 or 2 days	0	0	6	6
3 to 9 days	0	0	2	6
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	6
Marijuana (smoke, vape, eat, or drink)				
0 days	100	99	93	72
1 or 2 days	0	0	4	6
3 to 9 days	0	0	2	0
10 to 19 days	0	0	1	8
20 to 30 days	0	0	1	14

Question HS A.90-92/MS A.87-89: 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	99	98	87	78
1 to 2 times	1	1	7	0
3 to 6 times	0	0	3	11
7 or more times	0	0	3	11
“High” (loaded, stoned, or wasted) from using drugs				
0 times	99	98	88	66
1 to 2 times	1	1	4	9
3 to 6 times	0	0	3	0
7 or more times	0	1	5	26
<i>Very drunk or “high” 7 or more times</i>	0	1	6	25

Question HS A.81, 82/MS A.78, 79: 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	98	92
1 to 2 days	1	0	1	3
3 or more days	0	0	1	6
Marijuana (smoke, vape, eat, or drink)				
0 days	100	100	98	81
1 to 2 days	0	0	1	3
3 or more days	0	0	1	17
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 days	100	100	100	94
1 to 2 days	0	0	0	0
3 or more days	0	0	0	6
Any of the above	1	1	3	19

Question HS A.100-102/MS A.95-97: 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	100	99	96	78
1 to 2 times	0	1	2	6
3 to 6 times	0	0	1	0
7 or more times	0	0	1	17

Question HS A.83/MS A.80: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don't use	na	99	89	78
0 times	na	1	9	6
1 time	na	0	1	6
2 to 3 times	na	0	1	3
4 or more times	na	0	0	8
Marijuana				
Does not apply, don't use	na	99	92	67
0 times	na	1	5	14
1 time	na	0	2	8
2 to 3 times	na	0	1	6
4 or more times	na	0	0	6

Question HS A.118, 119: How many times have you tried to quit or stop using... alcohol?... marijuana?

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol - drink occasionally				
Great	20	23	25	28
Moderate	26	26	25	25
Slight	32	34	37	33
None	22	16	13	14
Alcohol - 5 or more drinks once or twice a week				
Great	52	61	61	53
Moderate	26	25	27	19
Slight	7	5	6	17
None	15	9	5	11
Marijuana - use occasionally				
Great	41	34	30	25
Moderate	34	38	31	19
Slight	10	17	27	22
None	15	11	12	33
Marijuana - use daily				
Great	77	74	63	44
Moderate	5	12	20	11
Slight	3	4	10	19
None	15	10	7	25

Question HS A.108-111/MS A.103-106: 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	24	8	4	11
Fairly difficult	13	9	6	6
Fairly easy	10	24	26	3
Very easy	6	21	34	46
Don't know	46	38	29	34
Marijuana				
Very difficult	32	12	6	17
Fairly difficult	10	16	10	9
Fairly easy	4	17	26	3
Very easy	2	9	20	37
Don't know	52	46	38	34
Prescription drugs to get “high” or for reasons other than prescribed				
Very difficult	26	11	10	17
Fairly difficult	11	15	15	6
Fairly easy	8	17	17	14
Very easy	5	11	11	23
Don't know	51	45	47	40

Question HS A.114-116/MS A.109-111: 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	0	0	3	19	A10.2
Current cigarette smoking [¶]	0	0	1	8	A10.4
Current cigarette smoking at school ^{¶Φ}	0	0	0	6	A10.6
Ever tried smokeless tobacco	0	1	1	14	A10.2
Current smokeless tobacco use [¶]	0	0	0	6	A10.4
Current smokeless tobacco use at school ^{¶Φ}	0	0	1	0	A10.6
Ever used vape products	2	5	13	42	A10.2
Current use of vape products [¶]	1	1	5	25	A10.4
Current tobacco vaping [¶]	0	1	4	14	A10.5
Current marijuana vaping [¶]	0	1	3	22	A10.5
Current vaping at school ^{¶Φ}	1	1	2	14	A10.6
Cessation Attempts					
Tried to quit smoking or vaping tobacco or nicotine ^Φ	na	1	3	17	A10.8
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking ^{BΦ}	33	31	38	33	A10.9
Harmfulness of smoking 1 or more packs/day ^{BΦ}	71	77	84	63	A10.9
Harmfulness of vaping occasionally ^{BΦ}	39	32	37	36	A10.10
Harmfulness of vaping several times a day ^{BΦ}	78	82	84	61	A10.10
Difficulty of obtaining cigarettes ^{CΦ}	24	9	7	17	A10.11
Difficulty of obtaining vape products ^{CΦ}	22	7	4	11	A10.11
Anti-Tobacco Policy					
School bans tobacco use and vaping ^Φ	63	67	79	58	A10.12

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

[¶]Past 30 days.

^ΦIn-School only.

^BGreat harm.

^CVery difficult.

na—Not asked of middle school students.

Table A10.2
Lifetime Tobacco Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	99	na	na	na
1 time	1	na	na	na
2 to 3 times	0	na	na	na
4 or more times	0	na	na	na
A whole cigarette				
0 times	100	100	97	81
1 time	0	0	1	8
2 to 3 times	0	0	1	0
4 or more times	0	0	1	11
Smokeless tobacco				
0 times	100	99	99	86
1 time	0	0	1	3
2 to 3 times	0	0	0	0
4 or more times	0	0	1	11
Vape products				
0 times	98	95	87	58
1 time	1	2	3	6
2 to 3 times	0	1	2	6
4 or more times	1	2	7	31

Question HS A.69-71/MS A.69-72: During your life, how many times have you used the following?... A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Vape products.

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

na—Not asked of high school students.

Table A10.3
Substances Ever Vaped

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vaped tobacco or nicotine				
0 times	99	96	90	69
1 time	1	2	2	8
2 to 3 times	0	1	2	0
4 or more times	0	1	6	22
Vaped marijuana or THC				
0 times	100	98	91	64
1 time	0	0	1	3
2 to 3 times	0	0	2	3
4 or more times	0	1	6	31
Vaped other product				
0 times	99	99	98	81
1 time	0	0	1	3
2 to 3 times	0	0	0	3
4 or more times	0	1	1	14

Question HS A.71A-71C/MS A.72A-72C: During your life, how many times have you used the following?... Vaped tobacco or nicotine... Vaped marijuana or THC... Vaped other product.

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

Table A10.4
Any Current Use and Daily Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	0	0	1	8
Daily (20 or more days)	0	0	0	6
Smokeless tobacco				
Any	0	0	0	6
Daily (20 or more days)	0	0	0	3
Vape products				
Any	1	1	5	25
Daily (20 or more days)	0	0	1	6

Question HS A.87-89/MS A.84-86: 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	100	99	96	86
1 or 2 days	0	0	2	3
3 to 9 days	0	1	1	6
10 to 19 days	0	0	0	0
20 to 30 days	0	0	1	6
Vaped marijuana or THC?				
0 days	100	99	97	78
1 or 2 days	0	0	2	6
3 to 9 days	0	0	1	0
10 to 19 days	0	0	0	6
20 to 30 days	0	0	0	11
Vaped other product?				
0 days	100	100	99	89
1 or 2 days	0	0	0	6
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	6

Question HS A.89A-89C/MS A.86A-86C: During the past 30 days, on how many days did you use vape products?... Vaped tobacco or nicotine... Vaped marijuana or THC... Vaped other product?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
0 days	100	100	100	94
1 or 2 days	0	0	0	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	3
20 to 30 days	0	0	0	3
Smokeless tobacco				
0 days	100	100	99	100
1 or 2 days	0	0	0	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	0
Vape				
0 days	99	99	98	86
1 or 2 days	0	0	0	3
3 to 9 days	0	0	1	3
10 to 19 days	0	0	0	0
20 to 30 days	0	0	1	8

Question HS A.97-99/MS A.92-94: During the past 30 days, on how many days on school property did you... smoke cigarettes?... use smokeless tobacco (dip, chew, or snuff)?... vape?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes				
0 days	97	95	96	89
1 day	2	2	1	3
2 days	1	1	1	0
3-9 days	0	1	0	0
10-19 days	0	0	0	0
20-30 days	0	0	1	8

Question HS A.103/MS A.98: During the past 30 days, on how many days on school property did you... breathe the smoke or vapor from someone who was using cigarettes or e-cigarettes?

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

Table A10.8***Cigarette Smoking and Vaping Cessation Attempts (In-School Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	99	95	78
0 times	na	0	2	6
1 time	na	0	1	6
2 to 3 times	na	0	1	3
4 or more times	na	0	1	8

Question HS A.117: 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.

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke cigarettes occasionally				
Great	33	31	38	33
Moderate	36	41	39	28
Slight	17	18	16	22
None	15	10	6	17
Smoke 1 or more packs of cigarettes each day				
Great	71	77	84	63
Moderate	11	11	9	20
Slight	3	3	2	6
None	15	9	6	11

Question HS A.104, 105/MS A.99, 100: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vape tobacco or nicotine occasionally				
Great	39	32	37	36
Moderate	35	44	40	31
Slight	11	15	17	22
None	15	9	6	11
Vape tobacco or nicotine several times a day (100 puffs or more)				
Great	78	82	84	61
Moderate	5	7	9	17
Slight	2	2	2	8
None	15	8	5	14

Question HS A.106, 107/MS A.101, 102: How much do people risk harming themselves physically and in other ways when they do the following?... Vape tobacco or nicotine occasionally... Vape tobacco or nicotine several times a day (100 puffs or more).

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Very difficult	24	9	7	17
Fairly difficult	16	17	13	3
Fairly easy	8	21	27	11
Very easy	3	8	13	29
Don't know	49	44	41	40
Vape products				
Very difficult	22	7	4	11
Fairly difficult	13	9	5	3
Fairly easy	12	24	28	9
Very easy	6	20	32	43
Don't know	47	40	31	34

Question HS A.112, 113/MS A.107, 108: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes... Vape products.

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

Table A10.12***School Bans Tobacco Use and Vaping (In-School Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	3	2	3	11
Yes	63	67	79	58
Don't know	34	31	18	31

Question HS A.120/MS A.112: 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	52	na	na	na
1 day	17	na	na	na
2 days	10	na	na	na
3 days	5	na	na	na
4 days	3	na	na	na
5 days	14	na	na	na

Question MS A.113: In a normal week, how many days are you home after school for at least one hour without an adult there?

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

na—Not asked of high school students.

Table A11.2

Gang Involvement (In-School Only)

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

Question HS A.156/MS A.149: Do you consider yourself a member of a gang?

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

12. Race/Ethnic Breakdowns

Table A12.1

School Engagement and Supports by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness^{†#} (<i>In-School Only</i>)				
American Indian or Alaska Native	84	66		
Asian or Asian American	72	66	64	
Black or African American	67	58		
Hispanic or Latinx	65	67	63	44
Native Hawaiian or Pacific Islander				
White	68	73	65	56
Mixed (two or more) ethnics	65	63	58	
Something else	71	71	70	
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	78	79		
Asian or Asian American	75	71	71	
Black or African American	54	77		
Hispanic or Latinx	61	66	62	33
Native Hawaiian or Pacific Islander				
White	68	66	60	59
Mixed (two or more) ethnics	67	68	63	
Something else	71	78	68	

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	32	29		
Asian or Asian American	30	43	47	
Black or African American	38	62		
Hispanic or Latinx	49	50	63	60
Native Hawaiian or Pacific Islander				
White	47	54	62	45
Mixed (two or more) ethnics	35	58	66	
Something else	33	41	59	
School is worthless and a waste of time[±]				
American Indian or Alaska Native	5	14		
Asian or Asian American	5	13	16	
Black or African American	15	15		
Hispanic or Latinx	14	14	22	27
Native Hawaiian or Pacific Islander				
White	10	12	23	18
Mixed (two or more) ethnics	9	11	26	
Something else	13	17	14	
Monthly Absences (3 or more)				
American Indian or Alaska Native	18	7		
Asian or Asian American	8	5	7	
Black or African American	29	31		
Hispanic or Latinx	19	18	24	13
Native Hawaiian or Pacific Islander				
White	13	14	15	15
Mixed (two or more) ethnics	13	14	12	
Something else	11	10	9	

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

[±]Rating of 6 or higher.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Maintaining focus on schoolwork[†]				
American Indian or Alaska Native	58	29		
Asian or Asian American	55	44	29	
Black or African American	31	15		
Hispanic or Latinx	28	30	16	13
Native Hawaiian or Pacific Islander				
White	38	33	24	27
Mixed (two or more) ethnics	51	40	27	
Something else	47	41	18	
Caring adults in school[‡]				
American Indian or Alaska Native	73	50		
Asian or Asian American	64	53	55	
Black or African American	50	51		
Hispanic or Latinx	58	58	61	36
Native Hawaiian or Pacific Islander				
White	65	63	62	61
Mixed (two or more) ethnics	62	56	63	
Something else	60	53	50	
High expectations-adults in school[‡]				
American Indian or Alaska Native	82	64		
Asian or Asian American	77	66	66	
Black or African American	72	64		
Hispanic or Latinx	69	71	65	58
Native Hawaiian or Pacific Islander				
White	77	76	72	70
Mixed (two or more) ethnics	77	68	70	
Something else	76	63	53	

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 at school[‡]				
American Indian or Alaska Native	40	26		
Asian or Asian American	34	24	27	
Black or African American	11	15		
Hispanic or Latinx	25	24	20	11
Native Hawaiian or Pacific Islander				
White	26	28	23	20
Mixed (two or more) ethnics	31	20	21	
Something else	31	32	26	
Facilities upkeep[†] (<i>In-School Only</i>)				
American Indian or Alaska Native	66	43		
Asian or Asian American	54	42	44	
Black or African American	46	38		
Hispanic or Latinx	54	43	52	33
Native Hawaiian or Pacific Islander				
White	43	48	47	27
Mixed (two or more) ethnics	42	41	47	
Something else	61	45	55	
Promotion of parental involvement in School[†]				
American Indian or Alaska Native	67	57		
Asian or Asian American	59	47	46	
Black or African American	49	51		
Hispanic or Latinx	60	51	40	33
Native Hawaiian or Pacific Islander				
White	50	47	41	45
Mixed (two or more) ethnics	52	41	34	
Something else	62	38	36	

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

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

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

Table 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	87	93		
Asian or Asian American	76	76	77	
Black or African American	69	54		
Hispanic or Latinx	65	81	75	47
Native Hawaiian or Pacific Islander				
White	71	79	77	45
Mixed (two or more) ethnics	74	69	70	
Something else	63	72	71	
Experienced harassment due to five reasons^{^§}				
American Indian or Alaska Native	18	7		
Asian or Asian American	18	18	15	
Black or African American	25	17		
Hispanic or Latinx	24	16	21	27
Native Hawaiian or Pacific Islander				
White	19	14	16	40
Mixed (two or more) ethnics	19	14	20	
Something else	28	25	16	
Experienced any harassment or bullying[§]				
American Indian or Alaska Native	21	21		
Asian or Asian American	23	22	19	
Black or African American	25	33		
Hispanic or Latinx	33	25	26	33
Native Hawaiian or Pacific Islander				
White	23	19	18	50
Mixed (two or more) ethnics	27	18	25	
Something else	32	32	26	

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	26	36		
Asian or Asian American	23	18	17	
Black or African American	38	25		
Hispanic or Latinx	33	19	21	27
Native Hawaiian or Pacific Islander				
White	30	21	17	40
Mixed (two or more) ethnics	27	17	21	
Something else	38	29	21	
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
American Indian or Alaska Native	11	14		
Asian or Asian American	13	9	6	
Black or African American	8	17		
Hispanic or Latinx	24	15	6	0
Native Hawaiian or Pacific Islander				
White	22	8	6	30
Mixed (two or more) ethnics	21	5	4	
Something else	17	11	29	
Been in a physical fight[§] (<i>In-School Only</i>)				
American Indian or Alaska Native	5	0		
Asian or Asian American	5	3	1	
Black or African American	15	0		
Hispanic or Latinx	15	7	4	27
Native Hawaiian or Pacific Islander				
White	7	3	2	30
Mixed (two or more) ethnics	9	1	1	
Something else	13	7	6	

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	8	0		
Asian or Asian American	5	5	2	
Black or African American	8	8		
Hispanic or Latinx	18	5	8	33
Native Hawaiian or Pacific Islander				
White	11	8	4	
Mixed (two or more) ethnics	6	3	4	
Something else	9	11	6	

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

[§]Past 12 months.

Table A12.3**Cyberbullying by Race/Ethnicity**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
American Indian or Alaska Native	13	14		
Asian or Asian American	20	16	13	
Black or African American	25	17		
Hispanic or Latinx	27	23	20	13
Native Hawaiian or Pacific Islander				
White	23	17	14	40
Mixed (two or more) ethnics	18	12	15	
Something else	25	21	16	

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	3	0		
Asian or Asian American	1	3	6	
Black or African American	0	15		
Hispanic or Latinx	11	4	23	60
Native Hawaiian or Pacific Islander				
White	3	5	35	30
Mixed (two or more) ethnics	2	1	18	
Something else	4	0	15	
Current marijuana use[¶]				
American Indian or Alaska Native	3	0		
Asian or Asian American	0	0	3	
Black or African American	0	15		
Hispanic or Latinx	2	1	9	53
Native Hawaiian or Pacific Islander				
White	0	2	12	20
Mixed (two or more) ethnics	0	1	7	
Something else	0	0	15	
Current binge drinking[¶]				
American Indian or Alaska Native	0	0		
Asian or Asian American	0	0	2	
Black or African American	0	0		
Hispanic or Latinx	1	0	11	20
Native Hawaiian or Pacific Islander				
White	0	1	20	30
Mixed (two or more) ethnics	0	0	6	
Something else	0	0	0	

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

[¶]Past 30 days.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or “high” 7 or more times, ever				
American Indian or Alaska Native	0	0		
Asian or Asian American	0	1	1	
Black or African American	0	8		
Hispanic or Latinx	2	2	8	33
Native Hawaiian or Pacific Islander				
White	0	1	11	30
Mixed (two or more) ethnics	0	0	10	
Something else	0	0	10	
Been drunk or “high” on drugs at school, ever				
American Indian or Alaska Native	0	0		
Asian or Asian American	0	1	1	
Black or African American	0	8		
Hispanic or Latinx	1	2	5	33
Native Hawaiian or Pacific Islander				
White	0	1	6	30
Mixed (two or more) ethnics	0	0	7	
Something else	0	0	15	
Current alcohol use[¶]				
American Indian or Alaska Native	0	0		
Asian or Asian American	0	2	5	
Black or African American	0	0		
Hispanic or Latinx	10	3	19	27
Native Hawaiian or Pacific Islander				
White	2	4	33	30
Mixed (two or more) ethnics	1	0	17	
Something else	4	0	5	

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

[¶]Past 30 days.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use at school[¶] (In-School Only)				
American Indian or Alaska Native	0	0		
Asian or Asian American	0	0	1	
Black or African American	0	0		
Hispanic or Latinx	3	2	2	7
Native Hawaiian or Pacific Islander				
White	1	0	4	20
Mixed (two or more) ethnics	0	1	0	
Something else	2	0	6	
Current cigarette smoking[¶]				
American Indian or Alaska Native	0	0		
Asian or Asian American	0	0	0	
Black or African American	0	0		
Hispanic or Latinx	1	0	1	7
Native Hawaiian or Pacific Islander				
White	0	0	1	20
Mixed (two or more) ethnics	0	0	1	
Something else	0	0	5	
Current vaping[¶]				
American Indian or Alaska Native	0	0		
Asian or Asian American	0	1	1	
Black or African American	0	0		
Hispanic or Latinx	1	5	8	40
Native Hawaiian or Pacific Islander				
White	1	2	8	20
Mixed (two or more) ethnics	0	0	7	
Something else	2	0	10	

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

[¶]Past 30 days.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current tobacco vaping[¶]				
American Indian or Alaska Native	0	0		
Asian or Asian American	0	1	1	
Black or African American	0	0		
Hispanic or Latinx	1	4	6	20
Native Hawaiian or Pacific Islander				
White	1	1	7	20
Mixed (two or more) ethnics	0	0	7	
Something else	2	0	10	
Current marijuana vaping[¶]				
American Indian or Alaska Native	0	0		
Asian or Asian American	0	0	0	
Black or African American	0	0		
Hispanic or Latinx	0	2	6	40
Native Hawaiian or Pacific Islander				
White	0	1	6	20
Mixed (two or more) ethnics	0	0	6	
Something else	0	0	10	

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	89	79		
Asian or Asian American	84	82	76	
Black or African American	71	62		
Hispanic or Latinx	66	62	63	20
Native Hawaiian or Pacific Islander				
White	82	70	65	54
Mixed (two or more) ethnics	84	64	69	
Something else	80	76	64	
Bedtime (at 12 am or later)				
American Indian or Alaska Native	8	36		
Asian or Asian American	11	23	52	
Black or African American	14	38		
Hispanic or Latinx	21	20	43	40
Native Hawaiian or Pacific Islander				
White	10	17	34	46
Mixed (two or more) ethnics	11	27	36	
Something else	18	14	55	

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

¹Today.

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

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

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

[¶]*Past 30 days.*

^{¶¶}*Past 7 days.*

Table A12.6

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

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
American Indian or Alaska Native	19	32		
Asian or Asian American	23	28	36	
Black or African American	22	32		
Hispanic or Latinx	34	26	43	43
Native Hawaiian or Pacific Islander				
White	25	25	37	56
Mixed (two or more) ethnics	32	25	42	
Something else	24	24	34	
Experienced chronic sadness/hopelessness[§]				
American Indian or Alaska Native	16	21		
Asian or Asian American	22	22	30	
Black or African American	17	25		
Hispanic or Latinx	35	30	44	69
Native Hawaiian or Pacific Islander				
White	28	24	36	50
Mixed (two or more) ethnics	33	23	39	
Something else	26	26	32	
Considered suicide[§]				
American Indian or Alaska Native	8	14		
Asian or Asian American	14	16	15	
Black or African American	9	17		
Hispanic or Latinx	20	10	14	50
Native Hawaiian or Pacific Islander				
White	16	14	16	60
Mixed (two or more) ethnics	15	14	23	
Something else	17	8	11	

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	76	54		
Asian or Asian American	60	52	36	
Black or African American	58	69		
Hispanic or Latinx	58	52	43	17
Native Hawaiian or Pacific Islander				
White	57	53	41	27
Mixed (two or more) ethnics	56	44	30	
Something else	58	56	30	
Life satisfaction[‡]				
American Indian or Alaska Native	86	75		
Asian or Asian American	73	68	62	
Black or African American	69	63		
Hispanic or Latinx	67	70	59	21
Native Hawaiian or Pacific Islander				
White	74	72	63	54
Mixed (two or more) ethnics	67	65	55	
Something else	75	78	53	

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	72	71	68	56
Female	71	67	60	50
Nonbinary	40	36	53	
Something else	35	38	51	
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Male				
Female				
Nonbinary				
Something else				
Academic Motivation[†]				
Male	72	66	66	51
Female	72	73	68	58
Nonbinary	35	45	42	
Something else	42	59	35	
School is really boring[±]				
Male	39	49	56	48
Female	32	45	55	70
Nonbinary	80	75	69	
Something else	59	68	41	
School is worthless and a waste of time[±]				
Male	9	15	22	15
Female	5	11	17	30
Nonbinary	20	19	44	
Something else	27	26	35	

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 A13.1
School Engagement and Supports by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Monthly Absences (3 or more)				
Male	11	11	9	17
Female	11	8	13	30
Nonbinary	20	31	13	
Something else	23	20	29	
Maintaining focus on schoolwork[†]				
Male	52	44	27	26
Female	45	35	25	10
Nonbinary	7	6	13	
Something else	18	15	13	
Caring adults in school[‡]				
Male	64	59	58	44
Female	64	55	58	63
Nonbinary	40	44	65	
Something else	36	32	59	
High expectations-adults in school[‡]				
Male	76	69	68	61
Female	78	72	67	80
Nonbinary	49	50	73	
Something else	53	35	69	
Meaningful participation at school[‡]				
Male	31	27	26	16
Female	32	23	23	23
Nonbinary	5	21	11	
Something else	14	19	13	

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Facilities upkeep[†] (<i>In-School Only</i>)				
Male	46	42	44	30
Female	57	47	47	50
Nonbinary	67	13	50	
Something else	41	15	47	
Promotion of parental involvement in School[‡]				
Male	56	49	44	40
Female	57	46	41	40
Nonbinary	58	23	33	
Something else	33	27	39	

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

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

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

Table A13.2
School Safety by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe (<i>In-School Only</i>)				
Male	77	80	81	55
Female	73	77	73	50
Nonbinary	29	33	31	
Something else	36	26	59	
Experienced harassment due to five reasons^{λ§}				
Male	14	12	13	37
Female	22	17	18	30
Nonbinary	47	60	50	
Something else	64	63	24	
Experienced any harassment or bullying[§]				
Male	20	19	17	37
Female	27	22	22	40
Nonbinary	53	60	50	
Something else	68	63	24	
Had mean rumors or lies spread about you[§]				
Male	26	19	15	26
Female	27	18	21	20
Nonbinary	38	27	38	
Something else	38	42	6	
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
Male	16	10	6	11
Female	16	7	5	10
Nonbinary	29	27	25	
Something else	55	37	13	

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	11	5	4	26
Female	3	0	1	30
Nonbinary	8	20	0	
Something else	9	16	0	
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Male	9	6	5	22
Female	8	5	3	20
Nonbinary	7	20	6	
Something else	5	5	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	16	12	32
Female	22	17	16	20
Nonbinary	33	33	19	
Something else	41	26	12	

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

[§]Past 12 months.

Table A13.4
Substance Use by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
Male	3	4	15	33
Female	2	2	21	30
Nonbinary	14	7	44	
Something else	0	11	24	
Current marijuana use[¶]				
Male	0	1	4	33
Female	0	0	9	20
Nonbinary	7	7	25	
Something else	0	0	12	
Current binge drinking[¶]				
Male	0	0	7	10
Female	0	0	10	30
Nonbinary	0	0	6	
Something else	0	0	6	
Very drunk or “high” 7 or more times, ever				
Male	0	2	5	29
Female	0	0	7	20
Nonbinary	0	0	13	
Something else	0	5	12	
Been drunk or “high” on drugs at school, ever				
Male	0	1	3	24
Female	0	0	4	20
Nonbinary	0	7	6	
Something else	0	5	12	
Current alcohol use[¶]				
Male	2	2	13	19
Female	1	2	19	20
Nonbinary	14	7	25	
Something else	0	11	18	

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

[¶]Past 30 days.

Table A13.4
Substance Use by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Male	0	1	1	10
Female	1	0	3	10
Nonbinary	0	7	0	
Something else	0	11	6	
Current cigarette smoking[¶]				
Male	0	0	0	10
Female	0	0	1	10
Nonbinary	0	0	0	
Something else	0	0	6	
Current vaping[¶]				
Male	1	1	3	38
Female	1	1	6	10
Nonbinary	0	13	13	
Something else	0	0	12	
Current tobacco vaping[¶]				
Male	0	1	2	19
Female	0	1	5	10
Nonbinary	0	13	13	
Something else	0	0	12	
Current marijuana vaping[¶]				
Male	0	1	2	33
Female	0	0	4	10
Nonbinary	0	7	0	
Something else	0	0	6	

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

[¶]Past 30 days.

Table A13.5
Routines by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast[†]				
Male	86	76	72	46
Female	79	73	68	20
Nonbinary	47	44	69	
Something else	45	65	59	
Bedtime (at 12 am or later)				
Male	8	17	41	42
Female	14	25	47	30
Nonbinary	40	44	31	
Something else	36	35	47	

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

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

[†]*Today.*

[‡]*Past 7 days.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Average days worked on schoolwork (5 or more)[¶]				
Male				
Female				
Nonbinary				
Something else				
Synchronous instruction (4 days or more)[¶]				
Male				
Female				
Nonbinary				
Something else				
Interest in schoolwork done from home				
Male				
Female				
Nonbinary				
Something else				
Meaningful opportunities[‡]				
Male				
Female				
Nonbinary				
Something else				

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

[¶]Past 30 days.

[¶]Past 7 days.

[‡]Average percent of respondents reporting “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	19	18	25	32
Female	29	33	47	24
Nonbinary	79	52	70	
Something else	60	61	49	
Experienced chronic sadness/hopelessness[§]				
Male	18	15	24	44
Female	30	30	40	40
Nonbinary	93	60	80	
Something else	59	67	53	
Considered suicide[§]				
Male	10	9	11	33
Female	16	17	18	40
Nonbinary	79	53	60	
Something else	73	61	29	
Optimism[‡]				
Male	67	58	44	37
Female	56	48	34	27
Nonbinary	13	20	8	
Something else	17	25	22	
Life satisfaction[‡]				
Male	77	73	66	47
Female	71	68	57	50
Nonbinary	38	29	44	
Something else	38	48	48	

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

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

[§]Past 12 months.

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

Alcohol and Other Drugs (AOD) Module

1. Module Sample

Table B1.1

Student Sample for AOD Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	1,138	1,219	1,255	91
Final number	962	920	849	34
Response Rate	85%	75%	68%	37%

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

2. Summary of Key Indicators

Table B2.1

Key Indicators of Alcohol and Other Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Alcohol and Marijuana Consumption Patterns					
Usually drank until felt it a lot	0	1	4	9	B3.4
Usually used marijuana or other drugs until felt it a lot	na	1	2	18	B3.5
Driving under the influence experiences	21	2	6	22	B3.6
Consequences of AOD Consumption					
Caused one or more problems	na	2	7	25	B4.2
Caused one or more dependency-related experiences	na	2	8	23	B4.3
Supports to Reduce AOD Use					
Very likely to find help at school for quitting or reducing use	na	20	18	22	B5.2
Strong Personal Disapproval of AOD Use					
Having one or two drinks of any alcoholic beverage nearly every day	80	74	58	39	B7.1
Trying marijuana once or twice	69	53	28	16	B7.1
Using marijuana once a month or more	83	70	46	26	B7.1

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

na—Not asked of middle school students.

3. ATOD Consumption Patterns

Table B3.1

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Heroin				
0 times	na	99	99	94
1 time	na	0	0	0
2 to 3 times	na	0	0	6
4 or more times	na	0	0	0
Tranquilizers or sedatives				
0 times	na	99	99	88
1 time	na	0	1	0
2 to 3 times	na	0	0	0
4 or more times	na	1	0	12
Appetite suppressants				
0 times	na	94	97	94
1 time	na	1	1	3
2 to 3 times	na	1	0	0
4 or more times	na	4	2	3
Ritalin or Adderall or other prescription stimulant				
0 times	na	98	97	85
1 time	na	0	0	0
2 to 3 times	na	0	0	3
4 or more times	na	1	2	12

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

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

na—Not asked of middle school students.

Table B3.2**Age of Onset – AOD Use**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
Never	92	87	72	61
10 years or under	6	3	2	18
11-12 years old	2	4	3	0
13-14 years old	0	5	7	9
15-16 years old	0	0	16	9
17 years or older	0	0	1	3
Marijuana (smoke, vape, eat, or drink)				
Never	99	97	86	64
10 years or under	0	0	0	3
11-12 years old	1	0	0	15
13-14 years old	0	2	4	9
15-16 years old	0	0	9	6
17 years or older	0	0	0	3
Any other illegal drug or pill to get “high”				
Never	99	99	97	79
10 years or under	0	0	0	0
11-12 years old	0	0	0	9
13-14 years old	0	1	1	3
15-16 years old	0	0	1	6
17 years or older	0	0	0	3

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

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

Table B3.3***Age of Onset – Tobacco Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked part or all of a cigarette				
Never	99	99	96	85
10 years or under	0	1	0	6
11-12 years old	1	0	0	3
13-14 years old	0	0	1	0
15-16 years old	0	0	2	6
17 years or older	0	0	0	0
A vape product such as an e-cigarette, vape pen, or mod				
Never	98	95	88	70
10 years or under	0	0	1	3
11-12 years old	2	2	1	9
13-14 years old	0	3	5	9
15-16 years old	0	0	5	3
17 years or older	0	0	0	6

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't drink alcohol	98	97	80	76
Just enough to feel it a little	1	2	7	6
Enough to feel it moderately	0	1	9	9
Until I feel it a lot or get really drunk	0	1	4	9

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

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

Table B3.5***Usual Drug Consumption Level***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't use drugs	na	98	89	64
Just enough to feel a little high	na	1	3	6
Enough to feel it moderately	na	1	6	12
Until I feel it a lot or get really high	na	1	2	18

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

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

na—Not asked of middle school students.

Table B3.6***Driving Under the Influence Experiences, Lifetime***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using				
Never	na	98	94	78
1 time	na	1	3	3
2 times	na	1	1	3
3 to 6 times	na	0	0	0
7 or more times	na	0	1	16
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	4	na	na	na
3 to 6 times	5	na	na	na
7 or more times	4	na	na	na

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

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

na—Not asked of middle school students.

4. Reasons for and Consequences of AOD Consumption

Table B4.1

Reasons for AOD Use, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months.	94	93	78	69
To experiment (try using)	2	3	10	13
To get high	1	1	7	22
To have a good time with friends	0	2	16	19
To fit in with a group you like	0	0	2	0
Because of boredom	0	2	5	19
To relax	0	2	7	22
To get away from problems	1	2	6	19
Because of anger or frustration	1	2	3	19
To get through the day	0	1	2	19
Because it made you feel better	0	2	6	25
To seek deeper insights and understanding	0	1	3	16
None of the above	9	4	3	3

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

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

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

Table B4.2***Problems Caused by AOD Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I've never used alcohol or drugs	na	95	79	69
I've used alcohol or drugs but never had any problems	na	4	14	6
Have problems with emotions, nerves, or mental health	na	1	3	22
Get into trouble or have problems with the police	na	0	1	9
Have money problems	na	1	2	9
Miss school	na	0	1	9
Have problems with schoolwork	na	0	1	16
Fight with others	na	0	1	13
Damage a friendship	na	0	2	13
Physically hurt or injure yourself	na	1	2	9
Have unwanted or unprotected sex	na	0	1	9
Forget what happened or pass out	na	1	4	22
Been suspended from school	na	0	0	9
<i>One or more problems</i>	na	2	7	25

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

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

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

na—Not asked of middle school students.

Table B4.3***Alcohol or Other Drug Use Caused Negative Experiences***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I have not used alcohol or drugs	na	95	80	71
I use alcohol or drugs but have not experienced any of these things	na	3	13	6
Found you had to increase how much you use to have the same effect as before	na	1	3	16
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	na	0	2	3
Used alcohol or drugs a lot more than you intended	na	0	3	16
Used alcohol or drugs when you were alone	na	1	4	16
Your use of alcohol or drugs often kept you from doing a normal activity	na	0	1	10
You didn't feel OK unless you had something to drink or used a drug	na	0	1	13
Thought about reducing or stopping use	na	0	4	13
Told yourself you were not going to use but found yourself using anyway	na	1	2	10
Spoke with someone about reducing or stopping use	na	0	1	6
Attended counseling, a program, or group to help you reduce or stop use	na	0	0	3
<i>One or more negative experiences</i>	na	2	8	23

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

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

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

na—Not asked of middle school students.

Table B4.4***Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	43	41	41
Likely	na	32	33	28
Not likely	na	8	9	9
Don't know	na	17	18	22

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

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

na—Not asked of middle school students.

5. Supports to Reduce AOD Use

Table B5.1

Needed Counseling for Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I never used alcohol or other drugs	na	97	82	68
No, but I do use alcohol or other drugs	na	3	17	29
Yes, I have felt that I needed help	na	0	1	3

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

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

na—Not asked of middle school students.

Table B5.2

Likelihood of Finding Help at School for Quitting or Reducing Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	20	18	22
Likely	na	38	35	22
Not likely	na	20	24	22
Don't know	na	23	22	34

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

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

na—Not asked of middle school students.

Table B5.3

Talked with Parent About AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	48	45	48	69
Yes	52	55	52	31

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

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

6. Availability

Table B6.1

Sources for Obtaining Alcohol

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
At school	2	5	8	3
At parties	7	28	54	26
At concerts or other social events	3	13	24	16
At their own home	8	22	37	32
From adults at friends' homes	4	12	23	23
From friends or another teenager	8	27	44	32
Get adults to buy it for them	3	11	22	19
Buy it themselves from a store	4	10	17	23
At bars, clubs, or gambling casinos	1	3	2	13
Other	4	8	9	16
Don't know	90	71	49	52

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

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

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

Table B6.2***Sources for Obtaining Marijuana***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
At school	1	7	12	10
At parties	3	14	28	19
At concerts or other social events	2	8	16	13
At their own home	1	6	12	19
From an adult acquaintance	1	8	15	16
From friends or another teenager	5	18	31	29
Buy it at a marijuana dispensary	1	5	12	26
At bars or clubs	1	2	2	10
Other	3	5	6	16
Don't know	94	81	67	61

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

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

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

7. Influences on ATOD Use

Table B7.1

Personal Disapproval of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Having one or two drinks of any alcoholic beverage nearly every day				
Neither approve nor disapprove	9	13	23	48
Somewhat disapprove	10	13	19	13
Strongly disapprove	80	74	58	39
Trying marijuana once or twice				
Neither approve nor disapprove	12	23	50	71
Somewhat disapprove	20	24	22	13
Strongly disapprove	69	53	28	16
Using marijuana once a month or more regularly				
Neither approve nor disapprove	9	15	32	74
Somewhat disapprove	8	15	23	0
Strongly disapprove	83	70	46	26

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

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

Table B7.2**Parent Disapproval of ATOD Use**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong	90	89	84	53
Wrong	7	8	12	23
A little wrong	2	2	3	20
Not at all wrong	1	1	1	3
Smoke tobacco				
Very wrong	96	92	88	63
Wrong	3	7	11	27
A little wrong	0	1	1	7
Not at all wrong	1	1	1	3
Use vape products such as e-cigarettes, vape pens, or mods				
Very wrong	95	92	87	57
Wrong	4	6	11	27
A little wrong	1	1	1	13
Not at all wrong	1	0	1	3
Use marijuana (smoke, vape, eat, or drink)				
Very wrong	95	91	79	53
Wrong	3	7	14	13
A little wrong	1	2	5	17
Not at all wrong	1	1	1	17
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	96	95	92	83
Wrong	3	4	7	10
A little wrong	0	0	1	7
Not at all wrong	1	1	0	0

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

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

Table B7.3**Peer Disapproval of ATOD Use**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong	80	76	60	50
Wrong	15	18	25	13
A little wrong	3	5	11	17
Not at all wrong	1	2	4	20
Smoke tobacco				
Very wrong	84	77	64	50
Wrong	14	18	24	27
A little wrong	2	4	9	13
Not at all wrong	1	2	4	10
Use vape products such as e-cigarettes, vape pens, or mods				
Very wrong	82	73	58	43
Wrong	14	19	21	23
A little wrong	3	6	14	13
Not at all wrong	1	3	7	20
Use marijuana (smoke, vape, eat, or drink)				
Very wrong	85	74	54	43
Wrong	12	17	19	13
A little wrong	2	5	16	7
Not at all wrong	2	3	11	37
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	84	81	71	57
Wrong	14	14	21	23
A little wrong	2	3	6	10
Not at all wrong	1	2	3	10

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

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

Table B7.4

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	14	14	21	47
Yes	86	86	79	53

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

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

Sexual Behavior Module

1. Module Sample

Table O1.1

Student Sample for Sexual Behavior Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	1,138	1,219	1,255	91
Final number	0	873	812	31
Response Rate	0%	72%	65%	34%

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

2. Sexual Behavior Prevalence

Table O2.1

Ever Had Sexual Intercourse

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No		97	89	61
Yes		3	11	39

Question HS/MS O.11: Have you ever had sexual intercourse?

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

Table O2.2

Age of First Sexual Intercourse

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I have never had sexual intercourse		39	6	0
11 years old or younger		9	1	9
12 years old		9	1	9
13 years old		13	5	0
14 years old		26	14	27
15 years old		4	24	9
16 years old		0	45	45
17 years old or older		0	4	0

Question HS/MS O.12: How old were you when you had sexual intercourse for the first time?

Notes: Cells are empty if there are less than 10 respondents. Only respondents who answered “Yes” to question “Have you ever had sexual intercourse?” were asked to answer this question.

Table O2.3***Number of Sexual Intercourse Partners, Lifetime***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I have never had sexual intercourse	na	43	6	9
1 person	na	35	65	27
2 people	na	13	15	9
3 people	na	4	5	36
4 people	na	0	1	0
5 people	na	4	2	0
6 or more people	na	0	5	18

Question HS O.13: During your life, with how many people have you had sexual intercourse?

Notes: Cells are empty if there are less than 10 respondents. Only respondents who answered “Yes” to question “Have you ever had sexual intercourse?” were asked to answer this question.

na—Not asked of middle school students.

Table O2.4***Number of Sexual Intercourse Partners, Past 3 Months***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I have never had sexual intercourse	na	48	9	9
I had sexual intercourse, but not during the past 3 months	na	13	25	36
1 person	na	30	56	36
2 people	na	9	6	0
3 people	na	0	1	18
4 people	na	0	0	0
5 people	na	0	0	0
6 or more people	na	0	4	0

Question HS O.14: During the past 3 months, with how many people did you have sexual intercourse?

Notes: Cells are empty if there are less than 10 respondents. Only respondents who answered “Yes” to question “Have you ever had sexual intercourse?” were asked to answer this question.

na—Not asked of middle school students.

3. Factors That Can Lead to Sexual Activity

Table O3.1

Alcohol/Drug Use Before Last Sexual Intercourse

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I have never had sexual intercourse	na	41	9	10
No	na	59	75	60
Yes	na	0	16	30

Question HS O.15: Did you drink alcohol or use drugs before you had sexual intercourse the last time?

Notes: Cells are empty if there are less than 10 respondents. Only respondents who answered “Yes” to question “Have you ever had sexual intercourse?” were asked to answer this question.

na—Not asked of middle school students.

4. Sexual Risk Behavior

Table O4.1

Condom Use by Self or Partner During Last Sexual Intercourse

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I have never had sexual intercourse		43	9	9
No		9	37	55
Yes		48	54	36

Question HS O.16/MS O.13: The last time you had sexual intercourse, did you or your partner use a condom?

Notes: Cells are empty if there are less than 10 respondents. Only respondents who answered “Yes” to question “Have you ever had sexual intercourse?” were asked to answer this question.

Table O4.2

Methods of Pregnancy Prevention During Last Sexual Intercourse

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I have never had sexual intercourse or had intercourse with someone of the same sex	na	36	11	27
No method was used to prevent pregnancy	na	5	6	0
Birth control pills	na	0	18	18
Condoms	na	41	44	9
An IUD or implant	na	0	6	18
A shot, patch, or birth control ring	na	0	0	0
Withdrawal	na	5	8	9
Some other method	na	0	4	9
Not sure	na	14	4	9

Question HS O.17: The last time you had sexual intercourse, what one method did you or your partner use to prevent pregnancy?

Notes: Cells are empty if there are less than 10 respondents. Only respondents who answered “Yes” to question “Have you ever had sexual intercourse?” were asked to answer this question.

na—Not asked of middle school students.

Table O4.3
Frequency of Being or Getting Someone Else Pregnant

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	na	91	96	73
1 time	na	0	1	18
2 or more times	na	5	3	0
Not sure	na	5	0	9

Question HS O.18: How many times have you been pregnant or gotten someone pregnant?

Notes: Cells are empty if there are less than 10 respondents. Only respondents who answered “Yes” to question “Have you ever had sexual intercourse?” were asked to answer this question.

na—Not asked of middle school students.

5. Likelihood of Having Sexual Intercourse

Table O5.1

Likelihood of Having Sexual Intercourse One or More Times During Next Year

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I am sure it will not happen		69	46	43
It probably will not happen		23	26	18
There is an even chance that it will or won't happen		6	14	11
It probably will happen		1	7	11
It will happen for sure		1	7	18

Question HS/MS O.10: How likely do you think it is that you will choose to have sexual intercourse one or more times in the next year?

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

6. Forced Sex

Table O6.1

Ever Forced Into Unwanted Sexual Intercourse

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No		86	86	55
Yes		14	14	45

Question HS O.19/MS O.14: Have you ever been forced to have sexual intercourse when you did not want to?

Notes: Cells are empty if there are less than 10 respondents. Only respondents who answered “Yes” to question “Have you ever had sexual intercourse?” were asked to answer this question.

7. Attitudes and Beliefs About Sexual Behavior

Table O7.1

Student Perception of Peers at School Who Have Had Sexual Intercourse

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 percent (None)		22	8	24
10 percent		37	22	10
20 percent		15	15	3
30 percent		12	20	10
40 percent		6	14	3
50 percent (Half)		4	12	17
60 percent		1	4	14
70 percent		1	3	10
80 percent		1	1	0
90 percent		0	1	7
100 percent (All)		1	1	0

Question HS/MS O.1: About what percent of students in your school grade do you think ever had sexual intercourse? (For example, you might think about how many in a group of 100 students or three classrooms.)

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

Table O7.2

Agreement that Teen Abstinence is a Better Choice than Having Sexual Intercourse

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very much agree		41	26	31
Agree		40	41	24
Disagree		13	26	38
Very much disagree		6	7	7

Question HS/MS O.2: For teens your age, abstinence (not having sexual intercourse) is a better choice than having sexual intercourse.

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

Table O7.3

Agreement That for Some Teens Having a Baby is a Good Decision

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very much agree		3	3	14
Agree		5	2	10
Disagree		28	29	31
Very much disagree		64	66	45

Question HS/MS O.3: For some teens under 18 years old, it is a good decision to have a baby.

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

8. Discussion With Parents/Adults in Family

Table O8.1

Topics Discussed With Parents/Adult in Family, Past 6 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
What your parents think about teenagers having sex				
No		76	72	81
Yes		24	28	19
Your questions about sex				
No		81	83	85
Yes		19	17	15
Reasons why you shouldn't have sex at your age				
No		75	75	75
Yes		25	25	25
How your life would change if you became a father or mother while you're a teenager				
No		76	75	71
Yes		24	25	29
Birth control				
No		82	75	78
Yes		18	25	22
AIDS/HIV and other sexually transmitted diseases				
No		78	78	85
Yes		22	22	15

Question HS/MS O.4-9: In the past 6 months, have you talked with your parents or other adults in your family about... what your parents think about teenagers having sex?... your questions about sex?... reasons why you shouldn't have sex at your age?... how your life would change if you became a father or mother while you're a teenager?... birth control?... AIDS/HIV and other sexually transmitted diseases?

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

Appendix I

2021-22 CHKS Secondary Survey Response Rates

Eligible Schools	7th %	9th %	11th %	NT %
Amador Valley High		82	76	
Foothill High		82	79	
Harvest Park Middle	90			
Pleasanton Middle	97			
Thomas S. Hart Middle	90			
Village High				45

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2021-22 public school and 2020-21 enrollment data files. Directly funded charter schools have been excluded from the list.

Appendix II

CHKS Content Overview, 2021-22

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).² For a summary of state-level LCAP-related baseline CHKS data, see Factsheet #15.³

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

The main purpose of the CHKS Core Module is to assess indicators of school climate, pupil engagement, and students supports, all three key priorities required of the LCAP. It provides schools with essential data to determine the degree to which they provide the conditions and supports that all youth need to succeed in learning and developmentally thrive. Fifty-one items assessing 14 school climate domains included in a *School Climate Report Card (SCRC)* that districts can request at the district and school level.⁴ The items used in the SCRC assess school connectedness, developmental supports (e.g., caring adult relationships), and safety, including bullying and victimization.

School climate, as measured by the CHKS, is strongly related to student performance on standardized academic tests. Data for high school students show that as school climate improves—as the schools became safer, more supportive, and more engaging—test performance increased as well.⁵

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.⁶

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

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 For a guide to how CalSCHLS survey items align with LCAP indicator requirements, download Helpful Resources for Local Control and Accountability Plans at calschls.org/resources/#survey_content_guides.

³ Austin. (2016). Download calschls.org/docs/factsheet-15.pdf

⁴ See calschls.org/reports-data/#sclr

⁵ O’Malley & Hanson. (2012). Download data.calschls.org/resources/S3factsheet3_API_20120716.pdf

⁶ Voight, Austin, & Hanson. (2013). Download www.wested.org/online_pubs/hd-13-10.pdf

who reported: (1) being less engaged in risky behaviors such as substance use and violence; (2) being more likely to eat nutritiously and exercise; and (3) experiencing caring adult relationships and high expectations at school.⁷ These results suggest that addressing the health and developmental needs of youth is a critical component of a comprehensive strategy for meeting accountability demands for improved academic performance.

GRADE-LEVEL PATTERNS

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

- **Seventh graders** report the highest rates of harassment and victimization, as well as participation in a physical fight and seeing a weapon on campus.
- **Ninth graders** report the lowest rates of developmental support.
- **Nontraditional (continuation school) students** report risk behavior (e.g., binge drinking, fighting at school) prevalence rates at least twice those of 11th graders in traditional comprehensive high schools.⁸ 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.⁹

DEMOGRAPHIC CHARACTERISTICS AND POPULATION GROUP DIFFERENCES (Section 3)

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

In the standard CHKS report, breakdowns for selected key indicators are provided by race/ethnicity and gender. For selected key indicators, the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard) can be used to display group differences by gender, race/ethnicity, parental education, parent military status, homeless status, afterschool participation, gender identity, and sexual orientation. Results can also be displayed for English learners, free and reduced-priced meal eligible students (prior to 2021-22), and foster youth—three important LCAP priority groups. Districts/schools can also subscribe to the District CalSCHLS private data dashboard to disaggregate their CHKS results by demographic groups for each school (call 888.841.7536 or email calschls@wested.org).

Racial-Ethnic Group Identification

Respondents self-report their identification with six racial/ethnic groups plus mixed (two or more) race.

⁷ Hanson & Austin. (2003). Download data.calschls.org/resources/FACTSHEET-3.pdf

⁸ 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.

⁹ Austin, Dixon, & Bailey. (2007). Download data.calschls.org/resources/FACTSHEET-7.pdf

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.¹⁰ They were lowest in schools with large proportions of African American and Hispanic students, as well as in low-income schools. Controlling for socioeconomic status and other school demographic characteristics reduced these racial/ethnic group differences, but the disparities still remained. This suggests that school climate factors related to student well-being may also play a role in the racial/ethnic achievement gap. One strategy to close the gap may be to enhance learning supports that foster caring adult relationships, high expectations, meaningful participation, safety, and connectedness in schools serving large proportions of low-income African American and Hispanic students.

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

Foster Care Youth

Compared to youth who live with their parents, foster care youth report much higher rates of substance abuse, poor school attendance and grades, more violence-related behaviors, more harassment, and higher depression risk.¹² They were also more likely to be low in caring adult relationships and total developmental support.

Sexual Orientation and Gender Identity

Lesbian, gay, bisexual, transgender, and questioning or queer (LGBTQ) youth are at elevated risk for bullying and violence victimization, mental health problems, drug and alcohol use, and exhibiting poor performance in school.^{13 14} For example, analysis of the latest Biennial CHKS data indicate that LGBTQ youth¹⁵ are:

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

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

¹⁰ Austin, Hanson, Bono, & Zheng. (2008). Download data.calschls.org/resources/factsheet_8.pdf

¹¹ Hanson, Austin, & Li. (2012). Download data.calschls.org/resources/FACTSHEET-13_20120405.pdf

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

¹³ 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/)

¹⁴ 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.

¹⁵ See calschls.org/reports-data/dashboard/

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 6)

A major focus of the CHKS is providing data to gauge the level of pupil engagement, an LCAP state priority on which districts are required to show improvement. Enhancing student engagement has been identified as the key to addressing problems of low achievement, high levels of student misbehavior, alienation, and high dropout rates.¹⁶ CHKS and other surveys consistently show that as youth progress through the school system, indicators of engagement decline.

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

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

Self-Reported Grades

The CHKS asks students to indicate what grades they received in school in the past 12 months. Although self-reports are not as accurate as actual report card data, they provide a general sense of the school performance of the survey respondents from their self-perception. To learn more about the factors that might be causing poor performance, request a CHKS report showing how all the survey results vary by level of performance (call 888.841.7536 or email calschls@wested.org).

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 2017-19 State CHKS, the percentage of students agreeing with the questions on this scale ranged from 71 percent in 11th grade to 75 percent in 11th.¹⁷

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

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

¹⁶ 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.

¹⁷ Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf

Absenteeism

Before good teachers with quality curriculums and engaging activities can improve academic performance, the students have to show up. The CHKS provides data to identify what proportion of respondents are at risk of chronic absenteeism (missed 2 or more days during the past 30 days) and what were the reasons for absences.¹⁸ Users can request reports looking at the characteristics of youth based on absenteeism indicators to guide efforts to improve the LCAP pupil engagement priority (call 888.841.7536 or email calschls@wested.org).

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

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

Developmental Supports

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

School Connectedness

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

¹⁸ Because most students participated in school via remote learning in 2020-21, the CHKS did not ask about student truancy so that additional items could be included to assess absenteeism.

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

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

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

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

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

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

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

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

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

School connectedness appears to have increased in California in the second half of the last decade, but it still declines markedly after elementary school. A substantial minority of middle and high school students are not connected to their schools. On the 2017-19 State CHKS, the average percentage of students agreeing to these scale questions declined from 62 percent in 7th grade to 53 percent in 11th, a decline similar to that found for the Academic Motivation scale.²⁸ This may be related at least in part to their lower levels of developmental support. Prior analyses have indicated that the lowest rates of both connectedness and test scores are in low-income schools.^{29 30}

Parent Involvement

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

Facilities and Physical Environment

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

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 8)

The CHKS asks students a wide range of questions to ascertain the scope and nature of physical and verbal violence and victimization that occurs on campus, as well as vandalism, and the overall level of school safety.³³ Physical violence and weapons on campus have long been a major public concern. Equally disruptive are the uncounted acts of bullying, teasing, and other nonviolent misbehavior among youth, such as substance use and sales on campus.³⁴ These behaviors adversely affect not only students' ability

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

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

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

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

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

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

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

to learn and willingness to attend school, but also the overall school environment, the ability of teachers to teach, and the willingness of adults to enter the teaching profession.^{35 36 37}

Perceived Safety

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

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

Harassment and Victimization

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

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

Different forms of verbal harassment at school are assessed by asking students about: mean rumors or lies; sexual-related jokes, comments, or gestures; being made fun of because of looks or speech; and, more generally, being made fun of, insulted or called names. Physical victimization is assessed by questions

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

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

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

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

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

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

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

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

about having been pushed/shoved, threatened with harm or injury (without or without weapon), and being afraid of being beaten up. Students are also asked whether they have ever been in a physical fight as a measure of general violence.

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

Vandalism and Weapons

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

SUBSTANCE USE (Sections 9 and 10)

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

Alcohol and Other Drug Use (Section 9)

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

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

Alcohol and Other Drug Use at School (Section 9)

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

Cigarette Smoking (Section 10)

Students who report smoking cigarettes are significantly more likely than those who do not to engage in alcohol and other drug use, be involved in violence and gang membership, and experience school-related problems and disengagement. To a lesser extent, students who smoke are also more likely to be victims of violence and harassment, feel unsafe at school, and experience incapacitating sadness and loneliness.

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

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

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

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

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

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

These results suggest that efforts to reduce student smoking may be more successful if embedded in approaches that address a broad range of risk behaviors and problems.^{49 50}

MENTAL HEALTH (Section 7)

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

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

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

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

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

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

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

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

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