

CALIFORNIA HEALTHY KIDS SURVEY



Palo Alto Unified Secondary 2021-2022 Main Report

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

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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 seven domains of school climate and provides an overall **School Climate Index** score based on those domains (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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Thomas Hanson, Ph.D.
CalSCHLS Director, WestEd

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

Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

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	776	897	1,033	–
Final number	693	776	805	–
Response Rate	89%	87%	78%	–

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	690	773	799	–
Remote learning only	3	3	6	–

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>)	74	70	67	–	A6.4
School connectedness ^{†ψ} (<i>Remote Only</i>)				–	A6.4
Academic motivation [†]	73	67	68	–	A6.4
School is really boring [±]	35	39	48	–	A6.11
School is worthless and a waste of time [±]	8	13	15	–	A6.11
Monthly Absences (3 or more)	7	7	9	–	A6.2
Maintaining focus on schoolwork [†]	51	32	32	–	A6.10
Caring adult relationships [‡]	69	60	64	–	A6.4
High expectations-adults in school [‡]	83	73	73	–	A6.4
Meaningful participation [‡]	33	30	30	–	A6.4
Facilities upkeep ^{†Φ}	59	55	61	–	A6.14
Promotion of parental involvement in school [†]	62	54	50	–	A6.4
School Safety and Cyberbullying					
School perceived as very safe or safe ^Φ	78	79	83	–	A8.1
Experienced any harassment or bullying [§]	23	19	16	–	A8.2
Had mean rumors or lies spread about you [§]	22	15	14	–	A8.3
Been afraid of being beaten up ^{§Φ}	12	6	4	–	A8.3
Been in a physical fight ^{§Φ}	8	2	1	–	A8.4
Seen a weapon on campus ^{§Φ}	4	3	4	–	A8.6
Cyberbullying [§]	17	14	13	–	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	5	15	–	A9.5
Current marijuana use [¶]	0	1	6	–	A9.5
Current binge drinking [¶]	0	1	7	–	A9.5
Very drunk or “high” 7 or more times, ever	0	1	6	–	A9.7
Been drunk or “high” on drugs at school, ever	0	1	6	–	A9.9
Current cigarette smoking [¶]	0	0	1	–	A10.4
Current vaping [¶]	0	2	4	–	A10.4
Current tobacco vaping [¶]	0	1	4	–	A10.5
Current marijuana vaping [¶]	0	1	3	–	A10.5
Routines					
Eating of breakfast [‡]	80	75	67	–	A4.1
Bedtime (at 12 am or later)	7	28	51	–	A4.2
Learning from Home					
Average days worked on schoolwork (≥ 5) ^{¶δ}				–	A5.1
Synchronous instruction (4 days or more) ^{¶δ}				–	A5.1
Interest in schoolwork done from home ^{δ}				–	A5.3
Meaningful opportunities ^{‡δ}				–	A5.2
Social and Emotional Health					
Social emotional distress [‡]	19	27	34	–	A7.5
Experienced chronic sadness/hopelessness [§]	20	23	31	–	A7.1
Considered suicide [§]	11	14	18	–	A7.2
Optimism [‡]	64	51	43	–	A7.3
Life satisfaction [‡]	77	67	62	–	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	100	99	–
Remote Learning Model	0	0	1	–

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

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

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

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

Table A3.2

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	54	55	52	–
Female	42	40	44	–
Nonbinary	2	2	2	–
Something else	3	3	1	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Straight (not gay)	67	73	71	–
Lesbian or Gay	4	3	4	–
Bisexual	6	9	11	–
Something else	5	4	4	–
Not sure	14	7	5	–
Decline to respond	6	4	5	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I am not transgender	87	92	92	–
Yes, I am transgender	2	2	3	–
I am not sure if I am transgender	5	3	3	–
Decline to respond	6	3	3	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	2	1	0	–
Asian or Asian American	36	41	44	–
Black or African American	1	1	1	–
Hispanic or Latinx	15	11	13	–
Native Hawaiian or Pacific Islander	1	1	1	–
White	26	27	27	–
Mixed (two or more) ethnics	15	14	10	–
Something else	5	4	4	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parent or guardian	97	97	98	–
Other relative's home	0	0	0	–
A home with more than one family	1	1	1	–
Friend's home	0	0	0	–
Foster home, group care, or waiting placement	0	0	0	–
Hotel or motel	0	0	0	–
Shelter, car, campground, or other transitional or temporary housing	0	0	0	–
Other living arrangement	1	1	0	–

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	3	–
Graduated from high school	2	2	3	–
Attended college but did not complete four-year degree	2	3	3	–
Graduated from college	82	86	89	–
Don't know	12	7	2	–

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	67	71	–
Spanish	7	5	6	–
Mandarin	9	11	10	–
Cantonese	1	1	2	–
Taiwanese	0	0	0	–
Tagalog	0	0	1	–
Vietnamese	0	1	0	–
Korean	3	3	2	–
Arabic	1	0	0	–
Other	14	11	7	–

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	79	86	87	–
Well	19	14	12	–
Not well	2	0	1	–
Not at all	0	0	0	–
speak English?				
Very well	74	79	82	–
Well	20	20	16	–
Not well	5	1	1	–
Not at all	0	0	0	–
read English?				
Very well	73	78	81	–
Well	22	20	17	–
Not well	4	2	2	–
Not at all	0	0	0	–
write English?				
Very well	66	72	77	–
Well	28	24	20	–
Not well	6	3	3	–
Not at all	0	0	0	–
<i>English Language Proficiency Status</i>				
Proficient	69	76	80	–
Not proficient	31	24	20	–

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	75	83	89	–
1 day	3	3	2	–
2 days	7	2	2	–
3 days	3	2	1	–
4 days	6	2	2	–
5 days	6	8	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	99	–
Yes	1	1	1	–
Don't know	2	1	1	–

Question HS/MS A.11: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

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

4. Routines

Table A4.1

Eating of Breakfast

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	20	25	33	–
Yes	80	75	67	–

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	–
7:00-7:59 pm	1	0	0	–
8:00-8:59 pm	7	1	0	–
9:00-9:59 pm	34	11	3	–
10:00-10:59 pm	35	28	15	–
11:00-11:59 pm	16	32	29	–
12:00-12:59 am	4	17	26	–
After 1:00 am	3	11	26	–
<i>Bedtime at 12 am or later</i>	7	28	51	–

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

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

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

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	54	43	46	–
A's and B's	31	39	39	–
Mostly B's	6	9	6	–
B's and C's	7	7	5	–
Mostly C's	1	1	2	–
C's and D's	1	1	1	–
Mostly D's	0	0	1	–
Mostly F's	0	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	73	68	70	–
1 day	14	17	15	–
2 days	6	7	6	–
3 or more days	7	7	9	–

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	70	66	65	–
Illness (feeling physically sick), including problems with breathing or your teeth	18	21	23	–
Were being bullied or mistreated at school (<i>In-School Only</i>)	1	1	1	–
Felt very sad, hopeless, anxious, stressed, or angry	2	5	8	–
Didn't get enough sleep	2	4	7	–
Didn't feel safe at school or going to and from school (<i>In-School Only</i>)	1	0	1	–
Had to take care of or help a family member or friend	1	1	1	–
Wanted to spend time with friends	0	1	1	–
Used alcohol or drugs	0	0	0	–
Were behind in schoolwork or weren't prepared for a test or class assignment	0	2	5	–
Were bored or uninterested in school	1	2	3	–
Had no transportation to school (<i>In-School Only</i>)	1	0	0	–
Other reason	12	13	9	–

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	62	55	55	–	
Caring adults in school [‡]	69	60	64	–	A6.5
High expectations-adults in school [‡]	83	73	73	–	A6.6
Meaningful participation at school [‡]	33	30	30	–	A6.7
School connectedness ^{†#} <i>(In-School Only)</i>	74	70	67	–	A6.8
School connectedness ^{†ψ} <i>(Remote Only)</i>				–	A6.8
Academic motivation [†]	73	67	68	–	A6.9
Promotion of parental involvement in school [†]	62	54	50	–	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>	69	60	64	–
<i>There is a teacher or some other adult from my school... who really cares about me.</i>				
Not at all true	9	11	11	–
A little true	29	36	31	–
Pretty much true	40	36	37	–
Very much true	21	17	22	–
<i>who notices when I’m not there.</i>				
Not at all true	6	12	11	–
A little true	22	29	28	–
Pretty much true	40	38	40	–
Very much true	31	21	21	–
<i>who listens to me when I have something to say.</i>				
Not at all true	4	6	7	–
A little true	21	25	20	–
Pretty much true	41	42	45	–
Very much true	34	26	28	–

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>	83	73	73	–
<i>There is a teacher or some other adult from my school... who tells me when I do a good job.</i>				
Not at all true	2	6	6	–
A little true	17	24	26	–
Pretty much true	43	43	43	–
Very much true	38	28	24	–
<i>who always wants me to do my best.</i>				
Not at all true	2	3	3	–
A little true	7	15	16	–
Pretty much true	36	42	45	–
Very much true	55	39	36	–
<i>who believes that I will be a success.</i>				
Not at all true	4	6	6	–
A little true	20	28	23	–
Pretty much true	38	40	45	–
Very much true	38	26	26	–

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>	33	30	30	–
<i>At school/When I participate in school,...</i>				
I do interesting activities.				
Not at all true	6	9	9	–
A little true	28	33	34	–
Pretty much true	45	38	40	–
Very much true	21	21	18	–
I help decide things like class activities or rules.				
Not at all true	40	38	41	–
A little true	35	36	36	–
Pretty much true	17	19	17	–
Very much true	8	7	6	–
I do things that make a difference.				
Not at all true	23	29	29	–
A little true	44	42	42	–
Pretty much true	26	21	22	–
Very much true	8	9	7	–
I have a say in how things work.				
Not at all true	33	37	38	–
A little true	39	38	38	–
Pretty much true	22	19	20	–
Very much true	7	7	5	–
I help decide school activities or rules.				
Not at all true	61	59	56	–
A little true	27	28	29	–
Pretty much true	7	9	11	–
Very much true	5	4	4	–

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>	74	70	67	–
School connectedness^ψ (<i>Remote Only</i>)				
<i>Average reporting “Agree” or “Strongly agree”</i>				–
I feel close to people at/from this school.				
Strongly disagree	1	2	4	–
Disagree	4	8	9	–
Neither disagree nor agree	25	22	21	–
Agree	50	46	47	–
Strongly agree	20	22	19	–
I am happy with/to be at this school.				
Strongly disagree	2	3	5	–
Disagree	5	5	10	–
Neither disagree nor agree	21	23	27	–
Agree	45	48	44	–
Strongly agree	26	22	15	–
I feel like I am part of this school.				
Strongly disagree	1	2	4	–
Disagree	3	7	9	–
Neither disagree nor agree	27	27	27	–
Agree	46	44	47	–
Strongly agree	22	19	13	–

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	1	2	2	–
Disagree	3	4	4	–
Neither disagree nor agree	16	20	21	–
Agree	51	54	57	–
Strongly agree	29	20	16	–
I feel safe in my school. (<i>In-School Only</i>)				
Strongly disagree	1	1	2	–
Disagree	3	3	3	–
Neither disagree nor agree	17	19	16	–
Agree	48	52	58	–
Strongly agree	31	25	21	–

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>	73	67	68	–
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	1	1	2	–
Disagree	1	3	3	–
Neither disagree nor agree	9	13	11	–
Agree	43	46	45	–
Strongly agree	46	37	39	–
I try hard on my schoolwork because I am interested in it.				
Strongly disagree	6	7	9	–
Disagree	15	20	19	–
Neither disagree nor agree	34	33	27	–
Agree	31	28	32	–
Strongly agree	15	12	12	–
I work hard to try to understand new things when doing my schoolwork.				
Strongly disagree	1	2	3	–
Disagree	5	6	8	–
Neither disagree nor agree	19	25	20	–
Agree	48	46	49	–
Strongly agree	27	21	20	–
I am always trying to do better in my schoolwork.				
Strongly disagree	1	1	2	–
Disagree	3	4	5	–
Neither disagree nor agree	15	18	19	–
Agree	40	45	45	–
Strongly agree	42	31	29	–

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	13	6	6	–
Disagree	38	25	26	–
Neither disagree nor agree	26	27	20	–
Agree	14	26	29	–
Strongly agree	9	16	20	–

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)	8	4	4	–
1	8	4	3	–
2	12	10	9	–
3	14	14	14	–
4	12	13	9	–
5	12	17	14	–
6	12	11	13	–
7	11	12	14	–
8	5	7	9	–
9	3	3	3	–
10 (Strongly agree)	4	7	9	–
School is worthless and a waste of time.				
0 (Strongly disagree)	40	28	25	–
1	16	13	13	–
2	13	17	16	–
3	9	14	13	–
4	6	9	8	–
5	6	6	10	–
6	3	3	6	–
7	2	4	2	–
8	1	2	3	–
9	0	1	1	–
10 (Strongly agree)	2	3	3	–

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>	62	54	50	–
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	0	2	4	–
Disagree	6	8	16	–
Neither disagree nor agree	24	31	30	–
Agree	46	46	40	–
Strongly agree	23	14	10	–
Parents feel welcome to participate at this school.				
Strongly disagree	3	1	3	–
Disagree	4	6	8	–
Neither disagree nor agree	37	39	41	–
Agree	41	41	38	–
Strongly agree	15	13	10	–
School staff take parent concerns seriously.				
Strongly disagree	2	2	6	–
Disagree	4	7	9	–
Neither disagree nor agree	32	41	35	–
Agree	43	36	39	–
Strongly agree	19	14	11	–

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	17	22	23	–
A little true	36	35	33	–
Pretty much true	28	28	28	–
Very much true	19	14	17	–

*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	2	2	3	–
Disagree	9	12	11	–
Neither disagree nor agree	31	30	26	–
Agree	44	45	48	–
Strongly agree	14	10	12	–

*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	80	77	69	–
Yes	20	23	31	–

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	89	86	82	–
Yes	11	14	18	–

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>	64	51	43	–
Each day I look forward to having a lot of fun.				
Not at all true	9	15	21	–
A little true	31	40	42	–
Pretty much true	38	32	27	–
Very much true	22	13	11	–
I usually expect to have a good day.				
Not at all true	12	17	22	–
A little true	22	32	35	–
Pretty much true	45	37	33	–
Very much true	22	14	10	–
Overall, I expect more good things to happen to me than bad things.				
Not at all true	13	14	20	–
A little true	22	30	30	–
Pretty much true	35	36	34	–
Very much true	30	20	16	–

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>	77	67	62	–
<i>I would describe my satisfaction with...</i>				
my family life as...				
Very dissatisfied	1	1	5	–
Dissatisfied	3	5	7	–
A little dissatisfied	5	8	10	–
A little satisfied	6	12	9	–
Satisfied	38	43	39	–
Very satisfied	47	31	30	–
my friendships as...				
Very dissatisfied	1	2	4	–
Dissatisfied	2	4	3	–
A little dissatisfied	5	8	7	–
A little satisfied	12	15	17	–
Satisfied	43	44	41	–
Very satisfied	37	28	29	–
my school experience as...				
Very dissatisfied	2	3	6	–
Dissatisfied	4	6	9	–
A little dissatisfied	7	11	15	–
A little satisfied	22	26	27	–
Satisfied	46	39	32	–
Very satisfied	18	15	11	–

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	6	7	11	–
Dissatisfied	5	11	11	–
A little dissatisfied	9	12	16	–
A little satisfied	16	21	17	–
Satisfied	33	32	29	–
Very satisfied	31	17	16	–
where I live as...				
Very dissatisfied	1	1	3	–
Dissatisfied	2	1	1	–
A little dissatisfied	3	5	4	–
A little satisfied	7	8	7	–
Satisfied	32	38	37	–
Very satisfied	55	48	48	–

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>	19	27	34	–
I had a hard time relaxing.				
Not at all true	40	29	24	–
A little true	41	41	35	–
Pretty much true	11	20	24	–
Very much true	8	10	17	–
I felt sad and down.				
Not at all true	46	32	29	–
A little true	30	39	34	–
Pretty much true	16	18	21	–
Very much true	7	11	16	–
I was easily irritated.				
Not at all true	39	29	25	–
A little true	34	36	34	–
Pretty much true	17	20	26	–
Very much true	10	15	16	–
It was hard for me to cope and I thought I would panic.				
Not at all true	68	56	49	–
A little true	17	22	23	–
Pretty much true	9	15	17	–
Very much true	6	7	11	–
It was hard for me to get excited about anything.				
Not at all true	69	54	48	–
A little true	19	28	29	–
Pretty much true	8	11	14	–
Very much true	3	7	9	–

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	25	23	28	–
Safe	53	56	56	–
Neither safe nor unsafe	20	19	14	–
Unsafe	2	2	2	–
Very unsafe	0	0	1	–

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	94	93	94	–
1 time	4	4	3	–
2 or more times	2	3	3	–
Religion				
0 times	97	98	98	–
1 time	2	1	1	–
2 or more times	1	1	1	–
Gender				
0 times	95	95	95	–
1 time	3	2	2	–
2 or more times	2	2	3	–
Because you are gay, lesbian, or bisexual or someone thought you were				
0 times	93	94	96	–
1 time	4	4	2	–
2 or more times	4	2	2	–
A physical or mental disability				
0 times	97	95	97	–
1 time	2	3	1	–
2 or more times	1	2	2	–
Any of the above five reasons	15	15	13	–

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	98	97	–
1 time	1	1	1	–
2 or more times	1	1	1	–
Any other reason				
0 times	85	90	94	–
1 time	6	4	2	–
2 or more times	9	6	4	–
Any harassment	23	19	16	–

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”	19	13	11	–
<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	82	91	95	–
1 time	10	6	4	–
2 to 3 times	5	2	0	–
4 or more times	3	1	0	–
been afraid of being beaten up? (<i>In-School Only</i>)				
0 times	88	94	96	–
1 time	6	3	2	–
2 to 3 times	4	2	1	–
4 or more times	2	1	1	–
<i>During the past 12 months, how many times have you...</i>				
had mean rumors or lies spread about you?				
0 times	78	85	86	–
1 time	12	8	9	–
2 to 3 times	5	4	4	–
4 or more times	5	3	2	–
had sexual jokes, comments, or gestures made to you?				
0 times	76	82	86	–
1 time	10	8	7	–
2 to 3 times	5	4	5	–
4 or more times	9	6	3	–

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?				
<i>(In-School Only)</i>				
0 times	90	93	95	–
1 time	6	6	4	–
2 to 3 times	2	1	1	–
4 or more times	1	0	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	75	82	84	–
1 time	11	7	9	–
2 to 3 times	7	6	5	–
4 or more times	6	5	2	–
been made fun of, insulted, or called names?				
0 times	73	80	86	–
1 time	11	9	6	–
2 to 3 times	7	5	4	–
4 or more times	9	5	4	–
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)	83	86	87	–
1 time	9	7	8	–
2 to 3 times	5	4	3	–
4 or more times	3	3	3	–

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	2	3	–
<i>During the past 12 months, how many times on school property have you...</i>				
been in a physical fight?				
0 times	92	98	99	–
1 time	5	1	1	–
2 to 3 times	2	0	0	–
4 or more times	1	0	0	–
been offered, sold, or given an illegal drug?				
0 times	99	97	93	–
1 time	1	2	3	–
2 to 3 times	0	1	2	–
4 or more times	0	0	2	–
damaged school property on purpose?				
0 times	97	97	97	–
1 time	2	2	2	–
2 to 3 times	1	1	0	–
4 or more times	0	0	0	–
carried a gun?				
0 times	100	100	99	–
1 time	0	0	0	–
2 to 3 times	0	0	0	–
4 or more times	0	0	0	–
carried any other weapon (such as a knife or club)?				
0 times	98	99	98	–
1 time	1	1	1	–
2 to 3 times	0	0	1	–
4 or more times	1	0	1	–

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	91	98	97	–
1 time	5	2	2	–
2 to 3 times	3	1	0	–
4 or more times	0	0	1	–
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	98	100	99	–
1 time	1	0	0	–
2 to 3 times	0	0	0	–
4 or more times	0	0	0	–

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	96	97	96	–
1 time	2	3	3	–
2 to 3 times	1	1	1	–
4 or more times	1	0	0	–

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	17	28	–	A9.2
Lifetime alcohol or drug use	7	19	29	–	A9.2
Lifetime marijuana use	0	3	13	–	A9.2
Lifetime very drunk or high (7 or more times)	0	1	6	–	A9.7
Current alcohol or drug use [‡]	3	5	15	–	A9.5
Current marijuana use [‡]	0	1	6	–	A9.5
Current heavy drug use [‡]	0	1	4	–	A9.5
Current heavy alcohol use (binge drinking) [‡]	0	1	7	–	A9.5
Current alcohol or drug use on school property ^{‡Φ}	0	1	3	–	A9.8
Harmfulness of occasional marijuana use ^{BΦ}	43	36	28	–	A9.11
Difficulty of obtaining marijuana ^{CΦ}	33	13	6	–	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	13	25	–
Marijuana	0	3	13	–
Inhalants	1	2	2	–
Cocaine, methamphetamine, or any amphetamines	na	0	2	–
Ecstasy, LSD, or other psychedelics	na	1	4	–
Prescription pain medication (opioids)	na	6	5	–
Cold/cough medicines or other over-the-counter medicines to get “high”	na	5	3	–
Any other drug, pill, or medicine to get “high”	1	2	2	–
Any of the above AOD use	7	19	29	–
Any illicit AOD use to get “high”[^]	7	17	28	–

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	87	75	–
1 time	2	5	5	–
2 to 3 times	2	4	5	–
4 or more times	1	3	15	–
Marijuana (smoke, vape, eat, or drink)				
0 times	100	97	87	–
1 time	0	1	2	–
2 to 3 times	0	1	2	–
4 or more times	0	1	9	–
Inhalants				
0 times	99	98	98	–
1 time	0	1	1	–
2 to 3 times	0	0	1	–
4 or more times	0	0	0	–
Cocaine, methamphetamine, or any amphetamines				
0 times	na	100	98	–
1 time	na	0	1	–
2 to 3 times	na	0	0	–
4 or more times	na	0	1	–
Ecstasy, LSD, or other psychedelics				
0 times	na	99	96	–
1 time	na	1	1	–
2 to 3 times	na	0	2	–
4 or more times	na	1	1	–
Prescription pain medication				
0 times	na	94	95	–
1 time	na	3	2	–
2 to 3 times	na	1	1	–
4 or more times	na	2	2	–

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	95	97	–
1 time	na	2	1	–
2 to 3 times	na	1	1	–
4 or more times	na	2	1	–
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 times	99	98	98	–
1 time	0	1	1	–
2 to 3 times	0	0	0	–
4 or more times	1	1	1	–

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	97	91	–
1 time	0	1	1	–
2 to 3 times	0	0	2	–
4 or more times	0	1	6	–
In a vaping device?				
0 times	100	98	91	–
1 time	0	1	1	–
2 to 3 times	0	1	1	–
4 or more times	0	1	6	–
Eat or drink it in products made with marijuana?				
0 times	100	98	91	–
1 time	0	1	2	–
2 to 3 times	0	1	2	–
4 or more times	0	0	4	–

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	4	13	–
Binge drinking (5 or more drinks in a row)	0	1	7	–
Marijuana (smoke, vape, eat, or drink)	0	1	6	–
Inhalants	0	0	1	–
Prescription drugs to get “high” or for reasons other than prescribed	na	0	1	–
Other drug, pill, or medicine to get “high” or for reasons other than medical	0	0	1	–
<i>Any drug use</i>	1	2	6	–
<i>Heavy drug use</i>	0	1	4	–
<i>Any AOD Use</i>	3	5	15	–
Two or more substances at the same time	na	0	3	–

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	96	87	–
1 or 2 days	2	3	10	–
3 to 9 days	0	0	3	–
10 to 19 days	0	0	1	–
20 to 30 days	0	0	0	–
Binge drinking (5 or more drinks in a row)				
0 days	100	99	93	–
1 or 2 days	0	1	5	–
3 to 9 days	0	0	2	–
10 to 19 days	0	0	0	–
20 to 30 days	0	0	0	–
Marijuana (smoke, vape, eat, or drink)				
0 days	100	99	94	–
1 or 2 days	0	1	2	–
3 to 9 days	0	0	2	–
10 to 19 days	0	0	1	–
20 to 30 days	0	0	1	–

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	96	88	–
1 to 2 times	1	3	7	–
3 to 6 times	0	1	3	–
7 or more times	0	0	1	–
“High” (loaded, stoned, or wasted) from using drugs				
0 times	99	97	89	–
1 to 2 times	1	2	3	–
3 to 6 times	0	0	3	–
7 or more times	0	1	5	–
<i>Very drunk or “high” 7 or more times</i>	0	1	6	–

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

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	94	–
1 to 2 times	0	1	3	–
3 to 6 times	0	0	1	–
7 or more times	0	0	1	–

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	97	90	–
0 times	na	2	8	–
1 time	na	1	1	–
2 to 3 times	na	0	0	–
4 or more times	na	0	0	–
Marijuana				
Does not apply, don't use	na	98	93	–
0 times	na	1	4	–
1 time	na	0	1	–
2 to 3 times	na	0	1	–
4 or more times	na	0	1	–

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	25	22	19	–
Moderate	24	26	26	–
Slight	31	34	40	–
None	20	18	15	–
Alcohol - 5 or more drinks once or twice a week				
Great	53	55	58	–
Moderate	25	30	30	–
Slight	8	7	8	–
None	13	8	4	–
Marijuana - use occasionally				
Great	43	36	28	–
Moderate	32	33	32	–
Slight	11	19	28	–
None	14	12	12	–
Marijuana - use daily				
Great	77	70	62	–
Moderate	7	18	26	–
Slight	2	4	8	–
None	13	8	5	–

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	–
Fairly difficult	13	15	9	–
Fairly easy	11	19	25	–
Very easy	5	15	27	–
Don’t know	48	44	35	–
Marijuana				
Very difficult	33	13	6	–
Fairly difficult	11	16	12	–
Fairly easy	3	14	21	–
Very easy	1	5	17	–
Don’t know	52	53	43	–
Prescription drugs to get “high” or for reasons other than prescribed				
Very difficult	31	12	9	–
Fairly difficult	10	16	19	–
Fairly easy	5	12	15	–
Very easy	3	6	7	–
Don’t know	52	54	50	–

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	1	5	–	A10.2
Current cigarette smoking [¶]	0	0	1	–	A10.4
Current cigarette smoking at school ^{¶Φ}	0	0	0	–	A10.6
Ever tried smokeless tobacco	0	1	2	–	A10.2
Current smokeless tobacco use [¶]	0	1	1	–	A10.4
Current smokeless tobacco use at school ^{¶Φ}	0	0	0	–	A10.6
Ever used vape products	1	4	13	–	A10.2
Current use of vape products [¶]	0	2	4	–	A10.4
Current tobacco vaping [¶]	0	1	4	–	A10.5
Current marijuana vaping [¶]	0	1	3	–	A10.5
Current vaping at school ^{¶Φ}	0	0	2	–	A10.6
Cessation Attempts					
Tried to quit smoking or vaping tobacco or nicotine ^Φ	na	1	2	–	A10.8
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking ^{BΦ}	35	33	33	–	A10.9
Harmfulness of smoking 1 or more packs/day ^{BΦ}	73	79	87	–	A10.9
Harmfulness of vaping occasionally ^{BΦ}	41	38	36	–	A10.10
Harmfulness of vaping several times a day ^{BΦ}	80	82	85	–	A10.10
Difficulty of obtaining cigarettes ^{CΦ}	27	9	7	–	A10.11
Difficulty of obtaining vape products ^{CΦ}	25	7	5	–	A10.11
Anti-Tobacco Policy					
School bans tobacco use and vaping ^Φ	63	55	71	–	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	0	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	99	95	–
1 time	0	0	2	–
2 to 3 times	0	0	1	–
4 or more times	0	1	2	–
Smokeless tobacco				
0 times	100	99	98	–
1 time	0	1	1	–
2 to 3 times	0	0	0	–
4 or more times	0	0	1	–
Vape products				
0 times	99	96	87	–
1 time	1	1	4	–
2 to 3 times	0	1	3	–
4 or more times	0	2	7	–

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	100	97	90	–
1 time	0	1	2	–
2 to 3 times	0	1	2	–
4 or more times	0	1	6	–
Vaped marijuana or THC				
0 times	100	98	92	–
1 time	0	0	0	–
2 to 3 times	0	0	1	–
4 or more times	0	1	7	–
Vaped other product				
0 times	100	99	97	–
1 time	0	1	1	–
2 to 3 times	0	0	0	–
4 or more times	0	1	1	–

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

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	–
1 or 2 days	0	1	1	–
3 to 9 days	0	0	1	–
10 to 19 days	0	0	1	–
20 to 30 days	0	0	1	–
Vaped marijuana or THC?				
0 days	100	99	97	–
1 or 2 days	0	0	1	–
3 to 9 days	0	0	1	–
10 to 19 days	0	0	0	–
20 to 30 days	0	0	0	–
Vaped other product?				
0 days	100	99	99	–
1 or 2 days	0	1	0	–
3 to 9 days	0	0	0	–
10 to 19 days	0	0	0	–
20 to 30 days	0	0	0	–

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	–
1 or 2 days	0	0	0	–
3 to 9 days	0	0	0	–
10 to 19 days	0	0	0	–
20 to 30 days	0	0	0	–
Smokeless tobacco				
0 days	100	100	100	–
1 or 2 days	0	0	0	–
3 to 9 days	0	0	0	–
10 to 19 days	0	0	0	–
20 to 30 days	0	0	0	–
Vape				
0 days	100	100	98	–
1 or 2 days	0	0	1	–
3 to 9 days	0	0	1	–
10 to 19 days	0	0	0	–
20 to 30 days	0	0	1	–

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	98	96	95	–
1 day	1	2	2	–
2 days	1	1	2	–
3-9 days	0	1	0	–
10-19 days	0	0	0	–
20-30 days	0	0	1	–

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	98	95	–
0 times	na	1	3	–
1 time	na	1	1	–
2 to 3 times	na	0	1	–
4 or more times	na	0	1	–

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	35	33	33	–
Moderate	35	41	43	–
Slight	15	17	19	–
None	14	9	5	–
Smoke 1 or more packs of cigarettes each day				
Great	73	79	87	–
Moderate	11	12	7	–
Slight	3	1	2	–
None	13	7	4	–

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	41	38	36	–
Moderate	37	39	41	–
Slight	9	14	19	–
None	13	8	5	–
Vape tobacco or nicotine several times a day (100 puffs or more)				
Great	80	82	85	–
Moderate	5	9	10	–
Slight	2	1	1	–
None	13	7	3	–

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	27	9	7	–
Fairly difficult	15	15	13	–
Fairly easy	7	21	24	–
Very easy	2	4	10	–
Don't know	49	51	47	–
Vape products				
Very difficult	25	7	5	–
Fairly difficult	12	12	7	–
Fairly easy	10	22	25	–
Very easy	3	13	26	–
Don't know	49	47	37	–

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	–
Yes	63	55	71	–
Don't know	34	43	26	–

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	50	na	na	na
1 day	18	na	na	na
2 days	12	na	na	na
3 days	7	na	na	na
4 days	2	na	na	na
5 days	12	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	97	98	98	–
Yes	3	2	2	–

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	80			–
Asian or Asian American	76	71	71	–
Black or African American				–
Hispanic or Latinx	71	60	57	–
Native Hawaiian or Pacific Islander				–
White	75	74	66	–
Mixed (two or more) ethnics	72	73	69	–
Something else	77	65	65	–
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	70			–
Asian or Asian American	75	72	73	–
Black or African American				–
Hispanic or Latinx	73	54	65	–
Native Hawaiian or Pacific Islander				–
White	72	64	61	–
Mixed (two or more) ethnics	72	68	71	–
Something else	77	64	53	–

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	18			–
Asian or Asian American	29	35	42	–
Black or African American				–
Hispanic or Latinx	41	44	57	–
Native Hawaiian or Pacific Islander				–
White	35	41	56	–
Mixed (two or more) ethnics	45	45	42	–
Something else	26	45	52	–
School is worthless and a waste of time[±]				
American Indian or Alaska Native	9			–
Asian or Asian American	6	13	12	–
Black or African American				–
Hispanic or Latinx	8	17	24	–
Native Hawaiian or Pacific Islander				–
White	15	7	14	–
Mixed (two or more) ethnics	4	14	12	–
Something else	6	19	24	–
Monthly Absences (3 or more)				
American Indian or Alaska Native	9			–
Asian or Asian American	3	4	5	–
Black or African American				–
Hispanic or Latinx	14	13	16	–
Native Hawaiian or Pacific Islander				–
White	8	8	10	–
Mixed (two or more) ethnics	9	7	5	–
Something else	7	15	19	–

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	50			–
Asian or Asian American	63	35	36	–
Black or African American				–
Hispanic or Latinx	23	18	22	–
Native Hawaiian or Pacific Islander				–
White	51	29	32	–
Mixed (two or more) ethnics	46	35	35	–
Something else	52	32	14	–
Caring adults in school[‡]				
American Indian or Alaska Native	83			–
Asian or Asian American	73	57	63	–
Black or African American				–
Hispanic or Latinx	68	59	62	–
Native Hawaiian or Pacific Islander				–
White	70	64	66	–
Mixed (two or more) ethnics	64	62	61	–
Something else	52	62	61	–
High expectations-adults in school[‡]				
American Indian or Alaska Native	97			–
Asian or Asian American	83	71	73	–
Black or African American				–
Hispanic or Latinx	85	71	70	–
Native Hawaiian or Pacific Islander				–
White	86	76	75	–
Mixed (two or more) ethnics	80	72	73	–
Something else	69	74	64	–

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	38			–
Asian or Asian American	38	34	32	–
Black or African American				–
Hispanic or Latinx	30	20	26	–
Native Hawaiian or Pacific Islander				–
White	28	29	29	–
Mixed (two or more) ethnics	33	31	32	–
Something else	26	31	27	–
Facilities upkeep[†] (<i>In-School Only</i>)				
American Indian or Alaska Native	45			–
Asian or Asian American	56	56	60	–
Black or African American				–
Hispanic or Latinx	61	56	61	–
Native Hawaiian or Pacific Islander				–
White	63	58	64	–
Mixed (two or more) ethnics	54	50	59	–
Something else	59	52	62	–
Promotion of parental involvement in School[†]				
American Indian or Alaska Native	67			–
Asian or Asian American	63	60	51	–
Black or African American				–
Hispanic or Latinx	71	52	46	–
Native Hawaiian or Pacific Islander				–
White	64	50	52	–
Mixed (two or more) ethnics	53	50	45	–
Something else	53	58	40	–

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

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

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

Table A12.2
School Safety by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe (<i>In-School Only</i>)				
American Indian or Alaska Native	82			–
Asian or Asian American	80	80	88	–
Black or African American				–
Hispanic or Latinx	68	76	74	–
Native Hawaiian or Pacific Islander				–
White	83	79	83	–
Mixed (two or more) ethnics	76	80	75	–
Something else	71	77	83	–
Experienced harassment due to five reasons^{^§}				
American Indian or Alaska Native	27			–
Asian or Asian American	8	9	9	–
Black or African American				–
Hispanic or Latinx	17	22	21	–
Native Hawaiian or Pacific Islander				–
White	20	18	15	–
Mixed (two or more) ethnics	17	20	12	–
Something else	18	17	4	–
Experienced any harassment or bullying[§]				
American Indian or Alaska Native	45			–
Asian or Asian American	11	12	11	–
Black or African American				–
Hispanic or Latinx	27	26	28	–
Native Hawaiian or Pacific Islander				–
White	29	24	19	–
Mixed (two or more) ethnics	30	24	15	–
Something else	32	23	7	–

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	20			–
Asian or Asian American	15	9	10	–
Black or African American				–
Hispanic or Latinx	28	20	22	–
Native Hawaiian or Pacific Islander				–
White	30	20	14	–
Mixed (two or more) ethnics	20	18	15	–
Something else	25	13	25	–
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
American Indian or Alaska Native	20			–
Asian or Asian American	10	5	2	–
Black or African American				–
Hispanic or Latinx	16	11	5	–
Native Hawaiian or Pacific Islander				–
White	17	7	4	–
Mixed (two or more) ethnics	9	5	4	–
Something else	14	6	7	–
Been in a physical fight[§] (<i>In-School Only</i>)				
American Indian or Alaska Native	10			–
Asian or Asian American	5	2	1	–
Black or African American				–
Hispanic or Latinx	14	3	2	–
Native Hawaiian or Pacific Islander				–
White	11	2	1	–
Mixed (two or more) ethnics	4	2	0	–
Something else	11	0	7	–

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

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	36			–
Asian or Asian American	8	11	8	–
Black or African American				–
Hispanic or Latinx	23	18	19	–
Native Hawaiian or Pacific Islander				–
White	25	17	13	–
Mixed (two or more) ethnics	20	14	21	–
Something else	17	13	29	–

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	9			–
Asian or Asian American	2	3	7	–
Black or African American				–
Hispanic or Latinx	2	11	28	–
Native Hawaiian or Pacific Islander				–
White	4	7	23	–
Mixed (two or more) ethnics	1	4	12	–
Something else	6	3	14	–
Current marijuana use[¶]				
American Indian or Alaska Native				–
Asian or Asian American	0	0	3	–
Black or African American				–
Hispanic or Latinx	0	4	13	–
Native Hawaiian or Pacific Islander				–
White	0	2	8	–
Mixed (two or more) ethnics	0	0	5	–
Something else	0	0	4	–
Current binge drinking[¶]				
American Indian or Alaska Native	0			–
Asian or Asian American	0	0	3	–
Black or African American				–
Hispanic or Latinx	0	1	15	–
Native Hawaiian or Pacific Islander				–
White	0	1	10	–
Mixed (two or more) ethnics	0	2	5	–
Something else	0	0	7	–

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

[¶]Past 30 days.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or “high” 7 or more times, ever				
American Indian or Alaska Native	0			–
Asian or Asian American	0	0	2	–
Black or African American				–
Hispanic or Latinx	0	4	10	–
Native Hawaiian or Pacific Islander				–
White	0	1	10	–
Mixed (two or more) ethnics	0	2	4	–
Something else	0	0	7	–
Been drunk or “high” on drugs at school, ever				
American Indian or Alaska Native	9			–
Asian or Asian American	0	0	3	–
Black or African American				–
Hispanic or Latinx	0	6	12	–
Native Hawaiian or Pacific Islander				–
White	0	1	8	–
Mixed (two or more) ethnics	0	1	4	–
Something else	0	0	4	–
Current alcohol use[¶]				
American Indian or Alaska Native	0			–
Asian or Asian American	1	2	7	–
Black or African American				–
Hispanic or Latinx	1	10	24	–
Native Hawaiian or Pacific Islander				–
White	4	4	20	–
Mixed (two or more) ethnics	1	3	9	–
Something else	3	3	14	–

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

[¶]Past 30 days.

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

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

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

[¶]Past 30 days.

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

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

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	91			–
Asian or Asian American	88	81	69	–
Black or African American				–
Hispanic or Latinx	68	56	59	–
Native Hawaiian or Pacific Islander				–
White	82	75	71	–
Mixed (two or more) ethnics	78	75	66	–
Something else	77	82	68	–
Bedtime (at 12 am or later)				
American Indian or Alaska Native	9			–
Asian or Asian American	6	31	62	–
Black or African American				–
Hispanic or Latinx	8	27	37	–
Native Hawaiian or Pacific Islander				–
White	9	26	41	–
Mixed (two or more) ethnics	8	23	48	–
Something else	3	24	55	–

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

¹*Today.*

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

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

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

[¶]*Past 30 days.*

^{¶¶}*Past 7 days.*

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	10			–
Asian or Asian American	14	23	31	–
Black or African American				–
Hispanic or Latinx	21	38	40	–
Native Hawaiian or Pacific Islander				–
White	22	30	35	–
Mixed (two or more) ethnics	27	26	31	–
Something else	24	26	40	–
Experienced chronic sadness/hopelessness[§]				
American Indian or Alaska Native	36			–
Asian or Asian American	17	16	28	–
Black or African American				–
Hispanic or Latinx	25	41	42	–
Native Hawaiian or Pacific Islander				–
White	20	29	33	–
Mixed (two or more) ethnics	22	21	27	–
Something else	14	19	34	–
Considered suicide[§]				
American Indian or Alaska Native	9			–
Asian or Asian American	10	13	15	–
Black or African American				–
Hispanic or Latinx	14	20	19	–
Native Hawaiian or Pacific Islander				–
White	10	16	21	–
Mixed (two or more) ethnics	14	9	19	–
Something else	7	10	24	–

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	58			–
Asian or Asian American	65	53	46	–
Black or African American				–
Hispanic or Latinx	67	37	39	–
Native Hawaiian or Pacific Islander				–
White	65	50	43	–
Mixed (two or more) ethnics	59	55	43	–
Something else	62	46	38	–
Life satisfaction[‡]				
American Indian or Alaska Native	88			–
Asian or Asian American	78	69	64	–
Black or African American				–
Hispanic or Latinx	77	58	62	–
Native Hawaiian or Pacific Islander				–
White	75	68	62	–
Mixed (two or more) ethnics	73	67	62	–
Something else	83	61	63	–

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	74	74	69	–
Female	78	69	66	–
Nonbinary	40	54	63	–
Something else	51	55		–
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Male				–
Female				–
Nonbinary				–
Something else				–
Academic Motivation[†]				
Male	74	65	65	–
Female	75	71	72	–
Nonbinary	52	51	79	–
Something else	38	48		–
School is really boring[±]				
Male	39	41	52	–
Female	27	34	45	–
Nonbinary	57	53	33	–
Something else	56	70		–
School is worthless and a waste of time[±]				
Male	11	12	18	–
Female	4	12	11	–
Nonbinary	21	12	6	–
Something else	17	22		–

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	7	7	8	–
Female	7	6	8	–
Nonbinary	14	24	17	–
Something else	17	21		–
Maintaining focus on schoolwork[†]				
Male	53	37	34	–
Female	51	29	30	–
Nonbinary	31	6	17	–
Something else	11	4		–
Caring adults in school[‡]				
Male	70	64	69	–
Female	71	57	59	–
Nonbinary	57	45	52	–
Something else	41	46		–
High expectations-adults in school[‡]				
Male	83	74	75	–
Female	84	73	71	–
Nonbinary	79	63	78	–
Something else	65	58		–
Meaningful participation at school[‡]				
Male	32	34	32	–
Female	36	27	28	–
Nonbinary	31	21	26	–
Something else	17	20		–

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	55	52	54	–
Female	67	60	68	–
Nonbinary	21	59	89	–
Something else	44	48		–
Promotion of parental involvement in School[‡]				
Male	62	55	51	–
Female	65	55	48	–
Nonbinary	48	45	57	–
Something else	33	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	83	84	87	–
Female	76	75	80	–
Nonbinary	31	53	67	–
Something else	33	61		–
Experienced harassment due to five reasons^{λ§}				
Male	10	11	9	–
Female	19	17	15	–
Nonbinary	46	59	39	–
Something else	29	35		–
Experienced any harassment or bullying[§]				
Male	19	16	13	–
Female	25	20	18	–
Nonbinary	54	59	39	–
Something else	35	43		–
Had mean rumors or lies spread about you[§]				
Male	21	12	10	–
Female	22	18	18	–
Nonbinary	31	29	28	–
Something else	18	23		–
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
Male	13	7	4	–
Female	11	4	3	–
Nonbinary	15	24	6	–
Something else	0	9		–

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	12	3	2	–
Female	3	0	0	–
Nonbinary	8	0	0	–
Something else	24	4		–
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Male	5	4	4	–
Female	4	2	3	–
Nonbinary	0	6	11	–
Something else	6	9		–

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

[§]Past 12 months.

Table A13.3
Cyberbullying by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Male	16	12	10	–
Female	20	15	16	–
Nonbinary	0	24	17	–
Something else	12	22		–

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	–
Female	2	5	15	–
Nonbinary	7	6	17	–
Something else	6	13		–
Current marijuana use[¶]				
Male	0	1	6	–
Female	0	1	6	–
Nonbinary	0	0	0	–
Something else	0	9		–
Current binge drinking[¶]				
Male	0	1	8	–
Female	0	1	5	–
Nonbinary	0	0	6	–
Something else	0	0		–
Very drunk or “high” 7 or more times, ever				
Male	0	1	7	–
Female	0	1	4	–
Nonbinary	0	6	0	–
Something else	0	4		–
Been drunk or “high” on drugs at school, ever				
Male	0	0	6	–
Female	0	2	5	–
Nonbinary	0	0	11	–
Something else	0	4		–
Current alcohol use[¶]				
Male	2	3	14	–
Female	1	5	13	–
Nonbinary	7	0	17	–
Something else	6	9		–

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

[¶]Past 30 days.

Table A13.4
Substance Use by Gender – Continued

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

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	83	79	70	–
Female	79	72	64	–
Nonbinary	71	59	68	–
Something else	44	58		–
Bedtime (at 12 am or later)				
Male	7	22	50	–
Female	7	35	52	–
Nonbinary	7	35	63	–
Something else	39	42		–

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	12	17	26	–
Female	24	37	40	–
Nonbinary	63	46	58	–
Something else	39	54		–
Experienced chronic sadness/hopelessness[§]				
Male	12	12	21	–
Female	25	33	40	–
Nonbinary	62	65	72	–
Something else	59	57		–
Considered suicide[§]				
Male	7	9	13	–
Female	14	15	22	–
Nonbinary	38	65	50	–
Something else	35	50		–
Optimism[‡]				
Male	72	58	50	–
Female	58	46	38	–
Nonbinary	31	27	20	–
Something else	27	16		–
Life satisfaction[‡]				
Male	81	72	67	–
Female	74	64	59	–
Nonbinary	45	46	47	–
Something else	52	47		–

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

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

[§]Past 12 months.

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

School Climate Module

1. Module Sample

Table N1.1

Student Sample for School Climate Module

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	776	897	1,033	–
Final number	614	722	713	–
Response Rate	79%	80%	69%	–

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

2. Key Indicators of School Climate

Table N2.1

School Climate Scales

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Student learning environment [†]	76	62	63	–	N3.1
Learning engagement climate [†]	52	51	59	–	N3.2
Fairness and respect [†]	65	59	61	–	N4.1
Racial/Ethnic conflict [†]	10	15	16	–	N4.2
Respect for diversity [†]	78	73	75	–	N4.3
Clarity of rules [†]	65	51	54	–	N5.1
Disciplinary harshness [†]	15	11	11	–	N5.2
Student peer relationships [†]	67	67	72	–	N6.1
Support for social emotional learning [†]	72	59	63	–	N7.1
Antibullying climate [†]	57	47	47	–	N8.1
Quality of school facilities ^{†Φ}	64	59	65	–	N9.1
Time for lunch [†]	67	52	51	–	N10.1

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

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

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

^Φ*In-school only.*

3. Student Learning Environment & Academic Engagement

Table N3.1

Student Learning Environment Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Student learning environment				
<i>Average reporting “Agree” or “Strongly agree”</i>	76	62	63	–
Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.				
Strongly disagree	2	2	3	–
Disagree	3	6	4	–
Neither disagree nor agree	18	24	19	–
Agree	48	46	51	–
Strongly agree	29	22	24	–
My teachers work hard to help me with my schoolwork when I need it.				
Strongly disagree	1	2	3	–
Disagree	2	6	6	–
Neither disagree nor agree	16	25	23	–
Agree	49	47	50	–
Strongly agree	32	19	19	–
Teachers show how classroom lessons are helpful to students in real life.				
Strongly disagree	4	8	7	–
Disagree	9	14	17	–
Neither disagree nor agree	25	31	29	–
Agree	43	36	38	–
Strongly agree	20	11	9	–

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

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

Table N3.1
Student Learning Environment Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Teachers give students a chance to take part in classroom discussions or activities.				
Strongly disagree	1	1	2	–
Disagree	2	2	3	–
Neither disagree nor agree	9	16	15	–
Agree	53	56	59	–
Strongly agree	34	25	21	–
Teachers go out of their way to help students.				
Strongly disagree	2	3	5	–
Disagree	3	10	8	–
Neither disagree nor agree	23	33	31	–
Agree	45	40	43	–
Strongly agree	27	14	13	–
Teachers help students catch up when they return from an absence.				
Strongly disagree	2	4	6	–
Disagree	5	13	11	–
Neither disagree nor agree	22	31	33	–
Agree	47	40	38	–
Strongly agree	24	11	11	–
My teachers give me useful feedback on my work.				
Strongly disagree	1	2	3	–
Disagree	3	6	7	–
Neither disagree nor agree	18	25	26	–
Agree	52	54	51	–
Strongly agree	26	13	14	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school is a supportive and inviting place for students to learn.^Ø (<i>In-School Only</i>)				
Strongly disagree	1	2	3	–
Disagree	3	4	7	–
Neither disagree nor agree	16	24	25	–
Agree	47	51	49	–
Strongly agree	33	19	16	–

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

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

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

^ØItem not included in the scale.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Learning engagement climate				
<i>Average reporting “Agree” or “Strongly agree”</i>	52	51	59	–
Students at this school are motivated to learn.				
Strongly disagree	3	3	3	–
Disagree	6	8	8	–
Neither disagree nor agree	39	38	23	–
Agree	41	41	50	–
Strongly agree	12	9	15	–
Students pay attention in class.				
Strongly disagree	2	2	4	–
Disagree	7	8	7	–
Neither disagree nor agree	43	43	35	–
Agree	38	40	46	–
Strongly agree	9	7	8	–
Students try their best in school.				
Strongly disagree	1	1	2	–
Disagree	5	5	5	–
Neither disagree nor agree	43	42	32	–
Agree	38	41	50	–
Strongly agree	12	10	11	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students turn in their homework on time.				
Strongly disagree	0	1	3	–
Disagree	5	5	8	–
Neither disagree nor agree	38	39	34	–
Agree	47	47	49	–
Strongly agree	10	7	7	–
Students usually follow the rules at school.^ø <i>(In-School Only)</i>				
Strongly disagree	1	1	2	–
Disagree	4	3	4	–
Neither disagree nor agree	24	30	22	–
Agree	56	55	58	–
Strongly agree	15	11	14	–

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

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

^øItem not included in the scale.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school promotes academic success for all students.				
Strongly disagree	1	1	2	–
Disagree	1	3	5	–
Neither disagree nor agree	20	23	21	–
Agree	52	54	53	–
Strongly agree	26	20	19	–

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

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

4. Fairness and Respect for Diversity

Table N4.1

Fairness and Respect Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Fairness and respect				
<i>Average reporting “Agree” or “Strongly agree”</i>	65	59	61	–
Adults at this school treat all students with respect.				
Strongly disagree	1	2	3	–
Disagree	3	4	6	–
Neither disagree nor agree	20	26	24	–
Agree	47	52	51	–
Strongly agree	28	16	16	–
Students treat teachers with respect.				
Strongly disagree	1	2	3	–
Disagree	8	8	10	–
Neither disagree nor agree	31	39	31	–
Agree	44	42	47	–
Strongly agree	15	9	10	–
The school rules are fair.				
Strongly disagree	3	2	3	–
Disagree	6	4	5	–
Neither disagree nor agree	26	27	23	–
Agree	44	51	56	–
Strongly agree	21	16	13	–
All students are treated fairly when they break school rules.				
Strongly disagree	3	3	4	–
Disagree	6	8	9	–
Neither disagree nor agree	31	37	34	–
Agree	41	40	43	–
Strongly agree	19	11	11	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Racial/Ethnic conflict				
<i>Average reporting “Agree” or “Strongly agree”</i>	10	15	16	–
I have been disrespected by an adult at this school because of my race, ethnicity, or culture.				
Strongly disagree	55	43	41	–
Disagree	22	21	26	–
Neither disagree nor agree	13	20	17	–
Agree	5	11	12	–
Strongly agree	5	4	4	–
There is a lot of tension in this school between people of different cultures, races, or ethnicities.				
Strongly disagree	46	30	29	–
Disagree	25	29	32	–
Neither disagree nor agree	20	25	22	–
Agree	6	11	14	–
Strongly agree	4	4	2	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Respect for diversity				
<i>Average reporting “Agree” or “Strongly agree”</i>	78	73	75	–
Students in this school respect each other’s differences.				
Strongly disagree	3	3	3	–
Disagree	4	5	6	–
Neither disagree nor agree	21	27	21	–
Agree	40	44	49	–
Strongly agree	32	22	22	–
Adults/teachers in this school respect differences in students.				
Strongly disagree	1	1	2	–
Disagree	1	2	0	–
Neither disagree nor agree	13	19	18	–
Agree	47	51	57	–
Strongly agree	38	27	23	–
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.				
Strongly disagree	1	1	2	–
Disagree	1	2	3	–
Neither disagree nor agree	20	24	21	–
Agree	41	51	54	–
Strongly agree	37	22	20	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict.				
Strongly disagree	2	2	4	–
Disagree	5	5	9	–
Neither disagree nor agree	30	44	42	–
Agree	44	38	37	–
Strongly agree	19	11	8	–

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

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

5. Disciplinary Environment

Table N5.1

Clarity of Rules Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Clarity of rules				
<i>Average reporting “Agree” or “Strongly agree”</i>	65	51	54	–
This school clearly informs students what would happen if they break school rules.				
Strongly disagree	2	4	5	–
Disagree	9	13	16	–
Neither disagree nor agree	21	28	24	–
Agree	41	40	43	–
Strongly agree	28	15	13	–
Rules in this school are made clear to students.				
Strongly disagree	3	4	5	–
Disagree	9	14	17	–
Neither disagree nor agree	27	36	31	–
Agree	42	39	40	–
Strongly agree	19	7	8	–
This school makes it clear how students are expected to act.				
Strongly disagree	3	3	4	–
Disagree	6	9	9	–
Neither disagree nor agree	24	34	30	–
Agree	47	45	49	–
Strongly agree	20	9	9	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Disciplinary harshness				
<i>Average reporting “Agree” or “Strongly agree”</i>	15	11	11	–
The rules in this school are too strict.				
Strongly disagree	14	10	10	–
Disagree	37	41	43	–
Neither disagree nor agree	37	41	36	–
Agree	8	6	8	–
Strongly agree	4	2	2	–
It is easy for students to get kicked out of class or get suspended.				
Strongly disagree	26	16	16	–
Disagree	38	40	41	–
Neither disagree nor agree	27	35	33	–
Agree	6	7	7	–
Strongly agree	3	2	2	–
Students get in trouble for breaking small rules.				
Strongly disagree	15	11	12	–
Disagree	29	32	38	–
Neither disagree nor agree	33	42	36	–
Agree	18	14	12	–
Strongly agree	6	2	2	–

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

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

6. Student Peer Relationships

Table N6.1

Student Peer Relationships Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Student peer relationships				
<i>Average reporting “Agree” or “Strongly agree”</i>	67	67	72	–
Students enjoy doing things with each other during school activities.				
Strongly disagree	1	1	2	–
Disagree	2	3	2	–
Neither disagree nor agree	23	24	16	–
Agree	52	54	60	–
Strongly agree	23	18	20	–
Students care about each other.				
Strongly disagree	1	1	2	–
Disagree	4	4	4	–
Neither disagree nor agree	23	29	23	–
Agree	52	52	57	–
Strongly agree	19	15	14	–
Students treat each other with respect.				
Strongly disagree	3	1	2	–
Disagree	6	5	5	–
Neither disagree nor agree	33	31	27	–
Agree	43	50	54	–
Strongly agree	15	13	12	–
Students get along well with each other.				
Strongly disagree	1	1	2	–
Disagree	3	2	3	–
Neither disagree nor agree	31	28	24	–
Agree	47	55	59	–
Strongly agree	17	14	12	–

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

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

7. Social and Emotional Learning

Table N7.1

Support for Social Emotional Learning Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Support for social emotional learning				
<i>Average reporting “Agree” or “Strongly agree”</i>	72	59	63	–
This school encourages students to feel responsible for how they act.				
Strongly disagree	1	1	2	–
Disagree	2	4	5	–
Neither disagree nor agree	23	33	26	–
Agree	52	49	53	–
Strongly agree	22	14	13	–
This school encourages students to understand how others think and feel.				
Strongly disagree	2	1	3	–
Disagree	3	5	6	–
Neither disagree nor agree	23	33	25	–
Agree	50	47	51	–
Strongly agree	23	14	14	–
Students are taught that they can control their own behavior.				
Strongly disagree	2	1	2	–
Disagree	4	7	7	–
Neither disagree nor agree	28	32	27	–
Agree	47	48	50	–
Strongly agree	20	12	13	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school helps students resolve conflicts with one another.				
Strongly disagree	2	2	4	–
Disagree	5	10	12	–
Neither disagree nor agree	29	41	37	–
Agree	45	36	39	–
Strongly agree	18	10	9	–
This school encourages students to care about how others feel.				
Strongly disagree	2	1	3	–
Disagree	2	6	8	–
Neither disagree nor agree	22	35	26	–
Agree	52	46	51	–
Strongly agree	22	12	12	–
Teachers here make it clear to students that bullying is not tolerated.				
Strongly disagree	1	1	3	–
Disagree	1	5	4	–
Neither disagree nor agree	16	25	23	–
Agree	43	48	51	–
Strongly agree	39	20	19	–

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

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

8. School Antibullying Climate

Table N8.1

Antibullying Climate Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Antibullying climate				
<i>Average reporting “Agree” or “Strongly agree”</i>	57	47	47	–
If another student was bullying me, I would tell one of the teachers or staff at school.				
Strongly disagree	7	6	10	–
Disagree	8	13	15	–
Neither disagree nor agree	22	30	27	–
Agree	36	35	38	–
Strongly agree	27	16	11	–
Students tell teachers when other students are being bullied.				
Strongly disagree	5	7	10	–
Disagree	9	13	17	–
Neither disagree nor agree	42	46	40	–
Agree	28	25	27	–
Strongly agree	15	8	6	–
If I tell a teacher that someone is bullying me, the teacher will do something to help.				
Strongly disagree	1	1	2	–
Disagree	2	4	5	–
Neither disagree nor agree	21	32	29	–
Agree	44	47	49	–
Strongly agree	31	16	15	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students here try to stop bullying when they see it happening.				
Strongly disagree	4	3	5	–
Disagree	7	9	12	–
Neither disagree nor agree	44	45	41	–
Agree	30	33	34	–
Strongly agree	15	10	8	–

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

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

9. School Physical Environment

Table N9.1

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Quality of school facilities				
<i>Average reporting “Agree” or “Strongly agree”</i>	64	59	65	–
My school is usually clean and tidy.				
Strongly disagree	2	2	2	–
Disagree	9	13	11	–
Neither disagree nor agree	31	29	26	–
Agree	44	46	50	–
Strongly agree	15	10	12	–
The schoolyard and buildings are clean and in good condition.				
Strongly disagree	2	2	3	–
Disagree	2	5	7	–
Neither disagree nor agree	24	31	21	–
Agree	44	44	51	–
Strongly agree	27	18	17	–
The school grounds are kept clean.				
Strongly disagree	2	2	3	–
Disagree	7	6	9	–
Neither disagree nor agree	30	33	22	–
Agree	44	46	53	–
Strongly agree	17	13	12	–

Question HS/MS A.39, N.52, 56: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy... How strongly do you agree or disagree with the following statements about your school?... The schoolyard and buildings are clean and in good condition... The school grounds are kept clean.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My classroom is so crowded it is hard to concentrate and learn.				
Strongly disagree	24	17	18	–
Disagree	41	40	46	–
Neither disagree nor agree	20	25	20	–
Agree	8	13	12	–
Strongly agree	6	5	4	–

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

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

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

10. Scheduled Lunch and Drinkable Water

Table N10.1

Time for Lunch Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Time for lunch				
<i>Average reporting “Agree” or “Strongly agree”</i>	67	52	51	–
I eat my lunch at the right time of day.				
Strongly disagree	3	4	6	–
Disagree	4	6	10	–
Neither disagree nor agree	15	25	22	–
Agree	48	47	50	–
Strongly agree	29	18	13	–
I have plenty of time to eat my lunch.				
Strongly disagree	6	13	15	–
Disagree	12	20	26	–
Neither disagree nor agree	26	28	22	–
Agree	36	32	32	–
Strongly agree	21	8	6	–

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school has clean and drinkable water.				
Strongly disagree	5	3	5	–
Disagree	8	6	7	–
Neither disagree nor agree	27	25	21	–
Agree	36	44	44	–
Strongly agree	24	21	22	–

Question HS/MS N.65: How strongly do you agree or disagree with the following statements about your school?...
This school has clean and drinkable water.

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

Z. Palo Alto Unified Custom Questions

1. Module Sample

Table Z1.1

Student Sample for Custom Questions

	Grade 7	Grade 9	Grade 11	NT ^A
<i>Student Sample Size</i>				
Target sample	776	897	1,033	–
Final number	657	742	744	–
Response Rate	85%	83%	72%	–

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

2. Custom Questions

Table Z2.1

I help make decisions with my family.

	Grade			Total %
	7th %	9th %	11th %	
Not at all true	4	6	9	6
A little true	25	28	22	25
Pretty much true	44	40	42	42
Very much true	27	26	28	27

Question HS/MS Z.1.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.2

My family members really help and support one another.

	Grade			Total %
	7th %	9th %	11th %	
Not at all true	2	4	7	4
A little true	15	16	17	16
Pretty much true	34	39	35	36
Very much true	49	41	41	43

Question HS/MS Z.2.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.3

There is a feeling of togetherness in my family.

	Grade			Total %
	7th %	9th %	11th %	
Not at all true	3	6	8	6
A little true	16	17	20	17
Pretty much true	34	39	33	35
Very much true	47	38	39	41

Question HS/MS Z.3.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.4***I have a friend my age who talks with me about my problems.***

	Grade			Total %
	7th %	9th %	11th %	
Not at all true	24	18	11	17
A little true	24	23	17	21
Pretty much true	22	26	27	25
Very much true	30	33	45	37

*Question HS/MS Z.4.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.5*****I have a friend my age who helps me when I'm having a hard time.***

	Grade			Total %
	7th %	9th %	11th %	
Not at all true	14	13	10	12
A little true	21	20	18	20
Pretty much true	31	33	29	31
Very much true	35	34	43	37

*Question HS/MS Z.5.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.6*****In my home, there is a parent or some other adult who expects me to follow the rules.***

	Grade			Total %
	7th %	9th %	11th %	
Not at all true	1	1	2	1
A little true	5	4	4	4
Pretty much true	26	26	29	27
Very much true	68	69	64	67

*Question HS/MS Z.6.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z2.7***In my home, there is a parent or some other adult who is interested in my schoolwork.***

	Grade			Total %
	7th %	9th %	11th %	
Not at all true	3	3	5	3
A little true	14	10	11	11
Pretty much true	27	30	30	29
Very much true	56	58	55	56

*Question HS/MS Z.7.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.8*****In my home, there is a parent or some other adult who talks with me about my problems.***

	Grade			Total %
	7th %	9th %	11th %	
Not at all true	9	10	13	11
A little true	16	21	18	18
Pretty much true	27	26	29	27
Very much true	48	43	41	44

*Question HS/MS Z.8.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.9*****Do you go to bed at the same time or near the same time every night? (within 30 minutes)***

	Grade			Total %
	7th %	9th %	11th %	
Always	16	12	9	12
Almost always (5-6 days each week)	50	48	42	46
Sometimes (3-4 days each week)	28	34	37	33
Almost never (1-2 days each week)	5	4	8	6
Never	2	2	3	2

*Question HS/MS Z.9.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z2.10***To what extent do you consider sleep difficulties to interfere with your daily functioning?***

	Grade			Total %
	7th %	9th %	11th %	
Not at all interfering	36	25	20	26
A little	36	37	33	36
Somewhat	18	23	24	22
Much	8	10	15	11
Very much interfering	2	4	8	5

*Question HS/MS Z.10.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.11*****During my current semester, sleep difficulties affected my schoolwork.***

	Grade			Total %
	7th %	9th %	11th %	
Strongly disagree	36	19	14	23
Disagree	29	25	17	23
Mildly disagree	11	14	12	12
Mildly agree	16	26	28	24
Agree	6	12	20	13
Strongly agree	2	5	8	5

*Question HS/MS Z.11.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.12*****During my current semester, I felt sleepy during the school day.***

	Grade			Total %
	7th %	9th %	11th %	
Strongly disagree	20	9	8	12
Disagree	14	10	7	10
Mildly disagree	12	12	7	10
Mildly agree	30	30	25	28
Agree	18	24	29	24
Strongly agree	7	15	24	16

*Question HS/MS Z.12.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z2.13*During my current semester, I had difficulty concentrating on things I did because I was sleepy or tired.*

	Grade			Total %
	7th %	9th %	11th %	
Strongly disagree	30	15	11	18
Disagree	26	18	13	19
Mildly disagree	14	19	10	14
Mildly agree	17	21	26	21
Agree	8	17	25	17
Strongly agree	5	10	15	10

*Question HS/MS Z.13.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.14***During my current semester, I had difficulty remembering things because I was sleepy or tired.*

	Grade			Total %
	7th %	9th %	11th %	
Strongly disagree	39	22	15	25
Disagree	25	21	17	21
Mildly disagree	12	16	14	14
Mildly agree	14	19	22	18
Agree	5	14	19	13
Strongly agree	4	8	13	8

*Question HS/MS Z.14.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z2.15

On an average school day and school night, how many hours do you play video or computer games or use a computer for something that is not school work?

	Grade			Total %
	7th %	9th %	11th %	
I do not play video or computer games or use a computer for something that is not school work	10	8	11	10
Less than 1 hour per day	17	13	14	15
1 hour per day	20	17	16	18
2 hours per day	21	23	23	22
3 hours per day	15	16	17	16
4 hours per day	8	10	8	9
5 or more hours per day	8	12	12	11

Question HS/MS Z.15.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.16

The books and lessons in my classes include examples of my race or ethnic background.

	Grade			Total %
	7th %	9th %	11th %	
Strongly disagree	11	10	11	11
Disagree	17	16	18	17
Neither disagree nor agree	42	39	31	37
Agree	24	24	30	26
Strongly agree	6	11	10	9

Question HS/MS Z.16.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.17

How safe do you feel in the neighborhood where you live?

	Grade			Total %
	7th %	9th %	11th %	
Very safe	47	47	51	48
Safe	42	44	42	43
Neither safe nor unsafe	9	8	6	8
Unsafe	1	0	1	1
Very unsafe	0	1	1	1

Question HS/MS Z.17.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.18***Do you know where to go for help with a problem?***

	Grade			Total %
	7th %	9th %	11th %	
No, never	5	6	7	6
Yes, some of the time	23	31	30	28
Yes, most of the time	43	45	45	45
Yes, all of the time	29	17	18	21

*Question HS/MS Z.18.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.19*****During the past 30 days, on how many days did you not go to school because you felt unsafe at school or on your way to or from school?***

	Grade			Total %
	7th %	9th %	11th %	
0 days	97	98	98	98
1 day	1	1	1	1
2 or 3 days	1	0	0	1
4 or more days	0	1	1	1

*Question HS/MS Z.19.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.20*****During the past 12 months, did you make a plan about how you would attempt suicide?***

	Grade			Total %
	7th %	9th %	11th %	
No	91	90	88	89
Yes	9	10	12	11

*Question HS/MS Z.20.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z2.21***During the past 12 months, how many times did you actually attempt suicide?***

	Grade			Total %
	7th %	9th %	11th %	
0 times	98	95	96	96
1 time	1	2	2	2
2 or 3 times	1	1	1	1
4 or more times	0	1	0	1

*Question HS/MS Z.21.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.22*****If you attempted suicide during the past 12 months, did any attempt result in an injury, poisoning, or overdose that had to be treated by a doctor or nurse?***

	Grade			Total %
	7th %	9th %	11th %	
I did not attempt suicide in the past 12 months	91	92	92	92
No	8	7	7	7
Yes	0	1	1	1

*Question HS/MS Z.22.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.23*****If you have been forced to engage in sexual activity, did you report it to the police or the school?***

	Grade			Total %
	7th %	9th %	11th %	
I have never been forced to engage in vaginal, oral or anal sex	92	94	93	93
Yes	1	1	1	1
No	7	5	5	6

*Question HS/MS Z.23.**Note: Columns are not displayed if there are less than 10 respondents.*

Appendix I

2021-22 CHKS Secondary Survey Response Rates

Eligible Schools	7th %	9th %	11th %	NT %
Ellen Fletcher Middle	94			
Frank S. Greene Jr. Middle	93			
Greendell				
Henry M. Gunn High		88	78	
Jane Lathrop Stanford Middle	84			
Packard Children's Hospital/Stanford				
Palo Alto High		86	78	

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