

CALIFORNIA HEALTHY KIDS SURVEY



Saratoga High Secondary 2022-2023 Main Report

This report was prepared by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education School Health Office. For contract information, contact:

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

Recommended citation:
Saratoga High School. *California Healthy Kids Survey, 2022-2023: Main Report*. San Francisco: WestEd for the California Department of Education.

Contents

Page

List of Tables	III
PREFACE	IX
Survey Module Administration	1
A. Core Module Results	2
1. Survey Sample	2
2. Summary of Key Indicators	3
3. Demographics	5
4. Routines	11
5. Learning from Home	12
6. School Performance, Engagement, and Supports	14
7. Social and Emotional Health	31
8. School Violence, Victimization, and Safety	36
9. Alcohol and Other Drug Use	43
10. Tobacco Use	55
11. Other Health Risks	64
12. Race/Ethnic Breakdowns	65
13. Gender Breakdowns	81
B. Alcohol and Other Drugs (AOD) Module	91
1. Module Sample	91
2. Summary of Key Indicators	92
3. ATOD Consumption Patterns	93
4. Reasons for and Consequences of AOD Consumption	97
5. Supports to Reduce AOD Use	101
6. Availability	102
7. Influences on ATOD Use	104
O. Safety & Violence Module	108
1. Module Sample	108
2. Physical Violence and Weapon Possession	109
3. Neighborhood Safety	111
4. Absence Due to Safety Concerns	112
5. Suicide Risk	113

6. Unwanted Sex	115
R. Social Emotional Health Module	116
1. Module Sample	116
2. Summary of Key Indicators	117
3. Belief in Self	119
4. Belief in Others	122
5. Emotional Competence	125
6. Engaged Living	128
7. Growth Mindset	131
8. Goals	132
9. Collaboration	133
10. Problem Solving	134
Z. Los Gatos-Saratoga Union High Custom Questions	135
1. Module Sample	135
2. Custom Questions	136
Appendix	150

List of Tables

	Page
Survey Module Administration	1
1 CHKS Survey Modules Administered	1
A. Core Module Results	2
1. Survey Sample	2
A1.1 Student Sample for Core Module	2
A1.2 Number of Respondents by Instructional Model	2
2. Summary of Key Indicators	3
A2.1 Key Indicators of School Climate	3
A2.2 Key Indicators of Substance Use, Remote Learning, and Student Well-Being	4
3. Demographics	5
A3.1 School Schedule, Past 30 Days	5
A3.2 Gender of Sample	5
A3.3 Sexual Orientation	6
A3.4 Gender Identity	6
A3.5 Race or Ethnicity	7
A3.6 Living Situation	7
A3.7 Highest Education of Parents	8
A3.8 Language Spoken at Home	8
A3.9 English Language Proficiency – Home Language Other Than English	9
A3.10 Number of Days Attending Afterschool Program	10
A3.11 Military Connections	10
4. Routines	11
A4.1 Eating of Breakfast	11
A4.2 Bedtime	11
5. Learning from Home	12
A5.1 Remote Learning Schedule and Instructional Time	12
A5.2 Interesting Activities Provided for Student in Remote Learning	13
A5.3 Interest in Schoolwork Done from Home	13
6. School Performance, Engagement, and Supports	14
A6.1 Grades, Past 12 Months	14
A6.2 Absences, Past 30 Days	14
A6.3 Reasons for Absence, Past 30 Days	15
A6.4 School Environment & Connectedness, Academic Motivation, Parental Involvement	16
A6.5 Caring Relationships Scale Questions	17
A6.6 High Expectations Scale Questions	18
A6.7 Meaningful Participation Scale Questions	19
A6.8 School Connectedness Scale Questions	20
A6.8 School Connectedness Scale Questions – Continued	21

A6.9	Academic Motivation Scale Questions	22
A6.10	Maintaining Focus on Schoolwork	23
A6.11	School Boredom and Value of School	24
A6.12A	School Boredom Profile Groups - 9th Grade	25
A6.12B	School Boredom Profile Groups - 10th Grade	26
A6.12C	School Boredom Profile Groups - 11th Grade	27
A6.12D	School Boredom Profile Groups - 12th Grade	28
A6.13	Promotion of Parental Involvement Scale Questions	29
A6.14	Checking Student Progress	30
A6.15	Quality of School Physical Environment	30
7.	Social and Emotional Health	31
A7.1	Chronic Sad or Hopeless Feelings, Past 12 Months	31
A7.2	Seriously Considered Attempting Suicide, Past 12 Months	31
A7.3	Optimism Scale Questions	32
A7.4	Life Satisfaction Scale Questions	33
A7.4	Life Satisfaction Scale Questions – Continued	34
A7.5	Social Emotional Distress Scale Questions	35
8.	School Violence, Victimization, and Safety	36
A8.1	Perceived Safety at School	36
A8.2	Reasons for Harassment on School Property, Past 12 Months	37
A8.2	Reasons for Harassment on School Property, Past 12 Months – Continued	38
A8.3	School Violence Victimization Scale Questions	39
A8.3	School Violence Victimization Scale Questions – Continued	40
A8.4	School Violence Perpetration Scale Questions	41
A8.5	Threats and Injuries with Weapons at School, Past 12 Months	42
A8.6	Weapons Possession on School Property, Past 12 Months	42
9.	Alcohol and Other Drug Use	43
A9.1	Summary Measures of Level of AOD Use and Perceptions	43
A9.2	Summary of AOD Lifetime Use	44
A9.3	Lifetime AOD Use	45
A9.3	Lifetime AOD Use – Continued	46
A9.4	Methods of Marijuana Consumption	47
A9.5	Current AOD Use, Past 30 Days	48
A9.6	Frequency of Current AOD Use, Past 30 Days	49
A9.7	Lifetime Drunk or “High”	50
A9.8	Current AOD Use on School Property, Past 30 Days	51
A9.9	Lifetime Drunk or “High” on School Property	51
A9.10	Cessation Attempts	52
A9.11	Perceived Harm of AOD Use	53
A9.12	Perceived Difficulty of Obtaining Alcohol, Marijuana, and Prescription Drugs	54
10.	Tobacco Use	55
A10.1	Summary of Key CHKS Tobacco Indicators	55
A10.2	Lifetime Tobacco Use	56
A10.3	Substances Ever Vaped	57

A10.4	Any Current Use and Daily Use	58
A10.5	Substances Vaped, Past 30 Days	59
A10.6	Current Smoking on School Property, Past 30 Days	60
A10.7	Secondhand Smoke on School Property, Past 30 Days	61
A10.8	Cigarette Smoking and Vaping Cessation Attempts	61
A10.9	Perceived Harm of Cigarette Smoking	62
A10.10	Perceived Harm of Using Vape Products	62
A10.11	Perceived Difficulty of Obtaining Cigarettes and Vape Products	63
A10.12	School Bans Tobacco Use and Vaping	63
11.	Other Health Risks	64
A11.1	Gang Involvement	64
12.	Race/Ethnic Breakdowns	65
A12.1	School Engagement and Supports by Race/Ethnicity	65
A12.1	School Engagement and Supports by Race/Ethnicity – Continued	66
A12.1	School Engagement and Supports by Race/Ethnicity – Continued	67
A12.1	School Engagement and Supports by Race/Ethnicity – Continued	68
A12.2	School Safety by Race/Ethnicity	69
A12.2	School Safety by Race/Ethnicity – Continued	70
A12.2	School Safety by Race/Ethnicity – Continued	71
A12.3	Cyberbullying by Race/Ethnicity	71
A12.4	Substance Use by Race/Ethnicity	72
A12.4	Substance Use by Race/Ethnicity – Continued	73
A12.4	Substance Use by Race/Ethnicity – Continued	74
A12.4	Substance Use by Race/Ethnicity – Continued	75
A12.5	Routines by Race/Ethnicity	76
A12.6	Learning from Home by Race/Ethnicity	77
A12.6	Learning from Home by Race/Ethnicity – Continued	78
A12.7	Social and Emotional Health by Race/Ethnicity	79
A12.7	Social and Emotional Health by Race/Ethnicity – Continued	80
13.	Gender Breakdowns	81
A13.1	School Engagement and Supports by Gender	81
A13.1	School Engagement and Supports by Gender – Continued	82
A13.1	School Engagement and Supports by Gender – Continued	83
A13.2	School Safety by Gender	84
A13.2	School Safety by Gender – Continued	85
A13.3	Cyberbullying by Gender	85
A13.4	Substance Use by Gender	86
A13.4	Substance Use by Gender – Continued	87
A13.5	Routines by Gender	88
A13.6	Learning from Home by Gender	89
A13.7	Social and Emotional Health by Gender	90
B.	Alcohol and Other Drugs (AOD) Module	91
1.	Module Sample	91

B1.1	Student Sample for AOD Module	91
2.	Summary of Key Indicators	92
B2.1	Key Indicators of Alcohol and Other Drug Use	92
3.	ATOD Consumption Patterns	93
B3.1	Lifetime Use of Heroin, Sedatives, Appetite Suppressants, and Prescription Stimulant	93
B3.2	Age of Onset – AOD Use	94
B3.3	Age of Onset – Tobacco Use	95
B3.4	Usual Alcohol Consumption Level	95
B3.5	Usual Drug Consumption Level	96
B3.6	Driving Under the Influence Experiences, Lifetime	96
4.	Reasons for and Consequences of AOD Consumption	97
B4.1	Reasons for AOD Use, Past 12 Months	97
B4.2	Problems Caused by AOD Use	98
B4.3	Alcohol or Other Drug Use Caused Negative Experiences	99
B4.4	Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession . . .	100
5.	Supports to Reduce AOD Use	101
B5.1	Needed Counseling for Use	101
B5.2	Likelihood of Finding Help at School for Quitting or Reducing Use	101
B5.3	Talked with Parent About AOD Use	101
6.	Availability	102
B6.1	Sources for Obtaining Alcohol	102
B6.2	Sources for Obtaining Marijuana	103
7.	Influences on ATOD Use	104
B7.1	Personal Disapproval of AOD Use	104
B7.2	Parent Disapproval of ATOD Use	105
B7.3	Peer Disapproval of ATOD Use	106
B7.4	Heard, Read, or Watched Any Anti-ATOD Messages, Past 12 Months	107
O.	Safety & Violence Module	108
1.	Module Sample	108
O1.1	Student Sample for Safety & Violence Module	108
2.	Physical Violence and Weapon Possession	109
O2.1	Violent Incidents, Past 12 Months	109
O2.2	Carrying Weapon, Past 30 Days	110
3.	Neighborhood Safety	111
O3.1	Perception of Neighborhood Safety	111
4.	Absence Due to Safety Concerns	112
O4.1	Not Attend School Due to Feeling Unsafe, Past 30 Days	112
5.	Suicide Risk	113

O5.1	Suicide Ideation, Past 12 Months	113
O5.2	Suicide Plan, Past 12 Months	113
O5.3	Suicide Attempts, Past 12 Months	113
O5.4	Suicide Attempt Leading to Need for Treatment	114
6.	Unwanted Sex	115
O6.1	Forced Sex	115
R. Social Emotional Health Module		116
1.	Module Sample	116
R1.1	Student Sample for Social Emotional Health Module	116
2.	Summary of Key Indicators	117
R2.1	Key Indicators of Social Emotional Health	117
R2.2	Covitality Domains and Subdomains	118
3.	Belief in Self	119
R3.1	Self-Efficacy Scale Questions	119
R3.2	Self-Awareness Scale Questions	120
R3.3	Persistence Scale Questions	121
4.	Belief in Others	122
R4.1	School Supports Scale Questions	122
R4.2	Family Connectedness Scale Questions	123
R4.3	Peer Supports Scale Questions	124
5.	Emotional Competence	125
R5.1	Emotional Regulation Scale Questions	125
R5.2	Empathy Scale Questions	126
R5.3	Behavioral Self-Control Scale Questions	127
6.	Engaged Living	128
R6.1	Optimism Scale Questions	128
R6.2	Gratitude Scale Questions	129
R6.3	Zest Scale Questions	130
7.	Growth Mindset	131
R7.1	Growth Mindset Scale Questions	131
8.	Goals	132
R8.1	Goals Scale Questions	132
9.	Collaboration	133
R9.1	Collaboration Scale Questions	133
10.	Problem Solving	134
R10.1	Problem Solving Scale Questions	134
Z. Los Gatos-Saratoga Union High Custom Questions		135

1. Module Sample	135
Z1.1 Student Sample for Custom Questions	135
2. Custom Questions	136
Appendix	150

PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results for each question from the 2022-23 *California Healthy Kids Survey* (CHKS) for schools within this school. 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. The Appendix provides more information about CHKS questions.

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

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

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

THE SURVEY

CDE has funded the CHKS since 1997 to provide data to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs. The Appendix includes 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 the Appendix, the Core Module consists of key questions that are considered most important for schools to guide improvement of academic, health, and prevention programs and promote student achievement, college and career readiness, positive development, and well-being. The majority of the questions are school-specific, including the following indicators:

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

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

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

Trauma Module (Supplementary)

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

School Climate Module (Supplementary)

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

Social Emotional Health Module (Supplementary)

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

SURVEY ADMINISTRATION AND SAMPLE

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

- Table A1.1 describes the target sample of students and the final number and percent of students who completed the survey (the participation response rate).

THE REPORT

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

Racial/Ethnic and Gender Results

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

ONLINE DATA DASHBOARDS

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

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

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

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

UNDERSTANDING THE DATA

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

Representativeness

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

Changes Between Survey Administrations

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

RESOURCES

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

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets).
- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).
- The **California Center for School Climate** (ca-safe-supportive-schools.wested.org/california-center-for-school-climate/) provides free support and trainings on school climate and data use to LEAs in California. The website provides archived virtual events and other school climate improvement resources.
- The *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/resources.
- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.
- The **CalSCHLS Item Crosswalk** (calschls.org/resources/#resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

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

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

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

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

Compare Results with Other Data

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

- **Staff and Parent Surveys.** If your school district has administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Survey Item Crosswalk (calschls.org/resources/#resources_and_tools) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer these companion surveys, urge them to do so next time.
- **Elementary CHKS Results.** Examine how the results from 9th and 11th graders compare with those from 5th and 7th graders if your district also administered the CHKS at these school levels. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle school levels might help mitigate problems that are evident among older students.
- **Other Data.** Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.
- **Similar District and Statewide Results.** The results from the biennial state administration of the CHKS, which provide representative state norms, can be downloaded from the CalSCHLS website (data.calschls.org/resources/Biennial_State_1921.pdf) or examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports). How

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

Data Workshop

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

Request Additional Reports and Data

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

School Climate Report Cards and Mental Health Reports

In addition to this school-level report with all the survey results, two additional reports are available:

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

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

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

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

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

ACKNOWLEDGMENTS

The CHKS and this report were developed by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education, School Health and Safety Office. Special recognition to Cindy Zheng, at WestEd, who oversees the generation of CalSCHLS reports and data quality assurance.

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	280	294	292	304
Final number	264	243	229	221
Response Rate	94%	83%	78%	73%

Table A1.2

Number of Respondents by Instructional Model

	Grade 9	Grade 10	Grade 11	Grade 12
In-school learning only	264	239	228	221
Remote learning only	0	4	1	0

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
School Engagement and Supports					
School connectedness ^{†#} (<i>In-School Only</i>)	73	67	65	62	A6.4
School connectedness ^{†ψ} (<i>Remote Only</i>)					A6.4
Academic motivation [†]	66	68	65	61	A6.4
School is really boring [±]	35	36	33	40	A6.11
School is worthless and a waste of time [±]	9	6	8	12	A6.11
Monthly Absences (3 or more)	5	9	16	22	A6.2
Maintaining focus on schoolwork ^{†Γ}	28	26	26	33	A6.10
Caring adult relationships [‡]	64	60	64	67	A6.4
High expectations-adults in school [‡]	73	63	72	71	A6.4
Meaningful participation [‡]	35	28	34	34	A6.4
Facilities upkeep ^{†Φ}	75	75	74	73	A6.15
Promotion of parental involvement in school [†]	56	44	53	47	A6.4
School Safety and Cyberbullying					
School perceived as very safe or safe ^Φ	85	80	81	82	A8.1
Experienced any harassment or bullying [§]	21	22	19	24	A8.2
Had mean rumors or lies spread about you [§]	20	27	28	28	A8.3
Been afraid of being beaten up ^{§Φ}	5	5	3	4	A8.3
Been in a physical fight ^{§Φ}	2	1	4	2	A8.4
Seen a weapon on campus ^{§Φ}	3	1	2	3	A8.6
Cyberbullying [§]	16	20	19	19	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 7 or higher.

^ΓSurvey question was reverse-coded.

^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 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Substance Use					
Current alcohol or drug use [¶]	4	4	12	17	A9.5
Current marijuana use [¶]	1	1	7	11	A9.5
Current binge drinking [¶]	1	1	6	8	A9.5
Very drunk or “high” 7 or more times, ever	0	0	7	10	A9.7
Been drunk or “high” on drugs at school, ever	0	1	5	7	A9.9
Current cigarette smoking [¶]	1	0	3	4	A10.4
Current vaping [¶]	0	1	5	8	A10.4
Current tobacco vaping [¶]	0	1	3	5	A10.5
Current marijuana vaping [¶]	0	0	4	6	A10.5
Routines					
Eating of breakfast [‡]	77	69	63	56	A4.1
Bedtime (at 12 am or later)	37	58	54	61	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 [‡]	26	38	37	36	A7.5
Experienced chronic sadness/hopelessness [§]	24	35	32	32	A7.1
Considered suicide [§]	11	17	18	13	A7.2
Optimism [‡]	46	37	38	41	A7.3
Life satisfaction [‡]	66	62	60	59	A7.4

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

[¶]Past 30 days.

[‡]Today.

^{δ} Remote only.

[¶]Past 7 days.

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

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

[§]Past 12 months.

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

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
In-School Model	100	98	100	100
Remote Learning Model	0	2	0	0

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

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

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

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

Table A3.2

Gender of Sample

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Male	55	45	51	49
Female	43	51	46	49
Nonbinary	0	2	1	0
Something else	2	1	2	1

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Straight (not gay)	74	74	77	77
Lesbian or Gay	2	4	2	1
Bisexual	9	5	9	10
Something else	1	3	4	2
Not sure	7	8	4	6
Decline to respond	7	6	5	4

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No, I am not transgender	93	92	91	95
Yes, I am transgender	2	4	1	2
I am not sure if I am transgender	2	2	3	0
Decline to respond	4	2	5	2

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
American Indian or Alaska Native, non-Hispanic	1	0	0	0
Asian or Asian American, non-Hispanic	65	63	69	66
Black or African American, non-Hispanic	0	0	1	1
Hispanic or Latinx	6	8	4	4
Native Hawaiian or Pacific Islander, non-Hispanic	0	1	0	0
White, non-Hispanic	14	12	16	16
Multiracial, non-Hispanic	8	10	7	10
Something else, non-Hispanic	6	5	3	3

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A home with one or more parent or guardian	99	98	97	98
Other relative's home	0	0	0	1
A home with more than one family	0	0	0	0
Friend's home	0	0	0	0
Foster home, group care, or waiting placement	0	0	0	0
Hotel or motel	0	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	1	0	0
Other living arrangement	0	0	2	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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Did not finish high school	2	4	3	3
Graduated from high school	0	2	1	2
Attended college but did not complete four-year degree	0	2	1	1
Graduated from college	94	90	92	91
Don't know	4	3	3	3

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
English	51	65	65	70
Spanish	2	2	1	1
Mandarin	21	17	17	13
Cantonese	2	4	4	2
Taiwanese	1	0	0	0
Tagalog	0	0	0	0
Vietnamese	1	0	0	0
Korean	2	3	2	2
Arabic	0	1	1	1
Other	19	7	11	11

Question HS/MS A.12: What language is spoken most of the time in your home?

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>How well do you...</i>				
understand English?				
Very well	83	83	84	89
Well	12	14	13	9
Not well	5	2	0	0
Not at all	0	1	4	2
speak English?				
Very well	78	75	77	89
Well	19	20	19	8
Not well	2	5	0	2
Not at all	1	0	4	2
read English?				
Very well	77	78	76	88
Well	19	17	19	9
Not well	3	5	1	2
Not at all	1	0	4	2
write English?				
Very well	70	69	71	83
Well	23	24	25	14
Not well	7	6	0	2
Not at all	1	1	4	2
<i>English Language Proficiency Status</i>				
Proficient	76	73	76	84
Not proficient	24	28	24	16

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I do not attend my school's afterschool program	72	80	84	85
1 day	2	1	1	0
2 days	4	2	2	2
3 days	6	2	2	4
4 days	2	3	3	2
5 days	14	12	8	7

Question HS/MS A.16: How many days a week do you usually go to your school's afterschool program?

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	100	97	97	98
Yes	0	1	0	1
Don't know	0	1	3	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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	23	31	37	44
Yes	77	69	63	56

Question HS/MS A.14: Did you eat breakfast today?

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

Table A4.2

Bedtime

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Before 7:00 pm	0	0	1	1
7:00-7:59 pm	0	0	0	0
8:00-8:59 pm	1	0	0	0
9:00-9:59 pm	7	3	4	4
10:00-10:59 pm	23	12	13	14
11:00-11:59 pm	32	26	27	20
12:00-12:59 am	23	36	23	35
After 1:00 am	13	22	32	25
<i>Bedtime at 12 am or later</i>	37	58	54	61

Question HS/MS A.13: What time did you go to bed last night?

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

5. Learning from Home

Table A5.1

Remote Learning Schedule and Instructional Time (Remote Only)

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Time spent on learning and completing schoolwork from home on the average weekday				
Less than 1 hour				
Between 1 and 2 hours				
Between 2 and 3 hours				
Between 3 and 4 hours				
Between 4 and 5 hours				
More than 5 hours				
Number of days in the past week participating in an online class from home where your teacher talked to students				
0 days				
1 day				
2 days				
3 days				
4 days				
5 days				
Number of weekdays participating in school from home for the entire school day				
0 days				
1 day				
2 days				
3 days				
4 days				
5 days				

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

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

Table A5.2

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

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Not at all true				
A little true				
Pretty much true				
Very much true				

Question HS/MS A.46: There is a teacher or some other adult from my school... who provides me with interesting activities to do while I am participating in school from home.

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

Table A5.3

Interest in Schoolwork Done from Home (Remote Only)

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
Strongly disagree				
Disagree				
Neither disagree nor agree				
Agree				
Strongly agree				

Question HS/MS A.37: How strongly do you agree or disagree with the following statements?... I am interested in the schoolwork I do when participating in school from home.

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

6. School Performance, Engagement, and Supports

Table A6.1

Grades, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Mostly A's	59	56	45	40
A's and B's	25	31	38	41
Mostly B's	6	5	8	9
B's and C's	7	5	7	5
Mostly C's	2	2	1	2
C's and D's	2	0	0	2
Mostly D's	0	0	0	0
Mostly F's	0	0	1	1

Question HS/MS A.21: During the past 12 months, how would you describe the grades you mostly received in school?

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

Table A6.2

Absences, Past 30 Days

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I did not miss any days of school in the past 30 days	66	50	47	42
1 day	22	26	24	22
2 days	7	15	13	14
3 or more days	5	9	16	22

Question HS/MS A.15, 20: In the past 30 days, how often did you miss an entire day of school for any reason? [In-School only]. In the past 30 days, how often did you miss an entire day of remote learning classes for any reason? [Remote only]

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply; I didn't miss any school	62	49	44	40
Illness (feeling physically sick), including problems with breathing or your teeth	27	37	42	46
Were being bullied or mistreated at school <i>(In-School Only)</i>	1	1	2	1
Felt very sad, hopeless, anxious, stressed, or angry	3	8	12	17
Didn't get enough sleep	4	12	15	21
Didn't feel safe at school or going to and from school <i>(In-School Only)</i>	0	1	2	1
Had to take care of or help a family member or friend	1	4	0	1
Wanted to spend time with friends	0	1	1	1
Used alcohol or drugs	0	1	1	1
Were behind in schoolwork or weren't prepared for a test or class assignment	2	11	10	16
Were bored or uninterested in school	2	4	5	9
Had no transportation to school <i>(In-School Only)</i>	1	1	0	0
Other reason	12	15	12	11

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

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

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

Table A6.4***School Environment, School Connectedness, Academic Motivation, and Promotion of Parental Involvement Scales***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Total school supports	57	51	57	58	
Caring adults in school [‡]	64	60	64	67	A6.5
High expectations-adults in school [‡]	73	63	72	71	A6.6
Meaningful participation at school [‡]	35	28	34	34	A6.7
School connectedness ^{†#} <i>(In-School Only)</i>	73	67	65	62	A6.8
School connectedness ^{†ψ} <i>(Remote Only)</i>					A6.8
Academic motivation [†]	66	68	65	61	A6.9
Promotion of parental involvement in school [†]	56	44	53	47	A6.13

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

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

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

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Caring adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	64	60	64	67
<i>There is a teacher or some other adult from my school... who really cares about me.</i>				
Not at all true	11	7	4	7
A little true	30	36	33	24
Pretty much true	33	31	39	32
Very much true	26	26	25	38
<i>who notices when I’m not there.</i>				
Not at all true	9	13	12	14
A little true	32	35	32	28
Pretty much true	35	29	39	29
Very much true	24	24	17	30
<i>who listens to me when I have something to say.</i>				
Not at all true	5	4	7	5
A little true	21	26	20	21
Pretty much true	43	42	41	35
Very much true	31	27	32	39

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
High expectations-adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	73	63	72	71
<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	8	9	6	10
A little true	21	31	25	26
Pretty much true	40	35	40	31
Very much true	31	25	28	33
<i>who always wants me to do my best.</i>				
Not at all true	4	4	3	3
A little true	17	22	17	19
Pretty much true	37	39	43	37
Very much true	42	36	37	41
<i>who believes that I will be a success.</i>				
Not at all true	4	9	5	8
A little true	27	35	28	20
Pretty much true	39	28	44	32
Very much true	30	27	24	40

Question HS/MS A.45, 48, 51: There is a teacher or some other adult from my school... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.

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

Table A6.7

Meaningful Participation Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Meaningful participation at school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	35	28	34	34
<i>At school/When I participate in school,...</i>				
I do interesting activities.				
Not at all true	7	4	7	12
A little true	23	32	27	30
Pretty much true	39	43	44	30
Very much true	30	21	21	28
I help decide things like class activities or rules.				
Not at all true	42	45	41	42
A little true	31	38	37	35
Pretty much true	15	11	15	12
Very much true	12	6	7	11
I do things that make a difference.				
Not at all true	26	25	20	27
A little true	43	48	44	33
Pretty much true	19	19	23	29
Very much true	13	8	12	11
I have a say in how things work.				
Not at all true	27	30	26	32
A little true	40	50	45	36
Pretty much true	22	16	20	23
Very much true	10	5	9	10
I help decide school activities or rules.				
Not at all true	56	60	50	58
A little true	31	30	34	24
Pretty much true	7	6	11	10
Very much true	6	4	6	9

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School connectedness[#] (<i>In-School Only</i>)				
<i>Average reporting “Agree” or “Strongly agree”</i>	73	67	65	62
School connectedness^ψ (<i>Remote Only</i>)				
<i>Average reporting “Agree” or “Strongly agree”</i>				
I feel close to people at/from this school.				
Strongly disagree	4	3	6	8
Disagree	5	10	9	13
Neither disagree nor agree	18	19	21	16
Agree	52	50	46	42
Strongly agree	22	19	19	22
I am happy with/to be at this school.				
Strongly disagree	3	3	6	6
Disagree	5	11	13	11
Neither disagree nor agree	25	27	28	30
Agree	49	44	39	38
Strongly agree	18	16	13	14
I feel like I am part of this school.				
Strongly disagree	3	1	5	7
Disagree	6	12	11	12
Neither disagree nor agree	25	24	31	31
Agree	49	50	42	36
Strongly agree	16	12	12	14

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

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
The teachers at this school treat students fairly/The teachers treat students fairly.				
Strongly disagree	2	1	3	4
Disagree	4	8	5	10
Neither disagree nor agree	20	28	18	23
Agree	55	50	56	49
Strongly agree	20	13	17	14
I feel safe in my school. (<i>In-School Only</i>)				
Strongly disagree	1	1	1	2
Disagree	2	3	2	2
Neither disagree nor agree	12	16	16	14
Agree	55	59	54	57
Strongly agree	30	22	26	25

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Academic motivation				
<i>Average reporting “Agree” or “Strongly agree”</i>	66	68	65	61
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	1	1	1	3
Disagree	4	1	4	4
Neither disagree nor agree	9	12	13	12
Agree	51	50	49	53
Strongly agree	35	36	33	28
I try hard on my schoolwork because I am interested in it.				
Strongly disagree	6	5	6	10
Disagree	21	21	20	13
Neither disagree nor agree	34	34	31	34
Agree	27	29	30	32
Strongly agree	12	10	12	10
I work hard to try to understand new things when doing my schoolwork.				
Strongly disagree	2	2	2	7
Disagree	7	9	8	10
Neither disagree nor agree	26	21	26	26
Agree	47	54	44	43
Strongly agree	18	13	20	14
I am always trying to do better in my schoolwork.				
Strongly disagree	2	1	1	7
Disagree	3	3	3	6
Neither disagree nor agree	22	19	25	26
Agree	46	51	46	45
Strongly agree	27	26	25	16

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

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

Table A6.10***Maintaining Focus on Schoolwork***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
It is hard for me to stay focused when doing my schoolwork.				
Strongly disagree	7	4	6	4
Disagree	21	23	20	29
Neither disagree nor agree	26	22	27	20
Agree	29	32	33	31
Strongly agree	17	19	14	16

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School boredom				
Low (0-3)	24	22	22	21
Medium (4-6)	42	42	45	39
High (7-10)	35	36	33	40
Value of school				
High (0-3)	68	66	64	65
Medium (4-6)	24	28	28	23
Low (7-10)	9	6	8	12

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

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

Table A6.12A

School Boredom Profile Groups - 9th Grade

		School is really boring (Grade 9)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value			Mid-Boredom & High Value			High Boredom & High Value				
	1	24%			29%			15%				
	2											
	3											
	4	Low Boredom & Mid-Value [̄]			Mid-Boredom & Mid-Value			High Boredom & Mid-Value				
	5				11%			12%				
	6											
	7											
	8	Low Boredom & Low Value [̄]			Mid-Boredom & Low Value [̄]			High Boredom & Low Value				
	9							7%				
	10 Strongly Agree											

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

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

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

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

Table A6.12B

School Boredom Profile Groups - 10th Grade

		School is really boring (Grade 10)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value			Mid-Boredom & High Value			High Boredom & High Value				
	1	20%			32%			14%				
	2											
	3											
	4	Low Boredom & Mid-Value [̄]			Mid-Boredom & Mid-Value			High Boredom & Mid-Value				
	5				10%			17%				
	6											
	7											
	8	Low Boredom & Low Value [̄]			Mid-Boredom & Low Value [̄]			High Boredom & Low Value				
	9											
	10 Strongly Agree							5%				

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

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

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

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

Table A6.12C

School Boredom Profile Groups - 11th Grade

		School is really boring (Grade 11)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value 20%			Mid-Boredom & High Value 31%			High Boredom & High Value 14%				
	1											
	2											
	3	Low Boredom & Mid-Value [̄]			Mid-Boredom & Mid-Value 13%			High Boredom & Mid-Value 13%				
	4											
	5											
	6	Low Boredom & Low Value [̄]			Mid-Boredom & Low Value [̄]			High Boredom & Low Value 6%				
	7											
	8											
	9											
10 Strongly Agree												

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

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

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

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

Table A6.12D

School Boredom Profile Groups - 12th Grade

		School is really boring (Grade 12)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value			Mid-Boredom & High Value			High Boredom & High Value				
	1	20%			29%			16%				
	2											
	3											
	4	Low Boredom & Mid-Value [̄]			Mid-Boredom & Mid-Value			High Boredom & Mid-Value				
	5				10%			12%				
	6											
	7											
	8	Low Boredom & Low Value [̄]			Mid-Boredom & Low Value [̄]			High Boredom & Low Value				
	9							11%				
10 Strongly Agree												

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

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Promotion of parental involvement in school				
<i>Average reporting “Agree” or “Strongly agree”</i>	56	44	53	47
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	3	3	2	4
Disagree	9	17	10	17
Neither disagree nor agree	34	39	34	34
Agree	41	32	44	36
Strongly agree	13	10	11	9
Parents feel welcome to participate at this school.				
Strongly disagree	0	2	1	4
Disagree	4	10	6	10
Neither disagree nor agree	37	42	42	32
Agree	42	37	40	40
Strongly agree	16	8	11	13
School staff take parent concerns seriously.				
Strongly disagree	2	2	1	9
Disagree	4	14	6	11
Neither disagree nor agree	39	40	39	36
Agree	41	36	40	34
Strongly agree	13	9	14	10

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

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

Table A6.14**Checking Student Progress**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A teacher or some other adult from my school checks on how I am feeling.				
Not at all true	24	27	19	20
A little true	34	34	39	32
Pretty much true	23	22	27	22
Very much true	18	17	15	25

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
My school is usually clean and tidy.				
Strongly disagree	1	0	2	2
Disagree	2	7	4	5
Neither disagree nor agree	22	19	20	19
Agree	57	61	57	55
Strongly agree	17	14	17	18

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

7. Social and Emotional Health

Table A7.1

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	76	65	68	68
Yes	24	35	32	32

Question HS A.150/MS A.143: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

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

Table A7.2

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	89	83	82	87
Yes	11	17	18	13

Question HS A.151/MS A.144: During the past 12 months, did you ever seriously consider attempting suicide?

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

Table A7.3**Optimism Scale Questions**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Optimism				
<i>Average reporting “Pretty much true” or “Very much true”</i>	46	37	38	41
Each day I look forward to having a lot of fun.				
Not at all true	18	25	24	22
A little true	38	44	43	44
Pretty much true	32	25	23	24
Very much true	13	7	10	11
I usually expect to have a good day.				
Not at all true	19	29	24	23
A little true	36	34	42	38
Pretty much true	30	30	22	28
Very much true	14	7	12	11
Overall, I expect more good things to happen to me than bad things.				
Not at all true	17	26	19	20
A little true	34	30	35	31
Pretty much true	32	32	30	31
Very much true	18	12	16	17

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Life satisfaction				
<i>Average reporting “Satisfied” or “Very satisfied”</i>	66	62	60	59
<i>I would describe my satisfaction with...</i>				
my family life as...				
Very dissatisfied	2	4	4	5
Dissatisfied	5	3	5	11
A little dissatisfied	12	7	12	8
A little satisfied	12	16	12	14
Satisfied	32	45	36	40
Very satisfied	37	24	32	23
my friendships as...				
Very dissatisfied	4	2	3	4
Dissatisfied	2	3	6	5
A little dissatisfied	5	10	8	10
A little satisfied	17	15	19	16
Satisfied	40	47	37	41
Very satisfied	33	23	27	25
my school experience as...				
Very dissatisfied	4	7	4	8
Dissatisfied	5	6	12	13
A little dissatisfied	12	17	14	11
A little satisfied	27	30	28	29
Satisfied	37	33	34	30
Very satisfied	15	7	9	9

Question HS A.160-162/MS A.153-155: Please describe your level of satisfaction below. I would describe my satisfaction with... my family life as... my friendships as... my school experience as...

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

Table A7.4
Life Satisfaction Scale Questions – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>I would describe my satisfaction with...</i>				
myself as...				
Very dissatisfied	8	7	11	8
Dissatisfied	11	13	11	14
A little dissatisfied	13	18	20	12
A little satisfied	20	20	17	23
Satisfied	30	29	28	33
Very satisfied	18	13	13	11
where I live as...				
Very dissatisfied	2	2	3	3
Dissatisfied	2	2	1	2
A little dissatisfied	2	4	4	3
A little satisfied	6	4	10	10
Satisfied	36	38	38	38
Very satisfied	52	50	45	45

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress				
<i>Average reporting “Pretty much true” or “Very much true”</i>	26	38	37	36
I had a hard time relaxing.				
Not at all true	31	19	22	22
A little true	39	39	36	39
Pretty much true	20	26	25	25
Very much true	10	15	18	15
I felt sad and down.				
Not at all true	36	19	22	25
A little true	34	38	36	36
Pretty much true	21	27	28	24
Very much true	9	16	14	15
I was easily irritated.				
Not at all true	26	18	22	23
A little true	40	31	34	35
Pretty much true	20	31	27	26
Very much true	14	20	18	16
It was hard for me to cope and I thought I would panic.				
Not at all true	53	41	38	47
A little true	27	30	33	24
Pretty much true	13	13	18	17
Very much true	7	15	11	12
It was hard for me to get excited about anything.				
Not at all true	56	41	36	45
A little true	26	35	36	26
Pretty much true	12	15	19	17
Very much true	5	9	9	11

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

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

8. School Violence, Victimization, and Safety

Table A8.1

Perceived Safety at School (In-School Only)

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very safe	37	27	28	33
Safe	48	53	53	49
Neither safe nor unsafe	13	18	15	15
Unsafe	2	1	0	2
Very unsafe	0	1	3	1

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Race, ethnicity, or national origin				
0 times	93	89	94	90
1 time	4	5	4	5
2 or more times	3	6	2	5
Religion				
0 times	98	95	96	95
1 time	1	4	2	2
2 or more times	1	1	2	3
Gender				
0 times	96	94	93	92
1 time	2	3	5	4
2 or more times	2	3	2	4
Because you are gay, lesbian, or bisexual or someone thought you were				
0 times	97	96	95	93
1 time	2	2	2	4
2 or more times	2	1	2	3
A physical or mental disability				
0 times	95	94	96	93
1 time	3	3	2	4
2 or more times	2	3	1	3
Any of the above five reasons	15	19	13	18

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
You are an immigrant or someone thought you were				
0 times	98	96	99	96
1 time	2	2	0	2
2 or more times	0	2	2	2
Any other reason				
0 times	88	91	91	87
1 time	5	3	5	5
2 or more times	7	6	3	8
Any harassment	21	22	19	24

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

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

Table A8.3

School Violence Victimization Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School violence victimization (<i>In-School Only</i>)				
Average reporting “1 or more times”	15	16	15	16
<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	95	96	93	94
1 time	3	2	4	3
2 to 3 times	1	1	1	1
4 or more times	1	0	1	2
been afraid of being beaten up? (<i>In-School Only</i>)				
0 times	95	95	97	96
1 time	4	4	1	2
2 to 3 times	1	0	0	0
4 or more times	0	0	1	1
<i>During the past 12 months, how many times have you...</i>				
had mean rumors or lies spread about you?				
0 times	80	73	72	72
1 time	11	11	13	10
2 to 3 times	5	11	8	12
4 or more times	4	6	7	6
had sexual jokes, comments, or gestures made to you?				
0 times	81	81	80	77
1 time	7	10	5	7
2 to 3 times	6	4	7	9
4 or more times	6	5	7	7

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

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

Table A8.3

School Violence Victimization Scale Questions – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During the past 12 months, how many times on school property have you/did students from your school... had your property stolen or deliberately damaged? (In-School Only)</i>				
0 times	95	95	95	95
1 time	4	3	4	3
2 to 3 times	0	1	2	0
4 or more times	1	1	0	1
<i>been made fun of because of your looks or the way you talk?</i>				
0 times	77	77	78	78
1 time	11	11	8	9
2 to 3 times	8	5	7	8
4 or more times	4	7	6	5
<i>been made fun of, insulted, or called names?</i>				
0 times	77	77	77	82
1 time	11	10	7	7
2 to 3 times	7	6	9	6
4 or more times	6	7	7	4
<i>During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?</i>				
0 times (never)	84	80	81	81
1 time	11	8	7	6
2 to 3 times	3	6	8	8
4 or more times	2	6	4	5

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

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

Table A8.4

School Violence Perpetration Scale Questions (In-School Only)

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School violence perpetration				
<i>Average reporting “1 or more times”</i>	1	1	3	3
<i>During the past 12 months, how many times on school property have you... been in a physical fight?</i>				
0 times	98	99	96	98
1 time	1	0	1	1
2 to 3 times	0	0	2	1
4 or more times	0	0	0	1
<i>been offered, sold, or given an illegal drug?</i>				
0 times	98	97	91	94
1 time	1	3	4	2
2 to 3 times	0	0	4	2
4 or more times	0	0	2	1
<i>damaged school property on purpose?</i>				
0 times	99	99	98	98
1 time	0	1	1	0
2 to 3 times	1	0	1	0
4 or more times	0	0	1	2
<i>carried a gun?</i>				
0 times	100	99	100	99
1 time	0	1	0	0
2 to 3 times	0	0	0	0
4 or more times	0	0	1	1
<i>carried any other weapon (such as a knife or club)?</i>				
0 times	99	99	99	98
1 time	0	1	0	0
2 to 3 times	0	0	0	0
4 or more times	0	0	1	1

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During the past 12 months, how many times on school property have you...</i>				
been threatened with harm or injury?				
0 times	96	97	97	97
1 time	2	2	2	1
2 to 3 times	1	1	0	1
4 or more times	0	0	1	1
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	100	99	99	99
1 time	0	1	0	0
2 to 3 times	0	0	0	0
4 or more times	0	0	1	1

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<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	97	99	98	97
1 time	2	1	2	1
2 to 3 times	0	0	0	0
4 or more times	1	0	1	1

Question HS A.127/MS A.120: During the past 12 months, how many times on school property have you... seen someone carrying a gun, knife, or other weapon?

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

9. Alcohol and Other Drug Use

Table A9.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Lifetime illicit AOD use to get “high” [^]	11	14	25	35	A9.2
Lifetime alcohol or drug use	14	15	26	37	A9.2
Lifetime marijuana use	2	4	12	22	A9.2
Lifetime very drunk or high (7 or more times)	0	0	7	10	A9.7
Current alcohol or drug use [¶]	4	4	12	17	A9.5
Current marijuana use [¶]	1	1	7	11	A9.5
Current heavy drug use [¶]	0	0	3	6	A9.5
Current heavy alcohol use (binge drinking) [¶]	1	1	6	8	A9.5
Current alcohol or drug use on school property ^{¶Φ}	1	1	3	3	A9.8
Harmfulness of occasional marijuana use ^B	45	35	39	29	A9.11
Difficulty of obtaining marijuana ^C	28	14	10	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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol	9	13	22	31
Marijuana	2	4	12	22
Inhalants	2	1	4	3
Cocaine, methamphetamine, or any amphetamines	0	0	2	1
Ecstasy, LSD, or other psychedelics	1	0	5	4
Prescription pain medication (opioids)	5	3	6	7
Cold/cough medicines or other over-the-counter medicines to get “high”	3	1	5	4
Any other drug, pill, or medicine to get “high”	2	0	2	4
Any of the above AOD use	14	15	26	37
Any illicit AOD use to get “high”[^]	11	14	25	35

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one full drink)				
0 times	91	87	78	69
1 time	4	7	2	3
2 to 3 times	3	3	7	6
4 or more times	2	3	13	22
Marijuana (smoke, vape, eat, or drink)				
0 times	98	96	88	78
1 time	1	1	2	4
2 to 3 times	0	2	2	5
4 or more times	0	1	7	13
Inhalants				
0 times	98	99	96	97
1 time	1	0	1	1
2 to 3 times	0	0	2	0
4 or more times	1	0	1	1
Cocaine, methamphetamine, or any amphetamines				
0 times	100	100	98	99
1 time	0	0	0	0
2 to 3 times	0	0	1	1
4 or more times	0	0	1	0
Ecstasy, LSD, or other psychedelics				
0 times	99	100	95	96
1 time	1	0	1	1
2 to 3 times	0	0	2	1
4 or more times	0	0	1	1
Prescription pain medication				
0 times	95	97	94	93
1 time	2	1	1	2
2 to 3 times	2	0	2	3
4 or more times	1	2	2	1

Question HS A.65-68, 70, 71/MS A.66-68: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Prescription pain medication (Vicodin, OxyContin, Percodan, Fentanyl).

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cold/cough medicines or other over-the-counter medicines to get “high”				
0 times	97	99	95	96
1 time	1	0	0	0
2 to 3 times	1	0	1	1
4 or more times	1	0	3	2
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 times	98	100	98	96
1 time	1	0	0	0
2 to 3 times	0	0	0	1
4 or more times	1	0	2	2

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
During your life, how many times have you used marijuana in any of the following ways...				
Smoke it?				
0 times	99	99	90	86
1 time	0	1	2	4
2 to 3 times	0	0	2	1
4 or more times	0	0	5	10
In a vaping device?				
0 times	99	98	90	85
1 time	1	2	1	3
2 to 3 times	0	0	3	0
4 or more times	0	0	6	12
Eat or drink it in products made with marijuana?				
0 times	99	97	92	82
1 time	0	1	2	5
2 to 3 times	0	1	2	5
4 or more times	0	0	4	8

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one or more drinks of alcohol)	3	3	10	16
Binge drinking (5 or more drinks in a row)	1	1	6	8
Marijuana (smoke, vape, eat, or drink)	1	1	7	11
Inhalants	0	0	1	1
Prescription drugs to get “high” or for reasons other than prescribed	1	0	0	1
Other drug, pill, or medicine to get “high” or for reasons other than medical	1	0	1	1
<i>Any drug use</i>	2	1	7	12
<i>Heavy drug use</i>	0	0	3	6
<i>Any AOD Use</i>	4	4	12	17
Two or more substances at the same time	0	0	4	6

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

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

Heavy drug use was calculated based on pattern of combined current drug use on three or more days (marijuana, inhalants, prescription pain medicine to get “high” (high school only), or any other illegal drug/pill to get “high”).

Table A9.6***Frequency of Current AOD Use, Past 30 Days***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one or more drinks)				
0 days	97	97	90	84
1 or 2 days	3	3	8	10
3 to 9 days	0	0	2	5
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	0
Binge drinking (5 or more drinks in a row)				
0 days	99	99	94	92
1 or 2 days	1	1	5	5
3 to 9 days	0	0	0	2
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	0
Marijuana (smoke, vape, eat, or drink)				
0 days	99	99	93	89
1 or 2 days	1	1	3	5
3 to 9 days	0	0	3	4
10 to 19 days	0	0	0	1
20 to 30 days	0	0	0	1

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

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

Table A9.7***Lifetime Drunk or “High”***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very drunk or sick after drinking alcohol				
0 times	99	97	85	82
1 to 2 times	1	1	9	8
3 to 6 times	0	1	3	4
7 or more times	0	0	3	6
“High” (loaded, stoned, or wasted) from using drugs				
0 times	97	97	89	82
1 to 2 times	2	2	4	5
3 to 6 times	1	0	1	4
7 or more times	0	0	5	10
<i>Very drunk or “high” 7 or more times</i>	0	0	7	10

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

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

Table A9.8**Current AOD Use on School Property, Past 30 Days (In-School Only)**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
0 days	99	100	98	99
1 to 2 days	1	0	2	0
3 or more days	0	0	0	1
Marijuana (smoke, vape, eat, or drink)				
0 days	100	100	98	97
1 to 2 days	0	0	1	1
3 or more days	0	0	0	1
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 days	99	100	100	99
1 to 2 days	1	0	0	1
3 or more days	0	0	0	0
Any of the above	1	1	3	3

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times	100	99	95	93
1 to 2 times	0	0	3	3
3 to 6 times	0	0	1	2
7 or more times	0	0	1	1

Question HS A.76/MS A.73: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

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

Table A9.10
Cessation Attempts

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
Does not apply, don't use	99	98	94	84
0 times	1	2	5	13
1 time	0	0	0	1
2 to 3 times	0	0	0	0
4 or more times	0	0	0	1
Marijuana				
Does not apply, don't use	99	98	94	85
0 times	0	1	3	10
1 time	1	0	1	3
2 to 3 times	0	0	0	1
4 or more times	0	0	0	1

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol - drink occasionally				
Great	30	27	36	25
Moderate	28	27	20	29
Slight	26	30	30	33
None	17	16	14	13
Alcohol - 5 or more drinks once or twice a week				
Great	67	71	66	68
Moderate	16	15	21	24
Slight	5	4	6	5
None	12	10	7	4
Marijuana - use occasionally				
Great	45	35	39	29
Moderate	32	31	29	35
Slight	9	21	19	25
None	14	13	13	12
Marijuana - use daily				
Great	76	72	68	69
Moderate	8	14	17	18
Slight	3	2	7	8
None	13	12	8	5

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
Very difficult	19	9	7	3
Fairly difficult	12	13	10	6
Fairly easy	17	26	21	30
Very easy	11	13	27	35
Don't know	41	39	35	26
Marijuana				
Very difficult	28	14	10	6
Fairly difficult	15	15	13	13
Fairly easy	7	14	20	24
Very easy	4	4	11	18
Don't know	47	53	46	39
Prescription drugs to get “high” or for reasons other than prescribed				
Very difficult	23	12	12	8
Fairly difficult	15	16	18	16
Fairly easy	11	15	10	20
Very easy	5	5	9	9
Don't know	46	52	51	47

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

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

10. Tobacco Use

Table A10.1

Summary of Key CHKS Tobacco Indicators

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	1	1	6	7	A10.2
Current cigarette smoking [¶]	1	0	3	4	A10.4
Current cigarette smoking at school ^{¶Φ}	0	0	1	2	A10.6
Ever tried smokeless tobacco	0	1	3	2	A10.2
Current smokeless tobacco use [¶]	0	0	1	1	A10.4
Current smokeless tobacco use at school ^{¶Φ}	0	0	0	1	A10.6
Ever used vape products	4	3	11	14	A10.2
Current use of vape products [¶]	0	1	5	8	A10.4
Current tobacco vaping [¶]	0	1	3	5	A10.5
Current marijuana vaping [¶]	0	0	4	6	A10.5
Current vaping at school ^{¶Φ}	0	0	2	3	A10.6
Cessation Attempts					
Tried to quit smoking or vaping tobacco or nicotine	1	2	3	4	A10.8
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking ^B	40	34	45	39	A10.9
Harmfulness of smoking 1 or more packs/day ^B	73	82	83	82	A10.9
Harmfulness of vaping occasionally ^B	44	42	49	44	A10.10
Harmfulness of vaping several times a day ^B	78	84	85	85	A10.10
Difficulty of obtaining cigarettes ^C	25	11	10	5	A10.11
Difficulty of obtaining vape products ^C	21	11	8	4	A10.11
Anti-Tobacco Policy					
School bans tobacco use and vaping	64	74	74	81	A10.12

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

[¶]Past 30 days.

^ΦIn-School only.

^BGreat harm.

^CVery difficult.

Table A10.2
Lifetime Tobacco Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A whole cigarette				
0 times	99	99	94	93
1 time	0	0	2	1
2 to 3 times	0	0	1	1
4 or more times	0	1	2	4
Smokeless tobacco				
0 times	100	99	97	98
1 time	0	0	0	0
2 to 3 times	0	0	1	0
4 or more times	0	1	1	2
Vape products				
0 times	96	97	89	86
1 time	2	0	1	3
2 to 3 times	0	0	4	1
4 or more times	1	3	7	9

Question HS A.62-64/MS A.63-65: During your life, how many times have you used the following?... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Vape products.

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

Table A10.3
Substances Ever Vaped

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Vaped tobacco or nicotine				
0 times	97	98	91	89
1 time	2	1	2	2
2 to 3 times	0	0	2	1
4 or more times	1	1	5	7
Vaped marijuana or THC				
0 times	98	98	90	89
1 time	1	0	2	1
2 to 3 times	1	1	0	0
4 or more times	0	1	7	10
Vaped other product				
0 times	99	100	96	96
1 time	1	0	0	0
2 to 3 times	0	0	2	1
4 or more times	0	0	1	3

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

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

Table A10.4***Any Current Use and Daily Use***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
Any	1	0	3	4
Daily (20 or more days)	0	0	2	2
Smokeless tobacco				
Any	0	0	1	1
Daily (20 or more days)	0	0	0	1
Vape products				
Any	0	1	5	8
Daily (20 or more days)	0	0	1	3

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

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

Table A10.5**Substances Vaped, Past 30 Days**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Vaped tobacco or nicotine?				
0 days	100	99	97	95
1 or 2 days	0	0	1	0
3 to 9 days	0	1	0	1
10 to 19 days	0	0	1	0
20 to 30 days	0	0	1	4
Vaped marijuana or THC?				
0 days	100	100	96	94
1 or 2 days	0	0	1	2
3 to 9 days	0	0	1	1
10 to 19 days	0	0	0	1
20 to 30 days	0	0	0	1
Vaped other product?				
0 days	100	100	100	100
1 or 2 days	0	0	0	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	0

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
0 days	100	100	99	98
1 or 2 days	0	0	0	1
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	0	0	1	0
Smokeless tobacco				
0 days	100	100	100	99
1 or 2 days	0	0	0	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	1
20 to 30 days	0	0	0	0
Vape				
0 days	100	100	98	97
1 or 2 days	0	0	1	0
3 to 9 days	0	0	0	1
10 to 19 days	0	0	0	1
20 to 30 days	0	0	1	1

Question HS A.90-92/MS A.85-87: During the past 30 days, on how many days on school property did you... smoke cigarettes?... use smokeless tobacco (dip, chew, or snuff)?... vape?

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes				
0 days	98	100	98	98
1 day	1	0	1	0
2 days	0	0	0	0
3-9 days	0	0	0	0
10-19 days	0	0	0	0
20-30 days	0	0	0	0

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

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

Table A10.8***Cigarette Smoking and Vaping Cessation Attempts***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply, don't use	99	98	96	94
0 times	0	0	1	2
1 time	0	1	0	2
2 to 3 times	0	0	1	1
4 or more times	0	0	1	1

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Smoke cigarettes occasionally				
Great	40	34	45	39
Moderate	33	38	37	38
Slight	13	18	10	14
None	14	10	8	9
Smoke 1 or more packs of cigarettes each day				
Great	73	82	83	82
Moderate	12	7	7	8
Slight	2	1	2	4
None	13	10	7	6

Question HS A.97, 98/MS A.92, 93: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Vape tobacco or nicotine occasionally				
Great	44	42	49	44
Moderate	35	38	29	38
Slight	8	10	14	12
None	13	10	7	7
Vape tobacco or nicotine several times a day (100 puffs or more)				
Great	78	84	85	85
Moderate	7	4	4	7
Slight	2	1	3	4
None	13	11	7	5

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
Very difficult	25	11	10	5
Fairly difficult	15	19	15	12
Fairly easy	14	16	17	27
Very easy	3	5	10	15
Don't know	43	49	48	41
Vape products				
Very difficult	21	11	8	4
Fairly difficult	15	13	10	7
Fairly easy	14	19	21	36
Very easy	8	10	20	20
Don't know	42	48	41	34

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

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

Table A10.12***School Bans Tobacco Use and Vaping***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	2	2	3	2
Yes	64	74	74	81
Don't know	34	24	23	18

Question HS A.113/MS A.105: Does your school ban tobacco use and vaping on school property and at school sponsored events?

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

11. Other Health Risks

Table A11.1

Gang Involvement (In-School Only)

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	99	99	97	95
Yes	1	1	3	5

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

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

12. Race/Ethnic Breakdowns

Table A12.1

School Engagement and Supports by Race/Ethnicity

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School Connectedness^{†#} (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	75	68	66	66
Black or African American				
Hispanic or Latinx	65	55	56	
Native Hawaiian or Pacific Islander				
White	67	71	66	62
Mixed (two or more) ethnics	78	69	82	53
Something else	60	58		
School Connectedness^{†ψ} (<i>Remote Only</i>)				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
Academic Motivation[†]				
American Indian or Alaska Native				
Asian or Asian American	66	70	66	64
Black or African American				
Hispanic or Latinx	58	43	65	
Native Hawaiian or Pacific Islander				
White	66	71	61	52
Mixed (two or more) ethnics	59	64	66	59
Something else	68	68		

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

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School is really boring[±]				
American Indian or Alaska Native				
Asian or Asian American	29	34	32	35
Black or African American				
Hispanic or Latinx	40	60	30	
Native Hawaiian or Pacific Islander				
White	35	29	40	46
Mixed (two or more) ethnics	55	29	21	52
Something else	60	55		
School is worthless and a waste of time[±]				
American Indian or Alaska Native				
Asian or Asian American	8	6	6	14
Black or African American				
Hispanic or Latinx	13	7	0	
Native Hawaiian or Pacific Islander				
White	6	0	12	9
Mixed (two or more) ethnics	10	5	21	10
Something else	7	18		
Monthly Absences (3 or more)				
American Indian or Alaska Native				
Asian or Asian American	3	9	14	21
Black or African American				
Hispanic or Latinx	13	13	20	
Native Hawaiian or Pacific Islander				
White	6	11	19	26
Mixed (two or more) ethnics	15	0	21	10
Something else	0	8		

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

[±]Rating of 7 or higher.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Maintaining focus on schoolwork[†]				
American Indian or Alaska Native				
Asian or Asian American	32	30	27	36
Black or African American				
Hispanic or Latinx	20	7	20	
Native Hawaiian or Pacific Islander				
White	21	21	18	34
Mixed (two or more) ethnics	26	29	36	19
Something else	20	17		
Caring adult relationships[‡]				
American Indian or Alaska Native				
Asian or Asian American	65	58	62	68
Black or African American				
Hispanic or Latinx	62	40	77	
Native Hawaiian or Pacific Islander				
White	64	75	66	66
Mixed (two or more) ethnics	75	57	76	65
Something else	56	70		
High expectations-adults in school[‡]				
American Indian or Alaska Native				
Asian or Asian American	74	61	69	71
Black or African American				
Hispanic or Latinx	67	49	87	
Native Hawaiian or Pacific Islander				
White	77	82	73	70
Mixed (two or more) ethnics	81	60	81	73
Something else	62	70		

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Meaningful participation[‡]				
American Indian or Alaska Native				
Asian or Asian American	37	28	31	37
Black or African American				
Hispanic or Latinx	16	13	30	
Native Hawaiian or Pacific Islander				
White	31	34	34	34
Mixed (two or more) ethnics	41	27	49	30
Something else	23	29		
Facilities upkeep[†] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	76	71	76	74
Black or African American				
Hispanic or Latinx	87	73		
Native Hawaiian or Pacific Islander				
White	76	86	66	71
Mixed (two or more) ethnics	70	81	69	76
Something else	67	73		
Promotion of parental involvement in school[†]				
American Indian or Alaska Native				
Asian or Asian American	63	42	52	49
Black or African American				
Hispanic or Latinx	36	44	60	
Native Hawaiian or Pacific Islander				
White	43	54	50	47
Mixed (two or more) ethnics	37	44	79	41
Something else	52	43		

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School perceived as very safe or safe (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	87	81	83	88
Black or African American				
Hispanic or Latinx	64	73		
Native Hawaiian or Pacific Islander				
White	78	86	76	74
Mixed (two or more) ethnics	95	78	77	67
Something else	80	60		
Experienced harassment due to five reasons^{^§}				
American Indian or Alaska Native				
Asian or Asian American	10	11	11	16
Black or African American				
Hispanic or Latinx	29	33		
Native Hawaiian or Pacific Islander				
White	28	29	20	21
Mixed (two or more) ethnics	21	39	23	26
Something else	21	40		
Experienced any harassment or bullying[§]				
American Indian or Alaska Native				
Asian or Asian American	17	13	17	20
Black or African American				
Hispanic or Latinx	36	40		
Native Hawaiian or Pacific Islander				
White	28	32	23	24
Mixed (two or more) ethnics	26	50	31	47
Something else	29	50		

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Had mean rumors or lies spread about you[§]				
American Indian or Alaska Native				
Asian or Asian American	14	23	25	22
Black or African American				
Hispanic or Latinx	43	27		
Native Hawaiian or Pacific Islander				
White	25	32	38	39
Mixed (two or more) ethnics	37	44	31	38
Something else	29	40		
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	2	2	3	5
Black or African American				
Hispanic or Latinx	14	20		
Native Hawaiian or Pacific Islander				
White	6	4	3	0
Mixed (two or more) ethnics	21	11	0	5
Something else	7	10		
Been in a physical fight[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	0	1	4	2
Black or African American				
Hispanic or Latinx	14	7		
Native Hawaiian or Pacific Islander				
White	0	0	0	3
Mixed (two or more) ethnics	5	0	8	0
Something else	7	0		

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Seen a weapon on campus[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	3	0	1	3
Black or African American				
Hispanic or Latinx	0	7		
Native Hawaiian or Pacific Islander				
White	6	0	6	3
Mixed (two or more) ethnics	5	6	8	0
Something else	0	0		

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

[§]Past 12 months.

Table A12.3
Cyberbullying by Race/Ethnicity

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cyberbullying[§]				
American Indian or Alaska Native				
Asian or Asian American	12	16	17	16
Black or African American				
Hispanic or Latinx	29	20		
Native Hawaiian or Pacific Islander				
White	22	25	27	21
Mixed (two or more) ethnics	26	44	31	26
Something else	20	20		

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol or drug use[¶]				
American Indian or Alaska Native				
Asian or Asian American	3	2	12	9
Black or African American				
Hispanic or Latinx	20	13	0	
Native Hawaiian or Pacific Islander				
White	3	7	18	33
Mixed (two or more) ethnics	5	5	7	33
Something else	0			
Current marijuana use[¶]				
American Indian or Alaska Native				
Asian or Asian American	1	0	6	4
Black or African American				
Hispanic or Latinx	7	7	0	
Native Hawaiian or Pacific Islander				
White	3	4	13	29
Mixed (two or more) ethnics	0	0	7	29
Something else	0			
Current binge drinking[¶]				
American Indian or Alaska Native				
Asian or Asian American	1	1	7	4
Black or African American				
Hispanic or Latinx	0	7	0	
Native Hawaiian or Pacific Islander				
White	3	4	3	21
Mixed (two or more) ethnics	0	0	7	14
Something else	0			

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very drunk or “high” 7 or more times, ever				
American Indian or Alaska Native				
Asian or Asian American	0	1	6	5
Black or African American				
Hispanic or Latinx	0	0	0	
Native Hawaiian or Pacific Islander				
White	0	0	11	24
Mixed (two or more) ethnics	0	0	8	19
Something else	0			
Been drunk or “high” on drugs at school, ever				
American Indian or Alaska Native				
Asian or Asian American	0	1	3	5
Black or African American				
Hispanic or Latinx	0	0	0	
Native Hawaiian or Pacific Islander				
White	3	0	14	15
Mixed (two or more) ethnics	0	0	8	14
Something else	0			
Current alcohol use[¶]				
American Indian or Alaska Native				
Asian or Asian American	1	2	12	8
Black or African American				
Hispanic or Latinx	20	7	0	
Native Hawaiian or Pacific Islander				
White	3	7	9	30
Mixed (two or more) ethnics	5	5	7	33
Something else	0			

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol use at school[¶] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	0	1	2	2
Black or African American				
Hispanic or Latinx	7	0	0	
Native Hawaiian or Pacific Islander				
White	3	0	6	0
Mixed (two or more) ethnics	0	0	0	5
Something else	0			
Current cigarette smoking[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	0	1	2
Black or African American				
Hispanic or Latinx	7	0	0	
Native Hawaiian or Pacific Islander				
White	3	0	11	18
Mixed (two or more) ethnics	0	0	7	0
Something else	0			
Current vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	1	4	5
Black or African American				
Hispanic or Latinx	0	0	0	
Native Hawaiian or Pacific Islander				
White	3	4	6	21
Mixed (two or more) ethnics	0	0	7	14
Something else	0			

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current tobacco vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	1	3	2
Black or African American				
Hispanic or Latinx	0	0	0	
Native Hawaiian or Pacific Islander				
White	3	4	3	15
Mixed (two or more) ethnics	0	0	7	14
Something else	0			
Current marijuana vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	0	3	5
Black or African American				
Hispanic or Latinx	0	0	0	
Native Hawaiian or Pacific Islander				
White	0	0	3	12
Mixed (two or more) ethnics	0	0	7	10
Something else	0			

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Eating of breakfast¹				
American Indian or Alaska Native				
Asian or Asian American	82	71	66	59
Black or African American				
Hispanic or Latinx	73	67	60	
Native Hawaiian or Pacific Islander				
White	60	68	61	50
Mixed (two or more) ethnics	85	65	50	48
Something else	67	69		
Bedtime (at 12 am or later)				
American Indian or Alaska Native				
Asian or Asian American	39	64	63	65
Black or African American				
Hispanic or Latinx	33	53	50	
Native Hawaiian or Pacific Islander				
White	26	25	22	41
Mixed (two or more) ethnics	35	70	64	75
Something else	27	54		

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Average days worked on schoolwork (5 or more)[¶]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
Synchronous instruction (4 days or more)[¶]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
Interest in schoolwork done from home[†]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				

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

[¶]*Past 30 days.*

[¶]*Past 7 days.*

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

Table A12.6

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

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress[‡]				
American Indian or Alaska Native				
Asian or Asian American	24	36	36	32
Black or African American				
Hispanic or Latinx	34	48	42	
Native Hawaiian or Pacific Islander				
White	31	34	44	39
Mixed (two or more) ethnics	23	41	31	41
Something else	41	52		
Experienced chronic sadness/hopelessness[§]				
American Indian or Alaska Native				
Asian or Asian American	20	31	29	27
Black or African American				
Hispanic or Latinx	36	33	50	
Native Hawaiian or Pacific Islander				
White	32	39	42	41
Mixed (two or more) ethnics	26	39	38	40
Something else	29	60		
Considered suicide[§]				
American Indian or Alaska Native				
Asian or Asian American	9	15	17	13
Black or African American				
Hispanic or Latinx	21	20	10	
Native Hawaiian or Pacific Islander				
White	16	11	29	9
Mixed (two or more) ethnics	5	33	8	25
Something else	21	30		

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Optimism[‡]				
American Indian or Alaska Native				
Asian or Asian American	46	39	35	40
Black or African American				
Hispanic or Latinx	45	18	53	
Native Hawaiian or Pacific Islander				
White	40	51	38	52
Mixed (two or more) ethnics	61	26	54	30
Something else	48	23		
Life satisfaction[‡]				
American Indian or Alaska Native				
Asian or Asian American	68	64	60	60
Black or African American				
Hispanic or Latinx	50	48		
Native Hawaiian or Pacific Islander				
White	61	63	56	60
Mixed (two or more) ethnics	67	54	66	52
Something else	65	56		

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School Connectedness^{†#} (<i>In-School Only</i>)				
Male	77	73	71	68
Female	69	62	59	58
Nonbinary				
Something else				
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Male				
Female				
Nonbinary				
Something else				
Academic Motivation[†]				
Male	63	69	63	58
Female	69	67	67	65
Nonbinary				
Something else				
School is really boring[±]				
Male	35	34	35	40
Female	32	36	32	37
Nonbinary				
Something else				
School is worthless and a waste of time[±]				
Male	9	6	11	16
Female	8	4	4	7
Nonbinary				
Something else				

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

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

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

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

[±]Rating of 7 or higher.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Monthly Absences (3 or more)				
Male	4	5	16	18
Female	7	12	16	27
Nonbinary				
Something else				
Maintaining focus on schoolwork[†]				
Male	34	31	31	28
Female	21	24	21	37
Nonbinary				
Something else				
Caring adult relationships[‡]				
Male	67	66	68	67
Female	60	53	62	69
Nonbinary				
Something else				
High expectations-adults in school[‡]				
Male	75	69	77	67
Female	71	58	68	76
Nonbinary				
Something else				
Meaningful participation[‡]				
Male	38	30	34	34
Female	33	26	33	35
Nonbinary				
Something else				

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Facilities upkeep[†] (<i>In-School Only</i>)				
Male	70	77	75	75
Female	81	73	76	74
Nonbinary				
Something else				
Promotion of parental involvement in school[†]				
Male	58	54	54	52
Female	55	36	53	44
Nonbinary				
Something else				

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School perceived as very safe or safe <i>(In-School Only)</i>				
Male	89	82	83	85
Female	79	78	80	80
Nonbinary				
Something else				
Experienced harassment due to five reasons^{λ§}				
Male	14	17	13	14
Female	16	21	14	22
Nonbinary				
Something else				
Experienced any harassment or bullying[§]				
Male	18	19	18	19
Female	25	25	19	29
Nonbinary				
Something else				
Had mean rumors or lies spread about you[§]				
Male	14	23	20	21
Female	30	31	36	35
Nonbinary				
Something else				
Been afraid of being beaten up[§] <i>(In-School Only)</i>				
Male	5	6	1	5
Female	5	5	3	2
Nonbinary				
Something else				

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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Been in a physical fight[§] (<i>In-School Only</i>)				
Male	3	2	7	4
Female	0	0	1	0
Nonbinary				
Something else				
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Male	4	0	1	5
Female	2	2	2	1
Nonbinary				
Something else				

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

[§]Past 12 months.

Table A13.3
Cyberbullying by Gender

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cyberbullying[§]				
Male	12	17	18	13
Female	22	23	21	26
Nonbinary				
Something else				

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

[§]Past 12 months.

Table A13.4
Substance Use by Gender

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol or drug use[¶]				
Male	4	1	11	13
Female	5	5	13	24
Nonbinary				
Something else				
Current marijuana use[¶]				
Male	1	0	7	10
Female	2	1	7	14
Nonbinary				
Something else				
Current binge drinking[¶]				
Male	1	0	6	6
Female	1	2	6	10
Nonbinary				
Something else				
Very drunk or “high” 7 or more times, ever				
Male	0	0	8	9
Female	0	1	4	12
Nonbinary				
Something else				
Been drunk or “high” on drugs at school, ever				
Male	1	0	6	5
Female	0	1	4	10
Nonbinary				
Something else				
Current alcohol use[¶]				
Male	3	1	8	10
Female	3	4	12	23
Nonbinary				
Something else				

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

[¶]Past 30 days.

Table A13.4
Substance Use by Gender – Continued

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

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

[¶]Past 30 days.

Table A13.5
Routines by Gender

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Eating of breakfast¹				
Male	79	76	63	56
Female	72	63	64	56
Nonbinary				
Something else				
Bedtime (at 12 am or later)				
Male	30	53	54	64
Female	45	63	56	58
Nonbinary				
Something else				

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.

¹*Today.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Average days worked on schoolwork (5 or more)[¶]				
Male				
Female				
Nonbinary				
Something else				
Synchronous instruction (4 days or more)[¶]				
Male				
Female				
Nonbinary				
Something else				
Interest in schoolwork done from home[†]				
Male				
Female				
Nonbinary				
Something else				
Meaningful opportunities[‡]				
Male				
Female				
Nonbinary				
Something else				

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

Table A13.7
Social and Emotional Health by Gender

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress[‡]				
Male	18	28	30	28
Female	35	46	45	43
Nonbinary				
Something else				
Experienced chronic sadness/hopelessness[§]				
Male	15	22	29	22
Female	34	43	35	42
Nonbinary				
Something else				
Considered suicide[§]				
Male	8	9	17	12
Female	15	22	19	14
Nonbinary				
Something else				
Optimism[‡]				
Male	54	44	46	43
Female	37	32	27	40
Nonbinary				
Something else				
Life satisfaction[‡]				
Male	71	67	65	62
Female	61	59	54	56
Nonbinary				
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.”*

[§]*Past 12 months.*

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

Alcohol and Other Drugs (AOD) Module

1. Module Sample

Table B1.1

Student Sample for AOD Module

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	280	294	292	304
Final number	208	163	176	185
Response Rate	74%	55%	60%	61%

2. Summary of Key Indicators

Table B2.1

Key Indicators of Alcohol and Other Drug Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Alcohol and Marijuana Consumption Patterns					
Usually drank until felt it a lot	1	2	4	7	B3.4
Usually used marijuana or other drugs until felt it a lot	1	2	4	7	B3.5
Driving under the influence experiences	2	2	6	15	B3.6
Consequences of AOD Consumption					
Caused one or more problems	3	2	6	8	B4.2
Caused one or more dependency-related experiences	3	2	6	11	B4.3
Supports to Reduce AOD Use					
Very likely to find help at school for quitting or reducing use	36	22	28	23	B5.2
Strong Personal Disapproval of AOD Use					
Having one or two drinks of any alcoholic beverage nearly every day	73	72	67	59	B7.1
Trying marijuana once or twice	62	39	39	23	B7.1
Using marijuana once a month or more	77	62	56	37	B7.1

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

3. ATOD Consumption Patterns

Table B3.1

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Heroin				
0 times	100	99	98	99
1 time	0	0	0	0
2 to 3 times	0	0	1	0
4 or more times	0	1	1	1
Tranquilizers or sedatives				
0 times	99	99	99	99
1 time	0	1	0	0
2 to 3 times	0	0	1	0
4 or more times	0	1	1	1
Appetite suppressants				
0 times	94	99	96	93
1 time	0	0	1	1
2 to 3 times	1	0	1	2
4 or more times	5	1	2	5
Ritalin or Adderall or other prescription stimulant				
0 times	96	99	96	96
1 time	1	0	0	0
2 to 3 times	1	0	1	1
4 or more times	3	1	3	3

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

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

Table B3.2**Age of Onset – AOD Use**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one full drink)				
Never	86	80	75	65
10 years or under	5	5	2	3
11-12 years old	3	3	4	2
13-14 years old	4	6	5	7
15-16 years old	1	6	13	16
17 years or older	2	0	1	8
Marijuana (smoke, vape, eat, or drink)				
Never	97	97	88	78
10 years or under	0	0	0	1
11-12 years old	0	1	0	1
13-14 years old	2	1	2	4
15-16 years old	0	1	9	11
17 years or older	1	0	1	6
Any other illegal drug or pill to get “high”				
Never	97	99	96	95
10 years or under	0	0	0	1
11-12 years old	1	0	1	0
13-14 years old	1	1	1	1
15-16 years old	0	0	2	1
17 years or older	1	0	1	3

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Smoked part or all of a cigarette				
Never	97	99	95	91
10 years or under	1	0	0	1
11-12 years old	1	1	1	1
13-14 years old	1	0	0	1
15-16 years old	0	1	3	4
17 years or older	1	0	1	2
A vape product such as an e-cigarette, vape pen, or mod				
Never	96	97	90	86
10 years or under	0	0	0	1
11-12 years old	1	1	1	2
13-14 years old	3	1	1	2
15-16 years old	0	1	7	6
17 years or older	1	0	2	3

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I don't drink alcohol	95	94	83	75
Just enough to feel it a little	3	3	7	11
Enough to feel it moderately	2	1	7	7
Until I feel it a lot or get really drunk	1	2	4	7

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I don't use drugs	98	98	90	83
Just enough to feel a little high	1	0	3	4
Enough to feel it moderately	1	0	4	6
Until I feel it a lot or get really high	1	2	4	7

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using				
Never	98	98	94	85
1 time	1	1	2	5
2 times	1	1	1	2
3 to 6 times	0	0	2	4
7 or more times	1	1	1	4

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

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

4. Reasons for and Consequences of AOD Consumption

Table B4.1

Reasons for AOD Use, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months.	91	90	75	73
To experiment (try using)	2	5	11	14
To get high	2	1	4	13
To have a good time with friends	3	3	12	19
To fit in with a group you like	1	1	2	2
Because of boredom	2	2	2	7
To relax	1	1	10	13
To get away from problems	2	2	8	6
Because of anger or frustration	1	2	1	4
To get through the day	1	1	2	4
Because it made you feel better	1	2	4	10
To seek deeper insights and understanding	1	1	4	5
None of the above	9	6	7	3

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply; I've never used alcohol or drugs	95	92	86	75
I've used alcohol or drugs but never had any problems	3	6	11	18
Have problems with emotions, nerves, or mental health	1	1	4	5
Get into trouble or have problems with the police	1	1	1	4
Have money problems	1	1	2	1
Miss school	1	1	1	1
Have problems with schoolwork	1	1	1	4
Fight with others	1	1	1	2
Damage a friendship	1	1	2	2
Physically hurt or injure yourself	1	1	1	2
Have unwanted or unprotected sex	1	1	1	1
Forget what happened or pass out	1	1	4	4
Been suspended from school	1	0	1	0
<i>One or more problems</i>	3	2	6	8

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply; I have not used alcohol or drugs	96	92	86	74
I use alcohol or drugs but have not experienced any of these things	2	6	9	16
Found you had to increase how much you use to have the same effect as before	1	2	2	4
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	2	1	1	4
Used alcohol or drugs a lot more than you intended	1	2	2	5
Used alcohol or drugs when you were alone	2	2	3	6
Your use of alcohol or drugs often kept you from doing a normal activity	1	2	1	2
You didn't feel OK unless you had something to drink or used a drug	1	1	1	2
Thought about reducing or stopping use	2	2	2	4
Told yourself you were not going to use but found yourself using anyway	2	2	1	4
Spoke with someone about reducing or stopping use	1	2	3	3
Attended counseling, a program, or group to help you reduce or stop use	2	1	1	1
<i>One or more negative experiences</i>	3	2	6	11

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very likely	41	37	34	42
Likely	29	31	29	27
Not likely	3	5	8	9
Don't know	28	27	29	22

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

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

5. Supports to Reduce AOD Use

Table B5.1

Needed Counseling for Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No, I never used alcohol or other drugs	96	94	84	75
No, but I do use alcohol or other drugs	3	3	15	22
Yes, I have felt that I needed help	2	3	1	3

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

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

Table B5.2

Likelihood of Finding Help at School for Quitting or Reducing Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very likely	36	22	28	23
Likely	35	37	34	38
Not likely	8	14	9	16
Don't know	21	27	28	23

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

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

Table B5.3

Talked with Parent About AOD Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	58	51	55	53
Yes	42	49	45	47

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

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

6. Availability

Table B6.1

Sources for Obtaining Alcohol

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
At school	3	3	4	4
At parties	13	28	39	57
At concerts or other social events	5	9	14	20
At their own home	9	23	27	43
From adults at friends' homes	5	10	15	24
From friends or another teenager	9	19	27	39
Get adults to buy it for them	5	9	12	16
Buy it themselves from a store	3	7	15	21
At bars, clubs, or gambling casinos	3	3	1	1
Other	2	5	5	5
Don't know	84	75	58	43

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
At school	3	4	6	7
At parties	7	11	16	26
At concerts or other social events	2	5	8	8
At their own home	2	7	8	13
From an adult acquaintance	4	6	8	15
From friends or another teenager	6	13	18	28
Buy it at a marijuana dispensary	3	5	9	16
At bars or clubs	2	1	1	1
Other	1	3	3	2
Don't know	93	85	77	66

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

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

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

7. Influences on ATOD Use

Table B7.1

Personal Disapproval of AOD Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Having one or two drinks of any alcoholic beverage nearly every day				
Neither approve nor disapprove	14	11	16	21
Somewhat disapprove	13	17	17	20
Strongly disapprove	73	72	67	59
Trying marijuana once or twice				
Neither approve nor disapprove	19	29	38	54
Somewhat disapprove	19	32	23	23
Strongly disapprove	62	39	39	23
Using marijuana once a month or more regularly				
Neither approve nor disapprove	15	16	23	39
Somewhat disapprove	9	22	21	24
Strongly disapprove	77	62	56	37

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Take one or two drinks of alcohol nearly every day				
Very wrong	84	86	84	80
Wrong	12	13	10	16
A little wrong	2	0	3	2
Not at all wrong	2	1	3	2
Smoke tobacco				
Very wrong	86	90	88	86
Wrong	10	9	7	9
A little wrong	4	0	2	4
Not at all wrong	0	1	3	1
Use vape products such as e-cigarettes, vape pens, or mods				
Very wrong	88	87	89	88
Wrong	11	11	7	9
A little wrong	2	1	3	3
Not at all wrong	0	1	2	1
Use marijuana (smoke, vape, eat, or drink)				
Very wrong	90	85	87	81
Wrong	8	13	9	11
A little wrong	2	1	3	8
Not at all wrong	0	1	2	1
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	91	92	91	90
Wrong	8	8	7	8
A little wrong	1	0	1	2
Not at all wrong	1	0	2	1

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Take one or two drinks of alcohol nearly every day				
Very wrong	77	73	66	57
Wrong	15	22	24	29
A little wrong	7	5	6	9
Not at all wrong	2	1	4	5
Smoke tobacco				
Very wrong	81	76	71	58
Wrong	14	18	20	26
A little wrong	3	5	7	10
Not at all wrong	2	1	3	6
Use vape products such as e-cigarettes, vape pens, or mods				
Very wrong	79	73	68	52
Wrong	15	19	20	24
A little wrong	4	6	5	15
Not at all wrong	2	1	7	9
Use marijuana (smoke, vape, eat, or drink)				
Very wrong	82	75	64	46
Wrong	11	16	18	23
A little wrong	5	5	12	15
Not at all wrong	3	4	6	15
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	82	78	70	64
Wrong	13	17	23	24
A little wrong	3	4	5	9
Not at all wrong	2	1	3	3

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

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

Table B7.4

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	22	20	23	25
Yes	78	80	77	75

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

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

Safety & Violence Module

1. Module Sample

Table O1.1

Student Sample for Safety & Violence Module

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	280	294	292	304
Final number	190	157	162	173
Response Rate	68%	53%	55%	57%

2. Physical Violence and Weapon Possession

Table O2.1

Violent Incidents, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Been in a physical fight				
0 times	96	95	90	96
1 time	3	2	5	2
2 to 3 times	1	1	3	1
4 or more times	1	1	2	1
Been in a physical fight between groups of kids				
0 times	99	98	95	98
1 time	1	1	3	1
2 to 3 times	0	0	1	0
4 or more times	0	1	1	1
Used any weapon to threaten or bully someone				
0 times	99	100	97	98
1 time	1	0	1	1
2 to 3 times	0	0	1	0
4 or more times	0	0	2	1
Been hit, slapped, or physically hurt on purpose by your boyfriend or girlfriend				
0 times	99	97	97	98
1 time	1	1	1	1
2 to 3 times	1	1	1	0
4 or more times	0	1	1	2

Question HS/MS O.1-4: During the past 12 months, how many times have you... been in a physical fight?... been in a physical fight between groups of kids?... used any weapon to threaten or bully someone?... been hit, slapped, or physically hurt on purpose by your boyfriend or girlfriend?

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

Table O2.2***Carrying Weapon, Past 30 Days***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A gun				
0 days	100	100	99	99
1 day	0	0	0	0
2 or more days	0	0	1	1
Any other weapon (such as a knife or club)				
0 days	99	99	98	98
1 day	1	1	1	1
2 or more days	1	0	1	2
Any weapon (gun, knife, or club) on school property				
0 days	99	100	99	98
1 day	1	0	1	0
2 or more days	0	0	1	2

Question HS/MS O.7-9: During the past 30 days, on how many days did you carry... a gun?... any other weapon (such as a knife or club)?... any weapon (gun, knife, or club) on school property?

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

3. Neighborhood Safety

Table O3.1

Perception of Neighborhood Safety

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very safe	57	52	51	70
Safe	37	41	44	27
Neither safe nor unsafe	5	7	4	2
Unsafe	1	0	1	0
Very unsafe	0	1	1	1

Question HS/MS O.5. How safe do you feel in the neighborhood where you live?

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

4. Absence Due to Safety Concerns

Table O4.1

Not Attend School Due to Feeling Unsafe, Past 30 Days

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 days	98	99	97	98
1 day	1	0	1	0
2 or 3 days	0	1	1	0
4 or more days	1	1	1	2

Question HS/MS O.6. 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?

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

5. Suicide Risk

Table O5.1

Suicide Ideation, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	90	85	83	85
Yes	10	15	17	15

Question HS O.10: During the past 12 months, did you ever seriously consider attempting suicide?

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

Table O5.2

Suicide Plan, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	92	93	87	91
Yes	8	7	13	9

Question HS O.11: During the past 12 months, did you make a plan about how you would attempt suicide?

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

Table O5.3

Suicide Attempts, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times	98	98	95	95
1 time	0	1	2	2
2 or 3 times	1	1	3	1
4 or more times	1	1	1	1

Question HS O.12: During the past 12 months, how many times did you actually attempt suicide?

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

Table O5.4

Suicide Attempt Leading to Need for Treatment

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I did not attempt suicide in the past 12 months	95	91	91	92
No	4	7	8	7
Yes	1	1	1	1

Question HS O.13: 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?

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

6. Unwanted Sex

Table O6.1

Forced Sex

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
No	97	98	96	96
Yes	3	2	4	4

Question HS O.14/MS O.10: Have you ever been forced to have sexual intercourse when you did not want to?

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

Social Emotional Health Module

1. Module Sample

Table R1.1

Student Sample for Social Emotional Health Module

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	280	294	292	304
Final number	211	172	178	183
Response Rate	75%	59%	61%	60%

2. Summary of Key Indicators

Table R2.1

Key Indicators of Social Emotional Health

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Covitality[†]	67	61	65	65	
Belief in self [†]	63	54	59	60	R2.2
Belief in others [†]	73	71	74	73	R2.2
Emotional competence [†]	76	74	80	79	R2.2
Engaged living [†]	54	44	49	49	R2.2
Growth mindset[‡]	72	79	76	81	R7.1
Goals[†]	79	79	79	84	R8.1
Collaboration[†]	75	72	74	75	R9.1
Problem solving[†]	53	46	52	54	R10.1

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

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

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

[‡]Average percent of respondents reporting “A little true” or “Not at all true.”

Table R2.2***Covitality Domains and Subdomains***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Belief in self	63	54	59	60	
Self-efficacy	74	66	70	76	R3.1
Self-awareness	65	59	62	63	R3.2
Persistence	49	36	47	40	R3.3
Belief in others	73	71	74	73	
School supports	74	64	75	76	R4.1
Family connectedness	73	73	71	66	R4.2
Peer supports	71	75	73	75	R4.3
Emotional competence	76	74	80	79	
Emotional regulation	78	79	83	82	R5.1
Empathy	79	77	81	83	R5.2
Behavioral self-control	71	65	74	73	R5.3
Engaged living	54	44	49	49	
Optimism	45	35	38	40	R6.1
Gratitude	63	55	63	63	R6.2
Zest	54	40	45	42	R6.3

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

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

Scales are based on average percent of respondents reporting “Pretty much true” or “Very much true.”

3. Belief in Self

Table R3.1

Self-Efficacy Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Self-efficacy				
<i>Average reporting “Pretty much true” or “Very much true”</i>	74	66	70	76
I can work out my problems.				
Not at all true	2	2	3	2
A little true	25	30	24	22
Pretty much true	46	48	49	51
Very much true	26	20	24	25
I can do most things if I try.				
Not at all true	2	4	3	4
A little true	19	23	21	16
Pretty much true	47	46	46	44
Very much true	32	27	29	36
There are many things that I do well.				
Not at all true	7	8	7	6
A little true	23	33	32	23
Pretty much true	44	34	37	41
Very much true	27	24	24	31

Question HS/MS R.1-3: Please tell us how true each statement is of you... I can work out my problems... I can do most things if I try... There are many things that I do well.

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

Table R3.2***Self-Awareness Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Self-awareness				
<i>Average reporting “Pretty much true” or “Very much true”</i>	65	59	62	63
There is a purpose to my life.				
Not at all true	8	9	11	7
A little true	28	31	29	25
Pretty much true	30	33	36	37
Very much true	34	27	24	31
I understand my moods and feelings.				
Not at all true	10	8	11	8
A little true	25	36	25	35
Pretty much true	43	35	42	39
Very much true	22	21	23	18
I understand why I do what I do.				
Not at all true	9	10	13	8
A little true	24	28	26	29
Pretty much true	42	38	42	41
Very much true	25	24	19	22

Question HS/MS R.4, 6, 7: Please tell us how true each statement is of you... There is a purpose to my life... I understand my moods and feelings... I understand why I do what I do.

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

Table R3.3***Persistence Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Persistence				
<i>Average reporting “Pretty much true” or “Very much true”</i>	49	36	47	40
When I do not understand something, I ask the teacher again and again until I understand.				
Not at all true	22	33	19	29
A little true	40	40	39	39
Pretty much true	24	17	29	24
Very much true	14	10	13	9
I try to answer all the questions asked in class.				
Not at all true	21	29	16	29
A little true	31	35	35	34
Pretty much true	33	21	37	22
Very much true	15	15	12	15
When I try to solve a math problem, I will not stop until I find a final solution.				
Not at all true	9	17	13	20
A little true	30	37	37	29
Pretty much true	39	32	27	30
Very much true	22	15	23	21

Question HS/MS R.9-11: Please tell us how true each statement is of you... When I do not understand something, I ask the teacher again and again until I understand... I try to answer all the questions asked in class... When I try to solve a math problem, I will not stop until I find a final solution.

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

4. Belief in Others

Table R4.1

School Supports Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School supports				
<i>Average reporting “Pretty much true” or “Very much true”</i>	74	64	75	76
<i>There is a teacher or some other adult from my school... who always wants me to do my best.</i>				
Not at all true	4	3	2	3
A little true	17	24	16	18
Pretty much true	37	37	42	36
Very much true	42	36	40	43
<i>who listens to me when I have something to say.</i>				
Not at all true	6	4	6	4
A little true	21	28	19	21
Pretty much true	43	42	40	36
Very much true	31	26	35	39
<i>who believes that I will be a success.</i>				
Not at all true	4	10	4	8
A little true	26	39	27	20
Pretty much true	39	29	43	32
Very much true	31	23	26	41

Question HS/MS A.48, 50, 51: There is a teacher or some other adult from my school... who always wants me to do my best... who listens to me when I have something to say... who believes that I will be a success.

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

Table R4.2**Family Connectedness Scale Questions**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Family connectedness				
<i>Average reporting “Pretty much true” or “Very much true”</i>	73	73	71	66
My family members really help and support one another.				
Not at all true	4	3	5	8
A little true	22	20	20	20
Pretty much true	33	42	40	38
Very much true	42	35	36	33
There is a feeling of togetherness in my family.				
Not at all true	6	6	8	14
A little true	21	20	23	20
Pretty much true	31	41	33	32
Very much true	42	33	37	34
My family really gets along well with each other.				
Not at all true	6	7	6	14
A little true	23	25	27	27
Pretty much true	34	39	34	33
Very much true	37	29	33	27

Question HS/MS R.38-40: How true do you feel these statements are about your family and friends?... My family members really help and support one another... There is a feeling of togetherness in my family... My family really gets along well with each other.

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

Table R4.3***Peer Supports Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Peer supports				
<i>Average reporting “Pretty much true” or “Very much true”</i>	71	75	73	75
I have a friend my age who really cares about me.				
Not at all true	5	4	3	6
A little true	17	14	19	14
Pretty much true	31	34	40	29
Very much true	47	48	38	52
I have a friend my age who talks with me about my problems.				
Not at all true	9	9	10	9
A little true	26	21	21	20
Pretty much true	27	31	30	26
Very much true	39	39	39	46
I have a friend my age who helps me when I’m having a hard time.				
Not at all true	10	8	7	7
A little true	21	18	21	19
Pretty much true	29	36	35	29
Very much true	40	38	37	45

Question HS/MS R.41-43: How true do you feel these statements are about your family and friends?... I have a friend my age who really cares about me... I have a friend my age who talks with me about my problems... I have a friend my age who helps me when I’m having a hard time.

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

5. Emotional Competence

Table R5.1

Emotional Regulation Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Emotional Regulation				
<i>Average reporting “Pretty much true” or “Very much true”</i>	78	79	83	82
I accept responsibility for my actions.				
Not at all true	2	0	2	1
A little true	15	19	11	12
Pretty much true	50	39	46	47
Very much true	32	42	41	40
When I make a mistake I admit it.				
Not at all true	3	2	4	2
A little true	23	22	17	20
Pretty much true	48	49	49	45
Very much true	26	27	30	34
I can deal with being told no.				
Not at all true	2	3	4	3
A little true	18	16	12	17
Pretty much true	47	45	44	41
Very much true	33	36	40	39

Question HS/MS R.12, 14, 15: Please tell us how true each statement is of you... I accept responsibility for my actions... When I make a mistake I admit it... I can deal with being told no.

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

Table R5.2***Empathy Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Empathy				
<i>Average reporting “Pretty much true” or “Very much true”</i>	79	77	81	83
I feel bad when someone gets their feelings hurt.				
Not at all true	3	5	4	2
A little true	17	13	12	11
Pretty much true	31	32	34	37
Very much true	48	50	50	49
I try to understand what other people go through.				
Not at all true	3	3	4	3
A little true	20	25	18	16
Pretty much true	40	41	39	41
Very much true	38	31	39	40
I try to understand how other people feel and think.				
Not at all true	4	2	2	1
A little true	17	21	16	16
Pretty much true	42	40	41	35
Very much true	37	37	41	47

Question HS/MS R.16, 18, 20: Please tell us how true each statement is of you... I feel bad when someone gets their feelings hurt... I try to understand what other people go through... I try to understand how other people feel and think.

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

Table R5.3***Behavioral Self-Control Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Behavioral self-control				
<i>Average reporting “Pretty much true” or “Very much true”</i>	71	65	74	73
I can wait for what I want.				
Not at all true	4	2	3	2
A little true	21	25	23	23
Pretty much true	50	44	49	44
Very much true	24	28	26	31
I don’t bother others when they are busy.				
Not at all true	3	4	4	4
A little true	27	35	24	26
Pretty much true	40	39	53	47
Very much true	30	22	20	22
I think before I act.				
Not at all true	5	4	2	3
A little true	27	34	23	22
Pretty much true	44	41	49	54
Very much true	25	21	26	20

Question HS/MS R.21, 23, 24: Please tell us how true each statement is of you... I can wait for what I want... I don’t bother others when they are busy... I think before I act.

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

6. Engaged Living

Table R6.1

Optimism Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Optimism				
<i>Average reporting “Pretty much true” or “Very much true”</i>	45	35	38	40
Each day I look forward to having a lot of fun.				
Not at all true	18	27	24	22
A little true	39	45	43	44
Pretty much true	31	22	24	24
Very much true	11	5	9	10
I usually expect to have a good day.				
Not at all true	20	32	23	24
A little true	37	33	43	37
Pretty much true	29	28	23	28
Very much true	14	6	11	11
Overall, I expect more good things to happen to me than bad things.				
Not at all true	17	26	17	20
A little true	34	30	34	31
Pretty much true	32	33	33	32
Very much true	17	11	15	16

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

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

Table R6.2**Gratitude Scale Questions**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Gratitude				
<i>Average reporting “Pretty much true” or “Very much true”</i>	63	55	63	63
On most days I feel grateful.				
Not at all true	11	8	7	5
A little true	28	35	29	31
Pretty much true	38	37	38	38
Very much true	23	20	25	26
On most days I feel thankful.				
Not at all true	9	7	8	5
A little true	29	38	28	32
Pretty much true	38	36	40	35
Very much true	24	19	24	28
On most days I feel appreciative.				
Not at all true	8	8	7	6
A little true	28	38	31	31
Pretty much true	40	34	39	34
Very much true	25	20	23	28

Question HS/MS R.32-34: Please tell us how true each statement is of you... On most days I feel GRATEFUL... On most days I feel THANKFUL... On most days I feel APPRECIATIVE.

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

Table R6.3**Zest Scale Questions**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Zest				
<i>Average reporting “Pretty much true” or “Very much true”</i>	54	40	45	42
On most days I feel energetic.				
Not at all true	14	20	24	26
A little true	33	44	33	37
Pretty much true	34	22	28	21
Very much true	18	13	14	16
On most days I feel active.				
Not at all true	12	16	21	19
A little true	31	41	31	34
Pretty much true	30	27	30	27
Very much true	26	17	18	20
On most days I feel enthusiastic.				
Not at all true	12	17	21	18
A little true	36	42	34	40
Pretty much true	31	26	28	23
Very much true	21	15	17	19

Question HS/MS R.35-37: Please tell us how true each statement is of you... On most days I feel ENERGETIC... On most days I feel ACTIVE... On most days I feel ENTHUSIASTIC.

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

7. Growth Mindset

Table R7.1

Growth Mindset Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Growth mindset[†]				
<i>Average reporting “A little true” or “Not at all true”</i>	72	79	76	81
My intelligence is something I cannot change very much.				
Not at all true	29	29	33	41
A little true	32	40	37	36
Pretty much true	26	22	21	17
Very much true	14	9	10	6
Challenging myself will not make me any smarter.				
Not at all true	53	58	61	69
A little true	26	26	22	15
Pretty much true	11	12	12	11
Very much true	9	4	5	6
There are some things I am not capable of learning.				
Not at all true	33	32	31	39
A little true	34	44	41	38
Pretty much true	21	15	21	18
Very much true	12	9	7	5
If I am not naturally smart in a subject, I will never do well in it.				
Not at all true	48	46	48	60
A little true	30	43	34	26
Pretty much true	16	8	12	11
Very much true	6	3	6	3

Question HS/MS R.5, 22, 27, 31: Please tell us how true each statement is of you... My intelligence is something I cannot change very much... Challenging myself will not make me any smarter... There are some things I am not capable of learning... If I am not naturally smart in a subject, I will never do well in it.

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

[†]All survey questions that comprise the scale were reverse-coded in computing the scale score.

8. Goals

Table R8.1

Goals Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Goals				
<i>Average reporting “Pretty much true” or “Very much true”</i>	79	79	79	84
I am looking forward to a successful career.				
Not at all true	3	5	6	3
A little true	21	22	18	14
Pretty much true	31	32	38	40
Very much true	44	41	37	43
I have high goals and expectations for myself.				
Not at all true	2	4	5	2
A little true	14	16	12	16
Pretty much true	34	32	40	30
Very much true	50	48	43	52
I don’t expect very much of myself in the future.[†]				
Not at all true	52	54	51	67
A little true	27	30	28	19
Pretty much true	12	11	13	11
Very much true	9	5	8	3

Question HS/MS R.13, 19, 29: Please tell us how true each statement is of you... I am looking forward to a successful career... I have high goals and expectations for myself... I don’t expect very much of myself in the future.

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

[†]*Survey question was reverse-coded in computing the scale score.*

9. Collaboration

Table R9.1

Collaboration Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Collaboration				
<i>Average reporting “Pretty much true” or “Very much true”</i>	75	72	74	75
I enjoy working together with other students on class activities.				
Not at all true	12	11	8	10
A little true	24	28	30	29
Pretty much true	40	38	40	42
Very much true	24	23	22	19
When I work in school groups, I do my fair share.				
Not at all true	2	1	2	2
A little true	8	8	8	7
Pretty much true	38	48	37	44
Very much true	51	43	54	48
I like to listen to other students’ ideas in class.				
Not at all true	7	6	4	4
A little true	23	29	27	27
Pretty much true	50	46	43	44
Very much true	21	20	27	24

Question HS/MS R.8, 25, 28: Please tell us how true each statement is of you... I enjoy working together with other students on class activities... When I work in school groups, I do my fair share... I like to listen to other students’ ideas in class.

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

10. Problem Solving

Table R10.1

Problem Solving Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Problem solving				
<i>Average reporting “Pretty much true” or “Very much true”</i>	53	46	52	54
When I need help I find someone to talk with.				
Not at all true	16	22	17	18
A little true	32	34	33	27
Pretty much true	28	24	33	32
Very much true	24	19	17	24
I try to work out my problems by talking or writing about them.				
Not at all true	27	29	26	22
A little true	32	35	31	32
Pretty much true	28	21	28	34
Very much true	13	14	15	13
I trust my ability to solve difficult problems.				
Not at all true	7	4	4	7
A little true	29	38	33	31
Pretty much true	44	41	40	36
Very much true	21	17	24	26

Question HS/MS R.17, 26, 30: Please tell us how true each statement is of you... When I need help I find someone to talk with... I try to work out my problems by talking or writing about them... I trust my ability to solve difficult problems.

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

Z. Los Gatos-Saratoga Union High Custom Questions

1. Module Sample

Table Z1.1

Student Sample for Custom Questions

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	280	294	292	304
Final number	239	204	196	199
Response Rate	85%	69%	67%	65%

2. Custom Questions

Table Z2.1

In the past school year, have you been subjected to sexual harassment by anyone in the school setting?

	Grade				Total %
	9th %	10th %	11th %	12th %	
Never	95	93	92	91	93
Once or twice	3	4	5	6	4
More than twice	1	1	1	2	1
At least monthly	0	1	0	1	0
At least weekly	0	0	2	1	1

Question HS/MS Z.1.

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

Table Z2.2

In the past school year, if you were subjected to sexual harassment by anyone in the school setting, did you report it to any staff member at the school?

	Grade				Total %
	9th %	10th %	11th %	12th %	
Yes	1	1	2	4	2
No	10	10	11	9	10
I have not been subjected to sexual harassment by anyone in the school setting.	89	89	87	87	88

Question HS/MS Z.2.

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

Table Z2.4***Which reasons contributed to your decision not to report the incident? (Mark all that apply.)***

	Grade				Total %
	9th %	10th %	11th %	12th %	
I didn't want attention or publicity	38	57	56	42	48
I did not think anyone would believe me	13	7	13	33	16
I felt embarrassed, ashamed, or that it would be too emotionally difficult	19	21	13	25	19
I didn't want to make things worse or be retaliated against	25	57	25	25	33
It was all in good fun, playful	19	7	19	0	12
The reporting process doesn't work/isn't effective	6	14	13	33	16
I was afraid of my cultural/gender/other identity being revealed	6	0	6	0	3
I did not want the person to get into trouble	13	36	31	0	21
I didn't need help	44	57	38	8	38
I did not know where to go or who to tell	19	14	6	8	12
The incident occurred while school was not in session	6	7	25	17	14
It is just normal behavior	19	14	38	8	21
The reporting process is a pain	13	36	19	17	21
I feared it would not be kept confidential	19	29	31	25	26
I reported the incident to someone outside the school setting (e.g. law enforcement)	0	14	13	0	7
Other	19	21	13	17	17

*Question HS/MS Z.4.**Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.*

Table Z2.5***In the past school year, have you witnessed sexual harassment by anyone in the school setting?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Never	95	90	91	87	91
Once or twice	3	8	5	10	6
More than twice	1	2	2	2	2
At least monthly	0	1	1	0	0
At least weekly	0	1	1	1	1

*Question HS/MS Z.5.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.6*****In the past school year, if you witnessed sexual harassment by anyone in the school setting, did you report it to any staff member at the school?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Yes	1	3	2	3	2
No	6	7	9	10	8
I have not witnessed sexual harassment by anyone in the school setting.	93	90	89	87	90

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

Table Z2.8***Which of the following reasons describe why you did not contact anyone at the school? (Mark all that apply.)***

	Grade				Total %
	9th %	10th %	11th %	12th %	
The reporting process wouldn't make anything better	17	36	38	47	36
I did not know where to go or who to tell	8	9	19	16	14
I had trouble reaching an administrator to make a report	0	0	6	11	5
I did not want anyone to get in trouble	8	27	19	11	16
Alcohol and/or other drugs were present	0	0	0	5	2
The harassed person seemed to be able to handle it themselves	42	36	25	32	33
The reaction by others suggested that it wasn't serious enough to contact anyone	17	36	19	16	21
Because of the person's gender, I thought it would be minimized or misunderstood	0	9	6	5	5
I was too busy	25	0	19	16	16
I reported the incident to someone outside the school setting (e.g. law enforcement)	8	0	6	5	5
Other	33	27	25	16	24

*Question HS/MS Z.8.**Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.***Table Z2.9*****In which ways has the school's policy regarding sexual harassment and protection been communicated to you?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Principal Notification	35	37	51	53	43
Other students	20	19	27	24	22
Counselor	21	21	27	32	25
Student Handbook	30	31	42	36	35
Sexual Health classes	48	44	34	37	41
Advisory/Assembly	23	57	61	56	48
Classroom Presentations	19	24	35	39	29
News/media	23	17	28	26	23
Other parents	10	6	9	11	9
District/school website	29	22	33	28	28
Other	12	15	10	9	11
It has not been communicated to me	30	18	16	14	20

*Question HS/MS Z.9.**Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.*

Table Z2.10

Overall, how much do you remember about the information or education from the district about how to maintain appropriate boundaries between staff and students?

	Grade				Total
	9th	10th	11th	12th	
	%	%	%	%	
Almost all or all of it	25	18	24	22	22
Most of it	33	35	37	32	34
Some of it	28	31	22	25	27
Very little or none of it	15	16	16	21	17

Question HS/MS Z.10.

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

Table Z2.11

While in high school, have you been exposed to education to help understand how to maintain appropriate boundaries between students?

	Grade				Total
	9th	10th	11th	12th	
	%	%	%	%	
No	18	15	15	15	16
Yes, once	32	26	25	27	28
Yes, on multiple occasions	50	59	60	58	57

Question HS/MS Z.11.

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

Table Z2.12

Overall, how much do you remember about the information or education from the district about how to maintain appropriate boundaries between students?

	Grade				Total
	9th	10th	11th	12th	
	%	%	%	%	
Almost all or all of it	27	20	27	22	24
Most of it	32	33	33	35	33
Some of it	25	30	27	24	26
Very little or none of it	17	18	13	20	17

Question HS/MS Z.12.

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

Table Z2.13***If you report sexual harassment, the school would take the matter seriously.***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Yes	70	62	65	52	62
No	4	4	10	13	7
Don't know	27	34	26	36	30

*Question HS/MS Z.13.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.14*****Are you aware of resources to help prevent sexual harassment?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Yes	60	69	76	67	67
No	14	14	11	12	13
Don't know	26	16	14	22	20

*Question HS/MS Z.14.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.15*****In your opinion, do most students at your school experience significant incidents of sexual harassment on campus? Examples of significant acts of sexual harassment could include (i) repeated unwanted physical touching; (ii) repeated sexually derogatory slurs or names; (iii) repeated propositioning, leering and/or gestures.***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Yes	4	4	9	7	6
No	56	47	48	53	51
Don't know	41	49	43	41	43

*Question HS/MS Z.15.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z2.16

In your opinion, do most students at your school experience minor acts of sexual harassment almost daily on campus? Examples of minor acts of harassment could include (i) a one-time, unwanted hug, or touch on the butt, arm or back; (ii) isolated teasing, jokes, insults of a sexual manner; (iii) offhand comments that are crude, vulgar, or sexually disparaging.

	Grade				Total %
	9th %	10th %	11th %	12th %	
Yes	10	15	14	19	14
No	40	31	38	39	37
Don't know	50	54	48	42	49

Question HS/MS Z.16.

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

Table Z2.17

Since starting at your high school, have others (Mark All That Apply):

	Grade				Total %
	9th %	10th %	11th %	12th %	
Sent you unwanted emails, instant messages, or contacted you through social media?	74	54	74	61	66
Made unwanted phone calls to you or left you messages?	38	31	50	53	44
Watched, approached you, or showed up in places such as your residence, work or class unexpectedly?	18	15	24	31	22
Followed you from a distance, or used technology to spy on you?	15	19	13	14	15
Gave you something unwanted or left something strange or threatening where you would find it?	3	0	13	3	5

Question HS/MS Z.17.

Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table Z2.18***Since starting at your high school, have your romantic or dating partners ever (Mark All That Apply):***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Called you names, put you down, blamed you for things, or told you that no one else would want you?	57	70	54	53	58
Acted angrily towards you in a way that seemed dangerous?	21	25	15	40	27
Insulted, humiliated or made fun of you in front of others?	21	55	42	40	41
Tried to keep you from seeing or talking to your family or friends?	21	25	12	43	27
Made decisions for you that should have been yours to make?	29	25	42	40	36
Kept track of you by demanding to know where you were and what you were doing?	36	10	35	17	23
Made threats to physically harm you?	14	15	4	13	11
Threatened to hurt or kill themselves when they were upset with you?	14	25	23	37	27
Threatened to hurt or kill friends, family, or others that you care about when they were upset with you?	29	15	8	10	13
Prevented you from using safer sex methods when you wanted to utilize them?	21	15	15	10	14
Prevented you from leaving when you wanted to go?	14	30	15	27	22

*Question HS/MS Z.18.**Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for “mark all that apply” items.***Table Z2.19*****How often do you see or hear teachers or school staff STOP others from making negative comments or using slurs based on sex (male or female)?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Always stop	22	12	13	14	16
Often stop	11	11	11	11	11
Sometimes stop	9	9	4	7	8
Rarely stop	2	6	4	7	5
Never stop	1	3	1	5	2
Never witnessed harassment occurring in the presence of teacher/staff	35	45	42	39	40
Don't know	19	15	25	17	19

*Question HS/MS Z.19.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z2.20

How often do you see or hear teachers or school staff STOP others from making negative comments or using slurs based on sexual activity?

	Grade				Total %
	9th %	10th %	11th %	12th %	
Always stop	24	18	14	18	19
Often stop	10	8	9	6	8
Sometimes stop	4	3	3	6	4
Rarely stop	1	5	2	4	3
Never stop	1	2	2	3	2
Never witnessed harassment occurring in the presence of teacher/staff	37	49	47	47	45
Don't know	22	15	22	16	19

Question HS/MS Z.20.

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

Table Z2.21

How often do you see or hear teachers or school staff STOP others from making negative comments or using slurs based on sexual orientation (gay, lesbian, bisexual, queer, or straight)?

	Grade				Total %
	9th %	10th %	11th %	12th %	
Always stop	24	18	14	17	19
Often stop	10	7	11	8	9
Sometimes stop	6	6	3	7	5
Rarely stop	2	5	3	4	4
Never stop	0	1	3	2	1
Never witnessed harassment occurring in the presence of teacher/staff	38	46	46	46	44
Don't know	19	16	21	16	18

Question HS/MS Z.21.

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

Table Z2.22

How often do you see or hear teachers or school staff STOP others from making negative comments or using slurs based on gender identity or expression (transgender, or non-binary)?

	Grade				Total %
	9th %	10th %	11th %	12th %	
Always stop	24	19	15	16	19
Often stop	9	7	8	8	8
Sometimes stop	4	4	4	4	4
Rarely stop	3	5	2	7	4
Never stop	0	1	3	2	2
Never witnessed harassment occurring in the presence of teacher/staff	39	49	47	47	45
Don't know	21	15	21	16	18

Question HS/MS Z.22.

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

Table Z2.23

During high school within the district, have you been subjected to sexual assault by anyone on campus or in a school setting?

	Grade				Total %
	9th %	10th %	11th %	12th %	
Never	99	97	95	96	97
Once	1	3	3	2	2
Two or more times	0	0	2	2	1

Question HS/MS Z.23.

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

Table Z2.24***During high school within the district, have you witnessed sexual assault by anyone in a school setting?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Never	99	99	98	96	98
Once or twice	1	1	2	3	2
More than twice	0	0	1	2	1

*Question HS/MS Z.24.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.25*****In the past school year, if you witnessed sexual assault by anyone in the school setting, did you report it to any staff member at the school?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Yes	1	1	3	3	2
No	3	5	5	4	4
I have not witnessed sexual assault by anyone in the school setting	96	95	92	94	94

*Question HS/MS Z.25.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z2.28***In which ways has the school's policy regarding sexual harassment and protection been communicated to you?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Principal Notification	32	38	55	58	45
Other students	17	19	24	25	21
Counselor	19	21	29	32	25
Student Handbook	27	36	48	43	38
Sexual Health classes/Living Skills	48	51	35	49	46
Classroom Presentations	20	31	42	50	35
Wellness Center	20	23	24	29	24
News/media	17	17	26	26	21
Other parents	10	4	11	12	9
District/school website	22	25	34	28	27
Other	11	20	11	7	12
It has not been communicated to me	31	18	12	12	19

*Question HS/MS Z.28.**Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.***Table Z2.29*****While in high school, have you been exposed to education to help understand how to prevent sexual assault?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
No	25	16	11	13	16
Yes, once	30	29	31	29	30
Yes, on multiple occasions	45	54	58	59	54

*Question HS/MS Z.29.**Note: Columns are not displayed if there are less than 10 respondents.*

Table Z2.30

Overall, how much do you remember about the information or education from the district about how to prevent sexual assault?

	Grade				Total %
	9th %	10th %	11th %	12th %	
Almost all or all of it	24	19	28	21	23
Most of it	38	34	33	35	35
Some of it	20	30	27	26	25
Very little or none of it	18	17	12	18	16

Question HS/MS Z.30.

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

Table Z2.31

In the past school year, have you witnessed sexual assault by anyone off campus or NOT in a school setting?

	Grade				Total %
	9th %	10th %	11th %	12th %	
Never	95	96	92	93	94
Once or twice	3	2	5	5	4
More than twice	2	1	4	2	2

Question HS/MS Z.31.

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

Table Z2.32

If you report sexual assault, the school would take the matter seriously.

	Grade				Total %
	9th %	10th %	11th %	12th %	
Yes	68	63	70	50	63
No	5	5	6	13	7
Don't know	27	31	24	37	30

Question HS/MS Z.32.

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

Table Z2.33***In your opinion, do most students at your school experience sexual assault on campus?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Yes	3	2	4	6	4
No	62	52	62	54	58
Don't know	35	46	34	41	39

*Question HS/MS Z.33.**Note: Columns are not displayed if there are less than 10 respondents.*

Appendix

CHKS Content Overview, 2022-23

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

Special attention is directed toward indicators related to the requirements of California’s Local Control and Accountability Plans (LCAP). For a summary of state-level LCAP-related baseline CHKS data, see Factsheet #15.²

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

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

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

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

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

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

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

³ See calschls.org/reports-data/#scrc

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

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

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

GRADE-LEVEL PATTERNS

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

- **Seventh graders** report the highest rates of harassment and victimization, as well as participation in a physical fight and seeing a weapon on campus.
- **Ninth graders** report the lowest rates of developmental support.
- **Nontraditional (continuation school) students** report risk behavior (e.g., binge drinking, fighting at school) prevalence rates at least twice those of 11th graders in traditional comprehensive high schools.⁷ They also exhibit lower perceived school safety, school connectedness, and developmental supports. Continuation school students are a highly vulnerable population in need of a wide range of academic, social, emotional, and behavioral supports and intervention services.⁸

DEMOGRAPHIC CHARACTERISTICS AND POPULATION GROUP DIFFERENCES (Section 3)

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

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

Racial-Ethnic Group Identification

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

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

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

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

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

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

Youth in Foster Care

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

Sexual Orientation and Gender Identity

Lesbian, gay, bisexual, transgender, and questioning or queer (LGBTQ) youth are at elevated risk for bullying and violence victimization, mental health problems, drug and alcohol use, and exhibiting poor performance in school.^{12 13} For example, analysis of the Biennial CHKS data indicate that LGBTQ youth¹⁴ 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.

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

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

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

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

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

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

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 6)

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

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

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

Self-Reported Grades

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

Academic Motivation

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

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

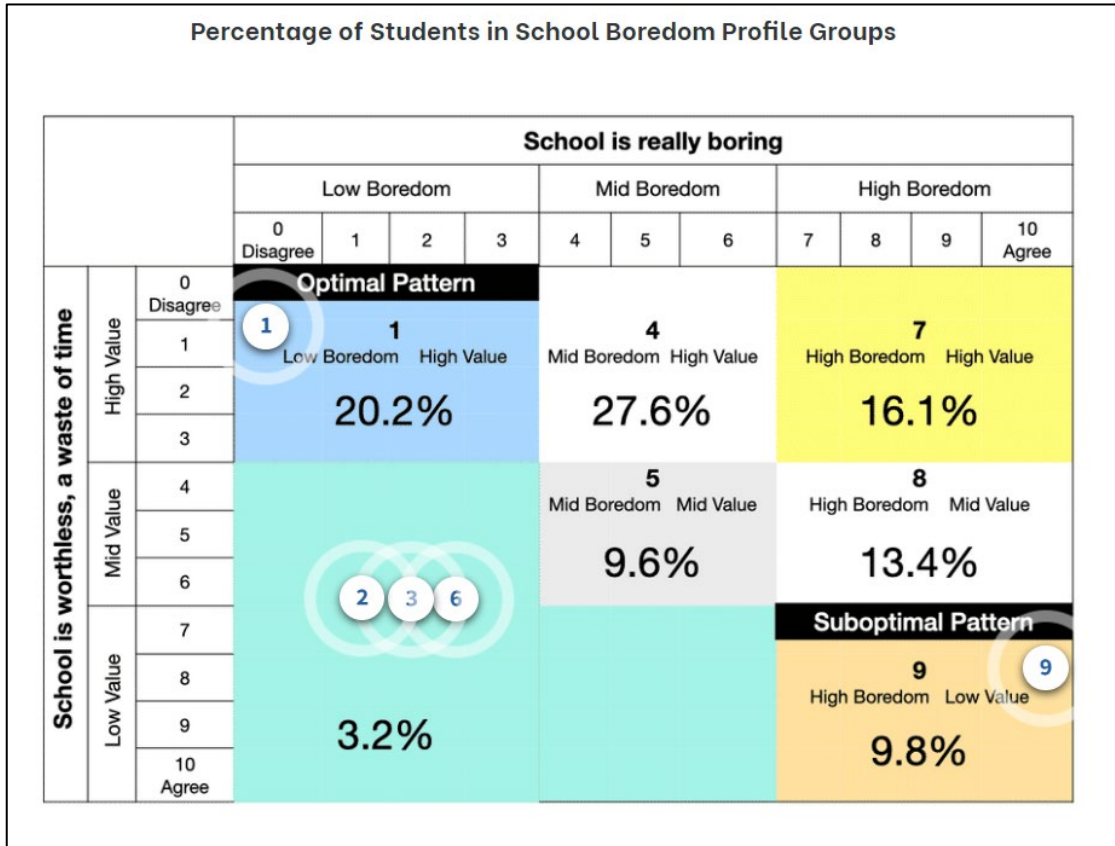
In addition, the supplementary School Climate Module includes an Academic Mindset and Learning Engagement scale and a series of questions about supports for learning and academic rigor.

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

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

School Boredom – School Value

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



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

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

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

Absenteeism

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

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

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

Developmental Supports

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

School Connectedness

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

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

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

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

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

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

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

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

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

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

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

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

Parent Involvement

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

Facilities and Physical Environment

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

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 8)

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

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

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

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

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

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

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

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

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

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

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

Perceived Safety

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

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

Harassment and Victimization

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

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

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

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

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

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

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

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

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

Vandalism and Weapons

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

SUBSTANCE USE (Sections 9 and 10)

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

Alcohol and Other Drug Use (Section 9)

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

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

Alcohol and Other Drug Use at School (Section 9)

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

Cigarette Smoking (Section 10)

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

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

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

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

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

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

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

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

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

MENTAL HEALTH (Section 7)

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

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

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

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