

CALIFORNIA HEALTHY KIDS SURVEY



Encina Preparatory High Secondary 2020-2021 Main Report

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PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results for each question from the 2020-21 *California Healthy Kids Survey* (CHKS) for schools within the district. The CHKS, along with its two companion surveys—the *California School Staff Survey* (CSSS) and the *California School Parent Survey* (CSPS)—form the California Department of Education’s *California School Climate, Health, and Learning Survey* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive effort in the nation to regularly assess students, staff, and parents at the local level 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 school-related 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 promote the successful cognitive, social, emotional, and physical development of all students; create more positive, engaging school environments; and ensure college and career readiness. They provide a wealth of information to guide school improvement and **Local Control and Accountability Plan** (LCAP) efforts, particularly in regard to the state priorities of enhancing school climate, pupil engagement, parent involvement, and addressing the needs of vulnerable groups.

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

The CalSCHLS Regional Centers offer a Data Workshop to help identify local needs and develop action plans to meet those needs, including a *Listening to Students Workshop* for involving student voice in the process (see below).

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:

- students' home educational routines, engagement and motivation in educational activities, quality of relationships with teachers and peers, and social-emotional well-being;
- student grades, truancy, 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 the scope and nature of substance use and includes two key indicators of mental health: chronic sadness and contemplation of suicide. These questions provide insight into important barriers to learning and development.

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

What's New? With school buildings throughout much of California closed due to the pandemic and many districts shifting to remote and/or hybrid instructional models in 2020-21, the Core Modules have expanded this year to help districts better understand the impacts of COVID-19 and how best to support students' social, emotional, and academic needs. The first question on the Core Module asks students if they attend school in person every weekday (in-person instructional model), they participate in school remotely from home (remote instructional model), or they participate in school both remotely and in-person (hybrid instructional model). Based on responses to this question, students are directed to questions only relevant to their instructional model. Questions asking about experiences in school buildings are only available for students who attend school in-person (100% in-person and hybrid instructional models). The expanded student Core Module measures students' home educational routines, engagement and motivation in educational activities, quality of relationships with teachers and peers, and social-emotional well-being. The new content assessed by the Core Module includes the following:

- school schedules and attendance (remote and in-school), whether students participate in school in-person or remotely, and participation in synchronous learning activities;
- sleep hygiene and physical exercise;
- students' interest in and ability to focus on schoolwork;
- teacher support while learning remotely;

- virtual interactions with peers; and
- social and emotional health, including a 10-item measure of social-emotional distress.

In addition, modifications have been made to items measuring eligibility for free or reduced-price meals, truancy, caring relationships with teachers, and high expectations to make the questions applicable across all instructional models. Other changes include modification of the gender item to be more inclusive, combining the questions asking about ethnicity and race, and inclusion of an item that asks about Hispanic/Latinx subgroup membership.

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). Only questions relevant to the instructional model implemented in the school are answered by students in 2020/21. For example, students who participate in school remotely are not asked questions about the physical environment at the school. In addition, a handful of the items in the School Climate Module have been modified slightly to be applicable to all students, regardless of instructional model.

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, academic success, and college and career readiness. It includes 28 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).

PUBLIC ONLINE DATA DASHBOARD

The most recent state, county, and district CHKS results can be examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard). The dashboard can be used to graphically display statewide and district key indicators from the Core and School Climate Module, trends over time, and disparities in survey outcomes across subgroups. Subgroup 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, and foster youth – three important LCAP priority subgroups. 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.

***New in 2019!* EXPLORE RESULTS ON THE DISTRICT CALSCHLS DATA DASHBOARD**

Districts may purchase a two-year subscription to a password protected, private data dashboard that displays up to seven years of CalSCHLS data at the district level and 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 subgroups such as race/ethnicity, sexual orientation, gender identity, and afterschool participation; and
- examine data trends over time overall and by subgroup.

New in 2020 is the ability to make comparisons across students who participate in school via different instructional models (in-person, remote, and hybrid).

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.

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

In this report, 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 all their CHKS results by the race/ethnicity or gender of students or by other demographic categories.

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. One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the student enrollment. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

Changes Between Survey Administrations

Many factors besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of students who completed the survey, changes in the questions

themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase during holidays or social events).

RESOURCES

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

- **CHKS factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets).
- *Assessing School Climate* describes the value of the CalSCHLS student, staff, and parent surveys for assessing school climate, listing constructs and individual indicators (data.calschls.org/resources/Cal-SCHLS_AssessingClimate2013-14.pdf).
- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).
- *Using CalSCHLS to Assess Social-Emotional Learning and Health* describes how the CHKS Core and SEHM module provide a comprehensive profile of student social-emotional competency (learning) and health, and the related supports schools provide, including questions aligned with the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) (data.calschls.org/resources/CalSCHLS_AssessSELH.pdf). The staff survey provides data on the perception of adults in the school on social-emotional service needs and provision.
- *Helpful Resources for Local Control and Accountability Plans* describes how survey items align with LCAP priorities and indicators (calschls.org/docs/lcap_cal_schls.pdf). Also available is an LCAP-related PowerPoint presentation (calschls.org/site/assets/files/1036/cal-schls-lcap_schoolclimatev6-1.pptx).
- The *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/resources.
- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.
- The **CalSCHLS Item Crosswalk** (calschls.org/docs/calschls-2019-20-crosswalk.pdf) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

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

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

Engage students, parents, and school/community stakeholders in reviewing and exploring the meaning of the results. Obtain their input into how the school might better meet the identified needs. Engage them in 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.

As part of this process, it is highly recommended that you conduct a structured *Listening to Students Workshop* designed to explore with students—as staff observe—the meaning of survey results and obtain student input on how to address the needs identified by the survey. WestEd staff also can conduct a *Data Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center 888.841.7536 or email calschls@wested.org.

Compare Results with Other Data

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

- **Staff and Parent Surveys.** If your school district has administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Item Crosswalk (calschls.org/docs/calschls-2019-20-crosswalk.pdf) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer these companion surveys, urge them to do so next time.
- **Elementary CHKS Results.** Examine how the results from 9th and 11th graders compare with those from 5th and 7th graders if your district also administered the CHKS at these school levels. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle school levels might help mitigate problems that are evident among older students.
- **Other Data.** Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.
- **Similar District and Statewide Results.** The results from the biennial state administration of the CHKS, which provide representative state norms, can be downloaded from the CalSCHLS website (data.calschls.org/resources/Biennial_State_1719.pdf) or examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports). How you compare to state and district results can provide some context for your results, but the most important consideration is what your own results say about the students in your school/community.

Data Workshop

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

Request Additional Reports and Data

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

School Reports and School Climate Report Cards

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

- A full report with all the survey results
- A short, user-friendly, graphic **School Climate Report Card** that provides results across seven domains of school climate and provides an overall **School Climate Index** score based on those domains (calschls.org/reports-data)

District School Climate Report Card

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

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

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

Exhibit 1

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

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

ACKNOWLEDGMENTS

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 7	Grade 9	Grade 11
<i>Student Sample Size</i>			
Target sample	169	214	135
Final number	82	103	55
Response Rate	49%	48%	41%

Table A1.2

Number of Respondents by Instructional Model

	Grade 7	Grade 9	Grade 11
In-school learning only	13	9	3
Remote learning only	57	77	40
Hybrid learning	12	17	12

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Substance Use

	Grade 7 %	Grade 9 %	Grade 11 %	Table
School Engagement and Supports				
School connectedness ^{†Φ}	64	29	52	A6.7
Academic motivation [†]	66	55	63	A6.7
Monthly Absences (3 or more) ^Φ	9	18	7	A6.2
Maintaining focus on schoolwork [†]	33	17	21	A6.13
Caring adult relationships [‡]	59	54	61	A6.7
High expectations-adults in school [‡]	75	66	73	A6.7
Meaningful participation ^{‡Φ}	48	42	41	A6.7
Facilities upkeep ^{†Φ}	42	19	50	A6.16
Promotion of parent involvement in school [†]	54	37	58	A6.7
School Safety				
School perceived as very safe or safe ^Φ	67	62	64	A8.1
Experienced any harassment or bullying ^{§Φ}	29	23	20	A8.2
Had mean rumors or lies spread about you ^{§Φ}	8	31	18	A8.3
Been afraid of being beaten up ^{§Φ}	29	15	27	A8.3
Been in a physical fight ^{§Φ}	15	23	9	A8.4
Seen a weapon on campus ^{§Φ}	0	23	0	A8.6
Substance Use				
Current alcohol or drug use [¶]	8	12	11	A9.5
Current marijuana use [¶]	4	11	7	A9.5
Current binge drinking [¶]	3	1	2	A9.5
Very drunk or “high” 7 or more times, ever	1	4	16	A9.7
Been drunk or “high” on drugs at school, ever	6	5	13	A9.9
Current cigarette smoking [¶]	3	1	4	A10.3
Current vaping [¶]	6	5	4	A10.3

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.”

[§]Past 12 months.

[¶]Past 30 days.

^ΦIn-School and Hybrid Models only.

Table A2.2**Key Indicators of Student Well-Being, Remote Learning, and Social and Emotional Health**

	Grade 7 %	Grade 9 %	Grade 11 %	Table
Routines				
Eating of breakfast ^l	75	54	59	A11.2
Bedtime (before 11 pm)	63	40	35	A4.1
Sleep deprivation (less than 8 hours)	18	29	30	A4.1
Physical exercise (meets standards) ^{ll}	66	76	62	A4.4
Learning from Home				
Average days worked on schoolwork (≥ 5) ^{ll} ^δ	71	67	49	A5.1
Synchronous instruction (4 days or more) ^{ll} ^δ	79	75	65	A5.1
Interest in schoolwork done from home ^δ	41	32	50	A5.3
Meaningful opportunities [‡] ^δ	60	52	46	A5.2
Adult and Peer Relationships				
Adult supports [‡]	69	69	64	A7.7
Peer supports [‡]	56	57	64	A7.6
Virtual peer interactions (4 days or more) ^{ll}	42	63	55	A4.3
Cyberbullying [§]	15	23	16	A8.3
Social and Emotional Health				
Social emotional distress [‡]	20	20	26	A7.10
Experienced chronic sadness/hopelessness [§]	34	31	48	A7.1
Considered suicide [§]	7	14	11	A7.2
Self-Efficacy [‡]	60	62	61	A7.3
Self-Awareness [‡]	58	63	68	A7.4
Problem Solving [‡]	46	39	45	A7.5
Optimism [‡]	55	46	57	A7.8
Gratitude [‡]	70	62	57	A7.9

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.

^lToday.

^{ll}Past 7 days.

^{lll}Past 30 days.

^δRemote and Hybrid Models only.

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

[§]Past 12 months.

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %
In-School Model	16	9	5
Remote Learning Model	70	75	73
Hybrid Model (in school on alternate days)	7	8	9
Hybrid Model (in school half days)	7	9	13

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.”

Hybrid Model (in school on alternate days) - Respondents selecting “I went to school in person at my school building for the entire day on some weekdays and participated in school from home on other weekdays.”

Hybrid Model (in school half days) - Respondents selecting “I went to school in person at my school building for half of the day and participated in classes from home during the other half of the day on most or all weekdays.”

Table A3.2

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %
Male	44	50	35
Female	49	46	64
Nonbinary	3	3	0
Something else	4	1	2

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
Straight (not gay)	68	76	72
Lesbian or Gay	3	3	0
Bisexual	5	8	19
Something else	10	2	0
Not sure	4	4	2
Decline to respond	10	7	8

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
No, I am not transgender	84	83	91
Yes, I am transgender	3	1	2
I am not sure if I am transgender	5	8	0
Decline to respond	9	8	7

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
American Indian or Alaska Native	4	0	2
Asian or Asian American	11	8	7
Black or African American	20	32	19
Hispanic or Latinx	23	35	44
Native Hawaiian or Pacific Islander	3	2	0
White	10	9	13
Mixed (two or more) ethnics	14	9	9
Something else	15	5	6

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
A home with one or more parent or guardian	66	76	81
Other relative's home	4	4	4
A home with more than one family	14	12	9
Friend's home	1	2	2
Foster home, group care, or waiting placement	0	0	0
Hotel or motel	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	1	0
Other living arrangement	15	4	4

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
Did not finish high school	19	13	18
Graduated from high school	21	20	33
Attended college but did not complete four-year degree	11	15	10
Graduated from college	9	16	20
Don't know	40	36	20

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***Free or Reduced Price Meals Eligibility***

	Grade 7 %	Grade 9 %	Grade 11 %
No	19	11	11
Yes	49	58	58
Don't know	32	31	30

Question HS/MS A.12, 13: Do you receive free or reduced-price lunches at school? (Receiving free or reduced-price lunches means that lunch at school is provided to you for free or you pay less for it.) [In-school/Hybrid only]... Last year, did you receive free or reduced-price lunches at school? (Receiving free or reduced-price lunches means that lunch at school is provided to you for free or you pay less for it.) [Remote only]

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

Table A3.9***Language Spoken at Home***

	Grade 7 %	Grade 9 %	Grade 11 %
English	53	55	51
Spanish	16	24	25
Mandarin	0	0	4
Cantonese	0	1	0
Taiwanese	0	0	0
Tagalog	0	1	0
Vietnamese	0	0	0
Korean	0	0	0
Arabic	4	2	2
Other	27	17	19

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

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

Table A3.10
English Language Proficiency – All Students

	Grade 7 %	Grade 9 %	Grade 11 %
How well do you... understand English?			
Very well	81	74	63
Well	17	24	27
Not well	1	2	10
Not at all	0	0	0
speak English?			
Very well	68	68	62
Well	32	28	26
Not well	0	3	12
Not at all	0	0	0
read English?			
Very well	60	65	57
Well	35	28	35
Not well	6	7	8
Not at all	0	0	0
write English?			
Very well	63	65	63
Well	31	29	27
Not well	6	6	10
Not at all	0	0	0
English Language Proficiency Status			
Proficient	63	60	61
Not proficient	37	40	39

Question HS/MS A.15-18: 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 A3.11**English Language Proficiency – Students Speaking a Language Other Than English at Home**

	Grade 7 %	Grade 9 %	Grade 11 %
How well do you...			
understand English?			
Very well	67	59	48
Well	31	37	32
Not well	3	5	20
Not at all	0	0	0
speak English?			
Very well	51	54	42
Well	49	41	38
Not well	0	5	21
Not at all	0	0	0
read English?			
Very well	47	49	38
Well	47	39	50
Not well	6	12	13
Not at all	0	0	0
write English?			
Very well	46	55	44
Well	46	36	36
Not well	9	10	20
Not at all	0	0	0
English Language Proficiency Status			
Proficient	49	44	42
Not proficient	51	56	58

Question HS/MS A.14-18: 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 A3.12***Number of Days Attending Afterschool Program (In-School and Hybrid Only)***

	Grade 7 %	Grade 9 %	Grade 11 %
I do not attend my school's afterschool program	61	68	71
1 day	9	5	0
2 days	13	5	14
3 days	0	0	0
4 days	0	9	7
5 days	17	14	7

Question HS/MS A.28: 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 A3.13***Military Connections***

	Grade 7 %	Grade 9 %	Grade 11 %
No	88	90	84
Yes	1	4	8
Don't know	11	5	8

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
Sleep Schedule

	Grade 7 %	Grade 9 %	Grade 11 %
What time did you go to bed last night?			
Before 7:00 pm	0	0	4
7:00-7:59 pm	1	1	2
8:00-8:59 pm	13	2	4
9:00-9:59 pm	21	17	2
10:00-10:59 pm	28	20	24
11:00-11:59 pm	15	16	20
12:00-12:59 am	10	10	17
After 1:00 am	12	34	28
What time did you wake up this morning?			
Before 5:00 am	1	4	4
5:00-5:59 am	4	2	2
6:00-6:59 am	5	9	9
7:00-7:59 am	26	21	25
8:00-8:59 am	49	47	34
9:00-9:59 am	9	13	15
10:00-10:59 am	3	1	4
11:00-11:59 am	1	2	2
12 pm or later	1	1	6
Sleep duration			
Less than 6 hours	0	4	6
6-7 hours	18	25	25
8-9 hours	33	40	36
10-11 hours	34	27	25
12 hours or more	14	3	9
<i>Sleep deprivation (less than 8 hours)</i>	18	29	30

Question HS/MS A.19, 20: What time did you go to bed last night?... What time did you wake up this morning?

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

Table A4.2**Attending School in Person (Hybrid Only)**

	Grade 7 %	Grade 9 %	Grade 11 %
Are you attending school in person today?			
No	42	86	64
Yes	58	14	36
In the past 30 days, how many days in an average week did you go to school in person?			
0 days	50	79	36
1 day	0	7	9
2 days	25	7	36
3 days	0	7	0
4 days	8	0	9
5 days	17	0	9

Question HS/MS A.24, 25: In the past 30 days, how many days in an average week did you go to school in person?... Are you attending school in person today?

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

Table A4.3**Peer Interactions (Virtual), Past 7 Days**

	Grade 7 %	Grade 9 %	Grade 11 %
0 days	38	13	13
1 day	1	5	9
2 days	8	9	9
3 days	10	10	15
4 days	11	13	4
5 days	10	4	6
6 days	0	6	2
7 days	22	41	43

Question HS/MS A.68: On how many of the past 7 days did you talk to your friends by phone, computer, or tablet (iPad)?

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

Table A4.4***Number of Days Exercising, Past 7 Days***

	Grade 7 %	Grade 9 %	Grade 11 %
Exercise or do a physical activity for at least 20 minutes that made you sweat and breathe hard			
0 days	12	14	17
1 day	8	5	4
2 days	21	10	26
3 days	18	29	13
4 days	14	16	6
5 days	7	9	9
6 days	4	4	11
7 days	16	13	15
Participate in a physical activity for at least 30 minutes that did not make you sweat and breathe hard			
0 days	12	8	19
1 day	14	14	13
2 days	12	13	9
3 days	15	12	11
4 days	19	16	11
5 days	5	14	11
6 days	4	9	9
7 days	18	13	19
<i>Meets aerobic physical fitness standards</i>	66	76	62

Question HS/MS A.69, 70: On how many of the past 7 days did you... exercise or do a physical activity for at least 20 minutes that made you sweat and breathe hard? (For example, basketball, soccer, running, fast bicycling, fast dancing, or similar aerobic activities.)... participate in a physical activity for at least 30 minutes that did not make you sweat and breathe hard? (For example, fast walking, slow bicycling, shooting baskets, raking leaves, or mopping floors.)

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.

5. Learning from Home

Table A5.1

Remote Learning Schedule and Instructional Time (Remote and Hybrid Only)

	Grade 7 %	Grade 9 %	Grade 11 %
Time started schoolwork from home today[#]			
Before 7:00 am	5	4	4
7:00-7:59 am	5	4	0
8:00-8:59 am	23	19	4
9:00-9:59 am	38	32	45
10:00-10:59 am	3	4	11
11:00-11:59 am	3	5	2
12 pm or later	22	33	34
Time spent on learning and completing schoolwork from home on the average weekday			
Less than 1 hour	22	13	24
Between 1 and 2 hours	28	23	20
Between 2 and 3 hours	13	24	12
Between 3 and 4 hours	6	9	20
Between 4 and 5 hours	11	13	10
More than 5 hours	20	20	14
Number of days in the past week participating in an online class from home where your teacher talked to students			
0 days	1	6	8
1 day	7	4	8
2 days	7	4	4
3 days	4	11	14
4 days	6	5	18
5 days	73	70	47

Question HS/MS A.30-33: On the weekdays you participated in school from home, how much of your day did you spend learning and completing schoolwork on the average day? [Hybrid only]... On the average weekday, how much of your day did you spend learning and completing schoolwork from home? [Remote only]... What time did you start your schoolwork from home today?... 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)?

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

[#]Based on 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” to question “Which of the following best describes your school schedule during the past 30 days?” or “No” to question “Are you attending school in person today?”

Table A5.1**Remote Learning Schedule and Instructional Time – Continued (Remote and Hybrid Only)**

	Grade 7 %	Grade 9 %	Grade 11 %
Number of weekdays participating in school from home for the entire school day			
0 days	8	5	16
1 day	6	2	0
2 days	8	4	12
3 days	0	11	12
4 days	8	11	10
5 days	71	67	49

Question HS/MS A.29: In the past 30 days, how many weekdays in an average week did you participate in school from home for an entire school day?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
Not at all true	15	22	33
A little true	25	26	22
Pretty much true	35	38	30
Very much true	25	14	15

Question HS/MS A.57: 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 and Hybrid Only)***

	Grade 7 %	Grade 9 %	Grade 11 %
Strongly disagree	13	21	11
Disagree	18	16	9
Neither disagree nor agree	28	31	30
Agree	33	23	39
Strongly agree	8	9	11

Question HS/MS A.50: How strongly do you agree or disagree with the following statements?... I am interested in the schoolwork I do when participating in school from home.

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

6. School Performance, Engagement, and Supports

Table A6.1

Grades, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %
Mostly A's	16	15	25
A's and B's	24	21	19
Mostly B's	5	7	4
B's and C's	23	9	25
Mostly C's	8	6	8
C's and D's	11	19	8
Mostly D's	1	8	6
Mostly F's	11	15	6

Question HS/MS A.36: 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 (In-School and Hybrid Only)

	Grade 7 %	Grade 9 %	Grade 11 %
I did not miss any days of school in the past 30 days	52	64	64
1 day	30	9	7
2 days	9	9	21
3 or more days	9	18	7

Question HS/MS A.22, 26: In the past 30 days, how often did you miss an entire day of school for any reason?

[In-school only]... In the past 30 days, how often did you miss an entire day of in-person school for any reason?

[Hybrid only]

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

Table A6.3**Missing School from Home, Past 30 Days (Remote and Hybrid Only)**

	Grade 7 %	Grade 9 %	Grade 11 %
I did not miss an entire day of remote learning classes	62	55	49
1 day	17	15	18
2 days	15	11	14
3 or more days	6	19	18

Question HS/MS A.34: In the past 30 days, how often did you miss an entire day of remote learning classes for any reason?

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

Table A6.4**Missing Classes at School, Past 30 Days (In-School and Hybrid Only)**

	Grade 7 %	Grade 9 %	Grade 11 %
I did not miss any classes/scheduled in-person classes	36	64	57
1-2 classes	59	18	14
3-4 classes	5	5	14
5 or more classes	0	14	14

Question HS/MS A.23, 27: In the past 30 days, how many classes did you miss for any reason? [In-school only]... In the past 30 days, how many in-person school classes did you miss for any reason? [Hybrid only]

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

Table A6.5**Missing Remote Classes, Past 30 Days (Remote and Hybrid Only)**

	Grade 7 %	Grade 9 %	Grade 11 %
I did not miss any remote learning classes	48	38	30
1-2 classes	32	33	49
3-4 classes	14	16	9
5 or more classes	6	12	13

Question HS/MS A.35: In the past 30 days, how many remote learning classes did you miss for any reason?

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

Table A6.6***Reasons for Absence, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %
Does not apply; I didn't miss any school	82		
Illness (feeling physically sick), including problems with breathing or your teeth	9		
Were being bullied or mistreated at school (<i>In-School and Hybrid Only</i>)	0		
Felt very sad, hopeless, anxious, stressed, or angry	0		
Didn't get enough sleep	18		
Didn't feel safe at school or going to and from school (<i>In-School and Hybrid Only</i>)	0		
Had to take care of or help a family member or friend	18		
Wanted to spend time with friends	0		
Used alcohol or drugs	0		
Were behind in schoolwork or weren't prepared for a test or class assignment	0		
Were bored or uninterested in school	0		
Had no transportation to school (<i>In-School and Hybrid Only</i>)	0		
Other reason	0		

Question HS/MS A.37-39: 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 in-person school or school from home for any of the following reasons? (Mark All That Apply.) [Hybrid 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 A6.7***School Environment, School Connectedness, Academic Motivation, and Promotion of Parent Involvement Scales***

	Grade 7 %	Grade 9 %	Grade 11 %	Table
Total school supports	57	53	68	
Caring adults in school [‡]	59	54	61	A6.8
High expectations-adults in school [‡]	75	66	73	A6.9
Meaningful participation at school ^{‡Φ}	48	42	41	A6.10
School connectedness ^{†Φ}	64	29	52	A6.11
Academic motivation [†]	66	55	63	A6.12
Promotion of parent involvement in school [†]	54	37	58	A6.14

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

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

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

^Φ*In-School and Hybrid Models only.*

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

Table A6.8***Caring Relationships Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %
Caring adults in school			
<i>Average reporting “Pretty much true” or “Very much true”</i>	59	54	61
<i>There is a teacher or some other adult from my school... who really cares about me.</i>			
Not at all true	12	10	10
A little true	29	40	31
Pretty much true	36	38	33
Very much true	23	12	27
<i>who notices when I’m not there.</i>			
Not at all true	15	18	19
A little true	31	31	29
Pretty much true	32	42	25
Very much true	22	9	27
<i>who listens to me when I have something to say.</i>			
Not at all true	9	15	8
A little true	31	23	19
Pretty much true	29	44	40
Very much true	31	18	33

Question HS/MS A.55, 58, 61: 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 A6.9***High Expectations Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %
High expectations-adults in school			
<i>Average reporting “Pretty much true” or “Very much true”</i>	75	66	73
<i>There is a teacher or some other adult from my school... who tells me when I do a good job.</i>			
Not at all true	6	6	7
A little true	20	30	22
Pretty much true	37	41	35
Very much true	37	23	37
<i>who always wants me to do my best.</i>			
Not at all true	4	9	4
A little true	21	17	23
Pretty much true	22	41	32
Very much true	52	33	40
<i>who believes that I will be a success.</i>			
Not at all true	9	12	6
A little true	18	27	21
Pretty much true	33	31	31
Very much true	40	30	42

Question HS/MS A.56, 59, 62: 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 A6.10**Meaningful Participation Scale Questions (In-School and Hybrid Only)**

	Grade 7 %	Grade 9 %	Grade 11 %
Meaningful participation at school			
<i>Average reporting “Pretty much true” or “Very much true”</i>	48	42	41
At school,...			
I do interesting activities.			
Not at all true	11	18	25
A little true	33	41	33
Pretty much true	39	18	33
Very much true	17	24	8
I help decide things like class activities or rules.			
Not at all true	31	0	17
A little true	19	53	33
Pretty much true	38	40	42
Very much true	13	7	8
I do things that make a difference.			
Not at all true	6	6	9
A little true	50	44	64
Pretty much true	38	50	18
Very much true	6	0	9
I have a say in how things work.			
Not at all true	25	29	17
A little true	31	29	50
Pretty much true	38	36	17
Very much true	6	7	17
I help decide school activities or rules.			
Not at all true	29	40	33
A little true	29	20	17
Pretty much true	29	33	42
Very much true	12	7	8

Question HS/MS A.63-67: At school,... 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 A6.11**School Connectedness Scale Questions (In-School and Hybrid Only)**

	Grade 7 %	Grade 9 %	Grade 11 %
School connectedness			
<i>Average reporting “Agree” or “Strongly agree”</i>	64	29	52
I feel close to people at this school.			
Strongly disagree	14	13	8
Disagree	19	7	31
Neither disagree nor agree	19	33	38
Agree	48	40	0
Strongly agree	0	7	23
I am happy to be at this school.			
Strongly disagree	5	12	0
Disagree	15	12	17
Neither disagree nor agree	20	41	25
Agree	40	18	33
Strongly agree	20	18	25
I feel like I am part of this school.			
Strongly disagree	5	13	0
Disagree	11	6	17
Neither disagree nor agree	21	50	33
Agree	58	13	33
Strongly agree	5	19	17
The teachers at this school treat students fairly.			
Strongly disagree	0	20	0
Disagree	0	7	17
Neither disagree nor agree	11	40	8
Agree	78	20	50
Strongly agree	11	13	25
I feel safe in my school.			
Strongly disagree	0	0	0
Disagree	13	31	17
Neither disagree nor agree	31	63	33
Agree	44	0	25
Strongly agree	13	6	25

Question HS/MS A.40-44: How strongly do you agree or disagree with the following statements?... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.

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

Table A6.12**Academic Motivation Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %
Academic motivation			
<i>Average reporting “Agree” or “Strongly agree”</i>	66	55	63
I try hard to make sure that I am good at my schoolwork.			
Strongly disagree	7	7	2
Disagree	4	7	9
Neither disagree nor agree	10	20	21
Agree	54	36	38
Strongly agree	25	29	30
I try hard on my schoolwork because I am interested in it.			
Strongly disagree	13	10	4
Disagree	15	27	19
Neither disagree nor agree	31	36	30
Agree	26	23	34
Strongly agree	15	5	13
I work hard to try to understand new things when doing my schoolwork.			
Strongly disagree	8	4	2
Disagree	1	7	11
Neither disagree nor agree	26	21	21
Agree	39	51	49
Strongly agree	25	17	17
I am always trying to do better in my schoolwork.			
Strongly disagree	3	6	2
Disagree	5	5	6
Neither disagree nor agree	14	30	21
Agree	47	28	40
Strongly agree	32	31	31

Question HS/MS A.51-54: 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 A6.13***Maintaining Focus on Schoolwork***

	Grade 7 %	Grade 9 %	Grade 11 %
It is hard for me to stay focused when doing my schoolwork.			
Strongly disagree	10	9	6
Disagree	24	9	15
Neither disagree nor agree	19	28	36
Agree	31	28	28
Strongly agree	17	27	15

Question HS/MS A.49: 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 A6.14***Promotion of Parent Involvement Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %
Promotion of parent involvement in school			
<i>Average reporting “Agree” or “Strongly agree”</i>	54	37	58
Teachers at this school communicate with parents about what students are expected to learn in class.			
Strongly disagree	5	8	4
Disagree	9	7	6
Neither disagree nor agree	28	40	31
Agree	46	36	51
Strongly agree	11	8	8
Parents feel welcome to participate at this school.			
Strongly disagree	5	9	4
Disagree	12	7	6
Neither disagree nor agree	30	52	30
Agree	42	27	51
Strongly agree	10	5	9
School staff take parent concerns seriously.			
Strongly disagree	8	13	2
Disagree	8	10	6
Neither disagree nor agree	32	42	34
Agree	39	29	47
Strongly agree	11	7	11

Question HS/MS A.46-48: 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 A6.15**Checking Student Progress**

	Grade 7 %	Grade 9 %	Grade 11 %
A teacher or some other adult from my school checks on how I am doing			
Not at all true	15	13	15
A little true	18	36	23
Pretty much true	31	35	38
Very much true	35	16	23

Question HS/MS A.60: There is a teacher or some other adult from my school... who checks on how I am doing.
Note: Cells are empty if there are less than 10 respondents.

Table A6.16**Quality of School Physical Environment (In-School and Hybrid Only)**

	Grade 7 %	Grade 9 %	Grade 11 %
My school is usually clean and tidy.			
Strongly disagree	16	6	0
Disagree	16	25	8
Neither disagree nor agree	26	50	42
Agree	32	19	33
Strongly agree	11	0	17

Question HS/MS A.45: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.
Note: Cells are empty if there are less than 10 respondents.

7. Social and Emotional Health

Table A7.1

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %
No	66	69	52
Yes	34	31	48

Question HS A.153/MS A.141: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

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

Table A7.2

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %
No	93	86	89
Yes	7	14	11

Question HS A.154/MS A.142: 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**Self-Efficacy Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %
Self-efficacy			
<i>Average reporting “Pretty much true” or “Very much true”</i>	60	62	61
I can work out my problems.			
Not at all true	13	10	12
A little true	33	39	40
Pretty much true	39	32	30
Very much true	15	19	19
I can do most things if I try.			
Not at all true	8	8	12
A little true	24	19	21
Pretty much true	37	43	44
Very much true	31	29	23
There are many things that I do well.			
Not at all true	6	6	19
A little true	37	31	14
Pretty much true	32	41	35
Very much true	24	23	33

Question HS A.165-167/MS A.153-155: 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 A7.4***Self-Awareness Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %
Self-awareness			
<i>Average reporting “Pretty much true” or “Very much true”</i>	58	63	68
There is a purpose to my life.			
Not at all true	16	11	21
A little true	25	26	7
Pretty much true	26	29	28
Very much true	33	33	44
I understand my moods and feelings.			
Not at all true	13	11	16
A little true	31	25	21
Pretty much true	38	36	21
Very much true	18	28	42
I understand why I do what I do.			
Not at all true	11	11	12
A little true	26	25	19
Pretty much true	46	39	35
Very much true	16	25	35

Question HS A.168-170/MS A.156-158: 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 A7.5***Problem Solving Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %
Problem solving			
<i>Average reporting “Pretty much true” or “Very much true”</i>	46	39	45
When I need help I find someone to talk with.			
Not at all true	29	25	35
A little true	24	36	19
Pretty much true	26	26	23
Very much true	21	13	23
I try to work out my problems by talking or writing about them.			
Not at all true	32	29	33
A little true	25	42	28
Pretty much true	22	14	21
Very much true	22	15	19
I trust my ability to solve difficult problems.			
Not at all true	18	13	19
A little true	35	39	33
Pretty much true	27	29	26
Very much true	20	19	23

Question HS A.171, 175, 176/MS A.159, 163, 164: 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.

Table A7.6**Peer Supports Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %
Peer supports			
<i>Average reporting “Pretty much true” or “Very much true”</i>	56	57	64
I have a friend my age who really cares about me.			
Not at all true	14	18	17
A little true	25	14	17
Pretty much true	19	32	26
Very much true	42	36	40
I have a friend my age who talks with me about my problems.			
Not at all true	22	22	24
A little true	26	25	14
Pretty much true	22	26	29
Very much true	29	26	33
I have a friend my age who helps me when I’m having a hard time.			
Not at all true	17	19	21
A little true	28	31	14
Pretty much true	21	28	33
Very much true	34	22	31

Question HS A.183-185/MS A.171-173: How true do you feel these statements are about your 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.

Table A7.7**Adult Supports Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %
Adult supports			
<i>Average reporting “Pretty much true” or “Very much true”</i>	69	69	64
How true do you feel these statements are about your family?			
There is an adult who really cares about me.			
Not at all true	4	7	10
A little true	13	8	12
Pretty much true	21	24	24
Very much true	63	61	55
There is an adult who talks with me about my problems.			
Not at all true	23	16	31
A little true	19	27	12
Pretty much true	26	21	19
Very much true	32	36	38
There is an adult who helps me when I am having a hard time.			
Not at all true	15	20	26
A little true	22	16	17
Pretty much true	20	26	19
Very much true	44	39	38

Question HS A.180-182/MS A.168-170: How true do you feel these statements are about your family?... There is an adult who really cares about me... There is an adult who talks with me about my problems... There is an adult who helps me when I am having a hard time.

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

Table A7.8**Optimism Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %
Optimism			
<i>Average reporting “Pretty much true” or “Very much true”</i>	55	46	57
Each day I look forward to having a lot of fun.			
Not at all true	17	23	23
A little true	25	34	28
Pretty much true	32	31	23
Very much true	27	13	26
I usually expect to have a good day.			
Not at all true	11	22	23
A little true	31	32	14
Pretty much true	38	36	33
Very much true	20	10	30
Overall, I expect more good things to happen to me than bad things.			
Not at all true	23	26	21
A little true	29	25	17
Pretty much true	27	26	29
Very much true	21	22	33

Question HS A.172-174/MS A.160-162: 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 A7.9**Gratitude Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %
Gratitude			
<i>Average reporting “Pretty much true” or “Very much true”</i>	70	62	57
On most days I feel grateful.			
Not at all true	8	11	21
A little true	20	24	19
Pretty much true	35	39	19
Very much true	37	26	42
On most days I feel thankful.			
Not at all true	12	13	28
A little true	12	22	14
Pretty much true	39	38	23
Very much true	37	28	35
On most days I feel appreciative.			
Not at all true	12	15	28
A little true	24	31	21
Pretty much true	42	35	16
Very much true	22	19	35

Question HS A.177-179/MS A.165-167: 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 A7.10
Social Emotional Distress Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %
Social emotional distress			
<i>Average reporting “Pretty much true” or “Very much true”</i>	20	20	26
I had a hard time breathing because I was anxious.			
Not at all true	71	73	67
A little true	21	12	12
Pretty much true	8	11	14
Very much true	0	4	7
I worried that I would embarrass myself in front of others.			
Not at all true	49	42	51
A little true	25	29	21
Pretty much true	11	16	19
Very much true	15	12	9
I was tense and uptight.			
Not at all true	66	57	57
A little true	25	26	24
Pretty much true	8	14	7
Very much true	2	4	12
I had a hard time relaxing.			
Not at all true	54	45	47
A little true	23	30	28
Pretty much true	16	14	12
Very much true	7	11	14

Question HS A.155-158/MS A.143-146: Over the past 30 days, how true do you feel these statements are about you?... I had a hard time breathing because I was anxious... I worried that I would embarrass myself in front of others... I was tense and uptight... I had a hard time relaxing.

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

Table A7.10
Social Emotional Distress Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %
I felt sad and down.			
Not at all true	62	53	52
A little true	18	19	12
Pretty much true	13	13	12
Very much true	7	15	24
I was easily irritated.			
Not at all true	50	47	42
A little true	15	22	23
Pretty much true	17	15	12
Very much true	18	16	23
It was hard for me to cope and I thought I would panic.			
Not at all true	70	70	63
A little true	17	18	16
Pretty much true	10	8	7
Very much true	3	4	14
It was hard for me to get excited about anything.			
Not at all true	62	64	56
A little true	17	23	19
Pretty much true	12	8	12
Very much true	10	5	14

Question HS A.159-162/MS A.147-150: Over the past 30 days, how true do you feel these statements are about you?... 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.

Table A7.10
Social Emotional Distress Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %
I was easily annoyed and sensitive.			
Not at all true	52	53	50
A little true	24	22	17
Pretty much true	15	14	14
Very much true	10	12	19
I was scared for no good reason.			
Not at all true	65	73	57
A little true	10	18	21
Pretty much true	15	5	17
Very much true	11	4	5

Question HS A.163, 164/MS A.151, 152: Over the past 30 days, how true do you feel these statements are about you?... I was easily annoyed and sensitive... I was scared for no good reason.

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 and Hybrid Only)

	Grade 7 %	Grade 9 %	Grade 11 %
Very safe	28	31	36
Safe	39	31	27
Neither safe nor unsafe	28	31	36
Unsafe	6	8	0
Very unsafe	0	0	0

Question HS A.128/MS A.116: 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 (In-School and Hybrid Only)**

	Grade 7 %	Grade 9 %	Grade 11 %
Race, ethnicity, or national origin			
0 times	87	77	90
1 time	13	8	0
2 or more times	0	15	10
Religion			
0 times	92	85	80
1 time	0	15	10
2 or more times	8	0	10
Gender			
0 times	86	100	90
1 time	7	0	0
2 or more times	7	0	10
Because you are gay, lesbian, or bisexual or someone thought you were			
0 times	92	92	90
1 time	8	8	10
2 or more times	0	0	0
A physical or mental disability			
0 times	87	92	90
1 time	13	8	10
2 or more times	0	0	0
Any of the above five reasons	29	23	20

Question HS A.144-148/MS A.132-136: 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... Your religion... Your gender... Because you are gay, lesbian, or bisexual or someone thought you were... A physical or mental disability.

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

Table A8.2**Reasons for Harassment on School Property, Past 12 Months – Continued (In-School and Hybrid Only)**

	Grade 7 %	Grade 9 %	Grade 11 %
You are an immigrant or someone thought you were			
0 times	100	92	90
1 time	0	8	0
2 or more times	0	0	10
Any other reason			
0 times	92	83	80
1 time	8	8	10
2 or more times	0	8	10
Any harassment	29	23	20

Question HS A.144-150/MS A.132-138: 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... Your religion... Your gender... Because you are gay, lesbian, or bisexual or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were... Any other reason.

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

Table A8.3**School Violence Victimization Scale Questions (In-School and Hybrid Only)**

	Grade 7 %	Grade 9 %	Grade 11 %
School violence victimization			
<i>Average reporting “1 or more times”</i>	13	24	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?			
0 times	80	92	91
1 time	13	0	0
2 to 3 times	7	0	9
4 or more times	0	8	0
been afraid of being beaten up?			
0 times	71	85	73
1 time	14	15	27
2 to 3 times	7	0	0
4 or more times	7	0	0
had mean rumors or lies spread about you?			
0 times	92	69	82
1 time	0	0	9
2 to 3 times	0	23	9
4 or more times	8	8	0
had sexual jokes, comments, or gestures made to you?			
0 times	100	77	90
1 time	0	0	10
2 to 3 times	0	15	0
4 or more times	0	8	0

Question HS A.129, 130, 132, 133/MS A.117, 118, 120, 121: 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?... been afraid of being beaten up?... had mean rumors or lies spread about you?... had sexual jokes, comments, or gestures made to you?

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

Table A8.3

School Violence Victimization Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %
<i>During the past 12 months, how many times on school property have you...</i>			
been made fun of because of your looks or the way you talk? <i>(In-School and Hybrid Only)</i>			
0 times	71	62	91
1 time	21	8	0
2 to 3 times	0	15	0
4 or more times	7	15	9
had your property stolen or deliberately damaged? <i>(In-School and Hybrid Only)</i>			
0 times	93	92	91
1 time	0	0	9
2 to 3 times	0	8	0
4 or more times	7	0	0
been made fun of, insulted, or called names? <i>(In-School and Hybrid Only)</i>			
0 times	80	62	82
1 time	0	15	9
2 to 3 times	7	15	0
4 or more times	13	8	9
During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?			
0 times (never)	85	77	84
1 time	9	8	11
2 to 3 times	5	5	2
4 or more times	2	10	2

Question HS A.134, 135, 143, 151/MS A.122, 123, 131, 139: 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?... had your property stolen or deliberately damaged, such as your car, clothing, or books?... been made fun of, insulted, or called names?... 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 and Hybrid Only)

	Grade 7 %	Grade 9 %	Grade 11 %
School violence perpetration			
<i>Average reporting “1 or more times”</i>	3	14	5
<i>During the past 12 months, how many times on school property have you...</i>			
been in a physical fight?			
0 times	85	77	91
1 time	15	0	0
2 to 3 times	0	15	0
4 or more times	0	8	9
been offered, sold, or given an illegal drug?			
0 times	93	85	91
1 time	0	8	9
2 to 3 times	7	8	0
4 or more times	0	0	0
damaged school property on purpose?			
0 times	100	92	100
1 time	0	8	0
2 to 3 times	0	0	0
4 or more times	0	0	0
carried a gun?			
0 times	100	92	91
1 time	0	0	0
2 to 3 times	0	8	9
4 or more times	0	0	0
carried any other weapon (such as a knife or club)?			
0 times	93	92	100
1 time	7	8	0
2 to 3 times	0	0	0
4 or more times	0	0	0

Question HS A.131, 136-139/MS A.119, 124-127: 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 and Hybrid Only)**

	Grade 7 %	Grade 9 %	Grade 11 %
During the past 12 months, how many times on school property have you...			
been threatened with harm or injury?			
0 times	86	77	91
1 time	7	8	0
2 to 3 times	7	8	9
4 or more times	0	8	0
been threatened or injured with a weapon (gun, knife, club, etc.)?			
0 times	93	85	91
1 time	0	0	9
2 to 3 times	7	15	0
4 or more times	0	0	0

Question HS A.140, 142/MS A.128, 130: 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 and Hybrid Only)**

	Grade 7 %	Grade 9 %	Grade 11 %
During the past 12 months, how many times on school property have you...			
seen someone carrying a gun, knife, or other weapon?			
0 times	100	77	100
1 time	0	8	0
2 to 3 times	0	8	0
4 or more times	0	8	0

Question HS A.141/MS A.129: During the past 12 months, how many times on school property have you... seen someone carrying a gun, knife, or other weapon?

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

9. Alcohol and Other Drug Use

Table A9.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 7 %	Grade 9 %	Grade 11 %	Table
Lifetime illicit AOD use to get “high” [^]	18	33	31	A9.2
Lifetime alcohol or drug use	18	35	38	A9.2
Lifetime marijuana use	11	20	20	A9.2
Lifetime very drunk or high (7 or more times)	1	4	16	A9.7
Lifetime drinking and driving involvement	17	7	7	A9.11
Current alcohol or drug use [¶]	8	12	11	A9.5
Current marijuana use [¶]	4	11	7	A9.5
Current heavy drug use [¶]	6	7	7	A9.5
Current heavy alcohol use (binge drinking) [¶]	3	1	2	A9.5
Current alcohol or drug use on school property ^{¶ψ}				A9.8
Harmfulness of occasional marijuana use ^{BΦ}	36	14	18	A9.12
Difficulty of obtaining marijuana ^{CΦ}	6	7	9	A9.13

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

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

[¶]*Past 30 days.*

^ψ*In-School Models only.*

^Φ*In-School and Hybrid Models only.*

^B*Great harm.*

^C*Very difficult.*

Table A9.2**Summary of AOD Lifetime Use**

	Grade 7 %	Grade 9 %	Grade 11 %
Alcohol	9	7	23
Marijuana	11	20	20
Inhalants	8	4	2
Cocaine, methamphetamine, or any amphetamines	na	4	2
Heroin	na	3	0
Ecstasy, LSD, or other psychedelics	na	3	0
Prescription pain medication (opioids)	na	4	9
Tranquilizers or sedatives	na	3	5
Diet pills or other prescription stimulant	na	8	9
Cold/cough medicines or other over-the-counter medicines to get “high”	na	13	9
Any other drug, pill, or medicine to get “high”	7	4	2
Any of the above AOD use	18	35	38
Any illicit AOD use to get “high”[^]	18	33	31

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

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

na—Not asked of middle school students.

Table A9.3
Lifetime AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %
Alcohol (one full drink)			
0 times	91	93	77
1 time	4	3	2
2 to 3 times	0	3	7
4 or more times	4	1	14
Marijuana (smoke, vape, eat, or drink)			
0 times	89	80	80
1 time	3	11	5
2 to 3 times	3	3	0
4 or more times	6	7	16
Inhalants			
0 times	92	96	98
1 time	0	3	0
2 to 3 times	4	0	2
4 or more times	4	1	0
Cocaine, methamphetamine, or any amphetamines			
0 times	na	96	98
1 time	na	4	0
2 to 3 times	na	0	0
4 or more times	na	0	2
Heroin			
0 times	na	97	100
1 time	na	1	0
2 to 3 times	na	1	0
4 or more times	na	0	0
Ecstasy, LSD, or other psychedelics			
0 times	na	97	100
1 time	na	1	0
2 to 3 times	na	0	0
4 or more times	na	1	0

Question HS A.74-77, 79, 80/MS A.75-77: 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)... Heroin... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms).

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %
Prescription pain medication			
0 times	na	96	91
1 time	na	3	0
2 to 3 times	na	1	7
4 or more times	na	0	2
Tranquilizers or sedatives			
0 times	na	97	95
1 time	na	3	2
2 to 3 times	na	0	0
4 or more times	na	0	2
Diet pills			
0 times	na	95	93
1 time	na	3	5
2 to 3 times	na	1	2
4 or more times	na	1	0
Ritalin or Adderall or other prescription stimulant			
0 times	na	95	98
1 time	na	1	0
2 to 3 times	na	3	2
4 or more times	na	1	0
Cold/cough medicines or other over-the-counter medicines to get “high”			
0 times	na	87	91
1 time	na	1	0
2 to 3 times	na	4	0
4 or more times	na	8	9

Question HS A.81-85: During your life, how many times have you used the following?... Prescription pain medication (Vicodin, OxyContin, Percodan, Fentanyl)... Tranquilizers or sedatives (Xanax, Klonopin, Ativan, Valium)... Diet pills (Didrex, Dexedrine, Xenadrine, Skittles, M&M’s)... Ritalin or Adderall or other prescription stimulant... Cold/cough medicines or other over-the-counter medicines to get “high.”

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %
Any other drug, pill, or medicine to get “high” or for reasons other than medical			
0 times	93	96	98
1 time	3	0	0
2 to 3 times	3	4	0
4 or more times	1	0	2

Question HS A.86/MS A.79: During your life, how many times have you used the following?... 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 7 %	Grade 9 %	Grade 11 %
During your life, how many times have you used marijuana in any of the following ways...			
Smoke it?			
0 times	91	85	76
1 time	1	4	4
2 to 3 times	3	7	2
4 or more times	4	4	17
In a vaping device?			
0 times	90	88	84
1 time	3	3	0
2 to 3 times	4	4	0
4 or more times	3	5	16
Eat or drink it in products made with marijuana?			
0 times	90	88	89
1 time	1	7	0
2 to 3 times	3	3	2
4 or more times	6	3	9

Question HS A.90-92/MS A.83-85: During your life, how many times have you used marijuana in any of the following ways... Smoke it?... In a vaping device (vape pens, mods, portable vaporizers)?... Eat or drink it in products made with marijuana?

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

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

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

Question HS A.96-102/MS A.89-93: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?... inhalants (things you sniff, huff, or breathe to get “high”)?... prescription drugs to get “high” or for reasons other than prescribed?... any other drug, pill, or medicine to get “high” or for reasons other than medical?... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

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

Heavy drug use was calculated based on pattern of combined current drug use on three or more days (marijuana, inhalants, prescription pain medicine to get “high” (high school only), or any other illegal drug/pill to get “high”). na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %
Alcohol (one or more drinks)			
0 days	96	97	93
1 or 2 days	1	0	5
3 to 9 days	1	3	2
10 to 19 days	0	0	0
20 to 30 days	1	0	0
Binge drinking (5 or more drinks in a row)			
0 days	97	99	98
1 or 2 days	0	1	2
3 to 9 days	1	0	0
10 to 19 days	0	0	0
20 to 30 days	1	0	0
Marijuana (smoke, vape, eat, or drink)			
0 days	96	89	93
1 or 2 days	3	5	0
3 to 9 days	0	1	0
10 to 19 days	1	1	2
20 to 30 days	0	3	5

Question HS A.96-98/MS A.89-91: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
Very drunk or sick after drinking alcohol			
0 times	90	96	84
1 to 2 times	4	3	7
3 to 6 times	4	1	7
7 or more times	1	0	2
“High” (loaded, stoned, or wasted) from using drugs			
0 times	93	87	81
1 to 2 times	3	9	2
3 to 6 times	3	0	0
7 or more times	1	4	16
<i>Very drunk or “high” 7 or more times</i>	1	4	16

Question HS A.87, 88/MS A.80, 81: During your life, how many times have you been... very drunk or sick after drinking alcohol?... “high” (loaded, stoned, or wasted) from using drugs?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
Alcohol			
0 days			
1 to 2 days			
3 or more days			
Marijuana (smoke, vape, eat, or drink)			
0 days			
1 to 2 days			
3 or more days			
Any other drug, pill, or medicine to get “high” or for reasons other than medical			
0 days			
1 to 2 days			
3 or more days			
Any of the above			

Question HS A.106-108/MS A.97-99: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol?... use marijuana (smoke, vape, eat, or drink)?... use any other drug, pill, or medicine to get “high” or for reasons other than medical?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
0 times	94	95	87
1 to 2 times	1	3	4
3 to 6 times	3	3	9
7 or more times	1	0	0

Question HS A.89/MS A.82: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
Alcohol			
Does not apply, don't use	na	92	82
0 times	na	8	9
1 time	na	0	0
2 to 3 times	na	0	9
4 or more times	na	0	0
Marijuana			
Does not apply, don't use	na	79	82
0 times	na	7	9
1 time	na	14	0
2 to 3 times	na	0	9
4 or more times	na	0	0

Question HS A.124, 125: How many times have you tried to quit or stop using... alcohol?... marijuana?

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

na—Not asked of middle school students.

Table A9.11***Drinking While Driving, Lifetime***

	Grade 7 %	Grade 9 %	Grade 11 %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using			
Never	na	93	93
1 time	na	0	2
2 times	na	4	0
3 to 6 times	na	3	0
7 or more times	na	0	4
Have ridden in a car driven by someone who had been using alcohol or drugs			
Never	83	na	na
1 time	6	na	na
2 times	6	na	na
3 to 6 times	1	na	na
7 or more times	4	na	na

Question HS A.127/MS A.114: During your life, how many times have you ever driven a car when you had been using alcohol or drugs, or been in a car driven by a friend when he or she had been using?... During your life, how many times have you ridden in a car driven by someone who had been using alcohol or drugs?

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

na—Not asked of middle/high school students.

Table A9.12***Perceived Harm of AOD Use (In-School and Hybrid Only)***

	Grade 7 %	Grade 9 %	Grade 11 %
Alcohol - drink occasionally			
Great	36	7	18
Moderate	0	14	27
Slight	0	14	18
None	64	64	36
Alcohol - 5 or more drinks once or twice a week			
Great	29	14	36
Moderate	7	14	27
Slight	0	7	0
None	64	64	36
Marijuana - use occasionally			
Great	36	14	18
Moderate	0	7	36
Slight	0	14	9
None	64	64	36
Marijuana - use daily			
Great	29	14	30
Moderate	7	7	20
Slight	0	14	0
None	64	64	50

Question HS A.114-117/MS A.105-108: 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 A9.13***Perceived Difficulty of Obtaining Alcohol and Marijuana (In-School and Hybrid Only)***

	Grade 7 %	Grade 9 %	Grade 11 %
Alcohol			
Very difficult	13	7	9
Fairly difficult	6	7	9
Fairly easy	6	7	18
Very easy	0	14	9
Don't know	75	64	55
Marijuana			
Very difficult	6	7	9
Fairly difficult	6	0	9
Fairly easy	0	7	18
Very easy	6	21	9
Don't know	81	64	55

Question HS A.120, 121/MS A.111, 112: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana.

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

10. Tobacco Use

Table A10.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	Table
Use Prevalence and Patterns				
Ever smoked a whole cigarette	9	3	9	A10.2
Current cigarette smoking [¶]	3	1	4	A10.3
Current cigarette smoking at school ^{¶ψ}				A10.4
Ever tried smokeless tobacco	9	4	5	A10.2
Current smokeless tobacco use [¶]	7	0	2	A10.3
Current smokeless tobacco use at school ^{¶ψ}				A10.4
Ever used vape products	10	14	17	A10.2
Current use of vape products [¶]	6	5	4	A10.3
Current vaping at school ^{¶ψ}				A10.4
Cessation Attempts				
Tried to quit or stop using cigarettes ^Φ	na	7	0	A10.6
Tried to quit or stop using vapes ^Φ	na	7	0	A10.6
Attitudes and Correlates				
Harmfulness of occasional cigarette smoking ^{BΦ}	35	14	27	A10.7
Harmfulness of smoking 1 or more packs/day ^{BΦ}	29	29	36	A10.7
Harmfulness of vaping occasionally ^{BΦ}	36	14	27	A10.8
Harmfulness of vaping several times a day ^{BΦ}	29	21	27	A10.8
Difficulty of obtaining cigarettes ^{CΦ}	13	7	9	A10.9
Difficulty of obtaining vape products ^{CΦ}	7	7	9	A10.9
Anti-Tobacco Policy				
School bans tobacco use and vaping ^Φ	35	21	55	A10.10

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

[¶]Past 30 days.

^ψIn-School Models only.

^ΦIn-School and Hybrid Models only.

^BGreat harm.

^CVery difficult.

na—Not asked of middle school students.

Table A10.2
Lifetime Tobacco Use

	Grade 7 %	Grade 9 %	Grade 11 %
A cigarette, even one or two puffs			
0 times	93	na	na
1 time	1	na	na
2 to 3 times	3	na	na
4 or more times	3	na	na
A whole cigarette			
0 times	91	97	91
1 time	1	0	5
2 to 3 times	0	3	0
4 or more times	7	0	5
Smokeless tobacco			
0 times	91	96	95
1 time	1	1	2
2 to 3 times	1	1	2
4 or more times	6	1	0
Vape products			
0 times	90	86	83
1 time	4	7	2
2 to 3 times	3	6	0
4 or more times	3	1	14

Question HS A.71-73/MS A.71-74: During your life, how many times have you used the following?... A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Vape products.

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

na—Not asked of high school students.

Table A10.3
Any Current Use and Daily Use

	Grade 7 %	Grade 9 %	Grade 11 %
Cigarettes			
Any	3	1	4
Daily (20 or more days)	0	0	0
Smokeless tobacco			
Any	7	0	2
Daily (20 or more days)	1	0	0
Vape products			
Any	6	5	4
Daily (20 or more days)	0	0	0

Question HS A.93-95/MS A.86-88: 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 A10.4

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

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

Question HS A.103-105/MS A.94-96: 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 A10.5***Secondhand Smoke on School Property, Past 30 days (In-School Only)***

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

Question HS A.109/MS A.100: 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 A10.6***Cigarette Smoking and Vaping Cessation Attempts (In-School and Hybrid Only)***

	Grade 7 %	Grade 9 %	Grade 11 %
Cigarettes			
Does not apply, don't use	na	86	91
0 times	na	7	9
1 time	na	7	0
2 to 3 times	na	0	0
4 or more times	na	0	0
Vapes			
Does not apply, don't use	na	79	82
0 times	na	14	18
1 time	na	7	0
2 to 3 times	na	0	0
4 or more times	na	0	0

Question HS A.122, 123: How many times have you tried to quit or stop using... cigarettes?... vapes?

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

na—Not asked of middle school students.

Table A10.7***Perceived Harm of Cigarette Smoking (In-School and Hybrid Only)***

	Grade 7 %	Grade 9 %	Grade 11 %
Smoke cigarettes occasionally			
Great	35	14	27
Moderate	0	14	27
Slight	6	7	9
None	59	64	36
Smoke 1 or more packs of cigarettes each day			
Great	29	29	36
Moderate	0	0	27
Slight	7	7	0
None	64	64	36

Question HS A.110, 111/MS A.101, 102: 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 A10.8***Perceived Harm of Using Vape Products (In-School and Hybrid Only)***

	Grade 7 %	Grade 9 %	Grade 11 %
Use vape products occasionally			
Great	36	14	27
Moderate	0	14	18
Slight	0	7	18
None	64	64	36
Use vape products several times a day			
Great	29	21	27
Moderate	0	0	36
Slight	7	14	0
None	64	64	36

Question HS A.112, 113/MS A.103, 104: How much do people risk harming themselves physically and in other ways when they do the following?... Use vape products occasionally... Use vape products several times a day (100 puffs or more).

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

Table A10.9***Perceived Difficulty of Obtaining Cigarettes and Vape Products (In-School and Hybrid Only)***

	Grade 7 %	Grade 9 %	Grade 11 %
Cigarettes			
Very difficult	13	7	9
Fairly difficult	6	0	9
Fairly easy	0	7	18
Very easy	0	14	0
Don't know	81	71	64
Vape products			
Very difficult	7	7	9
Fairly difficult	7	0	18
Fairly easy	0	29	9
Very easy	0	0	9
Don't know	87	64	55

Question HS A.118, 119/MS A.109, 110: 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 A10.10***School Bans Tobacco Use and Vaping (In-School and Hybrid Only)***

	Grade 7 %	Grade 9 %	Grade 11 %
No	18	21	0
Yes	35	21	55
Don't know	47	57	45

Question HS A.126/MS A.113: Does your school have a policy that bans tobacco use and vaping on school property and at school sponsored events?

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

11. Other Health Risks

Table A11.1

Alone After School (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %
Never	64	na	na
1 day	14	na	na
2 days	4	na	na
3 days	1	na	na
4 days	3	na	na
5 days	13	na	na

Question MS A.115: In a normal week, how many days are you home after school for at least one hour without an adult there?

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

na—Not asked of high school students.

Table A11.2

Eating of Breakfast

	Grade 7 %	Grade 9 %	Grade 11 %
No	25	46	41
Yes	75	54	59

Question HS/MS A.21: Did you eat breakfast today?

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

Table A11.3

Gang Involvement (In-School and Hybrid Only)

	Grade 7 %	Grade 9 %	Grade 11 %
No	81	100	100
Yes	19	0	0

Question HS A.152/MS A.140: Do you consider yourself a member of a gang?

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

12. Race/Ethnic Breakdowns

Table A12.1

School Engagement and Supports by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %
School Connectedness[†] (<i>In-School and Hybrid 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			
Black or African American	67	55	
Hispanic or Latinx	61	55	54
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else	67		
Monthly Absences (3 or more) (<i>In-School and Hybrid 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			

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
Maintaining focus on schoolwork[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American	31	16	
Hispanic or Latinx	28	9	9
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else	18		
Caring adults in school[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American	55	65	
Hispanic or Latinx	59	50	50
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else	47		
High expectations-adults in school[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American	81	68	
Hispanic or Latinx	65	64	66
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else	72		

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

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

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

Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %
Meaningful participation at school[‡] (<i>In-School and Hybrid 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			
Facilities upkeep[†] (<i>In-School and Hybrid 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			
Promotion of parent involvement in School[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American	54	33	
Hispanic or Latinx	52	35	52
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else	33		

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

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

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

Table A12.2***School Safety by Race/Ethnicity (In-School and Hybrid Only)***

	Grade 7 %	Grade 9 %	Grade 11 %
School perceived as very safe or safe			
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			
Experienced harassment due to five reasons at school^{^§}			
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			
Experienced any harassment or bullying at school[§]			
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.

[^]*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 (In-School and Hybrid Only)**

	Grade 7 %	Grade 9 %	Grade 11 %
Had mean rumors or lies spread about you[§]			
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			
Been afraid of being beaten up[§]			
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			
Been in a physical fight[§]			
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 12 months.

Table A12.2

School Safety by Race/Ethnicity – Continued (In-School and Hybrid Only)

	Grade 7 %	Grade 9 %	Grade 11 %
Seen a weapon on campus[§]			
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 12 months.

Table A12.3**Substance Use by Race/Ethnicity**

	Grade 7 %	Grade 9 %	Grade 11 %
Current alcohol or drug use[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American	0	19	
Hispanic or Latinx	13	6	10
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else	0		
Current marijuana use[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American	0	14	
Hispanic or Latinx	6	6	0
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else	0		
Current binge drinking[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American	0	0	
Hispanic or Latinx	0	0	0
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else	0		

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

[¶]Past 30 days.

Table A12.3**Substance Use by Race/Ethnicity – Continued**

	Grade 7 %	Grade 9 %	Grade 11 %
Very drunk or “high” 7 or more times, ever			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American	0	0	
Hispanic or Latinx	6	6	14
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else	0		
Been drunk or “high” on drugs at school, ever			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American	0	5	
Hispanic or Latinx	11	3	5
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else	0		
Current alcohol use[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American	0	0	
Hispanic or Latinx	13	3	10
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else	0		

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

[¶]Past 30 days.

Table A12.3**Substance Use by Race/Ethnicity – Continued**

	Grade 7 %	Grade 9 %	Grade 11 %
Current alcohol use at school[¶] (<i>In-School 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			
Current cigarette smoking[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American	0	0	
Hispanic or Latinx	6	0	0
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else	0		
Current vaping[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American	8	5	
Hispanic or Latinx	13	3	5
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else	0		

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

[¶]Past 30 days.

Table A12.4
Routines by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %
Eating of breakfast¹			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American	60	48	50
Hispanic or Latinx	89	50	75
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics	82		
Something else	58		
Bedtime (before 11 pm)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American	53	38	40
Hispanic or Latinx	44	41	29
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics	55		
Something else	75		
Sleep deprivation (less than 8 hours)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American	29	31	10
Hispanic or Latinx	22	26	33
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics	40		
Something else	0		

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

¹*Today.*

Table A12.4***Routines by Race/Ethnicity – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %
Physical exercise (meets standards)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American	75	78	
Hispanic or Latinx	61	81	50
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else	75		

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.

^{||}*Past 7 days.*

Table A12.5***Learning from Home by Race/Ethnicity (Remote and Hybrid Only)***

	Grade 7 %	Grade 9 %	Grade 11 %
Average days worked on schoolwork (5 or more)[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American	69	80	
Hispanic or Latinx	72	65	61
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else	80		
Synchronous instruction (4 days or more)[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American	83	84	
Hispanic or Latinx	67	65	65
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else	100		
Interest in schoolwork done from home			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American	55	26	
Hispanic or Latinx	44	38	38
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else	27		

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

[¶]Past 30 days.

^{||}Past 7 days.

Table A12.5***Learning from Home by Race/Ethnicity – Continued (Remote and Hybrid Only)***

	Grade 7 %	Grade 9 %	Grade 11 %
Meaningful opportunities[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American	36	67	
Hispanic or Latinx	67	50	32
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else	64		

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

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

Table A12.6**Adult and Peer Relationships by Race/Ethnicity**

	Grade 7 %	Grade 9 %	Grade 11 %
Adult supports[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American	85	68	
Hispanic or Latinx	74	77	56
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Peer supports[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American	73	50	
Hispanic or Latinx	50	62	70
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Virtual peer interactions (4 days or more)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American	38	61	
Hispanic or Latinx	22	56	59
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else	50		

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

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

^{||}Past 7 days.

Table A12.6
Adult and Peer Relationships by Race/Ethnicity – Continued

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

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %
Social emotional distress[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American	20	17	
Hispanic or Latinx	20	25	40
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else	24		
Experienced chronic sadness/hopelessness[§]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American	38	35	
Hispanic or Latinx	20	39	64
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else	36		
Considered suicide[§]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American	0	15	
Hispanic or Latinx	0	16	23
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else	0		

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

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

[§]*Past 12 months.*

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

	Grade 7 %	Grade 9 %	Grade 11 %
Self-Efficacy[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American	69	65	
Hispanic or Latinx	50	59	56
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else	67		
Self-Awareness[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American	58	63	
Hispanic or Latinx	67	65	63
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else	61		
Problem Solving[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American	56	28	
Hispanic or Latinx	45	43	38
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else	39		

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 – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %
Optimism[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American	61	35	
Hispanic or Latinx	57	52	49
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else	61		
Gratitude[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American	88	57	
Hispanic or Latinx	71	65	38
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else	71		

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

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

13. Gender Breakdowns

Table A13.1

School Engagement and Supports by Gender

	Grade 7 %	Grade 9 %	Grade 11 %
School Connectedness[†] (<i>In-School and Hybrid Only</i>)			
Male			
Female		32	
Nonbinary			
Something else			
Academic Motivation[†]			
Male	70	51	50
Female	69	62	70
Nonbinary			
Something else			
Monthly Absences (3 or more) (<i>In-School and Hybrid Only</i>)			
Male			
Female	9	23	
Nonbinary			
Something else			
Maintaining focus on schoolwork[†]			
Male	33	19	24
Female	32	16	20
Nonbinary			
Something else			
Caring adults in school[‡]			
Male	63	66	57
Female	57	39	64
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 7 %	Grade 9 %	Grade 11 %
High expectations-adults in school[‡]			
Male	73	74	65
Female	77	57	77
Nonbinary			
Something else			
Meaningful participation at school[‡] (<i>In-School and Hybrid Only</i>)			
Male			
Female		39	
Nonbinary			
Something else			
Facilities upkeep[†] (<i>In-School and Hybrid Only</i>)			
Male			
Female		10	
Nonbinary			
Something else			
Promotion of parent involvement in School[†]			
Male	59	37	55
Female	54	39	60
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 (In-School and Hybrid Only)

	Grade 7 %	Grade 9 %	Grade 11 %
School perceived as very safe or safe			
Male			
Female			
Nonbinary			
Something else			
Experienced harassment due to five reasons at school^{λ§}			
Male			
Female			
Nonbinary			
Something else			
Experienced any harassment or bullying at school[§]			
Male			
Female			
Nonbinary			
Something else			
Had mean rumors or lies spread about you[§]			
Male			
Female			
Nonbinary			
Something else			
Been afraid of being beaten up[§]			
Male			
Female			
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 (In-School and Hybrid Only)

	Grade 7 %	Grade 9 %	Grade 11 %
Been in a physical fight[§]			
Male			
Female			
Nonbinary			
Something else			
Seen a weapon on campus[§]			
Male			
Female			
Nonbinary			
Something else			

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

[§]Past 12 months.

Table A13.3
Substance Use by Gender

	Grade 7 %	Grade 9 %	Grade 11 %
Current alcohol or drug use[¶]			
Male	6	2	13
Female	0	22	10
Nonbinary			
Something else			
Current marijuana use[¶]			
Male	3	2	6
Female	0	19	7
Nonbinary			
Something else			
Current binge drinking[¶]			
Male	0	0	0
Female	0	3	3
Nonbinary			
Something else			
Very drunk or “high” 7 or more times, ever			
Male	3	0	13
Female	0	6	17
Nonbinary			
Something else			
Been drunk or “high” on drugs at school, ever			
Male	9	3	13
Female	0	9	11
Nonbinary			
Something else			
Current alcohol use[¶]			
Male	6	0	7
Female	0	6	7
Nonbinary			
Something else			

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

[¶]Past 30 days.

Table A13.3
Substance Use by Gender – Continued

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

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

[¶]Past 30 days.

Table A13.4
Routines by Gender

	Grade 7 %	Grade 9 %	Grade 11 %
Eating of breakfast[†]			
Male	88	63	83
Female	67	46	46
Nonbinary			
Something else			
Bedtime (before 11 pm)			
Male	68	57	39
Female	58	24	31
Nonbinary			
Something else			
Sleep deprivation (less than 8 hours)			
Male	24	26	33
Female	14	32	29
Nonbinary			
Something else			
Physical exercise (meets standards)[‡]			
Male	72	79	65
Female	66	73	59
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.

[†]*Today.*

[‡]*Past 7 days.*

Table A13.5***Learning from Home by Gender (Remote and Hybrid Only)***

	Grade 7 %	Grade 9 %	Grade 11 %
Average days worked on schoolwork (5 or more)[¶]			
Male	76	72	47
Female	66	63	50
Nonbinary			
Something else			
Synchronous instruction (4 days or more)[¶]			
Male	87	81	53
Female	72	71	72
Nonbinary			
Something else			
Interest in schoolwork done from home			
Male	44	27	60
Female	38	41	45
Nonbinary			
Something else			
Meaningful opportunities[‡]			
Male	70	63	38
Female	50	34	50
Nonbinary			
Something else			

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

[¶]*Past 30 days.*

[¶]*Past 7 days.*

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

Table A13.6
Adult and Peer Relationships by Gender

	Grade 7 %	Grade 9 %	Grade 11 %
Adult supports[‡]			
Male	72	83	71
Female	64	55	60
Nonbinary			
Something else			
Peer supports[‡]			
Male	62	58	73
Female	48	53	59
Nonbinary			
Something else			
Virtual peer interactions (4 days or more)			
Male	44	63	53
Female	41	64	57
Nonbinary			
Something else			
Cyberbullying[§]			
Male	13	13	0
Female	14	34	25
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 7 days.

[§]Past 12 months.

Table A13.7
Social and Emotional Health by Gender

	Grade 7 %	Grade 9 %	Grade 11 %
Social emotional distress[‡]			
Male	17	14	18
Female	22	24	32
Nonbinary			
Something else			
Experienced chronic sadness/hopelessness[§]			
Male	30	18	41
Female	36	44	52
Nonbinary			
Something else			
Considered suicide[§]			
Male	6	5	12
Female	0	22	10
Nonbinary			
Something else			
Self-Efficacy[‡]			
Male	61	75	69
Female	57	50	56
Nonbinary			
Something else			
Self-Awareness[‡]			
Male	60	73	69
Female	58	53	68
Nonbinary			
Something else			
Problem Solving[‡]			
Male	45	48	41
Female	44	29	47
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.

Table A13.7
Social and Emotional Health by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %
Optimism[‡]			
Male	64	56	55
Female	44	34	59
Nonbinary			
Something else			
Gratitude[‡]			
Male	76	65	51
Female	64	59	60
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.”

Alcohol and Other Drugs (AOD) Module

1. Module Sample

Table B1.1

Student Sample for AOD Module

	Grade 7	Grade 9	Grade 11
<i>Student Sample Size</i>			
Target sample	169	214	135
Final number	63	72	42
Response Rate	37%	34%	31%

2. Summary of Key Indicators

Table B2.1

Key Indicators of Alcohol and Other Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	Table
Alcohol and Marijuana Consumption Patterns				
Usually drank until felt it a lot	0	0	5	B3.3
Usually used marijuana or other drugs until felt it a lot	na	4	12	B3.4
Consequences of AOD Consumption				
Caused one or more problems	na	9	10	B4.2
Caused one or more dependency-related experiences	na	7	13	B4.3
Supports to Reduce AOD Use				
Very likely to find help at school for quitting or reducing use	na	12	23	B5.2
Strong Personal Disapproval of AOD Use				
Having one or two drinks of any alcoholic beverage nearly every day	43	44	33	B7.1
Trying marijuana once or twice	38	30	21	B7.1
Using marijuana once a month or more	43	36	23	B7.1

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

na—Not asked of middle school students.

3. Alcohol, Tobacco, and Marijuana Consumption Patterns

Table B3.1

Age of Onset – AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %
Alcohol (one full drink)			
Never	85	86	71
10 years or under	5	1	0
11-12 years old	8	7	0
13-14 years old	2	4	17
15-16 years old	0	1	12
17 years or older	0	0	0
Marijuana (smoke, vape, eat, or drink)			
Never	92	78	76
10 years or under	0	0	0
11-12 years old	7	7	5
13-14 years old	2	14	12
15-16 years old	0	1	7
17 years or older	0	0	0
Any other illegal drug or pill to get “high”			
Never	97	94	95
10 years or under	0	1	0
11-12 years old	2	3	0
13-14 years old	0	1	2
15-16 years old	0	0	2
17 years or older	2	0	0

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 B3.2***Age of Onset – Tobacco Use***

	Grade 7 %	Grade 9 %	Grade 11 %
Smoked part or all of a cigarette			
Never	93	93	86
10 years or under	3	4	2
11-12 years old	0	1	2
13-14 years old	3	1	7
15-16 years old	0	0	2
17 years or older	0	0	0
A vape product such as an e-cigarette, vape pen, or mod			
Never	92	83	76
10 years or under	0	0	7
11-12 years old	5	3	2
13-14 years old	0	14	5
15-16 years old	0	0	10
17 years or older	3	0	0

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 B3.3***Usual Alcohol Consumption Level***

	Grade 7 %	Grade 9 %	Grade 11 %
I don't drink alcohol	92	94	81
Just enough to feel it a little	3	4	5
Enough to feel it moderately	5	1	10
Until I feel it a lot or get really drunk	0	0	5

Question HS/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 B3.4***Usual Drug Consumption Level***

	Grade 7 %	Grade 9 %	Grade 11 %
I don't use drugs	na	93	83
Just enough to feel a little high	na	1	5
Enough to feel it moderately	na	1	0
Until I feel it a lot or get really high	na	4	12

Question HS B.7: If you use marijuana or other drugs, how “high” (stoned, faded, wasted, trashed) do you usually like to get?

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

na—Not asked of middle school students.

Table B3.5***Vaping Substances***

	Grade 7 %	Grade 9 %	Grade 11 %
I've never used a vaping device or e-cigarette	90	82	81
Nicotine or tobacco substitute	7	5	8
Marijuana or THC	2	9	8
Amphetamines, cocaine, or heroin	0	0	0
A flavored product without nicotine, alcohol, or other drug	5	5	11
Any other product or substance	0	2	0
I was not sure what was in the vaping device or e-cigarette	3	8	3

Question HS B.31/MS B.25: Have you ever used a vaping device or e-cigarette to consume any of the following? (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.

4. Reasons for and Consequences of AOD Consumption

Table B4.1

Reasons for AOD Use, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months.	84	80	71
To experiment (try using)	5	7	5
To get high	0	6	10
To have a good time with friends	0	8	2
To fit in with a group you like	0	1	0
Because of boredom	2	1	5
To relax	5	7	12
To get away from problems	2	7	5
Because of anger or frustration	2	6	5
To get through the day	0	6	2
Because it made you feel better	0	4	5
To seek deeper insights and understanding	2	1	7
None of the above	25	23	22

Question HS B.8/MS B.7: Have you used alcoholic beverages, marijuana, or other drugs in the past 12 months for any of the following reasons? (Mark All That Apply.)

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
Does not apply; I've never used alcohol or drugs	na	89	75
I've used alcohol or drugs but never had any problems	na	7	20
Have problems with emotions, nerves, or mental health	na	3	10
Get into trouble or have problems with the police	na	1	0
Have money problems	na	0	0
Miss school	na	4	5
Have problems with schoolwork	na	0	8
Fight with others	na	1	0
Damage a friendship	na	0	3
Physically hurt or injure yourself	na	0	5
Have unwanted or unprotected sex	na	1	3
Forget what happened or pass out	na	1	8
Been suspended from school	na	1	3
<i>One or more problems</i>	na	9	10

Question HS B.9: Has using alcohol, marijuana, or other drugs ever caused you to have any of the following problems? (Mark All That Apply.)

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %
Does not apply; I have not used alcohol or drugs	na	91	83
I use alcohol or drugs but have not experienced any of these things	na	3	10
Found you had to increase how much you use to have the same effect as before	na	3	10
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	na	1	3
Used alcohol or drugs a lot more than you intended	na	1	8
Used alcohol or drugs when you were alone	na	3	10
Your use of alcohol or drugs often kept you from doing a normal activity	na	1	3
You didn't feel OK unless you had something to drink or used a drug	na	1	0
Thought about reducing or stopping use	na	3	3
Told yourself you were not going to use but found yourself using anyway	na	1	3
Spoke with someone about reducing or stopping use	na	3	3
Attended counseling, a program, or group to help you reduce or stop use	na	0	0
<i>One or more negative experiences</i>	na	7	13

Question HS B.10: If you use alcohol, marijuana, or another drug, have you had any of the following experiences? (Mark All That Apply.)

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

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %
Very likely	na	34	41
Likely	na	18	15
Not likely	na	13	10
Don't know	na	35	33

Question HS B.13: In your opinion, how likely is it that a student will be suspended, expelled, or transferred if caught on school property using or possessing alcohol or other drugs?

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

na—Not asked of middle school students.

5. Supports to Reduce AOD Use

Table B5.1

Needed Counseling for Use

	Grade 7 %	Grade 9 %	Grade 11 %
No, I never used alcohol or other drugs	na	91	87
No, but I do use alcohol or other drugs	na	7	13
Yes, I have felt that I needed help	na	1	0

Question HS B.11: Have you ever felt that you needed help (such as counseling or treatment) for your alcohol or other drug use?

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

na—Not asked of middle school students.

Table B5.2

Likelihood of Finding Help at School for Quitting or Reducing Use

	Grade 7 %	Grade 9 %	Grade 11 %
Very likely	na	12	23
Likely	na	26	31
Not likely	na	10	8
Don't know	na	52	38

Question HS B.12: In your opinion, how likely is it that a student could find help at your school from a counselor, teacher, or other adult to stop or reduce using alcohol or other drugs?

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

na—Not asked of middle school students.

Table B5.3

Talked with Parent About AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %
No	73	63	67
Yes	27	37	33

Question HS B.19/MS B.13: During the past 12 months, have you talked with at least one of your parents or guardians about the dangers of alcohol or drug use?

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

6. Availability

Table B6.1

Sources for Obtaining Alcohol

	Grade 7 %	Grade 9 %	Grade 11 %
At school	8	10	15
At parties	5	9	13
At concerts or other social events	0	3	5
At their own home	5	7	13
From adults at friends' homes	3	10	15
From friends or another teenager	8	17	15
Get adults to buy it for them	8	9	13
Buy it themselves from a store	2	13	13
At bars, clubs, or gambling casinos	0	3	3
Other	3	10	3
Don't know	84	79	77

Question HS B.14/MS B.8: How do most students at your school who drink alcohol usually get it? (Mark All That Apply.)

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
At school	5	12	15
At parties	10	9	13
At concerts or other social events	0	4	3
At their own home	5	13	15
From an adult acquaintance	5	6	15
From friends or another teenager	8	19	23
Buy it at a marijuana dispensary	3	7	10
At bars or clubs	2	0	3
Other	5	6	0
Don't know	84	74	74

Question HS B.15/MS B.9: How do most kids at your school who use marijuana usually get it? (Mark All That Apply.)

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

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

7. Influences on ATOD Use

Table B7.1

Personal Disapproval of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %
Having one or two drinks of any alcoholic beverage nearly every day			
Neither approve nor disapprove	55	41	49
Somewhat disapprove	2	15	18
Strongly disapprove	43	44	33
Trying marijuana once or twice			
Neither approve nor disapprove	50	56	64
Somewhat disapprove	12	14	15
Strongly disapprove	38	30	21
Using marijuana once a month or more regularly			
Neither approve nor disapprove	52	47	62
Somewhat disapprove	5	17	15
Strongly disapprove	43	36	23

Question HS B.16-18/MS B.10-12: How do you feel about someone your age doing the following?... Having one or two drinks of any alcoholic beverage nearly every day... Trying marijuana once or twice... Using marijuana once a month or more regularly.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
Take one or two drinks of alcohol nearly every day			
Very wrong	85	83	79
Wrong	8	11	13
A little wrong	2	3	5
Not at all wrong	5	3	3
Smoke tobacco			
Very wrong	86	88	82
Wrong	5	11	16
A little wrong	2	0	0
Not at all wrong	7	2	3
Use vape products such as e-cigarettes, vape pens, or mods			
Very wrong	88	86	84
Wrong	3	9	16
A little wrong	2	3	0
Not at all wrong	7	2	0
Use marijuana (smoke, vape, eat, or drink)			
Very wrong	84	82	71
Wrong	5	12	16
A little wrong	2	5	8
Not at all wrong	9	2	5
Use prescription drugs to get high or for reasons other than prescribed			
Very wrong	90	91	87
Wrong	3	6	11
A little wrong	3	0	0
Not at all wrong	3	3	3

Question HS B.21-25/MS B.15-19: How wrong do your parents or guardians feel it would be for you to do the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use vape products such as e-cigarettes (JUUL), vape pens, or mods... Use marijuana (smoke, vape, eat, or drink)... Use prescription drugs to get high or for reasons other than prescribed.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %
Take one or two drinks of alcohol nearly every day			
Very wrong	88	73	49
Wrong	7	13	24
A little wrong	0	3	22
Not at all wrong	5	11	5
Smoke tobacco			
Very wrong	89	72	59
Wrong	5	17	30
A little wrong	2	3	8
Not at all wrong	4	8	3
Use vape products such as e-cigarettes, vape pens, or mods			
Very wrong	86	61	49
Wrong	3	19	30
A little wrong	7	8	14
Not at all wrong	3	13	8
Use marijuana (smoke, vape, eat, or drink)			
Very wrong	79	59	45
Wrong	5	17	24
A little wrong	9	9	21
Not at all wrong	7	14	11
Use prescription drugs to get high or for reasons other than prescribed			
Very wrong	88	75	59
Wrong	7	16	27
A little wrong	2	3	11
Not at all wrong	4	6	3

Question HS B.26-30/MS B.20-24: How wrong would your close friends feel it would be if you did the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use vape products such as e-cigarettes (JUUL), vape pens, or mods... Use marijuana (smoke, vape, eat, or drink)... Use prescription drugs to get high or for reasons other than prescribed.

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

Table B7.4

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

	Grade 7	Grade 9	Grade 11
	%	%	%
No	48	56	51
Yes	52	44	49

Question HS B.20/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.

Drug-Free Communities (DFC) Module

1. Module Sample

Table F1.1

Student Sample for DFC Module

	Grade 7	Grade 9	Grade 11
<i>Student Sample Size</i>			
Target sample	169	214	135
Final number	62	66	38
Response Rate	37%	31%	28%

2. Prescription Drug Use

Table F2.1

Prescription Drug Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %
No	96	97	92
Yes	4	3	8

Question HS/MS F.2: During the past 30 days, have you used prescription drugs not prescribed to you?

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

3. Disapproval of Prescription Drug Use

Table F3.1

Parental Disapproval of Prescription Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %
Very wrong	80	83	76
Wrong	12	6	16
A little wrong	0	0	3
Not at all wrong	8	11	5

Question HS/MS F.4: How wrong do your parents feel it would be for you to use prescription drugs not prescribed to you?

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

Table F3.2

Peer Disapproval of Prescription Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %
Very wrong	68	67	49
Wrong	18	16	32
A little wrong	9	6	5
Not at all wrong	5	11	14

Question HS/MS F.5: How wrong do your friends feel it would be for you to use prescription drugs not prescribed to you?

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

4. Perceived Harm of Substance Use

Table F4.1

Perceived Risks Associated with Marijuana and Prescription Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %
Smoke marijuana once or twice a week			
Great risk	35	34	32
Moderate risk	20	31	32
Slight risk	18	15	16
No risk	27	20	19
Use prescription drugs that are not prescribed to them			
Great risk	38	49	51
Moderate risk	27	29	30
Slight risk	11	6	8
No risk	25	15	11

Question HS/MS F.1, 3: How much do you think people risk harming themselves physically or in other ways if they smoke marijuana once or twice a week?... How much do you think people risk harming themselves physically or in other ways if they use prescription drugs that are not prescribed to them?

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

Table F4.2***Perceived Harm of Alcohol and Cigarette Use (Remote Only)***

	Grade 7 %	Grade 9 %	Grade 11 %
Alcohol - 5 or more drinks once or twice a week			
Great	43	58	45
Moderate	16	20	41
Slight	9	4	0
None	32	18	14
Smoke one or more packs of cigarettes each day			
Great	52	52	66
Moderate	11	28	17
Slight	5	2	7
None	32	18	10

Question HS/MS F.6, 7: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke one or more packs of cigarettes each day... Have five or more drinks of alcohol once or twice a week.

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

Appendix

CHKS Content Overview, 2020-21

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

Special attention is directed toward indicators related to the requirements of California’s Local Control and Accountability Plans (LCAP).² For a summary of state-level LCAP-related baseline CHKS data, see Factsheet #15.³

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

In addition to assessing school climate, pupil engagement, and student supports, all three key priorities required of LCAP and helpful for monitoring student needs targeted by LEAs 2020-21 Learning Continuity and Attendance Plans, the CHKS Core Module added a section in 2020-21 that measures students’ remote learning experiences due to school closures or change of instructional models during the 2020 pandemic. It focuses on students’ home educational routines, engagement and motivation in educational activities, quality of relationships with teachers and peers, and social-emotional well-being.

The Core Module seeks to provide 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. Twenty-nine items assessing seven domains are used to calculate a School Climate Index (SCI) score that is included in a *School Climate Report Card* that districts can request at the district and school level.⁴ The items used in the SCI 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 CHKS SCI scores increased—as the schools became safer, more supportive, and more engaging—test performance increased as well.⁵

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

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

² For a guide to how CalSCHLS survey items align with LCAP indicator requirements, download Helpful Resources for Local Control and Accountability Plans at calschls.org/resources/#survey-content-guides.

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

⁴ See calschls.org/reports-data/#sclr

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

probability there was for beating the odds. School climate was more strongly associated with beating the odds than a school's level of personnel resources.⁶

In addition, the CHKS Core Module provides data to help understand the degree to which schools address the needs of the Whole Child. CHKS data show that California secondary schools made greater progress in raising standardized test scores over a one-year period when they had higher percentages of students who reported: (1) being less engaged in risky behaviors such as substance use and violence; (2) being more likely to eat nutritiously and exercise; and (3) experiencing caring adult relationships and high expectations at school.⁷ These results suggest that addressing the health and developmental needs of youth is a critical component of a comprehensive strategy for meeting accountability demands for improved academic performance.

GRADE-LEVEL PATTERNS

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

- **Seventh graders** report the highest rates of harassment and victimization, as well as participation in a physical fight and seeing a weapon on campus.
- **Ninth graders** report the lowest rates of developmental support.
- **Nontraditional (continuation school) students** report risk behavior (e.g., binge drinking, fighting at school) prevalence rates at least twice those of 11th graders in traditional comprehensive high schools.⁸ They also exhibit lower perceived school safety, school connectedness, and developmental supports. Continuation school students are a highly vulnerable population in need of a wide range of academic, social, emotional, and behavioral supports and intervention services.⁹

DEMOGRAPHIC CHARACTERISTICS AND POPULATION GROUP DIFFERENCES (Section 3)

Indicators of the demographic and background characteristics of the survey respondents help users gain a better sense of how representative the survey sample is compared to the student population overall. They also enable users to analyze how survey results vary by important groups in the school and help them to identify, and target programs for, youth most in need. School districts can use these data to meet LCAP and Learning Continuity and Attendance Plan 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

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

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

⁸ In interpreting the results for 11th graders, note that many youth who are most disengaged and involved in high risk behaviors may have already dropped out of school or did not participate in the survey because of truancy or absenteeism.

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

be displayed for English learners, free and reduced-priced meal eligible students, and foster youth—three important LCAP priority groups. Districts/schools can also subscribe to the District CalSCHLS private data dashboard to disaggregate their CHKS results by demographic groups for each school (call 888.841.7536 or email calschls@wested.org).

Racial-Ethnic Group Identification

Respondents self-report their identification with six racial/ethnic groups plus mixed (two or more) race. In one study of CHKS data, both academic performance and school well-being—the degree to which students feel safe at, supported by, and connected to the school—varied consistently and persistently across schools by racial/ethnic groupings.¹⁰ They were lowest in schools with large proportions of African American and Hispanic students, as well as in low-income schools. Controlling for socioeconomic status and other school demographic characteristics reduced these racial/ethnic group differences, but the disparities still remained. This suggests that school climate factors related to student well-being may also play a role in the racial/ethnic achievement gap. One strategy to close the gap may be to enhance learning supports that foster caring adult relationships, high expectations, meaningful participation, safety, and connectedness in schools serving large proportions of low-income African American and Hispanic students.

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

Foster Care Youth

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

Sexual Orientation and Gender Identity

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

- about 30 percentage points more likely than non-LGBTQ youth to experience harassment and bullying at school;
- 30-to-40 percentage points more likely to exhibit chronic sadness;

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

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

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

¹³ Hanson, T., Zhang, G., Cerna, R., Stern, A., & Austin, G. (2019) Understanding the experiences of LGBTQ youth in California. San Francisco, CA: WestEd. [Download wested.org/resources/lgbtq-students-in-california/](http://wested.org/resources/lgbtq-students-in-california/)

¹⁴ Russell, S. T., & Fish, J. N. (2016). Mental health in lesbian, gay, bisexual, and transgender (LGBT) youth. *Annual Review of Clinical Psychology*, 12, 465-487.

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

- 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.

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 6)

A major focus of the CHKS is providing data to gauge the level of pupil engagement, an LCAP state priority on which districts are required to show improvement. Enhancing student engagement has been identified as the key to addressing problems of low achievement, high levels of student misbehavior, alienation, and high dropout rates.¹⁶ A 2009 Gallup study found that a one-percentage-point uptick in a school's average student engagement was connected to a six-point increase in reading achievement and eight points in math.¹⁷ CHKS and other surveys consistently show that as youth progress through the school system, indicators of engagement decline.

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

The CHKS Developmental Supports scales provide insight into whether students experience in their school the three protective factors (caring relationships, high expectations, and opportunities for meaningful participation) that 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 mostly received in school in the past 12 months. Although self-reports are not as accurate as actual report card data, they provide a general sense of the school performance of the survey respondents from their self-perception. To learn more about the factors that might be causing poor performance, request a CHKS report showing how all the survey results vary by level of performance (call 888.841.7536 or email calschls@wested.org).

Academic Motivation

A four-item scale gauges student academic motivation by asking how strongly they agree that they try hard to do well on schoolwork, try hard because they are interested in the work, work hard to understand

¹⁶ Wang, M-T, & Eccles, J. (2013). School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective. *Learning and Instruction*, 28, 12-23.

¹⁷ Gallop. (2014). Download www.gallup.com/services/178769/state-america-schools-report.aspx

new things at school, and always try to do better. On the 2017-19 State CHKS, the percentage of students agreeing with the questions on this scale ranged from 71 percent in 11th grade to 75 percent in 11th.¹⁸

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.

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.¹⁹ In 2020-21, absenteeism is assessed for students who are participating in school in-person or learning remotely. Users can request reports looking at the characteristics of youth based on absenteeism indicators to guide efforts to improve the LCAP pupil engagement priority (call 888.841.7536 or email calschls@wested.org).

Poor attendance is a marker of a wider variety of other problems, including low school connectedness and learning engagement. Both the US Department of Education and the California Office of the Attorney General have launched initiatives designed to raise awareness about and combat chronic absenteeism, generally defined as missing 10 percent of school days. According to a report by Attendance Works, the nation's large and persistent achievement gaps are rooted in a largely hidden crisis of chronic absenteeism, especially among low-income and minority children.²⁰

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.²¹

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

¹⁸ Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf

¹⁹ Because most students participated in school via remote learning in 2020-21, the CHKS did not ask about student truancy so that additional items could be included to assess absenteeism.

²⁰ 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/

²¹ Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

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.^{22 23 24 25 26 27}

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.²⁸ 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 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.²⁹ 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.^{30 31}

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.³²

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."³³ Additional questions are

²² Hanson & Austin. (2002). Download data.calschls.org/resources/factsheet.pdf

²³ Hanson & Austin. (2002). Download data.calschls.org/resources/FACTSHEET-3.pdf

²⁴ Hanson. (2011). Download data.calschls.org/resources/S3factsheet1_caring_20120223.pdf

²⁵ Hanson. (2012). Download data.calschls.org/resources/S3factsheet2_participation_20120224.pdf

²⁶ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief1_CaringRelationships_final.pdf

²⁷ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief2_MeaningfulPart_final.pdf

²⁸ 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.

²⁹ Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf

³⁰ Austin, Hanson, & Voight. (2013). Download data.calschls.org/resources/S3factsheet5_connectedness_20130827.pdf

³¹ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief4_Connectedness_final.pdf

³² Wilder, S. (2014). Effects of parental involvement on academic achievement. A meta-synthesis. *Educational Review*, 66:3, 377-397.

³³ Questions about school facilities and the physical environment were not asked to students who participated in school exclusively via remote learning in 2020-21.

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.³⁴ 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.³⁵ 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.³⁶ 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.^{37 38 39}

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 A6.6).

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.⁴⁰

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

³⁴ Hanson & Austin. (2018). Download calschls.org/docs/facilities_2-18-1.pdf

³⁵ The CHKS also includes two violence-related questions that are not school based: the frequency students experienced cyberbullying and whether they are gang members.

³⁶ Juvonen, J., & Graham, S. (2001). *Peer harassment in school: The plight of the vulnerable and victimized*. New York: Guilford Press.

³⁷ Barton, P. E. (2001). *Facing the hard facts in education reform*. Princeton, NJ: Educational Testing Service.

³⁸ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief5_ViolencePerpetration_final.pdf

³⁹ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief6_ViolenceVictimization_final.pdf

⁴⁰ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief3_Safety_final.pdf

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.⁴¹

The CHKS asks about the frequency with which students experienced any bullying/harassment related to six bias-related categories (gender, race/ethnicity, disability, sexual identity, religion, immigrant status), as well as for any other reason (Table A8.2). About three-in-ten secondary students report experiencing some harassment in the past year on the State CHKS, with the percentages declining between 7th and 11th grades.⁴² Analyses show that victims of harassment are more likely to not feel safe at, and connected to, school; to have higher truancy; and to experience lower developmental (resilience) supports at school.⁴³ ⁴⁴ They report higher rates of fighting and weapons possession at school, as well as risk of depression. Students who report bias-related harassment, particularly for disability and sexual orientation, have poorer well-being than students who were only harassed for other reasons.

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

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

Vandalism and Weapons

Two other safety-related areas assessed by the survey are school vandalism and weapons possession. Students are asked whether they damaged school property or had their property damaged at school and whether they carried a knife or other weapon to school or observed someone else doing these things.⁴⁵ Overall, weapons possession is not common. Statewide, only about two percent of secondary students report carrying a gun and 4-5 percent report carrying another weapon.⁴⁶ About 14 percent of 7th and 9th graders report seeing someone carrying a weapon compared to 11 percent of 11th graders.

SUBSTANCE USE (Sections 9 and 10)

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

Alcohol and Other Drug Use (Section 9)

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

⁴¹ 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.

⁴² Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf

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

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

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

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

Reflecting this, on the California School Staff Survey, 39 percent of high school staff statewide reported that alcohol and drug use are a moderate to severe problem at their school.⁴⁷

Alcohol and Other Drug Use at School (Section 9)

AOD use at school is especially troubling. This is behavior that threatens not only the user’s learning ability but also the school’s efforts to educate all youth. It also is an indirect indicator of school disengagement. An analysis of CHKS data found that substance use and intoxication at school, being offered drugs at school, and lifetime intoxication were significantly related to changes in California achievement test scores one year later.⁴⁸ Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools.^{49 50}

Cigarette Smoking (Section 10)

Students who report smoking cigarettes are significantly more likely than those who do not to engage in alcohol and other drug use, be involved in violence and gang membership, and experience school-related problems and disengagement. To a lesser extent, students who smoke are also more likely to be victims of violence and harassment, feel unsafe at school, and experience incapacitating sadness and loneliness. These results suggest that efforts to reduce student smoking may be more successful if embedded in approaches that address a broad range of risk behaviors and problems.^{51 52}

MENTAL HEALTH (Section 7)

Student mental health can have a big impact on their health and well-being. The CHKS Core provides two measures for assessing mental health among students: (1) whether they experience chronic, incapacitating sadness or hopelessness; and (2) whether they ever contemplated suicide. Students who experience chronic sadness, compared to their peers who do not, are at elevated risk of a wide range of educational, health, social, and emotional problems, including lower school attendance, performance, and connectedness.⁵³ They also report lower levels of the developmental supports in their schools and communities that have been shown to mitigate these problems. Similar findings are found among youth who have contemplated suicide.⁵⁴

CHKS data also show that students who report bias-related harassment, particularly for disability and sexual orientation, have poorer overall mental health than students who are harassed for other reasons or not harassed. Students who report any harassment are about twice as likely to experience chronic sadness/hopelessness than their non-harassed peers.^{55 56}

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

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

⁴⁸ Hanson, T. L., Austin, G. A., & Lee-Bayha, J. (2004). *Ensuring that No Child is Left Behind: How are Student Health Risks & Resilience Related to the Academic Progress of Schools*. San Francisco: WestEd.

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

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

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

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

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

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

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

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