CALIFORNIA HEALTHY KIDS SURVEY

La Entrada Continuation High
Secondary
2022-2023
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 2022-23 *California Healthy Kids Survey* (CHKS) for schools within this school. The CHKS, along with its two companion surveys—the *California School Staff Survey* (CSSS) and the *California School Parent Survey* (CSPS)—form the California Department of Education's *California School Climate, Health, and Learning Survey* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive state effort in the nation to regularly assess students, staff, and parents to provide key data on school climate and safety, learning supports and barriers, stakeholder engagement, and youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major domains and constructs assessed by CalSCHLS. The Appendix provides more information about CHKS questions.

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

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

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

THE SURVEY

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

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The secondary-school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

Core Module

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

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

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

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

Trauma Module (Supplementary)

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

School Climate Module (Supplementary)

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

Social Emotional Health Module (Supplementary)

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

SURVEY ADMINISTRATION AND SAMPLE

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

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

THE REPORT

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

Racial/Ethnic and Gender Results

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

ONLINE DATA DASHBOARDS

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

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

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

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

UNDERSTANDING THE DATA

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

Representativeness

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

Changes Between Survey Administrations

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

RESOURCES

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

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets).

- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).

- The **California Center for School Climate** (ca-safe-supportive-schools.wested.org/california-center-for-school-climate/) provides free support and trainings on school climate and data use to LEAs in California. The website provides archived virtual events and other school climate improvement resources.

- The *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/resources.

- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

- The **CalSCHLS Item Crosswalk** (calschls.org/resources/#resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

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

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

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

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

Compare Results with Other Data

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

- **Staff and Parent Surveys**. If your school district has administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Survey Item Crosswalk (calschls.org/resources/#resources_and_tools) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer these companion surveys, urge them to do so next time.

- **Elementary CHKS Results**. Examine how the results from 9th and 11th graders compare with those from 5th and 7th graders if your district also administered the CHKS at these school levels. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle school levels might help mitigate problems that are evident among older students.

- **Other Data**. Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

- **Similar District and Statewide Results**. The results from the biennial state administration of the CHKS, which provide representative state norms, can be downloaded from the CalSCHLS website (data.calschls.org/resources/Biennial_State_1921.pdf) or examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports). How

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

Data Workshop

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

Request Additional Reports and Data

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

School Climate Report Cards and Mental Health Reports

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

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

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

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

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

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

ACKNOWLEDGMENTS

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	NT[A]
Student Sample Size	
Target sample	115
Final number	39
Response Rate	34%

Note: [A]NT includes continuation, community day, and other alternative school types.

Table A1.2

Number of Respondents by Instructional Model

	NT
In-school learning only	35
Remote learning only	4

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	NT %	Table
School Engagement and Supports		
School connectedness[†][#] *(In-School Only)*	58	A6.4
School connectedness[†][ψ] *(Remote Only)*		A6.4
Academic motivation[†]	45	A6.4
School is really boring[±]	36	A6.11
School is worthless and a waste of time[±]	20	A6.11
Monthly Absences (3 or more)	24	A6.2
Maintaining focus on schoolwork[†][Γ]	24	A6.10
Caring adult relationships[‡]	73	A6.4
High expectations-adults in school[‡]	78	A6.4
Meaningful participation[‡]	30	A6.4
Facilities upkeep[†][Φ]	59	A6.15
Promotion of parental involvement in school[†]	42	A6.4
School Safety and Cyberbullying		
School perceived as very safe or safe[Φ]	47	A8.1
Experienced any harassment or bullying[§]	27	A8.2
Had mean rumors or lies spread about you[§]	32	A8.3
Been afraid of being beaten up[§][Φ]	19	A8.3
Been in a physical fight[§][Φ]	17	A8.4
Seen a weapon on campus[§][Φ]	38	A8.6
Cyberbullying[§]	21	A8.3

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

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

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

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

[±]*Rating of 7 or higher.*

[Γ]*Survey question was reverse-coded.*

[Φ]*In-School only.*

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

[§]*Past 12 months.*

Table A2.2

Key Indicators of Substance Use, Remote Learning, and Student Well-Being

	NT %	Table
Substance Use		
Current alcohol or drug use¶	40	A9.5
Current marijuana use¶	34	A9.5
Current binge drinking¶	12	A9.5
Very drunk or "high" 7 or more times, ever	31	A9.7
Been drunk or "high" on drugs at school, ever	29	A9.9
Current cigarette smoking¶	11	A10.4
Current vaping¶	26	A10.4
Current tobacco vaping¶	26	A10.5
Current marijuana vaping¶	24	A10.5
Routines		
Eating of breakfast∣	30	A4.1
Bedtime (at 12 am or later)	51	A4.2
Learning from Home		
Average days worked on schoolwork (≥ 5)¶δ		A5.1
Synchronous instruction (4 days or more)‖δ		A5.1
Interest in schoolwork done from home†δ		A5.3
Meaningful opportunities‡δ		A5.2
Social and Emotional Health		
Social emotional distress‡	41	A7.5
Experienced chronic sadness/hopelessness§	42	A7.1
Considered suicide§	28	A7.2
Optimism‡	31	A7.3
Life satisfaction∓	41	A7.4

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

¶*Past 30 days.*

∣*Today.*

δ*Remote only.*

‖*Past 7 days.*

†*Average percent of respondents reporting "Agree" or "Strongly agree."*

‡*Average percent of respondents reporting "Pretty much true" or "Very much true."*

§*Past 12 months.*

∓*Average percent of respondents reporting "Satisfied" or "Very satisfied."*

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	NT %
In-School Model	90
Remote Learning Model	10

Question HS/MS A.1: Which of the following best describes your school schedule during the past 30 days?
Notes: Cells are empty if there are less than 10 respondents.
In-School Model - Respondents selecting "I went to school in person at my school building for the entire day, Monday through Friday."
Remote Learning Model - Respondents selecting "I participated in school from home for the entire day on most or all weekdays and did not go to school in person."

Table A3.2

Gender of Sample

	NT %
Male	69
Female	23
Nonbinary	3
Something else	5

Question HS/MS A.3: What is your gender?
Note: Cells are empty if there are less than 10 respondents.

Table A3.3

Sexual Orientation

	NT %
Straight (not gay)	51
Lesbian or Gay	5
Bisexual	18
Something else	5
Not sure	13
Decline to respond	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

	NT %
No, I am not transgender	82
Yes, I am transgender	10
I am not sure if I am transgender	0
Decline to respond	8

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

	NT %
American Indian or Alaska Native, non-Hispanic	3
Asian or Asian American, non-Hispanic	0
Black or African American, non-Hispanic	10
Hispanic or Latinx	44
Native Hawaiian or Pacific Islander, non-Hispanic	0
White, non-Hispanic	31
Multiracial, non-Hispanic	10
Something else, non-Hispanic	3

Question HS/MS A.6: What is your race or ethnicity? (Mark All That Apply.)... American Indian or Alaska Native... Asian or Asian American... Black or African American... Hispanic or Latinx... Native Hawaiian or Pacific Islander... White... Something else.
Note: Cells are empty if there are less than 10 respondents.

Table A3.6

Living Situation

	NT %
A home with one or more parent or guardian	82
Other relative's home	8
A home with more than one family	0
Friend's home	0
Foster home, group care, or waiting placement	0
Hotel or motel	5
Shelter, car, campground, or other transitional or temporary housing	5
Other living arrangement	0

Question HS/MS A.9: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.
Note: Cells are empty if there are less than 10 respondents.

Table A3.7

Highest Education of Parents

	NT %
Did not finish high school	26
Graduated from high school	13
Attended college but did not complete four-year degree	13
Graduated from college	16
Don't know	32

Question HS/MS A.10: What is the highest level of education your parents or guardians completed? (Mark the educational level of the parent or guardian who went the furthest in school.)
Note: Cells are empty if there are less than 10 respondents.

Table A3.8

Language Spoken at Home

	NT %
English	76
Spanish	11
Mandarin	0
Cantonese	0
Taiwanese	3
Tagalog	0
Vietnamese	0
Korean	0
Arabic	5
Other	5

Question HS/MS A.12: What language is spoken most of the time in your home?
Note: Cells are empty if there are less than 10 respondents.

Table A3.9

English Language Proficiency Among Students Speaking a Language Other Than English at Home

	NT %
How well do you...	
understand English?	
Very well	
Well	
Not well	
Not at all	
speak English?	
Very well	
Well	
Not well	
Not at all	
read English?	
Very well	
Well	
Not well	
Not at all	
write English?	
Very well	
Well	
Not well	
Not at all	
English Language Proficiency Status	
Proficient	
Not proficient	

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.10

Number of Days Attending Afterschool Program (In-School Only)

	NT %
I do not attend my school's afterschool program	85
1 day	3
2 days	9
3 days	3
4 days	0
5 days	0

Question HS/MS A.16: How many days a week do you usually go to your school's afterschool program?
Note: Cells are empty if there are less than 10 respondents.

Table A3.11

Military Connections

	NT %
No	92
Yes	8
Don't know	0

Question HS/MS A.11: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?
Note: Cells are empty if there are less than 10 respondents.

4. Routines

Table A4.1

Eating of Breakfast

	NT %
No	70
Yes	30

Question HS/MS A.14: Did you eat breakfast today?
Note: Cells are empty if there are less than 10 respondents.

Table A4.2

Bedtime

	NT %
Before 7:00 pm	3
7:00-7:59 pm	5
8:00-8:59 pm	3
9:00-9:59 pm	3
10:00-10:59 pm	14
11:00-11:59 pm	22
12:00-12:59 am	27
After 1:00 am	24
Bedtime at 12 am or later	51

Question HS/MS A.13: What time did you go to bed last night?
Note: Cells are empty if there are less than 10 respondents.

5. Learning from Home

Table A5.1

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

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

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

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

Table A5.2

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

	NT %
Not at all true	
A little true	
Pretty much true	
Very much true	

Question HS/MS A.46: There is a teacher or some other adult from my school... who provides me with interesting activities to do while I am participating in school from home.
Note: Cells are empty if there are less than 10 respondents.

Table A5.3

Interest in Schoolwork Done from Home (Remote Only)

	NT %
Strongly disagree	
Disagree	
Neither disagree nor agree	
Agree	
Strongly agree	

Question HS/MS A.37: How strongly do you agree or disagree with the following statements?... I am interested in the schoolwork I do when participating in school from home.
Note: Cells are empty if there are less than 10 respondents.

6. School Performance, Engagement, and Supports

Table A6.1

Grades, Past 12 Months

	NT %
Mostly A's	5
A's and B's	14
Mostly B's	0
B's and C's	24
Mostly C's	27
C's and D's	14
Mostly D's	5
Mostly F's	11

Question HS/MS A.21: During the past 12 months, how would you describe the grades you mostly received in school?
Note: Cells are empty if there are less than 10 respondents.

Table A6.2

Absences, Past 30 Days

	NT %
I did not miss any days of school in the past 30 days	22
1 day	30
2 days	24
3 or more days	24

Question HS/MS A.15, 20: In the past 30 days, how often did you miss an entire day of school for any reason? [In-School only]. In the past 30 days, how often did you miss an entire day of remote learning classes for any reason? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

Table A6.3

Reasons for Absence, Past 30 Days

	NT %
Does not apply; I didn't miss any school	19
Illness (feeling physically sick), including problems with breathing or your teeth	38
Were being bullied or mistreated at school *(In-School Only)*	12
Felt very sad, hopeless, anxious, stressed, or angry	11
Didn't get enough sleep	16
Didn't feel safe at school or going to and from school *(In-School Only)*	15
Had to take care of or help a family member or friend	16
Wanted to spend time with friends	8
Used alcohol or drugs	8
Were behind in schoolwork or weren't prepared for a test or class assignment	0
Were bored or uninterested in school	3
Had no transportation to school *(In-School Only)*	24
Other reason	32

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

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

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

Table A6.4

School Environment, School Connectedness, Academic Motivation, and Promotion of Parental Involvement Scales

	NT %	Table
Total school supports	60	
Caring adults in school[‡]	73	A6.5
High expectations-adults in school[‡]	78	A6.6
Meaningful participation at school[‡]	30	A6.7
School connectedness[†#] *(In-School Only)*	58	A6.8
School connectedness[†ψ] *(Remote Only)*		A6.8
Academic motivation[†]	45	A6.9
Promotion of parental involvement in school[†]	42	A6.13

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

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

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

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

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

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

Table A6.5
Caring Relationships Scale Questions

	NT %
Caring adults in school	
Average reporting "Pretty much true" or "Very much true"	73
There is a teacher or some other adult from my school...	
who really cares about me.	
Not at all true	3
A little true	26
Pretty much true	49
Very much true	23
who notices when I'm not there.	
Not at all true	3
A little true	23
Pretty much true	43
Very much true	31
who listens to me when I have something to say.	
Not at all true	21
A little true	6
Pretty much true	41
Very much true	32

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

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

Table A6.6
High Expectations Scale Questions

	NT %
High expectations-adults in school	
Average reporting "Pretty much true" or "Very much true"	78
There is a teacher or some other adult from my school...	
who tells me when I do a good job.	
Not at all true	6
A little true	14
Pretty much true	60
Very much true	20
who always wants me to do my best.	
Not at all true	3
A little true	24
Pretty much true	26
Very much true	47
who believes that I will be a success.	
Not at all true	6
A little true	15
Pretty much true	38
Very much true	41

Question HS/MS A.45, 48, 51: There is a teacher or some other adult from my school... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.
Note: Cells are empty if there are less than 10 respondents.

Table A6.7

Meaningful Participation Scale Questions

	NT %
Meaningful participation at school	
Average reporting "Pretty much true" or "Very much true"	30
At school/When I participate in school,...	
I do interesting activities.	
Not at all true	17
A little true	46
Pretty much true	26
Very much true	11
I help decide things like class activities or rules.	
Not at all true	32
A little true	44
Pretty much true	18
Very much true	6
I do things that make a difference.	
Not at all true	26
A little true	43
Pretty much true	29
Very much true	3
I have a say in how things work.	
Not at all true	46
A little true	26
Pretty much true	26
Very much true	3
I help decide school activities or rules.	
Not at all true	44
A little true	32
Pretty much true	18
Very much true	6

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

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

Table A6.8
School Connectedness Scale Questions

	NT %
School connectedness# *(In-School Only)*	
Average reporting "Agree" or "Strongly agree"	58
School connectedness$^\psi$ *(Remote Only)*	
Average reporting "Agree" or "Strongly agree"	
I feel close to people at/from this school.	
Strongly disagree	8
Disagree	19
Neither disagree nor agree	32
Agree	30
Strongly agree	11
I am happy with/to be at this school.	
Strongly disagree	6
Disagree	8
Neither disagree nor agree	31
Agree	36
Strongly agree	19
I feel like I am part of this school.	
Strongly disagree	3
Disagree	6
Neither disagree nor agree	31
Agree	46
Strongly agree	14

Question HS/MS A.24-31: How strongly do you agree or disagree with the following statements?... I feel close to people at this school. [In-School only]... I feel close to people from this school. [Remote only]... I am happy to be at this school. [In-School only]... I am happy with this school. [Remote only]... I feel like I am part of this school.... The teachers at this school treat students fairly. [In-School only]... The teachers treat students fairly. [Remote only]... I feel safe in my school. [In-School only]
Notes: Cells are empty if there are less than 10 respondents.
#The scale was based on five survey questions for in-school respondents.
$^\psi$The scale was based on four questions for remote respondents.

Table A6.8

School Connectedness Scale Questions – Continued

	NT %
The teachers at this school treat students fairly/The teachers treat students fairly.	
Strongly disagree	3
Disagree	0
Neither disagree nor agree	24
Agree	53
Strongly agree	21
I feel safe in my school. *(In-School Only)*	
Strongly disagree	9
Disagree	6
Neither disagree nor agree	28
Agree	41
Strongly agree	16

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

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

Table A6.9

Academic Motivation Scale Questions

	NT %
Academic motivation	
Average reporting "Agree" or "Strongly agree"	45
I try hard to make sure that I am good at my schoolwork.	
Strongly disagree	3
Disagree	11
Neither disagree nor agree	34
Agree	43
Strongly agree	9
I try hard on my schoolwork because I am interested in it.	
Strongly disagree	19
Disagree	11
Neither disagree nor agree	33
Agree	33
Strongly agree	3
I work hard to try to understand new things when doing my schoolwork.	
Strongly disagree	3
Disagree	11
Neither disagree nor agree	46
Agree	34
Strongly agree	6
I am always trying to do better in my schoolwork.	
Strongly disagree	3
Disagree	6
Neither disagree nor agree	36
Agree	47
Strongly agree	8

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

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

Table A6.10

Maintaining Focus on Schoolwork

	NT %
It is hard for me to stay focused when doing my schoolwork.	
Strongly disagree	3
Disagree	21
Neither disagree nor agree	41
Agree	29
Strongly agree	6

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

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

Table A6.11
School Boredom and Value of School

	NT %
School boredom	
Low (0-3)	14
Medium (4-6)	50
High (7-10)	36
Value of school	
High (0-3)	51
Medium (4-6)	29
Low (7-10)	20

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

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

Table A6.12A

School Boredom Profile Groups - Non-Traditional

		School is really boring (NT)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value 14%				Mid Boredom & High Value 23%			High Boredom & High Value 14%			
	1											
	2											
	3											
	4	Low Boredom & Mid Value$^{\bar{\bar{\wedge}}}$				Mid Boredom & Mid Value 14%			High Boredom & Mid Value 14%			
	5											
	6											
	7	Low Boredom & Low Value$^{\bar{\bar{\wedge}}}$				Mid Boredom & Low Value$^{\bar{\bar{\wedge}}}$			High Boredom & Low Value 6%			
	8											
	9											
	10 Strongly Agree											

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

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

$^{\bar{\bar{\wedge}}}$*Results are not reported due to a very small number of responses.*

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

Table A6.13

Promotion of Parental Involvement Scale Questions

	NT %
Promotion of parental involvement in school	
Average reporting "Agree" or "Strongly agree"	42
Teachers at this school communicate with parents about what students are expected to learn in class.	
Strongly disagree	3
Disagree	11
Neither disagree nor agree	40
Agree	37
Strongly agree	9
Parents feel welcome to participate at this school.	
Strongly disagree	11
Disagree	9
Neither disagree nor agree	49
Agree	29
Strongly agree	3
School staff take parent concerns seriously.	
Strongly disagree	6
Disagree	3
Neither disagree nor agree	43
Agree	40
Strongly agree	9

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

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

Table A6.14

Checking Student Progress

	NT %
A teacher or some other adult from my school checks on how I am feeling.	
Not at all true	17
A little true	23
Pretty much true	40
Very much true	20

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

Table A6.15

Quality of School Physical Environment *(In-School Only)*

	NT %
My school is usually clean and tidy.	
Strongly disagree	3
Disagree	6
Neither disagree nor agree	31
Agree	38
Strongly agree	22

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

7. Social and Emotional Health

Table A7.1

Chronic Sad or Hopeless Feelings, Past 12 Months

	NT %
No	58
Yes	42

Question HS A.150/MS A.143: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?
Note: Cells are empty if there are less than 10 respondents.

Table A7.2

Seriously Considered Attempting Suicide, Past 12 Months

	NT %
No	72
Yes	28

Question HS A.151/MS A.144: During the past 12 months, did you ever seriously consider attempting suicide?
Note: Cells are empty if there are less than 10 respondents.

Table A7.3
Optimism Scale Questions

	NT %
Optimism	
Average reporting "Pretty much true" or "Very much true"	31
Each day I look forward to having a lot of fun.	
Not at all true	30
A little true	33
Pretty much true	24
Very much true	12
I usually expect to have a good day.	
Not at all true	27
A little true	42
Pretty much true	15
Very much true	15
Overall, I expect more good things to happen to me than bad things.	
Not at all true	36
A little true	36
Pretty much true	15
Very much true	12

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

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

Table A7.4
Life Satisfaction Scale Questions

	NT %
Life satisfaction	
Average reporting "Satisfied" or "Very satisfied"	41
I would describe my satisfaction with...	
my family life as...	
Very dissatisfied	21
Dissatisfied	18
A little dissatisfied	3
A little satisfied	21
Satisfied	18
Very satisfied	18
my friendships as...	
Very dissatisfied	6
Dissatisfied	0
A little dissatisfied	18
A little satisfied	18
Satisfied	33
Very satisfied	24
my school experience as...	
Very dissatisfied	9
Dissatisfied	6
A little dissatisfied	21
A little satisfied	24
Satisfied	27
Very satisfied	12

Question HS A.160-162/MS A.153-155: Please describe your level of satisfaction below. I would describe my satisfaction with... my family life as... my friendships as... my school experience as...
Note: Cells are empty if there are less than 10 respondents.

Table A7.4

Life Satisfaction Scale Questions – Continued

	NT %
I would describe my satisfaction with...	
myself as...	
Very dissatisfied	16
Dissatisfied	19
A little dissatisfied	13
A little satisfied	28
Satisfied	16
Very satisfied	9
where I live as...	
Very dissatisfied	13
Dissatisfied	6
A little dissatisfied	9
A little satisfied	28
Satisfied	31
Very satisfied	13

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

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

Table A7.5
Social Emotional Distress Scale Questions

	NT %
Social emotional distress	
Average reporting "Pretty much true" or "Very much true"	41
I had a hard time relaxing.	
Not at all true	36
A little true	27
Pretty much true	15
Very much true	21
I felt sad and down.	
Not at all true	42
A little true	9
Pretty much true	21
Very much true	27
I was easily irritated.	
Not at all true	33
A little true	15
Pretty much true	21
Very much true	30
It was hard for me to cope and I thought I would panic.	
Not at all true	42
A little true	12
Pretty much true	21
Very much true	24
It was hard for me to get excited about anything.	
Not at all true	45
A little true	30
Pretty much true	3
Very much true	21

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

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

8. School Violence, Victimization, and Safety

Table A8.1

Perceived Safety at School (In-School Only)

	NT %
Very safe	6
Safe	41
Neither safe nor unsafe	38
Unsafe	6
Very unsafe	9

Question HS A.114/MS A.107: How safe do you feel when you are at school?
Note: Cells are empty if there are less than 10 respondents.

Table A8.2

Reasons for Harassment on School Property, Past 12 Months

	NT %
Race, ethnicity, or national origin	
0 times	88
1 time	6
2 or more times	6
Religion	
0 times	88
1 time	9
2 or more times	3
Gender	
0 times	97
1 time	0
2 or more times	3
Because you are gay, lesbian, or bisexual or someone thought you were	
0 times	88
1 time	3
2 or more times	9
A physical or mental disability	
0 times	91
1 time	0
2 or more times	9
Any of the above five reasons	21

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

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

Table A8.2

Reasons for Harassment on School Property, Past 12 Months – Continued

	NT %
You are an immigrant or someone thought you were	
0 times	97
1 time	3
2 or more times	0
Any other reason	
0 times	79
1 time	6
2 or more times	15
Any harassment	27

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

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

Table A8.3
School Violence Victimization Scale Questions

	NT %
School violence victimization *(In-School Only)*	
Average reporting "1 or more times"	27
During the past 12 months, how many times on school property have you...	
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around? *(In-School Only)*	
0 times	78
1 time	9
2 to 3 times	3
4 or more times	9
been afraid of being beaten up? *(In-School Only)*	
0 times	81
1 time	9
2 to 3 times	3
4 or more times	6
During the past 12 months, how many times have you...	
had mean rumors or lies spread about you?	
0 times	68
1 time	15
2 to 3 times	9
4 or more times	9
had sexual jokes, comments, or gestures made to you?	
0 times	53
1 time	24
2 to 3 times	15
4 or more times	9

Question HS A.115, 116, 118, 119, 130, 131/MS A.108, 109, 111, 112, 123, 124: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around? [In-school only]... been afraid of being beaten up? [In-school only]... had mean rumors or lies spread about you? [In-school only]... had sexual jokes, comments, or gestures made to you? [In-School only]... During the past 12 months, how many times did students from your school... spread mean rumors or lies spread about you? [Remote only]... make sexual jokes, comments, or gestures toward you? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

Table A8.3
School Violence Victimization Scale Questions – Continued

	NT %
During the past 12 months, how many times on school property have you/did students from your school...	
had your property stolen or deliberately damaged? *(In-School Only)*	
0 times	84
1 time	9
2 to 3 times	6
4 or more times	0
been made fun of because of your looks or the way you talk?	
0 times	82
1 time	6
2 to 3 times	3
4 or more times	9
been made fun of, insulted, or called names?	
0 times	68
1 time	6
2 to 3 times	12
4 or more times	15
During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?	
0 times (never)	79
1 time	15
2 to 3 times	3
4 or more times	3

Question HS A.120, 121, 129, 132, 133, 148/MS A.113, 114, 122, 125, 126, 141: During the past 12 months, how many times on school property have you... been made fun of because of your looks or the way you talk? [In-school only]... had your property stolen or deliberately damaged, such as your car, clothing, or books? [In-school only]... been made fun of, insulted, or called names? [In-school only]... During the past 12 months, how many times did students from your school... make fun of you because of your looks or the way you talk? [Remote only]...make fun of you, insult you, or call you names? [Remote only]... During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone? Note: Cells are empty if there are less than 10 respondents.

Table A8.4

School Violence Perpetration Scale Questions *(In-School Only)*

	NT %
School violence perpetration	
Average reporting "1 or more times"	19
During the past 12 months, how many times on school property have you...	
been in a physical fight?	
0 times	83
1 time	3
2 to 3 times	10
4 or more times	3
been offered, sold, or given an illegal drug?	
0 times	66
1 time	6
2 to 3 times	6
4 or more times	22
damaged school property on purpose?	
0 times	84
1 time	6
2 to 3 times	3
4 or more times	6
carried a gun?	
0 times	97
1 time	0
2 to 3 times	0
4 or more times	3
carried any other weapon (such as a knife or club)?	
0 times	75
1 time	9
2 to 3 times	0
4 or more times	16

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

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

Table A8.5

Threats and Injuries with Weapons at School, Past 12 Months (In-School Only)

	NT %
During the past 12 months, how many times on school property have you...	
been threatened with harm or injury?	
0 times	75
1 time	13
2 to 3 times	6
4 or more times	6
been threatened or injured with a weapon (gun, knife, club, etc.)?	
0 times	78
1 time	6
2 to 3 times	6
4 or more times	9

Question HS A.126, 128/MS A.119, 121: During the past 12 months, how many times on school property have you... been threatened or injured with a weapon (gun, knife, club, etc.)?... been threatened with harm or injury?
Note: Cells are empty if there are less than 10 respondents.

Table A8.6

Weapons Possession on School Property, Past 12 Months (In-School Only)

	NT %
During the past 12 months, how many times on school property have you...	
seen someone carrying a gun, knife, or other weapon?	
0 times	63
1 time	6
2 to 3 times	13
4 or more times	19

Question HS A.127/MS A.120: During the past 12 months, how many times on school property have you... seen someone carrying a gun, knife, or other weapon?
Note: Cells are empty if there are less than 10 respondents.

9. Alcohol and Other Drug Use

Table A9.1

Summary Measures of Level of AOD Use and Perceptions

	NT %	Table
Lifetime illicit AOD use to get "high"[^]	57	A9.2
Lifetime alcohol or drug use	57	A9.2
Lifetime marijuana use	49	A9.2
Lifetime very drunk or high (7 or more times)	31	A9.7
Current alcohol or drug use[¶]	40	A9.5
Current marijuana use[¶]	34	A9.5
Current heavy drug use[¶]	32	A9.5
Current heavy alcohol use (binge drinking)[¶]	12	A9.5
Current alcohol or drug use on school property[¶Φ]	22	A9.8
Harmfulness of occasional marijuana use[B]	18	A9.11
Difficulty of obtaining marijuana[C]	15	A9.12

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

[^]*Excludes prescription pain medication.*

[¶]*Past 30 days.*

[Φ]*In-School only.*

[B]*Great harm.*

[C]*Very difficult.*

Table A9.2

Summary of AOD Lifetime Use

	NT %
Alcohol	46
Marijuana	49
Inhalants	11
Cocaine, methamphetamine, or any amphetamines	11
Ecstasy, LSD, or other psychedelics	34
Prescription pain medication (opioids)	21
Cold/cough medicines or other over-the-counter medicines to get "high"	23
Any other drug, pill, or medicine to get "high"	17
Any of the above AOD use	57
Any illicit AOD use to get "high"‾^	57

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

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

Table A9.3

Lifetime AOD Use

	NT %
Alcohol (one full drink)	
0 times	54
1 time	3
2 to 3 times	11
4 or more times	31
Marijuana (smoke, vape, eat, or drink)	
0 times	51
1 time	3
2 to 3 times	14
4 or more times	31
Inhalants	
0 times	89
1 time	3
2 to 3 times	6
4 or more times	3
Cocaine, methamphetamine, or any amphetamines	
0 times	89
1 time	0
2 to 3 times	3
4 or more times	9
Ecstasy, LSD, or other psychedelics	
0 times	66
1 time	3
2 to 3 times	11
4 or more times	20
Prescription pain medication	
0 times	79
1 time	0
2 to 3 times	9
4 or more times	12

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

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

Table A9.3

Lifetime AOD Use – Continued

	NT %
Cold/cough medicines or other over-the-counter medicines to get "high"	
0 times	77
1 time	3
2 to 3 times	9
4 or more times	11
Any other drug, pill, or medicine to get "high" or for reasons other than medical	
0 times	83
1 time	0
2 to 3 times	3
4 or more times	14

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

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

Table A9.4

Methods of Marijuana Consumption

	NT *%*
During your life, how many times have you used marijuana in any of the following ways...	
Smoke it?	
0 times	54
1 time	3
2 to 3 times	9
4 or more times	34
In a vaping device?	
0 times	63
1 time	0
2 to 3 times	6
4 or more times	31
Eat or drink it in products made with marijuana?	
0 times	60
1 time	9
2 to 3 times	6
4 or more times	26

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

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

Table A9.5

Current AOD Use, Past 30 Days

	NT %
Alcohol (one or more drinks of alcohol)	23
Binge drinking (5 or more drinks in a row)	12
Marijuana (smoke, vape, eat, or drink)	34
Inhalants	11
Prescription drugs to get "high" or for reasons other than prescribed	21
Other drug, pill, or medicine to get "high" or for reasons other than medical	11
Any drug use	37
Heavy drug use	32
Any AOD Use	40
Two or more substances at the same time	21

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

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

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

Table A9.6

Frequency of Current AOD Use, Past 30 Days

	NT %
Alcohol (one or more drinks)	
0 days	77
1 or 2 days	9
3 to 9 days	6
10 to 19 days	3
20 to 30 days	6
Binge drinking (5 or more drinks in a row)	
0 days	88
1 or 2 days	3
3 to 9 days	6
10 to 19 days	0
20 to 30 days	3
Marijuana (smoke, vape, eat, or drink)	
0 days	66
1 or 2 days	6
3 to 9 days	3
10 to 19 days	14
20 to 30 days	11

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

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

Table A9.7

Lifetime Drunk or "High"

	NT %
Very drunk or sick after drinking alcohol	
0 times	65
1 to 2 times	18
3 to 6 times	6
7 or more times	12
"High" (loaded, stoned, or wasted) from using drugs	
0 times	60
1 to 2 times	6
3 to 6 times	3
7 or more times	31
Very drunk or "high" 7 or more times	31

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

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

Table A9.8

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

	NT %
Alcohol	
0 days	91
1 to 2 days	3
3 or more days	6
Marijuana (smoke, vape, eat, or drink)	
0 days	77
1 to 2 days	3
3 or more days	19
Any other drug, pill, or medicine to get "high" or for reasons other than medical	
0 days	94
1 to 2 days	0
3 or more days	6
Any of the above	22

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

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

Table A9.9

Lifetime Drunk or "High" on School Property

	NT %
0 times	71
1 to 2 times	6
3 to 6 times	6
7 or more times	17

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

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

Table A9.10

Cessation Attempts

	NT %
Alcohol	
Does not apply, don't use	79
0 times	12
1 time	6
2 to 3 times	0
4 or more times	3
Marijuana	
Does not apply, don't use	65
0 times	15
1 time	9
2 to 3 times	6
4 or more times	6

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

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

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

Table A9.11
Perceived Harm of AOD Use

	NT %
Alcohol - drink occasionally	
Great	18
Moderate	15
Slight	35
None	32
Alcohol - 5 or more drinks once or twice a week	
Great	21
Moderate	32
Slight	21
None	26
Marijuana - use occasionally	
Great	18
Moderate	24
Slight	24
None	35
Marijuana - use daily	
Great	32
Moderate	26
Slight	15
None	26

Question HS A.101-104/MS A.96-99: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, vape, eat, or drink) ... Use marijuana daily. Note: Cells are empty if there are less than 10 respondents.

Table A9.12

Perceived Difficulty of Obtaining Alcohol, Marijuana, and Prescription Drugs to Get "High"

	NT %
Alcohol	
Very difficult	12
Fairly difficult	6
Fairly easy	24
Very easy	32
Don't know	26
Marijuana	
Very difficult	15
Fairly difficult	3
Fairly easy	15
Very easy	41
Don't know	26
Prescription drugs to get "high" or for reasons other than prescribed	
Very difficult	18
Fairly difficult	9
Fairly easy	26
Very easy	12
Don't know	35

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

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

10. Tobacco Use

Table A10.1

Summary of Key CHKS Tobacco Indicators

	NT %	Table
Use Prevalence and Patterns		
Ever smoked a whole cigarette	23	A10.2
Current cigarette smoking[¶]	11	A10.4
Current cigarette smoking at school[¶Φ]	9	A10.6
Ever tried smokeless tobacco	17	A10.2
Current smokeless tobacco use[¶]	9	A10.4
Current smokeless tobacco use at school[¶Φ]	9	A10.6
Ever used vape products	43	A10.2
Current use of vape products[¶]	26	A10.4
Current tobacco vaping[¶]	26	A10.5
Current marijuana vaping[¶]	24	A10.5
Current vaping at school[¶Φ]	25	A10.6
Cessation Attempts		
Tried to quit smoking or vaping tobacco or nicotine	26	A10.8
Attitudes and Correlates		
Harmfulness of occasional cigarette smoking[B]	24	A10.9
Harmfulness of smoking 1 or more packs/day[B]	65	A10.9
Harmfulness of vaping occasionally[B]	24	A10.10
Harmfulness of vaping several times a day[B]	42	A10.10
Difficulty of obtaining cigarettes[C]	9	A10.11
Difficulty of obtaining vape products[C]	12	A10.11
Anti-Tobacco Policy		
School bans tobacco use and vaping	82	A10.12

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

[¶]*Past 30 days.*

[Φ]*In-School only.*

[B]*Great harm.*

[C]*Very difficult.*

Table A10.2

Lifetime Tobacco Use

	NT *%*
A whole cigarette	
0 times	77
1 time	3
2 to 3 times	6
4 or more times	14
Smokeless tobacco	
0 times	83
1 time	6
2 to 3 times	3
4 or more times	9
Vape products	
0 times	57
1 time	3
2 to 3 times	6
4 or more times	34

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

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

Table A10.3

Substances Ever Vaped

	NT %
Vaped tobacco or nicotine	
0 times	63
1 time	0
2 to 3 times	6
4 or more times	31
Vaped marijuana or THC	
0 times	60
1 time	0
2 to 3 times	0
4 or more times	40
Vaped other product	
0 times	76
1 time	0
2 to 3 times	6
4 or more times	18

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

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

Table A10.4

Any Current Use and Daily Use

	NT %
Cigarettes	
Any	11
Daily (20 or more days)	6
Smokeless tobacco	
Any	9
Daily (20 or more days)	3
Vape products	
Any	26
Daily (20 or more days)	18

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

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

Table A10.5

Substances Vaped, Past 30 Days

	NT %
Vaped tobacco or nicotine?	
0 days	74
1 or 2 days	6
3 to 9 days	0
10 to 19 days	6
20 to 30 days	15
Vaped marijuana or THC?	
0 days	76
1 or 2 days	0
3 to 9 days	3
10 to 19 days	9
20 to 30 days	12
Vaped other product?	
0 days	85
1 or 2 days	0
3 to 9 days	3
10 to 19 days	6
20 to 30 days	6

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

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

Table A10.6

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

	NT *%*
Cigarettes	
0 days	91
1 or 2 days	3
3 to 9 days	3
10 to 19 days	3
20 to 30 days	0
Smokeless tobacco	
0 days	91
1 or 2 days	3
3 to 9 days	0
10 to 19 days	3
20 to 30 days	3
Vape	
0 days	75
1 or 2 days	3
3 to 9 days	0
10 to 19 days	0
20 to 30 days	22

Question HS A.90-92/MS A.85-87: During the past 30 days, on how many days on school property did you...
smoke cigarettes?... use smokeless tobacco (dip, chew, or snuff)?... vape?
Note: Cells are empty if there are less than 10 respondents.

Table A10.7

Secondhand Smoke on School Property, Past 30 Days (In-School Only)

	NT %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes	
0 days	75
1 day	0
2 days	3
3-9 days	0
10-19 days	6
20-30 days	16

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

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

Table A10.8

Cigarette Smoking and Vaping Cessation Attempts

	NT %
Does not apply, don't use	71
0 times	3
1 time	6
2 to 3 times	15
4 or more times	6

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

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

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

Table A10.9

Perceived Harm of Cigarette Smoking

	NT %
Smoke cigarettes occasionally	
Great	24
Moderate	38
Slight	15
None	24
Smoke 1 or more packs of cigarettes each day	
Great	65
Moderate	6
Slight	3
None	26

Question HS A.97, 98/MS A.92, 93: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.
Note: Cells are empty if there are less than 10 respondents.

Table A10.10

Perceived Harm of Using Vape Products

	NT %
Vape tobacco or nicotine occasionally	
Great	24
Moderate	29
Slight	24
None	24
Vape tobacco or nicotine several times a day (100 puffs or more)	
Great	42
Moderate	27
Slight	3
None	27

Question HS A.99, 100/MS A.94, 95: How much do people risk harming themselves physically and in other ways when they do the following?... Vape tobacco or nicotine occasionally... Vape tobacco or nicotine several times a day (100 puffs or more).
Note: Cells are empty if there are less than 10 respondents.

Table A10.11

Perceived Difficulty of Obtaining Cigarettes and Vape Products

	NT %
Cigarettes	
Very difficult	9
Fairly difficult	6
Fairly easy	21
Very easy	32
Don't know	32
Vape products	
Very difficult	12
Fairly difficult	3
Fairly easy	18
Very easy	41
Don't know	26

Question HS A.105, 106/MS A.100, 101: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes... Vape products.
Note: Cells are empty if there are less than 10 respondents.

Table A10.12

School Bans Tobacco Use and Vaping

	NT %
No	9
Yes	82
Don't know	9

Question HS A.113/MS A.105: Does your school ban tobacco use and vaping on school property and at school sponsored events?
Note: Cells are empty if there are less than 10 respondents.

11. Other Health Risks

Table A11.1

Gang Involvement *(In-School Only)*

	NT %
No	94
Yes	6

Question HS A.149/MS A.142: Do you consider yourself a member of a gang?
Note: Cells are empty if there are less than 10 respondents.

12. Race/Ethnic Breakdowns

Table A12.1

School Engagement and Supports by Race/Ethnicity

	NT %
School Connectedness†# *(In-School Only)*	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	56
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
School Connectedness†ψ *(Remote Only)*	
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	
Hispanic or Latinx	43
Native Hawaiian or Pacific Islander	
White	33
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."*

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

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

Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	NT %
School is really boring$^{\pm}$	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	40
Native Hawaiian or Pacific Islander	
White	36
Mixed (two or more) ethnics	
Something else	
School is worthless and a waste of time$^{\pm}$	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	7
Native Hawaiian or Pacific Islander	
White	18
Mixed (two or more) ethnics	
Something else	
Monthly Absences (3 or more)	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	25
Native Hawaiian or Pacific Islander	
White	36
Mixed (two or more) ethnics	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
$^{\pm}$*Rating of 7 or higher.*

Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	NT %
Maintaining focus on schoolwork[†]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	21
Native Hawaiian or Pacific Islander	
White	20
Mixed (two or more) ethnics	
Something else	
Caring adult relationships[‡]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	62
Native Hawaiian or Pacific Islander	
White	92
Mixed (two or more) ethnics	
Something else	
High expectations-adults in school[‡]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	76
Native Hawaiian or Pacific Islander	
White	92
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."*

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

Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	NT *%*
Meaningful participation‡	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	28
Native Hawaiian or Pacific Islander	
White	28
Mixed (two or more) ethnics	
Something else	
Facilities upkeep† *(In-School Only)*	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	60
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Promotion of parental involvement in school†	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	40
Native Hawaiian or Pacific Islander	
White	60
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."*

‡*Average percent of respondents reporting "Pretty much true" or "Very much true."*

Table A12.2

School Safety by Race/Ethnicity

	NT %
School perceived as very safe or safe *(In-School Only)*	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	53
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Experienced harassment due to five reasons[λ][§]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	7
Native Hawaiian or Pacific Islander	
White	20
Mixed (two or more) ethnics	
Something else	
Experienced any harassment or bullying[§]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	21
Native Hawaiian or Pacific Islander	
White	20
Mixed (two or more) ethnics	
Something else	

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

[λ]*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

	NT *%*
Had mean rumors or lies spread about you[§]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	33
Native Hawaiian or Pacific Islander	
White	20
Mixed (two or more) ethnics	
Something else	
Been afraid of being beaten up[§] *(In-School Only)*	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	20
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Been in a physical fight[§] *(In-School Only)*	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	8
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

	NT %
Seen a weapon on campus§ *(In-School Only)*	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	33
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

Cyberbullying by Race/Ethnicity

	NT %
Cyberbullying§	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	14
Native Hawaiian or Pacific Islander	
White	10
Mixed (two or more) ethnics	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
§*Past 12 months.*

Table A12.4

Substance Use by Race/Ethnicity

	NT %
Current alcohol or drug use[¶]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	33
Native Hawaiian or Pacific Islander	
White	40
Mixed (two or more) ethnics	
Something else	
Current marijuana use[¶]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	33
Native Hawaiian or Pacific Islander	
White	40
Mixed (two or more) ethnics	
Something else	
Current binge drinking[¶]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	7
Native Hawaiian or Pacific Islander	
White	30
Mixed (two or more) ethnics	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
[¶]*Past 30 days.*

Table A12.4

Substance Use by Race/Ethnicity – Continued

	NT %
Very drunk or "high" 7 or more times, ever	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	33
Native Hawaiian or Pacific Islander	
White	40
Mixed (two or more) ethnics	
Something else	
Been drunk or "high" on drugs at school, ever	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	27
Native Hawaiian or Pacific Islander	
White	40
Mixed (two or more) ethnics	
Something else	
Current alcohol use¶	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	13
Native Hawaiian or Pacific Islander	
White	30
Mixed (two or more) ethnics	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
¶*Past 30 days.*

Table A12.4

Substance Use by Race/Ethnicity – Continued

	NT %
Current alcohol use at school¶ *(In-School Only)*	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	13
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	
Hispanic or Latinx	13
Native Hawaiian or Pacific Islander	
White	10
Mixed (two or more) ethnics	
Something else	
Current vaping¶	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	33
Native Hawaiian or Pacific Islander	
White	20
Mixed (two or more) ethnics	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
¶Past 30 days.

Table A12.4

Substance Use by Race/Ethnicity – Continued

	NT %
Current tobacco vaping[¶]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	33
Native Hawaiian or Pacific Islander	
White	20
Mixed (two or more) ethnics	
Something else	
Current marijuana vaping[¶]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	27
Native Hawaiian or Pacific Islander	
White	20
Mixed (two or more) ethnics	
Something else	

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

[¶]*Past 30 days.*

Table A12.5

Routines by Race/Ethnicity

	NT %
Eating of breakfast[|]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	38
Native Hawaiian or Pacific Islander	
White	36
Mixed (two or more) ethnics	
Something else	
Bedtime (at 12 am or later)	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	50
Native Hawaiian or Pacific Islander	
White	45
Mixed (two or more) ethnics	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
[|]*Today.*

Table A12.6

Learning from Home by Race/Ethnicity (Remote Only)

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

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

[¶]*Past 30 days.*

[‖]*Past 7 days.*

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

Table A12.6

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

	NT *%*
Meaningful opportunities‡	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

‡Average percent of respondents reporting "Pretty much true" or "Very much true."

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

	NT *%*
Social emotional distress‡	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	30
Native Hawaiian or Pacific Islander	
White	56
Mixed (two or more) ethnics	
Something else	
Experienced chronic sadness/hopelessness§	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	29
Native Hawaiian or Pacific Islander	
White	60
Mixed (two or more) ethnics	
Something else	
Considered suicide§	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	14
Native Hawaiian or Pacific Islander	
White	40
Mixed (two or more) ethnics	
Something else	

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

‡*Average percent of respondents reporting "Pretty much true" or "Very much true."*

§*Past 12 months.*

Table A12.7

Social and Emotional Health by Race/Ethnicity – Continued

	NT %
Optimism‡	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	29
Native Hawaiian or Pacific Islander	
White	20
Mixed (two or more) ethnics	
Something else	
Life satisfaction⊤	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	47
Native Hawaiian or Pacific Islander	
White	42
Mixed (two or more) ethnics	
Something else	

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

‡*Average percent of respondents reporting "Pretty much true" or "Very much true."*

⊤*Average percent of respondents reporting "Satisfied" or "Very satisfied."*

13. Gender Breakdowns

Table A13.1

School Engagement and Supports by Gender

	NT %
School Connectedness†# *(In-School Only)*	
Male	60
Female	
Nonbinary	
Something else	
School Connectedness†ψ *(Remote Only)*	
Male	
Female	
Nonbinary	
Something else	
Academic Motivation†	
Male	48
Female	
Nonbinary	
Something else	
School is really boring±	
Male	40
Female	
Nonbinary	
Something else	
School is worthless and a waste of time±	
Male	8
Female	
Nonbinary	
Something else	

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

†*Average percent of respondents reporting "Agree" or "Strongly agree."*

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

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

±*Rating of 7 or higher.*

Table A13.1

School Engagement and Supports by Gender – Continued

	NT %
Monthly Absences (3 or more)	
Male	31
Female	
Nonbinary	
Something else	
Maintaining focus on schoolwork[†]	
Male	30
Female	
Nonbinary	
Something else	
Caring adult relationships[‡]	
Male	74
Female	
Nonbinary	
Something else	
High expectations-adults in school[‡]	
Male	82
Female	
Nonbinary	
Something else	
Meaningful participation[‡]	
Male	31
Female	
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

	NT *%*
Facilities upkeep[†] *(In-School Only)*	
Male	59
Female	
Nonbinary	
Something else	
Promotion of parental involvement in school[†]	
Male	39
Female	
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

	NT %
School perceived as very safe or safe *(In-School Only)*	
Male	45
Female	
Nonbinary	
Something else	
Experienced harassment due to five reasons[λ][§]	
Male	14
Female	
Nonbinary	
Something else	
Experienced any harassment or bullying[§]	
Male	18
Female	
Nonbinary	
Something else	
Had mean rumors or lies spread about you[§]	
Male	17
Female	
Nonbinary	
Something else	
Been afraid of being beaten up[§] *(In-School Only)*	
Male	18
Female	
Nonbinary	
Something else	

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

[λ]*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 A13.2

School Safety by Gender – Continued

	NT %
Been in a physical fight[§] *(In-School Only)*	
Male	20
Female	
Nonbinary	
Something else	
Seen a weapon on campus[§] *(In-School Only)*	
Male	32
Female	
Nonbinary	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
[§]*Past 12 months.*

Table A13.3

Cyberbullying by Gender

	NT %
Cyberbullying[§]	
Male	18
Female	
Nonbinary	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
[§]*Past 12 months.*

Table A13.4

Substance Use by Gender

	NT %
Current alcohol or drug use[¶]	
Male	29
Female	
Nonbinary	
Something else	
Current marijuana use[¶]	
Male	25
Female	
Nonbinary	
Something else	
Current binge drinking[¶]	
Male	5
Female	
Nonbinary	
Something else	
Very drunk or "high" 7 or more times, ever	
Male	25
Female	
Nonbinary	
Something else	
Been drunk or "high" on drugs at school, ever	
Male	21
Female	
Nonbinary	
Something else	
Current alcohol use[¶]	
Male	13
Female	
Nonbinary	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
[¶]*Past 30 days.*

Table A13.4

Substance Use by Gender – Continued

	NT %
Current alcohol use at school[¶] *(In-School Only)*	
Male	14
Female	
Nonbinary	
Something else	
Current cigarette smoking[¶]	
Male	13
Female	
Nonbinary	
Something else	
Current vaping[¶]	
Male	22
Female	
Nonbinary	
Something else	
Current tobacco vaping[¶]	
Male	22
Female	
Nonbinary	
Something else	
Current marijuana vaping[¶]	
Male	17
Female	
Nonbinary	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
[¶]*Past 30 days.*

Table A13.5

Routines by Gender

	NT %
Eating of breakfast[|]	
Male	35
Female	
Nonbinary	
Something else	
Bedtime (at 12 am or later)	
Male	42
Female	
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.*

Table A13.6

Learning from Home by Gender *(Remote Only)*

	NT %
Average days worked on schoolwork (5 or more)¶	
Male	
Female	
Nonbinary	
Something else	
Synchronous instruction (4 days or more)‖	
Male	
Female	
Nonbinary	
Something else	
Interest in schoolwork done from home†	
Male	
Female	
Nonbinary	
Something else	
Meaningful opportunities‡	
Male	
Female	
Nonbinary	
Something else	

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

¶Past 30 days.

‖Past 7 days.

†Average percent of respondents reporting "Agree" or "Strongly agree."

‡Average percent of respondents reporting "Pretty much true" or "Very much true."

Table A13.7

Social and Emotional Health by Gender

	NT *%*
Social emotional distress‡	
Male	25
Female	
Nonbinary	
Something else	
Experienced chronic sadness/hopelessness§	
Male	23
Female	
Nonbinary	
Something else	
Considered suicide§	
Male	14
Female	
Nonbinary	
Something else	
Optimism‡	
Male	33
Female	
Nonbinary	
Something else	
Life satisfaction⊤	
Male	50
Female	
Nonbinary	
Something else	

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

‡*Average percent of respondents reporting "Pretty much true" or "Very much true."*

§*Past 12 months.*

⊤*Average percent of respondents reporting "Satisfied" or "Very satisfied."*

Alcohol and Other Drugs (AOD) Module

1. Module Sample

Table B1.1

Student Sample for AOD Module

	NT[A]
Student Sample Size	
Target sample	115
Final number	34
Response Rate	30%

Note: [A]NT includes continuation, community day, and other alternative school types.

2. Summary of Key Indicators

Table B2.1

Key Indicators of Alcohol and Other Drug Use

	NT %	Table
Alcohol and Marijuana Consumption Patterns		
Usually drank until felt it a lot	12	B3.4
Usually used marijuana or other drugs until felt it a lot	9	B3.5
Driving under the influence experiences	23	B3.6
Consequences of AOD Consumption		
Caused one or more problems	28	B4.2
Caused one or more dependency-related experiences	47	B4.3
Supports to Reduce AOD Use		
Very likely to find help at school for quitting or reducing use	28	B5.2
Strong Personal Disapproval of AOD Use		
Having one or two drinks of any alcoholic beverage nearly every day	19	B7.1
Trying marijuana once or twice	19	B7.1
Using marijuana once a month or more	16	B7.1

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

3. ATOD Consumption Patterns

Table B3.1

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

	NT *%*
Heroin	
0 times	97
1 time	3
2 to 3 times	0
4 or more times	0
Tranquilizers or sedatives	
0 times	88
1 time	6
2 to 3 times	0
4 or more times	6
Appetite suppressants	
0 times	79
1 time	0
2 to 3 times	3
4 or more times	18
Ritalin or Adderall or other prescription stimulant	
0 times	82
1 time	0
2 to 3 times	3
4 or more times	15

Question HS B.6-9: During your life, how many times have you used the following?... Heroin... Tranquilizers or sedatives (Xanax, Klonopin, Ativan, Valium)... Appetite suppressants (Didrex, Dexedrine, Xenadrine, Skittles, M&Ms)... Ritalin or Adderall or other prescription stimulant.
Note: Cells are empty if there are less than 10 respondents.

Table B3.2

Age of Onset – AOD Use

	NT %
Alcohol (one full drink)	
Never	44
10 years or under	9
11-12 years old	15
13-14 years old	15
15-16 years old	15
17 years or older	3
Marijuana (smoke, vape, eat, or drink)	
Never	48
10 years or under	0
11-12 years old	12
13-14 years old	21
15-16 years old	9
17 years or older	9
Any other illegal drug or pill to get "high"	
Never	73
10 years or under	3
11-12 years old	6
13-14 years old	3
15-16 years old	15
17 years or older	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 B3.3

Age of Onset – Tobacco Use

	NT %
Smoked part or all of a cigarette	
Never	67
10 years or under	9
11-12 years old	15
13-14 years old	6
15-16 years old	3
17 years or older	0
A vape product such as an e-cigarette, vape pen, or mod	
Never	52
10 years or under	3
11-12 years old	9
13-14 years old	15
15-16 years old	18
17 years or older	3

Question HS/MS B.2, 3: About how old were you the first time you tried any of these things?... Part or all of a cigarette... A vape product such as an e-cigarette (JUUL), vape pen, or mod.
Note: Cells are empty if there are less than 10 respondents.

Table B3.4

Usual Alcohol Consumption Level

	NT %
I don't drink alcohol	58
Just enough to feel it a little	18
Enough to feel it moderately	12
Until I feel it a lot or get really drunk	12

Question HS B.10/MS B.6: If you drink alcohol, how much do you usually drink?
Note: Cells are empty if there are less than 10 respondents.

Table B3.5

Usual Drug Consumption Level

	NT %
I don't use drugs	61
Just enough to feel a little high	15
Enough to feel it moderately	15
Until I feel it a lot or get really high	9

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

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

Table B3.6

Driving Under the Influence Experiences, Lifetime

	NT %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using	
Never	77
1 time	6
2 times	0
3 to 6 times	10
7 or more times	6

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

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

4. Reasons for and Consequences of AOD Consumption

Table B4.1

Reasons for AOD Use, Past 12 Months

	NT %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months.	45
To experiment (try using)	9
To get high	30
To have a good time with friends	15
To fit in with a group you like	3
Because of boredom	9
To relax	27
To get away from problems	27
Because of anger or frustration	21
To get through the day	21
Because it made you feel better	21
To seek deeper insights and understanding	9
None of the above	12

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

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

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

Table B4.2

Problems Caused by AOD Use

	NT %
Does not apply; I've never used alcohol or drugs	53
I've used alcohol or drugs but never had any problems	28
Have problems with emotions, nerves, or mental health	13
Get into trouble or have problems with the police	9
Have money problems	9
Miss school	6
Have problems with schoolwork	13
Fight with others	6
Damage a friendship	9
Physically hurt or injure yourself	9
Have unwanted or unprotected sex	3
Forget what happened or pass out	6
Been suspended from school	6
One or more problems	28

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

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

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

Table B4.3

Alcohol or Other Drug Use Caused Negative Experiences

	NT %
Does not apply; I have not used alcohol or drugs	53
I use alcohol or drugs but have not experienced any of these things	3
Found you had to increase how much you use to have the same effect as before	22
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	13
Used alcohol or drugs a lot more than you intended	19
Used alcohol or drugs when you were alone	25
Your use of alcohol or drugs often kept you from doing a normal activity	9
You didn't feel OK unless you had something to drink or used a drug	9
Thought about reducing or stopping use	16
Told yourself you were not going to use but found yourself using anyway	6
Spoke with someone about reducing or stopping use	3
Attended counseling, a program, or group to help you reduce or stop use	3
One or more negative experiences	47

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

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

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

Table B4.4

Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession

	NT %
Very likely	22
Likely	31
Not likely	19
Don't know	28

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

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

5. Supports to Reduce AOD Use

Table B5.1

Needed Counseling for Use

	NT %
No, I never used alcohol or other drugs	59
No, but I do use alcohol or other drugs	38
Yes, I have felt that I needed help	3

Question HS B.15: Have you ever felt that you needed help (such as counseling or treatment) for your alcohol or other drug use?
Note: Cells are empty if there are less than 10 respondents.

Table B5.2

Likelihood of Finding Help at School for Quitting or Reducing Use

	NT %
Very likely	28
Likely	31
Not likely	16
Don't know	25

Question HS B.16: In your opinion, how likely is it that a student could find help at your school from a counselor, teacher, or other adult to stop or reduce using alcohol or other drugs?
Note: Cells are empty if there are less than 10 respondents.

Table B5.3

Talked with Parent About AOD Use

	NT %
No	52
Yes	48

Question HS B.23/MS B.13: During the past 12 months, have you talked with at least one of your parents or guardians about the dangers of alcohol or drug use?
Note: Cells are empty if there are less than 10 respondents.

6. Availability

Table B6.1

Sources for Obtaining Alcohol

	NT %
At school	13
At parties	25
At concerts or other social events	3
At their own home	28
From adults at friends' homes	13
From friends or another teenager	28
Get adults to buy it for them	9
Buy it themselves from a store	9
At bars, clubs, or gambling casinos	9
Other	13
Don't know	59

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

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

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

Table B6.2

Sources for Obtaining Marijuana

	NT %
At school	9
At parties	13
At concerts or other social events	6
At their own home	16
From an adult acquaintance	13
From friends or another teenager	25
Buy it at a marijuana dispensary	13
At bars or clubs	6
Other	9
Don't know	59

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

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

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

7. Influences on ATOD Use

Table B7.1

Personal Disapproval of AOD Use

	NT %
Having one or two drinks of any alcoholic beverage nearly every day	
Neither approve nor disapprove	50
Somewhat disapprove	31
Strongly disapprove	19
Trying marijuana once or twice	
Neither approve nor disapprove	61
Somewhat disapprove	19
Strongly disapprove	19
Using marijuana once a month or more regularly	
Neither approve nor disapprove	68
Somewhat disapprove	16
Strongly disapprove	16

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

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

Table B7.2

Parent Disapproval of ATOD Use

	NT %
Take one or two drinks of alcohol nearly every day	
Very wrong	52
Wrong	26
A little wrong	13
Not at all wrong	10
Smoke tobacco	
Very wrong	55
Wrong	26
A little wrong	16
Not at all wrong	3
Use vape products such as e-cigarettes, vape pens, or mods	
Very wrong	55
Wrong	21
A little wrong	17
Not at all wrong	7
Use marijuana (smoke, vape, eat, or drink)	
Very wrong	40
Wrong	13
A little wrong	30
Not at all wrong	17
Use prescription drugs to get high or for reasons other than prescribed	
Very wrong	63
Wrong	13
A little wrong	17
Not at all wrong	7

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

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

Table B7.3

Peer Disapproval of ATOD Use

	NT %
Take one or two drinks of alcohol nearly every day	
Very wrong	52
Wrong	23
A little wrong	13
Not at all wrong	13
Smoke tobacco	
Very wrong	43
Wrong	30
A little wrong	20
Not at all wrong	7
Use vape products such as e-cigarettes, vape pens, or mods	
Very wrong	39
Wrong	23
A little wrong	16
Not at all wrong	23
Use marijuana (smoke, vape, eat, or drink)	
Very wrong	40
Wrong	27
A little wrong	7
Not at all wrong	27
Use prescription drugs to get high or for reasons other than prescribed	
Very wrong	63
Wrong	27
A little wrong	3
Not at all wrong	7

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

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

Table B7.4

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

	NT *%*
No	50
Yes	50

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

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

Drug-Free Communities (DFC) Module

1. Module Sample

Table H1.1

Student Sample for DFC Module

	NT[A]
Student Sample Size	
Target sample	115
Final number	31
Response Rate	27%

Note: [A]NT includes continuation, community day, and other alternative school types.

2. Prescription Drug Use

Table H2.1

Prescription Drug Use, Past 30 Days

	NT %
No	84
Yes	16

Question HS/MS H.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 H3.1

Parental Disapproval of Prescription Drug Use

	NT %
Very wrong	68
Wrong	16
A little wrong	6
Not at all wrong	10

Question HS/MS H.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 H3.2

Peer Disapproval of Prescription Drug Use

	NT %
Very wrong	55
Wrong	23
A little wrong	10
Not at all wrong	13

Question HS/MS H.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 H4.1

Perceived Risks Associated with Marijuana and Prescription Drug Use

	NT %
Smoke marijuana once or twice a week	
Great risk	13
Moderate risk	35
Slight risk	23
No risk	29
Use prescription drugs that are not prescribed to them	
Great risk	57
Moderate risk	17
Slight risk	17
No risk	10

Question HS/MS H.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.

Appendix

CHKS Content Overview, 2022-23

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

Special attention is directed toward indicators related to the requirements of California's Local Control and Accountability Plans (LCAP). For a summary of state-level LCAP-related baseline CHKS data, see Factsheet #15.[2]

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

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

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

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

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

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

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

[3] See calschls.org/reports-data/#scrc

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

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

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

GRADE-LEVEL PATTERNS

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

- **Seventh graders** report the highest rates of harassment and victimization, as well as participation in a physical fight and seeing a weapon on campus.

- **Ninth graders** report the lowest rates of developmental support.

- **Nontraditional (continuation school) students** report risk behavior (e.g., binge drinking, fighting at school) prevalence rates at least twice those of 11th graders in traditional comprehensive high schools.[7] They also exhibit lower perceived school safety, school connectedness, and developmental supports. Continuation school students are a highly vulnerable population in need of a wide range of academic, social, emotional, and behavioral supports and intervention services.[8]

DEMOGRAPHIC CHARACTERISTICS AND POPULATION GROUP DIFFERENCES (Section 3)

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

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

Racial-Ethnic Group Identification

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

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

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

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

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

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

Youth in Foster Care

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

Sexual Orientation and Gender Identity

Lesbian, gay, bisexual, transgender, and questioning or queer (LGBTQ) youth are at elevated risk for bullying and violence victimization, mental health problems, drug and alcohol use, and exhibiting poor performance in school.[12] [13] For example, analysis of the Biennial CHKS data indicate that LGBTQ youth[14] are:

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

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

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

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

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

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

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

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

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 6)

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

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

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

Self-Reported Grades

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

Academic Motivation

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

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

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

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

School Boredom – School Value

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

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

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

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

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

Absenteeism

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

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

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

Developmental Supports

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

School Connectedness

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

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

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

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

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

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

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

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

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

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

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

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

Parent Involvement

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

Facilities and Physical Environment

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

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 8)

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

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

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

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

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

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

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

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

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

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

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

Perceived Safety

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

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

Harassment and Victimization

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

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

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

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

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

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

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

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

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

Vandalism and Weapons

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

SUBSTANCE USE (Sections 9 and 10)

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

Alcohol and Other Drug Use (Section 9)

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

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

Alcohol and Other Drug Use at School (Section 9)

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

Cigarette Smoking (Section 10)

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

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

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

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

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

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

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

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

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

MENTAL HEALTH (Section 7)

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

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

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

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

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

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

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