

CALIFORNIA HEALTHY KIDS SURVEY



Piedmont City Unified Secondary 2022-2023 Main Report

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

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PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results for each question from the 2022-23 *California Healthy Kids Survey* (CHKS) for schools within this school district. The CHKS, along with its two companion surveys—the *California School Staff Survey* (CSSS) and the *California School Parent Survey* (CSPS)—form the California Department of Education’s *California School Climate, Health, and Learning Survey* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive state effort in the nation to regularly assess students, staff, and parents to provide key data on school climate and safety, learning supports and barriers, stakeholder engagement, and youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major domains and constructs assessed by CalSCHLS. Appendix I lists the schools that administered the survey in the district and their response rates; Appendix II provides more information about CHKS questions.

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

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

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

THE SURVEY

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

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

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

Core Module

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

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

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

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

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).
- Appendix I lists all the secondary schools in the district that were eligible to participate in the survey and the percentage of their enrolled students that completed the survey (included in the district report).

THE REPORT

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

Racial/Ethnic and Gender Results

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

ONLINE DATA DASHBOARDS

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

The District Dashboard Option. Districts may 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 Reports, School Climate Report Cards, and Mental Health Reports

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

- A full report with all the survey results
- 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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Thomas Hanson, Ph.D.
CalSCHLS Director, WestEd

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

Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Alcohol and Other Drugs (AOD) Module	
C. Behavioral Health Module	
D. Closing the Achievement Gap (CTAG) Module	X
E. Community Health Module	
F. Community Schools Module	
G. District Afterschool Module (DASM)	
H. Drug-Free Communities (DFC) Module	
I. Gang Risk Awareness Module (GRAM)	
J. Gender Identity & Sexual Orientation-Based Harassment Module	X
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	X
T. Trauma-Informed Practice Module	
Z. Custom Questions	X

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	189	223	208	205
Final number	169	178	161	147
Response Rate	89%	80%	77%	72%

Table A1.2

Number of Respondents by Instructional Model

	Grade 9	Grade 10	Grade 11	Grade 12
In-school learning only	169	178	161	147
Remote learning only	0	0	0	0

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
School Engagement and Supports					
School connectedness ^{†#} (<i>In-School Only</i>)	74	74	74	69	A6.4
School connectedness ^{†ψ} (<i>Remote Only</i>)					A6.4
Academic motivation [†]	64	73	65	59	A6.4
School is really boring [±]	36	29	31	33	A6.11
School is worthless and a waste of time [±]	9	6	6	10	A6.11
Monthly Absences (3 or more)	13	10	8	18	A6.2
Maintaining focus on schoolwork ^{†Γ}	33	35	31	21	A6.10
Caring adult relationships [‡]	70	78	82	78	A6.4
High expectations-adults in school [‡]	79	86	85	80	A6.4
Meaningful participation [‡]	36	36	31	33	A6.4
Facilities upkeep ^{†Φ}	87	87	92	86	A6.15
Promotion of parental involvement in school [†]	63	58	59	66	A6.4
School Safety and Cyberbullying					
School perceived as very safe or safe ^Φ	82	87	94	85	A8.1
Experienced any harassment or bullying [§]	27	24	19	24	A8.2
Had mean rumors or lies spread about you [§]	34	28	26	33	A8.3
Been afraid of being beaten up ^{§Φ}	9	3	3	5	A8.3
Been in a physical fight ^{§Φ}	6	5	1	2	A8.4
Seen a weapon on campus ^{§Φ}	4	8	3	2	A8.6
Cyberbullying [§]	27	15	21	22	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**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Substance Use					
Current alcohol or drug use [¶]	11	26	50	63	A9.5
Current marijuana use [¶]	5	14	33	40	A9.5
Current binge drinking [¶]	2	14	26	40	A9.5
Very drunk or “high” 7 or more times, ever	4	6	19	33	A9.7
Been drunk or “high” on drugs at school, ever	4	6	11	29	A9.9
Current cigarette smoking [¶]	1	1	5	13	A10.4
Current vaping [¶]	1	8	17	27	A10.4
Current tobacco vaping [¶]	1	5	14	24	A10.5
Current marijuana vaping [¶]	1	8	13	24	A10.5
Routines					
Eating of breakfast [‡]	73	78	69	69	A4.1
Bedtime (at 12 am or later)	15	18	36	37	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 [‡]	25	25	27	31	A7.5
Experienced chronic sadness/hopelessness [§]	23	21	31	35	A7.1
Considered suicide [§]	8	10	9	10	A7.2
Optimism [‡]	50	54	49	44	A7.3
Life satisfaction [‡]	70	68	70	64	A7.4

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

[¶]Past 30 days.

[‡]Today.

^δRemote only.

[¶]Past 7 days.

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

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

[§]Past 12 months.

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

3. Demographics

Table A3.1

School Schedule, Past 30 Days

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

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

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

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

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

Table A3.2

Gender of Sample

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Male	54	49	52	51
Female	41	49	45	47
Nonbinary	2	1	2	1
Something else	2	1	0	1

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Straight (not gay)	65	65	69	66
Lesbian or Gay	2	7	3	4
Bisexual	15	12	15	16
Something else	6	1	4	3
Not sure	6	10	6	5
Decline to respond	5	5	3	5

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No, I am not transgender	92	91	94	95
Yes, I am transgender	2	3	3	3
I am not sure if I am transgender	2	2	2	1
Decline to respond	3	4	2	1

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
American Indian or Alaska Native, non-Hispanic	0	0	0	0
Asian or Asian American, non-Hispanic	21	19	13	14
Black or African American, non-Hispanic	3	1	1	1
Hispanic or Latinx	9	10	11	11
Native Hawaiian or Pacific Islander, non-Hispanic	1	0	0	0
White, non-Hispanic	49	50	56	61
Multiracial, non-Hispanic	17	18	18	13
Something else, non-Hispanic	1	3	1	0

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A home with one or more parent or guardian	97	99	99	97
Other relative's home	0	0	0	0
A home with more than one family	1	0	1	1
Friend's home	0	0	0	0
Foster home, group care, or waiting placement	0	0	0	0
Hotel or motel	0	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0	0	0
Other living arrangement	2	1	0	1

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Did not finish high school	1	0	2	3
Graduated from high school	1	1	0	1
Attended college but did not complete four-year degree	1	2	0	0
Graduated from college	95	97	96	93
Don't know	2	1	2	2

Question HS/MS A.10: What is the highest level of education your parents or guardians completed? (Mark the educational level of the parent or guardian who went the furthest in school.)

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

Table A3.8***Language Spoken at Home***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
English	88	87	94	95
Spanish	2	2	1	2
Mandarin	2	2	1	1
Cantonese	1	2	1	1
Taiwanese	0	0	0	0
Tagalog	0	0	0	0
Vietnamese	1	0	0	0
Korean	0	0	0	0
Arabic	0	0	0	0
Other	6	6	3	1

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>How well do you...</i>				
understand English?				
Very well	85	91		
Well	15	9		
Not well	0	0		
Not at all	0	0		
speak English?				
Very well	90	96		
Well	10	4		
Not well	0	0		
Not at all	0	0		
read English?				
Very well	85	83		
Well	15	13		
Not well	0	4		
Not at all	0	0		
write English?				
Very well	75	65		
Well	25	35		
Not well	0	0		
Not at all	0	0		
<i>English Language Proficiency Status</i>				
Proficient	75	78		
Not proficient	25	22		

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I do not attend my school's afterschool program	72	77	84	84
1 day	1	1	1	1
2 days	3	1	1	1
3 days	4	4	3	2
4 days	4	5	3	5
5 days	16	11	8	7

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	98	99	99	99
Yes	1	1	1	1
Don't know	2	1	0	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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	27	22	31	31
Yes	73	78	69	69

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

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

Table A4.2

Bedtime

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Before 7:00 pm	1	0	0	1
7:00-7:59 pm	1	0	0	0
8:00-8:59 pm	1	2	1	0
9:00-9:59 pm	13	5	4	5
10:00-10:59 pm	39	34	24	24
11:00-11:59 pm	30	41	35	34
12:00-12:59 am	9	11	25	25
After 1:00 am	6	7	11	12
<i>Bedtime at 12 am or later</i>	15	18	36	37

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

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

5. Learning from Home

Table A5.1

Remote Learning Schedule and Instructional Time (Remote Only)

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

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

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

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

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

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

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

Table A5.3***Interest in Schoolwork Done from Home (Remote Only)***

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

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

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

6. School Performance, Engagement, and Supports

Table A6.1

Grades, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Mostly A's	61	55	51	47
A's and B's	27	34	35	35
Mostly B's	6	5	8	12
B's and C's	5	5	4	4
Mostly C's	0	1	0	1
C's and D's	0	0	2	0
Mostly D's	0	0	0	0
Mostly F's	0	0	0	0

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

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

Table A6.2

Absences, Past 30 Days

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I did not miss any days of school in the past 30 days	50	59	59	44
1 day	22	19	22	26
2 days	15	12	11	12
3 or more days	13	10	8	18

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply; I didn't miss any school	46	51	55	35
Illness (feeling physically sick), including problems with breathing or your teeth	42	38	38	54
Were being bullied or mistreated at school <i>(In-School Only)</i>	1	0	1	0
Felt very sad, hopeless, anxious, stressed, or angry	6	10	9	15
Didn't get enough sleep	7	11	11	29
Didn't feel safe at school or going to and from school <i>(In-School Only)</i>	1	1	1	0
Had to take care of or help a family member or friend	0	1	1	1
Wanted to spend time with friends	0	0	1	3
Used alcohol or drugs	0	0	0	2
Were behind in schoolwork or weren't prepared for a test or class assignment	3	7	17	20
Were bored or uninterested in school	2	5	5	10
Had no transportation to school <i>(In-School Only)</i>	0	1	1	1
Other reason	15	9	5	6

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Total school supports	62	66	66	64	
Caring adults in school [‡]	70	78	82	78	A6.5
High expectations-adults in school [‡]	79	86	85	80	A6.6
Meaningful participation at school [‡]	36	36	31	33	A6.7
School connectedness ^{‡#} <i>(In-School Only)</i>	74	74	74	69	A6.8
School connectedness ^{‡ψ} <i>(Remote Only)</i>					A6.8
Academic motivation [†]	64	73	65	59	A6.9
Promotion of parental involvement in school [†]	63	58	59	66	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.

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Caring adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	70	78	82	78
<i>There is a teacher or some other adult from my school... who really cares about me.</i>				
Not at all true	10	3	1	2
A little true	28	21	19	17
Pretty much true	40	44	39	42
Very much true	22	32	40	40
<i>who notices when I’m not there.</i>				
Not at all true	7	6	4	6
A little true	25	25	20	26
Pretty much true	46	38	42	40
Very much true	23	30	34	28
<i>who listens to me when I have something to say.</i>				
Not at all true	2	1	0	2
A little true	16	10	10	14
Pretty much true	53	46	42	38
Very much true	28	43	49	46

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
High expectations-adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	79	86	85	80
<i>There is a teacher or some other adult from my school... who tells me when I do a good job.</i>				
Not at all true	7	2	1	3
A little true	15	16	18	22
Pretty much true	46	39	38	42
Very much true	32	43	43	33
<i>who always wants me to do my best.</i>				
Not at all true	4	1	1	1
A little true	11	8	10	12
Pretty much true	47	35	36	45
Very much true	38	57	53	42
<i>who believes that I will be a success.</i>				
Not at all true	5	1	2	2
A little true	21	15	12	19
Pretty much true	45	46	41	40
Very much true	29	38	45	39

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

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

Table A6.7
Meaningful Participation Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Meaningful participation at school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	36	36	31	33
<i>At school/When I participate in school,...</i>				
I do interesting activities.				
Not at all true	5	3	3	2
A little true	29	30	34	38
Pretty much true	42	45	45	43
Very much true	23	22	18	17
I help decide things like class activities or rules.				
Not at all true	30	32	33	32
A little true	42	41	46	46
Pretty much true	19	19	18	15
Very much true	10	8	3	7
I do things that make a difference.				
Not at all true	23	22	19	20
A little true	41	38	48	45
Pretty much true	26	29	23	27
Very much true	10	11	10	8
I have a say in how things work.				
Not at all true	29	31	27	24
A little true	40	41	51	47
Pretty much true	23	16	17	26
Very much true	9	12	6	3
I help decide school activities or rules.				
Not at all true	53	48	48	47
A little true	28	36	36	33
Pretty much true	14	11	13	18
Very much true	5	5	3	3

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School connectedness[#] (<i>In-School Only</i>)				
<i>Average reporting “Agree” or “Strongly agree”</i>	74	74	74	69
School connectedness^ψ (<i>Remote Only</i>)				
<i>Average reporting “Agree” or “Strongly agree”</i>				
I feel close to people at/from this school.				
Strongly disagree	0	0	0	0
Disagree	4	6	7	14
Neither disagree nor agree	13	22	18	12
Agree	58	47	47	51
Strongly agree	24	25	28	23
I am happy with/to be at this school.				
Strongly disagree	2	1	1	3
Disagree	7	5	12	10
Neither disagree nor agree	25	27	21	25
Agree	48	48	47	49
Strongly agree	18	19	19	14
I feel like I am part of this school.				
Strongly disagree	2	2	1	0
Disagree	5	3	8	16
Neither disagree nor agree	23	26	29	25
Agree	48	53	46	40
Strongly agree	21	17	16	18

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.*

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

Table A6.8
School Connectedness Scale Questions – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
The teachers at this school treat students fairly/The teachers treat students fairly.				
Strongly disagree	2	1	1	1
Disagree	7	3	3	5
Neither disagree nor agree	22	18	18	24
Agree	49	60	58	53
Strongly agree	19	18	20	17
I feel safe in my school. (<i>In-School Only</i>)				
Strongly disagree	2	0	0	1
Disagree	2	1	2	3
Neither disagree nor agree	11	17	10	16
Agree	59	50	48	47
Strongly agree	26	32	41	33

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Academic motivation				
<i>Average reporting “Agree” or “Strongly agree”</i>	64	73	65	59
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	1	0	1	0
Disagree	4	1	5	3
Neither disagree nor agree	10	12	10	19
Agree	50	47	44	54
Strongly agree	35	40	40	23
I try hard on my schoolwork because I am interested in it.				
Strongly disagree	4	4	5	3
Disagree	23	20	21	21
Neither disagree nor agree	38	26	36	33
Agree	23	40	28	36
Strongly agree	12	9	10	6
I work hard to try to understand new things when doing my schoolwork.				
Strongly disagree	1	1	1	1
Disagree	8	6	6	10
Neither disagree nor agree	28	17	26	29
Agree	43	54	47	48
Strongly agree	20	22	19	12
I am always trying to do better in my schoolwork.				
Strongly disagree	1	0	0	1
Disagree	5	2	7	7
Neither disagree nor agree	21	18	21	33
Agree	45	48	45	48
Strongly agree	28	32	27	12

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
It is hard for me to stay focused when doing my schoolwork.				
Strongly disagree	5	6	5	4
Disagree	28	29	25	17
Neither disagree nor agree	25	27	29	32
Agree	24	28	32	35
Strongly agree	18	10	8	12

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***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School is really boring.				
High (7-10)	36	29	31	33
Medium (4-6)	40	47	44	48
Low (0-3)	25	24	25	19
School is worthless and a waste of time.				
High (7-10)	9	6	6	10
Medium (4-6)	22	22	23	23
Low (0-3)	69	71	71	67

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***Level of School Boredom and Value of School - 9th Grade***

		School is really boring (Grade 9)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value 24%				Mid-Boredom & High Value 29%			High Boredom & High Value 16%			
	1											
	2											
	3											
	4	Low Boredom &			Mid-Boredom & Mid-Value 9%			High Boredom & Mid-Value 13%				
	5	Mid-Value [̄]										
	6											
	7								High Boredom & Low Value 7%			
	8	Low Boredom &			Mid-Boredom &							
	9	Low Value [̄]			Low Value [̄]							
	10 Strongly Agree											

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

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

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

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

Table A6.12B***Level of School Boredom and Value of School - 10th Grade***

		School is really boring (Grade 10)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value 24%				Mid-Boredom & High Value 37%			High Boredom & High Value 11%			
	1											
	2											
	3											
	4	Low Boredom &			Mid-Boredom & Mid-Value 9%			High Boredom & Mid-Value 13%				
	5	Mid-Value [̄]										
	6											
	7								High Boredom & Low Value 5%			
	8	Low Boredom &			Mid-Boredom &							
	9	Low Value [̄]			Low Value [̄]							
	10 Strongly Agree											

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

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

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

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

Table A6.12C

Level of School Boredom and Value of School - 11th Grade

		School is really boring (Grade 11)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value 25%				Mid-Boredom & High Value 32%				High Boredom & High Value 14%		
	1											
	2											
	3											
	4	Low Boredom &				Mid-Boredom & Mid-Value 12%				High Boredom & Mid-Value 12%		
	5	Mid-Value [≡]										
	6											
	7									High Boredom & Low Value 6%		
	8	Low Boredom &				Mid-Boredom &						
	9	Low Value [≡]				Low Value [≡]						
	10 Strongly Agree											

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

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

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

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

Table A6.12D

Level of School Boredom and Value of School - 12th Grade

		School is really boring (Grade 12)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value 19%			Mid-Boredom & High Value 37%			High Boredom & High Value 11%				
	1											
	2											
	3											
	4	Low Boredom &			Mid-Boredom &			High Boredom &				
	5	Mid-Value [̄]			Mid-Value			Mid-Value				
	6				10%			13%				
	7							High Boredom & Low Value 9%				
	8	Low Boredom &			Mid-Boredom &							
	9	Low Value [̄]			Low Value [̄]							
	10 Strongly Agree											

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

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Promotion of parental involvement in school				
<i>Average reporting “Agree” or “Strongly agree”</i>	63	58	59	66
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	1	1	1	1
Disagree	8	11	11	14
Neither disagree nor agree	25	25	32	26
Agree	48	47	50	50
Strongly agree	16	16	7	10
Parents feel welcome to participate at this school.				
Strongly disagree	1	1	0	0
Disagree	4	5	3	2
Neither disagree nor agree	33	40	33	26
Agree	45	38	47	51
Strongly agree	17	17	16	21
School staff take parent concerns seriously.				
Strongly disagree	2	1	0	0
Disagree	7	8	8	9
Neither disagree nor agree	29	34	36	25
Agree	41	41	42	45
Strongly agree	20	17	14	21

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

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

Table A6.14
Checking Student Progress

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A teacher or some other adult from my school checks on how I am feeling.				
Not at all true	22	11	12	11
A little true	27	34	25	38
Pretty much true	32	31	32	28
Very much true	19	24	31	24

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
My school is usually clean and tidy.				
Strongly disagree	0	1	0	0
Disagree	1	2	0	2
Neither disagree nor agree	12	10	8	12
Agree	58	57	62	60
Strongly agree	28	30	30	26

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

7. Social and Emotional Health

Table A7.1

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	77	79	69	65
Yes	23	21	31	35

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

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

Table A7.2

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	92	90	91	90
Yes	8	10	9	10

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

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

Table A7.3***Optimism Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Optimism				
<i>Average reporting “Pretty much true” or “Very much true”</i>	50	54	49	44
Each day I look forward to having a lot of fun.				
Not at all true	22	14	20	18
A little true	36	38	44	46
Pretty much true	29	36	27	27
Very much true	14	12	9	9
I usually expect to have a good day.				
Not at all true	16	14	14	19
A little true	35	35	35	36
Pretty much true	34	39	39	36
Very much true	16	12	12	9
Overall, I expect more good things to happen to me than bad things.				
Not at all true	19	10	13	17
A little true	23	26	27	32
Pretty much true	35	42	43	32
Very much true	22	22	17	19

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

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

Table A7.4
Life Satisfaction Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Life satisfaction				
<i>Average reporting “Satisfied” or “Very satisfied”</i>	70	68	70	64
<i>I would describe my satisfaction with...</i>				
my family life as...				
Very dissatisfied	0	1	1	2
Dissatisfied	3	4	1	6
A little dissatisfied	7	4	5	9
A little satisfied	8	9	9	11
Satisfied	39	45	49	39
Very satisfied	43	37	35	32
my friendships as...				
Very dissatisfied	1	1	1	0
Dissatisfied	2	2	3	2
A little dissatisfied	10	6	5	9
A little satisfied	15	21	16	14
Satisfied	44	41	43	53
Very satisfied	28	31	32	22
my school experience as...				
Very dissatisfied	3	3	1	2
Dissatisfied	6	5	9	11
A little dissatisfied	14	14	14	16
A little satisfied	23	32	28	23
Satisfied	37	33	39	39
Very satisfied	17	14	9	9

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>I would describe my satisfaction with...</i>				
myself as...				
Very dissatisfied	4	2	4	5
Dissatisfied	7	11	5	11
A little dissatisfied	14	8	11	13
A little satisfied	20	22	26	23
Satisfied	32	36	39	35
Very satisfied	23	20	16	14
where I live as...				
Very dissatisfied	2	0	1	1
Dissatisfied	2	2	0	4
A little dissatisfied	4	4	5	7
A little satisfied	6	12	8	11
Satisfied	28	38	39	40
Very satisfied	57	45	47	37

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress				
<i>Average reporting “Pretty much true” or “Very much true”</i>	25	25	27	31
I had a hard time relaxing.				
Not at all true	32	30	27	25
A little true	46	39	41	38
Pretty much true	16	24	23	23
Very much true	7	7	10	15
I felt sad and down.				
Not at all true	36	32	27	19
A little true	35	38	42	46
Pretty much true	21	25	22	20
Very much true	8	5	8	14
I was easily irritated.				
Not at all true	31	29	29	25
A little true	35	42	36	38
Pretty much true	24	21	22	20
Very much true	11	8	13	18
It was hard for me to cope and I thought I would panic.				
Not at all true	56	59	51	51
A little true	21	20	29	24
Pretty much true	15	16	11	18
Very much true	7	5	8	7
It was hard for me to get excited about anything.				
Not at all true	54	55	49	48
A little true	27	31	32	32
Pretty much true	11	11	12	13
Very much true	7	4	7	6

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

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

8. School Violence, Victimization, and Safety

Table A8.1

Perceived Safety at School (In-School Only)

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very safe	25	35	46	33
Safe	57	52	47	53
Neither safe nor unsafe	14	12	5	14
Unsafe	2	1	1	1
Very unsafe	1	1	1	0

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Race, ethnicity, or national origin				
0 times	90	91	94	93
1 time	5	5	3	2
2 or more times	6	4	3	5
Religion				
0 times	98	95	96	95
1 time	1	3	1	2
2 or more times	1	2	3	3
Gender				
0 times	96	93	94	92
1 time	2	2	3	2
2 or more times	1	5	3	6
Because you are gay, lesbian, or bisexual or someone thought you were				
0 times	94	95	94	93
1 time	4	1	3	4
2 or more times	2	4	3	3
A physical or mental disability				
0 times	96	94	94	96
1 time	2	4	2	3
2 or more times	1	2	4	1
Any of the above five reasons	17	18	18	20

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
You are an immigrant or someone thought you were				
0 times	98	98	99	97
1 time	1	2	1	1
2 or more times	1	1	1	2
Any other reason				
0 times	82	88	94	91
1 time	7	5	3	3
2 or more times	11	6	3	6
Any harassment	27	24	19	24

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

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

Table A8.3

School Violence Victimization Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School violence victimization (<i>In-School Only</i>)				
<i>Average reporting “1 or more times”</i>	22	15	15	18
<i>During the past 12 months, how many times on school property have you...</i>				
been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around? (<i>In-School Only</i>)				
0 times	88	96	96	93
1 time	7	2	3	5
2 to 3 times	2	2	1	1
4 or more times	2	1	1	1
been afraid of being beaten up? (<i>In-School Only</i>)				
0 times	91	97	97	95
1 time	7	1	1	3
2 to 3 times	2	2	1	1
4 or more times	1	1	0	1
<i>During the past 12 months, how many times have you...</i>				
had mean rumors or lies spread about you?				
0 times	66	72	74	67
1 time	18	17	16	15
2 to 3 times	10	8	7	12
4 or more times	7	2	3	6
had sexual jokes, comments, or gestures made to you?				
0 times	67	77	79	72
1 time	13	11	11	12
2 to 3 times	7	6	2	9
4 or more times	12	6	8	7

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

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

Table A8.3

School Violence Victimization Scale Questions – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During the past 12 months, how many times on school property have you/did students from your school...</i>				
<i>had your property stolen or deliberately damaged?</i>				
<i>(In-School Only)</i>				
0 times	93	95	95	96
1 time	6	4	3	2
2 to 3 times	1	1	2	1
4 or more times	0	1	0	1
<i>been made fun of because of your looks or the way you talk?</i>				
0 times	75	79	79	79
1 time	12	9	7	13
2 to 3 times	7	4	8	6
4 or more times	6	8	6	3
<i>been made fun of, insulted, or called names?</i>				
0 times	72	78	78	76
1 time	12	8	8	13
2 to 3 times	5	7	8	6
4 or more times	11	8	6	5
<i>During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?</i>				
0 times (never)	73	85	79	78
1 time	15	8	16	10
2 to 3 times	7	7	4	9
4 or more times	5	1	2	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)

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School violence perpetration				
<i>Average reporting “1 or more times”</i>	3	5	5	7
<i>During the past 12 months, how many times on school property have you...</i>				
been in a physical fight?				
0 times	94	95	99	98
1 time	4	4	0	1
2 to 3 times	1	1	1	1
4 or more times	1	0	0	1
been offered, sold, or given an illegal drug?				
0 times	91	87	84	74
1 time	5	6	6	10
2 to 3 times	2	5	7	8
4 or more times	1	2	3	8
damaged school property on purpose?				
0 times	99	96	95	95
1 time	1	2	5	3
2 to 3 times	1	1	1	1
4 or more times	0	1	0	1
carried a gun?				
0 times	100	100	99	100
1 time	0	0	0	0
2 to 3 times	0	0	0	0
4 or more times	0	0	1	0
carried any other weapon (such as a knife or club)?				
0 times	99	96	99	97
1 time	1	2	0	1
2 to 3 times	0	1	0	1
4 or more times	1	1	1	1

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During the past 12 months, how many times on school property have you...</i>				
been threatened with harm or injury?				
0 times	94	97	99	97
1 time	2	3	1	3
2 to 3 times	3	0	1	0
4 or more times	1	0	0	1
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	100	100	100	99
1 time	0	0	0	0
2 to 3 times	0	0	0	0
4 or more times	0	0	0	1

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During the past 12 months, how many times on school property have you...</i>				
seen someone carrying a gun, knife, or other weapon?				
0 times	96	92	97	98
1 time	2	4	1	1
2 to 3 times	1	1	1	0
4 or more times	1	3	1	1

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

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

9. Alcohol and Other Drug Use

Table A9.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Lifetime illicit AOD use to get “high” [^]	23	37	64	74	A9.2
Lifetime alcohol or drug use	25	39	64	74	A9.2
Lifetime marijuana use	8	23	41	59	A9.2
Lifetime very drunk or high (7 or more times)	4	6	19	33	A9.7
Current alcohol or drug use [¶]	11	26	50	63	A9.5
Current marijuana use [¶]	5	14	33	40	A9.5
Current heavy drug use [¶]	3	5	12	31	A9.5
Current heavy alcohol use (binge drinking) [¶]	2	14	26	40	A9.5
Current alcohol or drug use on school property ^{¶Φ}	2	4	7	18	A9.8
Harmfulness of occasional marijuana use ^B	21	22	13	8	A9.11
Difficulty of obtaining marijuana ^C	8	5	3	1	A9.12

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

[^]*Excludes prescription pain medication.*

[¶]*Past 30 days.*

^Φ*In-School only.*

^B*Great harm.*

^C*Very difficult.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol	19	35	63	73
Marijuana	8	23	41	59
Inhalants	0	1	5	8
Cocaine, methamphetamine, or any amphetamines	0	1	2	6
Ecstasy, LSD, or other psychedelics	1	2	6	18
Prescription pain medication (opioids)	3	5	3	6
Cold/cough medicines or other over-the-counter medicines to get “high”	2	3	3	6
Any other drug, pill, or medicine to get “high”	2	2	3	10
<i>Any of the above AOD use</i>	25	39	64	74
<i>Any illicit AOD use to get “high”[^]</i>	23	37	64	74

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

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

Table A9.3
Lifetime AOD Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one full drink)				
0 times	81	65	37	27
1 time	8	3	5	4
2 to 3 times	6	7	9	8
4 or more times	5	24	50	60
Marijuana (smoke, vape, eat, or drink)				
0 times	92	77	59	41
1 time	2	2	4	3
2 to 3 times	1	5	9	8
4 or more times	4	16	28	48
Inhalants				
0 times	100	99	95	92
1 time	0	1	2	4
2 to 3 times	0	0	0	3
4 or more times	0	0	3	1
Cocaine, methamphetamine, or any amphetamines				
0 times	100	99	98	94
1 time	0	1	1	4
2 to 3 times	0	1	1	2
4 or more times	0	0	0	0
Ecstasy, LSD, or other psychedelics				
0 times	99	98	94	82
1 time	1	1	1	3
2 to 3 times	0	1	3	7
4 or more times	0	0	2	8
Prescription pain medication				
0 times	97	95	97	94
1 time	1	1	1	2
2 to 3 times	0	3	1	3
4 or more times	2	1	2	0

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cold/cough medicines or other over-the-counter medicines to get “high”				
0 times	98	97	97	94
1 time	1	2	0	3
2 to 3 times	0	1	1	1
4 or more times	1	1	2	1
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 times	98	98	97	90
1 time	1	2	0	4
2 to 3 times	1	0	2	3
4 or more times	1	1	1	3

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

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

Table A9.4
Methods of Marijuana Consumption

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>				
Smoke it?				
0 times	95	83	63	47
1 time	1	3	6	6
2 to 3 times	2	5	8	6
4 or more times	2	9	24	41
In a vaping device?				
0 times	96	83	67	53
1 time	1	3	4	4
2 to 3 times	0	5	7	6
4 or more times	3	9	22	37
Eat or drink it in products made with marijuana?				
0 times	95	82	70	53
1 time	1	6	9	4
2 to 3 times	1	8	10	15
4 or more times	2	5	12	28

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one or more drinks of alcohol)	11	25	46	55
Binge drinking (5 or more drinks in a row)	2	14	26	40
Marijuana (smoke, vape, eat, or drink)	5	14	33	40
Inhalants	0	0	1	1
Prescription drugs to get “high” or for reasons other than prescribed	1	1	2	2
Other drug, pill, or medicine to get “high” or for reasons other than medical	1	1	1	3
<i>Any drug use</i>	5	15	34	40
<i>Heavy drug use</i>	3	5	12	31
<i>Any AOD Use</i>	11	26	50	63
Two or more substances at the same time	3	6	18	27

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one or more drinks)				
0 days	89	75	54	45
1 or 2 days	10	15	31	31
3 to 9 days	1	8	12	22
10 to 19 days	0	2	3	2
20 to 30 days	0	0	1	0
Binge drinking (5 or more drinks in a row)				
0 days	98	86	74	60
1 or 2 days	2	10	19	24
3 to 9 days	0	3	6	15
10 to 19 days	1	1	1	1
20 to 30 days	0	1	0	0
Marijuana (smoke, vape, eat, or drink)				
0 days	95	86	67	60
1 or 2 days	2	9	22	10
3 to 9 days	3	3	8	14
10 to 19 days	0	2	3	8
20 to 30 days	0	0	1	8

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very drunk or sick after drinking alcohol				
0 times	96	77	60	45
1 to 2 times	3	16	20	19
3 to 6 times	1	3	11	22
7 or more times	1	4	9	14
“High” (loaded, stoned, or wasted) from using drugs				
0 times	95	78	60	48
1 to 2 times	2	8	9	8
3 to 6 times	0	8	16	12
7 or more times	4	6	16	32
<i>Very drunk or “high” 7 or more times</i>	4	6	19	33

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
0 days	99	99	97	95
1 to 2 days	1	1	2	1
3 or more days	0	0	1	3
Marijuana (smoke, vape, eat, or drink)				
0 days	98	97	95	83
1 to 2 days	1	2	4	11
3 or more days	1	1	1	6
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 days	100	100	99	99
1 to 2 days	0	0	1	1
3 or more days	0	0	1	0
Any of the above	2	4	7	18

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times	96	94	89	71
1 to 2 times	2	5	7	9
3 to 6 times	2	0	2	11
7 or more times	0	1	2	8

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

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

Table A9.10
Cessation Attempts

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
Does not apply, don't use	96	80	56	49
0 times	2	19	39	47
1 time	1	1	4	4
2 to 3 times	0	0	1	1
4 or more times	0	0	0	0
Marijuana				
Does not apply, don't use	96	83	71	57
0 times	2	13	25	29
1 time	1	2	5	6
2 to 3 times	1	1	0	7
4 or more times	0	1	0	1

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol - drink occasionally				
Great	13	15	11	9
Moderate	23	21	17	27
Slight	45	52	61	51
None	19	12	11	13
Alcohol - 5 or more drinks once or twice a week				
Great	50	56	40	47
Moderate	36	37	47	41
Slight	9	6	10	10
None	5	2	3	3
Marijuana - use occasionally				
Great	21	22	13	8
Moderate	34	30	27	21
Slight	33	42	52	50
None	13	6	8	21
Marijuana - use daily				
Great	61	63	54	39
Moderate	26	31	37	40
Slight	6	4	7	18
None	7	2	3	3

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
Very difficult	5	3	3	1
Fairly difficult	10	5	5	3
Fairly easy	19	25	13	21
Very easy	34	55	63	67
Don’t know	31	12	16	8
Marijuana				
Very difficult	8	5	3	1
Fairly difficult	14	7	4	1
Fairly easy	19	34	24	27
Very easy	22	31	45	60
Don’t know	36	25	24	11
Prescription drugs to get “high” or for reasons other than prescribed				
Very difficult	8	6	10	4
Fairly difficult	20	20	15	27
Fairly easy	20	17	18	24
Very easy	12	15	12	13
Don’t know	40	41	45	31

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

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

10. Tobacco Use

Table A10.1

Summary of Key CHKS Tobacco Indicators

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	3	5	14	21	A10.2
Current cigarette smoking [¶]	1	1	5	13	A10.4
Current cigarette smoking at school ^{¶Φ}	0	0	1	1	A10.6
Ever tried smokeless tobacco	1	2	5	9	A10.2
Current smokeless tobacco use [¶]	1	0	2	3	A10.4
Current smokeless tobacco use at school ^{¶Φ}	0	0	0	1	A10.6
Ever used vape products	3	17	31	38	A10.2
Current use of vape products [¶]	1	8	17	27	A10.4
Current tobacco vaping [¶]	1	5	14	24	A10.5
Current marijuana vaping [¶]	1	8	13	24	A10.5
Current vaping at school ^{¶Φ}	1	1	3	15	A10.6
Cessation Attempts					
Tried to quit smoking or vaping tobacco or nicotine	1	2	12	18	A10.8
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking ^B	20	28	20	17	A10.9
Harmfulness of smoking 1 or more packs/day ^B	78	93	90	90	A10.9
Harmfulness of vaping occasionally ^B	22	30	20	15	A10.10
Harmfulness of vaping several times a day ^B	83	91	87	91	A10.10
Difficulty of obtaining cigarettes ^C	5	3	3	1	A10.11
Difficulty of obtaining vape products ^C	5	3	3	1	A10.11
Anti-Tobacco Policy					
School bans tobacco use and vaping	67	82	81	92	A10.12

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

[¶]Past 30 days.

^ΦIn-School only.

^BGreat harm.

^CVery difficult.

Table A10.2
Lifetime Tobacco Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A whole cigarette				
0 times	97	95	86	79
1 time	2	2	1	4
2 to 3 times	0	1	5	7
4 or more times	1	1	7	10
Smokeless tobacco				
0 times	99	98	95	91
1 time	0	1	2	3
2 to 3 times	0	1	1	3
4 or more times	1	0	1	3
Vape products				
0 times	97	83	69	63
1 time	1	5	3	3
2 to 3 times	0	3	7	4
4 or more times	2	8	20	30

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

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

Table A10.3
Substances Ever Vaped

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Vaped tobacco or nicotine				
0 times	98	89	72	67
1 time	1	3	1	2
2 to 3 times	0	4	7	5
4 or more times	2	5	20	26
Vaped marijuana or THC				
0 times	98	87	73	63
1 time	0	2	3	1
2 to 3 times	1	3	5	4
4 or more times	2	8	20	32
Vaped other product				
0 times	99	97	96	94
1 time	0	1	0	1
2 to 3 times	0	1	1	3
4 or more times	1	2	3	2

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
Any	1	1	5	13
Daily (20 or more days)	0	0	0	0
Smokeless tobacco				
Any	1	0	2	3
Daily (20 or more days)	1	0	0	0
Vape products				
Any	1	8	17	27
Daily (20 or more days)	1	1	3	10

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Vaped tobacco or nicotine?				
0 days	99	95	86	76
1 or 2 days	0	3	7	6
3 to 9 days	1	1	3	3
10 to 19 days	0	0	2	6
20 to 30 days	1	1	3	8
Vaped marijuana or THC?				
0 days	99	92	88	76
1 or 2 days	1	4	6	6
3 to 9 days	1	2	4	7
10 to 19 days	0	2	2	8
20 to 30 days	0	0	1	3
Vaped other product?				
0 days	99	98	98	97
1 or 2 days	1	1	2	2
3 to 9 days	0	0	0	1
10 to 19 days	0	1	0	0
20 to 30 days	0	1	0	0

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
0 days	100	100	99	99
1 or 2 days	0	0	0	1
3 to 9 days	0	0	1	0
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	0
Smokeless tobacco				
0 days	100	100	100	99
1 or 2 days	0	0	0	1
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	0
Vape				
0 days	99	99	97	85
1 or 2 days	0	0	1	6
3 to 9 days	0	1	1	3
10 to 19 days	0	1	1	3
20 to 30 days	1	0	1	3

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes				
0 days	95	96	92	87
1 day	2	2	0	1
2 days	1	0	4	2
3-9 days	1	1	3	6
10-19 days	0	1	1	3
20-30 days	1	0	0	1

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply, don't use	98	91	79	74
0 times	1	7	8	8
1 time	0	1	7	5
2 to 3 times	1	0	6	10
4 or more times	1	1	0	3

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Smoke cigarettes occasionally				
Great	20	28	20	17
Moderate	49	49	48	51
Slight	21	21	27	28
None	10	2	5	3
Smoke 1 or more packs of cigarettes each day				
Great	78	93	90	90
Moderate	13	5	7	8
Slight	3	1	2	0
None	6	1	2	2

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Vape tobacco or nicotine occasionally				
Great	22	30	20	15
Moderate	49	49	48	58
Slight	23	20	28	24
None	6	1	4	3
Vape tobacco or nicotine several times a day (100 puffs or more)				
Great	83	91	87	91
Moderate	10	8	8	7
Slight	1	1	2	0
None	6	1	3	2

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
Very difficult	5	3	3	1
Fairly difficult	16	15	8	8
Fairly easy	25	31	30	31
Very easy	15	17	24	39
Don't know	39	34	35	21
Vape products				
Very difficult	5	3	3	1
Fairly difficult	11	5	2	1
Fairly easy	26	29	22	23
Very easy	28	42	53	64
Don't know	31	20	20	11

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	3	2	3	1
Yes	67	82	81	92
Don't know	30	16	16	6

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

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

11. Other Health Risks

Table A11.1

Gang Involvement (In-School Only)

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	99	99	99	99
Yes	1	1	1	1

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

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

12. Race/Ethnic Breakdowns

Table A12.1

School Engagement and Supports by Race/Ethnicity

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School Connectedness^{†#} (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	66	67	71	78
Black or African American				
Hispanic or Latinx	77	62	68	74
Native Hawaiian or Pacific Islander				
White	80	82	78	71
Mixed (two or more) ethnics	69	66	71	58
Something else				
School Connectedness^{†ψ} (<i>Remote Only</i>)				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
Academic Motivation[†]				
American Indian or Alaska Native				
Asian or Asian American	65	67	63	74
Black or African American				
Hispanic or Latinx	55	75	69	69
Native Hawaiian or Pacific Islander				
White	68	76	66	55
Mixed (two or more) ethnics	59	71	62	62
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***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School is really boring[±]				
American Indian or Alaska Native				
Asian or Asian American	34	31	41	35
Black or African American				
Hispanic or Latinx	43	29	24	19
Native Hawaiian or Pacific Islander				
White	33	31	25	34
Mixed (two or more) ethnics	36	19	48	32
Something else				
School is worthless and a waste of time[±]				
American Indian or Alaska Native				
Asian or Asian American	9	9	6	15
Black or African American				
Hispanic or Latinx	0	6	12	19
Native Hawaiian or Pacific Islander				
White	9	6	2	3
Mixed (two or more) ethnics	11	6	14	11
Something else				
Monthly Absences (3 or more)				
American Indian or Alaska Native				
Asian or Asian American	6	3	6	10
Black or African American				
Hispanic or Latinx	14	12	0	25
Native Hawaiian or Pacific Islander				
White	15	11	7	22
Mixed (two or more) ethnics	18	10	14	5
Something else				

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

[±]*Rating of 7 or higher.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Maintaining focus on schoolwork[†]				
American Indian or Alaska Native				
Asian or Asian American	26	33	24	15
Black or African American				
Hispanic or Latinx	29	18	24	13
Native Hawaiian or Pacific Islander				
White	41	44	31	26
Mixed (two or more) ethnics	21	26	31	21
Something else				
Caring adult relationships[‡]				
American Indian or Alaska Native				
Asian or Asian American	70	79	86	80
Black or African American				
Hispanic or Latinx	74	82	75	67
Native Hawaiian or Pacific Islander				
White	72	77	84	79
Mixed (two or more) ethnics	67	80	80	86
Something else				
High expectations-adults in school[‡]				
American Indian or Alaska Native				
Asian or Asian American	76	85	92	85
Black or African American				
Hispanic or Latinx	81	94	84	69
Native Hawaiian or Pacific Islander				
White	83	87	84	83
Mixed (two or more) ethnics	74	80	85	84
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***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Meaningful participation[‡]				
American Indian or Alaska Native				
Asian or Asian American	39	33	52	47
Black or African American				
Hispanic or Latinx	31	30	24	34
Native Hawaiian or Pacific Islander				
White	38	42	30	31
Mixed (two or more) ethnics	26	26	28	34
Something else				
Facilities upkeep[†] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	86	85	76	80
Black or African American				
Hispanic or Latinx	93	76	94	100
Native Hawaiian or Pacific Islander				
White	88	90	92	85
Mixed (two or more) ethnics	85	94	100	95
Something else				
Promotion of parental involvement in school[†]				
American Indian or Alaska Native				
Asian or Asian American	67	52	61	62
Black or African American				
Hispanic or Latinx	69	55	61	60
Native Hawaiian or Pacific Islander				
White	60	60	56	69
Mixed (two or more) ethnics	64	66	61	60
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***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School perceived as very safe or safe (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	69	88	88	90
Black or African American				
Hispanic or Latinx	86	76	88	88
Native Hawaiian or Pacific Islander				
White	85	92	97	86
Mixed (two or more) ethnics	86	83	90	84
Something else				
Experienced harassment due to five reasons^{λ§}				
American Indian or Alaska Native				
Asian or Asian American	20	15	12	20
Black or African American				
Hispanic or Latinx	21	24	24	25
Native Hawaiian or Pacific Islander				
White	11	8	17	21
Mixed (two or more) ethnics	25	40	14	16
Something else				
Experienced any harassment or bullying[§]				
American Indian or Alaska Native				
Asian or Asian American	29	24	12	20
Black or African American				
Hispanic or Latinx	29	29	29	25
Native Hawaiian or Pacific Islander				
White	25	11	18	25
Mixed (two or more) ethnics	32	50	17	26
Something else				

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

^λThe five reasons include race, ethnicity, or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Had mean rumors or lies spread about you[§]				
American Indian or Alaska Native				
Asian or Asian American	29	30	12	20
Black or African American				
Hispanic or Latinx	43	59	18	25
Native Hawaiian or Pacific Islander				
White	35	18	28	36
Mixed (two or more) ethnics	36	33	34	42
Something else				
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	11	3	0	0
Black or African American				
Hispanic or Latinx	7	6	6	0
Native Hawaiian or Pacific Islander				
White	8	2	3	6
Mixed (two or more) ethnics	7	3	0	11
Something else				
Been in a physical fight[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	0	0	0	5
Black or African American				
Hispanic or Latinx	7	12	6	6
Native Hawaiian or Pacific Islander				
White	6	4	0	1
Mixed (two or more) ethnics	7	3	0	0
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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Seen a weapon on campus[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	3	6	0	0
Black or African American				
Hispanic or Latinx	0	12	0	0
Native Hawaiian or Pacific Islander				
White	3	11	5	4
Mixed (two or more) ethnics	7	0	0	0
Something else				

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

[§]Past 12 months.

Table A12.3
Cyberbullying by Race/Ethnicity

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cyberbullying[§]				
American Indian or Alaska Native				
Asian or Asian American	29	15	12	20
Black or African American				
Hispanic or Latinx	36	41	12	25
Native Hawaiian or Pacific Islander				
White	23	10	26	21
Mixed (two or more) ethnics	29	17	17	32
Something else				

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol or drug use[¶]				
American Indian or Alaska Native				
Asian or Asian American	6	12	35	60
Black or African American				
Hispanic or Latinx	7	47	35	56
Native Hawaiian or Pacific Islander				
White	16	29	55	64
Mixed (two or more) ethnics	7	26	52	68
Something else				
Current marijuana use[¶]				
American Indian or Alaska Native				
Asian or Asian American	3	3	24	25
Black or African American				
Hispanic or Latinx	0	35	24	50
Native Hawaiian or Pacific Islander				
White	9	13	35	45
Mixed (two or more) ethnics	0	16	38	26
Something else				
Current binge drinking[¶]				
American Indian or Alaska Native				
Asian or Asian American	3	3	18	20
Black or African American				
Hispanic or Latinx	0	29	18	38
Native Hawaiian or Pacific Islander				
White	4	18	29	44
Mixed (two or more) ethnics	0	6	28	47
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***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very drunk or “high” 7 or more times, ever				
American Indian or Alaska Native				
Asian or Asian American	3	3	6	25
Black or African American				
Hispanic or Latinx	0	12	18	38
Native Hawaiian or Pacific Islander				
White	6	7	20	37
Mixed (two or more) ethnics	0	6	24	26
Something else				
Been drunk or “high” on drugs at school, ever				
American Indian or Alaska Native				
Asian or Asian American	0	3	0	20
Black or African American				
Hispanic or Latinx	0	12	12	19
Native Hawaiian or Pacific Islander				
White	6	7	12	33
Mixed (two or more) ethnics	4	6	14	26
Something else				
Current alcohol use[¶]				
American Indian or Alaska Native				
Asian or Asian American	6	12	29	45
Black or African American				
Hispanic or Latinx	7	41	35	50
Native Hawaiian or Pacific Islander				
White	16	27	52	57
Mixed (two or more) ethnics	7	26	45	68
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***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol use at school[¶] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American	0	0	0	0
Black or African American				
Hispanic or Latinx	0	0	0	6
Native Hawaiian or Pacific Islander				
White	3	1	4	6
Mixed (two or more) ethnics	0	0	3	5
Something else				
Current cigarette smoking[¶]				
American Indian or Alaska Native				
Asian or Asian American	0	0	6	0
Black or African American				
Hispanic or Latinx	0	0	12	25
Native Hawaiian or Pacific Islander				
White	1	0	3	15
Mixed (two or more) ethnics	0	3	3	5
Something else				
Current vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American	3	0	0	20
Black or African American				
Hispanic or Latinx	0	12	6	19
Native Hawaiian or Pacific Islander				
White	1	10	16	33
Mixed (two or more) ethnics	0	13	34	21
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***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current tobacco vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American	3	0	0	20
Black or African American				
Hispanic or Latinx	0	6	6	19
Native Hawaiian or Pacific Islander				
White	1	5	14	29
Mixed (two or more) ethnics	0	10	28	11
Something else				
Current marijuana vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American	3	0	0	10
Black or African American				
Hispanic or Latinx	0	6	6	19
Native Hawaiian or Pacific Islander				
White	1	10	11	31
Mixed (two or more) ethnics	0	13	28	21
Something else				

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Eating of breakfast				
American Indian or Alaska Native				
Asian or Asian American	71	76	61	65
Black or African American				
Hispanic or Latinx	79	82	71	69
Native Hawaiian or Pacific Islander				
White	70	83	70	70
Mixed (two or more) ethnics	75	65	79	79
Something else				
Bedtime (at 12 am or later)				
American Indian or Alaska Native				
Asian or Asian American	17	15	50	65
Black or African American				
Hispanic or Latinx	29	24	29	44
Native Hawaiian or Pacific Islander				
White	10	13	30	33
Mixed (two or more) ethnics	21	39	45	26
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)***

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

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Meaningful opportunities[‡]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress[‡]				
American Indian or Alaska Native				
Asian or Asian American	32	38	18	29
Black or African American				
Hispanic or Latinx	33	27	28	35
Native Hawaiian or Pacific Islander				
White	22	18	28	26
Mixed (two or more) ethnics	26	35	32	41
Something else				
Experienced chronic sadness/hopelessness[§]				
American Indian or Alaska Native				
Asian or Asian American	21	28	24	20
Black or African American				
Hispanic or Latinx	21	24	35	44
Native Hawaiian or Pacific Islander				
White	19	16	30	35
Mixed (two or more) ethnics	39	30	28	37
Something else				
Considered suicide[§]				
American Indian or Alaska Native				
Asian or Asian American	6	3	12	5
Black or African American				
Hispanic or Latinx	7	18	18	13
Native Hawaiian or Pacific Islander				
White	10	9	9	12
Mixed (two or more) ethnics	4	17	0	11
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***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Optimism[‡]				
American Indian or Alaska Native				
Asian or Asian American	43	49	41	48
Black or African American				
Hispanic or Latinx	45	41	63	48
Native Hawaiian or Pacific Islander				
White	54	63	49	45
Mixed (two or more) ethnics	45	41	48	43
Something else				
Life satisfaction[±]				
American Indian or Alaska Native				
Asian or Asian American	65	67	73	71
Black or African American				
Hispanic or Latinx	80	67	65	65
Native Hawaiian or Pacific Islander				
White	72	73	72	67
Mixed (two or more) ethnics	62	53	66	50
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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School Connectedness^{†#} (<i>In-School Only</i>)				
Male	83	81	81	79
Female	66	68	68	61
Nonbinary				
Something else				
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Male				
Female				
Nonbinary				
Something else				
Academic Motivation[†]				
Male	64	70	63	61
Female	67	77	69	58
Nonbinary				
Something else				
School is really boring[±]				
Male	37	28	38	38
Female	33	29	21	28
Nonbinary				
Something else				
School is worthless and a waste of time[±]				
Male	9	5	8	14
Female	7	6	4	6
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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Monthly Absences (3 or more)				
Male	15	9	4	15
Female	11	12	10	22
Nonbinary				
Something else				
Maintaining focus on schoolwork[†]				
Male	41	40	36	29
Female	26	33	25	14
Nonbinary				
Something else				
Caring adult relationships[‡]				
Male	77	81	84	82
Female	63	76	79	72
Nonbinary				
Something else				
High expectations-adults in school[‡]				
Male	84	87	86	86
Female	72	85	84	73
Nonbinary				
Something else				
Meaningful participation[‡]				
Male	40	38	33	36
Female	31	34	31	31
Nonbinary				
Something else				

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Facilities upkeep[†] (<i>In-School Only</i>)				
Male	84	88	92	88
Female	90	88	92	84
Nonbinary				
Something else				
Promotion of parental involvement in school[†]				
Male	67	63	65	69
Female	58	53	52	63
Nonbinary				
Something else				

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

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

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

Table A13.2
School Safety by Gender

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School perceived as very safe or safe (<i>In-School Only</i>)				
Male	87	88	96	92
Female	79	86	92	79
Nonbinary				
Something else				
Experienced harassment due to five reasons[^]				
Male	13	19	12	16
Female	19	18	22	22
Nonbinary				
Something else				
Experienced any harassment or bullying[§]				
Male	24	25	14	18
Female	26	21	24	28
Nonbinary				
Something else				
Had mean rumors or lies spread about you[§]				
Male	33	25	19	31
Female	32	30	32	34
Nonbinary				
Something else				
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
Male	8	4	3	4
Female	9	2	1	4
Nonbinary				
Something else				

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

[^]The five reasons include race, ethnicity, or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.

[§]Past 12 months.

Table A13.2
School Safety by Gender – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Been in a physical fight[§] (<i>In-School Only</i>)				
Male	6	8	1	4
Female	3	2	0	0
Nonbinary				
Something else				
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Male	3	10	1	3
Female	3	6	3	1
Nonbinary				
Something else				

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

[§]Past 12 months.

Table A13.3
Cyberbullying by Gender

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cyberbullying[§]				
Male	25	14	14	20
Female	28	17	28	24
Nonbinary				
Something else				

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

[§]Past 12 months.

Table A13.4
Substance Use by Gender

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol or drug use[¶]				
Male	11	25	41	65
Female	10	25	58	63
Nonbinary				
Something else				
Current marijuana use[¶]				
Male	6	16	23	47
Female	4	11	42	34
Nonbinary				
Something else				
Current binge drinking[¶]				
Male	2	18	24	45
Female	3	11	28	36
Nonbinary				
Something else				
Very drunk or “high” 7 or more times, ever				
Male	3	10	14	38
Female	4	2	21	29
Nonbinary				
Something else				
Been drunk or “high” on drugs at school, ever				
Male	4	5	7	35
Female	3	6	14	23
Nonbinary				
Something else				
Current alcohol use[¶]				
Male	11	24	38	59
Female	10	24	53	53
Nonbinary				
Something else				

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

[¶]Past 30 days.

Table A13.4
Substance Use by Gender – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Male	1	0	1	4
Female	1	1	4	6
Nonbinary				
Something else				
Current cigarette smoking[¶]				
Male	0	0	1	14
Female	1	1	7	12
Nonbinary				
Something else				
Current vaping[¶]				
Male	0	7	6	30
Female	3	8	26	25
Nonbinary				
Something else				
Current tobacco vaping[¶]				
Male	0	5	5	26
Female	3	5	22	22
Nonbinary				
Something else				
Current marijuana vaping[¶]				
Male	0	6	3	27
Female	3	8	21	22
Nonbinary				
Something else				

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

[¶]Past 30 days.

Table A13.5
Routines by Gender

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Eating of breakfast[‡]				
Male	79	82	72	72
Female	64	73	69	65
Nonbinary				
Something else				
Bedtime (at 12 am or later)				
Male	16	15	35	43
Female	13	20	36	32
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)***

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

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

Table A13.7
Social and Emotional Health by Gender

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress[‡]				
Male	16	17	17	18
Female	37	31	38	44
Nonbinary				
Something else				
Experienced chronic sadness/hopelessness[§]				
Male	11	15	17	24
Female	34	25	42	49
Nonbinary				
Something else				
Considered suicide[§]				
Male	3	4	9	7
Female	12	15	7	12
Nonbinary				
Something else				
Optimism[‡]				
Male	59	65	58	53
Female	39	45	40	34
Nonbinary				
Something else				
Life satisfaction[⌞]				
Male	76	73	73	71
Female	64	64	67	58
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.”*

Closing the Achievement Gap (CTAG) Module

1. Module Sample

Table D1.1

Student Sample for CTAG Module

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	189	223	208	205
Final number	160	166	148	138
Response Rate	85%	74%	71%	67%

2. Fairness and Respect for Diversity

Table D2.1

All Students Treated with Respect

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	2	0	2	2
Disagree	8	5	10	12
Neither disagree nor agree	27	22	14	22
Agree	43	57	61	54
Strongly agree	20	16	13	9

Question HS/MS D.1: How strongly do you agree or disagree with the following statements?... Teachers and other adults at this school treat all students with respect.

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

Table D2.2

Books and Lessons Include Examples of My Race/Ethnicity

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	3	1	5	1
Disagree	8	5	9	14
Neither disagree nor agree	26	19	24	25
Agree	36	49	35	35
Strongly agree	28	25	26	25

Question HS/MS D.6: How strongly do you agree or disagree with the following statements?... The books and lessons in my classes include examples of my race or ethnic background.

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

Table D2.3***All Students Treated Fairly When They Break Rules***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	8	6	6	7
Disagree	16	19	22	28
Neither disagree nor agree	29	32	38	23
Agree	32	33	24	37
Strongly agree	16	10	10	5

Question HS/MS D.7: How strongly do you agree or disagree with the following statements?... All students are treated fairly when they break school rules.

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

Table D2.4***Been Disrespected Because of Race/Ethnicity/Nationality***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	53	57	52	53
Disagree	24	23	26	23
Neither disagree nor agree	8	11	10	14
Agree	10	8	8	7
Strongly agree	6	1	3	3

Question HS/MS D.8: How strongly do you agree or disagree with the following statements?... I have been disrespected or mistreated by an adult at this school because of my race, ethnicity, or nationality.

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

Table D2.5***Tension Between Different Cultures/Race/Ethnic Groups***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	28	25	20	12
Disagree	27	25	30	27
Neither disagree nor agree	22	34	26	35
Agree	15	12	18	22
Strongly agree	8	5	7	4

Question HS/MS D.9: How strongly do you agree or disagree with the following statements?... There is a lot of tension in this school between different cultures, races, or ethnicities.

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

3. Supports for Learning

Table D3.1

Encourage Students to Work Hard in School

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	3	0	2	1
Disagree	4	1	4	2
Neither disagree nor agree	20	16	15	20
Agree	49	59	51	59
Strongly agree	25	23	28	18

Question HS/MS D.2: How strongly do you agree or disagree with the following statements?... Teachers and other adults encourage me to work hard in school so I can be successful in college or at the job I choose.

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

Table D3.2

Adults Work Hard to Help with Schoolwork

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	3	0	2	1
Disagree	7	2	5	4
Neither disagree nor agree	21	20	20	25
Agree	48	61	54	56
Strongly agree	21	17	19	15

Question HS/MS D.3: How strongly do you agree or disagree with the following statements?... The teachers and other adults work hard to help me with my schoolwork when I need it.

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

Table D3.3***Classroom Lessons Are Helpful in Real Life***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	9	2	7	4
Disagree	16	11	20	17
Neither disagree nor agree	30	34	33	36
Agree	33	43	33	36
Strongly agree	13	9	7	7

Question HS/MS D.4: How strongly do you agree or disagree with the following statements?... Teachers show how classroom lessons are important and helpful to me in real life.

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

Table D3.4***Given Chance to Take Part in Class Discussions/Activities***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	3	0	3	0
Disagree	0	1	1	1
Neither disagree nor agree	17	18	12	15
Agree	56	54	60	61
Strongly agree	25	27	25	23

Question HS/MS D.5: How strongly do you agree or disagree with the following statements?... Teachers give me a chance to take part in classroom discussions or activities.

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

4. Physical Environment

Table D4.1

Schoolyard and Buildings are Clean and in Good Condition

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	0	1	2	0
Disagree	1	2	1	1
Neither disagree nor agree	14	11	10	13
Agree	48	48	49	57
Strongly agree	36	37	39	29

Question HS/MS D.10: How strongly do you agree or disagree with the following statements?... The schoolyard and buildings are clean and in good condition.

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

Gender Identity & Sexual Orientation-Based Harassment Module

1. Module Sample

Table J1.1

Student Sample for Gender Identity & Sexual Orientation-Based Harassment Module

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	189	223	208	205
Final number	162	170	149	138
Response Rate	86%	76%	72%	67%

2. Perceptions of LGBTQ-Related School Safety

Table J2.1

Student Perceptions of School Safety, LGBTQ-Specific

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>My school is safe for...</i>				
guys who are not as “masculine” as other guys.				
Strongly disagree	4	1	3	2
Disagree	16	16	8	28
Agree	54	57	65	58
Strongly agree	26	27	24	12
girls who are not as “feminine” as other girls.				
Strongly disagree	3	1	2	1
Disagree	5	5	4	9
Agree	61	61	64	71
Strongly agree	32	33	30	20
students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ).				
Strongly disagree	3	0	3	1
Disagree	10	10	4	9
Agree	56	57	62	73
Strongly agree	31	33	31	18
students with LGBTQ parents.				
Strongly disagree	2	0	2	1
Disagree	8	3	3	4
Agree	55	61	61	71
Strongly agree	36	36	34	24

Question HS/MS J.1-4: My school is safe for... guys who are not as “masculine” as other guys... girls who are not as “feminine” as other girls... students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ)... students with LGBTQ parents.

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

Table J2.1***Student Perceptions of School Safety, LGBTQ-Specific – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>My school is safe for...</i>				
teachers and staff who are LGBTQ.				
Strongly disagree	4	1	2	1
Disagree	4	5	5	13
Agree	57	59	59	66
Strongly agree	35	35	34	20
LGBTQ allies (people who are supportive of LGBTQ people).				
Strongly disagree	3	0	1	1
Disagree	3	4	1	2
Agree	53	51	53	64
Strongly agree	41	45	45	34

Question HS/MS J.5-6: My school is safe for... teachers and staff who are LGBTQ... LGBTQ allies (people who are supportive of LGBTQ people).

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

3. Bullying, Negative Attitudes, and Pro-Bullying Beliefs

Table J3.1

Bullying Incidents on School Property During the Past 12 months, LGBTQ-Specific

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?</i>				
Because you are lesbian, gay, bisexual, asexual, non-binary, or transgender or someone thought you were				
0 times	94	93	95	96
1 time	3	2	1	2
2-3 times	2	4	1	1
4 or more times	1	1	3	1
Because you aren't as "masculine" as other guys or because you aren't as "feminine" as other girls				
0 times	95	95	98	98
1 time	3	2	1	1
2-3 times	1	2	0	1
4 or more times	1	1	1	1
Because you have LGBTQ parents or family members or because someone thought they were				
0 times	99	99	99	100
1 time	1	1	0	0
2-3 times	1	1	0	0
4 or more times	0	0	1	0
Because you have LGBTQ friends or because someone thought you did				
0 times	96	94	97	98
1 time	3	4	1	2
2-3 times	1	2	1	0
4 or more times	0	0	1	0

Question HS/MS J.7-10: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Because you are lesbian, gay, bisexual, asexual, non-binary, or transgender or someone thought you were... Because you aren't as "masculine" as other guys or because you aren't as "feminine" as other girls... Because you have LGBTQ parents or family members or because someone thought they were... Because you have LGBTQ friends or because someone thought you did.

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

Table J3.2***Offensive LGBTQ-Related Language Among Peers***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>How often do you hear other students make negative comments or use slurs about someone's...</i>				
sex (male or female)?				
Never	43	42	52	36
Rarely	23	28	26	32
Sometimes	22	25	15	25
Often	12	4	7	7
sexual orientation?				
Never	43	40	42	33
Rarely	21	25	36	27
Sometimes	20	28	16	35
Often	16	7	6	5
gender identity or expression?				
Never	48	48	47	39
Rarely	18	25	31	30
Sometimes	21	21	17	29
Often	12	5	6	2
having LGBTQ parents or family members?				
Never	65	75	79	73
Rarely	20	18	16	24
Sometimes	8	6	4	2
Often	6	1	1	0
having LGBTQ friends?				
Never	68	72	78	67
Rarely	18	19	17	24
Sometimes	9	6	5	8
Often	5	2	1	0

Question HS/MS J.24-28: How often do you hear other students make negative comments or use slurs about someone's... sex (male or female)?... sexual orientation (lesbian, gay, bisexual, asexual, straight, etc.)?... gender identity or expression (transgender, non-binary, agender, not being "feminine" or "masculine" enough, etc.)?... having LGBTQ parents or family members?... having LGBTQ friends?

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

Table J3.3***Offensive LGBTQ-Related Language Among Adults***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>How often do you hear teachers or school staff make negative comments or use slurs about someone's...</i>				
sex (male or female)?				
Never	91	91	90	90
Rarely	7	8	7	6
Sometimes	1	1	1	3
Often	1	0	2	1
sexual orientation?				
Never	91	92	91	90
Rarely	7	7	6	6
Sometimes	1	1	1	3
Often	1	0	2	1
gender identity or expression?				
Never	91	93	91	90
Rarely	6	4	6	7
Sometimes	1	2	1	2
Often	1	0	2	1
having LGBTQ parents or family members?				
Never	93	95	94	95
Rarely	5	4	4	3
Sometimes	0	1	1	1
Often	1	0	1	1
having LGBTQ friends?				
Never	93	96	94	94
Rarely	6	4	4	4
Sometimes	0	1	1	1
Often	1	0	1	1

Question HS/MS J.34-38: How often do you hear teachers or school staff make negative comments or use slurs about someone's... sex (male or female)?... sexual orientation (lesbian, gay, bisexual, asexual, straight, etc.)?... gender identity or expression (transgender, non-binary, agender, not being "feminine" or "masculine" enough, etc.)?... having LGBTQ parents or family members?... having LGBTQ friends?

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

4. Response to Bullying and Supports

Table J4.1

Intervening Behaviors by Peers, LGBTQ-Specific

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>How often do you see or hear other students STOP OR TRY TO STOP others from making negative comments or using slurs about someone's... sex (male or female)?</i>				
Never stop	11	11	11	16
Rarely stop	15	11	14	11
Sometimes stop	16	17	15	15
Often stop	8	17	8	11
Not applicable	51	45	52	46
<i>sexual orientation?</i>				
Never stop	10	8	12	16
Rarely stop	15	13	14	12
Sometimes stop	17	17	17	18
Often stop	9	18	8	9
Not applicable	49	45	49	45
<i>gender identity or expression?</i>				
Never stop	10	9	10	14
Rarely stop	13	9	16	13
Sometimes stop	16	16	14	16
Often stop	10	17	8	9
Not applicable	51	48	52	48

Question HS/MS J.29-31: How often do you see or hear other students STOP OR TRY TO STOP others from making negative comments or using slurs about someone's... (Mark Not Applicable if you have never observed a situation where students had the opportunity to intervene.)... sex (male or female)?... sexual orientation (lesbian, gay, bisexual, asexual, straight, etc.)?... gender identity or expression (transgender, non-binary, agender, not being "feminine" or "masculine" enough, etc.)?

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

Table J4.1

Intervening Behaviors by Peers, LGBTQ-Specific – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>How often do you see or hear other students STOP OR TRY TO STOP others from making negative comments or using slurs about someone's... having LGBTQ parents or family members?</i>				
Never stop	8	7	12	12
Rarely stop	6	6	6	9
Sometimes stop	10	9	9	10
Often stop	10	14	7	6
Not applicable	65	64	67	63
<i>having LGBTQ friends?</i>				
Never stop	7	8	12	13
Rarely stop	8	7	6	9
Sometimes stop	11	11	10	11
Often stop	10	14	8	6
Not applicable	63	60	66	61

Question HS/MS J.32, 33: How often do you see or hear other students STOP OR TRY TO STOP others from making negative comments or using slurs about someone's... (Mark Not Applicable if you have never observed a situation where students had the opportunity to intervene.)... having LGBTQ parents or family members?... having LGBTQ friends?

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

Table J4.2***Intervening Behaviors by Adults, LGBTQ-Specific***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>How often do you see or hear teachers or school staff STOP OR TRY TO STOP others from making negative comments or using slurs about someone's... sex (male or female)?</i>				
Never stop	7	5	8	4
Rarely stop	5	3	7	4
Sometimes stop	12	10	12	13
Often stop	17	25	16	12
Not applicable	58	56	56	66
<i>sexual orientation?</i>				
Never stop	6	5	10	4
Rarely stop	5	4	6	5
Sometimes stop	12	9	11	11
Often stop	19	24	17	13
Not applicable	57	57	56	66
<i>gender identity or expression?</i>				
Never stop	6	5	10	5
Rarely stop	5	4	7	5
Sometimes stop	12	8	11	10
Often stop	18	22	15	14
Not applicable	58	59	57	66
<i>having LGBTQ parents or family members?</i>				
Never stop	6	5	12	4
Rarely stop	3	3	3	3
Sometimes stop	9	7	10	10
Often stop	16	19	13	10
Not applicable	66	65	63	72
<i>having LGBTQ friends?</i>				
Never stop	6	5	11	4
Rarely stop	3	3	3	4
Sometimes stop	10	6	10	10
Often stop	16	21	13	10
Not applicable	64	64	63	71

Question HS/MS J.39-43: How often do you see or hear teachers or school staff STOP OR TRY TO STOP others from making negative comments or using slurs about someone's... (Mark Not Applicable if you have never observed a situation where teachers or other school staff had the opportunity to intervene.)... sex (male or female)?... sexual orientation (lesbian, gay, bisexual, asexual, straight, etc.)?... gender identity or expression (transgender, non-binary, agender, not being "feminine" or "masculine" enough, etc.)?... having LGBTQ parents or family members?... having LGBTQ friends?

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

Table J4.3***Student Response to Bullying***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
If another student was bullying me, I would tell the principal or assistant principal.				
Strongly disagree	22	20	37	30
Disagree	31	41	35	33
Agree	34	30	24	28
Strongly agree	14	10	5	8
If another student was bullying me, I would tell one of the teachers or other staff at school.				
Strongly disagree	19	16	23	22
Disagree	27	32	27	24
Agree	38	38	39	43
Strongly agree	16	14	11	10
If I tell a teacher that someone is bullying me, the teacher will do something to help.				
Strongly disagree	10	7	11	11
Disagree	19	15	9	13
Agree	51	55	62	63
Strongly agree	19	23	18	13

Question HS/MS J.44-46: How much do you agree with the following statements?... If another student was bullying me, I would tell the principal or assistant principal... If another student was bullying me, I would tell one of the teachers or other staff at school... If I tell a teacher that someone is bullying me, the teacher will do something to help.

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

Table J4.4***Willingness to Seek Help About LGBTQ-Related Issues at School***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to...</i>				
a school counselor or school psychologist?				
Not at all likely	42	47	56	55
A little likely	34	42	31	33
Very likely	24	12	13	13
a teacher?				
Not at all likely	71	67	66	61
A little likely	19	28	26	35
Very likely	10	5	8	4
a school principal or assistant principal?				
Not at all likely	74	79	89	82
A little likely	16	17	8	16
Very likely	10	4	3	2
other adults at school?				
Not at all likely	75	76	84	78
A little likely	13	20	13	20
Very likely	12	4	3	1
a friend at your school?				
Not at all likely	20	12	18	9
A little likely	37	38	35	36
Very likely	44	50	47	55

Question HS/MS J.14-18: If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to... a school counselor or school psychologist?... a teacher?... a school principal or assistant principal?... other adults at school (e.g., the school custodian, hallway monitor, or parent volunteer)?... a friend at your school?

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

Table J4.5***Willingness to Seek Help About LGBTQ-Related Issues Outside of School***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to...</i>				
a sibling?				
Not at all likely	44	40	45	35
A little likely	30	32	34	35
Very likely	25	29	22	30
your parent or guardian?				
Not at all likely	29	28	44	34
A little likely	33	35	35	37
Very likely	38	37	21	28
a friend's parent or other adult not at school?				
Not at all likely	61	70	72	63
A little likely	27	24	21	28
Very likely	12	6	7	9

Question HS/MS J.19-21: If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to... a sibling?... your parent or guardian?... a friend's parent or other adult not at school?

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

Table J4.6***Supports from Adults on Personal Problems***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
There are adults at this school I could turn to if I had a personal problem.				
Strongly disagree	14	10	10	10
Disagree	22	18	14	13
Agree	44	50	54	59
Strongly agree	20	21	22	18

Question HS/MS J.47: How much do you agree with the following statements?... There are adults at this school I could turn to if I had a personal problem.

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

5. School Resources and Policies

Table J5.1

Knowledge of LGBTQ-Specific Resources and Policies at School

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does your school have support groups or clubs for students who are LGBTQ and friends or allies of LGBTQ students?				
Yes	71	79	82	81
No	2	2	1	4
Don't know	27	19	16	15
Do you learn about LGBTQ people or issues in your classes at school?				
Yes	44	52	47	61
No	32	29	35	28
Don't know	24	19	18	11
If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ issues, would you know where to go?				
Yes	59	66	58	69
No	16	11	22	20
Don't know	26	23	20	11

Question HS/MS J.11-13: Does your school have support groups or clubs for students who are LGBTQ and friends or allies of LGBTQ students (e.g., Gay-Straight Alliances)?... Do you learn about LGBTQ people or issues in your classes at school?... If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ issues, would you know where to go?

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

Table J5.2***School Policy on Gender & Sex-Based Harassment***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>Does your school have a policy that prohibits students and staff from harassing someone based on...</i>				
<i>sexual orientation?</i>				
Yes	59	63	50	66
No	5	3	5	1
Don't know	36	34	45	33
<i>gender identity or expression?</i>				
Yes	59	61	51	65
No	5	3	4	1
Don't know	37	36	45	33

Question HS/MS J.22, 23: Does your school have a policy that prohibits students and staff from harassing someone based on... sexual orientation (lesbian, gay, bisexual, asexual, straight, etc.)?... gender identity or expression (transgender, non-binary, agender, not being “feminine” or “masculine” enough, etc.)?

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

Tobacco Module

1. Module Sample

Table S1.1

Student Sample for Tobacco Module

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	189	223	208	205
Final number	157	166	144	137
Response Rate	83%	74%	69%	67%

2. Smoking Patterns and Access to Cigarettes

Table S2.1

Lifetime Smoking

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Smoked cigarettes daily				
No	95	97	98	93
Yes	5	3	2	7
Smoked 100 cigarettes				
No	100	99	99	99
Yes	0	1	1	1

Question HS/MS S.1, 4: Have you ever smoked cigarettes daily, that is, at least one cigarette every day for 30 days?... Have you smoked 100 cigarettes in your life?

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

Table S2.2***Smoking in Past 30 Days***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Number of cigarettes smoked per day				
<i>None</i>	99	99	95	92
<i>Less than 1 cigarette per day</i>	0	1	2	5
<i>1 cigarette or more per day</i>	1	0	3	3
1 cigarette per day	1	0	1	1
2 to 5 cigarettes per day	0	0	1	2
6 to 10 cigarettes per day	0	0	0	0
11 to 20 cigarettes per day	0	0	0	0
More than 20 cigarettes per day	0	0	0	0
Sources for obtaining cigarettes				
Did not smoke cigarettes in the past 30 days	99	99	95	89
Bought them in a store	0	0	1	3
Bought them from a vending machine	0	0	0	1
Gave someone else money to buy them for me	1	1	0	1
Borrowed them from someone else	0	0	1	1
Took them from a store or family member	0	0	0	0
A friend gave them to me	0	1	3	4
A person 18 years or older gave them to me	0	0	0	1
Other people gave them to me	0	0	0	0
Got them some other way	0	0	1	1
Current cigar smoking				
0 days	99	99	99	98
1 to 2 days	1	1	1	1
3 to 5 days	1	0	1	0
6 to 9 days	0	0	0	1
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	0

Question HS/MS S.3, 5, 6: During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day?... If you smoked cigarettes during the past 30 days, how did you usually get them? (Select Only One Response.)... During the past 30 days, on how many days did you smoke any cigars, cigarillos, or little cigars (Swishers, Black&Mild, or Prime Times)?

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

Table S2.3***E-Cigarette Consumption***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Have you ever used a vaping device to consume any of the following?				
I've never used a vaping device or e-cigarette	95	78	64	52
Nicotine or tobacco substitute	1	13	27	29
Marijuana or THC	5	17	31	47
Amphetamines, cocaine, or heroin	0	0	0	0
A flavored product without nicotine, alcohol, or other drug	1	3	9	11
Any other product or substance	0	0	0	0
I was not sure what was in the vaping device or e-cigarette	0	2	2	1

Question HS/MS S.32: Have you ever used a vaping device or e-cigarette to consume any of the following? (Mark All That Apply.)

Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table S2.4***Ever Smoke to Control Weight***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	98	98	99	96
Yes	2	2	1	4

Question HS/MS S.2: Did you ever smoke to control your weight?

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

Table S2.5***Current Desire to Quit Smoking Cigarettes***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I don't smoke cigarettes; does not apply	99	99	97	94
No	1	1	3	5
Yes	0	1	0	1

Question HS/MS S.7: If you now smoke cigarettes, would you like to quit smoking?

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

3. Smoking Cessation

Table S3.1

Likelihood of Quitting

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I don't use tobacco; does not apply	99	99	94	91
Definitely will	1	0	2	2
Probably will	0	1	1	2
May or may not	0	0	1	4
Probably will not	0	0	1	1
Definitely will not	1	0	1	0

Question HS/MS S.8: If you are currently using tobacco, how likely are you to try to quit?

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

Table S3.2

Lifetime Frequency of Smoking Cessation Attempts

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>I don't smoke cigarettes; does not apply</i>	100	99	94	93
<i>0 times</i>	0	1	5	4
<i>One or more times</i>	0	0	1	3
1 time	0	0	0	0
2 to 3 times	0	0	1	3
4 or more times	0	0	0	0

Question HS/MS S.9: How many times have you tried to quit smoking cigarettes?

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

Table S3.3***Control Over Quitting***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I don't use tobacco; does not apply	99	99	93	89
No control at all	0	0	0	1
A little control	0	0	0	1
Medium control	0	1	1	4
A lot of control	1	0	3	1
Total control	1	0	4	4

Question HS/MS S.10: How much control do you have over whether you quit using tobacco?

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

Table S3.4***Type of Help Sought at School to Help Quit Smoking, Past 12 Months***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Go to a special group or class				
Did not use tobacco	99	96	91	89
No	1	4	9	11
Yes	0	0	0	0
Talk to an adult at your school about how to quit				
Did not use tobacco	99	96	90	89
No	1	4	10	9
Yes	0	0	0	2
Talk to a peer helper about how to quit				
Did not use tobacco	98	96	90	89
No	1	4	9	8
Yes	1	0	1	2

Question HS/MS S.11-13: If you used tobacco during the past 12 months, did you do any of the following things at school to get help to quit using?... Go to a special group or class... Talk to an adult at your school about how to quit... Talk to a peer helper about how to quit.

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

4. Attitudes and Beliefs

Table S4.1

Likelihood of Smoking in the Next Year

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Sure it will not happen	66	59	49	45
It probably will not happen	20	27	28	29
Even chance (50-50) that it will happen	11	8	8	7
It probably will happen	2	4	8	14
It will happen for sure	1	1	6	6

Question HS/MS S.17: How likely do you think it is that you will smoke one or more cigarettes in the next year?

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

Table S4.2

Agreement with Eight Statements About Smoking

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Smoking makes kids look grown up	12	15	22	23
Smoking makes your teeth yellow	87	95	94	94
Smoking is cool	5	8	18	11
Smoking makes you smell bad	80	90	90	86
Smoking helps you make friends	13	19	27	23
Smoking is bad for your health	88	94	97	93
Smoking helps you relax	32	38	44	47
Smoking helps control your weight	22	16	29	26

Question HS/MS S.19-26: Please indicate whether or not you agree with the following statements... Smoking makes kids look grown up... Smoking makes your teeth yellow... Smoking is cool... Smoking makes you smell bad... Smoking helps you make friends... Smoking is bad for your health... Smoking helps you relax... Smoking helps control your weight.

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

Results are based on percent of participants responding “Very much agree” or “Agree”.

Table S4.3***Estimated Prevalence of Adult Cigarette Smoking***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
None of them	48	47	41	38
Some	46	48	55	59
Many	6	5	4	3
Most or all	0	0	0	0

Question HS/MS S.18: About how many adults you know smoke cigarettes?

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

Table S4.4***Estimated Prevalence of Peer Cigarette Smoking***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0	34	18	16	15
10	48	50	49	41
20	5	16	21	20
30	6	8	8	14
40	2	1	2	5
50	2	4	2	2
60	2	1	1	2
70	0	1	0	1
80	1	0	0	1
90	0	1	1	0
100	1	0	0	1

Question HS/MS S.31: Think about a group of 100 students (about three classrooms) in your grade. About how many students do you think smoke cigarettes at least once a month?

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

Table S4.5***Personal Disapproval of Peer Cigarette Smoking, One or More Packs a Day***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Neither approve nor disapprove	22	14	11	10
Somewhat disapprove	18	26	28	25
Strongly disapprove	60	60	61	65

Question HS/MS S.27: How do you feel about someone your age smoking one or more packs of cigarettes a day?

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

Table S4.6***Perceived Peer Disapproval of Cigarette Smoking, One or More Packs a Day***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Neither approve nor disapprove	17	11	11	7
Somewhat disapprove	22	17	22	17
Strongly disapprove	61	72	67	77

Question HS/MS S.28: How do you think your close friends would feel about you smoking one or more packs of cigarettes a day?

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

5. Prevention Program Exposure

Table S5.1

Tobacco Education in School, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Have lessons about tobacco and its effects on the body				
No	36	27	41	65
Yes	42	58	46	20
Not sure	22	15	13	15
Practice different ways to refuse or say “no” to tobacco offers				
No	41	38	58	73
Yes	39	44	22	14
Not sure	20	18	20	13

Question HS/MS S.15, 16: During the past 12 months, did you do any of these things at school?... Have lessons about tobacco and its effects on the body... Practice different ways to refuse or say “no” to tobacco offers.

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

Table S5.2

Perceived Ability to Refuse a Friend’s Offer of Cigarettes

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very hard	2	1	1	2
Hard	3	2	3	4
Easy	31	35	32	34
Very easy	63	61	64	61

Question HS/MS S.14: How hard would it be for you to refuse or say “no” to a friend who offered you a cigarette to smoke?

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

Table S5.3***Talked with Parents/Guardians About Tobacco Use, Past 12 Months***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	54	52	57	62
Yes	46	48	43	38

Question HS/MS S.29: During the past 12 months, have you talked with at least one of your parents or guardians about the dangers of tobacco use?

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

6. Media Exposure

Table S6.1

Tobacco Use in Movies, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times	21	14	18	12
1 time	7	6	4	6
2 times	15	14	6	15
3 times	15	12	14	15
4 to 6 times	15	16	18	27
7 or more times	27	39	40	25

Question HS/MS S.30: During the past 12 months, how many times did you see someone smoking tobacco in a movie you watched?

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

Z. Piedmont City Unified Custom Questions

1. Module Sample

Table Z1.1

Student Sample for Custom Questions

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	189	223	208	205
Final number	162	171	152	142
Response Rate	86%	77%	73%	69%

2. Custom Questions

Table Z2.1

I feel I have a good understanding about my body and my sexual development.

	Grade				Total %
	9th %	10th %	11th %	12th %	
Strongly agree	65	69	70	68	68
Somewhat agree	33	28	28	29	29
Somewhat disagree	1	2	2	1	1
Disagree	1	1	1	2	1

Question HS/MS Z.1.

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

Table Z2.2

When I have a question or concern about sex or want to talk about a sexual experience, I talk to my parents or another adult in my family.

	Grade				Total %
	9th %	10th %	11th %	12th %	
All the time	24	22	17	20	21
Most of the time	17	24	17	20	20
Some of the time	19	24	16	19	20
None of the time	40	29	50	40	40

Question HS/MS Z.2.

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

Table Z2.3

When I have a question or concern about sex or want to talk about a sexual experience, I talk to an adult at school.

	Grade				Total %
	9th %	10th %	11th %	12th %	
All the time	6	5	9	4	6
Most of the time	6	4	1	5	4
Some of the time	10	10	8	11	10
None of the time	77	80	82	80	80

Question HS/MS Z.3.

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

Table Z2.4

If I have a confidential question or concern about sex or sexual health, I speak to an intern or staff member at the Wellness Center.

	Grade				Total %
	9th %	10th %	11th %	12th %	
All the time	9	6	7	4	7
Most of the time	9	5	4	4	6
Some of the time	13	11	10	10	11
None of the time	69	77	78	83	77

Question HS/MS Z.4.

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

Table Z2.5

If I have a confidential question or concern about sex or sexual health, I speak to a school nurse.

	Grade				Total %
	9th %	10th %	11th %	12th %	
All the time	8	5	6	3	6
Most of the time	8	5	3	4	5
Some of the time	9	9	7	9	9
None of the time	75	80	84	84	81

Question HS/MS Z.5.

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

Table Z2.6

If I choose to abstain from sex, I feel my choice is respected by my peers.

	Grade				Total %
	9th %	10th %	11th %	12th %	
All the time	63	67	60	54	61
Most of the time	25	22	29	32	27
Some of the time	6	10	9	10	9
None of the time	6	1	2	4	3

Question HS/MS Z.6.

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

Table Z2.7***When it comes to decisions about sex, I feel in control.***

	Grade				Total %
	9th %	10th %	11th %	12th %	
All the time	76	72	73	65	72
Most of the time	18	25	24	30	24
Some of the time	3	3	3	5	3
None of the time	4	0	0	0	1

*Question HS/MS Z.7.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.8*****I believe sexually explicit material, such as pornography, can influence the way I think and feel about sex and relationships.***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Strongly agree	36	37	48	44	41
Somewhat agree	48	48	42	45	46
Somewhat disagree	11	9	7	10	9
Strongly disagree	4	7	3	1	4

*Question HS/MS Z.8.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.9*****I personally need to be committed to someone before having sex.***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Strongly agree	53	53	44	39	48
Somewhat agree	34	34	37	33	35
Somewhat disagree	11	12	15	19	14
Strongly disagree	2	2	4	9	4

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

Table Z2.10***I believe that condoms should be made available for students at school.***

	Grade				Total
	9th %	10th %	11th %	12th %	
Strongly agree	80	84	85	84	83
Somewhat agree	16	15	14	13	15
Somewhat disagree	2	0	1	1	1
Strongly disagree	2	1	1	1	1

*Question HS/MS Z.10.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.11*****Have you ever felt pressured to take and/or share a photo of yourself (or a part of your body) that was sexual in nature?***

	Grade				Total
	9th %	10th %	11th %	12th %	
Yes	5	8	11	19	10
No	92	89	87	77	87
I'm not sure	3	2	2	4	3

*Question HS/MS Z.11.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.12*****Have you ever sent someone a photo of yourself (or a part of your body) that was sexual in nature?***

	Grade				Total
	9th %	10th %	11th %	12th %	
Yes	6	12	15	28	15
No	91	87	82	71	83
I'm not sure	3	1	3	1	2

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

Table Z2.13***Have you ever accidentally or intentionally viewed sexually explicit material online?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Yes	53	65	71	73	65
No	47	35	29	27	35

*Question HS/MS Z.13.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.14*****Have you ever been sexually active? (To be sexually active means a person has engaged in oral, vaginal, or rectal sex one or more times.)***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Yes	6	22	30	41	24
No	94	78	70	59	76

*Question HS/MS Z.14.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.15*****If you have been sexually active, how old were you the first time you were sexually active?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
I have not been sexually active	92	77	69	58	75
13 or under	1	4	2	2	2
14	4	7	1	4	4
15	2	10	19	9	10
16	0	2	7	18	7
17	0	0	1	9	2
18 or older	1	1	0	1	0

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

Table Z2.16

If you engage in sexual activity that puts either you or a partner at risk of pregnancy, do you use protection (e.g., a condom/barrier or a combination of a condom and other birth control methods)?

	Grade				Total
	9th %	10th %	11th %	12th %	
I am not sexually active	94	80	75	62	78
Yes	6	17	24	32	19
No	1	3	1	7	3

Question HS/MS Z.16.

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

Table Z2.17

If you are sexually active, do you use protection against sexually transmitted diseases/infections (e.g., a condom/barrier)?

	Grade				Total
	9th %	10th %	11th %	12th %	
I am not sexually active	95	80	73	60	78
Yes	5	14	20	25	16
No	0	5	7	15	6

Question HS/MS Z.17.

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

Table Z2.18

If you have been sexually active, did you ever use alcohol or drugs beforehand?

	Grade				Total
	9th %	10th %	11th %	12th %	
I am not sexually active	95	79	72	57	77
Yes	1	7	15	28	12
No	4	13	14	14	11

Question HS/MS Z.18.

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

Table Z2.19***Have you ever felt coerced into having vaginal, rectal, or oral sex when you did not want to?***

	Grade				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Yes	1	5	8	11	6
No	86	90	88	84	87
I'm not sure	13	5	3	5	7

*Question HS/MS Z.19.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.20*****How comfortable did you feel taking this survey about your sexual attitudes and behavior?***

	Grade				Total %
	9th	10th	11th	12th	
	%	%	%	%	
Very comfortable	25	31	31	37	31
Somewhat comfortable	46	43	46	39	44
Somewhat uncomfortable	20	18	17	20	19
Very uncomfortable	9	8	6	4	7

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

Appendix I

2022-23 CHKS Secondary Survey Response Rates

Eligible Schools	9th %	10th %	11th %	12th %
Piedmont High	89	80	77	72

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2022-23 public school and 2021-22 enrollment data files. Directly funded charter schools have been excluded from the list.

Appendix II

CHKS Content Overview, 2022-23

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

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

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

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

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

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

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

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

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

³ See calschls.org/reports-data/#scrc

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

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

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

GRADE-LEVEL PATTERNS

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

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

DEMOGRAPHIC CHARACTERISTICS AND POPULATION GROUP DIFFERENCES (Section 3)

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

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

Racial-Ethnic Group Identification

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

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

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

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

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

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

Youth in Foster Care

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

Sexual Orientation and Gender Identity

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

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

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

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

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

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

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

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

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

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 6)

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

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

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

Self-Reported Grades

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

Academic Motivation

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

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

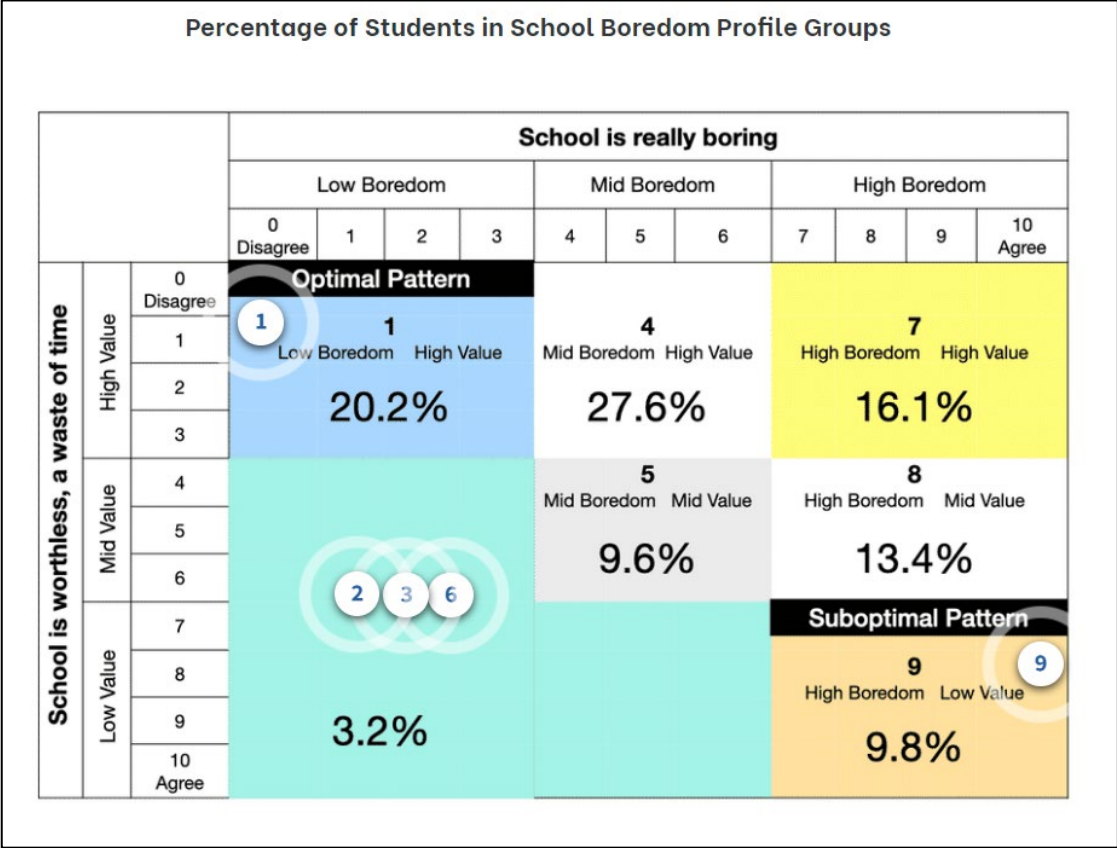
In addition, the supplementary School Climate Module includes an Academic Mindset and Learning Engagement scale and a series of questions about supports for learning and academic rigor.

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

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

School Boredom – School Value

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



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

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

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

Absenteeism

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

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

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

Developmental Supports

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

School Connectedness

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

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

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

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

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

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

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

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

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

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

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

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

Parent Involvement

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

Facilities and Physical Environment

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

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 8)

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

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

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

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

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

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

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

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

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

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

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

Perceived Safety

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

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

Harassment and Victimization

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

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

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

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

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

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

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

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

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

Vandalism and Weapons

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

SUBSTANCE USE (Sections 9 and 10)

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

Alcohol and Other Drug Use (Section 9)

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

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

Alcohol and Other Drug Use at School (Section 9)

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

Cigarette Smoking (Section 10)

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

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

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

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

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

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

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

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

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

MENTAL HEALTH (Section 7)

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

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

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

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

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

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

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