

CALIFORNIA HEALTHY KIDS SURVEY



Piedmont City Unified Secondary 2022-2023 Main Report



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PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results for each question from the 2022-23 *California Healthy Kids Survey* (CHKS) for schools within this school 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				✓	

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Alcohol and Other Drugs (AOD) Module	
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	X
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	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 6	Grade 7	Grade 8
<i>Student Sample Size</i>			
Target sample	184	161	166
Final number	159	140	146
Response Rate	86%	87%	88%

Table A1.2

Number of Respondents by Instructional Model

	Grade 6	Grade 7	Grade 8
In-school learning only	159	139	146
Remote learning only	0	1	0

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 6 %	Grade 7 %	Grade 8 %	Table
School Engagement and Supports				
School connectedness ^{†#} (<i>In-School Only</i>)	86	84	78	A6.4
School connectedness ^{†ψ} (<i>Remote Only</i>)				A6.4
Academic motivation [†]	82	79	68	A6.4
School is really boring [±]	17	21	34	A6.11
School is worthless and a waste of time [±]	2	6	5	A6.11
Monthly Absences (3 or more)	19	13	12	A6.2
Maintaining focus on schoolwork ^{†Γ}	58	56	47	A6.10
Caring adult relationships [‡]	87	82	77	A6.4
High expectations-adults in school [‡]	91	88	84	A6.4
Meaningful participation [‡]	55	50	32	A6.4
Facilities upkeep ^{†Φ}	69	59	62	A6.15
Promotion of parental involvement in school [†]	76	71	64	A6.4
School Safety and Cyberbullying				
School perceived as very safe or safe ^Φ	90	85	81	A8.1
Experienced any harassment or bullying [§]	19	26	32	A8.2
Had mean rumors or lies spread about you [§]	23	40	33	A8.3
Been afraid of being beaten up ^{§Φ}	10	9	10	A8.3
Been in a physical fight ^{§Φ}	5	7	5	A8.4
Seen a weapon on campus ^{§Φ}	4	5	3	A8.6
Cyberbullying [§]	16	28	29	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 6 %	Grade 7 %	Grade 8 %	Table
Substance Use				
Current alcohol or drug use [¶]	2	2	4	A9.5
Current marijuana use [¶]	0	0	1	A9.5
Current binge drinking [¶]	0	0	0	A9.5
Very drunk or “high” 7 or more times, ever	0	0	0	A9.7
Been drunk or “high” on drugs at school, ever	1	0	1	A9.9
Current cigarette smoking [¶]	1	0	1	A10.4
Current vaping [¶]	1	0	1	A10.4
Current tobacco vaping [¶]	0	0	1	A10.5
Current marijuana vaping [¶]	0	0	1	A10.5
Routines				
Eating of breakfast [‡]	88	83	83	A4.1
Bedtime (at 12 am or later)	4	5	12	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 [‡]	12	17	23	A7.5
Experienced chronic sadness/hopelessness [§]	13	12	24	A7.1
Considered suicide [§]	6	7	12	A7.2
Optimism [‡]	73	72	58	A7.3
Life satisfaction [‡]	85	83	75	A7.4

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

[¶]Past 30 days.

[‡]Today.

^{δ} Remote only.

[¶]Past 7 days.

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

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

[§]Past 12 months.

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

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
In-School Model	100	99	100
Remote Learning Model	0	1	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 6 %	Grade 7 %	Grade 8 %
Male	51	50	54
Female	42	48	42
Nonbinary	3	1	1
Something else	4	1	2

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Straight (not gay)	62	75	72
Lesbian or Gay	3	4	3
Bisexual	9	5	7
Something else	4	4	4
Not sure	15	7	12
Decline to respond	8	5	2

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 6 %	Grade 7 %	Grade 8 %
No, I am not transgender	88	94	94
Yes, I am transgender	3	0	3
I am not sure if I am transgender	4	4	1
Decline to respond	6	3	3

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
American Indian or Alaska Native, non-Hispanic	1	1	0
Asian or Asian American, non-Hispanic	22	21	22
Black or African American, non-Hispanic	2	2	1
Hispanic or Latinx	11	8	9
Native Hawaiian or Pacific Islander, non-Hispanic	0	0	0
White, non-Hispanic	41	46	51
Multiracial, non-Hispanic	19	20	15
Something else, non-Hispanic	4	3	3

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
A home with one or more parent or guardian	94	97	100
Other relative's home	0	1	0
A home with more than one family	2	0	0
Friend's home	0	0	0
Foster home, group care, or waiting placement	0	0	0
Hotel or motel	0	1	0
Shelter, car, campground, or other transitional or temporary housing	0	0	0
Other living arrangement	4	1	0

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Did not finish high school	0	0	1
Graduated from high school	3	1	0
Attended college but did not complete four-year degree	0	1	1
Graduated from college	92	93	94
Don't know	5	5	5

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 6 %	Grade 7 %	Grade 8 %
English	96	92	92
Spanish	1	1	2
Mandarin	2	1	1
Cantonese	0	1	1
Taiwanese	0	0	0
Tagalog	0	0	0
Vietnamese	0	0	1
Korean	0	0	0
Arabic	0	0	0
Other	1	5	3

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 6 %	Grade 7 %	Grade 8 %
<i>How well do you...</i>			
understand English?			
Very well		73	92
Well		18	8
Not well		0	0
Not at all		9	0
speak English?			
Very well		90	83
Well		0	17
Not well		0	0
Not at all		10	0
read English?			
Very well		70	92
Well		20	8
Not well		0	0
Not at all		10	0
write English?			
Very well		60	75
Well		30	25
Not well		0	0
Not at all		10	0
<i>English Language Proficiency Status</i>			
Proficient		60	75
Not proficient		40	25

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 6 %	Grade 7 %	Grade 8 %
I do not attend my school's afterschool program	78	66	70
1 day	2	4	2
2 days	8	9	4
3 days	3	6	4
4 days	6	12	17
5 days	3	3	3

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 6 %	Grade 7 %	Grade 8 %
No	99	98	100
Yes	0	0	0
Don't know	1	2	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 6 %	Grade 7 %	Grade 8 %
No	12	17	17
Yes	88	83	83

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 6 %	Grade 7 %	Grade 8 %
Before 7:00 pm	1	0	0
7:00-7:59 pm	0	1	0
8:00-8:59 pm	10	5	2
9:00-9:59 pm	46	39	18
10:00-10:59 pm	32	39	46
11:00-11:59 pm	7	11	22
12:00-12:59 am	3	2	6
After 1:00 am	1	3	5
<i>Bedtime at 12 am or later</i>	4	5	12

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 6 %	Grade 7 %	Grade 8 %
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 6 %	Grade 7 %	Grade 8 %
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 6 %	Grade 7 %	Grade 8 %
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 6 %	Grade 7 %	Grade 8 %
Mostly A's	68	54	55
A's and B's	24	37	34
Mostly B's	6	6	5
B's and C's	2	3	4
Mostly C's	0	0	1
C's and D's	1	0	1
Mostly D's	0	0	0
Mostly F's	0	1	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 6 %	Grade 7 %	Grade 8 %
I did not miss any days of school in the past 30 days	45	49	52
1 day	28	22	23
2 days	8	15	13
3 or more days	19	13	12

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 6 %	Grade 7 %	Grade 8 %
Does not apply; I didn't miss any school	41	44	43
Illness (feeling physically sick), including problems with breathing or your teeth	48	44	50
Were being bullied or mistreated at school (<i>In-School Only</i>)	1	1	3
Felt very sad, hopeless, anxious, stressed, or angry	3	3	6
Didn't get enough sleep	3	4	3
Didn't feel safe at school or going to and from school (<i>In-School Only</i>)	1	0	1
Had to take care of or help a family member or friend	0	0	0
Wanted to spend time with friends	0	0	1
Used alcohol or drugs	0	0	0
Were behind in schoolwork or weren't prepared for a test or class assignment	1	0	5
Were bored or uninterested in school	0	2	3
Had no transportation to school (<i>In-School Only</i>)	0	0	0
Other reason	12	17	12

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 6 %	Grade 7 %	Grade 8 %	Table
Total school supports	77	73	64	
Caring adults in school [‡]	87	82	77	A6.5
High expectations-adults in school [‡]	91	88	84	A6.6
Meaningful participation at school [‡]	55	50	32	A6.7
School connectedness ^{†#} <i>(In-School Only)</i>	86	84	78	A6.8
School connectedness ^{†ψ} <i>(Remote Only)</i>				A6.8
Academic motivation [†]	82	79	68	A6.9
Promotion of parental involvement in school [†]	76	71	64	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 6 %	Grade 7 %	Grade 8 %
Caring adults in school			
<i>Average reporting “Pretty much true” or “Very much true”</i>	87	82	77
<i>There is a teacher or some other adult from my school... who really cares about me.</i>			
Not at all true	3	4	5
A little true	11	17	23
Pretty much true	36	37	45
Very much true	50	42	28
<i>who notices when I’m not there.</i>			
Not at all true	3	2	8
A little true	12	21	17
Pretty much true	34	34	46
Very much true	51	43	30
<i>who listens to me when I have something to say.</i>			
Not at all true	4	1	4
A little true	8	10	14
Pretty much true	34	39	41
Very much true	55	50	41

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 6 %	Grade 7 %	Grade 8 %
High expectations-adults in school			
<i>Average reporting “Pretty much true” or “Very much true”</i>	91	88	84
<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	3	1	2
A little true	7	14	12
Pretty much true	28	30	43
Very much true	61	54	43
<i>who always wants me to do my best.</i>			
Not at all true	3	0	1
A little true	4	6	9
Pretty much true	18	26	36
Very much true	75	68	54
<i>who believes that I will be a success.</i>			
Not at all true	4	2	4
A little true	7	13	19
Pretty much true	33	38	37
Very much true	57	47	40

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

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

Table A6.7
Meaningful Participation Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Meaningful participation at school			
<i>Average reporting “Pretty much true” or “Very much true”</i>	55	50	32
<i>At school/When I participate in school,...</i>			
I do interesting activities.			
Not at all true	2	1	6
A little true	15	18	29
Pretty much true	44	44	38
Very much true	39	37	27
I help decide things like class activities or rules.			
Not at all true	19	18	44
A little true	31	40	37
Pretty much true	32	28	15
Very much true	17	13	4
I do things that make a difference.			
Not at all true	8	11	20
A little true	29	31	47
Pretty much true	39	38	21
Very much true	24	20	12
I have a say in how things work.			
Not at all true	19	15	35
A little true	29	38	38
Pretty much true	33	31	22
Very much true	19	16	5
I help decide school activities or rules.			
Not at all true	43	37	54
A little true	29	38	29
Pretty much true	18	15	13
Very much true	10	10	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 6 %	Grade 7 %	Grade 8 %
School connectedness[#] (<i>In-School Only</i>)			
Average reporting “Agree” or “Strongly agree”	86	84	78
School connectedness^ψ (<i>Remote Only</i>)			
Average reporting “Agree” or “Strongly agree”			
I feel close to people at/from this school.			
Strongly disagree	1	0	2
Disagree	1	1	2
Neither disagree nor agree	10	11	10
Agree	44	43	53
Strongly agree	44	46	33
I am happy with/to be at this school.			
Strongly disagree	1	1	1
Disagree	1	3	6
Neither disagree nor agree	10	19	25
Agree	39	37	39
Strongly agree	49	40	29
I feel like I am part of this school.			
Strongly disagree	1	0	3
Disagree	2	3	4
Neither disagree nor agree	10	13	17
Agree	43	46	50
Strongly agree	44	38	26

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

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

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

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

Table A6.8
School Connectedness Scale Questions – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
The teachers at this school treat students fairly/The teachers treat students fairly.			
Strongly disagree	1	1	1
Disagree	5	3	9
Neither disagree nor agree	17	14	16
Agree	40	45	49
Strongly agree	38	37	25
I feel safe in my school. (<i>In-School Only</i>)			
Strongly disagree	1	0	1
Disagree	2	1	3
Neither disagree nor agree	10	13	13
Agree	39	47	51
Strongly agree	49	40	32

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 6 %	Grade 7 %	Grade 8 %
Academic motivation			
<i>Average reporting “Agree” or “Strongly agree”</i>	82	79	68
I try hard to make sure that I am good at my schoolwork.			
Strongly disagree	1	0	0
Disagree	1	1	2
Neither disagree nor agree	4	7	10
Agree	31	38	40
Strongly agree	63	54	48
I try hard on my schoolwork because I am interested in it.			
Strongly disagree	2	2	3
Disagree	6	10	19
Neither disagree nor agree	33	31	36
Agree	31	36	31
Strongly agree	28	20	11
I work hard to try to understand new things when doing my schoolwork.			
Strongly disagree	1	1	2
Disagree	1	5	10
Neither disagree nor agree	15	18	25
Agree	42	39	42
Strongly agree	41	38	21
I am always trying to do better in my schoolwork.			
Strongly disagree	1	0	2
Disagree	0	1	3
Neither disagree nor agree	10	9	16
Agree	35	39	43
Strongly agree	54	50	35

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 6 %	Grade 7 %	Grade 8 %
It is hard for me to stay focused when doing my schoolwork.			
Strongly disagree	21	18	10
Disagree	37	38	36
Neither disagree nor agree	23	24	27
Agree	12	16	17
Strongly agree	7	4	9

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 6 %	Grade 7 %	Grade 8 %
School is really boring.			
High (7-10)	17	21	34
Medium (4-6)	31	33	42
Low (0-3)	52	46	24
School is worthless and a waste of time.			
High (7-10)	2	6	5
Medium (4-6)	14	9	23
Low (0-3)	85	85	71

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 - 6th Grade***

		School is really boring (Grade 6)										
		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 50%				Mid-Boredom & High Value 27%			High Boredom & High Value 7%			
	1											
	2											
	3											
	4	Low Boredom &			Mid-Boredom & Mid-Value 5%			High Boredom & Mid-Value 7%				
	5	Mid-Value [̄]										
	6											
	7								High Boredom & Low Value 2%			
	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 - 7th Grade***

		School is really boring (Grade 7)										
		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 45%				Mid-Boredom & High Value 27%				High Boredom & High Value 13%		
	1											
	2											
	3											
	4	Low Boredom &				Mid-Boredom &				High Boredom &		
	5	Mid-Value [̄]				Mid-Value				Mid-Value		
	6					4%				4%		
	7									High Boredom & Low Value 4%		
	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 - 8th Grade

		School is really boring (Grade 8)										
		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 21%				Mid-Boredom & High Value 35%				High Boredom & High Value 15%		
	1											
	2											
	3											
	4	Low Boredom &				Mid-Boredom &				High Boredom &		
	5	Mid-Value [̄]				Mid-Value				Mid-Value		
	6					7%				14%		
	7									High Boredom & Low Value 4%		
	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 6 %	Grade 7 %	Grade 8 %
Promotion of parental involvement in school			
<i>Average reporting “Agree” or “Strongly agree”</i>	76	71	64
Teachers at this school communicate with parents about what students are expected to learn in class.			
Strongly disagree	0	0	0
Disagree	3	6	9
Neither disagree nor agree	19	20	21
Agree	47	49	54
Strongly agree	31	25	16
Parents feel welcome to participate at this school.			
Strongly disagree	1	1	1
Disagree	1	4	5
Neither disagree nor agree	22	26	30
Agree	41	39	43
Strongly agree	35	31	21
School staff take parent concerns seriously.			
Strongly disagree	2	0	1
Disagree	3	5	6
Neither disagree nor agree	21	24	35
Agree	41	41	38
Strongly agree	33	29	20

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 6 %	Grade 7 %	Grade 8 %
A teacher or some other adult from my school checks on how I am feeling.			
Not at all true	9	8	19
A little true	18	24	32
Pretty much true	35	32	28
Very much true	38	36	21

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 6 %	Grade 7 %	Grade 8 %
My school is usually clean and tidy.			
Strongly disagree	1	1	1
Disagree	4	8	10
Neither disagree nor agree	26	32	26
Agree	45	40	45
Strongly agree	24	19	17

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 6 %	Grade 7 %	Grade 8 %
No	87	88	76
Yes	13	12	24

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 6 %	Grade 7 %	Grade 8 %
No	94	93	88
Yes	6	7	12

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 6 %	Grade 7 %	Grade 8 %
Optimism			
<i>Average reporting “Pretty much true” or “Very much true”</i>	73	72	58
Each day I look forward to having a lot of fun.			
Not at all true	7	6	16
A little true	18	25	35
Pretty much true	41	41	34
Very much true	34	28	15
I usually expect to have a good day.			
Not at all true	7	6	12
A little true	21	24	28
Pretty much true	42	46	44
Very much true	30	24	16
Overall, I expect more good things to happen to me than bad things.			
Not at all true	10	5	10
A little true	17	17	25
Pretty much true	33	39	36
Very much true	40	39	29

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 6 %	Grade 7 %	Grade 8 %
Life satisfaction			
<i>Average reporting “Satisfied” or “Very satisfied”</i>	85	83	75
<i>I would describe my satisfaction with...</i>			
my family life as...			
Very dissatisfied	0	0	1
Dissatisfied	2	1	3
A little dissatisfied	1	2	6
A little satisfied	4	5	8
Satisfied	30	31	40
Very satisfied	62	61	43
my friendships as...			
Very dissatisfied	1	0	1
Dissatisfied	2	0	2
A little dissatisfied	3	4	7
A little satisfied	7	12	11
Satisfied	37	40	38
Very satisfied	50	44	41
my school experience as...			
Very dissatisfied	1	1	3
Dissatisfied	2	4	6
A little dissatisfied	3	7	10
A little satisfied	19	16	23
Satisfied	40	47	42
Very satisfied	35	25	16

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 6 %	Grade 7 %	Grade 8 %
<i>I would describe my satisfaction with...</i>			
myself as...			
Very dissatisfied	5	4	3
Dissatisfied	2	4	7
A little dissatisfied	5	7	7
A little satisfied	13	10	16
Satisfied	31	39	40
Very satisfied	44	36	26
where I live as...			
Very dissatisfied	1	0	0
Dissatisfied	1	1	3
A little dissatisfied	1	0	3
A little satisfied	3	5	3
Satisfied	25	21	25
Very satisfied	70	72	65

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 6 %	Grade 7 %	Grade 8 %
Social emotional distress			
<i>Average reporting “Pretty much true” or “Very much true”</i>	12	17	23
I had a hard time relaxing.			
Not at all true	46	43	33
A little true	42	41	40
Pretty much true	8	13	17
Very much true	4	4	10
I felt sad and down.			
Not at all true	55	46	36
A little true	34	37	39
Pretty much true	5	9	15
Very much true	6	8	10
I was easily irritated.			
Not at all true	42	36	23
A little true	41	34	45
Pretty much true	8	20	19
Very much true	10	10	13
It was hard for me to cope and I thought I would panic.			
Not at all true	74	72	65
A little true	16	13	22
Pretty much true	6	10	6
Very much true	4	5	7
It was hard for me to get excited about anything.			
Not at all true	74	66	58
A little true	16	28	24
Pretty much true	8	2	9
Very much true	2	3	8

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 6 %	Grade 7 %	Grade 8 %
Very safe	47	35	30
Safe	43	50	52
Neither safe nor unsafe	8	13	17
Unsafe	2	1	1
Very unsafe	0	1	1

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Race, ethnicity, or national origin			
0 times	97	90	89
1 time	3	7	5
2 or more times	0	3	6
Religion			
0 times	99	96	95
1 time	1	3	3
2 or more times	1	1	2
Gender			
0 times	95	93	92
1 time	2	4	2
2 or more times	3	2	6
Because you are gay, lesbian, or bisexual or someone thought you were			
0 times	97	96	90
1 time	1	1	4
2 or more times	2	3	6
A physical or mental disability			
0 times	97	94	90
1 time	2	4	5
2 or more times	1	2	5
Any of the above five reasons	10	17	25

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 6 %	Grade 7 %	Grade 8 %
You are an immigrant or someone thought you were			
0 times	100	97	95
1 time	0	1	1
2 or more times	0	1	3
Any other reason			
0 times	88	81	81
1 time	5	11	8
2 or more times	7	7	11
Any harassment	19	26	32

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 6 %	Grade 7 %	Grade 8 %
School violence victimization <i>(In-School Only)</i>			
<i>Average reporting “1 or more times”</i>	15	23	21
<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	83	83
1 time	8	10	8
2 to 3 times	1	4	6
4 or more times	3	3	4
been afraid of being beaten up? <i>(In-School Only)</i>			
0 times	90	91	90
1 time	7	4	6
2 to 3 times	1	2	3
4 or more times	1	2	1
<i>During the past 12 months, how many times have you...</i>			
had mean rumors or lies spread about you?			
0 times	77	60	67
1 time	13	21	16
2 to 3 times	6	11	9
4 or more times	5	8	8
had sexual jokes, comments, or gestures made to you?			
0 times	87	84	83
1 time	5	6	3
2 to 3 times	4	5	4
4 or more times	5	5	10

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 6 %	Grade 7 %	Grade 8 %
<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	92	85	90
1 time	6	10	9
2 to 3 times	1	4	1
4 or more times	1	1	1
<i>been made fun of because of your looks or the way you talk?</i>			
0 times	81	72	80
1 time	10	17	9
2 to 3 times	5	5	3
4 or more times	4	6	8
<i>been made fun of, insulted, or called names?</i>			
0 times	80	66	68
1 time	13	16	14
2 to 3 times	4	8	3
4 or more times	3	10	14
<i>During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?</i>			
0 times (never)	84	72	71
1 time	8	19	14
2 to 3 times	5	3	6
4 or more times	3	6	9

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 6 %	Grade 7 %	Grade 8 %
School violence perpetration			
<i>Average reporting “1 or more times”</i>	1	3	4
<i>During the past 12 months, how many times on school property have you...</i>			
been in a physical fight?			
0 times	95	93	95
1 time	3	7	2
2 to 3 times	1	0	3
4 or more times	1	0	0
been offered, sold, or given an illegal drug?			
0 times	100	100	93
1 time	0	0	4
2 to 3 times	0	0	1
4 or more times	0	0	1
damaged school property on purpose?			
0 times	99	97	94
1 time	1	3	4
2 to 3 times	0	0	1
4 or more times	0	0	1
carried a gun?			
0 times	99	99	100
1 time	1	0	0
2 to 3 times	0	0	0
4 or more times	0	1	0
carried any other weapon (such as a knife or club)?			
0 times	99	96	98
1 time	1	1	1
2 to 3 times	0	1	1
4 or more times	0	1	0

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 6 %	Grade 7 %	Grade 8 %
<i>During the past 12 months, how many times on school property have you...</i>			
been threatened with harm or injury?			
0 times	93	96	96
1 time	7	3	3
2 to 3 times	0	1	1
4 or more times	0	0	1
been threatened or injured with a weapon (gun, knife, club, etc.)?			
0 times	100	98	99
1 time	0	1	1
2 to 3 times	0	0	0
4 or more times	0	1	0

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 6 %	Grade 7 %	Grade 8 %
<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	95	97
1 time	3	1	1
2 to 3 times	1	2	1
4 or more times	0	1	1

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

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

9. Alcohol and Other Drug Use

Table A9.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Lifetime illicit AOD use to get “high” [^]	6	5	14	A9.2
Lifetime alcohol or drug use	6	5	14	A9.2
Lifetime marijuana use	1	0	3	A9.2
Lifetime very drunk or high (7 or more times)	0	0	0	A9.7
Current alcohol or drug use [¶]	2	2	4	A9.5
Current marijuana use [¶]	0	0	1	A9.5
Current heavy drug use [¶]	0	0	1	A9.5
Current heavy alcohol use (binge drinking) [¶]	0	0	0	A9.5
Current alcohol or drug use on school property ^{¶Φ}	0	1	2	A9.8
Harmfulness of occasional marijuana use ^B	40	38	30	A9.10
Difficulty of obtaining marijuana ^C	40	33	17	A9.11

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 6 %	Grade 7 %	Grade 8 %
Alcohol	4	4	12
Marijuana	1	0	3
Inhalants	1	1	1
Any other drug, pill, or medicine to get “high”	1	0	2
<i>Any of the above AOD use</i>	6	5	14
<i>Any illicit AOD use to get “high”[^]</i>	6	5	14

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 6 %	Grade 7 %	Grade 8 %
Alcohol (one full drink)			
0 times	96	96	88
1 time	4	4	5
2 to 3 times	0	1	6
4 or more times	0	0	1
Marijuana (smoke, vape, eat, or drink)			
0 times	99	100	97
1 time	0	0	0
2 to 3 times	0	0	3
4 or more times	1	0	0
Inhalants			
0 times	99	99	99
1 time	0	1	0
2 to 3 times	0	0	1
4 or more times	1	1	0
Any other drug, pill, or medicine to get “high” or for reasons other than medical			
0 times	99	100	98
1 time	0	0	1
2 to 3 times	0	0	1
4 or more times	1	0	0

Question HS A.65-67, 73/MS A.66-68, 70: 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)... 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 6 %	Grade 7 %	Grade 8 %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>			
Smoke it?			
0 times	100	100	99
1 time	0	0	0
2 to 3 times	0	0	1
4 or more times	0	0	1
In a vaping device?			
0 times	100	100	98
1 time	0	0	0
2 to 3 times	0	0	1
4 or more times	0	0	1
Eat or drink it in products made with marijuana?			
0 times	100	100	99
1 time	0	0	0
2 to 3 times	0	0	1
4 or more times	0	0	0

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

Question HS A.83-86, 88/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”)?... any other drug, pill, or medicine to get “high” or for reasons other than medical?

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

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 6 %	Grade 7 %	Grade 8 %
Alcohol (one or more drinks)			
0 days	98	99	99
1 or 2 days	2	1	1
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Binge drinking (5 or more drinks in a row)			
0 days	100	100	100
1 or 2 days	0	0	0
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Marijuana (smoke, vape, eat, or drink)			
0 days	100	100	99
1 or 2 days	0	0	1
3 to 9 days	0	0	0
10 to 19 days	0	0	1
20 to 30 days	0	0	0

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 6 %	Grade 7 %	Grade 8 %
Very drunk or sick after drinking alcohol			
0 times	99	99	97
1 to 2 times	1	1	3
3 to 6 times	0	0	0
7 or more times	0	0	0
“High” (loaded, stoned, or wasted) from using drugs			
0 times	100	100	97
1 to 2 times	0	0	1
3 to 6 times	0	0	1
7 or more times	0	0	0
<i>Very drunk or “high” 7 or more times</i>	0	0	0

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 6 %	Grade 7 %	Grade 8 %
Alcohol			
0 days	100	99	98
1 to 2 days	0	1	2
3 or more days	0	0	0
Marijuana (smoke, vape, eat, or drink)			
0 days	100	100	100
1 to 2 days	0	0	0
3 or more days	0	0	0
Any other drug, pill, or medicine to get “high” or for reasons other than medical			
0 days	100	100	100
1 to 2 days	0	0	0
3 or more days	0	0	0
Any of the above	0	1	2

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 6 %	Grade 7 %	Grade 8 %
0 times	99	100	99
1 to 2 times	1	0	1
3 to 6 times	0	0	0
7 or more times	0	0	0

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***Perceived Harm of AOD Use***

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol - drink occasionally			
Great	16	19	18
Moderate	26	24	29
Slight	36	44	41
None	21	14	13
Alcohol - 5 or more drinks once or twice a week			
Great	54	53	65
Moderate	26	36	23
Slight	8	5	6
None	12	6	6
Marijuana - use occasionally			
Great	40	38	30
Moderate	38	46	39
Slight	9	10	21
None	12	7	10
Marijuana - use daily			
Great	79	85	76
Moderate	7	8	16
Slight	1	1	1
None	12	6	6

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 A9.11***Perceived Difficulty of Obtaining Alcohol, Marijuana, and Prescription Drugs to Get “High”***

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol			
Very difficult	31	18	11
Fairly difficult	16	18	14
Fairly easy	7	14	27
Very easy	5	8	22
Don’t know	41	42	26
Marijuana			
Very difficult	40	33	17
Fairly difficult	13	19	19
Fairly easy	1	2	15
Very easy	2	3	8
Don’t know	44	43	41
Prescription drugs to get “high” or for reasons other than prescribed			
Very difficult	37	32	19
Fairly difficult	12	17	14
Fairly easy	5	5	18
Very easy	3	5	6
Don’t know	43	41	42

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 6 %	Grade 7 %	Grade 8 %	Table
Use Prevalence and Patterns				
Ever smoked a whole cigarette	0	0	2	A10.2
Current cigarette smoking [¶]	1	0	1	A10.4
Current cigarette smoking at school ^{¶Φ}	0	0	1	A10.6
Ever tried smokeless tobacco	1	0	0	A10.2
Current smokeless tobacco use [¶]	0	0	0	A10.4
Current smokeless tobacco use at school ^{¶Φ}	0	0	0	A10.6
Ever used vape products	1	0	4	A10.2
Current use of vape products [¶]	1	0	1	A10.4
Current tobacco vaping [¶]	0	0	1	A10.5
Current marijuana vaping [¶]	0	0	1	A10.5
Current vaping at school ^{¶Φ}	1	0	0	A10.6
Attitudes and Correlates				
Harmfulness of occasional cigarette smoking ^B	32	34	25	A10.8
Harmfulness of smoking 1 or more packs/day ^B	74	81	75	A10.8
Harmfulness of vaping occasionally ^B	40	36	30	A10.9
Harmfulness of vaping several times a day ^B	81	87	80	A10.9
Difficulty of obtaining cigarettes ^C	37	24	15	A10.10
Difficulty of obtaining vape products ^C	29	21	11	A10.10
Anti-Tobacco Policy				
School bans tobacco use and vaping	75	81	80	A10.11

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 6 %	Grade 7 %	Grade 8 %
A cigarette, even one or two puffs			
0 times	100	99	97
1 time	0	1	1
2 to 3 times	0	0	1
4 or more times	0	0	1
A whole cigarette			
0 times	100	100	98
1 time	0	0	1
2 to 3 times	0	0	1
4 or more times	0	0	1
Smokeless tobacco			
0 times	99	100	100
1 time	1	0	0
2 to 3 times	0	0	0
4 or more times	0	0	0
Vape products			
0 times	99	100	96
1 time	1	0	2
2 to 3 times	0	0	0
4 or more times	0	0	2

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

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

Table A10.3
Substances Ever Vaped

	Grade 6 %	Grade 7 %	Grade 8 %
Vaped tobacco or nicotine			
0 times	100	100	98
1 time	0	0	0
2 to 3 times	0	0	0
4 or more times	0	0	2
Vaped marijuana or THC			
0 times	100	100	99
1 time	0	0	0
2 to 3 times	0	0	1
4 or more times	0	0	0
Vaped other product			
0 times	99	100	99
1 time	1	0	1
2 to 3 times	0	0	0
4 or more times	0	0	0

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 6 %	Grade 7 %	Grade 8 %
Cigarettes			
Any	1	0	1
Daily (20 or more days)	0	0	0
Smokeless tobacco			
Any	0	0	0
Daily (20 or more days)	0	0	0
Vape products			
Any	1	0	1
Daily (20 or more days)	0	0	0

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 6 %	Grade 7 %	Grade 8 %
Vaped tobacco or nicotine?			
0 days	100	100	99
1 or 2 days	0	0	0
3 to 9 days	0	0	1
10 to 19 days	0	0	1
20 to 30 days	0	0	0
Vaped marijuana or THC?			
0 days	100	100	99
1 or 2 days	0	0	0
3 to 9 days	0	0	0
10 to 19 days	0	0	1
20 to 30 days	0	0	0
Vaped other product?			
0 days	100	100	99
1 or 2 days	0	0	0
3 to 9 days	0	0	0
10 to 19 days	0	0	1
20 to 30 days	0	0	0

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Cigarettes			
0 days	100	100	99
1 or 2 days	0	0	1
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Smokeless tobacco			
0 days	100	100	100
1 or 2 days	0	0	0
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Vape			
0 days	99	100	100
1 or 2 days	1	0	0
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0

Question HS A.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 6 %	Grade 7 %	Grade 8 %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes			
0 days	95	99	96
1 day	3	1	1
2 days	1	0	1
3-9 days	1	0	1
10-19 days	0	0	0
20-30 days	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***Perceived Harm of Cigarette Smoking***

	Grade 6 %	Grade 7 %	Grade 8 %
Smoke cigarettes occasionally			
Great	32	34	25
Moderate	41	39	45
Slight	15	21	22
None	12	7	8
Smoke 1 or more packs of cigarettes each day			
Great	74	81	75
Moderate	12	11	14
Slight	3	2	4
None	12	6	7

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 A10.9***Perceived Harm of Using Vape Products***

	Grade 6 %	Grade 7 %	Grade 8 %
Vape tobacco or nicotine occasionally			
Great	40	36	30
Moderate	39	46	46
Slight	9	11	16
None	12	7	8
Vape tobacco or nicotine several times a day (100 puffs or more)			
Great	81	87	80
Moderate	5	6	12
Slight	2	1	2
None	12	7	6

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 A10.10***Perceived Difficulty of Obtaining Cigarettes and Vape Products***

	Grade 6 %	Grade 7 %	Grade 8 %
Cigarettes			
Very difficult	37	24	15
Fairly difficult	13	22	22
Fairly easy	5	10	19
Very easy	1	4	8
Don't know	44	39	35
Vape products			
Very difficult	29	21	11
Fairly difficult	16	17	11
Fairly easy	12	16	29
Very easy	3	4	17
Don't know	42	41	31

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 A10.11***School Bans Tobacco Use and Vaping***

	Grade 6 %	Grade 7 %	Grade 8 %
No	3	3	3
Yes	75	81	80
Don't know	21	16	17

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

Alone After School (In-School Only)

	Grade 6 %	Grade 7 %	Grade 8 %
Never	39	33	25
1 day	23	32	27
2 days	13	15	17
3 days	6	7	12
4 days	3	3	7
5 days	15	10	12

Question MS A.106: In a normal week, how many days are you home after school for at least one hour without an adult there?

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

Table A11.2

Gang Involvement (In-School Only)

	Grade 6 %	Grade 7 %	Grade 8 %
No	97	99	99
Yes	3	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 6 %	Grade 7 %	Grade 8 %
School Connectedness^{†#} (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American	85	82	74
Black or African American			
Hispanic or Latinx	81	91	75
Native Hawaiian or Pacific Islander			
White	87	86	81
Mixed (two or more) ethnics	86	77	75
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	79	80	62
Black or African American			
Hispanic or Latinx	69	82	85
Native Hawaiian or Pacific Islander			
White	84	77	68
Mixed (two or more) ethnics	87	75	68
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 6 %	Grade 7 %	Grade 8 %
School is really boring[±]			
American Indian or Alaska Native			
Asian or Asian American	12	11	38
Black or African American			
Hispanic or Latinx	18	18	23
Native Hawaiian or Pacific Islander			
White	11	27	34
Mixed (two or more) ethnics	30	22	32
Something else			
School is worthless and a waste of time[±]			
American Indian or Alaska Native			
Asian or Asian American	3	4	9
Black or African American			
Hispanic or Latinx	6	9	8
Native Hawaiian or Pacific Islander			
White	0	5	1
Mixed (two or more) ethnics	0	11	5
Something else			
Monthly Absences (3 or more)			
American Indian or Alaska Native			
Asian or Asian American	9	11	9
Black or African American			
Hispanic or Latinx	29	9	8
Native Hawaiian or Pacific Islander			
White	13	14	11
Mixed (two or more) ethnics	40	15	18
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 6 %	Grade 7 %	Grade 8 %
Maintaining focus on schoolwork[†]			
American Indian or Alaska Native			
Asian or Asian American	74	57	44
Black or African American			
Hispanic or Latinx	41	73	46
Native Hawaiian or Pacific Islander			
White	60	63	47
Mixed (two or more) ethnics	59	30	50
Something else			
Caring adult relationships[‡]			
American Indian or Alaska Native			
Asian or Asian American	91	84	77
Black or African American			
Hispanic or Latinx	82	70	85
Native Hawaiian or Pacific Islander			
White	88	83	77
Mixed (two or more) ethnics	89	80	71
Something else			
High expectations-adults in school[‡]			
American Indian or Alaska Native			
Asian or Asian American	94	91	86
Black or African American			
Hispanic or Latinx	82	82	85
Native Hawaiian or Pacific Islander			
White	96	90	87
Mixed (two or more) ethnics	86	84	75
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 6 %	Grade 7 %	Grade 8 %
Meaningful participation[‡]			
American Indian or Alaska Native			
Asian or Asian American	54	55	32
Black or African American			
Hispanic or Latinx	33	33	45
Native Hawaiian or Pacific Islander			
White	57	53	33
Mixed (two or more) ethnics	60	42	27
Something else			
Facilities upkeep[†] (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American	74	71	56
Black or African American			
Hispanic or Latinx	71	55	77
Native Hawaiian or Pacific Islander			
White	65	56	59
Mixed (two or more) ethnics	69	59	64
Something else			
Promotion of parental involvement in school[†]			
American Indian or Alaska Native			
Asian or Asian American	78	62	58
Black or African American			
Hispanic or Latinx	69	79	59
Native Hawaiian or Pacific Islander			
White	77	75	65
Mixed (two or more) ethnics	75	72	71
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 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American	91	78	78
Black or African American			
Hispanic or Latinx	82	91	92
Native Hawaiian or Pacific Islander			
White	90	89	84
Mixed (two or more) ethnics	93	78	71
Something else			
Experienced harassment due to five reasons^λ			
American Indian or Alaska Native			
Asian or Asian American	3	15	22
Black or African American			
Hispanic or Latinx	12	18	23
Native Hawaiian or Pacific Islander			
White	10	13	20
Mixed (two or more) ethnics	21	23	33
Something else			
Experienced any harassment or bullying[§]			
American Indian or Alaska Native			
Asian or Asian American	9	22	22
Black or African American			
Hispanic or Latinx	24	27	31
Native Hawaiian or Pacific Islander			
White	17	27	32
Mixed (two or more) ethnics	28	27	33
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 6 %	Grade 7 %	Grade 8 %
Had mean rumors or lies spread about you[§]			
American Indian or Alaska Native			
Asian or Asian American	12	37	25
Black or African American			
Hispanic or Latinx	24	36	38
Native Hawaiian or Pacific Islander			
White	27	47	37
Mixed (two or more) ethnics	21	33	29
Something else			
Been afraid of being beaten up[§] (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American	9	7	13
Black or African American			
Hispanic or Latinx	18	18	15
Native Hawaiian or Pacific Islander			
White	11	9	5
Mixed (two or more) ethnics	3	4	19
Something else			
Been in a physical fight[§] (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American	0	4	3
Black or African American			
Hispanic or Latinx	0	9	8
Native Hawaiian or Pacific Islander			
White	6	10	4
Mixed (two or more) ethnics	0	4	5
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 6 %	Grade 7 %	Grade 8 %
Seen a weapon on campus[§] (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American	3	4	3
Black or African American			
Hispanic or Latinx	6	9	0
Native Hawaiian or Pacific Islander			
White	2	5	3
Mixed (two or more) ethnics	10	7	5
Something else			

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

[§]Past 12 months.

Table A12.3***Cyberbullying by Race/Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
American Indian or Alaska Native			
Asian or Asian American	6	37	25
Black or African American			
Hispanic or Latinx	18	27	38
Native Hawaiian or Pacific Islander			
White	19	21	34
Mixed (two or more) ethnics	14	38	14
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 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
American Indian or Alaska Native			
Asian or Asian American	0	0	3
Black or African American			
Hispanic or Latinx	0	9	8
Native Hawaiian or Pacific Islander			
White	3	2	3
Mixed (two or more) ethnics	0	4	10
Something else			
Current marijuana use[¶]			
American Indian or Alaska Native			
Asian or Asian American	0	0	0
Black or African American			
Hispanic or Latinx	0	0	0
Native Hawaiian or Pacific Islander			
White	0	0	1
Mixed (two or more) ethnics	0	0	5
Something else			
Current binge drinking[¶]			
American Indian or Alaska Native			
Asian or Asian American	0	0	0
Black or African American			
Hispanic or Latinx	0	0	0
Native Hawaiian or Pacific Islander			
White	0	0	0
Mixed (two or more) ethnics	0	0	0
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 6 %	Grade 7 %	Grade 8 %
Very drunk or “high” 7 or more times, ever			
American Indian or Alaska Native			
Asian or Asian American	0	0	0
Black or African American			
Hispanic or Latinx	0	0	0
Native Hawaiian or Pacific Islander			
White	0	0	0
Mixed (two or more) ethnics	0	0	0
Something else			
Been drunk or “high” on drugs at school, ever			
American Indian or Alaska Native			
Asian or Asian American	0	0	0
Black or African American			
Hispanic or Latinx	6	0	0
Native Hawaiian or Pacific Islander			
White	0	0	0
Mixed (two or more) ethnics	0	0	5
Something else			
Current alcohol use[¶]			
American Indian or Alaska Native			
Asian or Asian American	0	0	0
Black or African American			
Hispanic or Latinx	0	0	0
Native Hawaiian or Pacific Islander			
White	3	2	1
Mixed (two or more) ethnics	0	0	5
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 6 %	Grade 7 %	Grade 8 %
Current alcohol use at school[¶] (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American	0	0	0
Black or African American			
Hispanic or Latinx	0	0	0
Native Hawaiian or Pacific Islander			
White	0	2	1
Mixed (two or more) ethnics	0	0	10
Something else			
Current cigarette smoking[¶]			
American Indian or Alaska Native			
Asian or Asian American	0	0	0
Black or African American			
Hispanic or Latinx	0	0	0
Native Hawaiian or Pacific Islander			
White	2	0	3
Mixed (two or more) ethnics	0	0	0
Something else			
Current vaping[¶]			
American Indian or Alaska Native			
Asian or Asian American	0	0	0
Black or African American			
Hispanic or Latinx	0	0	0
Native Hawaiian or Pacific Islander			
White	2	0	3
Mixed (two or more) ethnics	0	0	0
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 6 %	Grade 7 %	Grade 8 %
Current tobacco vaping[¶]			
American Indian or Alaska Native			
Asian or Asian American	0	0	0
Black or African American			
Hispanic or Latinx	0	0	0
Native Hawaiian or Pacific Islander			
White	0	0	3
Mixed (two or more) ethnics	0	0	0
Something else			
Current marijuana vaping[¶]			
American Indian or Alaska Native			
Asian or Asian American	0	0	0
Black or African American			
Hispanic or Latinx	0	0	0
Native Hawaiian or Pacific Islander			
White	0	0	1
Mixed (two or more) ethnics	0	0	0
Something else			

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

[¶]Past 30 days.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast			
American Indian or Alaska Native			
Asian or Asian American	91	75	63
Black or African American			
Hispanic or Latinx	82	73	92
Native Hawaiian or Pacific Islander			
White	86	91	89
Mixed (two or more) ethnics	93	79	86
Something else			
Bedtime (at 12 am or later)			
American Indian or Alaska Native			
Asian or Asian American	3	14	19
Black or African American			
Hispanic or Latinx	12	9	8
Native Hawaiian or Pacific Islander			
White	5	0	11
Mixed (two or more) ethnics	3	4	9
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 6 %	Grade 7 %	Grade 8 %
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 6 %	Grade 7 %	Grade 8 %
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 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
American Indian or Alaska Native			
Asian or Asian American	8	18	19
Black or African American			
Hispanic or Latinx	23	20	22
Native Hawaiian or Pacific Islander			
White	14	14	20
Mixed (two or more) ethnics	6	23	34
Something else			
Experienced chronic sadness/hopelessness[§]			
American Indian or Alaska Native			
Asian or Asian American	15	19	22
Black or African American			
Hispanic or Latinx	24	18	15
Native Hawaiian or Pacific Islander			
White	13	10	23
Mixed (two or more) ethnics	7	12	33
Something else			
Considered suicide[§]			
American Indian or Alaska Native			
Asian or Asian American	6	7	9
Black or African American			
Hispanic or Latinx	12	9	8
Native Hawaiian or Pacific Islander			
White	5	3	11
Mixed (two or more) ethnics	3	12	19
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 6 %	Grade 7 %	Grade 8 %
Optimism[‡]			
American Indian or Alaska Native			
Asian or Asian American	70	74	56
Black or African American			
Hispanic or Latinx	69	61	59
Native Hawaiian or Pacific Islander			
White	72	75	60
Mixed (two or more) ethnics	82	62	60
Something else			
Life satisfaction[±]			
American Indian or Alaska Native			
Asian or Asian American	86	80	78
Black or African American			
Hispanic or Latinx	70	85	80
Native Hawaiian or Pacific Islander			
White	89	86	76
Mixed (two or more) ethnics	86	78	67
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 6 %	Grade 7 %	Grade 8 %
School Connectedness^{†#} (<i>In-School Only</i>)			
Male	90	90	80
Female	88	80	79
Nonbinary			
Something else			
School Connectedness^{†ψ} (<i>Remote Only</i>)			
Male			
Female			
Nonbinary			
Something else			
Academic Motivation[†]			
Male	83	77	66
Female	86	79	70
Nonbinary			
Something else			
School is really boring[±]			
Male	18	23	43
Female	9	20	16
Nonbinary			
Something else			
School is worthless and a waste of time[±]			
Male	3	6	6
Female	2	5	3
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 6 %	Grade 7 %	Grade 8 %
Monthly Absences (3 or more)			
Male	19	10	15
Female	19	15	10
Nonbinary			
Something else			
Maintaining focus on schoolwork[†]			
Male	60	64	49
Female	59	50	44
Nonbinary			
Something else			
Caring adult relationships[‡]			
Male	86	81	78
Female	93	84	77
Nonbinary			
Something else			
High expectations-adults in school[‡]			
Male	91	89	83
Female	95	88	87
Nonbinary			
Something else			
Meaningful participation[‡]			
Male	58	55	30
Female	57	46	36
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 6 %	Grade 7 %	Grade 8 %
Facilities upkeep[†] (<i>In-School Only</i>)			
Male	65	54	53
Female	75	64	74
Nonbinary			
Something else			
Promotion of parental involvement in school[†]			
Male	78	74	64
Female	80	68	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 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe (<i>In-School Only</i>)			
Male	96	91	84
Female	91	79	85
Nonbinary			
Something else			
Experienced harassment due to five reasons[^][§]			
Male	9	18	20
Female	8	14	28
Nonbinary			
Something else			
Experienced any harassment or bullying[§]			
Male	18	29	25
Female	14	22	38
Nonbinary			
Something else			
Had mean rumors or lies spread about you[§]			
Male	25	40	29
Female	17	41	37
Nonbinary			
Something else			
Been afraid of being beaten up[§] (<i>In-School Only</i>)			
Male	5	8	8
Female	9	9	8
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 6 %	Grade 7 %	Grade 8 %
Been in a physical fight[§] (<i>In-School Only</i>)			
Male	6	12	8
Female	0	2	0
Nonbinary			
Something else			
Seen a weapon on campus[§] (<i>In-School Only</i>)			
Male	4	4	1
Female	0	5	3
Nonbinary			
Something else			

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

[§]Past 12 months.

Table A13.3
Cyberbullying by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
Male	15	22	24
Female	13	33	37
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 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
Male	1	0	3
Female	2	3	5
Nonbinary			
Something else			
Current marijuana use[¶]			
Male	0	0	0
Female	0	0	3
Nonbinary			
Something else			
Current binge drinking[¶]			
Male	0	0	0
Female	0	0	0
Nonbinary			
Something else			
Very drunk or “high” 7 or more times, ever			
Male	0	0	0
Female	0	0	0
Nonbinary			
Something else			
Been drunk or “high” on drugs at school, ever			
Male	1	0	0
Female	0	0	3
Nonbinary			
Something else			
Current alcohol use[¶]			
Male	1	0	1
Female	2	2	0
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 6 %	Grade 7 %	Grade 8 %
Current alcohol use at school[¶] (<i>In-School Only</i>)			
Male	0	0	1
Female	0	2	2
Nonbinary			
Something else			
Current cigarette smoking[¶]			
Male	0	0	3
Female	0	0	0
Nonbinary			
Something else			
Current vaping[¶]			
Male	0	0	0
Female	0	0	3
Nonbinary			
Something else			
Current tobacco vaping[¶]			
Male	0	0	0
Female	0	0	3
Nonbinary			
Something else			
Current marijuana vaping[¶]			
Male	0	0	0
Female	0	0	2
Nonbinary			
Something else			

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

[¶]Past 30 days.

Table A13.5
Routines by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast[‡]			
Male	95	83	86
Female	81	86	79
Nonbinary			
Something else			
Bedtime (at 12 am or later)			
Male	4	6	9
Female	3	4	16
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 6 %	Grade 7 %	Grade 8 %
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 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
Male	6	10	17
Female	16	23	28
Nonbinary			
Something else			
Experienced chronic sadness/hopelessness[§]			
Male	5	9	11
Female	19	13	35
Nonbinary			
Something else			
Considered suicide[§]			
Male	3	4	8
Female	6	8	17
Nonbinary			
Something else			
Optimism[‡]			
Male	81	77	64
Female	69	69	53
Nonbinary			
Something else			
Life satisfaction[‡]			
Male	90	88	78
Female	82	79	75
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 6	Grade 7	Grade 8
<i>Student Sample Size</i>			
Target sample	184	161	166
Final number	152	134	143
Response Rate	83%	83%	86%

2. Fairness and Respect for Diversity

Table D2.1

All Students Treated with Respect

	Grade 6 %	Grade 7 %	Grade 8 %
Strongly disagree	1	1	3
Disagree	7	5	7
Neither disagree nor agree	12	13	23
Agree	35	46	43
Strongly agree	46	34	24

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 6 %	Grade 7 %	Grade 8 %
Strongly disagree	3	3	7
Disagree	2	3	6
Neither disagree nor agree	18	23	23
Agree	46	34	40
Strongly agree	31	37	24

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 6 %	Grade 7 %	Grade 8 %
Strongly disagree	4	4	9
Disagree	9	7	13
Neither disagree nor agree	22	35	30
Agree	36	28	31
Strongly agree	30	25	16

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 6 %	Grade 7 %	Grade 8 %
Strongly disagree	74	70	65
Disagree	13	13	16
Neither disagree nor agree	5	7	8
Agree	3	3	7
Strongly agree	5	6	4

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 6 %	Grade 7 %	Grade 8 %
Strongly disagree	49	51	40
Disagree	26	25	21
Neither disagree nor agree	15	15	25
Agree	3	4	9
Strongly agree	7	5	5

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 6 %	Grade 7 %	Grade 8 %
Strongly disagree	1	1	1
Disagree	3	0	3
Neither disagree nor agree	8	14	18
Agree	33	40	45
Strongly agree	56	44	33

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 6 %	Grade 7 %	Grade 8 %
Strongly disagree	1	1	3
Disagree	1	1	3
Neither disagree nor agree	10	11	22
Agree	38	39	41
Strongly agree	51	47	31

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 6 %	Grade 7 %	Grade 8 %
Strongly disagree	4	4	10
Disagree	7	10	18
Neither disagree nor agree	17	28	28
Agree	36	29	25
Strongly agree	36	30	18

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 6 %	Grade 7 %	Grade 8 %
Strongly disagree	0	2	1
Disagree	2	0	1
Neither disagree nor agree	11	9	13
Agree	38	38	50
Strongly agree	50	51	35

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 6 %	Grade 7 %	Grade 8 %
Strongly disagree	1	2	3
Disagree	5	10	9
Neither disagree nor agree	20	26	23
Agree	38	40	42
Strongly agree	37	22	24

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 6	Grade 7	Grade 8
<i>Student Sample Size</i>			
Target sample	184	161	166
Final number	152	135	143
Response Rate	83%	84%	86%

2. Perceptions of LGBTQ-Related School Safety

Table J2.1

Student Perceptions of School Safety, LGBTQ-Specific

	Grade 6 %	Grade 7 %	Grade 8 %
<i>My school is safe for...</i>			
guys who are not as “masculine” as other guys.			
Strongly disagree	2	2	1
Disagree	4	7	10
Agree	34	50	54
Strongly agree	60	41	35
girls who are not as “feminine” as other girls.			
Strongly disagree	3	2	1
Disagree	2	4	6
Agree	34	46	56
Strongly agree	60	48	37
students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ).			
Strongly disagree	3	2	1
Disagree	3	5	7
Agree	29	47	53
Strongly agree	65	47	39
students with LGBTQ parents.			
Strongly disagree	3	3	1
Disagree	1	1	1
Agree	35	46	53
Strongly agree	61	50	45

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 6 %	Grade 7 %	Grade 8 %
<i>My school is safe for...</i>			
teachers and staff who are LGBTQ.			
Strongly disagree	2	2	1
Disagree	2	1	3
Agree	31	40	53
Strongly agree	65	56	43
LGBTQ allies (people who are supportive of LGBTQ people).			
Strongly disagree	2	2	0
Disagree	1	1	2
Agree	29	40	51
Strongly agree	68	57	47

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 6 %	Grade 7 %	Grade 8 %
<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	97	97	90
1 time	2	1	5
2-3 times	0	1	3
4 or more times	1	1	3
Because you aren't as "masculine" as other guys or because you aren't as "feminine" as other girls			
0 times	97	94	96
1 time	1	4	1
2-3 times	1	1	1
4 or more times	1	1	1
Because you have LGBTQ parents or family members or because someone thought they were			
0 times	99	99	99
1 time	1	1	0
2-3 times	1	0	1
4 or more times	0	1	0
Because you have LGBTQ friends or because someone thought you did			
0 times	99	98	95
1 time	1	0	3
2-3 times	0	1	1
4 or more times	1	1	1

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 6 %	Grade 7 %	Grade 8 %
<i>How often do you hear other students make negative comments or use slurs about someone's...</i>			
sex (male or female)?			
Never	79	72	52
Rarely	17	17	27
Sometimes	4	9	16
Often	0	2	6
sexual orientation?			
Never	77	57	44
Rarely	17	25	30
Sometimes	4	12	15
Often	3	6	11
gender identity or expression?			
Never	81	68	51
Rarely	15	17	24
Sometimes	3	9	16
Often	1	5	9
having LGBTQ parents or family members?			
Never	88	86	76
Rarely	9	11	18
Sometimes	1	1	3
Often	2	3	3
having LGBTQ friends?			
Never	87	83	70
Rarely	9	12	21
Sometimes	3	2	5
Often	1	3	5

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 6 %	Grade 7 %	Grade 8 %
<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	97	92	91
Rarely	1	5	7
Sometimes	2	2	1
Often	0	1	0
sexual orientation?			
Never	97	94	90
Rarely	1	3	8
Sometimes	1	1	1
Often	0	2	1
gender identity or expression?			
Never	99	94	89
Rarely	1	2	9
Sometimes	1	2	2
Often	0	2	0
having LGBTQ parents or family members?			
Never	99	96	94
Rarely	1	2	6
Sometimes	1	2	0
Often	0	1	0
having LGBTQ friends?			
Never	99	95	94
Rarely	1	3	6
Sometimes	0	1	0
Often	0	1	0

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 6 %	Grade 7 %	Grade 8 %
<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	12	8	12
Rarely stop	4	8	10
Sometimes stop	9	8	13
Often stop	16	9	15
Not applicable	59	67	50
<i>sexual orientation?</i>			
Never stop	12	6	11
Rarely stop	2	12	14
Sometimes stop	12	9	14
Often stop	14	8	13
Not applicable	60	64	47
<i>gender identity or expression?</i>			
Never stop	12	8	12
Rarely stop	3	8	12
Sometimes stop	11	9	13
Often stop	14	10	14
Not applicable	60	66	49

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 6 %	Grade 7 %	Grade 8 %
<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	11	7	10
Rarely stop	2	7	9
Sometimes stop	8	6	9
Often stop	14	8	12
Not applicable	64	72	59
<i>having LGBTQ friends?</i>			
Never stop	11	8	10
Rarely stop	2	6	11
Sometimes stop	7	7	10
Often stop	17	10	13
Not applicable	63	69	56

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 6 %	Grade 7 %	Grade 8 %
<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	8	4	5
Rarely stop	1	4	6
Sometimes stop	3	8	12
Often stop	22	16	26
Not applicable	66	68	51
<i>sexual orientation?</i>			
Never stop	7	5	5
Rarely stop	0	2	6
Sometimes stop	4	9	12
Often stop	22	18	28
Not applicable	66	65	49
<i>gender identity or expression?</i>			
Never stop	7	5	6
Rarely stop	1	3	6
Sometimes stop	5	8	12
Often stop	22	17	28
Not applicable	64	67	48
<i>having LGBTQ parents or family members?</i>			
Never stop	7	5	5
Rarely stop	0	3	3
Sometimes stop	5	6	12
Often stop	19	15	22
Not applicable	69	71	58
<i>having LGBTQ friends?</i>			
Never stop	7	5	5
Rarely stop	1	3	3
Sometimes stop	3	7	12
Often stop	20	14	22
Not applicable	69	72	58

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 6 %	Grade 7 %	Grade 8 %
If another student was bullying me, I would tell the principal or assistant principal.			
Strongly disagree	9	11	27
Disagree	23	25	33
Agree	38	44	29
Strongly agree	30	19	11
If another student was bullying me, I would tell one of the teachers or other staff at school.			
Strongly disagree	5	8	22
Disagree	17	18	33
Agree	40	47	33
Strongly agree	38	27	11
If I tell a teacher that someone is bullying me, the teacher will do something to help.			
Strongly disagree	3	4	11
Disagree	8	5	16
Agree	38	45	49
Strongly agree	50	46	25

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 6 %	Grade 7 %	Grade 8 %
<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	18	24	37
A little likely	41	39	37
Very likely	41	37	26
a teacher?			
Not at all likely	31	41	54
A little likely	45	45	37
Very likely	24	14	10
a school principal or assistant principal?			
Not at all likely	43	62	62
A little likely	34	21	28
Very likely	23	18	9
other adults at school?			
Not at all likely	56	59	64
A little likely	30	31	27
Very likely	14	10	9
a friend at your school?			
Not at all likely	16	14	17
A little likely	36	35	30
Very likely	48	51	54

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 6 %	Grade 7 %	Grade 8 %
<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	37	33	45
A little likely	35	32	30
Very likely	27	35	25
your parent or guardian?			
Not at all likely	15	18	29
A little likely	18	23	30
Very likely	67	59	41
a friend's parent or other adult not at school?			
Not at all likely	57	59	60
A little likely	31	29	26
Very likely	12	13	14

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 6 %	Grade 7 %	Grade 8 %
There are adults at this school I could turn to if I had a personal problem.			
Strongly disagree	5	6	12
Disagree	15	21	17
Agree	39	38	49
Strongly agree	41	35	22

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 6 %	Grade 7 %	Grade 8 %
Does your school have support groups or clubs for students who are LGBTQ and friends or allies of LGBTQ students?			
Yes	85	86	86
No	2	2	1
Don't know	13	13	13
Do you learn about LGBTQ people or issues in your classes at school?			
Yes	89	77	71
No	4	11	14
Don't know	7	13	15
If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ issues, would you know where to go?			
Yes	66	65	61
No	5	8	10
Don't know	29	26	29

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 6 %	Grade 7 %	Grade 8 %
<i>Does your school have a policy that prohibits students and staff from harassing someone based on...</i>			
<i>sexual orientation?</i>			
Yes	66	60	65
No	4	4	3
Don't know	30	35	31
<i>gender identity or expression?</i>			
Yes	63	59	64
No	4	4	3
Don't know	33	37	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.

Mental Health Supports Module

1. Module Sample

Table K1.1

Student Sample for Mental Health Supports Module

	Grade 6	Grade 7	Grade 8
<i>Student Sample Size</i>			
Target sample	184	161	166
Final number	149	133	138
Response Rate	81%	83%	83%

2. Mental Health Perceptions, Attitudes, and Supports

Table K2.1

Feeling Lonely, Past Month

	Grade 6 %	Grade 7 %	Grade 8 %
In the past month, how often did you feel very lonely?			
Never	55	45	43
Sometimes	39	47	46
Most of the time	4	5	8
All of the time	2	2	3

Question HS/MS K.10: In the past month, how often did you feel very lonely?

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

Table K2.2

Availability of Mental Health Supports at School, Past Year

	Grade 6 %	Grade 7 %	Grade 8 %
No	77	81	83
Yes	12	10	12
I don't know	12	9	5

Question HS/MS K.15: In the past year, did an adult at school refer or connect you to a counselor or therapist outside of school to talk about your feelings?

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

Table K2.3***Mental Health Help-Seeking Attitudes***

	Grade 6 %	Grade 7 %	Grade 8 %
<i>If I was very sad, stressed, lonely, or depressed...</i>			
talking to an adult could help me feel better.			
Strongly disagree	10	12	16
Disagree	17	12	27
Agree	36	47	36
Strongly agree	38	29	21
kids at my school would be nice to me.			
Strongly disagree	4	5	7
Disagree	8	13	16
Agree	51	51	54
Strongly agree	37	32	23
If you were feeling very sad, stressed, lonely, or depressed, would you... (Mark All That Apply.)[#]			
talk to a teacher or another adult from your school?	39	29	16
talk to your parents or someone else in your family?	74	68	53
get help from a counselor or therapist?	42	41	30
talk to your friends?	59	76	69
be afraid to get help?	18	18	19
not know what to do?	24	24	26

Question HS/MS K.8, 9, 11: If I was very sad, stressed, lonely, or depressed... talking to an adult could help me feel better... kids at my school would be nice to me... If you were feeling very sad, stressed, lonely, or depressed, would you... (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 K2.4***Mental Health Help-Seeking Attitudes Toward Peers***

	Grade 6 %	Grade 7 %	Grade 8 %
<i>If someone my age felt very sad, stressed, lonely, or depressed...</i>			
<i>talking to an adult could help them feel better.</i>			
Strongly disagree	7	7	11
Disagree	12	13	19
Agree	41	50	52
Strongly agree	40	30	17
<i>kids at my school would be nice to them.</i>			
Strongly disagree	3	3	6
Disagree	5	16	19
Agree	48	48	56
Strongly agree	44	32	19

Question HS/MS K.6, 7: If someone my age felt very sad, stressed, lonely, or depressed... talking to an adult could help them feel better.... kids at my school would be nice to them.

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

Table K2.5***Mental Health Awareness***

	Grade 6 %	Grade 7 %	Grade 8 %
Mental health is an important issue for people my age.			
Strongly disagree	4	4	6
Disagree	8	9	5
Agree	43	36	36
Strongly agree	45	52	52

Question HS/MS K.3: How strongly do you agree or disagree with the following statements?... Mental health is an important issue for people my age.

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

Table K2.6***Mental Health Services Usage, Past Year***

	Grade 6 %	Grade 7 %	Grade 8 %
<i>In the past year,...</i>			
did you want to talk to a counselor or therapist about feeling very sad, stressed, lonely, or depressed?			
No	71	69	70
Yes	19	18	19
I don't know	10	13	11
did you get help from a counselor or therapist when you needed it?			
Does not apply, I didn't need help	69	69	67
No, I didn't get help when I needed it	7	11	11
Yes, I got help when I needed it	23	20	21
where did you get help from a counselor or therapist? (Mark All That Apply.)			
Nowhere	55	58	68
At school (in person, by phone, or online)	27	25	18
From a counselor or therapist not from my school (in person, by phone, or online)	14	12	21
Somewhere else	2	2	1
I don't know	10	9	5

Question HS/MS K.12-14: In the past year, did you want to talk to a counselor or therapist about feeling very sad, stressed, lonely, or depressed?... In the past year, did you get help from a counselor or therapist when you needed it? ... In the past year, where did you get help from a counselor or therapist? (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 K2.7***Barriers to Seeking Help from Health Professionals***

	Grade 6 %	Grade 7 %	Grade 8 %
You don't know where to go for help	25	14	12
There isn't anyone you can talk to	9	5	11
They wouldn't understand	27	28	26
People would think there's something wrong with you	13	13	13
Your parents might find out	15	18	25
Other students might find out	17	18	18
You don't have a way to pay for it	3	4	6
You don't want to talk to a counselor or therapist	28	27	37
Other reasons	20	13	15
Does not apply, none of these things would stop me from talking to a counselor or therapist.	39	48	42

Question HS/MS K.16: If you were very sad, stressed, lonely, or depressed, would any of these things stop you from talking to a counselor or therapist? (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 K2.8***School Promotion of Mental Health Awareness***

	Grade 6 %	Grade 7 %	Grade 8 %
I have an adult at my school that I can talk to about my problems.			
Strongly disagree	4	9	12
Disagree	11	20	18
Agree	45	44	49
Strongly agree	39	28	20
I know where to go or who to contact at school for help when I am very sad, stressed, lonely, or depressed.			
Strongly disagree	7	6	9
Disagree	10	10	10
Agree	38	48	57
Strongly agree	44	35	24
People at my school talk openly about mental health.			
Strongly disagree	7	6	12
Disagree	29	27	29
Agree	40	38	40
Strongly agree	23	29	18
My school encourages students to take care of their mental health.			
Strongly disagree	2	2	6
Disagree	4	9	10
Agree	36	42	48
Strongly agree	58	47	36

Question HS/MS K.1, 2, 4, 5: How strongly do you agree or disagree with the following statements?... I have an adult at my school that I can talk to about my problems... I know where to go or who to contact at school for help when I am very sad, stressed, lonely, or depressed... People at my school talk openly about mental health... My school encourages students to take care of their mental health.

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 6	Grade 7	Grade 8
<i>Student Sample Size</i>			
Target sample	184	161	166
Final number	145	133	137
Response Rate	79%	83%	83%

2. Smoking Patterns and Access to Cigarettes

Table S2.1

Lifetime Smoking

	Grade 6 %	Grade 7 %	Grade 8 %
Smoked cigarettes daily			
No	99	98	98
Yes	1	2	2
Smoked 100 cigarettes			
No	100	99	99
Yes	0	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 6 %	Grade 7 %	Grade 8 %
Number of cigarettes smoked per day			
<i>None</i>	99	99	99
<i>Less than 1 cigarette per day</i>	0	0	1
<i>1 cigarette or more per day</i>	1	1	1
1 cigarette per day	0	0	0
2 to 5 cigarettes per day	0	0	1
6 to 10 cigarettes per day	0	0	0
11 to 20 cigarettes per day	1	0	0
More than 20 cigarettes per day	0	1	0
Sources for obtaining cigarettes			
Did not smoke cigarettes in the past 30 days	99	99	98
Bought them in a store	0	0	0
Bought them from a vending machine	0	0	0
Gave someone else money to buy them for me	0	1	0
Borrowed them from someone else	0	0	0
Took them from a store or family member	0	0	0
A friend gave them to me	0	0	2
A person 18 years or older gave them to me	0	0	0
Other people gave them to me	0	0	0
Got them some other way	1	0	0
Current cigar smoking			
0 days	99	99	99
1 to 2 days	0	0	1
3 to 5 days	0	0	0
6 to 9 days	1	0	0
10 to 19 days	0	0	0
20 to 30 days	0	1	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 6 %	Grade 7 %	Grade 8 %
Have you ever used a vaping device to consume any of the following?			
I've never used a vaping device or e-cigarette	99	99	95
Nicotine or tobacco substitute	1	1	2
Marijuana or THC	0	1	2
Amphetamines, cocaine, or heroin	0	1	0
A flavored product without nicotine, alcohol, or other drug	0	1	1
Any other product or substance	1	1	0
I was not sure what was in the vaping device or e-cigarette	0	1	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 6 %	Grade 7 %	Grade 8 %
No	99	98	98
Yes	1	2	2

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 6 %	Grade 7 %	Grade 8 %
I don't smoke cigarettes; does not apply	99	98	98
No	1	1	1
Yes	0	1	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 6 %	Grade 7 %	Grade 8 %
I don't use tobacco; does not apply	99	99	99
Definitely will	0	0	1
Probably will	1	0	0
May or may not	0	0	1
Probably will not	0	0	0
Definitely will not	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 6 %	Grade 7 %	Grade 8 %
<i>I don't smoke cigarettes; does not apply</i>	100	99	99
<i>0 times</i>	0	0	1
<i>One or more times</i>	0	1	1
1 time	0	0	1
2 to 3 times	0	0	0
4 or more times	0	1	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 6 %	Grade 7 %	Grade 8 %
I don't use tobacco; does not apply	99	99	98
No control at all	0	1	0
A little control	0	0	1
Medium control	0	0	0
A lot of control	0	0	1
Total control	1	0	0

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 6 %	Grade 7 %	Grade 8 %
Go to a special group or class			
Did not use tobacco	97	99	97
No	2	1	3
Yes	1	0	0
Talk to an adult at your school about how to quit			
Did not use tobacco	96	99	98
No	3	1	1
Yes	1	0	1
Talk to a peer helper about how to quit			
Did not use tobacco	97	99	98
No	2	1	1
Yes	1	0	1

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 6 %	Grade 7 %	Grade 8 %
Sure it will not happen	88	84	61
It probably will not happen	10	15	29
Even chance (50-50) that it will happen	2	1	7
It probably will happen	0	0	1
It will happen for sure	0	1	2

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 6 %	Grade 7 %	Grade 8 %
Smoking makes kids look grown up	14	11	15
Smoking makes your teeth yellow	92	93	94
Smoking is cool	1	6	8
Smoking makes you smell bad	89	85	90
Smoking helps you make friends	4	3	10
Smoking is bad for your health	94	91	92
Smoking helps you relax	17	27	33
Smoking helps control your weight	16	12	17

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 6 %	Grade 7 %	Grade 8 %
None of them	65	60	44
Some	35	37	47
Many	0	2	8
Most or all	0	1	1

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 6 %	Grade 7 %	Grade 8 %
0	81	89	56
10	17	9	37
20	1	0	4
30	1	0	0
40	0	1	2
50	0	0	0
60	0	0	1
70	1	1	0
80	0	0	0
90	0	0	0
100	0	1	0

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 6 %	Grade 7 %	Grade 8 %
Neither approve nor disapprove	6	6	14
Somewhat disapprove	5	8	17
Strongly disapprove	89	86	69

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 6 %	Grade 7 %	Grade 8 %
Neither approve nor disapprove	7	4	13
Somewhat disapprove	2	8	14
Strongly disapprove	91	88	73

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 6 %	Grade 7 %	Grade 8 %
Have lessons about tobacco and its effects on the body			
No	16	20	12
Yes	72	64	80
Not sure	13	17	8
Practice different ways to refuse or say “no” to tobacco offers			
No	34	33	18
Yes	42	44	70
Not sure	24	24	12

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 6 %	Grade 7 %	Grade 8 %
Very hard	2	1	1
Hard	3	3	7
Easy	13	15	31
Very easy	82	81	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 6	Grade 7	Grade 8
	%	%	%
No	40	47	49
Yes	60	53	51

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 6 %	Grade 7 %	Grade 8 %
0 times	25	20	14
1 time	15	15	9
2 times	15	15	10
3 times	10	10	18
4 to 6 times	10	14	14
7 or more times	26	26	34

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.

Appendix I

2022-23 CHKS Secondary Survey Response Rates

Eligible Schools	6th %	7th %	8th %
Piedmont Middle	86	87	88

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.

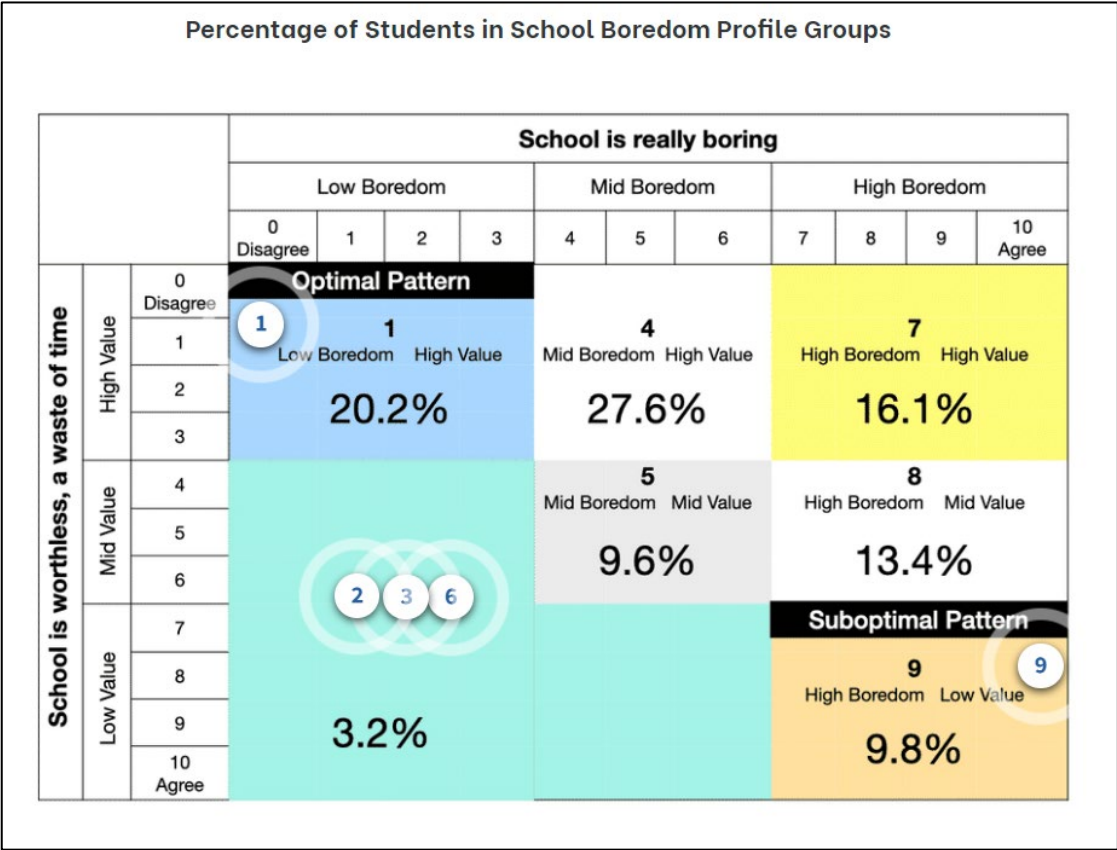
In addition, the supplementary School Climate Module includes an Academic Mindset and Learning Engagement scale and a series of questions about supports for learning and academic rigor.

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