

CALIFORNIA HEALTHY KIDS SURVEY



Ellen Fletcher Middle Secondary 2023-2024 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 2023-24 *California Healthy Kids Survey* (CHKS) for schools within this school. The CHKS, along with its two companion surveys—the *California School Staff Survey* (CSSS) and the *California School Parent Survey* (CSPS)—form the California Department of Education’s *California School Climate, Health, and Learning Survey* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive state effort in the nation to regularly assess students, staff, and parents to provide key data on school climate and safety, learning supports and barriers, stakeholder engagement, and youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major domains and constructs assessed by CalSCHLS. The Appendix provides more information about CHKS questions.

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

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

The CalSCHLS technical advisor team offers data workshops and coaching to help identify local needs and develop action plans to meet those needs.

THE SURVEY

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

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

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

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

Behavioral Health Module (Supplementary)

The Behavioral Health Module (BHM) is a multiform survey module that assesses secondary student well-being indicators (i.e., social isolation, body image and disordered eating, responses to trauma, stress-associated health conditions, and precursors to and consequences of substance use) and protective factors (i.e., home adult supports, peer supports, and school mental health supports). This module assesses almost all of the measures that were assessed on the 2022-23 Mental Health Supports Module, Student Trauma Module, and Alcohol and Other Drugs (AOD) Module—which have been discontinued. The BHM assesses more content while minimizing the survey length for individual students by using a multiform instrument. Students are randomly administered one of two BHM survey forms to reduce survey burden and collect representative data on more aspects of behavioral health. Because the BHM is administered to all schools participating in the Biennial State CHKS, statewide comparison data will be available for all BHM results.

School Climate Module (Supplementary)

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

Social Emotional Health Module (Supplementary)

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

yields a comprehensive set of data to inform decisions about mental health and social-emotional learning programs.

SURVEY ADMINISTRATION AND SAMPLE

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

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

THE REPORT

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

LCAP Subgroup Results

Summary tables provide key findings (e.g., safety, school connectedness, bullying and harassment, developmental supports) disaggregated by each of the LCAP subgroups (race/ethnic subgroups, socioeconomically disadvantaged students, English learners and long-term English learners, students with disabilities, students in foster care, and unhoused youth). Results are also disaggregated by gender. Districts can subscribe to the District CalSCHLS data dashboard to disaggregate their CHKS results by these and other factors (i.e., students who report different levels of caring relations with adults at school).

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 Modules, trends over time, and disparities in survey outcomes across subgroups. Group differences across LCAP subgroups and other characteristics (e.g., chronic sadness) can be examined. 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 11 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 many other characteristics (LCAP subgroups, chronic sadness, caring relationships); 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 ca-safe-supportive-schools.wested.org/subscribe/.
- 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 technical advisor team. 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 technical advisor (calschls.org/contact) 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 technical advisor 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 technical advisor (calschls.org/contact) 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 to help delve more deeply into your survey results and foster more effective use of the results in support of school and program improvement efforts and the LCAP process.

School Climate Report Card, Mental Health Report, and School Boredom Report

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

- A short, user-friendly, graphic **School Climate Report Card** that provides trends across key indicators of school climate and provides two-year state averages on those indicators (calschls.org/reports-data/#slcr)
- A graphic **Mental Health Report** that describes key indicators of mental health by grade level and by survey administration year (calschls.org/reports-data/#slcr)
- A **School Boredom Report** that describes how much students value school and how bored they feel at school (calschls.org/reports-data/#slcr)

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

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

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

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

ACKNOWLEDGMENTS

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

Grade 7	
<i>Student Sample Size</i>	
Target sample	202
Final number	180
Response Rate	89%

Table A1.2

Number of Respondents by Instructional Model

Grade 7	
In-school learning only	179
Remote learning only	1

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 7 %	Table
School Engagement and Supports		
School connectedness ^{†#} (<i>In-School Only</i>)	79	A6.4
School connectedness ^{†ψ} (<i>Remote Only</i>)		A6.4
Academic motivation [†]	76	A6.4
School is really boring [±]	23	A6.11
School is worthless and a waste of time [±]	6	A6.11
Monthly Absences (3 or more)	7	A6.2
Maintaining focus on schoolwork ^{†Γ}	63	A6.10
Caring adult relationships [‡]	84	A6.4
High expectations [‡]	90	A6.4
Meaningful participation [‡]	44	A6.4
Facilities upkeep ^{†Φ}	65	A6.15
Promotion of parental involvement in school [†]	70	A6.4
School Safety and Cyberbullying		
School perceived as very safe or safe ^Φ	84	A8.1
Experienced any harassment or bullying [§]	29	A8.2
Had mean rumors or lies spread about you [§]	31	A8.3
Been afraid of being beaten up ^{§Φ}	7	A8.3
Been in a physical fight ^{§Φ}	10	A8.4
Seen a weapon on campus ^{§Φ}	2	A8.6
Cyberbullying [§]	19	A8.3

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

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

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

^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 Schooling, and Student Well-Being**

	Grade 7 %	Table
Substance Use		
Current alcohol or drug use [¶]	2	A9.5
Current tobacco use [¶]	0	A10.6
Current marijuana use [¶]	0	A9.5
Current binge drinking [¶]	0	A9.5
Very drunk or “high” 7 or more times, ever	1	A9.7
Been drunk or “high” on drugs at school, ever	1	A9.9
Current cigarette smoking [¶]	0	A10.4
Current use of vape products [¶]	0	A10.4
Current tobacco vaping [¶]	0	A10.5
Current marijuana vaping [¶]	0	A10.5
Routines		
Eating of breakfast	83	A4.1
Bedtime (at 12 am or later)	7	A4.2
Remote Schooling		
Remote learning frequency (5 days per week) ^{¶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 [‡]	14	A7.5
Experienced chronic sadness/hopelessness [§]	18	A7.1
Considered suicide [§]	6	A7.2
Optimism [‡]	67	A7.3
Life satisfaction [±]	76	A7.4

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

[¶]Past 30 days.

[|]Today.

^δRemote only.

[¶]Past 7 days.

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

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

[§]Past 12 months.

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

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	Grade 7 %
In-School Model	99
Remote Learning Model	1

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 7 %
Male	50
Female	48
Nonbinary	1
Something else	1

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

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

Table A3.3
Sexual Orientation

	Grade 7 %
Straight (not gay)	83
Lesbian or Gay	2
Bisexual	2
Something else	1
Not sure	7
Decline to respond	5

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

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

Table A3.4
Gender Identity

	Grade 7 %
No, I am not transgender	93
Yes, I am transgender	1
I am not sure if I am transgender	2
Decline to respond	4

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

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

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

	Grade 7 %
American Indian or Alaska Native, non-Hispanic	2
Asian or Asian American, non-Hispanic	39
Black or African American, non-Hispanic	1
Hispanic or Latinx	17
Native Hawaiian or Pacific Islander, non-Hispanic	1
White, non-Hispanic	20
Multiracial, non-Hispanic	15
Something else, non-Hispanic	5

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 Arrangements and Housing Status***

	Grade 7 %
A home with one or more parent or guardian	96
Other relative's home	0
A home with more than one family	2
Friend's home	0
Foster home, group care, or waiting placement	0
Hotel or motel	1
Shelter, car, campground, or other transitional or temporary housing	1
Other living arrangement	1

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

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

Table A3.7
Living Situation

	Grade 7 %
Home with one or more parent or guardian	96
Foster home	0
Homeless	2
Other living arrangement	2

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

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

Category “Homeless” includes “Friend’s home,” “Hotel or motel,” and “Shelter, car, campground, or other transitional or temporary housing.”

Category “Other living arrangement” includes “Other relative’s home,” “A home with more than one family,” and “Other living arrangement.”

Table A3.8
Parental Education

	Grade 7 %
Did not finish high school	2
Graduated from high school	5
Attended college but did not complete four-year degree	2
Graduated from college	82
Don’t know	9

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 A3.9***Special Education Services***

	Grade 7 %
No	80
Yes	3
Don't know	15
Prefer not to say	2

Question HS/MS A.15: Do you have an IEP (Individualized Education Plan) or get special education services?

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

Table A3.10***English Learner Program Designation***

	Grade 7 %
No	87
Yes	3
Don't know	11

Question HS/MS A.13: Are you in the English Learner Program at school?

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

Table A3.11***English Learner (EL) Program Duration and Long-Term English Learner (LTEL) Status***

	Grade 7 %
Not currently in English Learner Program	97
Less than 7 years (EL)	1
7 years or more (LTEL)	2

Question HS/MS A.13, 14: Are you in the English Learner Program at school?... How many years have you been in the English Learner Program across all schools you've attended?

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

Category "Less than 7 years (EL)" includes responses "Less than 3 years," "3 to 4 years," and "5 to 6 years."

Table A3.12***Language Spoken at Home***

	Grade 7 %
English	55
Spanish	14
Mandarin	10
Cantonese	1
Taiwanese	0
Tagalog	1
Vietnamese	0
Korean	4
Arabic	1
Other	16

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 A3.13***English Language Proficiency Among Students Speaking a Language Other Than English at Home***

	Grade 7 %
<i>How well do you...</i>	
understand English?	
Very well	89
Well	10
Not well	1
Not at all	0
speak English?	
Very well	74
Well	24
Not well	3
Not at all	0
read English?	
Very well	76
Well	20
Not well	3
Not at all	1
write English?	
Very well	66
Well	26
Not well	8
Not at all	0
<i>English Language Proficiency Status</i>	
Proficient	73
Not proficient	28

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 A3.14***Number of Days Attending Afterschool Program (In-School Only)***

	Grade 7 %
I do not attend my school's afterschool program	85
1 day	3
2 days	7
3 days	1
4 days	1
5 days	2

Question HS/MS A.19: 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 A3.15***Military Connections***

	Grade 7 %
No	98
Yes	1
Don't know	1

Question HS/MS A.11: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

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

4. Routines

Table A4.1

Eating of Breakfast

	Grade 7 %
No	17
Yes	83

Question HS/MS A.17: Did you eat breakfast today?

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

Table A4.2

Bedtime

	Grade 7 %
Before 7:00 pm	0
7:00-7:59 pm	1
8:00-8:59 pm	7
9:00-9:59 pm	32
10:00-10:59 pm	37
11:00-11:59 pm	16
12:00-12:59 am	5
After 1:00 am	2
<i>Bedtime at 12 am or later</i>	7

Question HS/MS A.16: What time did you go to bed last night?

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

5. Remote Schooling

Table A5.1

Remote Schooling Schedule and Instructional Time (Remote Only)

	Grade 7 %
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.20-22: 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 Schooling (Remote Only)***

	Grade 7 %
Not at all true	
A little true	
Pretty much true	
Very much true	

Question HS/MS A.49: 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 7 %
Strongly disagree	
Disagree	
Neither disagree nor agree	
Agree	
Strongly agree	

Question HS/MS A.40: How strongly do you agree or disagree with the following statements?... I am interested in the schoolwork I do when participating in school from home.

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

6. School Performance, Engagement, and Supports

Table A6.1

Grades, Past 12 Months

	Grade 7 %
Mostly A's	70
A's and B's	24
Mostly B's	1
B's and C's	3
Mostly C's	2
C's and D's	1
Mostly D's	0
Mostly F's	0

Question HS/MS A.24: 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 7 %
I did not miss any days of school in the past 30 days	64
1 day	17
2 days	12
3 or more days	7

Question HS/MS A.18, 23: 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 7 %
Does not apply; I didn't miss any school	57
Illness (feeling physically sick), including problems with breathing or your teeth	36
Were being bullied or mistreated at school <i>(In-School Only)</i>	2
Felt very sad, hopeless, anxious, stressed, or angry	3
Didn't get enough sleep	3
Didn't feel safe at school or going to and from school <i>(In-School Only)</i>	0
Had to take care of or help a family member or friend	0
Wanted to spend time with friends	0
Used alcohol or drugs	0
Were behind in schoolwork or weren't prepared for a test or class assignment	0
Were bored or uninterested in school	2
Had no transportation to school <i>(In-School Only)</i>	1
Other reason	9

Question HS/MS A.25, 26: 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 7 %	Table
Total school supports	72	
Caring relationships-adults in school [‡]	84	A6.5
High expectations-adults in school [‡]	90	A6.6
Meaningful participation at school [‡]	44	A6.7
School connectedness ^{‡#} <i>(In-School Only)</i>	79	A6.8
School connectedness ^{‡ψ} <i>(Remote Only)</i>		A6.8
Academic motivation [†]	76	A6.9
Promotion of parental involvement in school [†]	70	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 7 %
Caring relationships-adults in school	
<i>Average reporting “Pretty much true” or “Very much true”</i>	84
<i>There is a teacher or some other adult from my school... who really cares about me.</i>	
Not at all true	2
A little true	15
Pretty much true	45
Very much true	38
<i>who notices when I’m not there.</i>	
Not at all true	3
A little true	20
Pretty much true	44
Very much true	34
<i>who listens to me when I have something to say.</i>	
Not at all true	0
A little true	10
Pretty much true	43
Very much true	48

Question HS/MS A.47, 50, 53: 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 7 %
High expectations-adults in school	
<i>Average reporting “Pretty much true” or “Very much true”</i>	90
<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	1
A little true	11
Pretty much true	40
Very much true	48
<i>who always wants me to do my best.</i>	
Not at all true	1
A little true	5
Pretty much true	29
Very much true	65
<i>who believes that I will be a success.</i>	
Not at all true	1
A little true	12
Pretty much true	38
Very much true	49

Question HS/MS A.48, 51, 54: 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 7 %
Meaningful participation at school	
<i>Average reporting “Pretty much true” or “Very much true”</i>	44
<i>At school/When I participate in school,...</i>	
I do interesting activities.	
Not at all true	3
A little true	26
Pretty much true	43
Very much true	28
I help decide things like class activities or rules.	
Not at all true	21
A little true	40
Pretty much true	29
Very much true	10
I do things that make a difference.	
Not at all true	14
A little true	40
Pretty much true	33
Very much true	13
I have a say in how things work.	
Not at all true	28
A little true	28
Pretty much true	30
Very much true	14
I help decide school activities or rules.	
Not at all true	49
A little true	30
Pretty much true	15
Very much true	6

Question HS/MS A.55-64: 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 7 %
School connectedness[#] (<i>In-School Only</i>)	
Average reporting “Agree” or “Strongly agree”	79
School connectedness^ψ (<i>Remote Only</i>)	
Average reporting “Agree” or “Strongly agree”	
I feel close to people at/from this school.	
Strongly disagree	2
Disagree	3
Neither disagree nor agree	16
Agree	43
Strongly agree	36
I am happy with/to be at this school.	
Strongly disagree	2
Disagree	8
Neither disagree nor agree	17
Agree	39
Strongly agree	33
I feel like I am part of this school.	
Strongly disagree	3
Disagree	4
Neither disagree nor agree	17
Agree	40
Strongly agree	36

Question HS/MS A.27-34: How strongly do you agree or disagree with the following statements?... I feel close to people at this school. [In-School only]... I feel close to people from this school. [Remote only]... I am happy to be at this school. [In-School only]... I am happy with this school. [Remote only]... I feel like I am part of this school.... The teachers at this school treat students fairly. [In-School only]... The teachers treat students fairly. [Remote only]... I feel safe in my school. [In-School only]

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

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

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

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

	Grade 7 %
The teachers at this school treat students fairly/The teachers treat students fairly.	
Strongly disagree	2
Disagree	3
Neither disagree nor agree	11
Agree	42
Strongly agree	42
I feel safe in my school. (<i>In-School Only</i>)	
Strongly disagree	1
Disagree	2
Neither disagree nor agree	10
Agree	44
Strongly agree	43

Question HS/MS A.32-34 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 7 %
Academic motivation	
<i>Average reporting “Agree” or “Strongly agree”</i>	76
I try hard to make sure that I am good at my schoolwork.	
Strongly disagree	1
Disagree	2
Neither disagree nor agree	7
Agree	35
Strongly agree	55
I try hard on my schoolwork because I am interested in it.	
Strongly disagree	4
Disagree	16
Neither disagree nor agree	29
Agree	31
Strongly agree	20
I work hard to try to understand new things when doing my schoolwork.	
Strongly disagree	1
Disagree	5
Neither disagree nor agree	17
Agree	43
Strongly agree	34
I am always trying to do better in my schoolwork.	
Strongly disagree	1
Disagree	4
Neither disagree nor agree	9
Agree	42
Strongly agree	44

Question HS/MS A.41-44: 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 7 %
It is hard for me to stay focused when doing my schoolwork.	
Strongly disagree	19
Disagree	43
Neither disagree nor agree	18
Agree	15
Strongly agree	5

Question HS/MS A.39: How strongly do you agree or disagree with the following statements?... It is hard for me to stay focused when doing my schoolwork.

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

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

	Grade 7 %
School boredom	
Low (0-3)	42
Medium (4-6)	35
High (7-10)	23
Value of school	
High (0-3)	80
Medium (4-6)	14
Low (7-10)	6

Question HS/MS A.45, 46: How strongly do you agree or disagree with the following statements?... School is really boring... School is worthless and a waste of time.

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

Table A6.12A

School Boredom Profile Groups - 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 41%				Mid Boredom & High Value 27%			High Boredom & High Value 12%			
	1											
	2											
	3											
	4	Low Boredom &				Mid Boredom &			High Boredom &			
	5	Mid Value [̄]				Mid Value			Mid Value			
	6					8%			5%			
	7								High Boredom & Low Value 6%			
	8	Low Boredom &				Mid Boredom &						
	9	Low Value [̄]				Low Value [̄]						
	10 Strongly Agree											

Question HS/MS A.45, 46: 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 7 %
Promotion of parental involvement in school	
<i>Average reporting “Agree” or “Strongly agree”</i>	70
Teachers at this school communicate with parents about what students are expected to learn in class.	
Strongly disagree	1
Disagree	3
Neither disagree nor agree	20
Agree	51
Strongly agree	26
Parents feel welcome to participate at this school.	
Strongly disagree	1
Disagree	3
Neither disagree nor agree	28
Agree	37
Strongly agree	31
School staff take parent concerns seriously.	
Strongly disagree	2
Disagree	5
Neither disagree nor agree	28
Agree	33
Strongly agree	33

Question HS/MS A.36-38: 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 7 %
A teacher or some other adult from my school checks on how I am feeling.	
Not at all true	7
A little true	29
Pretty much true	34
Very much true	30

Question HS/MS A.52: 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 7 %
My school is usually clean and tidy.	
Strongly disagree	1
Disagree	11
Neither disagree nor agree	23
Agree	45
Strongly agree	20

Question HS/MS A.35: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.
Note: Cells are empty if there are less than 10 respondents.

7. Social and Emotional Health

Table A7.1

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 7 %
No	82
Yes	18

Question HS A.153/MS A.146: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

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

Table A7.2

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 7 %
No	94
Yes	6

Question HS A.154/MS A.147: 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 7 %
Optimism	
<i>Average reporting “Pretty much true” or “Very much true”</i>	67
Each day I look forward to having a lot of fun.	
Not at all true	8
A little true	27
Pretty much true	35
Very much true	30
I usually expect to have a good day.	
Not at all true	9
A little true	26
Pretty much true	40
Very much true	25
Overall, I expect more good things to happen to me than bad things.	
Not at all true	9
A little true	19
Pretty much true	35
Very much true	36

Question HS A.160-162/MS A.153-155: 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 7 %
Life satisfaction	
<i>Average reporting “Satisfied” or “Very satisfied”</i>	76
<i>I would describe my satisfaction with...</i>	
my family life as...	
Very dissatisfied	1
Dissatisfied	3
A little dissatisfied	5
A little satisfied	6
Satisfied	23
Very satisfied	63
my friendships as...	
Very dissatisfied	0
Dissatisfied	4
A little dissatisfied	4
A little satisfied	15
Satisfied	34
Very satisfied	43
my school experience as...	
Very dissatisfied	1
Dissatisfied	4
A little dissatisfied	11
A little satisfied	17
Satisfied	44
Very satisfied	23

Question HS A.163-165/MS A.156-158: 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 7 %
<i>I would describe my satisfaction with...</i>	
myself as...	
Very dissatisfied	1
Dissatisfied	5
A little dissatisfied	10
A little satisfied	19
Satisfied	34
Very satisfied	32
where I live as...	
Very dissatisfied	0
Dissatisfied	1
A little dissatisfied	5
A little satisfied	7
Satisfied	25
Very satisfied	63

Question HS A.166, 167/MS A.159, 160: 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 7 %
Social emotional distress	
<i>Average reporting “Pretty much true” or “Very much true”</i>	14
I had a hard time relaxing.	
Not at all true	54
A little true	34
Pretty much true	8
Very much true	3
I felt sad and down.	
Not at all true	47
A little true	36
Pretty much true	11
Very much true	6
I was easily irritated.	
Not at all true	38
A little true	36
Pretty much true	18
Very much true	8
It was hard for me to cope and I thought I would panic.	
Not at all true	74
A little true	18
Pretty much true	4
Very much true	4
It was hard for me to get excited about anything.	
Not at all true	79
A little true	14
Pretty much true	4
Very much true	3

Question HS A.155-159/MS A.148-152: 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 7 %
Very safe	38
Safe	46
Neither safe nor unsafe	14
Unsafe	1
Very unsafe	1

Question HS A.117/MS A.110: 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, Past 12 Months

	Grade 7 %
Race, ethnicity, or national origin	
0 times	86
1 time	9
2 or more times	6
Religion	
0 times	98
1 time	1
2 or more times	1
Gender	
0 times	99
1 time	1
2 or more times	1
Because you are gay, lesbian, or bisexual or someone thought you were	
0 times	97
1 time	2
2 or more times	1
A physical or mental disability	
0 times	94
1 time	4
2 or more times	2
Any of the above five reasons	22

Question HS A.137-141, 144-148/MS A.130-134, 137-141: 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, Past 12 Months – Continued***

	Grade 7 %
You are an immigrant or someone thought you were	
0 times	96
1 time	2
2 or more times	2
Any other reason	
0 times	86
1 time	7
2 or more times	7
Any harassment	29

Question HS A.137-150/MS A.130-143: 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 7 %
School violence victimization <i>(In-School Only)</i>	
<i>Average reporting “1 or more times”</i>	19
<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	87
1 time	8
2 to 3 times	2
4 or more times	2
been afraid of being beaten up? <i>(In-School Only)</i>	
0 times	93
1 time	5
2 to 3 times	1
4 or more times	1
<i>During the past 12 months, how many times have you...</i>	
had mean rumors or lies spread about you?	
0 times	69
1 time	12
2 to 3 times	13
4 or more times	7
had sexual jokes, comments, or gestures made to you?	
0 times	81
1 time	7
2 to 3 times	5
4 or more times	7

Question HS A.118, 119, 121, 122, 133, 134/MS A.111, 112, 114, 115, 126, 127: 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 7 %
<i>During the past 12 months, how many times on school property have you/did students from your school...</i>	
had your property stolen or deliberately damaged? <i>(In-School Only)</i>	
0 times	90
1 time	9
2 to 3 times	1
4 or more times	0
been made fun of because of your looks or the way you talk?	
0 times	75
1 time	13
2 to 3 times	8
4 or more times	5
been made fun of, insulted, or called names?	
0 times	71
1 time	11
2 to 3 times	9
4 or more times	8
During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?	
0 times (never)	81
1 time	8
2 to 3 times	7
4 or more times	4

Question HS A.123, 124, 132, 135, 136, 151/MS A.116, 117, 125, 128, 129, 144: 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 7 %
School violence perpetration	
<i>Average reporting “1 or more times”</i>	3
<i>During the past 12 months, how many times on school property have you...</i>	
been in a physical fight?	
0 times	90
1 time	7
2 to 3 times	2
4 or more times	1
been offered, sold, or given an illegal drug?	
0 times	98
1 time	2
2 to 3 times	0
4 or more times	0
damaged school property on purpose?	
0 times	98
1 time	1
2 to 3 times	1
4 or more times	0
carried a gun?	
0 times	100
1 time	0
2 to 3 times	0
4 or more times	0
carried any other weapon (such as a knife or club)?	
0 times	97
1 time	2
2 to 3 times	1
4 or more times	1

Question HS A.120, 125-128/MS A.113, 118-121: 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 7 %
<i>During the past 12 months, how many times on school property have you...</i>	
been threatened with harm or injury?	
0 times	94
1 time	4
2 to 3 times	1
4 or more times	1
been threatened or injured with a weapon (gun, knife, club, etc.)?	
0 times	99
1 time	1
2 to 3 times	0
4 or more times	0

Question HS A.129, 131/MS A.122, 124: 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 7 %
<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	98
1 time	1
2 to 3 times	1
4 or more times	0

Question HS A.130/MS A.123: During the past 12 months, how many times on school property have you... seen someone carrying a gun, knife, or other weapon?

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

9. Alcohol and Other Drug Use

Table A9.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 7 %	Table
Lifetime illicit AOD use to get “high” [⌘]	8	A9.2
Lifetime alcohol or drug use	8	A9.2
Lifetime marijuana use	1	A9.2
Lifetime very drunk or high (7 or more times)	1	A9.7
Current alcohol or drug use [¶]	2	A9.5
Current marijuana use [¶]	0	A9.5
Current heavy drug use [¶]	0	A9.5
Current heavy alcohol use (binge drinking) [¶]	0	A9.5
Current alcohol or drug use on school property ^{¶Φ}	0	A9.8
Harmfulness of occasional marijuana use ^B	41	A9.10
Difficulty of obtaining marijuana ^C	43	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 7 %
Alcohol	6
Marijuana	1
Inhalants	1
Any other drug, pill, or medicine to get “high”	1
<i>Any of the above AOD use</i>	8
<i>Any illicit AOD use to get “high”[^]</i>	8

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

[^]*Excludes prescription pain medication.*

Table A9.3
Lifetime AOD Use

	Grade 7 %
Alcohol (one full drink)	
0 times	94
1 time	5
2 to 3 times	1
4 or more times	1
Marijuana (smoke, vape, eat, or drink)	
0 times	99
1 time	0
2 to 3 times	0
4 or more times	1
Inhalants	
0 times	99
1 time	0
2 to 3 times	1
4 or more times	0
Any other drug, pill, or medicine to get “high” or for reasons other than medical	
0 times	99
1 time	1
2 to 3 times	0
4 or more times	0

Question HS A.68-70, 76/MS A.69-71, 73: 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, hard seltzer, 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 7 %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>	
Smoke it?	
0 times	99
1 time	0
2 to 3 times	0
4 or more times	1
In a vaping device?	
0 times	99
1 time	0
2 to 3 times	0
4 or more times	1
Eat or drink it in products made with marijuana?	
0 times	99
1 time	0
2 to 3 times	0
4 or more times	1

Question HS A.69, 80-82/MS A.70, 77-79: During your life, how many times have you used the following?... Marijuana (smoke, vape, eat, or drink)... 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 7 %
Alcohol (one or more drinks of alcohol)	1
Binge drinking (5 or more drinks in a row)	0
Marijuana (smoke, vape, eat, or drink)	0
Inhalants	1
Other drug, pill, or medicine to get “high” or for reasons other than medical	0
<i>Any drug use</i>	1
<i>Heavy drug use</i>	0
<i>Any AOD Use</i>	2

Question HS A.86-92/MS A.83-87: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?... inhalants (things you sniff, huff, or breathe to get “high”)?... prescription drugs to get “high” or for reasons other than prescribed?... any other drug, pill, or medicine to get “high” or for reasons other than medical?... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

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

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

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

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

Question HS A.86-88/MS A.83-85: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?

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

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

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

Question HS A.77, 78/MS A.74, 75: During your life, how many times have you been... very drunk or sick after drinking alcohol?... “high” (loaded, stoned, or wasted) from using drugs?

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

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

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

Question HS A.96-98/MS A.91-93: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol?... use marijuana (smoke, vape, eat, or drink)?... use any other drug, pill, or medicine to get “high” or for reasons other than medical?

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

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

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

Question HS A.79/MS A.76: 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 7 %
Alcohol - drink occasionally	
Great	28
Moderate	20
Slight	33
None	20
Alcohol - 5 or more drinks once or twice a week	
Great	58
Moderate	20
Slight	7
None	14
Marijuana - use occasionally	
Great	41
Moderate	37
Slight	8
None	14
Marijuana - use daily	
Great	79
Moderate	5
Slight	2
None	14

Question HS A.104-107/MS A.99-102: 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 7 %
Alcohol	
Very difficult	35
Fairly difficult	15
Fairly easy	8
Very easy	7
Don’t know	36
Marijuana	
Very difficult	43
Fairly difficult	12
Fairly easy	4
Very easy	3
Don’t know	38
Prescription drugs to get “high” or for reasons other than prescribed	
Very difficult	41
Fairly difficult	13
Fairly easy	5
Very easy	1
Don’t know	40

Question HS A.110-112/MS A.105-107: 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 7 %	Table
Use Prevalence and Patterns		
Ever smoked a whole cigarette	1	A10.2
Current cigarette smoking [¶]	0	A10.4
Current cigarette smoking at school ^{¶Φ}	0	A10.7
Ever tried smokeless tobacco	1	A10.2
Current smokeless tobacco use [¶]	0	A10.4
Current smokeless tobacco use at school ^{¶Φ}	0	A10.7
Ever used vape products	2	A10.2
Current use of vape products [¶]	0	A10.4
Current tobacco vaping [¶]	0	A10.5
Current marijuana vaping [¶]	0	A10.5
Current vaping at school ^{¶Φ}	0	A10.7
Lifetime tobacco use	2	A10.2
Current tobacco use [¶]	0	A10.6
Attitudes and Correlates		
Harmfulness of occasional cigarette smoking ^B	34	A10.9
Harmfulness of smoking 1 or more packs/day ^B	69	A10.9
Harmfulness of vaping occasionally ^B	35	A10.10
Harmfulness of vaping several times a day ^B	79	A10.10
Difficulty of obtaining cigarettes ^C	40	A10.11
Difficulty of obtaining vape products ^C	38	A10.11
Anti-Tobacco Policy		
School bans tobacco use and vaping	62	A10.12

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

[¶]Past 30 days.

^ΦIn-School only.

^BGreat harm.

^CVery difficult.

Table A10.2***Lifetime Tobacco Use***

	Grade 7 %
A cigarette, even one or two puffs	
0 times	99
1 time	0
2 to 3 times	0
4 or more times	1
A whole cigarette	
0 times	99
1 time	0
2 to 3 times	0
4 or more times	1
Smokeless tobacco	
0 times	99
1 time	0
2 to 3 times	0
4 or more times	1
Vape products	
0 times	98
1 time	1
2 to 3 times	1
4 or more times	1
<i>Lifetime tobacco use</i>	
No	98
Yes	2

Question HS A.65-67/MS A.65-68: During your life, how many times have you used the following?... A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Vape products.

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

Lifetime tobacco use includes using a whole cigarette or smokeless tobacco, or vaping tobacco or nicotine.

Table A10.3
Substances Ever Vaped

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

Question HS A.67, 67A-67C/MS A.68, 68A-68C: During your life, how many times have you used the following?... 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 A10.4***Any Current Use and Daily Use***

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

Question HS A.83-85/MS A.80-82: 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 7 %
Vaped tobacco or nicotine	
0 days	100
1 or 2 days	0
3 to 9 days	0
10 to 19 days	0
20 to 30 days	0
Vaped marijuana or THC	
0 days	100
1 or 2 days	0
3 to 9 days	0
10 to 19 days	0
20 to 30 days	0
Vaped other product	
0 days	100
1 or 2 days	0
3 to 9 days	0
10 to 19 days	0
20 to 30 days	0

Question HS A.85, 85A-85C/MS A.82, 82A-82C: 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 Tobacco Use, Past 30 Days***

	Grade 7 %
No	100
Yes	0

Question HS A.83-85, 85A/MS A.80-82, 82A: During the past 30 days, on how many days did you use... cigarettes?... smokeless tobacco (dip, chew, or snuff)?... vape products?... During the past 30 days, on how many days did you use vape products?... Vaped tobacco or nicotine.

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

Current tobacco use includes using cigarettes or smokeless tobacco, or vaping tobacco or nicotine.

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

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

Question HS A.93-95/MS A.88-90: 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 A10.8***Secondhand Smoke on School Property, Past 30 Days (In-School Only)***

	Grade 7 %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes	
0 days	99
1 day	1
2 days	1
3-9 days	0
10-19 days	0
20-30 days	0

Question HS A.99/MS A.94: 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 A10.9***Perceived Harm of Cigarette Smoking***

	Grade 7 %
Smoke cigarettes occasionally	
Great	34
Moderate	35
Slight	15
None	16
Smoke 1 or more packs of cigarettes each day	
Great	69
Moderate	12
Slight	4
None	14

Question HS A.100, 101/MS A.95, 96: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.

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

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

	Grade 7 %
Vape tobacco or nicotine occasionally	
Great	35
Moderate	40
Slight	12
None	14
Vape tobacco or nicotine several times a day (100 puffs or more)	
Great	79
Moderate	5
Slight	2
None	14

Question HS A.102, 103/MS A.97, 98: How much do people risk harming themselves physically and in other ways when they do the following?... Vape tobacco or nicotine occasionally... Vape tobacco or nicotine several times a day (100 puffs or more).

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

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

	Grade 7 %
Cigarettes	
Very difficult	40
Fairly difficult	11
Fairly easy	7
Very easy	4
Don't know	38
Vape products	
Very difficult	38
Fairly difficult	12
Fairly easy	7
Very easy	6
Don't know	38

Question HS A.108, 109/MS A.103, 104: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes... Vape products.

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

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

	Grade 7 %
No	5
Yes	62
Don't know	33

Question HS A.116/MS A.108: 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 7 %
Never	40
1 day	22
2 days	13
3 days	9
4 days	3
5 days	14

Question MS A.109: 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 7 %
No	99
Yes	1

Question HS A.152/MS A.145: Do you consider yourself a member of a gang?

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

12. Race/Ethnicity Breakdowns

Table A12.1

School Engagement and Supports by Race/Ethnicity

	Grade 7 %
School Connectedness^{†#} (<i>In-School Only</i>)	
American Indian or Alaska Native	
Asian or Asian American	79
Black or African American	
Hispanic or Latinx	75
Native Hawaiian or Pacific Islander	
White	81
Multiracial	82
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	
Multiracial	
Something else	
Academic Motivation[†]	
American Indian or Alaska Native	
Asian or Asian American	74
Black or African American	
Hispanic or Latinx	77
Native Hawaiian or Pacific Islander	
White	79
Multiracial	80
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 7 %
School is really boring[±]	
American Indian or Alaska Native	
Asian or Asian American	18
Black or African American	
Hispanic or Latinx	32
Native Hawaiian or Pacific Islander	
White	28
Multiracial	22
Something else	
School is worthless and a waste of time[±]	
American Indian or Alaska Native	
Asian or Asian American	1
Black or African American	
Hispanic or Latinx	10
Native Hawaiian or Pacific Islander	
White	11
Multiracial	4
Something else	
Monthly Absences (3 or more)	
American Indian or Alaska Native	
Asian or Asian American	4
Black or African American	
Hispanic or Latinx	13
Native Hawaiian or Pacific Islander	
White	6
Multiracial	4
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 7 %
Maintaining focus on schoolwork[†]	
American Indian or Alaska Native	
Asian or Asian American	71
Black or African American	
Hispanic or Latinx	45
Native Hawaiian or Pacific Islander	
White	50
Multiracial	74
Something else	
Caring adult relationships[‡]	
American Indian or Alaska Native	
Asian or Asian American	82
Black or African American	
Hispanic or Latinx	82
Native Hawaiian or Pacific Islander	
White	87
Multiracial	82
Something else	
High expectations[‡]	
American Indian or Alaska Native	
Asian or Asian American	89
Black or African American	
Hispanic or Latinx	85
Native Hawaiian or Pacific Islander	
White	90
Multiracial	92
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 7 %
Meaningful participation[‡]	
American Indian or Alaska Native	
Asian or Asian American	48
Black or African American	
Hispanic or Latinx	31
Native Hawaiian or Pacific Islander	
White	51
Multiracial	41
Something else	
Facilities upkeep[†] (<i>In-School Only</i>)	
American Indian or Alaska Native	
Asian or Asian American	60
Black or African American	
Hispanic or Latinx	65
Native Hawaiian or Pacific Islander	
White	66
Multiracial	81
Something else	
Promotion of parental involvement in school[†]	
American Indian or Alaska Native	
Asian or Asian American	69
Black or African American	
Hispanic or Latinx	68
Native Hawaiian or Pacific Islander	
White	73
Multiracial	67
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 7 %
School perceived as very safe or safe (<i>In-School Only</i>)	
American Indian or Alaska Native	
Asian or Asian American	88
Black or African American	
Hispanic or Latinx	67
Native Hawaiian or Pacific Islander	
White	85
Multiracial	89
Something else	
Experienced harassment due to five reasons^{λ§}	
American Indian or Alaska Native	
Asian or Asian American	23
Black or African American	
Hispanic or Latinx	28
Native Hawaiian or Pacific Islander	
White	18
Multiracial	19
Something else	
Experienced any harassment or bullying[§]	
American Indian or Alaska Native	
Asian or Asian American	31
Black or African American	
Hispanic or Latinx	34
Native Hawaiian or Pacific Islander	
White	24
Multiracial	26
Something else	

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

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

[§]Past 12 months.

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

	Grade 7 %
Had mean rumors or lies spread about you[§]	
American Indian or Alaska Native	
Asian or Asian American	23
Black or African American	
Hispanic or Latinx	41
Native Hawaiian or Pacific Islander	
White	39
Multiracial	26
Something else	
Been afraid of being beaten up[§] (<i>In-School Only</i>)	
American Indian or Alaska Native	
Asian or Asian American	6
Black or African American	
Hispanic or Latinx	17
Native Hawaiian or Pacific Islander	
White	6
Multiracial	4
Something else	
Been in a physical fight[§] (<i>In-School Only</i>)	
American Indian or Alaska Native	
Asian or Asian American	10
Black or African American	
Hispanic or Latinx	24
Native Hawaiian or Pacific Islander	
White	3
Multiracial	4
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 7 %
Seen a weapon on campus[§] (<i>In-School Only</i>)	
American Indian or Alaska Native	
Asian or Asian American	3
Black or African American	
Hispanic or Latinx	7
Native Hawaiian or Pacific Islander	
White	0
Multiracial	0
Something else	

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

[§]Past 12 months.

Table A12.3
Cyberbullying by Race/Ethnicity

	Grade 7 %
Cyberbullying[§]	
American Indian or Alaska Native	
Asian or Asian American	19
Black or African American	
Hispanic or Latinx	17
Native Hawaiian or Pacific Islander	
White	22
Multiracial	19
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 7 %
Current alcohol or drug use[¶]	
American Indian or Alaska Native	
Asian or Asian American	0
Black or African American	
Hispanic or Latinx	3
Native Hawaiian or Pacific Islander	
White	0
Multiracial	0
Something else	
Current tobacco use[¶]	
American Indian or Alaska Native	
Asian or Asian American	0
Black or African American	
Hispanic or Latinx	0
Native Hawaiian or Pacific Islander	
White	0
Multiracial	0
Something else	
Current marijuana use[¶]	
American Indian or Alaska Native	
Asian or Asian American	0
Black or African American	
Hispanic or Latinx	0
Native Hawaiian or Pacific Islander	
White	0
Multiracial	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 7 %
Current binge drinking[¶]	
American Indian or Alaska Native	
Asian or Asian American	0
Black or African American	
Hispanic or Latinx	0
Native Hawaiian or Pacific Islander	
White	0
Multiracial	0
Something else	
Very drunk or “high” 7 or more times, ever	
American Indian or Alaska Native	
Asian or Asian American	0
Black or African American	
Hispanic or Latinx	3
Native Hawaiian or Pacific Islander	
White	0
Multiracial	0
Something else	
Been drunk or “high” on drugs at school, ever	
American Indian or Alaska Native	
Asian or Asian American	0
Black or African American	
Hispanic or Latinx	3
Native Hawaiian or Pacific Islander	
White	0
Multiracial	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 7 %
Current alcohol use[¶]	
American Indian or Alaska Native	
Asian or Asian American	0
Black or African American	
Hispanic or Latinx	3
Native Hawaiian or Pacific Islander	
White	0
Multiracial	0
Something else	
Current alcohol use at school[¶] (<i>In-School Only</i>)	
American Indian or Alaska Native	
Asian or Asian American	0
Black or African American	
Hispanic or Latinx	0
Native Hawaiian or Pacific Islander	
White	0
Multiracial	0
Something else	
Current cigarette smoking[¶]	
American Indian or Alaska Native	
Asian or Asian American	0
Black or African American	
Hispanic or Latinx	0
Native Hawaiian or Pacific Islander	
White	0
Multiracial	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 7 %
Current use of vape products[¶]	
American Indian or Alaska Native	
Asian or Asian American	0
Black or African American	
Hispanic or Latinx	0
Native Hawaiian or Pacific Islander	
White	0
Multiracial	0
Something else	
Current tobacco vaping[¶]	
American Indian or Alaska Native	
Asian or Asian American	0
Black or African American	
Hispanic or Latinx	0
Native Hawaiian or Pacific Islander	
White	0
Multiracial	0
Something else	
Current marijuana vaping[¶]	
American Indian or Alaska Native	
Asian or Asian American	0
Black or African American	
Hispanic or Latinx	0
Native Hawaiian or Pacific Islander	
White	0
Multiracial	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 7 %
Eating of breakfast	
American Indian or Alaska Native	
Asian or Asian American	90
Black or African American	
Hispanic or Latinx	58
Native Hawaiian or Pacific Islander	
White	83
Multiracial	96
Something else	
Bedtime (at 12 am or later)	
American Indian or Alaska Native	
Asian or Asian American	12
Black or African American	
Hispanic or Latinx	6
Native Hawaiian or Pacific Islander	
White	8
Multiracial	0
Something else	

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

[|]*Today.*

Table A12.6**Remote Schooling by Race/Ethnicity (*Remote Only*)**

	Grade 7 %
Remote learning frequency (5 days per week)[¶]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Multiracial	
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	
Multiracial	
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	
Multiracial	
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***Remote Schooling by Race/Ethnicity – Continued (Remote Only)***

	Grade 7 %
Meaningful opportunities[‡]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Multiracial	
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 7 %
Social emotional distress[‡]	
American Indian or Alaska Native	
Asian or Asian American	13
Black or African American	
Hispanic or Latinx	17
Native Hawaiian or Pacific Islander	
White	17
Multiracial	11
Something else	
Experienced chronic sadness/hopelessness[§]	
American Indian or Alaska Native	
Asian or Asian American	13
Black or African American	
Hispanic or Latinx	39
Native Hawaiian or Pacific Islander	
White	13
Multiracial	11
Something else	
Considered suicide[§]	
American Indian or Alaska Native	
Asian or Asian American	7
Black or African American	
Hispanic or Latinx	18
Native Hawaiian or Pacific Islander	
White	3
Multiracial	0
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 7 %
Optimism[‡]	
American Indian or Alaska Native	
Asian or Asian American	70
Black or African American	
Hispanic or Latinx	57
Native Hawaiian or Pacific Islander	
White	70
Multiracial	63
Something else	
Life satisfaction[±]	
American Indian or Alaska Native	
Asian or Asian American	79
Black or African American	
Hispanic or Latinx	70
Native Hawaiian or Pacific Islander	
White	76
Multiracial	75
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 7 %
School Connectedness^{†#} (<i>In-School Only</i>)	
Male	81
Female	80
Nonbinary	
Something else	
School Connectedness^{†ψ} (<i>Remote Only</i>)	
Male	
Female	
Nonbinary	
Something else	
Academic Motivation[†]	
Male	75
Female	78
Nonbinary	
Something else	
School is really boring[±]	
Male	24
Female	21
Nonbinary	
Something else	
School is worthless and a waste of time[±]	
Male	6
Female	6
Nonbinary	
Something else	

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

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

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

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

[±]*Rating of 7 or higher.*

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

	Grade 7 %
Monthly Absences (3 or more)	
Male	5
Female	10
Nonbinary	
Something else	
Maintaining focus on schoolwork[†]	
Male	73
Female	55
Nonbinary	
Something else	
Caring adult relationships[‡]	
Male	85
Female	82
Nonbinary	
Something else	
High expectations[‡]	
Male	89
Female	90
Nonbinary	
Something else	
Meaningful participation[‡]	
Male	46
Female	44
Nonbinary	
Something else	

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

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

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

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

	Grade 7 %
Facilities upkeep[†] (<i>In-School Only</i>)	
Male	66
Female	64
Nonbinary	
Something else	
Promotion of parental involvement in school[†]	
Male	70
Female	69
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 7 %
School perceived as very safe or safe (<i>In-School Only</i>)	
Male	84
Female	85
Nonbinary	
Something else	
Experienced harassment due to five reasons[^][§]	
Male	27
Female	19
Nonbinary	
Something else	
Experienced any harassment or bullying[§]	
Male	33
Female	27
Nonbinary	
Something else	
Had mean rumors or lies spread about you[§]	
Male	31
Female	33
Nonbinary	
Something else	
Been afraid of being beaten up[§] (<i>In-School Only</i>)	
Male	10
Female	2
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 7 %
Been in a physical fight[§] (<i>In-School Only</i>)	
Male	11
Female	9
Nonbinary	
Something else	
Seen a weapon on campus[§] (<i>In-School Only</i>)	
Male	4
Female	1
Nonbinary	
Something else	

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

[§]Past 12 months.

Table A13.3
Cyberbullying by Gender

	Grade 7 %
Cyberbullying[§]	
Male	18
Female	21
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 7 %
Current alcohol or drug use[¶]	
Male	0
Female	4
Nonbinary	
Something else	
Current tobacco use[¶]	
Male	0
Female	0
Nonbinary	
Something else	
Current marijuana use[¶]	
Male	0
Female	0
Nonbinary	
Something else	
Current binge drinking[¶]	
Male	0
Female	0
Nonbinary	
Something else	
Very drunk or “high” 7 or more times, ever	
Male	1
Female	0
Nonbinary	
Something else	
Been drunk or “high” on drugs at school, ever	
Male	1
Female	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 7 %
Current alcohol use[¶]	
Male	0
Female	2
Nonbinary	
Something else	
Current alcohol use at school[¶] (<i>In-School Only</i>)	
Male	0
Female	0
Nonbinary	
Something else	
Current cigarette smoking[¶]	
Male	0
Female	0
Nonbinary	
Something else	
Current use of vape products[¶]	
Male	0
Female	0
Nonbinary	
Something else	
Current tobacco vaping[¶]	
Male	0
Female	0
Nonbinary	
Something else	
Current marijuana vaping[¶]	
Male	0
Female	0
Nonbinary	
Something else	

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

[¶]Past 30 days.

Table A13.5
Routines by Gender

	Grade 7 %
Eating of breakfast[‡]	
Male	85
Female	81
Nonbinary	
Something else	
Bedtime (at 12 am or later)	
Male	5
Female	8
Nonbinary	
Something else	

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

[‡]*Today.*

Table A13.6

Remote Schooling by Gender (*Remote Only*)

	Grade 7 %
Remote learning frequency (5 days per week)[¶]	
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 7 %
Social emotional distress[‡]	
Male	12
Female	16
Nonbinary	
Something else	
Experienced chronic sadness/hopelessness[§]	
Male	9
Female	24
Nonbinary	
Something else	
Considered suicide[§]	
Male	3
Female	9
Nonbinary	
Something else	
Optimism[‡]	
Male	72
Female	65
Nonbinary	
Something else	
Life satisfaction[‡]	
Male	81
Female	73
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.”*

14. Parental Education Breakdowns

Table A14.1

School Engagement and Supports by Parental Education

	Grade 7 %
School Connectedness^{†#} (<i>In-School Only</i>)	
Less than high school	
High school graduate	
Some college	
College degree	83
Don't know	61
School Connectedness^{†ψ} (<i>Remote Only</i>)	
Less than high school	
High school graduate	
Some college	
College degree	
Don't know	
Academic Motivation[†]	
Less than high school	
High school graduate	
Some college	
College degree	79
Don't know	57
School is really boring[±]	
Less than high school	
High school graduate	
Some college	
College degree	20
Don't know	19

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

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

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

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

Table A14.1***School Engagement and Supports by Parental Education – Continued***

	Grade 7 %
School is worthless and a waste of time[±]	
Less than high school	
High school graduate	
Some college	
College degree	5
Don't know	13
Monthly Absences (3 or more)	
Less than high school	
High school graduate	
Some college	
College degree	6
Don't know	0
Maintaining focus on schoolwork[†]	
Less than high school	
High school graduate	
Some college	
College degree	67
Don't know	38
Caring adult relationships[‡]	
Less than high school	
High school graduate	
Some college	
College degree	85
Don't know	77

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

[±]Rating of 7 or higher.

Table A14.1***School Engagement and Supports by Parental Education – Continued***

	Grade 7 %
High expectations[‡]	
Less than high school	
High school graduate	
Some college	
College degree	91
Don't know	85
Meaningful participation[‡]	
Less than high school	
High school graduate	
Some college	
College degree	48
Don't know	33
Facilities upkeep[†] (<i>In-School Only</i>)	
Less than high school	
High school graduate	
Some college	
College degree	69
Don't know	56
Promotion of parental involvement in school[†]	
Less than high school	
High school graduate	
Some college	
College degree	73
Don't know	69

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 A14.2
School Safety by Parental Education

	Grade 7 %
School perceived as very safe or safe (<i>In-School Only</i>)	
Less than high school	
High school graduate	
Some college	
College degree	89
Don't know	71
Experienced harassment due to five reasons[^][§]	
Less than high school	
High school graduate	
Some college	
College degree	21
Don't know	17
Experienced any harassment or bullying[§]	
Less than high school	
High school graduate	
Some college	
College degree	28
Don't know	25
Had mean rumors or lies spread about you[§]	
Less than high school	
High school graduate	
Some college	
College degree	30
Don't know	8

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 A14.2***School Safety by Parental Education – Continued***

	Grade 7 %
Been afraid of being beaten up[§] (<i>In-School Only</i>)	
Less than high school	
High school graduate	
Some college	
College degree	4
Don't know	17
Been in a physical fight[§] (<i>In-School Only</i>)	
Less than high school	
High school graduate	
Some college	
College degree	7
Don't know	17
Seen a weapon on campus[§] (<i>In-School Only</i>)	
Less than high school	
High school graduate	
Some college	
College degree	2
Don't know	0

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

[§]Past 12 months.

Table A14.3***Cyberbullying by Parental Education***

	Grade 7 %
Cyberbullying[§]	
Less than high school	
High school graduate	
Some college	
College degree	18
Don't know	8

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

[§]Past 12 months.

Table A14.4
Substance Use by Parental Education

	Grade 7 %
Current alcohol or drug use[¶]	
Less than high school	
High school graduate	
Some college	
College degree	1
Don't know	0
Current tobacco use[¶]	
Less than high school	
High school graduate	
Some college	
College degree	0
Don't know	0
Current marijuana use[¶]	
Less than high school	
High school graduate	
Some college	
College degree	0
Don't know	0
Current binge drinking[¶]	
Less than high school	
High school graduate	
Some college	
College degree	0
Don't know	0

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

[¶]Past 30 days.

Table A14.4
Substance Use by Parental Education – Continued

	Grade 7 %
Very drunk or “high” 7 or more times, ever	
Less than high school	
High school graduate	
Some college	
College degree	0
Don’t know	0
Been drunk or “high” on drugs at school, ever	
Less than high school	
High school graduate	
Some college	
College degree	0
Don’t know	0
Current alcohol use[¶]	
Less than high school	
High school graduate	
Some college	
College degree	1
Don’t know	0
Current alcohol use at school[¶] (<i>In-School Only</i>)	
Less than high school	
High school graduate	
Some college	
College degree	0
Don’t know	0

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

[¶]Past 30 days.

Table A14.4
Substance Use by Parental Education – Continued

	Grade 7 %
Current cigarette smoking[¶]	
Less than high school	
High school graduate	
Some college	
College degree	0
Don't know	0
Current use of vape products[¶]	
Less than high school	
High school graduate	
Some college	
College degree	0
Don't know	0
Current tobacco vaping[¶]	
Less than high school	
High school graduate	
Some college	
College degree	0
Don't know	0
Current marijuana vaping[¶]	
Less than high school	
High school graduate	
Some college	
College degree	0
Don't know	0

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

[¶]Past 30 days.

Table A14.5***Routines by Parental Education***

	Grade 7 %
Eating of breakfast	
Less than high school	
High school graduate	
Some college	
College degree	87
Don't know	88
Bedtime (at 12 am or later)	
Less than high school	
High school graduate	
Some college	
College degree	6
Don't know	25

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

[|]*Today.*

Table A14.6**Remote Schooling by Parental Education (*Remote Only*)**

	Grade 7 %
Remote learning frequency (5 days per week)[¶]	
Less than high school	
High school graduate	
Some college	
College degree	
Don't know	
Synchronous instruction (4 days or more)[¶]	
Less than high school	
High school graduate	
Some college	
College degree	
Don't know	
Interest in schoolwork done from home[†]	
Less than high school	
High school graduate	
Some college	
College degree	
Don't know	
Meaningful opportunities[‡]	
Less than high school	
High school graduate	
Some college	
College degree	
Don't know	

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 A14.7
Social and Emotional Health by Parental Education

	Grade 7 %
Social emotional distress[‡]	
Less than high school	
High school graduate	
Some college	
College degree	13
Don't know	15
Experienced chronic sadness/hopelessness[§]	
Less than high school	
High school graduate	
Some college	
College degree	12
Don't know	42
Considered suicide[§]	
Less than high school	
High school graduate	
Some college	
College degree	4
Don't know	8
Optimism[‡]	
Less than high school	
High school graduate	
Some college	
College degree	70
Don't know	44
Life satisfaction[‡]	
Less than high school	
High school graduate	
Some college	
College degree	79
Don't know	65

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.”*

15. English Learner Breakdowns

Table A15.1

School Engagement and Supports by English Learner Status

	Grade 7 %
School Connectedness^{†#} (<i>In-School Only</i>)	
Not English learner	81
English learner	
Don't know	66
School Connectedness^{†ψ} (<i>Remote Only</i>)	
Not English learner	
English learner	
Don't know	
Academic Motivation[†]	
Not English learner	79
English learner	
Don't know	57
School is really boring[±]	
Not English learner	23
English learner	
Don't know	32
School is worthless and a waste of time[±]	
Not English learner	6
English learner	
Don't know	5
Monthly Absences (3 or more)	
Not English learner	7
English learner	
Don't know	0

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

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

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

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

[±]Rating of 7 or higher.

Table A15.1***School Engagement and Supports by English Learner Status – Continued***

	Grade 7 %
Maintaining focus on schoolwork[†]	
Not English learner	65
English learner	
Don't know	44
Caring adult relationships[‡]	
Not English learner	85
English learner	
Don't know	69
High expectations[‡]	
Not English learner	92
English learner	
Don't know	74
Meaningful participation[‡]	
Not English learner	45
English learner	
Don't know	36
Facilities upkeep[†] (<i>In-School Only</i>)	
Not English learner	66
English learner	
Don't know	53
Promotion of parental involvement in school[†]	
Not English learner	72
English learner	
Don't know	51

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 A15.2
School Safety by English Learner Status

	Grade 7 %
School perceived as very safe or safe <i>(In-School Only)</i>	
Not English learner	86
English learner	
Don't know	63
Experienced harassment due to five reasons^λ	
Not English learner	21
English learner	
Don't know	24
Experienced any harassment or bullying[§]	
Not English learner	28
English learner	
Don't know	35
Had mean rumors or lies spread about you[§]	
Not English learner	30
English learner	
Don't know	35
Been afraid of being beaten up[§] <i>(In-School Only)</i>	
Not English learner	6
English learner	
Don't know	18
Been in a physical fight[§] <i>(In-School Only)</i>	
Not English learner	8
English learner	
Don't know	24
Seen a weapon on campus[§] <i>(In-School Only)</i>	
Not English learner	3
English learner	
Don't know	0

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 A15.3
Cyberbullying by English Learner Status

	Grade 7 %
Cyberbullying[§]	
Not English learner	18
English learner	
Don't know	19

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

[§]Past 12 months.

Table A15.4
Substance Use by English Learner Status

	Grade 7 %
Current alcohol or drug use[¶]	
Not English learner	2
English learner	
Don't know	0
Current alcohol or drug use[¶]	
Not English learner	0
English learner	
Don't know	0
Current marijuana use[¶]	
Not English learner	0
English learner	
Don't know	0
Current binge drinking[¶]	
Not English learner	0
English learner	
Don't know	0
Very drunk or "high" 7 or more times, ever	
Not English learner	0
English learner	
Don't know	5

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

[¶]Past 30 days.

Table A15.4
Substance Use by English Learner Status – Continued

	Grade 7 %
Been drunk or “high” on drugs at school, ever	
Not English learner	0
English learner	
Don’t know	5
Current alcohol use[¶]	
Not English learner	1
English learner	
Don’t know	0
Current alcohol use at school[¶] (<i>In-School Only</i>)	
Not English learner	0
English learner	
Don’t know	0
Current cigarette smoking[¶]	
Not English learner	0
English learner	
Don’t know	0
Current use of vape products[¶]	
Not English learner	0
English learner	
Don’t know	0
Current tobacco vaping[¶]	
Not English learner	0
English learner	
Don’t know	0
Current marijuana vaping[¶]	
Not English learner	0
English learner	
Don’t know	0

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

[¶]Past 30 days.

Table A15.5***Routines by English Learner Status***

	Grade 7 %
Eating of breakfast	
Not English learner	82
English learner	
Don't know	89
Bedtime (at 12 am or later)	
Not English learner	5
English learner	
Don't know	22

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

[|]*Today.*

Table A15.6**Remote Schooling by English Learner Status (Remote Only)**

	Grade 7 %
Remote learning frequency (5 days per week)[¶]	
Not English learner	
English learner	
Don't know	
Synchronous instruction (4 days or more)[¶]	
Not English learner	
English learner	
Don't know	
Interest in schoolwork done from home[†]	
Not English learner	
English learner	
Don't know	
Meaningful opportunities[‡]	
Not English learner	
English learner	
Don't know	

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 A15.7
Social and Emotional Health by English Learner Status

	Grade 7 %
Social emotional distress[‡]	
Not English learner	13
English learner	
Don't know	24
Experienced chronic sadness/hopelessness[§]	
Not English learner	14
English learner	
Don't know	50
Considered suicide[§]	
Not English learner	7
English learner	
Don't know	7
Optimism[‡]	
Not English learner	69
English learner	
Don't know	54
Life satisfaction[±]	
Not English learner	78
English learner	
Don't know	59

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.”*

16. Long-Term English Learner (LTEL) Breakdowns

Table A16.1

School Engagement and Supports by English Learner (EL) Program Duration

	Grade 7 %
School Connectedness^{†#} (<i>In-School Only</i>)	
Not currently in English Learner Program	81
Less than 7 years (EL)	
7 years or more (LTEL)	
School Connectedness^{†ψ} (<i>Remote Only</i>)	
Not currently in English Learner Program	
Less than 7 years (EL)	
7 years or more (LTEL)	
Academic Motivation[†]	
Not currently in English Learner Program	79
Less than 7 years (EL)	
7 years or more (LTEL)	
School is really boring[±]	
Not currently in English Learner Program	23
Less than 7 years (EL)	
7 years or more (LTEL)	
School is worthless and a waste of time[±]	
Not currently in English Learner Program	6
Less than 7 years (EL)	
7 years or more (LTEL)	
Monthly Absences (3 or more)	
Not currently in English Learner Program	7
Less than 7 years (EL)	
7 years or more (LTEL)	

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

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

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

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

[±]Rating of 7 or higher.

Table A16.1***School Engagement and Supports by English Learner (EL) Program Duration – Continued***

	Grade 7 %
Maintaining focus on schoolwork[†]	
Not currently in English Learner Program	65
Less than 7 years (EL)	
7 years or more (LTEL)	
Caring adult relationships[‡]	
Not currently in English Learner Program	85
Less than 7 years (EL)	
7 years or more (LTEL)	
High expectations[‡]	
Not currently in English Learner Program	92
Less than 7 years (EL)	
7 years or more (LTEL)	
Meaningful participation[‡]	
Not currently in English Learner Program	45
Less than 7 years (EL)	
7 years or more (LTEL)	
Facilities upkeep[†] (<i>In-School Only</i>)	
Not currently in English Learner Program	66
Less than 7 years (EL)	
7 years or more (LTEL)	
Promotion of parental involvement in school[†]	
Not currently in English Learner Program	72
Less than 7 years (EL)	
7 years or more (LTEL)	

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 A16.2***School Safety by English Learner (EL) Program Duration***

	Grade 7 %
School perceived as very safe or safe <i>(In-School Only)</i>	
Not currently in English Learner Program	86
Less than 7 years (EL)	
7 years or more (LTEL)	
Experienced harassment due to five reasons^λ	
Not currently in English Learner Program	21
Less than 7 years (EL)	
7 years or more (LTEL)	
Experienced any harassment or bullying[§]	
Not currently in English Learner Program	28
Less than 7 years (EL)	
7 years or more (LTEL)	
Had mean rumors or lies spread about you[§]	
Not currently in English Learner Program	30
Less than 7 years (EL)	
7 years or more (LTEL)	
Been afraid of being beaten up[§] <i>(In-School Only)</i>	
Not currently in English Learner Program	6
Less than 7 years (EL)	
7 years or more (LTEL)	
Been in a physical fight[§] <i>(In-School Only)</i>	
Not currently in English Learner Program	8
Less than 7 years (EL)	
7 years or more (LTEL)	
Seen a weapon on campus[§] <i>(In-School Only)</i>	
Not currently in English Learner Program	3
Less than 7 years (EL)	
7 years or more (LTEL)	

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 A16.3
Cyberbullying by English Learner (EL) Program Duration

	Grade 7 %
Cyberbullying[§]	
Not currently in English Learner Program	18
Less than 7 years (EL)	
7 years or more (LTEL)	

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

[§]Past 12 months.

Table A16.4
Substance Use by English Learner (EL) Program Duration

	Grade 7 %
Current alcohol or drug use[¶]	
Not currently in English Learner Program	2
Less than 7 years (EL)	
7 years or more (LTEL)	
Current tobacco use[¶]	
Not currently in English Learner Program	0
Less than 7 years (EL)	
7 years or more (LTEL)	
Current marijuana use[¶]	
Not currently in English Learner Program	0
Less than 7 years (EL)	
7 years or more (LTEL)	
Current binge drinking[¶]	
Not currently in English Learner Program	0
Less than 7 years (EL)	
7 years or more (LTEL)	
Very drunk or “high” 7 or more times, ever	
Not currently in English Learner Program	0
Less than 7 years (EL)	
7 years or more (LTEL)	

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

[¶]Past 30 days.

Table A16.4***Substance Use by English Learner (EL) Program Duration – Continued***

	Grade 7 %
Been drunk or “high” on drugs at school, ever	
Not currently in English Learner Program	0
Less than 7 years (EL)	
7 years or more (LTEL)	
Current alcohol use[¶]	
Not currently in English Learner Program	1
Less than 7 years (EL)	
7 years or more (LTEL)	
Current alcohol use at school[¶] (<i>In-School Only</i>)	
Not currently in English Learner Program	0
Less than 7 years (EL)	
7 years or more (LTEL)	
Current cigarette smoking[¶]	
Not currently in English Learner Program	0
Less than 7 years (EL)	
7 years or more (LTEL)	
Current use of vape products[¶]	
Not currently in English Learner Program	0
Less than 7 years (EL)	
7 years or more (LTEL)	
Current tobacco vaping[¶]	
Not currently in English Learner Program	0
Less than 7 years (EL)	
7 years or more (LTEL)	
Current marijuana vaping[¶]	
Not currently in English Learner Program	0
Less than 7 years (EL)	
7 years or more (LTEL)	

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

[¶]Past 30 days.

Table A16.5***Routines by English Learner (EL) Program Duration***

	Grade 7 %
Eating of breakfast	
Not currently in English Learner Program	82
Less than 7 years (EL)	
7 years or more (LTEL)	
Bedtime (at 12 am or later)	
Not currently in English Learner Program	5
Less than 7 years (EL)	
7 years or more (LTEL)	

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

[|]*Today.*

Table A16.6

Remote Schooling by English Learner (EL) Program Duration (Remote Only)

	Grade 7 %
Remote learning frequency (5 days per week)[¶]	
Not currently in English Learner Program	
Less than 7 years (EL)	
7 years or more (LTEL)	
Synchronous instruction (4 days or more)[¶]	
Not currently in English Learner Program	
Less than 7 years (EL)	
7 years or more (LTEL)	
Interest in schoolwork done from home[†]	
Not currently in English Learner Program	
Less than 7 years (EL)	
7 years or more (LTEL)	
Meaningful opportunities[‡]	
Not currently in English Learner Program	
Less than 7 years (EL)	
7 years or more (LTEL)	

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 A16.7***Social and Emotional Health by English Learner (EL) Program Duration***

	Grade 7 %
Social emotional distress[‡]	
Not currently in English Learner Program	13
Less than 7 years (EL)	
7 years or more (LTEL)	
Experienced chronic sadness/hopelessness[§]	
Not currently in English Learner Program	14
Less than 7 years (EL)	
7 years or more (LTEL)	
Considered suicide[§]	
Not currently in English Learner Program	7
Less than 7 years (EL)	
7 years or more (LTEL)	
Optimism[‡]	
Not currently in English Learner Program	69
Less than 7 years (EL)	
7 years or more (LTEL)	
Life satisfaction[±]	
Not currently in English Learner Program	78
Less than 7 years (EL)	
7 years or more (LTEL)	

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.”

17. Special Education Breakdowns

Table A17.1

School Engagement and Supports by Individualized Education Plan (IEP) Placement

	Grade 7 %
School Connectedness^{†#} (<i>In-School Only</i>)	
No IEP	82
IEP	
Don't know	71
Prefer not to say	
School Connectedness^{†ψ} (<i>Remote Only</i>)	
No IEP	
IEP	
Don't know	
Prefer not to say	
Academic Motivation[†]	
No IEP	79
IEP	
Don't know	65
Prefer not to say	
School is really boring[±]	
No IEP	20
IEP	
Don't know	27
Prefer not to say	
School is worthless and a waste of time[±]	
No IEP	6
IEP	
Don't know	12
Prefer not to say	

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

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

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

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

[±]Rating of 7 or higher.

Table A17.1***School Engagement and Supports by Individualized Education Plan (IEP) Placement – Continued***

	Grade 7 %
Monthly Absences (3 or more)	
No IEP	7
IEP	
Don't know	8
Prefer not to say	
Maintaining focus on schoolwork[†]	
No IEP	67
IEP	
Don't know	46
Prefer not to say	
Caring adult relationships[‡]	
No IEP	86
IEP	
Don't know	72
Prefer not to say	
High expectations[‡]	
No IEP	93
IEP	
Don't know	78
Prefer not to say	
Meaningful participation[‡]	
No IEP	48
IEP	
Don't know	33
Prefer not to say	

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 A17.1***School Engagement and Supports by Individualized Education Plan (IEP) Placement – Continued***

	Grade 7 %
Facilities upkeep[†] (<i>In-School Only</i>)	
No IEP	64
IEP	
Don't know	68
Prefer not to say	
Promotion of parental involvement in school[†]	
No IEP	71
IEP	
Don't know	67
Prefer not to say	

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 A17.2***School Safety by Individualized Education Plan (IEP) Placement***

	Grade 7 %
School perceived as very safe or safe <i>(In-School Only)</i>	
No IEP	89
IEP	
Don't know	75
Prefer not to say	
Experienced harassment due to five reasons[^][§]	
No IEP	21
IEP	
Don't know	17
Prefer not to say	
Experienced any harassment or bullying[§]	
No IEP	28
IEP	
Don't know	29
Prefer not to say	
Had mean rumors or lies spread about you[§]	
No IEP	32
IEP	
Don't know	21
Prefer not to say	
Been afraid of being beaten up[§] <i>(In-School Only)</i>	
No IEP	6
IEP	
Don't know	13
Prefer not to say	

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 A17.2***School Safety by Individualized Education Plan (IEP) Placement – Continued***

	Grade 7 %
Been in a physical fight[§] (<i>In-School Only</i>)	
No IEP	7
IEP	
Don't know	17
Prefer not to say	
Seen a weapon on campus[§] (<i>In-School Only</i>)	
No IEP	3
IEP	
Don't know	0
Prefer not to say	

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

[§]Past 12 months.

Table A17.3***Cyberbullying by Individualized Education Plan (IEP) Placement***

	Grade 7 %
Cyberbullying[§]	
No IEP	20
IEP	
Don't know	13
Prefer not to say	

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

[§]Past 12 months.

Table A17.4***Substance Use by Individualized Education Plan (IEP) Placement***

	Grade 7 %
Current alcohol or drug use[¶]	
No IEP	1
IEP	
Don't know	0
Prefer not to say	
Current tobacco use[¶]	
No IEP	0
IEP	
Don't know	0
Prefer not to say	
Current marijuana use[¶]	
No IEP	0
IEP	
Don't know	0
Prefer not to say	
Current binge drinking[¶]	
No IEP	0
IEP	
Don't know	0
Prefer not to say	
Very drunk or “high” 7 or more times, ever	
No IEP	0
IEP	
Don't know	4
Prefer not to say	
Been drunk or “high” on drugs at school, ever	
No IEP	0
IEP	
Don't know	4
Prefer not to say	

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

[¶]*Past 30 days.*

Table A17.4

Substance Use by Individualized Education Plan (IEP) Placement – Continued

	Grade 7 %
Current alcohol use[¶]	
No IEP	1
IEP	
Don't know	0
Prefer not to say	
Current alcohol use at school[¶] (<i>In-School Only</i>)	
No IEP	0
IEP	
Don't know	0
Prefer not to say	
Current cigarette smoking[¶]	
No IEP	0
IEP	
Don't know	0
Prefer not to say	
Current use of vape products[¶]	
No IEP	0
IEP	
Don't know	0
Prefer not to say	
Current tobacco vaping[¶]	
No IEP	0
IEP	
Don't know	0
Prefer not to say	
Current marijuana vaping[¶]	
No IEP	0
IEP	
Don't know	0
Prefer not to say	

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

[¶]Past 30 days.

Table A17.5***Routines by Individualized Education Plan (IEP) Placement***

	Grade 7 %
Eating of breakfast[‡]	
No IEP	85
IEP	
Don't know	81
Prefer not to say	
Bedtime (at 12 am or later)	
No IEP	6
IEP	
Don't know	15
Prefer not to say	

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

[‡]*Today.*

Table A17.6

Remote Schooling by Individualized Education Plan (IEP) Placement (Remote Only)

	Grade 7 %
Remote learning frequency (5 days per week)[¶]	
No IEP	
IEP	
Don't know	
Prefer not to say	
Synchronous instruction (4 days or more)	
No IEP	
IEP	
Don't know	
Prefer not to say	
Interest in schoolwork done from home[†]	
No IEP	
IEP	
Don't know	
Prefer not to say	
Meaningful opportunities[‡]	
No IEP	
IEP	
Don't know	
Prefer not to say	

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 A17.7***Social and Emotional Health by Individualized Education Plan (IEP) Placement***

	Grade 7 %
Social emotional distress[‡]	
No IEP	13
IEP	
Don't know	17
Prefer not to say	
Experienced chronic sadness/hopelessness[§]	
No IEP	13
IEP	
Don't know	33
Prefer not to say	
Considered suicide[§]	
No IEP	7
IEP	
Don't know	0
Prefer not to say	
Optimism[‡]	
No IEP	71
IEP	
Don't know	58
Prefer not to say	
Life satisfaction[‡]	
No IEP	78
IEP	
Don't know	74
Prefer not to say	

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.”

18. Living Situation Breakdowns

Table A18.1

School Engagement and Supports by Living Situation

	Grade 7 %
School Connectedness^{†#} (<i>In-School Only</i>)	
Home with one or more parent or guardian	79
Foster home	
Homeless	
Other living arrangement	
School Connectedness^{†ψ} (<i>Remote Only</i>)	
Home with one or more parent or guardian	
Foster home	
Homeless	
Other living arrangement	
Academic Motivation[†]	
Home with one or more parent or guardian	76
Foster home	
Homeless	
Other living arrangement	
School is really boring[±]	
Home with one or more parent or guardian	24
Foster home	
Homeless	
Other living arrangement	
School is worthless and a waste of time[±]	
Home with one or more parent or guardian	6
Foster home	
Homeless	
Other living arrangement	

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 A18.1***School Engagement and Supports by Living Situation – Continued***

	Grade 7 %
Monthly Absences (3 or more)	
Home with one or more parent or guardian	7
Foster home	
Homeless	
Other living arrangement	
Maintaining focus on schoolwork[†]	
Home with one or more parent or guardian	62
Foster home	
Homeless	
Other living arrangement	
Caring adult relationships[‡]	
Home with one or more parent or guardian	83
Foster home	
Homeless	
Other living arrangement	
High expectations[‡]	
Home with one or more parent or guardian	89
Foster home	
Homeless	
Other living arrangement	
Meaningful participation[‡]	
Home with one or more parent or guardian	44
Foster home	
Homeless	
Other living arrangement	

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 A18.1***School Engagement and Supports by Living Situation – Continued***

	Grade 7 %
Facilities upkeep[†] (<i>In-School Only</i>)	
Home with one or more parent or guardian	65
Foster home	
Homeless	
Other living arrangement	
Promotion of parental involvement in school[†]	
Home with one or more parent or guardian	69
Foster home	
Homeless	
Other living arrangement	

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 A18.2
School Safety by Living Situation

	Grade 7 %
School perceived as very safe or safe (<i>In-School Only</i>)	
Home with one or more parent or guardian	83
Foster home	
Homeless	
Other living arrangement	
Experienced harassment due to five reasons[^]	
Home with one or more parent or guardian	22
Foster home	
Homeless	
Other living arrangement	
Experienced any harassment or bullying[§]	
Home with one or more parent or guardian	29
Foster home	
Homeless	
Other living arrangement	
Had mean rumors or lies spread about you[§]	
Home with one or more parent or guardian	31
Foster home	
Homeless	
Other living arrangement	
Been afraid of being beaten up[§] (<i>In-School Only</i>)	
Home with one or more parent or guardian	6
Foster home	
Homeless	
Other living arrangement	

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 A18.2***School Safety by Living Situation – Continued***

	Grade 7 %
Been in a physical fight[§] (<i>In-School Only</i>)	
Home with one or more parent or guardian	10
Foster home	
Homeless	
Other living arrangement	
Seen a weapon on campus[§] (<i>In-School Only</i>)	
Home with one or more parent or guardian	3
Foster home	
Homeless	
Other living arrangement	

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

[§]Past 12 months.

Table A18.3***Cyberbullying by Living Situation***

	Grade 7 %
Cyberbullying[§]	
Home with one or more parent or guardian	18
Foster home	
Homeless	
Other living arrangement	

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

[§]Past 12 months.

Table A18.4
Substance Use by Living Situation

	Grade 7 %
Current alcohol or drug use[¶]	
Home with one or more parent or guardian	2
Foster home	
Homeless	
Other living arrangement	
Current tobacco use[¶]	
Home with one or more parent or guardian	0
Foster home	
Homeless	
Other living arrangement	
Current marijuana use[¶]	
Home with one or more parent or guardian	0
Foster home	
Homeless	
Other living arrangement	
Current binge drinking[¶]	
Home with one or more parent or guardian	0
Foster home	
Homeless	
Other living arrangement	
Very drunk or “high” 7 or more times, ever	
Home with one or more parent or guardian	0
Foster home	
Homeless	
Other living arrangement	
Been drunk or “high” on drugs at school, ever	
Home with one or more parent or guardian	0
Foster home	
Homeless	
Other living arrangement	

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

[¶]Past 30 days.

Table A18.4
Substance Use by Living Situation – Continued

	Grade 7 %
Current alcohol use[¶]	
Home with one or more parent or guardian	1
Foster home	
Homeless	
Other living arrangement	
Current alcohol use at school[¶] (<i>In-School Only</i>)	
Home with one or more parent or guardian	0
Foster home	
Homeless	
Other living arrangement	
Current cigarette smoking[¶]	
Home with one or more parent or guardian	0
Foster home	
Homeless	
Other living arrangement	
Current use of vape products[¶]	
Home with one or more parent or guardian	0
Foster home	
Homeless	
Other living arrangement	
Current tobacco vaping[¶]	
Home with one or more parent or guardian	0
Foster home	
Homeless	
Other living arrangement	
Current marijuana vaping[¶]	
Home with one or more parent or guardian	0
Foster home	
Homeless	
Other living arrangement	

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

[¶]Past 30 days.

Table A18.5***Routines by Living Situation***

	Grade 7 %
Eating of breakfast[‡]	
Home with one or more parent or guardian	83
Foster home	
Homeless	
Other living arrangement	
Bedtime (at 12 am or later)	
Home with one or more parent or guardian	7
Foster home	
Homeless	
Other living arrangement	

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

[‡]*Today.*

Table A18.6

Remote Schooling by Living Situation (Remote Only)

	Grade 7 %
Remote learning frequency (5 days per week)[¶]	
Home with one or more parent or guardian	
Foster home	
Homeless	
Other living arrangement	
Synchronous instruction (4 days or more)[¶]	
Home with one or more parent or guardian	
Foster home	
Homeless	
Other living arrangement	
Interest in schoolwork done from home[†]	
Home with one or more parent or guardian	
Foster home	
Homeless	
Other living arrangement	
Meaningful opportunities[‡]	
Home with one or more parent or guardian	
Foster home	
Homeless	
Other living arrangement	

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 A18.7
Social and Emotional Health by Living Situation

	Grade 7 %
Social emotional distress[‡]	
Home with one or more parent or guardian	15
Foster home	
Homeless	
Other living arrangement	
Experienced chronic sadness/hopelessness[§]	
Home with one or more parent or guardian	17
Foster home	
Homeless	
Other living arrangement	
Considered suicide[§]	
Home with one or more parent or guardian	7
Foster home	
Homeless	
Other living arrangement	
Optimism[‡]	
Home with one or more parent or guardian	67
Foster home	
Homeless	
Other living arrangement	
Life satisfaction[‡]	
Home with one or more parent or guardian	76
Foster home	
Homeless	
Other living arrangement	

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.”*

Behavioral Health Module

Form A. Alcohol and Other Drugs (AOD)

1. Student Sample

Table B.I.1.1

Student Sample for AOD Indicators

Grade 7	
<i>Student Sample Size</i>	
Target sample	101
Final number	74
Response Rate	73%

2. Summary of Key Indicators

Table B.I.2.1

Key Indicators of Alcohol and Other Drug Use

	Grade 7 %	Table
Alcohol Consumption Patterns		
Usually drank until felt it a lot	0	B.I.3.3
Driving under the influence experiences	11	B.I.3.4
Strong Personal Disapproval of AOD Use		
Having one or two drinks of any alcoholic beverage nearly every day	82	B.I.7.1
Trying marijuana once or twice	72	B.I.7.1
Using marijuana once a month or more	92	B.I.7.1

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

3. Alcohol, Tobacco, and Other Drug Consumption Patterns

Table B.I.3.1

Age of Onset – AOD Use

	Grade 7 %
Alcohol (one full drink)	
Never	89
10 years or under	5
11-12 years old	4
13-14 years old	1
15-16 years old	0
17 years or older	0
Marijuana (smoke, vape, eat, or drink)	
Never	100
10 years or under	0
11-12 years old	0
13-14 years old	0
15-16 years old	0
17 years or older	0
Any other illegal drug or pill to get “high”	
Never	100
10 years or under	0
11-12 years old	0
13-14 years old	0
15-16 years old	0
17 years or older	0

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

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

Table B.I.3.2***Age of Onset – Tobacco Use***

	Grade 7 %
Smoked part or all of a cigarette	
Never	100
10 years or under	0
11-12 years old	0
13-14 years old	0
15-16 years old	0
17 years or older	0
A vape product such as an e-cigarette, vape pen, or mod	
Never	99
10 years or under	0
11-12 years old	1
13-14 years old	0
15-16 years old	0
17 years or older	0

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

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

Table B.I.3.3***Usual Alcohol Consumption Level***

	Grade 7 %
I don't drink alcohol	99
Just enough to feel it a little	1
Enough to feel it moderately	0
Until I feel it a lot or get really drunk	0

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

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

Table B.I.3.4***Driving Under the Influence Experiences, Lifetime***

	Grade 7 %
Have ridden in a car driven by someone who had been using alcohol or drugs	
Never	89
1 time	3
2 times	5
3 to 6 times	2
7 or more times	2

Question MS B.I.25: During your life, how many times have you ridden in a car driven by someone who had been using alcohol or drugs?

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

4. Reasons for and Consequences of AOD Consumption

Table B.I.4.1

Reasons for AOD Use, Past 12 Months

	Grade 7 %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months.	99
To experiment (try using)	1
To get high	0
To have a good time with friends	0
To fit in with a group you like	0
Because of boredom	0
To relax	0
To get away from problems	0
Because of anger or frustration	0
To get through the day	0
Because it made you feel better	0
To seek deeper insights and understanding	0
None of the above	1

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

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

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

5. Supports to Reduce AOD Use

Table B.I.5.1
Talked with Parent About AOD Use, Past 12 Months

	Grade 7 %
No	47
Yes	53

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

6. Availability

Table B.I.6.1

Sources for Obtaining Alcohol

	Grade 7 %
At school	1
At parties	3
At concerts or other social events	0
At their own home	8
From adults at friends' homes	3
From friends or another teenager	6
Get adults to buy it for them	1
Buy it themselves from a store	4
At bars, clubs, or gambling casinos	0
Other	1
Don't know	96

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

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

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

Table B.I.6.2***Sources for Obtaining Marijuana***

	Grade 7 %
At school	0
At parties	0
At concerts or other social events	0
At their own home	0
From an adult acquaintance	1
From friends or another teenager	4
Buy it at a marijuana dispensary	1
At bars or clubs	0
Other	0
Don't know	94

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

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

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

7. Influences on ATOD Use

Table B.I.7.1

Personal Disapproval of AOD Use

	Grade 7 %
Having one or two drinks of any alcoholic beverage nearly every day	
Neither approve nor disapprove	8
Somewhat disapprove	10
Strongly disapprove	82
Trying marijuana once or twice	
Neither approve nor disapprove	4
Somewhat disapprove	24
Strongly disapprove	72
Using marijuana once a month or more regularly	
Neither approve nor disapprove	6
Somewhat disapprove	3
Strongly disapprove	92

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

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

Table B.I.7.2
Parent Disapproval of ATOD Use

	Grade 7 %
Take one or two drinks of alcohol nearly every day	
Very wrong	91
Wrong	6
A little wrong	2
Not at all wrong	2
Smoke tobacco	
Very wrong	95
Wrong	5
A little wrong	0
Not at all wrong	0
Use vape products such as e-cigarettes, vape pens, or mods	
Very wrong	94
Wrong	5
A little wrong	2
Not at all wrong	0
Use marijuana (smoke, vape, eat, or drink)	
Very wrong	97
Wrong	3
A little wrong	0
Not at all wrong	0
Use prescription drugs to get high or for reasons other than prescribed	
Very wrong	97
Wrong	2
A little wrong	2
Not at all wrong	0

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

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

Table B.I.7.3
Peer Disapproval of ATOD Use

	Grade 7 %
Take one or two drinks of alcohol nearly every day	
Very wrong	84
Wrong	11
A little wrong	5
Not at all wrong	0
Smoke tobacco	
Very wrong	86
Wrong	13
A little wrong	0
Not at all wrong	2
Use vape products such as e-cigarettes, vape pens, or mods	
Very wrong	88
Wrong	9
A little wrong	0
Not at all wrong	3
Use marijuana (smoke, vape, eat, or drink)	
Very wrong	88
Wrong	9
A little wrong	2
Not at all wrong	2
Use prescription drugs to get high or for reasons other than prescribed	
Very wrong	89
Wrong	9
A little wrong	0
Not at all wrong	2

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

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

Table B.I.7.4

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

	Grade 7 %
No	37
Yes	63

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

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

Behavioral Health Module

Form B. Other Behavioral Health Factors

1. Student Sample

Table B.II.1.1

Student Sample on Other Behavioral Health Factors

Grade 7	
<i>Student Sample Size</i>	
Target sample	101
Final number	72
Response Rate	71%

2. Summary of Key Indicators

Table B.II.2.1

Key Indicators of Other Behavioral Health Factors

	Grade 7 %	Table
Behavioral Health Protective Factors		
Emotional safety at school [†]	86	B.II.3.2
School co-regulation supports [†]	79	B.II.3.3
Home adult co-regulation supports [†]	88	B.II.3.4
Peer co-regulation supports [†]	81	B.II.3.5
Resilience Assets		
Emotion regulation ^ô	48	B.II.4.1
Student Wellness		
Responses to trauma [¶]	7	B.II.5.1
Potential Post-Traumatic Stress [¶]	14	B.II.5.2
Stress associated health symptoms [*]	2	B.II.5.3
Loneliness ^ê	29	B.II.5.4
Self-harm [§]	11	B.II.5.8
Fasting for 12 hours or more	6	B.II.5.7
Trouble sleeping (daily)	4	B.II.5.1
Mental Health Supports		
Wanted to get mental health services [§]	16	B.II.6.4
Received mental health services [§]	10	B.II.6.4
Barriers to receiving services (3 or more)	19	B.II.6.5

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

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

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

^ô Average reporting the top two response categories (“Quite relaxed,” “Extremely relaxed,” “Frequently,” “Almost always,” “Quite calm,” and “Extremely calm”).

[¶] Average reporting “2-3 times a week” or “Almost every day.”

^{*} Past 30 days.

^{*} Past 2 weeks.

^ê Average percent of respondents reporting “Sometimes” or “Often.”

[§] Past 12 months.

3. Behavioral Health Protective Factors

Table B.II.3.1

Perceived Safety at Home and in Neighborhood

	Grade 7 %
<i>How safe do you feel...</i>	
at home or the place where you live?	
Very safe	78
Safe	19
Neither safe nor unsafe	3
Unsafe	0
Very unsafe	0
in the neighborhood where you live?	
Very safe	62
Safe	32
Neither safe nor unsafe	6
Unsafe	0
Very unsafe	0

Question HS/MS B.II.12, 13: How safe do you feel at home or the place where you live?... How safe do you feel in the neighborhood where you live?

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

Table B.II.3.2***Emotional Safety at School Scale Questions***

	Grade 7 %
Emotional safety at school	
<i>Average reporting “Pretty much true” or “Very much true”</i>	86
<i>At my school,...</i>	
I feel socially accepted.	
Not at all true	0
A little true	12
Pretty much true	43
Very much true	45
I feel that I matter to others.	
Not at all true	3
A little true	13
Pretty much true	44
Very much true	40

Question HS/MS B.II.10,11: How true do you feel these statements are about your feelings at school? At my school,... I feel socially accepted... I feel that I matter to others.

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

Table B.II.3.3

School Co-Regulation Supports Scale Questions

	Grade 7 %
School co-regulation supports	
<i>Average reporting “Pretty much true” or “Very much true”</i>	79
<i>At my school, there is a teacher or other adult who... would understand my problems if I shared them.</i>	
Not at all true	6
A little true	16
Pretty much true	38
Very much true	40
<i>would be helpful to me if I came to school upset.</i>	
Not at all true	6
A little true	18
Pretty much true	34
Very much true	43
<i>makes me feel good about myself.</i>	
Not at all true	4
A little true	12
Pretty much true	29
Very much true	54

*Question HS/MS B.II.7-9: How true do you feel these statements are about a teacher or other adult at school?
At my school, there is a teacher or other adult who... would understand my problems if I shared them... would be
helpful to me if I came to school upset... makes me feel good about myself.*

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

Table B.II.3.4***Home Adult Co-Regulation Supports Scale Questions***

	Grade 7 %
Home adult co-regulation supports	
<i>Average reporting “Pretty much true” or “Very much true”</i>	88
<i>In my home, there is a parent or some other adult who... talks with me about my problems.</i>	
Not at all true	4
A little true	8
Pretty much true	26
Very much true	61
<i>helps me when I am upset.</i>	
Not at all true	4
A little true	4
Pretty much true	24
Very much true	68
<i>makes me feel good about myself.</i>	
Not at all true	3
A little true	14
Pretty much true	18
Very much true	65

Question HS/MS B.II.1-3: How true do you feel these statements are about your family? In my home, there is a parent or some other adult who... talks with me about my problems... helps me when I am upset... makes me feel good about myself.

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

Table B.II.3.5

Peer Co-Regulation Supports Scale Questions

	Grade 7 %
Peer co-regulation supports	
<i>Average reporting “Pretty much true” or “Very much true”</i>	81
<i>I have a friend my age who...</i>	
talks with me about my problems.	
Not at all true	13
A little true	15
Pretty much true	38
Very much true	35
helps me when I am upset.	
Not at all true	6
A little true	14
Pretty much true	35
Very much true	46
makes me feel good about myself.	
Not at all true	6
A little true	6
Pretty much true	40
Very much true	49

Question HS/MS B.II.4-6: How true do you feel these statements are about your friends? I have a friend my age who... talks with me about my problems... helps me when I am upset... makes me feel good about myself.

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

4. Resilience Assets

Table B.II.4.1

Emotion Regulation Scale Questions

	Grade 7 %
Emotion regulation	
<i>Average reporting the top two response categories^o</i>	48
When everybody around you gets angry, how relaxed can you stay?	
Not relaxed at all	3
Slightly relaxed	28
Somewhat relaxed	34
Quite relaxed	27
Extremely relaxed	7
How often are you able to control your emotions when you need to?	
Almost never	0
Once in a while	9
Sometimes	24
Frequently	40
Almost always	28
When things go wrong for you, how calm are you able to remain?	
Not calm at all	6
Slightly calm	21
Somewhat calm	32
Quite calm	37
Extremely calm	4

Question HS/MS B.II.21-23: When everybody around you gets angry, how relaxed can you stay?... How often are you able to control your emotions when you need to?... When things go wrong for you, how calm are you able to remain?

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

^oThe top two response categories include “Quite relaxed,” “Extremely relaxed,” “Frequently,” “Almost always,” “Quite calm,” and “Extremely calm.”

5. Student Wellness

Table B.II.5.1

Responses to Trauma Scale Questions

	Grade 7 %
Responses to trauma	
<i>Average reporting “2-3 times a week” or “Almost every day”</i>	7
<i>During the past 30 days,...</i>	
I got upset easily or got into arguments or physical fights.	
Never	61
1-3 times a month	22
1-2 times a week	15
2-3 times a week	1
Almost every day	0
I had trouble concentrating or paying attention.	
Never	43
1-3 times a month	33
1-2 times a week	15
2-3 times a week	6
Almost every day	3
I had trouble feeling happiness or love.	
Never	76
1-3 times a month	12
1-2 times a week	6
2-3 times a week	2
Almost every day	5

Question HS/MS B.II.14-16: These questions ask about how you felt or what you did in the past 30 days... I got upset easily or got into arguments or physical fights... I had trouble concentrating or paying attention... I had trouble feeling happiness or love.

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

Table B.II.5.1**Responses to Trauma Scale Questions – Continued**

	Grade 7 %
During the past 30 days,...	
I felt alone even when I was around other people.	
Never	51
1-3 times a month	33
1-2 times a week	7
2-3 times a week	6
Almost every day	3
I had trouble going to sleep, woke up often, or had trouble getting back to sleep.	
Never	49
1-3 times a month	33
1-2 times a week	7
2-3 times a week	6
Almost every day	4

Question HS/MS B.II.17, 18: These questions ask about how you felt or what you did in the past 30 days... I felt alone even when I was around other people... I had trouble going to sleep, woke up often, or had trouble getting back to sleep.

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

Table B.II.5.2**Post-Traumatic Stress (PTS) Profile, Past 30 Days**

	Grade 7 %
Minimal PTS Symptoms	63
Mild PTS Symptoms	24
Potential PTS	14

Question HS/MS B.II.14-18: These questions ask about how you felt or what you did in the past 30 days... I got upset easily or got into arguments or physical fights... I had trouble concentrating or paying attention... I had trouble feeling happiness or love... I felt alone even when I was around other people... I had trouble going to sleep, woke up often, or had trouble getting back to sleep.

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

PTS Profile categories are based on the UCLA Brief Screen for Child/Adolescent Trauma and PTSD.

Table B.II.5.3***Stress Associated Health Symptoms Scale Questions***

	Grade 7 %
Stress associated health symptoms	
<i>Average reporting “A lot” or “A whole lot”</i>	2
<i>In the last 2 weeks, how much were you bothered by the following physical problems?</i>	
Stomachaches	
Not at all	59
A little	31
Some	8
A lot	0
A whole lot	2
Headaches	
Not at all	48
A little	25
Some	20
A lot	6
A whole lot	0
Pains in your lower back	
Not at all	72
A little	23
Some	3
A lot	2
A whole lot	0

Question HS/MS B.II.27-29: Below is a list of symptoms that students sometimes have. In the last 2 weeks, how much were you bothered by the following physical problems?... Stomachaches... Headaches... Pains in your lower back.

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

Table B.II.5.3***Stress Associated Health Symptoms Scale Questions – Continued***

	Grade 7 %
<i>In the last 2 weeks, how much were you bothered by the following physical problems?</i>	
Feeling faint or dizzy	
Not at all	70
A little	25
Some	5
A lot	0
A whole lot	0
Heart beating too fast (even when you are not exercising)	
Not at all	84
A little	14
Some	0
A lot	2
A whole lot	0

Question HS/MS B.II.30, 31: Below is a list of symptoms that students sometimes have. In the last 2 weeks, how much were you bothered by the following physical problems?... Feeling faint or dizzy... Heart beating too fast (even when you are not exercising).

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

Table B.II.5.4
Loneliness Scale Questions

	Grade 7 %
Loneliness	
<i>Average reporting “Sometimes” or “Often”</i>	29
How often do you feel lonely?	
Never	29
Rarely	36
Sometimes	33
Often	2
How often do you feel that you are no longer close to anyone?	
Never	50
Rarely	27
Sometimes	21
Often	2

Question HS/MS B.II.19, 20: How often do you feel lonely?... How often do you feel that you are no longer close to anyone?

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

Table B.II.5.5***Body Image***

	Grade 7 %
Very dissatisfied	3
Dissatisfied	19
Neither dissatisfied nor satisfied	25
Satisfied	27
Very satisfied	27

Question HS/MS B.II.24: Over the past 30 days, how satisfied have you been with your weight and shape?

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

Table B.II.5.6***Weight Management***

	Grade 7 %
Which of the following are you trying to do about your weight?	
Lose weight	18
Gain weight	6
Stay the same weight	15
I am not trying to do anything about my weight	61

Question HS/MS B.II.25: Which of the following are you trying to do about your weight?

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

Table B.II.5.7
Disordered Eating Behavior

	Grade 7 %
During the past 30 days, please indicate which of the following things you did to lose weight or keep from gaining weight:	
Exercise	
No	12
Yes	88
Eat less food, fewer calories, or foods low in fat	
No	41
Yes	59
Go without eating for 12 hours or more	
No	94
Yes	6
Take diet pills, powders, or liquids without a doctor's advice	
No	100
Yes	0
Vomit or take laxatives	
No	100
Yes	0

Question HS/MS B.II.25A-25E: During the past 30 days, please indicate which of the following things you did to lose weight or keep from gaining weight:... Exercise... Eat less food, fewer calories, or foods low in fat... Go without eating for 12 hours or more (also called fasting)... Take diet pills, powders, or liquids without a doctor's advice (do not include meal replacement products such as Ensure, Muscle Milk, or SlimFast)... Vomit or take laxatives.

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

Only respondents who selected "Lose weight" or "Stay the same weight" to question "Which of the following are you trying to do about your weight?" were asked to answer these questions.

Table B.II.5.8***Self-Harm, Past 12 Months***

	Grade 7 %
0 times	89
1 time	6
2 or 3 times	5
4 or 5 times	0
6 or more times	0

Question HS/MS B.II.26: During the past 12 months, how many times did you do something to purposely hurt yourself, such as cutting, scratching, or burning yourself?

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

6. Mental Health Supports

Table B.II.6.1

Availability of Mental Health Supports at School, Past Year

	Grade 7 %
No	92
Yes	3
I don't know	5

Question HS/MS B.II.41: In the past year, did an adult at school refer or connect you to a counselor or therapist outside of school to get help?

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

Table B.II.6.2

Mental Health Help-Seeking Attitude

	Grade 7 %
<i>If you were feeling very sad, stressed, lonely, or depressed, would you...</i>	
talk to a teacher or another adult from your school?	32
talk to your parents or someone else in your family?	68
get help from a counselor or therapist?	35
talk to your friends?	67
be afraid to get help?	25
not know what to do?	24

Question HS/MS B.II.37: 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 B.II.6.3***Mental Health Help-Seeking Attitude Toward Peers***

	Grade 7 %
<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	6
Disagree	8
Agree	51
Strongly agree	35
<i>kids at my school would be nice to them.</i>	
Strongly disagree	3
Disagree	11
Agree	58
Strongly agree	27

Question HS/MS B.II.35, 36: 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 B.II.6.4***Mental Health Services Usage, Past Year***

	Grade 7 %
<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	79
Yes	16
I don't know	5
did you get help from a counselor or therapist when you needed it?	
Does not apply, I didn't need help	76
No, I didn't get help when I needed it	15
Yes, I got help when I needed it	10
where did you get help from a counselor or therapist? (Mark All That Apply.)[#]	
Nowhere	
At school (in person, by phone, or online)	
From a counselor or therapist not from my school (in person, by phone, or online)	
Somewhere else	
I don't know	

Question HS/MS B.II.38-40: 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 B.II.6.5***Barriers to Using Mental Health Services***

	Grade 7 %
I would not know where to go for help	9
There isn't anyone I can talk to	7
They wouldn't understand	17
People would think there's something wrong with me	16
My parents might find out	22
Other students might find out	16
I wouldn't have a way to pay for it	2
I wouldn't want to talk to a counselor or therapist	28
Other reasons	10
Does not apply, none of these things would stop you from talking to a counselor or therapist.	47
<i>Three or more barriers</i>	19

Question HS/MS B.II.42: 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 B.II.6.6***School Promotion of Mental Health Awareness***

	Grade 7 %
I know where to go or who to contact at school for help when I am very sad, stressed, lonely, or depressed.	
Strongly disagree	3
Disagree	9
Agree	48
Strongly agree	39
People at my school talk openly about mental health.	
Strongly disagree	8
Disagree	19
Agree	45
Strongly agree	28
My school encourages students to take care of their mental health.	
Strongly disagree	5
Disagree	5
Agree	50
Strongly agree	41

Question HS/MS B.II.32-34: How strongly do you agree or disagree with the following statements?... 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.