CALIFORNIA HEALTHY KIDS SURVEY

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Secondary
2023-2024
Main Report

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PREFACE

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 leaners, 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 techical 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)	
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
Student Sample Size	
Target sample	258
Final number	258
Response Rate	100%

Table A1.2

Number of Respondents by Instructional Model

	Grade 7
In-school learning only	258
Remote learning only	0

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 7 %	Table
School Engagement and Supports		
School connectedness[†#] *(In-School Only)*	74	A6.4
School connectedness[†ψ] *(Remote Only)*		A6.4
Academic motivation[†]	68	A6.4
School is really boring[±]	27	A6.11
School is worthless and a waste of time[±]	9	A6.11
Monthly Absences (3 or more)	11	A6.2
Maintaining focus on schoolwork[†Γ]	51	A6.10
Caring adult relationships[‡]	74	A6.4
High expectations[‡]	86	A6.4
Meaningful participation[‡]	32	A6.4
Facilities upkeep[†Φ]	55	A6.15
Promotion of parental involvement in school[†]	66	A6.4
School Safety and Cyberbullying		
School perceived as very safe or safe[Φ]	79	A8.1
Experienced any harassment or bullying[§]	35	A8.2
Had mean rumors or lies spread about you[§]	38	A8.3
Been afraid of being beaten up[§Φ]	13	A8.3
Been in a physical fight[§Φ]	9	A8.4
Seen a weapon on campus[§Φ]	5	A8.6
Cyberbullying[§]	27	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¶	3	A9.5
Current tobacco use¶	1	A10.6
Current marijuana use¶	0	A9.5
Current binge drinking¶	1	A9.5
Very drunk or "high" 7 or more times, ever	0	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$^{\mid}$	80	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)$^{\parallel\delta}$		A5.1
Interest in schoolwork done from home†δ		A5.3
Meaningful opportunities‡δ		A5.2
Social and Emotional Health		
Social emotional distress‡	21	A7.5
Experienced chronic sadness/hopelessness§	22	A7.1
Considered suicide§	8	A7.2
Optimism‡	54	A7.3
Life satisfaction∓	76	A7.4

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

¶*Past 30 days.*

$^{\mid}$*Today.*

δ*Remote only.*

$^{\parallel}$*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	100
Remote Learning Model	0

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

Table A3.2

Gender of Sample

	Grade 7 %
Male	50
Female	48
Nonbinary	1
Something else	0

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)	87
Lesbian or Gay	1
Bisexual	4
Something else	1
Not sure	4
Decline to respond	4

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	2
I am not sure if I am transgender	2
Decline to respond	3

Question HS/MS A.4: Some people describe themselves as transgender when how they think or feel about their gender is different from the sex they were assigned at birth. Are you transgender?
Note: Cells are empty if there are less than 10 respondents.

Table A3.5

Race or Ethnicity

	Grade 7 %
American Indian or Alaska Native, non-Hispanic	2
Asian or Asian American, non-Hispanic	33
Black or African American, non-Hispanic	1
Hispanic or Latinx	21
Native Hawaiian or Pacific Islander, non-Hispanic	0
White, non-Hispanic	26
Multiracial, non-Hispanic	14
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	0
Shelter, car, campground, or other transitional or temporary housing	0
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.
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	0
Other living arrangement	4

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	2
Attended college but did not complete four-year degree	4
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	9
Don't know	12
Prefer not to say	0

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	82
Yes	4
Don't know	14

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	95
Less than 7 years (EL)	3
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	67
Spanish	10
Mandarin	7
Cantonese	2
Taiwanese	1
Tagalog	0
Vietnamese	1
Korean	2
Arabic	1
Other	10

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 %
How well do you...	
understand English?	
Very well	83
Well	17
Not well	0
Not at all	0
speak English?	
Very well	77
Well	22
Not well	1
Not at all	0
read English?	
Very well	71
Well	29
Not well	0
Not at all	0
write English?	
Very well	66
Well	30
Not well	4
Not at all	0
English Language Proficiency Status	
Proficient	70
Not proficient	30

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	80
1 day	5
2 days	10
3 days	2
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	99
Yes	0
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	20
Yes	80

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	37
10:00-10:59 pm	37
11:00-11:59 pm	10
12:00-12:59 am	5
After 1:00 am	2
Bedtime at 12 am or later	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	64
A's and B's	25
Mostly B's	4
B's and C's	6
Mostly C's	1
C's and D's	0
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	58
1 day	18
2 days	13
3 or more days	11

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	56
Illness (feeling physically sick), including problems with breathing or your teeth	37
Were being bullied or mistreated at school *(In-School Only)*	0
Felt very sad, hopeless, anxious, stressed, or angry	3
Didn't get enough sleep	4
Didn't feel safe at school or going to and from school *(In-School Only)*	0
Had to take care of or help a family member or friend	3
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 *(In-School Only)*	0
Other reason	13

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	64	
Caring relationships-adults in school[‡]	74	A6.5
High expectations-adults in school[‡]	86	A6.6
Meaningful participation at school[‡]	32	A6.7
School connectedness[†#] *(In-School Only)*	74	A6.8
School connectedness[†ψ] *(Remote Only)*		A6.8
Academic motivation[†]	68	A6.9
Promotion of parental involvement in school[†]	66	A6.13

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

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

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

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

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

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

Table A6.5
Caring Relationships Scale Questions

	Grade 7 %
Caring relationships-adults in school	
Average reporting "Pretty much true" or "Very much true"	74
There is a teacher or some other adult from my school...	
who really cares about me.	
Not at all true	6
A little true	28
Pretty much true	39
Very much true	28
who notices when I'm not there.	
Not at all true	7
A little true	19
Pretty much true	41
Very much true	33
who listens to me when I have something to say.	
Not at all true	2
A little true	17
Pretty much true	41
Very much true	39

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	
Average reporting "Pretty much true" or "Very much true"	86
There is a teacher or some other adult from my school...	
who tells me when I do a good job.	
Not at all true	3
A little true	11
Pretty much true	45
Very much true	40
who always wants me to do my best.	
Not at all true	2
A little true	7
Pretty much true	41
Very much true	50
who believes that I will be a success.	
Not at all true	6
A little true	14
Pretty much true	42
Very much true	39

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	
Average reporting "Pretty much true" or "Very much true"	32
At school/When I participate in school,...	
I do interesting activities.	
Not at all true	7
A little true	32
Pretty much true	42
Very much true	20
I help decide things like class activities or rules.	
Not at all true	32
A little true	44
Pretty much true	16
Very much true	8
I do things that make a difference.	
Not at all true	25
A little true	42
Pretty much true	25
Very much true	9
I have a say in how things work.	
Not at all true	33
A little true	35
Pretty much true	20
Very much true	11
I help decide school activities or rules.	
Not at all true	56
A little true	32
Pretty much true	7
Very much true	5

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# *(In-School Only)*	
Average reporting "Agree" or "Strongly agree"	74
School connectedness$^\psi$ *(Remote Only)*	
Average reporting "Agree" or "Strongly agree"	
I feel close to people at/from this school.	
Strongly disagree	2
Disagree	3
Neither disagree nor agree	19
Agree	45
Strongly agree	31
I am happy with/to be at this school.	
Strongly disagree	3
Disagree	6
Neither disagree nor agree	21
Agree	43
Strongly agree	26
I feel like I am part of this school.	
Strongly disagree	2
Disagree	5
Neither disagree nor agree	22
Agree	50
Strongly agree	20

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.

$^\psi$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	3
Disagree	3
Neither disagree nor agree	17
Agree	50
Strongly agree	27
I feel safe in my school. *(In-School Only)*	
Strongly disagree	2
Disagree	1
Neither disagree nor agree	18
Agree	51
Strongly agree	29

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	
Average reporting "Agree" or "Strongly agree"	68
I try hard to make sure that I am good at my schoolwork.	
Strongly disagree	0
Disagree	0
Neither disagree nor agree	12
Agree	45
Strongly agree	42
I try hard on my schoolwork because I am interested in it.	
Strongly disagree	5
Disagree	15
Neither disagree nor agree	37
Agree	30
Strongly agree	13
I work hard to try to understand new things when doing my schoolwork.	
Strongly disagree	2
Disagree	5
Neither disagree nor agree	26
Agree	43
Strongly agree	24
I am always trying to do better in my schoolwork.	
Strongly disagree	1
Disagree	2
Neither disagree nor agree	23
Agree	39
Strongly agree	35

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	15
Disagree	36
Neither disagree nor agree	27
Agree	12
Strongly agree	10

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)	26
Medium (4-6)	47
High (7-10)	27
Value of school	
High (0-3)	74
Medium (4-6)	17
Low (7-10)	9

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 26%				Mid Boredom & High Value 37%			High Boredom & High Value 11%			
	1											
	2											
	3											
	4	Low Boredom & Mid Value$^{\bar{\bar{\wedge}}}$				Mid Boredom & Mid Value 9%			High Boredom & Mid Value 9%			
	5											
	6											
	7											
	8	Low Boredom & Low Value$^{\bar{\bar{\wedge}}}$				Mid Boredom & Low Value$^{\bar{\bar{\wedge}}}$			High Boredom & Low Value 8%			
	9											
	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.

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

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

Table A6.13

Promotion of Parental Involvement Scale Questions

	Grade 7 %
Promotion of parental involvement in school	
Average reporting "Agree" or "Strongly agree"	66
Teachers at this school communicate with parents about what students are expected to learn in class.	
Strongly disagree	1
Disagree	8
Neither disagree nor agree	22
Agree	48
Strongly agree	21
Parents feel welcome to participate at this school.	
Strongly disagree	1
Disagree	4
Neither disagree nor agree	33
Agree	44
Strongly agree	18
School staff take parent concerns seriously.	
Strongly disagree	1
Disagree	5
Neither disagree nor agree	27
Agree	44
Strongly agree	22

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	10
A little true	30
Pretty much true	34
Very much true	26

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	2
Disagree	8
Neither disagree nor agree	35
Agree	43
Strongly agree	12

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	78
Yes	22

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	92
Yes	8

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	
Average reporting "Pretty much true" or "Very much true"	54
Each day I look forward to having a lot of fun.	
Not at all true	14
A little true	36
Pretty much true	32
Very much true	18
I usually expect to have a good day.	
Not at all true	17
A little true	29
Pretty much true	36
Very much true	17
Overall, I expect more good things to happen to me than bad things.	
Not at all true	15
A little true	26
Pretty much true	34
Very much true	26

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	
Average reporting "Satisfied" or "Very satisfied"	76
I would describe my satisfaction with...	
my family life as...	
Very dissatisfied	1
Dissatisfied	2
A little dissatisfied	5
A little satisfied	4
Satisfied	33
Very satisfied	54
my friendships as...	
Very dissatisfied	1
Dissatisfied	2
A little dissatisfied	5
A little satisfied	13
Satisfied	37
Very satisfied	42
my school experience as...	
Very dissatisfied	3
Dissatisfied	6
A little dissatisfied	11
A little satisfied	25
Satisfied	37
Very satisfied	18

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 would describe my satisfaction with...	
myself as...	
Very dissatisfied	5
Dissatisfied	7
A little dissatisfied	6
A little satisfied	13
Satisfied	38
Very satisfied	30
where I live as...	
Very dissatisfied	1
Dissatisfied	1
A little dissatisfied	1
A little satisfied	7
Satisfied	32
Very satisfied	58

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	
Average reporting "Pretty much true" or "Very much true"	21
I had a hard time relaxing.	
Not at all true	48
A little true	33
Pretty much true	9
Very much true	9
I felt sad and down.	
Not at all true	44
A little true	35
Pretty much true	13
Very much true	8
I was easily irritated.	
Not at all true	35
A little true	32
Pretty much true	18
Very much true	15
It was hard for me to cope and I thought I would panic.	
Not at all true	68
A little true	14
Pretty much true	11
Very much true	6
It was hard for me to get excited about anything.	
Not at all true	64
A little true	18
Pretty much true	10
Very much true	7

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	27
Safe	52
Neither safe nor unsafe	19
Unsafe	0
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	81
1 time	8
2 or more times	12
Religion	
0 times	91
1 time	3
2 or more times	5
Gender	
0 times	96
1 time	2
2 or more times	2
Because you are gay, lesbian, or bisexual or someone thought you were	
0 times	94
1 time	2
2 or more times	4
A physical or mental disability	
0 times	94
1 time	3
2 or more times	3
Any of the above five reasons	26

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	92
1 time	4
2 or more times	4
Any other reason	
0 times	82
1 time	8
2 or more times	10
Any harassment	35

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 *(In-School Only)*	
Average reporting "1 or more times"	27
During the past 12 months, how many times on school property have you...	
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around? *(In-School Only)*	
0 times	75
1 time	12
2 to 3 times	7
4 or more times	6
been afraid of being beaten up? *(In-School Only)*	
0 times	88
1 time	8
2 to 3 times	1
4 or more times	3
During the past 12 months, how many times have you...	
had mean rumors or lies spread about you?	
0 times	62
1 time	17
2 to 3 times	13
4 or more times	8
had sexual jokes, comments, or gestures made to you?	
0 times	76
1 time	11
2 to 3 times	7
4 or more times	6

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 %
During the past 12 months, how many times on school property have you/did students from your school...	
had your property stolen or deliberately damaged? *(In-School Only)*	
0 times	89
1 time	6
2 to 3 times	3
4 or more times	3
been made fun of because of your looks or the way you talk?	
0 times	62
1 time	16
2 to 3 times	10
4 or more times	12
been made fun of, insulted, or called names?	
0 times	60
1 time	13
2 to 3 times	12
4 or more times	15
During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?	
0 times (never)	73
1 time	12
2 to 3 times	9
4 or more times	6

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	
Average reporting "1 or more times"	3
During the past 12 months, how many times on school property have you...	
been in a physical fight?	
0 times	91
1 time	5
2 to 3 times	2
4 or more times	2
been offered, sold, or given an illegal drug?	
0 times	99
1 time	0
2 to 3 times	0
4 or more times	0
damaged school property on purpose?	
0 times	96
1 time	3
2 to 3 times	0
4 or more times	1
carried a gun?	
0 times	99
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	0
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 %
During the past 12 months, how many times on school property have you...	
been threatened with harm or injury?	
0 times	92
1 time	4
2 to 3 times	1
4 or more times	2
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 %
During the past 12 months, how many times on school property have you...	
seen someone carrying a gun, knife, or other weapon?	
0 times	95
1 time	4
2 to 3 times	0
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"^	10	A9.2
Lifetime alcohol or drug use	10	A9.2
Lifetime marijuana use	2	A9.2
Lifetime very drunk or high (7 or more times)	0	A9.7
Current alcohol or drug use¶	3	A9.5
Current marijuana use¶	0	A9.5
Current heavy drug use¶	1	A9.5
Current heavy alcohol use (binge drinking)¶	1	A9.5
Current alcohol or drug use on school property¶Φ	1	A9.8
Harmfulness of occasional marijuana use^B	35	A9.10
Difficulty of obtaining marijuana^C	26	A9.11

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

^Excludes prescription pain medication.

¶Past 30 days.

ΦIn-School only.

^BGreat harm.

^CVery difficult.

Table A9.2

Summary of AOD Lifetime Use

	Grade 7 %
Alcohol	7
Marijuana	2
Inhalants	3
Any other drug, pill, or medicine to get "high"	0
Any of the above AOD use	10
Any illicit AOD use to get "high"[^]	10

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	93
1 time	5
2 to 3 times	1
4 or more times	0
Marijuana (smoke, vape, eat, or drink)	
0 times	98
1 time	0
2 to 3 times	0
4 or more times	1
Inhalants	
0 times	97
1 time	2
2 to 3 times	0
4 or more times	0
Any other drug, pill, or medicine to get "high" or for reasons other than medical	
0 times	100
1 time	0
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 %
During your life, how many times have you used marijuana in any of the following ways...	
Smoke it?	
0 times	99
1 time	1
2 to 3 times	0
4 or more times	0
In a vaping device?	
0 times	99
1 time	0
2 to 3 times	1
4 or more times	0
Eat or drink it in products made with marijuana?	
0 times	99
1 time	0
2 to 3 times	0
4 or more times	0

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)	2
Binge drinking (5 or more drinks in a row)	1
Marijuana (smoke, vape, eat, or drink)	0
Inhalants	1
Other drug, pill, or medicine to get "high" or for reasons other than medical	0
Any drug use	1
Heavy drug use	1
Any AOD Use	3

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	98
1 or 2 days	2
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	99
1 or 2 days	1
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	1
3 to 6 times	0
7 or more times	0
"High" (loaded, stoned, or wasted) from using drugs	
0 times	98
1 to 2 times	1
3 to 6 times	0
7 or more times	0
Very drunk or "high" 7 or more times	0

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	1

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	1
3 to 6 times	0
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	20
Moderate	26
Slight	29
None	25
Alcohol - 5 or more drinks once or twice a week	
Great	51
Moderate	22
Slight	7
None	20
Marijuana - use occasionally	
Great	35
Moderate	34
Slight	11
None	20
Marijuana - use daily	
Great	74
Moderate	5
Slight	2
None	19

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	22
Fairly difficult	15
Fairly easy	14
Very easy	8
Don't know	41
Marijuana	
Very difficult	26
Fairly difficult	15
Fairly easy	6
Very easy	5
Don't know	48
Prescription drugs to get "high" or for reasons other than prescribed	
Very difficult	26
Fairly difficult	14
Fairly easy	8
Very easy	5
Don't know	47

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	0	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[¶]	1	A10.4
Current smokeless tobacco use at school[¶Φ]	0	A10.7
Ever used vape products	4	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	3	A10.2
Current tobacco use [¶]	1	A10.6
Attitudes and Correlates		
Harmfulness of occasional cigarette smoking[B]	26	A10.9
Harmfulness of smoking 1 or more packs/day[B]	68	A10.9
Harmfulness of vaping occasionally[B]	31	A10.10
Harmfulness of vaping several times a day[B]	72	A10.10
Difficulty of obtaining cigarettes[C]	23	A10.11
Difficulty of obtaining vape products[C]	17	A10.11
Anti-Tobacco Policy		
School bans tobacco use and vaping	70	A10.12

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

[¶]*Past 30 days.*

[Φ]*In-School only.*

[B]*Great harm.*

[C]*Very difficult.*

Table A10.2

Lifetime Tobacco Use

	Grade 7 *%*
A cigarette, even one or two puffs	
0 times	97
1 time	2
2 to 3 times	0
4 or more times	0
A whole cigarette	
0 times	100
1 time	0
2 to 3 times	0
4 or more times	0
Smokeless tobacco	
0 times	99
1 time	0
2 to 3 times	0
4 or more times	0
Vape products	
0 times	96
1 time	1
2 to 3 times	2
4 or more times	1
Lifetime tobacco use	
No	97
Yes	3

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	98
1 time	0
2 to 3 times	1
4 or more times	1
Vaped marijuana or THC	
0 times	98
1 time	0
2 to 3 times	0
4 or more times	1
Vaped other product	
0 times	99
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	1
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	99
Yes	1

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	98
1 day	2
2 days	0
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	26
Moderate	37
Slight	18
None	19
Smoke 1 or more packs of cigarettes each day	
Great	68
Moderate	8
Slight	6
None	19

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	31
Moderate	39
Slight	12
None	18
Vape tobacco or nicotine several times a day (100 puffs or more)	
Great	72
Moderate	8
Slight	1
None	19

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	23
Fairly difficult	18
Fairly easy	11
Very easy	4
Don't know	44
Vape products	
Very difficult	17
Fairly difficult	14
Fairly easy	14
Very easy	10
Don't know	44

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	70
Don't know	25

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	38
1 day	22
2 days	15
3 days	10
4 days	2
5 days	13

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	98
Yes	2

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†# *(In-School Only)*	
American Indian or Alaska Native	
Asian or Asian American	74
Black or African American	
Hispanic or Latinx	71
Native Hawaiian or Pacific Islander	
White	79
Multiracial	75
Something else	69
School Connectedness†ψ *(Remote Only)*	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	
Academic Motivation†	
American Indian or Alaska Native	
Asian or Asian American	66
Black or African American	
Hispanic or Latinx	69
Native Hawaiian or Pacific Islander	
White	70
Multiracial	61
Something else	80

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$^\pm$	
American Indian or Alaska Native	
Asian or Asian American	18
Black or African American	
Hispanic or Latinx	31
Native Hawaiian or Pacific Islander	
White	35
Multiracial	31
Something else	18
School is worthless and a waste of time$^\pm$	
American Indian or Alaska Native	
Asian or Asian American	3
Black or African American	
Hispanic or Latinx	18
Native Hawaiian or Pacific Islander	
White	8
Multiracial	9
Something else	0
Monthly Absences (3 or more)	
American Indian or Alaska Native	
Asian or Asian American	7
Black or African American	
Hispanic or Latinx	18
Native Hawaiian or Pacific Islander	
White	10
Multiracial	12
Something else	9

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

Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 7 %
Maintaining focus on schoolwork[†]	
American Indian or Alaska Native	
Asian or Asian American	58
Black or African American	
Hispanic or Latinx	38
Native Hawaiian or Pacific Islander	
White	48
Multiracial	55
Something else	55
Caring adult relationships[‡]	
American Indian or Alaska Native	
Asian or Asian American	75
Black or African American	
Hispanic or Latinx	66
Native Hawaiian or Pacific Islander	
White	77
Multiracial	79
Something else	70
High expectations[‡]	
American Indian or Alaska Native	
Asian or Asian American	86
Black or African American	
Hispanic or Latinx	84
Native Hawaiian or Pacific Islander	
White	85
Multiracial	88
Something else	94

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	37
Black or African American	
Hispanic or Latinx	27
Native Hawaiian or Pacific Islander	
White	32
Multiracial	26
Something else	49
Facilities upkeep† *(In-School Only)*	
American Indian or Alaska Native	
Asian or Asian American	47
Black or African American	
Hispanic or Latinx	57
Native Hawaiian or Pacific Islander	
White	67
Multiracial	48
Something else	45
Promotion of parental involvement in school†	
American Indian or Alaska Native	
Asian or Asian American	65
Black or African American	
Hispanic or Latinx	67
Native Hawaiian or Pacific Islander	
White	71
Multiracial	59
Something else	64

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 *(In-School Only)*	
American Indian or Alaska Native	
Asian or Asian American	79
Black or African American	
Hispanic or Latinx	69
Native Hawaiian or Pacific Islander	
White	84
Multiracial	78
Something else	90
Experienced harassment due to five reasons[λ][§]	
American Indian or Alaska Native	
Asian or Asian American	25
Black or African American	
Hispanic or Latinx	28
Native Hawaiian or Pacific Islander	
White	18
Multiracial	35
Something else	40
Experienced any harassment or bullying[§]	
American Indian or Alaska Native	
Asian or Asian American	29
Black or African American	
Hispanic or Latinx	43
Native Hawaiian or Pacific Islander	
White	32
Multiracial	42
Something else	40

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

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

[§]*Past 12 months.*

Table A12.2

School Safety by Race/Ethnicity – Continued

	Grade 7 %
Had mean rumors or lies spread about you[§]	
American Indian or Alaska Native	
Asian or Asian American	21
Black or African American	
Hispanic or Latinx	54
Native Hawaiian or Pacific Islander	
White	40
Multiracial	48
Something else	30
Been afraid of being beaten up[§] *(In-School Only)*	
American Indian or Alaska Native	
Asian or Asian American	7
Black or African American	
Hispanic or Latinx	25
Native Hawaiian or Pacific Islander	
White	11
Multiracial	10
Something else	0
Been in a physical fight[§] *(In-School Only)*	
American Indian or Alaska Native	
Asian or Asian American	8
Black or African American	
Hispanic or Latinx	17
Native Hawaiian or Pacific Islander	
White	2
Multiracial	13
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[§] *(In-School Only)*	
American Indian or Alaska Native	
Asian or Asian American	3
Black or African American	
Hispanic or Latinx	9
Native Hawaiian or Pacific Islander	
White	4
Multiracial	6
Something else	0

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	14
Black or African American	
Hispanic or Latinx	44
Native Hawaiian or Pacific Islander	
White	23
Multiracial	39
Something else	18

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	1
Black or African American	
Hispanic or Latinx	6
Native Hawaiian or Pacific Islander	
White	0
Multiracial	3
Something else	9
Current tobacco use[¶]	
American Indian or Alaska Native	
Asian or Asian American	0
Black or African American	
Hispanic or Latinx	2
Native Hawaiian or Pacific Islander	
White	0
Multiracial	3
Something else	0
Current marijuana use[¶]	
American Indian or Alaska Native	
Asian or Asian American	0
Black or African American	
Hispanic or Latinx	2
Native Hawaiian or Pacific Islander	
White	0
Multiracial	0
Something else	0

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	1
Black or African American	
Hispanic or Latinx	2
Native Hawaiian or Pacific Islander	
White	0
Multiracial	0
Something else	0
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	2
Native Hawaiian or Pacific Islander	
White	0
Multiracial	0
Something else	0
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	4
Native Hawaiian or Pacific Islander	
White	0
Multiracial	0
Something else	0

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	4
Native Hawaiian or Pacific Islander	
White	0
Multiracial	3
Something else	9
Current alcohol use at school[¶] *(In-School Only)*	
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	9
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	0

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	2
Native Hawaiian or Pacific Islander	
White	0
Multiracial	0
Something else	0
Current tobacco vaping[¶]	
American Indian or Alaska Native	
Asian or Asian American	0
Black or African American	
Hispanic or Latinx	2
Native Hawaiian or Pacific Islander	
White	0
Multiracial	0
Something else	0
Current marijuana vaping[¶]	
American Indian or Alaska Native	
Asian or Asian American	0
Black or African American	
Hispanic or Latinx	2
Native Hawaiian or Pacific Islander	
White	0
Multiracial	0
Something else	0

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	84
Black or African American	
Hispanic or Latinx	70
Native Hawaiian or Pacific Islander	
White	83
Multiracial	85
Something else	75
Bedtime (at 12 am or later)	
American Indian or Alaska Native	
Asian or Asian American	8
Black or African American	
Hispanic or Latinx	16
Native Hawaiian or Pacific Islander	
White	3
Multiracial	6
Something else	0

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	16
Black or African American	
Hispanic or Latinx	30
Native Hawaiian or Pacific Islander	
White	21
Multiracial	25
Something else	16
Experienced chronic sadness/hopelessness§	
American Indian or Alaska Native	
Asian or Asian American	11
Black or African American	
Hispanic or Latinx	41
Native Hawaiian or Pacific Islander	
White	18
Multiracial	19
Something else	20
Considered suicide§	
American Indian or Alaska Native	
Asian or Asian American	7
Black or African American	
Hispanic or Latinx	13
Native Hawaiian or Pacific Islander	
White	5
Multiracial	6
Something else	10

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	57
Black or African American	
Hispanic or Latinx	54
Native Hawaiian or Pacific Islander	
White	53
Multiracial	47
Something else	57
Life satisfaction⊤	
American Indian or Alaska Native	
Asian or Asian American	77
Black or African American	
Hispanic or Latinx	71
Native Hawaiian or Pacific Islander	
White	76
Multiracial	78
Something else	78

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†# *(In-School Only)*	
Male	77
Female	72
Nonbinary	
Something else	
School Connectedness†ψ *(Remote Only)*	
Male	
Female	
Nonbinary	
Something else	
Academic Motivation†	
Male	65
Female	70
Nonbinary	
Something else	
School is really boring±	
Male	28
Female	24
Nonbinary	
Something else	
School is worthless and a waste of time±	
Male	14
Female	3
Nonbinary	
Something else	

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

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

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

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

±*Rating of 7 or higher.*

Table A13.1

School Engagement and Supports by Gender – Continued

	Grade 7 %
Monthly Absences (3 or more)	
Male	12
Female	9
Nonbinary	
Something else	
Maintaining focus on schoolwork[†]	
Male	49
Female	53
Nonbinary	
Something else	
Caring adult relationships[‡]	
Male	75
Female	74
Nonbinary	
Something else	
High expectations[‡]	
Male	85
Female	87
Nonbinary	
Something else	
Meaningful participation[‡]	
Male	36
Female	29
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[†] *(In-School Only)*	
Male	57
Female	53
Nonbinary	
Something else	
Promotion of parental involvement in school[†]	
Male	67
Female	66
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 *(In-School Only)*	
Male	82
Female	76
Nonbinary	
Something else	
Experienced harassment due to five reasons[λ][§]	
Male	25
Female	24
Nonbinary	
Something else	
Experienced any harassment or bullying[§]	
Male	36
Female	32
Nonbinary	
Something else	
Had mean rumors or lies spread about you[§]	
Male	39
Female	35
Nonbinary	
Something else	
Been afraid of being beaten up[§] *(In-School Only)*	
Male	12
Female	10
Nonbinary	
Something else	

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

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

[§]*Past 12 months.*

Table A13.2

School Safety by Gender – Continued

	Grade 7 %
Been in a physical fight[§] *(In-School Only)*	
Male	14
Female	3
Nonbinary	
Something else	
Seen a weapon on campus[§] *(In-School Only)*	
Male	4
Female	5
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	24
Female	29
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	3
Female	3
Nonbinary	
Something else	
Current tobacco use[¶]	
Male	2
Female	0
Nonbinary	
Something else	
Current marijuana use[¶]	
Male	1
Female	0
Nonbinary	
Something else	
Current binge drinking[¶]	
Male	1
Female	1
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	1
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	3
Female	1
Nonbinary	
Something else	
Current alcohol use at school[¶] *(In-School Only)*	
Male	0
Female	1
Nonbinary	
Something else	
Current cigarette smoking[¶]	
Male	0
Female	0
Nonbinary	
Something else	
Current use of vape products[¶]	
Male	1
Female	0
Nonbinary	
Something else	
Current tobacco vaping[¶]	
Male	1
Female	0
Nonbinary	
Something else	
Current marijuana vaping[¶]	
Male	1
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	79
Female	81
Nonbinary	
Something else	
Bedtime (at 12 am or later)	
Male	9
Female	6
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)$^\parallel$	
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.*

$^\parallel$*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	19
Female	23
Nonbinary	
Something else	
Experienced chronic sadness/hopelessness[§]	
Male	22
Female	21
Nonbinary	
Something else	
Considered suicide[§]	
Male	6
Female	9
Nonbinary	
Something else	
Optimism[‡]	
Male	62
Female	48
Nonbinary	
Something else	
Life satisfaction[⊤]	
Male	76
Female	76
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†# *(In-School Only)*	
Less than high school	
High school graduate	
Some college	
College degree	77
Don't know	67
School Connectedness†ψ *(Remote Only)*	
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	68
Don't know	63
School is really boring±	
Less than high school	
High school graduate	
Some college	
College degree	27
Don't know	29

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 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	7
Don't know	24
Monthly Absences (3 or more)	
Less than high school	
High school graduate	
Some college	
College degree	11
Don't know	9
Maintaining focus on schoolwork†	
Less than high school	
High school graduate	
Some college	
College degree	54
Don't know	25
Caring adult relationships‡	
Less than high school	
High school graduate	
Some college	
College degree	76
Don't know	57

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	87
Don't know	80
Meaningful participation‡	
Less than high school	
High school graduate	
Some college	
College degree	34
Don't know	14
Facilities upkeep† *(In-School Only)*	
Less than high school	
High school graduate	
Some college	
College degree	56
Don't know	29
Promotion of parental involvement in school†	
Less than high school	
High school graduate	
Some college	
College degree	65
Don't know	62

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 *(In-School Only)*	
Less than high school	
High school graduate	
Some college	
College degree	80
Don't know	71
Experienced harassment due to five reasons[λ][§]	
Less than high school	
High school graduate	
Some college	
College degree	26
Don't know	25
Experienced any harassment or bullying[§]	
Less than high school	
High school graduate	
Some college	
College degree	34
Don't know	45
Had mean rumors or lies spread about you[§]	
Less than high school	
High school graduate	
Some college	
College degree	36
Don't know	43

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

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

[§]*Past 12 months.*

Table A14.2

School Safety by Parental Education – Continued

	Grade 7 %
Been afraid of being beaten up[§] *(In-School Only)*	
Less than high school	
High school graduate	
Some college	
College degree	11
Don't know	24
Been in a physical fight[§] *(In-School Only)*	
Less than high school	
High school graduate	
Some college	
College degree	8
Don't know	20
Seen a weapon on campus[§] *(In-School Only)*	
Less than high school	
High school graduate	
Some college	
College degree	4
Don't know	10

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	22
Don't know	40

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	2
Don't know	10
Current tobacco use[¶]	
Less than high school	
High school graduate	
Some college	
College degree	1
Don't know	5
Current marijuana use[¶]	
Less than high school	
High school graduate	
Some college	
College degree	0
Don't know	5
Current binge drinking[¶]	
Less than high school	
High school graduate	
Some college	
College degree	0
Don't know	10

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	5
Been drunk or "high" on drugs at school, ever	
Less than high school	
High school graduate	
Some college	
College degree	1
Don't know	5
Current alcohol use¶	
Less than high school	
High school graduate	
Some college	
College degree	2
Don't know	5
Current alcohol use at school¶ *(In-School Only)*	
Less than high school	
High school graduate	
Some college	
College degree	1
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	5
Current tobacco vaping¶	
Less than high school	
High school graduate	
Some college	
College degree	0
Don't know	5
Current marijuana vaping¶	
Less than high school	
High school graduate	
Some college	
College degree	0
Don't know	5

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	82
Don't know	73
Bedtime (at 12 am or later)	
Less than high school	
High school graduate	
Some college	
College degree	6
Don't know	32

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	19
Don't know	36
Experienced chronic sadness/hopelessness§	
Less than high school	
High school graduate	
Some college	
College degree	16
Don't know	63
Considered suicide§	
Less than high school	
High school graduate	
Some college	
College degree	7
Don't know	21
Optimism‡	
Less than high school	
High school graduate	
Some college	
College degree	54
Don't know	49
Life satisfaction⊤	
Less than high school	
High school graduate	
Some college	
College degree	77
Don't know	68

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[†#] *(In-School Only)*	
Not English learner	76
English learner	
Don't know	70
School Connectedness[†ψ] *(Remote Only)*	
Not English learner	
English learner	
Don't know	
Academic Motivation[†]	
Not English learner	67
English learner	
Don't know	69
School is really boring[±]	
Not English learner	28
English learner	
Don't know	24
School is worthless and a waste of time[±]	
Not English learner	8
English learner	
Don't know	12
Monthly Absences (3 or more)	
Not English learner	11
English learner	
Don't know	9

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 A15.1

School Engagement and Supports by English Learner Status – Continued

	Grade 7 %
Maintaining focus on schoolwork[†]	
Not English learner	50
English learner	
Don't know	45
Caring adult relationships[‡]	
Not English learner	74
English learner	
Don't know	72
High expectations[‡]	
Not English learner	86
English learner	
Don't know	79
Meaningful participation[‡]	
Not English learner	34
English learner	
Don't know	25
Facilities upkeep[†] *(In-School Only)*	
Not English learner	53
English learner	
Don't know	68
Promotion of parental involvement in school[†]	
Not English learner	66
English learner	
Don't know	66

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 *(In-School Only)*	
Not English learner	80
English learner	
Don't know	76
Experienced harassment due to five reasons[λ][§]	
Not English learner	25
English learner	
Don't know	27
Experienced any harassment or bullying[§]	
Not English learner	34
English learner	
Don't know	42
Had mean rumors or lies spread about you[§]	
Not English learner	38
English learner	
Don't know	33
Been afraid of being beaten up[§] *(In-School Only)*	
Not English learner	11
English learner	
Don't know	21
Been in a physical fight[§] *(In-School Only)*	
Not English learner	8
English learner	
Don't know	16
Seen a weapon on campus[§] *(In-School Only)*	
Not English learner	3
English learner	
Don't know	12

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

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

[§]*Past 12 months.*

Table A15.3

Cyberbullying by English Learner Status

	Grade 7 %
Cyberbullying[§]	
Not English learner	25
English learner	
Don't know	32

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	6
Current alcohol or drug use[¶]	
Not English learner	1
English learner	
Don't know	0
Current marijuana use[¶]	
Not English learner	1
English learner	
Don't know	0
Current binge drinking[¶]	
Not English learner	1
English learner	
Don't know	0
Very drunk or "high" 7 or more times, ever	
Not English learner	1
English learner	
Don't know	0

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	1
English learner	
Don't know	0
Current alcohol use¶	
Not English learner	2
English learner	
Don't know	3
Current alcohol use at school¶ *(In-School Only)*	
Not English learner	1
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	1
English learner	
Don't know	0
Current tobacco vaping¶	
Not English learner	1
English learner	
Don't know	0
Current marijuana vaping¶	
Not English learner	1
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	79
English learner	
Don't know	85
Bedtime (at 12 am or later)	
Not English learner	8
English learner	
Don't know	3

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	20
English learner	
Don't know	28
Experienced chronic sadness/hopelessness[§]	
Not English learner	19
English learner	
Don't know	33
Considered suicide[§]	
Not English learner	8
English learner	
Don't know	6
Optimism[‡]	
Not English learner	56
English learner	
Don't know	46
Life satisfaction[∓]	
Not English learner	76
English learner	
Don't know	75

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[†#] *(In-School Only)*	
Not currently in English Learner Program	76
Less than 7 years (EL)	
7 years or more (LTEL)	
School Connectedness[†ψ] *(Remote Only)*	
Not currently in English Learner Program	
Less than 7 years (EL)	
7 years or more (LTEL)	
Academic Motivation[†]	
Not currently in English Learner Program	67
Less than 7 years (EL)	
7 years or more (LTEL)	
School is really boring[±]	
Not currently in English Learner Program	28
Less than 7 years (EL)	
7 years or more (LTEL)	
School is worthless and a waste of time[±]	
Not currently in English Learner Program	8
Less than 7 years (EL)	
7 years or more (LTEL)	
Monthly Absences (3 or more)	
Not currently in English Learner Program	11
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.*

[ψ]*The 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	50
Less than 7 years (EL)	
7 years or more (LTEL)	
Caring adult relationships[‡]	
Not currently in English Learner Program	74
Less than 7 years (EL)	
7 years or more (LTEL)	
High expectations[‡]	
Not currently in English Learner Program	86
Less than 7 years (EL)	
7 years or more (LTEL)	
Meaningful participation[‡]	
Not currently in English Learner Program	34
Less than 7 years (EL)	
7 years or more (LTEL)	
Facilities upkeep[†] *(In-School Only)*	
Not currently in English Learner Program	53
Less than 7 years (EL)	
7 years or more (LTEL)	
Promotion of parental involvement in school[†]	
Not currently in English Learner Program	66
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 *(In-School Only)*	
Not currently in English Learner Program	80
Less than 7 years (EL)	
7 years or more (LTEL)	
Experienced harassment due to five reasons[λ][§]	
Not currently in English Learner Program	25
Less than 7 years (EL)	
7 years or more (LTEL)	
Experienced any harassment or bullying[§]	
Not currently in English Learner Program	34
Less than 7 years (EL)	
7 years or more (LTEL)	
Had mean rumors or lies spread about you[§]	
Not currently in English Learner Program	38
Less than 7 years (EL)	
7 years or more (LTEL)	
Been afraid of being beaten up[§] *(In-School Only)*	
Not currently in English Learner Program	11
Less than 7 years (EL)	
7 years or more (LTEL)	
Been in a physical fight[§] *(In-School Only)*	
Not currently in English Learner Program	8
Less than 7 years (EL)	
7 years or more (LTEL)	
Seen a weapon on campus[§] *(In-School Only)*	
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.

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

[§]*Past 12 months.*

Table A16.3

Cyberbullying by English Learner (EL) Program Duration

	Grade 7 %
Cyberbullying§	
Not currently in English Learner Program	25
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	1
Less than 7 years (EL)	
7 years or more (LTEL)	
Current marijuana use¶	
Not currently in English Learner Program	1
Less than 7 years (EL)	
7 years or more (LTEL)	
Current binge drinking¶	
Not currently in English Learner Program	1
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	1
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	1
Less than 7 years (EL)	
7 years or more (LTEL)	
Current alcohol use¶	
Not currently in English Learner Program	2
Less than 7 years (EL)	
7 years or more (LTEL)	
Current alcohol use at school¶ *(In-School Only)*	
Not currently in English Learner Program	1
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	1
Less than 7 years (EL)	
7 years or more (LTEL)	
Current tobacco vaping¶	
Not currently in English Learner Program	1
Less than 7 years (EL)	
7 years or more (LTEL)	
Current marijuana vaping¶	
Not currently in English Learner Program	1
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	79
Less than 7 years (EL)	
7 years or more (LTEL)	
Bedtime (at 12 am or later)	
Not currently in English Learner Program	8
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	20
Less than 7 years (EL)	
7 years or more (LTEL)	
Experienced chronic sadness/hopelessness[§]	
Not currently in English Learner Program	19
Less than 7 years (EL)	
7 years or more (LTEL)	
Considered suicide[§]	
Not currently in English Learner Program	8
Less than 7 years (EL)	
7 years or more (LTEL)	
Optimism[‡]	
Not currently in English Learner Program	56
Less than 7 years (EL)	
7 years or more (LTEL)	
Life satisfaction[∓]	
Not currently in English Learner Program	76
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[†][#] *(In-School Only)*	
No IEP	77
IEP	72
Don't know	60
Prefer not to say	
School Connectedness[†][ψ] *(Remote Only)*	
No IEP	
IEP	
Don't know	
Prefer not to say	
Academic Motivation[†]	
No IEP	68
IEP	61
Don't know	68
Prefer not to say	
School is really boring[±]	
No IEP	24
IEP	55
Don't know	28
Prefer not to say	
School is worthless and a waste of time[±]	
No IEP	5
IEP	40
Don't know	10
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.*

[ψ]*The 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	12
IEP	10
Don't know	7
Prefer not to say	
Maintaining focus on schoolwork[†]	
No IEP	52
IEP	42
Don't know	48
Prefer not to say	
Caring adult relationships[‡]	
No IEP	75
IEP	69
Don't know	68
Prefer not to say	
High expectations[‡]	
No IEP	86
IEP	75
Don't know	87
Prefer not to say	
Meaningful participation[‡]	
No IEP	34
IEP	26
Don't know	26
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† *(In-School Only)*	
No IEP	56
IEP	60
Don't know	39
Prefer not to say	
Promotion of parental involvement in school†	
No IEP	66
IEP	68
Don't know	63
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 *(In-School Only)*	
No IEP	83
IEP	78
Don't know	52
Prefer not to say	
Experienced harassment due to five reasons[λ][§]	
No IEP	23
IEP	44
Don't know	32
Prefer not to say	
Experienced any harassment or bullying[§]	
No IEP	33
IEP	56
Don't know	36
Prefer not to say	
Had mean rumors or lies spread about you[§]	
No IEP	36
IEP	61
Don't know	31
Prefer not to say	
Been afraid of being beaten up[§] *(In-School Only)*	
No IEP	11
IEP	17
Don't know	21
Prefer not to say	

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

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

[§]*Past 12 months.*

Table A17.2

School Safety by Individualized Education Plan (IEP) Placement – Continued

	Grade 7 %
Been in a physical fight[§] *(In-School Only)*	
No IEP	6
IEP	28
Don't know	15
Prefer not to say	
Seen a weapon on campus[§] *(In-School Only)*	
No IEP	4
IEP	11
Don't know	7
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	23
IEP	53
Don't know	34
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	3
IEP	5
Don't know	0
Prefer not to say	
Current tobacco use[¶]	
No IEP	1
IEP	5
Don't know	0
Prefer not to say	
Current marijuana use[¶]	
No IEP	0
IEP	5
Don't know	0
Prefer not to say	
Current binge drinking[¶]	
No IEP	1
IEP	5
Don't know	0
Prefer not to say	
Very drunk or "high" 7 or more times, ever	
No IEP	0
IEP	5
Don't know	0
Prefer not to say	
Been drunk or "high" on drugs at school, ever	
No IEP	1
IEP	5
Don't know	0
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	2
IEP	5
Don't know	0
Prefer not to say	
Current alcohol use at school¶ *(In-School Only)*	
No IEP	1
IEP	0
Don't know	0
Prefer not to say	
Current cigarette smoking¶	
No IEP	0
IEP	0
Don't know	0
Prefer not to say	
Current use of vape products¶	
No IEP	0
IEP	5
Don't know	0
Prefer not to say	
Current tobacco vaping¶	
No IEP	0
IEP	5
Don't know	0
Prefer not to say	
Current marijuana vaping¶	
No IEP	0
IEP	5
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	83
IEP	73
Don't know	72
Prefer not to say	
Bedtime (at 12 am or later)	
No IEP	6
IEP	18
Don't know	10
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	19
IEP	32
Don't know	30
Prefer not to say	
Experienced chronic sadness/hopelessness[§]	
No IEP	18
IEP	44
Don't know	29
Prefer not to say	
Considered suicide[§]	
No IEP	6
IEP	11
Don't know	15
Prefer not to say	
Optimism[‡]	
No IEP	55
IEP	57
Don't know	48
Prefer not to say	
Life satisfaction[⊤]	
No IEP	77
IEP	72
Don't know	69
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[†#] *(In-School Only)*	
Home with one or more parent or guardian	75
Foster home	
Homeless	
Other living arrangement	
School Connectedness[†ψ] *(Remote Only)*	
Home with one or more parent or guardian	
Foster home	
Homeless	
Other living arrangement	
Academic Motivation[†]	
Home with one or more parent or guardian	68
Foster home	
Homeless	
Other living arrangement	
School is really boring[±]	
Home with one or more parent or guardian	27
Foster home	
Homeless	
Other living arrangement	
School is worthless and a waste of time[±]	
Home with one or more parent or guardian	8
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	10
Foster home	
Homeless	
Other living arrangement	
Maintaining focus on schoolwork[†]	
Home with one or more parent or guardian	52
Foster home	
Homeless	
Other living arrangement	
Caring adult relationships[‡]	
Home with one or more parent or guardian	74
Foster home	
Homeless	
Other living arrangement	
High expectations[‡]	
Home with one or more parent or guardian	86
Foster home	
Homeless	
Other living arrangement	
Meaningful participation[‡]	
Home with one or more parent or guardian	33
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[†] *(In-School Only)*	
Home with one or more parent or guardian	55
Foster home	
Homeless	
Other living arrangement	
Promotion of parental involvement in school[†]	
Home with one or more parent or guardian	66
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 *(In-School Only)*	
Home with one or more parent or guardian	79
Foster home	
Homeless	
Other living arrangement	
Experienced harassment due to five reasons$^{\lambda\S}$	
Home with one or more parent or guardian	25
Foster home	
Homeless	
Other living arrangement	
Experienced any harassment or bullying§	
Home with one or more parent or guardian	35
Foster home	
Homeless	
Other living arrangement	
Had mean rumors or lies spread about you§	
Home with one or more parent or guardian	36
Foster home	
Homeless	
Other living arrangement	
Been afraid of being beaten up§ *(In-School Only)*	
Home with one or more parent or guardian	12
Foster home	
Homeless	
Other living arrangement	

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

$^{\lambda}$*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[§] *(In-School Only)*	
Home with one or more parent or guardian	9
Foster home	
Homeless	
Other living arrangement	
Seen a weapon on campus[§] *(In-School Only)*	
Home with one or more parent or guardian	5
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	25
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	1
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	1
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	1
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	2
Foster home	
Homeless	
Other living arrangement	
Current alcohol use at school[¶] *(In-School Only)*	
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	81
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	21
Foster home	
Homeless	
Other living arrangement	
Experienced chronic sadness/hopelessness§	
Home with one or more parent or guardian	20
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	54
Foster home	
Homeless	
Other living arrangement	
Life satisfaction⊤	
Home with one or more parent or guardian	77
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."*

School Climate Module

1. Module Sample

Table N1.1

Student Sample for School Climate Module

	Grade 7
Student Sample Size	
Target sample	258
Final number	220
Response Rate	85%

2. Key Indicators of School Climate

Table N2.1

School Climate Scales

	Grade 7 %	Table
Student learning environment[†]	72	N3.1
Learning engagement climate[†]	41	N3.2
Fairness and respect[†]	64	N4.1
Racial/Ethnic conflict[†]	14	N4.2
Respect for diversity[†]	79	N4.3
Clarity of rules[†]	71	N5.1
Disciplinary harshness[†]	21	N5.2
Student peer relationships[†]	66	N6.1
Support for social emotional learning[†]	76	N7.1
Antibullying climate[†]	55	N8.1
Quality of school facilities[†Φ]	57	N9.1
Time for lunch[†]	61	N10.1

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

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

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

[Φ]*In-school only.*

3. Student Learning Environment & Academic Engagement

Table N3.1

Student Learning Environment Questions

	Grade 7 %
Student learning environment	
Average reporting "Agree" or "Strongly agree"	72
Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.	
Strongly disagree	2
Disagree	5
Neither disagree nor agree	18
Agree	50
Strongly agree	25
My teachers work hard to help me with my schoolwork when I need it.	
Strongly disagree	2
Disagree	3
Neither disagree nor agree	13
Agree	53
Strongly agree	29
Teachers show how classroom lessons are helpful to students in real life.	
Strongly disagree	4
Disagree	11
Neither disagree nor agree	28
Agree	40
Strongly agree	17

Question HS/MS N.3-6: How strongly do you agree or disagree with the following statements about your school?... Adults at this school encourage me to work hard so I can be successful in college or at the job I choose. [In-school]... Adults from this school encourage me to work hard so I can be successful in college or at the job I choose. [Remote only]... My teachers work hard to help me with my schoolwork when I need it... Teachers show how classroom lessons are helpful to students in real life.

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

Table N3.1
Student Learning Environment Questions – Continued

	Grade 7 %
Teachers give students a chance to take part in classroom discussions or activities.	
Strongly disagree	2
Disagree	2
Neither disagree nor agree	18
Agree	52
Strongly agree	25
Teachers go out of their way to help students.	
Strongly disagree	3
Disagree	5
Neither disagree nor agree	26
Agree	41
Strongly agree	25
Teachers help students catch up when they return from an absence.	
Strongly disagree	5
Disagree	2
Neither disagree nor agree	25
Agree	45
Strongly agree	23
My teachers give me useful feedback on my work.	
Strongly disagree	2
Disagree	3
Neither disagree nor agree	19
Agree	52
Strongly agree	24

Question HS/MS N.7, 9-12: How strongly do you agree or disagree with the following statements about your school?... Teachers give students a chance to take part in classroom discussions or activities... Teachers go out of their way to help students... Teachers help students catch up when they return from an absence. [In-school]... Teachers help students catch up after being absent from online classes. [Remote only]... My teachers give me useful feedback on my work.
Note: Cells are empty if there are less than 10 respondents.

Table N3.1

Student Learning Environment Questions – Continued

	Grade 7 %
This school is a supportive and inviting place for students to learn.^Ø *(In-School Only)*	
Strongly disagree	2
Disagree	2
Neither disagree nor agree	21
Agree	51
Strongly agree	23

Question HS/MS N.8: How strongly do you agree or disagree with the following statements about your school?...
This school is a supportive and inviting place for students to learn.
Notes: Cells are empty if there are less than 10 respondents.
^ØItem not included in the scale.

Table N3.2
Learning Engagement Climate Questions

	Grade 7 %
Learning engagement climate	
Average reporting "Agree" or "Strongly agree"	41
Students at this school are motivated to learn.	
Strongly disagree	5
Disagree	10
Neither disagree nor agree	41
Agree	35
Strongly agree	10
Students pay attention in class.	
Strongly disagree	4
Disagree	12
Neither disagree nor agree	47
Agree	30
Strongly agree	7
Students try their best in school.	
Strongly disagree	4
Disagree	8
Neither disagree nor agree	50
Agree	31
Strongly agree	8

Question HS/MS N.1, 2, 57-60: How strongly do you agree or disagree with the following statements about your school?... Students at this school are motivated to learn. [In-school]... Students from this school are motivated to learn. [Remote only]... Students pay attention in class. [In-school]... Students pay attention during class. [Remote only]... Students try their best in school. [In-school]... Students try their best on schoolwork. [Remote only]

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

Table N3.2

Learning Engagement Climate Questions – Continued

	Grade 7 %
Students turn in their homework on time.	
Strongly disagree	3
Disagree	6
Neither disagree nor agree	46
Agree	39
Strongly agree	7
Students usually follow the rules at school.^Ø *(In-School Only)*	
Strongly disagree	3
Disagree	8
Neither disagree nor agree	34
Agree	46
Strongly agree	9

Question HS/MS N.61, 62: How strongly do you agree or disagree with the following statements about your school?... Students usually follow the rules at school... Students turn in their homework on time.

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

ØItem not included in the scale.

Table N3.3

School Promotes Academic Success

	Grade 7 %
This school promotes academic success for all students.	
Strongly disagree	2
Disagree	3
Neither disagree nor agree	23
Agree	55
Strongly agree	18

Question HS/MS N.63: How strongly do you agree or disagree with the following statements about your school?... This school promotes academic success for all students.

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

4. Fairness and Respect for Diversity

Table N4.1

Fairness and Respect Scale Questions

	Grade 7 %
Fairness and respect	
Average reporting "Agree" or "Strongly agree"	64
Adults at this school treat all students with respect.	
Strongly disagree	2
Disagree	4
Neither disagree nor agree	19
Agree	49
Strongly agree	27
Students treat teachers with respect.	
Strongly disagree	1
Disagree	9
Neither disagree nor agree	38
Agree	37
Strongly agree	15
The school rules are fair.	
Strongly disagree	2
Disagree	7
Neither disagree nor agree	22
Agree	46
Strongly agree	24
All students are treated fairly when they break school rules.	
Strongly disagree	3
Disagree	8
Neither disagree nor agree	29
Agree	40
Strongly agree	20

Question HS/MS N.13-17: How strongly do you agree or disagree with the following statements about your school?... Adults at this school treat all students with respect. [In-school]... Adults from this school treat all students with respect. [Remote only]... Students treat teachers with respect... The school rules are fair... All students are treated fairly when they break school rules.

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

Table N4.2
Racial/Ethnic Conflict Scale Questions

	Grade 7 %
Racial/Ethnic conflict	
Average reporting "Agree" or "Strongly agree"	14
I have been disrespected by an adult at this school because of my race, ethnicity, or culture.	
Strongly disagree	51
Disagree	24
Neither disagree nor agree	12
Agree	7
Strongly agree	6
There is a lot of tension in this school between people of different cultures, races, or ethnicities.	
Strongly disagree	39
Disagree	27
Neither disagree nor agree	20
Agree	9
Strongly agree	7

Question HS/MS N.43-45: How strongly do you agree or disagree with the following statements about your school?... I have been disrespected by an adult at this school because of my race, ethnicity, or culture. [In-school]... I have been disrespected by an adult from this school because of my race, ethnicity, or culture. [Remote only]... There is a lot of tension in this school between people of different cultures, races, or ethnicities.
Note: Cells are empty if there are less than 10 respondents.

Table N4.3
Respect for Diversity Scale Questions

	Grade 7 %
Respect for diversity	
Average reporting "Agree" or "Strongly agree"	79
Students in this school respect each other's differences.	
Strongly disagree	6
Disagree	7
Neither disagree nor agree	24
Agree	39
Strongly agree	24
Adults/teachers in this school respect differences in students.	
Strongly disagree	2
Disagree	0
Neither disagree nor agree	11
Agree	50
Strongly agree	37
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.	
Strongly disagree	2
Disagree	0
Neither disagree nor agree	13
Agree	52
Strongly agree	34

Question HS/MS N.46-51: How strongly do you agree or disagree with the following statements about your school?... Students in this school respect each other's differences (for example, gender, race, culture, sexual orientation). [In-school]... Students from this school respect each other's differences (for example, gender, race, culture, sexual orientation). [Remote only]... Adults in this school respect differences in students (for example, gender, race, culture, sexual orientation). [In-school]... Teachers from this school respect differences in students (for example, gender, race, culture, sexual orientation). [Remote only]... Teachers show that they think it is important for students of different races and cultures at this school to get along with each other. [In-school]... Teachers show that they think it is important for students of different races and cultures to get along with each other. [Remote only]

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

Table N4.4

Restorative Practices

	Grade 7 %
When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict.	
Strongly disagree	2
Disagree	6
Neither disagree nor agree	28
Agree	44
Strongly agree	21

Question HS/MS N.64: How strongly do you agree or disagree with the following statements about your school?... When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict (like restorative practices).

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

5. Disciplinary Environment

Table N5.1

Clarity of Rules Scale Questions

	Grade 7 %
Clarity of rules	
Average reporting "Agree" or "Strongly agree"	71
This school clearly informs students what would happen if they break school rules.	
Strongly disagree	3
Disagree	5
Neither disagree nor agree	18
Agree	43
Strongly agree	31
Rules in this school are made clear to students.	
Strongly disagree	5
Disagree	8
Neither disagree nor agree	22
Agree	44
Strongly agree	21
This school makes it clear how students are expected to act.	
Strongly disagree	2
Disagree	6
Neither disagree nor agree	20
Agree	49
Strongly agree	23

Question HS/MS N.18, 23-25: How strongly do you agree or disagree with the following statements about your school?... This school clearly informs students what would happen if they break school rules... Rules in this school are made clear to students. [In-school]... School rules are made clear to students. [Remote only]... This school makes it clear how students are expected to act.

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

Table N5.2
Disciplinary Harshness Scale Questions

	Grade 7 %
Disciplinary harshness	
Average reporting "Agree" or "Strongly agree"	21
The rules in this school are too strict.	
Strongly disagree	14
Disagree	39
Neither disagree nor agree	36
Agree	7
Strongly agree	4
It is easy for students to get kicked out of class or get suspended.	
Strongly disagree	14
Disagree	30
Neither disagree nor agree	33
Agree	18
Strongly agree	5
Students get in trouble for breaking small rules.	
Strongly disagree	8
Disagree	23
Neither disagree nor agree	40
Agree	23
Strongly agree	6

Question HS/MS N.19-22: How strongly do you agree or disagree with the following statements about your school?... The rules in this school are too strict... It is easy for students to get kicked out of class or get suspended. [In-school]... It is easy for students to get kicked out of class (in person or remote) or get suspended. [Remote only]... Students get in trouble for breaking small rules.

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

6. Student Peer Relationships

Table N6.1

Student Peer Relationships Scale Questions

	Grade 7 %
Student peer relationships	
Average reporting "Agree" or "Strongly agree"	66
Students enjoy doing things with each other during school activities.	
Strongly disagree	2
Disagree	0
Neither disagree nor agree	16
Agree	56
Strongly agree	25
Students care about each other.	
Strongly disagree	2
Disagree	2
Neither disagree nor agree	27
Agree	49
Strongly agree	20
Students treat each other with respect.	
Strongly disagree	4
Disagree	11
Neither disagree nor agree	35
Agree	34
Strongly agree	16
Students get along well with each other.	
Strongly disagree	1
Disagree	5
Neither disagree nor agree	32
Agree	47
Strongly agree	15

Question HS/MS N.26-29: How strongly do you agree or disagree with the following statements about your school?... Students enjoy doing things with each other during school activities... Students care about each other... Students treat each other with respect... Students get along well with each other.

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

7. Social and Emotional Learning

Table N7.1

Support for Social Emotional Learning Scale Questions

	Grade 7 %
Support for social emotional learning	
Average reporting "Agree" or "Strongly agree"	76
This school encourages students to feel responsible for how they act.	
Strongly disagree	1
Disagree	2
Neither disagree nor agree	20
Agree	53
Strongly agree	23
This school encourages students to understand how others think and feel.	
Strongly disagree	2
Disagree	2
Neither disagree nor agree	20
Agree	52
Strongly agree	23
Students are taught that they can control their own behavior.	
Strongly disagree	1
Disagree	1
Neither disagree nor agree	25
Agree	54
Strongly agree	19

Question HS/MS N.30-32: How strongly do you agree or disagree with the following statements about your school?... This school encourages students to feel responsible for how they act... This school encourages students to understand how others think and feel.... Students are taught that they can control their own behavior.
Note: Cells are empty if there are less than 10 respondents.

Table N7.1

Support for Social Emotional Learning Scale Questions – Continued

	Grade 7 %
This school helps students resolve conflicts with one another.	
Strongly disagree	3
Disagree	2
Neither disagree nor agree	26
Agree	50
Strongly agree	19
This school encourages students to care about how others feel.	
Strongly disagree	1
Disagree	2
Neither disagree nor agree	20
Agree	56
Strongly agree	20
Teachers here make it clear to students that bullying is not tolerated.	
Strongly disagree	1
Disagree	1
Neither disagree nor agree	11
Agree	50
Strongly agree	36

Question HS/MS N.33-36: How strongly do you agree or disagree with the following statements about your school?... This school helps students resolve conflicts with one another... This school encourages students to care about how others feel... Teachers here make it clear to students that bullying is not tolerated. [In-school]... Teachers make it clear to students that bullying is not tolerated. [Remote only]

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

8. School Antibullying Climate

Table N8.1

Antibullying Climate Scale Questions

	Grade 7 %
Antibullying climate	
Average reporting "Agree" or "Strongly agree"	55
If another student was bullying me, I would tell one of the teachers or staff at school.	
Strongly disagree	9
Disagree	7
Neither disagree nor agree	27
Agree	36
Strongly agree	21
Students tell teachers when other students are being bullied.	
Strongly disagree	5
Disagree	13
Neither disagree nor agree	38
Agree	31
Strongly agree	13
If I tell a teacher that someone is bullying me, the teacher will do something to help.	
Strongly disagree	1
Disagree	4
Neither disagree nor agree	15
Agree	52
Strongly agree	28

Question HS/MS N.37-40: How strongly do you agree or disagree with the following statements about your school?... If another student was bullying me, I would tell one of the teachers or staff at school. [In-school]... If another student was bullying me, I would tell one of the teachers or school staff. [Remote only]...Students tell teachers when other students are being bullied... If I tell a teacher that someone is bullying me, the teacher will do something to help.

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

Table N8.1
Antibullying Climate Scale Questions – Continued

	Grade 7 %
Students here try to stop bullying when they see it happening.	
Strongly disagree	6
Disagree	16
Neither disagree nor agree	42
Agree	25
Strongly agree	11

Question HS/MS N.41, 42: How strongly do you agree or disagree with the following statements about your school?... Students here try to stop bullying when they see it happening. [In-school]... Students try to stop bullying when they see it happening. [Remote only]

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

9. School Physical Environment

Table N9.1

Quality of School Facilities Scale Questions *(In-School Only)*

	Grade 7 %
Quality of school facilities	
Average reporting "Agree" or "Strongly agree"	57
My school is usually clean and tidy.	
Strongly disagree	2
Disagree	8
Neither disagree nor agree	36
Agree	43
Strongly agree	11
The schoolyard and buildings are clean and in good condition.	
Strongly disagree	1
Disagree	4
Neither disagree nor agree	32
Agree	40
Strongly agree	23
The school grounds are kept clean.	
Strongly disagree	3
Disagree	8
Neither disagree nor agree	35
Agree	43
Strongly agree	13

Question HS/MS A.35, N.52, 56: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.... How strongly do you agree or disagree with the following statements about your school?... The schoolyard and buildings are clean and in good condition... The school grounds are kept clean.

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

Table N9.2

Classroom Crowding (In-School Only)

	Grade 7 %
My classroom is so crowded it is hard to concentrate and learn.	
Strongly disagree	17
Disagree	44
Neither disagree nor agree	24
Agree	9
Strongly agree	6

Question HS/MS N.53: How strongly do you agree or disagree with the following statements about your school?...
My classroom is so crowded it is hard to concentrate and learn.

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

10. Scheduled Lunch and Drinkable Water

Table N10.1

Time for Lunch Scale Questions

	Grade 7 %
Time for lunch	
Average reporting "Agree" or "Strongly agree"	61
I eat my lunch at the right time of day.	
Strongly disagree	4
Disagree	6
Neither disagree nor agree	19
Agree	45
Strongly agree	25
I have plenty of time to eat my lunch.	
Strongly disagree	10
Disagree	10
Neither disagree nor agree	26
Agree	39
Strongly agree	14

Question HS/MS N.54, 55: How strongly do you agree or disagree with the following statements about your school?... I eat my lunch at the right time of day... I have plenty of time to eat my lunch.

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

Table N10.2

Clean and Drinkable Water *(In-School Only)*

	Grade 7 %
This school has clean and drinkable water.	
Strongly disagree	4
Disagree	5
Neither disagree nor agree	22
Agree	43
Strongly agree	28

Question HS/MS N.65: How strongly do you agree or disagree with the following statements about your school?...
This school has clean and drinkable water.

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

Z. Palo Alto Unified Custom Questions

1. Module Sample

Table Z1.1

Student Sample for Custom Questions

	Grade 7
Student Sample Size	
Target sample	258
Final number	196
Response Rate	76%

2. Custom Questions

Table Z2.1

I help make decisions with my family.

	Grade	
	7th	Total
	%	*%*
Not at all true	3	3
A little true	21	21
Pretty much true	48	48
Very much true	28	28

Question HS/MS Z.1.

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

Table Z2.2

My family members really help and support one another.

	Grade	
	7th	Total
	%	*%*
Not at all true	1	1
A little true	15	15
Pretty much true	34	34
Very much true	51	51

Question HS/MS Z.2.

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

Table Z2.3

There is a feeling of togetherness in my family.

	Grade	
	7th	Total
	%	*%*
Not at all true	4	4
A little true	14	14
Pretty much true	32	32
Very much true	50	50

Question HS/MS Z.3.

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

Table Z2.4

I have a friend my age who talks with me about my problems.

	Grade	
	7th	Total
	%	%
Not at all true	13	13
A little true	23	23
Pretty much true	25	25
Very much true	40	40

Question HS/MS Z.4.

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

Table Z2.5

I have a friend my age who helps me when I'm having a hard time.

	Grade	
	7th	Total
	%	%
Not at all true	6	6
A little true	17	17
Pretty much true	29	29
Very much true	48	48

Question HS/MS Z.5.

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

Table Z2.6

In my home, there is a parent or some other adult who expects me to follow the rules.

	Grade	
	7th	Total
	%	%
Not at all true	1	1
A little true	3	3
Pretty much true	34	34
Very much true	62	62

Question HS/MS Z.6.

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

Table Z2.7

In my home, there is a parent or some other adult who is interested in my schoolwork.

	Grade	
	7th	Total
	%	%
Not at all true	3	3
A little true	17	17
Pretty much true	29	29
Very much true	51	51

Question HS/MS Z.7.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.8

In my home, there is a parent or some other adult who talks with me about my problems.

	Grade	
	7th	Total
	%	%
Not at all true	7	7
A little true	16	16
Pretty much true	28	28
Very much true	49	49

Question HS/MS Z.8.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.9

Do you go to bed at the same time or near the same time every night? (within 30 minutes)

	Grade	
	7th	Total
	%	%
Always	16	16
Almost always (5-6 days each week)	54	54
Sometimes (3-4 days each week)	23	23
Almost never (1-2 days each week)	5	5
Never	2	2

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

Table Z2.10
To what extent do you consider sleep difficulties to interfere with your daily functioning?

	Grade	
	7th	Total
	%	%
Not at all interfering	35	35
A little	34	34
Somewhat	20	20
Much	6	6
Very much interfering	6	6

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

Table Z2.11
During my current semester, sleep difficulties affected my schoolwork.

	Grade	
	7th	Total
	%	%
Strongly disagree	34	34
Disagree	29	29
Mildly disagree	13	13
Mildly agree	14	14
Agree	5	5
Strongly agree	5	5

Question HS/MS Z.11.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.12
During my current semester, I felt sleepy during the school day.

	Grade	
	7th	Total
	%	%
Strongly disagree	13	13
Disagree	13	13
Mildly disagree	11	11
Mildly agree	27	27
Agree	21	21
Strongly agree	16	16

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

Table Z2.13

During my current semester, I had difficulty concentrating on things I did because I was sleepy or tired.

	Grade	
	7th	Total
	%	*%*
Strongly disagree	24	24
Disagree	19	19
Mildly disagree	14	14
Mildly agree	22	22
Agree	11	11
Strongly agree	10	10

Question HS/MS Z.13.

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

Table Z2.14

During my current semester, I had difficulty remembering things because I was sleepy or tired.

	Grade	
	7th	Total
	%	*%*
Strongly disagree	28	28
Disagree	29	29
Mildly disagree	14	14
Mildly agree	13	13
Agree	8	8
Strongly agree	8	8

Question HS/MS Z.14.

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

Table Z2.15

On an average school day and school night, how many hours do you play video or computer games or use a computer for something that is not school work?

	Grade	
	7th	Total
	%	%
I do not play video or computer games or use a computer for something that is not school work	5	5
Less than 1 hour per day	19	19
1 hour per day	18	18
2 hours per day	27	27
3 hours per day	16	16
4 hours per day	6	6
5 or more hours per day	8	8

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

Table Z2.16

The books and lessons in my classes include examples of my race or ethnic background.

	Grade	
	7th	Total
	%	%
Strongly disagree	8	8
Disagree	10	10
Neither disagree nor agree	47	47
Agree	28	28
Strongly agree	7	7

Question HS/MS Z.16.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.17

How safe do you feel in the neighborhood where you live?

	Grade	
	7th	Total
	%	%
Very safe	52	52
Safe	39	39
Neither safe nor unsafe	8	8
Unsafe	1	1

Question HS/MS Z.17.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.18
Do you know where to go for help with a problem?

	Grade	
	7th	Total
	%	%
No, never	4	4
Yes, some of the time	19	19
Yes, most of the time	44	44
Yes, all of the time	33	33

Question HS/MS Z.18.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.19
During the past 30 days, on how many days did you not go to school because you felt unsafe at school or on your way to or from school?

	Grade	
	7th	Total
	%	%
0 days	97	97
1 day	2	2
2 or 3 days	1	1
4 or more days	1	1

Question HS/MS Z.19.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.20
During the past 12 months, did you make a plan about how you would attempt suicide?

	Grade	
	7th	Total
	%	%
No	94	94
Yes	6	6

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

Table Z2.21

During the past 12 months, how many times did you actually attempt suicide?

	Grade	
	7th	Total
	%	%
0 times	98	98
1 time	2	2

Question HS/MS Z.21.

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

Table Z2.22

If you attempted suicide during the past 12 months, did any attempt result in an injury, poisoning, or overdose that had to be treated by a doctor or nurse?

	Grade	
	7th	Total
	%	%
I did not attempt suicide in the past 12 months	93	93
No	6	6
Yes	1	1

Question HS/MS Z.22.

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

Table Z2.23

If you have been forced to engage in sexual activity, did you report it to the police or the school?

	Grade	
	7th	Total
	%	%
I have never been forced to engage in vaginal, oral or anal sex	94	94
Yes	1	1
No	5	5

Question HS/MS Z.23.

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

Appendix

CHKS Content Overview, 2023-24

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

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

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

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

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

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

In addition, the CHKS Core Module provides data to help understand the degree to which schools address the needs of the whole child. CHKS data show that California secondary schools made greater progress in raising standardized test scores over a one-year period when they had higher percentages of students who reported: (1) being less engaged in risky behaviors such as substance use and violence; (2) being more likely to eat nutritiously and exercise; and (3) experiencing caring adult relationships and high

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

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

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

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

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

expectations at school.[6] These results suggest that addressing the health and developmental needs of youth is a critical component of a comprehensive strategy for meeting accountability demands for improved academic performance.

GRADE-LEVEL PATTERNS

More than 20 years of survey administration has demonstrated that as youth progress through secondary school, they become: (1) less likely to report feeling connected to school and being academically motivated; and (2) more likely to report truancy, involvement in substance use, and chronic sadness and hopelessness. Here are some additional grade-level patterns in CHKS data:

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

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

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

DEMOGRAPHIC CHARACTERISTICS AND POPULATION GROUP DIFFERENCES (Section 3)

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

In the standard CHKS report, breakdowns for selected key indicators are provided by all the LCAP priority groups such as race/ethnicity, gender, parental education, English learner and long-term English learner status, disability status, foster youth, and unhoused youth. For selected key indicators, the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard) can be used to display group differences across these same groups as well as additional groups (e.g., chronic sadness, caring relationships). Districts/schools can also subscribe to the District CalSCHLS private data dashboard to disaggregate their CHKS results by these groups for each school (email calschls@wested.org).

Racial-Ethnic Group Identification

Respondents self-report their identification with six racial/ethnic groups. In one study of CHKS data, both academic performance and school well-being—the degree to which students feel safe at, supported by, and connected to the school—varied consistently and persistently across schools by racial/ethnic groupings.[9] They were highest in schools with large proportions of white and Asian students, as well as

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

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

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

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

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

In the majority of cases, with notable exceptions for Asians, *the racial/ethnic gaps in performance, engagement, perceived support, and safety are greater within-schools than between-schools*.[10] White students feel more safe, engaged, and supported than their African American, Hispanic, and Asian peers *within the same school*.[11] Inequities in these factors can possibly contribute to the achievement differences. Further, these findings suggest that practices designed to ensure equitable access to academic resources, opportunities, learning supports, and promotion of common experiences may be effective in ameliorating the gap.

Youth in Foster Care

Compared to youth who live with their parents, youth in foster care settings report much higher rates of substance abuse, poor school attendance and grades, more violence-related behaviors, more harassment, and higher depression risk.[12] [13] They were also more likely to be low in caring adult relationships and total developmental support.

Unhoused Youth

Homeless youth are substantially more likely than other youth to engage in substance use, have lower attendance at school and struggle with academic performance, feel less safe at school and experience greater levels of harassment and bullying, and exhibit higher levels of chronic sadness.[14] Like youth in foster care, unhoused youth were also more likely to be low in caring adult relationships at school.

Sexual Orientation and Gender Identity

Lesbian, gay, bisexual, transgender, and questioning or queer (LGBTQ) youth are at elevated risk for bullying and violence victimization, mental health problems, drug and alcohol use, and exhibiting poor performance in school.[15] [16] For example, analysis of the Biennial State CHKS data indicate that LGBTQ youth[17] are:

- about 30 percentage points more likely than non-LGBTQ youth to experience harassment and bullying at school;
- 30-to-40 percentage points more likely to exhibit chronic sadness;
- 2-to-3 times more likely to smoke cigarettes, binge drink, and to have been drunk or high at school; and

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

[11] See calschls.org/my-surveys/

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

[13] See calschls.org/my-surveys/

[14] See calschls.org/my-surveys/

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

[16] Russell, S. T., & Fish, J. N. (2016). Mental health in lesbian, gay, bisexual, and transgender (LGBT) youth. *Annual Review of Clinical Psychology, 12*, 465-487. https://doi.org/10.1146/annurev-clinpsy-021815-093153

[17] See calschls.org/my-surveys/

- receive substantially fewer social supports from teachers and peers at school than their counterparts who do not identify as LGBTQ.

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

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 6)

A major focus of the CHKS is providing data to gauge the level of pupil engagement, an LCAP state priority on which districts are required to show improvement. Enhancing student engagement has been identified as the key to addressing problems of low achievement, high levels of student misbehavior, alienation, and high dropout rates.[18] CHKS and other surveys consistently show that as youth progress through the school system, indicators of engagement decline.

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

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

Self-Reported Grades

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

Academic Motivation

A four-item scale gauges student academic motivation by asking how strongly they agree that they try hard to do well on schoolwork, try hard because they are interested in the work, work hard to understand new things at school, and always try to do better. On the 2019-21 State CHKS, the percentage of students agreeing with the questions on this scale ranged from 64 percent in 11th grade to 71 percent in 7th.[19]

In order to achieve rigorous academic goals, students need not only a challenging and engaging curriculum, but they need to be emotionally connected to their learning. Student perceptions of the school environment and their degree of school connectedness influence their achievement motivation. But students may be behaviorally and/or emotionally invested in a given activity without actually exerting the

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[18] Wang, M-T, & Eccles, J. (2013). School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective. *Learning and Instruction, 28*, 12-23. https://doi.org/10.1016/j.learninstruc.2013.04.002

[19] Download data.calschls.org/resources/Biennial_State_1921.pdf

necessary mental effort to understand and master the knowledge, craft, or skill that the activity promotes. This scale provides insight into the overall level of that mental effort.

In addition, the supplementary School Climate Module includes Student Learning Environment and Learning Engagement Climate scales and a series of questions about supports for learning and academic rigor.

School Boredom – School Value

Boredom is commonly experienced among secondary students, but its meaning and effects vary from student to student. Student boredom can be associated with specific subjects and academic tasks or it can be a pervasive response to school activities. Frequent boredom is associated with poor academic and mental health outcomes. Two CHKS questions ask about students' school boredom (school is really boring) and how much they value their schooling experience (school is worthless and a waste of time). Combined, these two survey questions are used to identify School Boredom Mindset Profiles.[20,21]

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

Students with high school boredom and low school-value, a suboptimal profile, report substantially poorer well-being than students with low boredom combined with elevated school-value, an optimal profile.

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

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

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

Absenteeism

Before good teachers with quality curriculums and engaging activities can improve academic performance, the students have to show up. The CHKS provides data to identify what proportion of respondents are at risk of chronic absenteeism (missed 3 or more days during the past 30 days) and what were the reasons for absences.

Poor attendance is a marker of a wider variety of other problems, including low school connectedness and learning engagement. Both the US Department of Education and the California Office of the Attorney General have launched initiatives designed to raise awareness about and combat chronic absenteeism, generally defined as missing 10 percent of school days. According to a report by Attendance Works, the nation's large and persistent achievement gaps are rooted in a largely hidden crisis of chronic absenteeism, especially among low-income and minority children.[22]

Biennial State CHKS data indicate that the most common reasons for being absent in secondary school, after illness, are generally not getting enough sleep and anxiety or stress, followed by being behind in schoolwork, and being bored or uninterested in school, another good indicator of disengagement.[23]

Developmental Supports

Research shows that when schools (or families or communities) provide three developmental supports—**caring adult relationships, high expectations, and opportunities for meaningful participation**—students are more likely to report more positive academic, social-emotional, and health outcomes, including higher grades, school connectedness, attendance, and perceived safety. CHKS measures these supports using multi-item scales. Results overall suggest that the great majority of students do not receive sufficient levels of support and that the supports received are lower in high school than in middle school, even though student need for them is arguably higher.[24] [25] [26] [27] [28] [29]

School Connectedness

School connectedness is one of the indicators of school climate that a California school district must address in its LCAP. Research shows that school connectedness is associated with multiple positive academic, social-emotional, and health outcomes.[30] It also shows that youth who feel safe at school, experience caring adults, and have opportunities for engagement and other developmental supports are more likely to feel connected to the school. The CHKS five-item School Connectedness scale is an important differentiator between low-performing and high-performing high schools and has value as an

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

[23] Austin, Hanson, Bala, & Zheng. (2023). Download data.calschls.org/resources/18th_Biennial_State_1921.pdf

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

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

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

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

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

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

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

indicator of school quality. The online Query CalSCHLS system (calschls.org/reports-data/query-calschls/) enables examination of how key survey indicators vary by school connectedness.

School connectedness declines markedly after elementary school. A substantial minority of middle and high school students are not connected to their schools. On the 2017-19 State CHKS, the average percentage of students agreeing to these scale questions declined from 62 percent in 7th grade to 53 percent in 11th, a decline similar to that found for the Academic Motivation scale.[31] This may be related at least in part to their lower levels of developmental support. Prior analyses have indicated that the lowest rates of both connectedness and test scores are in low-income schools.[32] [33]

Parent Involvement

Parent involvement, including promoting parental participation in school programs, is one of the LCAP state priorities. A three-item scale assesses student perceptions (level of agreement) of three components of parent involvement: teachers communicating with parents about what students are expected to learn in class, parents feeling welcome to participate at this school, and school staff taking parent concerns seriously. The same questions also are asked on the staff and parent surveys so that perceptions can be compared across all three stakeholder groups. A large and growing body of evidence has linked school success to the manner and degree to which a school communicates with parents, engages them both in school activities and education, and fosters a school climate that parents perceive as warm, inviting, and helpful.[34]

Facilities and Physical Environment

As an indicator of student perceptions of the school's physical environment, the CHKS includes a question asking students how much they agree the school "is usually clean and tidy." Additional questions are included in the supplementary School Climate Module. An analysis of 2018/20 data from the questions on both modules found that a plurality of students report that their school facilities are in good condition, but a non-trivial minority of students were dissatisfied with the condition of their school facilities.[35] Between 20 percent and 25 percent of students disagree or strongly disagree on the quality of the physical environment items. Almost one-third of schools serving 11th graders were categorized as having low quality physical environments based on student reports on the clean and tidy item. Student perceptions of the quality of their school's physical environment were strongly related to student achievement.

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 8)

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

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[31] Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf. School Connectedness was not assessed on the 2019-21 State CHKS because the majority of students did not attend school in-person in 2020-21 due to the COVID-19 pandemic.

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

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

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

[35] Hanson & Zheng. (2021). Download calschls.org/docs/facilities_030221.pdf

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

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

to learn and willingness to attend school, but also the overall school environment, the ability of teachers to teach, and the willingness of adults to enter the teaching profession.[38] [39] [40]

Perceived Safety

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

If students report low levels of perceived school safety, further examination of all the indicators related to bullying and victimization is warranted. Consider conducting follow-up student voice and feedback sessions such as focus groups or Student Listening Circles and integrating questions on why students do not feel safe.[41]

Harassment and Victimization

Most of the safety-related questions on the survey assess victimization. Because a relatively small number of students can victimize a large number of their peers, victimization questions provide important insight into the overall school climate. Nonviolent harassment in any form—threats, intimidation, rumors, and ostracism—can instill a sense of vulnerability, isolation, frustration, and fear among its victims, leading to engagement in health risk behaviors or avoidance behaviors such as missing school and social isolation. This type of misbehavior, vastly more common than any other, ruins the school day for many students.

The CHKS asks about the frequency with which students experienced any bullying/harassment related to six bias-related categories (gender, race/ethnicity, disability, sexual identity, religion, immigrant status), as well as for any other reason (Table A8.2). About three-in-ten secondary students report experiencing some harassment in the past year on the 2017-19 State CHKS, with the percentages declining between 7th and 11th grades.[42] Analyses show that victims of harassment are more likely to not feel safe at, and connected to, school; to have higher truancy; and to experience lower developmental (resilience) supports at school.[43] [44] They report higher rates of fighting and weapons possession at school, as well as risk of depression. Students who report bias-related harassment, particularly for disability and sexual orientation, have poorer well-being than students who were only harassed for other reasons.

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

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

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

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

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

[42] Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf. Harassment at school was not assessed on the 2019-21 State CHKS due to the COVID-19 pandemic.

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

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

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

Vandalism and Weapons

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

SUBSTANCE USE (Sections 9 and 10)

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

Alcohol and Other Drug Use (Section 9)

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

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

Alcohol and Other Drug Use at School (Section 9)

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

Cigarette Smoking (Section 10)

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

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

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

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

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

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

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

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

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

SOCIAL AND EMOTIONAL HEALTH (Section 7)

Student mental health can have a big impact on their health and well-being. The CHKS Core provides four measures for assessing mental health among students: (1) whether they experience chronic, incapacitating sadness or hopelessness; (2) whether they ever contemplated suicide; (3) social and emotional distress; and (4) life satisfaction. Students who experience chronic sadness, compared to their peers who do not, are at elevated risk of a wide range of educational, health, social, and emotional problems, including lower school attendance, performance, and connectedness.[53] They also report lower levels of the developmental supports in their schools and communities that have been shown to mitigate these problems. Similar findings are found among youth who have contemplated suicide.[54]

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

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

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

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

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

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