

# CALIFORNIA HEALTHY KIDS SURVEY



## Jane Lathrop Stanford Middle Secondary 2023-2024 Main Report

This report was prepared by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education School Health Office. For contract information, contact:

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# PREFACE

## HYPERLINK FEATURE

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

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

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

Factsheets, guidebooks, and other resources to help in understanding and using CHKS results are available for downloading from the CalSCHLS website ([calschls.org](https://calschls.org)). The California Safe and Supportive Schools website ([ca-safe-supportive-schools.wested.org](https://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](https://calschls.org/survey-administration/downloads)).

## **Social Emotional Health Module (Supplementary)**

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

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

## SURVEY ADMINISTRATION AND SAMPLE

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

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

## THE REPORT

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

### LCAP Subgroup Results

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

## ONLINE DATA DASHBOARDS

**Public Dashboard.** Anyone can examine online key state, county, and district CHKS results on the public CalSCHLS Data Dashboard ([calschls.org/reports-data/dashboard](https://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](http://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](http://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](http://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/](http://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/](http://ca-safe-supportive-schools.wested.org/subscribe/).
- CDE's **California Safe and Supportive Schools** website ([ca-safe-supportive-schools.wested.org](http://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](http://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](https://calschls.org/contact)) or email [calschls@wested.org](mailto: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](https://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 9<sup>th</sup> and 11<sup>th</sup> graders compare with those from 5<sup>th</sup> and 7<sup>th</sup> 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](https://data.calschls.org/resources/Biennial_State_1921.pdf)) or examined on the CalSCHLS Data Dashboard ([calschls.org/reports-data/dashboard](https://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](https://calschls.org/reports-data/search-lea-reports)). How



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

## **Data Workshop**

To assist in your review of the survey results, you can request your CalSCHLS technical advisor to conduct a structured, customized *Data Workshop*. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS technical advisor ([calschls.org/contact](https://calschls.org/contact)) or email [calschls@wested.org](mailto: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](https://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](https://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](https://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](https://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](mailto: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
<b>Student Learning Engagement</b>					
Academic mindset			✓		
Academic motivation	✓	✓		✓	✓
Academic performance (grades)	✓				
Attendance (absences and reasons absent)	✓			✓	
School boredom	✓				
School connectedness	✓				
<b>Student Social-Emotional and Physical Well-being</b>					
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			✓		
<b>School Climate Conditions</b>					
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		✓		✓	✓
<b>School Climate Improvement Practices</b>					
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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CalSCHLS Director, WestEd

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

# Survey Module Administration

**Table 1**

***CHKS Survey Modules Administered***

Survey Module	Administered
A. Core (Required)	X
B. 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	
<b><i>Student Sample Size</i></b>	
Target sample	328
Final number	308
<b>Response Rate</b>	94%

**Table A1.2**

***Number of Respondents by Instructional Model***

Grade 7	
In-school learning only	308
Remote learning only	0

## 2. Summary of Key Indicators

**Table A2.1**

**Key Indicators of School Climate**

	Grade 7 %	Table
<b>School Engagement and Supports</b>		
School connectedness <sup>†#</sup> <i>(In-School Only)</i>	74	A6.4
School connectedness <sup>†ψ</sup> <i>(Remote Only)</i>		A6.4
Academic motivation <sup>†</sup>	72	A6.4
School is really boring <sup>±</sup>	23	A6.11
School is worthless and a waste of time <sup>±</sup>	5	A6.11
Monthly Absences (3 or more)	8	A6.2
Maintaining focus on schoolwork <sup>†Γ</sup>	60	A6.10
Caring adult relationships <sup>‡</sup>	71	A6.4
High expectations <sup>‡</sup>	84	A6.4
Meaningful participation <sup>‡</sup>	35	A6.4
Facilities upkeep <sup>†Φ</sup>	49	A6.15
Promotion of parental involvement in school <sup>†</sup>	65	A6.4
<b>School Safety and Cyberbullying</b>		
School perceived as very safe or safe <sup>Φ</sup>	80	A8.1
Experienced any harassment or bullying <sup>§</sup>	32	A8.2
Had mean rumors or lies spread about you <sup>§</sup>	29	A8.3
Been afraid of being beaten up <sup>§Φ</sup>	11	A8.3
Been in a physical fight <sup>§Φ</sup>	8	A8.4
Seen a weapon on campus <sup>§Φ</sup>	5	A8.6
Cyberbullying <sup>§</sup>	19	A8.3

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

<sup>†</sup> Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>#</sup> The scale was based on five survey questions for in-school respondents.

<sup>ψ</sup> The scale was based on four questions for remote respondents.

<sup>±</sup> Rating of 7 or higher.

<sup>Γ</sup> Survey question was reverse-coded.

<sup>Φ</sup> In-School only.

<sup>‡</sup> Average percent of respondents reporting “Pretty much true” or “Very much true.”

<sup>§</sup> Past 12 months.

**Table A2.2****Key Indicators of Substance Use, Remote Schooling, and Student Well-Being**

	Grade 7 %	Table
<b>Substance Use</b>		
Current alcohol or drug use <sup>¶</sup>	1	A9.5
Current tobacco use <sup>¶</sup>	0	A10.6
Current marijuana use <sup>¶</sup>	0	A9.5
Current binge drinking <sup>¶</sup>	0	A9.5
Very drunk or “high” 7 or more times, ever	0	A9.7
Been drunk or “high” on drugs at school, ever	0	A9.9
Current cigarette smoking <sup>¶</sup>	0	A10.4
Current use of vape products <sup>¶</sup>	0	A10.4
Current tobacco vaping <sup>¶</sup>	0	A10.5
Current marijuana vaping <sup>¶</sup>	0	A10.5
<b>Routines</b>		
Eating of breakfast <sup> </sup>	80	A4.1
Bedtime (at 12 am or later)	8	A4.2
<b>Remote Schooling</b>		
Remote learning frequency (5 days per week) <sup>¶δ</sup>		A5.1
Synchronous instruction (4 days or more) <sup>¶δ</sup>		A5.1
Interest in schoolwork done from home <sup>†δ</sup>		A5.3
Meaningful opportunities <sup>‡δ</sup>		A5.2
<b>Social and Emotional Health</b>		
Social emotional distress <sup>‡</sup>	16	A7.5
Experienced chronic sadness/hopelessness <sup>§</sup>	16	A7.1
Considered suicide <sup>§</sup>	6	A7.2
Optimism <sup>‡</sup>	60	A7.3
Life satisfaction <sup>±</sup>	75	A7.4

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

<sup>¶</sup>Past 30 days.

<sup>|</sup>Today.

<sup>δ</sup>Remote only.

<sup>¶</sup>Past 7 days.

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

<sup>§</sup>Past 12 months.

<sup>±</sup>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	55
Female	44
Nonbinary	0
Something else	1

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

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



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

	Grade 7 %
Straight (not gay)	77
Lesbian or Gay	3
Bisexual	5
Something else	1
Not sure	10
Decline to respond	5

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

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

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

	Grade 7 %
No, I am not transgender	96
Yes, I am transgender	0
I am not sure if I am transgender	2
Decline to respond	2

*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	1
Asian or Asian American, non-Hispanic	47
Black or African American, non-Hispanic	2
Hispanic or Latinx	7
Native Hawaiian or Pacific Islander, non-Hispanic	1
White, non-Hispanic	21
Multiracial, non-Hispanic	12
Something else, non-Hispanic	10

*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	95
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	3

*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	95
Foster home	0
Homeless	0
Other living arrangement	5

*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	1
Graduated from high school	1
Attended college but did not complete four-year degree	1
Graduated from college	87
Don’t know	10

*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	78
Yes	9
Don't know	12
Prefer not to say	2

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

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

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

	Grade 7 %
No	90
Yes	2
Don't know	8

*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	98
Less than 7 years (EL)	2
7 years or more (LTEL)	0

*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	54
Spanish	4
Mandarin	14
Cantonese	1
Taiwanese	1
Tagalog	0
Vietnamese	1
Korean	3
Arabic	1
Other	21

*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 %
<b><i>How well do you...</i></b>	
<b>understand English?</b>	
Very well	86
Well	13
Not well	1
Not at all	0
<b>speak English?</b>	
Very well	79
Well	20
Not well	1
Not at all	0
<b>read English?</b>	
Very well	79
Well	21
Not well	1
Not at all	0
<b>write English?</b>	
Very well	72
Well	26
Not well	2
Not at all	0
<b><i>English Language Proficiency Status</i></b>	
Proficient	74
Not proficient	26

*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	84
1 day	5
2 days	6
3 days	3
4 days	1
5 days	1

*Question HS/MS A.19: How many days a week do you usually go to your school's afterschool program?*

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

**Table A3.15*****Military Connections***

	Grade 7 %
No	98
Yes	1
Don't know	2

*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	0
8:00-8:59 pm	10
9:00-9:59 pm	39
10:00-10:59 pm	31
11:00-11:59 pm	12
12:00-12:59 am	5
After 1:00 am	3
<b><i>Bedtime at 12 am or later</i></b>	<b>8</b>

*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 %
<b>Time spent on learning and completing schoolwork from home on the average weekday</b>	
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	
<b>Number of days in the past week participating in an online class from home where your teacher talked to students</b>	
0 days	
1 day	
2 days	
3 days	
4 days	
5 days	
<b>Number of weekdays participating in school from home for the entire school day</b>	
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	63
A's and B's	27
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	68
1 day	16
2 days	8
3 or more days	8

*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	64
Illness (feeling physically sick), including problems with breathing or your teeth	30
Were being bullied or mistreated at school ( <i>In-School Only</i> )	0
Felt very sad, hopeless, anxious, stressed, or angry	3
Didn't get enough sleep	2
Didn't feel safe at school or going to and from school ( <i>In-School Only</i> )	1
Had to take care of or help a family member or friend	0
Wanted to spend time with friends	1
Used alcohol or drugs	0
Were behind in schoolwork or weren't prepared for a test or class assignment	1
Were bored or uninterested in school	1
Had no transportation to school ( <i>In-School Only</i> )	1
Other reason	12

*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 <sup>‡</sup>	71	A6.5
High expectations-adults in school <sup>‡</sup>	84	A6.6
Meaningful participation at school <sup>‡</sup>	35	A6.7
School connectedness <sup>‡#</sup> <i>(In-School Only)</i>	74	A6.8
School connectedness <sup>‡ψ</sup> <i>(Remote Only)</i>		A6.8
Academic motivation <sup>†</sup>	72	A6.9
Promotion of parental involvement in school <sup>†</sup>	65	A6.13

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

<sup>‡</sup>Scales are based on average of respondents reporting “Pretty much true” or “Very much true.”

<sup>†</sup>Scales are based on average of respondents reporting “Agree” or “Strongly agree.”

<sup>#</sup>The scale was based on five survey questions for in-school respondents.

<sup>ψ</sup>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 %
<b>Caring relationships-adults in school</b>	
<i>Average reporting “Pretty much true” or “Very much true”</i>	71
<b><i>There is a teacher or some other adult from my school... who really cares about me.</i></b>	
Not at all true	7
A little true	28
Pretty much true	43
Very much true	22
<b><i>who notices when I’m not there.</i></b>	
Not at all true	7
A little true	23
Pretty much true	41
Very much true	29
<b><i>who listens to me when I have something to say.</i></b>	
Not at all true	4
A little true	18
Pretty much true	39
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 %
<b>High expectations-adults in school</b>	
<i>Average reporting “Pretty much true” or “Very much true”</i>	84
<b><i>There is a teacher or some other adult from my school... who tells me when I do a good job.</i></b>	
Not at all true	3
A little true	11
Pretty much true	49
Very much true	37
<b><i>who always wants me to do my best.</i></b>	
Not at all true	1
A little true	10
Pretty much true	41
Very much true	48
<b><i>who believes that I will be a success.</i></b>	
Not at all true	6
A little true	18
Pretty much true	41
Very much true	36

*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 %
<b>Meaningful participation at school</b>	
<i>Average reporting “Pretty much true” or “Very much true”</i>	35
<b><i>At school/When I participate in school,...</i></b>	
<b>I do interesting activities.</b>	
Not at all true	6
A little true	28
Pretty much true	41
Very much true	26
<b>I help decide things like class activities or rules.</b>	
Not at all true	40
A little true	35
Pretty much true	18
Very much true	6
<b>I do things that make a difference.</b>	
Not at all true	19
A little true	42
Pretty much true	29
Very much true	10
<b>I have a say in how things work.</b>	
Not at all true	30
A little true	37
Pretty much true	23
Very much true	10
<b>I help decide school activities or rules.</b>	
Not at all true	57
A little true	29
Pretty much true	9
Very much true	4

*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 %
<b>School connectedness<sup>#</sup> (<i>In-School Only</i>)</b>	
Average reporting “Agree” or “Strongly agree”	74
<b>School connectedness<sup>ψ</sup> (<i>Remote Only</i>)</b>	
Average reporting “Agree” or “Strongly agree”	
<b>I feel close to people at/from this school.</b>	
Strongly disagree	2
Disagree	3
Neither disagree nor agree	17
Agree	51
Strongly agree	27
<b>I am happy with/to be at this school.</b>	
Strongly disagree	3
Disagree	5
Neither disagree nor agree	24
Agree	40
Strongly agree	28
<b>I feel like I am part of this school.</b>	
Strongly disagree	2
Disagree	5
Neither disagree nor agree	23
Agree	45
Strongly agree	25

*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.*

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

*<sup>ψ</sup>The scale was based on four questions for remote respondents.*

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

	Grade 7 %
<b>The teachers at this school treat students fairly/The teachers treat students fairly.</b>	
Strongly disagree	2
Disagree	7
Neither disagree nor agree	19
Agree	44
Strongly agree	28
<b>I feel safe in my school. (<i>In-School Only</i>)</b>	
Strongly disagree	2
Disagree	3
Neither disagree nor agree	15
Agree	44
Strongly agree	36

*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 %
<b>Academic motivation</b>	
<i>Average reporting “Agree” or “Strongly agree”</i>	72
<b>I try hard to make sure that I am good at my schoolwork.</b>	
Strongly disagree	0
Disagree	4
Neither disagree nor agree	7
Agree	44
Strongly agree	44
<b>I try hard on my schoolwork because I am interested in it.</b>	
Strongly disagree	4
Disagree	16
Neither disagree nor agree	35
Agree	31
Strongly agree	13
<b>I work hard to try to understand new things when doing my schoolwork.</b>	
Strongly disagree	1
Disagree	5
Neither disagree nor agree	22
Agree	46
Strongly agree	25
<b>I am always trying to do better in my schoolwork.</b>	
Strongly disagree	1
Disagree	3
Neither disagree nor agree	14
Agree	45
Strongly agree	38

*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 %
<b>It is hard for me to stay focused when doing my schoolwork.</b>	
Strongly disagree	19
Disagree	41
Neither disagree nor agree	22
Agree	14
Strongly agree	4

*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 %
<b>School boredom</b>	
Low (0-3)	46
Medium (4-6)	31
High (7-10)	23
<b>Value of school</b>	
High (0-3)	77
Medium (4-6)	17
Low (7-10)	5

*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 43%				Mid Boredom & High Value 23%			High Boredom & High Value 11%			
	1											
	2											
	3											
	4	Low Boredom &			Mid Boredom & Mid Value 7%			High Boredom & Mid Value 7%				
	5	Mid Value <sup>̄</sup>										
	6											
	7								High Boredom & Low Value 5%			
	8	Low Boredom &			Mid Boredom &							
	9	Low Value <sup>̄</sup>			Low Value <sup>̄</sup>							
	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.*

*<sup>̄</sup>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 %
<b>Promotion of parental involvement in school</b>	
<i>Average reporting “Agree” or “Strongly agree”</i>	65
<b>Teachers at this school communicate with parents about what students are expected to learn in class.</b>	
Strongly disagree	1
Disagree	4
Neither disagree nor agree	25
Agree	50
Strongly agree	21
<b>Parents feel welcome to participate at this school.</b>	
Strongly disagree	1
Disagree	3
Neither disagree nor agree	32
Agree	45
Strongly agree	18
<b>School staff take parent concerns seriously.</b>	
Strongly disagree	3
Disagree	5
Neither disagree nor agree	31
Agree	43
Strongly agree	18

*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 %
<b>A teacher or some other adult from my school checks on how I am feeling.</b>	
Not at all true	16
A little true	30
Pretty much true	33
Very much true	21

*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 %
<b>My school is usually clean and tidy.</b>	
Strongly disagree	4
Disagree	19
Neither disagree nor agree	29
Agree	38
Strongly agree	11

*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	84
Yes	16

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

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

**Table A7.2**

***Seriously Considered Attempting Suicide, Past 12 Months***

	Grade 7 %
No	94
Yes	6

*Question HS A.154/MS A.147: During the past 12 months, did you ever seriously consider attempting suicide?*

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

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

	Grade 7 %
<b>Optimism</b>	
<i>Average reporting “Pretty much true” or “Very much true”</i>	60
<b>Each day I look forward to having a lot of fun.</b>	
Not at all true	10
A little true	32
Pretty much true	35
Very much true	23
<b>I usually expect to have a good day.</b>	
Not at all true	10
A little true	29
Pretty much true	39
Very much true	22
<b>Overall, I expect more good things to happen to me than bad things.</b>	
Not at all true	11
A little true	27
Pretty much true	35
Very much true	27

*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 %
<b>Life satisfaction</b>	
<i>Average reporting “Satisfied” or “Very satisfied”</i>	75
<b><i>I would describe my satisfaction with...</i></b>	
<b>my family life as...</b>	
Very dissatisfied	1
Dissatisfied	2
A little dissatisfied	8
A little satisfied	6
Satisfied	36
Very satisfied	47
<b>my friendships as...</b>	
Very dissatisfied	1
Dissatisfied	1
A little dissatisfied	4
A little satisfied	14
Satisfied	39
Very satisfied	40
<b>my school experience as...</b>	
Very dissatisfied	3
Dissatisfied	5
A little dissatisfied	10
A little satisfied	23
Satisfied	37
Very satisfied	22

*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 %
<b><i>I would describe my satisfaction with...</i></b>	
<b>myself as...</b>	
Very dissatisfied	3
Dissatisfied	6
A little dissatisfied	12
A little satisfied	16
Satisfied	34
Very satisfied	29
<b>where I live as...</b>	
Very dissatisfied	1
Dissatisfied	1
A little dissatisfied	2
A little satisfied	7
Satisfied	35
Very satisfied	54

*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 %
<b>Social emotional distress</b>	
<i>Average reporting “Pretty much true” or “Very much true”</i>	16
<b>I had a hard time relaxing.</b>	
Not at all true	48
A little true	36
Pretty much true	11
Very much true	5
<b>I felt sad and down.</b>	
Not at all true	44
A little true	36
Pretty much true	15
Very much true	5
<b>I was easily irritated.</b>	
Not at all true	38
A little true	36
Pretty much true	17
Very much true	9
<b>It was hard for me to cope and I thought I would panic.</b>	
Not at all true	73
A little true	15
Pretty much true	7
Very much true	5
<b>It was hard for me to get excited about anything.</b>	
Not at all true	72
A little true	18
Pretty much true	6
Very much true	4

*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	29
Safe	52
Neither safe nor unsafe	17
Unsafe	2
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 %
<b>Race, ethnicity, or national origin</b>	
0 times	84
1 time	8
2 or more times	9
<b>Religion</b>	
0 times	93
1 time	3
2 or more times	4
<b>Gender</b>	
0 times	94
1 time	4
2 or more times	2
<b>Because you are gay, lesbian, or bisexual or someone thought you were</b>	
0 times	92
1 time	4
2 or more times	3
<b>A physical or mental disability</b>	
0 times	95
1 time	2
2 or more times	4
<b>Any of the above five reasons</b>	24

*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 %
<b>You are an immigrant or someone thought you were</b>	
0 times	96
1 time	2
2 or more times	2
<b>Any other reason</b>	
0 times	82
1 time	7
2 or more times	11
<b>Any harassment</b>	32

*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 %
<b>School violence victimization <i>(In-School Only)</i></b>	
<i>Average reporting “1 or more times”</i>	22
<b><i>During the past 12 months, how many times on school property have you...</i></b>	
<b>been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around? <i>(In-School Only)</i></b>	
0 times	83
1 time	10
2 to 3 times	4
4 or more times	3
<b>been afraid of being beaten up? <i>(In-School Only)</i></b>	
0 times	89
1 time	6
2 to 3 times	3
4 or more times	1
<b><i>During the past 12 months, how many times have you...</i></b>	
<b>had mean rumors or lies spread about you?</b>	
0 times	71
1 time	15
2 to 3 times	10
4 or more times	4
<b>had sexual jokes, comments, or gestures made to you?</b>	
0 times	77
1 time	8
2 to 3 times	8
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 %
<b><i>During the past 12 months, how many times on school property have you/did students from your school...</i></b>	
<b>had your property stolen or deliberately damaged? <i>(In-School Only)</i></b>	
0 times	87
1 time	9
2 to 3 times	3
4 or more times	0
<b>been made fun of because of your looks or the way you talk?</b>	
0 times	72
1 time	12
2 to 3 times	6
4 or more times	10
<b>been made fun of, insulted, or called names?</b>	
0 times	64
1 time	14
2 to 3 times	12
4 or more times	10
<b>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?</b>	
0 times (never)	81
1 time	11
2 to 3 times	4
4 or more times	3

*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 %
<b>School violence perpetration</b>	
<i>Average reporting “1 or more times”</i>	3
<b><i>During the past 12 months, how many times on school property have you...</i></b>	
<b>been in a physical fight?</b>	
0 times	92
1 time	4
2 to 3 times	3
4 or more times	1
<b>been offered, sold, or given an illegal drug?</b>	
0 times	98
1 time	1
2 to 3 times	0
4 or more times	0
<b>damaged school property on purpose?</b>	
0 times	98
1 time	2
2 to 3 times	0
4 or more times	0
<b>carried a gun?</b>	
0 times	100
1 time	0
2 to 3 times	0
4 or more times	0
<b>carried any other weapon (such as a knife or club)?</b>	
0 times	98
1 time	1
2 to 3 times	0
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 %
<b><i>During the past 12 months, how many times on school property have you...</i></b>	
<b>been threatened with harm or injury?</b>	
0 times	92
1 time	6
2 to 3 times	2
4 or more times	0
<b>been threatened or injured with a weapon (gun, knife, club, etc.)?</b>	
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 %
<b><i>During the past 12 months, how many times on school property have you...</i></b>	
<b>seen someone carrying a gun, knife, or other weapon?</b>	
0 times	95
1 time	3
2 to 3 times	1
4 or more times	1

*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” <sup>^</sup>	5	A9.2
Lifetime alcohol or drug use	5	A9.2
Lifetime marijuana use	0	A9.2
Lifetime very drunk or high (7 or more times)	0	A9.7
Current alcohol or drug use <sup>¶</sup>	1	A9.5
Current marijuana use <sup>¶</sup>	0	A9.5
Current heavy drug use <sup>¶</sup>	0	A9.5
Current heavy alcohol use (binge drinking) <sup>¶</sup>	0	A9.5
Current alcohol or drug use on school property <sup>¶Φ</sup>	0	A9.8
Harmfulness of occasional marijuana use <sup>B</sup>	43	A9.10
Difficulty of obtaining marijuana <sup>C</sup>	36	A9.11

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

<sup>^</sup>*Excludes prescription pain medication.*

<sup>¶</sup>*Past 30 days.*

<sup>Φ</sup>*In-School only.*

<sup>B</sup>*Great harm.*

<sup>C</sup>*Very difficult.*

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

	Grade 7 %
Alcohol	3
Marijuana	0
Inhalants	0
Any other drug, pill, or medicine to get “high”	2
<b><i>Any of the above AOD use</i></b>	5
<b><i>Any illicit AOD use to get “high”<sup>^</sup></i></b>	5

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

<sup>^</sup>*Excludes prescription pain medication.*

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

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

*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 %
<b>During your life, how many times have you used marijuana in any of the following ways...</b>	
<b>Smoke it?</b>	
0 times	100
1 time	0
2 to 3 times	0
4 or more times	0
<b>In a vaping device?</b>	
0 times	100
1 time	0
2 to 3 times	0
4 or more times	0
<b>Eat or drink it in products made with marijuana?</b>	
0 times	100
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)	1
Binge drinking (5 or more drinks in a row)	0
Marijuana (smoke, vape, eat, or drink)	0
Inhalants	0
Other drug, pill, or medicine to get “high” or for reasons other than medical	0
<b><i>Any drug use</i></b>	0
<b><i>Heavy drug use</i></b>	0
<b><i>Any AOD Use</i></b>	1

*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 %
<b>Alcohol (one or more drinks)</b>	
0 days	99
1 or 2 days	1
3 to 9 days	0
10 to 19 days	0
20 to 30 days	0
<b>Binge drinking (5 or more drinks in a row)</b>	
0 days	100
1 or 2 days	0
3 to 9 days	0
10 to 19 days	0
20 to 30 days	0
<b>Marijuana (smoke, vape, eat, or drink)</b>	
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 %
<b>Very drunk or sick after drinking alcohol</b>	
0 times	99
1 to 2 times	1
3 to 6 times	0
7 or more times	0
<b>“High” (loaded, stoned, or wasted) from using drugs</b>	
0 times	100
1 to 2 times	0
3 to 6 times	0
7 or more times	0
<b><i>Very drunk or “high” 7 or more times</i></b>	<b>0</b>

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

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

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

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

	Grade 7 %
0 times	100
1 to 2 times	0
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 %
<b>Alcohol - drink occasionally</b>	
Great	24
Moderate	22
Slight	35
None	18
<b>Alcohol - 5 or more drinks once or twice a week</b>	
Great	54
Moderate	26
Slight	7
None	14
<b>Marijuana - use occasionally</b>	
Great	43
Moderate	34
Slight	9
None	14
<b>Marijuana - use daily</b>	
Great	78
Moderate	7
Slight	2
None	14

*Question HS A.104-107/MS A.99-102: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, vape, eat, or drink) ... Use marijuana daily.*

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

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

	Grade 7 %
<b>Alcohol</b>	
Very difficult	28
Fairly difficult	8
Fairly easy	9
Very easy	5
Don’t know	50
<b>Marijuana</b>	
Very difficult	36
Fairly difficult	8
Fairly easy	2
Very easy	2
Don’t know	53
<b>Prescription drugs to get “high” or for reasons other than prescribed</b>	
Very difficult	32
Fairly difficult	9
Fairly easy	4
Very easy	3
Don’t know	52

*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
<b>Use Prevalence and Patterns</b>		
Ever smoked a whole cigarette	0	A10.2
Current cigarette smoking <sup>¶</sup>	0	A10.4
Current cigarette smoking at school <sup>¶Φ</sup>	0	A10.7
Ever tried smokeless tobacco	0	A10.2
Current smokeless tobacco use <sup>¶</sup>	0	A10.4
Current smokeless tobacco use at school <sup>¶Φ</sup>	0	A10.7
Ever used vape products	0	A10.2
Current use of vape products <sup>¶</sup>	0	A10.4
Current tobacco vaping <sup>¶</sup>	0	A10.5
Current marijuana vaping <sup>¶</sup>	0	A10.5
Current vaping at school <sup>¶Φ</sup>	0	A10.7
Lifetime tobacco use	0	A10.2
Current tobacco use <sup>¶</sup>	0	A10.6
<b>Attitudes and Correlates</b>		
Harmfulness of occasional cigarette smoking <sup>B</sup>	32	A10.9
Harmfulness of smoking 1 or more packs/day <sup>B</sup>	72	A10.9
Harmfulness of vaping occasionally <sup>B</sup>	39	A10.10
Harmfulness of vaping several times a day <sup>B</sup>	78	A10.10
Difficulty of obtaining cigarettes <sup>C</sup>	30	A10.11
Difficulty of obtaining vape products <sup>C</sup>	28	A10.11
<b>Anti-Tobacco Policy</b>		
School bans tobacco use and vaping	63	A10.12

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

<sup>¶</sup>Past 30 days.

<sup>Φ</sup>In-School only.

<sup>B</sup>Great harm.

<sup>C</sup>Very difficult.

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

	Grade 7 %
<b>A cigarette, even one or two puffs</b>	
0 times	99
1 time	0
2 to 3 times	1
4 or more times	0
<b>A whole cigarette</b>	
0 times	100
1 time	0
2 to 3 times	0
4 or more times	0
<b>Smokeless tobacco</b>	
0 times	100
1 time	0
2 to 3 times	0
4 or more times	0
<b>Vape products</b>	
0 times	100
1 time	0
2 to 3 times	0
4 or more times	0
<b><i>Lifetime tobacco use</i></b>	
No	100
Yes	0

*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 %
<b>Vaped tobacco or nicotine</b>	
0 times	100
1 time	0
2 to 3 times	0
4 or more times	0
<b>Vaped marijuana or THC</b>	
0 times	100
1 time	0
2 to 3 times	0
4 or more times	0
<b>Vaped other product</b>	
0 times	100
1 time	0
2 to 3 times	0
4 or more times	0

*Question HS A.67, 67A-67C/MS A.68, 68A-68C: During your life, how many times have you used the following?... Vape products... Vaped tobacco or nicotine... Vaped marijuana or THC... Vaped other product.*

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

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

	Grade 7 %
<b>Cigarettes</b>	
Any	0
Daily (20 or more days)	0
<b>Smokeless tobacco</b>	
Any	0
Daily (20 or more days)	0
<b>Vape products</b>	
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 %
<b>Vaped tobacco or nicotine</b>	
0 days	100
1 or 2 days	0
3 to 9 days	0
10 to 19 days	0
20 to 30 days	0
<b>Vaped marijuana or THC</b>	
0 days	100
1 or 2 days	0
3 to 9 days	0
10 to 19 days	0
20 to 30 days	0
<b>Vaped other product</b>	
0 days	100
1 or 2 days	0
3 to 9 days	0
10 to 19 days	0
20 to 30 days	0

*Question HS A.85, 85A-85C/MS A.82, 82A-82C: During the past 30 days, on how many days did you use... vape products?... vaped tobacco or nicotine?... vaped marijuana or THC?... vaped other product?*

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

**Table A10.6*****Current Tobacco Use, Past 30 Days***

	Grade 7 %
No	100
Yes	0

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

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

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

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

	Grade 7 %
<b>Cigarettes</b>	
0 days	100
1 or 2 days	0
3 to 9 days	0
10 to 19 days	0
20 to 30 days	0
<b>Smokeless tobacco</b>	
0 days	100
1 or 2 days	0
3 to 9 days	0
10 to 19 days	0
20 to 30 days	0
<b>Vape</b>	
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 %
<b>Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes</b>	
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 %
<b>Smoke cigarettes occasionally</b>	
Great	32
Moderate	34
Slight	20
None	14
<b>Smoke 1 or more packs of cigarettes each day</b>	
Great	72
Moderate	13
Slight	2
None	14

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

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

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

	Grade 7 %
<b>Vape tobacco or nicotine occasionally</b>	
Great	39
Moderate	34
Slight	13
None	14
<b>Vape tobacco or nicotine several times a day (100 puffs or more)</b>	
Great	78
Moderate	8
Slight	1
None	14

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

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

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

	Grade 7 %
<b>Cigarettes</b>	
Very difficult	30
Fairly difficult	9
Fairly easy	5
Very easy	3
Don't know	52
<b>Vape products</b>	
Very difficult	28
Fairly difficult	10
Fairly easy	6
Very easy	4
Don't know	51

*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	4
Yes	63
Don't know	33

*Question HS A.116/MS A.108: Does your school ban tobacco use and vaping on school property and at school sponsored events?*

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

## 11. Other Health Risks

**Table A11.1**

***Alone After School (In-School Only)***

	Grade 7 %
Never	41
1 day	27
2 days	9
3 days	8
4 days	3
5 days	12

*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 %
<b>School Connectedness<sup>†#</sup> (<i>In-School Only</i>)</b>	
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	74
Something else	64
<b>School Connectedness<sup>†ψ</sup> (<i>Remote Only</i>)</b>	
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	
<b>Academic Motivation<sup>†</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	70
Black or African American	
Hispanic or Latinx	72
Native Hawaiian or Pacific Islander	
White	75
Multiracial	77
Something else	71

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

<sup>†</sup>*Average percent of respondents reporting “Agree” or “Strongly agree.”*

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

<sup>ψ</sup>*The scale was based on four questions for remote respondents.*

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

	Grade 7 %
<b>School is really boring<sup>±</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	25
Black or African American	
Hispanic or Latinx	36
Native Hawaiian or Pacific Islander	
White	19
Multiracial	11
Something else	25
<b>School is worthless and a waste of time<sup>±</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	4
Black or African American	
Hispanic or Latinx	0
Native Hawaiian or Pacific Islander	
White	13
Multiracial	3
Something else	4
<b>Monthly Absences (3 or more)</b>	
American Indian or Alaska Native	
Asian or Asian American	6
Black or African American	
Hispanic or Latinx	14
Native Hawaiian or Pacific Islander	
White	5
Multiracial	18
Something else	11

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

<sup>±</sup>*Rating of 7 or higher.*

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

	Grade 7 %
<b>Maintaining focus on schoolwork<sup>†</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	71
Black or African American	
Hispanic or Latinx	19
Native Hawaiian or Pacific Islander	
White	56
Multiracial	50
Something else	54
<b>Caring adult relationships<sup>‡</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	69
Black or African American	
Hispanic or Latinx	69
Native Hawaiian or Pacific Islander	
White	81
Multiracial	71
Something else	69
<b>High expectations<sup>‡</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	82
Black or African American	
Hispanic or Latinx	80
Native Hawaiian or Pacific Islander	
White	87
Multiracial	88
Something else	85

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

<sup>†</sup>*Average percent of respondents reporting “Agree” or “Strongly agree.”*

<sup>‡</sup>*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 %
<b>Meaningful participation<sup>‡</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	32
Black or African American	
Hispanic or Latinx	28
Native Hawaiian or Pacific Islander	
White	42
Multiracial	43
Something else	41
<b>Facilities upkeep<sup>†</sup> (<i>In-School Only</i>)</b>	
American Indian or Alaska Native	
Asian or Asian American	46
Black or African American	
Hispanic or Latinx	48
Native Hawaiian or Pacific Islander	
White	56
Multiracial	57
Something else	44
<b>Promotion of parental involvement in school<sup>†</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	63
Black or African American	
Hispanic or Latinx	78
Native Hawaiian or Pacific Islander	
White	66
Multiracial	70
Something else	64

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

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

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

	Grade 7 %
<b>School perceived as very safe or safe (<i>In-School Only</i>)</b>	
American Indian or Alaska Native	
Asian or Asian American	79
Black or African American	
Hispanic or Latinx	68
Native Hawaiian or Pacific Islander	
White	86
Multiracial	89
Something else	73
<b>Experienced harassment due to five reasons<sup>λ§</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	24
Black or African American	
Hispanic or Latinx	24
Native Hawaiian or Pacific Islander	
White	16
Multiracial	29
Something else	35
<b>Experienced any harassment or bullying<sup>§</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	30
Black or African American	
Hispanic or Latinx	38
Native Hawaiian or Pacific Islander	
White	29
Multiracial	44
Something else	35

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

<sup>λ</sup>The five reasons include race, ethnicity, or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.

<sup>§</sup>Past 12 months.

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

	Grade 7 %
<b>Had mean rumors or lies spread about you<sup>§</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	27
Black or African American	
Hispanic or Latinx	27
Native Hawaiian or Pacific Islander	
White	23
Multiracial	41
Something else	42
<b>Been afraid of being beaten up<sup>§</sup> (<i>In-School Only</i>)</b>	
American Indian or Alaska Native	
Asian or Asian American	10
Black or African American	
Hispanic or Latinx	14
Native Hawaiian or Pacific Islander	
White	10
Multiracial	11
Something else	12
<b>Been in a physical fight<sup>§</sup> (<i>In-School Only</i>)</b>	
American Indian or Alaska Native	
Asian or Asian American	11
Black or African American	
Hispanic or Latinx	5
Native Hawaiian or Pacific Islander	
White	7
Multiracial	6
Something else	4

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

<sup>§</sup>Past 12 months.

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

	Grade 7 %
<b>Seen a weapon on campus<sup>§</sup> (<i>In-School Only</i>)</b>	
American Indian or Alaska Native	
Asian or Asian American	6
Black or African American	
Hispanic or Latinx	5
Native Hawaiian or Pacific Islander	
White	2
Multiracial	9
Something else	4

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

<sup>§</sup>Past 12 months.

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

	Grade 7 %
<b>Cyberbullying<sup>§</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	17
Black or African American	
Hispanic or Latinx	38
Native Hawaiian or Pacific Islander	
White	18
Multiracial	21
Something else	15

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

<sup>§</sup>Past 12 months.

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

	Grade 7 %
<b>Current alcohol or drug use<sup>¶</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	1
Black or African American	
Hispanic or Latinx	0
Native Hawaiian or Pacific Islander	
White	3
Multiracial	3
Something else	0
<b>Current tobacco use<sup>¶</sup></b>	
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
<b>Current marijuana use<sup>¶</sup></b>	
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.*

<sup>¶</sup>*Past 30 days.*



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

	Grade 7 %
<b>Current binge drinking<sup>¶</sup></b>	
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
<b>Very drunk or “high” 7 or more times, ever</b>	
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
<b>Been drunk or “high” on drugs at school, ever</b>	
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.*

<sup>¶</sup>*Past 30 days.*

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

	Grade 7 %
<b>Current alcohol use<sup>¶</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	1
Black or African American	
Hispanic or Latinx	0
Native Hawaiian or Pacific Islander	
White	3
Multiracial	3
Something else	0
<b>Current alcohol use at school<sup>¶</sup> (<i>In-School Only</i>)</b>	
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
<b>Current cigarette smoking<sup>¶</sup></b>	
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.

<sup>¶</sup>Past 30 days.

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

	Grade 7 %
<b>Current use of vape products<sup>¶</sup></b>	
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
<b>Current tobacco vaping<sup>¶</sup></b>	
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
<b>Current marijuana vaping<sup>¶</sup></b>	
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.*

<sup>¶</sup>*Past 30 days.*

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

	Grade 7 %
<b>Eating of breakfast<sup> </sup></b>	
American Indian or Alaska Native	
Asian or Asian American	81
Black or African American	
Hispanic or Latinx	68
Native Hawaiian or Pacific Islander	
White	79
Multiracial	80
Something else	90
<b>Bedtime (at 12 am or later)</b>	
American Indian or Alaska Native	
Asian or Asian American	8
Black or African American	
Hispanic or Latinx	9
Native Hawaiian or Pacific Islander	
White	10
Multiracial	3
Something else	3

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

<sup>|</sup>*Today.*

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

	Grade 7 %
<b>Remote learning frequency (5 days per week)<sup>¶</sup></b>	
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	
<b>Synchronous instruction (4 days or more)<sup>¶</sup></b>	
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	
<b>Interest in schoolwork done from home<sup>†</sup></b>	
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.

<sup>¶</sup>Past 30 days.

<sup>¶</sup>Past 7 days.

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

**Table A12.6**

***Remote Schooling by Race/Ethnicity – Continued (Remote Only)***

	Grade 7 %
<b>Meaningful opportunities<sup>‡</sup></b>	
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.*

*<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”*

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

	Grade 7 %
<b>Social emotional distress<sup>‡</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	16
Black or African American	
Hispanic or Latinx	30
Native Hawaiian or Pacific Islander	
White	14
Multiracial	14
Something else	18
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	17
Black or African American	
Hispanic or Latinx	29
Native Hawaiian or Pacific Islander	
White	13
Multiracial	6
Something else	23
<b>Considered suicide<sup>§</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	4
Black or African American	
Hispanic or Latinx	10
Native Hawaiian or Pacific Islander	
White	8
Multiracial	12
Something else	0

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

<sup>‡</sup>*Average percent of respondents reporting “Pretty much true” or “Very much true.”*

<sup>§</sup>*Past 12 months.*

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

	Grade 7 %
<b>Optimism<sup>‡</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	55
Black or African American	
Hispanic or Latinx	60
Native Hawaiian or Pacific Islander	
White	68
Multiracial	68
Something else	64
<b>Life satisfaction<sup>±</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	73
Black or African American	
Hispanic or Latinx	73
Native Hawaiian or Pacific Islander	
White	80
Multiracial	74
Something else	78

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

<sup>‡</sup>*Average percent of respondents reporting “Pretty much true” or “Very much true.”*

<sup>±</sup>*Average percent of respondents reporting “Satisfied” or “Very satisfied.”*



## 13. Gender Breakdowns

**Table A13.1**

***School Engagement and Supports by Gender***

	Grade 7 %
<b>School Connectedness<sup>†#</sup> (<i>In-School Only</i>)</b>	
Male	74
Female	73
Nonbinary	
Something else	
<b>School Connectedness<sup>†ψ</sup> (<i>Remote Only</i>)</b>	
Male	
Female	
Nonbinary	
Something else	
<b>Academic Motivation<sup>†</sup></b>	
Male	71
Female	73
Nonbinary	
Something else	
<b>School is really boring<sup>±</sup></b>	
Male	26
Female	19
Nonbinary	
Something else	
<b>School is worthless and a waste of time<sup>±</sup></b>	
Male	6
Female	5
Nonbinary	
Something else	

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

<sup>†</sup>*Average percent of respondents reporting “Agree” or “Strongly agree.”*

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

<sup>ψ</sup>*The scale was based on four questions for remote respondents.*

<sup>±</sup>*Rating of 7 or higher.*

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

	Grade 7 %
<b>Monthly Absences (3 or more)</b>	
Male	7
Female	10
Nonbinary	
Something else	
<b>Maintaining focus on schoolwork<sup>†</sup></b>	
Male	70
Female	47
Nonbinary	
Something else	
<b>Caring adult relationships<sup>‡</sup></b>	
Male	74
Female	67
Nonbinary	
Something else	
<b>High expectations<sup>‡</sup></b>	
Male	85
Female	82
Nonbinary	
Something else	
<b>Meaningful participation<sup>‡</sup></b>	
Male	35
Female	35
Nonbinary	
Something else	

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

<sup>†</sup>*Average percent of respondents reporting “Agree” or “Strongly agree.”*

<sup>‡</sup>*Average percent of respondents reporting “Pretty much true” or “Very much true.”*

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

	Grade 7 %
<b>Facilities upkeep<sup>†</sup> (<i>In-School Only</i>)</b>	
Male	46
Female	52
Nonbinary	
Something else	
<b>Promotion of parental involvement in school<sup>†</sup></b>	
Male	67
Female	63
Nonbinary	
Something else	

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

<sup>†</sup>*Average percent of respondents reporting “Agree” or “Strongly agree.”*

<sup>‡</sup>*Average percent of respondents reporting “Pretty much true” or “Very much true.”*

**Table A13.2**  
**School Safety by Gender**

	Grade 7 %
<b>School perceived as very safe or safe (<i>In-School Only</i>)</b>	
Male	82
Female	78
Nonbinary	
Something else	
<b>Experienced harassment due to five reasons<sup>^</sup><sup>§</sup></b>	
Male	28
Female	19
Nonbinary	
Something else	
<b>Experienced any harassment or bullying<sup>§</sup></b>	
Male	37
Female	26
Nonbinary	
Something else	
<b>Had mean rumors or lies spread about you<sup>§</sup></b>	
Male	34
Female	22
Nonbinary	
Something else	
<b>Been afraid of being beaten up<sup>§</sup> (<i>In-School Only</i>)</b>	
Male	12
Female	9
Nonbinary	
Something else	

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

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

<sup>§</sup>Past 12 months.

**Table A13.2**  
**School Safety by Gender – Continued**

	Grade 7 %
<b>Been in a physical fight<sup>§</sup> (<i>In-School Only</i>)</b>	
Male	13
Female	2
Nonbinary	
Something else	
<b>Seen a weapon on campus<sup>§</sup> (<i>In-School Only</i>)</b>	
Male	7
Female	2
Nonbinary	
Something else	

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

<sup>§</sup>Past 12 months.

**Table A13.3**  
**Cyberbullying by Gender**

	Grade 7 %
<b>Cyberbullying<sup>§</sup></b>	
Male	21
Female	17
Nonbinary	
Something else	

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

<sup>§</sup>Past 12 months.

**Table A13.4**  
**Substance Use by Gender**

	Grade 7 %
<b>Current alcohol or drug use<sup>¶</sup></b>	
Male	2
Female	0
Nonbinary	
Something else	
<b>Current tobacco use<sup>¶</sup></b>	
Male	0
Female	0
Nonbinary	
Something else	
<b>Current marijuana use<sup>¶</sup></b>	
Male	0
Female	0
Nonbinary	
Something else	
<b>Current binge drinking<sup>¶</sup></b>	
Male	0
Female	0
Nonbinary	
Something else	
<b>Very drunk or “high” 7 or more times, ever</b>	
Male	0
Female	0
Nonbinary	
Something else	
<b>Been drunk or “high” on drugs at school, ever</b>	
Male	0
Female	0
Nonbinary	
Something else	

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

<sup>¶</sup>Past 30 days.

**Table A13.4**  
**Substance Use by Gender – Continued**

	Grade 7 %
<b>Current alcohol use<sup>¶</sup></b>	
Male	2
Female	0
Nonbinary	
Something else	
<b>Current alcohol use at school<sup>¶</sup> (<i>In-School Only</i>)</b>	
Male	0
Female	0
Nonbinary	
Something else	
<b>Current cigarette smoking<sup>¶</sup></b>	
Male	0
Female	0
Nonbinary	
Something else	
<b>Current use of vape products<sup>¶</sup></b>	
Male	0
Female	0
Nonbinary	
Something else	
<b>Current tobacco vaping<sup>¶</sup></b>	
Male	0
Female	0
Nonbinary	
Something else	
<b>Current marijuana vaping<sup>¶</sup></b>	
Male	0
Female	0
Nonbinary	
Something else	

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

<sup>¶</sup>Past 30 days.

**Table A13.5**  
***Routines by Gender***

	Grade 7 %
<b>Eating of breakfast<sup>‡</sup></b>	
Male	81
Female	79
Nonbinary	
Something else	
<b>Bedtime (at 12 am or later)</b>	
Male	8
Female	6
Nonbinary	
Something else	

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

<sup>‡</sup>*Today.*



**Table A13.6**

**Remote Schooling by Gender (*Remote Only*)**

	Grade 7 %
<b>Remote learning frequency (5 days per week)<sup>¶</sup></b>	
Male	
Female	
Nonbinary	
Something else	
<b>Synchronous instruction (4 days or more)<sup>  </sup></b>	
Male	
Female	
Nonbinary	
Something else	
<b>Interest in schoolwork done from home<sup>†</sup></b>	
Male	
Female	
Nonbinary	
Something else	
<b>Meaningful opportunities<sup>‡</sup></b>	
Male	
Female	
Nonbinary	
Something else	

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

<sup>¶</sup>Past 30 days.

<sup>||</sup>Past 7 days.

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

**Table A13.7**  
***Social and Emotional Health by Gender***

	Grade 7 %
<b>Social emotional distress<sup>‡</sup></b>	
Male	14
Female	20
Nonbinary	
Something else	
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>	
Male	13
Female	20
Nonbinary	
Something else	
<b>Considered suicide<sup>§</sup></b>	
Male	6
Female	5
Nonbinary	
Something else	
<b>Optimism<sup>‡</sup></b>	
Male	64
Female	57
Nonbinary	
Something else	
<b>Life satisfaction<sup>‡</sup></b>	
Male	77
Female	72
Nonbinary	
Something else	

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

<sup>‡</sup>*Average percent of respondents reporting “Pretty much true” or “Very much true.”*

<sup>§</sup>*Past 12 months.*

<sup>‡</sup>*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 %
<b>School Connectedness<sup>†#</sup> (<i>In-School Only</i>)</b>	
Less than high school	
High school graduate	
Some college	
College degree	75
Don't know	69
<b>School Connectedness<sup>†ψ</sup> (<i>Remote Only</i>)</b>	
Less than high school	
High school graduate	
Some college	
College degree	
Don't know	
<b>Academic Motivation<sup>†</sup></b>	
Less than high school	
High school graduate	
Some college	
College degree	71
Don't know	72
<b>School is really boring<sup>±</sup></b>	
Less than high school	
High school graduate	
Some college	
College degree	21
Don't know	26

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

<sup>†</sup>*Average percent of respondents reporting “Agree” or “Strongly agree.”*

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

<sup>ψ</sup>*The scale was based on four questions for remote respondents.*

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

	Grade 7 %
<b>School is worthless and a waste of time<sup>±</sup></b>	
Less than high school	
High school graduate	
Some college	
College degree	4
Don't know	10
<b>Monthly Absences (3 or more)</b>	
Less than high school	
High school graduate	
Some college	
College degree	8
Don't know	6
<b>Maintaining focus on schoolwork<sup>†</sup></b>	
Less than high school	
High school graduate	
Some college	
College degree	63
Don't know	37
<b>Caring adult relationships<sup>‡</sup></b>	
Less than high school	
High school graduate	
Some college	
College degree	74
Don't know	64

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

<sup>±</sup>Rating of 7 or higher.

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

	Grade 7 %
<b>High expectations<sup>‡</sup></b>	
Less than high school	
High school graduate	
Some college	
College degree	86
Don't know	73
<b>Meaningful participation<sup>‡</sup></b>	
Less than high school	
High school graduate	
Some college	
College degree	36
Don't know	37
<b>Facilities upkeep<sup>†</sup> (<i>In-School Only</i>)</b>	
Less than high school	
High school graduate	
Some college	
College degree	49
Don't know	53
<b>Promotion of parental involvement in school<sup>†</sup></b>	
Less than high school	
High school graduate	
Some college	
College degree	64
Don't know	76

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

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

**Table A14.2**  
**School Safety by Parental Education**

	Grade 7 %
<b>School perceived as very safe or safe (<i>In-School Only</i>)</b>	
Less than high school	
High school graduate	
Some college	
College degree	82
Don't know	70
<b>Experienced harassment due to five reasons<sup>^§</sup></b>	
Less than high school	
High school graduate	
Some college	
College degree	24
Don't know	21
<b>Experienced any harassment or bullying<sup>§</sup></b>	
Less than high school	
High school graduate	
Some college	
College degree	32
Don't know	32
<b>Had mean rumors or lies spread about you<sup>§</sup></b>	
Less than high school	
High school graduate	
Some college	
College degree	29
Don't know	28

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

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

<sup>§</sup>Past 12 months.

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

	Grade 7 %
<b>Been afraid of being beaten up<sup>§</sup> (<i>In-School Only</i>)</b>	
Less than high school	
High school graduate	
Some college	
College degree	10
Don't know	14
<b>Been in a physical fight<sup>§</sup> (<i>In-School Only</i>)</b>	
Less than high school	
High school graduate	
Some college	
College degree	8
Don't know	10
<b>Seen a weapon on campus<sup>§</sup> (<i>In-School Only</i>)</b>	
Less than high school	
High school graduate	
Some college	
College degree	4
Don't know	4

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

<sup>§</sup>Past 12 months.

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

	Grade 7 %
<b>Cyberbullying<sup>§</sup></b>	
Less than high school	
High school graduate	
Some college	
College degree	17
Don't know	29

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

<sup>§</sup>Past 12 months.

**Table A14.4**  
**Substance Use by Parental Education**

	Grade 7 %
<b>Current alcohol or drug use<sup>¶</sup></b>	
Less than high school	
High school graduate	
Some college	
College degree	1
Don't know	3
<b>Current tobacco use<sup>¶</sup></b>	
Less than high school	
High school graduate	
Some college	
College degree	0
Don't know	0
<b>Current marijuana use<sup>¶</sup></b>	
Less than high school	
High school graduate	
Some college	
College degree	0
Don't know	0
<b>Current binge drinking<sup>¶</sup></b>	
Less than high school	
High school graduate	
Some college	
College degree	0
Don't know	0

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

<sup>¶</sup>Past 30 days.



**Table A14.4**  
**Substance Use by Parental Education – Continued**

	Grade 7 %
<b>Very drunk or “high” 7 or more times, ever</b>	
Less than high school	
High school graduate	
Some college	
College degree	0
Don’t know	0
<b>Been drunk or “high” on drugs at school, ever</b>	
Less than high school	
High school graduate	
Some college	
College degree	0
Don’t know	0
<b>Current alcohol use<sup>¶</sup></b>	
Less than high school	
High school graduate	
Some college	
College degree	1
Don’t know	3
<b>Current alcohol use at school<sup>¶</sup> (<i>In-School Only</i>)</b>	
Less than high school	
High school graduate	
Some college	
College degree	0
Don’t know	0

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

<sup>¶</sup>Past 30 days.

**Table A14.4**  
**Substance Use by Parental Education – Continued**

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

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

<sup>¶</sup>Past 30 days.

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

	Grade 7 %
<b>Eating of breakfast<sup> </sup></b>	
Less than high school	
High school graduate	
Some college	
College degree	81
Don't know	65
<b>Bedtime (at 12 am or later)</b>	
Less than high school	
High school graduate	
Some college	
College degree	7
Don't know	13

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

<sup>|</sup>*Today.*

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

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

<sup>¶</sup>Past 30 days.

<sup>¶</sup>Past 7 days.

<sup>†</sup>Average percent of respondents reporting "Agree" or "Strongly agree."

<sup>‡</sup>Average percent of respondents reporting "Pretty much true" or "Very much true."

**Table A14.7**  
***Social and Emotional Health by Parental Education***

	Grade 7 %
<b>Social emotional distress<sup>‡</sup></b>	
Less than high school	
High school graduate	
Some college	
College degree	15
Don't know	24
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>	
Less than high school	
High school graduate	
Some college	
College degree	15
Don't know	14
<b>Considered suicide<sup>§</sup></b>	
Less than high school	
High school graduate	
Some college	
College degree	6
Don't know	7
<b>Optimism<sup>‡</sup></b>	
Less than high school	
High school graduate	
Some college	
College degree	62
Don't know	49
<b>Life satisfaction<sup>‡</sup></b>	
Less than high school	
High school graduate	
Some college	
College degree	76
Don't know	70

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

<sup>‡</sup>*Average percent of respondents reporting “Pretty much true” or “Very much true.”*

<sup>§</sup>*Past 12 months.*

<sup>‡</sup>*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 %
<b>School Connectedness<sup>†#</sup> (<i>In-School Only</i>)</b>	
Not English learner	75
English learner	
Don't know	66
<b>School Connectedness<sup>†ψ</sup> (<i>Remote Only</i>)</b>	
Not English learner	
English learner	
Don't know	
<b>Academic Motivation<sup>†</sup></b>	
Not English learner	72
English learner	
Don't know	71
<b>School is really boring<sup>±</sup></b>	
Not English learner	23
English learner	
Don't know	21
<b>School is worthless and a waste of time<sup>±</sup></b>	
Not English learner	4
English learner	
Don't know	13
<b>Monthly Absences (3 or more)</b>	
Not English learner	8
English learner	
Don't know	4

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

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>#</sup>The scale was based on five survey questions for in-school respondents.

<sup>ψ</sup>The scale was based on four questions for remote respondents.

<sup>±</sup>Rating of 7 or higher.

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

	Grade 7 %
<b>Maintaining focus on schoolwork<sup>†</sup></b>	
Not English learner	61
English learner	
Don't know	46
<b>Caring adult relationships<sup>‡</sup></b>	
Not English learner	71
English learner	
Don't know	66
<b>High expectations<sup>‡</sup></b>	
Not English learner	84
English learner	
Don't know	81
<b>Meaningful participation<sup>‡</sup></b>	
Not English learner	34
English learner	
Don't know	43
<b>Facilities upkeep<sup>†</sup> (<i>In-School Only</i>)</b>	
Not English learner	48
English learner	
Don't know	54
<b>Promotion of parental involvement in school<sup>†</sup></b>	
Not English learner	65
English learner	
Don't know	65

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

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

**Table A15.2**  
**School Safety by English Learner Status**

	Grade 7 %
<b>School perceived as very safe or safe <i>(In-School Only)</i></b>	
Not English learner	81
English learner	
Don't know	76
<b>Experienced harassment due to five reasons<sup>λ</sup></b>	
Not English learner	25
English learner	
Don't know	12
<b>Experienced any harassment or bullying<sup>§</sup></b>	
Not English learner	35
English learner	
Don't know	12
<b>Had mean rumors or lies spread about you<sup>§</sup></b>	
Not English learner	30
English learner	
Don't know	24
<b>Been afraid of being beaten up<sup>§</sup> <i>(In-School Only)</i></b>	
Not English learner	10
English learner	
Don't know	12
<b>Been in a physical fight<sup>§</sup> <i>(In-School Only)</i></b>	
Not English learner	8
English learner	
Don't know	4
<b>Seen a weapon on campus<sup>§</sup> <i>(In-School Only)</i></b>	
Not English learner	5
English learner	
Don't know	4

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

<sup>λ</sup>The five reasons include race, ethnicity, or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.

<sup>§</sup>Past 12 months.



**Table A15.3**  
***Cyberbullying by English Learner Status***

	Grade 7 %
<b>Cyberbullying<sup>§</sup></b>	
Not English learner	19
English learner	
Don't know	16

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

*<sup>§</sup>Past 12 months.*

**Table A15.4**  
***Substance Use by English Learner Status***

	Grade 7 %
<b>Current alcohol or drug use<sup>¶</sup></b>	
Not English learner	1
English learner	
Don't know	8
<b>Current alcohol or drug use<sup>¶</sup></b>	
Not English learner	0
English learner	
Don't know	0
<b>Current marijuana use<sup>¶</sup></b>	
Not English learner	0
English learner	
Don't know	0
<b>Current binge drinking<sup>¶</sup></b>	
Not English learner	0
English learner	
Don't know	0
<b>Very drunk or "high" 7 or more times, ever</b>	
Not English learner	0
English learner	
Don't know	0

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

*<sup>¶</sup>Past 30 days.*

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

	Grade 7 %
<b>Been drunk or “high” on drugs at school, ever</b>	
Not English learner	0
English learner	
Don’t know	0
<b>Current alcohol use<sup>¶</sup></b>	
Not English learner	1
English learner	
Don’t know	8
<b>Current alcohol use at school<sup>¶</sup> (<i>In-School Only</i>)</b>	
Not English learner	0
English learner	
Don’t know	0
<b>Current cigarette smoking<sup>¶</sup></b>	
Not English learner	0
English learner	
Don’t know	0
<b>Current use of vape products<sup>¶</sup></b>	
Not English learner	0
English learner	
Don’t know	0
<b>Current tobacco vaping<sup>¶</sup></b>	
Not English learner	0
English learner	
Don’t know	0
<b>Current marijuana vaping<sup>¶</sup></b>	
Not English learner	0
English learner	
Don’t know	0

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

<sup>¶</sup>Past 30 days.

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

	Grade 7 %
<b>Eating of breakfast<sup> </sup></b>	
Not English learner	80
English learner	
Don't know	72
<b>Bedtime (at 12 am or later)</b>	
Not English learner	7
English learner	
Don't know	8

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

<sup>|</sup>*Today.*

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

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

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

<sup>¶</sup>Past 30 days.

<sup>¶</sup>Past 7 days.

<sup>†</sup>Average percent of respondents reporting "Agree" or "Strongly agree."

<sup>‡</sup>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 %
<b>Social emotional distress<sup>‡</sup></b>	
Not English learner	17
English learner	
Don't know	12
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>	
Not English learner	16
English learner	
Don't know	17
<b>Considered suicide<sup>§</sup></b>	
Not English learner	5
English learner	
Don't know	9
<b>Optimism<sup>‡</sup></b>	
Not English learner	60
English learner	
Don't know	58
<b>Life satisfaction<sup>±</sup></b>	
Not English learner	74
English learner	
Don't know	80

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

<sup>‡</sup>*Average percent of respondents reporting “Pretty much true” or “Very much true.”*

<sup>§</sup>*Past 12 months.*

<sup>±</sup>*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 %
<b>School Connectedness<sup>†#</sup> (<i>In-School Only</i>)</b>	
Not currently in English Learner Program	75
Less than 7 years (EL)	
7 years or more (LTEL)	
<b>School Connectedness<sup>†ψ</sup> (<i>Remote Only</i>)</b>	
Not currently in English Learner Program	
Less than 7 years (EL)	
7 years or more (LTEL)	
<b>Academic Motivation<sup>†</sup></b>	
Not currently in English Learner Program	72
Less than 7 years (EL)	
7 years or more (LTEL)	
<b>School is really boring<sup>±</sup></b>	
Not currently in English Learner Program	23
Less than 7 years (EL)	
7 years or more (LTEL)	
<b>School is worthless and a waste of time<sup>±</sup></b>	
Not currently in English Learner Program	4
Less than 7 years (EL)	
7 years or more (LTEL)	
<b>Monthly Absences (3 or more)</b>	
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.

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>#</sup>The scale was based on five survey questions for in-school respondents.

<sup>ψ</sup>The scale was based on four questions for remote respondents.

<sup>±</sup>Rating of 7 or higher.

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

	Grade 7 %
<b>Maintaining focus on schoolwork<sup>†</sup></b>	
Not currently in English Learner Program	61
Less than 7 years (EL)	
7 years or more (LTEL)	
<b>Caring adult relationships<sup>‡</sup></b>	
Not currently in English Learner Program	71
Less than 7 years (EL)	
7 years or more (LTEL)	
<b>High expectations<sup>‡</sup></b>	
Not currently in English Learner Program	84
Less than 7 years (EL)	
7 years or more (LTEL)	
<b>Meaningful participation<sup>‡</sup></b>	
Not currently in English Learner Program	34
Less than 7 years (EL)	
7 years or more (LTEL)	
<b>Facilities upkeep<sup>†</sup> (<i>In-School Only</i>)</b>	
Not currently in English Learner Program	48
Less than 7 years (EL)	
7 years or more (LTEL)	
<b>Promotion of parental involvement in school<sup>†</sup></b>	
Not currently in English Learner Program	65
Less than 7 years (EL)	
7 years or more (LTEL)	

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

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>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 %
<b>School perceived as very safe or safe (<i>In-School Only</i>)</b>	
Not currently in English Learner Program	81
Less than 7 years (EL)	
7 years or more (LTEL)	
<b>Experienced harassment due to five reasons<sup>λ</sup></b>	
Not currently in English Learner Program	25
Less than 7 years (EL)	
7 years or more (LTEL)	
<b>Experienced any harassment or bullying<sup>§</sup></b>	
Not currently in English Learner Program	35
Less than 7 years (EL)	
7 years or more (LTEL)	
<b>Had mean rumors or lies spread about you<sup>§</sup></b>	
Not currently in English Learner Program	30
Less than 7 years (EL)	
7 years or more (LTEL)	
<b>Been afraid of being beaten up<sup>§</sup> (<i>In-School Only</i>)</b>	
Not currently in English Learner Program	10
Less than 7 years (EL)	
7 years or more (LTEL)	
<b>Been in a physical fight<sup>§</sup> (<i>In-School Only</i>)</b>	
Not currently in English Learner Program	8
Less than 7 years (EL)	
7 years or more (LTEL)	
<b>Seen a weapon on campus<sup>§</sup> (<i>In-School Only</i>)</b>	
Not currently in English Learner Program	5
Less than 7 years (EL)	
7 years or more (LTEL)	

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

<sup>λ</sup>The five reasons include race, ethnicity, or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.

<sup>§</sup>Past 12 months.



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

	Grade 7 %
<b>Cyberbullying<sup>§</sup></b>	
Not currently in English Learner Program	19
Less than 7 years (EL)	
7 years or more (LTEL)	

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

*<sup>§</sup>Past 12 months.*

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

	Grade 7 %
<b>Current alcohol or drug use<sup>¶</sup></b>	
Not currently in English Learner Program	1
Less than 7 years (EL)	
7 years or more (LTEL)	
<b>Current tobacco use<sup>¶</sup></b>	
Not currently in English Learner Program	0
Less than 7 years (EL)	
7 years or more (LTEL)	
<b>Current marijuana use<sup>¶</sup></b>	
Not currently in English Learner Program	0
Less than 7 years (EL)	
7 years or more (LTEL)	
<b>Current binge drinking<sup>¶</sup></b>	
Not currently in English Learner Program	0
Less than 7 years (EL)	
7 years or more (LTEL)	
<b>Very drunk or “high” 7 or more times, ever</b>	
Not currently in English Learner Program	0
Less than 7 years (EL)	
7 years or more (LTEL)	

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

*<sup>¶</sup>Past 30 days.*

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

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

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

<sup>¶</sup>Past 30 days.

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

	Grade 7 %
<b>Eating of breakfast<sup>‡</sup></b>	
Not currently in English Learner Program	80
Less than 7 years (EL)	
7 years or more (LTEL)	
<b>Bedtime (at 12 am or later)</b>	
Not currently in English Learner Program	7
Less than 7 years (EL)	
7 years or more (LTEL)	

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

<sup>‡</sup>*Today.*

**Table A16.6****Remote Schooling by English Learner (EL) Program Duration (Remote Only)**

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

<sup>¶</sup>Past 30 days.

<sup>¶</sup>Past 7 days.

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>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 %
<b>Social emotional distress<sup>‡</sup></b>	
Not currently in English Learner Program	17
Less than 7 years (EL)	
7 years or more (LTEL)	
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>	
Not currently in English Learner Program	16
Less than 7 years (EL)	
7 years or more (LTEL)	
<b>Considered suicide<sup>§</sup></b>	
Not currently in English Learner Program	5
Less than 7 years (EL)	
7 years or more (LTEL)	
<b>Optimism<sup>‡</sup></b>	
Not currently in English Learner Program	60
Less than 7 years (EL)	
7 years or more (LTEL)	
<b>Life satisfaction<sup>±</sup></b>	
Not currently in English Learner Program	74
Less than 7 years (EL)	
7 years or more (LTEL)	

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

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

<sup>§</sup>Past 12 months.

<sup>±</sup>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 %
<b>School Connectedness<sup>†#</sup> (<i>In-School Only</i>)</b>	
No IEP	76
IEP	63
Don't know	67
Prefer not to say	
<b>School Connectedness<sup>†ψ</sup> (<i>Remote Only</i>)</b>	
No IEP	
IEP	
Don't know	
Prefer not to say	
<b>Academic Motivation<sup>†</sup></b>	
No IEP	74
IEP	58
Don't know	68
Prefer not to say	
<b>School is really boring<sup>±</sup></b>	
No IEP	21
IEP	38
Don't know	23
Prefer not to say	
<b>School is worthless and a waste of time<sup>±</sup></b>	
No IEP	4
IEP	8
Don't know	11
Prefer not to say	

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

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>#</sup>The scale was based on five survey questions for in-school respondents.

<sup>ψ</sup>The scale was based on four questions for remote respondents.

<sup>±</sup>Rating of 7 or higher.

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

	Grade 7 %
<b>Monthly Absences (3 or more)</b>	
No IEP	8
IEP	8
Don't know	15
Prefer not to say	
<b>Maintaining focus on schoolwork<sup>†</sup></b>	
No IEP	65
IEP	42
Don't know	41
Prefer not to say	
<b>Caring adult relationships<sup>‡</sup></b>	
No IEP	74
IEP	71
Don't know	59
Prefer not to say	
<b>High expectations<sup>‡</sup></b>	
No IEP	86
IEP	77
Don't know	75
Prefer not to say	
<b>Meaningful participation<sup>‡</sup></b>	
No IEP	37
IEP	32
Don't know	31
Prefer not to say	

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

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>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 %
<b>Facilities upkeep<sup>†</sup> (<i>In-School Only</i>)</b>	
No IEP	52
IEP	50
Don't know	29
Prefer not to say	
<b>Promotion of parental involvement in school<sup>†</sup></b>	
No IEP	67
IEP	57
Don't know	60
Prefer not to say	

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

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>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 %
<b>School perceived as very safe or safe <i>(In-School Only)</i></b>	
No IEP	83
IEP	73
Don't know	72
Prefer not to say	
<b>Experienced harassment due to five reasons<sup>^</sup></b>	
No IEP	22
IEP	28
Don't know	28
Prefer not to say	
<b>Experienced any harassment or bullying<sup>§</sup></b>	
No IEP	29
IEP	48
Don't know	36
Prefer not to say	
<b>Had mean rumors or lies spread about you<sup>§</sup></b>	
No IEP	27
IEP	31
Don't know	36
Prefer not to say	
<b>Been afraid of being beaten up<sup>§</sup> <i>(In-School Only)</i></b>	
No IEP	8
IEP	23
Don't know	8
Prefer not to say	

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

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

<sup>§</sup>Past 12 months.

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

	Grade 7 %
<b>Been in a physical fight<sup>§</sup> (<i>In-School Only</i>)</b>	
No IEP	8
IEP	4
Don't know	6
Prefer not to say	
<b>Seen a weapon on campus<sup>§</sup> (<i>In-School Only</i>)</b>	
No IEP	4
IEP	0
Don't know	11
Prefer not to say	

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

<sup>§</sup>Past 12 months.

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

	Grade 7 %
<b>Cyberbullying<sup>§</sup></b>	
No IEP	17
IEP	36
Don't know	17
Prefer not to say	

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

<sup>§</sup>Past 12 months.

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

	Grade 7 %
<b>Current alcohol or drug use<sup>¶</sup></b>	
No IEP	1
IEP	4
Don't know	3
Prefer not to say	
<b>Current tobacco use<sup>¶</sup></b>	
No IEP	0
IEP	0
Don't know	0
Prefer not to say	
<b>Current marijuana use<sup>¶</sup></b>	
No IEP	0
IEP	0
Don't know	0
Prefer not to say	
<b>Current binge drinking<sup>¶</sup></b>	
No IEP	0
IEP	0
Don't know	0
Prefer not to say	
<b>Very drunk or “high” 7 or more times, ever</b>	
No IEP	0
IEP	0
Don't know	0
Prefer not to say	
<b>Been drunk or “high” on drugs at school, ever</b>	
No IEP	0
IEP	0
Don't know	0
Prefer not to say	

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

<sup>¶</sup>Past 30 days.

**Table A17.4**

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

	Grade 7 %
<b>Current alcohol use<sup>¶</sup></b>	
No IEP	1
IEP	4
Don't know	3
Prefer not to say	
<b>Current alcohol use at school<sup>¶</sup> (<i>In-School Only</i>)</b>	
No IEP	0
IEP	0
Don't know	0
Prefer not to say	
<b>Current cigarette smoking<sup>¶</sup></b>	
No IEP	0
IEP	0
Don't know	0
Prefer not to say	
<b>Current use of vape products<sup>¶</sup></b>	
No IEP	0
IEP	0
Don't know	0
Prefer not to say	
<b>Current tobacco vaping<sup>¶</sup></b>	
No IEP	0
IEP	0
Don't know	0
Prefer not to say	
<b>Current marijuana vaping<sup>¶</sup></b>	
No IEP	0
IEP	0
Don't know	0
Prefer not to say	

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

<sup>¶</sup>Past 30 days.

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

	Grade 7 %
<b>Eating of breakfast<sup>‡</sup></b>	
No IEP	82
IEP	67
Don't know	75
Prefer not to say	
<b>Bedtime (at 12 am or later)</b>	
No IEP	6
IEP	15
Don't know	11
Prefer not to say	

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

<sup>‡</sup>*Today.*

**Table A17.6**

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

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

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

<sup>¶</sup>*Past 30 days.*

<sup>||</sup>*Past 7 days.*

<sup>†</sup>*Average percent of respondents reporting “Agree” or “Strongly agree.”*

<sup>‡</sup>*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 %
<b>Social emotional distress<sup>‡</sup></b>	
No IEP	15
IEP	22
Don't know	21
Prefer not to say	
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>	
No IEP	15
IEP	12
Don't know	21
Prefer not to say	
<b>Considered suicide<sup>§</sup></b>	
No IEP	4
IEP	12
Don't know	6
Prefer not to say	
<b>Optimism<sup>‡</sup></b>	
No IEP	62
IEP	52
Don't know	58
Prefer not to say	
<b>Life satisfaction<sup>‡</sup></b>	
No IEP	78
IEP	59
Don't know	70
Prefer not to say	

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

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

<sup>§</sup>Past 12 months.

<sup>‡</sup>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 %
<b>School Connectedness<sup>†#</sup> (<i>In-School Only</i>)</b>	
Home with one or more parent or guardian	73
Foster home	
Homeless	
Other living arrangement	78
<b>School Connectedness<sup>†ψ</sup> (<i>Remote Only</i>)</b>	
Home with one or more parent or guardian	
Foster home	
Homeless	
Other living arrangement	
<b>Academic Motivation<sup>†</sup></b>	
Home with one or more parent or guardian	71
Foster home	
Homeless	
Other living arrangement	83
<b>School is really boring<sup>±</sup></b>	
Home with one or more parent or guardian	22
Foster home	
Homeless	
Other living arrangement	31
<b>School is worthless and a waste of time<sup>±</sup></b>	
Home with one or more parent or guardian	5
Foster home	
Homeless	
Other living arrangement	8

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

<sup>†</sup> Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>#</sup> The scale was based on five survey questions for in-school respondents.

<sup>ψ</sup> The scale was based on four questions for remote respondents.

<sup>±</sup> Rating of 7 or higher.



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

	Grade 7 %
<b>Monthly Absences (3 or more)</b>	
Home with one or more parent or guardian	7
Foster home	
Homeless	
Other living arrangement	21
<b>Maintaining focus on schoolwork<sup>†</sup></b>	
Home with one or more parent or guardian	60
Foster home	
Homeless	
Other living arrangement	46
<b>Caring adult relationships<sup>‡</sup></b>	
Home with one or more parent or guardian	73
Foster home	
Homeless	
Other living arrangement	49
<b>High expectations<sup>‡</sup></b>	
Home with one or more parent or guardian	85
Foster home	
Homeless	
Other living arrangement	74
<b>Meaningful participation<sup>‡</sup></b>	
Home with one or more parent or guardian	36
Foster home	
Homeless	
Other living arrangement	28

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

<sup>†</sup>*Average percent of respondents reporting “Agree” or “Strongly agree.”*

<sup>‡</sup>*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 %
<b>Facilities upkeep<sup>†</sup> (<i>In-School Only</i>)</b>	
Home with one or more parent or guardian	48
Foster home	
Homeless	
Other living arrangement	62
<b>Promotion of parental involvement in school<sup>†</sup></b>	
Home with one or more parent or guardian	64
Foster home	
Homeless	
Other living arrangement	81

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

<sup>†</sup>*Average percent of respondents reporting “Agree” or “Strongly agree.”*

<sup>‡</sup>*Average percent of respondents reporting “Pretty much true” or “Very much true.”*

**Table A18.2**  
**School Safety by Living Situation**

	Grade 7 %
<b>School perceived as very safe or safe (<i>In-School Only</i>)</b>	
Home with one or more parent or guardian	81
Foster home	
Homeless	
Other living arrangement	69
<b>Experienced harassment due to five reasons<sup>^</sup></b>	
Home with one or more parent or guardian	24
Foster home	
Homeless	
Other living arrangement	23
<b>Experienced any harassment or bullying<sup>§</sup></b>	
Home with one or more parent or guardian	32
Foster home	
Homeless	
Other living arrangement	31
<b>Had mean rumors or lies spread about you<sup>§</sup></b>	
Home with one or more parent or guardian	28
Foster home	
Homeless	
Other living arrangement	38
<b>Been afraid of being beaten up<sup>§</sup> (<i>In-School Only</i>)</b>	
Home with one or more parent or guardian	11
Foster home	
Homeless	
Other living arrangement	8

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

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

<sup>§</sup>Past 12 months.

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

	Grade 7 %
<b>Been in a physical fight<sup>§</sup> (<i>In-School Only</i>)</b>	
Home with one or more parent or guardian	8
Foster home	
Homeless	
Other living arrangement	0
<b>Seen a weapon on campus<sup>§</sup> (<i>In-School Only</i>)</b>	
Home with one or more parent or guardian	5
Foster home	
Homeless	
Other living arrangement	0

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

<sup>§</sup>Past 12 months.

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

	Grade 7 %
<b>Cyberbullying<sup>§</sup></b>	
Home with one or more parent or guardian	18
Foster home	
Homeless	
Other living arrangement	31

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

<sup>§</sup>Past 12 months.

**Table A18.4**  
**Substance Use by Living Situation**

	Grade 7 %
<b>Current alcohol or drug use<sup>¶</sup></b>	
Home with one or more parent or guardian	1
Foster home	
Homeless	
Other living arrangement	0
<b>Current tobacco use<sup>¶</sup></b>	
Home with one or more parent or guardian	0
Foster home	
Homeless	
Other living arrangement	0
<b>Current marijuana use<sup>¶</sup></b>	
Home with one or more parent or guardian	0
Foster home	
Homeless	
Other living arrangement	0
<b>Current binge drinking<sup>¶</sup></b>	
Home with one or more parent or guardian	0
Foster home	
Homeless	
Other living arrangement	0
<b>Very drunk or “high” 7 or more times, ever</b>	
Home with one or more parent or guardian	0
Foster home	
Homeless	
Other living arrangement	0
<b>Been drunk or “high” on drugs at school, ever</b>	
Home with one or more parent or guardian	0
Foster home	
Homeless	
Other living arrangement	0

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

*<sup>¶</sup>Past 30 days.*

**Table A18.4**  
**Substance Use by Living Situation – Continued**

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

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

<sup>¶</sup>Past 30 days.

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

	Grade 7 %
<b>Eating of breakfast<sup>‡</sup></b>	
Home with one or more parent or guardian	81
Foster home	
Homeless	
Other living arrangement	57
<b>Bedtime (at 12 am or later)</b>	
Home with one or more parent or guardian	7
Foster home	
Homeless	
Other living arrangement	7

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

<sup>‡</sup>*Today.*

**Table A18.6**

**Remote Schooling by Living Situation (Remote Only)**

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

<sup>¶</sup>Past 30 days.

<sup>||</sup>Past 7 days.

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”



**Table A18.7**  
***Social and Emotional Health by Living Situation***

	Grade 7 %
<b>Social emotional distress<sup>‡</sup></b>	
Home with one or more parent or guardian	16
Foster home	
Homeless	
Other living arrangement	18
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>	
Home with one or more parent or guardian	16
Foster home	
Homeless	
Other living arrangement	31
<b>Considered suicide<sup>§</sup></b>	
Home with one or more parent or guardian	6
Foster home	
Homeless	
Other living arrangement	8
<b>Optimism<sup>‡</sup></b>	
Home with one or more parent or guardian	61
Foster home	
Homeless	
Other living arrangement	51
<b>Life satisfaction<sup>‡</sup></b>	
Home with one or more parent or guardian	75
Foster home	
Homeless	
Other living arrangement	82

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

<sup>‡</sup>*Average percent of respondents reporting “Pretty much true” or “Very much true.”*

<sup>§</sup>*Past 12 months.*

<sup>‡</sup>*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	
<b><i>Student Sample Size</i></b>	
Target sample	328
Final number	279
<b>Response Rate</b>	85%

## 2. Key Indicators of School Climate

**Table N2.1**

*School Climate Scales*

	Grade 7 %	Table
Student learning environment <sup>†</sup>	72	N3.1
Learning engagement climate <sup>†</sup>	49	N3.2
Fairness and respect <sup>†</sup>	60	N4.1
Racial/Ethnic conflict <sup>†</sup>	13	N4.2
Respect for diversity <sup>†</sup>	78	N4.3
Clarity of rules <sup>†</sup>	70	N5.1
Disciplinary harshness <sup>†</sup>	20	N5.2
Student peer relationships <sup>†</sup>	68	N6.1
Support for social emotional learning <sup>†</sup>	77	N7.1
Antibullying climate <sup>†</sup>	59	N8.1
Quality of school facilities <sup>†Φ</sup>	53	N9.1
Time for lunch <sup>†</sup>	63	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.*

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>Φ</sup>In-school only.

### 3. Student Learning Environment & Academic Engagement

**Table N3.1**

***Student Learning Environment Questions***

	Grade 7 %
<b>Student learning environment</b>	
<i>Average reporting “Agree” or “Strongly agree”</i>	72
<b>Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.</b>	
Strongly disagree	4
Disagree	5
Neither disagree nor agree	18
Agree	46
Strongly agree	26
<b>My teachers work hard to help me with my schoolwork when I need it.</b>	
Strongly disagree	3
Disagree	3
Neither disagree nor agree	17
Agree	49
Strongly agree	28
<b>Teachers show how classroom lessons are helpful to students in real life.</b>	
Strongly disagree	6
Disagree	12
Neither disagree nor agree	26
Agree	42
Strongly agree	13

*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 %
<b>Teachers give students a chance to take part in classroom discussions or activities.</b>	
Strongly disagree	1
Disagree	2
Neither disagree nor agree	9
Agree	50
Strongly agree	38
<b>Teachers go out of their way to help students.</b>	
Strongly disagree	2
Disagree	5
Neither disagree nor agree	28
Agree	44
Strongly agree	21
<b>Teachers help students catch up when they return from an absence.</b>	
Strongly disagree	4
Disagree	4
Neither disagree nor agree	23
Agree	49
Strongly agree	21
<b>My teachers give me useful feedback on my work.</b>	
Strongly disagree	1
Disagree	3
Neither disagree nor agree	18
Agree	56
Strongly agree	22

*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 %
<b>This school is a supportive and inviting place for students to learn.<sup>ø</sup> (<i>In-School Only</i>)</b>	
Strongly disagree	2
Disagree	5
Neither disagree nor agree	20
Agree	48
Strongly agree	26

*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.*

*<sup>ø</sup>Item not included in the scale.*

**Table N3.2**  
***Learning Engagement Climate Questions***

	Grade 7 %
<b>Learning engagement climate</b>	
<i>Average reporting “Agree” or “Strongly agree”</i>	49
<b>Students at this school are motivated to learn.</b>	
Strongly disagree	5
Disagree	10
Neither disagree nor agree	40
Agree	35
Strongly agree	10
<b>Students pay attention in class.</b>	
Strongly disagree	2
Disagree	11
Neither disagree nor agree	39
Agree	38
Strongly agree	10
<b>Students try their best in school.</b>	
Strongly disagree	2
Disagree	7
Neither disagree nor agree	41
Agree	37
Strongly agree	13

*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 %
<b>Students turn in their homework on time.</b>	
Strongly disagree	2
Disagree	6
Neither disagree nor agree	37
Agree	47
Strongly agree	8
<b>Students usually follow the rules at school.<sup>Ø</sup> (<i>In-School Only</i>)</b>	
Strongly disagree	3
Disagree	8
Neither disagree nor agree	29
Agree	44
Strongly agree	17

*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.*

*<sup>Ø</sup>Item not included in the scale.*

**Table N3.3*****School Promotes Academic Success***

	Grade 7 %
<b>This school promotes academic success for all students.</b>	
Strongly disagree	1
Disagree	2
Neither disagree nor agree	18
Agree	55
Strongly agree	24

*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 %
<b>Fairness and respect</b>	
<i>Average reporting “Agree” or “Strongly agree”</i>	60
<b>Adults at this school treat all students with respect.</b>	
Strongly disagree	2
Disagree	6
Neither disagree nor agree	22
Agree	42
Strongly agree	27
<b>Students treat teachers with respect.</b>	
Strongly disagree	4
Disagree	9
Neither disagree nor agree	36
Agree	36
Strongly agree	16
<b>The school rules are fair.</b>	
Strongly disagree	4
Disagree	7
Neither disagree nor agree	27
Agree	39
Strongly agree	23
<b>All students are treated fairly when they break school rules.</b>	
Strongly disagree	6
Disagree	12
Neither disagree nor agree	23
Agree	37
Strongly agree	21

*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 %
<b>Racial/Ethnic conflict</b>	
<i>Average reporting “Agree” or “Strongly agree”</i>	13
<b>I have been disrespected by an adult at this school because of my race, ethnicity, or culture.</b>	
Strongly disagree	54
Disagree	22
Neither disagree nor agree	11
Agree	10
Strongly agree	3
<b>There is a lot of tension in this school between people of different cultures, races, or ethnicities.</b>	
Strongly disagree	37
Disagree	30
Neither disagree nor agree	19
Agree	11
Strongly agree	3

*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 %
<b>Respect for diversity</b>	
<i>Average reporting “Agree” or “Strongly agree”</i>	78
<b>Students in this school respect each other’s differences.</b>	
Strongly disagree	5
Disagree	6
Neither disagree nor agree	27
Agree	43
Strongly agree	19
<b>Adults/teachers in this school respect differences in students.</b>	
Strongly disagree	0
Disagree	2
Neither disagree nor agree	9
Agree	50
Strongly agree	38
<b>Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.</b>	
Strongly disagree	0
Disagree	2
Neither disagree nor agree	14
Agree	50
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 %
<b>When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict.</b>	
Strongly disagree	4
Disagree	9
Neither disagree nor agree	26
Agree	39
Strongly agree	22

*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 %
<b>Clarity of rules</b>	
<i>Average reporting “Agree” or “Strongly agree”</i>	70
<b>This school clearly informs students what would happen if they break school rules.</b>	
Strongly disagree	4
Disagree	9
Neither disagree nor agree	16
Agree	43
Strongly agree	28
<b>Rules in this school are made clear to students.</b>	
Strongly disagree	3
Disagree	4
Neither disagree nor agree	28
Agree	41
Strongly agree	24
<b>This school makes it clear how students are expected to act.</b>	
Strongly disagree	3
Disagree	3
Neither disagree nor agree	21
Agree	47
Strongly agree	27

*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 %
<b>Disciplinary harshness</b>	
<i>Average reporting “Agree” or “Strongly agree”</i>	20
<b>The rules in this school are too strict.</b>	
Strongly disagree	14
Disagree	31
Neither disagree nor agree	41
Agree	11
Strongly agree	4
<b>It is easy for students to get kicked out of class or get suspended.</b>	
Strongly disagree	22
Disagree	33
Neither disagree nor agree	30
Agree	10
Strongly agree	5
<b>Students get in trouble for breaking small rules.</b>	
Strongly disagree	11
Disagree	24
Neither disagree nor agree	33
Agree	23
Strongly agree	9

*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 %
<b>Student peer relationships</b>	
<i>Average reporting “Agree” or “Strongly agree”</i>	68
<b>Students enjoy doing things with each other during school activities.</b>	
Strongly disagree	1
Disagree	3
Neither disagree nor agree	20
Agree	51
Strongly agree	24
<b>Students care about each other.</b>	
Strongly disagree	2
Disagree	4
Neither disagree nor agree	23
Agree	50
Strongly agree	22
<b>Students treat each other with respect.</b>	
Strongly disagree	2
Disagree	9
Neither disagree nor agree	32
Agree	38
Strongly agree	19
<b>Students get along well with each other.</b>	
Strongly disagree	1
Disagree	3
Neither disagree nor agree	29
Agree	48
Strongly agree	19

*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 %
<b>Support for social emotional learning</b>	
<i>Average reporting “Agree” or “Strongly agree”</i>	77
<b>This school encourages students to feel responsible for how they act.</b>	
Strongly disagree	1
Disagree	6
Neither disagree nor agree	19
Agree	51
Strongly agree	23
<b>This school encourages students to understand how others think and feel.</b>	
Strongly disagree	1
Disagree	4
Neither disagree nor agree	19
Agree	46
Strongly agree	29
<b>Students are taught that they can control their own behavior.</b>	
Strongly disagree	1
Disagree	3
Neither disagree nor agree	16
Agree	58
Strongly agree	21

*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 %
<b>This school helps students resolve conflicts with one another.</b>	
Strongly disagree	3
Disagree	7
Neither disagree nor agree	21
Agree	49
Strongly agree	20
<b>This school encourages students to care about how others feel.</b>	
Strongly disagree	2
Disagree	1
Neither disagree nor agree	18
Agree	55
Strongly agree	24
<b>Teachers here make it clear to students that bullying is not tolerated.</b>	
Strongly disagree	2
Disagree	1
Neither disagree nor agree	7
Agree	49
Strongly agree	40

*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 %
<b>Antibullying climate</b>	
<i>Average reporting “Agree” or “Strongly agree”</i>	59
<b>If another student was bullying me, I would tell one of the teachers or staff at school.</b>	
Strongly disagree	5
Disagree	11
Neither disagree nor agree	22
Agree	39
Strongly agree	24
<b>Students tell teachers when other students are being bullied.</b>	
Strongly disagree	6
Disagree	10
Neither disagree nor agree	35
Agree	34
Strongly agree	15
<b>If I tell a teacher that someone is bullying me, the teacher will do something to help.</b>	
Strongly disagree	3
Disagree	3
Neither disagree nor agree	15
Agree	51
Strongly agree	27

*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 %
<b>Students here try to stop bullying when they see it happening.</b>	
Strongly disagree	6
Disagree	14
Neither disagree nor agree	37
Agree	30
Strongly agree	13

*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 %
<b>Quality of school facilities</b>	
<i>Average reporting “Agree” or “Strongly agree”</i>	53
<b>My school is usually clean and tidy.</b>	
Strongly disagree	3
Disagree	18
Neither disagree nor agree	30
Agree	38
Strongly agree	11
<b>The schoolyard and buildings are clean and in good condition.</b>	
Strongly disagree	3
Disagree	10
Neither disagree nor agree	28
Agree	39
Strongly agree	20
<b>The school grounds are kept clean.</b>	
Strongly disagree	6
Disagree	12
Neither disagree nor agree	30
Agree	37
Strongly agree	14

*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 %
<b>My classroom is so crowded it is hard to concentrate and learn.</b>	
Strongly disagree	22
Disagree	50
Neither disagree nor agree	17
Agree	7
Strongly agree	4

*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 %
<b>Time for lunch</b>	
<i>Average reporting “Agree” or “Strongly agree”</i>	63
<b>I eat my lunch at the right time of day.</b>	
Strongly disagree	2
Disagree	4
Neither disagree nor agree	20
Agree	47
Strongly agree	27
<b>I have plenty of time to eat my lunch.</b>	
Strongly disagree	9
Disagree	16
Neither disagree nor agree	23
Agree	35
Strongly agree	17

*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 %
<b>This school has clean and drinkable water.</b>	
Strongly disagree	8
Disagree	10
Neither disagree nor agree	24
Agree	37
Strongly agree	21

*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
<b><i>Student Sample Size</i></b>		
Target sample		328
Final number		276
<b>Response Rate</b>		84%



## 2. Custom Questions

**Table Z2.1**

*I help make decisions with my family.*

	Grade	
	7th %	Total %
Not at all true	4	4
A little true	26	26
Pretty much true	44	44
Very much true	26	26

*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	3	3
A little true	17	17
Pretty much true	32	32
Very much true	48	48

*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	15	15
Pretty much true	33	33
Very much true	48	48

*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	15	15
A little true	23	23
Pretty much true	29	29
Very much true	34	34

*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	8	8
A little true	16	16
Pretty much true	34	34
Very much true	42	42

*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	2	2
Pretty much true	27	27
Very much true	70	70

*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	2	2
A little true	13	13
Pretty much true	30	30
Very much true	56	56

*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	4	4
A little true	18	18
Pretty much true	31	31
Very much true	47	47

*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)	58	58
Sometimes (3-4 days each week)	21	21
Almost never (1-2 days each week)	4	4
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	34	34
A little	43	43
Somewhat	16	16
Much	5	5
Very much interfering	2	2

*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	33	33
Disagree	29	29
Mildly disagree	10	10
Mildly agree	21	21
Agree	4	4
Strongly agree	2	2

*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	12	12
Disagree	16	16
Mildly disagree	19	19
Mildly agree	29	29
Agree	20	20
Strongly agree	4	4

*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	25	25
Disagree	32	32
Mildly disagree	18	18
Mildly agree	15	15
Agree	7	7
Strongly agree	3	3

*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	38	38
Disagree	28	28
Mildly disagree	13	13
Mildly agree	13	13
Agree	6	6
Strongly agree	3	3

*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	10	10
Less than 1 hour per day	23	23
1 hour per day	18	18
2 hours per day	20	20
3 hours per day	18	18
4 hours per day	6	6
5 or more hours per day	6	6

*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	7	7
Disagree	13	13
Neither disagree nor agree	43	43
Agree	29	29
Strongly agree	9	9

*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	42	42
Safe	47	47
Neither safe nor unsafe	9	9
Unsafe	1	1
Very unsafe	0	0

*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	3	3
Yes, some of the time	16	16
Yes, most of the time	48	48
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	96	96
1 day	2	2
2 or 3 days	2	2
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	93	93
Yes	7	7

*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	94	94
No	5	5
Yes	0	0

*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	95	95
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.<sup>1</sup> 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](https://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](https://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.<sup>2</sup>

### 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)*.<sup>3</sup> 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.<sup>4</sup>

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.<sup>5</sup>

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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<sup>1</sup> 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](https://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](https://calschls.org/reports-data/dashboard)).

<sup>2</sup> Austin. (2016). Download [calschls.org/docs/factsheet-15.pdf](https://calschls.org/docs/factsheet-15.pdf)

<sup>3</sup> See [calschls.org/reports-data/#scrc](https://calschls.org/reports-data/#scrc)

<sup>4</sup> O’Malley & Hanson. (2012). Download [data.calschls.org/resources/S3factsheet3\\_API\\_20120716.pdf](https://data.calschls.org/resources/S3factsheet3_API_20120716.pdf)

<sup>5</sup> Voight, Austin, & Hanson. (2013). Download [www.wested.org/online\\_pubs/hd-13-10.pdf](https://www.wested.org/online_pubs/hd-13-10.pdf)

expectations at school.<sup>6</sup> 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 11<sup>th</sup> graders in traditional comprehensive high schools.<sup>7</sup> 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.<sup>8</sup>

## 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](https://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](mailto: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.<sup>9</sup> They were highest in schools with large proportions of white and Asian students, as well as

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

<sup>7</sup> In interpreting the results for 11<sup>th</sup> 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.

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

<sup>9</sup> Austin, Hanson, Bono, & Zheng. (2008). Download [data.calschls.org/resources/factsheet\\_8.pdf](https://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*.<sup>10</sup> White students feel more safe, engaged, and supported than their African American, Hispanic, and Asian peers *within the same school*.<sup>11</sup> 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.<sup>12 13</sup> 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.<sup>14</sup> 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.<sup>15 16</sup> For example, analysis of the Biennial State CHKS data indicate that LGBTQ youth<sup>17</sup> 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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<sup>10</sup> Hanson, Austin, & Li. (2012). Download [data.calschls.org/resources/FACTSHEET-13\\_20120405.pdf](https://data.calschls.org/resources/FACTSHEET-13_20120405.pdf)

<sup>11</sup> See [calschls.org/my-surveys/](https://calschls.org/my-surveys/)

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

<sup>13</sup> See [calschls.org/my-surveys/](https://calschls.org/my-surveys/)

<sup>14</sup> See [calschls.org/my-surveys/](https://calschls.org/my-surveys/)

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

<sup>16</sup> 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>

<sup>17</sup> See [calschls.org/my-surveys/](https://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.<sup>18</sup> 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 11<sup>th</sup> grade to 71 percent in 7<sup>th</sup>.<sup>19</sup>

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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<sup>18</sup> 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>

<sup>19</sup> Download [data.calschls.org/resources/Biennial\\_State\\_1921.pdf](https://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.<sup>20,21</sup>

			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	<b>Optimal</b>  <b>1</b> <b>Low Boredom-High Value</b>  Students did not think school was boring and valued school highly				<b>4</b> <b>Mid Boredom-High Value</b>  Students valued school highly with mid-level school boredom			<b>7</b> <b>High Boredom-High Value</b>  Students indicated school was very boring, yet they valued it highly		
		1										
		2										
		3										
	Mid Value	4	<b>2</b> <b>Low Boredom-Mid Value</b>				<b>5</b> <b>Mid Boredom-Mid Value</b>  Students with mid-level school boredom and school value			<b>8</b> <b>High Boredom-Mid Value</b>  Students indicated school was very boring, and valued it at a mid level		
		5										
		6										
	Low Value	7	<b>3</b> <b>Low Boredom-Low Value</b>				<b>6</b> <b>Mid Boredom-Low Value</b>			<b>Suboptimal</b>  <b>9</b> <b>High Boredom-Low Value</b>  Students indicated school was very boring, and valued it at a very low level		
		8										
		9										
		10 Agree										

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.

<sup>20</sup> 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>

<sup>21</sup> 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\\_#/](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.<sup>22</sup>

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.<sup>23</sup>

## 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.<sup>24 25 26 27 28 29</sup>

## 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.<sup>30</sup> 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

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<sup>22</sup> 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/](http://www.attendanceworks.org/portraits-of-change/)

<sup>23</sup> Austin, Hanson, Bala, & Zheng. (2023). Download [data.calschls.org/resources/18th\\_Biennial\\_State\\_1921.pdf](http://data.calschls.org/resources/18th_Biennial_State_1921.pdf)

<sup>24</sup> Hanson & Austin. (2002). Download [data.calschls.org/resources/factsheet.pdf](http://data.calschls.org/resources/factsheet.pdf)

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

<sup>26</sup> Hanson. (2011). Download [data.calschls.org/resources/S3factsheet1\\_caring\\_20120223.pdf](http://data.calschls.org/resources/S3factsheet1_caring_20120223.pdf)

<sup>27</sup> Hanson. (2012). Download [data.calschls.org/resources/S3factsheet2\\_participation\\_20120224.pdf](http://data.calschls.org/resources/S3factsheet2_participation_20120224.pdf)

<sup>28</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief1\\_CaringRelationships\\_final.pdf](http://data.calschls.org/resources/S3_WhatWorksBrief1_CaringRelationships_final.pdf)

<sup>29</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief2\\_MeaningfulPart\\_final.pdf](http://data.calschls.org/resources/S3_WhatWorksBrief2_MeaningfulPart_final.pdf)

<sup>30</sup> 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/](https://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 7<sup>th</sup> grade to 53 percent in 11<sup>th</sup>, a decline similar to that found for the Academic Motivation scale.<sup>31</sup> 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.<sup>32 33</sup>

## **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.<sup>34</sup>

## **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.<sup>35</sup> 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 11<sup>th</sup> 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.<sup>36</sup> 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.<sup>37</sup> These behaviors adversely affect not only students' ability

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<sup>31</sup> Austin, Hanson, Zhang, & Zheng. (2020). Download [data.calschls.org/resources/Biennial\\_State\\_1719.pdf](https://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.

<sup>32</sup> Austin, Hanson, & Voight. (2013). Download [data.calschls.org/resources/S3factsheet5\\_connectedness\\_20130827.pdf](https://data.calschls.org/resources/S3factsheet5_connectedness_20130827.pdf)

<sup>33</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief4\\_Connectedness\\_final.pdf](https://data.calschls.org/resources/S3_WhatWorksBrief4_Connectedness_final.pdf)

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

<sup>35</sup> Hanson & Zheng. (2021). Download [calschls.org/docs/facilities\\_030221.pdf](https://calschls.org/docs/facilities_030221.pdf)

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

<sup>37</sup> 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.<sup>38 39 40</sup>

## 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.<sup>41</sup>

## 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 7<sup>th</sup> and 11<sup>th</sup> grades.<sup>42</sup> 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.<sup>43 44</sup> 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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<sup>38</sup> Barton, P. E. (2001). *Facing the hard facts in education reform*. Princeton, NJ: Educational Testing Service.

<sup>39</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief5\\_ViolencePerpetration\\_final.pdf](https://data.calschls.org/resources/S3_WhatWorksBrief5_ViolencePerpetration_final.pdf)

<sup>40</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief6\\_ViolenceVictimization\\_final.pdf](https://data.calschls.org/resources/S3_WhatWorksBrief6_ViolenceVictimization_final.pdf)

<sup>41</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief3\\_Safety\\_final.pdf](https://data.calschls.org/resources/S3_WhatWorksBrief3_Safety_final.pdf)

<sup>42</sup> Austin, Hanson, Zhang, & Zheng. (2020). Download [data.calschls.org/resources/Biennial\\_State\\_1719.pdf](https://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.

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

<sup>44</sup> Austin, Nakamoto, & Bailey. (2010). Download [data.calschls.org/resources/FACTSHEET-10.pdf](https://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.<sup>45</sup> 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.<sup>46</sup> About 14 percent of 7<sup>th</sup> and 9<sup>th</sup> graders report seeing someone carrying a weapon compared to 11 percent of 11<sup>th</sup> 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.<sup>47</sup>

### **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.<sup>48</sup> Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools.<sup>49 50</sup>

### **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.<sup>51 52</sup>

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<sup>45</sup> Students who participated in school exclusively via remote learning were not asked these questions in 2020-21.

<sup>46</sup> Austin, Hanson, Polik, & Zheng. (2018). Download [data.calschls.org/resources/Biennial\\_State\\_1517.pdf](https://data.calschls.org/resources/Biennial_State_1517.pdf)

<sup>47</sup> Statewide CSSS. (2018). Download [calschls.org/docs/statewide\\_1517\\_csss.pdf](https://calschls.org/docs/statewide_1517_csss.pdf)

<sup>48</sup> 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.

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

<sup>50</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief8\\_AOD\\_final.pdf](https://data.calschls.org/resources/S3_WhatWorksBrief8_AOD_final.pdf)

<sup>51</sup> Hanson & Zheng. (2006). Download [data.calschls.org/resources/factsheet2update.pdf](https://data.calschls.org/resources/factsheet2update.pdf)

<sup>52</sup> Austin, McCarthy, Slade, & Bailey. (2007). Download [data.calschls.org/resources/FACTSHEET-5.pdf](https://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.<sup>53</sup> 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.<sup>54</sup>

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.<sup>55 56</sup>

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

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

<sup>55</sup> Heck, Russell, O’Shaughnessy, Laub, Calhoun, & Austin. (2005). Download [data.calschls.org/resources/FACTSHEET-4.pdf](https://data.calschls.org/resources/FACTSHEET-4.pdf)

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