CALIFORNIA
CalSCHLS
SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY

Palo Alto High
Secondary
2023-2024
Main Report

California Department of EDUCATION

WestEd
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PREFACE

HYPERLINK FEATURE

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

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

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

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

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

THE SURVEY

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

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The secondary-school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

Core Module

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

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

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

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

Behavioral Health Module (Supplementary)

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

School Climate Module (Supplementary)

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

Social Emotional Health Module (Supplementary)

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

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

SURVEY ADMINISTRATION AND SAMPLE

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

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

THE REPORT

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

LCAP Subgroup Results

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

ONLINE DATA DASHBOARDS

Public Dashboard. Anyone can examine online key state, county, and district CHKS results on the public CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard). The dashboard can be used to graphically display statewide, county, and district key indicators from the Core and School Climate Modules, trends over time, and disparities in survey outcomes across subgroups. Group differences across LCAP subgroups and other characteristics (e.g., chronic sadness) can be examined. In addition to displaying results interactively on the web, dashboard results can be exported as Image and PDF files for dissemination. District data are publicly posted on the dashboard by the end of November of the year following survey administration.

The District Dashboard Option. Districts may also purchase a two-year subscription to a password-protected, private data dashboard that displays up to 11 years of CalSCHLS data at not only the district level but also the *individual school level*. The dashboard provides designated staff with graphical data displays for the district as a whole, for all schools in the district on the same page to enable comparisons across schools, and for a single, individual school. At both the district and school level, viewers can:

- compare their data with district and state averages;
- make comparisons across groups such as race/ethnicity, sexual orientation, gender identity, and many other characteristics (LCAP subgroups, chronic sadness, caring relationships); and
- examine data trends over time overall and by different demographic groups.

Viewers at both the district level and the school level have the option to download data displays as a PDF document which can be shared with stakeholders.

UNDERSTANDING THE DATA

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results. These include changes that occur in survey content, administration, and/or sample characteristics between administrations. The following are a few of the key issues that should be kept in mind.

Representativeness

Among the most important factors affecting the quality of survey results is the level and type of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 70 percent (see Table A1.1 and Appendix I for student response rates). One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the student enrollment. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

Changes Between Survey Administrations

Many factors besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of students who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase during holidays or social events).

RESOURCES

CalSCHLS.org contains numerous guidebooks and other resources for using and understanding survey results.

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets).
- ***Making Sense of School Climate*** provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).
- The **California Center for School Climate** (ca-safe-supportive-schools.wested.org/california-center-for-school-climate/) provides free support and trainings on school climate and data use to LEAs in California. The website provides archived virtual events and other school climate improvement resources.
- The ***California Safe and Supportive Schools Newsletter*** provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on ca-safe-supportive-schools.wested.org/subscribe/.
- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.
- The **CalSCHLS Item Crosswalk** (calschls.org/resources/#resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process of continuous improvement. The following describes some additional steps you should take and some custom services (additional fees apply) available from the CalSCHLS technical advisor team. These will help in fostering effective use of the results and provide additional information to support school and program improvement efforts and the LCAP process.

Engage Students, Staff, and Parents in Reviewing the Results and Action Planning

Engage students, parents, and school/community stakeholders in reviewing and exploring the meaning of the results. Obtain their input into how the school might better meet the identified school and student needs and into developing a detailed action plan to guide school/community collaborative efforts. This communicates to stakeholders that you value their input into how to improve the school/community and gives them an opportunity for meaningful participation. By enlisting their collaboration, you also increase the prospect that the identified needs will be successfully addressed.

As part of this process, WestEd staff can facilitate a *Data Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS technical advisor (calschls.org/contact) or email calschls@wested.org.

Compare Results with Other Data

The value of your CHKS results will be greatly enhanced if examined in the context of the following sources of related data.

- **Staff and Parent Surveys**. If your school district has administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Survey Item Crosswalk (calschls.org/resources/#resources_and_tools) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer these companion surveys, urge them to do so next time.
- **Elementary CHKS Results**. Examine how the results from 9th and 11th graders compare with those from 5th and 7th graders if your district also administered the CHKS at these school levels. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle school levels might help mitigate problems that are evident among older students.
- **Other Data**. Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.
- **Similar District and Statewide Results**. The results from the biennial state administration of the CHKS, which provide representative state norms, can be downloaded from the CalSCHLS website (data.calschls.org/resources/Biennial_State_1921.pdf) or examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports). How

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

Data Workshop

To assist in your review of the survey results, you can request your CalSCHLS techical advisor to conduct a structured, customized *Data Workshop*. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS technical advisor (calschls.org/contact) or email calschls@wested.org.

Request Additional Reports and Data

As you review your data with stakeholders, you may find that additional data needs emerge. The following custom services are available to help delve more deeply into your survey results and foster more effective use of the results in support of school and program improvement efforts and the LCAP process.

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

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

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

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

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

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

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

ACKNOWLEDGMENTS

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1
Student Sample for Core Module

	Grade 9	Grade 11
Student Sample Size		
Target sample	474	465
Final number	345	345
Response Rate	73%	74%

Table A1.2
Number of Respondents by Instructional Model

	Grade 9	Grade 11
In-school learning only	345	345
Remote learning only	0	0

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 9 %	Grade 11 %	Table
School Engagement and Supports			
School connectedness[†#] ***(In-School Only)***	73	68	A6.4
School connectedness[†ψ] ***(Remote Only)***			A6.4
Academic motivation[†]	69	73	A6.4
School is really boring[±]	38	28	A6.11
School is worthless and a waste of time[±]	7	6	A6.11
Monthly Absences (3 or more)	13	10	A6.2
Maintaining focus on schoolwork[†Γ]	32	27	A6.10
Caring adult relationships[‡]	69	70	A6.4
High expectations[‡]	79	77	A6.4
Meaningful participation[‡]	32	34	A6.4
Facilities upkeep[†Φ]	61	63	A6.15
Promotion of parental involvement in school[†]	51	49	A6.4
School Safety and Cyberbullying			
School perceived as very safe or safe[Φ]	80	79	A8.1
Experienced any harassment or bullying[§]	23	19	A8.2
Had mean rumors or lies spread about you[§]	22	18	A8.3
Been afraid of being beaten up[§Φ]	10	6	A8.3
Been in a physical fight[§Φ]	5	3	A8.4
Seen a weapon on campus[§Φ]	6	4	A8.6
Cyberbullying[§]	18	13	A8.3

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

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

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

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

[±]*Rating of 7 or higher.*

[Γ]*Survey question was reverse-coded.*

[Φ]*In-School only.*

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

[§]*Past 12 months.*

Table A2.2

Key Indicators of Substance Use, Remote Schooling, and Student Well-Being

	Grade 9 %	Grade 11 %	Table
Substance Use			
Current alcohol or drug use[¶]	6	14	A9.5
Current tobacco use[¶]	3	5	A10.6
Current marijuana use[¶]	2	6	A9.5
Current binge drinking[¶]	2	4	A9.5
Very drunk or "high" 7 or more times, ever	1	8	A9.7
Been drunk or "high" on drugs at school, ever	2	4	A9.9
Current cigarette smoking[¶]	2	2	A10.4
Current use of vape products[¶]	3	5	A10.4
Current tobacco vaping[¶]	2	4	A10.5
Current marijuana vaping[¶]	2	4	A10.5
Routines			
Eating of breakfast[|]	78	68	A4.1
Bedtime (at 12 am or later)	29	49	A4.2
Remote Schooling			
Remote learning frequency (5 days per week)[¶δ]			A5.1
Synchronous instruction (4 days or more)[‖δ]			A5.1
Interest in schoolwork done from home[†δ]			A5.3
Meaningful opportunities[‡δ]			A5.2
Social and Emotional Health			
Social emotional distress[‡]	20	26	A7.5
Experienced chronic sadness/hopelessness[§]	14	24	A7.1
Considered suicide[§]	11	8	A7.2
Optimism[‡]	53	48	A7.3
Life satisfaction[∓]	70	65	A7.4

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

[¶]*Past 30 days.*

[|]*Today.*

[δ]*Remote only.*

[‖]*Past 7 days.*

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

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

[§]*Past 12 months.*

[∓]*Average percent of respondents reporting "Satisfied" or "Very satisfied."*

3. Demographics

Table A3.1

School Schedule, Past 30 Days

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

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

Table A3.2

Gender of Sample

	Grade 9 %	Grade 11 %
Male	54	52
Female	43	43
Nonbinary	2	2
Something else	1	2

Question HS/MS A.3: What is your gender?
Note: Cells are empty if there are less than 10 respondents.

Table A3.3

Sexual Orientation

	Grade 9 %	Grade 11 %
Straight (not gay)	78	74
Lesbian or Gay	3	2
Bisexual	7	9
Something else	3	5
Not sure	6	5
Decline to respond	4	5

Question HS/MS A.5: Which of the following best describes you?
Note: Cells are empty if there are less than 10 respondents.

Table A3.4

Gender Identity

	Grade 9 %	Grade 11 %
No, I am not transgender	93	91
Yes, I am transgender	4	2
I am not sure if I am transgender	1	2
Decline to respond	2	5

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

Table A3.5

Race or Ethnicity

	Grade 9 %	Grade 11 %
American Indian or Alaska Native, non-Hispanic	1	1
Asian or Asian American, non-Hispanic	42	38
Black or African American, non-Hispanic	1	2
Hispanic or Latinx	12	12
Native Hawaiian or Pacific Islander, non-Hispanic	2	0
White, non-Hispanic	26	29
Multiracial, non-Hispanic	12	17
Something else, non-Hispanic	4	1

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

Question HS/MS A.9: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.
Note: Cells are empty if there are less than 10 respondents.

Table A3.7

Living Situation

	Grade 9 %	Grade 11 %
Home with one or more parent or guardian	97	99
Foster home	0	0
Homeless	1	0
Other living arrangement	2	1

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 9 %	Grade 11 %
Did not finish high school	4	2
Graduated from high school	4	3
Attended college but did not complete four-year degree	4	4
Graduated from college	83	88
Don't know	5	4

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 9 %	Grade 11 %
No	84	84
Yes	12	14
Don't know	4	2
Prefer not to say	0	1

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 9 %	Grade 11 %
No	89	94
Yes	4	1
Don't know	7	5

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 9 %	Grade 11 %
Not currently in English Learner Program	96	100
Less than 7 years (EL)	2	0
7 years or more (LTEL)	2	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 9 %	Grade 11 %
English	61	74
Spanish	6	4
Mandarin	14	9
Cantonese	2	0
Taiwanese	1	0
Tagalog	1	0
Vietnamese	0	0
Korean	3	3
Arabic	0	0
Other	11	9

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 9 %	Grade 11 %
How well do you...		
understand English?		
Very well	77	84
Well	19	16
Not well	4	0
Not at all	0	0
speak English?		
Very well	73	83
Well	23	17
Not well	3	0
Not at all	1	0
read English?		
Very well	71	79
Well	25	21
Not well	4	0
Not at all	0	0
write English?		
Very well	67	79
Well	30	19
Not well	3	2
Not at all	0	0
English Language Proficiency Status		
Proficient	71	78
Not proficient	29	22

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

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

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

Proficient: students with average item response $>$ 3.5; and

Not Proficient: students with average item response $\leq$ 3.5.

Table A3.14

Number of Days Attending Afterschool Program (In-School Only)

	Grade 9 %	Grade 11 %
I do not attend my school's afterschool program	76	87
1 day	4	2
2 days	3	2
3 days	2	1
4 days	2	2
5 days	13	6

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 9 %	Grade 11 %
No	97	97
Yes	1	2
Don't know	2	0

Question HS/MS A.11: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?
Note: Cells are empty if there are less than 10 respondents.

4. Routines

Table A4.1
Eating of Breakfast

	Grade 9 %	Grade 11 %
No	22	32
Yes	78	68

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 9 %	Grade 11 %
Before 7:00 pm	0	0
7:00-7:59 pm	0	0
8:00-8:59 pm	2	1
9:00-9:59 pm	10	5
10:00-10:59 pm	33	16
11:00-11:59 pm	26	29
12:00-12:59 am	17	25
After 1:00 am	12	24
Bedtime at 12 am or later	29	49

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

Question HS/MS A.20-22: In the past 30 days, how many weekdays in an average week did you participate in school from home for an entire school day?.. On the average weekday, how much of your day did you spend learning and completing schoolwork from home?... How many days in the past week did you participate in an online class from home where your teacher talked to students from a computer, phone, or tablet (iPad)?

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

Table A5.2

Interesting Activities Provided for Student in Remote Schooling (Remote Only)

	Grade 9 %	Grade 11 %
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 9 %	Grade 11 %
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 9 %	Grade 11 %
Mostly A's	61	55
A's and B's	25	33
Mostly B's	3	5
B's and C's	7	6
Mostly C's	2	1
C's and D's	2	1
Mostly D's	0	0
Mostly F's	0	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 9 %	Grade 11 %
I did not miss any days of school in the past 30 days	56	56
1 day	22	17
2 days	10	16
3 or more days	13	10

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 9 %	Grade 11 %
Does not apply; I didn't miss any school	50	47
Illness (feeling physically sick), including problems with breathing or your teeth	38	42
Were being bullied or mistreated at school ***(In-School Only)***	1	1
Felt very sad, hopeless, anxious, stressed, or angry	3	9
Didn't get enough sleep	6	14
Didn't feel safe at school or going to and from school ***(In-School Only)***	1	0
Had to take care of or help a family member or friend	1	2
Wanted to spend time with friends	1	1
Used alcohol or drugs	1	1
Were behind in schoolwork or weren't prepared for a test or class assignment	2	12
Were bored or uninterested in school	3	5
Had no transportation to school ***(In-School Only)***	1	0
Other reason	16	9

Question HS/MS A.25, 26: In the past 30 days, did you miss a day of school for any of the following reasons? (Mark All That Apply.) [In-School only]... In the past 30 days, did you miss a day of school from home for any of the following reasons? (Mark All That Apply.) [Remote only]

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

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

Table A6.4

School Environment, School Connectedness, Academic Motivation, and Promotion of Parental Involvement Scales

	Grade 9 %	Grade 11 %	Table
Total school supports	60	60	
Caring relationships-adults in school‡	69	70	A6.5
High expectations-adults in school‡	79	77	A6.6
Meaningful participation at school‡	32	34	A6.7
School connectedness†# ***(In-School Only)***	73	68	A6.8
School connectedness†ψ ***(Remote Only)***			A6.8
Academic motivation†	69	73	A6.9
Promotion of parental involvement in school†	51	49	A6.13

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

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

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

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

ψThe scale was based on four questions for remote respondents.

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

Table A6.5
Caring Relationships Scale Questions

	Grade 9 %	Grade 11 %
Caring relationships-adults in school		
Average reporting "Pretty much true" or "Very much true"	69	70
There is a teacher or some other adult from my school...		
who really cares about me.		
Not at all true	7	6
A little true	26	25
Pretty much true	47	39
Very much true	20	30
who notices when I'm not there.		
Not at all true	7	8
A little true	28	30
Pretty much true	43	37
Very much true	21	24
who listens to me when I have something to say.		
Not at all true	4	4
A little true	20	16
Pretty much true	49	44
Very much true	28	36

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 9 %	Grade 11 %
High expectations-adults in school		
Average reporting "Pretty much true" or "Very much true"	79	77
There is a teacher or some other adult from my school...		
who tells me when I do a good job.		
Not at all true	3	7
A little true	20	23
Pretty much true	47	41
Very much true	30	29
who always wants me to do my best.		
Not at all true	1	3
A little true	14	12
Pretty much true	43	44
Very much true	41	41
who believes that I will be a success.		
Not at all true	5	4
A little true	19	22
Pretty much true	47	42
Very much true	29	32

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 9 %	Grade 11 %
Meaningful participation at school		
Average reporting "Pretty much true" or "Very much true"	32	34
At school/When I participate in school,...		
I do interesting activities.		
Not at all true	5	5
A little true	29	31
Pretty much true	45	41
Very much true	21	24
I help decide things like class activities or rules.		
Not at all true	39	36
A little true	38	39
Pretty much true	17	17
Very much true	6	8
I do things that make a difference.		
Not at all true	22	22
A little true	46	40
Pretty much true	22	28
Very much true	9	10
I have a say in how things work.		
Not at all true	30	31
A little true	45	40
Pretty much true	18	23
Very much true	8	6
I help decide school activities or rules.		
Not at all true	55	56
A little true	30	28
Pretty much true	11	9
Very much true	4	6

Question HS/MS A.55-64: At school [In-School only],... When I participate in school [Remote only],... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference... I have a say in how things work... I help decide school activities or rules.
Note: Cells are empty if there are less than 10 respondents.

Table A6.8

School Connectedness Scale Questions

	Grade 9 %	Grade 11 %
School connectedness[#] *(In-School Only)*		
Average reporting "Agree" or "Strongly agree"	73	68
School connectedness[ψ] *(Remote Only)*		
Average reporting "Agree" or "Strongly agree"		
I feel close to people at/from this school.		
Strongly disagree	2	3
Disagree	6	7
Neither disagree nor agree	17	19
Agree	52	49
Strongly agree	23	22
I am happy with/to be at this school.		
Strongly disagree	2	4
Disagree	6	6
Neither disagree nor agree	22	28
Agree	50	46
Strongly agree	20	16
I feel like I am part of this school.		
Strongly disagree	2	4
Disagree	4	7
Neither disagree nor agree	23	28
Agree	55	45
Strongly agree	16	15

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

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

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

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

Table A6.8

School Connectedness Scale Questions – Continued

	Grade 9 %	Grade 11 %
The teachers at this school treat students fairly/The teachers treat students fairly.		
Strongly disagree	3	4
Disagree	5	3
Neither disagree nor agree	22	24
Agree	54	48
Strongly agree	16	21
I feel safe in my school. ***(In-School Only)***		
Strongly disagree	2	1
Disagree	1	2
Neither disagree nor agree	16	16
Agree	54	51
Strongly agree	27	29

Question HS/MS A.32-34 How strongly do you agree or disagree with the following statements?... The teachers at this school treat students fairly. [In-School only]... The teachers treat students fairly. [Remote only]...I feel safe in my school. [In-School only]

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

Table A6.9

Academic Motivation Scale Questions

	Grade 9 %	Grade 11 %
Academic motivation		
Average reporting "Agree" or "Strongly agree"	69	73
I try hard to make sure that I am good at my schoolwork.		
Strongly disagree	1	1
Disagree	5	2
Neither disagree nor agree	13	13
Agree	48	44
Strongly agree	34	40
I try hard on my schoolwork because I am interested in it.		
Strongly disagree	6	4
Disagree	21	16
Neither disagree nor agree	30	29
Agree	31	36
Strongly agree	12	14
I work hard to try to understand new things when doing my schoolwork.		
Strongly disagree	1	1
Disagree	5	3
Neither disagree nor agree	21	18
Agree	48	55
Strongly agree	26	22
I am always trying to do better in my schoolwork.		
Strongly disagree	1	1
Disagree	3	3
Neither disagree nor agree	18	15
Agree	49	53
Strongly agree	29	28

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 9 %	Grade 11 %
It is hard for me to stay focused when doing my schoolwork.		
Strongly disagree	7	4
Disagree	25	22
Neither disagree nor agree	28	22
Agree	28	34
Strongly agree	13	17

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 9 %	Grade 11 %
School boredom		
Low (0-3)	23	28
Medium (4-6)	39	45
High (7-10)	38	28
Value of school		
High (0-3)	66	70
Medium (4-6)	27	25
Low (7-10)	7	6

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

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

Table A6.12A

School Boredom Profile Groups - 9th Grade

		School is really boring (Grade 9)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value 21%				Mid Boredom & High Value 28%			High Boredom & High Value 17%			
	1											
	2											
	3											
	4	Low Boredom & Mid Value$^{=\wedge}$				Mid Boredom & Mid Value 11%			High Boredom & Mid Value 15%			
	5											
	6											
	7								High Boredom & Low Value 6%			
	8	Low Boredom & Low Value$^{=\wedge}$				Mid Boredom & Low Value$^{=\wedge}$						
	9											
	10 Strongly Agree											

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

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

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

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

Table A6.12B

School Boredom Profile Groups - 11th Grade

<table>
<tr><td colspan="2" rowspan="2"></td><td colspan="11">School is really boring
(Grade 11)</td></tr>
<tr><td>0
Strongly
Disagree</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10
Strongly
Agree</td></tr>
<tr><td rowspan="11">School is worthless and a waste of time</td><td>Strongly
Disagree
0</td><td colspan="4" rowspan="4">Low Boredom &
High Value
26%</td><td colspan="3" rowspan="4">Mid Boredom &
High Value
31%</td><td colspan="4" rowspan="4">High Boredom &
High Value
12%</td></tr>
<tr><td>1</td></tr>
<tr><td>2</td></tr>
<tr><td>3</td></tr>
<tr><td>4</td><td colspan="4" rowspan="3">Low Boredom &
Mid Value$^{\bar{=}\wedge}$</td><td colspan="3" rowspan="3">Mid Boredom &
Mid Value
12%</td><td colspan="4" rowspan="3">High Boredom &
Mid Value
11%</td></tr>
<tr><td>5</td></tr>
<tr><td>6</td></tr>
<tr><td>7</td><td colspan="4" rowspan="3"></td><td colspan="3" rowspan="3"></td><td colspan="4" rowspan="3">High Boredom &
Low Value
5%</td></tr>
<tr><td>8</td><td colspan="4" rowspan="2">Low Boredom &
Low Value$^{\bar{=}\wedge}$</td><td colspan="3" rowspan="2">Mid Boredom &
Low Value$^{\bar{=}\wedge}$</td></tr>
<tr><td>9</td></tr>
<tr><td>10
Strongly
Agree</td><td colspan="4"></td><td colspan="3"></td><td colspan="4"></td></tr>
</table>

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

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

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

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

Table A6.13

Promotion of Parental Involvement Scale Questions

	Grade 9 %	Grade 11 %
Promotion of parental involvement in school		
Average reporting "Agree" or "Strongly agree"	51	49
Teachers at this school communicate with parents about what students are expected to learn in class.		
Strongly disagree	3	3
Disagree	11	13
Neither disagree nor agree	37	31
Agree	38	42
Strongly agree	11	11
Parents feel welcome to participate at this school.		
Strongly disagree	3	3
Disagree	5	10
Neither disagree nor agree	41	40
Agree	42	36
Strongly agree	10	11
School staff take parent concerns seriously.		
Strongly disagree	3	3
Disagree	10	10
Neither disagree nor agree	35	41
Agree	42	35
Strongly agree	10	11

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 9 %	Grade 11 %
A teacher or some other adult from my school checks on how I am feeling.		
Not at all true	15	19
A little true	32	31
Pretty much true	34	34
Very much true	18	16

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 9 %	Grade 11 %
My school is usually clean and tidy.		
Strongly disagree	3	2
Disagree	9	8
Neither disagree nor agree	27	28
Agree	49	52
Strongly agree	12	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 9 %	Grade 11 %
No	86	76
Yes	14	24

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 9 %	Grade 11 %
No	89	92
Yes	11	8

Question HS A.154/MS A.147: During the past 12 months, did you ever seriously consider attempting suicide?
Note: Cells are empty if there are less than 10 respondents.

Table A7.3
Optimism Scale Questions

	Grade 9 %	Grade 11 %
Optimism		
Average reporting "Pretty much true" or "Very much true"	53	48
Each day I look forward to having a lot of fun.		
Not at all true	15	21
A little true	38	37
Pretty much true	32	30
Very much true	16	13
I usually expect to have a good day.		
Not at all true	16	19
A little true	33	34
Pretty much true	34	33
Very much true	17	14
Overall, I expect more good things to happen to me than bad things.		
Not at all true	14	18
A little true	26	28
Pretty much true	38	33
Very much true	23	21

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 9 %	Grade 11 %
Life satisfaction		
Average reporting "Satisfied" or "Very satisfied"	70	65
I would describe my satisfaction with...		
my family life as...		
Very dissatisfied	3	2
Dissatisfied	5	5
A little dissatisfied	9	7
A little satisfied	10	10
Satisfied	37	41
Very satisfied	37	36
my friendships as...		
Very dissatisfied	2	2
Dissatisfied	2	5
A little dissatisfied	6	9
A little satisfied	14	15
Satisfied	49	39
Very satisfied	27	31
my school experience as...		
Very dissatisfied	3	5
Dissatisfied	5	6
A little dissatisfied	10	15
A little satisfied	25	31
Satisfied	41	30
Very satisfied	16	14

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 9 %	Grade 11 %
I would describe my satisfaction with...		
myself as...		
Very dissatisfied	6	8
Dissatisfied	6	7
A little dissatisfied	13	13
A little satisfied	16	21
Satisfied	36	32
Very satisfied	23	19
where I live as...		
Very dissatisfied	3	1
Dissatisfied	1	2
A little dissatisfied	5	5
A little satisfied	7	8
Satisfied	32	34
Very satisfied	53	51

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 9 %	Grade 11 %
Social emotional distress		
Average reporting "Pretty much true" or "Very much true"	20	26
I had a hard time relaxing.		
Not at all true	35	35
A little true	40	32
Pretty much true	16	23
Very much true	9	10
I felt sad and down.		
Not at all true	35	35
A little true	43	33
Pretty much true	14	23
Very much true	8	9
I was easily irritated.		
Not at all true	32	32
A little true	39	36
Pretty much true	19	19
Very much true	10	12
It was hard for me to cope and I thought I would panic.		
Not at all true	65	56
A little true	20	25
Pretty much true	8	13
Very much true	7	6
It was hard for me to get excited about anything.		
Not at all true	61	57
A little true	26	29
Pretty much true	9	9
Very much true	5	5

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 9 %	Grade 11 %
Very safe	31	32
Safe	50	47
Neither safe nor unsafe	15	19
Unsafe	2	1
Very unsafe	2	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 9 %	Grade 11 %
Race, ethnicity, or national origin		
0 times	89	94
1 time	6	4
2 or more times	5	3
Religion		
0 times	93	99
1 time	2	1
2 or more times	5	0
Gender		
0 times	93	95
1 time	4	2
2 or more times	4	3
Because you are gay, lesbian, or bisexual or someone thought you were		
0 times	91	94
1 time	3	2
2 or more times	6	4
A physical or mental disability		
0 times	94	98
1 time	3	1
2 or more times	4	1
Any of the above five reasons	20	15

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 9 %	Grade 11 %
You are an immigrant or someone thought you were		
0 times	95	97
1 time	3	1
2 or more times	2	2
Any other reason		
0 times	88	92
1 time	6	4
2 or more times	6	4
Any harassment	23	19

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 9 %	Grade 11 %
School violence victimization *(In-School Only)*		
Average reporting "1 or more times"	17	12
During the past 12 months, how many times on school property have you...		
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around? *(In-School Only)*		
0 times	88	95
1 time	4	4
2 to 3 times	2	0
4 or more times	6	1
been afraid of being beaten up? *(In-School Only)*		
0 times	90	94
1 time	7	3
2 to 3 times	2	1
4 or more times	2	2
During the past 12 months, how many times have you...		
had mean rumors or lies spread about you?		
0 times	78	82
1 time	12	10
2 to 3 times	6	4
4 or more times	5	4
had sexual jokes, comments, or gestures made to you?		
0 times	82	84
1 time	6	5
2 to 3 times	4	4
4 or more times	8	8

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 9 %	Grade 11 %
During the past 12 months, how many times on school property have you/did students from your school...		
had your property stolen or deliberately damaged? *(In-School Only)*		
0 times	87	95
1 time	9	5
2 to 3 times	3	0
4 or more times	1	0
been made fun of because of your looks or the way you talk?		
0 times	76	84
1 time	10	6
2 to 3 times	8	6
4 or more times	6	4
been made fun of, insulted, or called names?		
0 times	81	83
1 time	9	7
2 to 3 times	3	5
4 or more times	7	5
During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?		
0 times (never)	82	87
1 time	12	6
2 to 3 times	3	3
4 or more times	3	4

Question HS A.123, 124, 132, 135, 136, 151/MS A.116, 117, 125, 128, 129, 144: During the past 12 months, how many times on school property have you... been made fun of because of your looks or the way you talk? [In-school only]... had your property stolen or deliberately damaged, such as your car, clothing, or books? [In-school only]... been made fun of, insulted, or called names? [In-school only]... During the past 12 months, how many times did students from your school... make fun of you because of your looks or the way you talk? [Remote only]...make fun of you, insult you, or call you names? [Remote only]... During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?
Note: Cells are empty if there are less than 10 respondents.

Table A8.4

School Violence Perpetration Scale Questions (In-School Only)

	Grade 9 %	Grade 11 %
School violence perpetration		
Average reporting "1 or more times"	3	2
During the past 12 months, how many times on school property have you...		
been in a physical fight?		
0 times	95	97
1 time	2	2
2 to 3 times	2	0
4 or more times	1	0
been offered, sold, or given an illegal drug?		
0 times	95	94
1 time	2	4
2 to 3 times	2	1
4 or more times	1	1
damaged school property on purpose?		
0 times	97	98
1 time	1	2
2 to 3 times	2	0
4 or more times	0	0
carried a gun?		
0 times	98	100
1 time	0	0
2 to 3 times	1	0
4 or more times	1	0
carried any other weapon (such as a knife or club)?		
0 times	97	100
1 time	1	0
2 to 3 times	1	0
4 or more times	1	0

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 9 %	Grade 11 %
During the past 12 months, how many times on school property have you...		
been threatened with harm or injury?		
0 times	95	96
1 time	2	3
2 to 3 times	1	1
4 or more times	2	1
been threatened or injured with a weapon (gun, knife, club, etc.)?		
0 times	96	99
1 time	2	1
2 to 3 times	1	0
4 or more times	1	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 9 %	Grade 11 %
During the past 12 months, how many times on school property have you...		
seen someone carrying a gun, knife, or other weapon?		
0 times	94	96
1 time	4	3
2 to 3 times	1	0
4 or more times	1	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 9 %	Grade 11 %	Table
Lifetime illicit AOD use to get "high"[^]	16	31	A9.2
Lifetime alcohol or drug use	17	32	A9.2
Lifetime marijuana use	3	15	A9.2
Lifetime very drunk or high (7 or more times)	1	8	A9.7
Current alcohol or drug use[¶]	6	14	A9.5
Current marijuana use[¶]	2	6	A9.5
Current heavy drug use[¶]	2	5	A9.5
Current heavy alcohol use (binge drinking)[¶]	2	4	A9.5
Current alcohol or drug use on school property[¶Φ]	2	3	A9.8
Harmfulness of occasional marijuana use[B]	39	36	A9.11
Difficulty of obtaining marijuana[C]	19	10	A9.12

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

[^]*Excludes prescription pain medication.*

[¶]*Past 30 days.*

[Φ]*In-School only.*

[B]*Great harm.*

[C]*Very difficult.*

Table A9.2

Summary of AOD Lifetime Use

	Grade 9 %	Grade 11 %
Alcohol	13	28
Marijuana	3	15
Inhalants	2	1
Cocaine, methamphetamine, or any amphetamines	1	1
Ecstasy, LSD, or other psychedelics	2	3
Prescription pain medication (opioids)	4	2
Cold/cough medicines or other over-the-counter medicines to get "high"	5	1
Any other drug, pill, or medicine to get "high"	3	1
Any of the above AOD use	17	32
Any illicit AOD use to get "high"[^]	16	31

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

[^]*Excludes prescription pain medication.*

Table A9.3
Lifetime AOD Use

	Grade 9 %	Grade 11 %
Alcohol (one full drink)		
0 times	87	72
1 time	5	6
2 to 3 times	3	7
4 or more times	4	16
Marijuana (smoke, vape, eat, or drink)		
0 times	97	85
1 time	0	3
2 to 3 times	1	3
4 or more times	2	9
Inhalants		
0 times	98	99
1 time	1	0
2 to 3 times	1	1
4 or more times	1	0
Cocaine, methamphetamine, or any amphetamines		
0 times	99	99
1 time	0	0
2 to 3 times	0	0
4 or more times	0	1
Ecstasy, LSD, or other psychedelics		
0 times	98	97
1 time	0	1
2 to 3 times	1	1
4 or more times	1	1
Prescription pain medication		
0 times	96	98
1 time	2	1
2 to 3 times	1	1
4 or more times	2	0

Question HS A.68-71, 73, 74/MS A.69-71: 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)... Cocaine, methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Prescription pain medication (Vicodin, OxyContin, Percodan, Fentanyl).
Note: Cells are empty if there are less than 10 respondents.

Table A9.3
Lifetime AOD Use – Continued

	Grade 9 %	Grade 11 %
Cold/cough medicines or other over-the-counter medicines to get "high"		
0 times	95	99
1 time	1	0
2 to 3 times	1	0
4 or more times	3	1
Any other drug, pill, or medicine to get "high" or for reasons other than medical		
0 times	97	99
1 time	0	1
2 to 3 times	1	0
4 or more times	1	0

Question HS A.75, 76/MS A.73: During your life, how many times have you used the following?... Cold/cough medicines or other over-the-counter medicines to get "high"... Any other drug, pill, or medicine to get "high" or for reasons other than medical.

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

Table A9.4
Methods of Marijuana Consumption

	Grade 9 %	Grade 11 %
During your life, how many times have you used marijuana in any of the following ways...		
Smoke it?		
0 times	97	89
1 time	1	2
2 to 3 times	1	2
4 or more times	1	7
In a vaping device?		
0 times	97	88
1 time	1	2
2 to 3 times	1	2
4 or more times	1	8
Eat or drink it in products made with marijuana?		
0 times	98	90
1 time	0	1
2 to 3 times	1	4
4 or more times	1	6

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 9 %	Grade 11 %
Alcohol (one or more drinks of alcohol)	5	12
Binge drinking (5 or more drinks in a row)	2	4
Marijuana (smoke, vape, eat, or drink)	2	6
Inhalants	1	0
Prescription drugs to get "high" or for reasons other than prescribed	1	0
Other drug, pill, or medicine to get "high" or for reasons other than medical	1	0
Any drug use	3	7
Heavy drug use	2	5
Any AOD Use	6	14
Two or more substances at the same time	2	4

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 9 %	Grade 11 %
Alcohol (one or more drinks)		
0 days	95	88
1 or 2 days	3	9
3 to 9 days	1	2
10 to 19 days	0	0
20 to 30 days	0	0
Binge drinking (5 or more drinks in a row)		
0 days	98	96
1 or 2 days	2	4
3 to 9 days	0	0
10 to 19 days	0	0
20 to 30 days	1	0
Marijuana (smoke, vape, eat, or drink)		
0 days	98	94
1 or 2 days	1	2
3 to 9 days	0	4
10 to 19 days	1	1
20 to 30 days	1	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 9 %	Grade 11 %
Very drunk or sick after drinking alcohol		
0 times	95	85
1 to 2 times	4	9
3 to 6 times	0	2
7 or more times	1	4
"High" (loaded, stoned, or wasted) from using drugs		
0 times	97	87
1 to 2 times	1	4
3 to 6 times	1	2
7 or more times	1	7
Very drunk or "high" 7 or more times	1	8

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 9 %	Grade 11 %
Alcohol		
0 days	99	98
1 to 2 days	1	1
3 or more days	0	0
Marijuana (smoke, vape, eat, or drink)		
0 days	99	98
1 to 2 days	1	1
3 or more days	1	1
Any other drug, pill, or medicine to get "high" or for reasons other than medical		
0 days	99	100
1 to 2 days	0	0
3 or more days	0	0
Any of the above	2	3

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 9 %	Grade 11 %
0 times	98	96
1 to 2 times	1	2
3 to 6 times	1	1
7 or more times	0	1

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

Cessation Attempts

	Grade 9 %	Grade 11 %
Alcohol		
Does not apply, don't use	96	89
0 times	3	8
1 time	1	2
2 to 3 times	0	1
4 or more times	1	0
Marijuana		
Does not apply, don't use	99	90
0 times	0	6
1 time	0	2
2 to 3 times	0	1
4 or more times	0	1

Question HS A.68, 69, 114, 115: 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)... How many times have you tried to quit or stop using... alcohol?... marijuana?
Notes: Cells are empty if there are less than 10 respondents.
Respondents reporting "0 times" on lifetime alcohol and marijuana use are coded as "Does not apply, don't use" on alcohol and marijuana cessation attempts, respectively.

Table A9.11

Perceived Harm of AOD Use

	Grade 9 %	Grade 11 %
Alcohol - drink occasionally		
Great	32	28
Moderate	24	18
Slight	25	33
None	20	21
Alcohol - 5 or more drinks once or twice a week		
Great	61	54
Moderate	20	25
Slight	5	10
None	14	11
Marijuana - use occasionally		
Great	39	36
Moderate	30	20
Slight	13	26
None	17	18
Marijuana - use daily		
Great	71	58
Moderate	10	25
Slight	4	6
None	15	12

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 A9.12

Perceived Difficulty of Obtaining Alcohol, Marijuana, and Prescription Drugs to Get "High"

	Grade 9 %	Grade 11 %
Alcohol		
Very difficult	17	10
Fairly difficult	8	8
Fairly easy	17	24
Very easy	14	25
Don't know	44	33
Marijuana		
Very difficult	19	10
Fairly difficult	14	9
Fairly easy	11	21
Very easy	10	19
Don't know	47	41
Prescription drugs to get "high" or for reasons other than prescribed		
Very difficult	18	12
Fairly difficult	12	16
Fairly easy	12	15
Very easy	9	7
Don't know	49	50

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 9 %	Grade 11 %	Table
Use Prevalence and Patterns			
Ever smoked a whole cigarette	3	6	A10.2
Current cigarette smoking[¶]	2	2	A10.4
Current cigarette smoking at school[¶Φ]	1	0	A10.7
Ever tried smokeless tobacco	2	4	A10.2
Current smokeless tobacco use[¶]	1	1	A10.4
Current smokeless tobacco use at school[¶Φ]	1	0	A10.7
Ever used vape products	4	12	A10.2
Current use of vape products[¶]	3	5	A10.4
Current tobacco vaping[¶]	2	4	A10.5
Current marijuana vaping[¶]	2	4	A10.5
Current vaping at school[¶Φ]	2	3	A10.7
Lifetime tobacco use	6	12	A10.2
Current tobacco use [¶]	3	5	A10.6
Cessation Attempts			
Tried to quit smoking or vaping tobacco or nicotine	2	4	A10.9
Attitudes and Correlates			
Harmfulness of occasional cigarette smoking[B]	37	36	A10.10
Harmfulness of smoking 1 or more packs/day[B]	73	80	A10.10
Harmfulness of vaping occasionally[B]	41	41	A10.11
Harmfulness of vaping several times a day[B]	75	77	A10.11
Difficulty of obtaining cigarettes[C]	16	9	A10.12
Difficulty of obtaining vape products[C]	14	9	A10.12
Anti-Tobacco Policy			
School bans tobacco use and vaping	63	69	A10.13

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

[¶]Past 30 days.

[Φ]In-School only.

[B]Great harm.

[C]Very difficult.

Table A10.2
Lifetime Tobacco Use

	Grade 9 %	Grade 11 %
A whole cigarette		
0 times	97	94
1 time	1	2
2 to 3 times	1	1
4 or more times	1	3
Smokeless tobacco		
0 times	98	96
1 time	0	2
2 to 3 times	0	0
4 or more times	2	2
Vape products		
0 times	96	88
1 time	1	4
2 to 3 times	1	1
4 or more times	2	7
Lifetime tobacco use		
No	94	88
Yes	6	12

Question HS A.65-67/MS A.66-68: During your life, how many times have you used the following?... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Vape products.
Notes: Cells are empty if there are less than 10 respondents.
Lifetime tobacco use includes using a whole cigarette or smokeless tobacco, or vaping tobacco or nicotine.

Table A10.3

Substances Ever Vaped

	Grade 9 %	Grade 11 %
Vaped tobacco or nicotine		
0 times	97	91
1 time	1	3
2 to 3 times	2	2
4 or more times	1	4
Vaped marijuana or THC		
0 times	99	91
1 time	0	1
2 to 3 times	1	2
4 or more times	0	6
Vaped other product		
0 times	99	99
1 time	1	0
2 to 3 times	0	1
4 or more times	0	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 9 %	Grade 11 %
Cigarettes		
Any	2	2
Daily (20 or more days)	0	0
Smokeless tobacco		
Any	1	1
Daily (20 or more days)	0	0
Vape products		
Any	3	5
Daily (20 or more days)	1	2

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 9 %	Grade 11 %
Vaped tobacco or nicotine		
0 days	98	96
1 or 2 days	1	1
3 to 9 days	0	0
10 to 19 days	0	1
20 to 30 days	1	1
Vaped marijuana or THC		
0 days	98	96
1 or 2 days	1	2
3 to 9 days	0	1
10 to 19 days	1	1
20 to 30 days	0	0
Vaped other product		
0 days	99	100
1 or 2 days	0	0
3 to 9 days	0	0
10 to 19 days	0	0
20 to 30 days	0	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 9 %	Grade 11 %
No	97	95
Yes	3	5

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 9 %	Grade 11 %
Cigarettes		
0 days	99	100
1 or 2 days	1	0
3 to 9 days	0	0
10 to 19 days	0	0
20 to 30 days	0	0
Smokeless tobacco		
0 days	99	100
1 or 2 days	0	0
3 to 9 days	0	0
10 to 19 days	0	0
20 to 30 days	0	0
Vape		
0 days	98	97
1 or 2 days	1	1
3 to 9 days	0	1
10 to 19 days	0	0
20 to 30 days	0	1

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 9 %	Grade 11 %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes		
0 days	94	95
1 day	4	2
2 days	1	1
3-9 days	0	1
10-19 days	1	0
20-30 days	0	1

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

Cigarette Smoking and Vaping Cessation Attempts

	Grade 9 %	Grade 11 %
Does not apply, don't use	98	93
0 times	0	3
1 time	0	2
2 to 3 times	0	1
4 or more times	1	1

Question HS A.65, 67, 113: During your life, how many times have you used the following? A whole cigarette... Vape products... How many times have you tried to quit or stop using... smoking or vaping tobacco or nicotine?

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

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

Table A10.10

Perceived Harm of Cigarette Smoking

	Grade 9 %	Grade 11 %
Smoke cigarettes occasionally		
Great	37	36
Moderate	32	32
Slight	15	19
None	16	12
Smoke 1 or more packs of cigarettes each day		
Great	73	80
Moderate	8	7
Slight	3	3
None	15	10

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 A10.11

Perceived Harm of Using Vape Products

	Grade 9 %	Grade 11 %
Vape tobacco or nicotine occasionally		
Great	41	41
Moderate	32	31
Slight	13	17
None	15	11
Vape tobacco or nicotine several times a day (100 puffs or more)		
Great	75	77
Moderate	8	10
Slight	2	2
None	15	10

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 A10.12

Perceived Difficulty of Obtaining Cigarettes and Vape Products

	Grade 9 %	Grade 11 %
Cigarettes		
Very difficult	16	9
Fairly difficult	13	15
Fairly easy	17	22
Very easy	9	11
Don't know	45	43
Vape products		
Very difficult	14	9
Fairly difficult	9	7
Fairly easy	19	26
Very easy	15	22
Don't know	43	36

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 A10.13

School Bans Tobacco Use and Vaping

	Grade 9 %	Grade 11 %
No	4	5
Yes	63	69
Don't know	33	26

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

***Gang Involvement** (In-School Only)*

	Grade 9 %	Grade 11 %
No	98	98
Yes	2	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 9 %	Grade 11 %
School Connectedness[†#] ***(In-School Only)***		
American Indian or Alaska Native		
Asian or Asian American	80	70
Black or African American		
Hispanic or Latinx	61	54
Native Hawaiian or Pacific Islander		
White	73	71
Multiracial	70	73
Something else	80	
School Connectedness[†ψ] ***(Remote Only)***		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx		
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else		
Academic Motivation[†]		
American Indian or Alaska Native		
Asian or Asian American	73	77
Black or African American		
Hispanic or Latinx	59	56
Native Hawaiian or Pacific Islander		
White	69	72
Multiracial	73	77
Something else	65	

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

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

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

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

Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 9 %	Grade 11 %
School is really boring[±]		
American Indian or Alaska Native		
Asian or Asian American	27	25
Black or African American		
Hispanic or Latinx	47	31
Native Hawaiian or Pacific Islander		
White	44	29
Multiracial	46	31
Something else	67	
School is worthless and a waste of time[±]		
American Indian or Alaska Native		
Asian or Asian American	5	8
Black or African American		
Hispanic or Latinx	13	3
Native Hawaiian or Pacific Islander		
White	9	7
Multiracial	3	2
Something else	17	
Monthly Absences (3 or more)		
American Indian or Alaska Native		
Asian or Asian American	8	10
Black or African American		
Hispanic or Latinx	23	8
Native Hawaiian or Pacific Islander		
White	10	14
Multiracial	12	9
Something else	17	

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

[±]*Rating of 7 or higher.*

Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 9 %	Grade 11 %
Maintaining focus on schoolwork[†]		
American Indian or Alaska Native		
Asian or Asian American	37	26
Black or African American		
Hispanic or Latinx	26	16
Native Hawaiian or Pacific Islander		
White	31	26
Multiracial	30	31
Something else	8	
Caring adult relationships[‡]		
American Indian or Alaska Native		
Asian or Asian American	72	66
Black or African American		
Hispanic or Latinx	63	70
Native Hawaiian or Pacific Islander		
White	73	72
Multiracial	64	78
Something else	64	
High expectations[‡]		
American Indian or Alaska Native		
Asian or Asian American	82	73
Black or African American		
Hispanic or Latinx	74	68
Native Hawaiian or Pacific Islander		
White	81	82
Multiracial	74	79
Something else	67	

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

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

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

Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 9 %	Grade 11 %
Meaningful participation‡		
American Indian or Alaska Native		
Asian or Asian American	35	37
Black or African American		
Hispanic or Latinx	20	26
Native Hawaiian or Pacific Islander		
White	31	31
Multiracial	34	43
Something else	29	
Facilities upkeep† ***(In-School Only)***		
American Indian or Alaska Native		
Asian or Asian American	59	59
Black or African American		
Hispanic or Latinx	55	51
Native Hawaiian or Pacific Islander		
White	67	70
Multiracial	56	71
Something else	58	
Promotion of parental involvement in school†		
American Indian or Alaska Native		
Asian or Asian American	56	51
Black or African American		
Hispanic or Latinx	43	49
Native Hawaiian or Pacific Islander		
White	51	46
Multiracial	47	54
Something else	42	

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

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

‡*Average percent of respondents reporting "Pretty much true" or "Very much true."*

Table A12.2

School Safety by Race/Ethnicity

	Grade 9 %	Grade 11 %
School perceived as very safe or safe *(In-School Only)*		
American Indian or Alaska Native		
Asian or Asian American	84	82
Black or African American		
Hispanic or Latinx	71	74
Native Hawaiian or Pacific Islander		
White	83	77
Multiracial	80	81
Something else	82	
Experienced harassment due to five reasons[λ§]		
American Indian or Alaska Native		
Asian or Asian American	14	7
Black or African American		
Hispanic or Latinx	16	24
Native Hawaiian or Pacific Islander		
White	24	15
Multiracial	28	26
Something else	20	
Experienced any harassment or bullying[§]		
American Indian or Alaska Native		
Asian or Asian American	14	10
Black or African American		
Hispanic or Latinx	24	26
Native Hawaiian or Pacific Islander		
White	28	20
Multiracial	33	28
Something else	20	

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

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

[§]*Past 12 months.*

Table A12.2

School Safety by Race/Ethnicity – Continued

	Grade 9 %	Grade 11 %
Had mean rumors or lies spread about you[§]		
American Indian or Alaska Native		
Asian or Asian American	14	15
Black or African American		
Hispanic or Latinx	30	31
Native Hawaiian or Pacific Islander		
White	25	15
Multiracial	28	22
Something else	30	
Been afraid of being beaten up[§] ***(In-School Only)***		
American Indian or Alaska Native		
Asian or Asian American	7	3
Black or African American		
Hispanic or Latinx	16	11
Native Hawaiian or Pacific Islander		
White	9	9
Multiracial	13	4
Something else	20	
Been in a physical fight[§] ***(In-School Only)***		
American Indian or Alaska Native		
Asian or Asian American	2	0
Black or African American		
Hispanic or Latinx	5	9
Native Hawaiian or Pacific Islander		
White	5	2
Multiracial	5	2
Something else	20	

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

[§]*Past 12 months.*

Table A12.2

School Safety by Race/Ethnicity – Continued

	Grade 9 %	Grade 11 %
Seen a weapon on campus[§] ***(In-School Only)***		
American Indian or Alaska Native		
Asian or Asian American	6	2
Black or African American		
Hispanic or Latinx	6	14
Native Hawaiian or Pacific Islander		
White	4	1
Multiracial	5	6
Something else	10	

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

[§]Past 12 months.

Table A12.3

Cyberbullying by Race/Ethnicity

	Grade 9 %	Grade 11 %
Cyberbullying[§]		
American Indian or Alaska Native		
Asian or Asian American	14	9
Black or African American		
Hispanic or Latinx	26	29
Native Hawaiian or Pacific Islander		
White	14	10
Multiracial	24	14
Something else	20	

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

[§]Past 12 months.

Table A12.4

Substance Use by Race/Ethnicity

	Grade 9 %	Grade 11 %
Current alcohol or drug use¶		
American Indian or Alaska Native		
Asian or Asian American	0	10
Black or African American		
Hispanic or Latinx	8	14
Native Hawaiian or Pacific Islander		
White	7	19
Multiracial	10	21
Something else	18	
Current tobacco use¶		
American Indian or Alaska Native		
Asian or Asian American	2	4
Black or African American		
Hispanic or Latinx	5	8
Native Hawaiian or Pacific Islander		
White	4	6
Multiracial	5	8
Something else	0	
Current marijuana use¶		
American Indian or Alaska Native		
Asian or Asian American	0	3
Black or African American		
Hispanic or Latinx	8	3
Native Hawaiian or Pacific Islander		
White	2	11
Multiracial	3	12
Something else	0	

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

¶Past 30 days.

Table A12.4

Substance Use by Race/Ethnicity – Continued

	Grade 9 %	Grade 11 %
Current binge drinking[¶]		
American Indian or Alaska Native		
Asian or Asian American	0	1
Black or African American		
Hispanic or Latinx	3	6
Native Hawaiian or Pacific Islander		
White	1	6
Multiracial	5	10
Something else	9	
Very drunk or "high" 7 or more times, ever		
American Indian or Alaska Native		
Asian or Asian American	0	6
Black or African American		
Hispanic or Latinx	3	11
Native Hawaiian or Pacific Islander		
White	1	7
Multiracial	0	13
Something else	9	
Been drunk or "high" on drugs at school, ever		
American Indian or Alaska Native		
Asian or Asian American	1	2
Black or African American		
Hispanic or Latinx	3	11
Native Hawaiian or Pacific Islander		
White	1	5
Multiracial	3	6
Something else	0	

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

[¶]Past 30 days.

Table A12.4

Substance Use by Race/Ethnicity – Continued

	Grade 9 %	Grade 11 %
Current alcohol use[¶]		
American Indian or Alaska Native		
Asian or Asian American	0	8
Black or African American		
Hispanic or Latinx	8	14
Native Hawaiian or Pacific Islander		
White	7	14
Multiracial	5	19
Something else	18	
Current alcohol use at school[¶] ***(In-School Only)***		
American Indian or Alaska Native		
Asian or Asian American	0	2
Black or African American		
Hispanic or Latinx	0	3
Native Hawaiian or Pacific Islander		
White	0	1
Multiracial	5	2
Something else	0	
Current cigarette smoking[¶]		
American Indian or Alaska Native		
Asian or Asian American	2	1
Black or African American		
Hispanic or Latinx	3	0
Native Hawaiian or Pacific Islander		
White	1	4
Multiracial	5	2
Something else	0	

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

[¶]*Past 30 days.*

Table A12.4

Substance Use by Race/Ethnicity – Continued

	Grade 9 %	Grade 11 %
Current use of vape products¶		
American Indian or Alaska Native		
Asian or Asian American	1	4
Black or African American		
Hispanic or Latinx	5	11
Native Hawaiian or Pacific Islander		
White	4	5
Multiracial	3	8
Something else	0	
Current tobacco vaping¶		
American Indian or Alaska Native		
Asian or Asian American	0	3
Black or African American		
Hispanic or Latinx	5	8
Native Hawaiian or Pacific Islander		
White	2	2
Multiracial	3	6
Something else	0	
Current marijuana vaping¶		
American Indian or Alaska Native		
Asian or Asian American	1	2
Black or African American		
Hispanic or Latinx	5	6
Native Hawaiian or Pacific Islander		
White	1	5
Multiracial	3	6
Something else	0	

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

¶Past 30 days.

Table A12.5
Routines by Race/Ethnicity

	Grade 9 %	Grade 11 %
Eating of breakfast[1]		
American Indian or Alaska Native		
Asian or Asian American	81	74
Black or African American		
Hispanic or Latinx	67	51
Native Hawaiian or Pacific Islander		
White	83	69
Multiracial	79	63
Something else	75	
Bedtime (at 12 am or later)		
American Indian or Alaska Native		
Asian or Asian American	35	62
Black or African American		
Hispanic or Latinx	28	41
Native Hawaiian or Pacific Islander		
White	21	41
Multiracial	24	52
Something else	33	

Notes: Cells are empty if there are less than 10 respondents.
[1]*Today.*

Table A12.6

Remote Schooling by Race/Ethnicity (Remote Only)

	Grade 9 %	Grade 11 %
Remote learning frequency (5 days per week)[¶]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx		
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else		
Synchronous instruction (4 days or more)[‖]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx		
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else		
Interest in schoolwork done from home[†]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx		
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else		

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

[¶]*Past 30 days.*

[‖]*Past 7 days.*

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

Table A12.6

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

	Grade 9 %	Grade 11 %
Meaningful opportunities‡		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx		
Native Hawaiian or Pacific Islander		
White		
Multiracial		
Something else		

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

‡*Average percent of respondents reporting "Pretty much true" or "Very much true."*

Table A12.7

Social and Emotional Health by Race/Ethnicity

	Grade 9 %	Grade 11 %
Social emotional distress[‡]		
American Indian or Alaska Native		
Asian or Asian American	16	27
Black or African American		
Hispanic or Latinx	24	37
Native Hawaiian or Pacific Islander		
White	24	25
Multiracial	16	15
Something else		
Experienced chronic sadness/hopelessness[§]		
American Indian or Alaska Native		
Asian or Asian American	10	18
Black or African American		
Hispanic or Latinx	22	49
Native Hawaiian or Pacific Islander		
White	18	26
Multiracial	11	14
Something else		
Considered suicide[§]		
American Indian or Alaska Native		
Asian or Asian American	14	8
Black or African American		
Hispanic or Latinx	11	9
Native Hawaiian or Pacific Islander		
White	13	9
Multiracial	5	6
Something else		

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

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

[§]*Past 12 months.*

Table A12.7

Social and Emotional Health by Race/Ethnicity – Continued

	Grade 9 %	Grade 11 %
Optimism‡		
American Indian or Alaska Native		
Asian or Asian American	55	40
Black or African American		
Hispanic or Latinx	44	48
Native Hawaiian or Pacific Islander		
White	52	50
Multiracial	55	63
Something else		
Life satisfaction∓		
American Indian or Alaska Native		
Asian or Asian American	70	65
Black or African American		
Hispanic or Latinx	67	54
Native Hawaiian or Pacific Islander		
White	72	66
Multiracial	66	72
Something else		

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

‡*Average percent of respondents reporting "Pretty much true" or "Very much true."*

∓*Average percent of respondents reporting "Satisfied" or "Very satisfied."*

13. Gender Breakdowns

Table A13.1

School Engagement and Supports by Gender

	Grade 9 %	Grade 11 %
School Connectedness†# *(In-School Only)*		
Male	74	75
Female	76	61
Nonbinary		
Something else		
School Connectedness†ψ *(Remote Only)*		
Male		
Female		
Nonbinary		
Something else		
Academic Motivation†		
Male	67	72
Female	73	76
Nonbinary		
Something else		
School is really boring±		
Male	44	32
Female	29	23
Nonbinary		
Something else		
School is worthless and a waste of time±		
Male	11	5
Female	2	6
Nonbinary		
Something else		

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

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

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

ψThe scale was based on four questions for remote respondents.

±Rating of 7 or higher.

Table A13.1

School Engagement and Supports by Gender – Continued

	Grade 9 %	Grade 11 %
Monthly Absences (3 or more)		
Male	15	10
Female	9	12
Nonbinary		
Something else		
Maintaining focus on schoolwork†		
Male	32	30
Female	33	24
Nonbinary		
Something else		
Caring adult relationships‡		
Male	68	70
Female	72	72
Nonbinary		
Something else		
High expectations‡		
Male	76	76
Female	84	78
Nonbinary		
Something else		
Meaningful participation‡		
Male	35	35
Female	30	36
Nonbinary		
Something else		

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

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

‡*Average percent of respondents reporting "Pretty much true" or "Very much true."*

Table A13.1

School Engagement and Supports by Gender – Continued

	Grade 9 %	Grade 11 %
Facilities upkeep† ***(In-School Only)***		
Male	57	65
Female	67	61
Nonbinary		
Something else		
Promotion of parental involvement in school†		
Male	54	52
Female	48	47
Nonbinary		
Something else		

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

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

‡*Average percent of respondents reporting "Pretty much true" or "Very much true."*

Table A13.2

School Safety by Gender

	Grade 9 %	Grade 11 %
School perceived as very safe or safe *(In-School Only)*		
Male	83	86
Female	80	75
Nonbinary		
Something else		
Experienced harassment due to five reasons[λ§]		
Male	22	17
Female	14	11
Nonbinary		
Something else		
Experienced any harassment or bullying[§]		
Male	27	19
Female	15	17
Nonbinary		
Something else		
Had mean rumors or lies spread about you[§]		
Male	19	15
Female	24	21
Nonbinary		
Something else		
Been afraid of being beaten up[§] *(In-School Only)*		
Male	11	5
Female	6	6
Nonbinary		
Something else		

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

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

[§]Past 12 months.

Table A13.2
School Safety by Gender – Continued

	Grade 9 %	Grade 11 %
Been in a physical fight[§] ***(In-School Only)***		
Male	7	3
Female	1	2
Nonbinary		
Something else		
Seen a weapon on campus[§] ***(In-School Only)***		
Male	7	3
Female	4	4
Nonbinary		
Something else		

Notes: Cells are empty if there are less than 10 respondents.
[§]Past 12 months.

Table A13.3
Cyberbullying by Gender

	Grade 9 %	Grade 11 %
Cyberbullying[§]		
Male	19	11
Female	15	13
Nonbinary		
Something else		

Notes: Cells are empty if there are less than 10 respondents.
[§]Past 12 months.

Table A13.4

Substance Use by Gender

	Grade 9 %	Grade 11 %
Current alcohol or drug use¶		
Male	8	16
Female	2	12
Nonbinary		
Something else		
Current tobacco use¶		
Male	5	6
Female	1	4
Nonbinary		
Something else		
Current marijuana use¶		
Male	3	10
Female	1	3
Nonbinary		
Something else		
Current binge drinking¶		
Male	3	5
Female	1	4
Nonbinary		
Something else		
Very drunk or "high" 7 or more times, ever		
Male	1	10
Female	1	5
Nonbinary		
Something else		
Been drunk or "high" on drugs at school, ever		
Male	3	4
Female	0	2
Nonbinary		
Something else		

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

¶Past 30 days.

Table A13.4

Substance Use by Gender – Continued

	Grade 9 %	Grade 11 %
Current alcohol use¶		
Male	8	13
Female	1	11
Nonbinary		
Something else		
Current alcohol use at school¶ ***(In-School Only)***		
Male	2	1
Female	0	2
Nonbinary		
Something else		
Current cigarette smoking¶		
Male	4	3
Female	0	1
Nonbinary		
Something else		
Current use of vape products¶		
Male	3	5
Female	1	5
Nonbinary		
Something else		
Current tobacco vaping¶		
Male	2	3
Female	1	3
Nonbinary		
Something else		
Current marijuana vaping¶		
Male	3	4
Female	1	4
Nonbinary		
Something else		

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

¶Past 30 days.

Table A13.5
Routines by Gender

	Grade 9 %	Grade 11 %
Eating of breakfast[|]		
Male	79	67
Female	79	68
Nonbinary		
Something else		
Bedtime (at 12 am or later)		
Male	27	53
Female	29	46
Nonbinary		
Something else		

Notes: Cells are empty if there are less than 10 respondents.
[|]*Today.*

Table A13.6

Remote Schooling by Gender (Remote Only)

	Grade 9 %	Grade 11 %
Remote learning frequency (5 days per week)[¶]		
Male		
Female		
Nonbinary		
Something else		
Synchronous instruction (4 days or more)[‖]		
Male		
Female		
Nonbinary		
Something else		
Interest in schoolwork done from home[†]		
Male		
Female		
Nonbinary		
Something else		
Meaningful opportunities[‡]		
Male		
Female		
Nonbinary		
Something else		

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

[¶]*Past 30 days.*

[‖]*Past 7 days.*

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

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

Table A13.7

Social and Emotional Health by Gender

	Grade 9 %	Grade 11 %
Social emotional distress[‡]		
Male	16	20
Female	22	29
Nonbinary		
Something else		
Experienced chronic sadness/hopelessness[§]		
Male	9	18
Female	16	25
Nonbinary		
Something else		
Considered suicide[§]		
Male	9	8
Female	11	7
Nonbinary		
Something else		
Optimism[‡]		
Male	55	54
Female	55	43
Nonbinary		
Something else		
Life satisfaction[∓]		
Male	73	68
Female	70	64
Nonbinary		
Something else		

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

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

[§]*Past 12 months.*

[∓]*Average percent of respondents reporting "Satisfied" or "Very satisfied."*

14. Parental Education Breakdowns

Table A14.1

School Engagement and Supports by Parental Education

	Grade 9 %	Grade 11 %
School Connectedness[†#] ***(In-School Only)***		
Less than high school	72	
High school graduate	57	
Some college	51	55
College degree	77	71
Don't know	48	62
School Connectedness[†ψ] ***(Remote Only)***		
Less than high school		
High school graduate		
Some college		
College degree		
Don't know		
Academic Motivation[†]		
Less than high school	64	
High school graduate	63	
Some college	39	57
College degree	72	75
Don't know	44	48
School is really boring[±]		
Less than high school	45	
High school graduate	43	
Some college	57	36
College degree	36	27
Don't know	50	31

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

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

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

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

Table A14.1

School Engagement and Supports by Parental Education – Continued

	Grade 9 %	Grade 11 %
School is worthless and a waste of time[±]		
Less than high school	18	
High school graduate	23	
Some college	29	9
College degree	5	6
Don't know	6	0
Monthly Absences (3 or more)		
Less than high school	9	
High school graduate	29	
Some college	21	9
College degree	10	11
Don't know	31	0
Maintaining focus on schoolwork[†]		
Less than high school	36	
High school graduate	38	
Some college	0	36
College degree	33	26
Don't know	19	31
Caring adult relationships[‡]		
Less than high school	39	
High school graduate	56	
Some college	69	73
College degree	72	71
Don't know	58	72

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

[±]*Rating of 7 or higher.*

Table A14.1

School Engagement and Supports by Parental Education – Continued

	Grade 9 %	Grade 11 %
High expectations‡		
Less than high school	42	
High school graduate	82	
Some college	74	94
College degree	81	77
Don't know	71	79
Meaningful participation‡		
Less than high school	28	
High school graduate	35	
Some college	18	27
College degree	33	36
Don't know	21	32
Facilities upkeep† ***(In-School Only)***		
Less than high school	45	
High school graduate	50	
Some college	71	36
College degree	61	65
Don't know	69	46
Promotion of parental involvement in school†		
Less than high school	39	
High school graduate	46	
Some college	43	36
College degree	52	50
Don't know	50	51

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

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

‡*Average percent of respondents reporting "Pretty much true" or "Very much true."*

Table A14.2

School Safety by Parental Education

	Grade 9 %	Grade 11 %
School perceived as very safe or safe *(In-School Only)*		
Less than high school	91	
High school graduate	77	
Some college	69	
College degree	82	83
Don't know	60	50
Experienced harassment due to five reasons[λ§]		
Less than high school	9	
High school graduate	31	
Some college	42	
College degree	19	15
Don't know	13	20
Experienced any harassment or bullying[§]		
Less than high school	9	
High school graduate	31	
Some college	58	
College degree	21	19
Don't know	20	20
Had mean rumors or lies spread about you[§]		
Less than high school	27	
High school graduate	25	
Some college	38	
College degree	21	16
Don't know	27	40

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

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

[§]Past 12 months.

Table A14.2

School Safety by Parental Education – Continued

	Grade 9 %	Grade 11 %
Been afraid of being beaten up[§] *(In-School Only)*		
Less than high school	0	
High school graduate	25	
Some college	31	
College degree	10	5
Don't know	0	0
Been in a physical fight[§] *(In-School Only)*		
Less than high school	9	
High school graduate	17	
Some college	15	
College degree	4	2
Don't know	0	
Seen a weapon on campus[§] *(In-School Only)*		
Less than high school	0	
High school graduate	17	
Some college	15	
College degree	5	3
Don't know	7	0

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

[§]*Past 12 months.*

Table A14.3

Cyberbullying by Parental Education

	Grade 9 %	Grade 11 %
Cyberbullying[§]		
Less than high school	0	
High school graduate	23	
Some college	46	
College degree	16	11
Don't know	15	40

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

[§]*Past 12 months.*

Table A14.4

Substance Use by Parental Education

	Grade 9 %	Grade 11 %
Current alcohol or drug use¶		
Less than high school	0	
High school graduate	29	
Some college	15	18
College degree	4	14
Don't know	6	20
Current tobacco use¶		
Less than high school	0	
High school graduate	21	
Some college	15	18
College degree	1	5
Don't know	6	
Current marijuana use¶		
Less than high school	0	
High school graduate	15	
Some college	15	0
College degree	1	7
Don't know	6	
Current binge drinking¶		
Less than high school	0	
High school graduate	21	
Some college	8	0
College degree	1	5
Don't know	6	0

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

¶Past 30 days.

Table A14.4

Substance Use by Parental Education – Continued

	Grade 9 %	Grade 11 %
Very drunk or "high" 7 or more times, ever		
Less than high school	0	
High school graduate	7	
Some college	8	18
College degree	0	7
Don't know	0	10
Been drunk or "high" on drugs at school, ever		
Less than high school	0	
High school graduate	17	
Some college	8	18
College degree	0	4
Don't know	6	0
Current alcohol use[¶]		
Less than high school	0	
High school graduate	23	
Some college	15	18
College degree	4	12
Don't know	6	20
Current alcohol use at school[¶] ***(In-School Only)***		
Less than high school	0	
High school graduate	8	
Some college	0	9
College degree	0	2
Don't know	6	0

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

[¶]Past 30 days.

Table A14.4

Substance Use by Parental Education – Continued

	Grade 9 %	Grade 11 %
Current cigarette smoking[¶]		
Less than high school	0	
High school graduate	14	
Some college	8	0
College degree	1	2
Don't know	6	
Current use of vape products[¶]		
Less than high school	0	
High school graduate	8	
Some college	15	18
College degree	1	5
Don't know	6	
Current tobacco vaping[¶]		
Less than high school	0	
High school graduate	8	
Some college	15	18
College degree	1	3
Don't know	6	
Current marijuana vaping[¶]		
Less than high school	0	
High school graduate	8	
Some college	15	0
College degree	0	4
Don't know	6	

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

[¶]Past 30 days.

Table A14.5
Routines by Parental Education

	Grade 9 %	Grade 11 %
Eating of breakfast[1]		
Less than high school	58	
High school graduate	71	
Some college	57	55
College degree	81	71
Don't know	50	54
Bedtime (at 12 am or later)		
Less than high school	25	
High school graduate	36	
Some college	36	18
College degree	28	49
Don't know	25	62

Notes: Cells are empty if there are less than 10 respondents.
[1]*Today.*

Table A14.6

Remote Schooling by Parental Education (Remote Only)

	Grade 9 %	Grade 11 %
Remote learning frequency (5 days per week)[¶]		
Less than high school		
High school graduate		
Some college		
College degree		
Don't know		
Synchronous instruction (4 days or more)[‖]		
Less than high school		
High school graduate		
Some college		
College degree		
Don't know		
Interest in schoolwork done from home[†]		
Less than high school		
High school graduate		
Some college		
College degree		
Don't know		
Meaningful opportunities[‡]		
Less than high school		
High school graduate		
Some college		
College degree		
Don't know		

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

[¶]*Past 30 days.*

[‖]*Past 7 days.*

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

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

Table A14.7

Social and Emotional Health by Parental Education

	Grade 9 %	Grade 11 %
Social emotional distress‡		
Less than high school	18	
High school graduate	32	
Some college	57	
College degree	18	25
Don't know	14	28
Experienced chronic sadness/hopelessness§		
Less than high school	27	
High school graduate	23	
Some college	42	
College degree	12	22
Don't know	0	20
Considered suicide§		
Less than high school	9	
High school graduate	15	
Some college	25	
College degree	11	8
Don't know	14	10
Optimism‡		
Less than high school	50	
High school graduate	61	
Some college	53	
College degree	53	46
Don't know	40	67
Life satisfaction∓		
Less than high school	78	
High school graduate	58	
Some college	58	
College degree	71	66
Don't know	71	42

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

‡*Average percent of respondents reporting "Pretty much true" or "Very much true."*

§*Past 12 months.*

∓*Average percent of respondents reporting "Satisfied" or "Very satisfied."*

15. English Learner Breakdowns

Table A15.1

School Engagement and Supports by English Learner Status

	Grade 9 %	Grade 11 %
School Connectedness†# *(In-School Only)*		
Not English learner	75	69
English learner	62	
Don't know	63	47
School Connectedness†ψ *(Remote Only)*		
Not English learner		
English learner		
Don't know		
Academic Motivation†		
Not English learner	70	74
English learner	63	
Don't know	61	52
School is really boring±		
Not English learner	39	27
English learner	25	
Don't know	35	33
School is worthless and a waste of time±		
Not English learner	6	5
English learner	8	
Don't know	22	17
Monthly Absences (3 or more)		
Not English learner	11	10
English learner	33	
Don't know	17	13

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

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

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

ψThe scale was based on four questions for remote respondents.

±Rating of 7 or higher.

Table A15.1

School Engagement and Supports by English Learner Status – Continued

	Grade 9 %	Grade 11 %
Maintaining focus on schoolwork†		
Not English learner	32	27
English learner	42	
Don't know	26	17
Caring adult relationships‡		
Not English learner	71	71
English learner	56	
Don't know	61	61
High expectations‡		
Not English learner	80	78
English learner	72	
Don't know	75	56
Meaningful participation‡		
Not English learner	31	35
English learner	60	
Don't know	29	33
Facilities upkeep† ***(In-School Only)***		
Not English learner	60	64
English learner	50	
Don't know	74	25
Promotion of parental involvement in school†		
Not English learner	51	50
English learner	58	
Don't know	43	28

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

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

‡*Average percent of respondents reporting "Pretty much true" or "Very much true."*

Table A15.2

School Safety by English Learner Status

	Grade 9 %	Grade 11 %
School perceived as very safe or safe *(In-School Only)*		
Not English learner	83	80
English learner	80	
Don't know	52	55
Experienced harassment due to five reasons[λ§]		
Not English learner	19	15
English learner		
Don't know	17	27
Experienced any harassment or bullying[§]		
Not English learner	22	18
English learner		
Don't know	17	36
Had mean rumors or lies spread about you[§]		
Not English learner	19	17
English learner	60	
Don't know	39	45
Been afraid of being beaten up[§] *(In-School Only)*		
Not English learner	9	6
English learner	30	
Don't know	17	0
Been in a physical fight[§] *(In-School Only)*		
Not English learner	3	3
English learner		
Don't know	9	0
Seen a weapon on campus[§] *(In-School Only)*		
Not English learner	5	4
English learner		
Don't know	9	9

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

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

[§]Past 12 months.

Table A15.3
Cyberbullying by English Learner Status

	Grade 9 %	Grade 11 %
Cyberbullying[§]		
Not English learner	15	12
English learner		
Don't know	30	45

Notes: Cells are empty if there are less than 10 respondents.
[§]Past 12 months.

Table A15.4
Substance Use by English Learner Status

	Grade 9 %	Grade 11 %
Current alcohol or drug use[¶]		
Not English learner	4	14
English learner	33	
Don't know	9	33
Current alcohol or drug use[¶]		
Not English learner	2	5
English learner	8	
Don't know	9	17
Current marijuana use[¶]		
Not English learner	2	6
English learner	9	
Don't know	4	9
Current binge drinking[¶]		
Not English learner	1	4
English learner	17	
Don't know	4	8
Very drunk or "high" 7 or more times, ever		
Not English learner	1	8
English learner	0	
Don't know	0	8

Notes: Cells are empty if there are less than 10 respondents.
[¶]Past 30 days.

Table A15.4

Substance Use by English Learner Status – Continued

	Grade 9 %	Grade 11 %
Been drunk or "high" on drugs at school, ever		
Not English learner	1	4
English learner	9	
Don't know	4	8
Current alcohol use¶		
Not English learner	4	11
English learner	33	
Don't know	9	33
Current alcohol use at school¶ ***(In-School Only)***		
Not English learner	0	1
English learner	18	
Don't know	4	8
Current cigarette smoking¶		
Not English learner	2	1
English learner	8	
Don't know	4	8
Current use of vape products¶		
Not English learner	2	5
English learner	8	
Don't know	5	8
Current tobacco vaping¶		
Not English learner	1	4
English learner	8	
Don't know	5	0
Current marijuana vaping¶		
Not English learner	1	4
English learner	8	
Don't know	5	8

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

¶Past 30 days.

Table A15.5

Routines by English Learner Status

	Grade 9 %	Grade 11 %
Eating of breakfast[1]		
Not English learner	78	69
English learner	92	
Don't know	67	44
Bedtime (at 12 am or later)		
Not English learner	28	49
English learner	25	
Don't know	38	44

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

[1] *Today.*

Table A15.6

Remote Schooling by English Learner Status (Remote Only)

	Grade 9 %	Grade 11 %
Remote learning frequency (5 days per week)[¶]		
Not English learner		
English learner		
Don't know		
Synchronous instruction (4 days or more)[‖]		
Not English learner		
English learner		
Don't know		
Interest in schoolwork done from home[†]		
Not English learner		
English learner		
Don't know		
Meaningful opportunities[‡]		
Not English learner		
English learner		
Don't know		

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

[¶]*Past 30 days.*

[‖]*Past 7 days.*

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

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

Table A15.7

Social and Emotional Health by English Learner Status

	Grade 9 %	Grade 11 %
Social emotional distress‡		
Not English learner	19	26
English learner		
Don't know	24	32
Experienced chronic sadness/hopelessness§		
Not English learner	14	23
English learner		
Don't know	13	50
Considered suicide§		
Not English learner	11	8
English learner		
Don't know	13	20
Optimism‡		
Not English learner	53	48
English learner		
Don't know	47	43
Life satisfaction∓		
Not English learner	71	66
English learner		
Don't know	70	48

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

‡*Average percent of respondents reporting "Pretty much true" or "Very much true."*

§*Past 12 months.*

∓*Average percent of respondents reporting "Satisfied" or "Very satisfied."*

16. Long-Term English Learner (LTEL) Breakdowns

Table A16.1

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

	Grade 9 %	Grade 11 %
School Connectedness†# *(In-School Only)*		
Not currently in English Learner Program	75	69
Less than 7 years (EL)		
7 years or more (LTEL)		
School Connectedness†ψ *(Remote Only)*		
Not currently in English Learner Program		
Less than 7 years (EL)		
7 years or more (LTEL)		
Academic Motivation†		
Not currently in English Learner Program	70	74
Less than 7 years (EL)		
7 years or more (LTEL)		
School is really boring±		
Not currently in English Learner Program	39	27
Less than 7 years (EL)		
7 years or more (LTEL)		
School is worthless and a waste of time±		
Not currently in English Learner Program	6	5
Less than 7 years (EL)		
7 years or more (LTEL)		
Monthly Absences (3 or more)		
Not currently in English Learner Program	11	10
Less than 7 years (EL)		
7 years or more (LTEL)		

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

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

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

ψThe scale was based on four questions for remote respondents.

±Rating of 7 or higher.

Table A16.1

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

	Grade 9 %	Grade 11 %
Maintaining focus on schoolwork†		
Not currently in English Learner Program	32	27
Less than 7 years (EL)		
7 years or more (LTEL)		
Caring adult relationships‡		
Not currently in English Learner Program	71	71
Less than 7 years (EL)		
7 years or more (LTEL)		
High expectations‡		
Not currently in English Learner Program	80	78
Less than 7 years (EL)		
7 years or more (LTEL)		
Meaningful participation‡		
Not currently in English Learner Program	31	35
Less than 7 years (EL)		
7 years or more (LTEL)		
Facilities upkeep† ***(In-School Only)***		
Not currently in English Learner Program	60	64
Less than 7 years (EL)		
7 years or more (LTEL)		
Promotion of parental involvement in school†		
Not currently in English Learner Program	51	50
Less than 7 years (EL)		
7 years or more (LTEL)		

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

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

‡*Average percent of respondents reporting "Pretty much true" or "Very much true."*

Table A16.2

School Safety by English Learner (EL) Program Duration

	Grade 9 %	Grade 11 %
School perceived as very safe or safe *(In-School Only)*		
Not currently in English Learner Program	83	80
Less than 7 years (EL)		
7 years or more (LTEL)		
Experienced harassment due to five reasons[λ§]		
Not currently in English Learner Program	19	15
Less than 7 years (EL)		
7 years or more (LTEL)		
Experienced any harassment or bullying[§]		
Not currently in English Learner Program	22	18
Less than 7 years (EL)		
7 years or more (LTEL)		
Had mean rumors or lies spread about you[§]		
Not currently in English Learner Program	19	17
Less than 7 years (EL)		
7 years or more (LTEL)		
Been afraid of being beaten up[§] *(In-School Only)*		
Not currently in English Learner Program	9	6
Less than 7 years (EL)		
7 years or more (LTEL)		
Been in a physical fight[§] *(In-School Only)*		
Not currently in English Learner Program	3	3
Less than 7 years (EL)		
7 years or more (LTEL)		
Seen a weapon on campus[§] *(In-School Only)*		
Not currently in English Learner Program	5	4
Less than 7 years (EL)		
7 years or more (LTEL)		

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

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

[§]Past 12 months.

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

	Grade 9 %	Grade 11 %
Cyberbullying[§]		
Not currently in English Learner Program	15	12
Less than 7 years (EL)		
7 years or more (LTEL)		

Notes: Cells are empty if there are less than 10 respondents.
[§]*Past 12 months.*

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

	Grade 9 %	Grade 11 %
Current alcohol or drug use[¶]		
Not currently in English Learner Program	4	14
Less than 7 years (EL)		
7 years or more (LTEL)		
Current tobacco use[¶]		
Not currently in English Learner Program	2	5
Less than 7 years (EL)		
7 years or more (LTEL)		
Current marijuana use[¶]		
Not currently in English Learner Program	2	6
Less than 7 years (EL)		
7 years or more (LTEL)		
Current binge drinking[¶]		
Not currently in English Learner Program	1	4
Less than 7 years (EL)		
7 years or more (LTEL)		
Very drunk or "high" 7 or more times, ever		
Not currently in English Learner Program	1	8
Less than 7 years (EL)		
7 years or more (LTEL)		

Notes: Cells are empty if there are less than 10 respondents.
[¶]*Past 30 days.*

Table A16.4

Substance Use by English Learner (EL) Program Duration – Continued

	Grade 9 %	Grade 11 %
Been drunk or "high" on drugs at school, ever		
Not currently in English Learner Program	1	4
Less than 7 years (EL)		
7 years or more (LTEL)		
Current alcohol use¶		
Not currently in English Learner Program	4	11
Less than 7 years (EL)		
7 years or more (LTEL)		
Current alcohol use at school¶ ***(In-School Only)***		
Not currently in English Learner Program	0	1
Less than 7 years (EL)		
7 years or more (LTEL)		
Current cigarette smoking¶		
Not currently in English Learner Program	2	1
Less than 7 years (EL)		
7 years or more (LTEL)		
Current use of vape products¶		
Not currently in English Learner Program	2	5
Less than 7 years (EL)		
7 years or more (LTEL)		
Current tobacco vaping¶		
Not currently in English Learner Program	1	4
Less than 7 years (EL)		
7 years or more (LTEL)		
Current marijuana vaping¶		
Not currently in English Learner Program	1	4
Less than 7 years (EL)		
7 years or more (LTEL)		

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

¶Past 30 days.

Table A16.5

Routines by English Learner (EL) Program Duration

	Grade 9 %	Grade 11 %
Eating of breakfast[|]		
Not currently in English Learner Program	78	69
Less than 7 years (EL)		
7 years or more (LTEL)		
Bedtime (at 12 am or later)		
Not currently in English Learner Program	28	49
Less than 7 years (EL)		
7 years or more (LTEL)		

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

[\|]*Today.*

Table A16.6

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

	Grade 9 %	Grade 11 %
Remote learning frequency (5 days per week)[¶]		
Not currently in English Learner Program		
Less than 7 years (EL)		
7 years or more (LTEL)		
Synchronous instruction (4 days or more)[‖]		
Not currently in English Learner Program		
Less than 7 years (EL)		
7 years or more (LTEL)		
Interest in schoolwork done from home[†]		
Not currently in English Learner Program		
Less than 7 years (EL)		
7 years or more (LTEL)		
Meaningful opportunities[‡]		
Not currently in English Learner Program		
Less than 7 years (EL)		
7 years or more (LTEL)		

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

[¶]*Past 30 days.*

[‖]*Past 7 days.*

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

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

Table A16.7

Social and Emotional Health by English Learner (EL) Program Duration

	Grade 9 %	Grade 11 %
Social emotional distress‡		
Not currently in English Learner Program	19	26
Less than 7 years (EL)		
7 years or more (LTEL)		
Experienced chronic sadness/hopelessness§		
Not currently in English Learner Program	14	23
Less than 7 years (EL)		
7 years or more (LTEL)		
Considered suicide§		
Not currently in English Learner Program	11	8
Less than 7 years (EL)		
7 years or more (LTEL)		
Optimism‡		
Not currently in English Learner Program	53	48
Less than 7 years (EL)		
7 years or more (LTEL)		
Life satisfaction∓		
Not currently in English Learner Program	71	66
Less than 7 years (EL)		
7 years or more (LTEL)		

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

‡*Average percent of respondents reporting "Pretty much true" or "Very much true."*

§*Past 12 months.*

∓*Average percent of respondents reporting "Satisfied" or "Very satisfied."*

17. Special Education Breakdowns

Table A17.1

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

	Grade 9 %	Grade 11 %
School Connectedness†# *(In-School Only)*		
No IEP	76	70
IEP	59	63
Don't know	59	
Prefer not to say		
School Connectedness†ψ *(Remote Only)*		
No IEP		
IEP		
Don't know		
Prefer not to say		
Academic Motivation†		
No IEP	71	73
IEP	62	73
Don't know	52	
Prefer not to say		
School is really boring±		
No IEP	33	26
IEP	65	35
Don't know	50	
Prefer not to say		
School is worthless and a waste of time±		
No IEP	7	6
IEP	13	2
Don't know	7	
Prefer not to say		

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

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

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

ψThe scale was based on four questions for remote respondents.

±Rating of 7 or higher.

Table A17.1

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

	Grade 9 %	Grade 11 %
Monthly Absences (3 or more)		
No IEP	11	9
IEP	25	13
Don't know	14	
Prefer not to say		
Maintaining focus on schoolwork†		
No IEP	36	29
IEP	10	12
Don't know	21	
Prefer not to say		
Caring adult relationships‡		
No IEP	71	70
IEP	62	71
Don't know	62	
Prefer not to say		
High expectations‡		
No IEP	80	77
IEP	74	78
Don't know	79	
Prefer not to say		
Meaningful participation‡		
No IEP	33	35
IEP	29	30
Don't know	25	
Prefer not to say		

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

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

‡Average percent of respondents reporting "Pretty much true" or "Very much true."

Table A17.1

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

	Grade 9 %	Grade 11 %
Facilities upkeep† ***(In-School Only)***		
No IEP	62	65
IEP	51	44
Don't know	64	
Prefer not to say		
Promotion of parental involvement in school†		
No IEP	51	50
IEP	52	41
Don't know	43	
Prefer not to say		

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

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

‡*Average percent of respondents reporting "Pretty much true" or "Very much true."*

Table A17.2

School Safety by Individualized Education Plan (IEP) Placement

	Grade 9 %	Grade 11 %
School perceived as very safe or safe *(In-School Only)*		
No IEP	83	82
IEP	72	65
Don't know	64	
Prefer not to say		
Experienced harassment due to five reasons[λ§]		
No IEP	19	14
IEP	22	22
Don't know	23	
Prefer not to say		
Experienced any harassment or bullying[§]		
No IEP	22	17
IEP	27	25
Don't know	23	
Prefer not to say		
Had mean rumors or lies spread about you[§]		
No IEP	21	16
IEP	31	32
Don't know	23	
Prefer not to say		
Been afraid of being beaten up[§] *(In-School Only)*		
No IEP	8	5
IEP	26	9
Don't know	0	
Prefer not to say		

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

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

[§]Past 12 months.

Table A17.2

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

	Grade 9 %	Grade 11 %
Been in a physical fight[§] *(In-School Only)*		
No IEP	3	3
IEP	15	3
Don't know	8	
Prefer not to say		
Seen a weapon on campus[§] *(In-School Only)*		
No IEP	5	4
IEP	11	0
Don't know	0	
Prefer not to say		

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

[§]Past 12 months.

Table A17.3

Cyberbullying by Individualized Education Plan (IEP) Placement

	Grade 9 %	Grade 11 %
Cyberbullying[§]		
No IEP	16	11
IEP	29	30
Don't know	15	
Prefer not to say		

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

[§]Past 12 months.

Table A17.4

Substance Use by Individualized Education Plan (IEP) Placement

	Grade 9 %	Grade 11 %
Current alcohol or drug use¶		
No IEP	5	13
IEP	8	20
Don't know	7	
Prefer not to say		
Current tobacco use¶		
No IEP	3	5
IEP	3	7
Don't know	7	
Prefer not to say		
Current marijuana use¶		
No IEP	2	6
IEP	5	7
Don't know	0	
Prefer not to say		
Current binge drinking¶		
No IEP	2	4
IEP	5	7
Don't know	0	
Prefer not to say		
Very drunk or "high" 7 or more times, ever		
No IEP	0	8
IEP	5	7
Don't know	0	
Prefer not to say		
Been drunk or "high" on drugs at school, ever		
No IEP	1	4
IEP	5	5
Don't know	0	
Prefer not to say		

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

¶Past 30 days.

Table A17.4

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

	Grade 9 %	Grade 11 %
Current alcohol use¶		
No IEP	5	11
IEP	8	17
Don't know	7	
Prefer not to say		
Current alcohol use at school¶ ***(In-School Only)***		
No IEP	1	2
IEP	0	2
Don't know	7	
Prefer not to say		
Current cigarette smoking¶		
No IEP	2	1
IEP	3	5
Don't know	0	
Prefer not to say		
Current use of vape products¶		
No IEP	2	6
IEP	3	2
Don't know	7	
Prefer not to say		
Current tobacco vaping¶		
No IEP	2	4
IEP	3	0
Don't know	7	
Prefer not to say		
Current marijuana vaping¶		
No IEP	2	4
IEP	3	2
Don't know	0	
Prefer not to say		

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

¶Past 30 days.

Table A17.5

Routines by Individualized Education Plan (IEP) Placement

	Grade 9 %	Grade 11 %
Eating of breakfast[1]		
No IEP	79	69
IEP	75	61
Don't know	57	
Prefer not to say		
Bedtime (at 12 am or later)		
No IEP	28	52
IEP	28	28
Don't know	43	
Prefer not to say		

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

[1] *Today.*

Table A17.6

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

	Grade 9 %	Grade 11 %
Remote learning frequency (5 days per week)[¶]		
No IEP		
IEP		
Don't know		
Prefer not to say		
Synchronous instruction (4 days or more)[‖]		
No IEP		
IEP		
Don't know		
Prefer not to say		
Interest in schoolwork done from home[†]		
No IEP		
IEP		
Don't know		
Prefer not to say		
Meaningful opportunities[‡]		
No IEP		
IEP		
Don't know		
Prefer not to say		

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

[¶]*Past 30 days.*

[‖]*Past 7 days.*

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

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

Table A17.7

Social and Emotional Health by Individualized Education Plan (IEP) Placement

	Grade 9 %	Grade 11 %
Social emotional distress‡		
No IEP	18	24
IEP	34	37
Don't know	19	
Prefer not to say		
Experienced chronic sadness/hopelessness§		
No IEP	12	21
IEP	22	44
Don't know	31	
Prefer not to say		
Considered suicide§		
No IEP	10	7
IEP	28	16
Don't know	0	
Prefer not to say		
Optimism‡		
No IEP	53	48
IEP	47	46
Don't know	61	
Prefer not to say		
Life satisfaction∓		
No IEP	72	66
IEP	63	56
Don't know	62	
Prefer not to say		

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

‡*Average percent of respondents reporting "Pretty much true" or "Very much true."*

§*Past 12 months.*

∓*Average percent of respondents reporting "Satisfied" or "Very satisfied."*

18. Living Situation Breakdowns

Table A18.1

School Engagement and Supports by Living Situation

	Grade 9 %	Grade 11 %
School Connectedness[†#] ***(In-School Only)***		
Home with one or more parent or guardian	74	68
Foster home		
Homeless		
Other living arrangement		
School Connectedness[†ψ] ***(Remote Only)***		
Home with one or more parent or guardian		
Foster home		
Homeless		
Other living arrangement		
Academic Motivation[†]		
Home with one or more parent or guardian	69	73
Foster home		
Homeless		
Other living arrangement		
School is really boring[±]		
Home with one or more parent or guardian	38	28
Foster home		
Homeless		
Other living arrangement		
School is worthless and a waste of time[±]		
Home with one or more parent or guardian	7	6
Foster home		
Homeless		
Other living arrangement		

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

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

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

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

[±]*Rating of 7 or higher.*

Table A18.1

School Engagement and Supports by Living Situation – Continued

	Grade 9 %	Grade 11 %
Monthly Absences (3 or more)		
Home with one or more parent or guardian	12	11
Foster home		
Homeless		
Other living arrangement		
Maintaining focus on schoolwork[†]		
Home with one or more parent or guardian	32	27
Foster home		
Homeless		
Other living arrangement		
Caring adult relationships[‡]		
Home with one or more parent or guardian	69	70
Foster home		
Homeless		
Other living arrangement		
High expectations[‡]		
Home with one or more parent or guardian	79	77
Foster home		
Homeless		
Other living arrangement		
Meaningful participation[‡]		
Home with one or more parent or guardian	32	34
Foster home		
Homeless		
Other living arrangement		

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

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

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

Table A18.1

School Engagement and Supports by Living Situation – Continued

	Grade 9 %	Grade 11 %
Facilities upkeep† ***(In-School Only)***		
Home with one or more parent or guardian	60	63
Foster home		
Homeless		
Other living arrangement		
Promotion of parental involvement in school†		
Home with one or more parent or guardian	51	49
Foster home		
Homeless		
Other living arrangement		

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

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

‡*Average percent of respondents reporting "Pretty much true" or "Very much true."*

Table A18.2

School Safety by Living Situation

	Grade 9 %	Grade 11 %
School perceived as very safe or safe *(In-School Only)*		
Home with one or more parent or guardian	81	80
Foster home		
Homeless		
Other living arrangement		
Experienced harassment due to five reasons[λ§]		
Home with one or more parent or guardian	19	15
Foster home		
Homeless		
Other living arrangement		
Experienced any harassment or bullying[§]		
Home with one or more parent or guardian	22	19
Foster home		
Homeless		
Other living arrangement		
Had mean rumors or lies spread about you[§]		
Home with one or more parent or guardian	21	18
Foster home		
Homeless		
Other living arrangement		
Been afraid of being beaten up[§] *(In-School Only)*		
Home with one or more parent or guardian	10	6
Foster home		
Homeless		
Other living arrangement		

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

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

[§]Past 12 months.

Table A18.2
School Safety by Living Situation – Continued

	Grade 9 %	Grade 11 %
Been in a physical fight[§] ***(In-School Only)***		
Home with one or more parent or guardian	4	3
Foster home		
Homeless		
Other living arrangement		
Seen a weapon on campus[§] ***(In-School Only)***		
Home with one or more parent or guardian	5	4
Foster home		
Homeless		
Other living arrangement		

Notes: Cells are empty if there are less than 10 respondents.
[§]Past 12 months.

Table A18.3
Cyberbullying by Living Situation

	Grade 9 %	Grade 11 %
Cyberbullying[§]		
Home with one or more parent or guardian	16	13
Foster home		
Homeless		
Other living arrangement		

Notes: Cells are empty if there are less than 10 respondents.
[§]Past 12 months.

Table A18.4

Substance Use by Living Situation

	Grade 9 %	Grade 11 %
Current alcohol or drug use¶		
Home with one or more parent or guardian	5	15
Foster home		
Homeless		
Other living arrangement		
Current tobacco use¶		
Home with one or more parent or guardian	2	5
Foster home		
Homeless		
Other living arrangement		
Current marijuana use¶		
Home with one or more parent or guardian	2	6
Foster home		
Homeless		
Other living arrangement		
Current binge drinking¶		
Home with one or more parent or guardian	1	4
Foster home		
Homeless		
Other living arrangement		
Very drunk or "high" 7 or more times, ever		
Home with one or more parent or guardian	1	8
Foster home		
Homeless		
Other living arrangement		
Been drunk or "high" on drugs at school, ever		
Home with one or more parent or guardian	1	4
Foster home		
Homeless		
Other living arrangement		

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

¶Past 30 days.

Table A18.4

Substance Use by Living Situation – Continued

	Grade 9 %	Grade 11 %
Current alcohol use¶		
Home with one or more parent or guardian	4	12
Foster home		
Homeless		
Other living arrangement		
Current alcohol use at school¶ ***(In-School Only)***		
Home with one or more parent or guardian	0	2
Foster home		
Homeless		
Other living arrangement		
Current cigarette smoking¶		
Home with one or more parent or guardian	1	2
Foster home		
Homeless		
Other living arrangement		
Current use of vape products¶		
Home with one or more parent or guardian	2	5
Foster home		
Homeless		
Other living arrangement		
Current tobacco vaping¶		
Home with one or more parent or guardian	1	4
Foster home		
Homeless		
Other living arrangement		
Current marijuana vaping¶		
Home with one or more parent or guardian	1	4
Foster home		
Homeless		
Other living arrangement		

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

¶Past 30 days.

Table A18.5
Routines by Living Situation

	Grade 9 %	Grade 11 %
Eating of breakfast[1]		
Home with one or more parent or guardian	78	68
Foster home		
Homeless		
Other living arrangement		
Bedtime (at 12 am or later)		
Home with one or more parent or guardian	28	50
Foster home		
Homeless		
Other living arrangement		

Notes: Cells are empty if there are less than 10 respondents.
[1]*Today.*

Table A18.6

Remote Schooling by Living Situation (Remote Only)

	Grade 9 %	Grade 11 %
Remote learning frequency (5 days per week)[¶]		
Home with one or more parent or guardian		
Foster home		
Homeless		
Other living arrangement		
Synchronous instruction (4 days or more)[‖]		
Home with one or more parent or guardian		
Foster home		
Homeless		
Other living arrangement		
Interest in schoolwork done from home[†]		
Home with one or more parent or guardian		
Foster home		
Homeless		
Other living arrangement		
Meaningful opportunities[‡]		
Home with one or more parent or guardian		
Foster home		
Homeless		
Other living arrangement		

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

[¶]*Past 30 days.*

[‖]*Past 7 days.*

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

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

Table A18.7

Social and Emotional Health by Living Situation

	Grade 9 %	Grade 11 %
Social emotional distress‡		
Home with one or more parent or guardian	19	26
Foster home		
Homeless		
Other living arrangement		
Experienced chronic sadness/hopelessness§		
Home with one or more parent or guardian	13	24
Foster home		
Homeless		
Other living arrangement		
Considered suicide§		
Home with one or more parent or guardian	10	8
Foster home		
Homeless		
Other living arrangement		
Optimism‡		
Home with one or more parent or guardian	53	47
Foster home		
Homeless		
Other living arrangement		
Life satisfaction∓		
Home with one or more parent or guardian	71	65
Foster home		
Homeless		
Other living arrangement		

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

‡*Average percent of respondents reporting "Pretty much true" or "Very much true."*

§*Past 12 months.*

∓*Average percent of respondents reporting "Satisfied" or "Very satisfied."*

School Climate Module

1. Module Sample

Table N1.1
Student Sample for School Climate Module

	Grade 9	Grade 11
Student Sample Size		
Target sample	474	465
Final number	285	258
Response Rate	60%	55%

2. Key Indicators of School Climate

Table N2.1

School Climate Scales

	Grade 9 %	Grade 11 %	Table
Student learning environment†	61	65	N3.1
Learning engagement climate†	45	54	N3.2
Fairness and respect†	60	59	N4.1
Racial/Ethnic conflict†	21	21	N4.2
Respect for diversity†	68	68	N4.3
Clarity of rules†	55	47	N5.1
Disciplinary harshness†	15	13	N5.2
Student peer relationships†	65	67	N6.1
Support for social emotional learning†	61	57	N7.1
Antibullying climate†	48	47	N8.1
Quality of school facilities†Φ	61	65	N9.1
Time for lunch†	54	50	N10.1

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

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

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

Φ*In-school only.*

3. Student Learning Environment & Academic Engagement

Table N3.1

Student Learning Environment Questions

	Grade 9 %	Grade 11 %
Student learning environment		
Average reporting "Agree" or "Strongly agree"	61	65
Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.		
Strongly disagree	3	1
Disagree	6	5
Neither disagree nor agree	25	18
Agree	50	49
Strongly agree	16	26
My teachers work hard to help me with my schoolwork when I need it.		
Strongly disagree	4	2
Disagree	2	5
Neither disagree nor agree	25	23
Agree	53	48
Strongly agree	16	22
Teachers show how classroom lessons are helpful to students in real life.		
Strongly disagree	6	6
Disagree	13	14
Neither disagree nor agree	36	31
Agree	33	33
Strongly agree	11	16

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 9 %	Grade 11 %
Teachers give students a chance to take part in classroom discussions or activities.		
Strongly disagree	2	1
Disagree	1	3
Neither disagree nor agree	22	15
Agree	54	56
Strongly agree	21	25
Teachers go out of their way to help students.		
Strongly disagree	4	3
Disagree	4	8
Neither disagree nor agree	33	32
Agree	47	38
Strongly agree	12	19
Teachers help students catch up when they return from an absence.		
Strongly disagree	5	6
Disagree	9	12
Neither disagree nor agree	34	30
Agree	39	38
Strongly agree	13	14
My teachers give me useful feedback on my work.		
Strongly disagree	3	2
Disagree	6	7
Neither disagree nor agree	28	24
Agree	48	47
Strongly agree	15	19

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 9 %	Grade 11 %
This school is a supportive and inviting place for students to learn.[Ø] ***(In-School Only)***		
Strongly disagree	3	2
Disagree	1	8
Neither disagree nor agree	28	26
Agree	52	47
Strongly agree	16	18

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.

[Ø]Item not included in the scale.

Table N3.2

Learning Engagement Climate Questions

	Grade 9 %	Grade 11 %
Learning engagement climate		
Average reporting "Agree" or "Strongly agree"	45	54
Students at this school are motivated to learn.		
Strongly disagree	3	3
Disagree	11	7
Neither disagree nor agree	39	25
Agree	37	43
Strongly agree	10	22
Students pay attention in class.		
Strongly disagree	3	1
Disagree	8	9
Neither disagree nor agree	50	41
Agree	31	39
Strongly agree	7	10
Students try their best in school.		
Strongly disagree	3	1
Disagree	7	5
Neither disagree nor agree	43	38
Agree	40	41
Strongly agree	8	15

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 9 %	Grade 11 %
Students turn in their homework on time.		
Strongly disagree	3	2
Disagree	7	12
Neither disagree nor agree	45	39
Agree	40	35
Strongly agree	5	12
Students usually follow the rules at school.[Ø] ***(In-School Only)***		
Strongly disagree	2	1
Disagree	2	4
Neither disagree nor agree	36	28
Agree	52	52
Strongly agree	8	15

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.

[Ø]Item not included in the scale.

Table N3.3

School Promotes Academic Success

	Grade 9 %	Grade 11 %
This school promotes academic success for all students.		
Strongly disagree	2	1
Disagree	2	4
Neither disagree nor agree	28	23
Agree	51	46
Strongly agree	17	26

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 9 %	Grade 11 %
Fairness and respect		
Average reporting "Agree" or "Strongly agree"	60	59
Adults at this school treat all students with respect.		
Strongly disagree	4	4
Disagree	5	9
Neither disagree nor agree	26	24
Agree	49	44
Strongly agree	16	20
Students treat teachers with respect.		
Strongly disagree	4	2
Disagree	12	9
Neither disagree nor agree	38	32
Agree	35	41
Strongly agree	11	16
The school rules are fair.		
Strongly disagree	4	2
Disagree	3	5
Neither disagree nor agree	25	26
Agree	54	49
Strongly agree	15	18
All students are treated fairly when they break school rules.		
Strongly disagree	4	3
Disagree	5	12
Neither disagree nor agree	32	39
Agree	44	30
Strongly agree	15	16

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 9 %	Grade 11 %
Racial/Ethnic conflict		
Average reporting "Agree" or "Strongly agree"	21	21
I have been disrespected by an adult at this school because of my race, ethnicity, or culture.		
Strongly disagree	37	32
Disagree	21	26
Neither disagree nor agree	23	22
Agree	17	13
Strongly agree	4	7
There is a lot of tension in this school between people of different cultures, races, or ethnicities.		
Strongly disagree	28	20
Disagree	25	28
Neither disagree nor agree	26	30
Agree	16	15
Strongly agree	5	7

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

Table N4.3

Respect for Diversity Scale Questions

	Grade 9 %	Grade 11 %
Respect for diversity		
Average reporting "Agree" or "Strongly agree"	68	68
Students in this school respect each other's differences.		
Strongly disagree	4	3
Disagree	6	5
Neither disagree nor agree	32	30
Agree	42	43
Strongly agree	16	19
Adults/teachers in this school respect differences in students.		
Strongly disagree	2	0
Disagree	2	0
Neither disagree nor agree	21	26
Agree	54	49
Strongly agree	21	25
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.		
Strongly disagree	2	2
Disagree	2	1
Neither disagree nor agree	24	28
Agree	52	48
Strongly agree	20	21

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 9 %	Grade 11 %
When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict.		
Strongly disagree	4	4
Disagree	7	6
Neither disagree nor agree	39	39
Agree	40	39
Strongly agree	10	12

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 9 %	Grade 11 %
Clarity of rules		
Average reporting "Agree" or "Strongly agree"	55	47
This school clearly informs students what would happen if they break school rules.		
Strongly disagree	4	4
Disagree	12	14
Neither disagree nor agree	28	33
Agree	42	32
Strongly agree	14	17
Rules in this school are made clear to students.		
Strongly disagree	5	4
Disagree	10	18
Neither disagree nor agree	34	38
Agree	40	30
Strongly agree	10	10
This school makes it clear how students are expected to act.		
Strongly disagree	3	3
Disagree	7	10
Neither disagree nor agree	31	35
Agree	47	40
Strongly agree	13	13

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 9 %	Grade 11 %
Disciplinary harshness		
Average reporting "Agree" or "Strongly agree"	15	13
The rules in this school are too strict.		
Strongly disagree	9	7
Disagree	40	37
Neither disagree nor agree	39	42
Agree	9	8
Strongly agree	3	5
It is easy for students to get kicked out of class or get suspended.		
Strongly disagree	13	12
Disagree	33	38
Neither disagree nor agree	40	40
Agree	11	5
Strongly agree	3	5
Students get in trouble for breaking small rules.		
Strongly disagree	8	9
Disagree	31	28
Neither disagree nor agree	41	47
Agree	16	11
Strongly agree	4	6

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

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

6. Student Peer Relationships

Table N6.1

Student Peer Relationships Scale Questions

	Grade 9 %	Grade 11 %
Student peer relationships		
Average reporting "Agree" or "Strongly agree"	65	67
Students enjoy doing things with each other during school activities.		
Strongly disagree	2	1
Disagree	2	3
Neither disagree nor agree	25	28
Agree	54	50
Strongly agree	17	18
Students care about each other.		
Strongly disagree	3	1
Disagree	3	6
Neither disagree nor agree	27	28
Agree	50	50
Strongly agree	16	15
Students treat each other with respect.		
Strongly disagree	3	2
Disagree	6	3
Neither disagree nor agree	33	29
Agree	45	53
Strongly agree	13	14
Students get along well with each other.		
Strongly disagree	3	1
Disagree	1	3
Neither disagree nor agree	30	27
Agree	54	54
Strongly agree	12	15

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

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

7. Social and Emotional Learning

Table N7.1

Support for Social Emotional Learning Scale Questions

	Grade 9 %	Grade 11 %
Support for social emotional learning		
Average reporting "Agree" or "Strongly agree"	61	57
This school encourages students to feel responsible for how they act.		
Strongly disagree	4	2
Disagree	3	7
Neither disagree nor agree	31	33
Agree	47	43
Strongly agree	16	16
This school encourages students to understand how others think and feel.		
Strongly disagree	5	2
Disagree	5	6
Neither disagree nor agree	31	35
Agree	45	43
Strongly agree	14	14
Students are taught that they can control their own behavior.		
Strongly disagree	5	1
Disagree	4	6
Neither disagree nor agree	29	31
Agree	50	48
Strongly agree	12	14

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 9 %	Grade 11 %
This school helps students resolve conflicts with one another.		
Strongly disagree	4	3
Disagree	8	9
Neither disagree nor agree	35	41
Agree	42	35
Strongly agree	12	12
This school encourages students to care about how others feel.		
Strongly disagree	4	2
Disagree	3	7
Neither disagree nor agree	31	36
Agree	51	42
Strongly agree	12	14
Teachers here make it clear to students that bullying is not tolerated.		
Strongly disagree	3	1
Disagree	3	7
Neither disagree nor agree	27	28
Agree	47	42
Strongly agree	20	22

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 9 %	Grade 11 %
Antibullying climate		
Average reporting "Agree" or "Strongly agree"	48	47
If another student was bullying me, I would tell one of the teachers or staff at school.		
Strongly disagree	5	7
Disagree	9	13
Neither disagree nor agree	30	30
Agree	42	34
Strongly agree	13	15
Students tell teachers when other students are being bullied.		
Strongly disagree	4	6
Disagree	14	17
Neither disagree nor agree	46	42
Agree	26	25
Strongly agree	10	11
If I tell a teacher that someone is bullying me, the teacher will do something to help.		
Strongly disagree	4	2
Disagree	6	4
Neither disagree nor agree	30	30
Agree	45	49
Strongly agree	15	14

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 9 %	Grade 11 %
Students here try to stop bullying when they see it happening.		
Strongly disagree	5	3
Disagree	10	12
Neither disagree nor agree	45	44
Agree	30	30
Strongly agree	10	10

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 9 %	Grade 11 %
Quality of school facilities		
Average reporting "Agree" or "Strongly agree"	61	65
My school is usually clean and tidy.		
Strongly disagree	3	1
Disagree	8	8
Neither disagree nor agree	27	28
Agree	49	52
Strongly agree	12	11
The schoolyard and buildings are clean and in good condition.		
Strongly disagree	4	0
Disagree	5	5
Neither disagree nor agree	30	27
Agree	47	48
Strongly agree	15	19
The school grounds are kept clean.		
Strongly disagree	4	0
Disagree	6	8
Neither disagree nor agree	32	29
Agree	47	49
Strongly agree	11	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 9 %	Grade 11 %
My classroom is so crowded it is hard to concentrate and learn.		
Strongly disagree	12	14
Disagree	37	40
Neither disagree nor agree	32	28
Agree	14	12
Strongly agree	4	6

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

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

10. Scheduled Lunch and Drinkable Water

Table N10.1

Time for Lunch Scale Questions

	Grade 9 %	Grade 11 %
Time for lunch		
Average reporting "Agree" or "Strongly agree"	54	50
I eat my lunch at the right time of day.		
Strongly disagree	2	4
Disagree	4	6
Neither disagree nor agree	25	26
Agree	54	46
Strongly agree	15	18
I have plenty of time to eat my lunch.		
Strongly disagree	14	11
Disagree	17	25
Neither disagree nor agree	30	29
Agree	31	25
Strongly agree	7	11

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 9 %	Grade 11 %
This school has clean and drinkable water.		
Strongly disagree	5	3
Disagree	6	4
Neither disagree nor agree	33	24
Agree	42	45
Strongly agree	15	25

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 9	Grade 11
Student Sample Size		
Target sample	474	465
Final number	76	277
Response Rate	16%	60%

2. Custom Questions

Table Z2.1
I help make decisions with my family.

	Grade		
	9th %	11th %	Total %
Not at all true	8	5	6
A little true	25	23	23
Pretty much true	43	37	38
Very much true	24	35	32

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		
	9th %	11th %	Total %
Not at all true	7	4	4
A little true	16	13	14
Pretty much true	38	38	38
Very much true	39	45	44

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		
	9th %	11th %	Total %
Not at all true	11	4	5
A little true	15	18	17
Pretty much true	36	33	33
Very much true	38	45	44

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		
	9th %	11th %	Total %
Not at all true	22	8	11
A little true	18	20	19
Pretty much true	30	28	29
Very much true	31	44	41

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		
	9th %	11th %	Total %
Not at all true	18	7	10
A little true	12	21	19
Pretty much true	32	28	29
Very much true	38	43	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		
	9th %	11th %	Total %
Not at all true	4	1	2
A little true	8	5	6
Pretty much true	27	30	29
Very much true	61	63	63

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		
	9th %	11th %	Total %
Not at all true	4	3	3
A little true	15	15	15
Pretty much true	27	27	27
Very much true	53	56	55

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		
	9th %	11th %	Total %
Not at all true	10	8	8
A little true	21	17	18
Pretty much true	23	26	25
Very much true	46	50	49

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

Table Z2.9
Do you go to bed at the same time or near the same time every night? (within 30 minutes)

	Grade		
	9th %	11th %	Total %
Always	18	11	12
Almost always (5-6 days each week)	53	40	42
Sometimes (3-4 days each week)	20	38	35
Almost never (1-2 days each week)	4	9	8
Never	5	3	3

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		
	9th %	11th %	Total %
Not at all interfering	22	21	21
A little	32	34	34
Somewhat	30	23	24
Much	12	16	15
Very much interfering	4	5	5

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		
	9th %	11th %	Total %
Strongly disagree	14	14	14
Disagree	28	17	20
Mildly disagree	15	10	11
Mildly agree	21	31	29
Agree	17	20	19
Strongly agree	6	8	7

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		
	9th %	11th %	Total %
Strongly disagree	7	8	8
Disagree	10	6	7
Mildly disagree	14	8	9
Mildly agree	28	28	28
Agree	31	31	31
Strongly agree	10	19	17

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		
	9th %	11th %	Total %
Strongly disagree	14	9	10
Disagree	15	12	13
Mildly disagree	11	15	14
Mildly agree	38	27	29
Agree	11	24	21
Strongly agree	10	13	13

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		
	9th %	11th %	Total %
Strongly disagree	17	16	16
Disagree	25	20	21
Mildly disagree	17	13	14
Mildly agree	24	21	21
Agree	11	22	20
Strongly agree	7	8	8

Question HS/MS Z.14.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.15
On an average school day and school night, how many hours do you play video or computer games or use a computer for something that is not school work?

	Grade		
	9th %	11th %	Total %
I do not play video or computer games or use a computer for something that is not school work	18	15	16
Less than 1 hour per day	14	15	15
1 hour per day	21	14	15
2 hours per day	18	22	21
3 hours per day	13	19	18
4 hours per day	10	9	9
5 or more hours per day	7	6	7

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		
	9th %	11th %	Total %
Strongly disagree	17	8	10
Disagree	10	12	11
Neither disagree nor agree	34	34	34
Agree	24	32	30
Strongly agree	15	14	15

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		
	9th %	11th %	Total %
Very safe	53	57	56
Safe	31	35	34
Neither safe nor unsafe	14	6	8
Unsafe	0	1	1
Very unsafe	3	0	1

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

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

	Grade		
	9th %	11th %	Total %
No, never	7	4	4
Yes, some of the time	24	30	28
Yes, most of the time	51	42	44
Yes, all of the time	18	25	23

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		
	9th %	11th %	Total %
0 days	90	97	95
1 day	6	3	3
2 or 3 days	4	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		
	9th %	11th %	Total %
No	92	92	92
Yes	8	8	8

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		
	9th %	11th %	Total %
0 times	92	97	96
1 time	3	1	1
2 or 3 times	6	2	3

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		
	9th %	11th %	Total %
I did not attempt suicide in the past 12 months	85	94	92
No	13	6	7
Yes	3	0	1

Question HS/MS Z.22.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z2.23
If you have been forced to engage in sexual activity, did you report it to the police or the school?

	Grade		
	9th %	11th %	Total %
I have never been forced to engage in vaginal, oral or anal sex	86	92	91
Yes	3	1	1
No	11	7	8

Question HS/MS Z.23.
Note: Columns are not displayed if there are less than 10 respondents.

Appendix

CHKS Content Overview, 2023-24

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

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

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

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

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

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

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

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

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

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

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

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

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

GRADE-LEVEL PATTERNS

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

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

DEMOGRAPHIC CHARACTERISTICS AND POPULATION GROUP DIFFERENCES (Section 3)

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

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

Racial-Ethnic Group Identification

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

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

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

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

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

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

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

Youth in Foster Care

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

Unhoused Youth

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

Sexual Orientation and Gender Identity

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

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

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

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

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

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

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

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

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

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

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

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

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 6)

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

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

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

Self-Reported Grades

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

Academic Motivation

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

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

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

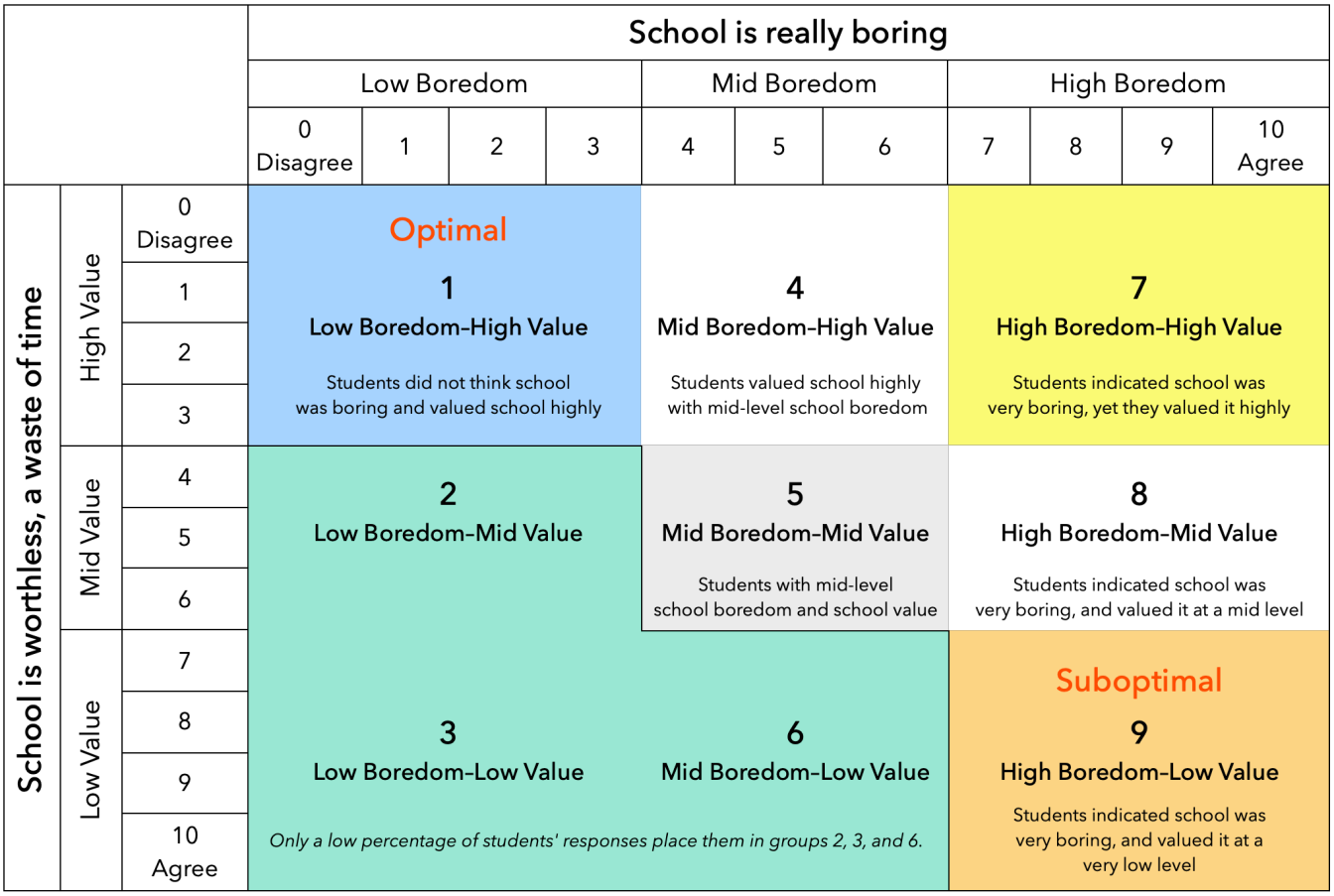
[19] Download data.calschls.org/resources/Biennial_State_1921.pdf

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

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

School Boredom – School Value

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



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.

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

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

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

Absenteeism

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

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

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

Developmental Supports

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

School Connectedness

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

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

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

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

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

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

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

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

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

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

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

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

Parent Involvement

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

Facilities and Physical Environment

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

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 8)

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

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

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

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

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

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

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

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

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

Perceived Safety

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

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

Harassment and Victimization

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

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

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

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

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

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

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

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

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

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

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

Vandalism and Weapons

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

SUBSTANCE USE (Sections 9 and 10)

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

Alcohol and Other Drug Use (Section 9)

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

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

Alcohol and Other Drug Use at School (Section 9)

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

Cigarette Smoking (Section 10)

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

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

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

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

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

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

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

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

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

SOCIAL AND EMOTIONAL HEALTH (Section 7)

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

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

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

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

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

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

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