

CALIFORNIA HEALTHY KIDS SURVEY



San Mateo-Foster City Secondary 2024-2025 Main Report

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PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results for each question from the 2024-25 *California Healthy Kids Survey* (CHKS) for schools within this school district. The CHKS, along with its two companion surveys—the *California School Staff Survey* (CSSS) and the *California School Parent Survey* (CSPS)—form the California Department of Education’s *California School Climate, Health, and Learning Survey* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive state effort in the nation to regularly assess students, staff, and parents to provide key data on school climate and safety, learning supports and barriers, stakeholder engagement, and youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major domains and constructs assessed by CalSCHLS. Appendix I lists the schools that administered the survey in the district and their response rates; Appendix II provides more information about CHKS questions.

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

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

The CalSCHLS 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. Appendix II is a brief guide to key CHKS Core Module indicators designed to help survey users more easily understand and interpret their findings.

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The secondary-school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules that districts can elect to administer.

Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

Core Module

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

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

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

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

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).
- Appendix I lists all the secondary schools in the district that were eligible to participate in the survey and the percentage of their enrolled students that completed the survey (included in the district report).

THE REPORT

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

LCAP Subgroup Results

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

ONLINE DATA DASHBOARDS

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

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

- compare their data with district and state averages;

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

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

UNDERSTANDING THE DATA

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

Representativeness

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

Changes Between Survey Administrations

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

RESOURCES

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

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets).
- ***Making Sense of School Climate*** provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).
- The **California Center for School Climate** (ccsc.wested.org) website houses school climate resources and guides, and archived virtual events.
- The ***California Safe and Supportive Schools Newsletter*** provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on ca-safe-supportive-schools.wested.org/subscribe/.
- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

- The **CalSCHLS Item Crosswalk** (calschls.org/resources/#resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

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

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

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

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

Compare Results with Other Data

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

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

- **Similar District and Statewide Results.** The results from the biennial state administration of the CHKS, which provide representative state norms, can be downloaded from the CalSCHLS website (data.calschls.org/resources/Biennial_State_1921.pdf) or examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports). How you compare to state and district results can provide some context for your results, but the most important consideration is what your own results say about the students in your school/community.

Data Workshop

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

Request Additional Reports and Data

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

School Reports, School Climate Report Cards, Mental Health Reports, and School Boredom Reports

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school. Four types of reports are available:

- A full report with all the survey results
- A short, user-friendly, graphic **School Climate Report Card** that provides trends across key indicators of school climate and provides two-year state averages on those indicators (calschls.org/reports-data/#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 (562.799.5460) or email calschls@wested.org.

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

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

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California Department of Education

Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Behavioral Health Module (BHM)	X
C. Closing the Achievement Gap (CTAG) Module	
D. Community Health Module (CHM)	
E. Community Schools Module	
F. District Afterschool Module (DASM)	
G. Drug-Free Communities (DFC) Module	
H. Gang Risk Awareness Module (GRAM)	
I. Gender Identity & Sexual Orientation-Based Harassment Module	X
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)	
O. Sexual Behavior Module	
P. Social Emotional Health Module (SEHM)	X
Q. Tobacco Module	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 6	Grade 7	Grade 8
<i>Student Sample Size</i>			
Target sample	1,084	1,103	1,100
Final number	624	1,028	1,004
Response Rate	58%	93%	91%

Table A1.2

Number of Respondents by Instructional Model

	Grade 6	Grade 7	Grade 8
In-school learning only	611	992	985
Remote learning only	13	36	19

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 6 %	Grade 7 %	Grade 8 %	Table
School Engagement and Supports				
School connectedness [†]	66	56	53	A6.4
School connectedness ^{†ψ} (<i>Remote Only</i>)		55	35	A6.4
Academic motivation [†]	76	68	63	A6.4
School is really boring [±]	26	36	40	A6.11
School is worthless and a waste of time [±]	7	13	13	A6.11
Current absenteeism (≥3 times) [¶]	11	17	17	A6.2
Trouble focusing on schoolwork ^σ	26	34	32	A6.10
Caring adult relationships [‡]	74	65	64	A6.4
High expectations [‡]	82	77	74	A6.4
Meaningful participation [‡]	38	33	29	A6.4
Facilities upkeep ^σ	36	27	29	A6.15
Promotion of parental involvement in school [†]	64	56	50	A6.4
School Safety and Cyberbullying				
School perceived as very safe or safe	68	56	57	A8.1
Experienced any harassment or bullying [§]	37	39	31	A8.2
Had mean rumors or lies spread about you [§]	31	39	31	A8.3
Been afraid of being beaten up [§]	26	28	16	A8.3
Been in a physical fight [§]	8	9	9	A8.4
Seen a weapon on campus [§]	6	10	7	A8.6
Cyberbullying [§]	16	23	22	A8.3

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

[†] *Average percent of respondents reporting “Agree” or “Strongly agree” across survey questions that comprise the scale.*

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

[±] *Rating of 7 or higher.*

[¶] *Past 30 days.*

^σ *Percent of respondents reporting “Agree” or “Strongly agree.”*

[‡] *Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.*

[§] *Past 12 months.*

Table A2.2**Key Indicators of Substance Use, Health Routines, and Remote Schooling**

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Substance Use				
Current alcohol or drug use [¶]	1	3	3	A9.5
Current tobacco use [¶]	1	3	2	A10.8
Current marijuana use [¶]	1	2	1	A9.5
Current binge drinking [¶]	0	1	1	A9.5
Very drunk or “high” 7 or more times, ever	0	1	1	A9.7
Been drunk or “high” on drugs at school, ever	0	2	1	A9.9
Current cigarette smoking [¶]	1	1	0	A10.5
Current use of vape products [¶]	0	3	2	A10.6
Current tobacco vaping [¶]	0	2	2	A10.6
Current marijuana vaping [¶]	0	2	1	A10.6
Health Routines				
Eating of breakfast [‡]	82	71	64	A4.1
Bedtime (at 12 am or later)	4	10	17	A4.2
Remote Schooling				
Remote learning frequency (5 days per week) ^{¶δ}	40	27	40	A5.1
Synchronous instruction (4 days or more) ^{‡δ}	9	28	0	A5.1
Interest in schoolwork done from home ^{σδ}		24	27	A5.3
Meaningful opportunities ^{θδ}		38	20	A5.2

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

[¶]Past 30 days.

[‡]Today.

^δRemote only.

[‡]Past 7 days.

^σPercent of respondents reporting “Agree” or “Strongly agree.”

^θPercent of respondents reporting “Pretty much true” or “Very much true.”

Table A2.3**Key Indicators of Student Well-Being**

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Social and Emotional Health				
Social emotional distress [‡]	16	21	23	A7.5
Experienced chronic sadness/hopelessness [§]	15	21	24	A7.1
Considered suicide [§]	9	11	10	A7.2
Optimism [‡]	65	57	53	A7.3
Life satisfaction [±]	77	70	70	A7.4
	Grade 6	Grade 7	Grade 8	
California Student Wellness Index [°]	108.3	105.0	104.2	NP

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

[‡]Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

[§]Past 12 months.

[±]Average percent of respondents reporting “Satisfied” or “Very satisfied” across survey questions that comprise the scale.

[°]To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.

NP-Not presented in an individual table.

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
In-School Model	98	96	98
Remote Learning Model	2	4	2

Question HS/MS A.1: Which of the following best describes your school schedule during the past 30 days?

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

In-School Model - Respondents selecting “I went to school in person at my school building for the entire day, Monday through Friday.”

Remote Learning Model - Respondents selecting “I participated in school from home for the entire day on most or all weekdays and did not go to school in person.”

Table A3.2

Gender of Sample

	Grade 6 %	Grade 7 %	Grade 8 %
Male	50	50	50
Female	49	47	49
Nonbinary	0	1	1
Something else	1	1	1

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

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

Table A3.3

Gender Identity

	Grade 6 %	Grade 7 %	Grade 8 %
No, I am not transgender	93	92	93
Yes, I am transgender	1	1	2
I am not sure if I am transgender	2	3	1
Decline to respond	5	5	4

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

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

Table A3.4***Sexual Orientation***

	Grade 6 %	Grade 7 %	Grade 8 %
Heterosexual (straight)	74	76	79
Lesbian or Gay	1	2	2
Bisexual	3	5	4
Something else	2	2	3
Not sure	9	7	5
Decline to respond	11	8	7

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
American Indian or Alaska Native, non-Hispanic	1	1	0
Asian or Asian American, non-Hispanic	37	27	26
Black or African American, non-Hispanic	1	2	2
Hispanic or Latino/a	24	41	41
Native Hawaiian or Pacific Islander, non-Hispanic	2	2	2
White, non-Hispanic	14	12	15
Multiracial, non-Hispanic	12	10	9
Something else, non-Hispanic	8	7	4

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 Latino/a... 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 6 %	Grade 7 %	Grade 8 %
A home with one or more parent or guardian	91	90	91
Other relative's home	1	0	1
A home with more than one family	4	4	3
Friend's home	0	1	0
Foster home, group care, or waiting placement	0	0	0
Hotel or motel	0	1	0
Shelter, car, campground, or other transitional or temporary housing	0	0	1
Other living arrangement	3	3	3

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

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

Table A3.7
Living Situation

	Grade 6 %	Grade 7 %	Grade 8 %
Home with one or more parent or guardian	91	90	91
Foster home	0	0	0
Homeless	1	1	1
Other living arrangement	8	8	7

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 6 %	Grade 7 %	Grade 8 %
Did not finish high school	3	5	7
Graduated from high school	3	8	10
Attended college but did not complete four-year degree	6	4	6
Graduated from college	64	57	57
Don't know	23	26	21

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 6 %	Grade 7 %	Grade 8 %
No	77	74	77
Yes	4	7	7
Don't know	18	16	13
Prefer not to say	2	3	3

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 6 %	Grade 7 %	Grade 8 %
No	75	76	81
Yes	10	10	9
Don't know	15	13	9

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 6 %	Grade 7 %	Grade 8 %
Not currently in English Learner Program	88	89	90
Less than 7 years (EL)	7	9	8
7 years or more (LTEL)	4	2	2

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

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
English	60	56	55
Spanish	17	27	26
Mandarin	6	4	3
Cantonese	0	0	2
Taiwanese	0	0	0
Tagalog	1	1	1
Vietnamese	0	0	0
Korean	1	1	0
Arabic	0	1	1
Other	15	10	12

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 6 %	Grade 7 %	Grade 8 %
How well do you...			
understand English?			
Very well	73	72	76
Well	24	21	18
Not well	3	5	4
Not at all	0	1	2
speak English?			
Very well	68	66	63
Well	25	22	26
Not well	7	9	9
Not at all	0	2	2
read English?			
Very well	63	59	61
Well	27	31	29
Not well	8	8	9
Not at all	1	2	2
write English?			
Very well	57	54	54
Well	31	34	34
Not well	10	10	9
Not at all	2	2	3
English Language Proficiency Status			
Proficient	61	56	57
Not proficient	39	44	43

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.14***Number of Days Attending Afterschool Program***

	Grade 6 %	Grade 7 %	Grade 8 %
I do not attend my school's afterschool program	84	81	87
1 day	4	3	4
2 days	4	5	4
3 days	4	3	2
4 days	2	1	0
5 days	2	6	2

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
No	96	94	96
Yes	2	2	1
Don't know	2	5	2

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

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

4. Health Routines

Table A4.1

Eating of Breakfast

	Grade 6 %	Grade 7 %	Grade 8 %
No	18	29	36
Yes	82	71	64

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 6 %	Grade 7 %	Grade 8 %
Before 7:00 pm	1	1	1
7:00-7:59 pm	3	1	1
8:00-8:59 pm	16	9	5
9:00-9:59 pm	39	31	22
10:00-10:59 pm	30	32	34
11:00-11:59 pm	8	14	21
12:00-12:59 am	2	5	9
After 1:00 am	2	5	7
<i>Bedtime at 12 am or later</i>	4	10	17

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

Results in this section are applicable to students who indicated that they attend school remotely. Responses from students attending school in-person are not included.

Table A5.1

Remote Schooling Schedule and Instructional Time (Remote Only)

	Grade 6 %	Grade 7 %	Grade 8 %
Time spent on learning and completing schoolwork from home on the average weekday			
Less than 1 hour	55	35	44
Between 1 and 2 hours	27	32	38
Between 2 and 3 hours	0	15	13
Between 3 and 4 hours	9	0	0
Between 4 and 5 hours	0	9	6
More than 5 hours	9	9	0
Number of days in the past week participating in an online class from home where your teacher talked to students			
0 days	82	63	100
1 day	0	3	0
2 days	9	3	0
3 days	0	3	0
4 days	9	13	0
5 days	0	16	0
Number of weekdays participating in school from home for the entire school day			
0 days	10	27	13
1 day	0	12	13
2 days	10	6	20
3 days	30	18	0
4 days	10	9	13
5 days	40	27	40

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 6 %	Grade 7 %	Grade 8 %
Not at all true		22	47
A little true		41	33
Pretty much true		22	7
Very much true		16	13

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 6 %	Grade 7 %	Grade 8 %
Strongly disagree		10	27
Disagree		14	20
Neither disagree nor agree		52	27
Agree		14	27
Strongly agree		10	0

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 6 %	Grade 7 %	Grade 8 %
Mostly A's	54	43	43
A's and B's	32	31	29
Mostly B's	4	5	5
B's and C's	8	12	13
Mostly C's	1	2	1
C's and D's	2	4	4
Mostly D's	1	1	1
Mostly F's	0	3	2

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 6 %	Grade 7 %	Grade 8 %
I did not miss any days of school in the past 30 days	56	46	42
1 day	19	22	23
2 days	15	16	18
3 or more days	11	17	17

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 6 %	Grade 7 %	Grade 8 %
Does not apply; I didn't miss any school	53	42	41
Illness (feeling physically sick), including problems with breathing or your teeth	39	47	48
Were being bullied or mistreated at school	1	1	1
Felt very sad, hopeless, anxious, stressed, or angry	3	5	6
Didn't get enough sleep	3	6	8
Didn't feel safe at school or going to and from school	1	1	2
Had to take care of or help a family member or friend	1	2	4
Wanted to spend time with friends	1	1	1
Used alcohol or drugs	1	0	1
Were behind in schoolwork or weren't prepared for a test or class assignment	1	2	3
Were bored or uninterested in school	1	2	4
Had no transportation to school	1	1	2
Other reason	11	10	13

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

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

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

Table A6.4***School Environment, School Connectedness, Academic Motivation, and Promotion of Parental Involvement Scales***

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Total school supports	65	58	56	
Caring relationships-adults in school [‡]	74	65	64	A6.5
High expectations-adults in school [‡]	82	77	74	A6.6
Meaningful participation at school [‡]	38	33	29	A6.7
School connectedness [†]	66	56	53	A6.8
School connectedness ^{†ψ} <i>(Remote Only)</i>		55	35	A6.8
Academic motivation [†]	76	68	63	A6.9
Promotion of parental involvement in school [†]	64	56	50	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.”

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

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

Table A6.5

Caring Relationships Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Caring relationships-adults in school			
<i>Average reporting “Pretty much true” or “Very much true”</i>	74	65	64
<i>There is a teacher or some other adult from my school... who really cares about me.</i>			
Not at all true	4	8	9
A little true	27	30	29
Pretty much true	38	40	40
Very much true	32	22	21
<i>who notices when I’m not there.</i>			
Not at all true	7	11	12
A little true	21	29	27
Pretty much true	37	40	39
Very much true	35	21	22
<i>who listens to me when I have something to say.</i>			
Not at all true	5	6	10
A little true	16	21	22
Pretty much true	37	42	39
Very much true	41	30	30

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 6 %	Grade 7 %	Grade 8 %
High expectations-adults in school			
<i>Average reporting “Pretty much true” or “Very much true”</i>	82	77	74
<i>There is a teacher or some other adult from my school... who tells me when I do a good job.</i>			
Not at all true	4	7	7
A little true	16	20	20
Pretty much true	39	46	46
Very much true	41	27	27
<i>who always wants me to do my best.</i>			
Not at all true	2	3	5
A little true	10	14	15
Pretty much true	33	41	42
Very much true	55	42	38
<i>who believes that I will be a success.</i>			
Not at all true	6	7	8
A little true	17	19	22
Pretty much true	33	42	41
Very much true	44	32	29

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 6 %	Grade 7 %	Grade 8 %
Meaningful participation at school			
<i>Average reporting “Pretty much true” or “Very much true”</i>	38	33	29
<i>At school/When I participate in school,...</i>			
I do interesting activities.			
Not at all true	6	10	13
A little true	29	33	36
Pretty much true	41	39	37
Very much true	23	17	13
I help decide things like class activities or rules.			
Not at all true	29	36	41
A little true	38	38	37
Pretty much true	24	20	16
Very much true	8	7	6
I do things that make a difference.			
Not at all true	18	24	29
A little true	40	41	40
Pretty much true	31	27	25
Very much true	10	8	6
I have a say in how things work.			
Not at all true	26	34	38
A little true	38	36	37
Pretty much true	26	22	18
Very much true	10	8	6
I help decide school activities or rules.			
Not at all true	47	54	58
A little true	35	27	26
Pretty much true	13	13	11
Very much true	5	6	5

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

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

Table A6.8
School Connectedness Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
School connectedness			
<i>Average reporting “Agree” or “Strongly agree”</i>	66	56	53
School connectedness^ψ (<i>Remote Only</i>)			
<i>Average reporting “Agree” or “Strongly agree”</i>		55	35
I feel close to people at/from this school.			
Strongly disagree	1	3	4
Disagree	3	5	6
Neither disagree nor agree	22	24	23
Agree	49	46	45
Strongly agree	25	22	22
I am happy with/to be at this school.			
Strongly disagree	3	8	10
Disagree	5	7	11
Neither disagree nor agree	29	33	33
Agree	42	42	33
Strongly agree	21	10	12
I feel like I am part of this school.			
Strongly disagree	3	6	7
Disagree	6	9	8
Neither disagree nor agree	26	33	35
Agree	44	40	38
Strongly agree	21	13	11

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.

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

Table A6.8
School Connectedness Scale Questions – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
The teachers at this school treat students fairly/The teachers treat students fairly.			
Strongly disagree	3	6	9
Disagree	9	10	11
Neither disagree nor agree	24	30	33
Agree	41	39	35
Strongly agree	24	16	12
I feel safe in my school.			
Strongly disagree	4	6	6
Disagree	7	10	7
Neither disagree nor agree	23	30	31
Agree	42	42	43
Strongly agree	23	13	13

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 6 %	Grade 7 %	Grade 8 %
Academic motivation			
<i>Average reporting “Agree” or “Strongly agree”</i>	76	68	63
I try hard to make sure that I am good at my schoolwork.			
Strongly disagree	1	1	2
Disagree	1	2	2
Neither disagree nor agree	7	12	16
Agree	38	45	45
Strongly agree	53	39	34
I try hard on my schoolwork because I am interested in it.			
Strongly disagree	4	6	8
Disagree	10	15	16
Neither disagree nor agree	34	36	38
Agree	34	30	28
Strongly agree	18	13	10
I work hard to try to understand new things when doing my schoolwork.			
Strongly disagree	2	3	4
Disagree	4	7	5
Neither disagree nor agree	22	25	28
Agree	43	45	44
Strongly agree	30	21	19
I am always trying to do better in my schoolwork.			
Strongly disagree	1	2	2
Disagree	2	3	3
Neither disagree nor agree	11	17	22
Agree	39	45	44
Strongly agree	47	33	29

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 6 %	Grade 7 %	Grade 8 %
It is hard for me to stay focused when doing my schoolwork.			
Strongly disagree	19	10	9
Disagree	31	27	28
Neither disagree nor agree	25	29	31
Agree	16	23	19
Strongly agree	9	11	14

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 6 %	Grade 7 %	Grade 8 %
School boredom			
Low (0-3)	34	22	18
Moderate (4-6)	39	42	42
High (7-10)	26	36	40
Value of school			
High (0-3)	73	67	62
Moderate (4-6)	20	21	25
Low (7-10)	7	13	13

Question HS/MS A.45, 46: How strongly do you agree or disagree with the following statements?... School is really boring (school boredom)... School is worthless and a waste of time (value of school). Response categories range from 0 (strongly disagree) to 10 (strongly agree).

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

Table A6.12***School Boredom Profile Groups***

Value of School	School Boredom	Grade 6 %	Grade 7 %	Grade 8 %
High Value	Low Boredom	33	20	17
	Moderate Boredom	27	31	29
	High Boredom	13	15	16
Moderate Value	Moderate Boredom	10	9	12
	High Boredom	9	10	13
Low Value	High Boredom	5	11	11

Question HS/MS A.45, 46: How strongly do you agree or disagree with the following statements?... School is really boring (school boredom)... School is worthless and a waste of time (value of school). Response categories range from 0 (strongly disagree) to 10 (strongly agree)

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

Students are classified as high on value of school if they selected 0, 1, 2, or 3, moderate if they selected 4, 5, or 6, and low if they selected 7, 8, 9, or 10.

Students are classified as high on school boredom if they selected 7, 8, 9, or 10, moderate if they selected 4, 5, or 6, and low if they selected 0, 1, 2, or 3.

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

Table A6.13***Promotion of Parental Involvement Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Promotion of parental involvement in school			
<i>Average reporting “Agree” or “Strongly agree”</i>	64	56	50
Teachers at this school communicate with parents about what students are expected to learn in class.			
Strongly disagree	1	3	3
Disagree	3	8	7
Neither disagree nor agree	25	28	33
Agree	47	47	46
Strongly agree	24	14	10
Parents feel welcome to participate at this school.			
Strongly disagree	2	3	4
Disagree	3	6	6
Neither disagree nor agree	35	35	43
Agree	41	42	37
Strongly agree	19	14	10
School staff take parent concerns seriously.			
Strongly disagree	3	4	8
Disagree	4	9	9
Neither disagree nor agree	30	35	37
Agree	41	38	35
Strongly agree	21	15	10

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 Well-Being

	Grade 6 %	Grade 7 %	Grade 8 %
A teacher or some other adult from my school checks on how I am feeling.			
Not at all true	15	19	21
A little true	32	32	30
Pretty much true	30	29	31
Very much true	24	19	18

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

	Grade 6 %	Grade 7 %	Grade 8 %
My school is usually clean and tidy.			
Strongly disagree	9	12	13
Disagree	22	24	22
Neither disagree nor agree	33	37	37
Agree	30	22	24
Strongly agree	7	5	5

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 6 %	Grade 7 %	Grade 8 %
No	85	79	76
Yes	15	21	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 6 %	Grade 7 %	Grade 8 %
No	91	89	90
Yes	9	11	10

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 6 %	Grade 7 %	Grade 8 %
Optimism			
<i>Average reporting “Pretty much true” or “Very much true”</i>	65	57	53
Each day I look forward to having a lot of fun.			
Not at all true	10	14	16
A little true	27	31	36
Pretty much true	43	37	35
Very much true	21	19	14
I usually expect to have a good day.			
Not at all true	9	14	17
A little true	25	28	30
Pretty much true	44	37	37
Very much true	22	21	16
Overall, I expect more good things to happen to me than bad things.			
Not at all true	9	15	17
A little true	25	27	27
Pretty much true	35	34	33
Very much true	31	24	23

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 6 %	Grade 7 %	Grade 8 %
Life satisfaction			
<i>Average reporting “Satisfied” or “Very satisfied”</i>	77	70	70
<i>I would describe my satisfaction with...</i>			
my family life as...			
Very dissatisfied	1	2	1
Dissatisfied	2	3	3
A little dissatisfied	2	6	5
A little satisfied	4	8	9
Satisfied	31	32	35
Very satisfied	59	49	47
my friendships as...			
Very dissatisfied	2	2	2
Dissatisfied	2	3	2
A little dissatisfied	4	6	6
A little satisfied	11	11	16
Satisfied	38	38	37
Very satisfied	43	40	38
my school experience as...			
Very dissatisfied	4	6	8
Dissatisfied	5	8	7
A little dissatisfied	11	15	14
A little satisfied	27	28	28
Satisfied	34	28	29
Very satisfied	19	15	12

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 6 %	Grade 7 %	Grade 8 %
<i>I would describe my satisfaction with...</i>			
<i>myself as...</i>			
Very dissatisfied	5	6	6
Dissatisfied	4	7	7
A little dissatisfied	5	10	10
A little satisfied	13	15	15
Satisfied	31	34	36
Very satisfied	40	28	27
<i>where I live as...</i>			
Very dissatisfied	2	1	1
Dissatisfied	1	1	1
A little dissatisfied	3	4	3
A little satisfied	5	6	8
Satisfied	30	33	35
Very satisfied	60	54	52

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 6 %	Grade 7 %	Grade 8 %
Social emotional distress			
<i>Average reporting “Pretty much true” or “Very much true”</i>	16	21	23
I had a hard time relaxing.			
Not at all true	48	43	40
A little true	35	35	37
Pretty much true	11	14	15
Very much true	7	8	8
I felt sad and down.			
Not at all true	51	48	41
A little true	31	30	34
Pretty much true	10	11	16
Very much true	7	11	9
I was easily irritated.			
Not at all true	45	39	37
A little true	30	27	27
Pretty much true	15	18	19
Very much true	10	16	17
It was hard for me to cope and I thought I would panic.			
Not at all true	74	70	66
A little true	16	15	19
Pretty much true	5	8	7
Very much true	5	7	7
It was hard for me to get excited about anything.			
Not at all true	70	67	62
A little true	20	21	21
Pretty much true	5	8	10
Very much true	4	5	7

Question HS A.155-159/MS A.148-152: Over the past 30 days, how true do you feel these statements are about you?... I had a hard time relaxing... I felt sad and down... I was easily irritated... It was hard for me to cope and I thought I would panic... It was hard for me to get excited about anything.

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

8. School Violence, Victimization, and Safety

Table A8.1

Perceived Safety at School

	Grade 6 %	Grade 7 %	Grade 8 %
Very safe	20	14	13
Safe	48	42	44
Neither safe nor unsafe	25	34	34
Unsafe	5	7	5
Very unsafe	2	3	4

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 6 %	Grade 7 %	Grade 8 %
Race, ethnicity, or national origin			
0 times	78	78	83
1 time	10	8	5
2 or more times	11	14	12
Religion			
0 times	93	93	94
1 time	3	4	2
2 or more times	4	4	4
Gender			
0 times	94	92	94
1 time	3	3	2
2 or more times	3	5	4
Because you are gay, lesbian, or bisexual or someone thought you were			
0 times	93	91	93
1 time	4	3	2
2 or more times	3	6	5
A physical or mental disability			
0 times	96	94	95
1 time	2	3	2
2 or more times	2	3	3
<i>Any of the above five reasons</i>	27	30	23
<i>Any of the above five reasons (2 or more times)</i>	17	22	17

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 6 %	Grade 7 %	Grade 8 %
You are an immigrant or someone thought you were			
0 times	94	91	92
1 time	3	5	3
2 or more times	3	4	5
Any other reason			
0 times	79	80	82
1 time	7	6	5
2 or more times	14	14	13
Any harassment	37	39	31

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 6 %	Grade 7 %	Grade 8 %
School violence victimization			
<i>Average reporting “1 or more times”</i>	26	29	25
<i>During the past 12 months, how many times on school property have you...</i>			
been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around?			
0 times	72	75	79
1 time	15	12	10
2 to 3 times	7	6	6
4 or more times	6	7	5
been afraid of being beaten up?			
0 times	74	72	84
1 time	15	15	10
2 to 3 times	6	6	3
4 or more times	6	6	3
<i>During the past 12 months, how many times have you...</i>			
had mean rumors or lies spread about you?			
0 times	69	61	69
1 time	15	18	13
2 to 3 times	10	11	9
4 or more times	6	9	9
had sexual jokes, comments, or gestures made to you?			
0 times	78	75	75
1 time	11	7	7
2 to 3 times	5	6	8
4 or more times	6	11	10

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 6 %	Grade 7 %	Grade 8 %
<i>During the past 12 months, how many times on school property have you...</i>			
had your property stolen or deliberately damaged?			
0 times	81	81	81
1 time	13	11	9
2 to 3 times	4	5	6
4 or more times	2	4	3
been made fun of because of your looks or the way you talk?			
0 times	67	61	67
1 time	14	15	13
2 to 3 times	7	11	8
4 or more times	11	14	11
been made fun of, insulted, or called names?			
0 times	64	64	66
1 time	12	12	12
2 to 3 times	11	10	7
4 or more times	12	14	14
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? (Cyberbullying)			
0 times (never)	84	77	78
1 time	8	11	10
2 to 3 times	5	6	7
4 or more times	3	6	6

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

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

Table A8.4

School Violence Perpetration Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
School violence perpetration			
<i>Average reporting “1 or more times”</i>	3	5	4
<i>During the past 12 months, how many times on school property have you...</i>			
been in a physical fight?			
0 times	92	91	91
1 time	5	5	5
2 to 3 times	2	3	2
4 or more times	1	1	2
been offered, sold, or given an illegal drug?			
0 times	99	94	94
1 time	1	3	3
2 to 3 times	0	1	1
4 or more times	0	2	2
damaged school property on purpose?			
0 times	97	96	95
1 time	2	3	3
2 to 3 times	1	1	1
4 or more times	0	1	2
carried a gun?			
0 times	99	99	99
1 time	0	0	0
2 to 3 times	0	0	0
4 or more times	0	0	1
carried any other weapon (such as a knife or club)?			
0 times	99	98	98
1 time	1	1	1
2 to 3 times	0	1	0
4 or more times	0	1	1

Question HS A.120, 125-128/MS A.113, 118-121: During the past 12 months, how many times on school property have you... been in a physical fight?... been offered, sold, or given an illegal drug?... damaged school property on purpose?... carried a gun?... carried any other weapon (such as a knife or club)?

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

Table A8.5***Threats and Injuries with Weapons at School, Past 12 Months***

	Grade 6 %	Grade 7 %	Grade 8 %
<i>During the past 12 months, how many times on school property have you...</i>			
been threatened with harm or injury?			
0 times	90	91	92
1 time	7	4	4
2 to 3 times	2	2	2
4 or more times	1	3	2
been threatened or injured with a weapon (gun, knife, club, etc.)?			
0 times	98	95	97
1 time	2	3	2
2 to 3 times	0	1	0
4 or more times	0	1	1

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***

	Grade 6 %	Grade 7 %	Grade 8 %
<i>During the past 12 months, how many times on school property have you...</i>			
seen someone carrying a gun, knife, or other weapon?			
0 times	94	90	93
1 time	5	7	5
2 to 3 times	1	2	1
4 or more times	0	1	2

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 6 %	Grade 7 %	Grade 8 %	Table
Lifetime alcohol or drug use	6	9	8	A9.2
Lifetime marijuana use	1	4	3	A9.2
Lifetime very drunk or high (7 or more times)	0	1	1	A9.7
Current alcohol or drug use [¶]	1	3	3	A9.5
Current marijuana use [¶]	1	2	1	A9.5
Current heavy drug use [¶]	1	1	1	A9.5
Current heavy alcohol use (binge drinking) [¶]	0	1	1	A9.5
Current alcohol or drug use on school property [¶]	0	2	1	A9.8
Harmfulness of occasional marijuana use ^B	42	44	41	A9.10
Difficulty of obtaining marijuana ^C	33	22	15	A9.11

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

[¶]*Past 30 days.*

^B*Great harm.*

^C*Very difficult.*

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

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol	3	6	6
Marijuana	1	4	3
Inhalants	2	3	2
Any other drug, pill, or medicine to get “high”	1	1	1
<i>Any of the above AOD use</i>	6	9	8

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

Table A9.3
Lifetime AOD Use

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (one full drink)			
0 times	97	94	94
1 time	2	3	2
2 to 3 times	1	2	2
4 or more times	0	1	1
Marijuana (smoke, vape, eat, or drink)			
0 times	99	96	97
1 time	0	1	1
2 to 3 times	0	1	1
4 or more times	0	1	1
Inhalants			
0 times	98	97	98
1 time	1	1	1
2 to 3 times	1	1	0
4 or more times	0	1	1
Any other drug, pill, or medicine to get “high” or for reasons other than medical			
0 times	99	99	99
1 time	0	0	0
2 to 3 times	1	0	0
4 or more times	0	1	0

Question HS A.68-70, 76/MS A.69-71, 73: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, hard seltzer, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Any other drug, pill, or medicine to get “high” or for reasons other than medical.

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

Table A9.4
Methods of Marijuana Consumption

	Grade 6 %	Grade 7 %	Grade 8 %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>			
Smoke it?			
0 times	100	97	98
1 time	0	1	0
2 to 3 times	0	1	1
4 or more times	0	1	1
In a vaping device?			
0 times	99	97	97
1 time	0	1	1
2 to 3 times	0	1	0
4 or more times	0	1	2
Eat or drink it in products made with marijuana?			
0 times	100	99	99
1 time	0	0	0
2 to 3 times	0	0	0
4 or more times	0	1	1
<i>Ever used marijuana in all three ways</i>	0	1	1

Question HS A.69, 80-82/MS A.70, 77-79: During your life, how many times have you used the following?... Marijuana (smoke, vape, eat, or drink)... During your life, how many times have you used marijuana in any of the following ways... Smoke it?... In a vaping device (vape pens, mods, or portable vaporizers)?... Eat or drink it in products made with marijuana?

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

Table A9.5***Current AOD Use, Past 30 Days***

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

Question HS A.86-89, 91/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”)?... any other drug, pill, or medicine to get “high” or for reasons other than medical?...

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (one or more drinks)			
0 days	99	98	98
1 or 2 days	1	1	1
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Binge drinking (5 or more drinks in a row)			
0 days	100	99	99
1 or 2 days	0	1	1
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Marijuana (smoke, vape, eat, or drink)			
0 days	99	98	99
1 or 2 days	0	1	1
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	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 6 %	Grade 7 %	Grade 8 %
Very drunk or sick after drinking alcohol			
0 times	99	98	98
1 to 2 times	1	2	1
3 to 6 times	0	0	1
7 or more times	0	0	0
“High” (loaded, stoned, or wasted) from using drugs			
0 times	99	97	98
1 to 2 times	0	1	1
3 to 6 times	0	1	0
7 or more times	0	1	1
<i>Very drunk or “high” 7 or more times</i>	0	1	1

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

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

Table A9.8***Current AOD Use on School Property, Past 30 Days***

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

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
0 times	100	98	99
1 to 2 times	0	1	1
3 to 6 times	0	0	0
7 or more times	0	1	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
Perceived Harm of AOD Use

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol - drink occasionally			
Great	26	30	28
Moderate	29	20	25
Slight	20	24	27
None	25	25	21
Alcohol - 5 or more drinks once or twice a week			
Great	53	51	52
Moderate	19	21	23
Slight	6	6	8
None	23	22	17
Marijuana - use occasionally			
Great	42	44	41
Moderate	28	26	30
Slight	9	8	12
None	22	23	18
Marijuana - use daily			
Great	69	68	66
Moderate	7	7	12
Slight	3	3	4
None	21	22	17

Question HS A.104-107/MS A.99-102: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, vape, eat, or drink) ... Use marijuana daily.
Note: Cells are empty if there are less than 10 respondents.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol			
Very difficult	25	17	13
Fairly difficult	16	13	12
Fairly easy	7	12	15
Very easy	5	8	12
Don’t know	46	49	48
Marijuana			
Very difficult	33	22	15
Fairly difficult	11	11	13
Fairly easy	4	8	11
Very easy	3	6	10
Don’t know	49	53	51
Prescription drugs to get “high” or for reasons other than prescribed			
Very difficult	32	20	15
Fairly difficult	10	11	13
Fairly easy	5	9	10
Very easy	3	6	7
Don’t know	49	54	54

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. Use of Tobacco and Vaping Devices

Table A10.1

Summary of Key CHKS Tobacco Indicators

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Use Prevalence and Patterns				
Ever smoked a whole cigarette	1	1	1	A10.2
Current cigarette smoking [¶]	1	1	0	A10.5
Current cigarette smoking at school [¶]	0	1	0	A10.9
Ever tried smokeless tobacco	0	2	2	A10.2
Current smokeless tobacco use [¶]	0	1	1	A10.5
Current smokeless tobacco use at school [¶]	0	1	1	A10.9
Ever used vape products	1	7	6	A10.2
Current use of vape products [¶]	0	3	2	A10.5
Current tobacco vaping [¶]	0	2	2	A10.6
Current marijuana vaping [¶]	0	2	1	A10.6
Current vaping at school [¶]	0	3	1	A10.9
Lifetime tobacco use	1	6	5	A10.2
Current tobacco use [¶]	1	3	2	A10.8
Attitudes and Correlates				
Harmfulness of occasional cigarette smoking ^B	35	39	34	A10.14
Harmfulness of smoking 1 or more packs/day ^B	63	64	64	A10.14
Harmfulness of vaping occasionally ^B	39	41	38	A10.15
Harmfulness of vaping several times a day ^B	71	69	70	A10.15
Difficulty of obtaining cigarettes ^C	27	18	12	A10.16
Difficulty of obtaining vape products ^C	23	14	9	A10.16
Anti-Tobacco Policy				
School bans tobacco use and vaping	63	68	73	A10.17

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

[¶]Past 30 days.

^BGreat harm.

^CVery difficult.

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

	Grade 6 %	Grade 7 %	Grade 8 %
A cigarette, even one or two puffs			
0 times	99	98	97
1 time	0	1	2
2 to 3 times	0	1	1
4 or more times	0	1	1
A whole cigarette			
0 times	99	99	99
1 time	0	0	0
2 to 3 times	0	1	0
4 or more times	0	1	1
Smokeless tobacco			
0 times	100	98	98
1 time	0	0	1
2 to 3 times	0	1	0
4 or more times	0	1	1
Vape products			
0 times	99	93	94
1 time	1	2	2
2 to 3 times	1	2	2
4 or more times	0	3	2
<i>Lifetime tobacco use</i>			
No	99	94	95
Yes	1	6	5

Question HS A.65-67/MS A.65-68: During your life, how many times have you used the following?... A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, snuff, snus, or nicotine pouches)... 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 6 %	Grade 7 %	Grade 8 %
Vaped tobacco or nicotine			
0 times	99	95	95
1 time	0	1	2
2 to 3 times	0	2	1
4 or more times	0	2	2
Vaped marijuana or THC			
0 times	100	97	97
1 time	0	1	1
2 to 3 times	0	1	1
4 or more times	0	1	1
Vaped other product			
0 times	100	98	98
1 time	0	1	1
2 to 3 times	0	0	1
4 or more times	0	1	1

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***Ever Vaped Multiple Substances***

	Grade 6 %	Grade 7 %	Grade 8 %
Never vaped tobacco/nicotine or marijuana/THC	99	95	95
Vaped tobacco or nicotine only	1	3	2
Vaped marijuana or THC only	0	0	0
Vaped tobacco/nicotine and marijuana/THC	0	2	2

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

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

Table A10.5***Any Current and Daily Use of Cigarettes, Smokeless Tobacco, and Vape Products***

	Grade 6 %	Grade 7 %	Grade 8 %
Cigarettes			
Any	1	1	0
Daily (20 or more days)	0	0	0
Smokeless tobacco			
Any	0	1	1
Daily (20 or more days)	0	0	0
Vape products			
Any	0	3	2
Daily (20 or more days)	0	1	1

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, snuff, snus, or nicotine pouches)?... vape products?

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

Table A10.6***Substances Vaped, Past 30 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
Vaped tobacco or nicotine			
0 days	100	98	98
1 or 2 days	0	1	1
3 to 9 days	0	1	0
10 to 19 days	0	0	1
20 to 30 days	0	1	0
Vaped marijuana or THC			
0 days	100	98	99
1 or 2 days	0	1	0
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Vaped other product			
0 days	100	99	99
1 or 2 days	0	1	0
3 to 9 days	0	0	0
10 to 19 days	0	0	1
20 to 30 days	0	0	0

Question HS A.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 A10.7***Vaped Multiple Substances, Past 30 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
Did not vape tobacco/nicotine or marijuana/THC	100	98	98
Vaped tobacco or nicotine only	0	1	1
Vaped marijuana or THC only	0	0	0
Vaped tobacco/nicotine and marijuana/THC	0	2	1

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

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

Table A10.8***Current Tobacco Use, Past 30 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
No	99	97	98
Yes	1	3	2

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, snuff, snus, or nicotine pouches)?... 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 A10.9***Current Cigarette Smoking, Smokeless Tobacco Use, and Vaping on School Property, Past 30 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
Cigarettes			
0 days	100	99	100
1 or 2 days	0	0	0
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Smokeless tobacco			
0 days	100	99	99
1 or 2 days	0	1	0
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Vape			
0 days	100	97	99
1 or 2 days	0	2	1
3 to 9 days	0	1	0
10 to 19 days	0	0	0
20 to 30 days	0	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, snuff, snus, or nicotine pouches)?... vape?

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

Table A10.10***Substances Vaped on School Property, Past 30 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
Vaped tobacco or nicotine			
0 days	100	98	99
1 or 2 days	0	1	0
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Vaped marijuana or THC			
0 days	100	99	99
1 or 2 days	0	1	0
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Vaped other product			
0 days	100	99	99
1 or 2 days	0	0	0
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0

Question HS A.95, 95A-95C/MS A.90, 90A-90C: During the past 30 days, on how many days on school property did you... vape?... vape tobacco or nicotine?... vape marijuana or THC?... vape other product?

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

Table A10.11***Vaped Multiple Substances on School Property, Past 30 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
Did not vape tobacco/nicotine or marijuana/THC	100	98	99
Vaped tobacco or nicotine only	0	0	0
Vaped marijuana or THC only	0	0	0
Vaped tobacco/nicotine and marijuana/THC	0	1	1

Question HS A.95, 95A, 95B/MS A.90, 90A, 90B: During the past 30 days, on how many days on school property did you... vape?... vape tobacco or nicotine?... vape marijuana or THC?

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

Table A10.12***Current Tobacco Use on School Property, Past 30 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
No	100	98	99
Yes	0	2	1

Question HS A.93-95, 95A/MS A.88-90, 90A: During the past 30 days, on how many days on school property did you... smoke cigarettes?... use smokeless tobacco (dip, chew, snuff, snus, or nicotine pouches)?... vape?... During the past 30 days, on how many days on school property did you... Vape 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 A10.13***Secondhand Smoke on School Property, Past 30 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes			
0 days	98	96	97
1 day	2	1	2
2 days	0	1	0
3-9 days	0	1	0
10-19 days	0	0	0
20-30 days	0	0	0

Question HS A.99/MS A.94: During the past 30 days, on how many days on school property did you... breathe the smoke or vapor from someone who was using cigarettes or e-cigarettes?

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

Table A10.14***Perceived Harm of Cigarette Smoking***

	Grade 6 %	Grade 7 %	Grade 8 %
Smoke cigarettes occasionally			
Great	35	39	34
Moderate	30	25	32
Slight	12	14	17
None	22	22	17
Smoke 1 or more packs of cigarettes each day			
Great	63	64	64
Moderate	12	11	14
Slight	4	3	4
None	22	22	17

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 A10.15***Perceived Harm of Vaping Tobacco or Nicotine***

	Grade 6 %	Grade 7 %	Grade 8 %
Vape tobacco or nicotine occasionally			
Great	39	41	38
Moderate	30	28	34
Slight	10	10	10
None	21	21	18
Vape tobacco or nicotine several times a day (100 puffs or more)			
Great	71	69	70
Moderate	5	7	10
Slight	3	3	3
None	21	21	17

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 A10.16***Perceived Difficulty of Obtaining Cigarettes and Vape Products***

	Grade 6 %	Grade 7 %	Grade 8 %
Cigarettes			
Very difficult	27	18	12
Fairly difficult	15	15	14
Fairly easy	9	10	15
Very easy	3	6	8
Don't know	47	51	51
Vape products			
Very difficult	23	14	9
Fairly difficult	15	10	10
Fairly easy	10	17	18
Very easy	7	15	18
Don't know	44	44	44

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

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

Table A10.17***School Bans Tobacco Use and Vaping***

	Grade 6 %	Grade 7 %	Grade 8 %
No	8	6	6
Yes	63	68	73
Don't know	29	26	21

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

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

11. Other Health Risks

Table A11.1

Alone After School

	Grade 6 %	Grade 7 %	Grade 8 %
Never	51	47	46
1 day	20	19	17
2 days	10	11	11
3 days	6	7	7
4 days	2	2	3
5 days	11	13	16

Question MS A.109: In a normal week, how many days are you home after school for at least one hour without an adult there?

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

Table A11.2

Gang Involvement

	Grade 6 %	Grade 7 %	Grade 8 %
No	99	99	97
Yes	1	1	3

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 6 %	Grade 7 %	Grade 8 %
School Connectedness[†]			
American Indian or Alaska Native			
Asian or Asian American	68	63	57
Black or African American		27	36
Hispanic or Latino/a	62	54	48
Native Hawaiian or Pacific Islander	62	52	35
White	76	60	62
Multiracial	63	55	57
Something else	60	48	50
School Connectedness^{†ψ} (<i>Remote Only</i>)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latino/a		45	
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Academic Motivation[†]			
American Indian or Alaska Native			
Asian or Asian American	77	76	67
Black or African American		42	52
Hispanic or Latino/a	69	64	61
Native Hawaiian or Pacific Islander	68	60	60
White	83	67	65
Multiracial	81	68	70
Something else	71	68	54

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

[†] Average percent of respondents reporting “Agree” or “Strongly agree” across survey questions that comprise the scale.

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

Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
School is really boring[±]			
American Indian or Alaska Native			
Asian or Asian American	25	30	35
Black or African American		25	69
Hispanic or Latino/a	26	40	44
Native Hawaiian or Pacific Islander	36	44	47
White	22	38	37
Multiracial	36	33	37
Something else	29	47	43
School is worthless and a waste of time[±]			
American Indian or Alaska Native			
Asian or Asian American	7	9	11
Black or African American		19	31
Hispanic or Latino/a	10	12	15
Native Hawaiian or Pacific Islander	0	22	13
White	5	15	6
Multiracial	9	12	13
Something else	9	24	19
Current absenteeism (≥3 times)[¶]			
American Indian or Alaska Native			
Asian or Asian American	9	8	12
Black or African American		19	6
Hispanic or Latino/a	15	18	21
Native Hawaiian or Pacific Islander	45	47	50
White	10	18	11
Multiracial	4	18	15
Something else	14	26	26

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

[±]*Rating of 7 or higher.*

[¶]*Past 30 days.*

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

	Grade 6 %	Grade 7 %	Grade 8 %
Trouble focusing on schoolwork^σ			
American Indian or Alaska Native			
Asian or Asian American	18	23	24
Black or African American		31	44
Hispanic or Latino/a	43	44	41
Native Hawaiian or Pacific Islander	9	17	40
White	20	37	29
Multiracial	23	25	20
Something else	28	31	43
Caring adult relationships[‡]			
American Indian or Alaska Native			
Asian or Asian American	75	72	70
Black or African American		52	58
Hispanic or Latino/a	70	59	55
Native Hawaiian or Pacific Islander	77	67	56
White	78	68	74
Multiracial	73	67	68
Something else	67	60	60
High expectations[‡]			
American Indian or Alaska Native			
Asian or Asian American	84	83	80
Black or African American		58	71
Hispanic or Latino/a	81	73	69
Native Hawaiian or Pacific Islander	77	88	64
White	87	78	81
Multiracial	75	81	75
Something else	79	68	67

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

^σ Percent of respondents reporting “Agree” or “Strongly agree.”

[‡] Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Meaningful participation[‡]			
American Indian or Alaska Native			
Asian or Asian American	37	39	35
Black or African American		19	15
Hispanic or Latino/a	36	29	22
Native Hawaiian or Pacific Islander	36	26	12
White	46	33	35
Multiracial	37	38	35
Something else	33	30	31
Facilities upkeep^σ			
American Indian or Alaska Native			
Asian or Asian American	30	27	24
Black or African American		7	13
Hispanic or Latino/a	46	31	33
Native Hawaiian or Pacific Islander	50	24	36
White	43	26	29
Multiracial	25	21	24
Something else	37	25	32
Promotion of parental involvement in school[†]			
American Indian or Alaska Native			
Asian or Asian American	63	60	50
Black or African American		38	49
Hispanic or Latino/a	65	58	48
Native Hawaiian or Pacific Islander	71	54	38
White	71	56	52
Multiracial	57	51	56
Something else	62	45	45

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

[‡] Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

^σ Percent of respondents reporting “Agree” or “Strongly agree.”

[†] Average percent of respondents reporting “Agree” or “Strongly agree” across survey questions that comprise the scale.

Table A12.2
School Safety by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe			
American Indian or Alaska Native			
Asian or Asian American	72	61	61
Black or African American		53	38
Hispanic or Latino/a	62	56	57
Native Hawaiian or Pacific Islander	80	50	57
White	74	57	61
Multiracial	59	44	51
Something else	60	50	45
Experienced harassment due to five reasons^{λ§}			
American Indian or Alaska Native			
Asian or Asian American	27	30	24
Black or African American		69	27
Hispanic or Latino/a	23	22	21
Native Hawaiian or Pacific Islander	40	29	13
White	24	38	22
Multiracial	27	37	32
Something else	28	36	27
Experienced any harassment or bullying[§]			
American Indian or Alaska Native			
Asian or Asian American	39	37	33
Black or African American		69	27
Hispanic or Latino/a	35	37	30
Native Hawaiian or Pacific Islander	40	41	13
White	34	45	29
Multiracial	40	44	40
Something else	34	42	32

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

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

[§]Past 12 months.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Had mean rumors or lies spread about you[§]			
American Indian or Alaska Native			
Asian or Asian American	26	37	24
Black or African American		56	31
Hispanic or Latino/a	33	34	36
Native Hawaiian or Pacific Islander	50	47	13
White	31	47	26
Multiracial	41	51	45
Something else	28	37	38
Been afraid of being beaten up[§]			
American Indian or Alaska Native			
Asian or Asian American	23	24	11
Black or African American		20	13
Hispanic or Latino/a	25	27	18
Native Hawaiian or Pacific Islander	10	31	7
White	23	35	12
Multiracial	35	33	24
Something else	39	26	26
Been in a physical fight[§]			
American Indian or Alaska Native			
Asian or Asian American	7	4	4
Black or African American		14	0
Hispanic or Latino/a	11	14	14
Native Hawaiian or Pacific Islander	0	14	21
White	8	8	4
Multiracial	8	6	8
Something else	7	14	3

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

[§]Past 12 months.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Seen a weapon on campus[§]			
American Indian or Alaska Native			
Asian or Asian American	4	6	4
Black or African American		7	6
Hispanic or Latino/a	7	13	9
Native Hawaiian or Pacific Islander	10	6	8
White	7	10	6
Multiracial	8	14	13
Something else	5	8	5

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

[§]Past 12 months.

Table A12.3
Cyberbullying by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
American Indian or Alaska Native			
Asian or Asian American	11	14	17
Black or African American		38	13
Hispanic or Latino/a	21	25	27
Native Hawaiian or Pacific Islander	30	18	20
White	19	26	16
Multiracial	22	31	30
Something else	13	28	23

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

[§]Past 12 months.

Table A12.4
Substance Use by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
American Indian or Alaska Native			
Asian or Asian American	0	1	1
Black or African American		13	6
Hispanic or Latino/a	1	5	4
Native Hawaiian or Pacific Islander	9	0	7
White	0	3	4
Multiracial	3	3	3
Something else	2	2	2
Current tobacco use[¶]			
American Indian or Alaska Native			
Asian or Asian American	0	1	0
Black or African American		13	6
Hispanic or Latino/a	2	4	3
Native Hawaiian or Pacific Islander	0	0	7
White	0	3	1
Multiracial	1	2	1
Something else	0	2	0
Current marijuana use[¶]			
American Indian or Alaska Native			
Asian or Asian American	0	0	0
Black or African American		13	6
Hispanic or Latino/a	1	3	2
Native Hawaiian or Pacific Islander	0	0	7
White	0	2	1
Multiracial	1	1	0
Something else	0	2	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 6 %	Grade 7 %	Grade 8 %
Current binge drinking[¶]			
American Indian or Alaska Native			
Asian or Asian American	0	0	0
Black or African American		6	0
Hispanic or Latino/a	0	1	1
Native Hawaiian or Pacific Islander	9	0	0
White	0	2	1
Multiracial	0	1	1
Something else	0	2	0
Very drunk or “high” 7 or more times, ever			
American Indian or Alaska Native			
Asian or Asian American	0	0	0
Black or African American		13	0
Hispanic or Latino/a	0	2	1
Native Hawaiian or Pacific Islander	0	0	7
White	0	0	1
Multiracial	0	0	1
Something else	2	0	0
Been drunk or “high” on drugs at school, ever			
American Indian or Alaska Native			
Asian or Asian American	0	0	0
Black or African American		6	6
Hispanic or Latino/a	1	3	3
Native Hawaiian or Pacific Islander	9	0	7
White	0	2	1
Multiracial	0	1	1
Something else	0	3	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 6 %	Grade 7 %	Grade 8 %
Current alcohol use[¶]			
American Indian or Alaska Native			
Asian or Asian American	0	0	0
Black or African American		0	0
Hispanic or Latino/a	1	2	2
Native Hawaiian or Pacific Islander	0	0	7
White	0	3	3
Multiracial	1	1	2
Something else	0	2	2
Current alcohol use at school[¶]			
American Indian or Alaska Native			
Asian or Asian American	0	0	0
Black or African American		20	0
Hispanic or Latino/a	1	1	1
Native Hawaiian or Pacific Islander	0	6	7
White	0	1	1
Multiracial	0	1	1
Something else	0	2	0
Current cigarette smoking[¶]			
American Indian or Alaska Native			
Asian or Asian American	0	1	0
Black or African American		6	6
Hispanic or Latino/a	1	1	1
Native Hawaiian or Pacific Islander	0	0	0
White	0	2	1
Multiracial	1	1	0
Something else	0	2	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 6 %	Grade 7 %	Grade 8 %
Current use of vape products[¶]			
American Indian or Alaska Native			
Asian or Asian American	0	1	0
Black or African American		13	0
Hispanic or Latino/a	1	5	4
Native Hawaiian or Pacific Islander	0	0	7
White	0	3	1
Multiracial	1	2	1
Something else	0	2	0
Current tobacco vaping[¶]			
American Indian or Alaska Native			
Asian or Asian American	0	0	0
Black or African American		13	0
Hispanic or Latino/a	1	4	3
Native Hawaiian or Pacific Islander	0	0	7
White	0	2	1
Multiracial	0	1	1
Something else	0	2	0
Current marijuana vaping[¶]			
American Indian or Alaska Native			
Asian or Asian American	0	0	0
Black or African American		13	0
Hispanic or Latino/a	0	2	2
Native Hawaiian or Pacific Islander	0	0	7
White	0	2	1
Multiracial	0	0	1
Something else	0	2	0

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

[¶]Past 30 days.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast[‡]			
American Indian or Alaska Native			
Asian or Asian American	90	78	78
Black or African American		38	56
Hispanic or Latino/a	67	64	54
Native Hawaiian or Pacific Islander	45	56	63
White	94	80	71
Multiracial	81	70	63
Something else	82	73	67
Bedtime (at 12 am or later)			
American Indian or Alaska Native			
Asian or Asian American	3	9	17
Black or African American		13	25
Hispanic or Latino/a	8	13	18
Native Hawaiian or Pacific Islander	0	6	25
White	1	7	12
Multiracial	1	7	20
Something else	6	10	14

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

[‡]Today.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Remote learning frequency (5 days per week)[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latino/a		13	
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 Latino/a		31	
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Interest in schoolwork done from home^σ			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latino/a		21	
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.

^σ Percent of respondents reporting “Agree” or “Strongly agree.”

Table A12.6

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

	Grade 6 %	Grade 7 %	Grade 8 %
Meaningful opportunities^θ			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latino/a		25	
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

^θPercent of respondents reporting “Pretty much true” or “Very much true.”

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

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
American Indian or Alaska Native			
Asian or Asian American	13	16	19
Black or African American		25	29
Hispanic or Latino/a	18	21	25
Native Hawaiian or Pacific Islander	28	19	24
White	14	26	22
Multiracial	21	26	27
Something else	14	26	24
Experienced chronic sadness/hopelessness[§]			
American Indian or Alaska Native			
Asian or Asian American	11	14	14
Black or African American		38	13
Hispanic or Latino/a	22	25	32
Native Hawaiian or Pacific Islander	20	18	27
White	13	22	18
Multiracial	14	28	26
Something else	22	15	28
Considered suicide[§]			
American Indian or Alaska Native			
Asian or Asian American	8	9	10
Black or African American		25	0
Hispanic or Latino/a	11	12	10
Native Hawaiian or Pacific Islander	0	0	20
White	5	13	11
Multiracial	11	9	11
Something else	7	9	10

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

[‡]*Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.*

[§]*Past 12 months.*

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

	Grade 6 %	Grade 7 %	Grade 8 %
Optimism[‡]			
American Indian or Alaska Native			
Asian or Asian American	73	64	53
Black or African American		42	46
Hispanic or Latino/a	59	55	50
Native Hawaiian or Pacific Islander	43	63	60
White	70	51	60
Multiracial	59	51	51
Something else	55	62	51
Life satisfaction[±]			
American Indian or Alaska Native			
Asian or Asian American	81	77	71
Black or African American		56	64
Hispanic or Latino/a	74	67	66
Native Hawaiian or Pacific Islander	66	76	68
White	83	71	75
Multiracial	74	69	68
Something else	67	64	71

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

[‡]*Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.*

[±]*Average percent of respondents reporting “Satisfied” or “Very satisfied” across survey questions that comprise the scale.*

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

	Grade 6	Grade 7	Grade 8
California Student Wellness Index^δ			
American Indian or Alaska Native			
Asian or Asian American	110.1	108.0	105.7
Black or African American		99.3	103.5
Hispanic or Latino/a	107.2	104.2	102.9
Native Hawaiian or Pacific Islander	103.6	107.4	102.4
White	110.4	103.5	105.4
Multiracial	105.5	103.4	103.0
Something else	105.3	102.1	104.4

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

^δ*To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.*

13. Gender Breakdowns

Table A13.1

School Engagement and Supports by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
School Connectedness[†]			
Male	66	61	56
Female	67	53	51
Nonbinary			
Something else		38	36
School Connectedness^{†ψ} (<i>Remote Only</i>)			
Male		59	
Female		50	
Nonbinary			
Something else			
Academic Motivation[†]			
Male	75	66	61
Female	76	70	67
Nonbinary			
Something else		56	40
School is really boring[±]			
Male	27	39	42
Female	26	34	38
Nonbinary			
Something else		23	
School is worthless and a waste of time[±]			
Male	7	16	16
Female	7	8	9
Nonbinary			
Something else		23	30

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

[†] *Average percent of respondents reporting “Agree” or “Strongly agree” across survey questions that comprise the scale.*

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

[±] *Rating of 7 or higher.*

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

	Grade 6 %	Grade 7 %	Grade 8 %
Current absenteeism (≥ 3 times)[¶]			
Male	12	15	15
Female	10	18	19
Nonbinary			
Something else		17	36
Trouble focusing on schoolwork^σ			
Male	25	31	30
Female	26	36	35
Nonbinary			
Something else		54	30
Caring adult relationships[‡]			
Male	74	68	63
Female	73	61	64
Nonbinary			
Something else		56	
High expectations[‡]			
Male	82	76	73
Female	82	78	76
Nonbinary			
Something else		72	
Meaningful participation[‡]			
Male	35	35	28
Female	41	31	31
Nonbinary			
Something else		40	

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

[¶]*Past 30 days.*

^σ*Percent of respondents reporting “Agree” or “Strongly agree.”*

[‡]*Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.*

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

	Grade 6 %	Grade 7 %	Grade 8 %
Facilities upkeep^σ			
Male	33	26	26
Female	39	27	32
Nonbinary			
Something else		42	30
Promotion of parental involvement in school[‡]			
Male	63	59	51
Female	65	53	50
Nonbinary			
Something else		59	30

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

^σPercent of respondents reporting “Agree” or “Strongly agree.”

[‡]Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

Table A13.2
School Safety by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe			
Male	70	60	59
Female	65	53	56
Nonbinary			
Something else		42	
Experienced harassment due to five reasons^λ			
Male	26	29	21
Female	27	29	25
Nonbinary			
Something else		67	
Experienced any harassment or bullying[§]			
Male	35	37	28
Female	39	39	34
Nonbinary			
Something else		67	
Had mean rumors or lies spread about you[§]			
Male	29	36	28
Female	32	42	34
Nonbinary			
Something else		62	
Been afraid of being beaten up[§]			
Male	28	27	13
Female	25	26	18
Nonbinary			
Something else		75	

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

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

[§]Past 12 months.

Table A13.2
School Safety by Gender – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Been in a physical fight[§]			
Male	11	12	10
Female	3	6	6
Nonbinary			
Something else		18	
Seen a weapon on campus[§]			
Male	6	9	7
Female	5	11	7
Nonbinary			
Something else		33	

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

[§]Past 12 months.

Table A13.3
Cyberbullying by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
Male	11	21	17
Female	21	24	27
Nonbinary			
Something else		38	

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

[§]Past 12 months.

Table A13.4
Substance Use by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
Male	1	3	3
Female	1	4	3
Nonbinary			
Something else		8	
Current tobacco use[¶]			
Male	1	3	2
Female	1	3	2
Nonbinary			
Something else		8	
Current marijuana use[¶]			
Male	0	2	1
Female	1	2	2
Nonbinary			
Something else		0	
Current binge drinking[¶]			
Male	0	1	1
Female	0	1	1
Nonbinary			
Something else		8	
Very drunk or “high” 7 or more times, ever			
Male	0	1	1
Female	0	1	1
Nonbinary			
Something else		0	
Been drunk or “high” on drugs at school, ever			
Male	0	1	1
Female	0	2	2
Nonbinary			
Something else		0	

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

[¶]Past 30 days.

Table A13.4
Substance Use by Gender – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol use[¶]			
Male	1	1	2
Female	0	2	2
Nonbinary			
Something else		8	
Current alcohol use at school[¶]			
Male	0	2	1
Female	0	1	1
Nonbinary			
Something else		0	
Current cigarette smoking[¶]			
Male	1	2	1
Female	0	0	0
Nonbinary			
Something else		8	
Current use of vape products[¶]			
Male	0	2	2
Female	0	4	3
Nonbinary			
Something else		8	
Current tobacco vaping[¶]			
Male	0	2	1
Female	0	3	2
Nonbinary			
Something else		8	
Current marijuana vaping[¶]			
Male	0	1	1
Female	0	2	2
Nonbinary			
Something else		8	

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

[¶]Past 30 days.

Table A13.5
Health Routines by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast[‡]			
Male	86	75	70
Female	78	67	59
Nonbinary			
Something else		54	55
Bedtime (at 12 am or later)			
Male	2	10	15
Female	6	10	18
Nonbinary			
Something else		8	36

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

[‡]*Today.*

Table A13.6

Remote Schooling by Gender (Remote Only)

	Grade 6 %	Grade 7 %	Grade 8 %
Remote learning frequency (5 days per week)[¶]			
Male		22	
Female		23	
Nonbinary			
Something else			
Synchronous instruction (4 days or more)[‡]			
Male		17	
Female		42	
Nonbinary			
Something else			
Interest in schoolwork done from home^σ			
Male		25	
Female		27	
Nonbinary			
Something else			
Meaningful opportunities^θ			
Male		39	
Female		33	
Nonbinary			
Something else			

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

[¶]Past 30 days.

[‡]Past 7 days.

^σPercent of respondents reporting “Agree” or “Strongly agree.”

^θPercent of respondents reporting “Pretty much true” or “Very much true.”

Table A13.7
Social and Emotional Health by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
Male	13	14	15
Female	19	27	30
Nonbinary			
Something else		52	
Experienced chronic sadness/hopelessness[§]			
Male	9	12	17
Female	22	29	31
Nonbinary			
Something else		62	
Considered suicide[§]			
Male	5	6	6
Female	13	14	15
Nonbinary			
Something else		31	
Optimism[‡]			
Male	68	63	57
Female	62	53	49
Nonbinary			
Something else		31	
Life satisfaction[‡]			
Male	80	76	73
Female	75	65	66
Nonbinary			
Something else		50	

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

[‡]Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

[§]Past 12 months.

[‡]Average percent of respondents reporting “Satisfied” or “Very satisfied” across survey questions that comprise the scale.

Table A13.7
Social and Emotional Health by Gender – Continued

	Grade 6	Grade 7	Grade 8
California Student Wellness Index^δ			
Male	109.6	108.5	107.3
Female	106.9	102.2	101.1
Nonbinary			
Something else		90.5	

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

^δTo construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.

14. Parental Education Breakdowns

Table A14.1

School Engagement and Supports by Parental Education

	Grade 6 %	Grade 7 %	Grade 8 %
School Connectedness[†]			
Less than high school	60	42	40
High school graduate	48	58	51
Some college	62	48	53
College degree	70	60	57
Don't know	61	53	47
School Connectedness^{†ψ} (Remote Only)			
Less than high school			
High school graduate			
Some college			
College degree		61	
Don't know		43	
Academic Motivation[†]			
Less than high school	76	65	57
High school graduate	63	67	56
Some college	70	56	60
College degree	79	71	67
Don't know	69	64	59
School is really boring[±]			
Less than high school	44	47	48
High school graduate	25	42	45
Some college	36	51	51
College degree	24	32	36
Don't know	27	39	45

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

[†] Average percent of respondents reporting “Agree” or “Strongly agree” across survey questions that comprise the scale.

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
School is worthless and a waste of time[±]			
Less than high school	18	17	26
High school graduate	5	13	13
Some college	12	11	15
College degree	5	11	9
Don't know	12	15	16
Current absenteeism (≥3 times)[¶]			
Less than high school	11	15	30
High school graduate	5	28	18
Some college	9	26	20
College degree	10	13	14
Don't know	18	19	19
Trouble focusing on schoolwork^σ			
Less than high school	82	43	53
High school graduate	47	38	47
Some college	25	43	36
College degree	18	26	26
Don't know	35	45	37
Caring adult relationships[‡]			
Less than high school	71	56	47
High school graduate	60	61	52
Some college	70	60	62
College degree	77	70	71
Don't know	67	58	53

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

[±] Rating of 7 or higher.

[¶] Past 30 days.

^σ Percent of respondents reporting “Agree” or “Strongly agree.”

[‡] Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

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

	Grade 6 %	Grade 7 %	Grade 8 %
High expectations[‡]			
Less than high school	85	69	61
High school graduate	81	72	64
Some college	78	77	75
College degree	84	81	79
Don't know	76	72	67
Meaningful participation[‡]			
Less than high school	39	29	21
High school graduate	40	31	22
Some college	34	26	25
College degree	40	36	35
Don't know	32	29	20
Facilities upkeep^σ			
Less than high school	69	28	33
High school graduate	42	35	46
Some college	20	18	30
College degree	37	26	26
Don't know	31	29	29
Promotion of parental involvement in school[†]			
Less than high school	76	49	44
High school graduate	67	56	53
Some college	66	50	49
College degree	64	58	51
Don't know	62	56	48

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

^σ Percent of respondents reporting “Agree” or “Strongly agree.”

[‡] Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

[†] Average percent of respondents reporting “Agree” or “Strongly agree” across survey questions that comprise the scale.

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

	Grade 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe			
Less than high school	63	39	48
High school graduate	63	57	57
Some college	70	50	60
College degree	70	58	58
Don't know	60	56	57
Experienced harassment due to five reasons^λ			
Less than high school	33	24	31
High school graduate	45	19	23
Some college	33	38	20
College degree	26	33	25
Don't know	24	24	15
Experienced any harassment or bullying[§]			
Less than high school	50	44	43
High school graduate	55	27	30
Some college	48	54	26
College degree	37	40	34
Don't know	32	37	22
Had mean rumors or lies spread about you[§]			
Less than high school	39	40	35
High school graduate	40	28	30
Some college	36	43	42
College degree	30	42	30
Don't know	32	35	31

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

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

[§]Past 12 months.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Been afraid of being beaten up[§]			
Less than high school	31	39	29
High school graduate	26	16	15
Some college	34	47	13
College degree	27	26	15
Don't know	26	30	13
Been in a physical fight[§]			
Less than high school	6	16	25
High school graduate	22	18	11
Some college	3	21	12
College degree	6	6	5
Don't know	12	11	10
Seen a weapon on campus[§]			
Less than high school	6	7	18
High school graduate	11	12	7
Some college	3	21	12
College degree	6	9	6
Don't know	6	12	8

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

[§]Past 12 months.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
Less than high school	33	30	41
High school graduate	30	19	24
Some college	33	27	30
College degree	16	20	20
Don't know	9	26	20

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

[§]Past 12 months.

Table A14.4
Substance Use by Parental Education

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
Less than high school	6	9	12
High school graduate	0	5	3
Some college	0	5	5
College degree	1	2	2
Don't know	2	4	2
Current tobacco use[¶]			
Less than high school	6	4	11
High school graduate	0	6	4
Some college	0	3	4
College degree	1	1	1
Don't know	0	4	1
Current marijuana use[¶]			
Less than high school	6	7	7
High school graduate	0	1	3
Some college	0	3	2
College degree	0	1	0
Don't know	1	3	1
Current binge drinking[¶]			
Less than high school	0	2	7
High school graduate	0	1	0
Some college	0	0	0
College degree	0	1	0
Don't know	0	1	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 6 %	Grade 7 %	Grade 8 %
Very drunk or “high” 7 or more times, ever			
Less than high school	0	4	4
High school graduate	0	1	2
Some college	0	3	2
College degree	0	0	0
Don’t know	1	2	1
Been drunk or “high” on drugs at school, ever			
Less than high school	0	4	14
High school graduate	0	3	2
Some college	0	5	2
College degree	1	1	0
Don’t know	0	2	1
Current alcohol use[¶]			
Less than high school	6	5	7
High school graduate	0	1	2
Some college	0	5	5
College degree	1	1	1
Don’t know	0	1	1
Current alcohol use at school[¶]			
Less than high school	0	2	0
High school graduate	0	3	1
Some college	0	0	4
College degree	0	1	1
Don’t know	0	2	1

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

[¶]Past 30 days.

Table A14.4
Substance Use by Parental Education – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Current cigarette smoking[¶]			
Less than high school	6	4	2
High school graduate	0	1	2
Some college	0	0	0
College degree	1	1	0
Don't know	0	2	1
Current use of vape products[¶]			
Less than high school	0	7	11
High school graduate	0	6	3
Some college	0	3	5
College degree	1	2	1
Don't know	0	4	1
Current tobacco vaping[¶]			
Less than high school	0	5	11
High school graduate	0	5	3
Some college	0	3	4
College degree	0	1	0
Don't know	0	3	1
Current marijuana vaping[¶]			
Less than high school	0	5	5
High school graduate	0	1	3
Some college	0	3	2
College degree	0	1	0
Don't know	0	3	1

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

[¶]Past 30 days.

Table A14.5
Health Routines by Parental Education

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast[†]			
Less than high school	50	58	47
High school graduate	55	60	43
Some college	76	63	52
College degree	88	76	72
Don't know	74	65	62
Bedtime (at 12 am or later)			
Less than high school	17	19	27
High school graduate	20	11	16
Some college	0	5	24
College degree	2	9	15
Don't know	7	12	18

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

[†]*Today.*

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

	Grade 6 %	Grade 7 %	Grade 8 %
Remote learning frequency (5 days per week)[¶]			
Less than high school			
High school graduate			
Some college			
College degree		25	
Don't know		40	
Synchronous instruction (4 days or more)[¶]			
Less than high school			
High school graduate			
Some college			
College degree		36	
Don't know		20	
Interest in schoolwork done from home^σ			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know		20	
Meaningful opportunities^θ			
Less than high school			
High school graduate			
Some college			
College degree		36	
Don't know		40	

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

[¶]Past 30 days.

[¶]Past 7 days.

^σ Percent of respondents reporting "Agree" or "Strongly agree."

^θ Percent of respondents reporting "Pretty much true" or "Very much true."

Table A14.7
Social and Emotional Health by Parental Education

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
Less than high school	36	25	35
High school graduate	22	19	27
Some college	22	32	23
College degree	15	20	22
Don't know	14	22	18
Experienced chronic sadness/hopelessness[§]			
Less than high school	33	41	51
High school graduate	20	20	30
Some college	24	30	20
College degree	13	17	21
Don't know	19	26	22
Considered suicide[§]			
Less than high school	17	18	21
High school graduate	5	8	8
Some college	9	16	17
College degree	9	10	9
Don't know	10	10	8
Optimism[‡]			
Less than high school	59	53	38
High school graduate	48	54	57
Some college	56	41	55
College degree	67	59	55
Don't know	64	57	48

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

[‡]Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

[§]Past 12 months.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Life satisfaction[‡]			
Less than high school	74	52	61
High school graduate	63	65	64
Some college	72	62	64
College degree	80	73	73
Don't know	72	69	68
	Grade 6	Grade 7	Grade 8
California Student Wellness Index[∘]			
Less than high school	102.6	97.6	99.1
High school graduate	102.7	104.4	101.8
Some college	105.1	100.3	102.9
College degree	109.2	106.1	105.0
Don't know	107.8	104.9	104.6

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

[‡]Average percent of respondents reporting “Satisfied” or “Very satisfied” across survey questions that comprise the scale.

[∘]To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.

15. English Learner Breakdowns

Table A15.1

School Engagement and Supports by English Learner Status

	Grade 6 %	Grade 7 %	Grade 8 %
School Connectedness[†]			
Not English learner	67	57	54
English learner	64	55	48
Don't know	68	53	49
School Connectedness^{†ψ} (<i>Remote Only</i>)			
Not English learner		52	52
English learner			
Don't know		54	
Academic Motivation[†]			
Not English learner	76	68	64
English learner	70	68	62
Don't know	78	66	57
School is really boring[±]			
Not English learner	28	38	39
English learner	20	28	40
Don't know	20	34	49
School is worthless and a waste of time[±]			
Not English learner	7	12	11
English learner	8	19	19
Don't know	8	11	22
Current absenteeism (≥3 times)[¶]			
Not English learner	9	15	15
English learner	18	20	26
Don't know	17	23	24

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

[†] Average percent of respondents reporting “Agree” or “Strongly agree” across survey questions that comprise the scale.

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

[±] Rating of 7 or higher.

[¶] Past 30 days.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Trouble focusing on schoolwork^σ			
Not English learner	22	31	30
English learner	47	45	43
Don't know	28	40	43
Caring adult relationships[‡]			
Not English learner	74	66	66
English learner	69	64	54
Don't know	75	58	49
High expectations[‡]			
Not English learner	82	78	76
English learner	75	78	66
Don't know	84	72	64
Meaningful participation[‡]			
Not English learner	37	33	30
English learner	42	38	22
Don't know	43	29	24
Facilities upkeep^σ			
Not English learner	36	25	27
English learner	41	38	32
Don't know	37	31	39
Promotion of parental involvement in school[‡]			
Not English learner	63	56	49
English learner	68	59	54
Don't know	68	58	51

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

^σ Percent of respondents reporting “Agree” or “Strongly agree.”

[‡] Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

Table A15.2
School Safety by English Learner Status

	Grade 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe			
Not English learner	69	55	58
English learner	67	61	55
Don't know	62	61	54
Experienced harassment due to five reasons^λ			
Not English learner	28	32	24
English learner	18	15	15
Don't know	27	25	21
Experienced any harassment or bullying[§]			
Not English learner	39	42	31
English learner	22	26	31
Don't know	38	35	29
Had mean rumors or lies spread about you[§]			
Not English learner	31	40	31
English learner	33	30	33
Don't know	29	41	36
Been afraid of being beaten up[§]			
Not English learner	26	28	15
English learner	21	21	15
Don't know	29	28	22
Been in a physical fight[§]			
Not English learner	6	8	8
English learner	12	19	15
Don't know	10	11	10
Seen a weapon on campus[§]			
Not English learner	7	10	7
English learner	3	14	5
Don't know	4	8	10

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

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

[§]Past 12 months.

Table A15.3
Cyberbullying by English Learner Status

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
Not English learner	17	21	22
English learner	14	24	25
Don't know	14	30	27

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

[§]Past 12 months.

Table A15.4
Substance Use by English Learner Status

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
Not English learner	1	2	3
English learner	3	4	5
Don't know	3	7	2
Current alcohol or drug use[¶]			
Not English learner	0	2	1
English learner	2	5	5
Don't know	2	7	2
Current marijuana use[¶]			
Not English learner	0	1	1
English learner	2	3	5
Don't know	1	4	1
Current binge drinking[¶]			
Not English learner	0	1	1
English learner	0	2	0
Don't know	1	2	0
Very drunk or "high" 7 or more times, ever			
Not English learner	0	1	1
English learner	0	1	1
Don't know	1	3	1

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 6 %	Grade 7 %	Grade 8 %
Been drunk or “high” on drugs at school, ever			
Not English learner	0	1	1
English learner	0	4	3
Don’t know	2	4	1
Current alcohol use[¶]			
Not English learner	0	1	2
English learner	2	3	1
Don’t know	1	2	2
Current alcohol use at school[¶]			
Not English learner	0	1	1
English learner	0	1	4
Don’t know	1	3	1
Current cigarette smoking[¶]			
Not English learner	0	1	0
English learner	2	3	1
Don’t know	2	3	1
Current use of vape products[¶]			
Not English learner	0	2	2
English learner	0	5	5
Don’t know	1	7	2
Current tobacco vaping[¶]			
Not English learner	0	1	1
English learner	0	3	3
Don’t know	0	6	1
Current marijuana vaping[¶]			
Not English learner	0	1	1
English learner	0	2	3
Don’t know	0	5	1

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

[¶]*Past 30 days.*

Table A15.5
Health Routines by English Learner Status

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast[‡]			
Not English learner	84	72	67
English learner	77	66	50
Don't know	76	64	57
Bedtime (at 12 am or later)			
Not English learner	4	10	15
English learner	5	14	23
Don't know	4	7	23

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

[‡]*Today.*

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

	Grade 6 %	Grade 7 %	Grade 8 %
Remote learning frequency (5 days per week)[¶]			
Not English learner		17	40
English learner			
Don't know		8	
Synchronous instruction (4 days or more)[¶]			
Not English learner		17	0
English learner			
Don't know		31	
Interest in schoolwork done from home^σ			
Not English learner		25	30
English learner			
Don't know		20	
Meaningful opportunities^θ			
Not English learner		33	30
English learner			
Don't know		46	

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

[¶]Past 30 days.

[¶]Past 7 days.

^σPercent of respondents reporting "Agree" or "Strongly agree."

^θPercent of respondents reporting "Pretty much true" or "Very much true."

Table A15.7
Social and Emotional Health by English Learner Status

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
Not English learner	17	21	22
English learner	12	15	18
Don't know	13	22	30
Experienced chronic sadness/hopelessness[§]			
Not English learner	15	21	21
English learner	12	27	33
Don't know	17	18	38
Considered suicide[§]			
Not English learner	8	12	10
English learner	9	3	5
Don't know	12	10	15
Optimism[‡]			
Not English learner	65	57	54
English learner	64	65	48
Don't know	68	50	48
Life satisfaction[⌞]			
Not English learner	78	71	71
English learner	74	75	62
Don't know	77	65	67

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

[‡]*Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.*

[§]*Past 12 months.*

[⌞]*Average percent of respondents reporting “Satisfied” or “Very satisfied” across survey questions that comprise the scale.*

Table A15.7***Social and Emotional Health by English Learner Status – Continued***

	Grade 6	Grade 7	Grade 8
California Student Wellness Index^δ			
Not English learner	108.2	104.9	104.5
English learner	108.3	108.4	103.9
Don't know	108.8	103.5	101.0

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

^δTo construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.

16. Long-Term English Learner (LTEL) Breakdowns

Table A16.1

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

	Grade 6 %	Grade 7 %	Grade 8 %
School Connectedness[†]			
Not currently in English Learner Program	67	57	54
Less than 7 years (EL)	63	55	47
7 years or more (LTEL)	70	60	57
School Connectedness^{†ψ} (<i>Remote Only</i>)			
Not currently in English Learner Program		52	52
Less than 7 years (EL)			
7 years or more (LTEL)			
Academic Motivation[†]			
Not currently in English Learner Program	76	68	64
Less than 7 years (EL)	62	68	59
7 years or more (LTEL)	85	71	78
School is really boring[±]			
Not currently in English Learner Program	28	38	39
Less than 7 years (EL)	24	26	40
7 years or more (LTEL)	14	44	40
School is worthless and a waste of time[±]			
Not currently in English Learner Program	7	12	11
Less than 7 years (EL)	11	18	19
7 years or more (LTEL)	5	19	20
Current absenteeism (≥3 times)[¶]			
Not currently in English Learner Program	9	15	15
Less than 7 years (EL)	11	23	29
7 years or more (LTEL)	32	13	7

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

[†] Average percent of respondents reporting “Agree” or “Strongly agree” across survey questions that comprise the scale.

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

[±] Rating of 7 or higher.

[¶] Past 30 days.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Trouble focusing on schoolwork^σ			
Not currently in English Learner Program	22	31	30
Less than 7 years (EL)	53	42	39
7 years or more (LTEL)	36	56	57
Caring adult relationships[‡]			
Not currently in English Learner Program	74	66	66
Less than 7 years (EL)	61	64	52
7 years or more (LTEL)	85	71	69
High expectations[‡]			
Not currently in English Learner Program	82	78	76
Less than 7 years (EL)	69	78	65
7 years or more (LTEL)	86	81	76
Meaningful participation[‡]			
Not currently in English Learner Program	37	33	30
Less than 7 years (EL)	41	37	22
7 years or more (LTEL)	45	43	23
Facilities upkeep^σ			
Not currently in English Learner Program	36	25	27
Less than 7 years (EL)	39	38	35
7 years or more (LTEL)	45	40	14
Promotion of parental involvement in school[‡]			
Not currently in English Learner Program	63	56	49
Less than 7 years (EL)	63	58	50
7 years or more (LTEL)	79	63	67

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

^σ Percent of respondents reporting “Agree” or “Strongly agree.”

[‡] Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

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

	Grade 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe			
Not currently in English Learner Program	69	55	58
Less than 7 years (EL)	66	58	55
7 years or more (LTEL)	73	73	57
Experienced harassment due to five reasons^{λ§}			
Not currently in English Learner Program	28	32	24
Less than 7 years (EL)	22	14	15
7 years or more (LTEL)	9	13	21
Experienced any harassment or bullying[§]			
Not currently in English Learner Program	39	42	31
Less than 7 years (EL)	24	26	31
7 years or more (LTEL)	14	27	29
Had mean rumors or lies spread about you[§]			
Not currently in English Learner Program	31	40	31
Less than 7 years (EL)	35	33	37
7 years or more (LTEL)	27	19	14
Been afraid of being beaten up[§]			
Not currently in English Learner Program	26	28	15
Less than 7 years (EL)	23	22	13
7 years or more (LTEL)	14	13	21
Been in a physical fight[§]			
Not currently in English Learner Program	6	8	8
Less than 7 years (EL)	11	21	11
7 years or more (LTEL)	10	13	29
Seen a weapon on campus[§]			
Not currently in English Learner Program	7	10	7
Less than 7 years (EL)	0	17	5
7 years or more (LTEL)	5	7	7

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

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

[§]Past 12 months.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
Not currently in English Learner Program	17	21	22
Less than 7 years (EL)	17	26	30
7 years or more (LTEL)	5	13	7

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 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
Not currently in English Learner Program	1	2	3
Less than 7 years (EL)	5	4	6
7 years or more (LTEL)	0	6	0
Current tobacco use[¶]			
Not currently in English Learner Program	0	2	1
Less than 7 years (EL)	3	5	6
7 years or more (LTEL)	0	6	0
Current marijuana use[¶]			
Not currently in English Learner Program	0	1	1
Less than 7 years (EL)	3	4	6
7 years or more (LTEL)	0	0	0
Current binge drinking[¶]			
Not currently in English Learner Program	0	1	1
Less than 7 years (EL)	0	1	0
7 years or more (LTEL)	0	6	0
Very drunk or “high” 7 or more times, ever			
Not currently in English Learner Program	0	1	1
Less than 7 years (EL)	0	1	2
7 years or more (LTEL)	0	0	0

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 6 %	Grade 7 %	Grade 8 %
Been drunk or “high” on drugs at school, ever			
Not currently in English Learner Program	0	1	1
Less than 7 years (EL)	0	5	5
7 years or more (LTEL)	0	0	0
Current alcohol use[¶]			
Not currently in English Learner Program	0	1	2
Less than 7 years (EL)	3	3	2
7 years or more (LTEL)	0	6	0
Current alcohol use at school[¶]			
Not currently in English Learner Program	0	1	1
Less than 7 years (EL)	0	1	3
7 years or more (LTEL)	0	0	0
Current cigarette smoking[¶]			
Not currently in English Learner Program	0	1	0
Less than 7 years (EL)	3	3	2
7 years or more (LTEL)	0	6	0
Current use of vape products[¶]			
Not currently in English Learner Program	0	2	2
Less than 7 years (EL)	0	4	6
7 years or more (LTEL)	0	13	0
Current tobacco vaping[¶]			
Not currently in English Learner Program	0	1	1
Less than 7 years (EL)	0	3	5
7 years or more (LTEL)	0	6	0
Current marijuana vaping[¶]			
Not currently in English Learner Program	0	1	1
Less than 7 years (EL)	0	1	5
7 years or more (LTEL)	0	6	0

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

[¶]Past 30 days.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast[‡]			
Not currently in English Learner Program	84	72	67
Less than 7 years (EL)	76	64	48
7 years or more (LTEL)	82	82	80
Bedtime (at 12 am or later)			
Not currently in English Learner Program	4	10	15
Less than 7 years (EL)	3	14	19
7 years or more (LTEL)	5	6	33

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 6 %	Grade 7 %	Grade 8 %
Remote learning frequency (5 days per week)[¶]			
Not currently in English Learner Program		17	40
Less than 7 years (EL)			
7 years or more (LTEL)			
Synchronous instruction (4 days or more)[‡]			
Not currently in English Learner Program		17	0
Less than 7 years (EL)			
7 years or more (LTEL)			
Interest in schoolwork done from home^σ			
Not currently in English Learner Program		25	30
Less than 7 years (EL)			
7 years or more (LTEL)			
Meaningful opportunities^θ			
Not currently in English Learner Program		33	30
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.*

^σ*Percent of respondents reporting “Agree” or “Strongly agree.”*

^θ*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 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
Not currently in English Learner Program	17	21	22
Less than 7 years (EL)	13	16	22
7 years or more (LTEL)	7	12	7
Experienced chronic sadness/hopelessness[§]			
Not currently in English Learner Program	15	21	21
Less than 7 years (EL)	14	29	37
7 years or more (LTEL)	5	20	21
Considered suicide[§]			
Not currently in English Learner Program	8	12	10
Less than 7 years (EL)	11	3	5
7 years or more (LTEL)	0	0	7
Optimism[‡]			
Not currently in English Learner Program	65	57	54
Less than 7 years (EL)	57	68	47
7 years or more (LTEL)	77	67	57
Life satisfaction[‡]			
Not currently in English Learner Program	78	71	71
Less than 7 years (EL)	67	76	57
7 years or more (LTEL)	85	76	83

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

[‡]Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

[§]Past 12 months.

[‡]Average percent of respondents reporting “Satisfied” or “Very satisfied” across survey questions that comprise the scale.

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

	Grade 6	Grade 7	Grade 8
California Student Wellness Index^δ			
Not currently in English Learner Program	108.2	104.9	104.5
Less than 7 years (EL)	105.8	108.3	100.9
7 years or more (LTEL)	114.4	108.9	113.4

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

^δTo construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.

17. Special Education Breakdowns

Table A17.1

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

	Grade 6 %	Grade 7 %	Grade 8 %
School Connectedness[†]			
No IEP	68	56	54
IEP	67	63	49
Don't know	63	57	51
Prefer not to say	38	38	44
School Connectedness^{†ψ} (<i>Remote Only</i>)			
No IEP		50	35
IEP			
Don't know			
Prefer not to say			
Academic Motivation[†]			
No IEP	77	69	65
IEP	68	61	53
Don't know	72	65	61
Prefer not to say	56	62	63
School is really boring[±]			
No IEP	27	36	39
IEP	36	40	51
Don't know	24	34	39
Prefer not to say	20	33	47
School is worthless and a waste of time[±]			
No IEP	6	12	11
IEP	5	22	20
Don't know	13	12	14
Prefer not to say	20	20	25

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

[†] Average percent of respondents reporting “Agree” or “Strongly agree” across survey questions that comprise the scale.

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

[±] Rating of 7 or higher.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Current absenteeism (≥ 3 times)[¶]			
No IEP	10	16	16
IEP	18	13	19
Don't know	11	17	22
Prefer not to say	18	43	16
Trouble focusing on schoolwork^σ			
No IEP	23	30	30
IEP	59	47	50
Don't know	29	47	34
Prefer not to say	55	39	39
Caring adult relationships[‡]			
No IEP	75	66	65
IEP	64	63	62
Don't know	71	61	58
Prefer not to say		55	52
High expectations[‡]			
No IEP	84	78	76
IEP	78	72	73
Don't know	77	73	67
Prefer not to say		75	63
Meaningful participation[‡]			
No IEP	38	34	30
IEP	28	39	24
Don't know	40	31	24
Prefer not to say		26	21

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

[¶]Past 30 days.

^σPercent of respondents reporting “Agree” or “Strongly agree.”

[‡]Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Facilities upkeep^σ			
No IEP	37	25	29
IEP	52	35	28
Don't know	30	33	28
Prefer not to say	40	20	37
Promotion of parental involvement in school[†]			
No IEP	65	56	49
IEP	70	58	51
Don't know	62	59	49
Prefer not to say	58	47	52

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

^σPercent of respondents reporting “Agree” or “Strongly agree.”

[†]Average percent of respondents reporting “Agree” or “Strongly agree” across survey questions that comprise the scale.

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

	Grade 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe			
No IEP	69	56	58
IEP	65	74	57
Don't know	67	54	55
Prefer not to say		40	43
Experienced harassment due to five reasons^λ			
No IEP	26	31	24
IEP	50	30	20
Don't know	24	22	22
Prefer not to say		39	12
Experienced any harassment or bullying[§]			
No IEP	37	40	32
IEP	50	37	25
Don't know	33	34	32
Prefer not to say		54	27
Had mean rumors or lies spread about you[§]			
No IEP	31	40	30
IEP	45	33	38
Don't know	28	36	36
Prefer not to say		46	43
Been afraid of being beaten up[§]			
No IEP	26	27	14
IEP	44	32	22
Don't know	25	26	19
Prefer not to say		46	22

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

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

[§]Past 12 months.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Been in a physical fight[§]			
No IEP	7	8	7
IEP	33	15	17
Don't know	5	11	8
Prefer not to say		33	31
Seen a weapon on campus[§]			
No IEP	6	10	7
IEP	5	17	10
Don't know	3	7	8
Prefer not to say		17	12

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 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
No IEP	16	22	22
IEP	30	19	27
Don't know	15	25	22
Prefer not to say		36	26

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 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
No IEP	1	2	2
IEP	5	12	7
Don't know	3	3	4
Prefer not to say		14	10
Current tobacco use[¶]			
No IEP	0	1	1
IEP	0	13	0
Don't know	1	3	4
Prefer not to say		10	3
Current marijuana use[¶]			
No IEP	0	1	1
IEP	0	11	0
Don't know	1	1	3
Prefer not to say		7	3
Current binge drinking[¶]			
No IEP	0	0	0
IEP	0	7	0
Don't know	0	0	2
Prefer not to say		10	0
Very drunk or “high” 7 or more times, ever			
No IEP	0	1	1
IEP	0	3	2
Don't know	0	1	0
Prefer not to say		3	0
Been drunk or “high” on drugs at school, ever			
No IEP	0	1	1
IEP	0	9	3
Don't know	0	2	2
Prefer not to say		7	0

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 6 %	Grade 7 %	Grade 8 %
Current alcohol use[¶]			
No IEP	0	1	1
IEP	0	6	3
Don't know	2	2	2
Prefer not to say		10	10
Current alcohol use at school[¶]			
No IEP	0	0	1
IEP	0	7	2
Don't know	0	1	0
Prefer not to say		17	0
Current cigarette smoking[¶]			
No IEP	0	0	0
IEP	0	9	0
Don't know	1	1	2
Prefer not to say		7	3
Current use of vape products[¶]			
No IEP	0	2	2
IEP	0	9	2
Don't know	0	4	3
Prefer not to say		10	3
Current tobacco vaping[¶]			
No IEP	0	1	1
IEP	0	9	0
Don't know	0	3	2
Prefer not to say		10	3
Current marijuana vaping[¶]			
No IEP	0	0	1
IEP	0	9	0
Don't know	0	3	2
Prefer not to say		7	3

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

[¶]Past 30 days.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast[‡]			
No IEP	83	72	67
IEP	73	59	55
Don't know	85	69	55
Prefer not to say	36	70	50
Bedtime (at 12 am or later)			
No IEP	3	11	15
IEP	18	11	27
Don't know	6	8	18
Prefer not to say	0	6	25

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

[‡]*Today.*

Table A17.6

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

	Grade 6 %	Grade 7 %	Grade 8 %
Remote learning frequency (5 days per week)[¶]			
No IEP		8	42
IEP			
Don't know			
Prefer not to say			
Synchronous instruction (4 days or more)[¶]			
No IEP		15	0
IEP			
Don't know			
Prefer not to say			
Interest in schoolwork done from home^σ			
No IEP		23	25
IEP			
Don't know			
Prefer not to say			
Meaningful opportunities^θ			
No IEP		38	17
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.

^σPercent of respondents reporting "Agree" or "Strongly agree."

^θPercent of respondents reporting "Pretty much true" or "Very much true."

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

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
No IEP	15	21	22
IEP	29	19	26
Don't know	17	18	22
Prefer not to say		36	26
Experienced chronic sadness/hopelessness[§]			
No IEP	15	22	22
IEP	30	14	28
Don't know	12	23	28
Prefer not to say		25	35
Considered suicide[§]			
No IEP	8	11	11
IEP	10	11	9
Don't know	11	11	6
Prefer not to say		7	15
Optimism[‡]			
No IEP	67	59	55
IEP	61	61	44
Don't know	63	47	47
Prefer not to say		62	40
Life satisfaction[‡]			
No IEP	78	71	71
IEP	68	65	71
Don't know	78	71	65
Prefer not to say		62	58

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

[‡] Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

[§] Past 12 months.

[‡] Average percent of respondents reporting “Satisfied” or “Very satisfied” across survey questions that comprise the scale.

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

	Grade 6	Grade 7	Grade 8
California Student Wellness Index^δ			
No IEP	108.7	105.0	104.5
IEP	102.7	104.3	102.7
Don't know	107.5	106.2	103.3
Prefer not to say		100.4	101.7

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

^δTo construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.

18. Living Situation Breakdowns

Table A18.1
School Engagement and Supports by Living Situation

	Grade 6 %	Grade 7 %	Grade 8 %
School Connectedness[†]			
Home with one or more parent or guardian	67	57	54
Foster home			
Homeless			38
Other living arrangement	53	54	42
School Connectedness^{†ψ} (<i>Remote Only</i>)			
Home with one or more parent or guardian		57	
Foster home			
Homeless			
Other living arrangement			
Academic Motivation[†]			
Home with one or more parent or guardian	76	69	64
Foster home			
Homeless		58	34
Other living arrangement	72	62	57
School is really boring[±]			
Home with one or more parent or guardian	26	36	40
Foster home			
Homeless		21	55
Other living arrangement	26	41	41
School is worthless and a waste of time[±]			
Home with one or more parent or guardian	6	12	12
Foster home			
Homeless		23	58
Other living arrangement	16	21	10

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

[†] *Average percent of respondents reporting “Agree” or “Strongly agree” across survey questions that comprise the scale.*

^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 6 %	Grade 7 %	Grade 8 %
Current absenteeism (≥ 3 times)[¶]			
Home with one or more parent or guardian	10	16	16
Foster home			
Homeless		14	50
Other living arrangement	11	27	19
Trouble focusing on schoolwork^σ			
Home with one or more parent or guardian	25	33	32
Foster home			
Homeless		38	36
Other living arrangement	42	44	43
Caring adult relationships[‡]			
Home with one or more parent or guardian	75	66	65
Foster home			
Homeless		58	36
Other living arrangement	60	55	47
High expectations[‡]			
Home with one or more parent or guardian	83	78	76
Foster home			
Homeless		83	42
Other living arrangement	70	67	62
Meaningful participation[‡]			
Home with one or more parent or guardian	38	33	30
Foster home			
Homeless		33	20
Other living arrangement	34	37	20

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

[¶]Past 30 days.

^σPercent of respondents reporting “Agree” or “Strongly agree.”

[‡]Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Facilities upkeep^σ			
Home with one or more parent or guardian	37	26	28
Foster home			
Homeless		50	50
Other living arrangement	33	39	42
Promotion of parental involvement in school[†]			
Home with one or more parent or guardian	65	57	50
Foster home			
Homeless		44	33
Other living arrangement	58	55	43

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

^σPercent of respondents reporting “Agree” or “Strongly agree.”

[†]Average percent of respondents reporting “Agree” or “Strongly agree” across survey questions that comprise the scale.

Table A18.2
School Safety by Living Situation

	Grade 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe			
Home with one or more parent or guardian	69	56	58
Foster home			
Homeless			20
Other living arrangement	55	56	50
Experienced harassment due to five reasons^{λ§}			
Home with one or more parent or guardian	26	30	23
Foster home			
Homeless			60
Other living arrangement	36	28	27
Experienced any harassment or bullying[§]			
Home with one or more parent or guardian	36	39	30
Foster home			
Homeless			64
Other living arrangement	49	43	35
Had mean rumors or lies spread about you[§]			
Home with one or more parent or guardian	30	40	31
Foster home			
Homeless		20	40
Other living arrangement	43	35	36
Been afraid of being beaten up[§]			
Home with one or more parent or guardian	26	27	15
Foster home			
Homeless			40
Other living arrangement	31	36	21

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

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

[§]Past 12 months.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Been in a physical fight[§]			
Home with one or more parent or guardian	8	9	8
Foster home			
Homeless			50
Other living arrangement	7	18	14
Seen a weapon on campus[§]			
Home with one or more parent or guardian	6	10	7
Foster home			
Homeless			20
Other living arrangement	7	17	9

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

[§]Past 12 months.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
Home with one or more parent or guardian	17	22	21
Foster home			
Homeless			40
Other living arrangement	14	29	42

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

[§]Past 12 months.

Table A18.4
Substance Use by Living Situation

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
Home with one or more parent or guardian	1	3	3
Foster home			
Homeless		18	30
Other living arrangement	4	7	3
Current tobacco use[¶]			
Home with one or more parent or guardian	1	2	1
Foster home			
Homeless		18	10
Other living arrangement	0	8	5
Current marijuana use[¶]			
Home with one or more parent or guardian	0	1	1
Foster home			
Homeless		9	
Other living arrangement	2	4	2
Current binge drinking[¶]			
Home with one or more parent or guardian	0	1	1
Foster home			
Homeless		0	0
Other living arrangement	0	5	2
Very drunk or “high” 7 or more times, ever			
Home with one or more parent or guardian	0	1	1
Foster home			
Homeless		0	9
Other living arrangement	0	1	0
Been drunk or “high” on drugs at school, ever			
Home with one or more parent or guardian	0	1	1
Foster home			
Homeless		9	9
Other living arrangement	0	3	2

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

[¶]Past 30 days.

Table A18.4
Substance Use by Living Situation – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol use[¶]			
Home with one or more parent or guardian	0	1	2
Foster home			
Homeless		0	20
Other living arrangement	0	5	2
Current alcohol use at school[¶]			
Home with one or more parent or guardian	0	1	1
Foster home			
Homeless			0
Other living arrangement	0	3	2
Current cigarette smoking[¶]			
Home with one or more parent or guardian	0	1	0
Foster home			
Homeless		9	10
Other living arrangement	0	6	2
Current use of vape products[¶]			
Home with one or more parent or guardian	0	3	1
Foster home			
Homeless		9	20
Other living arrangement	0	8	5
Current tobacco vaping[¶]			
Home with one or more parent or guardian	0	2	1
Foster home			
Homeless		9	10
Other living arrangement	0	8	3
Current marijuana vaping[¶]			
Home with one or more parent or guardian	0	1	1
Foster home			
Homeless		9	10
Other living arrangement	0	7	0

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

[¶]Past 30 days.

Table A18.5
Health Routines by Living Situation

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast[‡]			
Home with one or more parent or guardian	83	72	67
Foster home			
Homeless		53	0
Other living arrangement	64	58	42
Bedtime (at 12 am or later)			
Home with one or more parent or guardian	4	10	16
Foster home			
Homeless		13	42
Other living arrangement	6	9	25

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

[‡]*Today.*

Table A18.6**Remote Schooling by Living Situation (Remote Only)**

	Grade 6 %	Grade 7 %	Grade 8 %
Remote learning frequency (5 days per week)[¶]			
Home with one or more parent or guardian		26	
Foster home			
Homeless			
Other living arrangement			
Synchronous instruction (4 days or more)[‡]			
Home with one or more parent or guardian		23	
Foster home			
Homeless			
Other living arrangement			
Interest in schoolwork done from home^σ			
Home with one or more parent or guardian		24	
Foster home			
Homeless			
Other living arrangement			
Meaningful opportunities^θ			
Home with one or more parent or guardian		32	
Foster home			
Homeless			
Other living arrangement			

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

[¶]Past 30 days.

[‡]Past 7 days.

^σPercent of respondents reporting “Agree” or “Strongly agree.”

^θPercent of respondents reporting “Pretty much true” or “Very much true.”

Table A18.7
Social and Emotional Health by Living Situation

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
Home with one or more parent or guardian	15	21	22
Foster home			
Homeless			
Other living arrangement	27	23	29
Experienced chronic sadness/hopelessness[§]			
Home with one or more parent or guardian	14	21	22
Foster home			
Homeless			50
Other living arrangement	28	31	40
Considered suicide[§]			
Home with one or more parent or guardian	9	11	10
Foster home			
Homeless			36
Other living arrangement	10	11	15
Optimism[‡]			
Home with one or more parent or guardian	66	57	54
Foster home			
Homeless			
Other living arrangement	50	54	37
Life satisfaction[‡]			
Home with one or more parent or guardian	79	70	71
Foster home			
Homeless			
Other living arrangement	62	67	52

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

[‡]*Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.*

[§]*Past 12 months.*

[‡]*Average percent of respondents reporting “Satisfied” or “Very satisfied” across survey questions that comprise the scale.*

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

	Grade 6	Grade 7	Grade 8
California Student Wellness Index^δ			
Home with one or more parent or guardian	108.7	105.1	104.6
Foster home			
Homeless			
Other living arrangement	101.7	103.2	98.9

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

^δTo construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.

Behavioral Health Module

Form A. Alcohol and Other Drugs (AOD)

1. Student Sample

Table B.I.1.1
Student Sample for AOD Indicators

	Grade 6	Grade 7	Grade 8
<i>Student Sample Size</i>			
Number of respondents	4	461	479

Note:

Student enrollments and response rates are not presented for respondents directed to this module, as districts and schools have the flexibility to choose between randomized and non-randomized survey options. This variability makes it challenging to define a clear target for accurately calculating the response rate. Therefore, student enrollments and response rates have been omitted from this section.

2. Summary of Key Indicators

Table B.I.2.1

Key Indicators of Alcohol and Other Drug Use

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Alcohol Consumption Patterns				
Usually drank until felt it a lot		1	0	B.I.3.3
Driving under the influence experiences		18	21	B.I.3.4
Strong Personal Disapproval of AOD Use				
Having one or two drinks of any alcoholic beverage nearly every day		71	64	B.I.7.1
Trying marijuana once or twice		60	54	B.I.7.1
Using marijuana once a month or more		72	64	B.I.7.1

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

3. Alcohol, Tobacco, and Other Drug Consumption Patterns

Table B.I.3.1
Age of Onset – AOD Use

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (one full drink)			
Never		92	90
10 years or under		4	4
11-12 years old		3	4
13-14 years old		0	2
15-16 years old		0	0
17 years or older		0	0
Marijuana (smoke, vape, eat, or drink)			
Never		98	96
10 years or under		0	0
11-12 years old		1	2
13-14 years old		1	1
15-16 years old		0	0
17 years or older		0	0
Any other illegal drug or pill to get “high”			
Never		99	99
10 years or under		0	1
11-12 years old		0	0
13-14 years old		0	1
15-16 years old		0	0
17 years or older		0	0

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Smoked part or all of a cigarette			
Never		98	98
10 years or under		0	1
11-12 years old		0	1
13-14 years old		1	0
15-16 years old		0	0
17 years or older		1	0
A vape product such as an e-cigarette, vape pen, or mod			
Never		94	94
10 years or under		1	1
11-12 years old		4	3
13-14 years old		1	2
15-16 years old		0	0
17 years or older		0	0

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
I don't drink alcohol		98	97
Just enough to feel it a little		1	2
Enough to feel it moderately		0	1
Until I feel it a lot or get really drunk		1	0

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Have ridden in a car driven by someone who had been using alcohol or drugs			
Never		82	79
1 time		7	7
2 times		4	4
3 to 6 times		2	5
7 or more times		5	6

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

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

4. Reasons for and Consequences of AOD Consumption

Table B.I.4.1

Reasons for AOD Use, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months.		91	89
To experiment (try using)		3	3
To get high		1	1
To have a good time with friends		1	2
To fit in with a group you like		0	1
Because of boredom		1	2
To relax		2	2
To get away from problems		2	3
Because of anger or frustration		1	2
To get through the day		1	1
Because it made you feel better		1	1
To seek deeper insights and understanding		1	1
None of the above		11	11

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

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

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

5. Supports to Reduce AOD Use

Table B.I.5.1

Talked with Parent About AOD Use, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
No		59	58
Yes		41	42

Question HS B.I.23/MS B.I.13: During the past 12 months, have you talked with at least one of your parents or guardians about the dangers of alcohol or drug use?

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

6. Availability

Table B.I.6.1
Sources for Obtaining Alcohol

	Grade 6 %	Grade 7 %	Grade 8 %
At school		3	5
At parties		6	5
At concerts or other social events		2	1
At their own home		11	13
From adults at friends' homes		5	7
From friends or another teenager		11	15
Get adults to buy it for them		6	8
Buy it themselves from a store		4	4
At bars, clubs, or gambling casinos		1	1
Other		6	6
Don't know		87	83

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

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
At school		3	6
At parties		2	4
At concerts or other social events		2	3
At their own home		5	6
From an adult acquaintance		4	6
From friends or another teenager		11	15
Buy it at a marijuana dispensary		3	3
At bars or clubs		1	2
Other		2	5
Don't know		90	87

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

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

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

7. Influences on ATOD Use

Table B.I.7.1

Personal Disapproval of AOD Use

	Grade 6 %	Grade 7 %	Grade 8 %
Having one or two drinks of any alcoholic beverage nearly every day			
Neither approve nor disapprove		19	23
Somewhat disapprove		10	13
Strongly disapprove		71	64
Trying marijuana once or twice			
Neither approve nor disapprove		23	27
Somewhat disapprove		16	19
Strongly disapprove		60	54
Using marijuana once a month or more regularly			
Neither approve nor disapprove		19	23
Somewhat disapprove		10	12
Strongly disapprove		72	64

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

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

Table B.I.7.2***Parent Disapproval of ATOD Use***

	Grade 6 %	Grade 7 %	Grade 8 %
Take one or two drinks of alcohol nearly every day			
Very wrong		91	88
Wrong		6	8
A little wrong		3	3
Not at all wrong		1	2
Smoke tobacco			
Very wrong		95	91
Wrong		3	6
A little wrong		2	1
Not at all wrong		1	2
Use vape products such as e-cigarettes, vape pens, or mods			
Very wrong		94	92
Wrong		3	5
A little wrong		2	1
Not at all wrong		1	2
Use marijuana (smoke, vape, eat, or drink)			
Very wrong		95	92
Wrong		3	5
A little wrong		2	1
Not at all wrong		0	2
Use prescription drugs to get high or for reasons other than prescribed			
Very wrong		96	94
Wrong		2	4
A little wrong		1	1
Not at all wrong		1	2

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

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

Table B.I.7.3***Peer Disapproval of ATOD Use***

	Grade 6 %	Grade 7 %	Grade 8 %
Take one or two drinks of alcohol nearly every day			
Very wrong		76	71
Wrong		17	22
A little wrong		5	4
Not at all wrong		2	3
Smoke tobacco			
Very wrong		80	73
Wrong		15	20
A little wrong		4	4
Not at all wrong		2	3
Use vape products such as e-cigarettes, vape pens, or mods			
Very wrong		77	71
Wrong		15	20
A little wrong		5	5
Not at all wrong		3	4
Use marijuana (smoke, vape, eat, or drink)			
Very wrong		80	73
Wrong		13	19
A little wrong		4	5
Not at all wrong		3	3
Use prescription drugs to get high or for reasons other than prescribed			
Very wrong		81	77
Wrong		13	18
A little wrong		4	3
Not at all wrong		2	3

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

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

Table B.I.7.4

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

	Grade 6 %	Grade 7 %	Grade 8 %
No		37	39
Yes		63	61

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

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

Behavioral Health Module

Form B. Other Behavioral Health Factors

1. Student Sample

Table B.II.1.1

Student Sample on Other Behavioral Health Factors

	Grade 6	Grade 7	Grade 8
<i>Student Sample Size</i>			
Number of respondents	564	465	442

Note:

Student enrollments and response rates are not presented for respondents directed to this module, as districts and schools have the flexibility to choose between randomized and non-randomized survey options. This variability makes it challenging to define a clear target for accurately calculating the response rate. Therefore, student enrollments and response rates have been omitted from this section.

2. Summary of Key Indicators

Table B.II.2.1

Key Indicators of Other Behavioral Health Factors

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Behavioral Health Protective Factors				
Emotional safety at school [†]	75	61	61	B.II.3.2
School co-regulation supports [†]	66	57	57	B.II.3.3
Home adult co-regulation supports [†]	86	78	79	B.II.3.4
Peer co-regulation supports [†]	72	72	71	B.II.3.5
Resilience Assets				
Emotion regulation ^â	45	38	42	B.II.4.1
Student Wellness				
Responses to trauma ^{ê¶}	9	16	15	B.II.5.1
Potential Post-Traumatic Stress [¶]	15	24	24	B.II.5.2
Stress associated health symptoms*	8	12	11	B.II.5.3
Loneliness ^ê	24	34	33	B.II.5.4
Self-harm [§]	23	18	16	B.II.5.8
Fasting for 12 hours or more	17	23	22	B.II.5.7
Trouble sleeping (daily)	7	10	12	B.II.5.1
Mental Health Supports				
Wanted to get mental health services [§]	13	18	15	B.II.6.4
Received mental health services [§]	16	19	17	B.II.6.4
Barriers to receiving services (3 or more)	21	27	22	B.II.6.5

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

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

[†] Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

^â Average percent of respondents reporting the top two response categories (“Quite relaxed,” “Extremely relaxed,” “Frequently,” “Almost always,” “Quite calm,” and “Extremely calm”) across survey questions that comprise the scale..

^ê Average percent of respondents reporting “2-3 times a week” or “Almost every day” across survey questions that comprise the scale.

[¶] Past 30 days.

** Past 2 weeks.*

^ê Average percent of respondents reporting “Sometimes” or “Often” across survey questions that comprise the scale.

[§] Past 12 months.

3. Behavioral Health Protective Factors

Table B.II.3.1

Perceived Safety at Home and in Neighborhood

	Grade 6 %	Grade 7 %	Grade 8 %
<i>How safe do you feel...</i>			
<i>at home or the place where you live?</i>			
Very safe	72	66	70
Safe	26	27	25
Neither safe nor unsafe	3	7	4
Unsafe	0	0	0
Very unsafe	0	0	0
<i>in the neighborhood where you live?</i>			
Very safe	62	55	61
Safe	33	34	31
Neither safe nor unsafe	4	10	7
Unsafe	1	1	1
Very unsafe	0	0	0

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

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

Table B.II.3.2

Emotional Safety at School Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Emotional safety at school			
<i>Average reporting “Pretty much true” or “Very much true”</i>	75	61	61
<i>At my school,...</i>			
I feel socially accepted.			
Not at all true	5	8	11
A little true	15	26	24
Pretty much true	42	40	37
Very much true	38	25	28
I feel that I matter to others.			
Not at all true	8	16	13
A little true	21	26	29
Pretty much true	37	35	32
Very much true	33	22	25

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

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

Table B.II.3.3

School Co-Regulation Supports Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
School co-regulation supports			
<i>Average reporting “Pretty much true” or “Very much true”</i>	66	57	57
<i>At my school, there is a teacher or other adult who... would understand my problems if I shared them.</i>			
Not at all true	9	16	18
A little true	24	26	27
Pretty much true	34	33	32
Very much true	33	25	23
<i>would be helpful to me if I came to school upset.</i>			
Not at all true	11	19	19
A little true	27	27	25
Pretty much true	31	31	33
Very much true	31	24	23
<i>makes me feel good about myself.</i>			
Not at all true	9	18	17
A little true	22	24	25
Pretty much true	30	30	33
Very much true	39	29	25

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Home adult co-regulation supports			
<i>Average reporting “Pretty much true” or “Very much true”</i>	86	78	79
<i>In my home, there is a parent or some other adult who... talks with me about my problems.</i>			
Not at all true	4	10	9
A little true	11	15	12
Pretty much true	23	23	28
Very much true	62	52	51
<i>helps me when I am upset.</i>			
Not at all true	5	10	9
A little true	8	11	12
Pretty much true	22	25	26
Very much true	66	54	52
<i>makes me feel good about myself.</i>			
Not at all true	4	8	9
A little true	9	11	11
Pretty much true	22	27	27
Very much true	65	53	53

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

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

Table B.II.3.5

Peer Co-Regulation Supports Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Peer co-regulation supports			
<i>Average reporting “Pretty much true” or “Very much true”</i>	72	72	71
<i>I have a friend my age who...</i>			
talks with me about my problems.			
Not at all true	15	13	16
A little true	20	20	17
Pretty much true	28	29	30
Very much true	37	38	38
helps me when I am upset.			
Not at all true	9	10	13
A little true	17	17	15
Pretty much true	27	28	29
Very much true	48	45	42
makes me feel good about myself.			
Not at all true	7	8	9
A little true	15	15	17
Pretty much true	26	31	29
Very much true	52	46	45

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

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

4. Resilience Assets

Table B.II.4.1

Emotion Regulation Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Emotion regulation			
<i>Average reporting the top two response categories^â</i>	45	38	42
When everybody around you gets angry, how relaxed can you stay?			
Not relaxed at all	14	16	17
Slightly relaxed	23	27	24
Somewhat relaxed	34	30	29
Quite relaxed	21	19	21
Extremely relaxed	8	7	8
How often are you able to control your emotions when you need to?			
Almost never	4	5	4
Once in a while	10	14	10
Sometimes	21	24	25
Frequently	36	31	35
Almost always	29	26	26
When things go wrong for you, how calm are you able to remain?			
Not calm at all	7	9	8
Slightly calm	17	21	22
Somewhat calm	36	39	33
Quite calm	32	24	27
Extremely calm	8	7	9

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

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

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

5. Student Wellness

Table B.II.5.1

Responses to Trauma Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Responses to trauma			
<i>Average reporting “2-3 times a week” or “Almost every day”</i>	9	16	15
<i>During the past 30 days,...</i>			
I got upset easily or got into arguments or physical fights.			
Never	68	67	68
1-3 times a month	22	19	18
1-2 times a week	5	5	7
2-3 times a week	3	5	5
Almost every day	2	4	3
I had trouble concentrating or paying attention.			
Never	45	39	39
1-3 times a month	29	26	27
1-2 times a week	13	12	12
2-3 times a week	6	7	9
Almost every day	8	16	14
I had trouble feeling happiness or love.			
Never	73	65	65
1-3 times a month	15	15	18
1-2 times a week	5	6	8
2-3 times a week	3	8	5
Almost every day	4	7	5

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
During the past 30 days,...			
I felt alone even when I was around other people.			
Never	63	55	55
1-3 times a month	21	22	21
1-2 times a week	7	9	8
2-3 times a week	4	5	8
Almost every day	4	10	8
I had trouble going to sleep, woke up often, or had trouble getting back to sleep.			
Never	55	51	53
1-3 times a month	24	23	22
1-2 times a week	8	9	7
2-3 times a week	6	7	7
Almost every day	7	10	12

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Minimal PTS Symptoms	63	52	49
Mild PTS Symptoms	23	23	27
Potential PTS	15	24	24

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

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Stress associated health symptoms			
<i>Average reporting “A lot” or “A whole lot”</i>	8	12	11
<i>In the last 2 weeks, how much were you bothered by the following physical problems?</i>			
Stomachaches			
Not at all	42	47	44
A little	31	26	26
Some	18	15	20
A lot	5	7	8
A whole lot	3	5	3
Headaches			
Not at all	41	41	36
A little	26	24	28
Some	22	18	23
A lot	7	10	8
A whole lot	4	7	4
Pains in your lower back			
Not at all	67	60	53
A little	16	15	20
Some	10	11	14
A lot	4	8	9
A whole lot	2	6	4

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
<i>In the last 2 weeks, how much were you bothered by the following physical problems?</i>			
Feeling faint or dizzy			
Not at all	63	58	55
A little	22	18	20
Some	8	11	14
A lot	5	6	6
A whole lot	2	6	5
Heart beating too fast (even when you are not exercising)			
Not at all	76	73	73
A little	11	13	11
Some	8	7	9
A lot	3	3	5
A whole lot	2	4	2

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

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

Table B.II.5.4
Loneliness Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Loneliness			
<i>Average reporting “Sometimes” or “Often”</i>	24	34	33
How often do you feel lonely?			
Never	31	30	35
Rarely	42	32	29
Sometimes	20	26	24
Often	7	12	12
How often do you feel that you are no longer close to anyone?			
Never	51	47	47
Rarely	28	23	23
Sometimes	14	16	18
Often	8	14	12

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Very dissatisfied	8	11	9
Dissatisfied	9	13	13
Neither dissatisfied nor satisfied	25	29	29
Satisfied	32	32	32
Very satisfied	26	15	17

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Which of the following are you trying to do about your weight?			
Lose weight	31	40	39
Gain weight	13	14	14
Stay the same weight	15	14	16
I am not trying to do anything about my weight	41	32	31

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

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

Table B.II.5.7***Disordered Eating Behavior***

	Grade 6 %	Grade 7 %	Grade 8 %
<i>During the past 30 days, please indicate which of the following things you did to lose weight or keep from gaining weight:</i>			
Exercise			
No	12	18	16
Yes	88	82	84
Eat less food, fewer calories, or foods low in fat			
No	41	37	37
Yes	59	63	63
Go without eating for 12 hours or more			
No	83	77	78
Yes	17	23	22
Take diet pills, powders, or liquids without a doctor's advice			
No	96	96	96
Yes	4	4	4
Vomit or take laxatives			
No	96	96	97
Yes	4	4	3

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

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
0 times	77	82	84
1 time	12	6	6
2 or 3 times	6	5	5
4 or 5 times	1	2	2
6 or more times	4	5	3

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

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

6. Mental Health Supports

Table B.II.6.1

Availability of Mental Health Supports at School, Past Year

	Grade 6 %	Grade 7 %	Grade 8 %
No	78	81	82
Yes	10	10	7
I don't know	12	9	11

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

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

Table B.II.6.2

Mental Health Help-Seeking Attitude

	Grade 6 %	Grade 7 %	Grade 8 %
<i>If you were feeling very sad, stressed, lonely, or depressed, would you...</i>			
talk to a teacher or another adult from your school?	32	28	24
talk to your parents or someone else in your family?	71	59	62
get help from a counselor or therapist?	26	23	22
talk to your friends?	64	61	63
be afraid to get help?	22	21	20
not know what to do?	21	26	29

Question HS/MS B.II.37: If you were feeling very sad, stressed, lonely, or depressed, would you... (Mark All That Apply.)

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

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

Table B.II.6.3***Mental Health Help-Seeking Attitude Toward Peers***

	Grade 6 %	Grade 7 %	Grade 8 %
<i>If someone my age felt very sad, stressed, lonely, or depressed,...</i>			
<i>talking to an adult could help them feel better.</i>			
Strongly disagree	5	9	9
Disagree	11	19	16
Agree	56	55	58
Strongly agree	28	17	17
<i>kids at my school would be nice to them.</i>			
Strongly disagree	10	12	18
Disagree	21	29	28
Agree	52	47	43
Strongly agree	17	12	11

Question HS/MS B.II.35, 36: If someone my age felt very sad, stressed, lonely, or depressed,... talking to an adult could help them feel better.... kids at my school would be nice to them.

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

Table B.II.6.4

Mental Health Services Usage, Past Year

	Grade 6 %	Grade 7 %	Grade 8 %
<i>In the past year,...</i>			
did you want to talk to a counselor or therapist about feeling very sad, stressed, lonely, or depressed?			
No	75	68	73
Yes	13	18	15
I don't know	13	14	12
did you get help from a counselor or therapist when you needed it?			
Does not apply, I didn't need help	66	61	64
No, I didn't get help when I needed it	18	19	18
Yes, I got help when I needed it	16	19	17
where did you get help from a counselor or therapist? (Mark All That Apply.)[#]			
Nowhere	5	8	6
At school (in person, by phone, or online)	45	55	46
From a counselor or therapist not from my school (in person, by phone, or online)	46	41	39
Somewhere else	10	13	11
I don't know	9	4	9

Question HS/MS B.II.38-40: In the past year, did you want to talk to a counselor or therapist about feeling very sad, stressed, lonely, or depressed?... In the past year, did you get help from a counselor or therapist when you needed it? ... In the past year, where did you get help from a counselor or therapist? (Mark All That Apply.)

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

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

Table B.II.6.5***Barriers to Using Mental Health Services***

	Grade 6 %	Grade 7 %	Grade 8 %
I would not know where to go for help	24	21	22
There isn't anyone I can talk to	9	15	9
They wouldn't understand	23	33	24
People would think there's something wrong with me	13	15	11
My parents might find out	16	21	18
Other students might find out	17	18	16
I wouldn't have a way to pay for it	5	5	7
I wouldn't want to talk to a counselor or therapist	22	26	26
Other reasons	16	19	13
Does not apply, none of these things would stop you from talking to a counselor or therapist.	41	37	43
<i>Three or more barriers</i>	21	27	22

Question HS/MS B.II.42: If you were very sad, stressed, lonely, or depressed, would any of these things stop you from talking to a counselor or therapist? (Mark All That Apply.)

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

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

Table B.II.6.6***School Promotion of Mental Health Awareness***

	Grade 6 %	Grade 7 %	Grade 8 %
I know where to go or who to contact at school for help when I am very sad, stressed, lonely, or depressed.			
Strongly disagree	9	15	14
Disagree	12	16	16
Agree	49	48	45
Strongly agree	30	22	24
People at my school talk openly about mental health.			
Strongly disagree	18	20	20
Disagree	31	31	32
Agree	36	40	35
Strongly agree	15	9	12
My school encourages students to take care of their mental health.			
Strongly disagree	6	11	12
Disagree	11	12	13
Agree	52	54	53
Strongly agree	32	23	22

Question HS/MS B.II.32-34: How strongly do you agree or disagree with the following statements?... I know where to go or who to contact at school for help when I am very sad, stressed, lonely, or depressed... People at my school talk openly about mental health... My school encourages students to take care of their mental health.

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

Gender Identity & Sexual Orientation-Based Harassment Module

1. Module Sample

Table II.1

Student Sample for Gender Identity & Sexual Orientation-Based Harassment Module

	Grade 6	Grade 7	Grade 8
<i>Student Sample Size</i>			
Target sample	1,084	1,103	1,100
Final number	7	808	834
Response Rate	1%	73%	76%

2. Perceptions of LGBTQ-Related School Safety

Table I2.1

Student Perceptions of School Safety, LGBTQ-Specific

	Grade 6 %	Grade 7 %	Grade 8 %
<i>My school is safe for...</i>			
guys who are not as “masculine” as other guys.			
Strongly disagree		8	8
Disagree		19	21
Agree		53	53
Strongly agree		20	18
girls who are not as “feminine” as other girls.			
Strongly disagree		8	8
Disagree		14	15
Agree		56	56
Strongly agree		22	22
students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ).			
Strongly disagree		13	12
Disagree		20	20
Agree		48	50
Strongly agree		20	18
students with LGBTQ parents.			
Strongly disagree		10	10
Disagree		15	17
Agree		53	53
Strongly agree		21	20

Question HS/MS I.1-4: My school is safe for... guys who are not as “masculine” as other guys... girls who are not as “feminine” as other girls... students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ)... students with LGBTQ parents.

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

Table I2.1

Student Perceptions of School Safety, LGBTQ-Specific – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
<i>My school is safe for...</i>			
teachers and staff who are LGBTQ.			
Strongly disagree		9	10
Disagree		15	16
Agree		54	54
Strongly agree		21	20
LGBTQ allies (people who are supportive of LGBTQ people).			
Strongly disagree		8	10
Disagree		13	12
Agree		52	55
Strongly agree		27	23

Question HS/MS I.5-6: My school is safe for... teachers and staff who are LGBTQ... LGBTQ allies (people who are supportive of LGBTQ people).

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

3. Bullying, Negative Attitudes, and Pro-Bullying Beliefs

Table I3.1

Bullying Incidents on School Property During the Past 12 months, LGBTQ-Specific

	Grade 6 %	Grade 7 %	Grade 8 %
<i>During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?</i>			
Because you are lesbian, gay, bisexual, asexual, non-binary, or transgender or someone thought you were			
0 times		92	94
1 time		3	3
2-3 times		3	2
4 or more times		2	2
Because you aren't as "masculine" as other guys or because you aren't as "feminine" as other girls			
0 times		91	95
1 time		5	2
2-3 times		2	2
4 or more times		2	2
Because you have LGBTQ parents or family members or because someone thought they were			
0 times		98	98
1 time		1	1
2-3 times		1	0
4 or more times		1	1
Because you have LGBTQ friends or because someone thought you did			
0 times		94	96
1 time		3	1
2-3 times		2	1
4 or more times		1	2

Question HS/MS I.7-10: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Because you are lesbian, gay, bisexual, asexual, non-binary, or transgender or someone thought you were... Because you aren't as "masculine" as other guys or because you aren't as "feminine" as other girls... Because you have LGBTQ parents or family members or because someone thought they were... Because you have LGBTQ friends or because someone thought you did.

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

Table I3.2***Offensive LGBTQ-Related Language Among Peers***

	Grade 6 %	Grade 7 %	Grade 8 %
<i>How often do you hear other students make negative comments or use slurs about someone's...</i>			
sex (male or female)?			
Never		44	43
Rarely		28	24
Sometimes		18	20
Often		11	13
sexual orientation?			
Never		35	38
Rarely		24	21
Sometimes		22	23
Often		19	19
gender identity or expression?			
Never		42	41
Rarely		24	22
Sometimes		18	21
Often		15	17
having LGBTQ parents or family members?			
Never		61	60
Rarely		21	20
Sometimes		9	11
Often		9	9
having LGBTQ friends?			
Never		54	55
Rarely		23	22
Sometimes		13	14
Often		10	10

Question HS/MS I.24-28: How often do you hear other students make negative comments or use slurs about someone's... sex (male or female)?... sexual orientation (lesbian, gay, bisexual, asexual, straight, etc.)?... gender identity or expression (transgender, non-binary, agender; not being "feminine" or "masculine" enough, etc.)?... having LGBTQ parents or family members?... having LGBTQ friends?

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

Table I3.3***Offensive LGBTQ-Related Language Among Adults***

	Grade 6 %	Grade 7 %	Grade 8 %
<i>How often do you hear teachers or school staff make negative comments or use slurs about someone's...</i>			
sex (male or female)?			
Never		87	85
Rarely		8	9
Sometimes		2	3
Often		2	2
sexual orientation?			
Never		88	86
Rarely		7	9
Sometimes		3	2
Often		2	3
gender identity or expression?			
Never		88	86
Rarely		7	9
Sometimes		3	3
Often		2	2
having LGBTQ parents or family members?			
Never		90	89
Rarely		6	7
Sometimes		2	2
Often		2	2
having LGBTQ friends?			
Never		90	88
Rarely		6	7
Sometimes		2	2
Often		2	2

Question HS/MS I.34-38: How often do you hear teachers or school staff make negative comments or use slurs about someone's... sex (male or female)?... sexual orientation (lesbian, gay, bisexual, asexual, straight, etc.)?... gender identity or expression (transgender, non-binary, agender, not being "feminine" or "masculine" enough, etc.)?... having LGBTQ parents or family members?... having LGBTQ friends?

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

4. Response to Bullying and Supports

Table I4.1

Intervening Behaviors by Peers, LGBTQ-Specific

	Grade 6 %	Grade 7 %	Grade 8 %
<i>How often do you see or hear other students STOP OR TRY TO STOP others from making negative comments or using slurs about someone's...</i>			
<i>sex (male or female)?</i>			
Never stop		19	21
Rarely stop		16	16
Sometimes stop		18	18
Often stop		13	10
Not applicable		34	34
<i>sexual orientation?</i>			
Never stop		21	23
Rarely stop		18	17
Sometimes stop		17	18
Often stop		13	10
Not applicable		31	32
<i>gender identity or expression?</i>			
Never stop		20	22
Rarely stop		17	17
Sometimes stop		17	17
Often stop		12	10
Not applicable		33	33

Question HS/MS I.29-31: How often do you see or hear other students STOP OR TRY TO STOP others from making negative comments or using slurs about someone's... (Mark Not Applicable if you have never observed a situation where students had the opportunity to intervene.)... sex (male or female)?... sexual orientation (lesbian, gay, bisexual, asexual, straight, etc.)?... gender identity or expression (transgender, non-binary, agender, not being "feminine" or "masculine" enough, etc.)?

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

Table I4.1

Intervening Behaviors by Peers, LGBTQ-Specific – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
<i>How often do you see or hear other students STOP OR TRY TO STOP others from making negative comments or using slurs about someone's... having LGBTQ parents or family members?</i>			
Never stop		20	22
Rarely stop		16	16
Sometimes stop		15	16
Often stop		10	7
Not applicable		39	39
<i>having LGBTQ friends?</i>			
Never stop		19	21
Rarely stop		16	15
Sometimes stop		17	18
Often stop		11	9
Not applicable		37	37

Question HS/MS I.32, 33: How often do you see or hear other students STOP OR TRY TO STOP others from making negative comments or using slurs about someone's... (Mark Not Applicable if you have never observed a situation where students had the opportunity to intervene.)... having LGBTQ parents or family members?... having LGBTQ friends?

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

Table I4.2***Intervening Behaviors by Adults, LGBTQ-Specific***

	Grade 6 %	Grade 7 %	Grade 8 %
<i>How often do you see or hear teachers or school staff STOP OR TRY TO STOP others from making negative comments or using slurs about someone's... sex (male or female)?</i>			
Never stop		13	14
Rarely stop		6	7
Sometimes stop		12	13
Often stop		31	30
Not applicable		37	36
<i>sexual orientation?</i>			
Never stop		13	13
Rarely stop		6	6
Sometimes stop		13	14
Often stop		34	31
Not applicable		34	36
<i>gender identity or expression?</i>			
Never stop		13	13
Rarely stop		6	6
Sometimes stop		11	14
Often stop		33	30
Not applicable		36	37
<i>having LGBTQ parents or family members?</i>			
Never stop		13	14
Rarely stop		6	6
Sometimes stop		11	12
Often stop		30	28
Not applicable		40	41
<i>having LGBTQ friends?</i>			
Never stop		12	14
Rarely stop		6	6
Sometimes stop		11	12
Often stop		31	27
Not applicable		40	41

Question HS/MS I.39-43: How often do you see or hear teachers or school staff STOP OR TRY TO STOP others from making negative comments or using slurs about someone's... (Mark Not Applicable if you have never observed a situation where teachers or other school staff had the opportunity to intervene.)... sex (male or female)?... sexual orientation (lesbian, gay, bisexual, asexual, straight, etc.)?... gender identity or expression (transgender, non-binary, agender, not being "feminine" or "masculine" enough, etc.)?... having LGBTQ parents or family members?... having LGBTQ friends?

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

Table I4.3***Student Response to Bullying***

	Grade 6 %	Grade 7 %	Grade 8 %
If another student was bullying me, I would tell the principal or assistant principal.			
Strongly disagree		17	26
Disagree		22	27
Agree		40	34
Strongly agree		20	14
If another student was bullying me, I would tell one of the teachers or other staff at school.			
Strongly disagree		14	20
Disagree		16	22
Agree		44	42
Strongly agree		26	17
If I tell a teacher that someone is bullying me, the teacher will do something to help.			
Strongly disagree		11	15
Disagree		13	18
Agree		50	48
Strongly agree		26	20

Question HS/MS I.44-46: How much do you agree with the following statements?... If another student was bullying me, I would tell the principal or assistant principal... If another student was bullying me, I would tell one of the teachers or other staff at school... If I tell a teacher that someone is bullying me, the teacher will do something to help.

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

Table I4.4***Willingness to Seek Help About LGBTQ-Related Issues at School***

	Grade 6 %	Grade 7 %	Grade 8 %
<i>If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to...</i>			
a school counselor or school psychologist?			
Not at all likely		41	47
A little likely		33	33
Very likely		26	19
a teacher?			
Not at all likely		47	52
A little likely		36	33
Very likely		18	14
a school principal or assistant principal?			
Not at all likely		59	64
A little likely		27	26
Very likely		14	10
other adults at school?			
Not at all likely		58	63
A little likely		29	27
Very likely		14	11
a friend at your school?			
Not at all likely		34	38
A little likely		36	36
Very likely		30	27

Question HS/MS I.14-18: If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to... a school counselor or school psychologist?... a teacher?... a school principal or assistant principal?... other adults at school (e.g., the school custodian, hallway monitor, or parent volunteer)?... a friend at your school?

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

Table I4.5***Willingness to Seek Help About LGBTQ-Related Issues Outside of School***

	Grade 6 %	Grade 7 %	Grade 8 %
<i>If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to...</i>			
a sibling?			
Not at all likely		51	51
A little likely		29	27
Very likely		21	22
your parent or guardian?			
Not at all likely		35	38
A little likely		28	29
Very likely		37	33
a friend's parent or other adult not at school?			
Not at all likely		57	61
A little likely		30	28
Very likely		13	11

Question HS/MS I.19-21: If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to... a sibling?... your parent or guardian?... a friend's parent or other adult not at school?

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

Table I4.6***Supports from Adults on Personal Problems***

	Grade 6 %	Grade 7 %	Grade 8 %
There are adults at this school I could turn to if I had a personal problem.			
Strongly disagree		13	18
Disagree		16	20
Agree		47	43
Strongly agree		24	19

Question HS/MS I.47: How much do you agree with the following statements?... There are adults at this school I could turn to if I had a personal problem.

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

5. School Resources and Policies

Table I5.1

Knowledge of LGBTQ-Specific Resources and Policies at School

	Grade 6 %	Grade 7 %	Grade 8 %
Does your school have support groups or clubs for students who are LGBTQ and friends or allies of LGBTQ students?			
Yes		69	68
No		9	6
Don't know		23	25
Do you learn about LGBTQ people or issues in your classes at school?			
Yes		26	37
No		40	30
Don't know		34	33
If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ issues, would you know where to go?			
Yes		37	39
No		21	19
Don't know		42	42

Question HS/MS I.11-13: Does your school have support groups or clubs for students who are LGBTQ and friends or allies of LGBTQ students (e.g., Gay-Straight Alliances)?... Do you learn about LGBTQ people or issues in your classes at school?... If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ issues, would you know where to go?

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

Table I5.2
School Policy on Gender & Sex-Based Harassment

	Grade 6 %	Grade 7 %	Grade 8 %
<i>Does your school have a policy that prohibits students and staff from harassing someone based on...</i>			
<i>sexual orientation?</i>			
Yes		51	53
No		8	8
Don't know		41	40
<i>gender identity or expression?</i>			
Yes		51	52
No		8	7
Don't know		41	41

Question HS/MS I.22, 23: Does your school have a policy that prohibits students and staff from harassing someone based on... sexual orientation (lesbian, gay, bisexual, asexual, straight, etc.)?... gender identity or expression (transgender, non-binary, agender, not being “feminine” or “masculine” enough, etc.)?

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

Social Emotional Health Module

1. Module Sample

Table P1.1

Student Sample for Social Emotional Health Module

	Grade 6	Grade 7	Grade 8
<i>Student Sample Size</i>			
Target sample	1,084	1,103	1,100
Final number	512	843	861
Response Rate	47%	76%	78%

2. Summary of Key Indicators

Table P2.1

Key Indicators of Social Emotional Health

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Covitality[†]	78	71	69	
Belief in self [†]	75	66	65	P2.2
Belief in others [†]	82	78	76	P2.2
Emotional competence [†]	78	73	72	P2.2
Engaged living [†]	74	65	63	P2.2
Growth mindset[‡]	77	71	73	P7.1
Goals[†]	87	81	81	P8.1
Collaboration[†]	77	68	66	P9.1
Problem solving[†]	64	56	55	P10.1

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

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

[†]Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

[‡]Average percent of respondents reporting “A little true” or “Not at all true” across survey questions that comprise the scale.

Table P2.2***Covitality Domains and Subdomains***

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Belief in self	75	66	65	
Self-efficacy	83	75	75	P3.1
Self-awareness	80	70	68	P3.2
Persistence	63	54	52	P3.3
Belief in others	82	78	76	
School supports	82	77	73	P4.1
Family connectedness	87	80	80	P4.2
Peer supports	76	76	75	P4.3
Emotional competence	78	73	72	
Emotional regulation	81	75	74	P5.1
Empathy	81	78	77	P5.2
Behavioral self-control	72	66	66	P5.3
Engaged living	74	65	63	
Optimism	65	57	53	P6.1
Gratitude	82	75	76	P6.2
Zest	73	62	60	P6.3

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

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

Scales are based on the average percentage of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

3. Belief in Self

Table P3.1
Self-Efficacy Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Self-efficacy			
<i>Average reporting “Pretty much true” or “Very much true”</i>	83	75	75
I can work out my problems.			
Not at all true	3	5	4
A little true	17	23	24
Pretty much true	48	49	45
Very much true	31	23	26
I can do most things if I try.			
Not at all true	2	4	3
A little true	12	16	18
Pretty much true	47	48	44
Very much true	40	32	34
There are many things that I do well.			
Not at all true	3	6	5
A little true	13	22	22
Pretty much true	40	41	40
Very much true	44	31	33

Question HS/MS P.1-3: Please tell us how true each statement is of you... I can work out my problems... I can do most things if I try... There are many things that I do well.

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

Table P3.2
Self-Awareness Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Self-awareness			
<i>Average reporting “Pretty much true” or “Very much true”</i>	80	70	68
There is a purpose to my life.			
Not at all true	4	7	8
A little true	13	19	18
Pretty much true	28	34	32
Very much true	56	40	43
I understand my moods and feelings.			
Not at all true	5	10	10
A little true	19	24	26
Pretty much true	39	41	40
Very much true	37	25	24
I understand why I do what I do.			
Not at all true	4	10	9
A little true	16	21	26
Pretty much true	39	41	38
Very much true	41	28	27

Question HS/MS P.4, 6, 7: Please tell us how true each statement is of you... There is a purpose to my life... I understand my moods and feelings... I understand why I do what I do.

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

Table P3.3***Persistence Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Persistence			
<i>Average reporting “Pretty much true” or “Very much true”</i>	63	54	52
When I do not understand something, I ask the teacher again and again until I understand.			
Not at all true	14	15	17
A little true	26	32	34
Pretty much true	33	32	31
Very much true	26	20	18
I try to answer all the questions asked in class.			
Not at all true	11	16	18
A little true	27	31	31
Pretty much true	32	33	33
Very much true	30	20	18
When I try to solve a math problem, I will not stop until I find a final solution.			
Not at all true	7	15	15
A little true	24	29	30
Pretty much true	37	32	34
Very much true	32	24	21

Question HS/MS P.9-11: Please tell us how true each statement is of you... When I do not understand something, I ask the teacher again and again until I understand... I try to answer all the questions asked in class... When I try to solve a math problem, I will not stop until I find a final solution.

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

4. Belief in Others

Table P4.1

School Supports Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
School supports			
<i>Average reporting “Pretty much true” or “Very much true”</i>	82	77	73
<i>There is a teacher or some other adult from my school... who always wants me to do my best.</i>			
Not at all true	2	3	4
A little true	9	14	16
Pretty much true	34	41	42
Very much true	55	42	39
<i>who listens to me when I have something to say.</i>			
Not at all true	5	6	9
A little true	15	21	22
Pretty much true	38	43	39
Very much true	42	30	30
<i>who believes that I will be a success.</i>			
Not at all true	5	7	8
A little true	16	19	21
Pretty much true	34	42	42
Very much true	45	32	29

Question HS/MS A.51, 53, 54: There is a teacher or some other adult from my school... who always wants me to do my best... who listens to me when I have something to say... who believes that I will be a success.

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

Table P4.2***Family Connectedness Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Family connectedness			
<i>Average reporting “Pretty much true” or “Very much true”</i>	87	80	80
My family members really help and support one another.			
Not at all true	2	4	4
A little true	10	13	14
Pretty much true	32	35	34
Very much true	57	48	48
There is a feeling of togetherness in my family.			
Not at all true	2	5	5
A little true	10	14	14
Pretty much true	31	32	34
Very much true	57	49	46
My family really gets along well with each other.			
Not at all true	3	5	5
A little true	12	18	16
Pretty much true	34	35	36
Very much true	51	42	43

Question HS/MS P.38-40: How true do you feel these statements are about your family and friends?... My family members really help and support one another... There is a feeling of togetherness in my family... My family really gets along well with each other.

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

Table P4.3
Peer Supports Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Peer supports			
<i>Average reporting “Pretty much true” or “Very much true”</i>	76	76	75
I have a friend my age who really cares about me.			
Not at all true	4	5	5
A little true	12	12	15
Pretty much true	30	30	32
Very much true	54	54	49
I have a friend my age who talks with me about my problems.			
Not at all true	12	13	12
A little true	20	19	18
Pretty much true	28	28	29
Very much true	40	41	41
I have a friend my age who helps me when I’m having a hard time.			
Not at all true	9	8	9
A little true	15	16	15
Pretty much true	29	31	32
Very much true	47	44	44

Question HS/MS P.41-43: How true do you feel these statements are about your family and friends?... I have a friend my age who really cares about me... I have a friend my age who talks with me about my problems... I have a friend my age who helps me when I’m having a hard time.

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

5. Emotional Competence

Table P5.1

Emotional Regulation Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Emotional Regulation			
<i>Average reporting “Pretty much true” or “Very much true”</i>	81	75	74
I accept responsibility for my actions.			
Not at all true	3	4	4
A little true	11	18	20
Pretty much true	46	48	43
Very much true	41	31	33
When I make a mistake I admit it.			
Not at all true	5	5	5
A little true	21	26	28
Pretty much true	43	45	41
Very much true	31	23	26
I can deal with being told no.			
Not at all true	3	5	4
A little true	16	17	17
Pretty much true	42	45	44
Very much true	39	33	35

Question HS/MS P.12, 14, 15: Please tell us how true each statement is of you... I accept responsibility for my actions... When I make a mistake I admit it... I can deal with being told no.

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

Table P5.2
Empathy Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Empathy			
<i>Average reporting “Pretty much true” or “Very much true”</i>	81	78	77
I feel bad when someone gets their feelings hurt.			
Not at all true	4	5	6
A little true	13	15	16
Pretty much true	39	36	35
Very much true	45	44	44
I try to understand what other people go through.			
Not at all true	4	5	6
A little true	14	17	19
Pretty much true	42	42	40
Very much true	40	35	35
I try to understand how other people feel and think.			
Not at all true	5	6	6
A little true	15	19	18
Pretty much true	41	40	40
Very much true	39	36	36

Question HS/MS P.16, 18, 20: Please tell us how true each statement is of you... I feel bad when someone gets their feelings hurt... I try to understand what other people go through... I try to understand how other people feel and think.

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

Table P5.3***Behavioral Self-Control Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Behavioral self-control			
<i>Average reporting “Pretty much true” or “Very much true”</i>	72	66	66
I can wait for what I want.			
Not at all true	4	6	4
A little true	16	19	20
Pretty much true	44	44	42
Very much true	36	31	34
I don’t bother others when they are busy.			
Not at all true	8	8	7
A little true	25	31	30
Pretty much true	42	38	41
Very much true	26	24	23
I think before I act.			
Not at all true	8	10	10
A little true	23	30	30
Pretty much true	44	41	41
Very much true	24	19	19

Question HS/MS P.21, 23, 24: Please tell us how true each statement is of you... I can wait for what I want... I don’t bother others when they are busy... I think before I act.

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

6. Engaged Living

Table P6.1

Optimism Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Optimism			
<i>Average reporting “Pretty much true” or “Very much true”</i>	65	57	53
Each day I look forward to having a lot of fun.			
Not at all true	10	13	16
A little true	27	31	35
Pretty much true	43	37	35
Very much true	21	19	14
I usually expect to have a good day.			
Not at all true	9	14	17
A little true	25	29	30
Pretty much true	44	37	37
Very much true	22	20	16
Overall, I expect more good things to happen to me than bad things.			
Not at all true	9	15	17
A little true	25	27	27
Pretty much true	36	33	33
Very much true	30	25	23

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 P6.2***Gratitude Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Gratitude			
<i>Average reporting “Pretty much true” or “Very much true”</i>	82	75	76
On most days I feel grateful.			
Not at all true	3	7	7
A little true	15	18	18
Pretty much true	39	38	38
Very much true	43	38	38
On most days I feel thankful.			
Not at all true	3	6	7
A little true	14	18	16
Pretty much true	39	37	39
Very much true	44	39	39
On most days I feel appreciative.			
Not at all true	4	8	7
A little true	15	17	19
Pretty much true	39	38	39
Very much true	42	36	35

Question HS/MS P.32-34: Please tell us how true each statement is of you... On most days I feel GRATEFUL... On most days I feel THANKFUL... On most days I feel APPRECIATIVE.

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

Table P6.3
Zest Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Zest			
<i>Average reporting “Pretty much true” or “Very much true”</i>	73	62	60
On most days I feel energetic.			
Not at all true	6	11	12
A little true	21	29	28
Pretty much true	35	31	32
Very much true	38	28	28
On most days I feel active.			
Not at all true	7	9	10
A little true	19	25	28
Pretty much true	33	36	32
Very much true	42	31	29
On most days I feel enthusiastic.			
Not at all true	7	12	12
A little true	20	28	30
Pretty much true	37	32	32
Very much true	36	28	26

Question HS/MS P.35-37: Please tell us how true each statement is of you... On most days I feel ENERGETIC... On most days I feel ACTIVE... On most days I feel ENTHUSIASTIC.

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

7. Growth Mindset

Table P7.1

Growth Mindset Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Growth mindset[†]			
<i>Average reporting “A little true” or “Not at all true”</i>	77	71	73
My intelligence is something I cannot change very much.			
Not at all true	34	33	34
A little true	29	27	32
Pretty much true	22	26	21
Very much true	16	13	14
Challenging myself will not make me any smarter.			
Not at all true	58	52	49
A little true	24	26	27
Pretty much true	10	14	15
Very much true	8	8	9
There are some things I am not capable of learning.			
Not at all true	38	35	34
A little true	36	33	37
Pretty much true	17	19	17
Very much true	10	13	12
If I am not naturally smart in a subject, I will never do well in it.			
Not at all true	61	52	49
A little true	25	27	30
Pretty much true	8	13	13
Very much true	6	8	7

Question HS/MS P.5, 22, 27, 31: Please tell us how true each statement is of you... My intelligence is something I cannot change very much... Challenging myself will not make me any smarter... There are some things I am not capable of learning... If I am not naturally smart in a subject, I will never do well in it.

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

[†]*All survey questions that comprise the scale were reverse-coded in computing the scale score.*

8. Goals

Table P8.1
Goals Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Goals			
<i>Average reporting “Pretty much true” or “Very much true”</i>	87	81	81
I am looking forward to a successful career.			
Not at all true	2	4	4
A little true	8	12	13
Pretty much true	28	33	35
Very much true	62	51	47
I have high goals and expectations for myself.			
Not at all true	3	5	6
A little true	10	15	15
Pretty much true	32	31	31
Very much true	54	49	48
I don’t expect very much of myself in the future.[†]			
Not at all true	63	58	59
A little true	21	23	24
Pretty much true	9	11	10
Very much true	6	8	7

Question HS/MS P.13, 19, 29: Please tell us how true each statement is of you... I am looking forward to a successful career... I have high goals and expectations for myself... I don’t expect very much of myself in the future.

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

[†]*Survey question was reverse-coded in computing the scale score.*

9. Collaboration

Table P9.1

Collaboration Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Collaboration			
<i>Average reporting “Pretty much true” or “Very much true”</i>	77	68	66
I enjoy working together with other students on class activities.			
Not at all true	7	10	12
A little true	23	27	28
Pretty much true	38	37	35
Very much true	32	27	25
When I work in school groups, I do my fair share.			
Not at all true	5	6	5
A little true	9	16	14
Pretty much true	38	40	38
Very much true	48	38	43
I like to listen to other students’ ideas in class.			
Not at all true	5	11	11
A little true	23	28	31
Pretty much true	46	40	39
Very much true	27	21	19

Question HS/MS P.8, 25, 28: Please tell us how true each statement is of you... I enjoy working together with other students on class activities... When I work in school groups, I do my fair share... I like to listen to other students’ ideas in class.

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

10. Problem Solving

Table P10.1

Problem Solving Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Problem solving			
<i>Average reporting “Pretty much true” or “Very much true”</i>	64	56	55
When I need help I find someone to talk with.			
Not at all true	10	15	17
A little true	25	28	27
Pretty much true	34	35	35
Very much true	30	22	21
I try to work out my problems by talking or writing about them.			
Not at all true	21	23	25
A little true	30	32	31
Pretty much true	30	29	28
Very much true	19	16	16
I trust my ability to solve difficult problems.			
Not at all true	5	9	7
A little true	16	28	28
Pretty much true	38	40	38
Very much true	41	24	27

Question HS/MS P.17, 26, 30: Please tell us how true each statement is of you... When I need help I find someone to talk with... I try to work out my problems by talking or writing about them... I trust my ability to solve difficult problems.

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

Appendix I

2024-25 CHKS Secondary Survey Response Rates

Eligible Schools	6th %	7th %	8th %
Abbott Middle	53	100	92
Bayside Academy	27	94	90
Borel Middle	65	86	89
Bowditch Middle	69	93	92
North Shoreview Montessori	100	100	100
Parkside Montessori	34	100	100

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2024-25 public school and 2023-24 enrollment data files. Directly funded charter schools have been excluded from the list.

Appendix II

CHKS Content Overview, 2024-25

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 youth¹⁷ 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/](https://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, ENGAGEMENT, AND SUPPORTS (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.^{20,21,22}

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

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 Branstetter, R. (2021). What do kids mean when they say they’re bored at school? Greater Good Magazine.

https://greatergood.berkeley.edu/article/item/what_do_kids_mean_when_they_say_theyre_bored_at_school

²² 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_#/

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

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.²³

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.²⁴

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.^{25 26 27 28 29 30}

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

²³ 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/

²⁴ Austin, Hanson, Bala, & Zheng. (2023). Download data.calschls.org/resources/18th_Biennial_State_1921.pdf

²⁵ Hanson & Austin. (2002). Download data.calschls.org/resources/factsheet.pdf

²⁶ Hanson & Austin. (2002). Download data.calschls.org/resources/FACTSHEET-3.pdf

²⁷ Hanson. (2011). Download data.calschls.org/resources/S3factsheet1_caring_20120223.pdf

²⁸ Hanson. (2012). Download data.calschls.org/resources/S3factsheet2_participation_20120224.pdf

²⁹ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief1_CaringRelationships_final.pdf

³⁰ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief2_MeaningfulPart_final.pdf

academic, social-emotional, and health outcomes.³¹ It also shows that youth who feel safe at school, experience caring adults, and have opportunities for engagement and other developmental supports are more likely to feel connected to the school. The CHKS five-item School Connectedness scale is an important differentiator between low-performing and high-performing high schools and has value as an indicator of school quality. The online Query CalSCHLS system (calschls.org/reports-data/query-calschls/) enables examination of how key survey indicators vary by school connectedness.

School connectedness 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.³² 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.^{33 34}

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.³⁵

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.³⁶ 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

³¹ 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.

³² 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.

³³ Austin, Hanson, & Voight. (2013). Download data.calschls.org/resources/S3factsheet5_connectedness_20130827.pdf

³⁴ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief4_Connectedness_final.pdf

³⁵ Wilder, S. (2014). Effects of parental involvement on academic achievement. A meta-synthesis. *Educational Review*, 66:3, 377-397.

³⁶ Hanson & Zheng. (2021). Download calschls.org/docs/facilities_030221.pdf

safety.³⁷ 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.³⁸ These behaviors adversely affect not only students' ability to learn and willingness to attend school, but also the overall school environment, the ability of teachers to teach, and the willingness of adults to enter the teaching profession.^{39 40 41}

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.⁴²

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.⁴³ 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.^{44 45} 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

³⁷ The CHKS also includes two violence-related questions that are not school based: the frequency students experienced cyberbullying and whether they are gang members.

³⁸ Juvonen, J., & Graham, S. (2001). *Peer harassment in school: The plight of the vulnerable and victimized*. New York: Guilford Press.

³⁹ Barton, P. E. (2001). *Facing the hard facts in education reform*. Princeton, NJ: Educational Testing Service.

⁴⁰ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief5_ViolencePerpetration_final.pdf

⁴¹ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief6_ViolenceVictimization_final.pdf

⁴² O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief3_Safety_final.pdf

⁴³ 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.

⁴⁴ Heck, Russell, O'Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf

⁴⁵ Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-10.pdf

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

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

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.⁴⁶ 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.⁴⁷ 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.⁴⁸

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.⁴⁹ Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools.^{50 51}

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

⁴⁶ Students who participated in school exclusively via remote learning were not asked these questions in 2020-21.

⁴⁷ Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

⁴⁸ Statewide CSSS. (2018). Download calschls.org/docs/statewide_1517_csss.pdf

⁴⁹ 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.

⁵⁰ Hanson & Austin. (2003). Download data.calschls.org/resources/FACTSHEET-3.pdf

⁵¹ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief8_AOD_final.pdf

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.^{52 53}

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.⁵⁴ 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.⁵⁵

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.^{56 57}

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.

⁵² Hanson & Zheng. (2006). Download data.calschls.org/resources/factsheet2update.pdf

⁵³ Austin, McCarthy, Slade, & Bailey. (2007). Download data.calschls.org/resources/FACTSHEET-5.pdf

⁵⁴ Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-11.pdf

⁵⁵ Austin, Cragle, Delong-Cotty. (2012). Download data.calschls.org/resources/FACTSHEET-12.pdf

⁵⁶ Heck, Russell, O’Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf

⁵⁷ Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-10.pdf