

CALIFORNIA HEALTHY KIDS SURVEY



Nevada County Secondary 2021-2022 Main Report



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

Hilva Chan
California Department of Education
School Health and Safety Office
Educator Excellence and Equity Division
1430 N Street
Sacramento, CA 95814
hchan@cde.ca.gov

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Contents

Page

List of Tables	III
PREFACE	VII
Survey Module Administration	1
A. Core Module Results	2
1. Survey Sample	2
2. Summary of Key Indicators	3
3. Demographics	5
4. Routines	11
5. Learning from Home	12
6. School Performance, Engagement, and Supports	14
7. Social and Emotional Health	27
8. School Violence, Victimization, and Safety	32
9. Alcohol and Other Drug Use	39
10. Tobacco Use	51
11. Other Health Risks	60
12. Race/Ethnic Breakdowns	61
13. Gender Breakdowns	77
B. Alcohol and Other Drugs (AOD) Module	87
1. Module Sample	87
2. Summary of Key Indicators	88
3. ATOD Consumption Patterns	89
4. Reasons for and Consequences of AOD Consumption	93
5. Supports to Reduce AOD Use	97
6. Availability	98
7. Influences on ATOD Use	100
F. Drug-Free Communities (DFC) Module	104
1. Module Sample	104
2. Prescription Drug Use	105
3. Disapproval of Prescription Drug Use	106
4. Perceived Harm of Substance Use	107
Appendix I	108

Appendix II 109

List of Tables

	Page
Survey Module Administration	1
1 CHKS Survey Modules Administered	1
A. Core Module Results	2
1. Survey Sample	2
A1.1 Student Sample for Core Module	2
A1.2 Number of Respondents by Instructional Model	2
2. Summary of Key Indicators	3
A2.1 Key Indicators of School Climate	3
A2.2 Key Indicators of Substance Use, Remote Learning, and Student Well-Being	4
3. Demographics	5
A3.1 School Schedule, Past 30 Days	5
A3.2 Gender of Sample	5
A3.3 Sexual Orientation	6
A3.4 Gender Identity	6
A3.5 Race or Ethnicity	7
A3.6 Living Situation	7
A3.7 Highest Education of Parents	8
A3.8 Language Spoken at Home	8
A3.9 English Language Proficiency – Home Language Other Than English	9
A3.10 Number of Days Attending Afterschool Program	10
A3.11 Military Connections	10
4. Routines	11
A4.1 Eating of Breakfast	11
A4.2 Bedtime	11
5. Learning from Home	12
A5.1 Remote Learning Schedule and Instructional Time	12
A5.2 Interesting Activities Provided for Student in Remote Learning	13
A5.3 Interest in Schoolwork Done from Home	13
6. School Performance, Engagement, and Supports	14
A6.1 Grades, Past 12 Months	14
A6.2 Absences, Past 30 Days	14
A6.3 Reasons for Absence, Past 30 Days	15
A6.4 School Environment & Connectedness, Academic Motivation, Parental Involvement	16
A6.5 Caring Relationships Scale Questions	17
A6.6 High Expectations Scale Questions	18
A6.7 Meaningful Participation Scale Questions	19
A6.8 School Connectedness Scale Questions	20
A6.8 School Connectedness Scale Questions – Continued	21

A6.9	Academic Motivation Scale Questions	22
A6.10	Maintaining Focus on Schoolwork	23
A6.11	School Boredom	24
A6.12	Promotion of Parental Involvement Scale Questions	25
A6.13	Checking Student Progress	26
A6.14	Quality of School Physical Environment	26
7.	Social and Emotional Health	27
A7.1	Chronic Sad or Hopeless Feelings, Past 12 Months	27
A7.2	Seriously Considered Attempting Suicide, Past 12 Months	27
A7.3	Optimism Scale Questions	28
A7.4	Life Satisfaction Scale Questions	29
A7.4	Life Satisfaction Scale Questions – Continued	30
A7.5	Social Emotional Distress Scale Questions	31
8.	School Violence, Victimization, and Safety	32
A8.1	Perceived Safety at School	32
A8.2	Reasons for Harassment on School Property, Past 12 Months	33
A8.2	Reasons for Harassment on School Property, Past 12 Months – Continued	34
A8.3	School Violence Victimization Scale Questions	35
A8.3	School Violence Victimization Scale Questions – Continued	36
A8.4	School Violence Perpetration Scale Questions	37
A8.5	Threats and Injuries with Weapons at School, Past 12 Months	38
A8.6	Weapons Possession on School Property, Past 12 Months	38
9.	Alcohol and Other Drug Use	39
A9.1	Summary Measures of Level of AOD Use and Perceptions	39
A9.2	Summary of AOD Lifetime Use	40
A9.3	Lifetime AOD Use	41
A9.3	Lifetime AOD Use – Continued	42
A9.4	Methods of Marijuana Consumption	43
A9.5	Current AOD Use, Past 30 Days	44
A9.6	Frequency of Current AOD Use, Past 30 Days	45
A9.7	Lifetime Drunk or “High”	46
A9.8	Current AOD Use on School Property, Past 30 Days	47
A9.9	Lifetime Drunk or “High” on School Property	47
A9.10	Cessation Attempts	48
A9.11	Perceived Harm of AOD Use	49
A9.12	Perceived Difficulty of Obtaining Alcohol, Marijuana, and Prescription Drugs	50
10.	Tobacco Use	51
A10.1	Summary of Key CHKS Tobacco Indicators	51
A10.2	Lifetime Tobacco Use	52
A10.3	Substances Ever Vaped	53
A10.4	Any Current Use and Daily Use	54
A10.5	Substances Vaped, Past 30 Days	55
A10.6	Current Smoking on School Property, Past 30 Days	56
A10.7	Secondhand Smoke on School Property, Past 30 days	57

A10.8	Cigarette Smoking and Vaping Cessation Attempts	57
A10.9	Perceived Harm of Cigarette Smoking	58
A10.10	Perceived Harm of Using Vape Products	58
A10.11	Perceived Difficulty of Obtaining Cigarettes and Vape Products	59
A10.12	School Bans Tobacco Use and Vaping	59
11.	Other Health Risks	60
A11.1	Alone After School	60
A11.2	Gang Involvement	60
12.	Race/Ethnic Breakdowns	61
A12.1	School Engagement and Supports by Race/Ethnicity	61
A12.1	School Engagement and Supports by Race/Ethnicity – Continued	62
A12.1	School Engagement and Supports by Race/Ethnicity – Continued	63
A12.1	School Engagement and Supports by Race/Ethnicity – Continued	64
A12.2	School Safety by Race/Ethnicity	65
A12.2	School Safety by Race/Ethnicity – Continued	66
A12.2	School Safety by Race/Ethnicity – Continued	67
A12.3	Cyberbullying by Race/Ethnicity	67
A12.4	Substance Use by Race/Ethnicity	68
A12.4	Substance Use by Race/Ethnicity – Continued	69
A12.4	Substance Use by Race/Ethnicity – Continued	70
A12.4	Substance Use by Race/Ethnicity – Continued	71
A12.5	Routines by Race/Ethnicity	72
A12.6	Learning from Home by Race/Ethnicity	73
A12.6	Learning from Home by Race/Ethnicity – Continued	74
A12.7	Social and Emotional Health by Race/Ethnicity	75
A12.7	Social and Emotional Health by Race/Ethnicity – Continued	76
13.	Gender Breakdowns	77
A13.1	School Engagement and Supports by Gender	77
A13.1	School Engagement and Supports by Gender – Continued	78
A13.1	School Engagement and Supports by Gender – Continued	79
A13.2	School Safety by Gender	80
A13.2	School Safety by Gender – Continued	81
A13.3	Cyberbullying by Gender	81
A13.4	Substance Use by Gender	82
A13.4	Substance Use by Gender – Continued	83
A13.5	Routines by Gender	84
A13.6	Learning from Home by Gender	85
A13.7	Social and Emotional Health by Gender	86
B.	Alcohol and Other Drugs (AOD) Module	87
1.	Module Sample	87
B1.1	Student Sample for AOD Module	87
2.	Summary of Key Indicators	88

B2.1	Key Indicators of Alcohol and Other Drug Use	88
3.	ATOD Consumption Patterns	89
B3.1	Lifetime Use of Heroin, Sedatives, Appetite Suppressants, and Prescription Stimulant	89
B3.2	Age of Onset – AOD Use	90
B3.3	Age of Onset – Tobacco Use	91
B3.4	Usual Alcohol Consumption Level	91
B3.5	Usual Drug Consumption Level	92
B3.6	Driving Under the Influence Experiences, Lifetime	92
4.	Reasons for and Consequences of AOD Consumption	93
B4.1	Reasons for AOD Use, Past 12 Months	93
B4.2	Problems Caused by AOD Use	94
B4.3	Alcohol or Other Drug Use Caused Negative Experiences	95
B4.4	Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession	96
5.	Supports to Reduce AOD Use	97
B5.1	Needed Counseling for Use	97
B5.2	Likelihood of Finding Help at School for Quitting or Reducing Use	97
B5.3	Talked with Parent About AOD Use	97
6.	Availability	98
B6.1	Sources for Obtaining Alcohol	98
B6.2	Sources for Obtaining Marijuana	99
7.	Influences on ATOD Use	100
B7.1	Personal Disapproval of AOD Use	100
B7.2	Parent Disapproval of ATOD Use	101
B7.3	Peer Disapproval of ATOD Use	102
B7.4	Heard, Read, or Watched Any Anti-ATOD Messages, Past 12 Months	103
F.	Drug-Free Communities (DFC) Module	104
1.	Module Sample	104
F1.1	Student Sample for DFC Module	104
2.	Prescription Drug Use	105
F2.1	Prescription Drug Use, Past 30 Days	105
3.	Disapproval of Prescription Drug Use	106
F3.1	Parental Disapproval of Prescription Drug Use	106
F3.2	Peer Disapproval of Prescription Drug Use	106
4.	Perceived Harm of Substance Use	107
F4.1	Perceived Risks Associated with Marijuana and Prescription Drug Use	107
Appendix I	108
Appendix II	109

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 2021-22 *California Healthy Kids Survey* (CHKS) for schools within this county. 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 districts that administered the survey in the county 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), including *Helpful Resources for Local Control and Accountability Plans* (calschls.org/docs/lcap_cal_schls.pdf). 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 Regional Centers offer 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 districts in the county.

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.

What's New? Although most school buildings have re-opened in 2021-22 for in-person instruction in California, the CHKS still contains skip logic to direct students to some questions relevant to remote instruction for students participating in school remotely via the California's Independent Study option. In addition, questions asking about students' social and emotional distress and optimism about the future have been retained and life satisfaction items have been added to the Core Module to assess student wellness. The new content assessed by the Core Module includes the following:

- boredom at school;
- life satisfaction;
- perceived harm of occasional and frequent vaping of tobacco/nicotine;
- perceived difficulty of obtaining prescription drugs; and
- frequency of vaping specific substances (tobacco or nicotine, marijuana or THC, other).

In addition, display logic has been added to the survey so that all students are not asked questions that are not applicable to them (e.g., cessation attempts are only asked of students who had used substances in their lifetime). To reduce survey burden, items assessing self-efficacy, problem solving, self-awareness, gratitude, and adult and peer caring relationships have been moved back to the Social Emotional Health Module (SEHM).

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 reports numbers of districts, schools, and total responses for students who completed the survey.
- Appendix I lists all the districts serving secondary grades in the county that were eligible to participate in the survey and the percentage of their enrolled students that completed the survey.

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.

Racial/Ethnic and Gender Results

Summary tables provide key findings (e.g., safety, harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories and gender. Districts can subscribe to the District CalSCHLS data dashboard to disaggregate their CHKS results by the race/ethnicity or gender of students or by other demographic categories.

PUBLIC ONLINE DATA 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 Module, trends over time, and disparities in survey outcomes across subgroups. Group differences by gender, race/ethnicity, parental education, parent military status, homeless status, afterschool participation, gender identity, and sexual orientation can be examined. In addition, results can be displayed for English learners, free and reduced-priced meal eligible students (before 2021-22), and foster youth – three important LCAP priority groups. In addition to displaying results interactively on the web, dashboard results can be exported as Image and PDF files for dissemination.

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).
- *Assessing School Climate* describes the value of the CalSCHLS student, staff, and parent surveys for assessing school climate, listing constructs and individual indicators (data.calschls.org/resources/Cal-SCHLS_AssessingClimate2013-14.pdf).
- *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).
- *Using CalSCHLS to Assess Social-Emotional Learning and Health* describes how the CHKS Core and SEHM module provide a comprehensive profile of student social-emotional competency (learning) and health, and the related supports schools provide, including questions aligned with the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) (data.calschls.org/resources/CalSCHLS_AssessSELH.pdf). The staff survey provides data on the perception of adults in the school on social-emotional service needs and provision.
- *Helpful Resources for Local Control and Accountability Plans* describes how survey items align with LCAP priorities and indicators (calschls.org/docs/lcap_cal_schls.pdf). Also available is an LCAP-related PowerPoint presentation (calschls.org/site/assets/files/1036/cal-schls-lcap_schoolclimatev6-1.pptx).
- The *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/resources.

- 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/docs/calschls-crosswalk.pdf) 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 Regional Centers. 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 Regional Center 888.841.7536 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 school districts in your county have 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/docs/calschls-crosswalk.pdf) 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 districts did not administer these companion surveys, urge them to do so next time.
- **Elementary CHKS Results.** Examine how the results from 7th, 9th, and 11th graders compare with those from 5th graders if your districts also administered the CHKS at this school level. 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 county 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 County 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_1719.pdf) or examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard). If there is a county 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 county results can provide some context for your results, but the most important consideration is what your own results say about the students in your county/community.

Data Workshop

To assist in your review of the survey results, you can request your CalSCHLS Regional Center 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 Regional Center (888.841.7536) 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 through the CalSCHLS Regional Centers 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.

Disaggregated Reports

The staff of the CalSCHLS Regional Centers 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 districts within a county. You can also request an analysis by WestEd staff of any topic of interest.

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 (888.841.7536) 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 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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Thomas Hanson, Ph.D.
CalSCHLS Director, WestEd

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

Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 7	Grade 9	Grade 11	NT ^A
Number of districts	9	3	3	2
Number of schools	15	8	8	2
Number of students	570	509	458	44

Note: ^ANT includes continuation, community day, and other alternative school types.

Table A1.2

Number of Respondents by Instructional Model

	Grade 7	Grade 9	Grade 11	NT
In-school learning only	559	491	419	38
Remote learning only	11	18	39	5

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness ^{†#} (<i>In-School Only</i>)	61	58	52	52	A6.4
School connectedness ^{†ψ} (<i>Remote Only</i>)		61	60		A6.4
Academic motivation [†]	60	54	53	39	A6.4
School is really boring [±]	44	51	59	59	A6.11
School is worthless and a waste of time [±]	18	18	26	38	A6.11
Monthly Absences (3 or more)	25	20	19	58	A6.2
Maintaining focus on schoolwork [†]	37	27	27	26	A6.10
Caring adult relationships [‡]	57	57	62	51	A6.4
High expectations-adults in school [‡]	69	68	70	62	A6.4
Meaningful participation [‡]	27	24	28	30	A6.4
Facilities upkeep ^{†Φ}	55	45	43	56	A6.14
Promotion of parental involvement in school [†]	50	42	41	23	A6.4
School Safety and Cyberbullying					
School perceived as very safe or safe ^Φ	64	55	56	68	A8.1
Experienced any harassment or bullying [§]	34	30	27	16	A8.2
Had mean rumors or lies spread about you [§]	37	24	23	19	A8.3
Been afraid of being beaten up ^{§Φ}	16	21	11	9	A8.3
Been in a physical fight ^{§Φ}	16	7	7	15	A8.4
Seen a weapon on campus ^{§Φ}	12	16	14	6	A8.6
Cyberbullying [§]	28	24	20	22	A8.3

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

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

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

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

[±]Rating of 6 or higher.

^ΦIn-school only.

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Substance Use					
Current alcohol or drug use [¶]	8	17	31	49	A9.5
Current marijuana use [¶]	4	10	21	43	A9.5
Current binge drinking [¶]	2	5	12	27	A9.5
Very drunk or “high” 7 or more times, ever	2	8	20	53	A9.7
Been drunk or “high” on drugs at school, ever	2	5	15	37	A9.9
Current cigarette smoking [¶]	1	2	4	11	A10.4
Current vaping [¶]	5	13	16	47	A10.4
Current tobacco vaping [¶]	3	11	15	46	A10.5
Current marijuana vaping [¶]	2	5	9	38	A10.5
Routines					
Eating of breakfast [‡]	62	54	52	49	A4.1
Bedtime (at 12 am or later)	20	28	37	51	A4.2
Learning from Home					
Average days worked on schoolwork (≥ 5) ^{¶δ}	40	50	41		A5.1
Synchronous instruction (4 days or more) ^{¶δ}		6	3		A5.1
Interest in schoolwork done from home ^{δ}		27	38		A5.3
Meaningful opportunities ^{‡δ}		60	67		A5.2
Social and Emotional Health					
Social emotional distress [‡]	30	34	41	38	A7.5
Experienced chronic sadness/hopelessness [§]	33	39	46	53	A7.1
Considered suicide [§]	19	26	22	38	A7.2
Optimism [‡]	49	41	36	27	A7.3
Life satisfaction [‡]	64	60	55	57	A7.4

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

[¶]Past 30 days.

[‡]Today.

^{δ} Remote only.

[¶]Past 7 days.

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

[§]Past 12 months.

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

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
In-School Model	98	96	91	86
Remote Learning Model	2	4	9	14

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

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

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

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

Table A3.2

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	50	51	46	63
Female	42	42	48	26
Nonbinary	4	5	3	5
Something else	4	3	3	7

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Straight (not gay)	70	70	69	83
Lesbian or Gay	3	3	3	0
Bisexual	9	11	14	12
Something else	6	7	5	2
Not sure	9	6	4	0
Decline to respond	3	2	5	2

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I am not transgender	86	89	89	90
Yes, I am transgender	3	5	3	0
I am not sure if I am transgender	5	3	3	2
Decline to respond	6	3	5	7

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?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native, non-Hispanic	3	1	2	0
Asian or Asian American, non-Hispanic	3	1	1	0
Black or African American, non-Hispanic	1	2	1	0
Hispanic or Latinx	14	15	19	12
Native Hawaiian or Pacific Islander, non-Hispanic	0	0	0	0
White, non-Hispanic	59	66	64	73
Multiracial, non-Hispanic	12	11	10	7
Something else, non-Hispanic	8	4	3	7

Question HS/MS A.6: What is your race or ethnicity? (Mark All That Apply)... American Indian or Alaska Native... Asian or Asian American... Black or African American... Hispanic or Latinx... Native Hawaiian or Pacific Islander... White... Something else.

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

Table A3.6***Living Situation***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parent or guardian	88	94	94	80
Other relative's home	2	1	1	7
A home with more than one family	3	1	2	5
Friend's home	0	0	1	0
Foster home, group care, or waiting placement	0	0	0	0
Hotel or motel	0	0	0	0
Shelter, car, campground, or other transitional or temporary housing	1	0	0	2
Other living arrangement	5	3	2	5

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***Highest Education of Parents***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	4	4	8	23
Graduated from high school	10	16	17	20
Attended college but did not complete four-year degree	12	12	16	23
Graduated from college	45	50	51	10
Don't know	28	18	8	25

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 A3.8***Language Spoken at Home***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
English	94	94	94	90
Spanish	4	4	5	2
Mandarin	0	0	0	0
Cantonese	0	0	0	0
Taiwanese	0	0	0	0
Tagalog	0	0	0	2
Vietnamese	0	0	0	0
Korean	0	0	0	0
Arabic	0	0	0	0
Other	2	1	1	5

Question HS/MS A.14: What language is spoken most of the time in your home?

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

Table A3.9***English Language Proficiency Among Students Speaking a Language Other Than English at Home***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>How well do you...</i>				
understand English?				
Very well	88	62	70	
Well	12	35	22	
Not well	0	0	7	
Not at all	0	4	0	
speak English?				
Very well	73	64	67	
Well	18	21	22	
Not well	9	11	11	
Not at all	0	4	0	
read English?				
Very well	73	56	63	
Well	21	33	26	
Not well	3	7	11	
Not at all	3	4	0	
write English?				
Very well	82	59	67	
Well	12	33	19	
Not well	6	4	11	
Not at all	0	4	4	
<i>English Language Proficiency Status</i>				
Proficient	73	52	63	
Not proficient	27	48	37	

Question HS/MS A.14, 14A-14D: 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 A3.10***Number of Days Attending Afterschool Program (In-School Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I do not attend my school's afterschool program	83	87	87	95
1 day	4	5	3	0
2 days	3	3	2	0
3 days	2	1	1	0
4 days	2	0	1	0
5 days	5	5	6	5

Question HS/MS A.21: 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 A3.11***Military Connections***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	94	93	96	88
Yes	4	4	3	5
Don't know	2	3	1	7

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

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

4. Routines

Table A4.1

Eating of Breakfast

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	38	46	48	51
Yes	62	54	52	49

Question HS/MS A.16: Did you eat breakfast today?

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

Table A4.2

Bedtime

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Before 7:00 pm	0	0	0	2
7:00-7:59 pm	1	1	1	0
8:00-8:59 pm	10	3	2	2
9:00-9:59 pm	26	16	8	17
10:00-10:59 pm	27	28	24	15
11:00-11:59 pm	15	24	27	12
12:00-12:59 am	8	15	19	29
After 1:00 am	12	13	18	22
<i>Bedtime at 12 am or later</i>	20	28	37	51

Question HS/MS A.15: What time did you go to bed last night?

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

5. Learning from Home

Table A5.1

Remote Learning Schedule and Instructional Time (Remote Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Time spent on learning and completing schoolwork from home on the average weekday				
Less than 1 hour	40	6	3	
Between 1 and 2 hours	0	19	15	
Between 2 and 3 hours	20	19	21	
Between 3 and 4 hours	30	19	26	
Between 4 and 5 hours	10	31	15	
More than 5 hours	0	6	21	
Number of days in the past week participating in an online class from home where your teacher talked to students				
0 days		75	65	
1 day		6	21	
2 days		6	9	
3 days		6	3	
4 days		0	0	
5 days		6	3	
Number of weekdays participating in school from home for the entire school day				
0 days	20	25	6	
1 day	0	0	9	
2 days	20	13	6	
3 days	10	6	12	
4 days	10	6	26	
5 days	40	50	41	

Question HS/MS A.22, 24, 25: 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 Learning (Remote Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Not at all true		27	18	
A little true		13	15	
Pretty much true		40	45	
Very much true		20	21	

Question HS/MS A.53: There is a teacher or some other adult from my school... who provides me with interesting activities to do while I am participating in school from home.

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

Table A5.3***Interest in Schoolwork Done from Home (Remote Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Strongly disagree		13	6	
Disagree		13	22	
Neither disagree nor agree		47	34	
Agree		20	25	
Strongly agree		7	13	

Question HS/MS A.44: How strongly do you agree or disagree with the following statements?... I am interested in the schoolwork I do when participating in school from home.

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

6. School Performance, Engagement, and Supports

Table A6.1

Grades, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	27	17	21	8
A's and B's	34	36	29	15
Mostly B's	7	10	12	3
B's and C's	17	19	20	30
Mostly C's	5	5	5	5
C's and D's	6	9	10	25
Mostly D's	2	2	1	8
Mostly F's	3	3	1	8

Question HS/MS A.27: During the past 12 months, how would you describe the grades you mostly received in school?

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

Table A6.2

Absences, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I did not miss any days of school in the past 30 days	43	44	45	5
1 day	21	24	20	20
2 days	11	13	16	18
3 or more days	25	20	19	58

Question HS/MS A.17, 26: In the past 30 days, how often did you miss an entire day of school for any reason? [In-school only]. In the past 30 days, how often did you miss an entire day of remote learning classes for any reason? [Remote only]

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

Table A6.3***Reasons for Absence, Past 30 Days***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I didn't miss any school	41	41	38	6
Illness (feeling physically sick), including problems with breathing or your teeth	29	36	37	61
Were being bullied or mistreated at school <i>(In-School Only)</i>	3	3	2	8
Felt very sad, hopeless, anxious, stressed, or angry	8	11	18	28
Didn't get enough sleep	8	8	13	33
Didn't feel safe at school or going to and from school <i>(In-School Only)</i>	1	1	1	3
Had to take care of or help a family member or friend	5	4	7	11
Wanted to spend time with friends	1	3	4	14
Used alcohol or drugs	0	0	1	8
Were behind in schoolwork or weren't prepared for a test or class assignment	2	1	6	6
Were bored or uninterested in school	4	5	9	19
Had no transportation to school <i>(In-School Only)</i>	3	3	5	17
Other reason	25	20	18	33

Question HS/MS A.28, 30: In the past 30 days, did you miss a day of school for any of the following reasons? (Mark All That Apply.) [In-school only]... In the past 30 days, did you miss a day of school from home for any of the following reasons? (Mark All That Apply.) [Remote only]

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Total school supports	51	50	53	48	
Caring adults in school [‡]	57	57	62	51	A6.5
High expectations-adults in school [‡]	69	68	70	62	A6.6
Meaningful participation at school [‡]	27	24	28	30	A6.7
School connectedness ^{†#} <i>(In-School Only)</i>	61	58	52	52	A6.8
School connectedness ^{†ψ} <i>(Remote Only)</i>		61	60		A6.8
Academic motivation [†]	60	54	53	39	A6.9
Promotion of parental involvement in school [†]	50	42	41	23	A6.12

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

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

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

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

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

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

Table A6.5***Caring Relationships Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	57	57	62	51
<i>There is a teacher or some other adult from my school... who really cares about me.</i>				
Not at all true	12	11	9	10
A little true	34	34	31	46
Pretty much true	33	35	32	28
Very much true	21	20	28	15
<i>who notices when I’m not there.</i>				
Not at all true	14	15	13	15
A little true	30	31	28	33
Pretty much true	31	33	31	23
Very much true	25	21	28	28
<i>who listens to me when I have something to say.</i>				
Not at all true	12	13	10	18
A little true	26	25	25	23
Pretty much true	35	39	36	44
Very much true	27	23	29	15

Question HS/MS A.51, 54, 57: There is a teacher or some other adult from my school... who really cares about me... who notices when I’m not there... who listens to me when I have something to say.

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

Table A6.6**High Expectations Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	69	68	70	62
There is a teacher or some other adult from my school... who tells me when I do a good job.				
Not at all true	9	10	8	3
A little true	27	26	22	33
Pretty much true	40	39	38	38
Very much true	24	25	33	26
who always wants me to do my best.				
Not at all true	5	5	4	3
A little true	17	18	21	31
Pretty much true	34	39	37	41
Very much true	44	38	39	26
who believes that I will be a success.				
Not at all true	11	11	9	15
A little true	24	26	25	28
Pretty much true	32	37	34	33
Very much true	33	26	31	23

Question HS/MS A.52, 55, 58: There is a teacher or some other adult from my school... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.

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

Table A6.7

Meaningful Participation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation at school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	27	24	28	30
<i>At school/When I participate in school,...</i>				
I do interesting activities.				
Not at all true	10	15	20	28
A little true	32	32	35	33
Pretty much true	35	33	32	26
Very much true	22	20	13	13
I help decide things like class activities or rules.				
Not at all true	49	51	46	51
A little true	32	31	31	23
Pretty much true	12	14	15	21
Very much true	6	4	8	5
I do things that make a difference.				
Not at all true	35	39	39	51
A little true	39	38	36	18
Pretty much true	18	17	17	21
Very much true	9	5	8	10
I have a say in how things work.				
Not at all true	50	53	48	51
A little true	33	28	26	21
Pretty much true	12	15	18	18
Very much true	6	3	8	10
I help decide school activities or rules.				
Not at all true	65	68	64	56
A little true	23	23	19	15
Pretty much true	7	8	12	21
Very much true	5	1	6	8

Question HS/MS A.59-68: At school [In-School only],... When I participate in school [Remote only],... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference... I have a say in how things work... I help decide school activities or rules.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School connectedness[#] (<i>In-School Only</i>)				
<i>Average reporting “Agree” or “Strongly agree”</i>	61	58	52	52
School connectedness^ψ (<i>Remote Only</i>)				
<i>Average reporting “Agree” or “Strongly agree”</i>		61	60	
I feel close to people at/from this school.				
Strongly disagree	3	5	9	18
Disagree	6	8	11	10
Neither disagree nor agree	24	25	26	28
Agree	41	44	38	33
Strongly agree	26	18	16	10
I am happy with/to be at this school.				
Strongly disagree	7	6	10	13
Disagree	9	7	13	10
Neither disagree nor agree	25	28	28	23
Agree	37	42	35	33
Strongly agree	23	17	14	21
I feel like I am part of this school.				
Strongly disagree	7	6	10	13
Disagree	11	11	13	11
Neither disagree nor agree	26	31	32	42
Agree	38	41	35	26
Strongly agree	18	11	11	8

Question HS/MS A.31-38: How strongly do you agree or disagree with the following statements?... I feel close to people at this school. [In-School only]... I feel close to people from this school. [Remote only]... I am happy to be at this school. [In-School only]... I am happy with this school. [Remote only]... I feel like I am part of this school.... The teachers at this school treat students fairly. [In-School only]... The teachers treat students fairly. [Remote only]... I feel safe in my school. [In-School only]

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
The teachers at this school treat students fairly/The teachers treat students fairly.				
Strongly disagree	5	4	4	5
Disagree	10	8	9	3
Neither disagree nor agree	29	27	27	18
Agree	36	47	44	54
Strongly agree	20	14	16	21
I feel safe in my school. <i>(In-School Only)</i>				
Strongly disagree	3	6	6	3
Disagree	6	11	9	14
Neither disagree nor agree	26	26	30	33
Agree	44	41	40	39
Strongly agree	22	16	14	11

Question HS/MS A.36-38 How strongly do you agree or disagree with the following statements?... The teachers at this school treat students fairly. [In-School only]... The teachers treat students fairly. [Remote only]...I feel safe in my school. [In-School only]

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

Table A6.9**Academic Motivation Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Academic motivation				
<i>Average reporting “Agree” or “Strongly agree”</i>	60	54	53	39
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	3	2	2	5
Disagree	3	3	8	8
Neither disagree nor agree	19	23	18	28
Agree	41	49	50	44
Strongly agree	34	23	22	15
I try hard on my schoolwork because I am interested in it.				
Strongly disagree	13	12	12	15
Disagree	22	19	27	21
Neither disagree nor agree	35	39	34	49
Agree	21	25	22	10
Strongly agree	10	5	5	5
I work hard to try to understand new things when doing my schoolwork.				
Strongly disagree	5	5	5	13
Disagree	9	10	13	10
Neither disagree nor agree	26	34	29	46
Agree	41	41	40	21
Strongly agree	19	11	12	10
I am always trying to do better in my schoolwork.				
Strongly disagree	3	2	3	8
Disagree	4	4	9	8
Neither disagree nor agree	20	28	26	33
Agree	41	45	47	36
Strongly agree	32	20	15	15

Question HS/MS A.45-48: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard on my schoolwork because I am interested in it... I work hard to try to understand new things when doing my schoolwork... I am always trying to do better in my schoolwork.

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

Table A6.10***Maintaining Focus on Schoolwork***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
It is hard for me to stay focused when doing my schoolwork.				
Strongly disagree	12	5	5	10
Disagree	25	22	22	15
Neither disagree nor agree	24	27	21	31
Agree	22	27	30	23
Strongly agree	17	19	22	21

Question HS/MS A.43: 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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School is really boring.				
0 (Strongly disagree)	8	3	2	3
1	5	3	3	0
2	9	8	4	0
3	9	7	7	5
4	10	13	11	18
5	15	16	13	15
6	10	14	13	3
7	12	12	16	5
8	7	8	11	13
9	3	3	5	5
10 (Strongly agree)	12	13	14	33
School is worthless and a waste of time.				
0 (Strongly disagree)	33	22	16	13
1	13	14	9	10
2	10	15	13	5
3	11	13	13	5
4	8	7	10	8
5	6	12	13	21
6	4	6	7	15
7	4	3	7	5
8	3	2	3	10
9	1	1	2	3
10 (Strongly agree)	6	6	7	5

Question HS/MS A.49, 50: How strongly do you agree or disagree with the following statements?... School is really boring... School is worthless and a waste of time.

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

Table A6.12***Promotion of Parental Involvement Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Promotion of parental involvement in school				
<i>Average reporting “Agree” or “Strongly agree”</i>	50	42	41	23
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	3	6	7	8
Disagree	10	15	18	15
Neither disagree nor agree	35	36	29	46
Agree	37	34	37	23
Strongly agree	14	9	8	8
Parents feel welcome to participate at this school.				
Strongly disagree	3	3	5	3
Disagree	7	9	12	11
Neither disagree nor agree	38	49	46	74
Agree	38	29	30	11
Strongly agree	14	9	6	3
School staff take parent concerns seriously.				
Strongly disagree	5	6	7	3
Disagree	9	11	13	5
Neither disagree nor agree	41	37	39	67
Agree	30	33	32	26
Strongly agree	15	12	9	0

Question HS/MS A.40-42: 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 A6.13**Checking Student Progress**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A teacher or some other adult from my school checks on how I am feeling.				
Not at all true	27	29	19	26
A little true	36	32	31	26
Pretty much true	20	25	25	36
Very much true	17	14	24	13

*Question HS/MS A.56: 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 A6.14**Quality of School Physical Environment (In-School Only)**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	3	9	9	6
Disagree	11	13	20	8
Neither disagree nor agree	31	33	28	31
Agree	44	32	33	47
Strongly agree	11	13	10	8

*Question HS/MS A.39: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.
Note: Cells are empty if there are less than 10 respondents.*

7. Social and Emotional Health

Table A7.1

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
No	67	61	54	47
Yes	33	39	46	53

Question HS A.157/MS A.150: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

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

Table A7.2

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 7	Grade 9	Grade 11	NT
	%	%	%	%
No	81	74	78	62
Yes	19	26	22	38

Question HS A.158/MS A.151: During the past 12 months, did you ever seriously consider attempting suicide?

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

Table A7.3**Optimism Scale Questions**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Optimism				
<i>Average reporting “Pretty much true” or “Very much true”</i>	49	41	36	27
Each day I look forward to having a lot of fun.				
Not at all true	18	21	26	32
A little true	32	39	42	43
Pretty much true	29	28	21	16
Very much true	21	12	10	8
I usually expect to have a good day.				
Not at all true	22	24	28	35
A little true	30	36	37	43
Pretty much true	28	29	27	8
Very much true	21	11	9	14
Overall, I expect more good things to happen to me than bad things.				
Not at all true	25	26	29	32
A little true	25	31	31	32
Pretty much true	28	29	30	24
Very much true	22	15	10	11

Question HS A.164-166/MS A.157-159: Please tell us how true each statement is of you... Each day I look forward to having a lot of fun... I usually expect to have a good day... Overall, I expect more good things to happen to me than bad things.

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

Table A7.4***Life Satisfaction Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Life satisfaction				
<i>Average reporting “Satisfied” or “Very satisfied”</i>	64	60	55	57
<i>I would describe my satisfaction with...</i>				
my family life as...				
Very dissatisfied	4	4	6	8
Dissatisfied	5	8	7	11
A little dissatisfied	7	8	11	14
A little satisfied	12	12	13	8
Satisfied	35	39	38	38
Very satisfied	37	29	26	22
my friendships as...				
Very dissatisfied	3	2	3	3
Dissatisfied	4	3	5	0
A little dissatisfied	8	9	9	8
A little satisfied	10	15	14	11
Satisfied	37	36	40	46
Very satisfied	38	34	29	32
my school experience as...				
Very dissatisfied	9	7	10	8
Dissatisfied	6	9	12	3
A little dissatisfied	15	13	16	16
A little satisfied	23	29	28	32
Satisfied	33	30	27	27
Very satisfied	14	12	8	14

Question HS A.167-169/MS A.160-162: Please describe your level of satisfaction below. I would describe my satisfaction with... my family life as... my friendships as... my school experience as...

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

Table A7.4
Life Satisfaction Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>I would describe my satisfaction with...</i>				
myself as...				
Very dissatisfied	14	13	11	22
Dissatisfied	9	12	11	8
A little dissatisfied	10	15	17	16
A little satisfied	17	17	19	14
Satisfied	25	26	27	30
Very satisfied	26	16	15	11
where I live as...				
Very dissatisfied	3	4	8	5
Dissatisfied	4	3	7	5
A little dissatisfied	6	8	8	16
A little satisfied	15	10	12	8
Satisfied	30	37	34	46
Very satisfied	42	37	30	19

Question HS A.170, 171/MS A.163, 164: Please describe your level of satisfaction below. I would describe my satisfaction with... myself as... where I live as...

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

Table A7.5***Social Emotional Distress Scale Questions***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress				
<i>Average reporting “Pretty much true” or “Very much true”</i>	30	34	41	38
I had a hard time relaxing.				
Not at all true	36	28	26	32
A little true	34	38	32	27
Pretty much true	17	22	24	19
Very much true	14	13	18	22
I felt sad and down.				
Not at all true	37	32	26	30
A little true	29	31	31	30
Pretty much true	15	18	19	14
Very much true	19	20	23	27
I was easily irritated.				
Not at all true	31	27	23	24
A little true	30	30	27	19
Pretty much true	17	22	25	22
Very much true	22	21	24	35
It was hard for me to cope and I thought I would panic.				
Not at all true	58	48	44	51
A little true	19	21	19	19
Pretty much true	10	14	18	11
Very much true	13	17	20	19
It was hard for me to get excited about anything.				
Not at all true	58	50	40	41
A little true	22	24	28	35
Pretty much true	10	13	18	3
Very much true	11	13	14	22

Question HS A.159-163/MS A.152-156: Over the past 30 days, how true do you feel these statements are about you?... I had a hard time relaxing... I felt sad and down... I was easily irritated... It was hard for me to cope and I thought I would panic... It was hard for me to get excited about anything.

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

8. School Violence, Victimization, and Safety

Table A8.1

Perceived Safety at School (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	18	16	17	21
Safe	46	39	39	47
Neither safe nor unsafe	30	36	36	29
Unsafe	4	6	5	3
Very unsafe	2	3	3	0

Question HS A.121/MS A.114: How safe do you feel when you are at school?

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

Table A8.2**Reasons for Harassment, Past 12 Months**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	95	95	93	97
1 time	3	3	3	3
2 or more times	3	3	4	0
Religion				
0 times	95	95	94	97
1 time	3	2	3	0
2 or more times	2	3	3	3
Gender				
0 times	91	90	91	100
1 time	5	3	5	0
2 or more times	5	6	4	0
Because you are gay, lesbian, or bisexual or someone thought you were				
0 times	85	89	89	100
1 time	5	4	5	0
2 or more times	10	7	6	0
A physical or mental disability				
0 times	93	93	92	100
1 time	3	4	5	0
2 or more times	4	3	3	0
Any of the above five reasons	25	23	23	5

Question HS A.141-145, 148-152/MS A.134-138, 141-145: 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 on School Property, Past 12 Months – Continued***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
You are an immigrant or someone thought you were				
0 times	99	98	97	100
1 time	0	1	2	0
2 or more times	1	1	1	0
Any other reason				
0 times	79	82	85	86
1 time	8	5	5	6
2 or more times	13	13	10	8
Any harassment	34	30	27	16

Question HS A.141-154/MS A.134-147: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin [In-school only]... Your religion [In-school only]... Your gender [In-school only]... Because you are gay, lesbian, or bisexual or someone thought you were [In-school only]... A physical or mental disability [In-school only]... You are an immigrant or someone thought you were [In-school only]... Any other reason [In-school only]... During the past 12 months, how many times did students from your school harass you or bully you for any of the following reasons?... Your race, ethnicity, or national origin [Remote only]... Your religion [Remote only]... Your gender [Remote only]... Because you are gay, lesbian, or bisexual or someone thought you were [Remote only]... A physical or mental disability [Remote only]... You are an immigrant or someone thought you were [Remote only]... Any other reason. [Remote only]

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

Table A8.3

School Violence Victimization Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School violence victimization (<i>In-School Only</i>)				
Average reporting “1 or more times”	31	25	21	14
<i>During the past 12 months, how many times on school property have you...</i>				
been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around? (<i>In-School Only</i>)				
0 times	68	79	85	82
1 time	15	9	9	15
2 to 3 times	9	6	4	3
4 or more times	8	5	3	0
been afraid of being beaten up? (<i>In-School Only</i>)				
0 times	84	79	89	91
1 time	9	11	7	9
2 to 3 times	4	5	3	0
4 or more times	3	5	2	0
<i>During the past 12 months, how many times have you...</i>				
had mean rumors or lies spread about you?				
0 times	63	76	77	81
1 time	17	10	9	8
2 to 3 times	9	7	6	3
4 or more times	11	7	7	8
had sexual jokes, comments, or gestures made to you?				
0 times	68	69	69	76
1 time	11	8	8	8
2 to 3 times	6	10	9	8
4 or more times	14	13	13	8

Question HS A.122, 123, 125, 126, 133, 137, 138/MS A.115, 116, 118, 119, 130, 131: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around? [In-school only]... been afraid of being beaten up? [In-school only]... had mean rumors or lies spread about you? [In-school only]... had sexual jokes, comments, or gestures made to you? [In-school only]... During the past 12 months, how many times did students from your school... spread mean rumors or lies spread about you? [Remote only]... make sexual jokes, comments, or gestures toward you? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

Table A8.3

School Violence Victimization Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
had your property stolen or deliberately damaged?				
<i>(In-School Only)</i>				
0 times	82	88	88	88
1 time	11	7	8	12
2 to 3 times	4	3	3	0
4 or more times	3	1	2	0
<i>During the past 12 months, how many times have you...</i>				
been made fun of because of your looks or the way you talk?				
0 times	61	69	74	84
1 time	13	11	9	8
2 to 3 times	11	10	8	3
4 or more times	15	9	9	5
been made fun of, insulted, or called names?				
0 times	56	70	76	84
1 time	13	9	6	5
2 to 3 times	12	9	9	5
4 or more times	19	13	8	5
During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?				
0 times (never)	72	76	80	78
1 time	14	11	10	8
2 to 3 times	7	7	6	8
4 or more times	7	6	5	5

Question HS A.127, 128, 136, 139, 140, 155/MS A.120, 121, 129, 132, 133, 148: During the past 12 months, how many times on school property have you... been made fun of because of your looks or the way you talk? [In-school only]... had your property stolen or deliberately damaged, such as your car, clothing, or books? [In-school only]... been made fun of, insulted, or called names? [In-school only]... During the past 12 months, how many times did students from your school... make fun of you because of your looks or the way you talk? [Remote only]...make fun of you, insult you, or call you names? [Remote only]... During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?

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

Table A8.4

School Violence Perpetration Scale Questions (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School violence perpetration				
<i>Average reporting “1 or more times”</i>	7	7	9	9
<i>During the past 12 months, how many times on school property have you...</i>				
been in a physical fight?				
0 times	84	93	93	85
1 time	11	4	5	12
2 to 3 times	3	2	1	0
4 or more times	2	1	1	3
been offered, sold, or given an illegal drug?				
0 times	93	84	76	79
1 time	4	7	7	12
2 to 3 times	2	4	7	0
4 or more times	1	4	9	9
damaged school property on purpose?				
0 times	95	96	95	97
1 time	3	2	2	3
2 to 3 times	1	1	2	0
4 or more times	1	0	1	0
carried a gun?				
0 times	99	99	98	97
1 time	0	0	1	0
2 to 3 times	0	0	0	0
4 or more times	1	1	0	3
carried any other weapon (such as a knife or club)?				
0 times	93	91	91	97
1 time	4	4	3	0
2 to 3 times	1	1	1	0
4 or more times	2	4	5	3

Question HS A.124, 129-132/MS A.117, 122-125: During the past 12 months, how many times on school property have you... been in a physical fight?... been offered, sold, or given an illegal drug?... damaged school property on purpose?... carried a gun?... carried any other weapon (such as a knife or club)?

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

Table A8.5**Threats and Injuries with Weapons at School, Past 12 Months (In-School Only)**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
been threatened with harm or injury?				
0 times	85	89	92	94
1 time	9	6	4	6
2 to 3 times	4	3	3	0
4 or more times	3	2	2	0
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	93	96	96	97
1 time	4	3	2	0
2 to 3 times	1	1	1	0
4 or more times	2	0	1	3

Question HS A.133, 135/MS A.126, 128: During the past 12 months, how many times on school property have you... been threatened or injured with a weapon (gun, knife, club, etc.)?... been threatened with harm or injury?

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

Table A8.6**Weapons Possession on School Property, Past 12 Months (In-School Only)**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<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	88	84	86	94
1 time	8	9	5	3
2 to 3 times	2	4	4	0
4 or more times	2	3	4	3

Question HS A.134/MS A.127: During the past 12 months, how many times on school property have you... seen someone carrying a gun, knife, or other weapon?

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

9. Alcohol and Other Drug Use

Table A9.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime illicit AOD use to get “high” [^]	18	35	50	82	A9.2
Lifetime alcohol or drug use	18	36	50	82	A9.2
Lifetime marijuana use	7	20	36	69	A9.2
Lifetime very drunk or high (7 or more times)	2	8	20	53	A9.7
Current alcohol or drug use [¶]	8	17	31	49	A9.5
Current marijuana use [¶]	4	10	21	43	A9.5
Current heavy drug use [¶]	3	7	14	41	A9.5
Current heavy alcohol use (binge drinking) [¶]	2	5	12	27	A9.5
Current alcohol or drug use on school property ^{¶Φ}	4	6	12	29	A9.8
Harmfulness of occasional marijuana use ^{BΦ}	33	21	19	30	A9.11
Difficulty of obtaining marijuana ^{CΦ}	20	6	5	14	A9.12

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

[^]*Excludes prescription pain medication.*

[¶]*Past 30 days.*

^Φ*In-School only.*

^B*Great harm.*

^C*Very difficult.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	14	27	44	72
Marijuana	7	20	36	69
Inhalants	4	5	7	13
Cocaine, methamphetamine, or any amphetamines	na	2	3	15
Ecstasy, LSD, or other psychedelics	na	3	11	33
Prescription pain medication (opioids)	na	8	7	13
Cold/cough medicines or other over-the-counter medicines to get “high”	na	8	10	28
Any other drug, pill, or medicine to get “high”	4	6	8	28
Any of the above AOD use	18	36	50	82
Any illicit AOD use to get “high”[^]	18	35	50	82

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

[^]Excludes prescription pain medication, tranquilizers or sedatives, diet pills, and prescription stimulant.

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	86	73	56	28
1 time	6	7	8	13
2 to 3 times	5	8	8	10
4 or more times	3	13	29	49
Marijuana (smoke, vape, eat, or drink)				
0 times	93	80	64	31
1 time	2	4	5	10
2 to 3 times	1	5	6	0
4 or more times	3	12	25	59
Inhalants				
0 times	96	95	93	87
1 time	1	1	1	0
2 to 3 times	2	1	2	5
4 or more times	1	3	4	8
Cocaine, methamphetamine, or any amphetamines				
0 times	na	98	97	85
1 time	na	1	1	5
2 to 3 times	na	0	1	0
4 or more times	na	1	1	10
Ecstasy, LSD, or other psychedelics				
0 times	na	97	89	67
1 time	na	1	2	5
2 to 3 times	na	1	4	8
4 or more times	na	1	4	21
Prescription pain medication				
0 times	na	92	93	87
1 time	na	1	1	0
2 to 3 times	na	2	3	3
4 or more times	na	4	2	11

Question HS A.72-75, 77, 78/MS A.73-75: 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, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Prescription pain medication (Vicodin, OxyContin, Percodan, Fentanyl).

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

na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cold/cough medicines or other over-the-counter medicines to get “high”				
0 times	na	92	90	72
1 time	na	2	3	5
2 to 3 times	na	2	3	5
4 or more times	na	4	4	18
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 times	96	94	92	72
1 time	1	1	2	0
2 to 3 times	1	1	3	10
4 or more times	2	3	3	18

Question HS A.79, 80/MS A.77: During your life, how many times have you used the following?... Cold/cough medicines or other over-the-counter medicines to get “high...” Any other drug, pill, or medicine to get “high” or for reasons other than medical.

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

na—Not asked of middle school students.

Table A9.4**Methods of Marijuana Consumption**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During your life, how many times have you used marijuana in any of the following ways...				
Smoke it?				
0 times	95	83	68	37
1 time	1	2	4	3
2 to 3 times	1	5	5	3
4 or more times	3	10	23	58
In a vaping device?				
0 times	95	88	74	42
1 time	1	1	3	0
2 to 3 times	0	3	5	11
4 or more times	3	8	18	47
Eat or drink it in products made with marijuana?				
0 times	96	88	75	55
1 time	2	5	6	5
2 to 3 times	1	2	8	8
4 or more times	1	5	12	32

Question HS A.84-86/MS A.81-83: 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, portable vaporizers)?... Eat or drink it in products made with marijuana?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks of alcohol)	6	11	24	32
Binge drinking (5 or more drinks in a row)	2	5	12	27
Marijuana (smoke, vape, eat, or drink)	4	10	21	43
Inhalants	2	2	2	3
Prescription drugs to get “high” or for reasons other than prescribed	na	1	2	3
Other drug, pill, or medicine to get “high” or for reasons other than medical	2	2	2	5
<i>Any drug use</i>	5	11	22	43
<i>Heavy drug use</i>	3	7	14	41
<i>Any AOD Use</i>	8	17	31	49
Two or more substances at the same time	na	3	12	27

Question HS A.90-96/MS A.87-91: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?... inhalants (things you sniff, huff, or breathe to get “high”)?... prescription drugs to get “high” or for reasons other than prescribed?... any other drug, pill, or medicine to get “high” or for reasons other than medical?... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

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

Heavy drug use was calculated based on pattern of combined current drug use on three or more days (marijuana, inhalants, prescription pain medicine to get “high” (high school only), or any other illegal drug/pill to get “high”). na—Not asked of middle school students.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks)				
0 days	94	89	76	68
1 or 2 days	5	9	18	16
3 to 9 days	1	2	4	11
10 to 19 days	0	0	1	5
20 to 30 days	0	1	1	0
Binge drinking (5 or more drinks in a row)				
0 days	98	95	88	73
1 or 2 days	1	4	7	16
3 to 9 days	1	1	3	5
10 to 19 days	0	0	1	5
20 to 30 days	0	0	1	0
Marijuana (smoke, vape, eat, or drink)				
0 days	96	90	79	57
1 or 2 days	2	4	7	3
3 to 9 days	1	3	4	5
10 to 19 days	1	1	3	3
20 to 30 days	0	3	7	32

Question HS A.90-92/MS A.87-89: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	95	89	74	58
1 to 2 times	3	6	14	13
3 to 6 times	1	3	7	3
7 or more times	1	1	5	26
“High” (loaded, stoned, or wasted) from using drugs				
0 times	95	84	69	39
1 to 2 times	3	4	7	3
3 to 6 times	1	4	6	5
7 or more times	2	8	19	53
<i>Very drunk or “high” 7 or more times</i>	2	8	20	53

Question HS A.81, 82/MS A.78, 79: During your life, how many times have you been... very drunk or sick after drinking alcohol?... “high” (loaded, stoned, or wasted) from using drugs?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	97	96	95	97
1 to 2 days	2	3	3	3
3 or more days	1	1	3	0
Marijuana (smoke, vape, eat, or drink)				
0 days	98	97	90	74
1 to 2 days	1	2	4	6
3 or more days	1	1	6	21
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 days	99	98	98	97
1 to 2 days	1	1	1	3
3 or more days	1	1	1	0
Any of the above	4	6	12	29

Question HS A.100-102/MS A.95-97: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol?... use marijuana (smoke, vape, eat, or drink)?... use any other drug, pill, or medicine to get “high” or for reasons other than medical?

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	98	95	85	63
1 to 2 times	1	2	4	11
3 to 6 times	1	1	3	8
7 or more times	0	2	8	18

Question HS A.83/MS A.80: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

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

Table A9.10
Cessation Attempts (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don't use	na	88	78	54
0 times	na	10	18	30
1 time	na	1	2	3
2 to 3 times	na	0	2	3
4 or more times	na	0	0	11
Marijuana				
Does not apply, don't use	na	87	77	43
0 times	na	10	15	27
1 time	na	2	5	11
2 to 3 times	na	1	1	8
4 or more times	na	0	2	11

Question HS A.118, 119: How many times have you tried to quit or stop using... alcohol?... marijuana?

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

na—Not asked of middle school students.

Table A9.11***Perceived Harm of AOD Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol - drink occasionally				
Great	19	13	19	43
Moderate	25	26	26	14
Slight	33	40	35	27
None	23	22	19	16
Alcohol - 5 or more drinks once or twice a week				
Great	33	42	42	43
Moderate	35	34	37	30
Slight	14	11	11	14
None	18	13	10	14
Marijuana - use occasionally				
Great	33	21	19	30
Moderate	30	29	23	11
Slight	18	28	30	22
None	19	22	28	38
Marijuana - use daily				
Great	58	48	36	22
Moderate	18	25	29	35
Slight	7	10	18	14
None	18	17	17	30

Question HS A.108-111/MS A.103-106: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, vape, eat, or drink) ... Use marijuana daily.

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

Table A9.12***Perceived Difficulty of Obtaining Alcohol, Marijuana, and Prescription Drugs to Get “High”***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Very difficult	16	6	5	14
Fairly difficult	17	11	7	11
Fairly easy	15	24	32	14
Very easy	10	27	34	43
Don't know	42	32	23	19
Marijuana				
Very difficult	20	6	5	14
Fairly difficult	13	9	6	3
Fairly easy	14	22	24	14
Very easy	9	27	43	53
Don't know	45	36	23	17
Prescription drugs to get “high” or for reasons other than prescribed				
Very difficult	21	10	9	19
Fairly difficult	14	15	18	8
Fairly easy	11	16	19	22
Very easy	8	13	17	30
Don't know	46	46	38	22

Question HS A.114-116/MS A.109-111: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana... Prescription drugs to get “high” or for reasons other than prescribed.

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

10. Tobacco Use

Table A10.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	2	7	15	36	A10.2
Current cigarette smoking [¶]	1	2	4	11	A10.4
Current cigarette smoking at school ^{¶Φ}	1	0	1	3	A10.6
Ever tried smokeless tobacco	1	3	6	26	A10.2
Current smokeless tobacco use [¶]	1	0	1	8	A10.4
Current smokeless tobacco use at school ^{¶Φ}	1	0	1	3	A10.6
Ever used vape products	9	24	35	69	A10.2
Current use of vape products [¶]	5	13	16	47	A10.4
Current tobacco vaping [¶]	3	11	15	46	A10.5
Current marijuana vaping [¶]	2	5	9	38	A10.5
Current vaping at school ^{¶Φ}	3	7	12	35	A10.6
Cessation Attempts					
Tried to quit smoking or vaping tobacco or nicotine ^Φ	na	6	14	35	A10.8
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking ^{BΦ}	28	23	24	46	A10.9
Harmfulness of smoking 1 or more packs/day ^{BΦ}	65	74	71	78	A10.9
Harmfulness of vaping occasionally ^{BΦ}	35	25	27	38	A10.10
Harmfulness of vaping several times a day ^{BΦ}	71	71	69	68	A10.10
Difficulty of obtaining cigarettes ^{CΦ}	17	8	6	14	A10.11
Difficulty of obtaining vape products ^{CΦ}	13	5	5	14	A10.11
Anti-Tobacco Policy					
School bans tobacco use and vaping ^Φ	73	73	78	82	A10.12

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

[¶]Past 30 days.

^ΦIn-School only.

^BGreat harm.

^CVery difficult.

na—Not asked of middle school students.

Table A10.2
Lifetime Tobacco Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	95	na	na	na
1 time	3	na	na	na
2 to 3 times	1	na	na	na
4 or more times	1	na	na	na
A whole cigarette				
0 times	98	93	85	64
1 time	1	2	4	5
2 to 3 times	1	1	4	3
4 or more times	1	4	7	28
Smokeless tobacco				
0 times	99	97	94	74
1 time	1	2	3	5
2 to 3 times	1	1	0	3
4 or more times	0	1	3	18
Vape products				
0 times	91	76	65	31
1 time	4	5	6	8
2 to 3 times	2	5	4	0
4 or more times	3	14	25	62

Question HS A.69-71/MS A.69-72: During your life, how many times have you used the following?... A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Vape products.

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

na—Not asked of high school students.

Table A10.3
Substances Ever Vaped

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vaped tobacco or nicotine				
0 times	93	80	69	33
1 time	2	3	5	8
2 to 3 times	1	4	4	0
4 or more times	3	13	22	59
Vaped marijuana or THC				
0 times	95	87	75	38
1 time	1	2	3	5
2 to 3 times	1	2	3	8
4 or more times	3	9	19	49
Vaped other product				
0 times	96	93	91	82
1 time	2	0	1	0
2 to 3 times	1	3	1	3
4 or more times	1	4	7	16

Question HS A.71A-71C/MS A.72A-72C: During your life, how many times have you used the following?... Vaped tobacco or nicotine... Vaped marijuana or THC... Vaped other product.

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

Table A10.4
Any Current Use and Daily Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	1	2	4	11
Daily (20 or more days)	0	0	0	5
Smokeless tobacco				
Any	1	0	1	8
Daily (20 or more days)	0	0	0	5
Vape products				
Any	5	13	16	47
Daily (20 or more days)	1	4	6	37

Question HS A.87-89/MS A.84-86: During the past 30 days, on how many days did you use... cigarettes?... smokeless tobacco (dip, chew, or snuff)?... vape products?

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

Table A10.5**Substances Vaped, Past 30 Days**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vaped tobacco or nicotine?				
0 days	97	89	85	54
1 or 2 days	1	4	5	5
3 to 9 days	1	3	1	0
10 to 19 days	1	1	2	8
20 to 30 days	1	3	6	32
Vaped marijuana or THC?				
0 days	98	95	91	62
1 or 2 days	1	2	2	5
3 to 9 days	1	2	3	3
10 to 19 days	1	0	2	5
20 to 30 days	0	1	3	24
Vaped other product?				
0 days	99	97	97	89
1 or 2 days	1	1	2	0
3 to 9 days	0	1	0	0
10 to 19 days	0	0	1	0
20 to 30 days	0	0	0	11

Question HS A.89A-89C/MS A.86A-86C: During the past 30 days, on how many days did you use vape products?... Vaped tobacco or nicotine... Vaped marijuana or THC... Vaped other product?

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

Table A10.6**Current Smoking on School Property, Past 30 Days (In-School Only)**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
0 days	99	100	99	97
1 or 2 days	1	0	1	3
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	0
Smokeless tobacco				
0 days	99	100	99	97
1 or 2 days	1	0	1	3
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	0
Vape				
0 days	97	93	88	65
1 or 2 days	2	3	3	3
3 to 9 days	1	1	1	0
10 to 19 days	0	1	2	6
20 to 30 days	1	2	6	26

Question HS A.97-99/MS A.92-94: During the past 30 days, on how many days on school property did you... smoke cigarettes?... use smokeless tobacco (dip, chew, or snuff)?... vape?

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

Table A10.7***Secondhand Smoke on School Property, Past 30 days (In-School Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes				
0 days	94	91	91	85
1 day	1	3	2	3
2 days	1	1	1	0
3-9 days	2	1	3	0
10-19 days	0	0	0	3
20-30 days	1	2	3	9

Question HS A.103/MS A.98: 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 A10.8***Cigarette Smoking and Vaping Cessation Attempts (In-School Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	88	79	43
0 times	na	6	7	22
1 time	na	3	6	3
2 to 3 times	na	2	5	14
4 or more times	na	1	3	19

Question HS A.117: How many times have you tried to quit or stop using... smoking or vaping tobacco or nicotine?

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

na—Not asked of middle school students.

Table A10.9***Perceived Harm of Cigarette Smoking***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke cigarettes occasionally				
Great	28	23	24	46
Moderate	34	43	42	27
Slight	22	22	23	16
None	17	11	11	11
Smoke 1 or more packs of cigarettes each day				
Great	65	74	71	78
Moderate	15	12	16	14
Slight	4	3	4	0
None	16	11	9	8

Question HS A.104, 105/MS A.99, 100: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vape tobacco or nicotine occasionally				
Great	35	25	27	38
Moderate	36	44	39	32
Slight	14	20	22	22
None	15	11	11	8
Vape tobacco or nicotine several times a day (100 puffs or more)				
Great	71	71	69	68
Moderate	10	14	17	16
Slight	3	4	5	8
None	15	11	9	8

Question HS A.106, 107/MS A.101, 102: How much do people risk harming themselves physically and in other ways when they do the following?... Vape tobacco or nicotine occasionally... Vape tobacco or nicotine several times a day (100 puffs or more).

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Very difficult	17	8	6	14
Fairly difficult	18	18	14	3
Fairly easy	17	26	29	27
Very easy	5	10	21	38
Don't know	43	38	31	19
Vape products				
Very difficult	13	5	5	14
Fairly difficult	14	6	4	0
Fairly easy	19	25	20	22
Very easy	12	36	49	49
Don't know	41	28	22	16

Question HS A.112, 113/MS A.107, 108: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes... Vape products.

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

Table A10.12***School Bans Tobacco Use and Vaping (In-School Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	3	3	7	3
Yes	73	73	78	82
Don't know	24	23	15	15

Question HS A.120/MS A.112: Does your school ban tobacco use and vaping on school property and at school sponsored events?

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

11. Other Health Risks

Table A11.1

Alone After School (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	41	na	na	na
1 day	22	na	na	na
2 days	11	na	na	na
3 days	7	na	na	na
4 days	4	na	na	na
5 days	15	na	na	na

Question MS A.113: In a normal week, how many days are you home after school for at least one hour without an adult there?

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

na—Not asked of high school students.

Table A11.2

Gang Involvement (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	93	96	94	97
Yes	7	4	6	3

Question HS A.156/MS A.149: Do you consider yourself a member of a gang?

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

12. Race/Ethnic Breakdowns

Table A12.1

School Engagement and Supports by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness^{†#} (<i>In-School Only</i>)				
American Indian or Alaska Native	54			
Asian or Asian American	65			
Black or African American				
Hispanic or Latinx	61	61	47	
Native Hawaiian or Pacific Islander				
White	62	57	54	52
Mixed (two or more) ethnics	57	59	57	
Something else	55	61		
School Connectedness^{†ψ} (<i>Remote Only</i>)				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White		63	62	
Mixed (two or more) ethnics				
Something else				
Academic Motivation[†]				
American Indian or Alaska Native	70			
Asian or Asian American	60			
Black or African American				
Hispanic or Latinx	66	57	53	
Native Hawaiian or Pacific Islander				
White	59	54	54	41
Mixed (two or more) ethnics	56	57	57	
Something else	55	47	50	

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

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School is really boring[±]				
American Indian or Alaska Native	20			
Asian or Asian American	41			
Black or African American				
Hispanic or Latinx	53	47	71	
Native Hawaiian or Pacific Islander				
White	45	51	59	62
Mixed (two or more) ethnics	47	56	40	
Something else	32	56	54	
School is worthless and a waste of time[±]				
American Indian or Alaska Native	27			
Asian or Asian American	24			
Black or African American				
Hispanic or Latinx	14	24	24	
Native Hawaiian or Pacific Islander				
White	17	17	24	38
Mixed (two or more) ethnics	21	17	24	
Something else	25	6	46	
Monthly Absences (3 or more)				
American Indian or Alaska Native	20			
Asian or Asian American	12			
Black or African American				
Hispanic or Latinx	31	24	20	
Native Hawaiian or Pacific Islander				
White	23	19	20	57
Mixed (two or more) ethnics	31	22	9	
Something else	27	22	23	

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

[±]Rating of 6 or higher.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Maintaining focus on schoolwork[†]				
American Indian or Alaska Native	40			
Asian or Asian American	47			
Black or African American				
Hispanic or Latinx	31	27	29	
Native Hawaiian or Pacific Islander				
White	40	28	27	24
Mixed (two or more) ethnics	27	28	24	
Something else	32	13	27	
Caring adults in school[‡]				
American Indian or Alaska Native	56			
Asian or Asian American	65			
Black or African American				
Hispanic or Latinx	49	62	62	
Native Hawaiian or Pacific Islander				
White	60	56	61	51
Mixed (two or more) ethnics	57	62	68	
Something else	48	44	54	
High expectations-adults in school[‡]				
American Indian or Alaska Native	62			
Asian or Asian American	75			
Black or African American				
Hispanic or Latinx	61	66	73	
Native Hawaiian or Pacific Islander				
White	71	68	70	62
Mixed (two or more) ethnics	73	73	75	
Something else	61	60	54	

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation at school[‡]				
American Indian or Alaska Native	29			
Asian or Asian American	18			
Black or African American				
Hispanic or Latinx	26	22	27	
Native Hawaiian or Pacific Islander				
White	27	25	28	30
Mixed (two or more) ethnics	29	23	36	
Something else	24	13	14	
Facilities upkeep[†] (<i>In-School Only</i>)				
American Indian or Alaska Native	53			
Asian or Asian American	35			
Black or African American				
Hispanic or Latinx	45	46	44	
Native Hawaiian or Pacific Islander				
White	60	42	45	62
Mixed (two or more) ethnics	55	58	50	
Something else	48	67		
Promotion of parental involvement in School[†]				
American Indian or Alaska Native	49			
Asian or Asian American	55			
Black or African American				
Hispanic or Latinx	50	40	42	
Native Hawaiian or Pacific Islander				
White	50	41	40	20
Mixed (two or more) ethnics	48	49	53	
Something else	45	46	36	

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

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

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

Table A12.2
School Safety by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe (<i>In-School Only</i>)				
American Indian or Alaska Native	67			
Asian or Asian American	53			
Black or African American				
Hispanic or Latinx	67	63	56	
Native Hawaiian or Pacific Islander				
White	66	54	57	68
Mixed (two or more) ethnics	56	52	59	
Something else	51	67		
Experienced harassment due to five reasons^{^§}				
American Indian or Alaska Native	20			
Asian or Asian American	24			
Black or African American				
Hispanic or Latinx	33	29	33	
Native Hawaiian or Pacific Islander				
White	22	21	19	4
Mixed (two or more) ethnics	33	22	30	
Something else	31	13		
Experienced any harassment or bullying[§]				
American Indian or Alaska Native	27			
Asian or Asian American	29			
Black or African American				
Hispanic or Latinx	34	37	38	
Native Hawaiian or Pacific Islander				
White	33	30	23	14
Mixed (two or more) ethnics	36	26	35	
Something else	40	19		

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

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had mean rumors or lies spread about you[§]				
American Indian or Alaska Native	60			
Asian or Asian American	29			
Black or African American				
Hispanic or Latinx	39	29	27	
Native Hawaiian or Pacific Islander				
White	36	25	24	15
Mixed (two or more) ethnics	41	13	13	
Something else	42	25		
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
American Indian or Alaska Native	13			
Asian or Asian American	18			
Black or African American				
Hispanic or Latinx	12	31	10	
Native Hawaiian or Pacific Islander				
White	16	20	12	8
Mixed (two or more) ethnics	21	21	9	
Something else	24	7		
Been in a physical fight[§] (<i>In-School Only</i>)				
American Indian or Alaska Native	27			
Asian or Asian American	12			
Black or African American				
Hispanic or Latinx	16	10	9	
Native Hawaiian or Pacific Islander				
White	14	7	7	12
Mixed (two or more) ethnics	17	6	3	
Something else	20	7		

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Seen a weapon on campus[§] (<i>In-School Only</i>)				
American Indian or Alaska Native	20			
Asian or Asian American	0			
Black or African American				
Hispanic or Latinx	12	15	12	
Native Hawaiian or Pacific Islander				
White	12	17	15	4
Mixed (two or more) ethnics	21	19	15	
Something else	12	0		

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

[§]Past 12 months.

Table A12.3
Cyberbullying by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
American Indian or Alaska Native	40			
Asian or Asian American	24			
Black or African American				
Hispanic or Latinx	26	28	23	
Native Hawaiian or Pacific Islander				
White	29	24	21	18
Mixed (two or more) ethnics	27	20	18	
Something else	36	13		

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

[§]Past 12 months.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
American Indian or Alaska Native	27			
Asian or Asian American	12			
Black or African American				
Hispanic or Latinx	11	13	24	
Native Hawaiian or Pacific Islander				
White	7	17	33	39
Mixed (two or more) ethnics	9	19	30	
Something else	9	38	10	
Current marijuana use[¶]				
American Indian or Alaska Native	13			
Asian or Asian American	0			
Black or African American				
Hispanic or Latinx	7	8	13	
Native Hawaiian or Pacific Islander				
White	3	9	23	39
Mixed (two or more) ethnics	2	11	23	
Something else	5	31	0	
Current binge drinking[¶]				
American Indian or Alaska Native	0			
Asian or Asian American	0			
Black or African American				
Hispanic or Latinx	5	5	8	
Native Hawaiian or Pacific Islander				
White	1	3	13	25
Mixed (two or more) ethnics	3	7	10	
Something else	5	13	0	

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

[¶]Past 30 days.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or “high” 7 or more times, ever				
American Indian or Alaska Native	7			
Asian or Asian American	6			
Black or African American				
Hispanic or Latinx	7	5	19	
Native Hawaiian or Pacific Islander				
White	1	8	19	45
Mixed (two or more) ethnics	2	13	20	
Something else	2	19	17	
Been drunk or “high” on drugs at school, ever				
American Indian or Alaska Native	7			
Asian or Asian American	6			
Black or African American				
Hispanic or Latinx	3	5	16	
Native Hawaiian or Pacific Islander				
White	1	4	14	34
Mixed (two or more) ethnics	2	7	15	
Something else	7	13	0	
Current alcohol use[¶]				
American Indian or Alaska Native	13			
Asian or Asian American	6			
Black or African American				
Hispanic or Latinx	9	9	20	
Native Hawaiian or Pacific Islander				
White	4	10	27	29
Mixed (two or more) ethnics	6	13	23	
Something else	9	25	0	

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

[¶]Past 30 days.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use at school[¶] (In-School Only)				
American Indian or Alaska Native	7			
Asian or Asian American	0			
Black or African American				
Hispanic or Latinx	3	4	3	
Native Hawaiian or Pacific Islander				
White	3	3	6	4
Mixed (two or more) ethnics	2	6	3	
Something else	10	13		
Current cigarette smoking[¶]				
American Indian or Alaska Native	0			
Asian or Asian American	0			
Black or African American				
Hispanic or Latinx	3	5	2	
Native Hawaiian or Pacific Islander				
White	0	1	4	7
Mixed (two or more) ethnics	2	0	8	
Something else	5	25	0	
Current vaping[¶]				
American Indian or Alaska Native	0			
Asian or Asian American	6			
Black or African American				
Hispanic or Latinx	8	13	12	
Native Hawaiian or Pacific Islander				
White	5	13	18	41
Mixed (two or more) ethnics	2	13	18	
Something else	12	31	0	

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

[¶]Past 30 days.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current tobacco vaping[¶]				
American Indian or Alaska Native	0			
Asian or Asian American	6			
Black or African American				
Hispanic or Latinx	7	12	12	
Native Hawaiian or Pacific Islander				
White	3	11	16	39
Mixed (two or more) ethnics	0	9	18	
Something else	5	19	0	
Current marijuana vaping[¶]				
American Indian or Alaska Native	0			
Asian or Asian American	6			
Black or African American				
Hispanic or Latinx	5	5	5	
Native Hawaiian or Pacific Islander				
White	2	4	9	36
Mixed (two or more) ethnics	0	6	13	
Something else	2	19	0	

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

[¶]Past 30 days.

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast¹				
American Indian or Alaska Native	60			
Asian or Asian American	47			
Black or African American				
Hispanic or Latinx	45	49	44	
Native Hawaiian or Pacific Islander				
White	67	56	58	47
Mixed (two or more) ethnics	54	51	48	
Something else	66	44	31	
Bedtime (at 12 am or later)				
American Indian or Alaska Native	20			
Asian or Asian American	18			
Black or African American				
Hispanic or Latinx	19	29	39	
Native Hawaiian or Pacific Islander				
White	19	27	35	53
Mixed (two or more) ethnics	28	35	39	
Something else	14	35	36	

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

¹*Today.*

Table A12.6
Learning from Home by Race/Ethnicity (Remote Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Average days worked on schoolwork (5 or more)[¶]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White		70	59	
Mixed (two or more) ethnics				
Something else				
Synchronous instruction (4 days or more)^{¶¶}				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White		10	0	
Mixed (two or more) ethnics				
Something else				
Interest in schoolwork done from home				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White		30	53	
Mixed (two or more) ethnics				
Something else				

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

[¶]Past 30 days.

^{¶¶}Past 7 days.

Table A12.6***Learning from Home by Race/Ethnicity – Continued (Remote Only)***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful opportunities[‡]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White		60	75	
Mixed (two or more) ethnics				
Something else				

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
American Indian or Alaska Native	27			
Asian or Asian American	28			
Black or African American				
Hispanic or Latinx	30	33	40	
Native Hawaiian or Pacific Islander				
White	27	34	42	37
Mixed (two or more) ethnics	34	39	37	
Something else	43	30		
Experienced chronic sadness/hopelessness[§]				
American Indian or Alaska Native	13			
Asian or Asian American	41			
Black or African American				
Hispanic or Latinx	36	43	50	
Native Hawaiian or Pacific Islander				
White	32	38	47	52
Mixed (two or more) ethnics	32	42	40	
Something else	44	50		
Considered suicide[§]				
American Indian or Alaska Native	0			
Asian or Asian American	18			
Black or African American				
Hispanic or Latinx	19	27	23	
Native Hawaiian or Pacific Islander				
White	16	26	21	32
Mixed (two or more) ethnics	25	26	28	
Something else	33	31		

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

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

[§]*Past 12 months.*

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Optimism[‡]				
American Indian or Alaska Native	44			
Asian or Asian American	49			
Black or African American				
Hispanic or Latinx	47	39	33	
Native Hawaiian or Pacific Islander				
White	51	41	36	31
Mixed (two or more) ethnics	49	44	35	
Something else	40	31		
Life satisfaction[‡]				
American Indian or Alaska Native	67			
Asian or Asian American	63			
Black or African American				
Hispanic or Latinx	57	55	49	
Native Hawaiian or Pacific Islander				
White	67	61	56	61
Mixed (two or more) ethnics	58	58	52	
Something else	55	54		

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

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

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

13. Gender Breakdowns

Table A13.1

School Engagement and Supports by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness^{†#} (<i>In-School Only</i>)				
Male	61	58	55	44
Female	64	57	50	62
Nonbinary	45	63	58	
Something else	40	58	36	
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Male			69	
Female		63	51	
Nonbinary				
Something else				
Academic Motivation[†]				
Male	60	50	50	27
Female	62	60	57	64
Nonbinary	47	55	44	
Something else	52	38	46	
School is really boring[±]				
Male	48	55	63	72
Female	41	48	58	45
Nonbinary	30	46	33	
Something else	43	46	50	
School is worthless and a waste of time[±]				
Male	21	21	30	44
Female	14	13	22	36
Nonbinary	30	17	8	
Something else	13	31	43	

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

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Monthly Absences (3 or more)				
Male	23	17	16	52
Female	30	21	22	55
Nonbinary	13	42	15	
Something else	17	23	29	
Maintaining focus on schoolwork[†]				
Male	42	27	32	32
Female	35	28	24	18
Nonbinary	22	9	8	
Something else	13	38	14	
Caring adults in school[‡]				
Male	56	60	65	51
Female	60	55	58	48
Nonbinary	57	51	72	
Something else	42	54	48	
High expectations-adults in school[‡]				
Male	68	67	71	61
Female	72	68	71	64
Nonbinary	64	61	72	
Something else	52	74	48	
Meaningful participation at school[‡]				
Male	24	25	28	26
Female	30	23	26	33
Nonbinary	23	29	42	
Something else	21	23	31	

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

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

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

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Facilities upkeep[†] (<i>In-School Only</i>)				
Male	51	39	41	52
Female	60	47	47	70
Nonbinary	48	77	40	
Something else	68	62	29	
Promotion of parental involvement in School[‡]				
Male	50	40	42	24
Female	51	43	40	21
Nonbinary	46	58	56	
Something else	30	44	43	

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

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

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

Table A13.2
School Safety by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe (<i>In-School Only</i>)				
Male	63	58	58	76
Female	70	51	56	50
Nonbinary	43	48	50	
Something else	35	69	36	
Experienced harassment due to five reasons^{λ§}				
Male	18	19	17	4
Female	26	23	26	9
Nonbinary	65	38	33	
Something else	70	54	62	
Experienced any harassment or bullying[§]				
Male	27	26	23	9
Female	35	33	29	27
Nonbinary	70	42	42	
Something else	70	54	62	
Had mean rumors or lies spread about you[§]				
Male	34	23	17	17
Female	41	27	28	20
Nonbinary	52	13	8	
Something else	26	15	54	
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
Male	14	21	9	5
Female	18	21	12	20
Nonbinary	29	22	20	
Something else	13	23	23	

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 7 %	Grade 9 %	Grade 11 %	NT %
Been in a physical fight[§] (<i>In-School Only</i>)				
Male	22	11	11	14
Female	10	4	3	20
Nonbinary	24	0	10	
Something else	4	0	15	
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Male	15	19	12	5
Female	10	13	14	10
Nonbinary	10	9	20	
Something else	9	23	23	

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

[§]Past 12 months.

Table A13.3
Cyberbullying by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying[§]				
Male	23	24	14	13
Female	33	27	25	27
Nonbinary	45	8	8	
Something else	22	15	38	

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

[§]Past 12 months.

Table A13.4
Substance Use by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
Male	10	15	29	39
Female	6	20	31	64
Nonbinary	17	22	33	
Something else	9	15	43	
Current marijuana use[¶]				
Male	4	9	19	35
Female	3	10	22	55
Nonbinary	13	17	25	
Something else	0	8	21	
Current binge drinking[¶]				
Male	2	5	10	22
Female	1	5	13	36
Nonbinary	4	0	0	
Something else	4	0	29	
Very drunk or “high” 7 or more times, ever				
Male	3	7	17	42
Female	1	8	21	73
Nonbinary	4	9	42	
Something else	0	15	21	
Been drunk or “high” on drugs at school, ever				
Male	2	5	13	29
Female	1	6	14	55
Nonbinary	13	9	33	
Something else	0	0	29	
Current alcohol use[¶]				
Male	7	11	21	22
Female	4	12	26	55
Nonbinary	9	4	25	
Something else	9	8	36	

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

[¶]Past 30 days.

Table A13.4
Substance Use by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Male	3	3	5	0
Female	2	5	4	10
Nonbinary	14	5	0	
Something else	4	8	21	
Current cigarette smoking[¶]				
Male	1	3	3	17
Female	1	0	4	0
Nonbinary	4	9	17	
Something else	0	8	7	
Current vaping[¶]				
Male	3	12	13	42
Female	6	16	20	64
Nonbinary	13	9	8	
Something else	5	15	29	
Current tobacco vaping[¶]				
Male	2	10	11	39
Female	5	14	18	64
Nonbinary	5	4	8	
Something else	5	0	29	
Current marijuana vaping[¶]				
Male	1	4	8	30
Female	2	6	11	55
Nonbinary	5	4	0	
Something else	0	8	14	

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

[¶]Past 30 days.

Table A13.5
Routines by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast[†]				
Male	66	59	58	48
Female	61	48	49	36
Nonbinary	39	42	38	
Something else	48	62	36	
Bedtime (at 12 am or later)				
Male	21	27	36	60
Female	15	28	36	36
Nonbinary	43	38	69	
Something else	32	31	46	

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

Aerobic physical fitness standards—at least 150 minutes of moderate-intensity or 75 minutes of vigorous-intensity physical activity per week.

[†]*Today.*

[‡]*Past 7 days.*

Table A13.6
Learning from Home by Gender (Remote Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Average days worked on schoolwork (5 or more)[¶]				
Male			62	
Female		70	26	
Nonbinary				
Something else				
Synchronous instruction (4 days or more)[¶]				
Male			8	
Female		10	0	
Nonbinary				
Something else				
Interest in schoolwork done from home				
Male			38	
Female		40	29	
Nonbinary				
Something else				
Meaningful opportunities[‡]				
Male			67	
Female		70	63	
Nonbinary				
Something else				

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

[¶]Past 30 days.

[¶]Past 7 days.

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

Table A13.7
Social and Emotional Health by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress[‡]				
Male	23	23	26	27
Female	30	44	53	53
Nonbinary	65	65	67	
Something else	63	38	45	
Experienced chronic sadness/hopelessness[§]				
Male	24	27	35	36
Female	39	49	54	82
Nonbinary	57	70	67	
Something else	65	54	69	
Considered suicide[§]				
Male	14	18	18	22
Female	18	32	24	64
Nonbinary	52	39	33	
Something else	52	46	46	
Optimism[‡]				
Male	54	46	42	30
Female	49	38	31	24
Nonbinary	25	15	28	
Something else	25	42	23	
Life satisfaction[‡]				
Male	67	64	61	62
Female	64	57	51	44
Nonbinary	45	35	43	
Something else	37	62	34	

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

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

[§]Past 12 months.

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

Alcohol and Other Drugs (AOD) Module

1. Module Sample

Table B1.1

Student Sample for AOD Module

	Grade 7	Grade 9	Grade 11	NT ^A
Number of districts	9	3	3	2
Number of schools	15	8	8	2
Number of students	539	456	417	37

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Summary of Key Indicators

Table B2.1

Key Indicators of Alcohol and Other Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Alcohol and Marijuana Consumption Patterns					
Usually drank until felt it a lot	0	2	9	16	B3.4
Usually used marijuana or other drugs until felt it a lot	na	7	10	24	B3.5
Driving under the influence experiences	39	11	14	33	B3.6
Consequences of AOD Consumption					
Caused one or more problems	na	9	17	39	B4.2
Caused one or more dependency-related experiences	na	10	20	36	B4.3
Supports to Reduce AOD Use					
Very likely to find help at school for quitting or reducing use	na	26	19	44	B5.2
Strong Personal Disapproval of AOD Use					
Having one or two drinks of any alcoholic beverage nearly every day	61	48	39	22	B7.1
Trying marijuana once or twice	51	28	17	6	B7.1
Using marijuana once a month or more	64	41	26	6	B7.1

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

na—Not asked of middle school students.

3. ATOD Consumption Patterns

Table B3.1

Lifetime Use of Heroin, Sedatives, Appetite Suppressants, and Prescription Stimulant

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Heroin				
0 times	na	99	99	95
1 time	na	0	0	3
2 to 3 times	na	0	0	0
4 or more times	na	0	0	3
Tranquilizers or sedatives				
0 times	na	98	95	84
1 time	na	0	1	5
2 to 3 times	na	2	1	0
4 or more times	na	0	2	11
Appetite suppressants				
0 times	na	91	93	89
1 time	na	1	1	6
2 to 3 times	na	1	1	0
4 or more times	na	7	4	6
Ritalin or Adderall or other prescription stimulant				
0 times	na	96	94	76
1 time	na	0	2	5
2 to 3 times	na	1	2	0
4 or more times	na	3	2	19

Question HS B.6-9: During your life, how many times have you used the following?... Heroin... Tranquilizers or sedatives (Xanax, Klonopin, Ativan, Valium)... Appetite suppressants (Didrex, Dexedrine, Xenadrine, Skittles, M&Ms)... Ritalin or Adderall or other prescription stimulant.

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

na—Not asked of middle school students.

Table B3.2
Age of Onset – AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
Never	77	70	54	22
10 years or under	13	8	6	16
11-12 years old	9	9	6	11
13-14 years old	1	13	16	27
15-16 years old	0	0	18	24
17 years or older	0	0	1	0
Marijuana (smoke, vape, eat, or drink)				
Never	93	79	64	35
10 years or under	3	2	2	8
11-12 years old	4	7	5	14
13-14 years old	1	11	11	32
15-16 years old	0	1	17	11
17 years or older	0	0	1	0
Any other illegal drug or pill to get “high”				
Never	97	96	91	73
10 years or under	2	0	0	5
11-12 years old	1	1	1	0
13-14 years old	0	2	4	14
15-16 years old	0	0	4	8
17 years or older	0	0	0	0

Question HS/MS B.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 B3.3***Age of Onset – Tobacco Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked part or all of a cigarette				
Never	95	88	82	62
10 years or under	3	2	2	3
11-12 years old	2	4	3	16
13-14 years old	0	5	7	8
15-16 years old	0	1	5	8
17 years or older	0	0	0	3
A vape product such as an e-cigarette, vape pen, or mod				
Never	91	77	65	35
10 years or under	2	1	1	5
11-12 years old	7	7	4	22
13-14 years old	0	13	18	24
15-16 years old	0	1	12	14
17 years or older	0	0	0	0

Question HS/MS B.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 B3.4***Usual Alcohol Consumption Level***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't drink alcohol	95	86	71	57
Just enough to feel it a little	4	7	8	14
Enough to feel it moderately	1	5	13	14
Until I feel it a lot or get really drunk	0	2	9	16

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

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

Table B3.5***Usual Drug Consumption Level***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't use drugs	na	84	72	41
Just enough to feel a little high	na	5	5	8
Enough to feel it moderately	na	4	13	27
Until I feel it a lot or get really high	na	7	10	24

Question HS B.11: If you use marijuana or other drugs, how "high" (stoned, faded, wasted, trashed) do you usually like to get?

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

na—Not asked of middle school students.

Table B3.6***Driving Under the Influence Experiences, Lifetime***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using				
Never	na	89	86	67
1 time	na	4	4	3
2 times	na	2	3	3
3 to 6 times	na	3	3	11
7 or more times	na	3	4	17
Have ridden in a car driven by someone who had been using alcohol or drugs				
Never	61	na	na	na
1 time	13	na	na	na
2 times	8	na	na	na
3 to 6 times	5	na	na	na
7 or more times	12	na	na	na

Question HS B.35/MS B.25: During your life, how many times have you ever driven a car when you had been using alcohol or drugs, or been in a car driven by a friend when he or she had been using?... During your life, how many times have you ridden in a car driven by someone who had been using alcohol or drugs?

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

na—Not asked of middle school students.

4. Reasons for and Consequences of AOD Consumption

Table B4.1

Reasons for AOD Use, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months.	87	74	62	38
To experiment (try using)	5	8	13	11
To get high	4	12	23	54
To have a good time with friends	4	11	29	43
To fit in with a group you like	1	2	4	3
Because of boredom	4	8	14	27
To relax	4	11	21	41
To get away from problems	4	11	18	43
Because of anger or frustration	3	7	10	30
To get through the day	3	6	10	27
Because it made you feel better	3	10	18	41
To seek deeper insights and understanding	1	4	11	19
None of the above	10	8	6	5

Question HS B.12/MS B.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.

Table B4.2***Problems Caused by AOD Use***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I've never used alcohol or drugs	na	81	63	44
I've used alcohol or drugs but never had any problems	na	14	22	22
Have problems with emotions, nerves, or mental health	na	3	8	22
Get into trouble or have problems with the police	na	2	2	17
Have money problems	na	2	3	8
Miss school	na	2	1	6
Have problems with schoolwork	na	2	4	11
Fight with others	na	2	3	11
Damage a friendship	na	3	5	8
Physically hurt or injure yourself	na	2	5	11
Have unwanted or unprotected sex	na	2	3	11
Forget what happened or pass out	na	4	9	22
Been suspended from school	na	1	3	11
<i>One or more problems</i>	na	9	17	39

Question HS B.13: Has using alcohol, marijuana, or other drugs ever caused you to have any of the following problems? (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.

na—Not asked of middle school students.

Table B4.3***Alcohol or Other Drug Use Caused Negative Experiences***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I have not used alcohol or drugs	na	81	67	42
I use alcohol or drugs but have not experienced any of these things	na	10	15	22
Found you had to increase how much you use to have the same effect as before	na	5	11	22
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	na	3	5	14
Used alcohol or drugs a lot more than you intended	na	3	7	17
Used alcohol or drugs when you were alone	na	6	14	22
Your use of alcohol or drugs often kept you from doing a normal activity	na	1	3	6
You didn't feel OK unless you had something to drink or used a drug	na	3	5	8
Thought about reducing or stopping use	na	6	11	14
Told yourself you were not going to use but found yourself using anyway	na	3	6	17
Spoke with someone about reducing or stopping use	na	2	4	11
Attended counseling, a program, or group to help you reduce or stop use	na	0	1	11
<i>One or more negative experiences</i>	na	10	20	36

Question HS B.14: If you use alcohol, marijuana, or another drug, have you had any of the following experiences? (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.

na—Not asked of middle school students.

Table B4.4***Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	35	32	19
Likely	na	35	37	47
Not likely	na	10	13	17
Don't know	na	20	18	17

Question HS B.17: In your opinion, how likely is it that a student will be suspended, expelled, or transferred if caught on school property using or possessing alcohol or other drugs?

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

na—Not asked of middle school students.

5. Supports to Reduce AOD Use

Table B5.1

Needed Counseling for Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I never used alcohol or other drugs	na	81	67	42
No, but I do use alcohol or other drugs	na	17	31	47
Yes, I have felt that I needed help	na	2	2	11

Question HS B.15: Have you ever felt that you needed help (such as counseling or treatment) for your alcohol or other drug use?

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

na—Not asked of middle school students.

Table B5.2

Likelihood of Finding Help at School for Quitting or Reducing Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very likely	na	26	19	44
Likely	na	38	36	28
Not likely	na	14	19	3
Don't know	na	21	26	25

Question HS B.16: In your opinion, how likely is it that a student could find help at your school from a counselor, teacher, or other adult to stop or reduce using alcohol or other drugs?

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

na—Not asked of middle school students.

Table B5.3

Talked with Parent About AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	50	48	48	53
Yes	50	52	52	47

Question HS B.23/MS B.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 B6.1

Sources for Obtaining Alcohol

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
At school	5	13	14	11
At parties	5	24	44	39
At concerts or other social events	2	8	11	8
At their own home	17	28	40	28
From adults at friends' homes	5	18	24	22
From friends or another teenager	12	32	43	31
Get adults to buy it for them	4	19	28	28
Buy it themselves from a store	4	13	20	17
At bars, clubs, or gambling casinos	1	3	5	0
Other	7	15	13	22
Don't know	80	67	51	64

Question HS B.18/MS B.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 B6.2***Sources for Obtaining Marijuana***

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
At school	5	18	28	11
At parties	5	18	35	22
At concerts or other social events	3	8	15	6
At their own home	13	23	39	28
From an adult acquaintance	5	20	30	19
From friends or another teenager	14	31	44	33
Buy it at a marijuana dispensary	2	11	20	11
At bars or clubs	1	2	6	3
Other	8	12	13	14
Don't know	80	67	51	67

Question HS B.19/MS B.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 B7.1

Personal Disapproval of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Having one or two drinks of any alcoholic beverage nearly every day				
Neither approve nor disapprove	25	29	40	58
Somewhat disapprove	14	23	21	19
Strongly disapprove	61	48	39	22
Trying marijuana once or twice				
Neither approve nor disapprove	29	49	69	81
Somewhat disapprove	20	24	14	14
Strongly disapprove	51	28	17	6
Using marijuana once a month or more regularly				
Neither approve nor disapprove	24	38	57	83
Somewhat disapprove	12	21	17	11
Strongly disapprove	64	41	26	6

Question HS B.20-22/MS B.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 B7.2**Parent Disapproval of ATOD Use**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong	81	75	70	64
Wrong	14	18	21	28
A little wrong	3	5	7	3
Not at all wrong	2	3	2	6
Smoke tobacco				
Very wrong	87	81	78	64
Wrong	9	15	18	19
A little wrong	3	3	3	8
Not at all wrong	1	1	1	8
Use vape products such as e-cigarettes, vape pens, or mods				
Very wrong	86	81	74	53
Wrong	9	14	21	25
A little wrong	3	3	4	11
Not at all wrong	2	2	2	11
Use marijuana (smoke, vape, eat, or drink)				
Very wrong	82	68	59	44
Wrong	11	16	20	19
A little wrong	4	11	13	14
Not at all wrong	3	5	8	22
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	89	87	86	78
Wrong	9	11	12	14
A little wrong	1	1	2	3
Not at all wrong	1	1	1	6

Question HS B.25-29/MS B.15-19: How wrong do your parents or guardians feel it would be for you to do 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 B7.3**Peer Disapproval of ATOD Use**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Take one or two drinks of alcohol nearly every day				
Very wrong	66	46	39	17
Wrong	22	34	28	22
A little wrong	8	13	18	19
Not at all wrong	4	7	14	42
Smoke tobacco				
Very wrong	71	53	45	25
Wrong	22	29	28	19
A little wrong	5	12	14	14
Not at all wrong	3	6	13	42
Use vape products such as e-cigarettes, vape pens, or mods				
Very wrong	67	46	37	19
Wrong	21	26	22	14
A little wrong	7	15	20	17
Not at all wrong	5	12	21	50
Use marijuana (smoke, vape, eat, or drink)				
Very wrong	67	42	32	17
Wrong	20	24	17	17
A little wrong	6	15	19	11
Not at all wrong	7	18	32	56
Use prescription drugs to get high or for reasons other than prescribed				
Very wrong	73	61	56	33
Wrong	19	25	26	28
A little wrong	5	8	12	19
Not at all wrong	3	5	6	19

Question HS B.30-34/MS B.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 B7.4

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	32	28	36	33
Yes	68	72	64	67

Question HS B.24/MS B.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.

Drug-Free Communities (DFC) Module

1. Module Sample

Table F1.1

Student Sample for DFC Module

	Grade 7	Grade 9	Grade 11	NT ^A
Number of districts	9	3	3	2
Number of schools	15	8	8	2
Number of students	523	432	400	35

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Prescription Drug Use

Table F2.1

Prescription Drug Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	98	97	96	91
Yes	2	3	4	9

Question HS/MS F.2: During the past 30 days, have you used prescription drugs not prescribed to you?

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

3. Disapproval of Prescription Drug Use

Table F3.1

Parental Disapproval of Prescription Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very wrong	83	83	86	74
Wrong	13	12	10	15
A little wrong	3	3	3	0
Not at all wrong	1	2	1	12

Question HS/MS F.4: How wrong do your parents feel it would be for you to use prescription drugs not prescribed to you?

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

Table F3.2

Peer Disapproval of Prescription Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very wrong	64	58	63	50
Wrong	23	27	24	21
A little wrong	7	10	9	15
Not at all wrong	5	4	3	15

Question HS/MS F.5: How wrong do your friends feel it would be for you to use prescription drugs not prescribed to you?

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

4. Perceived Harm of Substance Use

Table F4.1

Perceived Risks Associated with Marijuana and Prescription Drug Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke marijuana once or twice a week				
Great risk	36	23	19	6
Moderate risk	36	39	28	9
Slight risk	18	23	28	37
No risk	11	14	26	49
Use prescription drugs that are not prescribed to them				
Great risk	59	63	65	51
Moderate risk	30	28	23	37
Slight risk	7	6	7	0
No risk	4	4	5	11

Question HS/MS F.1, 3: How much do you think people risk harming themselves physically or in other ways if they smoke marijuana once or twice a week?... How much do you think people risk harming themselves physically or in other ways if they use prescription drugs that are not prescribed to them?

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

Appendix I

2021-22 CHKS Secondary Survey Response Rates

Eligible Districts	7th %	9th %	11th %	NT %
Chicago Park Elementary	74			
Clear Creek Elementary	57			
Grass Valley Elementary	86			
Nevada City Elementary	87			
Nevada County Office of Education	47	37	33	100
Nevada Joint Union High		66	68	27
Penn Valley Union Elementary	81	50	100	
Pleasant Ridge Union Elementary	74			
Twin Ridges Elementary	75			
Union Hill Elementary	93			

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2021-22 public school and 2020-21 enrollment data files.

Appendix II

CHKS Content Overview, 2021-22

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).² For a summary of state-level LCAP-related baseline CHKS data, see Factsheet #15.³

MAIN CONTENT FOCUS: REMOTE LEARNING EXPERIENCES, 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 students 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. Fifty-one items assessing 14 school climate domains included in a *School Climate Report Card (SCRC)* that districts can request at the district and school level.⁴ 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 performance on standardized academic tests. Data for high school students show that as school climate improves—as the schools became safer, more supportive, and more engaging—test performance increased as well.⁵

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.⁶

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

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 For a guide to how CalSCHLS survey items align with LCAP indicator requirements, download Helpful Resources for Local Control and Accountability Plans at calschls.org/resources/#survey_content_guides.

³ Austin. (2016). Download calschls.org/docs/factsheet-15.pdf

⁴ See calschls.org/reports-data/#sclr

⁵ O’Malley & Hanson. (2012). Download data.calschls.org/resources/S3factsheet3_API_20120716.pdf

⁶ Voight, Austin, & Hanson. (2013). Download www.wested.org/online_pubs/hd-13-10.pdf

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 expectations at school.⁷ 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 twenty 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.⁸ 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.⁹

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 race/ethnicity and gender. For selected key indicators, the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard) can be used to display group differences by gender, race/ethnicity, parental education, parent military status, homeless status, afterschool participation, gender identity, and sexual orientation. Results can also be displayed for English learners, free and reduced-priced meal eligible students (prior to 2021-22), and foster youth—three important LCAP priority groups. Districts/schools can also subscribe to the District CalSCHLS private data dashboard to disaggregate their CHKS results by demographic groups for each school (call 888.841.7536 or email calschls@wested.org).

Racial-Ethnic Group Identification

Respondents self-report their identification with six racial/ethnic groups plus mixed (two or more) race.

⁷ Hanson & Austin. (2003). Download data.calschls.org/resources/FACTSHEET-3.pdf

⁸ 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.

⁹ Austin, Dixon, & Bailey. (2007). Download data.calschls.org/resources/FACTSHEET-7.pdf

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.¹⁰ They were lowest in schools with large proportions of African American and Hispanic students, as well as in low-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 the racial/ethnic achievement gap. 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.*¹¹ African American, Latino, and Asian students feel less safe, engaged, and supported than their White peers *within the same school*. Inequities in these factors, for the various racial/ethnic groups, can possibly contribute to the achievement gap. Further, these findings suggest that practices designed to ensure equal access to academic resources, opportunities, learning supports, and promotion of common experiences may be effective in ameliorating the gap.

Foster Care Youth

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

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.^{13 14} For example, analysis of the latest Biennial CHKS data indicate that LGBTQ youth¹⁵ 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
- 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.

¹⁰ Austin, Hanson, Bono, & Zheng. (2008). Download data.calschls.org/resources/factsheet_8.pdf

¹¹ Hanson, Austin, & Li. (2012). Download data.calschls.org/resources/FACTSHEET-13_20120405.pdf

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

¹³ 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/)

¹⁴ 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.

¹⁵ See calschls.org/reports-data/dashboard/

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 6)

A major focus of the CHKS is providing data to gauge the level of pupil engagement, an LCAP state priority on which districts are required to show improvement. Enhancing student engagement has been identified as the key to addressing problems of low achievement, high levels of student misbehavior, alienation, and high dropout rates.¹⁶ 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 and self-reported grades provide insight into cognitive engagement; the School Connectedness scale into emotional engagement; and attendance and truancy data into behavioral engagement. Other behavioral engagement indicators on the survey include substance use at school and violence perpetration. 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. To learn more about the factors that might be causing poor performance, request a CHKS report showing how all the survey results vary by level of performance (call 888.841.7536 or email calschls@wested.org).

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 2017-19 State CHKS, the percentage of students agreeing with the questions on this scale ranged from 71 percent in 11th grade to 75 percent in 11th.¹⁷

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 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 an Academic Mindset and Learning Engagement scale and a series of questions about supports for learning and academic rigor.

¹⁶ 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.

¹⁷ Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf

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 2 or more days during the past 30 days) and what were the reasons for absences.¹⁸ Users can request reports looking at the characteristics of youth based on absenteeism indicators to guide efforts to improve the LCAP pupil engagement priority (call 888.841.7536 or email calschls@wested.org).

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.¹⁹

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.²⁰

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.^{21 22 23 24 25 26}

School Connectedness

School connectedness is one of the indicators of school climate that a California school district must address in its LCAP. Research shows that school connectedness is associated with multiple positive academic, social-emotional, and health outcomes.²⁷ 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.

¹⁸ Because most students participated in school via remote learning in 2020-21, the CHKS did not ask about student truancy so that additional items could be included to assess absenteeism.

¹⁹ 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/

²⁰ Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

²¹ Hanson & Austin. (2002). Download data.calschls.org/resources/factsheet.pdf

²² Hanson & Austin. (2002). Download data.calschls.org/resources/FACTSHEET-3.pdf

²³ Hanson. (2011). Download data.calschls.org/resources/S3factsheet1_caring_20120223.pdf

²⁴ Hanson. (2012). Download data.calschls.org/resources/S3factsheet2_participation_20120224.pdf

²⁵ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief1_CaringRelationships_final.pdf

²⁶ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief2_MeaningfulPart_final.pdf

²⁷ 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.

School connectedness appears to have increased in California in the second half of the last decade, but it still 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.²⁸ 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.^{29 30}

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.³¹

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 2015/17 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.³² Between 20 percent and 25 percent of students disagree or strongly disagree on the quality of the physical environment items. Almost one-third of schools serving 11th graders were categorized as having low quality physical environments based on student reports on the clean and tidy item. Student perceptions of the quality of their school's physical environment were strongly related to student achievement.

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 8)

The CHKS asks students a wide range of questions to ascertain the scope and nature of physical and verbal violence and victimization that occurs on campus, as well as vandalism, and the overall level of school safety.³³ 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.³⁴ These behaviors adversely affect not only students' ability

²⁸ Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf

²⁹ Austin, Hanson, & Voight. (2013). Download data.calschls.org/resources/S3factsheet5_connectedness_20130827.pdf

³⁰ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief4_Connectedness_final.pdf

³¹ Wilder, S. (2014). Effects of parental involvement on academic achievement. A meta-synthesis. *Educational Review*, 66:3, 377-397.

³² Hanson & Austin. (2018). Download calschls.org/docs/facilities_2-18-1.pdf

³³ The CHKS also includes two violence-related questions that are not school based: the frequency students experienced cyberbullying and whether they are gang members.

³⁴ Juvonen, J., & Graham, S. (2001). *Peer harassment in school: The plight of the vulnerable and victimized*. New York: Guilford Press.

to learn and willingness to attend school, but also the overall school environment, the ability of teachers to teach, and the willingness of adults to enter the teaching profession.^{35 36 37}

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.³⁸

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. In *Bruised Inside* (2000), the National Association of Attorneys General describes harassment by peers as one of the two causes for kids to express anger using guns, knives, and fists.³⁹

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 State CHKS, with the percentages declining between 7th and 11th grades.⁴⁰ 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.⁴¹ ⁴² They report higher rates of fighting and weapons possession at school, as well as risk of depression. Students who report bias-related harassment, particularly for disability and sexual orientation, have poorer well-being than students who were only harassed for other reasons.

Different forms of verbal harassment at school are assessed by asking students about: mean rumors or lies; sexual-related jokes, comments, or gestures; being made fun of because of looks or speech; and, more generally, being made fun of, insulted or called names. Physical victimization is assessed by questions

³⁵ Barton, P. E. (2001). *Facing the hard facts in education reform*. Princeton, NJ: Educational Testing Service.

³⁶ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief5_ViolencePerpetration_final.pdf

³⁷ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief6_ViolenceVictimization_final.pdf

³⁸ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief3_Safety_final.pdf

³⁹ Horn, D. M., National Association of Attorneys General., & Washington (State). (2000). *Bruised inside: What our children say about youth violence, what causes it, and what we need to do about it: A report of the National Association of Attorneys General (NAAG)*. Washington, DC: National Association of Attorneys General.

⁴⁰ Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf

⁴¹ Heck, Russell, O'Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf

⁴² Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-10.pdf

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.⁴³ 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.⁴⁴ 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.⁴⁵

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.⁴⁶ Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools.^{47 48}

Cigarette Smoking (Section 10)

Students who report smoking cigarettes are significantly more likely than those who do not to engage in alcohol and other drug use, be involved in violence and gang membership, and experience school-related problems and disengagement. To a lesser extent, students who smoke are also more likely to be victims of violence and harassment, feel unsafe at school, and experience incapacitating sadness and loneliness.

⁴³ Students who participated in school exclusively via remote learning were not asked these questions in 2020-21.

⁴⁴ Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

⁴⁵ Statewide CSSS. (2018). Download calschls.org/docs/statewide_1517_csss.pdf

⁴⁶ 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.

⁴⁷ Hanson & Austin. (2003). Download data.calschls.org/resources/FACTSHEET-3.pdf

⁴⁸ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief8_AOD_final.pdf

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.^{49 50}

MENTAL 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.⁵¹ 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.⁵²

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.^{53 54}

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 of social-emotional competencies.

⁴⁹ Hanson & Zheng. (2006). Download data.calschls.org/resources/factsheet2update.pdf

⁵⁰ Austin, McCarthy, Slade, & Bailey. (2007). Download data.calschls.org/resources/FACTSHEET-5.pdf

⁵¹ Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-11.pdf

⁵² Austin, Cragle, Delong-Cotty. (2012). Download data.calschls.org/resources/FACTSHEET-12.pdf

⁵³ Heck, Russell, O’Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf

⁵⁴ Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-10.pdf