

CALIFORNIA HEALTHY KIDS SURVEY



Pierce Joint Unified Secondary 2023-2024 Main Report



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PREFACE

HYPERLINK FEATURE

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

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

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

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

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

THE SURVEY

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

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

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

Core Module

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

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

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

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

Behavioral Health Module (Supplementary)

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

School Climate Module (Supplementary)

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

Social Emotional Health Module (Supplementary)

The Social Emotional Health Module (SEHM) greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-

emotional capacities linked to student mental health and well-being and academic success. It includes 43 items that capture core adolescent psychological assets. The combination of the SEHM and Core Module yields a comprehensive set of data to inform decisions about mental health and social-emotional learning programs.

SURVEY ADMINISTRATION AND SAMPLE

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

- Table A1.1 describes the target sample of students and the final number and percent of students who completed the survey (the participation response rate).
- Appendix I lists all the secondary schools in the district that were eligible to participate in the survey and the percentage of their enrolled students that completed the survey (included in the district report).

THE REPORT

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

LCAP Subgroup Results

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

ONLINE DATA DASHBOARDS

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

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

- compare their data with district and state averages;

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

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

UNDERSTANDING THE DATA

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

Representativeness

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

Changes Between Survey Administrations

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

RESOURCES

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

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets).
- ***Making Sense of School Climate*** provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).
- The **California Center for School Climate** (ca-safe-supportive-schools.wested.org/california-center-for-school-climate/) provides free support and trainings on school climate and data use to LEAs in California. The website provides archived virtual events and other school climate improvement resources.
- The ***California Safe and Supportive Schools Newsletter*** provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on ca-safe-supportive-schools.wested.org/subscribe/.
- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate

improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

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

NEXT STEPS

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

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

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

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

Compare Results with Other Data

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

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

referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

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

Data Workshop

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

Request Additional Reports and Data

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

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

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

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

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

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

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

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

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	107	125	124	130
Final number	84	90	93	84
Response Rate	79%	72%	75%	65%

Table A1.2

Number of Respondents by Instructional Model

	Grade 9	Grade 10	Grade 11	Grade 12
In-school learning only	84	90	93	84
Remote learning only	0	0	0	0

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
School Engagement and Supports					
School connectedness ^{†#} (<i>In-School Only</i>)	52	58	58	57	A6.4
School connectedness ^{†ψ} (<i>Remote Only</i>)					A6.4
Academic motivation [†]	64	56	56	56	A6.4
School is really boring [±]	42	45	44	39	A6.11
School is worthless and a waste of time [±]	15	18	15	11	A6.11
Monthly Absences (3 or more)	12	6	14	15	A6.2
Maintaining focus on schoolwork ^{†Γ}	35	27	20	20	A6.10
Caring adult relationships [‡]	49	62	67	71	A6.4
High expectations-adults in school [‡]	64	69	72	77	A6.4
Meaningful participation [‡]	25	29	34	37	A6.4
Facilities upkeep ^{†Φ}	55	63	55	58	A6.15
Promotion of parental involvement in school [†]	53	57	54	55	A6.4
School Safety and Cyberbullying					
School perceived as very safe or safe ^Φ	61	70	61	61	A8.1
Experienced any harassment or bullying [§]	18	15	18	20	A8.2
Had mean rumors or lies spread about you [§]	32	22	23	20	A8.3
Been afraid of being beaten up ^{§Φ}	8	8	6	5	A8.3
Been in a physical fight ^{§Φ}	5	4	6	7	A8.4
Seen a weapon on campus ^{§Φ}	1	6	8	3	A8.6
Cyberbullying [§]	24	15	16	11	A8.3

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

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

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

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

[±] Rating of 7 or higher.

^Γ Survey question was reverse-coded.

^Φ In-School only.

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

[§] Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Substance Use					
Current alcohol or drug use [¶]	5	17	10	18	A9.5
Current tobacco use [¶]	1	7	2	8	A10.6
Current marijuana use [¶]	3	7	5	14	A9.5
Current binge drinking [¶]	0	8	5	5	A9.5
Very drunk or “high” 7 or more times, ever	0	9	3	9	A9.7
Been drunk or “high” on drugs at school, ever	0	7	5	5	A9.9
Current cigarette smoking [¶]	0	1	0	1	A10.4
Current use of vape products [¶]	1	9	2	11	A10.4
Current tobacco vaping [¶]	1	7	2	8	A10.5
Current marijuana vaping [¶]	0	8	2	8	A10.5
Routines					
Eating of breakfast [‡]	60	53	62	61	A4.1
Bedtime (at 12 am or later)	11	17	9	19	A4.2
Remote Schooling					
Remote learning frequency (5 days per week) ^{¶δ}					A5.1
Synchronous instruction (4 days or more) ^{¶δ}					A5.1
Interest in schoolwork done from home ^{‡δ}					A5.3
Meaningful opportunities ^{‡δ}					A5.2
Social and Emotional Health					
Social emotional distress [‡]	17	16	13	17	A7.5
Experienced chronic sadness/hopelessness [§]	21	21	13	27	A7.1
Considered suicide [§]	10	8	5	9	A7.2
Optimism [‡]	46	41	36	43	A7.3
Life satisfaction [‡]	73	67	67	66	A7.4

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

[¶]Past 30 days.

[‡]Today.

^δRemote only.

[¶]Past 7 days.

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

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

[§]Past 12 months.

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

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
In-School Model	100	100	100	100
Remote Learning Model	0	0	0	0

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

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

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

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

Table A3.2

Gender of Sample

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Male	45	46	55	50
Female	52	51	43	49
Nonbinary	1	0	1	1
Something else	1	3	1	0

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Straight (not gay)	90	93	89	83
Lesbian or Gay	2	0	1	2
Bisexual	2	2	3	6
Something else	2	1	0	1
Not sure	0	1	2	4
Decline to respond	2	2	4	4

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No, I am not transgender	95	96	92	93
Yes, I am transgender	0	0	1	0
I am not sure if I am transgender	1	0	0	1
Decline to respond	4	4	6	6

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
American Indian or Alaska Native, non-Hispanic	0	1	0	0
Asian or Asian American, non-Hispanic	0	1	1	0
Black or African American, non-Hispanic	0	1	0	1
Hispanic or Latinx	84	82	82	76
Native Hawaiian or Pacific Islander, non-Hispanic	0	0	1	0
White, non-Hispanic	10	11	10	16
Multiracial, non-Hispanic	6	3	3	4
Something else, non-Hispanic	0	0	3	4

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

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

Table A3.6***Living Arrangements and Housing Status***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A home with one or more parent or guardian	96	97	95	89
Other relative's home	1	1	0	1
A home with more than one family	1	1	2	4
Friend's home	0	0	0	2
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	0	1	1	2
Other living arrangement	1	0	2	1

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

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

Table A3.7
Living Situation

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Home with one or more parent or guardian	96	97	95	89
Foster home	0	0	0	0
Homeless	0	1	1	5
Other living arrangement	4	2	4	6

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

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

Category “Homeless” includes “Friend’s home,” “Hotel or motel,” and “Shelter, car, campground, or other transitional or temporary housing.”

Category “Other living arrangement” includes “Other relative’s home,” “A home with more than one family,” and “Other living arrangement.”

Table A3.8
Parental Education

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Did not finish high school	17	21	28	31
Graduated from high school	31	30	29	16
Attended college but did not complete four-year degree	10	10	7	17
Graduated from college	14	19	16	21
Don’t know	28	19	20	15

Question HS/MS A.10: What is the highest level of education your parents or guardians completed? (Mark the educational level of the parent or guardian who went the furthest in school.)

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

Table A3.9***Special Education Services***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	74	84	72	75
Yes	7	9	12	9
Don't know	17	7	14	14
Prefer not to say	1	0	2	3

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	73	88	75	76
Yes	10	3	8	16
Don't know	17	9	17	8

Question HS/MS A.13: Are you in the English Learner Program at school?

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

Table A3.11***English Learner (EL) Program Duration and Long-Term English Learner (LTEL) Status***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Not currently in English Learner Program	88	96	91	82
Less than 7 years (EL)	3	2	5	14
7 years or more (LTEL)	9	1	4	4

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
English	41	38	39	43
Spanish	56	61	57	55
Mandarin	0	0	1	0
Cantonese	0	0	0	0
Taiwanese	0	0	0	0
Tagalog	0	1	0	1
Vietnamese	0	0	1	0
Korean	0	0	0	0
Arabic	0	0	1	1
Other	2	0	1	0

Question HS/MS A.12: What language is spoken most of the time in your home?

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

Table A3.13***English Language Proficiency Among Students Speaking a Language Other Than English at Home***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>How well do you...</i>				
understand English?				
Very well	73	80	81	76
Well	21	20	16	20
Not well	6	0	0	4
Not at all	0	0	4	0
speak English?				
Very well	65	71	74	67
Well	27	27	21	24
Not well	4	0	2	7
Not at all	4	2	4	2
read English?				
Very well	61	64	73	63
Well	33	35	23	28
Not well	7	2	0	7
Not at all	0	0	4	2
write English?				
Very well	53	65	67	57
Well	40	33	30	33
Not well	2	2	0	9
Not at all	4	0	4	2
<i>English Language Proficiency Status</i>				
Proficient	60	67	74	61
Not proficient	40	33	26	39

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.14***Number of Days Attending Afterschool Program (In-School Only)***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I do not attend my school's afterschool program	95	94	90	94
1 day	1	1	3	1
2 days	0	1	0	0
3 days	0	0	1	0
4 days	0	2	1	0
5 days	4	1	4	5

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	96	94	95	94
Yes	2	0	3	1
Don't know	1	6	2	5

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

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

4. Routines

Table A4.1

Eating of Breakfast

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	40	47	38	39
Yes	60	53	62	61

Question HS/MS A.17: Did you eat breakfast today?

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

Table A4.2

Bedtime

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Before 7:00 pm	0	0	2	1
7:00-7:59 pm	1	1	1	1
8:00-8:59 pm	10	4	10	6
9:00-9:59 pm	22	29	16	10
10:00-10:59 pm	35	27	32	36
11:00-11:59 pm	21	21	30	26
12:00-12:59 am	7	7	8	10
After 1:00 am	4	10	1	9
<i>Bedtime at 12 am or later</i>	11	17	9	19

Question HS/MS A.16: What time did you go to bed last night?

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

5. Remote Schooling

Table A5.1

Remote Schooling Schedule and Instructional Time (Remote Only)

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Time spent on learning and completing schoolwork from home on the average weekday				
Less than 1 hour				
Between 1 and 2 hours				
Between 2 and 3 hours				
Between 3 and 4 hours				
Between 4 and 5 hours				
More than 5 hours				
Number of days in the past week participating in an online class from home where your teacher talked to students				
0 days				
1 day				
2 days				
3 days				
4 days				
5 days				
Number of weekdays participating in school from home for the entire school day				
0 days				
1 day				
2 days				
3 days				
4 days				
5 days				

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

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

Table A5.2***Interesting Activities Provided for Student in Remote Schooling (Remote Only)***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Not at all true				
A little true				
Pretty much true				
Very much true				

Question HS/MS A.49: There is a teacher or some other adult from my school... who provides me with interesting activities to do while I am participating in school from home.

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree				
Disagree				
Neither disagree nor agree				
Agree				
Strongly agree				

Question HS/MS A.40: How strongly do you agree or disagree with the following statements?... I am interested in the schoolwork I do when participating in school from home.

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

6. School Performance, Engagement, and Supports

Table A6.1

Grades, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Mostly A's	30	16	18	30
A's and B's	37	33	31	36
Mostly B's	4	14	8	6
B's and C's	20	23	25	18
Mostly C's	4	5	5	5
C's and D's	6	5	9	4
Mostly D's	0	2	2	0
Mostly F's	0	3	2	1

Question HS/MS A.24: During the past 12 months, how would you describe the grades you mostly received in school?

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

Table A6.2

Absences, Past 30 Days

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I did not miss any days of school in the past 30 days	38	33	48	41
1 day	29	28	22	21
2 days	21	34	16	23
3 or more days	12	6	14	15

Question HS/MS A.18, 23: In the past 30 days, how often did you miss an entire day of school for any reason? [In-School only]. In the past 30 days, how often did you miss an entire day of remote learning classes for any reason? [Remote only]

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply; I didn't miss any school	32	38	51	41
Illness (feeling physically sick), including problems with breathing or your teeth	54	52	40	40
Were being bullied or mistreated at school <i>(In-School Only)</i>	0	5	0	4
Felt very sad, hopeless, anxious, stressed, or angry	6	9	1	5
Didn't get enough sleep	7	13	4	11
Didn't feel safe at school or going to and from school <i>(In-School Only)</i>	0	3	0	1
Had to take care of or help a family member or friend	4	2	1	5
Wanted to spend time with friends	1	2	1	3
Used alcohol or drugs	0	8	1	0
Were behind in schoolwork or weren't prepared for a test or class assignment	1	3	1	6
Were bored or uninterested in school	1	15	3	5
Had no transportation to school <i>(In-School Only)</i>	1	3	2	1
Other reason	17	10	11	19

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Total school supports	46	53	58	61	
Caring adults in school [‡]	49	62	67	71	A6.5
High expectations-adults in school [‡]	64	69	72	77	A6.6
Meaningful participation at school [‡]	25	29	34	37	A6.7
School connectedness ^{‡#} <i>(In-School Only)</i>	52	58	58	57	A6.8
School connectedness ^{‡ψ} <i>(Remote Only)</i>					A6.8
Academic motivation [†]	64	56	56	56	A6.9
Promotion of parental involvement in school [†]	53	57	54	55	A6.13

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

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

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

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Caring adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	49	62	67	71
<i>There is a teacher or some other adult from my school... who really cares about me.</i>				
Not at all true	16	9	13	7
A little true	42	27	17	20
Pretty much true	30	38	49	46
Very much true	12	26	22	28
<i>who notices when I’m not there.</i>				
Not at all true	9	12	10	14
A little true	39	22	23	18
Pretty much true	36	38	47	43
Very much true	16	28	20	24
<i>who listens to me when I have something to say.</i>				
Not at all true	8	16	13	8
A little true	39	27	24	22
Pretty much true	36	29	39	39
Very much true	17	28	24	31

Question HS/MS A.47, 50, 53: There is a teacher or some other adult from my school... who really cares about me... who notices when I’m not there... who listens to me when I have something to say.

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
High expectations-adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	64	69	72	77
<i>There is a teacher or some other adult from my school... who tells me when I do a good job.</i>				
Not at all true	5	7	9	7
A little true	28	21	18	17
Pretty much true	43	43	42	42
Very much true	24	29	31	34
<i>who always wants me to do my best.</i>				
Not at all true	4	7	10	5
A little true	26	20	13	13
Pretty much true	41	38	43	42
Very much true	29	35	34	39
<i>who believes that I will be a success.</i>				
Not at all true	13	14	10	9
A little true	32	26	22	17
Pretty much true	30	33	41	37
Very much true	25	28	26	37

Question HS/MS A.48, 51, 54: There is a teacher or some other adult from my school... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.

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

Table A6.7
Meaningful Participation Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Meaningful participation at school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	25	29	34	37
<i>At school/When I participate in school,...</i>				
I do interesting activities.				
Not at all true	14	20	16	18
A little true	41	39	27	30
Pretty much true	32	28	34	33
Very much true	13	13	23	18
I help decide things like class activities or rules.				
Not at all true	43	41	30	33
A little true	33	29	41	30
Pretty much true	22	22	15	29
Very much true	1	7	15	8
I do things that make a difference.				
Not at all true	41	42	36	29
A little true	41	34	37	37
Pretty much true	16	19	18	21
Very much true	3	5	9	13
I have a say in how things work.				
Not at all true	43	42	44	38
A little true	39	27	27	30
Pretty much true	15	24	18	22
Very much true	4	7	10	9
I help decide school activities or rules.				
Not at all true	59	61	48	45
A little true	24	18	25	25
Pretty much true	14	15	16	20
Very much true	3	6	11	9

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

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

Table A6.8
School Connectedness Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School connectedness[#] (<i>In-School Only</i>)				
Average reporting “Agree” or “Strongly agree”	52	58	58	57
School connectedness^ψ (<i>Remote Only</i>)				
Average reporting “Agree” or “Strongly agree”				
I feel close to people at/from this school.				
Strongly disagree	4	5	6	3
Disagree	5	6	3	5
Neither disagree nor agree	29	19	34	30
Agree	46	48	37	38
Strongly agree	15	23	20	24
I am happy with/to be at this school.				
Strongly disagree	6	11	6	6
Disagree	9	7	7	3
Neither disagree nor agree	35	27	31	43
Agree	37	38	36	32
Strongly agree	13	17	20	16
I feel like I am part of this school.				
Strongly disagree	3	8	5	3
Disagree	12	6	3	5
Neither disagree nor agree	40	39	35	35
Agree	39	33	41	38
Strongly agree	6	15	16	19

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

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

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

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

Table A6.8
School Connectedness Scale Questions – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
The teachers at this school treat students fairly/The teachers treat students fairly.				
Strongly disagree	4	6	2	4
Disagree	12	5	1	5
Neither disagree nor agree	35	32	36	33
Agree	38	43	44	41
Strongly agree	12	15	17	17
I feel safe in my school. (<i>In-School Only</i>)				
Strongly disagree	1	7	3	3
Disagree	4	2	2	8
Neither disagree nor agree	39	29	35	28
Agree	43	47	44	43
Strongly agree	12	14	16	19

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Academic motivation				
<i>Average reporting “Agree” or “Strongly agree”</i>	64	56	56	56
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	4	6	2	3
Disagree	0	10	3	4
Neither disagree nor agree	19	19	24	24
Agree	45	45	42	38
Strongly agree	31	19	29	31
I try hard on my schoolwork because I am interested in it.				
Strongly disagree	4	17	4	9
Disagree	18	14	16	10
Neither disagree nor agree	40	31	42	41
Agree	32	25	26	24
Strongly agree	6	14	12	15
I work hard to try to understand new things when doing my schoolwork.				
Strongly disagree	3	11	2	3
Disagree	8	8	2	6
Neither disagree nor agree	29	26	45	36
Agree	44	41	34	32
Strongly agree	17	14	17	23
I am always trying to do better in my schoolwork.				
Strongly disagree	1	9	2	3
Disagree	0	6	2	5
Neither disagree nor agree	17	18	30	32
Agree	60	43	42	36
Strongly agree	22	24	24	24

Question HS/MS A.41-44: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard on my schoolwork because I am interested in it... I work hard to try to understand new things when doing my schoolwork... I am always trying to do better in my schoolwork.

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
It is hard for me to stay focused when doing my schoolwork.				
Strongly disagree	8	8	3	8
Disagree	27	19	17	13
Neither disagree nor agree	31	27	37	29
Agree	23	27	22	35
Strongly agree	10	18	20	15

Question HS/MS A.39: How strongly do you agree or disagree with the following statements?... It is hard for me to stay focused when doing my schoolwork.

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

Table A6.11***School Boredom and Value of School***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School boredom				
Low (0-3)	13	18	19	18
Medium (4-6)	45	36	37	43
High (7-10)	42	45	44	39
Value of school				
High (0-3)	54	51	63	54
Medium (4-6)	31	31	22	36
Low (7-10)	15	18	15	11

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

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

Table A6.12A

School Boredom Profile Groups - 9th Grade

		School is really boring (Grade 9)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value 12%				Mid Boredom & High Value 31%			High Boredom & High Value 12%			
	1											
	2											
	3											
	4	Low Boredom &				Mid Boredom &			High Boredom &			
	5	Mid Value [̄]				Mid Value			Mid Value			
	6					13%			17%			
	7								High Boredom & Low Value 14%			
	8	Low Boredom &				Mid Boredom &						
	9	Low Value [̄]				Low Value [̄]						
	10 Strongly Agree											

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

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

[̄]Results are not reported due to a very small number of responses.

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

Table A6.12B

School Boredom Profile Groups - 10th Grade

		School is really boring (Grade 10)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value 17%				Mid Boredom & High Value 14%				High Boredom & High Value 20%		
	1											
	2											
	3											
	4	Low Boredom &				Mid Boredom &				High Boredom &		
	5	Mid Value [̄]				Mid Value				Mid Value		
	6					18%				11%		
	7									High Boredom & Low Value 14%		
	8	Low Boredom &				Mid Boredom &						
	9	Low Value [̄]				Low Value [̄]						
	10 Strongly Agree											

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

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

[̂]Results are not reported due to a very small number of responses.

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

Table A6.12C

School Boredom Profile Groups - 11th Grade

		School is really boring (Grade 11)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value 18%				Mid Boredom & High Value 28%			High Boredom & High Value 17%			
	1											
	2											
	3											
	4	Low Boredom &			Mid Boredom & Mid Value 8%			High Boredom & Mid Value 13%				
	5	Mid Value [̄]										
	6											
	7								High Boredom & Low Value 13%			
	8	Low Boredom &			Mid Boredom &							
	9	Low Value [̄]			Low Value [̄]							
	10 Strongly Agree											

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

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

[̂]Results are not reported due to a very small number of responses.

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

Table A6.12D

School Boredom Profile Groups - 12th Grade

		School is really boring (Grade 12)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value 17%				Mid Boredom & High Value 22%			High Boredom & High Value 14%			
	1											
	2											
	3											
	4	Low Boredom &				Mid Boredom &			High Boredom &			
	5	Mid Value $\bar{\bar{A}}$				Mid Value			Mid Value			
	6					20%			14%			
	7								High Boredom & Low Value 11%			
	8	Low Boredom &				Mid Boredom &						
	9	Low Value $\bar{\bar{A}}$				Low Value $\bar{\bar{A}}$						
	10 Strongly Agree											

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

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

[̄]Results are not reported due to a very small number of responses.

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Promotion of parental involvement in school				
<i>Average reporting “Agree” or “Strongly agree”</i>	53	57	54	55
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	1	2	4	3
Disagree	3	3	3	1
Neither disagree nor agree	35	28	35	44
Agree	48	48	46	39
Strongly agree	13	18	11	13
Parents feel welcome to participate at this school.				
Strongly disagree	1	1	4	3
Disagree	1	3	4	3
Neither disagree nor agree	42	43	31	30
Agree	45	38	46	52
Strongly agree	10	15	13	13
School staff take parent concerns seriously.				
Strongly disagree	1	3	2	5
Disagree	4	8	3	3
Neither disagree nor agree	54	36	49	43
Agree	34	40	30	42
Strongly agree	7	13	15	8

Question HS/MS A.36-38: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff take parent concerns seriously.

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

Table A6.14
Checking Student Progress

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A teacher or some other adult from my school checks on how I am feeling.				
Not at all true	29	24	15	16
A little true	34	20	28	26
Pretty much true	25	28	39	33
Very much true	12	28	18	25

Question HS/MS A.52: There is a teacher or some other adult from my school... who checks on how I am feeling.
Note: Cells are empty if there are less than 10 respondents.

Table A6.15
Quality of School Physical Environment (In-School Only)

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
My school is usually clean and tidy.				
Strongly disagree	3	8	6	3
Disagree	8	3	3	8
Neither disagree nor agree	35	25	36	32
Agree	44	55	42	48
Strongly agree	10	8	13	10

Question HS/MS A.35: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.
Note: Cells are empty if there are less than 10 respondents.

7. Social and Emotional Health

Table A7.1

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	79	79	87	73
Yes	21	21	13	27

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

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

Table A7.2

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	90	92	95	91
Yes	10	8	5	9

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

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

Table A7.3
Optimism Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Optimism				
<i>Average reporting “Pretty much true” or “Very much true”</i>	46	41	36	43
Each day I look forward to having a lot of fun.				
Not at all true	21	31	31	27
A little true	36	31	36	34
Pretty much true	29	24	23	23
Very much true	14	14	10	15
I usually expect to have a good day.				
Not at all true	19	32	30	22
A little true	33	26	32	36
Pretty much true	37	21	29	25
Very much true	11	20	9	18
Overall, I expect more good things to happen to me than bad things.				
Not at all true	30	29	35	23
A little true	23	27	26	29
Pretty much true	30	20	30	32
Very much true	17	24	9	16

Question HS A.160-162/MS A.153-155: Please tell us how true each statement is of you... Each day I look forward to having a lot of fun... I usually expect to have a good day... Overall, I expect more good things to happen to me than bad things.

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

Table A7.4
Life Satisfaction Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Life satisfaction				
<i>Average reporting “Satisfied” or “Very satisfied”</i>	73	67	67	66
<i>I would describe my satisfaction with...</i>				
my family life as...				
Very dissatisfied	0	4	7	7
Dissatisfied	1	1	1	6
A little dissatisfied	4	6	5	6
A little satisfied	3	13	11	13
Satisfied	51	29	34	29
Very satisfied	41	47	41	40
my friendships as...				
Very dissatisfied	0	4	6	6
Dissatisfied	1	4	2	6
A little dissatisfied	3	7	5	3
A little satisfied	16	17	16	14
Satisfied	38	37	30	31
Very satisfied	41	31	40	41
my school experience as...				
Very dissatisfied	3	12	10	10
Dissatisfied	9	9	7	7
A little dissatisfied	7	13	5	8
A little satisfied	34	15	30	22
Satisfied	29	32	31	33
Very satisfied	18	20	17	19

Question HS A.163-165/MS A.156-158: Please describe your level of satisfaction below. I would describe my satisfaction with... my family life as... my friendships as... my school experience as...

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

Table A7.4
Life Satisfaction Scale Questions – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>I would describe my satisfaction with...</i>				
myself as...				
Very dissatisfied	4	10	7	17
Dissatisfied	6	2	6	6
A little dissatisfied	7	9	4	4
A little satisfied	20	16	17	11
Satisfied	39	34	39	29
Very satisfied	23	29	27	33
where I live as...				
Very dissatisfied	0	7	10	7
Dissatisfied	3	2	2	4
A little dissatisfied	4	6	2	6
A little satisfied	7	7	10	8
Satisfied	43	36	44	32
Very satisfied	42	41	32	43

Question HS A.166, 167/MS A.159, 160: Please describe your level of satisfaction below. I would describe my satisfaction with... myself as... where I live as...

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress				
<i>Average reporting “Pretty much true” or “Very much true”</i>	17	16	13	17
I had a hard time relaxing.				
Not at all true	49	57	62	55
A little true	38	30	24	27
Pretty much true	9	2	11	7
Very much true	4	11	2	11
I felt sad and down.				
Not at all true	46	61	73	62
A little true	33	23	17	21
Pretty much true	13	7	7	7
Very much true	9	10	2	11
I was easily irritated.				
Not at all true	43	51	54	58
A little true	30	24	18	19
Pretty much true	11	11	21	10
Very much true	16	14	7	13
It was hard for me to cope and I thought I would panic.				
Not at all true	69	81	83	77
A little true	20	10	8	10
Pretty much true	3	4	7	4
Very much true	9	6	1	10
It was hard for me to get excited about anything.				
Not at all true	67	69	82	70
A little true	19	17	12	15
Pretty much true	7	8	5	1
Very much true	7	6	1	14

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

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

8. School Violence, Victimization, and Safety

Table A8.1

Perceived Safety at School (In-School Only)

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very safe	13	20	20	18
Safe	48	50	41	42
Neither safe nor unsafe	36	25	30	32
Unsafe	3	2	3	5
Very unsafe	0	2	6	3

Question HS A.117/MS A.110: How safe do you feel when you are at school?

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Race, ethnicity, or national origin				
0 times	92	92	88	95
1 time	3	2	5	0
2 or more times	5	6	7	5
Religion				
0 times	99	98	98	97
1 time	1	1	1	3
2 or more times	0	1	1	0
Gender				
0 times	95	96	94	97
1 time	1	1	2	1
2 or more times	4	2	4	1
Because you are gay, lesbian, or bisexual or someone thought you were				
0 times	100	96	93	93
1 time	0	1	4	4
2 or more times	0	2	4	3
A physical or mental disability				
0 times	100	99	95	100
1 time	0	0	2	0
2 or more times	0	1	2	0
Any of the above five reasons	12	11	15	14

Question HS A.137-141, 144-148/MS A.130-134, 137-141: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin [In-school only]... Your religion [In-school only]... Your gender [In-school only]... Because you are gay, lesbian, or bisexual or someone thought you were [In-school only]... A physical or mental disability [In-school only]... During the past 12 months, how many times did students from your school harass you or bully you for any of the following reasons?... Your race, ethnicity, or national origin [Remote only]... Your religion [Remote only]... Your gender [Remote only]... Because you are gay, lesbian, or bisexual or someone thought you were [Remote only]... A physical or mental disability. [Remote only]

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
You are an immigrant or someone thought you were				
0 times	100	98	94	95
1 time	0	0	2	1
2 or more times	0	2	4	4
Any other reason				
0 times	91	93	92	88
1 time	4	4	4	5
2 or more times	5	4	5	7
Any harassment	18	15	18	20

Question HS A.137-150/MS A.130-143: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin [In-school only]... Your religion [In-school only]... Your gender [In-school only]... Because you are gay, lesbian, or bisexual or someone thought you were [In-school only]... A physical or mental disability [In-school only]... You are an immigrant or someone thought you were [In-school only]... Any other reason [In-school only]... During the past 12 months, how many times did students from your school harass you or bully you for any of the following reasons?... Your race, ethnicity, or national origin [Remote only]... Your religion [Remote only]... Your gender [Remote only]... Because you are gay, lesbian, or bisexual or someone thought you were [Remote only]... A physical or mental disability [Remote only]... You are an immigrant or someone thought you were [Remote only]... Any other reason. [Remote only]

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

Table A8.3

School Violence Victimization Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School violence victimization (<i>In-School Only</i>)				
<i>Average reporting “1 or more times”</i>	18	15	13	12
<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	92	89	88	93
1 time	4	4	3	1
2 to 3 times	4	1	2	3
4 or more times	0	6	6	3
been afraid of being beaten up? (<i>In-School Only</i>)				
0 times	92	92	94	95
1 time	7	4	0	3
2 to 3 times	1	5	0	0
4 or more times	0	0	6	3
<i>During the past 12 months, how many times have you...</i>				
had mean rumors or lies spread about you?				
0 times	68	78	77	80
1 time	19	13	6	8
2 to 3 times	4	4	9	5
4 or more times	9	5	8	7
had sexual jokes, comments, or gestures made to you?				
0 times	85	82	90	89
1 time	5	5	1	4
2 to 3 times	7	5	5	1
4 or more times	3	8	5	5

Question HS A.118, 119, 121, 122, 133, 134/MS A.111, 112, 114, 115, 126, 127: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around? [In-school only]... been afraid of being beaten up? [In-school only]... had mean rumors or lies spread about you? [In-school only]... had sexual jokes, comments, or gestures made to you? [In-School only]... During the past 12 months, how many times did students from your school... spread mean rumors or lies spread about you? [Remote only]... make sexual jokes, comments, or gestures toward you? [Remote only]

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

Table A8.3

School Violence Victimization Scale Questions – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During the past 12 months, how many times on school property have you/did students from your school... had your property stolen or deliberately damaged? (In-School Only)</i>				
0 times	95	90	89	89
1 time	4	6	7	5
2 to 3 times	1	2	1	4
4 or more times	0	1	2	1
<i>been made fun of because of your looks or the way you talk?</i>				
0 times	72	82	84	81
1 time	19	6	5	7
2 to 3 times	4	6	5	8
4 or more times	5	6	7	4
<i>been made fun of, insulted, or called names?</i>				
0 times	74	85	85	88
1 time	14	4	5	4
2 to 3 times	3	4	3	4
4 or more times	9	8	7	4
<i>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?</i>				
0 times (never)	76	85	84	89
1 time	13	11	7	3
2 to 3 times	8	5	4	4
4 or more times	3	0	5	4

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

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

Table A8.4

School Violence Perpetration Scale Questions (In-School Only)

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School violence perpetration				
<i>Average reporting “1 or more times”</i>	1	3	4	4
<i>During the past 12 months, how many times on school property have you...</i>				
been in a physical fight?				
0 times	95	96	94	93
1 time	5	0	0	3
2 to 3 times	0	1	1	3
4 or more times	0	2	5	1
been offered, sold, or given an illegal drug?				
0 times	99	94	94	95
1 time	1	4	0	3
2 to 3 times	0	0	5	0
4 or more times	0	2	1	3
damaged school property on purpose?				
0 times	100	96	96	99
1 time	0	0	2	0
2 to 3 times	0	2	0	0
4 or more times	0	1	1	1
carried a gun?				
0 times	100	100	98	99
1 time	0	0	1	0
2 to 3 times	0	0	0	0
4 or more times	0	0	1	1
carried any other weapon (such as a knife or club)?				
0 times	100	96	97	96
1 time	0	2	0	1
2 to 3 times	0	1	1	0
4 or more times	0	0	2	3

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During the past 12 months, how many times on school property have you...</i>				
been threatened with harm or injury?				
0 times	96	99	95	96
1 time	3	0	1	1
2 to 3 times	1	1	0	0
4 or more times	0	0	3	3
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	99	100	98	99
1 time	1	0	0	0
2 to 3 times	0	0	0	0
4 or more times	0	0	2	1

Question HS A.129, 131/MS A.122, 124: During the past 12 months, how many times on school property have you... been threatened or injured with a weapon (gun, knife, club, etc.)?... been threatened with harm or injury?

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<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	99	94	92	97
1 time	1	4	1	0
2 to 3 times	0	1	4	1
4 or more times	0	1	4	1

Question HS A.130/MS A.123: During the past 12 months, how many times on school property have you... seen someone carrying a gun, knife, or other weapon?

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

9. Alcohol and Other Drug Use

Table A9.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Lifetime illicit AOD use to get “high” [^]	12	29	20	36	A9.2
Lifetime alcohol or drug use	12	29	20	36	A9.2
Lifetime marijuana use	4	18	12	21	A9.2
Lifetime very drunk or high (7 or more times)	0	9	3	9	A9.7
Current alcohol or drug use [¶]	5	17	10	18	A9.5
Current marijuana use [¶]	3	7	5	14	A9.5
Current heavy drug use [¶]	1	5	5	9	A9.5
Current heavy alcohol use (binge drinking) [¶]	0	8	5	5	A9.5
Current alcohol or drug use on school property ^{¶Φ}	4	13	5	6	A9.8
Harmfulness of occasional marijuana use ^B	31	29	27	32	A9.11
Difficulty of obtaining marijuana ^C	12	14	14	7	A9.12

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

[^]*Excludes prescription pain medication.*

[¶]*Past 30 days.*

^Φ*In-School only.*

^B*Great harm.*

^C*Very difficult.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol	7	28	15	30
Marijuana	4	18	12	21
Inhalants	1	2	2	1
Cocaine, methamphetamine, or any amphetamines	0	2	1	1
Ecstasy, LSD, or other psychedelics	0	4	1	3
Prescription pain medication (opioids)	0	4	2	4
Cold/cough medicines or other over-the-counter medicines to get “high”	3	2	3	7
Any other drug, pill, or medicine to get “high”	1	0	2	1
<i>Any of the above AOD use</i>	12	29	20	36
<i>Any illicit AOD use to get “high”[^]</i>	12	29	20	36

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

[^]Excludes prescription pain medication.

Table A9.3
Lifetime AOD Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one full drink)				
0 times	93	72	85	70
1 time	4	7	5	8
2 to 3 times	0	6	3	3
4 or more times	3	15	7	20
Marijuana (smoke, vape, eat, or drink)				
0 times	96	82	88	79
1 time	1	1	3	4
2 to 3 times	1	5	1	4
4 or more times	1	12	7	13
Inhalants				
0 times	99	98	98	99
1 time	0	1	0	0
2 to 3 times	1	1	2	1
4 or more times	0	0	0	0
Cocaine, methamphetamine, or any amphetamines				
0 times	100	98	99	99
1 time	0	1	1	1
2 to 3 times	0	0	0	0
4 or more times	0	1	0	0
Ecstasy, LSD, or other psychedelics				
0 times	100	96	99	97
1 time	0	1	1	0
2 to 3 times	0	0	0	3
4 or more times	0	2	0	0
Prescription pain medication				
0 times	100	96	98	96
1 time	0	1	1	3
2 to 3 times	0	2	0	1
4 or more times	0	0	1	0

Question HS A.68-71, 73, 74/MS A.69-71: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, hard seltzer, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Prescription pain medication (Vicodin, OxyContin, Percodan, Fentanyl).

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cold/cough medicines or other over-the-counter medicines to get “high”				
0 times	97	98	97	93
1 time	1	1	1	1
2 to 3 times	0	1	1	5
4 or more times	1	0	1	0
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 times	99	100	98	99
1 time	1	0	1	0
2 to 3 times	0	0	0	1
4 or more times	0	0	1	0

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

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

Table A9.4
Methods of Marijuana Consumption

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
During your life, how many times have you used marijuana in any of the following ways...				
Smoke it?				
0 times	99	88	93	83
1 time	0	0	1	4
2 to 3 times	1	4	0	3
4 or more times	0	8	6	11
In a vaping device?				
0 times	99	85	91	84
1 time	0	0	1	3
2 to 3 times	1	4	1	3
4 or more times	0	12	7	11
Eat or drink it in products made with marijuana?				
0 times	99	91	92	88
1 time	1	1	3	3
2 to 3 times	0	2	3	3
4 or more times	0	6	1	7

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one or more drinks of alcohol)	4	15	9	12
Binge drinking (5 or more drinks in a row)	0	8	5	5
Marijuana (smoke, vape, eat, or drink)	3	7	5	14
Inhalants	0	0	1	0
Prescription drugs to get “high” or for reasons other than prescribed	0	0	0	0
Other drug, pill, or medicine to get “high” or for reasons other than medical	1	0	0	0
<i>Any drug use</i>	3	7	5	13
<i>Heavy drug use</i>	1	5	5	9
<i>Any AOD Use</i>	5	17	10	18
Two or more substances at the same time	0	0	0	3

Question HS A.86-92/MS A.83-87: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?... inhalants (things you sniff, huff, or breathe to get “high”)?... prescription drugs to get “high” or for reasons other than prescribed?... any other drug, pill, or medicine to get “high” or for reasons other than medical?... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one or more drinks)				
0 days	96	85	91	88
1 or 2 days	4	12	7	8
3 to 9 days	0	2	1	1
10 to 19 days	0	0	0	0
20 to 30 days	0	1	1	3
Binge drinking (5 or more drinks in a row)				
0 days	100	92	95	95
1 or 2 days	0	6	2	1
3 to 9 days	0	1	1	1
10 to 19 days	0	0	0	0
20 to 30 days	0	1	1	3
Marijuana (smoke, vape, eat, or drink)				
0 days	97	93	95	86
1 or 2 days	3	2	0	4
3 to 9 days	0	0	2	3
10 to 19 days	0	2	1	0
20 to 30 days	0	2	1	7

Question HS A.86-88/MS A.83-85: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very drunk or sick after drinking alcohol				
0 times	95	86	94	80
1 to 2 times	5	6	3	12
3 to 6 times	0	4	1	8
7 or more times	0	5	1	0
“High” (loaded, stoned, or wasted) from using drugs				
0 times	99	86	91	82
1 to 2 times	1	2	3	8
3 to 6 times	0	4	3	1
7 or more times	0	8	2	9
<i>Very drunk or “high” 7 or more times</i>	0	9	3	9

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
0 days	99	93	97	99
1 to 2 days	1	7	3	1
3 or more days	0	0	0	0
Marijuana (smoke, vape, eat, or drink)				
0 days	97	92	98	94
1 to 2 days	3	2	1	4
3 or more days	0	6	1	3
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 days	99	99	99	99
1 to 2 days	1	1	0	1
3 or more days	0	0	1	0
Any of the above	4	13	5	6

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times	100	93	95	95
1 to 2 times	0	1	2	1
3 to 6 times	0	1	2	0
7 or more times	0	5	0	4

Question HS A.79/MS A.76: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

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

Table A9.10
Cessation Attempts

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
Does not apply, don't use	96	88	97	87
0 times	3	10	0	11
1 time	1	2	3	3
2 to 3 times	0	0	0	0
4 or more times	0	0	0	0
Marijuana				
Does not apply, don't use	97	88	94	83
0 times	1	6	0	5
1 time	0	4	3	4
2 to 3 times	0	1	1	4
4 or more times	1	1	1	4

Question HS A.68, 69, 114, 115: During your life, how many times have you used the following?... One full drink of alcohol (such as a can of beer, glass of wine, hard seltzer, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... How many times have you tried to quit or stop using... alcohol?... marijuana?

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

Respondents reporting "0 times" on lifetime alcohol and marijuana use are coded as "Does not apply, don't use" on alcohol and marijuana cessation attempts, respectively.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol - drink occasionally				
Great	21	26	28	29
Moderate	20	20	14	25
Slight	17	15	23	13
None	41	38	36	33
Alcohol - 5 or more drinks once or twice a week				
Great	29	33	32	36
Moderate	23	24	21	26
Slight	5	6	13	5
None	43	37	34	33
Marijuana - use occasionally				
Great	31	29	27	32
Moderate	17	21	22	23
Slight	13	10	15	13
None	39	40	36	32
Marijuana - use daily				
Great	43	37	41	51
Moderate	12	21	15	13
Slight	5	2	8	5
None	40	39	36	31

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
Very difficult	11	12	16	11
Fairly difficult	7	7	7	7
Fairly easy	12	20	13	15
Very easy	20	18	15	28
Don’t know	51	42	48	40
Marijuana				
Very difficult	12	14	14	7
Fairly difficult	11	5	6	11
Fairly easy	9	17	13	13
Very easy	12	21	16	29
Don’t know	56	43	51	40
Prescription drugs to get “high” or for reasons other than prescribed				
Very difficult	16	15	17	15
Fairly difficult	9	11	8	15
Fairly easy	11	18	10	12
Very easy	8	10	7	11
Don’t know	56	46	58	48

Question HS A.110-112/MS A.105-107: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana... Prescription drugs to get “high” or for reasons other than prescribed.

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

10. Tobacco Use

Table A10.1

Summary of Key CHKS Tobacco Indicators

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	0	7	3	9	A10.2
Current cigarette smoking [¶]	0	1	0	1	A10.4
Current cigarette smoking at school ^{¶Φ}	0	0	1	1	A10.7
Ever tried smokeless tobacco	0	4	2	3	A10.2
Current smokeless tobacco use [¶]	0	0	0	0	A10.4
Current smokeless tobacco use at school ^{¶Φ}	0	0	0	1	A10.7
Ever used vape products	1	22	15	26	A10.2
Current use of vape products [¶]	1	9	2	11	A10.4
Current tobacco vaping [¶]	1	7	2	8	A10.5
Current marijuana vaping [¶]	0	8	2	8	A10.5
Current vaping at school ^{¶Φ}	1	5	1	7	A10.7
Lifetime tobacco use	1	18	10	19	A10.2
Current tobacco use [¶]	1	7	2	8	A10.6
Cessation Attempts					
Tried to quit smoking or vaping tobacco or nicotine	1	2	2	8	A10.9
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking ^B	28	35	34	32	A10.10
Harmfulness of smoking 1 or more packs/day ^B	44	50	45	47	A10.10
Harmfulness of vaping occasionally ^B	25	32	31	36	A10.11
Harmfulness of vaping several times a day ^B	47	49	48	47	A10.11
Difficulty of obtaining cigarettes ^C	11	15	16	13	A10.12
Difficulty of obtaining vape products ^C	9	14	14	8	A10.12
Anti-Tobacco Policy					
School bans tobacco use and vaping	76	81	73	78	A10.13

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

[¶]Past 30 days.

^ΦIn-School only.

^BGreat harm.

^CVery difficult.

Table A10.2
Lifetime Tobacco Use

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A whole cigarette				
0 times	100	93	97	91
1 time	0	2	0	3
2 to 3 times	0	2	0	3
4 or more times	0	2	3	4
Smokeless tobacco				
0 times	100	96	98	97
1 time	0	0	0	0
2 to 3 times	0	1	0	3
4 or more times	0	2	2	0
Vape products				
0 times	99	78	85	74
1 time	1	4	6	8
2 to 3 times	0	4	1	1
4 or more times	0	15	8	17
<i>Lifetime tobacco use</i>				
No	99	82	90	81
Yes	1	18	10	19

Question HS A.65-67/MS A.66-68: During your life, how many times have you used the following?... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Vape products.

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

Lifetime tobacco use includes using a whole cigarette or smokeless tobacco, or vaping tobacco or nicotine.

Table A10.3
Substances Ever Vaped

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Vaped tobacco or nicotine				
0 times	99	82	92	82
1 time	1	4	3	4
2 to 3 times	0	6	1	4
4 or more times	0	8	3	11
Vaped marijuana or THC				
0 times	100	82	90	85
1 time	0	2	3	3
2 to 3 times	0	5	0	3
4 or more times	0	11	7	9
Vaped other product				
0 times	100	89	97	97
1 time	0	2	0	0
2 to 3 times	0	2	2	0
4 or more times	0	6	1	3

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
Any	0	1	0	1
Daily (20 or more days)	0	0	0	1
Smokeless tobacco				
Any	0	0	0	0
Daily (20 or more days)	0	0	0	0
Vape products				
Any	1	9	2	11
Daily (20 or more days)	0	1	0	1

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Vaped tobacco or nicotine				
0 days	99	93	98	92
1 or 2 days	1	2	0	5
3 to 9 days	0	4	2	0
10 to 19 days	0	1	0	1
20 to 30 days	0	0	0	1
Vaped marijuana or THC				
0 days	100	92	98	92
1 or 2 days	0	2	0	4
3 to 9 days	0	1	1	0
10 to 19 days	0	2	1	1
20 to 30 days	0	2	0	3
Vaped other product				
0 days	99	96	99	99
1 or 2 days	1	1	1	1
3 to 9 days	0	1	0	0
10 to 19 days	0	0	0	0
20 to 30 days	0	1	0	0

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	99	93	98	92
Yes	1	7	2	8

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
0 days	100	100	99	99
1 or 2 days	0	0	1	1
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	100	100	100	99
1 or 2 days	0	0	0	1
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	99	95	99	93
1 or 2 days	0	2	1	5
3 to 9 days	1	2	0	1
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	0

Question HS A.93-95/MS A.88-90: During the past 30 days, on how many days on school property did you... smoke cigarettes?... use smokeless tobacco (dip, chew, or snuff)?... vape?

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

Table A10.8***Secondhand Smoke on School Property, Past 30 Days (In-School Only)***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes				
0 days	99	98	98	97
1 day	1	0	0	1
2 days	0	1	1	1
3-9 days	0	0	1	0
10-19 days	0	0	0	0
20-30 days	0	1	0	0

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

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

Table A10.9***Cigarette Smoking and Vaping Cessation Attempts***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply, don't use	99	93	95	88
0 times	0	5	2	4
1 time	1	2	2	5
2 to 3 times	0	0	0	0
4 or more times	0	0	0	3

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

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

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

Table A10.10***Perceived Harm of Cigarette Smoking***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Smoke cigarettes occasionally				
Great	28	35	34	32
Moderate	21	21	17	25
Slight	11	10	13	8
None	40	35	36	35
Smoke 1 or more packs of cigarettes each day				
Great	44	50	45	47
Moderate	13	14	10	14
Slight	3	2	10	1
None	40	33	34	37

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

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

Table A10.11***Perceived Harm of Using Vape Products***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Vape tobacco or nicotine occasionally				
Great	25	32	31	36
Moderate	24	23	21	21
Slight	11	11	14	9
None	40	35	34	34
Vape tobacco or nicotine several times a day (100 puffs or more)				
Great	47	49	48	47
Moderate	12	15	9	16
Slight	1	0	7	4
None	40	36	36	33

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

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

Table A10.12***Perceived Difficulty of Obtaining Cigarettes and Vape Products***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
Very difficult	11	15	16	13
Fairly difficult	12	10	12	11
Fairly easy	11	18	12	20
Very easy	8	14	8	16
Don't know	59	43	52	40
Vape products				
Very difficult	9	14	14	8
Fairly difficult	11	5	4	7
Fairly easy	13	17	15	17
Very easy	17	24	21	29
Don't know	49	40	46	39

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

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

Table A10.13***School Bans Tobacco Use and Vaping***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	1	12	9	5
Yes	76	81	73	78
Don't know	23	7	17	17

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

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

11. Other Health Risks

Table A11.1

Gang Involvement (In-School Only)

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
No	99	99	98	96
Yes	1	1	2	4

Question HS A.152/MS A.145: Do you consider yourself a member of a gang?

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

12. Race/Ethnicity Breakdowns

Table A12.1

School Engagement and Supports by Race/Ethnicity

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School Connectedness^{†#} (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	54	59	57	54
Native Hawaiian or Pacific Islander				
White		50		82
Mixed (two or more) ethnics				
Something else				
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				
Mixed (two or more) ethnics				
Something else				
Academic Motivation[†]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	64	58	54	55
Native Hawaiian or Pacific Islander				
White		40		73
Mixed (two or more) ethnics				
Something else				

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

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School is really boring[±]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	38	47	45	41
Native Hawaiian or Pacific Islander				
White		40		42
Mixed (two or more) ethnics				
Something else				
School is worthless and a waste of time[±]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	14	17	15	8
Native Hawaiian or Pacific Islander				
White		30		17
Mixed (two or more) ethnics				
Something else				
Monthly Absences (3 or more)				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	9	4	13	15
Native Hawaiian or Pacific Islander				
White		10		17
Mixed (two or more) ethnics				
Something else				

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

[±]*Rating of 7 or higher.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Maintaining focus on schoolwork[†]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	32	28	18	17
Native Hawaiian or Pacific Islander				
White		10		25
Mixed (two or more) ethnics				
Something else				
Caring adult relationships[‡]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	47	61	67	69
Native Hawaiian or Pacific Islander				
White				83
Mixed (two or more) ethnics				
Something else				
High expectations-adults in school[‡]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	62	68	72	76
Native Hawaiian or Pacific Islander				
White				81
Mixed (two or more) ethnics				
Something else				

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Meaningful participation[‡]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	24	29	32	37
Native Hawaiian or Pacific Islander				
White				44
Mixed (two or more) ethnics				
Something else				
Facilities upkeep[†] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	57	62	53	57
Native Hawaiian or Pacific Islander				
White		70		75
Mixed (two or more) ethnics				
Something else				
Promotion of parental involvement in school[†]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	53	58	54	53
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 “Agree” or “Strongly agree.”

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

Table A12.2
School Safety by Race/Ethnicity

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School perceived as very safe or safe (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	61	68	57	58
Native Hawaiian or Pacific Islander				
White				83
Mixed (two or more) ethnics				
Something else				
Experienced harassment due to five reasons^{λ§}				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	11	12	14	7
Native Hawaiian or Pacific Islander				
White				17
Mixed (two or more) ethnics				
Something else				
Experienced any harassment or bullying[§]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	14	17	17	15
Native Hawaiian or Pacific Islander				
White				25
Mixed (two or more) ethnics				
Something else				

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

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Had mean rumors or lies spread about you[§]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	31	19	24	18
Native Hawaiian or Pacific Islander				
White				17
Mixed (two or more) ethnics				
Something else				
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	3	6	3	4
Native Hawaiian or Pacific Islander				
White				8
Mixed (two or more) ethnics				
Something else				
Been in a physical fight[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	5	3	6	7
Native Hawaiian or Pacific Islander				
White				0
Mixed (two or more) ethnics				
Something else				

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Seen a weapon on campus[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	2	6	7	2
Native Hawaiian or Pacific Islander				
White				8
Mixed (two or more) ethnics				
Something else				

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cyberbullying[§]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	21	16	16	11
Native Hawaiian or Pacific Islander				
White				8
Mixed (two or more) ethnics				
Something else				

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol or drug use[¶]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	6	17	10	17
Native Hawaiian or Pacific Islander				
White				33
Mixed (two or more) ethnics				
Something else				
Current tobacco use[¶]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	2	9	3	7
Native Hawaiian or Pacific Islander				
White				17
Mixed (two or more) ethnics				
Something else				
Current marijuana use[¶]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	3	9	4	14
Native Hawaiian or Pacific Islander				
White				17
Mixed (two or more) ethnics				
Something else				

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

[¶]*Past 30 days.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current binge drinking[¶]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	0	7	4	7
Native Hawaiian or Pacific Islander				
White				0
Mixed (two or more) ethnics				
Something else				
Very drunk or “high” 7 or more times, ever				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	0	9	3	10
Native Hawaiian or Pacific Islander				
White				8
Mixed (two or more) ethnics				
Something else				
Been drunk or “high” on drugs at school, ever				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	0	9	5	7
Native Hawaiian or Pacific Islander				
White				0
Mixed (two or more) ethnics				
Something else				

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol use[¶]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	5	16	8	12
Native Hawaiian or Pacific Islander				
White				17
Mixed (two or more) ethnics				
Something else				
Current alcohol use at school[¶] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	2	9	3	0
Native Hawaiian or Pacific Islander				
White				0
Mixed (two or more) ethnics				
Something else				
Current cigarette smoking[¶]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	0	1	0	0
Native Hawaiian or Pacific Islander				
White				8
Mixed (two or more) ethnics				
Something else				

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	2	11	3	10
Native Hawaiian or Pacific Islander				
White				17
Mixed (two or more) ethnics				
Something else				
Current tobacco vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	2	9	3	7
Native Hawaiian or Pacific Islander				
White				17
Mixed (two or more) ethnics				
Something else				
Current marijuana vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	0	10	3	10
Native Hawaiian or Pacific Islander				
White				0
Mixed (two or more) ethnics				
Something else				

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Eating of breakfast				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	57	53	61	62
Native Hawaiian or Pacific Islander				
White		60		50
Mixed (two or more) ethnics				
Something else				
Bedtime (at 12 am or later)				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	10	18	11	20
Native Hawaiian or Pacific Islander				
White		0		8
Mixed (two or more) ethnics				
Something else				

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

[|]Today.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Remote learning frequency (5 days per week)[¶]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White				
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				
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				
Mixed (two or more) ethnics				
Something else				

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Meaningful opportunities[‡]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White				
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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress[‡]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	16	15	11	15
Native Hawaiian or Pacific Islander				
White				27
Mixed (two or more) ethnics				
Something else				
Experienced chronic sadness/hopelessness[§]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	18	20	11	23
Native Hawaiian or Pacific Islander				
White				50
Mixed (two or more) ethnics				
Something else				
Considered suicide[§]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	8	10	4	11
Native Hawaiian or Pacific Islander				
White				8
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.”*

[§]*Past 12 months.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Optimism[‡]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	47	41	37	42
Native Hawaiian or Pacific Islander				
White				44
Mixed (two or more) ethnics				
Something else				
Life satisfaction[±]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	74	69	67	71
Native Hawaiian or Pacific Islander				
White				58
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.”*

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

13. Gender Breakdowns

Table A13.1

School Engagement and Supports by Gender

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School Connectedness^{†#} (<i>In-School Only</i>)				
Male	57	67	61	60
Female	51	54	54	56
Nonbinary				
Something else				
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Male				
Female				
Nonbinary				
Something else				
Academic Motivation[†]				
Male	60	55	50	58
Female	66	60	64	55
Nonbinary				
Something else				
School is really boring[±]				
Male	47	38	46	47
Female	38	51	41	32
Nonbinary				
Something else				
School is worthless and a waste of time[±]				
Male	15	23	16	16
Female	14	13	14	5
Nonbinary				
Something else				

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

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

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

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

[±]*Rating of 7 or higher.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Monthly Absences (3 or more)				
Male	5	2	8	15
Female	19	7	21	15
Nonbinary				
Something else				
Maintaining focus on schoolwork[†]				
Male	38	38	16	25
Female	32	18	27	13
Nonbinary				
Something else				
Caring adult relationships[‡]				
Male	53	62	67	69
Female	45	65	68	74
Nonbinary				
Something else				
High expectations-adults in school[‡]				
Male	65	69	70	74
Female	64	72	77	82
Nonbinary				
Something else				
Meaningful participation[‡]				
Male	37	27	33	37
Female	15	33	35	37
Nonbinary				
Something else				

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Facilities upkeep[†] (<i>In-School Only</i>)				
Male	50	65	56	60
Female	56	64	51	58
Nonbinary				
Something else				
Promotion of parental involvement in school[†]				
Male	59	63	55	59
Female	48	55	50	53
Nonbinary				
Something else				

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

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

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

Table A13.2
School Safety by Gender

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School perceived as very safe or safe <i>(In-School Only)</i>				
Male	67	74	57	54
Female	59	70	64	68
Nonbinary				
Something else				
Experienced harassment due to five reasons[^]				
Male	16	13	13	17
Female	10	7	17	11
Nonbinary				
Something else				
Experienced any harassment or bullying[§]				
Male	19	21	15	31
Female	15	9	20	11
Nonbinary				
Something else				
Had mean rumors or lies spread about you[§]				
Male	21	16	18	19
Female	41	23	31	18
Nonbinary				
Something else				
Been afraid of being beaten up[§] <i>(In-School Only)</i>				
Male	3	8	6	3
Female	10	9	3	5
Nonbinary				
Something else				

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 A13.2
School Safety by Gender – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Been in a physical fight[§] (<i>In-School Only</i>)				
Male	12	8	10	6
Female	0	0	0	5
Nonbinary				
Something else				
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Male	3	8	10	3
Female	0	5	6	0
Nonbinary				
Something else				

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

[§]Past 12 months.

Table A13.3
Cyberbullying by Gender

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cyberbullying[§]				
Male	7	13	13	8
Female	34	16	20	11
Nonbinary				
Something else				

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

[§]Past 12 months.

Table A13.4
Substance Use by Gender

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol or drug use[¶]				
Male	3	21	12	22
Female	7	14	8	13
Nonbinary				
Something else				
Current tobacco use[¶]				
Male	0	8	4	11
Female	2	7	0	5
Nonbinary				
Something else				
Current marijuana use[¶]				
Male	3	8	8	16
Female	3	7	0	8
Nonbinary				
Something else				
Current binge drinking[¶]				
Male	0	8	6	11
Female	0	9	3	0
Nonbinary				
Something else				
Very drunk or “high” 7 or more times, ever				
Male	0	13	4	16
Female	0	7	3	0
Nonbinary				
Something else				
Been drunk or “high” on drugs at school, ever				
Male	0	5	4	11
Female	0	9	6	0
Nonbinary				
Something else				

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

[¶]Past 30 days.

Table A13.4
Substance Use by Gender – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol use[¶]				
Male	0	18	10	16
Female	7	14	8	8
Nonbinary				
Something else				
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Male	0	3	4	3
Female	2	12	3	0
Nonbinary				
Something else				
Current cigarette smoking[¶]				
Male	0	3	0	3
Female	0	0	0	0
Nonbinary				
Something else				
Current vaping[¶]				
Male	0	13	4	14
Female	2	7	0	8
Nonbinary				
Something else				
Current tobacco vaping[¶]				
Male	0	8	4	11
Female	2	7	0	5
Nonbinary				
Something else				
Current marijuana vaping[¶]				
Male	0	11	4	11
Female	0	7	0	5
Nonbinary				
Something else				

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

[¶]Past 30 days.

Table A13.5
Routines by Gender

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Eating of breakfast[‡]				
Male	66	54	55	60
Female	52	51	73	62
Nonbinary				
Something else				
Bedtime (at 12 am or later)				
Male	11	17	10	25
Female	12	18	8	13
Nonbinary				
Something else				

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

[‡]*Today.*

Table A13.6**Remote Schooling by Gender (*Remote Only*)**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Remote learning frequency (5 days per week)[¶]				
Male				
Female				
Nonbinary				
Something else				
Synchronous instruction (4 days or more)[¶]				
Male				
Female				
Nonbinary				
Something else				
Interest in schoolwork done from home[†]				
Male				
Female				
Nonbinary				
Something else				
Meaningful opportunities[‡]				
Male				
Female				
Nonbinary				
Something else				

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

Table A13.7
Social and Emotional Health by Gender

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress[‡]				
Male	7	11	7	14
Female	22	20	22	21
Nonbinary				
Something else				
Experienced chronic sadness/hopelessness[§]				
Male	10	11	11	25
Female	27	30	17	26
Nonbinary				
Something else				
Considered suicide[§]				
Male	3	11	4	11
Female	12	7	6	5
Nonbinary				
Something else				
Optimism[‡]				
Male	51	51	43	41
Female	44	36	28	46
Nonbinary				
Something else				
Life satisfaction[‡]				
Male	79	71	68	67
Female	71	66	66	68
Nonbinary				
Something else				

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

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

[§]*Past 12 months.*

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

14. Parental Education Breakdowns

Table A14.1

School Engagement and Supports by Parental Education

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School Connectedness^{†#} (<i>In-School Only</i>)				
Less than high school	58	53	63	53
High school graduate	68	56	45	63
Some college				51
College degree	40	66	76	64
Don't know	37	55	54	60
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Less than high school				
High school graduate				
Some college				
College degree				
Don't know				
Academic Motivation[†]				
Less than high school	66	59	67	51
High school graduate	79	46	50	67
Some college				59
College degree	59	63	67	50
Don't know	49	64	47	61
School is really boring[±]				
Less than high school	27	68	50	36
High school graduate	38	30	46	36
Some college				43
College degree	55	41	33	44
Don't know	52	50	41	36

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School is worthless and a waste of time[±]				
Less than high school	9	11	25	12
High school graduate	13	19	15	0
Some college				21
College degree	18	12	0	13
Don't know	26	38	12	0
Monthly Absences (3 or more)				
Less than high school	14	5	20	12
High school graduate	12	7	15	15
Some college				14
College degree	18	0	0	24
Don't know	9	12	12	9
Maintaining focus on schoolwork[†]				
Less than high school	36	11	17	20
High school graduate	33	37	15	15
Some college				21
College degree	45	29	20	31
Don't know	32	25	41	9
Caring adult relationships[‡]				
Less than high school	37	56	71	60
High school graduate	62	58	62	67
Some college				83
College degree	39	79	79	77
Don't know	43	68	59	73

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

[±]Rating of 7 or higher.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
High expectations-adults in school[‡]				
Less than high school	67	65	76	71
High school graduate	74	65	65	73
Some college				86
College degree	58	88	86	83
Don't know	54	69	65	77
Meaningful participation[‡]				
Less than high school	16	17	45	30
High school graduate	32	33	26	38
Some college				36
College degree	35	40	31	46
Don't know	16	33	25	36
Facilities upkeep[†] (<i>In-School Only</i>)				
Less than high school	64	68	63	64
High school graduate	75	52	42	62
Some college				50
College degree	64	76	73	56
Don't know	23	60	53	55
Promotion of parental involvement in school[†]				
Less than high school	64	54	60	51
High school graduate	69	54	56	62
Some college				52
College degree	48	75	64	63
Don't know	32	54	39	52

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School perceived as very safe or safe <i>(In-School Only)</i>				
Less than high school	90	65	67	60
High school graduate	65	67	54	58
Some college				62
College degree	70	88	79	67
Don't know	43	53	59	55
Experienced harassment due to five reasons[^][§]				
Less than high school	30	18	21	4
High school graduate	17	11	12	33
Some college				8
College degree	0	6	8	21
Don't know	5	7	13	9
Experienced any harassment or bullying[§]				
Less than high school	30	24	21	13
High school graduate	26	22	15	42
Some college				15
College degree	0	6	8	21
Don't know	9	7	13	18
Had mean rumors or lies spread about you[§]				
Less than high school	30	24	17	16
High school graduate	26	19	31	42
Some college				23
College degree	30	19	23	14
Don't know	39	14	12	9

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
Less than high school	0	12	4	8
High school graduate	13	7	4	17
Some college				0
College degree	10	13	8	0
Don't know	4	7	12	0
Been in a physical fight[§] (<i>In-School Only</i>)				
Less than high school	10	6	0	8
High school graduate	4	0	8	0
Some college				8
College degree	0	6	8	14
Don't know	9	7	13	0
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Less than high school	0	12	8	4
High school graduate	0	7	12	0
Some college				8
College degree	0	6	15	0
Don't know	4	0	0	0

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cyberbullying[§]				
Less than high school	10	29	17	12
High school graduate	18	15	12	25
Some college				8
College degree	30	6	15	0
Don't know	24	7	13	9

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

[§]Past 12 months.

Table A14.4
Substance Use by Parental Education

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol or drug use[¶]				
Less than high school	20	29	8	24
High school graduate	0	11	12	33
Some college				15
College degree	0	13	15	13
Don't know	0	7	6	0
Current tobacco use[¶]				
Less than high school	10	11	4	8
High school graduate	0	7	0	17
Some college				8
College degree	0	0	7	6
Don't know	0	0	0	0
Current marijuana use[¶]				
Less than high school	20	18	4	21
High school graduate	0	7	4	17
Some college				15
College degree	0	0	8	7
Don't know	0	0	6	0
Current binge drinking[¶]				
Less than high school	0	18	8	16
High school graduate	0	11	0	0
Some college				0
College degree	0	6	8	0
Don't know	0	0	6	0

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

[¶]Past 30 days.

Table A14.4
Substance Use by Parental Education – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very drunk or “high” 7 or more times, ever				
Less than high school	0	22	4	20
High school graduate	0	11	4	0
Some college				0
College degree	0	6	0	6
Don’t know	0	0	6	10
Been drunk or “high” on drugs at school, ever				
Less than high school	0	17	8	16
High school graduate	0	11	4	0
Some college				0
College degree	0	0	0	0
Don’t know	0	0	6	0
Current alcohol use[¶]				
Less than high school	10	24	8	20
High school graduate	0	11	8	25
Some college				0
College degree	0	13	15	6
Don’t know	0	7	6	0
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Less than high school	0	12	4	0
High school graduate	0	8	0	0
Some college				0
College degree	0	0	7	0
Don’t know	0	7	0	9

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

[¶]Past 30 days.

Table A14.4
Substance Use by Parental Education – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current cigarette smoking[¶]				
Less than high school	0	6	0	0
High school graduate	0	0	0	0
Some college				0
College degree	0	0	0	6
Don't know	0	0	0	0
Current vaping[¶]				
Less than high school	10	22	4	12
High school graduate	0	7	0	25
Some college				8
College degree	0	0	7	6
Don't know	0	0	0	0
Current tobacco vaping[¶]				
Less than high school	10	12	4	8
High school graduate	0	7	0	17
Some college				8
College degree	0	0	7	6
Don't know	0	0	0	0
Current marijuana vaping[¶]				
Less than high school	0	18	4	12
High school graduate	0	7	0	17
Some college				8
College degree	0	0	7	0
Don't know	0	0	0	0

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Eating of breakfast				
Less than high school	64	53	77	56
High school graduate	68	52	41	77
Some college				50
College degree	36	65	93	71
Don't know	52	41	61	55
Bedtime (at 12 am or later)				
Less than high school	14	16	4	24
High school graduate	12	22	15	0
Some college				14
College degree	9	12	13	24
Don't know	9	12	6	27

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

[|]*Today.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Remote learning frequency (5 days per week)[¶]				
Less than high school				
High school graduate				
Some college				
College degree				
Don't know				
Synchronous instruction (4 days or more)[¶]				
Less than high school				
High school graduate				
Some college				
College degree				
Don't know				
Interest in schoolwork done from home[†]				
Less than high school				
High school graduate				
Some college				
College degree				
Don't know				
Meaningful opportunities[‡]				
Less than high school				
High school graduate				
Some college				
College degree				
Don't know				

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress[‡]				
Less than high school	22	19	11	14
High school graduate	19	16	16	29
Some college				28
College degree	16	11	17	9
Don't know	8	7	11	13
Experienced chronic sadness/hopelessness[§]				
Less than high school	50	35	8	28
High school graduate	23	26	19	25
Some college				38
College degree	10	13	8	21
Don't know	10	7	13	18
Considered suicide[§]				
Less than high school	20	18	0	16
High school graduate	9	11	4	0
Some college				8
College degree	10	0	8	7
Don't know	5	7	6	9
Optimism[‡]				
Less than high school	60	43	31	36
High school graduate	40	47	41	48
Some college				38
College degree	43	42	54	60
Don't know	38	36	33	36
Life satisfaction[‡]				
Less than high school	65	67	69	67
High school graduate	70	71	68	53
Some college				63
College degree	84	64	76	79
Don't know	70	64	65	68

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

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

[§]Past 12 months.

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

15. English Learner Breakdowns

Table A15.1

School Engagement and Supports by English Learner Status

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School Connectedness^{†#} (<i>In-School Only</i>)				
Not English learner	53	62	59	59
English learner				61
Don't know	54		35	
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Not English learner				
English learner				
Don't know				
Academic Motivation[†]				
Not English learner	67	56	56	58
English learner				44
Don't know	52		38	
School is really boring[±]				
Not English learner	44	39	41	34
English learner				50
Don't know	38		63	
School is worthless and a waste of time[±]				
Not English learner	18	18	11	8
English learner				18
Don't know	15		31	
Monthly Absences (3 or more)				
Not English learner	12	5	16	8
English learner				38
Don't know	14		13	

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

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

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

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

[±]Rating of 7 or higher.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Maintaining focus on schoolwork[†]				
Not English learner	39	29	23	18
English learner				31
Don't know	15		13	
Caring adult relationships[‡]				
Not English learner	50	64	68	76
English learner				48
Don't know	46		54	
High expectations-adults in school[‡]				
Not English learner	70	70	73	82
English learner				52
Don't know	46		63	
Meaningful participation[‡]				
Not English learner	25	31	33	40
English learner				15
Don't know	17		31	
Facilities upkeep[†] (<i>In-School Only</i>)				
Not English learner	61	66	56	58
English learner				62
Don't know	46		31	
Promotion of parental involvement in school[†]				
Not English learner	52	59	53	53
English learner				69
Don't know	64		40	

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School perceived as very safe or safe <i>(In-School Only)</i>				
Not English learner	67	74	63	64
English learner				33
Don't know	38		47	
Experienced harassment due to five reasons^λ				
Not English learner	11	10	19	12
English learner				27
Don't know	15		0	
Experienced any harassment or bullying[§]				
Not English learner	18	15	20	19
English learner				36
Don't know	15		7	
Had mean rumors or lies spread about you[§]				
Not English learner	36	19	26	17
English learner				42
Don't know	23		14	
Been afraid of being beaten up[§] <i>(In-School Only)</i>				
Not English learner	11	7	8	3
English learner				17
Don't know	0		0	
Been in a physical fight[§] <i>(In-School Only)</i>				
Not English learner	2	3	6	5
English learner				17
Don't know	23		7	
Seen a weapon on campus[§] <i>(In-School Only)</i>				
Not English learner	0	5	6	2
English learner				8
Don't know	8		21	

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

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

[§]Past 12 months.

Table A15.3
Cyberbullying by English Learner Status

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cyberbullying[§]				
Not English learner	30	14	19	10
English learner				17
Don't know	0		7	

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

[§]Past 12 months.

Table A15.4
Substance Use by English Learner Status

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol or drug use[¶]				
Not English learner	5	18	13	19
English learner				27
Don't know	8		0	
Current alcohol or drug use[¶]				
Not English learner	2	8	3	8
English learner				9
Don't know	0		0	
Current marijuana use[¶]				
Not English learner	2	8	6	14
English learner				20
Don't know	8		0	
Current binge drinking[¶]				
Not English learner	0	10	6	3
English learner				18
Don't know	0		0	
Very drunk or "high" 7 or more times, ever				
Not English learner	0	11	5	10
English learner				9
Don't know	0		0	

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Been drunk or “high” on drugs at school, ever				
Not English learner	0	8	5	7
English learner				0
Don’t know	0		6	
Current alcohol use[¶]				
Not English learner	5	16	11	12
English learner				18
Don’t know	0		0	
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Not English learner	2	7	3	0
English learner				8
Don’t know	0		6	
Current cigarette smoking[¶]				
Not English learner	0	1	0	2
English learner				0
Don’t know	0		0	
Current vaping[¶]				
Not English learner	2	11	3	12
English learner				9
Don’t know	0		0	
Current tobacco vaping[¶]				
Not English learner	2	8	3	8
English learner				9
Don’t know	0		0	
Current marijuana vaping[¶]				
Not English learner	0	10	3	8
English learner				9
Don’t know	0		0	

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Eating of breakfast				
Not English learner	60	56	64	61
English learner				62
Don't know	50		56	
Bedtime (at 12 am or later)				
Not English learner	15	18	10	15
English learner				23
Don't know	0		6	

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

[|]*Today.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Remote learning frequency (5 days per week)[¶]				
Not English learner				
English learner				
Don't know				
Synchronous instruction (4 days or more)[¶]				
Not English learner				
English learner				
Don't know				
Interest in schoolwork done from home[†]				
Not English learner				
English learner				
Don't know				
Meaningful opportunities[‡]				
Not English learner				
English learner				
Don't know				

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress[‡]				
Not English learner	17	16	11	18
English learner				15
Don't know	25		21	
Experienced chronic sadness/hopelessness[§]				
Not English learner	20	21	13	24
English learner				25
Don't know	31		21	
Considered suicide[§]				
Not English learner	13	7	3	9
English learner				8
Don't know	0		7	
Optimism[‡]				
Not English learner	46	46	34	45
English learner				36
Don't know	54		31	
Life satisfaction[±]				
Not English learner	73	68	66	71
English learner				58
Don't know	70		60	

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

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

[§]*Past 12 months.*

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

16. Long-Term English Learner (LTEL) Breakdowns

Table A16.1

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School Connectedness^{†#} (<i>In-School Only</i>)				
Not currently in English Learner Program	53	62	59	59
Less than 7 years (EL)				54
7 years or more (LTEL)				
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Not currently in English Learner Program				
Less than 7 years (EL)				
7 years or more (LTEL)				
Academic Motivation[†]				
Not currently in English Learner Program	67	56	56	58
Less than 7 years (EL)				38
7 years or more (LTEL)				
School is really boring[±]				
Not currently in English Learner Program	44	39	41	34
Less than 7 years (EL)				50
7 years or more (LTEL)				
School is worthless and a waste of time[±]				
Not currently in English Learner Program	18	18	11	8
Less than 7 years (EL)				20
7 years or more (LTEL)				
Monthly Absences (3 or more)				
Not currently in English Learner Program	12	5	16	8
Less than 7 years (EL)				50
7 years or more (LTEL)				

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

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

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

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

[±]Rating of 7 or higher.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Maintaining focus on schoolwork[†]				
Not currently in English Learner Program	39	29	23	18
Less than 7 years (EL)				40
7 years or more (LTEL)				
Caring adult relationships[‡]				
Not currently in English Learner Program	50	64	68	76
Less than 7 years (EL)				53
7 years or more (LTEL)				
High expectations-adults in school[‡]				
Not currently in English Learner Program	70	70	73	82
Less than 7 years (EL)				57
7 years or more (LTEL)				
Meaningful participation[‡]				
Not currently in English Learner Program	25	31	33	40
Less than 7 years (EL)				14
7 years or more (LTEL)				
Facilities upkeep[†] (<i>In-School Only</i>)				
Not currently in English Learner Program	61	66	56	58
Less than 7 years (EL)				60
7 years or more (LTEL)				
Promotion of parental involvement in school[†]				
Not currently in English Learner Program	52	59	53	53
Less than 7 years (EL)				70
7 years or more (LTEL)				

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School perceived as very safe or safe <i>(In-School Only)</i>				
Not currently in English Learner Program	67	74	63	64
Less than 7 years (EL)				30
7 years or more (LTEL)				
Experienced harassment due to five reasons^λ				
Not currently in English Learner Program	11	10	19	12
Less than 7 years (EL)				
7 years or more (LTEL)				
Experienced any harassment or bullying[§]				
Not currently in English Learner Program	18	15	20	19
Less than 7 years (EL)				
7 years or more (LTEL)				
Had mean rumors or lies spread about you[§]				
Not currently in English Learner Program	36	19	26	17
Less than 7 years (EL)				50
7 years or more (LTEL)				
Been afraid of being beaten up[§] <i>(In-School Only)</i>				
Not currently in English Learner Program	11	7	8	3
Less than 7 years (EL)				20
7 years or more (LTEL)				
Been in a physical fight[§] <i>(In-School Only)</i>				
Not currently in English Learner Program	2	3	6	5
Less than 7 years (EL)				20
7 years or more (LTEL)				
Seen a weapon on campus[§] <i>(In-School Only)</i>				
Not currently in English Learner Program	0	5	6	2
Less than 7 years (EL)				10
7 years or more (LTEL)				

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

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cyberbullying[§]				
Not currently in English Learner Program	30	14	19	10
Less than 7 years (EL)				20
7 years or more (LTEL)				

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol or drug use[¶]				
Not currently in English Learner Program	5	18	13	19
Less than 7 years (EL)				30
7 years or more (LTEL)				
Current tobacco use[¶]				
Not currently in English Learner Program	2	8	3	8
Less than 7 years (EL)				10
7 years or more (LTEL)				
Current marijuana use[¶]				
Not currently in English Learner Program	2	8	6	14
Less than 7 years (EL)				
7 years or more (LTEL)				
Current binge drinking[¶]				
Not currently in English Learner Program	0	10	6	3
Less than 7 years (EL)				20
7 years or more (LTEL)				
Very drunk or “high” 7 or more times, ever				
Not currently in English Learner Program	0	11	5	10
Less than 7 years (EL)				10
7 years or more (LTEL)				

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Been drunk or “high” on drugs at school, ever				
Not currently in English Learner Program	0	8	5	7
Less than 7 years (EL)				0
7 years or more (LTEL)				
Current alcohol use[¶]				
Not currently in English Learner Program	5	16	11	12
Less than 7 years (EL)				20
7 years or more (LTEL)				
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Not currently in English Learner Program	2	7	3	0
Less than 7 years (EL)				0
7 years or more (LTEL)				
Current cigarette smoking[¶]				
Not currently in English Learner Program	0	1	0	2
Less than 7 years (EL)				0
7 years or more (LTEL)				
Current vaping[¶]				
Not currently in English Learner Program	2	11	3	12
Less than 7 years (EL)				10
7 years or more (LTEL)				
Current tobacco vaping[¶]				
Not currently in English Learner Program	2	8	3	8
Less than 7 years (EL)				10
7 years or more (LTEL)				
Current marijuana vaping[¶]				
Not currently in English Learner Program	0	10	3	8
Less than 7 years (EL)				10
7 years or more (LTEL)				

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Eating of breakfast[‡]				
Not currently in English Learner Program	60	56	64	61
Less than 7 years (EL)				60
7 years or more (LTEL)				
Bedtime (at 12 am or later)				
Not currently in English Learner Program	15	18	10	15
Less than 7 years (EL)				30
7 years or more (LTEL)				

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

[‡]*Today.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Remote learning frequency (5 days per week)[¶]				
Not currently in English Learner Program				
Less than 7 years (EL)				
7 years or more (LTEL)				
Synchronous instruction (4 days or more)				
Not currently in English Learner Program				
Less than 7 years (EL)				
7 years or more (LTEL)				
Interest in schoolwork done from home[†]				
Not currently in English Learner Program				
Less than 7 years (EL)				
7 years or more (LTEL)				
Meaningful opportunities[‡]				
Not currently in English Learner Program				
Less than 7 years (EL)				
7 years or more (LTEL)				

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

[¶]Past 30 days.

^{||}Past 7 days.

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress[‡]				
Not currently in English Learner Program	17	16	11	18
Less than 7 years (EL)				
7 years or more (LTEL)				
Experienced chronic sadness/hopelessness[§]				
Not currently in English Learner Program	20	21	13	24
Less than 7 years (EL)				30
7 years or more (LTEL)				
Considered suicide[§]				
Not currently in English Learner Program	13	7	3	9
Less than 7 years (EL)				10
7 years or more (LTEL)				
Optimism[‡]				
Not currently in English Learner Program	46	46	34	45
Less than 7 years (EL)				
7 years or more (LTEL)				
Life satisfaction[±]				
Not currently in English Learner Program	73	68	66	71
Less than 7 years (EL)				
7 years or more (LTEL)				

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

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

[§]Past 12 months.

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

17. Special Education Breakdowns

Table A17.1

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School Connectedness^{†#} (<i>In-School Only</i>)				
No IEP	56	61	62	58
IEP			50	
Don't know	56		47	59
Prefer not to say				
School Connectedness^{†ψ} (<i>Remote Only</i>)				
No IEP				
IEP				
Don't know				
Prefer not to say				
Academic Motivation[†]				
No IEP	64	56	58	56
IEP			68	
Don't know	77		46	64
Prefer not to say				
School is really boring[±]				
No IEP	43	43	40	37
IEP			60	
Don't know	31		50	64
Prefer not to say				
School is worthless and a waste of time[±]				
No IEP	16	19	11	11
IEP			30	
Don't know	15		25	18
Prefer not to say				

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

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

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

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

[±]Rating of 7 or higher.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Monthly Absences (3 or more)				
No IEP	15	5	17	8
IEP			0	
Don't know	0		17	55
Prefer not to say				
Maintaining focus on schoolwork[†]				
No IEP	39	28	22	19
IEP			10	
Don't know	31		25	27
Prefer not to say				
Caring adult relationships[‡]				
No IEP	53	64	67	70
IEP			63	
Don't know	49		72	70
Prefer not to say				
High expectations-adults in school[‡]				
No IEP	71	70	76	74
IEP			67	
Don't know	59		64	91
Prefer not to say				
Meaningful participation[‡]				
No IEP	27	32	34	37
IEP			38	
Don't know	18		32	36
Prefer not to say				

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Facilities upkeep[†] (<i>In-School Only</i>)				
No IEP	61	64	55	64
IEP			70	
Don't know	54		50	36
Prefer not to say				
Promotion of parental involvement in school[†]				
No IEP	55	59	57	52
IEP			60	
Don't know	59		39	79
Prefer not to say				

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School perceived as very safe or safe <i>(In-School Only)</i>				
No IEP	71	73	66	63
IEP			60	
Don't know	38		45	50
Prefer not to say				
Experienced harassment due to five reasons[^][§]				
No IEP	15	11	15	11
IEP			10	
Don't know	0		27	20
Prefer not to say				
Experienced any harassment or bullying[§]				
No IEP	20	17	16	20
IEP			10	
Don't know	8		36	20
Prefer not to say				
Had mean rumors or lies spread about you[§]				
No IEP	33	19	24	20
IEP			20	
Don't know	23		27	40
Prefer not to say				
Been afraid of being beaten up[§] <i>(In-School Only)</i>				
No IEP	9	7	5	4
IEP			10	
Don't know	8		9	20
Prefer not to say				

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Been in a physical fight[§] (<i>In-School Only</i>)				
No IEP	5	4	8	4
IEP				
Don't know	0		0	30
Prefer not to say				
Seen a weapon on campus[§] (<i>In-School Only</i>)				
No IEP	2	4	10	4
IEP			0	
Don't know	0		9	0
Prefer not to say				

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cyberbullying[§]				
No IEP	25	14	13	11
IEP				
Don't know	8		27	20
Prefer not to say				

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol or drug use[¶]				
No IEP	5	17	10	23
IEP			10	
Don't know	0		17	0
Prefer not to say				
Current tobacco use[¶]				
No IEP	2	8	2	9
IEP			0	
Don't know	0		8	0
Prefer not to say				
Current marijuana use[¶]				
No IEP	2	8	3	16
IEP			10	
Don't know	0		8	0
Prefer not to say				
Current binge drinking[¶]				
No IEP	0	10	3	7
IEP			10	
Don't know	0		8	0
Prefer not to say				
Very drunk or “high” 7 or more times, ever				
No IEP	0	10	3	11
IEP			10	
Don't know	0		0	0
Prefer not to say				
Been drunk or “high” on drugs at school, ever				
No IEP	0	7	6	7
IEP			0	
Don't know	0		0	0
Prefer not to say				

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol use[¶]				
No IEP	5	15	8	16
IEP			10	
Don't know	0		17	0
Prefer not to say				
Current alcohol use at school[¶] (<i>In-School Only</i>)				
No IEP	2	6	3	0
IEP			0	
Don't know	0		8	0
Prefer not to say				
Current cigarette smoking[¶]				
No IEP	0	1	0	0
IEP			0	
Don't know	0		0	0
Prefer not to say				
Current vaping[¶]				
No IEP	2	10	2	12
IEP			0	
Don't know	0		8	0
Prefer not to say				
Current tobacco vaping[¶]				
No IEP	2	8	2	9
IEP			0	
Don't know	0		8	0
Prefer not to say				
Current marijuana vaping[¶]				
No IEP	0	10	2	11
IEP			0	
Don't know	0		8	0
Prefer not to say				

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Eating of breakfast[‡]				
No IEP	61	54	61	62
IEP			64	
Don't know	64		69	45
Prefer not to say				
Bedtime (at 12 am or later)				
No IEP	11	16	7	17
IEP			18	
Don't know	0		8	36
Prefer not to say				

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

[‡]*Today.*

Table A17.6

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Remote learning frequency (5 days per week)[¶]				
No IEP				
IEP				
Don't know				
Prefer not to say				
Synchronous instruction (4 days or more)				
No IEP				
IEP				
Don't know				
Prefer not to say				
Interest in schoolwork done from home[†]				
No IEP				
IEP				
Don't know				
Prefer not to say				
Meaningful opportunities[‡]				
No IEP				
IEP				
Don't know				
Prefer not to say				

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

[¶]Past 30 days.

^{||}Past 7 days.

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress[‡]				
No IEP	18	15	13	16
IEP				
Don't know	18		18	31
Prefer not to say				
Experienced chronic sadness/hopelessness[§]				
No IEP	19	20	10	29
IEP			20	
Don't know	33		27	30
Prefer not to say				
Considered suicide[§]				
No IEP	11	8	5	11
IEP			0	
Don't know	8		9	10
Prefer not to say				
Optimism[‡]				
No IEP	50	45	37	42
IEP				
Don't know	47		36	60
Prefer not to say				
Life satisfaction[‡]				
No IEP	73	71	69	66
IEP				
Don't know	76		69	68
Prefer not to say				

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

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

[§]Past 12 months.

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

18. Living Situation Breakdowns

Table A18.1

School Engagement and Supports by Living Situation

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School Connectedness^{†#} (<i>In-School Only</i>)				
Home with one or more parent or guardian	53	59	59	59
Foster home				
Homeless				
Other living arrangement				
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Home with one or more parent or guardian				
Foster home				
Homeless				
Other living arrangement				
Academic Motivation[†]				
Home with one or more parent or guardian	64	55	57	59
Foster home				
Homeless				
Other living arrangement				
School is really boring[±]				
Home with one or more parent or guardian	41	44	44	38
Foster home				
Homeless				
Other living arrangement				
School is worthless and a waste of time[±]				
Home with one or more parent or guardian	14	16	13	10
Foster home				
Homeless				
Other living arrangement				

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

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

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

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

[±] Rating of 7 or higher.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Monthly Absences (3 or more)				
Home with one or more parent or guardian	11	6	15	11
Foster home				
Homeless				
Other living arrangement				
Maintaining focus on schoolwork[†]				
Home with one or more parent or guardian	36	28	20	16
Foster home				
Homeless				
Other living arrangement				
Caring adult relationships[‡]				
Home with one or more parent or guardian	49	62	69	75
Foster home				
Homeless				
Other living arrangement				
High expectations-adults in school[‡]				
Home with one or more parent or guardian	64	69	75	80
Foster home				
Homeless				
Other living arrangement				
Meaningful participation[‡]				
Home with one or more parent or guardian	25	29	34	39
Foster home				
Homeless				
Other living arrangement				

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Facilities upkeep[†] (<i>In-School Only</i>)				
Home with one or more parent or guardian	55	64	56	61
Foster home				
Homeless				
Other living arrangement				
Promotion of parental involvement in school[†]				
Home with one or more parent or guardian	52	56	55	56
Foster home				
Homeless				
Other living arrangement				

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

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

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

Table A18.2
School Safety by Living Situation

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School perceived as very safe or safe (<i>In-School Only</i>)				
Home with one or more parent or guardian	62	72	61	63
Foster home				
Homeless				
Other living arrangement				
Experienced harassment due to five reasons[^][§]				
Home with one or more parent or guardian	13	9	15	11
Foster home				
Homeless				
Other living arrangement				
Experienced any harassment or bullying[§]				
Home with one or more parent or guardian	18	14	18	17
Foster home				
Homeless				
Other living arrangement				
Had mean rumors or lies spread about you[§]				
Home with one or more parent or guardian	33	21	23	17
Foster home				
Homeless				
Other living arrangement				
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
Home with one or more parent or guardian	8	9	5	3
Foster home				
Homeless				
Other living arrangement				

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Been in a physical fight[§] (<i>In-School Only</i>)				
Home with one or more parent or guardian	5	2	6	6
Foster home				
Homeless				
Other living arrangement				
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Home with one or more parent or guardian	1	6	8	2
Foster home				
Homeless				
Other living arrangement				

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cyberbullying[§]				
Home with one or more parent or guardian	24	16	15	8
Foster home				
Homeless				
Other living arrangement				

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

[§]Past 12 months.

Table A18.4
Substance Use by Living Situation

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol or drug use[¶]				
Home with one or more parent or guardian	5	17	10	18
Foster home				
Homeless				
Other living arrangement				
Current tobacco use[¶]				
Home with one or more parent or guardian	1	7	2	7
Foster home				
Homeless				
Other living arrangement				
Current marijuana use[¶]				
Home with one or more parent or guardian	3	7	4	12
Foster home				
Homeless				
Other living arrangement				
Current binge drinking[¶]				
Home with one or more parent or guardian	0	9	4	4
Foster home				
Homeless				
Other living arrangement				
Very drunk or “high” 7 or more times, ever				
Home with one or more parent or guardian	0	10	2	7
Foster home				
Homeless				
Other living arrangement				
Been drunk or “high” on drugs at school, ever				
Home with one or more parent or guardian	0	7	4	6
Foster home				
Homeless				
Other living arrangement				

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

[¶]Past 30 days.

Table A18.4
Substance Use by Living Situation – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol use[¶]				
Home with one or more parent or guardian	4	16	9	12
Foster home				
Homeless				
Other living arrangement				
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Home with one or more parent or guardian	1	8	4	0
Foster home				
Homeless				
Other living arrangement				
Current cigarette smoking[¶]				
Home with one or more parent or guardian	0	1	0	1
Foster home				
Homeless				
Other living arrangement				
Current vaping[¶]				
Home with one or more parent or guardian	1	10	2	10
Foster home				
Homeless				
Other living arrangement				
Current tobacco vaping[¶]				
Home with one or more parent or guardian	1	7	2	7
Foster home				
Homeless				
Other living arrangement				
Current marijuana vaping[¶]				
Home with one or more parent or guardian	0	9	2	7
Foster home				
Homeless				
Other living arrangement				

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Eating of breakfast[‡]				
Home with one or more parent or guardian	58	53	65	63
Foster home				
Homeless				
Other living arrangement				
Bedtime (at 12 am or later)				
Home with one or more parent or guardian	10	17	8	18
Foster home				
Homeless				
Other living arrangement				

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

[‡]*Today.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Remote learning frequency (5 days per week)[¶]				
Home with one or more parent or guardian				
Foster home				
Homeless				
Other living arrangement				
Synchronous instruction (4 days or more)[¶]				
Home with one or more parent or guardian				
Foster home				
Homeless				
Other living arrangement				
Interest in schoolwork done from home[†]				
Home with one or more parent or guardian				
Foster home				
Homeless				
Other living arrangement				
Meaningful opportunities[‡]				
Home with one or more parent or guardian				
Foster home				
Homeless				
Other living arrangement				

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

Table A18.7
Social and Emotional Health by Living Situation

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress[‡]				
Home with one or more parent or guardian	18	16	14	18
Foster home				
Homeless				
Other living arrangement				
Experienced chronic sadness/hopelessness[§]				
Home with one or more parent or guardian	21	22	13	24
Foster home				
Homeless				
Other living arrangement				
Considered suicide[§]				
Home with one or more parent or guardian	10	9	5	8
Foster home				
Homeless				
Other living arrangement				
Optimism[‡]				
Home with one or more parent or guardian	48	42	36	43
Foster home				
Homeless				
Other living arrangement				
Life satisfaction[‡]				
Home with one or more parent or guardian	73	68	68	70
Foster home				
Homeless				
Other living arrangement				

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

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

[§]*Past 12 months.*

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

Appendix I

2023-24 CHKS Secondary Survey Response Rates

Eligible Schools	9th %	10th %	11th %	12th %
Pierce High	79	72	75	65

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2023-24 public school and 2022-23 enrollment data files. Directly funded charter schools have been excluded from the list.

Appendix II

CHKS Content Overview, 2023-24

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

Special attention is directed toward indicators related to the requirements of California's Local Control and Accountability Plans (LCAP). For a summary of state-level LCAP-related baseline CHKS data, see Factsheet #15.²

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

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

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

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

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

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

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

³ See calschls.org/reports-data/#scrc

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

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

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

GRADE-LEVEL PATTERNS

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

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

DEMOGRAPHIC CHARACTERISTICS AND POPULATION GROUP DIFFERENCES (Section 3)

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

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

Racial-Ethnic Group Identification

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

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

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

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

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

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

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

Youth in Foster Care

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

Unhoused Youth

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

Sexual Orientation and Gender Identity

Lesbian, gay, bisexual, transgender, and questioning or queer (LGBTQ) youth are at elevated risk for bullying and violence victimization, mental health problems, drug and alcohol use, and exhibiting poor performance in school.^{15 16} For example, analysis of the Biennial State CHKS data indicate that LGBTQ youth¹⁷ are:

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

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

¹¹ See calschls.org/my-surveys/

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

¹³ See calschls.org/my-surveys/

¹⁴ See calschls.org/my-surveys/

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

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

¹⁷ See calschls.org/my-surveys/

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

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

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 6)

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

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

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

Self-Reported Grades

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

Academic Motivation

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

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

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

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

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

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

School Boredom – School Value

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

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

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

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

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

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

Absenteeism

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

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

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

Developmental Supports

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

School Connectedness

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

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

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

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

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

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

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

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

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

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

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

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

Parent Involvement

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

Facilities and Physical Environment

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

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 8)

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

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

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

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

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

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

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

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

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

Perceived Safety

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

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

Harassment and Victimization

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

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

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

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

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

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

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

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

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

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

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

Vandalism and Weapons

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

SUBSTANCE USE (Sections 9 and 10)

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

Alcohol and Other Drug Use (Section 9)

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

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

Alcohol and Other Drug Use at School (Section 9)

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

Cigarette Smoking (Section 10)

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

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

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

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

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

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

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

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

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

SOCIAL AND EMOTIONAL HEALTH (Section 7)

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

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

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

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

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

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

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